



## Special School Standards Visit to support planning for improvement

**Name of School : Glyne Gap School**

**Name of Adviser : Bob Wall**

**Date of Visit : 2 October 2018**

**The headteacher should send the latest version of the summary of self-evaluation and the current school improvement plan to the external adviser once the date for the meeting has been arranged.**

**The form should be completed by the adviser and sent to the school in advance of the visit. Information in italics provides guidance on what should be included in each section.**

### **The school's key priorities for improvement**

The school has a comprehensive development plan for the three years 2017/20. The school is currently pursuing detailed objectives in Year 2 of the plan (2018-19). The overall priorities identified in the plan are:

- Every pupil being as successful and happy in life as they can be as they develop skills to enhance independence, autonomy, well-being and friendship.
- Creating a climate and capacity at home and at school that supports learning and achievement.
- Building staff capacity and extending opportunities to all-through sustained and systematic professional development.
- Extending learning in the community.

### **Evaluation of the school's summary of self-evaluation**

- The school's self-evaluation is a robust and secure document which summarises succinctly the current strengths and areas for development of the school. It very appropriately focuses on outcomes for pupils, the major focus of all work within the school.
- The written evaluation follows the Ofsted framework and provides school judgements for all areas on the four-point Ofsted scale.
- A judgement for overall school effectiveness is not currently included and this would further strengthen the document. Similarly, the school may wish to consider separate judgements (and evidence) for EYFS and 6<sup>th</sup> Form as these are separately considered during an Ofsted inspection and provision for both is made at the school.
- The inclusion of sections on enhanced opportunities/SMSC and for school-to-school support provide significant information and evidence of the school's strengths and priorities. This is entirely appropriate. Broadening and retitling this section to provide a full analysis of curriculum breadth will likely prepare the school well for the predicted change in the Ofsted Framework from (September) 2019 where curriculum breadth is predicted to have a greater emphasis.

- The structure of the document, providing reasons for a judgement, supporting evidence and identified “next steps” for development is clear, concise and highly evaluative.

### **Evaluation of the quality of the school development plan**

- The school development plan relies heavily on the excellent analysis undertaken within the school’s self-evaluation. The key activities included in the plan are clear, concise and have specific outcomes which will impact on pupil outcomes.
- The development plan is very well structured across three main areas; Outcomes for pupils; Provision and Leadership and Management. Each is sub-divided to include appropriate and relevant areas for development. Key activities are drawn from these areas for each of the three years that the current development plan covers. This clear and simple format provides all stakeholders with an excellent understanding of priorities and a structure to monitor progress.
- The development plan is flexible and able to respond to changing priorities during the development period. Evidence of possible additional key activities were added to the document during the 2017/18 school year as a result of various processes, involving both external and internal reviews. The school’s ability to reflect, adapt and amend the plan is both very positive and highly significant.
- The publication of the plan as a three-page document, supported by significant layers of additional project planning, allows senior leaders, staff, governors, parents and others to access the plan at an appropriate level and with sufficient information and detail for their individual needs. This is a significant strength of the development plan.
- The process for formulating the three-year development plan is impressive. The widest set of stakeholders are consulted including pupils, staff, governors, health and social care partners, governors and parents of current and previous pupils. The consultation is wide-ranging and an example of exceptionally effective practice.

### **School’s involvement with and impact of in local collaborative work/projects**

- The school has informal links across East Sussex and nationally with schools that use their curriculum documentation.
- The school is part of the Special School Alliance (SSA), and the headteacher leads the sub-group of schools looking at the teaching and learning of pupils with severe and profound learning disabilities.
- The headteacher considers that it is imperative that the school extends their areas of expertise to other schools and maintains an outward-facing approach in order to learn from others. The school development plan shows distinct activities related to these external relationships and aims. The school’s judgement is that this is an area of their work that could be expanded further and for this reason the school judges school-to-school support as good in their self-evaluation.

### **Indicative SLES category**

**Last Ofsted Judgement: 1**

**School’s assessment: 1**

**Adviser's assessment: 1**

(Note – The school is expecting to enter the Ofsted inspection window in Term 5 and 6 of the 2018/19 academic year. This will be four years since the previous Ofsted inspection (June 2015).

**If adviser support is on-going, what are the priorities for the adviser's work?**

The school requested clarification as to whether a second (funded) visit in Term 3 or 4 was available as they are due to enter the Ofsted window. If this is available, then a specific focus related to inspection preparation would be negotiated.

**Further external support required:**

None were identified during the current Adviser visit. The school utilises the services of a Professional Adviser to the Governing Body and an Associate Governor to oversee safeguarding. See the specific section below (impact of governing body) for further details.

**School's judgement for overall effectiveness in relation to current Ofsted framework:**

Outstanding

**Effectiveness of leadership and management (including governance)****Expectations and culture of the school**

- The school SEF and discussions with the headteacher and senior leaders indicate that the school culture is relentless in its drive to improve the learning of its pupils. It does this by a consistent focus on teaching. Teaching overall is outstanding.
- The school has consistently achieved grades of outstanding in Ofsted inspections and continues to provide high expectations and a continuing drive to improve. The school is a reflective and self-improving community where complacency has no place.

**Relationships between leaders, staff and pupils**

- Relationships at all levels are underpinned by respect, trust and humility and have an exceptional impact on school culture. Leadership at all levels shows clear vision, high aspiration, a shared sense of purpose and a determination to monitor and evaluate itself.

**Impact of actions to secure improvements in teaching and outcomes for all pupils**

- The school development plan and self-evaluation provide clear evidence of sustained improvements as a result of a highly evaluative and reflective approach within a cycle of improvement. Planned actions are specific, have clearly measurable outcomes and are undertaken in a timely and realistic manner. In order to exemplify this approach, the headteacher described the recent work to enable a number of pupils to develop skills to manage their own behaviour. This development has impacted on the rate of progress pupils make, particularly for a group of Key Stage 4 pupils. In addition, the school is able to show evidence of building on developments over a number of years. The current work on "employability" is a three 3-year developmental process. There is currently a measurable impact on pupil progress. However, the ultimate impact/success will not be seen until current Year 9 pupils leave school to (hopefully) take up employment routes.

**Use of performance management and CPD to improve teaching**

- The school has developed and further refined the Glyne Gap Teaching Standards over many years. These form the basis for professional development for all staff and classroom

teams. The school's SDP provides a focus for school-wide CPD which is further enhanced by individual training where this is highlighted via performance management. All school staff, including classroom assistants and administrative staff, have formal performance management. The school has recently introduced team development meetings where class teams meet and undertake specific developmental activities to enhance their (group) skills in supporting learning. This innovative approach is making an additional and significant contribution to pupil outcomes.

#### **Quality of the wider curriculum and how it meets the needs of pupils**

- The curriculum is a national exemplar. It promotes superb learning. Its focus on communication and personal development prepares pupils extremely well for their next stage of education, or phase of life.
- The SEF shows that pupils have outstanding experiences in sports, arts, music and culture.
- The school provides wide-ranging strategies to develop pupils' SMSC development and it judges the outcomes of this for each pupil.
- The school provides an exceptional range of enhanced opportunities to support both the learning and well-being of all pupils.

#### **Impact of the work of the governing board**

- The governing body includes members with a wide range of experience, skills and expertise. As such, they are well-equipped to provide both support and challenge to the school and senior leaders.
- The governing body employs a Professional Adviser to support their work. This role exists on a fixed two-yearly basis in order to maintain objectivity and distance. The Professional Adviser particularly supports the Governing Body in relation to scrutiny of Pupil Outcomes and the Quality of Teaching, Learning and Assessment (QTLA).
- The governing body also has an Associate Governor who takes specific responsibility for the oversight of safeguarding across the school.
- The appointments of both the Professional Adviser and Associate Governor are both innovative and provide significant additional strength to the oversight of the governing body.
- The governing body is currently considering the expansion of the school's offer to the children, families and community that it serves. This focus is indicative of the strategic oversight and vision that the governing body has for the school.

#### **Promotion of equality of opportunity and British values**

- The emphasis that the school places on the personal development of pupils and the wider personal, social and health education curriculum includes specific elements of equality and the promotion of strong ethical values. This aspect of the curriculum is fully integrated into the work of the school and the planning for individual pupils' development.

#### **Safeguarding**

*What is the school's view of the effectiveness of its safeguarding arrangements? Has a recent external safeguarding audit taken place? What areas for development were identified on the 2017-18 175 audit and have these now been addressed?*

- The school's view (in their SEF) of the effectiveness of safeguarding is that it is highly effective. They state in their self-evaluation that "Safeguarding is effective, and processes work proactively to enhance pupil and staff care".
- The school has not undertaken a recent external safeguarding audit, although the school has an Associate Governor who has responsibility for oversight of safeguarding practices.
- The school has a relatively new Designated Safeguarding Leader (DSL) who has been in post since September 2017. She is careful, diligent and knowledgeable about her role.
- The possibility of commissioning an external safeguarding audit was discussed during the Adviser visit.
- The latest safeguarding audit was undertaken in Autumn 2017 and all items requiring action were addressed immediately. An update of the audit is planned to be undertaken before December 2018 and will be reviewed by the Associate Governor responsible for safeguarding before being presented to the governing body and sent to the Local Authority.
- There were no outstanding safeguarding concerns raised during the Adviser's visit.

**School's overall judgement for the effectiveness of leadership and management (including governance):** Inadequate, Requires Improvement, Good, **Outstanding**

**Quality of teaching, learning and assessment (QTLA)**

**The proportion of teaching that is typically good or better and the evidence used to make this judgement**

- Thirty-four lessons were observed during the 2017/18 academic year by either the headteacher, member of the senior leadership team, or external consultants (or paired combinations). The QTLA in 74% of these lessons was graded outstanding. QTLA in the remaining 26% was graded good.
- 63% of pupils are making outstanding progress and 37% of pupils are making good progress.
- Teaching over time is excellent.
- Pupils' behaviour for learning within observed lessons is excellent and they take pride in their achievements.
- Pupils' learning across the whole curriculum is very good and, in the essential areas of Communication and Personal, Social and Health Education (PSHE), it is outstanding.

**Teachers' subject knowledge**

- The school has developed and further refined the Glyne Gap Teaching Standards over many years which form the basis for professional development for all staff and classroom teams. All staff are engaged formally and informally in professional development and personal reflection. The subject knowledge, and more particularly the detailed knowledge and related expertise of SEND, of all staff is excellent and under constant review.

**The use of assessment to inform planning and the school's approach to differentiation for pupils**

- Teachers have very high expectations. Their deep knowledge of pupils' needs and how to progress them is outstanding. Their planning, assessment for learning, their general teaching strategies and support for vulnerable individuals is exceptional.

### **The quality of feedback given by staff and the way it is used by pupils to improve their work**

- The nature of the school's pupils and their needs is such that comparatively little written "work" is produced. Where written work is produced this is clearly annotated by staff.
- Staff assessment and feedback in lessons is extensive and highly skilled. Ongoing commentary and verbal narrative to support and reinforce learning is used consistently by staff across the school both in and out of lessons.
- The school has recently introduced a highly effective certificate system which reinforces pupils' progress and attainment against the school's Tier 1 (priority learning) curriculum targets. These certificates, covering the curriculum areas of communication, personal development and essential physical skills for learning and life, are presented on a weekly basis at the whole school assembly.

### **Use of homework and the quality of communication with parents**

- The school promotes extremely close partnership working with parents to identify and support pupils' priority learning at school and home.
- The unique system of "Supergoals", high-level priority learning targets, are negotiated individually with parents and will always include elements that are supported by working at school and at home.

### **School's overall judgement for the quality of teaching, learning and assessment:**

Inadequate, Requires Improvement, Good, Outstanding

### **Personal development, behaviour and welfare**

#### **Pupils' attitudes to learning including independence**

- Pupils have excellent attitudes to and behaviour for learning and this positively affects their progress. Pupils are proud of their achievements, which are celebrated at both a class level and a whole school level.
- Pupils' gains in their personal development, particularly around independence, mean that they are well prepared for the next stage of their lives.

#### **Conduct in lessons and around the school**

- The school culture underlines a shared understanding of the importance of positive behaviour for learning. This culture, based on respect, permeates through the school and is reinforced through extended whole school training with assigned (staff) reflection time.
- This school ethos extends to all aspects of pupil wellbeing and welfare. Pupils feel very safe in school and develop strong relationships with staff. The specially designed curriculum enables pupils to learn how to keep themselves safe in different contexts, including online.

#### **Frequency of incidents of poor behaviour or bullying**

- Pupils for whom behaviour presents a barrier to learning are identified quickly and supported through consistent, individualised approaches to manage their behaviour appropriately and make gains in their learning.

- The school makes use of a very well organised system for supporting pupils who present challenging behaviour. Pupils appear on a A or B list indicating the level of support they require to be successful in managing life and positive behaviour for learning. During 2017/18 three pupils (2.8%) were on the A list and 19 (17.7%) on the B list. The school uses a range of graded interventions to support these pupils and their learning. Significantly, all of the A list pupils made outstanding progress across the year. The level of outstanding progress for B list pupils was 68% which was higher than the overall level for the school (63%). This is indicative of the highly effective nature of school interventions in this area.

#### **Number of exclusions**

- None during the 2017-18 academic year.

#### **Opportunities for pupils to learn about keeping healthy and safe**

- The school provides an exceptional range of enhanced opportunities to support both learning and wellbeing for all pupils.
- The school's curriculum places the highest emphasis on pupils' personal development. The impact of this emphasis is that developing an understanding of keeping healthy and safe has a very high priority.

#### **Attendance**

##### **Overall level of attendance for 2017-18**

- The school's figure for overall pupil attendance was 92% which excludes 7 pupils who the school describe as having "excessively low attendance".

##### **Overall level of attendance for any other vulnerable groups for 2017-18**

- The 7 pupils identified above all had significant health and medical needs which resulted in their low levels of attendance. This is consistently the group of pupils for whom attendance is an issue.

##### **Proportion of persistent absentees**

- Please see comments above with regard to pupils with significant medical needs.

##### **Evidence and Impact of the school's work to improve attendance**

- The school works exceptionally hard to support pupils whose attendance is affected by medical and health care needs. Paediatric and combined clinics are held on the school site to reduce the need for pupils to attend off-site appointments. Liaison with health care professionals to ensure high/maximum attendance is an ongoing school priority.
- The school's safeguarding staff formally investigate the attendance of any pupil that falls below 85% and seek to put in place personalised support/interventions to improve attendance where relevant.

#### **School's overall judgement for personal development, behaviour and welfare:**

Inadequate, Requires Improvement, Good, **Outstanding**

## Outcomes for pupils.

### Summary of in-school data by key stage

At Glyne Gap School we use 8 key indicators from 3 sources to determine individual and collective pupil progress. These are:



How compelling each indicator is depends on the rigour and validity of its evidence. Progress is a summative view based on this composite evidence and the reliability of the judgement depends on the strength of the whole, not any single source.

Source 1. Glyne Gap expanded P level assessment data analysed through CASPA – 58 pupils included in data Glyne Gap Essential Subjects – PSHE and English (including Communication, Language and Literacy)

#### **Progress last year**

- 83% of pupils made expected or above expected progress in PSHE
- 86% of pupils made expected or above expected progress in English

Glyne Gap Core Subjects – Maths

#### **Progress last year**

- 83% of pupils made expected or above expected progress in Maths

Source 2. School Generated Outcome Data - (up to)113 pupils included in data

- 68% of 1603 termly goals set were fully achieved
- 74% of 34 monitored lessons scored outstanding for achievement and progress
- 62% of 316 overall termly progress judgements made by multidisciplinary team graded outstanding
- 75% of 83 progress in communication judgements made by multidisciplinary communication team graded as outstanding
- 71% of 83 judgements on Communication graded outstanding (29% good)
- 52% of 76 judgements in English (including Functional Literacy at Post 16) graded outstanding (48% good)
- 60% of 78 judgements in Maths (including Functional Numeracy at Post 16) graded outstanding (40% good)
- 74% of 89 judgments on PSHE graded as outstanding (24% good)
- 64% of 92 judgements on Personal Development, Behaviour and Welfare graded as outstanding (33% good)

Source 3. Parent Generated Data

- 84% of judgements made by parents on pupil progress graded outstanding
- 99% of parents judged their child liked school
- Attendance rate is 92%



**Pupil Progress Indicators 2017-18– Breakdown by Groups (2016-17 in brackets)**

|          | Total   | Outstanding | Good    | Outstanding % | Good %     | No judgement |
|----------|---------|-------------|---------|---------------|------------|--------------|
| Female   | 37 (38) | 23 (21)     | 14 (17) | 62% (55%)     | 38% (45%)  | 0 (2)        |
| Male     | 70 (69) | 44 (40)     | 26 (29) | 63% (58%)     | 37% (42%)  | 6 (5)        |
| SLD      | 75 (75) | 48 (42)     | 27 (33) | 64% (56%)     | 36% (44%)  | 3 (3)        |
| PMLD     | 31 (32) | 19 (19)     | 12 (13) | 61% (59%)     | 39% (41%)  | 3 (4)        |
| LAC      | 10 (8)  | 5 (2)       | 4 (6)   | 56% (25%)     | 44% (75%)  | 1 (1)        |
| Non-LAC  | 97 (99) | 62 (59)     | 35 (40) | 64% (60%)     | 36% (40%)  | 5 (6)        |
| FSM      | 47 (49) | 29 (27)     | 18 (22) | 62% (55%)     | 38% (45%)  | 1 (1)        |
| Non-FSM  | 62 (58) | 40 (34)     | 22 (24) | 65% (59%)     | 35% (41%)  | 3 (6)        |
| EYFS     | 19 (15) | 15(13)      | 4 (2)   | 79% (87%)     | 21% (13%)  | 0 (3)        |
| KS1      | 12 (12) | 8 (6)       | 4 (6)   | 67% (50%)     | 33% (50%)  | 2 (0)        |
| KS2      | 29 (28) | 16 (14)     | 13 (14) | 55% (50%)     | 45% (50%)  | 3 (1)        |
| KS3      | 16 (18) | 9 (9)       | 7 (9)   | 56% (50%)     | 44% (50%)  | 0 (1)        |
| KS4      | 7 (8)   | 4 (0)       | 3 (8)   | 57% (0%)      | 43% (100%) | 1 (2)        |
| Post 16  | 24 (26) | 15 (19)     | 9 (7)   | 63% (73%)     | 37% (27%)  | 0 (0)        |
| Nursery  | 12 (10) | 9 (8)       | 3 (2)   | 75% (80%)     | 25% (20%)  | 0 (2)        |
| Seagulls | 10 (8)  | 7 (6)       | 3 (2)   | 70% (75%)     | 30% (25%)  | 0 (0)        |
| Skylarks | 5 (6)   | 5 (4)       | 0 (2)   | 100% (67%)    | 0% (33%)   | 1 (1)        |
| Wrens    | 6 (9)   | 4 (6)       | 2 (3)   | 67% (67%)     | 33% (33%)  | 2 (0)        |
| J1       | 9 (9)   | 5 (4)       | 4 (5)   | 56% (44%)     | 44% (56%)  | 0 (0)        |
| J2       | 7 (6)   | 3 (3)       | 4 (3)   | 43% (50%)     | 57% (50%)  | 1 (1)        |
| J3       | 9 (10)  | 6 (4)       | 3 (6)   | 67% (40%)     | 33% (60%)  | 1 (0)        |
| S1       | 9 (8)   | 6 (4)       | 3 (4)   | 67% (50%)     | 33% (50%)  | 0 (1)        |
| S2       | 5 (5)   | 2 (2)       | 3 (3)   | 40% (40%)     | 60% (60%)  | 0 (2)        |
| S3       | 9 (9)   | 5 (1)       | 4 (8)   | 56% (11%)     | 44% (89%)  | 0 (0)        |
| FE1      | 10 (9)  | 5 (6)       | 5 (3)   | 50% (67%)     | 50% (33%)  | 0 (0)        |
| FE2      | 9 (10)  | 6 (7)       | 3 (3)   | 67% (70%)     | 33% (30%)  | 0 (0)        |
| FE3      | 7 (8)   | 4 (6)       | 3 (2)   | 57% (75%)     | 43% (25%)  | 1 (0)        |
| A list   | 3 (6)   | 3 (3)       | 0 (3)   | 100% (50%)    | 0% (50%)   | 1 (0)        |
| B list   | 19 (17) | 13 (11)     | 6 (6)   | 68% (65%)     | 32% (35%)  | 0 (1)        |
| EYFS     | 19 (15) | 15 (13)     | 4 (2)   | 79% (87%)     | 21% (13%)  | 0 (3)        |
| KS1 - 4  | 64 (66) | 37(29)      | 27 (37) | 58% (44%)     | 42% (56%)  | 4 (4)        |
| Post 16  | 24 (26) | 15 (19)     | 9 (7)   | 63% (73%)     | 37% (27%)  | 0 (0)        |

### **Headteacher's comments on in school data**

- The data provided in the section above and the following supporting evidence provided for the visit of the External Adviser visit reinforces the judgement that overall progress of pupils at the school is outstanding.
  - School Based Pupil Outcome Data 2017-2018
  - School Based Pupil Outcome Data 2017-2018 (Early Years)
  - School Based Pupil Outcome Data 2017-2018 (Post 16)
  - Glyne Gap Outcomes Analysis Meeting

**Adviser's analysis and evaluation of outcomes for pupils - Please provide commentary on the following areas if these are relevant to the school's age range, this information should come from the school's self-evaluation form and be based upon outcomes for pupils 2018.**

#### **1. Progress**

**a) Progress across the Foundation Stage from pupils' starting points**

**b) Progress across Key Stage 1**

•

**c) Progress across Key Stage 2**

•

**d) Progress across Key Stage 3**

•

**e) Progress across Key Stage 4**

•

**f) Progress post 16**

•

**g) Progress of vulnerable groups**

•

#### **2. Attainment**

**a) Attainment at the end of the Foundation Stage**

•

**b) Phonics attainment**

•

**c) Key Stage 1 attainment**

•

**d) Key Stage 2 attainment**

•

**e) Attainment in grammar, punctuation and spelling**

**f) Key Stage 3 attainment**

•

**g) Key Stage 4 attainment**

•

#### **h) Key Stage 5 accreditation**

#### **i) Attainment of groups, including boys, PP, EAL, school's own groups vulnerable to underachievement**

- All pupils make at least good progress and the majority (63%) make outstanding progress.
- All pupils, including those in the EYFS and those in the sixth form, are making substantial and sustained progress from their different starting points. (63% outstanding, 37% good)
- The proportion of pupils making outstanding progress has increased by 6% in the past year (2016/17 – 57%; 2017/18 – 63%)
- Pupils who receive Pupil Premium - Free School Meals (FSM) make the same amount of progress as other pupils (62% outstanding progress; 38% good progress).
- Pupils who receive Pupil Premium - Looked After Children (LAC) do not make as much progress as those for who the school does not receive this grant (56% outstanding progress; 44% good progress). The school's analysis (see below) indicates that this is a result of the impact of the level of need of these pupils.
- The school additionally analyses pupil progress for pupils by Key Stage and by class group. Progress is highest within the EYFS (79% outstanding) and Key Stage 1 (67% outstanding). Levels of (outstanding) progress are lower than the school average for pupils at Key Stages 2, 3 and 4, before returning to the school average of 63% in the sixth form.
- The levels of progress by pupils at key Stage 4 showed a significant improvement in 2017/18. No pupils in Key Stage 4 made outstanding progress in 2016/17. This figure rose to 57% (4 pupils) in 2017/18.
- The analysis by the school of the progress of pupils in the thirteen individual classes indicates a broad range of progress rates. The highest rate of progress appears in one class where all pupils were judged to be making outstanding progress, whereas the lowest rate of progress is 40% of pupils making outstanding progress. Eight classes have levels of progress within 10% of the school average. The numbers of pupils in individual classes ranges from five to twelve. As a result of these small class sizes, it is unlikely that the variations in levels of progress are significant.
- Pupils' learning across the whole curriculum is very good and, in the school's essential areas of communication and PSHE, it is outstanding.
- The school identifies pupils who demonstrate behaviour that challenges as a separate group. These pupils all make at least good progress. In 2017-18 this group of pupils had levels of progress which exceeded the school average with 68% of pupils making outstanding progress.
- 28 pupils (26% of the school) were credited during 2017/18 as making transformational progress through achieving their 'Supergoal'. The school describes a pupil's 'Supergoal' as "transformational learning".
- The validity and strength of the school's pupil progress data is reliant on the systems that the school has developed over a very extensive period. These systems are extremely rigorous and use various forms of triangulation, external review and challenge. The school

operates a highly significant (annual) outcomes analysis meeting in September to review, moderate and improve each of the school's areas of assessment/progress measures. The minutes of this meeting and subsequent planned action show high levels of professional dialogue and challenge alongside a detailed analysis of the previous year's outcomes. The strength of the school's pupil progress data is underlined by the systems and the systematic rigour inherent in those systems.

**School's overall judgement for pupil outcomes:**

Inadequate, Requires Improvement, Good, **Outstanding**

**Effectiveness of the early years provision:**

**Consistency of outcomes across the different areas of learning**

- Progress of pupils at the Early Years Foundation Stage (EYFS) is a strength of the school with 79% of pupils being judged to make outstanding progress.

**How well all staff work with parents**

- The school SEF indicates that all staff working in in the EYFS work exceptionally well with parents.
- The school operates a Portage service which ensures that pupils and parents are well-known and supported prior to their joining the school's nursery provision.
- The school employs a member of staff specifically to provide home/school learning support for pupils with the EYFS.

**Children's enjoyment of learning and the extent to which they are active learners**

- Pupils show high levels of enjoyment and engagement within their lessons.

**The quality of the learning environment**

- The school has a separate (co-located with mainstream) nursery which provides the majority of accommodation for EYFS pupils. This accommodation is outstanding, with a range of both indoor and outdoor learning environments. A number of discrete rooms are provided for Glyne Gap pupils to enable individual and small group learning.

**The effectiveness of leaders and managers**

- The exceptional outcomes and outstanding provision made by the school for Early Years is, in large part, the impact of the school's three EYFS stage teachers – two of whom are "Master Practitioners", a title and designation devised by the school when the Advanced Skills Teacher designation ceased.

**School's overall judgement for the effectiveness of early years provision:**

Inadequate, Requires Improvement, Good, **Outstanding**

**Effectiveness of the 16 to 19 study programmes**

**Curriculum provision/accreditation offer/preparation for adult life**

- The curriculum within the Post 16 facility (The Faculty) is sharply focussed on the preparation of young people for adult life.
- The Faculty provides a Tier 1 curriculum in the following three broad areas, related to the particular skills and abilities of individual pupils:

- Essential skills for learning and living for all pupils.
- Core skills building for functionality for pupils.
- Work related skills for work placement and employment for pupils.
- An innovative and highly personalised curriculum is provided for a small group of pupils with the most complex needs, where preparation and finding their “meaning” is dependent on the support of others now and always. For this group of pupils, the school has developed the “Special Access” Curriculum. The school aims to prepare these pupils to leave The Faculty prepared for their futures with:
  - a small group/network of people equipped to support them to live a happy and fulfilled life.
  - a life that is meaningful to them.
  - a range of activities that they can do/enjoy/with which they are actively involved.
  - being able to contribute to their family/communities.
  - actively involved in the work of living.

### **Destination statistics/NEET figures from last year’s leavers**

- A total of nine pupils left The Faculty in July 2018. Their destinations were as follows. (Pupils were in Year 14 unless otherwise indicated).
  - **Education** (Sussex Coast College full-time).
  - **Education** (Sussex Coast College full-time).
  - **Social Care Opportunities and Community Access** (2 Days Parchment Trust, 1 Day Friary Gardeners, 1 day Active Arts, 1 day community access).
  - **Social Care Opportunities and Respite** (5 days Parchment Trust and Greenwoods).
  - **Social Care Opportunities and Respite** (4 days Beeching Park, 1day Friary Gardeners).
  - Awaiting confirmation **Supported Employment and Social care opportunities** (3 days Little Gate Farm, 1 day Active Arts, 1 day Personal Assistant (PA)).
  - **Social Care Opportunities** (4 days Parchment Trust, 1 day PA).
  - **Social Care Opportunities and Respite** (5 days Autism Sussex and Greenwoods).
  - **Education** (St. Johns College & Residential Home Brighton).

(The highlight/categorisation is provided by the school in order to review and monitor pupil destinations).

### **Work/vocational experience**

- The school has a detailed and formalised Employability rationale which is included in their curriculum framework and documentation. Where appropriate to the Employability rationale, work experience is provided and supported. This provision is made on an individual pupil basis. Development of this area is a key focus of the school’s development plan.

### **Links with colleges, FE and employers**

- The Faculty is based on the same site as Bexhill FE College. Links with the college are strong and the co-location of The Faculty is significant in this provision.
- Links with other FE colleges and employers exist to support effective transition for pupils to the next stage of their lives. Details provided in the pupil destinations section above gives further details of the current links.

### **The effectiveness of leaders and managers**

- The Faculty Leader is one of three Assistant Headteachers at the school. The leadership and management of the Faculty are outstanding. An innovative, highly personalised and aspirational curriculum has been devised which meets the needs of a wide range of pupils.
- The delivery of the curriculum by staff at the Faculty is outstanding and the desire to consistently adapt and improve provision is a consistent theme. Staff are hardworking, highly professional and reflective of their practice.

**School's overall judgement for the effectiveness of 16 to 19 study programmes:**

Inadequate, Requires Improvement, Good, **Outstanding**

**Adviser sign-off**

A handwritten signature in black ink that reads "Bob Wall". The signature is written in a cursive style and is underlined.

**Bob Wall**

**Monday 8<sup>th</sup> October 2018**