

Special School Standards Visit to support planning for improvement

Name of School : Glyne Gap School

Name of Adviser : Bob Wall

Date of Visit : Monday 14 October 2019

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 and should be removed once the report is complete.

When completing the form the adviser should consider the vision, values and ambitions of Excellence for All.

The school's key priorities for improvement

- Outcomes for pupils:
 - Key stage 4 and 5 pupils will develop purposeful and measurable work skills.
 - Pupils at key stages 3,4 and 5 will improve their functional numeracy skills.
- Provision:
 - Enhance the depth of expertise in the teaching and learning of Personal, Social and Health Education (PSHE) as an essential area.
 - Ensure online safety is taught systematically (to pupils for whom it is relevant).
 - Review and refine assessment measure for pupils working between P1 and P4 in light of Rochford Report and enhance plan/do/review cycle.
 - Review personal care assessment tool to enhance plan/do/review cycle.
 - Maximise teacher capacity and time to teach through refining assessment, recording and reporting/planning processes.
 - Ensure the school-wide mental health strategy meets the needs of pupils, families and staff.
- Leadership and Management:
 - Enhance safeguarding procedures through implementation of the recommendations and learning from recent safeguarding audit and review.
 - Ensure role of middle leaders impacts on teaching and learning.
 - Implement a core professional development offer for teachers and teaching assistants.

Evaluation of the school's summary of self-evaluation(SEF)

- The school maintains a summary SEF which both draws on and refers to a wide number of other documents. The SEF is a clear, concise and highly evaluative document which provides a very clear summary of the school's strengths and areas for development. The SEF makes clear the school judgements against the four-level Ofsted grade descriptors.

The document is very well structured with additional sections (and judgements) for the school's early years and sixth form/faculty provision. The document is updated annually and published on the school website. Areas for development are clearly identified and drawn from the school's in-depth evaluations. These areas link directly to the school's improvement plan (see below). The currently published SEF is structured against the "old" Ofsted Framework sections.

- The headteacher and the school's senior leaders have worked hard to produce a draft SEF under the new (September 2019) Ofsted Framework. This document was reviewed and discussed during the adviser visit. This revised document clearly shows the school's excellent understanding and appreciation of the changes to the Ofsted Framework and how they impact on the school. The document is not yet finalised but the headteacher has a very clear understanding of what amendments are required alongside a realistic timescale.
- The following areas for the further development of the revised SEF were identified from discussion during the visit:
 - The addition of sections and judgements for early years and sixth form referencing the new Ofsted Framework.
 - Further refinement of the next steps / areas for development identified within the Quality of Education section.
 - Consideration of specific identification of the three specific elements (Intent; Implementation; Impact) within the Quality of Education section.
 - A further consideration of the identified strengths of provision and pupil outcomes within the Behaviour and Attitudes and Personal Development sections to ensure that they link directly with the school's very strong curriculum intent in both areas.
- The school has a detailed range of other supporting documents and processes to evaluate their work. One key document evaluates the impact of work undertaken as part of the annual school development plan. This highly evaluative document compares how developments impact (positively) on pupil's learning and personal development against their cost and includes an overall value for money judgement. These judgements are made on a scale of excellent, good, or satisfactory. The document also includes a very clear description of the reasons for differing decisions. The document is published annually on the school website and is further evidence of the school's high level of commitment to reflective self-evaluation.

Evaluation of the quality of the school development plan

- The school has a very comprehensive three-year development plan. The current plan is for the three-year period from 2017 to 2020 and is therefore in its final year (2019/20).
- The development plan is divided to cover three main areas of the school's development; Outcomes for Pupils, Provision, and Leadership and Management. The decision to structure their development plan in these areas, rather than following the more traditional Ofsted Framework, was a very well-considered and reflective decision of the headteacher, senior leaders and governors.
- The three-year plan is presented as a short and very clear overview of the school's developmental objectives and is presented to be very accessible to all school stakeholders. The plan is a "live" document and contains details of additional objectives which have arisen during the three-year period which have been considered for inclusion.

These additional objectives derive from a range of internal and external reviews and from different sources.

- The development plan includes objectives that span more than one year and indeed, in some cases, all three years. This is a particularly strong aspect of the school's approach to development planning, where it is clearly evident that developments will take a longer period of time to become embedded and demonstrate impact.
- A very accessible overview of the school's three-year development plan is published on the school website.
- The school maintains a more detailed development plan for the current school year. This is used internally to structure, direct and support the work of identified staff in implementing each broad development. The annual plan includes additional contextual information, key actions, timescales, resource allocations and responsibility for monitoring. The school's governors, headteacher and senior leaders use this annual plan very effectively to both structure and monitor school development.
- The school undertakes a detailed and extensive consultation exercise during the third year of the development plan to seek and select objectives for their next three-year plan. This includes a series of different meetings, along with written requests and questionnaires to all stakeholders. The headteacher, senior leaders and governors use this detailed information to refine the key objectives for the coming three-year period. Feedback is provided by the headteacher on final decisions for inclusion in the plan to ensure that all contributions are recognised and valued.

The school's involvement in local collaborative work/projects

- The school continues to work collaboratively through the Special Schools' Alliance which impacts on:
 - leadership and management development.
 - curriculum development.

What has the school done to address the key issues from the previous Ofsted inspection?

- The school received a full Section 5 Ofsted inspection in June/July 2015 and was judged to be outstanding in all areas. It has very recently (May 2019) received a short inspection, referred to below, at which it was again judged to be outstanding in all areas.
- In the 2015 report, inspectors only identified one area for further improvement. This related to the school's systems for measuring pupil progress. The specific recommendation was that the school should, "Continue to strengthen systems for measuring pupils' progress in light of the changes to the National Curriculum and assessment without levels".
- The school worked very hard to review and refine assessment systems and processes during the intervening period. The following changes have been made:
 - Implementation of the Glyne Gap Assessment tool (as use of P levels has diminished).
 - Development of a functional literacy assessment tool (as National Curriculum assessment has not been relevant for the school's population).
 - Refinement of measures that assess broader curriculum intent, for example the development of a "participation in life" assessment scale.
- These changes have resulted in an already systematic, rigorous and robust system being further strengthened. Inspectors recognised these improvements during their inspection in May 2019 and concluded that the improved system, focusing on communication,

independence, behaviour, social interaction provides a comprehensive set of information which allows governors and school leaders to review pupil progress very carefully. Furthermore, the systems provide a basis on which leaders can provide further support to teachers in their planning and target additional interventions to individual pupils.

If the school was judged good at the last inspection, which area does the school consider as a focus target for outstanding.

- The school was judged to be outstanding at the last (short) inspection (May 2019). The next step identified for development/improvement in the inspection report was:
 - Leaders and those responsible for governance should ensure that they continue to develop the curriculum to enable pupils to leave with the skills and aspirations to become as independent as possible, pursue purposeful activities, contribute to their family and community and, where appropriate, gain meaningful employment.
- In response to this recommendation the school plans to develop supported internships for older pupils alongside a supported employment provider. Further developments are also being considered to address this recommendation for improvement.

Indicative category

Last Ofsted Judgement: Outstanding (9 May 2019)

School's assessment: Outstanding

Adviser's assessment: Outstanding

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

A review of the additional interventions planned and implemented for pupils identified for additional behavioural support (List B, see below) and their impact on pupils' outcomes and progress.

Support for the formulation and development of a three-year school development plan (2020-23).

These activities to be undertaken during Term 4.

Further external support:

(Only accessed through area or local support.)

The school has a detailed and comprehensive monitoring plan which details areas for focus and where these are undertaken by internal and external monitoring procedures. In addition, the Governing Body commission an external Professional Adviser to the Governing Body who supports and advises the governing body, focussing on the area of quality of education, and pupil outcomes/progress in particular.

External monitoring identified for focus in the 2019/20 academic year includes a follow-up review of safeguarding, commissioned from the local authority, and due to take place later in October 2019.

No further external support has been identified or is required at present.

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

Quality of education

Curriculum Intent

- The school's aims are to:
 - Prepare pupils for their future lives
 - Support and encourage pupils' present and future happiness and well-being
 - Give our pupils an education that meets the highest expectations.
- The school has worked exceptionally hard over an extended number of years to create a curriculum structure that both supports and fulfils these aims. The headteacher and school leaders are constantly reflecting, reviewing and developing the curriculum offer to ensure it meets the needs of all pupils and is responsive to changing expectations.
- The school has three distinct curriculum provisions, one for early years pupils, a second for pupils in the main school (Key Stages 1 to 4) and a third for pupils in the school's sixth form/faculty. Each curriculum is distinct, but all provide extremely well for the next stage of education and ultimately prepare pupils for leaving school and leading a fulfilling life.
- The school's curriculum is extremely well structured and planned. The school's curriculum policy explains both clearly and precisely the underpinning aims of the curriculum and its internal structure and coherence. The detail of the school's curriculum structure can, on first reading, appear to be somewhat complicated. However, there is a very logical structure, underpinned by clear aims which provides a very real clarity of purpose.
- The school has ensured that their curriculum is broad, balanced, relevant, progressive and differentiated.
- Within each of the three curriculums there are both Tier 1 elements and Tier 2 elements. The Tier 1 curriculum elements are designed very appropriately to provide and address the priority needs of all pupils, whereas the Tier 2 elements provide breadth and balance to the curriculum. In the main school the Tier 2 curriculum emphasises Personal Development, Physical Development, Creative Development and Knowledge of the World.
- Considerable thought and effort have been given to the development of functional literacy, functional numeracy and functional ICT skills which have been further developed and refined more recently and are included in the Tier 1 curriculum.

Curriculum Implementation

- The school is highly committed to the recruitment and development of staff with exceptional skills and abilities. The professional development of staff is a significant priority at the school, both for individual staff and as class staff teams.
- The school has spent considerable time ensuring they have a clear view of the skills and abilities necessary to deliver high quality teaching and learning to the pupils at the school. These skills and abilities are reviewed regularly to ensure they remain up to date and are relevant to the changing needs of the pupils and curriculum.
- High quality professional development is provided for all classroom staff on a planned and systematic basis. For example, during the last academic year a series of twilight sessions, for all staff, were delivered focussing on the development of pupils' communication skills.
- The quality of teaching at the school is outstanding overall and is evident from both observed lessons and from the outcomes attained by the pupils. Staff at all levels know

their pupils exceptionally well. They plan stimulating lessons that meet the needs of all pupils on an individual level.

- School data indicates that in 64% of 25 monitored lessons during the 2018-2019 academic year pupils were judged to be have made outstanding progress and achievement.
- The school's assessment systems and procedures are extremely comprehensive, have been developed over a considerable period of time, and are widely regarded as national exemplars.
- The school has developed seven "instruments" or measures which are used to assess and record pupil progress. Each of these instruments is a robust measure in itself, but when evidence from all eight instruments is combined the resulting information and conclusions are highly compelling.
- Teachers are extremely well trained and supported in their use of the school's assessment instruments. Internal moderation is a key feature of the school's assessment procedures. The use of multi-disciplinary meetings, reviews by heads of school and the moderation of the senior leadership judgements by the headteacher all further strengthen the school's assessment procedures.
- The school's environment, teaching resources and materials are all of extremely high quality and reflect the very high aspirations shared by all school staff for pupils' learning and progress.
- Relationships between staff and between staff and pupils are exemplary. There is a very obvious drive to ensure that pupils' learning is a priority for all at the school.

Curriculum Impact

- The school's analysis of pupil progress data is systematic, detailed, extremely thorough and highly robust.
- Pupils at the school achieve exceptionally well and the progress made by pupils is outstanding.
- A key aspect of the school's curriculum structure is the emphasis on progression. Pupils of all ages are very well prepared for the next stage of their education.

Targets

- Targets set for pupils are consistently aspirational.
- The systems in place at the school to set targets for individual pupils and to oversee pupil attainment and progress are exemplary. In the very rare cases where pupils are struggling to meet targets and progress as expected, management systems are in place which alert staff to the situation. Senior managers are then able to intervene and support with a detailed analysis of individual pupil's learning needs and plan additional interventions appropriately and promptly.

Outcomes for pupils.

Key strengths from in school data including vulnerable groups

- 22 pupils made transformational progress by achieving their "Supergoal". The term "Supergoal" is used by the school to describe a target that is life changing and is critical to unlocking the happiness and fulfilment for the individual pupil. A "Supergoal" is aspirational and set by the people that know the pupil best, their family and their class

team.

- 70% of 1616 termly goals set were judged as being fully achieved.
- 60% of 311 overall termly progress judgements made by the school's multidisciplinary team were graded as outstanding.
- In 76% of the 87 "progress in communication" judgements made by the multidisciplinary communication team; judgements were outstanding.
- 73% of the 71 judgements on communication were graded outstanding.
- The school judges that all pupils are making at least good progress within English (including Functional Literacy at Post 16) and mathematics.
- 78% of 89 judgments on PSHE were graded as outstanding, with 21% graded good.
- 52% of 88 judgements on Personal Development, Behaviour and Welfare graded as outstanding, with 45% graded good.
- 69% of pupils were judged as outstanding within the school's judgement for full participation in life and learning. 30% were graded as good.
- 92% of judgements made by parents on pupil progress graded outstanding.
- Pupils for whom the school receives Pupil Premium funding make at least good progress with the majority making outstanding progress.
- Pupils identified as 'looked after' make at least good progress with the majority making outstanding progress.

Key areas for development from in school data including vulnerable groups

- Senior leaders analyse the school data with very high levels of expertise and considerable critical analysis. Two issues have emerged from the analysis of the school's 2019/20 pupil progress data:
 - Pupils identified by the school as requiring additional intervention due to their behaviour (List B pupils) do not progress as rapidly as other pupils. Boys are also over-represented in this group so there is a parallel gender issue with girls progressing more rapidly than boys. The school is planning to further analyse the underlying data and plan appropriate interventions.
 - The school is also planning to raise the aspirations of a small number of school leavers in line with the recommendations made in their most recent Ofsted Inspection (see above).

School's overall judgement for quality of education:

Outstanding

Behaviour and attitudes

- Pupils have excellent attitudes to, and behaviour for, learning. This positively impacts on their learning and progress.
- Pupils are proud of their achievements. The school places considerable emphasis in celebrating the achievement of individuals at both class level and at whole-school events such as the weekly assembly.
- The school has 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 reflection time.
- The school quickly identifies pupils for whom behaviour presents a barrier to learning. These pupils are assessed as to the severity of their behavioural difficulties and allocated to either an A or B list. Pupils on both lists are supported through consistent, individualised approaches to manage their behaviour appropriately and make gains in

their learning.

- 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.
- Attendance during the 2018/19 school year was 86%. There is no persistent absence. The percentage of unauthorised absence during the year was 1%. Most absence is due to the complex medical and health care needs of pupils. The school analyses attendance data and there are no recognisable trends.
- There have been no exclusions in the 2018/19 academic year.
- There have been no recorded incidents of bullying during the 2018/19 academic year. Some very rare incidents of challenging behaviour, which might otherwise be regarded as bullying lack the necessary intent (on behalf of the perpetrator) to be either classed or recorded as bullying.
- There have been no recorded racist or sexist incidents over the past year.

School's overall judgement for behaviour and attitudes:

Outstanding

Personal development

- The school places pupils' personal development at the core of the curriculum offer. PSHE is one of the two main elements of the Tier 1 curriculum for pupils. PSHE in the school's curriculum is divided into the following three key areas:
 - Personal Care
 - Personal Autonomy
 - Personal Learning
- The personal development strand of the Tier 2 curriculum both complements and offers additional breadth to the Tier 1 PSHE curriculum above. This element of the curriculum is again exceptionally well structured and is based on four themes and activities which are re-visited throughout each key stage, giving pupils the opportunity to build on prior knowledge. The four themes are Myself, Myself and Others, My Family and My Community.
- The school's Sex and Relationship Education (SRE) programme is delivered as part of these four themes and is progressive as pupils move through Key Stages 1 to 4. The programme is underpinned through three skill areas; permission, decision making and assertion. The delivery of SRE in Key Stage 3 and 4 is organised with pupils grouped by developmental need and some elements are taught in single sex groups.
- Within the sixth form/faculty Tier 1 learning appropriately focuses on the practical application of skills in the areas of independence, vocation and relationships. Tier 2 learning also has a sharper and narrower focuses on preparation for life beyond school. The curriculum concentrates on the following areas:
 - Personal Development – Relationships and Sex Education, Well Being and Independent Living
 - Vocational Development – Work and Leisure, including Creative Arts, Physical Development and Sport, Cultural Development
- British Values are taught as part of the school's wider PSHE curriculum.

School's overall judgement for personal development:

Outstanding

Leadership and Management

- The school's governors, headteacher and senior leaders have very high aspirations for both provision and outcomes for the pupils at the school. They share an exceptional energy and drive for improvement. Their vision for the school and pupils is extremely well communicated and shared by the wider staff team and other stakeholders.

- Leadership and management are typified by a reflective drive for excellence. Questioning of current practice, particularly in the areas of curriculum, teaching and assessment, provides a culture which strives for excellence and constant improvement.
- The school's ethos and culture are excellent, and all staff share in the school's aims and vision.
- The school's commitment to the professional development of staff is excellent and fully embedded in school practice.
- The headteacher is very well supported in the leadership and management of the school by three assistant headteachers, responsible for the lower, upper and sixth form/faculty departments of the school.
- The school is committed to the ongoing professional development of all members of staff. Performance management is an integral part of this commitment for all staff. Professional dialogue and reflection are actively encouraged at every level and ensures that the school's vision to maximise pupils' learning potential is fully realised.
- School leaders and managers are actively engaged with pupils and the wider community. Their in-depth knowledge of individual pupils and their families is very evident from their detailed discussions at multi-disciplinary reviews and progress meetings as well as from judgments made in lesson observations and elsewhere.
- School leaders take their responsibility for staff care very seriously. The school has a code of conduct for all staff that is regularly revisited and reinforced through staff training and induction. The school maintains a whistleblowing policy and related procedures. A review of staff workload and staff care is a consistent feature of performance management reviews for all staff.
- The school's governors provide oversight to the work of the school and support the headteacher in setting the strategic direction for the school. They provide both challenge and support through a range of regular meetings and visits. The governing body has been innovative in their approach to meeting their responsibilities. They have appointed an independent external professional adviser who supports their scrutiny of pupil progress data and the quality of teaching and learning. The professional adviser attends the governors' teaching and learning committee and provides written advice and recommendations to governors on all aspects of the quality of education.
- The governors fulfil all aspects of their statutory duties.
- Safeguarding has a high priority at the school. The school governors commissioned an independent safeguarding audit which was undertaken in March 2019. The safeguarding audit was extremely thorough and undertaken by two officers of East Sussex Council. The report identified two items that required immediate action, some remedial action to the school's Single Central Register (SCR) and further work on the school's approach to recording and analysing safeguarding concerns. Both recommendations received prompt and immediate attention. The school has commissioned a further independent safeguarding review from the local authority to be undertaken later in October 2019 to ensure that all of the recommended action is complete. This represents highly effective professional practice at the school from governors, the headteacher and senior leaders.

School's overall judgement for leadership and management:

Outstanding

Early Years Foundation Stage (EYFS)

- The school provides a differentiated curriculum based on the EYFS outcomes which is both rich and diverse. It is structured in an identical approach to the main school curriculum with both Tier 1 and Tier 2 elements (see above). The Tier 1 curriculum at this age consists of:
 - Communication and language which includes listening and attention, understanding and speaking.
 - Personal, social and emotional development, which includes self-care, self-confidence and self-awareness, managing feelings and behaviour, making

relationships, personal learning and SMSC.

- All pupils in the EYFS are making substantial and sustained progress from their different starting points. (89% Outstanding, 11% Good)
- Highly skilled staff deliver outstanding lessons, tailored to meet pupils' individual needs. This ensures all pupils are highly motivated, behave well, engage in their lessons and are provided with an appropriate level of challenge. Pupils are encouraged to be active and inquisitive learners, make choices, think critically and problem solve through play-based learning opportunities. Pupils take risks and try new activities in support of their learning, with staff encouraging pupils to develop a positive attitude and willingness to "have a go!"
- Leadership and management of the EYFS are outstanding.
- Pupils are exceptionally well prepared academically, socially and emotionally for the next stage of their education.
- The school has its own portage and home learning co-ordinator who works with children and families in the home environment and community to support learning out of nursery and school.
- Safeguarding is highly effective.
- The school's judgements on EYFS:
 - Quality of Education – Outstanding.
 - Behaviour and attitudes – Outstanding.
 - Personal Development – Outstanding.
 - Leadership and Management – Outstanding.

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

Outstanding

Sixth Form

- The sixth form/faculty curriculum adheres closely to the school's aim that their curriculum should be progressive. The curriculum for this part of the school is designed to enable pupils to apply the skills they have learnt at earlier stages in their school life in an increasingly more functional and practical way. Additional elements include an employability rationale for pupils who are capable of moving to volunteer roles or employability as adults. A separate special-access curriculum prepares pupils with the most complex needs for life after school.
- A significant proportion of time is allocated to community learning, preparing students for their next stage of life. The curriculum is structured in an identical approach to that of the main school curriculum with both Tier 1 and Tier 2 elements (see above). The Tier 1 curriculum for the sixth form/Faculty consists of:
 - Essential skills for learning and life
 - Core skills building for functionality
 - Work related skills for work placement and employment
- All pupils in the sixth form/faculty, are making substantial and sustained progress from their different starting points. (68% outstanding, 32% good)
- Pupils' behaviour for learning is outstanding. Pupils are encouraged to become more independent and use previously mastered skills in new and challenging environments. Pupils respond positively to this challenge.
- The culture and atmosphere created in the sixth form/faculty promotes pupils' personal development. Pupils are encouraged to learn how to keep themselves safe in different settings including online.
- Leadership and management of the sixth form/faculty are outstanding.
- Safeguarding is highly effective.
- The school's judgements on sixth form/Faculty are:

- Quality of Education – Outstanding.
- Behaviour and attitudes – Outstanding.
- Personal Development – Outstanding.
- Leadership and Management – Outstanding.

School's overall judgement for the effectiveness of sixth form provision:

Outstanding

Follow up on previously agreed actions

Action	Who	By When	Success Criteria Status/met?
The following action is from the Adviser's visit of 18th March 2019:			
SEF Update the school SEF in line with the new Ofsted Framework in use from September 2019.	Headteacher	September 2019	School SEF is structured directly to address the revised Ofsted Framework. MET
The following action is from the current Adviser's visit:			
<u>Standards / Categorisation Visit</u> Prepare for and complete standards / categorisation visit.	Headteacher and SLT	14 th October 2019	School completes standards / categorisation process. MET

Agreed actions

Action	Who	By When	Success Criteria
<p>SEF Finalise the completion of the school's SEF:</p> <ul style="list-style-type: none">• Complete sections for early years and sixth form/faculty.• Refine the areas for development identified within the Quality of Education section.• Consider including separate sections on Intent, Implementation and Impact in the Quality of Education section.• Review the Behaviour and Attitudes and Personal Development sections to link directly with the school's curriculum intent.	Headteacher	November 2019	School SEF is complete and published on the school's website.
<p>Pupil Progress Develop additional strategies to ensure that pupils identified by the school as requiring additional intervention due to their behaviour (List B pupils) make levels of progress equal to their peers.</p>	Assistant headteacher – Secondary Phase	January 2020	Pupils with additional behaviour needs make similar progress to their peers.

Adviser sign-off:

Rob Hall

Monday 14 October 2019