

**Greenacre School Self-Evaluation - September 2017**

<b>Effectiveness of Leadership &amp; Management</b>	<b>Outstanding</b>
<b>Quality of Teaching, Learning &amp; Assessment</b>	<b>Outstanding</b>
<b>Personal Development, Behaviour &amp; Welfare</b>	<b>Outstanding</b>
<b>Outcomes for Children &amp; Other Learners</b>	<b>Outstanding</b>

**Greenacre is Outstanding because:**

<p>The school is led by pupils, staff and parents committed to achieving even better outcomes for all the young people and their families. The school has a clear strategic plan which sets out the vision, values and key priorities for the school. A detailed School Improvement Plan has been developed which identifies key actions to achieve the school's priorities. These actions feed through into individual targets included within the staff performance management framework.</p> <p>Children and young people throughout each year group and across the curriculum, including in English and mathematics, make substantial and sustained progress. They are supported to acquire knowledge and understanding considering their different starting points and to use these acquired skills transferably.</p> <p>Young people in post 16 make good or better progress especially in their employability and independence. This is evident in the number of learners who complete their study programmes, achieve qualifications relevant to their long term goals and also the number who successfully access work experience placements and leave as independent travellers. Students in P16 are well prepared for the next stage in their lives with most students leaving to positive destinations.</p> <p>Under the auspices of a Community Interest Company, the P19 provision continues to develop. A sustained increase in young people accessing the provision demonstrates a clear need. Coupled with this, students and parents preferences through the Annual Review process indicate young people's desire to continue accessing a provision which enables them to continue to access highly personalised learning and social opportunities until they reach the age of 25.</p> <p>The school responds proactively to the difficulties related to teacher recruitment. Actively 'growing our own' highly skilled practitioners through the ACT (Academy Co-Teacher) Programme, we support Unqualified teachers by delivering a bespoke induction training package as well as a commitment to financial/time support to access appropriate qualifications.</p>	<p>The lessons delivered by the school's current five ACTs are judged to be consistently good and outstanding.</p> <p>The school's open culture actively promotes all aspects of pupils' welfare. The impeccable conduct of learners both in terms of readiness for learning as well as in social situations is outstanding and reflective of the school's effective strategies to promote high standards of behaviour.</p> <p>When, due to their disabling conditions, children experience crisis behaviours, they are exceptionally well supported by staff so that they recover quickly. The process of debriefing ensures that there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.</p> <p>The school ensures children are safe and feel safe at all times, and the welfare of the pupils is central to all decisions made at Greenacre. There are very robust procedures in place to ensure that any concerns about the children's welfare are responded to effectively.</p> <p>Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development through their involvement in the embedded and innovative coaching programme called 'Destination Outstanding', which continues to be a key driver in our school improvement. Working collaboratively leaders of learning address key foci linked directly to the school's identified areas for development. These are based on the findings of Quality Assurance week, enquiry walks, and strategic action plans and which are underpinned by theoretical research which is sourced and critiqued as part of the school's dedicated reading group sessions. Leaders have created a climate in which leaders of learning are motivated and trusted to take risks and innovate in ways that are right for their pupils. Findings are disseminated whole school, via the bespoke, directed package of in school training.</p>
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**What we need to do to improve further:**

- Following the CAWL report (2015) the school has undertaken research and enquiry to determine the most appropriate way to assess our learners 'without levels'. After a year's action research a system was developed to measure pupil's progress based on the end of year expectations for pupils working above P8. 'Bridging' units were developed to support the transition from P8 to year 1, as these skills were more complex than the previous 'Level 1'. Teachers have been involved in the design and implementation of the assessment system ensuring that this meets our requirements as a school. This is now in its final stages of analysis to ensure that through complex calculations we are able to determine pupil's 'percentage' of progress as they move through the curriculum, enabling us to align what expected progress would look like for cohorts of students.
- Following the recommendations of the Rochford Review, our next challenge is to review how we assess pupils currently working within P Levels. Again, a period of research from the leadership team and the development of a working party have been fundamental in ensuring that our assessment processes are fit for and appropriate to meet the needs of our students. Having completed the 'exploratory phase', the new ABC Curriculum for learners operating P1-P4 signalled the onset of the trial phase in the summer term and implementation in September 2017. The application of the Personal Learning Maps and Personal Learning Journals are still in their infancy but have now been implemented school wide.
- Ensure all Teaching Assistants consistently capitalise on all learning opportunities and impact on pupil outcomes in every lesson

**School context:**

- The school is oversubscribed. Designed for 202 pupils it currently has 277 pupils on the main site and a further 44 in four satellite provisions in main stream schools.
- The school serves the borough of Barnsley with a very small number of pupils attending from neighbouring local authorities.
- The school (up to Year 11) has 66% of pupils in receipt of the Pupil Premium Grant and therefore considered to be disadvantaged. There are a significant number of pupils whose parents and or carers have learning difficulties or mental health issues themselves.
- The school works effectively with a wide range of partner agencies to ensure the holistic needs of the pupils can be met.
- In March 2016 the SLT began a process that would identify the appropriate vehicle to ensure that Greenacre continues to move forward on the next exciting stage of its journey. As a single MAT the school recognised the positive impact that would result from working as part of a larger trust. In December 2016 the Greenacre Trust Board of Directors made the decision to join the Wellspring Academy Trust with a target transition date of 1<sup>st</sup> April 2017. The opportunities afforded by working collaboratively within a trust with a moral compass that sits in line with that of Greenacre and the positive borough wide implications for all learners with SEND promises an exciting future for the school.

**The Leadership and Management of the School:**

- Leaders and governors have created a culture that enables pupils and staff to excel and the school is reaping the rewards of the distributive leadership model. Middle Leaders have risen to the challenge of supporting this process with a Wider Leadership Team being encouraged and assisted to rapidly enhance their leadership capacity, both through in-house training and support to achieve SLE status. The school demonstrates an unwavering commitment to setting high expectations for the conduct of both pupils and staff. It strives to identify the talent within the staff group and nurtures this through continuous professional development. This is evidenced through the clear culture of teachers being promoted into leadership positions and a determination to 'grow our own' teachers through the TSA.
- The senior leadership team work with tireless enthusiasm to secure the best possible outcomes for all pupils, but especially for disadvantaged pupils, whilst supporting a large and disparate team of staff. Their commitment to question and challenge themselves, staff, parents and partner services to do more so the pupils can achieve more is unwavering.

- Senior leaders including Governors use performance management and appraisal unapologetically as a tool to support better outcomes for all pupils. This incisive performance management leads to professional development that encourages, challenges and supports teachers' improvement. A progression pathway supports teaching assistants to gain the necessary skills to earn HLTA status and opportunities to rise from TA1 to TA2 and Lead TA are a feature of the school. Teaching is highly effective across the school.
- Safeguarding is effective. The school meets all statutory requirements under safer recruitment and safeguarding statutes. On occasions when it has become apparent that a procedure had not been followed the leadership teams' responses are robust and effective. The school uses the advice of the LADO with good effect and is not afraid to take all necessary action if individual staff do not meet the school's standards.
- The school through Greenacre Education Support Services (GESS) supports a range of other schools (primary and secondary) both for individual pupils and for staff and whole school development issues. Alongside the tailor made support packages which achieve improved outcomes for a diverse range of learners across the borough the school plays a fundamental role in supporting the delivery of a targeted programme to the borough's NQTs via the TSA. The school currently has five SLEs.
- The school's curriculum is rich and varied and provides a wide range of opportunities for the pupils' spiritual, moral, cultural and social development. The school encourages social enterprise (IKIC Learning Journey winners 2015/runners up 2017).
- Rolling programmes across the school are innovative, engaging and developmental and support outstanding outcomes for all. Regular 'Creative Learning Days' enhance the breadth of opportunity, are engaging and fun and a fundamental part of school life and support breadth of opportunity. Curriculum planning days are an inherent part of the process in some programme areas. Accreditation Pathways provide the stepping stones for our pupils to become valuable, contributing members of the local and wider community. The diverse learning environment in post 16 enables learners to undertake highly individualised and challenging learning that builds on their prior attainment and prepares them well for their future. Pupils in both KS4 and Post 16 access a range of outstanding external work experience and training opportunities. All students have access to high-quality impartial careers guidance from Year 9 onwards. Careers advice in Post 16 forms an integral part of the rolling programme with students given the opportunity to explore available options and plan ambitious, realistic future pathways. The annual Futures Event provides young people and parents with the forum to view and discuss available Post 19 options. Local Employer Engagement days support and enhance links between the school and local workplaces with regards to work related programmes and destinations for Greenacre students. The School's own bespoke traineeship programme works effectively with employers to create a range of unique opportunities which enable young people to develop employability skills whilst working to secure academic qualifications. One young person successfully left Greenacre to move into employment at the end of the last academic year.
- The school is fully committed to ensuring that the pupils and their families understand British Values and these are fully embedded within rolling programmes. The School Council plays a fundamental role in the life of the school and students play a key role in decision making. Local councillors and other service providers are invited to the meetings to provide information, face challenge and to support changes in provision. The school has representation on the Borough's Youth Council.
- The school does not tolerate any form of prejudiced behaviour and actively promotes a culture of equality of opportunity and diversity and counters any form of direct or indirect discriminatory behaviour.
- The school's work to protect pupils from radicalisation and extremism is exemplary and extremist views of any kind are confronted, although they are more likely to be expressed by parents and carers than pupils. Three Post 16 students have participated in the 'Lessons from Auschwitz' project, whilst two former pupils participated in the World War 1 centenary visit to the war graves and battlefields of northern France. The recordings and images they brought back were used to support the school's Remembrance Day Ceremony.
- We are committed and active participants in the Global Learning Partnerships and achieving the British Council International Schools Award is a high priority. This will build on the school's positive involvement in the 'British Connecting Classroom' project which involved reciprocal visits to the Gambia.
- Parental engagement, a key measure on the school's SEND Action Plan, is encouraged and coffee and consultation sessions encourage parents to share their views openly. There is an active Parent Council whose

views shape and feed into the daily life of the school. The Family Team liaise with numerous parents on a daily basis, both supporting with individual issues as well as delivering training and help packages to larger groups of parents and carers.

- Pupil Premium Grant is used with excellent effect and it is clear that there is little or no gap between the outcomes of disadvantaged and non-disadvantaged pupils. Where progress of students in receipt of PPG falls below aspirational expectations a clear well-embedded structure of scrutiny and intervention is applied.
- Governors know the school well, through well informed meetings. They challenge the senior leadership to ensure that the continual growth of the school and the work done to support other schools does not have an adverse impact on the quality of education and support available to pupils at the main site.
- The school's finances are managed effectively although there remains a real challenge to continue to operate within our means.

#### **The Quality of Teaching, Learning and Assessment:**

- The proven track record of the Leadership Team has ensured that there has been sustained progress in terms of the quality of teaching and learning over the past three years. As a result of this drive and determination 100% of teaching and learning observed in the summer term of 2016-2017 was judged to be good or better. Fundamental to this improvement have been the embedded strategies of peer to peer coaching (and mentoring when required), known as Destination Outstanding, together with the whole school ethos of Appreciative Enquiry which has a high profile, not only with staff but also across Governors and the Student Councillors. These strategies are proven to improve and sustain the quality of teaching and learning.
- The quality of teaching is outstanding as is evident by the progress and attainment of the vast majority of pupils. Teachers and leaders of learning have established outstanding relationships with learners and this provides a platform for trust and the promotion of deep learning. Expectations of staff and pupils are consistently high and there is an outstanding culture of pride and achievement. Questioning is highly effective, common misconceptions are identified and corrected and lesson planning is well differentiated and ensures that the needs of all learners are well met. Lesson time is maximised and resources are engaging and promote stretch and challenge and reading, writing and communication are well embedded.
- Teachers use a range of creative devices, including Mantle of the Expert approach to ensure that the pupils are engaged and enthusiastic about their learning and in order to expose pupils to opportunities which will provide them with a comprehensive understanding of people and communities outside of their immediate experience.
- Pupil's behaviour is extremely well managed and staff skilfully draw upon the students' individual Personal Intervention Plans to ensure socially invalid behaviours are modified over time. All TAs are trained to undertake functional behavioural analysis and the SLT play a key role in monitoring and supporting pupil progress in this area.
- All good teaching and learning in the school includes time for the pupils to reflect on what they have learnt, know, can do more or understand more at the end of the lesson than they did at the beginning. Teachers and Teaching Assistant feedback at these times of reflection is critical in helping each pupil understand their next step and what they must do to make more progress.
- The planning and recording cycle enables teachers to understand what is working and what is not and so adjust short term and medium-term plans to ensure good or better progress for our students of all abilities.
- One of the key drivers of school improvement for 2016 – 2017 was the embedding of reading across the school. All pupils have access to a personalised reading programme that includes both leisure and developmental reading materials. Lexia continues to be embedded and usage was tracked to maximise progress for learners.
- Homework is set appropriately for individual pupils and helps to consolidate learning and prepares learners well for the work to come. Areas of planned learning are shared with all parents each half term to ensure that they are able to support their child's learning whilst at home.
- Home/School books, 'SeeSaw' uploads, regular calls to parents/carers and differentiated/personalised end of year reports enable parents to share the students' learning, know how well they are achieving and how best to support their children to improve.

- Where teaching is not good enough a bespoke package of support is swiftly introduced. Drawing upon the skills of identified teachers to coach and mentor, 'Requires Improvement' teachers are swiftly supported to develop key areas of their practice in order to ensure the needs of the learners are well met.
- Partnerships to support ITT within the borough are now established and Greenacre is a Strategic Partner of the Barnsley Teaching School Alliance.
- NQTs are well supported and rigorous quality assurance/enquiry ensure high expectations remain at the heart of the school's ethos.

#### **The Personal Development, Behaviour and Safety of Pupils:**

- Pupils are enthusiastic about their learning and have good ambitions and aspirations. Relationships between staff and pupils are exemplary.
- Pupils understand the consistently high expectations and positive ethos of the school and this is evidenced by a reduction in incidents over time in relation to the majority of pupils. Where appropriate learners are encouraged to explain their learning and next steps both during and at the end of a session and successes and targets for development are shared by the children during 'I Matter'/tutorial time at the end of each week. Where pupils have not achieved the expected rate of progress in core subjects interventions are embedded which are responsive to pupil's divergent and changing needs.
- The vast majority of pupils behave well because their needs are well met, including those who have particular issues around sensory processing. In instances where pupils display challenging or socially invalid behaviour linked to their disabling conditions the school is committed to the Functional Analysis approach to behaviour management and modification and the school's Social Conduct Team are responsive in supporting staff to design and implement Positive Intervention Plans (PIPs) to reduce or eliminate challenging behaviour. When issues arise, staff are well trained and supported to respond safely, swiftly and appropriately. This enables pupils to calm quickly, be debriefed to secure an understanding of the different choices they can make at the start of times of anxiety and return to learning.
- When serious incidents occur, these are well supported by a team of staff specifically trained in Advanced 'Team Teach' techniques. The school has a robust monitoring system including same day reporting to BMBC Safeguarding Unit, Chair of Governors and parents. All other strategies (de-escalation/debrief etc.) are exhausted before physical support is used and this ensures that the use of advanced techniques are kept to a minimum. All staff are fully trained to support pupils using Team Teach positive handling strategies and techniques, with a key emphasis on the 95% de-escalation element of the practice. Training is refreshed regularly according to guidelines and our support systems are quality assured by Team Teach.
- The school recognises that bullying exists and works to ensure pupils develop social resilience and understand what motivates those who bully. Pupils report that if bullying occurs they know who to talk to and say that they feel safe in school. The school council has led work to secure recognition by the Barnsley Youth Council's Anti Bullying Charter (Bronze Award) that the school meets a high standard in this area of work.
- The Family Team support individuals and groups to understand issues around e-safety, homophobic and racially motivated bullying. Relationships and Sex Education is delivered as part of the curriculum from Year 5 onwards. The rich curriculum ensures that children are well equipped to keep themselves safe.
- Outside of lessons the vast majority of pupils are kind and respectful towards each other and to adults. There is very little litter on site, almost no graffiti or purposeful damage.
- From Year 9 students have access to a TIAG advisor throughout the Annual Review process. The students are supported to explore all options available to them at Post 16 and Post 19. The vocational options in Post 16 allow students to really explore the world of work and staff support them to make informed choices.
- Due to the breakdown of external motor mechanics provision, we worked with external providers to establish our own in-house provision which enables us to deliver this option to a number of Y10/Y11 and Post 16 pupils. These sessions are quality assured on a regular basis and pupils are supported directly by Greenacre staff so their safety is assured at all times.
- When compared with special schools nationally attendance is good at 93.91%(Non-PPG) and 91.43%(PPG). The school is not satisfied with this level and works with parents and carers to ensure that all pupils attend at all times. Successful attendance improvement strategies include developing secure relationships with parents

so that they accept challenges around attendance; home visits to help them to understand the barriers to good attendance from the families' perspective; and picking children up whose families have overslept.

- The school does not exclude pupils.
- From an early age and throughout school pupils participate in a regular session 'Supporting Pupils Who Witness Aggression' enabling individuals to have a voice and to learn the necessary skills to enable them to keep themselves safe and to identify safe adults who can support.
- The Family Team works in close liaison with Social Care and CAMHS to identify areas where personal development can be promoted. Where individuals are identified, through joint-work with social care, as requiring additional input the Family Team implements targeted support tailored to the area of identified need in order that the young person is aware of the safeguarding issues relevant to them and how to ensure their own safety as far as is reasonably practical as well as identifying adults and services that can support.
- Pupils are taught from an early age the necessary self-care skills to enable them to become as independent as possible and where for example, personal hygiene is identified as an issue intensive hygiene support programs are implemented and facilitated by school to teach the necessary skills for independence.
- The Designated Safeguarding Lead represents the school on the Local Safeguarding Children Board and Safeguarding Children with Disabilities and Complex Health Needs subcommittee as well being an active participant on the Local Authority Anti Bullying Task and Finish group. This enables the school to be in a position to drive forward and shape local policy at a multi-agency level.
- Pupils' Social Emotional and Mental Health (SEMH) development is high on the school's agenda and the recent establishment of an SEMH team within school is tasked with assessing and responding to pupils' SEMH needs. The school has achieved commitment from the local Child and Adolescent Mental Health Service (CAMHS) to placing a Learning Disability nurse within the school two days per week.
- A multi-agency hub is established within the school with participation from Education, Health and Care professionals in order to bring threshold consistency where there is need for multi-agency support. This includes a dedicated CAMHS support worker being based in the school two days each week.
- The school has developed a role for an Early Help Co-ordinator to ensure that any emerging support needs for children and their families are identified and responded to at the earliest opportunity, reducing the number of children subject to a child protection plan from 9 in September 2014 to 1 in March 2017.
- Staff safeguarding training has been refreshed from solely online-based training to termly safeguarding workshops and annual full-staff training from the Local Authority Multi Agency Safeguarding Trainer.
- The school has developed a referral pathway for those pupils transitioning from children's to adult services in order to ensure they are adequately safeguarded and supported to achieve their full potential into adulthood.

#### **Outcomes for Children & Other Learners**

- Detailed analysis of end of key stage and within key stage pupils' progress shows that the majority of pupils make exceptional progress in most areas of learning and development.
- Pupils in Y11 achieve well in Entry Level qualifications in English, Maths, PE, Science, IT and PSD; 38% achieved a Level 1 qualification in AoPE in summer 2017.
- Pupils in Lifeskills and P16 successfully participate in the Duke of Edinburgh Award Scheme and outcomes are extremely positive for this cohort of learners.
- From their different starting points all groups of pupils make good progress and this is consistently linked to the good quality teaching and support to which they are regularly exposed.
- Early Years pupils made exceptional progress considering their starting points in 2016 - 2017 and this has been a consistent pattern over the last five years.
- Post 16 students make very good progress particularly in the development of their emotional independence and employability skills. They take full advantage of the school vocational bases; community shop and life skills house. Almost all learners complete their study programmes, make substantial and sustained progress and are well prepared for the next stage of their life.
- Learners are confident and safe. They work hard to support their peers and consistently demonstrate their care and respect for each other and for staff.

- Pupils make good or better progress over time because the teachers and teaching assistants know them exceptionally well and plan to meet each individual learning need. Students are encouraged to know what they have learnt – know what they can do and understand within each lesson.

**Key Indicators:**

	ALL	PPG	Non-PPG	LAC	
Pupil attendance 2016/17	92.25%	91.43%	93.91%	95.04%	
Pupil attendance 2015/16	91.44%	91.74%	91.12%	95.39%	
Pupil attendance 2014/15	91.65%	92.28%	90.94%	93.63%	
Staff attendance 2016/17	94.50%				
Staff attendance 2015/16	94.62%				
Staff attendance 2014/15	93.42%				
	IA	RI	G/OS		
Quality of Teaching to the end of Summer 2016/17	0%	0%	100%		
Quality of Teaching to end of Summer 2015/16	1%	9%	90%		
Quality of teaching to end of summer 2014/15	0	20%	82%		

**2016-17 Headline Progress Figures**

	Literacy	Numeracy	Science	ICT
Y1	60%	60%	40%	70%
Y2	59%	59%	35%	59%
KS1	59%	59%	37%	63%
Y3	58%	63%	42%	47%
Y4	67%	83%	79%	54%
Y5	63%	53%	53%	21%
Y6	68%	60%	48%	68%
KS2	64%	66%	55%	49%
Y7	67%	67%	52%	71%
Y8	97%	97%	93%	60%
Y9	97%	86%	97%	97%
KS3	89%	85%	84%	76%
Y10	90%	90%	95%	95%
Y11	81%	92%	93%	93%
KS4	85%	91%	94%	94%
Y12	85%	77%		
Y13	100%	100%		
Y14	56%	59%		

	Above 60% meeting end of year targets/In year AWOL progress
	60% of pupils meet end of year targets/In year AWOL progress
	Less than 60% of pupils meet end of year targets/In year AWOL progress

**Diane Greaves 22<sup>nd</sup> September 2017**