

Greenacre School Self-Evaluation - December 2017

Effectiveness of Leadership & Management	Outstanding
Quality of Teaching, Learning & Assessment	Outstanding
Personal Development, Behaviour & Welfare	Outstanding
Outcomes for Children & Other Learners	Outstanding

Greenacre is Outstanding because:

<p>The school is led by pupils, staff, governors 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>Outcomes for children and young people throughout each year group and across the curriculum are outstanding. Learners 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 EHCP/Annual Review process indicate young people's desire to continue accessing a provision which provides 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 and training support to access appropriate qualifications.</p>	<p>Teaching and learning is consistently good and outstanding, and this is monitored through the school's robust quality assurance processes.</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 of 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 weeks, enquiry walks, and strategic action plans and are underpinned by theoretical research which is sourced and critiqued as part of the school's dedicated reading group sessions. The senior leadership team 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 recommendations of the Rochford Review, our current challenge is to analyse how we re-evaluate 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 'A' 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. A working party has been established and has made the first steps towards formulating our 'B' Curriculum for learners operating at P4-P8. This work will be on-going throughout the remainder of this academic year.

- 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. We are now 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. This will continue its development as the 'B' curriculum is established.
- Ensure all Teaching Assistants consistently capitalise on all learning opportunities and impact on pupil outcomes in every lesson. This is a key focus for one strand of the 'Destination Outstanding' Programme.

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 64% 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 and by 1st April 2017 the conversion had been completed. 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 value-driven culture that enables pupils and staff to excel and the school is now 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 a steadfast 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 clear career progression pathways at all levels and a clear culture of teachers being promoted into leadership positions. The school is committed to 'growing our own' teachers through a bespoke package of development.
- 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.
- Pupil Premium Grant is used with excellent effect and it is clear that there is little or no gap between the outstanding outcomes achieved by 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 Greenacre pupils. Training is tailored to Governors needs and supports their scrutiny of school practice.
- Parental engagement, a key measure on the school's SEND Action Plan, is encouraged and coffee and consultation sessions empower 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. Parents views about the school and its provision are captured during our annual 'Have A Say' week activities. These views, together with the views of pupils and staff actively impact on the School Development Plan.
- 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. Fundamental to this 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. This has a high profile, not only with staff but also across Governors and the Student Council. These strategies are proven to improve and sustain the quality of teaching,
- There has been sustained progress in terms of the quality of teaching and learning over the past three years. As a result of the leadership team's drive and determination 100% of teaching and learning observed in the summer term of 2016-2017 was judged to be good or better.
- 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.
- All teachers new to the school, including NQTs and ACTs (Academy Co-Teachers) access an intensive teacher induction programme. This includes bespoke workshops, lesson-study projects and 'film-club'. This has proven outcomes both in terms of staff retention and improved performance at the start of these teacher's careers.
- 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 through 'The Makery' community shop and 'I Know I Can' Enterprise Project. (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' are engaging and fun, a fundamental part of school life that supports 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.
- 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. We are committed and active participants in 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 encompassed reciprocal visits to the Gambia.
- 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 has 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.
- 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 Designated Safeguarding Lead represents the school on the Local Safeguarding Children Board and Safeguarding Children with Disabilities and Complex Health Needs subcommittee as well as 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.
- 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. Similarly, pupils' Social Emotional and Mental Health (SEMH) development is high on the school's agenda and the recently established SEMH team within school is tasked with assessing and responding to pupils' SEMH needs.
- 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 nine in September 2014 to one in March 2017.
- 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.
- 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. A number of Post 16 students have participated in the 'Lessons from Auschwitz' project, whilst two former pupils were supported to participate in the World War 1 centenary visit to the war graves and battlefields of northern France. The recordings and images they brought back continue to inform the school's Remembrance Day Ceremonies.
- The school, through Greenacre Education Support Services (GESS) supports an increasing 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 Local Authority NQTs via the TSA. The school currently has five SLEs.
- The school's finances are managed effectively although there remains a real challenge to continue to operate within our means. This said, the leadership team are actively seeking innovative ways to grow the school's financial resource whilst at the same time working to support the Local Authority SEND strategy focus of effectively supporting pupils with SEND to remain in mainstream settings.

The Quality of Teaching, Learning and Assessment:

- 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 the Mantle of the Expert approach to ensure that the pupils are engaged and enthusiastic about their learning and 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. 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 their learning both during and at the end of each lesson. Teachers and Teaching Assistant feedback at these times of reflection is critical in helping each pupil understand their next steps 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 ensure progress for learners is maximised.
- Homework is set appropriately for individual pupils and helps to consolidate learning. At the same time, it provides a clear framework which prepares learners 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 term reports enable parents to share their child's learning, know how well they are achieving and how best to support their children to improve.

The Personal Development, Behaviour and Safety of Pupils:

- 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. They are enthusiastic about their learning and have good ambitions and aspirations. Relationships between staff and learners are exemplary. They 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 learners.
- From Year 9 students have access to a TIAG advisor throughout the EHCP/Annual Review process. The students are supported to explore all options available to them at Post 16 and Post 19. The vocational options and work experience programmes in Post 16 allow students to really get to grips with the world of work and staff support them to make informed choices.
- 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.
- 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. 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.

- From an early age and throughout school pupils participate in a regular session 'Supporting Pupils Who Witness Aggression'. This empowers 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.
- There has been a year on year whole-school reduction in incidents of challenging behaviour for the last three academic years. Breaking this down further there has also been a year on year reduction in the number of incidents of challenging behaviour for those eligible for free school meals for the last three academic years.
- 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 (Gold Award) and 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.
- 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. This supports the young person to become increasingly 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. This supports learners to develop the necessary skills for independence.

Outcomes for Children & Other Learners

- At Greenacre School pupil outcomes are outstanding. Our judgement is based not only on our progress data but on a range of rich measures that are vital in preparing our young people for life beyond Greenacre. Our Outcomes measure consist of four pillars: Pupil Progress - how pupils progress in core subjects over time; Social Conduct and Emotional Independence - how pupil's behaviour and readiness to learn improve over time; Teaching and Learning Outcomes - the progress observed and captured through the quality assurance process; and Accreditations and Destinations - the qualifications pupils attain and their journey into further education, training and employment, after Greenacre.
- From their different starting points all groups of pupils make outstanding progress, and this is consistently linked to the outstanding quality of teaching and support to which they are regularly exposed. Teachers and teaching assistants know learners exceptionally well and plan to meet each individual learning need. Transition procedures ensure that this knowledge moves with the child so that no time is wasted.
- 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.
- Pupils in Y11 achieve well in Entry Level qualifications in English, Maths, PE, Science, ICT and PSD; 38% achieved a Level 1 qualification in AoPE in summer 2017.
- Post 16 students make outstanding progress particularly in the development of their independence and employability skills. They take full advantage of the school vocational bases; community shop and life skills house.
- Pupils in Lifeskills and P16 successfully participate in the Duke of Edinburgh Award Scheme and outcomes are extremely positive for this cohort of learners.
- Disadvantaged pupils achieve outstanding outcomes and at the same rate as pupils who are not disadvantaged.

- Where appropriate learners are encouraged to explain their learning and next steps both during and at the end of a session. Successes and targets for development are shared by the children and this is supported through Personal Learning Maps. 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.
- Learners are encouraged to develop a love of reading and dedicated reading areas are well established across school. Pupils are challenged to read often, and each child has their own personalised reading wallet.
- Students at Greenacre all work towards aspirational targets in line with Progression Guidance Upper Quartile targets or where this is not appropriate, an aspirational equivalent. The benchmark for outstanding progress challenges us to ensure that at least 60% of pupils in each year group will meet or exceed this target. 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.
- The majority of learners complete their study programmes and make substantial and sustained progress. This results in them attaining relevant qualifications and ensures that they are well prepared for the next stage of their life.
- The majority of learners make outstanding social and emotional progress which cannot be captured through academic achievement. This prepares young people for the future and improves readiness to learn which in turn leads to better levels of pupil progress. This is evidenced through our Learning Levels, Social Conduct Levels and Emotional Independence Measures for Post 16 learners.

Key Indicators:

	ALL	PPG	Non-PPG	LAC	R/Y11	PersistAbs R/Y11	PersistAbs ALL
Pupil attendance 2016/17	92.25%	91.43%	93.91%	95.04%	93.39%	19.22%	22.05%
Pupil attendance 2015/16	91.44%	91.74%	91.12%	95.39%	92.69%	22.39%	24.92%
Pupil attendance 2014/15	91.65%	92.28%	90.94%	93.63%	92.58%	12.75%	13.84%
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	18%	82%				

2016-17 In Year Progress Data

	Literacy	Numeracy	Science	ICT
Y1	60%	60%	40%	70%
Y2	59%	59%	35%	59%
KS1	59%	59%	37%	63%

	Literacy	Numeracy	Science	ICT
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%

	Literacy	Numeracy	Science	ICT
Y7	67%	67%	52%	71%
Y8	97%	97%	93%	60%
Y9	97%	86%	97%	97%
KS3	89%	85%	84%	76%

	Literacy	Numeracy	Science	ICT
Y10	90%	90%	95%	95%
Y11	81%	92%	93%	93%
KS4	85%	91%	94%	94%

	Literacy	Numeracy
Y12	85%	77%
Y13	100%	100%
Y14	56%	59%

	Above 65% meeting end of year targets/In year AWOL progress
	60%-65% 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 1st December 2017