



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR GREENVALE SCHOOL

Name of School:	Greenvale School
Headteacher/Principal:	Lynne Haines
Hub:	South East London
School type:	Community Special
MAT (if applicable):	Not applicable

Overall Peer Evaluation Estimate at this QA Review:	LEADING
Date of this Review:	3/02/2020
Overall Estimate at last QA Review (if applicable)	Outstanding
Date of last QA Review (if applicable)	07/02/2019
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	07/06/2018



Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

Leadership at all levels LEADING

Quality of provision and outcomes LEADING

AND

**Quality of provision and
outcomes for disadvantaged
pupils and pupils with additional
needs**

Area of Excellence (if applicable) Not Applicable

**Previously accredited valid Areas
of Excellence (if applicable)** Not Applicable

Overall Peer Evaluation Estimate LEADING

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed peer evaluation estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

Greenvale is a secondary school for students aged 11-19 all of whom have an education, health and care plan (EHCP). There are 132 on roll. A much higher than average proportion of students are disadvantaged and the majority are from a range of ethnic backgrounds. Nearly half the students have an autistic condition, and all have moderate, severe or profound and multiple learning difficulties (PMLD). Students may have physical disabilities and or visual and hearing impairment. Students' progress is assessed using four different pathways, according to development and educational need. Students on the Grove pathway have PMLD, students on the Glade pathway have highly complex needs. Those on Forest pathway have sensory and communication difficulties, and those on Woodland pathway are engaged in subject specific learning. Students on Grove, Forest and Woodland pathways are grouped together in classes. The local authority has plans to expand the school to 210 students using an additional site for post 16 and those with complex needs.

2.1 Leadership at all levels - What went well

- Leaders have implemented the EBI from the previous review, school improvement plan priorities are clear and communicated well to staff. Subject leader action plans are related to school improvement plan priorities and detailed reports from the headteacher to governors provide the monitoring processes to check the plan is on track. Governors' questions provide rigour to check the impact of improvements.
- The priority for all staff is the education of the young people, and leaders and staff work highly cohesively as a team to support this.
- Leaders collate the strengths and points for development from all lesson observations and focussed learning walks. This gives a comprehensive overview of the quality of teaching and learning and evaluates the impact of the current school improvement plan. Leaders use this information to pair staff to observe practice and to learn from others strengths and to identify whole school priorities and training needs. Teachers have dedicated time for their professional development which is checked through the appraisal system and teachers have the opportunity to achieve additional qualifications.
- Leaders have improved the engagement of parents including those that have previously been hard to reach. They provide workshops that are highly relevant and informative to support parents, recent examples include; transition post 19, travel training and well-being. Parents say they feel better informed and value the opportunities to share with other parents. The senior leader responsible, tracks parents' attendance at school events and provides targeted support to groups of parents.
- Leaders structure the review cycle comprehensively and deadlines are given to

staff at the beginning of the year. Curriculum planning documents are clear and staff meeting time is allocated for planning so that teachers' workload is well-managed.

- Curriculum subject leaders, who are all class teachers, work collaboratively with their colleagues to enable subjects to be taught with relevance and skill. They organise subject specific work such as geography days and art workshops for particular classes that creatively extend students' skills.
- Leaders continually provide opportunities at all levels to develop professional and leadership skills. School leaders have built their capacity and are well prepared for the planned expansion of the school to two sites.
- Leaders have strong relationships with local special schools and use these for moderation of students' work and the sharing of excellent practice. The headteacher chairs the local authority school's forum and leaders regularly support developments in local special and mainstream schools. Leaders and all staff cultivate excellent partnerships with all other professionals, social care and agencies involved with students and within the local community. Leaders check that advice from the educational psychologist, speech, language, physio and occupational therapists and multisensory impairment team is implemented well for students

2.2 Leadership at all levels - Even better if...

...leaders enabled all staff to continue to develop a consistent emotional vocabulary for students.

3.1 Quality of provision and outcomes - What went well

- Class teachers manage the learning of individual students in mixed ability classes very well. This is innovative and enables teachers to exploit the advantages for communication, social and emotional development for all students highly successfully. Students with PMLD have many opportunities to communicate with their peers and more able students work independently.
- Staff know all students well. They are highly sensitive to the ways that students communicate and respond rapidly. Staff have developed the transition from transport to learning as students arrive highly successfully. Those with complex needs had time to go outdoors, followed by their individual routines and preferences to regulate themselves. This promoted a speedy move to learning activities. Other students eagerly and rapidly completed tasks to practise their targets following the symbolled print reminders on the desk.
- Teachers have developed a robust assessment system specifically designed for the students, Greenvale levels, and a detailed curriculum pathway offer for students' differing needs and abilities works well. Assessment criteria and

evidence are held on a fully accessible and comprehensive database, Solar. This enables teachers to plan for students' next steps successfully and to ensure a holistic assessment of their progress both in the short term and for longer term EHCP targets.

- Students have individualised timetables. Specialist teachers for communication, reading, social and physical skills, plan short term focussed interventions for individuals and small groups. Teachers work highly co-operatively with speech and language, physio and occupational therapists to deliver individual programmes. Students with PMLD receive focussed support for developing communication through eye gaze and switches. Students on the Forest pathway use cued articulation to learn speech sounds, signs and coloured visual cues to order words for reading in sentences. Students on Woodland pathway received focussed lessons enabling them to practice skills in preparation for entry level 2 qualifications. They read problems in mathematics and used calculations accurately.
- Teachers use regular physiotherapy sessions for individual students to promote high expectations of their independence. Key Stage 4 students chose the sequence of exercises so that they completed work on their individual programmes. Key Stage 4 students eagerly demonstrated their physical skills in PE lessons. Those on Grove pathway used music and movement well, following the routine and moving in time to music. Woodland pathway students successfully joined in team games, cultivating their ball handling skills.
- Students have highly positive attitudes to learning and are resilient. They maintain attention and review their work. Post 16 students enthusiastically completed work experience around the school. They supported their friends as they arrived in school and ensured that post was delivered accurately.
- The curriculum for Post 16 students continues to develop life skills, enables students to achieve relevant qualifications and provides work experience. Students are well supported for successful transitions to college or social care. They have a good range of options that prepare them for activities they can pursue in the community, such as yoga or adult education classes.
- Learning mentors are non-class-based specialist staff deployed to support students' behaviour and any medical emergencies. They support in classes if there are any incidents with students so that learning continues for the rest of the class. They ensure personal behaviour plans are continually updated so the best ways of communicating and managing students' anxieties are continually discussed with teachers. A comprehensive computer-based recording system enables robust analysis of students' behaviour and records when proactive support has resulted in significant improvements. There are excellent examples of the progress of individual students in managing anxieties and emotions that have exceeded previous expectations.

3.2 Quality of provision and outcomes - Even better if...

- ...teachers ensured that any whole class teaching, incorporated activities to meet the learning needs of all students.
- ...all staff consistently provided oral or written feedback linked to the learning objective for the student.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- This is the focus for disadvantaged students for this review. Leaders, alongside teachers, have identified students causing concern from their regular review of progress. They are those whose progress may be slowing or who are facing particular challenges. Teachers provide individual, targeted programmes of support.
- Individual Year 7 students are very well supported for transition to the school. By using the incentive of a swimming session, more vulnerable students start their journey in developing long term life skills, by undressing and dressing.
- Specialist staff in the i-base provide support for students in English and mathematics. A Key Stage 3 pupil was able to order words and read a sentence, making a choice of symbol to attach a picture. Other students received targeted support to improve their social skills through Lego therapy. These staff work closely with class teachers so that programmes continue to be delivered and students' progress is monitored throughout the week.
- The music teacher provides focussed support for students to support their social and emotional development. A small group of post 16 students eagerly demonstrated expertise in maintaining a beat and rhythm, playing a drumkit and iPad, singing and using notes on a piano. They successfully improvised music and entertained an audience. Senior leaders check that enrichment opportunities are tailored to each pathway. This provides a complement to activities in school for all subjects. Examples include, working with the London Philharmonic orchestra, Royal Society of Arts, drama workshops and trampolining at the local leisure centre.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

- ...leaders checked that the impact of support for individuals was sustained over time, resulting in embedded learning.



6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

The school leaders highly value the activities of the local hub and the networking and knowledge sharing of the QAR process.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.