

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

Estimate at this QA Review:	Outstanding
Date of this Review:	7-8 February 2019
Estimate at last QA Review	Outstanding
Date of last QA Review	28-29 January 2018
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	May 2018

Quality Assurance Review

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

School Improvement Strategies	Outstanding
Outcomes for Pupils	Outstanding
Quality of Teaching, Learning and Assessment	Outstanding
Area of Excellence: Curriculum Enrichment Through Cultural Partnerships	Developing
Previously accredited valid Areas of Excellence	No previous submission.
Overall Estimate	Outstanding

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

1. Context and character of the school

- Greenvale is a day special school for students in Key Stages 3, 4 and 5. These students have Education, Health and Care Plans (EHCPs) because they have severe learning difficulties (SLD) and/or profound and multiple learning difficulties (PMLD). About half of the students have a diagnosis of autism and others have additional physical difficulties and/or medical conditions.
- There are presently 122 students on roll. The great majority live in the borough of Lewisham and are admitted from other schools in the borough.
- The student group is formed of 58% boys and 42% girls and the proportion of all students from minority ethnic groups is above average. Likewise, the proportion of students who are at the early stages of learning the English language is above average. More than half of the students are disadvantaged so are eligible for pupil premium funding. This also is above average.
- About 10% of students are involved with local services (CAMHS) because of their behavioural needs.
- Key Stage 5 students (the sixth form) spend some of their time at Community Lewisham Education to study art, crafts and life skills.
- The school is intended to become split-site in 2020. A new building is to be provided within the borough and will accommodate Key Stage 5 and older students from Key Stage 4 who have high levels of need including challenging behaviour.

2.1 School Improvement Strategies - Progress from previous EBIs

- The school has adopted an improved form of baseline assessment of students on admission so that it now has an accurate view of basic skill levels as well as a full understanding of specific communication, social, emotional, behavioural, physical and sensory needs.
- Leaders have refined the self-evaluation report but recognise that work still remains to be done to "*identify school strengths and areas for further improvement, clarifying reasons for these*".

2.2 School Improvement Strategies - What went well

- The evaluation report (SEF) and improvement plan (SIP) are lengthy documents that set out the many actions taken during the last year and those to be taken during the current year. They include extensive narrative and commentary.
- Subject leaders draw up additional improvement plans.
- There is an extensive range of additional evidence that illustrates the breadth of work being undertaken by the school.

- There are many thorough procedures to keep student progress under constant review and ensure that students are on track to meet their targets. Leaders are working to ensure that the new recording and tracking arrangements are further refined so that they will provide a full analysis of the aggregated figures.
- There is a robust system of monitoring and evaluating teaching, learning and assessment that is closely linked to the Teacher Standards. This informs the teacher appraisal system and drives the development of pathways through the curriculum as well as the CPD programme.
- A computerised system for recording all incidents that cause concern about learning, behaviour, safeguarding, health and emotional well-being has been very well structured. The recording of behavioural incidents includes useful initial analysis that leads to effective behaviour management plans. Weekly, senior leader meetings review all entries, check what actions have already taken place and then initiate any further responses required. The system allows outcomes to be tracked and evaluated.
- A multi-disciplinary team consisting of senior leaders, therapists, nurses and a paediatrician meet termly to ensure that all student needs are being addressed appropriately and that necessary staff training is provided. The same team also meets with individual class teachers at the beginning of the school year to ensure that all necessary information about students is fully shared.
- There is a strong emphasis on CPD much of which is focused on bespoke training linked to performance management outcomes. Succession planning and career progression are key features; recently two senior leaders have completed NPQSL accreditation, two more are pursuing the same course, four teachers are pursuing middle leader preparation courses, teachers and support staff have been trained as trainers in Team Teach and Moving & Handling; others have been accredited by the Autism Education Trust and mealtime supervisors are upskilled with a view to them becoming learning support assistants.
- Systems are in place to support the continuation of learning at home. Parents and carers are provided with details of progress and current targets and invited to meetings to discuss ways in which they can support their children. More formal training opportunities are also available for parents along with advice about other sources of support. Feedback from parents is extremely positive and indicates their appreciation of the warm welcome provided by the school and their understanding of the work done there.

2.3 School Improvement Strategies - Even better if...

...the SEF and the SIP make careful reference to success criteria so that it is clear why conclusions have been reached and how priority actions will be evaluated.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- Lessons have much clearer purposes as a result of introducing a curriculum with pathways suited to different levels of need.

3.2 Quality of Teaching, Learning and Assessment - What went well

- The most effective teaching is characterised by well-established routines, appropriately differentiated learning intentions and very positive relationships between staff and students, all of which combine to promote engagement and highly motivated students. This is often enhanced by collaborative learning activities. The pace of lessons is generally high but when necessary staff allow time for students to process their thoughts and respond appropriately to questions.
- In all classrooms there is an emphasis on identifying and reducing barriers to learning so that students are helped to achieve their true potential. This flows from thorough baseline assessment on admission and collaborative multi-disciplinary planning.
- The school's approach to 'Total Communication' systems is well embedded. Signing, symbols, photos and communication aids are often used to ensure that students have every opportunity to improve their communication skills.
- Provision for students with higher levels of need is characterised by close collaboration with therapists and the careful use of visual aids and sensory resources. These often focus on the school's 'seven areas of engagement' and enable students to take full advantage of learning opportunities.
- As a result of careful planning, behaviour for learning is often of a high order. Staff are clearly well informed about effective behaviour management strategies.
- Many students are able to talk about their experiences at the school. They make positive remarks about what they like, what they are learning and how their voices are heard and influence what happens at the school.
- All learning is highly individualised. One girl who previously lacked self-confidence made animated remarks about her highly bespoke learning plan that includes 'advance' mathematics and individual violin lessons. Two other students talked with pride about pursuing a travel plan that had led to them using the local bus services to get to and from school.
- Teachers ensure that students have many opportunities to work independently. Learning support assistants thoughtfully ensure that students are not over-supported. This approach continues in Key Stage 5 where students have many opportunities to learn in real-life situations, including experiences that prepare them for leading a more independent life in the community in the future.
- When progress is less than expected, specific interventions are put in place in order to get students back on track.

- The school has now been using 'Solar' for over two years as an assessment, recording and tracking system. Teachers and learning support assistants provide the input, including annotation and photographs as necessary to illustrate progress. Senior leaders regularly interrogate and analyse the accumulating information to determine patterns and trends.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

...teachers and support staff are accurately and succinctly informed about the school's strengths and future improvement actions as a result of studying and discussing success criteria within the SEF and SIP.

4. Outcomes for Pupils

- The school judged progress in 2017-2018 to be outstanding because, using 'Progression Guidance', 94% of students in years 7 to 11 achieved 'M' or 'UQ' in English and 92% in mathematics. In addition, 100% of students achieved ASDAN accreditation, 100% of students in the sixth form achieved accredited success in mathematics, English and at least 3 other subjects – and all students in Year 14 moved on to an FE college placement at the end of the year.
- There is a robust procedure for reviewing progress from their individual starting points. Case notes provide evidence of the exceptional needs and circumstances of the very few students not meeting expectations.
- Additional support is provided for newly admitted pupils who have EAL as well as extensive cognitive difficulties.
- The school is continuing to develop the Solar system for recording and tracking outcomes. During September-December 2018 the focus was on those pupils with profound and multiple needs whose progress was tracked against 7 areas of engagement. Analysis of this information shows that a small proportion of pupils are not quite meeting expectations and a larger proportion are exceeding them. Any differences are associated with individual circumstances rather than the provision made.
- "Greenvale Levels" are being developed within the curriculum. These will allow progress to be assessed across the full breadth of the curriculum when the project is completed within the next few months. It presently includes English and mathematics, for which individual student targets are set out within a personal learning plan. Progress against these targets is reviewed regularly and scrutiny of samples showed that the great majority of students are on track to meet their targets.

- A close scrutiny of the Solar assessment and recording system showed the potential of a very informative system. It allows progress in academic subjects to be tracked as well as the outcomes in PSHE, the effectiveness of interventions, levels of engagement and the links with EHCP targets. The impact of enrichment activities will shortly become an additional feature. Additional evidence is included so that summaries of progress over time can be accompanied by three substantial pieces of evidence. Solar is being well adapted to suit the school's purposes and provides very strong evidence of a high level of progress overall.

5. Area of Excellence

Curriculum Enrichment Through Cultural Partnerships

This is a developing area of excellence that is well on the way towards full accreditation. The school has set an impressive example of systematic project development by agreeing an enrichment policy, establishing a wide range of established partnerships with other organisations, making a clear offer to all parts of the school and recording the take-up by students. Work is about to start on recording the additional impact of enrichment activities upon targets across the curriculum already included within individual learning plans. This work is likely to be completed by the time of the next Challenge Partners review and will enable the school to present substantial evidence of the overall impact of the project.

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

The school already participates in national Challenge Partners events and will continue to foster links with other similar special schools.

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.