**Self-Evaluation Statement for Green Lane School – September 2017**

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| **School type** | Community Special |  | **Number on roll** | 155\* planned places + 22 in the sixth form | |
| **Post code** | WA1 4LS |  | **Headteacher** | Mr Paul King | |
| **Telephone** | 01925 811617 |  | **LA** | Warrington | |
| **Email** | Greenlane\_school@warrington.gov.uk |  | **Religious character** | Non-denominational | |
| **Website** | www.greenlaneschool.co.uk |  | **Last inspection** | 6-7 May 2015 | |
| **DFE No.** | 877/7001 |  | **Overall grading** | Outstanding | |
| **Previous inspection** | 9-10 October 2009 |  | **grading** | Outstanding | |
| **Contextual details**  **Information about the school and community**   * Green Lane is a community special school that caters for pupils aged four to 19. * All the pupils have statements of special educational need because of moderate or severe learning difficulties. Around half of the pupils have complex communication difficulties, including autistic spectrum disorders. * In September 2012, the school was redesignated to include provision for students aged 16-19. * A new sixth-form opened in September 2012. This is known to parents as the Woolston Sixth Form College. These students are taught in purpose-built accommodation. Some students have transferred from other schools and others are from Fox Wood School and Green Lane School. * In July 2015 the planned place rose to 150. * In September 2016, after discussions with the LA, the school admitted 155 pupils. * The Reception class is integrated into Key Stage 1 and children attend full time. * The school works closely with the Great Sankey Teaching School Alliance in Warrington and The Oakwood Teaching School Alliance in Salford to deliver special needs outreach work and training to support pupils in mainstream schools and other settings. * Some students enter the school at various times during the school year. This has averaged 4 or 5 over the past few years. * The proportion of disadvantaged pupils and those supported through the pupil premium, is well above the national average. The pupil premium funding the school receives supports those pupils known to be eligible for free school meals and those who are looked after by the local authority. * The school has received a number of awards over the yearsincluding the Artsmark Silver Award, Basic Skills Quality Mark, NAS Autism Accreditation, Information and Communication Technology Mark, Healthy School Status, Active Mark, Sports Mark and FMSiS standard. * The current Headteacher has been in post since September 2000. He has led the school through four Ofsted Inspections the last three of which have been judged to be Outstanding (May 2007; October 2009 and May 2015. * **May rise to 160 in September 2017**   **Transition Points**  Pupils can join the school at various times through the school year. The pattern for entry since September 2012 is as follows:  **2012**- YR-4, Y1-2, Y3-2, Y4-1, Y5-3, Y7-4, Y10-1  **2013 -** YR-5, Y3-1, Y6-1, Y7-6, Y8-1, Y9-2. Y10-2;  **2014 -** YR-6; Y2-2; Y4-1; Y5-1; Y6-1; Y7-6; Y10-2; Sixth form -1 student joined from an external school  **2015 -** YR-6; Y1-1; Y3-5; Y4-1; Y51; Y6-3;Y7-8; Y11-1; Sixth form -2 students joined from an external school  **2016 -** YR-6; Y2-2; Y3-2; Y4 -1; Y5-1; Y6-2; Y7-16; Y10-2; 1 student joined from an external school  **2017**– YR-5; Y1-1; Y3-2; Y4-1; Y5-1; Y6-1; Y7-5  **Groups**  In September 2017 there were 159 pupils on roll in the main school.109 (69%) were boys, 50 girls (31%)  There were 20 students in the sixth form. 11 (55%) were boys, 9 girls (45%)  There are 6 pupils whose first language is not English.  There are 47 (35%) children eligible for FSM which is above national average.  The proportion of EAL children is well below national average.  100% of pupils have a statement of SEN/ an EHC plan.  **Deprivation**  Pupils attend the school from a wide range of social backgrounds and from across Warrington Borough. A significant number of pupils come from ‘super output’ areas where deprivation levels are high. The school’s IMD score is higher than the LA average. | | | | | **School Development Plan – 2017/2019**  **Outcomes of Pupils – Lead: Lynne Ledgard**  Maintain the Outstanding outcomes for all pupils.   1. Embed and develop Assessment without Levels within Maths and English. 2. Develop AWL in other subject areas – Science / ICT / PE / PSHE. 3. Review the effectiveness and appropriateness of all accreditation at KS4. 4. Ensure current PSHE programme is fit for purpose. 5. To raise the profile of reading across school and to create a ‘thirst for reading’ climate.   **Quality of Teaching and Assessment – Lead: Jo Mullineux**  Maintain the quality of teaching and assessment within the school as Outstanding.   1. Review (and refine where required) the Lesson Observations, Learning Walks and Work Scrutiny programmes. 2. Develop peer observations within key stages initially and then expand to across school. 3. Review the lower school new curriculum to prepare for the restructure of classes.   **Leadership and Management – Lead: Paul King**  Maintain Outstanding Leadership and Management within the school.   1. Continue to develop staff’s leadership skills by engagement with NPQH, NPQSL, NPQML and SLE programmes. 2. Review the Performance Management process for teachers and make appropriate changes where required. 3. Develop the range of external training packages e.g. Team Teach; ASD; S+L Use of TAs that we can offer to other schools. 4. Develop more of our staff to become SLEs. 5. To have in place subject leaders with the ability to lead and develop the subject area. 6. To provide subject coordinators/leads the opportunity to monitor the teaching of the subject across the school. 7. To review the effectiveness of the new teacher PM process that has been introduced.   **Personal Development, Behaviour and Welfare – Lead: Mike King**  Maintain Personal Development, Behaviour and Welfare within the school.   1. Embed and develop the new positive behaviour system (Class dojo) in school. 2. Review the processes for behaviour management plans. 3. Review and refine Safeguarding procedures where required.   **Sixth Form – Lead: Neil Bothwell**   1. See Sixth form plan. 2. 19-25   **Early Years – Lead: Julie Naylor / Chrissy Skermer**   1. Develop a system for showing pupil progress with Early Years.   **ASD provision – Lead: Julie Naylor**  Maintain our Accreditation status with the NAS.  **Building and Site Development – Lead: Paul King**  Maintain the quality of the building and the site.  **1**. Develop a rolling programme for internal decoration.  **Governance – Lead: Alan Lee**  Maintain the Outstanding governance of the school.  **1.** Develop a rolling programme of governor training.  **2**. Create closer links with Fox Wood School governors.  **External Relationships – Lead: Jo Mullineux**  **1.** Continue our close partnership with SIA / Great Sankey Teaching School and Oakwood Teaching School.  **2.** Seek to become a Forest School. |

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| **RECOMMENDATION FROM OFSTED INSPECTION OF MAY 2015** | | |
| * Improve the outdoor learning opportunities in the early years, so that children have more engaging resources and experiences to practise their emerging skills. | * complete the building work to the play areas for the EYFS pupils and other lower school pupils. * resurface the play areas so that they are of a safe material. * fence off the various areas for individual class use. * Purchase more EYFS resources to be used in the classes and outside areas. | * the completion of the building work, resurfacing work and purchase of resources has had a very positive impact on pupil play areas and our early years areas in terms of our pupils ability to access outdoor play. * Pupils now have access on a daily basis to Outdoor play activities. * We are able to show improved outcomes against the EYFS standards as the children settle into our new provision. |

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| **OTHER RELEVANT CHANGES IN THE SCHOOL SINCE PREVIOUS INSPECTION OF MAY 2015** |
| * In October 2015 we welcomed into part of the Green Lane building the vulnerable pupils unit which is part of New Horizons (former PRU).These pupils moved out in July 2017 * The school was reaccredited with the Primary and Secondary Basic Skills Quality Marks. * We appointed a Supported Internship Officer to develop our post 19 provision and are looking to appoint a Project Manager to develop the project. * In October 2017 we will provide some supported employment work for post 19 students. * This group will take over the accommodation previously used by New Horizons. * We have created a Charitable Trust to oversee the development of 19-25 provision for vulnerable students in Warrington. * We were reaccredited by the National Autistic Society (NAS) in December 2016. |

**OUTCOMES FOR PUPILS**

**How do we grade ourselves? - 1. Outstanding**

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| **What we do well** |
| * Our pupils achieve extremely well during their time at the school. Pupils often enter school with significantly below average attainment. Sometimes the education of some of the pupils has previously been disrupted over a period of time before arriving at Green Lane. From our data sets we believe that, over time, pupils’ progress is outstanding overall in reading, mathematics and Science because of the progress they make from their low starting points. All pupils thoroughly enjoy their lessons and thought that they were making significant progress at the school as a result of the teachers’ help and support. * The whole-school target in 2015/16 for pupil progress across English, Maths, PSHE and Science and was for 80% of pupils to make or exceed expected personal progress targets. Pupils were placed in Bands which related to the number of points they would be expected to progress across all of these areas. In 2016/17 the whole-school target was increased to 85% of pupils to make or exceed expected personal targets. The number of points each pupil was to achieve was also reviewed with 35 pupils (23%) having their targets increased. * In English 81% of pupils achieved or exceeded their expected personal progress; In Maths 84% of pupils achieved or exceeded their expected personal progress; In PSHE 80% of pupils achieved or exceeded their expected personal progress and in Science 91% of pupils achieved or exceeded their expected personal progress * Pupils’ efforts in lessons and in their individual work are helping them to make rapid progress and to compensate for any previous gaps in their learning. * We judge achievement in reading as outstanding. We believe this because via learning walks, lesson observations and work scrutiny pupils often talk about how they follow their own interests with their different books, comics or internet research work. All make significant progress with their reading skills as a result of very effective teaching and support. Pupils use the school library books effectively to extend their reading skills and to encourage a love of reading and enjoyment of books. Those who find reading difficult are well supported through individually tailored programmes to make rapid progress. * Progress in Science this year was Outstanding as a result of the excellent teaching from our Science specialist. * We judge achievement in mathematics as very good, because mathematics is often practised in other subjects. Pupils solve mathematical problems, such as gathering the relevant information independently, and learn to work together well by discussing the different ways to accomplish a set task. * By the end of Year 11, students’ attainment is usually below average. However, all pupils make at least good and very often outstanding progress. All pupils leave with some qualifications. These are often at the lower end of the GCSE grade scale, Level 1 or at Entry Level 1, 2 or 3 or Personal Progress / ASDAN * Most pupils now go on to further education at Warrington Collegiate Institute or into the Woolston Sixth Form. This reflects the determination of the school to guide pupils along the most appropriate path post-16 while the most vulnerable transfer to our sixth form. * English and Maths is consistently strong across all key stages * Our Intervention team are having a positive impact in addressing any attainment gap based around deprivation. * Life skills are threaded throughout the curriculum leading to good or outstanding progress in preparation for entering the workplace. |

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| **Our priorities for the coming year** | **Lead** | **Reference to** |
| * Further consolidate our system for Assessment without Levels in Moths, English, PSHE and develop Science. * Embed the current accreditation/qualification routes at KS4 to test appropriateness of future cohorts. * To include end of KS progress in end of year data analysis. * To improve how we progress over time for EYFS. * Subject leaders of core and foundation areas to be accountable for data and progress in their subjects. | Lynne Ledgard | School Development Plan 2017-19  Peer to Peer Action Plan  Pupil Progress data  Termly data analysis  Intervention team case studies |

**THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT**

**How do we grade ourselves? - 1. Outstanding**

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| **What we do well** |
| We believe:   * The impact of the quality of the teaching over time is outstanding. This is because during our learning walks / lesson observations and work scrutinies we observe activities provided for pupils that build very clearly on what they already know. * Expectations of what pupils are capable of achieving are exceptionally high in all key stages. For example, In Maths, pupils are expected to solve mathematical problems and show the correct working out. They are moved on as soon as they need more challenge. This is evident from the marking and assessment for learning that teachers carry out. The teaching of mathematics is mostly strong throughout the school because of well-matched provision, particularly for the most able and the higher functioning pupils with autistic spectrum disorders. Pupils are involved in relevant practical mathematical activities that engage and interest them so that they make rapid progress. * Reading continues to perform strongly as a result of phonic input and our Intervention team input, Work always meets the needs of the pupils and they are motivated and interested in their writing tasks because they find them of interest. In addition, the quality of marking is strong across the different subjects or classes, meaning that pupils are clear about the next steps needed to improve their writing. The improvements in the teaching of phonics have had a positive impact on students’ standards in reading across the school. The pupils, and particularly the most able students, are challenged with their reading tasks and enjoy the range of materials on offer in the school. * Learning support assistants are very well trained. They have the necessary skills to fully support pupils in English and mathematics and across the curriculum. They are crucial in building very important relationships with students. They are also kept sufficiently well informed of what pupils are expected to learn and to help to promote rapid progress. Pupils appreciate the valuable input of the support staff, which enables most of them to make outstanding progress in both their academic and personal development. * Writing has been a focus for development over the years. We have introduced Teaching and Learning Clinics specifically on improving writing, we have carried out work scrutinies and lesson studies on writing and a whole school INSET on writing took place in April 2016. * Speech and language input continues to be a major area of intervention with many of our pupils having significant speech and language difficulties. * Two full time TAs deliver speech and language programmes to 50 pupils within the school, with another 9 seen by the NHS Therapy Assistant. A further 24 pupils have class based therapy programmes. * Two TAs are employed to deliver intervention programmes in English and Maths for Pupil Premium pupils. This has had a significant impact in closing the attainment gap. * In July 2016 the Speech and Language Therapist delivered training to all staff on how speech and language can be woven throughout the curriculum. * We continue to embed our marking policy, pupil self-assessment and next step challenges. * The capture of ‘soft data’ i.e. progress across all areas that are not necessarily data focused e.g. **Successful Learner** (Attainment; Progress; Engagement and Effort) **Confident Individual** (Social Skills; Independence Skills; Communication Skills and Relationships); **Responsible Citizen** (Care for Others; Attendance; Responsibilities and Reliability) |

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| **Our priorities for the coming year** | **Lead** | **Reference to** |
| * To maintain the quality of teaching within the school as Outstanding and to support in those areas where teacher performance has been less than good. * To continue to develop the Learning Walks so that they continue to have an impact on the quality of pupil learning. * To ensure the quality of marking and feedback is Outstanding. * To maintain a rigorous lesson observation structure that uses outstanding staff to develop their peers. | Jo Mullineux | School Development Plan 2017-19  Peer to Peer Action Plan  Score Card for 2016-2017  Lesson Observation data  Learning walk data  Work scrutiny |

**PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**

**How do we grade ourselves? - 1. Outstanding**

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| **What we do well** |
| **Behaviour:**  We believe   * the behaviour of our pupils is outstanding and we have data sets that support this view. There is a calm, orderly approach to the beginning and end of the school day. Pupils’ attitude to their work is exemplary and this makes a positive contribution to their outstanding progress. Activities in lessons capture pupils’ interest and so they enjoy their lessons. Pupils are always engaged and this ensures that the pace of their learning is rapid. * pupils are proud of the school and of their achievements as evidenced by their friendliness and willingness to share their learning with staff and visitors. * pupils are clear about what is acceptable behaviour on the playground and in class. Adults are excellent role models for pupils, particularly in relation to attitudes and manners. We believe playtime supervision is very effective as pupils feel very safe and they know that they have an adult to go to if they need any assistance. * pupils are very polite and well-mannered to one another, to staff and to visitors. They help and support one another well in the dining room, in class and outside on the playground. They are taught to listen to one another and reflect and to discuss their ideas sensibly to improve their own learning. * our older pupils look after the younger pupils in the dining hall, on the playground and on home-school transport and this develops their sense of responsibility. The school council ensures that pupils develop their skills in speaking, listening and valuing others’ opinions and upholding British Values. They also listen really well to one another in their class groups as they practise their basics skills or discuss issues that concern them. * our School Council meets regularly and pupils are encouraged to raise issues that might be affecting their feelings of safety within and around the school. * our data shows that pupil’s behaviour is of a high standard. Visitors to the school frequently comment on the calm, learning environment that they experience. * we have three members of staff who are Advanced TeamTeach trainers and they update staff training on an annual basis. * our behaviour lead is a member of the SMT. His team has delivered TeamTeach training to a number of schools in Warrington and beyond   **Safety**  We believe   * the school’s work to keep pupils safe and secure is outstanding. This is as a result of the individual plans and meetings which ensure that all staff have an overview of each pupil, to ensure that each one is kept safe and well. * Weekly meetings of our Safeguarding team ensure we are monitoring pupils closely on a weekly basis. Pupils are rag rated according to the degree of concern. * Pupils are well able to recognise the difference between bullying and falling out. Pupils are very confident about approaching adults in school if they need help to resolve any issue. Aspects, such as learning about different types of bullying, are well covered in lessons. * Pupils learn about cyber-bullying and its effect on mental health issues in young people. * The pupils always know how to ask for help from staff. Pupils work closely with different support staff, therapists or mentors to achieve the best that they possibly can. We have various programmes to support pupils if they are underachieving. Our pupils have the opportunities to learn about safety issues when taking part in disability sports. * Attendance issues are addressed very quickly. Staff have regular contact with parents and this establishes excellent attendance at school. The attendance figure was 93.7% - slightly below our target of 95%. The school has impressed upon parents, by letters home / phone calls / ParentMail the need for their children to attend school regularly and this has paid dividends. Pupils unanimously enjoy coming to school. They enjoy receiving awards and praise for good attendance and realise the need for good attendance. For those whose attendance is not as good we work closely with the school attendance officer to target these families and to offer support in raising the pupil’s attendance. * Our Family Support Worker and 11-19 Manager work closely in supporting parents via family support, child in need and child protection meetings. * Health and safety issues are addressed regularly via a Health and Safety committee. |

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| **Our priorities for the coming year** | **Lead** | **Reference to** |
| * Continue to ensure our Behaviour Management Policy is effective in supporting our pupils needs * Ensure that all Health and Safety issues arising are addressed and graded as Low risk. * To continue to develop the lower and upper school playgrounds and develop opportunities for outdoor learning. * Two MDAs will be trained to work on play activities. This training will be cascaded to other MDAs. * Teaching and Learning Clinics will focus on pupil engagement with play activities. | Mike King – Team Teach Advanced Trainer | School Development Plan 2017-19  Peer to Peer Action Plan  Health and Safety Report  Health and Safety Action Plan  Safeguarding Policy  Behaviour Policy  Attendance Policy  Behaviour tracking sheets |

**EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT**

**How do we grade ourselves? - 1. Outstanding**

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| **What we do well** |
| * The headteacher continues to provide purposeful and effective leadership. The deputy headteacher and two Assistant Headteachers support this work very well. * The Strategic Leadership group, comprising the Headteacher, Deputy Headteacher and two Assistant Headteachers, meets weekly to look at the strategic direction of the school. This group in particular has been instrumental in developing the role of middle leaders. * The analysis of data by leaders is rigorous and all staff takes ownership of tracking pupils’ progress in order to enhance pupils’ achievement to the maximum. * The senior management team continually share new ideas at their weekly meetings, and look for ways to improve management of the school and pupil’s work. * Our checks of the school’s performance ensure that we have an excellent understanding of what is working well and what requires much more attention. Plans to make improvements are discussed regularly at leadership meetings and action is taken very quickly, for example, with changes to our marking policy. * The quality of teaching continues to be outstanding across the school because we make regular checks on its quality and adaptations to ensure that provision is of a consistently excellent standard. * Senior leaders look carefully at the plans for lessons, the lessons taught and the pupils’ progress in their work. Any weaker aspects of teaching are tackled through targeted support. * The management of teachers’ performance through setting targets linked to pupils’ performance has a positive impact on pupils’ learning over time. * The work of middle leaders is effective. They have benefitted from working with an experienced colleague from another school to help develop their role. * Pupils experience a range of activities, such as outdoor pursuits on residential trips, football in the sports hall, weekly supermarket shopping, café trips and a whole range of visits and visitors to the school. The school website has examples of how pupils learn about life in a multicultural society and our British values. They learn about democracy as they vote to elect school council members. * We believe the school continues to develop pupils’ spiritual, moral, social and cultural awareness well. This is because pupils are taught to be reflective and to persevere with their writing and reading tasks. They are taught to be resilient in their mathematical development, especially when they have to solve challenging problems. * Leaders are committed to tackling discrimination of any kind. We ensure that pupils behave exceptionally well and that positive relationships are established, particularly with parents and outside agencies. * The primary physical education (PE) and sports premium is being used effectively. We pay for specialist coaches to teach lessons and this has a very positive impact on teachers’ own knowledge and practice for teaching future lessons. * Pupil premium funding is used well to ensure that eligible pupils make as much progress as others in the school. There is virtually no gap in attainment or progress. * Leaders monitor the whole-school provision very well by looking very carefully at the attendance, behaviour and progress of pupils on a regular basis. There are also excellent procedures and policies for safeguarding pupils which are fully in place and are very effective. We believe we aregood at advising students about the next steps in their education and training. * The guidance provided for governance has been effective. Recent effective support has included peer-to-peer review work with colleagues from other schools and the local authority. * Three of our staff are currently SLE's and work across two Teaching School Alliances.   **The governance of the school:**   * The governing body knows the school very well and uses the information and data about pupils’ progress effectively to compare the school’s performance with that of other similar schools locally and nationally. * Governors provide excellent support and challenge in a quest for ongoing improvement. The school is exceptionally well thought of in the local community. * Governors know how good the quality of teaching is throughout the school. Regular reports, briefings and presentations are delivered to Governors by the Headteacher and other staff * Governors know the importance of thorough procedures to manage the performance of teachers and how these link to pay progression. * Governors always ensure the pupil premium is used appropriately to make a significant difference to individual pupils, resulting in good or better progress. The governing body checks on the impact that funding has on pupils’ progress in all subjects and has made a positive impact on the improvements made in many areas. * All governors have been assigned to a key stage and are encouraged to liaise with the key stage lead. |

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| **Our priorities for the coming year** | **Lead** | **Reference to** |
| * Continue to develop the role of the subject/middle leader. * Further refine the Performance Management process so that it assists the development of staff and the progress of pupils. * Continue to develop the skill set of the governing body. | Paul King | School Development Plan 2017-19  Peer to Peer Action Plan  HT Performance Management targets - 2016 to 2017  Governor Action Plan  Presentations to Governors |

**EFFECTIVENESS OF EARLY YEARS PROVISION**

**How do we grade ourselves? - 1. Outstanding**

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| **What we do well** |
| * The children start in the Reception class with skills that are significantly below those typically seen in children of this age. We believe our children make outstanding progress during their time in the early years because they are very well supported, as they start to acquire literacy and numeracy skills. When they leave the Reception Year, they are very well prepared for their next stage of learning in Year 1. * Teaching is very well organised and provides a calm atmosphere, so children feel safe and secure. Relationships are very positive and conducive to outstanding progress for all the children. * Teaching ensures that learning is very enjoyable and that the activities provided meet children’s varying needs and abilities, examples of this can be found in their learning logs. * There is a very strong and effective emphasis placed on developing children’s social skills and their readiness for learning before they enter Year 1. * We believe that good leadership and management have ensured that provision in the early years is very strong. The staff ensure that safety procedures are thorough and that the partnerships with parents are extremely effective. The use of their children’s learning logs, records of achievement with home/school links are a particularly useful way of sharing information. Parents agree that the early years provision is helping their children achieve excellent outcomes. * The school works actively to involve the pre-school settings in transition programmes. There are strong relationships with these providers and this helps children to settle into their new school with ease. * Our outdoor play provision is of an excellent quality and standard and is integral to the work of our EYFS pupils. |

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| **Our priorities for the coming year** | **Lead** | **Reference to** |
| * to continue to develop continuous provision including outdoor play. * To maintain and develop the record of pupil progress in all areas of EYFS through the use of an appropriate learning journal. | Chrissy Skermer / Julie Naylor | School Development Plan 2017-19  Peer to Peer Action Plan  Early Years Action Plan  Pupil profiles |

**THE EFFECTIVENESS OF THE 16-19 STUDY PROGRAMMES**

**How do we grade ourselves? - 1. Outstanding**

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| **What we do well** |
| * The sixth form re-located in March 2014 into the new Woolston Sixth Form building. * We have employed a 1:1 tutor for Literacy and Numeracy to with our more able students * We have introduced Vocational course at Entry 1,2 and 3 level. * Our three, one year courses (Preparation for work; Hospitality and Catering and Office and Retail and focused on the needs of the students and adapted to suit their needs. * A course in Horticulture was introduced in September 2016. * Students are making outstanding progress that builds on the firm foundations that have been established in earlier key stages in the school. Other students who start in the sixth form from other settings are also making good progress. * The school’s data relating to students’ progress is used consistently by all staff, especially to ensure students’ best possible progress. * The arrangements for transition into the sixth form ensure that students settle quickly. The staff work hard to ensure that all students are well prepared for the sixth form. * Students further develop their personal, social and vocational skills via a range of specific activities e.g. Willow Green cafe, administrative work in the school office, grounds maintenance and care. This prepares them for entering the World of Work or education post-19. * We will be developing the bungalow as a café for the site during 2017-18. * Students use and apply their skills in a wide range of situations, such as cooking meals, shopping, working in shops, disabled sports and helping other people with special educational needs. They are particularly proud of their office, hospitality, catering and caretaking courses. * Students’ attitudes and behaviour are excellent. They always try their best to meet the high expectations of all staff. * The students are proud to be involved in the Duke of Edinburgh Award Scheme. The College is a Directly Licensed Centre for delivering and assessing the DofE award scheme. * The College received an award for Duke of Edinburgh at a ceremony at Buckingham Palace in June 2016. * We believe, through lesson observations / learning walks / work scrutiny, that teaching is outstanding as the staff encourage students to express their views confidently, explore choices, to reflect, ask questions, and answer in a sensible way. * Students are proud of their catering facilities, which they use to help them gain their Life and Living Skills qualification at Entry Level 2 or 3. * The arrangements to prepare students for their move to post-19 provision are being developed. Students experience the world of work in areas such as office duties with photocopying and answering the telephone, in childcare or, or in catering or hospitality tasks. This extends their basic skills and raises their self-confidence. * Sixth form provision is led and managed well by a knowledgeable Assistant Headteacher. Students feel safe and safety and welfare requirements are well met. As a result, students are settled, secure and confident. * The College has its own student council with annual elections and termly meetings. * Teamwork is a considerable strength and has a significant impact on students’ outstanding achievement. |

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| **Our priorities for the coming year** | **Lead** | **Reference to** |
| * To develop the horticulture course. * To develop the new college website. * To further develop the use of ICT within the college. * To establish the on-site café of Willow Green Catering in the former bungalow. | Neil Bothwell | See Sixth Form Development Plan |

**THE QUALITY AND STANDARDS OF EDUCATION**

**How do we grade ourselves? - 1. Outstanding**

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| **What we do well** |
| * The headteacher’s leadership continues to be effective in ensuring that all aspects of leadership and management are fully established across all the key stages. He is extremely well supported by the deputy headteacher and two assistant headteachers who have a have a very clear, strategic overview of at the school. * They are very well supported by senior and middle leaders who have a range of diverse skills. These skills are being further developed by their achieving NPQSL and NPQML status. * The two Assistant Headteachers will be encouraged to undertake the NPQH award. * Together, leaders constantly ensure that the quality of teaching and pupils’ achievement are outstanding and continue to improve. We have a consistent, rigorous approach to the analysis of data; this enables us to take actions to ensure high quality provision. * Our Governors are extremely supportive of the school and, via presentations at governor meetings, constantly challenge leaders to provide outstanding provision and practice for all. * Pupils’ behaviour and their attitudes are exemplary. We have in place effective arrangements to ensure that all pupils are very safe and all safeguarding requirements are fully met across all the different areas in the school. * We believe that provision for pupils with autistic spectrum disorders are outstanding evidenced by our continued accreditation from the NAS. * All staff are experienced and well trained. The school’s arrangements for continuing professional development are well linked to the performance management of the staff and to pupils’ progress. This, along with exceptionally high levels of care, ensures that progress continues to be outstanding. * The large majority of pupils achieve extremely well from their starting points. * The teaching assistants are a huge strength of the school. They are very well trained and constantly focus on pupils’ well-being and academic achievements. * Our Intervention team is instrumental in delivering high quality intervention in English, mathematics and communication skills. * Outstanding early year’s education ensures that all children get off to an excellent start so that they are fully ready for Year 1. Our outdoor provision enables our pupils to make rapid progress. * Students’ achievements in the sixth form are outstanding, due to the targeted support that the students receive. * Pupils consistently make sustained and outstanding progress. |

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| **Our priorities for the coming year** | **Lead** | **Reference to** |
| * Maintain and develop the school across all areas. | Paul King / Governors | School Development Plan 2017-19  Peer to Peer Action Plan  Health and Safety Report  Health and Safety Action Plan  Safeguarding Policy  Behaviour Policy  Attendance Policy  Behaviour tracking sheets  Sixth Form Development Plan  Early Years Action Plan |

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| **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT AND BRITISHNESS** | |
| * SMSC is at the heart of Green Lane School. Staff care about our students and they in turn reflect this in their trust of adults and willingness to talk openly and engagingly whether in the classrooms, corridors or playground areas. * Students have faith in their teachers and feel that their achievements are celebrated. The Records of Achievement are testimony to the joyous experience students have at Green Lane. * Whilst SMSC can be hard to pin down, students are aware of what it means to belong to a modern British society. In particular our pupils are able to talk about the principles of democracy and relate them to our school council. * The respect and tolerance students show to each other, following the example of the staff, characterise the school’s ethos. * Students are willing to participate in a whole range of activities and the shared language of praise from staff brings a consistency to the whole environment. * Pupils undertake regular trips to places of historical, cultural, social and religious significance e.g. Quarry Bank Mill (history); Sikh temple (religious); China Town (cultural) * Classrooms reflect the success that many students enjoy and the traffic light system in Lower School encourages and fosters positive attitudes to learning and others. * The Behaviour Policy which underwrites the promotion of respectful attitudes and behaviours is well adhered to. * The school develops pupils’ spiritual, moral, social and cultural awareness well. * Pupils are taught to be reflective and to persevere with their writing and reading tasks. They are taught to be resilient in their mathematical development, especially when they have to solve challenging problems. * The school’s approach to teaching English and mathematics helps pupils to target improvement in their work very quickly. * In the 6th Form we have 5 dedicated Citizenship Days throughout the year. * Students examine and support a range of local and international charities and this gives them knowledge of other cultures and develops their empathy towards others. * Students can nominate themselves or others and campaign for votes for Head Boy/Girl and Deputy Head Boy/Girl and in this way learn about, first-hand, about Democracy and the voting system. * Special holidays for different religions are studied throughout the year and students are encouraged to participate in and experience different cultural events. * Half-termly social nights for 6th form students to get together outside of College are held at venues such as bowling, theatres, meals out etc. * 6th Form students undertaking the Duke of Edinburgh Bronze Award have a residential experience. * Pupils at key stages 3 and 4 are able to undertake a residential experience at a PGL facility. |

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| **Green Lane School - Examination results for 2016/2017** |
| Functional Skills ICT and Computer Science Level 3 - 6 pupils  Functional Skills ICT and Computer Science Level 2 - 5 pupils  OCR Functional Skills in English Entry 3 –6 pupils  OCR Functional Skills in English Entry 1 – 2 pupils  ELC Maths at Entry Level 3 – 1 pupil  ELC Maths at Entry Level 2 – 5 pupils  ELC Science at Entry Level 3 – 6 pupils  Asdan PSD Entry Level 3 – 6 pupils  Asdan PSD Entry Level 2 – 5 pupils  Asdan Life Skills – Silver – 4 pupils  Asdan Life Skills – Bronze – 7 pupils  Asdan Preparing for Adulthood Maths – 5 pupils  Asdan Short course in PE – 11 pupils  AQA English Unit Awards 3 pupils  AQA Science Unit Awards – 5 pupils  AQA Art Unit Awards – 11 pupils |