**Self-Evaluation Statement for Green Lane School – December 2024-25**

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| **School type** | Community Special |  | **Number on roll** | 209 planned places + 26 in the sixth form (235) |
| **Post code** | WA1 4LS |  | **Headteacher** | Mrs Joanne Mullineux |
| **Telephone** | 01925 811617 |  | **LA** | Warrington |
| **Email** | office@greenlaneschool.co.uk |  | **Religious character** | Non-denominational |
| **Website** | www.greenlaneschool.co.uk |  | **Last inspection** | 19/20th Nov 19 |
| **DFE No.** | 877/7001 |  | **Overall grading** | Outstanding |
| **Previous inspection** | 6-7th May 2015 |  | **grading** | Outstanding |
| **Contextual details**  **Information about the school and community**   * Green Lane is a community special school that caters for pupils aged 4 to 19 years. * All the pupils have EHC plans relating to their individual learning needs – This includes MLD, SLD, CLD, Autism, S+L and Communication, GDD, VI, HI. * 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. * We encourage all pupils in EYFS to attend full time following a period of transition. * From September 2024 EYFS will consists of two reception assessment classes. At the end of pupil’s assessment year they will then move onto a designated curriculum pathway. * The school continues to work with a range of professionals and leads CPD and outreach across the North West. This supports pupils in mainstream schools and other settings, alongside developing staff knowledge on a range of areas linked to SEND. 3x staff continue to work as SLE’s under The Bright Futures Teaching School Hub. Green Lane supports the Local Authority in further improving the provision for SEND pupils across Warrington. Green Lane has 3x ASD lead teachers and 1x SEMH lead teacher. Green Lane continues to be an active member of the CTI team. * 1x staff member is embarking on year 2 of the authorities Unleashing Greatness programme to improve T+L across the authority. * Green Lane continues to respond to and offer training on areas related to SEND. This includes Team Teach, Autism in the workplace, Autism for Professionals, Autism in the Community. * Green Lane have 1x member of staff who is an NAS Moderator. She supports the NAS across the North West. * Green Lane have 2x members of staff who are trained and have the NAS licence (Teen Life Programme) for Warrington to deliver a 6 week programme for families to support young people with Autism. They have a second licence (Early Bird Plus) to deliver training to external families to support young people with Autism age 5+. * The Head teacher and a team of staff support the local authority to lead and participate in SEND Reviews across Warrington schools. * Some students enter the school at various times during the school year. The school has received a number of awards over the years including the Artsmark Silver Award, Basic Skills Quality Mark, NAS Advanced Autism Accreditation Enhanced, Information and Communication Technology Mark, Healthy School Status, Active Mark, Sports Mark and FMSiS standard. More recently the school is working towards Arts Mark Gold and ESafety Accreditation. In Dec 21 the school was successfully re accredited in the Basic Skills Quality Mark. * The long standing Headteacher retired in August 2021 having been in post since September 2000. The Deputy Headteacher has been in post since January 2013 and had recently (Sept 21 –April 23) taken on the Acting Headship.  In April 23 the Head teacher position was made permanent. The Headteacher has recently returned from a period of Maternity Leave (Feb 23-July 23). The school has recently appointed to the position of Permanent Deputy Head (July 23). * In Jan 2024 the Deputy Headteacher resigned and a recruitment process took place. A new Deputy Head was appointed in April 24. School have an Acting Assistant Head who has been in post since April 24. * The school to date has received four outstanding Ofsted judgements following Inspections (May 2007; October 2009, May 2015 and Nov 2019). * The College is jointly led by a Foxwood member of staff and a Green Lane member of Staff. The school leadership teams from both Green Lane School and Foxwood School support College and meet weekly. * Green Lane offers a wide range of accredited courses that are relevant for our pupils. Pupils are entered based on their Key Stage 3 outcomes & levels of independence.  Recently (Sept 22) we introduced the Employability Level 1 and 2 to enhance the current offer of 12 courses. College offers 7 accredited courses Students are entered based on their Key Stage 4 outcomes, levels of independence & personal interest. * Green Lane School has extensive Outdoor learning provision which includes Forest School, Woodland area, Daily Mile, Horticulture facility & a range of outdoor classrooms and play equipment. * Green Lane School has continued to grow in numbers since 2021. The cohorts of pupils with increasingly complex needs continues to grow.   **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  **2018** – YR – 3; Y1 – 1; Y2 – 1; Y3 – 6; Y6 – 1; Y7 – 9; Y9 – 1  **2019** – Yr – 6; Y1 – 1; Y3 – 4; Y4 – 1; Y7 – 7; Y11 – 1  **2020** – YR -8; Y2 – 2; Y3 -3; Y4; -1; Y5-1; Y6 -1; Y7-11; Y8 -3; Y9 -1; Y10 -1  **2021**- YR - 12; Y1 -2: Y2 -1; Y3 -2; Y5 -1; Y6 -1; Y7 -11; Sixth form -1 student joined from an external school.  **2022** - YR -14; Y1 - 2; Y2 -1; Y3 -1; Y4 -2; Y5 -1; Y7 - 18; Y9 -1; Sixth form -3 student's joined from an external school.  **2023 –** YR- 12; Y1 – 1; Y3 – 3; Y4 – 1; Y7 – 7; Y8 – 1; Y11 – 1  **2024** YR – 15; Y1- 1; Y2 – 3; Y3 – 1; Y7 – 9; Y8 – 2; Y10 – 1; Y11 – 1    **Groups-**  In December 2024 there are 209 pupils on roll in the main school. 70.3 (%) are boys, 29.7 (%) girls.  There are 26 students in the sixth form. 57.7 (%) were boys, 42.3 (%) girls.    **Whole School (Inc 6th Form)**  8 pupils whose first language is not English  41.3% children/students eligible for FSM which is above national average.  100% of pupils have an EHC plan.  There are 66.4% of pupils on the autistic spectrum  Pupil premium 43.4%  SALT 65.1%    **GLS exc 6th Form**  There are 7 pupils whose first language is not English.  There are 40.7 (%) children/students eligible for FSM which is above national average.  100% of pupils have an EHC plan.  There are 68.4 % of pupils on the autistic spectrum  Pupil premium 46.9%  SALT .69.4%  Significant medical needs 20 %  **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.  **College Information**   * Woolston 6th Form opened in March 2014 and is a joint 6thForm of Fox Wood School and Green Lane School. * The catchment area for the college is the whole of Warrington and also neighboring LA’s. * As of 2024/25 there are three students from outside of the LA (One from Trafford, one from Halton and one from Leigh)   In 2023/24 there were four students from outside of the LA (One from Trafford, three from Halton).  In 22/23 there were four students from outside of the LA,(one from Trafford, three from Halton and one from St Helens).  In 21/22 we had four students from outside of the LA (two Halton, one from St Helens and one from Wigan).   |  |  |  | | --- | --- | --- | | Student Numbers 2024/25  45 Students | 42.2 % FWS | 57.8% GLS | | Student Numbers 2023/24  42 Students | 40.5% FWS | 59.5% GLS | | Student Numbers 2022/23  40 Students | 37.5% FWS | 62.5% GLS | | Student Numbers 2021/22  40 Students | 47.5% FWS | 52.5 % GLS | | Student Numbers 2020/21  43 | 44.2% FWS | 55.8% GLS | | Student Numbers 2019/20  40 | 40% FWS | 60% GLS | | Student Numbers 2018/19  37 | 27% Foxwood | 73% Green Lane | | Student Numbers 2017/18  32 | 37.5% Foxwood | 62.5% Green Lane | | Student Numbers 2016/17  33 | 36% Foxwood | 64% Green Lane | | Student Numbers 2015/16  35 | 48% Foxwood | 52% Green Lane | | Student Numbers 2014/15  31 | 55% Foxwood | 45\% Green Lane |  * College staff team includes 1x College Lead; An Assistant College Lead, 7 teachers/tutors; 14 teaching assistants (full and part time); 1administrative staff; 2 Maintenance Officers; and 2 MDAs. * College has a medical team on site – two nurses and a health care assistant and receive advice, programmes and support from physiotherapists, SaLT, VI team, bladder and bowel team etc.  We host many clinics e.g. continence, orthoptist, dietician etc. to reduce the number of students needing to have time off college for appointments. * The College is involved in the Duke of Edinburgh Award Scheme. The College is a licensed through Green Lane School for delivering and assessing the award scheme. The College received an award for Duke of Edinburgh delivery at a ceremony at Buckingham Palace in May 2016. * All students have access to excellent resources including a multi-sensory room, sensory base, food technology room, courtyard, outdoor gym and common room. * Careers education and work-related learning is an integral part of college. This includes internal and external work experiences giving the students a real-life experience of work.   The table below shows the leavers and new starters at the end of academic year 23/24 and start of academic year 24/25  In July 24, 12 students left (4 from FWS and 8 from GLS)  In Sept 24 15 students joined (5 FWS and 10 GLS)   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **Leavers** | | | **New starters** | | | |  | FW | GLS | **Total** | FW | GLS | **Total** | | **Pathway 1** | - | - | **-** | - | - | **-** | | **Pathway 2** | 2 | 2 | **4** |  | 3 | **3** | | **Pathway 3** | 2 | 6 | **8** | 5 | 7 | **12** | | **TOTALS** | **4** | **8** | **12** | **5** | **10** | **15** |   This table is the breakdown of the number of students in each pathway Sept 24. So GLS have 26 currently on roll and FWS have 19 on roll.   |  |  |  |  | | --- | --- | --- | --- | | **Pathway 1**  Communication and choice | **Pathway 2**  Skills for supported living | **Pathway 3**  Learning for life | **Pathway 4**  Skills for employability | | 2 | 10 | 15 | 18 | | 2 FW | 3 GLS & 7 FW | 10 GLS & 5 FW | 13 GLS & 5 FW | | | | | **School Development Plan – 2024 - 25**  **QUALITY OF EDUCATION – LEAD Sarah Delaney (Maintain the quality of education within the school as Outstanding)**   1. To ensure that the quality of teaching and learning remains outstanding. 2. To further develop our Careers curriculum. 3. To ensure that Preparation for Adulthood is embedded throughout the curriculum. 4. To ensure the Evidence for Learning is used effectively to support teaching, learning and assessment across all key stages. 5. To embed the new Green Lane School Curriculum through the 5 pupil pathways. 6. To ensure that pupils have a wealth of opportunities to apply their learning in real life situations. 7. To develop links with mainstream schools and support pupils to access sessions, as appropriate. 8. To further develop our EYFS provision to ensure that our youngest learners have access to outstanding provision, that promotes curiosity and a love of learning through play. 9. To review the new BSquared assessment systems. 10. To ensure that soft data and targeted interventions are evidenced appropriately. 11. To strengthen and build relationships with other SEND schools/Networks.   **LEADERSHIP AND MANAGEMENT – LEAD Jo Mullineux & Sarah Delaney (Maintain the quality of leadership and management within the school as Outstanding)**   1. To continue to support staff & Pupils well-being and mental health. 2. To review CPD offer for Internal and External delivery. 3. To further develop collaborative working with other Special Schools, working grps to enhance School Improvement. 4. To ensure Leadership at all levels remains outstanding 5. To ensure the school has the capacity to further support SEND Pupils across Warrington. 6. To ensure Safeguarding remains high profile and high standards are maintained 7. To ensure Governance remains outstanding 8. To ensure staffing remains stable and reflects the needs of the school. 9. To continue to offer the appropriate staff the opportunity to attain National Professional Qualifications   **PERSONAL DEVELOPMENT – LEAD Jo Mullineux, Sarah Delaney and Mike Gaskell (Maintain the quality of personal development within the school as Outstanding)**   1. To ensure that pupils’ understand the fundamental British values; democracy, individual liberty, the rule of law, mutual respect and tolerance. 2. To motivate and inspire pupils. 3. For pupils to consider reflect on and make improvements to their behaviour. 4. To further develop age-appropriate focused learning opportunities around healthy relationships. 5. To provide an inclusive environment for all pupils. 6. For pupils to understand what makes people unique and celebrate this. 7. For pupils to make informed choices about their future. 8. For transitions across school and to key stage 5 to be successful positive experiences.   **BEHAVIOUR AND ATTITUDES - LEAD – Mike Gaskell/Joanna Barnes (Maintain the behaviour and attitudes within the school as Outstanding)**   1. To implement and embed the behaviour curriculum. 2. To capture positive behaviour data through updated systems and pupil voice. 3. To continue to track and analyse behaviour data to inform positive behaviour support. 4. To continue to improve overall school attendance to 95% and above. 5. To implement and enhance restorative and relational practices in the classroom. 6. To enhance staff CPD and skills on supporting and teaching positive behaviour.   **EARLY YEARS – LEAD – Laura Owen/Sarah VanRooy (Maintain the quality of early years education within the school as Outstanding)**   1. To further develop our play based approach. 2. To develop a link with another EYFS SEND provision. 3. To further develop parental engagement. 4. To further enrich the curriculum.   **AUTISM PROVISION – LEAD Joanna Capewell/Michael Gaskell (Maintain the quality of Autism provision within the school as Outstanding)**   1. To continue to embed the SCERTS offer across the whole school 2. To complete NAS reaccreditation including application for Beacon status 3. To continue to develop and monitor our whole school autism practice to ensure it remains outstanding 4. To continue to develop and review our outstanding OT offer at Green Lane. 5. To deliver and review our autism training offer both internally and externally |

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| **RECOMMENDATION FROM FULL 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 year’s 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 Nov 2019** |
| * The school was reaccredited with the Primary and Secondary Basic Skills Quality Marks in Dec 2021 (Report on school website) * There has been a significant increase in Pupil Numbers 21/22, 22/23, 23/24, 24/25. * There are additional classes in KS1 (2 extra classes 1 ASD Discrete and 1 Developmental class 22/23), KS2 (1 extra ASD Discrete provision 22/23) and KS3 (one extra in 22/23). In 2023 the development class became another EYFS class. * September 24 – 2 EYFS classes have become KS1 classes, 1 additional EYFS class from September 24. * Curriculum Pathways formalised from September 24 – Five curriculum pathways, (EYFS assessment classes x2, Engagement x3, Communication and Emotional Regulation x3, Creative Curriculum x9, Formal Curriculum x7 classes.) * Retirement of Long Standing Head (August 2021.) The long standing Deputy Head (appointed Jan 2013) has taken up the position of Acting Head since Sept 21. The long standing Assistant Head had taken up the post of Acting Deputy Head (2021-August 23.) Acting Assistant Head appointed March 22. Permanent Headteacher appointed from April 23. Permanent Deputy Headteacher appointed July 23. Both longstanding members of the SLT. Permanent Assistant Headteacher appointed October 23. * Acting Headteacher on maternity leave from Feb 23 – July 23 (made permanent April 23.) Acting Assistant Headteacher on maternity leave from April 23 – July 23 (made permanent from October 23.) Deputy Headteacher covered Headteachers maternity leave with two Acting Assistant Heads to support (Feb 23 – July 23.) * Significant change in the SLT since September 2022 (new ASD lead due to previous lead retiring, new EYFS/Primary lead, new KS4 lead due to promotion, new Behaviour Lead, new SENCO – Revised roles, responsibilities and job descriptions due to growth of the school. All experienced SEN Leaders. * There has been an increase in staffing due to the schools expansion in numbers. Pupils needs have increased in complexity. * We were reaccredited by the National Autistic Society (NAS) in Oct 2019 & May 23 with an Advanced Status. * School has recruited to a number of new positions. This includes Safeguarding Manager, School Business Manager, Medication Team Leader, Careers Lead. * Increase in the number of pupils accessing therapies including OT, Horticulture, SALT, Play Therapy, Art Therapy. * Changes to the leadership of college Sept 23 (joint sixth form college.) There is now a collage lead and assistant college lead supported by both schools SLTs (Green Lane School/Foxwood School.) * Sept 23 – Vice Chair of Governors became the Chair of Governors. Previous Chair of Governors is still part of the Governing Body. We now have a full Governing Body with two new recruits. The Governing Body has a wealth of experience and strength.   College   * A new College Lead was appointed and a post for Assistant College Lead was created in September 2023. * Woolston 6th Form continues to grow and develop, with an increase in students each year. The needs of the students are also changing. In response to this we have reviewed and and made necessary adjustments to the curriculum to better reflect the changing needs of our college community. * Internal and external work experience offers are growing. These include Keate House, Friends of Woolston Park, Warrington Sensory Centre, McDonalds and Stand up Socks. * We have made well-being a priority in college. We have 3 Mental Health First Aiders in college, the staff can have anonymous access to a wellbeing and advice service through Fox Wood School (Education Support). Student wellbeing is a high priority and continues to be incorporated into our teaching and learning in Personal Development and PFA. * The Local Authority plan to move the college to a new site. This is scheduled for Sept 26. |

**Quality of Education**

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

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| **What we do well** |
| We believe:   * 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. * Pupils access a tailored curriculum based on their individual learning needs. Pupils follow curriculum pathways in which the percentage of formal, semi-formal and developmental curriculum is carefully planned and delivered. * From our data sets we believe that, over time, pupils’ progress is outstanding in Reading, Phonics, Mathematics, Computing, Science and PHSE. All pupils thoroughly enjoy their lessons and are making significant progress at the school as a result of the teachers’ help and support. This is evident within lessons and when specific pupil voice work is carried out as part of subject leadership moderation. * The whole-school target in 2023-2024 for pupil progress across English, Maths, PSHE, Computing and Science was 80%, this remains the same for 2024 – 2025. * 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, including the long term impact of Covid-19. * 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. Pupils all make significant progress with their reading skills as a result of very effective teaching and support. Pupils use the school's mobile library books and local library 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. Recent developments to support reading include – purchasing additional school library books, a new free reader library for KS4 pupils, the introduction of ‘Reading Eggs’ – home access is also encouraged, new resources, lunchtime reading club, Teaching and Learning clinics focused on developing staff CPD and demonstrating outstanding practice, the introduction of a new synthetic phonics scheme, ‘Essential Letters & Sounds’. * We judge achievement in mathematics as outstanding, because mathematics is often practiced 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. The use of apparatus, life skills maths, and problem-solving opportunities within accreditation courses has also had an impact. Pupil progress in Number is also very strong. * By the end of Year 11, students’ attainment is usually below national average. However, all pupils make at least good and very often outstanding progress. All pupils leave with some qualifications and/or award. These are often at Level 1 or at Entry Level 1, 2 or 3 or Personal Progress / ASDAN. From September 2022 a new short course, ‘Employability’ was introduced for the two highest attaining classes in KS4. From September 2024 1 year 10 pupil access es Maths and English at a local mainstream high school. * Preparation for Adulthood is embedded in the school/college curriculum but continues to develop further. Since 2022 pupils in years 10 and 11 have accessed careers advice twice each year. All pupils in KS4 have engaged in internal work experience. Pupils will access external work experience, as appropriate. * Careers is an important part of our curriculum across school/college. From September 2024 pupils in KS3 also receive weekly focused careers lessons. Students and their families access independent career advice and guidance in year 13 also. Students and families are encouraged to visit local college open days so that they can make the best possible choices for post 16 and post 19. This allows our students and parents to access relevant and impartial advice and make more knowledgeable choices for the future. * Most pupils now go on to further education at a variety of provisions such as; Warrington Vale Royal College, Petty Pool College, Carmel College or into the Woolston College Sixth Form. This reflects the determination of the school to guide pupils along the most appropriate path post-16. Parents and pupils are well guided and supported through process by the Key Stage 4 team, including the careers lead, transition lead and alongside the family support team. The careers team remain in contact with colleges to ensure that placements are successful. * School/College have excellent links with other local and SEN colleges which allows us to clearly advise students about their next steps. This has led to students and parents being advised in the best possible way and students being placed correctly post 16 and Poast 19. * English and Maths is consistently strong across all key stages. * Our Intervention team are having a positive impact delivering Speech and Language Therapy across all key stages. NHS SALT team are looking to make changes to the delivery of S+L across school from September 2024. School intervention staff will continue to support this. * From September 2024 a member of staff has a 3-day timetable in which she delivers interventions to pupils in KS3. Pupils are identified based on the previous terms headline data. * Life skills are threaded throughout the curriculum leading to good or outstanding progress in preparation for entering the workplace. From September 2022, KS4 pupils have run the bungalow, an onsite café. Students are responsible for canvassing, ordering, preparing and delivering high quality meals and snacks to staff across the site. * The quality of education provided is exceptional. This is because we meet all of the criteria for a good quality of education securely and consistently, making adaptations and enhancements as required to ensure that it is appropriately challenging for each individual. * SMSC and British Values have been planned in at the curriculum design stage in both school and college and are embedded across the curriculum. This is further enhanced by providing students with a variety of leadership opportunities such as, the school council, head students and the support team, the arts council. Pupil voice is paramount and giving pupils the opportunity to reflect on and celebrate what they have achieved is extremely important. * We recognise that pupils on the Maple Pathway need a wider reaching curriculum that enables them to work on the skills connected to a clearer understanding of non-verbal and verbal communication, social understanding and social behaviour, understanding and controlling their own emotions and thinking and behaving flexibly. * We recognise that pupils in the Maple and Elm Pathways will respond more successfully to learning experiences that occur in the social context of daily activities and experiences, and we believe that the SCERTS programme is an appropriate tool to further these goals. SCERTs is assessed in the Maple Pathway however alongside TEACHH and SPELL underpins our entire curriculum across school. * The SCERTS model enables this and is used within our Maple Pathway allows them to access more aspects of the curriculum.  SCERTS is the focus within the Maple Pathway and is embedded within the curriculum offer.  We use the SCERTS model assessment system to support our pupil’s progress within SCERTS and specific targets are set each academic term. SCERTS supports outstanding outcomes for our pupils in the Maple Pathway.  We are an NAS advanced accredited school with an additional enhanced commendation for our use of SCERTS. * Curriculum enhancement days and block sessions are planned into our yearly calendar and give our pupils real-life experiences which supports the learning taking place within classes. * The impact of the quality of the teaching over time is outstanding. This is because during our learning walks / lesson observations and work scrutiny’s we observe activities provided for pupils that build very clearly on what they already know and set appropriate challenges. * 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 strong throughout the school because of well-matched provision, particularly for the most able and the higher functioning pupils with Autism. Pupils are involved in relevant practical mathematical activities that engage and interest them so that they make rapid progress. Links with local mainstream schools support this further and from September 2024 1 pupil will access maths in a mainstream setting. * Reading continues to perform strongly as a result of daily phonic input and the emphasis that Green Lane places on reading for pleasure, this is something that each class plans time for across a week. Work always meets the needs of the pupils and they are motivated and interested in their writing tasks because they find them of interest. The Occupational Therapy Team, Shine contributed to our school's writing policy and shows progression across classes. In addition, the quality of marking is strong and in line with school policy across the different subjects or classes, meaning that pupils are clear about the next steps needed to improve their writing. Our marking policy shows progression across each year group within each pathway and ensures that all marking is purposeful for our students. 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. * The curriculum information is on the school website and subject plans show the progression of skills and knowledge over time. Curriculum plans are designed to be ambitious and meet the needs of all of our pupils; developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. * Assessment is used effectively and allows us to check understanding, inform teaching, identify starting points or gaps in learning and put in additional support in place. * Subject leaders are proactive in identifying any issues for their own subject and regularly present their findings to SLT and Governors following subject moderation. From September 2024 follow-up feedback meetings will also take place to ensure that any actions that arose from the feedback have been actioned. This then feeds into their action plans which are updated termly and shared with subject curriculum teams. * Internal CPD is planned across the year, we strive to ensure that all meetings and training are purposeful. It is based on SLT observations, feedback and what staff say they would most benefit from. Training is led by experienced staff and support continues beyond learning sessions in classes as required. * Leaders have embedded a reflective approach to performance management where staff evaluate their own pedagogical approach that limits potential barriers to pupils learning. This is supported by SLT who encourage staff to continue their professional development and source opportunities for staff to further develop their knowledge and skills. Learning support assistants are very well trained and are part of a rigorous performance management system which identifies any CPD needs and actions following this. They have the necessary skills to fully support pupils in English and mathematics and across the curriculum and plan interventions when needed. 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. All our TAs also have pupil progress targets as part of their own PM targets. * Speech and language input continues to be a major area of intervention with many of our pupils having significant speech and language difficulties. * Two part time TAs deliver speech and language programmes under the direction of the NHS Speech Therapists. Pupils who have class-based therapy programmes are supported within class. * The careers programme is in line with statutory guidance and all pupils in Year 11 receive a 1:1 careers, advice, information and guidance session with a qualified careers advisor twice each year. CAEIG is used to inform planning for transition and all learners in Key Stage 4 take part in visiting a wide range of post-16 providers to inform decisions for their next phase of education. This is supported by a Careers and Moving on Evening session where parents and stakeholders can attend to gather key information to support transition and choices for next steps. * 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) play a significant part in capturing the progress of the whole child. From September 2024 a greater emphasis has been put on using the soft data tag on EfL * Forest School has seen the enriching of the curriculum and has a positive impact on pupil’s mental health and well-being. Due to the success of outdoor learning, this continues to be an important part of our curriculum at Green Lane School. One member of staff delivers weekly sessions to classes across school. A second member of staff is attending training and autumn 2 and will further support this from January 2025.   **College**   * Our vision for college is to nurture and develop students’ potential and prepare them for life and potential employment. We do this by offering a range of accredited courses from Open Awards in Skills for Life and Education, with discrete lessons teaching functional skills, preparation for adulthood, personal development, fitness and wellbeing and vocational skills. We incorporate community learning, promoting students’ understanding of their position within the local area and the country as a whole. * Our curriculum is broad and balanced but also inclusive, relevant and practical. We encourage all staff to think creatively in order to ensure that all students have equal opportunity to engage with all aspects of college life. * College Curriculum consists of 4 pathways and extends learning further building on skills learned in Year 11: * Pathway 1: Communication and Choice (for students who require a completely adapted curriculum with sensory-based learning; usually those who have PMLD.) * Pathway 2: Skills for Supported Living (for students who require a semi-formal curriculum with lots of sensory/experiential learning.) * Pathway 3: Learning for Life (for our students who require a formal curriculum with high levels of support and ‘real-life’ experiences. * Pathway 4: Skills for Employability (for students who require a formal curriculum and who are likely to progress to paid or voluntary work) * Students work towards Functional Mathematics and English qualifications at Entry Level 1 and above. For students working below Entry Level Maths and English teaching focuses on developing functional skills. Within the vocational offer we promote Maths and English skills for students to be working as independently as possible in real life learning. * Assessment systems and are currently assessing levels of progress in Employability, Maths and English. This will be rolled out across the vocational courses gradually. * A marking policy for college is used by all staff. This has led to a consistent approach to marking work in line with the requirements of external accreditation bodies * Progress towards external accreditation is carried out on a termly basis and tracks ensures students are on track to reach the planned outcomes. The college’s data relating to student progress is compiled by the Assessment Lead in Fox Wood School and target setting is carried out at the beginning of the year. As in main school Teaching staff participate in termly meetings to discuss progress towards targets. The teaching staff are accountable for the progress of all students. * As in main school College use Evidence for Learning (EfL) to record picture/video and written evidence of learning experiences and progress towards their EHCP outcomes. This is shared with families each week and they are invited to comment on their young person's learning. The evidence gathered using EfL also contributes to the evidence required to achieve qualifications from our external awarding bodies. * Students develop and refine functional skills throughout the entire curriculum and apply these skills in a wide range of real-life situations. * External placements this year include horticulture and dinner service, support worker at Keate House, Friends of Woolston Park, and reception at the Warrington Sensory Centre. * College has successful links with McDonalds, Weee Project, MacIntyre and Care UK who secure work experience placements for students this academic year. * College offers a range of in-house real-life work experience opportunities through the daily running of the college – students work in the college kitchen, provide catering for events, complete tasks for the college office, grow plants and vegetables and help maintain the Woolston site. * Sensory diets are implemented by the OT to support students with sensory processing difficulties. This enables them to be calm and alert and in the best possible position to learn. * As in main school use of soft data tags on EfL allows us to record areas of progress not captured within the main assessment systems but show progress and attainment in areas such as Skills for Employability, Gatsby Benchmarks and British Values. This means we can record progress in non- academic areas, some of which are huge steps for some students. * Learning walk and lesson observation records show that the teaching and learning in college is of a good quality. Staff welcome feedback and this shows that they are constantly seeking to develop further. * Behaviour in college is managed excellently which allows for excellent delivery of learning and climate for learning. Staff have high expectations of students and encourage them to make good choices. * The climate for learning is positive, students receive praise and feel valued, this has led to students being more confident and willing to share what they are doing. |
| EYFS   * The introduction of the Cedar pathway in September 2024, which is exclusively an EYFS classes following the EYFS curriculum (adapted to be developmentally appropriate), teachers use a range of strategies and ongoing assessments to form a decision on pupils next destinations moving into key stage 1 and beyond. * EYFS have early, direct links with SALT, OT and other external professionals to support all pupils from the very beginning of their school life. * Following the introduction of new pathways across school and the overview adopted by all about strategies for learning, EYFS has a larger focus on input for therapies e.g. OT, SALT and focus on implementation of early strategies such as TEACCH, SCERTs and SPELL which will support their formal learning throughout school. * EYFS have access to daily phonics sessions, they are assessed on Phase 1 phonics before accessing the phase 1 scheme of work or beyond where appropriate. * Assessment via BSquared is early steps within EYFS, part of the assessment throughout this year is around understanding and deciding which pathway pupils will need to be assessed on into key stage 1 (engagement, SCERTs or progression steps). * The curriculum pathway in EYFS is an assessment class. All EYFS pupils are together in 2 classes. Their curriculum focuses more on developmental strategies with a smaller focus on formal and semi-formal strategies. * In 2023-2024 academic year the target of 80% of met targets was exceeded in most subjects * Early Maths and early English is delivered effectively which we know through learning walks, book scrutiny and EFL scrutiny. The use of mark making activities are evident in teacher led inputs and continuous provision. Early Maths is delivered using concrete objects and objects of reference. * Pupils access all areas of the EYFS curriculum in a way that is developmentally appropriate. They also access areas linked to whole school initiatives such as evidencing PSHE cross curricular and joining in with events for example Children in Need, Road Safety Week and Anti-bullying Week. This also links to work around SMSC, British Values and Wellbeing. * Pupils are assessed using BSquared (whole school). EYFS are the only 2 classes which use Early Steps to assess, this allows a focus on the key early goals. |

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| **Our priorities for the coming year** | **Lead** | **Reference to** |
| * Monitor the new B Squared v5 Summative Assessment systems; engagement and steps4life. These have been introduced in September 2024 alongside EYFS and Progression Steps. BSquared captures progress for pupils who have mastered targets and those who have not mastered targets (this will include showing progress in Encountered, Engagement and Gaining Skills and Understanding.) * Embed the careers curriculum in KS3 in preparation for pupils moving to KS4 where the curriculum is built around Preparation for Adulthood. * To include end of KS/Pathway progress in end of year data analysis. * To support new subject leaders, ECTs and one ITT Apprentice (from September 2024,) in understanding and developing their important role within Green Lane School. * Subject leaders of core and foundation areas to be accountable for data and progress in their subjects. | Sarah Delaney –Deputy Headteacher Quality of Education | School Development Plan 2021-24  Pupil Progress data 21/22, 22/23 23/24  Termly data analysis Aut, Spring, Summer 21/22, 22/23 23/24  SALT Intervention team notes 21/22, 22/23 23/24  National Tutoring Feedback Sheets 21/22, 22/23 23/24  OFSTED Full Report 2015 and Nov 2019  School Website.  School Calendar 21/22, 22/23, 23/24  NAS Monitoring Visits 21/22, 22/23 23/24 24/25  NAS Accreditation Visit Oct 2019, May 23 |
| * To maintain the quality of teaching within the school as Outstanding and to support in those areas where teacher performance may be less than good. * To continue to develop the Learning Walks so that they continue to have an impact on the quality of pupil learning. * Continue to ensure that assessment judgements are robust by moderating with other like schools and within our own setting. * 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. * To further develop the use of Evidence for Learning across the school with a particular focus on parental engagement. | Jo Mullineux – Headteacher (SLE, SEND)  Sarah Delaney –Deputy Headteacher Quality of Education (SLE, SEND) | School Development Plan 2021-24  Lesson Observation data 21/22 22/23 23/24  Learning walk data 21/22, 22/23 23/24  Work scrutiny feedback & Actions 21/22, 22/23 23/24  Subject Leader Monitoring Feedback & Actions 21/22, 22/23 23/24  Moderation Sessions  School Website  NAS Monitoring Visits 2021/22, 2022/23 23/24  NAS Accreditation Visit Oct 19, May 23  External visits from SIP Aut 23/ Spring 24 |
| EYFS priorities   * To embed zoned areas in indoor and outdoor provision to support access to a range of activities and opportunities * To further develop staff CPD in EYFS around indoor and outdoor provision focusing particularly on zoning * To continue to develop outdoor areas to provide as many engaging and developmentally appropriate learning opportunities as possible * To embed the play based learning approach in EYFS * To continue to embed the assessment system and make sure that all relevant staff are trained up to date on assessment in EYFS linked to BSquared and Early Steps. * To continue to engage in regular, specific EYFS moderation sessions internally and with other settings. | Sarah Van Rooy- acting head of EYFS (Laura Owen after maternity leave)  Sarah Delaney- Deputy Headteacher Quality of Education (SLE, SEND) | School Development Plan 2021-24  Lesson Observation data 21/22 22/23 23/24  Learning walk data 21/22, 22/23 23/24  Work scrutiny feedback & Actions 21/22, 22/23 23/24  Subject Leader Monitoring Feedback & Actions 21/22, 22/23 23/24  Moderation Sessions  School Website  NAS Monitoring Visits 2021/22, 2022/23 23/24  NAS Accreditation Visit Oct 19, May 23  External visits from SIP Aut 23/ Spring 24 |

**Leadership and Management**

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

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| **What we do well** |
| **We believe:**   * The Headteacher continues to provide purposeful and effective leadership. The Deputy Headteacher and Assistant Headteacher support this work very well. * The Strategic Leadership Group, comprising the Headteacher, Deputy Headteacher and Assistant Headteacher, meets regularly to look at the strategic direction of the school. * Safeguarding practice remains outstanding and monitoring is rigorous. * The School/College always acts in the best interest of a learner to protect them online and offline. * The School/College is very quick to identify pupils who may need early help or those who are at risk of harm or have been harmed. * The analysis of data by leaders is rigorous and all staff take ownership of tracking pupils’ progress, in order to enhance pupils’ achievement to the maximum – any underperformance (of staff and pupils) is quickly discovered and addressed. * Teachers and TAs Performance Management Targets have a direct link to Pupil Progress. This has a positive impact on pupils’ progress over time. * The Senior Leadership Team continually shares new ideas at their weekly meetings and looks for ways to drive school improvements. Leaders from both Green Lane and Foxwood meet with the College Lead and Assistant lead on a weekly basis for collaborative approach to ensure standards are maintained and continual improvement in College provision. * Our checks of the school’s /college's performance ensure that we have an excellent understanding of our strengths and areas of development. Plans to make improvements are discussed regularly and action is taken very quickly, for example, with changes to our whole school assessments system. * The quality of teaching and learning continues to be good to outstanding across the school/college. Monitoring of Teaching continues to be rigorous. * Learning walks are carried out also by the College Leaders in conjunction with the Senior Leaders and Governors from both schools. This allows us to see first-hand quality first teaching and the progress towards outcomes, qualifications and targets. The annual calendar details learning walk and work scrutiny dates for the academic year and who will be involved. The results of work/EFL scrutiny, learning walks and performance management all triangulate to get an overall judgement of performance. * New Staff and ECTs are supported by more experienced outstanding colleagues to ensure that provision is of a consistently high standard. Leaders have identified mentors with dedicated training following the introduction of the Early Career Framework. * The school trains the next generation of Teachers which is an important part of the school's succession planning and the recruitment process. The school works in partnership with local Teaching Schools and Colleges and Universities. * Leaders prioritise their own professional development and succession plan to ensure that the school/college develops future leaders. This includes encouraging and supporting several staff in the completion of a variety of the NPQs and other relevant training. For example, two teachers in college have completed the NPQSL course in 23/24. This has further strengthened the leadership structure of college. * Senior Leaders, Middle Leaders & Governors ensure that Curriculum Plans/Overviews build on prior learning as well as ensuring the relevance of content to meet a wide variety of pupils' needs. Middle Leaders monitor regularly to include Work Scrutiny, Evidence for Learning, Lesson Drop-ins and Pupil Voice. Any areas of concern are quickly identified, and support put in place to ensure improvement. * The work of Middle Leaders continues to be purposeful and instrumental to whole school/college development. The role of the Middle Leader involves sharing the curriculum vision, policy and practice to enthuse, lead and support the development of others. * Pupils experience a variety of trips and visits which enhance the curriculum on offer. Examples include a range of sporting activities along with a range of activities that enhance life skills and promote independence, visiting important places in the local community and visiting places of employment. In addition, visitors to school/college are encouraged and planned for as part of the school's/college’s calendar. * The School/College Leadership is enhanced and supported by our Pupil Leadership Team, comprising of a Head Student, Deputy Head Student and a support Team, voted for by pupils across KS4. * We believe the school/college continues to develop pupils’ spiritual, moral, social and cultural awareness well. Pupils are taught to be reflective and resilient learners. Leaders are committed to tackling discrimination of any kind. The relationships built between pupils and staff help to ensure that pupils behave exceptionally well. * Positive relationships are established and fostered, particularly with Parents, Carers and other Stakeholders. The school/college does everything it can to engage Parents and Carers. For example; Home School Diaries, Evidence for Learning, social media and the School/College Website. There are a range of opportunities for Parents and Carers to come into school/College such as, Coffee Mornings, Parents Groups, SCERTS Clinics, Christmas Stay and Play Activities, Friends of Green Lane Social Events, Parents Evenings, Careers Fairs, Art Exhibition and Sports Days. * The school/college provides Parents and Carers with clear information about what their children are learning in school and what their areas for development and targets are. Parents are provided with guidance on how to support their child, for example Reading and SCERTS Clinics. * School and College Communication with parents/carers takes place through home/college diaries, the college website, weekly social media posts, monthly parents/carers group meetings and by means of an open door policy. College's parents/carers group began in 2022. They meet monthly and support families on a wide range of topics; including OT, behaviour, CoPDoLS procedure, PfA etc. Shool also have FOGL Group that has been running for several year to help raise funds for school. * Pupil Premium funding is used well to ensure that eligible pupils make as much progress as others in the school. Where there are gaps, additional interventions are planned to ensure that there is no or little gap in attainment between pupil premium and non-pupil premium. * Leaders monitor the whole school/College 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. These procedures help to protect pupils online and offline and identify pupils who may need early help or involvement by external agencies. Pupils are prepared for the next stage in their learning journey and life beyond Green Lane School/ College. * Three of our staff are currently SLE's and work across one Teaching School (Brighter Futures Teaching School Hub). * There are three of our staff who are lead teachers for SEMH and Autism across the local authority. * Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified – in particular about workload – they are consistently dealt with effectively and quickly. * Leaders across school and college take the views of stakeholders and respond to staff voice. Staff reported high levels of support for well-being issues in a recent survey. * Leaders across school and college use directed time carefully to make sure that staff feel well supported and enabled to manage their workload. * Leaders across school and college have created a culture where staff feel able to ask for help and support where needed. * In-house and outside support is available to all staff, irrespective of experience. There is a focus on supporting staff wellbeing that is integral to the processes of performance management.   **The governance of the School/College:**   * The governing body knows the school/College very well and uses the information about school/college e.g. finance, budget, staffing and data about pupils’ progress effectively to compare the performance with that of other similar settings * Governors provide excellent support and challenge in a quest for ongoing improvement. The school/college is exceptionally well thought of in the local community. * Governors know how good the quality of teaching is throughout the school/college. Regular reports, briefings and presentations are delivered to Governors by the Senior Leadership Team and other staff such as Subject Leaders. * Governors know the importance of the 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. * Link Governors have been assigned to key areas of school e.g. Behaviour, Careers, Health and Safety, Safeguarding, College etc and are encouraged to liaise with middle leaders. * Governors from both Green Lane School and Fox Wood Schools act as 6th Form link governors. Reports are provided to governors on a termly basis and staff present information in response to Governor questions. Both sets of Governors ensure that they have current and up to date knowledge about college and as a result provide excellent support as well as holding staff and the College Leaders to account. * College leads welcome feedback from a full range of stakeholders including named Governors from both schools. We have an open-door policy for families and students to voice their opinions and concerns about anything pertaining to college * Governors provide challenge around safeguarding practice during Termly meetings with the DSL |
| **EYFS**   * All EYFS parents were invited to a meeting with head of lower school/ head of EYFS to discuss their chid prior to starting, this is important to build relationships and find out any concerns. This year family support also joined in these meetings to offer support and indicate where support is available within the SEND community. * EYFS lead and lower school lead went to all previous settings prior to pupils starting in school to observe and speak with staff who knew each child well. From this ‘All About Me’ profiles were produced to support transition into school. * The EYFS lead sits on SLT and attends weekly SLT meetings which feeds back into any key stage meetings with EYFS teaching staff. * EYFS is monitored by head of EYFS once each half term; all positives and any areas of development are shared with the deputy head-teacher and with the staff team soon after the observations so that any actions can be acted upon as quickly as possible. * EYFS is specifically discussed during weekly SLT meetings which allows for any concerns to be raised, any positive practise to be shared and any development points to be discussed. * When middle leaders are completing monitoring they include EYFS in this, linked to the closest area of the EYFS curriculum for example, literacy, mathematics, PSHE, computing. This is alongside specific EYFS monitoring. All this is fed back to the deputy head teacher (Lead for Quality of Education) and where possible the link governor. * Pupils have access to trips in EYFS, specifically this year pupils will access the Play and Sensory Centre over a 5 week period link to PE and PSHE targets. * Links with parents and carers are developed from the start. As said above parents are invited for a meeting prior to pupils starting at school. Throughout the year in EYFS there are regular ‘Stay and Play’ sessions which parents are invited to. EYFS also engage in a whole school ‘Stay and Play’ session around Christmas time. * Family Support team reach out to any parents at the start of Autumn term that may need extra support based on what comes from previous settings paperwork or concerns/issues raised during the initial parent meetings. Support is put into place quickly and appropriately including referrals to Early Help, support with EHCP adaptations and contact with supporting professionals/extra support at home e.g. directed hours. All this is recorded using the school wide system of CPOMs and staff teams are made aware via this. |

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| **Our priorities for the coming year** | **Lead** | **Reference to** |
| * To ensure staffing remains stable and reflects the needs of the school and its growing population. * To continue to support staff & offer the appropriate staff the opportunity to attain National Professional Qualifications. * To continue to support staff & Pupils well-being and mental health. * To review CPD offer for Internal and External delivery. * To further develop collaborative working with other Special Schools, working grps to enhance School Improvement. * To ensure Leadership at all levels remains outstanding * To ensure the school has the capacity to further support SEND Pupils across Warrington. * To ensure Safeguarding remains high profile and high standards are maintained, * To ensure Governance remains outstanding | Jo Mullineux – Headteacher  Sarah Delaney – Deputy Headteacher | School Development Plan 2021-24  HT Performance Management targets – 2021 22, 2022-23 23-24  Governor Action Plan  Presentations to Governors  NPQ Mentors and ongoing Reports and Results.  ECT Termly Report Submissions & Engagement in Training  Staff and Pupil Wellbeing Surveys 2021-22, 22/23 23/24  Parental Survey 2021/22, 22/23 23/24  Governor Minutes 2021-22 & 22-23 23/24  Safeguarding Audit by LA Feb 22, Feb 23 23/24  HT Attendance at WASH Mtgs  HT attendance at WAPH & WASCL Mtgs  HT & DHT Schedule of Leading SEND Reviews for the LA 21/22, 22/23 23/24  Pupil Premium Strategy Statements 2021/22, 2022/23 23/24  Subject Leader monitoring Reports 2021/22, 2022/23 23/24  School Website  NWSCAP attendance at meetings Spring and summer 24 |
| EYFS Priorities   * To further develop collaborative working with other special schools focusing on EYFS provision and development. * To continue regular monitoring of EYFS and build up CPD of middle leaders around how EYFS filters into the ongoing curriculum throughout school. * To further support the CPD of middle leaders about what is good practice in an EYFS classroom. * To further develop links with parents including regular ‘stay and play’ sessions. | Sarah Van Rooy - acting head of EYFS (Laura Owen when back from maternity leave)  Sarah Delaney- Deputy Headteacher and head of Quality of Education |  |

**Behaviour and Attitudes**

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

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| **What we do well** |
| **We believe:**   * School/College has a person-centered approach to behaviour, well-being and skills for life. * Throughout the school/college, all staff implement a safe, calm, orderly and positive environment which ensures behaviours and attitudes are outstanding. This is monitored by SLT & college leads daily, as well as the Head of Behaviour through behaviour monitoring days. A balanced approach to behaviour support is taken, to ensure all angles of support are covered, as well as staff's approach to dealing with any low level or challenging behaviour. All staff have very high and consistent expectations of pupils’ behaviour, this is promoted using the behaviour policy and positive behaviour blueprint. * Our Regulate, Relate and Reason approach equips staff with an approach that helps provide outstanding support for some of our pupils who sometimes find staying regulated difficult. * At Green Lane School we promote the British values – Democracy, Rule of Law, Respect & Tolerance and Individual Liberty. This is embedded through our PSHE and RSE curriculum, assemblies and theme days. KS4 completes a short course in ASDAN Beliefs and Values, this allows learners to play their role in our modern multicultural society as they move to adulthood. * A positive and respectful school/college culture is facilitated by all staff. A pupil’s safety, welfare and mental health are at the forefront of all staff. Any concerns are reported immediately. * Behaviour and regulation of pupils is supported to be outstanding, and our behaviour data analysis supports this. Throughout the school/college and at the beginning and end of the day, there is a calm and supportive approach to behaviour and emotional regulation; both through co- and self-regulation support is in place from staff. This is further supported through the schools/colleges occupational therapy provision, including universal, targeted and specialist tiers, which supports ‘readiness to learn for all’. * Behaviour is taught, not controlled. We emphasise relationship building as well as a positive restoration process which focusses on teaching better ways and identifying how to ‘make it right’ as well as having logical consequences. We promote an intrinsic motivation to learn and behave and celebrate all success. * School rules are embedded into our curriculum and reinforced and modelled by staff across school. Symbolised posters of our school rules (‘Be helpful, Be pleasant, Be polite, Be sensible) are displayed across school to act as a reminder to all, as well as being embedded within staffs' approach to supporting everyday outstanding behaviour and culture. * Pupils strive to behave well and have excellent attitudes to their work, which contributes 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 appropriate. This is shared in our weekly celebration assemblies. * Pupils are supported with routines and expectations on behaviour and attitudes in the classroom and throughout school /college life. 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. * Pupils are proud of the school/college and of their achievements as evidenced by their friendliness and willingness to share their learning with staff and visitors. Pupils develop positive attitudes to learning and are motivated to develop and succeed. * They are supported to recognise what is and is not acceptable behaviour on the playground and in class. Adults are outstanding role models for students, especially in terms of attitudes and manners. We believe that playtime supervision is very successful because students feel very safe and know that they can approach an adult for help if they need it. * We plan bespoke timetables for individual pupils who may struggle with a traditional classroom-based learning approach. * 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 /college 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 pupil voice work is strong throughout school/college. From the school /college council and pupil leadership team as well as throughout all class groups, pupils are given a voice. * The pupils’ behaviour is of a high standard. Visitors to the school/college frequently comment on the calm, learning environment that they experience. * Behaviour incidents are recorded through Behaviour Watch, which automatically informs key school leaders. This is monitored daily and discussed in weekly SLT meetings to identify key support. Behaviour data is also analysed for both school and college over each half term to identify key trends and pupils who may need additional or bespoke support. Any Interventions/actions are taken promptly. * We have two members of staff who are Advanced Team Teach tutors and two members of staff who are Intermediate Team Teach tutors. Their training is updated and reaccredited on an annual basis. This ensures outstanding behaviour support is available for pupils and staff throughout school/college. Our Team Teach tutors provide Team Teach training for our own staff and professionals across the local area and beyond. A ‘challenging behaviour’ course is also run as part of our CPD offer for colleagues across the LA and is run by GLS’s Head of Behaviour. We also have three lead teachers for autism for the LA, with one of them being an SEMH lead teacher as well. * The majority of staff are trained in Team Teach. Within this training staff are trained in de-escalation techniques and a holistic approach to behaviour support. We believe that this has contributed to the reduced number of behaviour incidents in comparison to last academic year. * Our behaviour support pyramid highlights how outstanding behaviour is supported, as well as where enhanced support is given for pupils who need targeted, and specialist support. * Pupils who display more challenging behaviour will have a Behaviour Support Profile or Positive Behaviour Plans, written and implemented by class teachers or with SLT. All pupils with an autism diagnosis also have a Pathway to Success plan, with those who have communication difficulties also having Communication Profiles. School leaders support staff teams across school and college in ensuring plans are efficient and effective. These are accessible and shared with staff throughout school/college to ensure consistent support and approaches are in place that are bespoke to the pupil. Support meetings and reviews take place between behaviour leads, key stage leaders and class teams to ensure positive behaviour support is outstanding. Positive Behaviour Plans are a ‘working document’ and updated regularly, as required. * Communication between school/college and parents is highly effective and strong, which results in high levels of support for pupils. The Family Support Team offers additional support as required with key staff trained in Trauma Informed Practice and ELSA. * Our daily staff briefing ensures any urgent key messages regarding pupils' behaviour support are delivered. * Pupils are able to identify the difference between bullying and disagreements. Pupils are comfortable approaching staff in school/college for assistance in resolving any issues. Lessons address topics such as learning about different types of bullying and unacceptable behaviour.  We create an environment where pupils feel safe.  Any form of bullying, discrimination, sexual harassment, sexual abuse and sexual violence is not tolerated and is dealt with immediately, efficiently and effectively should it ever occur. * Our safeguarding team provides outstanding support for pupils who have difficulties outside of school and are extremely proactive in providing support to aid outstanding behaviour both in and outside of school. * We have strong support in place for attendance and punctuality. Green Lane has developed its inclusive attendance culture, from work on the new statutory attendance framework and raising the profile and importance of school/college attendance for all. Attendance issues are addressed very quickly. Staff have regular contact with parents, and this establishes excellent attendance at school. We hold three weekly meetings with the LA attendance officer for PA pupils. The attendance figure was 91.65% for the whole school including College in 22/23. School absence for 22/23 was 5.7%. Whole school attendance (including college) for 23/24 School absence for 23/24 was 93.22% overall absence was 6.2%, with our SA reducing to 0. * 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 praise for good attendance and realise the need and benefits for their future. For those whose attendance is not on track we work closely with the school's attendance officer & LA Team to target these families and to offer support in raising the pupils’ attendance. We also engage with and refer to a variety of agencies to help to provide the best support. * SIMS and CPOMS allow us to track attendance issues on a consistent basis. Attendance data is collected and analysed. It is shared with all staff so that there is a whole school approach to maintaining standards in attendance. * School/College Leads and Safeguarding and Pastoral teams engage with stakeholders during Family Support Meetings, Child in Care Meetings and they also support filling out bursary forms. This has had a very positive impact on college-home relationships.   **EYFS**   * All staff in EYFS follow school behaviour policies which means that pupils in EYFS are aware of school rules and school expectations from when they start at school. * All staff in EYFS engage in training around behaviour including Team Teach, they also work closely with the Behaviour Lead to support individual pupils particularly in the early stages of school life to develop structure, behaviour plans and support. All staff in EYFS adopt a safe, calm, orderly and positive environment. This is all monitored daily by SLT, as well as the Head of Behaviour through behaviour monitoring days. * EYFS staff and school family support team work closely with parents to support behaviour at home, particularly where parents have had difficulties around behaviour at home. This helps support pupils to have consistency wherever they are. The relationships between parents and the EYFS team are something which we pride ourselves on; EYFS staff use home schoolbooks to communicate daily with parents. They also have half termly stay and play sessions alongside the whole school parent’s evenings. EYFS also have a four-week transition period at the start of the year, this begins with EYFS teachers and members of SLT observing pupils in their previous settings, talking to previous teachers/key workers and have 1:1 parent meeting. This allows EYFS staff to have a clear picture of each individual pupil including difficulties they may face and strategies that already work in education settings and at home. * EYFS staff work alongside the Occupational Therapists and the Speech and Language Therapists. This is to make sure that all pupils are referred and have access to these services at the very start of their school life (within Autumn term); which allows for staff to aware of individual pupil needs as early as possible and employ strategies to help develop speech and communication as well as self-regulation strategies. * Pupils in EYFS start to develop their independence skills for life from day one at school; they are encouraged to respond to objects of reference leading onto the use of symbols in order to promote independent transitions from day one. * Pupils are encouraged to explore simple feelings during good morning each time which is linked to the zones of regulation. * EYFS staff work tirelessly from day one to build positive relationships with all pupils, this allows for behaviour and attitudes to be positive based on mutual respect and understanding. Pupils feel safe within class. * EYFS are involved in the school merit assemblies from the start of EYFS; they nominate two pupils each week as a part of the assembly and throughout the year they build up to pupils being in the assembly to celebrate achievement amongst all of their peers. * During the Summer term of EYFS pupils are encouraged to transition onto the main key stage 1 playground so that behaviour expectations are set out for when pupils move into year 1. |

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| **Our priorities for the coming year** | **Lead** | **Reference to** |
| * Continue to ensure our Positive Behaviour Management Policy is effective in supporting our pupils’ needs, including restorative, incident debrief and relationship building/repairing. * Ensure that all Health and Safety issues arising are addressed and graded as Low risk. * To reduce the number of total incidents. * Continue to offer Teaching and Learning Clinics and staff CPD to support a positive behaviour culture throughout school, especially for staff new to school. * To develop more opportunities to capture the voice of the pupil. * To continue to identify key trends in behaviour, through effective monitoring, and put early support and interventions in place to support behaviour going forward. * To capture positive behaviour data. * Implement and embed restorative practices. * To continue to monitor and review systems & processes of recording behaviour incidents. * To introduce the behaviour curriculum. * To implement and embed the behaviour curriculum. * To increase the profile of inclusive attendance. * To update attendance systems and processes following new statutory guidance. * To improve overall school attendance to 95% and above. * To implement and enhance restorative and relational practices in the classroom. | Michael Gaskell – Head of Behaviour / Assistant Autism Lead / Lead Advanced Team Teach Tutor / Local Authority ASD and SEMH lead teacher  Joanna Barnes – Acting Assistant Headteacher / Advanced Team Teach Tutor / Head of Autism / Local Authority ASD lead teacher | School Development Plan  Health and Safety Audit Report 2021/22 22/23, 23/24  Health and Safety Action Plan  Safeguarding Policy  Positive Behaviour Policy  Positive Handling Policy  Positive Behaviour Blueprint  Attendance Policy  Behaviour Watch Data analysis  Sensory Policy & Autism policies  HT Reports to Governors Aut, Spring, Summer 2021/22, Aut 22, Spring & summer 23. 23/24  SLT Minutes/Actions  School Council Minutes 2021/22, 2022/23, 2023/24  Safeguarding Team Minutes 2021/22, 2022/23, 2023/24  CPOMS  School Calendar of meetings 21/22, 22/23, 2023/24 |
| EYFS priorities   * To explore the use of zones of regulation at a level developmentally appropriate in EYFS * To develop an awareness and understanding of access to careers and preparation for adulthood in EYFS as a part of the ongoing curriculum * To continue to provide staff CPD around positive play and engaging children in play to support with behaviour management | Sarah Van Rooy- acting head of EYFS (Laura Owen once back from maternity leave)  Mike Gaskell- head of behaviour  Amy Johnson- head of careers |  |

**Personal Development**

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

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| **What we do well** |
| **We believe:**   * The curriculum incorporates formal, semi-formal and developmental aspects, tailored to pupils' needs. It provides for learners’ broader development, enabling them to develop and discover their interests and talents. * One of the key aims of the curriculum is to ensure that we have a broad and balanced offer for our pupils to build upon their strengths and interests to inspire them to hold high aspirations for their future. This is achieved through pathways. * During reviews of the school curriculum, we have defined cultural capital and used this to make clear decisions that would support pupils’ progress in this area. * Wider skills and qualities are also central to our whole school curriculum aims and focus on preparing our students for the opportunities, responsibilities and experiences of later life. This is considered at the planning stage of all curriculum areas and includes SMSC, Cultural Capital and British Values * The Personal Development Curriculum is a high priority area and underpins all aspects of our curriculum. * We have successfully embedded Evidence for Learning as a vehicle to capture pupils progress in Personal Development * Extra-curricular provision – Promotion of the ASPIRE holiday programme, links with Warrington Wolves Foundation, Warrington Youth Zone, Warrington Youth Club, promotion of lunchtime clubs and activities. * Personal development opportunities are through both implicit teaching and through other aspects of school life such as theme days, assemblies, collective worship, homework, school council. * We continue to review and plan each subject’s contribution towards embedding cultural capital, SMSC and British Values opportunities during the curriculum review process * Votes for School Council/Head Students are used to show children that their voice counts and that their views on important issues should be heard. This programme shows students who their opinions have been shared with and the outcome. Pupils know how to discuss and debate issues and ideas in a considered way. * The school encourages pupils’ talents and interests throughout the journey at Green Lane. We provide a broad and balanced curriculum offer including a range of vocational qualifications at Key Stage 4 and 5. * We promote engagement in community events that develop community cohesion such as supporting local charities. We also encourage trips and visits in the local community. * There are aspects of SMSC development that reflect the locality, wider community and other cultures and countries. * Strong links with local community providers are embedded into the curriculum. * Regular and visible celebrations of the diverse nature of the school community are embedded into curriculum and assembly opportunities. * The school has well-established pastoral support and strong links with external agencies. * A bespoke wellbeing framework has been implemented to support pupils to access school where attendance requires improvement. * We prepare students for future successes in education, employment and training. We use the Gatsby benchmarks. * At each stage of education, Green Lane prepares learners for future success in their next steps. * The quality of support provided for pupils and parents is excellent at many stages of a pupils’ school life. * The school is alert to any new initiatives which would make the transition at any of the above stages as smooth as possible. Transition is well thought out and personalized at every stage. * The school is extremely keen to find out as much as possible about pupils’ ambitions and aspirations from their previous school via the transition and annual review process. * The school/college staff work tirelessly to ensure that pupils leaving are as ready as possible to meet the demands of the next phase. * The school/college use ‘theme days’ & weekly assemblies to help pupils understand more about the workplace and types of jobs people do * The school/college prepares learners for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society. * Green Lane develops pupils understanding of fundamental British Values as well as developing their understanding and appreciation of diversity, this is at the heart of school/colleges work. * At Green Lane we celebrate what we have in common and promote respect. * Pupils at both school and college are being supported to become responsible, respectful, active citizens who contribute positively to society. * Pupils are being supported to develop their understanding and appreciation of diversity. The school/college helps all children and young people understand and celebrate differences. * Leaders across school and college have the desire to help pupils build strong, inclusive communities where everyone enjoys a sense of being valued and belonging, which supports positive mental health. * The leaders appreciate that by having an awareness of differences also means pupils are sensitive to experiences of racism and prejudice. * The school/college helps pupils accept that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behavior * The inclusive nature of our school/college ensures that there is equal access to opportunities provided. Support is provided for disadvantaged pupils to access optional activities. * Inclusion is a central thread to our curriculum and the curriculum offer has been designed with this in mind. We have ensured that all students see themselves reflected in their school/college life alongside those of different cultural, religious, ethnic and socio-economic communities. We promote equality and diversity effectively. * There are a range of rich experiences provided to all pupils through a range of curricular and extracurricular activities. These activities strengthen the school/colleges offer and support pupils’ future aspirations. The school/college effectively promotes a healthy lifestyle to all pupils. * There is a balance between developing pupils’ academic ability alongside their personal qualities. * All staff buy into the importance of developing well-rounded individuals who are not just prepared academically to meet life’s challenges but are also prepared emotionally, physically and mentally. * The curriculum and our wider work support learners to develop character – including their resilience, confidence and independence – and helps them know how to keep physically and mentally healthy. Examples include schemes of work in PE, Personal Development and Forest School activities. * School/college highly value our role in the development of student's social skills and try to create as many opportunities as possible within college life. We have designed the curriculum that allows students to make choices within vocational areas as well as for social, creative and leisure activities. All students are exposed to a wide range of other students and staff, and this maximises opportunities for them to practice their social skills. * The Duke of Edinburgh programme is an accessible part of the curriculum in college as it allows our students to participate in voluntary work, learning new skills, physical activities and a residential annually. These residentials allow the students to experience life away from home within another community. * Pupils are supported to develop resilience and independence throughout the curriculum, for example;   -The curriculum provides strong opportunities for pupils to understand the importance of living a healthy lifestyle and to keep physically and mentally fit. These are explicitly taught through schemes of work in the Personal Development Curriculum such as mental health strategies and awareness of physical health.  -Regular assemblies that promote aspects of character education with real life examples and encourage pupils to reflect.  -Pupils are consistently encouraged to work and learn independently. However, staff encourage them to seek help when needed and help them to know when they have completed a task successfully.  -Teachers have particularly focused on raising levels of confidence amongst learners.   * School/College have an annual Moving On event in the Autumn term every year and this is attended by local colleges and provisions that support young people with SEND. Students and their families can come and see what next steps are out there and give them an opportunity to speak to those colleges face to face. * The arrangements for transition into sixth form provision ensures that students settle quickly. A transition programme is set annually, and all new students can spend some time in their new college in the summer term prior to them commencing in college. Those attending Our College get to ‘taste’ all the different course options so that they can make a more informed choice. Students are well prepared for entering the sixth form. * School and College have also developed a close link with Petty Pool College and for the past 3 years students that are accepted to go to Petty Pool post 16 and post 19 get to spend time as transition to experience the setting As a result of this students have time to familiarise themselves with the college and the staff and the staff there get to know our students.  |  |  |  | | --- | --- | --- | | Year | Moved into further education | Moved into Adult Social Care Provision | | 21/22 | 12 | 6 | | 22/23 | 5 | 7 | | 23/24 | 6 | 6 | |
| EYFS   * EYFS is a part of the Cedar Pathway, these are assessment classes where all pupils start their school life. This allows for the time for staff to build relationships with the pupils, get to know them as individuals and assess their academic, social and communication levels. They then move into the most appropriate pathway in key stage 1. * By being an assessment pathway, EYFS staff team spend time getting to know the pupils in the classes as individuals and their personal development plays a significant part in the pathways that they will go into as they move to key stage 1 and beyond. * The curriculum across school incorporates formal, semi-formal and developmental aspects. EYFS leans heavily towards developmental and semi-formal aspects. This means that there is more time spent on therapies and implementing self-regulation strategies through OT, SALT, sensory diets and SCERTs; they also focus further on semi-formal aspects such as strategies for learning and a practical, hands-on approach. * Wider skills and qualities are also addressed and focused on in EYFS which allows our pupils the opportunities to develop skills for later life. This is considered when planning the EYFS curriculum as well as planning in access for whole school events; this includes but is not limited to SMSC, British Values and PSHE cross-curricular links. * EYFS have begun to use Evidence for Learning to capture pupil progress in all areas particularly Personal Development which is in line with the whole school evidence policy. * EYFS accessing the local community is encouraged from early in the year including supporting all pupils on accessing trips. * All pupils in EYFS access the EYFS curriculum which includes lessons and opportunities around personal, social and emotional development. This is met through regular good morning times; focusing on feelings and social turn taking as well as through continuous provision, topic based learning and adult led activities. * EYFS access PE sessions from the start of the year and then throughout the year access other lessons and activities which support their mental and physical wellbeing including forest school activities. |

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| **Our priorities for the coming year** | **Lead** | **Reference to** |
| * To ensure that pupils’ understand the fundamental British values; democracy, individual liberty, the rule of law, mutual respect and tolerance. * To continue to motivate and inspire pupils. * To ensure that pupils continue to have opportunities to consider, reflect on and make improvements to their behaviour. * To further develop age-appropriate focused learning opportunities around healthy relationships. * To continue to provide an inclusive environment for all pupils. * To ensure that pupils understand what makes people unique and celebrate this. * To ensure that provision/ curriculum continues to enable pupils to make informed choices about their future. * To continue to maximize transitions across school but also to key stage 5 ensuring that they remain successful, positive experiences. | Jo Mullineux – Headteacher  Sarah Delaney –Deputy Headteacher Quality of Education  Michael Gaskell –Behaviour Lead  SVR – Whole School PSHE/SRE Lead | CPOMS  Annual Review Minutes 21/22, 22/23 23/24  Behaviour Watch  Careers Lead Mtgs & Curriculum Plan  Gatsby Benchmarks & Reports  PSHE/SRE Curriculum Mapping  Therapy Reports/Feedback & Case Studies  Weekly Assemblies |
| EYFS priorities   * To develop age appropriate and developmentally appropriate learning opportunities around healthy relationships * To continue to maximize transitions from EYFS to Key Stage 1 ensuring that they are all successful and positive experiences. * To continue to further develop the offer of regular opportunities to access the local community including school trips. | Sarah Van Rooy/ Laura Owen- head of EYFS  Sarah Van Rooy as head of PSHE  Joanna Capewell/Sarah Delaney- Assistant Headteacher/Deputy Headteacher |  |

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| **Green Lane School - Examination results for 2023/24** |

Exam Results August 2024 (Number of Leavers this year 22)

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| **Subject** | **Qualification and Board** | **Number of pupils achieving this level** | **Status** |
| Maths | AQA Entry Level 3 | 6 pupils | Achieved |
| Maths | AQA Entry Level 2 | 5 pupils | Achieved |
| Maths | AQA Entry Level 1 | 4 pupils | Achieved |
|  |  |  |  |
| Maths | AQA Functional skills Maths – Level 1 | 3 | Achieved |
|  |  |  |  |
| English | AQA Step up to English - Gold/Entry level 3 | 5 pupils | Achieved |
| English | AQA Step up to English - Silver/Entry level 2 | 4 pupils | Achieved |
| English | AQA Step up to English - Silver/Entry level 1 | 3 pupils | Achieved |
|  |  |  |  |
| Science | ASDAN - Short course - Pass | 17 pupils | Achieved |
|  |  |  |  |
| Personal Development | ASDAN PDP - Gold | 6 pupils | Achieved |
| Personal Development | ASDAN PDP - Silver | 6 pupils | Achieved |
| Personal Development | ASDAN PDP - Bronze | 5 pupil | Achieved |
|  |  |  |  |
| Personal and Social Development | ASDAN PSD - Entry level 3 | 6 pupils | Achieved |
| Personal and Social Development | ASDAN PSD - Entry level 2 | 8 pupils | Achieved |
| Personal and Social Development | ASDAN PSD - Entry level 1 | 4 pupils | Achieved |
|  |  |  |  |
| Employability | ASDAN PSD Employability – Level 3 | 6 | Moderation |
| Employability | ASDAN PSD Employability – Level 2 | 6 | Moderation |
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| Art | OCR Entry level 3 | 2 pupils | Achieved |
| Art | OCR Entry level 2 | 6 pupils | Achieved |
| Art | OCR Entry level 1 | 13 pupils | Achieved |
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| PE | OCR Entry level 3 | 4 pupils | Achieved |
| PE | OCR Entry level 2 | 9 pupils | Achieved |
| PE | OCR Entry level 1 | 4 pupils | Achieved |
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| Food Technology | ASDAN short course - Pass | 17 pupils | Achieved |
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| Personal Progress | ASDAN Entry Level 1 | 8 pupils | Achieved |
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**College**

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| **Qualification** | **Awarding Body and Level** | **Number of Students who achieved this level** | **Status** |
| Functional Skills English | Open Awards Entry 1 | 3 | Pass |
| Functional Skills Maths | Open Awards Entry 1 | 1 | Pass |
| Skills for Further Learning and Employment | Open Awards Entry 1 | 11 | Pass |
| Skills for Further Learning and Employment | Open Awards Entry 2 | 10 | Pass |