**Quality Mark Accreditation Summary**

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| **School/Setting Name:** | | | Green Lane Special School |
| **Member of staff leading accreditation:** | | | Mrs. Jo Mullineux |
| **Type of Visit:** | | | Renewal Visit |
| **Date of virtual visit:** | | | 7.12.2021 |
| **Assessor:** | | | Mrs. Gail Tindall |
| **Development Points** | | | |
| **1.** | | To embed the use of Reading Eggs to impact positively on outcomes for pupils in  Reading. | |
| **2.** | | To develop the use of Evidence for Learning to further strengthen the partnership  with parents and enable them to be fully aware of and contribute to their child’s  learning journey. | |
| **3.** | | To ensure progress in functional maths skills is captured, by reviewing the  curriculum offer. | |
| **Key Strengths** | | | |
| **1.** | Due to increasing demand, teaching and the environment within the school has been further adapted and developed to meet the needs of pupils.There are now 22 classes including the 6th form.  All pupils have an Educational Health Care Plan which is reviewed annually. From these, individual education plans are developed which include small step targets for progress towards the end of year target.  Pupil progress meetings are held each term to highlight progress and identify any required interventions. In addition, these progress reviews may lead to a review of the curriculum to better reflect the needs of pupils. | | |
| **2.** | Staff are well supported through continuing professional development to acquire skills, knowledge and understanding to meet the needs of pupils in their care. In addition, staff personal professional development is further supported through engagement with NPQML, NPQSL, NPQH and NASEN SEND Review training.  The school supports Schools Direct trainees and conducts SEND reviews within mainstream schools thus sharing their knowledge and expertise with other educational establishments. Leaders are also able to offer a range of training opportunities for mainstream colleagues, examples include, Team Teach, Managing Challenging Behaviour and Communication Difficulties. Whilst these have been limited due to the pandemic, courses and training have continued to be offered remotely. | | |
| **3.** | Governors remain well informed of the work of the school through regular meetings, visits (when permitted) and discussions with staff, pupils and headteacher reports. These reports enable governors to scrutinise pupil progress, attendance and behaviour and offer a good level of both support and challenge. | | |
| **4.** | Induction meetings, invitations to school events, (when permitted), class and individual activity information within Evidence for Learning all contribute to ensure that parents are very well informed of the work of the school. Termly progress may be shared through telephone consultations or virtual meetings. There is a wealth of information on the school website to support parents including curriculum links, themes and overviews, newsletters and school policies. | | |
| **5.** | All staff and pupils know each other extremely well and relationships within the school are strong. As a result, pupils are very well supported to make good progress in all subject areas particularly in communication and functional skills.  In Key Stage 4 pupils are streamed according to ability and follow an appropriate pathway in order to gain qualifications such AQA entry level 1,2,or 3 and ASDAN personal progress qualifications. | | |
| **Comments:**  A very detailed audit form was sent to the assessor prior to the virtual visit.  It was a pleasure to talk to you and discuss all the efforts you continue to make to ensure that pupils good progress.  I have no hesitation in recommending that the school continues to meet the criteria within this award.  Thank you. | | | |