**Self-Evaluation Statement for Green Lane School – September 2023-24**

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| **School type** | Community Special |  | **Number on roll** | 198 planned places + 27 in the sixth form (225) |
| **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 four to 19.
* All the pupils have EHC plans because of moderate or severe learning difficulties.
* The proportion of disadvantaged pupils and those supported through the pupil premium, is well above the national average. The pupil premium funding the school receives supports those pupils known to be eligible for free school meals and those who are looked after by the local authority.
* The Reception pupils integrate into Key Stage 1 and children attend full time.
* The school have previously worked closely with the Great Sankey Teaching School Alliance in Warrington and The Oakwood Teaching School Alliance in Salford to deliver special needs outreach work and training to support pupils in mainstream schools and other settings. This work now continues through Bright Futures Teaching School Hub and WPAT. School has three SLEs through The Bright Futures Teaching School Hub
* 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 Mrs Mullineux was made permanent Headteacher. The Headteacher has recently returned from a period of Maternity Leave (Feb 23-July 23). The school has recently appointed the Acting Deputy to the position of Permanent Deputy Head (July 23). 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 lead by a Foxwood member of staff and a Green Lane member of Staff. The College completes their own SEF.
* 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.

**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 **Groups-** In September 2023 there are 198 pupils on roll in the main school. 71.2 (%) are boys, 28.8 (%) girls.There are 27 students in the sixth form. 40.7 (%) were boys, 59.3 (%) girls. **Whole School (Inc 6th Form)**6 pupils whose first language is not English36 % children/students eligible for FSM which is above national average.100% of pupils have an EHC plan.There are 61.3% of pupils on the autistic spectrum.Pupil premium 36.4%SALT 64.9%Significant medical needs  **GLS exc 6th Form**There are 4 pupils whose first language is not English.There are 34.8 (%) children/students eligible for FSM which is above national average.100% of pupils have an EHC plan.There are 63.6% of pupils on the autistic spectrum.Pupil premium 38.9%SALT 69.7%Significant medical needs**Deprivation –**Pupils attend the school from a wide range of social backgrounds and from across Warrington Borough. A significant number of pupils come from ‘super output’ areas where deprivation levels are high. The school’s IMD score is higher than the LA average.  | **School Development Plan – 2021-24****QUALITY OF EDUCATION – LEAD Sarah Delaney (Maintain the quality of education within the school as Outstanding)**1. To ensure that we react in a positive manner to any dips in pupil performance as a result of covid-19.
2. To review the curriculum offer at all Key Stages to ensure it meets the needs of all pupils and meets the Intent, Implementation and Impact criteria.
3. To continue to review our systems for monitoring the quality of teaching to ensure they are efficient & effective.
4. To review and refine assessment data systems for tracking pupil progress to ensure efficiency & impact.
5. To further develop the use of Evidence for Learning across the school with a particular focus on parental engagement.

**LEADERSHIP AND MANAGEMENT – LEAD Jo Mullineux & Lynne Ledgard (Maintain the quality of leadership and management within the school as Outstanding)**1. To continue to offer the appropriate staff the opportunity to attain National Professional Qualifications
2. To support and embed the newly formed classes in operation from September 2021.
3. Ensure the school supports any Early Career Teachers.
4. To review strategies to improve communication with our Stakeholders
5. To continue to support Staff & Pupil well-being and mental health.
6. To ensure that the school continues to have robust systems to support the safeguarding of all pupils and staff.
7. To continue to build relationships and improve SEN provision in mainstream providers across Warrington & beyond.
8. To establish networks by collaborating with other special schools to compare outcomes and share best practice.
9. To maintain the outstanding quality of governance at GLS.

**PERSONAL DEVELOPMENT – LEAD Jo Mullineux and Lynne Ledgard (Maintain the quality of personal development within the school as Outstanding)**1. To ensure that the needs of all pupils are effectively addressed after the lockdown periods.
2. To ensure that school continues to have an effective Careers Programme in line with statutory guidance.
3. To ensure that pupils understand how to keep physically and mentally healthy including healthy relationships.
4. To continue to promote equality, inclusivity and the development of responsible citizens.

**BEHAVIOUR AND ATTITUDES - LEAD – Mike Gaskell/Joanna Barnes (Maintain the behaviour and attitudes within the school as Outstanding)**1. Improve the restoration process following behaviour and/or PH incidents.
2. To continue to monitor and review systems & processes of recording behaviour incidents.
3. Improve our attendance figures to 95% attendance for all pupils.
4. To develop more opportunities to capture the voice of the pupil.
5. To develop a behaviour curriculum.

**EARLY YEARS – LEAD – Laura Owen (Maintain the quality of early years education within the school as Outstanding)**1. Continue to increase the forest school provision to include early years and lower school classes.
2. To continue to increase the engagement of parents of pupils in the EYFS with their learning.
3. To develop learning through play in EYFS.
4. To move learning Journey’s to EFL so that assessment is in line with the wider school.

**ASD PROVISION – LEAD Joanna Barnes/Michael Gaskell (Maintain the quality of ASD provision within the school as Outstanding)**1. Continue to develop the SCERTS offer within school for pupils with ASD.
2. Complete reaccreditation through the NAS
3. Continue to develop our ASD provision to ensure our Advanced status remains
4. Employ a full time OT to help develop further, the sensory provision we provide our pupils with autism
5. To develop an outstanding OT provision throughout GLS.
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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.
* 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.
* 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 and the long standing Assistant Head had taken up the post of Acting Deputy Head (2021-August 23). Headteacher appointed from April 23. Deputy Headteacher appointed July 23. Both longstanding members of the SLT.
* There has been an increase in staffing due to the schools expansion in numbers.
* We were reaccredited by the National Autistic Society (NAS) in Oct 2019 & May 23 with an advanced Status.
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**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.
* 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 2021-2022 for pupil progress across English, Maths, PSHE, Computing and Science was 90%, this remains the same for 2022 – 2023.
* 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 lost learning time due to 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 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 practised in other subjects. Pupils solve mathematical problems, such as gathering the relevant information independently, and learn to work together well by discussing the different ways to accomplish a set task. 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’ has been introduced for the two highest attaining classes in KS4. As part of this qualification pupils will gain work experience.
* 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; alongside the family support team. The careers team remain in contact with colleges to ensure that placements are successful.
* 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.
* Life skills are threaded throughout the curriculum leading to good or outstanding progress in preparation for entering the workplace. From September 2022, KS4 pupils now 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 adaptions 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 and are embedded across the curriculum. This are 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 in our autism-specific classes 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 autism-specific classes 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.
* The SCERTS model enables this and is used within our autism specific classes to allow them to access more aspects of the curriculum.  SCERTS is the focus within autism specific classes 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 autism discrete provision.  We are an NAS advanced accredited school with an additional enhanced commendation for our use of SCERTS.
* Curriculum enhancement days 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 scrutinies we observe activities provided for pupils that build very clearly on what they already know and setting appropriate challenge.
* 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.
* 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. Our Writing Policy is currently under review following suggestions to further support early writers from our Occupational Therapy Team, Shine. In addition, the quality of marking is strong across the different subjects or classes, meaning that pupils are clear about the next steps needed to improve their writing. Our marking policy shows progression across each key stage 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. This then feeds into their action plans which are updated termly.
* Internal CPD is planned across the year. It is based on SLT observations, feedback and what staff say they would most benefit from. Internal CPD workshops cover a variety of CPD needs and are shared in advance with the whole staff. Workshops are 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. We have increased the number of TA’s trained to deliver speech plans from two to three this academic year given the needs of our pupils.
* Three full time TAs deliver speech and language programmes to more than 120 pupils within the school, with another 6 seen by the NHS Therapy Assistant. Pupils who have class based therapy programmes are supported within class.
* 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.

Forest School has seen the enriching of the curriculum. During Covid, an emphasis was placed on the importance of outdoor learning including Forest School and Horticulture. As a school we recognised the positive impact that this had 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. |

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| **Our priorities for the coming year** | **Lead** | **Reference to** |
| * Monitor the new B Squared v5 Summative Assessment system introduced in July 2022, including capturing progress for pupils who have not mastered targets (this will include showing progress in Encountered, Engagement and Gaining Skills and Understanding.)
* Embed the current accreditation/qualification routes at KS4 to test appropriateness of future cohorts.
* To include end of KS progress in end of year data analysis.
* To support new subject leaders &ECTs 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.
 | Lynne LedgardSarah Delaney | School Development Plan 2021-24Pupil Progress data 21/22, 22/23Termly data analysis Aut, Spring, Summer 21/22, 22/23SALT Intervention team notes 21/22, 22/23National Tutoring Feedback Sheets 21/22, 22/23OFSTED Full Report 2015 and Nov 2019School Website.School Calendar 21/22, 22/23, 23/24NAS Monitoring Visits 21/22, 22/23NAS 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 has been less than good.
* To continue to develop the Learning Walks so that they continue to have an impact on the quality of pupil learning.
* 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 MullineuxSarah Delaney | School Development Plan 2021-24Lesson Observation data 21/22Learning walk data 21/22, 22/23Work scrutiny feedback & Actions 21/22, 22/23Subject Leader Monitoring Feedback & Actions 21/22, 22/23Moderation SessionsSchool WebsiteNAS Monitoring Visits 2021/22, 2022/23NAS Accreditation Visit Oct 19, May 23 |

**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 always acts in the best interest of a learner to protect them online and offline.
* The school is very quick to identify pupils who may need early help or those who 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 pupil’s progress over time.
* The Senior Leadership Team continually share new ideas at their weekly meetings, and look for ways to drive school improvements.
* Our checks of the school’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. Monitoring of Teaching continues to be rigorous. 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 schools 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 success plan to ensure that the school develops future leaders. This includes encouraging and supporting a number of staff in the completion of a variety of the NPQs.
* 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 development. The role of the Middle Leader involves sharing the curriculum vison, 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 are encouraged and planned for as part of the schools calendar.
* The School Leadership is enhanced and supported by our Pupil Leadership Team, comprising of Two Head Students, One Deputy and a support Team voted for by pupils across KS4.
* We believe the school 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 does everything it can to engage Parents and Carers. For example; Home School Diaries, Evidence For Learning, Social Media and the School Website. There are a range of opportunities for Parents and Carers to come into school such as, Coffee Mornings, Parents Group, SCERTS Clinics, Christmas Stay and Play Activities, Friends of Green Lane Social Events, Parents Evenings, Careers Fairs, Art Exhibition and Sports Day.
* The school 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.
* Pupil Premium & Recovery Funding is used well to ensure that eligible pupils make as much progress as others in the school. There is virtually no gap in attainment or progress.
* Leaders monitor the whole-school provision very well by looking very carefully at the attendance, behaviour and progress of pupils on a regular basis. There are also excellent procedures and policies for safeguarding pupils which are fully in place and are very effective. 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.
* Three of our staff are currently SLE's and work across one Teaching School (Brighter Futures Teaching School Hub).
* 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 take the views of stakeholders and respond to staff voice. Staff consistently report high levels of support for well-being issues.
* Leaders use directed time carefully to make sure that staff feel well supported and enabled to manage their workload.
* Leaders 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:** * The governing body knows the school very well and uses the information about school e.g. finance, budget, staffing and data about pupils’ progress effectively to compare the school’s performance with that of other similar schools
* Governors provide excellent support and challenge in a quest for ongoing improvement. The school is exceptionally well thought of in the local community.
* Governors know how good the quality of teaching is throughout the school. Regular reports, briefings and presentations are delivered to Governors by the 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.
* Governors have been assigned to key areas of school e.g. behaviour, Careers, Health and Safety, Safeguarding and others to key stage and are encouraged to liaise with the key stage lead.
* Governors provide challenge around safeguarding practice during Termly meetings with the DSL.
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| **Our priorities for the coming year** | **Lead** | **Reference to** |
| * To ensure that the school has leadership stability and capacity following the retirement of the long standing Headteacher & upcoming Maternity of the Acting Headteacher.
* To appoint a substitutive Head teacher
* To ensure staffing remains stable and reflects the needs of the school.
* To continue to offer the appropriate staff the opportunity to attain National Professional Qualifications
* Ensure the school supports all Early Career Teachers.
* To improve communication with our Stakeholders E.g. introduce Social Media
* To continue to support Staff & Pupil well-being and mental health.
* To ensure that the school continues to have robust systems to support the safeguarding of all pupils and staff.
* To continue to build relationships and improve SEN provision in mainstream providers across Warrington & beyond.
* To maintain and establish new networks by collaborating with other special schools to compare outcomes and share best practice.
* To maintain the outstanding quality of governance at GLS.
 | Jo Mullineux | School Development Plan 2021-24HT Performance Management targets – 2021 22, 2022-23Governor Action PlanPresentations to GovernorsNPQ Mentors and ongoing Reports and Results.ECT Termly Report Submissions & Engagement in TrainingStaff and Pupil Wellbeing Surveys 2021-22, 22/23Parental Survey 2021/22, 22/23Governor Minutes 2021-22 & 22-23Safeguarding Audit by LA Feb 22, Feb 23HT Attendance at WASH MtgsHT attendance at WAPH & WASCL MtgsHT & DHT Schedule of Leading SEND Reviews for the LA 21/22, 22/23Pupil Premium Strategy Statements 2021/22, 2022/23Subject Leader monitoring Reports 2021/22, 2022/23School Website |

**Behaviour and Attitudes**

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

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| **What we do well**  |
| **We believe:*** We have a person centred approach to behaviour, well-being and skills for life.
* Throughout the school, all staff implement a safe, calm, orderly and positive environment which ensures behaviours and attitudes are outstanding. This is monitored by 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 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 complete 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 culture is facilitated by all staff. Pupil’s safety, welfare and mental health is 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 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 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 have 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 on 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 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 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 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. From the school council and pupil leadership team as well as throughout all class groups, students are given a voice.
* Pupil’s behaviour is of a high standard. Visitors to the school 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 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. 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 supports.
* Pupils who display more challenging behaviour will have a Behaviour Support Profile or a 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 in ensuring plans are efficient and effective. These are accessible and shared with staff throughout school to ensure consistent support and approaches are in place that are bespoke to the particular 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 and parents is highly effective and strong, which results in high levels of support for pupils. The Family Support Team offer additional support as required.
* Our daily staff briefing ensures any urgent key messages, regarding pupils behaviour support is delivered.
* Pupils are able to identify the difference between bullying and disagreements. Pupils are comfortable approaching staff in school 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 supports in place for attendance and punctuality. Attendance issues are addressed very quickly. Staff have regular contact with parents and this establishes excellent attendance at school. The attendance figure was 91.65% for whole school including College in 22/23. Main school attendance without College 91.98% for 22/23. Currently stands at 93.19% main school with college and Without College 93.86% (Sept 28th 23).
* 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 schools attendance officer & LA Team to target these families and to offer support in raising the pupil’s attendance. We also engage with and refer to a variety of agencies to help to provide the best support.
* CPOMS allows 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.
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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.
* Continue to deliver 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.
* Improve the restoration process following behaviour and/or PH incidents & ensure that it is accessible for all.
* To continue to monitor and review systems & processes of recording behaviour incidents.
* To develop a behvaiour curriculum.
 | Michael Gaskell – Head of Behaviour / Assistant Head of Autism / Lead Advanced Team Teach Tutor / Local Authority ASD and SEMH lead teacher Joanna Barnes – Advanced Team Teach Tutor / Head of Autism / Local Authority ASD lead teacher | School Development Plan Health and Safety Audit Report 2021/22Health and Safety Action PlanSafeguarding Policy Positive Behaviour Policy Positive Handling Policy Positive Behaviour Blueprint Attendance PolicyBehaviour Watch Data analysisSensory Policy & Autism policiesHT Reports to Governors Aut, Spring, Summer 2021/22, Aut 22, Spring & summer 23SLT Minutes/ActionsSchool Council Minutes 2021/22, 2022/23, 2023/24Safeguarding Team Minutes 2021/22, 2022/23, 2023/24CPOMSSchool Calendar of meetings 21/22, 22/23, 2023/24 |

**Personal Development**

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| **What we do well**  |
| **We believe:*** The curriculum extends beyond the academic, technical or vocational. 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
* During reviews of the school curriculum we have defined cultural capital and used this 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
* Personal Development curriculum is a high priority area. We have prioritised curriculum time for the delivery of this.
* We have successfully embedded Evidence for Learning as a vehicle to capture pupils progress in Personal Development
* Extra-curricular provision – Promotion of ASPIRE holiday programme, links with Warr Wolves Foundation, Warrington Youth Zone, Warrington Youth Club, promotion of lunch time 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 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 wellbeing framework has been implemented to support pupils to readjust, refocus and rebuild through the transition back to full time in school learning.
* 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 initiative which would make 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 aspiration from their previous school via the transition and annual review process.
* The school staff work tirelessly to ensure that pupils leaving are as ready as possible to meet the demands of the next phase.
* The school use ‘theme days’ & weekly assemblies to help pupils understand more about the workplace and type of jobs people do
* The school believes that it is invaluable to have excellent liaison between teachers as a new year group/key stages. This is so that pupils familiarise themselves with new buildings and new routines.
* The school 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 the schools work.
* At Green Lane we celebrate what we have in common and promote respect
* Pupils 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 helps all children and young people understand and celebrate difference.
* Leaders want 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 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 ensures that there is equal access to opportunities provided by the school. 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 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 schools offer and support pupils’ future aspirations.
* The curriculum and the provider’s wider work support learners to develop character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.
* 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 help them know how to keep physically and mentally healthy. Examples include schemes of work in PE, Personal Development and Forest School activities.
* The school effectively promotes a healthy life style to all pupils
* 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.
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| **Our priorities for the coming year** | **Lead** | **Reference to** |
| * To continue to ensure that the needs of all pupils are effectively addressed after the lockdown periods.
* To ensure that school continues to have an effective Careers Programme in line with statutory guidance, relevant to pupil need.
* To ensure that pupils understand how to keep physically and mentally healthy including healthy relationships.
* To continue to promote equality, inclusivity and the development of responsible citizens.
 | Jo Mullineux & Lynne Ledgard | CPOMSAnnual Review Minutes 21/22, 22/23Behaviour WatchCareers Lead Mtgs & Curriculum PlanGatsby Benchmarks & ReportsPSHE/SRE Curriculum MappingTherapy Reports/Feedback & Case Studies Weekly Assemblies |

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| **Green Lane School - Examination results for 2022/23** |

Exam Results August 2023 (Number of Leavers this year 21)

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| **Subject** | **Qualification and Board** | **Number of pupils achieving this level** |
| Maths | AQA Entry Level 3 | 8 pupils |
| Maths | AQA Entry Level 2 | 4 pupils |
| Maths | AQA Entry Level 1 | 2 pupil |
|   |   |   |
| English | AQA Step up to English - Gold/Entry level 3 | 7 pupils |
| English | AQA Step up to English - Silver/Entry level 2 | 2 pupils |
| English | AQA Step up to English - Silver/Entry level 1 | 4 pupils |
|   |   |   |
| Science  | ASDAN - Short course - Pass | 15 pupils |
|   |   |   |
| ICT | OCR Functional Skills at Entry Level 3 | 6 pupils |
| ICT | OCR Functional Skills at Entry Level 2 | 3 pupils |
| ICT | OCR Functional Skills at Entry Level 1 | 3 pupils |
|   |   |   |
| Personal Development | ASDAN PDP - Gold | 6 pupils |
| Personal Development | ASDAN PDP - Silver | 4 pupils |
| Personal Development | ASDAN PDP - Bronze | 5 pupil |
|   |   |   |
| Personal and Social Development | ASDAN PSD - Entry level 3 | 7 pupils |
| Personal and Social Development | ASDAN PSD - Entry level 2 | 5 pupils |
| Personal and Social Development | ASDAN PSD - Entry level 1 | 3 pupils |
|   |   |   |
| Art | OCR Entry level 3 |  N/A |
| Art | OCR Entry level 2 | 6 pupils |
| Art | OCR Entry level 1 | 9 pupils |
|   |   |   |
| PE | OCR Entry level 3 | 1 pupils |
| PE | OCR Entry level 2 | 9 pupils |
| PE | OCR Entry level 1 | 3 pupils |
|   |   |   |
| Food Technology | ASDAN short course - Pass | 15 pupils |
|   |   |   |
|   |   |   |
|   |   |   |
| Personal Progress | ASDAN Entry Level 1 | 6 pupils |
|   |   |   |
|   |   |  |