



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR

GREENVALE SCHOOL

Name of School:	Greenvale School
Headteacher/Principal:	Lynne Haines
Hub:	London South East
School phase:	Special
MAT (if applicable):	Not applicable (N/A)

Date of this Review:	18/01/2023 – 20/01/2023
Overall Estimate at last QA Review:	Leading
Date of last QA Review:	09/03/2022
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	07/06/2018

1. Context and character of the school

Greenvale is a Local Authority maintained secondary school catering for students from 11-19 years with severe, profound and complex needs. All students have an education, health and care plan (EHCP). There are currently 199 students on roll across two sites. More than half the students receive free school meals and/or pupil premium funding. Families of students at the school identify themselves as belonging to 27 different ethnic groups, with White British, Black Caribbean and Black African the largest.

The Greenvale vision focuses on academic achievement, high expectations and aspirations, developing the whole person, preparation for adult life and enriching lives through offering as many opportunities as possible.

There are 21 classes across the two sites. 12 are chronologically grouped (Key Stage 3 and 4) and three are vertically grouped (Key Stage 5). There are two nurture classes in Key Stage 3, and 4 classes for students who have additional complex needs (Glade Pathway). Key Stage 5 and the Glade Pathway classes moved to the new site in September 2022.

Greenvale has been accredited with Healthy Schools, Leading Parent Partnership, well-being and a gold travel plan awards.

2.1 Leadership at all levels - What went well

- The senior leadership team (SLT) articulates the vision clearly. Students are at the heart of Greenvale. The school community is committed to improving achievement and experiences both on and off site, especially through the enrichment activity offer.
- SLT is passionate about the curriculum. Taking inspiration from the Key Stage 2 and 3 National Curriculum, the Greenvale curriculum is a vehicle through which the students learn the skills they need for adult life.
- SLT is unanimous that the values underpinning the curriculum are equity, breadth, excitement, variety, and aspiration. Leaders want students to be able to share curriculum experiences with their mainstream siblings and friends.
- All teachers, other than Early Career Teachers lead a curriculum subject. They are responsible for coordinating the content and delivery of a subject across the

school and pathways. Consequently, class teachers are well supported by colleagues and senior leaders to teach a range of subjects and meet student learning needs. Subject leaders are supported by the curriculum leader and share good practice at inter special school meetings.

- Teachers and Learning Support Assistants (LSA) enjoy the challenge of teaching classes of students with diverse needs. Staff become skilled at understanding and supporting students with differing learning styles.
- There is a comprehensive induction programme for all staff. During probation, they meet with Human Resource colleagues every two weeks. The programme is personalised and informed by senior members of staff. For example, teachers will highlight areas that LSAs in their classes need to work on.
- Pathway lead practitioners support staff to meet student learning needs. All teachers receive a non-directed half day every term to support their professional development; teachers who would like to find out more about a pathway can observe colleagues.
- There are weekly class team meetings and training sessions before school. Such as, training from an Occupational Therapist to meet the sensory needs of autistic students. The training package is flexible, based on the needs of the work force, which is informed by feedback from SLT lesson monitoring and observation. Intelligence is also gleaned through delegated leadership. For instance, LSAs inform leaders if they do not think that students have access to learning opportunities.
- Staff training is centred around student needs. For example, staff have been taught braille to support a blind student. This has extended their skills and knowledge.
- LSAs have appraisal targets that are linked to their development. Targets are informed by the School Improvement Plan and questions relating to staff wellbeing. A pertinent question asked at appraisal is 'It will help me to do my job better if.....'.
- Four pastoral support learning mentors, based in each key stage and Glade pathway, help to remove barriers to learning. They build relationships with students to support well-being, including when students are in crisis. The mentor bases are perceived as safe spaces by students.
- Staff regularly upload evidence on a web-based assessment package to record individual target and subject progress. Termly progress meetings are held with key stage leaders and teachers. Concerns regarding individual student's progress are fed into SLT meetings where interventions are discussed.

Attendance and behaviour concerns are also explored at these meetings.

- Moderation, using the assessment system evidence, is held termly during staff meetings. Other special schools are also invited. Teachers benefit from the dialogue they have with colleagues.
- There are two nurture classes in Key Stage 3. These provide staff time and opportunity to decide whether students will join the Glade Pathway, which offers a specialist structured approach.
- Parents are supported well through workshops and well-being sessions.

2.2 Leadership at all levels - Even better if...

...subject leaders were given the opportunity to participate in learning walks in their subject area alongside senior leaders.

...leaders at all levels clearly communicated the educational offer that the students receive.

3.1 Quality of provision and outcomes - What went well

- The well documented, collaboratively written, holistic curriculum provides a framework for teachers to deliver high quality and aspirational lessons. It is diverse and has a conscious bias to reflect the communities that the students come from.
- Personalised learning is achieved through teaching EHCP targets via the curriculum offer. Long term targets set at the beginning of each key stage are broken down annually and termly. An additional EHCP target has been added, 'preparation for adulthood', as this is perceived to be an important area.
- Lessons are taught in key stage ability and age grouping, for example, reading in Key Stage 4. Students were either reading, learning phonics, or listening and following instructions through body percussion with peers of the same ability.
- Physically disabled students participate in physiotherapy within a base once a week, offering a quiet, distraction free environment where they can focus on their body movements.
- Structure and routine support students to understand learning expectations, enabling them to participate and engage well in lessons. This was evidenced in a phonics lesson where students were learning the sound 'd'. Through listening to the teacher, they were able to articulate the sound correctly through practise.

- Calm and quiet learning environments and pre-prepared resources promote independence in learning. For example, students in a literacy lesson were independent and on task through having an individualised activity pack.
- Where learning intentions are clear and rehearsed during lessons, students can appropriately review their learning and correct misconceptions. In a science lesson, Grove students were shown videos of what they had achieved in the lesson and in an advanced mathematics lesson peer to peer review was used to support learning.
- Staff know the students well and can meet their individual needs in a positive way. Students are ready to learn. For example, in a reading lesson, all students were independent in their learning and were willing to practise new skills.
- Students demonstrate mutual respect and understanding. They listen and respond to each other during formal and informal interactions. For example, when discussing online safety, students listened to each other and responded appropriately to questions.
- Staff understand that challenging behaviour is a form of communication. Incidents are handled well. Staff are proactive, resulting in a reduction of challenging incidents. Debriefs are offered to staff following an incident.
- Staff listen to the students, giving them time to respond. This was demonstrated by a student who can disrupt the learning of others, waiting patiently to spend time with a learning mentor, having made the choice to leave the classroom to remain calm.
- Students are encouraged to join in with 'breathing space', a mindfulness technique that teaches them about themselves and supports them to focus in on their body. Everyone breathes in and out together. This technique is used to prepare students for learning and is also successfully used as a self-regulation tool.
- Where LSAs are deployed effectively, they support learning well. For example, two LSAs led groups in a mathematics lesson which created greater opportunities for feedback and increased learning opportunities.
- The student forum facilitates student voice. The forum explores various aspects of provision, such as complaints and online safety. Students opt to join the forum.
- Where a total communication approach is used, students are supported to use speech, signing, symbols and technical devices to communicate. For example, in the student forum, students were given symbolised agendas, eye gaze, signing and speech to offer their opinions and respond to questions.

- The Key Stage 5 curriculum offers opportunities for students to continue to develop life skills and generalise learning within the community. Accessing adult education classes or achieving the Duke of Edinburgh Award illustrate this well. There is a strong focus on supporting students and their families to make a successful transition to college or social care.
- Students are prepared for sitting external assessments during lessons. For example, a functional skills lesson in Key Stage 5 focused on low noise and independent work for Woodland pathway students.
- Key Stage 5 students apply and are interviewed for roles in the school, including library monitors. If the students do not like their job, they must hand in their notice and work the notice time!

3.2 Quality of provision and outcomes - Even better if...

...the creation of a communication leader was created, and communication champion roles were established in each class to promote all forms of communication.

...learning was supported in small groups to increase more opportunities for individual feedback and peer to peer support.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- SLT believes it is important that there is a common language, a consistent approach to behaviour and safeguarding and that the ethos of respect for everyone and personalisation is across both sites. This is supported by senior leaders and learning mentors working across sites.
- Staff chose the site they would like to work at in terms of the age and needs of the students. For example, those that enjoy working with small groups of challenging young people chose the Mayow Rd site.
- The Mayow Rd site has opened more community links for the students, due to being located nearer to public amenities. This has offered a more diverse curriculum for Key Stage 5 students.
- The Mayow Rd site offers a more 'college feel'. For example, the dining hall is organised like a canteen and students have lockers to keep their mobile phones secure. There is also more freedom of movement around the building.

The library is designed to be similar to a public library in preparation for adult life. There is also a community access room, which offers further community links.

- The Glade pathway students can be independent in their transitions within school because they are in a smaller, specifically designed area. They are now able to independently transition from their buses to classes. This has generalised to community visits because they are more able to transition.
- Through having the extra building, rooms at the Waters Rd site have been freed up for specialist rooms. These include a new rebound therapy room. Corridors are also less busy which has promoted independent movement around both sites.
- A support worker has been recently appointed to support student transitions. Planning is currently underway to support the transition from the Waters Rd site to the Mayow Rd site.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if... N/A

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.



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Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)



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