

# **St Giles School Progress Review**

**Updated June 2017**

***Croydon Special School of the Year 2016***

	<i>Page</i>
<b><i>Context</i></b>	<b>2</b>
<b><i>Overall Effectiveness</i></b>	<b>2</b>
<b><i>Progress since OFSTED inspection in July 2013</i></b>	<b>5</b>
<b><i>Outcomes for pupils</i></b>	<b>6</b>
<b><i>Quality of teaching, learning and assessment</i></b>	<b>9</b>
<b><i>Personal development, behaviour and welfare of pupils</i></b>	<b>10</b>
<b><i>Effectiveness of leadership and management</i></b>	<b>11</b>

## Context

St. Giles is a Croydon community special school, providing education for children and young people with physical disabilities, complex health needs and additional learning difficulties, PMLD, SLD and MLD, aged 4-16 and for pupils aged 16-19 with profound and multiple learning difficulties.

All pupils have a statement of SEN or Education, Health and Care Plan and are admitted at any point in their school career.

The number of pupils with PMLD and very complex needs has increased over the last 5 years changing the profile of the school. The school building has been adapted, the curriculum changed and staff trained to meet the wider range of need.

June 2017	Degree of learning difficulty		
	PMLD	SLD	MLD
Whole school 101	34	37	30
R-Y6 66	21	28	17
Y7-Y14 35	13	9	13

100 planned places - 101 pupils on roll in June 2017

- Gender 50.5% boys, 49.5% girls
- Free school meals 30%
- EAL 29%
- Ethnic minority groups 77%
- Looked after learners 8%
- Travellers 0
- Religion 46% Christian, 21% Muslim, 7% Hindu, 1% Buddhist, 1% Sikh, 13% None, 5% Other, 3% Refused

## Overall Effectiveness

Overall St Giles offers outstanding provision for all its pupils.

Staff have high expectations for all pupils and continually strive to further improve the provision. The creative curriculum enables pupils to develop core skills in meaningful contexts across the day. Learning is highly differentiated and personalised resulting in highly engaged pupils and outstanding progress from their starting points. Alternative and augmentative communication is used effectively to support communication.

Most importantly pupils are well equipped for the next stage of their education, at St Giles, alternative primary or secondary provision or college, having developed the communication, social and independence skills to cope with transition.

❖ Outcomes for pupils are outstanding	The proportions of pupils making expected and above expected progress from their starting points is high compared with other pupils with special needs nationally. Access for all pupils is excellent and pupils make good progress whatever their learning or physical disability.
❖ The quality of teaching, learning and assessment is outstanding	Monitoring of teaching and learning, pupil progress, assessment and target setting show that teaching is at least good and much is outstanding. The curriculum is rich, relevant, broad and balanced and learning is carefully matched to the needs of each pupil whatever their ability or disability.
❖ The effectiveness of leadership and management is outstanding	The Leadership Team are highly ambitious with a shared and uncompromising vision to continually review, refine and develop practice to improve outcomes for pupils. The Governors support and challenge the Leadership Team and hold them to account for all aspects of the school's performance.
❖ The personal development, behaviour and welfare of pupils is outstanding	Pupils are highly engaged in their learning and consequently behaviour in lessons and around school is excellent and the few incidents are handled well. All safeguarding measures are in place and staff work with Social Workers and other professionals to meet the wider needs of our very vulnerable children.
❖ The effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development is outstanding	St Giles values are based around the British values and reflect our whole school life – Respect, Choice, Celebration, Community, Responsibility, Cooperation and Participation. The school is a caring environment where everyone is valued and the achievements of all are celebrated, however small. The school offers a rich curriculum which reflects the diversity of the school population, including special days and weeks, visiting performers, visits to the theatre, outstanding disability sports and links with other schools. Pupils, and staff, love having fun together – dressing up for World Book Day, wearing red and having a crazy day for Comic Relief, performing amazing shows for the parents, singing in the choir in a special assembly and much more. Pupils and staff raise large amounts of money for charity. Pupils vote for their student council representatives and they are consulted on issues such as school meals, playground provision and fundraising events. All pupils are given responsibilities, taking messages, caring for the school and acting as ambassadors for the school on special occasions.

<p>Early Years</p>	<p>Provision in the Early Years department at St Giles is outstanding. Pupils arrive with very complex needs in addition to their learning difficulties. The staff work closely with the families and the Croydon Early Support Team to facilitate successful transition.</p> <p>Pupils are engaged in rich and broad learning experiences, personalised to support outstanding progress from very early starting points.</p> <p>Pupil assessment, target setting and tracking is used very effectively to promote pupil progress.</p> <p>Pupils follow the Early Years Foundation Stage in Reception, Year 1 and Year 2. This approach to learning suits the development levels of the pupils with a high focus on Communication and Language, Physical development and Personal Social and Emotional development, the prime areas of the EYFS Framework.</p>
<p>Sixth form</p>	<p>St Giles offers sixth form provision for pupils with Profound and Multiple Learning difficulties in Years 12, 13 and 14. Provision is outstanding with staff using the secondary creative curriculum to plan meaningful, age appropriate activities to prepare the students for life beyond St Giles.</p> <p>Staff continue to assess, set targets and track progress to promote continued small steps of progress with high expectations continuing for all the pupils.</p> <p>Pupils take part in the secondary department and whole school special events and work closely with the secondary PMLD class on joint activities.</p> <p>Traditionally pupils have been supported to transfer to college at 19 but from September 2017 we are working with Croydon to provide a transition year to adult services.</p>

## Progress since OFSTED inspection in July 2013

St Giles was judged 'good' with 'outstanding' for behaviour and safety by OFSTED in July 2013.

Since then we have continued to challenge ourselves to provide outstanding education and care for all our pupils. Our Croydon Link Advisor has confirmed our judgement that we are now outstanding in all areas.

### ➤ **Monitoring shows AAC, signing and symbols used effectively to support communication and scaffold learning.**

Actions have included:

- ✓ Year of Communication 2015 with focused training for all staff
- ✓ Appointment of a Makaton trainer.
- ✓ Makaton training for all staff – formal accreditation, staff INSET sessions and informal 5 minute sessions in weekly briefings.
- ✓ Personalised communication books and devices used across the school day.
- ✓ Appointment of an Access coordinator to work with OT and SALT to ensure all pupils have appropriate technology to support communication and learning.
- ✓ Introduced Eye gaze technology, to promote independent learning and communication.
- ✓ Joint work with SALT and the Wolfson Centre to carry out assessments and provide high tech communication solutions for pupils with highly complex needs.
- ✓ Class TAs trained by SALT to lead department communication groups.
- ✓ Introduction of 'Bucket Time' SALT intervention.
- ✓ Touch cues for PMLD pupils introduced
- ✓ Communication passports introduced with SALT

### ➤ **Monitoring of teaching and learning and pupil records show Next Steps targets are embedded into teaching and learning.**

### ➤ **Termly Progress Meetings used successfully to ensure all pupils are making good and outstanding progress towards their end of year targets**

Actions have included:

- ✓ Next Step target setting reviewed to reflect EHCPlans. Long term outcomes agreed with parents and students; annual targets set to support progress towards the outcomes; annual targets broken down into Next Steps targets. Progress Timelines used to record and track progress against each Next Step targets.
- ✓ Teachers have access to a broad tool kit to support target setting - Routes for Learning, B Squared, MAPP, Scope, Early Years Developmental bands, P levels, Bridging and Milestones
- ✓ Next Steps targets inform planning for each pupil.
- ✓ Adopted Croydon assessment system for the National Curriculum programmes of study for English and Maths and relabelled Milestones
- ✓ St Giles staff worked with colleagues from across Croydon to develop Bridging levels between P levels and Milestones.
- ✓ Subject specialists across the school developed St Giles Milestones for Science and Foundation subjects.
- ✓ Teachers carry out termly assessment using Early Years Developmental Bands, P levels, Bridging and Milestones.
- ✓ Termly Progress review meetings involve a rich learning dialogue with each teacher to identify which students are on track to meet their end of year targets and who needs further challenge or intervention.
- ✓ Moderation within departments, across phases and with other mainstream and special schools. External moderation validates St Giles staff judgements.
- ✓ Bridging and Milestones in English and Maths mapped onto old NC levels to enable CASPA to be used for annual data analysis and target setting.
- ✓ End of year data analysis used to identify areas for development for individual teachers, departments or whole school. This informs staff appraisal targets and the School Development Plan.
- ✓ Learning journals (Early Years), topic books (Primary), work books and assessment folders(Secondary) are used to record progress, breadth of learning and wider development.
- ✓ TAs contribute to planning and making observations – training across the year to support improved practice

## Outcomes for pupils

Pupils at St Giles make exceptional progress. We know this because of our detailed assessment for each child; moderation across the school and with local special and mainstream schools; and the use of Progression Guidance and CASPA data. This prepares them well for transition to other settings at the end of Year 6,11 or 14.

Due to each child's learning difficulties, attainment is well below age expected levels; however, progress from individual starting points is outstanding and pupils leave St Giles with a portfolio of accreditations including Unit Awards, Entry Levels and ASDAN awards.

Staff work hard to remove barriers to learning and to find ways for their pupils with very complex physical disabilities and complex speech difficulties to access learning and demonstrate their abilities.

Pupils have less time for focused learning than other children with similar learning difficulties because of

- ❖ Lower attendance – due to frequent illness, long spells in hospital and frequent medical appointments
- ❖ Physio programmes
- ❖ Personal care programmes
- ❖ Daily medical procedures

Despite this, all pupils make progress with a high proportion making outstanding progress compared to other pupils of similar starting points.

The outstanding achievements of our pupils are not all measurable through National Curriculum levels. Physio and SALT programmes are integrated into the school day by the class teams enabling pupils to make amazing progress in their communication skills and independent mobility.

The Learning Journals, Topic Books and Assessment Folders record all aspects of this wider range of progress - communication, physical, social, emotional and independence.

### Progress

- Analysis of P level data using CASPA in September 2016 showed that based on core subjects average 95% of pupils working at P levels made expected and above expected progress compared with pupils of similar levels of learning difficulty.
- CASPA compares pupils of like learning difficulty. It does not take account of the additional barriers to learning created by physical disabilities and complex speech difficulties. Our pupils make exceptional progress when you take this into account.
- There is careful analysis of the few pupils who do not make expected progress and interventions are put in place to improve outcomes for each child. A few pupils with highly complex needs will not make measureable progress and maintaining existing levels is a significant achievement.

<b>CASPA analysis of average progress over a year for English, Maths and Science for pupils working from P1 to P8.</b>	2015	2016
Number of pupils for whom P level data was available (Year 2-Year 14)	50	54
Above expected progress	12%	15%
Expected progress	78%	80%
Below expected progress	10%	5%

**CASPA 2016**

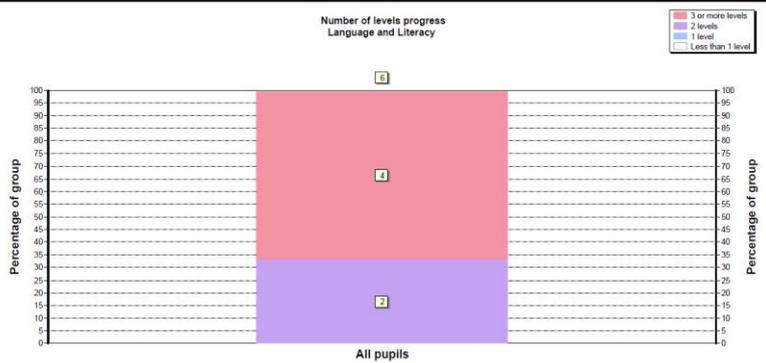
Key Stage 1 to Key Stage 2 for 'Language and Literacy' for current NC Year Y06

Summer 2012 (Result) to current result for 2015/2016

All pupils

Total number of pupils selected 8  
 Pupils missing either start or end level 2  
 Pupils for whom progress can be calculated 6

Numbers of levels progress are based on whole levels, in accordance with the Progression Materials 2010-11.



St Giles School, DfE Number 3067001  
 Printed on 31 October 2016 at 18:43:45 by Ginny Marshall

Page 1  
 CASPA 2017 Build 1.7.0.0

In July 2016 Key Stage progress from Year 2 to Year 6 was exceptional with all 6 pupils making 2 or 3 levels of progress.

**CASPA 2016**

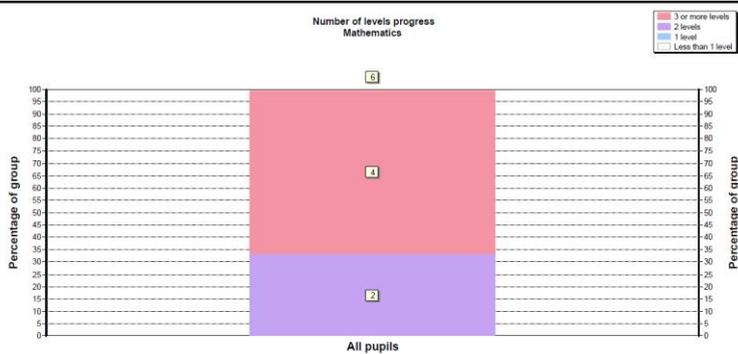
Key Stage 1 to Key Stage 2 for 'Mathematics' for current NC Year Y06

Summer 2012 (Result) to current result for 2015/2016

All pupils

Total number of pupils selected 8  
 Pupils missing either start or end level 2  
 Pupils for whom progress can be calculated 6

Numbers of levels progress are based on whole levels, in accordance with the Progression Materials 2010-11.



St Giles School, DfE Number 3067001  
 Printed on 31 October 2016 at 18:44:09 by Ginny Marshall

Page 1  
 CASPA 2017 Build 1.7.0.0

- Analysis shows there are no significant differences between different groups of children across the school e.g. Looked After Children, Free School Meals, gender, ethnicity, level of learning. Pupils who attract the Pupil Premium make at least as good, if not better, progress than their peers. See Pupil Premium report for more details.
- Through data analysis and monitoring, a school improvement focus is identified each year. The focus in the last 2 years successfully increased progress in reading and writing. In 2015/16 the focus was on delivering outstanding speech and language provision following changes to the SALT offer. This has improved the use of AAC to support communication and improved progress in speaking and listening.
- Moderation exercises with other Croydon Mainstream and Special schools this year validated our P level assessments in core subjects
- Year 2 and Year 6 moderation with Croydon Mainstream schools validated our end of key stage assessments.
- Pupils who make enough progress to access mainstream are supported to transfer to other settings. During 2014/15 2 pupils transferred to Enhanced Learning Provision in mainstream Primary. Currently a Year 2 child attends the neighbouring mainstream Primary school one afternoon a week to support her language and social development.
- St Giles provides opportunities at KS4 for all Year 11 and Year 14 students to achieve accreditation at the highest level possible, GCSE, Entry level, ASDAN and Unit Awards. As the pupil profile has changed it is now rare for anyone to be able to achieve at GCSE level so alternative exam boards, courses and accreditations have been introduced. This has enabled those working just below GCSE to achieve higher certificates at Entry Level.

- In 2015, 4 Year 11 pupils (out of 13) were entered for GCSEs in English, Maths and Art and gained passes C-G. Only one pupil was able to access English GCSE. She was supported to complete the coursework through individual after school sessions.
- In 2016 no pupils were at the required level to access study for the new GCSE syllabus. However, all 4 Year 11 pupils left St Giles with a portfolio of accreditation demonstrating breadth of curriculum and a high level of challenge matched to their personal abilities and needs.

<b>Year 11 progress and accreditation July 2016</b> (R=reading; W=writing)					
Pupil	Subject	Year 9	Year 11 accreditation	Additional accreditation	ASDAN
A	English	R 1A Wr 1C	Entry Level 3	Art Entry Level 2 Humanities Entry Pathways Certificate Level 3 Computing Unit Award PE Unit Award PSE QCF Certificate Level 3	Silver
	Maths	3B	Entry level 3 Entry Level 2 Functional Skills		
	Science	2A	Entry Pathways Certificate Level 3		
B	English	R P4 Wr P4	Unit Award	Art Entry Level 1 Humanities Unit Award Computing Unit award PE Unit Award PSE Unit Award DT Unit Award	Silver
	Maths	P 4	Unit Award		
	Science	P4	Unit Award		
C	English	R 2A Wr 2A	Entry level 3	Art Entry Level 2 Humanities Entry Pathways Certificate Level 3 Computing Unit Award PE Unit Award PSE QCF Award Level 3	Silver
	Maths	2B	Entry level 2 Entry Level 1 Functional Skills		
	Science	3B	Entry Pathways Certificate Level 3		
D	English	R P8 Wr P8	Unit Award	Art Entry Level 1 Humanities Entry Pathways Certificate Level 2 Computing Unit Award PE Unit Award PSE QCF Award Level 2	Gold
	Maths	1C	Entry level 1		
	Science	1C	Entry Pathways Certificate Level 2		

All Year 11s and year 14s in 2016 continued in education and were prepared for transition by the Transition Coordinator. She works with the pupils and their parents to choose appropriate placements and courses that meet their needs, make transition visits and ensure specialist equipment is in place.

Pupils are encouraged to develop their particular talents. Students have drum, keyboard and guitar lessons with our specialist music teacher and there are opportunities to sing, play and act in the school show, assemblies and locality choirs and perform at events in Croydon and London.

Pupils who show sporting ability compete at local and national level as part of the school Boccia and Panathlon teams. The specialist PE teacher adapts her provision to enable all pupils to take part. In 2016 the purchase of very specialist equipment enabled a student with complex cerebral palsy to represent the school in the Boccia nationals. In November 2016 he was awarded the London Jack Petchey Sports Achiever of the Year.

## Quality of teaching, learning and assessment

Staff at St Giles are excellent practitioners. They know their pupils well and are able to plan a curriculum and learning experiences that promote progress for all children across the school.

Monitoring of teaching and learning shows consistently good and outstanding teaching. The Leadership Team carry out joint observations with the headteacher as well as monitoring to support performance appraisal and development. Staff are supported to develop their skills through mentoring, performance appraisal and focused training. The local authority Link Advisor has carried out joint observations with the headteacher which confirmed school judgements. Progress data confirms the consistently good and outstanding teaching practice in place.

Additional termly focused monitoring by the Leadership Team supports teacher, subject and department development e.g. monitoring of IEPs, planning, environment, marking, progress data, assessment and evidence. Key strengths observed in the 2016/17 monitoring cycle

- ✓ Highly personalised and differentiated learning
- ✓ Next steps targets embedded into each session
- ✓ AAC embedded into practice – signing, symbols, communication books and devices, switches, touch cues
- ✓ Progress timelines used effectively to track Next Steps progress
- ✓ Transitions cued by music, symbols, photos, objects of reference, touch cues
- ✓ Senior Teaching Assistants are planning and leading effective PPA cover
- ✓ Excellent behaviour because of high levels of engagement
- ✓ Staff promote independence
- ✓ Highly creative activities that engaged and motivated pupils
- ✓ Teaching Assistants used very effectively to support learning

Pupils at St Giles often have very limited life experiences because of their physical disabilities. We provide a broad, rich and creative curriculum with real-life learning experiences, including WOW events and educational visits, to enthuse pupils, provide a vehicle for core skills and extend knowledge and understanding of the world. Each department has developed a creative curriculum which follows age appropriate termly themes linking all subject areas and covering the Early Years Foundation Stage and National Curriculum. These are constantly reviewed to ensure they meet the needs of our changing population.

Staff research new initiatives and share their learning with others. This year staff have introduced Bucket Time and Colourful Semantics which have had a significant impact on attention skills, communication and writing.

Enrichment and extra-curricular opportunities are offered across the year including music lessons, Whizzkidz wheelchair skills, Boccia after school club, secondary lunch time clubs, a Key Stage 4 residential, a Year 5 and 6 sleepover, Prom night, theme days and weeks e.g. Book Day, Science and Engineering week, Performing Arts week. These activities widen pupils' knowledge and skills but also promote self-esteem and social skills and develop leisure skills for adulthood.

All pupils complete homework activities relevant to their age and ability to consolidate key skills and extend their learning. The secondary homework club is popular, offering our more able pupils time to complete their homework with staff support (and receive a ticket for the homework half term lottery).

Pupils at St Giles have very personalised programmes with most pupils needing 1-1 support for physio and speech and language, medical and personal care programmes. Teachers and support staff receive training, advice and support from therapists and most programmes are integrated into the school day within the classroom.

All pupils have transferred, or are transferring this year, from Statements to Education, Health and Care Plans. EHCP outcomes are agreed with parents, carers and pupils and inform annual targets and short term next steps targets. Next steps targets are continually evidenced, reviewed and updated over the year. All pupils contribute to their EHCP/Statement reviews through Power Point presentations of their significant achievements and progress. Where appropriate, pupils are supported to create their own Power Point and present it at their review.

The high staff ratio and provision of 1-1 support for identified pupils ensures that all pupils are able to access the curriculum and make good progress. This is reviewed over the year and staffing changed to meet the needs of pupils. An HLTA leads on Disability Access to ensure pupils with complex physical needs have the appropriate equipment to support their access to the curriculum.

The Leadership Team review assessment and progress termly through analysis of data, meetings with teachers and scrutiny of assessment folders. Performance Appraisal targets for teachers and support staff link to the School Development Plan to further increase the number of pupils making good and outstanding progress. Inset training and staff meetings are used very effectively to support staff development and to raise standards.

## **Personal development, behaviour and welfare of pupils**

Pupil behaviour and attitude to learning is outstanding. There are few disruptions in the classroom due to an appropriate curriculum, well differentiated and appropriate learning activities and a positive whole school staff approach to behaviour management with regular training and development. When necessary a behaviour plan is drawn up for a child and shared with parents and other staff. This is reviewed regularly to ensure the approach is effective. Systems in place for managing behaviour include merits, stickers and awards in assemblies, behaviour plans and individualised target sheets for identified pupils.

A pupil survey in summer 2016 showed that pupils feel safe in school. If incidents do occur pupils tell appropriate adults about what happened. Incident forms are used to record the very rare incidents of challenging behaviour, bullying and racism. Staff know the children very well and are able pick up on signs when a child is unhappy or anxious and they work together to resolve the situation.

Visitors remark on the fantastic way pupils care for and respect each other, not just with their peers but across age groups and levels of need. Pupils have opportunities across the year to fundraise for charities and to develop their understanding of wider world issues.

The PSHE curriculum, tutor time, circle time and assemblies are used well to support social and emotional literacy and tackle any issues that arise in school or at home. Pupils with greater need receive music, drama or Emotional Literacy (ELSA) therapy. Older pupils can also self-refer to ELSA drop in counselling.

There is a high expectation for all the pupils to be as independent as possible and they all work towards increased independence through their personal targets, the PSHE curriculum and ASDAN life skills. A few older pupils take part in Travel Training programmes as part of their preparation for transition and adulthood.

Pupils contribute to the development of the school through representation on the school council. Their views are listened to and acted upon, and through their suggestions we have introduced a book box into the lunch hall, new lunch clubs, changes to the menu and improved outside activities.

Identified pupils in secondary worked with Alive 'N' Kicking to improve their understanding of healthy eating and managing their weight. These students then supported younger pupils on the same programme. All children take part in cycling activities using our fleet of adapted bikes and a bike club runs at weekends for St Giles families. Secondary pupils suggested a Fitness Thursday activity and they now clock up laps of the track to increase their fitness levels.

A very high percentage of pupils have school lunches and all pupils take part in horticulture and cookery activities to develop their understanding of healthy eating.

E-safety is a priority and the Computing coordinator makes sure that policy and practice are continuously updated. Staff reinforce e-safety throughout the year and also hold a special e-safety week each Spring to reinforce online safety.

We have well established systems for monitoring attendance and supporting pupils who have low attendance. Most of our pupils have medical appointments and hospital stays throughout the year as well as fragile health issues which impact on their ability to be in school. Every effort is made to help pupils return quickly to school and pupils are given work to do at home or in hospital to support their learning. A member of the office team works closely with the Deputy Head to ensure that attendance is carefully scrutinised and pupils are safeguarded. We believe it is important to support pupils to be in school as much as possible and work closely with our medical and therapy staff to enable them to maintain their attendance. This year 21% children have more than 95% attendance and 50% have more than 90% attendance. However, a very high number of pupils have had long periods in hospital or time at home recovering from surgery. Overall attendance from September to June this year is 85.5%.

A couple of our children are unable to attend school full time. They are supported with a home learning programme delivered by a senior teaching assistant under the direction of the class teacher.

## **Effectiveness of leadership and management**

The Headteacher and the Governing Body have established a staffing structure with distributed leadership and greater accountability at all levels. Supported by a full inset programme of staff meetings, training days, coaching and mentoring, teachers have been equipped to lead their departments, class teams and subjects, to analyse their pupil data and set rigorous targets, lead training in their areas of expertise and contribute to the development of policy, curriculum and accreditation that meets the needs of our current population.

The Leadership and Management Team monitor teaching and learning through an annual programme of observations, drop-ins, monitoring of planning and data analysis. They identify areas for development which inform the School Development Plan and staff development programme.

The Leadership and Management Team have successfully filled all staff vacancies in recent years. Induction for the new teachers begins in the summer term to ensure a smooth handover and no gaps in provision for the pupils. A programme of induction for new support staff is delivered at the beginning of the Autumn term.

St Giles is proactive at engaging with parents and carers so that they are well informed and supported to meet their children's needs. Staff meet with parents and carers at least three times a year at the Annual Review and consultation evenings. Home school books are used to communicate daily with home, and parents are welcome to call school whenever they have any concerns. Parents and carers are also invited to assemblies, concerts, shows, WOW days and special events.

The full time Family Support Advisor works with families to identify need, liaise with multi professionals and signpost to services to ensure the wider holistic needs of the child are met and that the child can attend school ready to learn. This includes housing, accessing medical support, behaviour management support, referrals to CAMHS and short breaks. She also facilitates transition for our new Reception pupils and arranges parent workshops.

Safeguarding is a priority for our very vulnerable pupils. The headteacher is responsible for safeguarding and child protection, and safeguarding is on the agenda at weekly multi-professional meetings and fortnightly Children in Need meetings which are also attended by a social worker from the Children with Disabilities Team. Training in child protection is given to all staff in their induction and annually as part of the INSET programme. The staff work with a multidisciplinary team of professionals who are based in school to ensure all pupil's needs are met. The school works effectively with social workers to support children who are looked after, are children in need or on a child protection plan.

St Giles has an outstanding reputation for supporting colleagues and pupils in mainstream schools.

- Members of teaching and support staff advise on curriculum provision, access, personal care and risk assessments.
- Subject leaders offer specialist support for Computing and PE.

- The school leads moderation work on P levels for mainstream colleagues to enable them to evidence progress for their pupils working below national age related expectations
- Subject leaders worked with Croydon colleagues during 2015/16 to develop bridging levels from P8 to Milestone 1
- Guided visits for mainstream NQTs and child care students
- Work experience and specialist placements for school and university students
- The headteacher is a member of Croydon Headteachers Association executive and represents the special schools on Croydon committees for Education Resources, Disability Access, Transition and the Parent Reference Group to support appropriate provision and access for pupils across the borough.

The school benefits from a wealth of significant partnerships with other agencies:

- On site NHS nursing, occupational therapy, speech and language therapy and physiotherapy.
- Visual and Hearing Impairment services visit regularly to support identified pupils and to provide information for parents, staff and pupils.
- Willow Counselling for pupils with life limiting conditions.
- Waddon Youth Club offers weekly after school special needs youth club sessions. Members of staff escort secondary pupils to the club after school.
- Established partnership with the BRIT School in an annual collaborative, performing arts project
- Pupils take part in sporting events with other schools including involvement in inter-borough and cross-borough activities in athletics, Boccia and Panathlon
- Primary pupils perform annually with mainstream primaries at the Croydon Primary Music Festival
- Member of the Croydon Special School Partnership and Coulsdon Schools Partnership and Valley Teaching School Alliance
- St Giles is commissioned by Croydon Children with Disabilities Team Short Breaks to run a Saturday Club for young people with complex needs.
- Fundraising through links with local businesses and charities.

Recent achievements

- ❖ Gold School Games Mark 2016
- ❖ Bronze School Travel Award 2016
- ❖ Live music performances at the Croydon Secondary Awards and Jack Petchey Awards at the Croydon Fairfield Halls 2016.
- ❖ Winners of the London Panathlon championships in 2015. South London champions 2016 and 2017.
- ❖ Winners of the London Under 19 Boccia 2015 and 2016 and runners up in 2017
- ❖ 6<sup>th</sup> in the National Under 19 Boccia 2016
- ❖ Inclusion Quality Mark 2014.
- ❖ Arts mark Gold 2012 (for the 4<sup>th</sup> time), now working towards the new Platinum mark

Our Governors are a very supportive body who:

- Provide critical analysis, challenge and suggestions in connection with LMT proposals
- Bring and use a wide range of skills and knowledge
- Provide direct input to the schools plans and policies
- Carry out extensive monitoring of school practices

For example, they question the management of resources and agree priorities, carry out spot checks on the financial management of the school, review policies, question progress data and suggest areas for development.