



St Giles School Progress Review

Updated May 2018

Context

Overall Effectiveness and next steps

Outcomes for pupils

Quality of teaching, learning and assessment

Personal development, behaviour and welfare of pupils

Effectiveness of leadership and management

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 an Education, Health and Care Plan and are admitted at any point in their school career.

| September 2017 | Degree of learning difficulty | | |
|------------------|-------------------------------|-----|-----|
| | PMLD | SLD | MLD |
| Whole school 100 | 38 | 32 | 28 |
| R-Y6 68 | 24 | 25 | 19 |
| Y7-Y14 32 | 14 | 9 | 9 |

| | |
|------------------------|--|
| | 100 planned places |
| Gender | boys - 48% girls - 52% |
| Free school meals | 29% |
| Ethnic minority groups | 79% |
| Looked after learners | 9% |
| EAL | 29% |
| Travellers | 0% |
| Religion | Christian - 47%, Muslim - 23%, Hindu - 6%, Buddhist - 1%, Sikh - 1%, None - 11%, Other - 5%, |
| Refused | 6% |

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.

Achievements

- ❖ Silver London Healthy Schools Award 2018
- ❖ Gold School Games Mark 2017
- ❖ Bronze School Travel Award 2017
- ❖ South London Boccia champions 2017 and 2018.
- ❖ Panathlon South London champions 2018
- ❖ Arts mark Gold 2012 (for the 4th time), working towards the new Platinum mark

Overall Effectiveness

The school was judged good by Ofsted in December 2017 and outstanding by the local authority in March 2018. In order to remain outstanding we will continue to work on the next steps identified below.

| | |
|---|---|
| ❖ Outcomes for pupils are outstanding | <p>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.</p> <p><i>Next step: Embed the revised Assessment, Recording and Reporting Policy, including the new national end of Key Stage reporting arrangements.</i></p> |
| ❖ The quality of teaching, learning and assessment is outstanding | <p>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.</p> <p><i>Next step: Develop assessment frameworks for Communication and Independent Thinking to support target setting, planning and tracking of pupil progress.</i></p> <p><i>Increase opportunities for all pupils to access learning in the wider community.</i></p> |
| ❖ The effectiveness of leadership and management is outstanding | <p>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.</p> <p><i>Next step: Strengthen leadership and management skills so that teachers can develop their teams to support learning effectively.</i></p> <p><i>Extend opportunities for CPD so that all staff are challenged to be the best they can be.</i></p> |
| ❖ The personal development, behaviour and welfare of pupils is outstanding | <p>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.</p> <p><i>Next step: Develop and embed school wide practice to support pupils and staff mental health and wellbeing.</i></p> |
| ❖ The effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development is outstanding | <p>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>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. Pupils are engaged in rich and broad learning experiences, personalised to support outstanding progress from very early starting points. Pupil assessment, target setting and tracking is used very effectively to promote pupil progress. 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> |
| ❖ Sixth form | <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. Staff continue to assess, set targets and track progress to promote continued small steps of progress with high expectations continuing for all the pupils. 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><i>Next step: Work with Croydon Local Authority to improve the post 19 offer.</i></p> |

Outcomes for pupils

Pupils at St Giles make exceptional progress. We know this because of our detailed assessment for each child; rigorous target setting and tracking of progress; regular monitoring of teaching and learning; moderation across the school and with local special and mainstream schools. This prepares pupils well for transition to other settings at the end of Year 6, 11 or 14.

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

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

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. This enables pupils to make exceptional progress in their communication skills and independent mobility. Each pupil's Learning Journal, Topic Book or Evidence Folder records all aspects of this wider range of progress – cognitive, communication, physical, social, emotional and independence.

Progress

All pupils have transferred from Statements to Education, Health and Care Plans. All pupils contribute to their EHCP 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.

Outcomes are agreed with parents, carers and pupils at the annual review and inform annual targets and short term next steps targets. Teachers work with the Deputy Head teacher before annual reviews to review progress towards the annual targets and set new challenging annual targets broken down into short term next steps targets.

Next steps targets are continually evidenced, reviewed and updated over the year. This is monitored by LMT and through termly progress review meetings to identify which pupils are on track to meet their annual targets and who needs further challenge or intervention. See Assessment, recording and reporting policy for more details.

End of year assessments for English and Maths are recorded on percentile graphs based on learning difficulty and starting point and used to analyse progress towards end of key stage targets. In July 2017 data analysis showed the following:

| |
|---|
| Literacy: 26% exceeding target, 66% meeting target, 8% working towards target |
| Maths: 14% exceeding target, 77% meeting target, 8% working towards target |

Through data analysis and monitoring, a school improvement focus is identified each year. The recent focus has been on maximising opportunities for writing. The introduction of new strategies has improved progress, particularly for pupils with moderate learning difficulties and the progress data reflects this. In 2018 we are working on a thinking skills framework to develop improved problem solving skills. This will support progress in Maths.

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 measurable progress and maintaining existing levels is a significant achievement.

Analysis shows there are no significant differences between different groups of children across the school

e.g. Looked After Children, Free School Meals, gender. Pupils who attract the Pupil Premium make at least as good, if not better, progress than their peers.

Year 2 and Year 6 moderation with Croydon Mainstream schools validated our end of key stage assessments.

Pupils who would benefit from a placement in a mainstream school are supported to do so. Currently a Year 3 child attends the neighbouring mainstream Primary school one afternoon a week to support her language and social development.

St Giles provides opportunities for all Year 11 and Year 14 students to achieve a portfolio of accreditation demonstrating breadth of curriculum and a high level of challenge matched to their personal abilities and needs.

| Year 11 progress and accreditation July 2017 (R=reading, W=writing) | | | | | |
|--|---------------------------------|---------------|---|--|--------------|
| Pupil | Subject and Year 6 level | Year 9 | Year 11 Accreditation | Additional Accreditations | Asdan |
| A | English R 1b W P8 | R 2c W 1b | Entry level 2 | Art entry level1 Art award(bronze) Humanities entry pathway cert 2 PSE entry level 2 Computing unit award PE unit award | Gold |
| | Maths 1a | 3a | Entry level 2/ Level 3 Functional Skills | | |
| | Science 1a | 3b | Entry Pathways Certificate L3 | | |
| B | English R 1a W P7 | R 2b W 1b | Entry Level 2 | Art entry level1 Art award (bronze) Humanities entry pathway cert 2 PSE entry level 2 Computing unit award PE unit award | Gold |
| | Maths 1a | 2b | Entry Level 2/ Level 2 Functional Skills | | |
| | Science 1b | 3c | Entry Pathways Certificate L3 | | |
| C | English R P8 W P4 | R 1c W p7 | Unit Award | Art entry level1 Art award (bronze) Humanities entry pathway cert 2 PSE entry level 2 Computing unit award PE unit award | Gold |
| | Maths P7 | 1b | Entry level 1 | | |
| | Science P7 | 2c | Entry Pathways Certificate L2 | | |
| D | English R 2b W1b | R 3a W 1a | Entry level 2 | Art entry level1 Art award (bronze) Humanities entry pathway cert 2 PSE entry level 2 Computing unit award PE unit award | Gold |
| | Maths 1a | 2a | Entry level 1/ level 1 Functional Skills | | |
| | Science 1a | 3b | Entry Pathways Certificate L3 | | |
| E | English R 1b W P7 | R 2b W 1b | Entry Level 2 | Art entry level 1 Art award (bronze) Humanities entry pathway cert 2 PSE entry level 2 Computing unit award PE unit award | Gold |
| | Maths P8 | 2b | Entry Level 2/ Level 2 Functional Skills | | |
| | Science 1b | 3b | Entry Pathways Certificate L3 | | |
| F | English R P3ii W P3ii | R P5 W P4 | Unit Award | Unit awards - Art Computing PE | Bronze |
| | Maths P3ii | P5 | Unit Award | | |
| | Science P3ii | P4 | Unit Award | | |

All Year 11s in 2017 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.

Both year 14 students continued into a new transition to adulthood programme with 2 days at St Giles and 2 days in adult social care provision.

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 shows, 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 Parathlon teams. The specialist PE teacher adapts her provision to enable all pupils to take part.

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 pupils 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.

Termly focused monitoring by the Leadership Team supports teacher, subject and department development e.g. monitoring of Next Steps Targets, planning, environment, marking, progress data, assessment and evidence.

Key strengths observed in the 2017/2018 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
- ✓ Senior Teaching Assistants plan and lead 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

Teachers have access to a broad tool kit to support assessment and target setting in core and foundation subjects - Early Years Developmental bands, P levels, Bridging and Milestones, Routes for Learning, B Squared, MAPP, Scope. See Assessment, Recording and Reporting Policy for more details.

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.

A high percentage of pupils at St Giles have complex communication difficulties. They are supported across the day through the use of highly differentiated language, Makaton signing, symbols, body cues and bespoke high and low tech communication aids including Eye Gaze technology and PODD. Staff work closely with the Speech and Language therapist to lead intervention groups and carry out individual therapy programmes. The HLTA for access works with SALT, OT and the Wolfson Centre to carry out assessments and provide high tech communication solutions for pupils with highly complex needs.

The high staff ratio 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.

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.

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.

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 take part in Fitness Thursday activities at break time and 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.

Three of our children are unable to attend school full time because of their complex medical needs. They

are supported with a home learning programme delivered by a senior teaching assistant under the direction of the class teacher.

Attendance 2016/17

Overall attendance 85.5%.

21% children have more than 95% attendance

50% have more than 90% attendance.

However, a very high number of pupils have long periods in hospital or time at home recovering from surgery which reduces overall attendance.

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.

Staff are encouraged to research new initiatives and share their learning with others. In the last year they have introduced:

Bucket Time – supporting increased attention skills.

Colourful Semantics – supporting the development of writing across the school.

Art TacPac – a creative approach to develop quality interactions and bodily awareness for pupils with PMLD.

Drama stories – story based drama using adults in role working with young pupils with SLD to develop communication and interaction skills.

PMLD lunch meetings to share good practice and discuss issues presented by our most complex children.

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.
- Experienced teachers lead training in PMLD practice for external practitioners
- The school leads moderation work on end of Key Stage teacher assessments.
- 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.
- NHS Drama Therapy 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
- 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.

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.