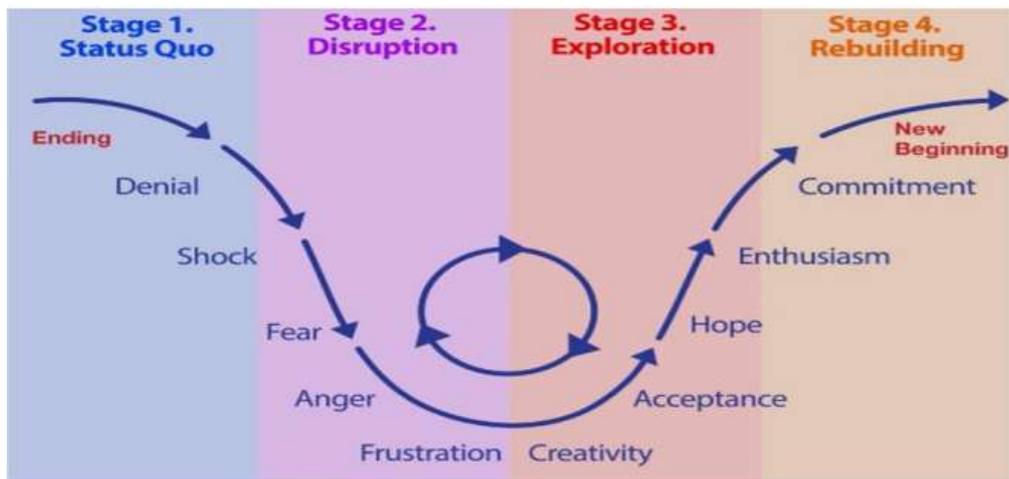




## St Giles School Self-Evaluation Autumn 2021

This self-evaluation, based on the data that we have, sets out to re-establish a baseline and outline our strategic direction as we recover from the impact of the pandemic on life across the school.



## Section 1: The School Context

St. Giles is a Croydon community special school, for children and young people with physical disabilities, complex health needs and additional learning difficulties, Profound and Multiple (PMLD), Severe (SLD) and Moderate (MLD), aged 4-16. The school has a sixth form for learners aged between 16-19 with profound and multiple learning difficulties. A nursery for 2-4 year olds was transferred to St Giles School management in September 2020. In September 2021, following a modular build, the nursery moved onto the main school site.

The school has 112 commissioned main school places and 6 commissioned full time equivalent / 12-part time nursery places. There are 114 learners currently on roll including nursery pupils. The school has had an increase in the number of pupils from 104 in 2019 to 114 in 2021.

Learners may be admitted to the school at any point in their school career. Four learners in the main school are currently being assessed for an Education, Health and Care Plan. Learners in nursery are admitted without an Education, Health and Care Plan. This is completed during their time at the nursery.

September 2021	Number of pupils
Main school	108
Nursery	6 pupils (3 full time equivalent)
Reception and Key Stage 1	22
Key Stage 2	30
Key Stage 3	34
Key Stage 4	11
Key Stage 5	10

Contextual Information	
Gender	boys - 54% girls - 46%
Pupil premium eligible pupils	39.8%
Ethnic minority groups	81%
Looked after learners	1.7%
EAL	27%
Travellers	0%
Religion	Christian - 36%, Roman Catholic 9% Muslim - 30%, Hindu - 3%, Sikh - 1%, None - 15%, Other - 3%, Refused - 3%

The school works collaboratively with professionals from other agencies to fully support the students both at home and at school.

The Highly Specialist Speech and Language Therapist works within the main school and with nursery pupils for four days a week. She provides support to pupils and staff on eating and drinking and communication. A second Speech and Language Therapist is based in school for one day a week to provide additional support. A Speech and Language Therapy assistant supports the school for one morning a fortnight.

The Occupational Therapy team is made up of two children's occupational therapist and an assistant. They are in school for two days a week providing support on seating, Moving & Handling, splinting – Upper limb splints, Lycra garments and housing / adaptations.

The school additionally employs an occupational therapist for one day a week to provide support with fine and gross motor skills (including play, handling tools & switching/ educational access, feeding, dressing and toileting skills and Sensory support for learners.

Nursery pupils have support at school from their own allocated occupational therapist according to need.

The school has support from three physiotherapists and three physiotherapy assistants. There is coverage onsite of 60 Physio Assistant Hours and 57 Qualified Physiotherapists hours over four days each week. Nursery pupils have support at school from their own allocated physiotherapist according to need.

The school employs a Highly Specialist physiotherapist to support training in Moving and Handling and provide advice on individual pupil Moving and Handling profiles where required.

The School has a daily allocation of clinical care from 3 nurses and 3 HCAs, with 2 Nurses allocated to planned daily care and 1 Senior Nurse in charge for all emergency and unplanned interventions. All care needs are risk assessed with the vast majority of medications given by a Nurse.

The school employs a music therapist for two days a week. She works across the school providing whole class and individual support including working with a pupil at home currently unable to attend school due to health needs.

SeeAbility, a charity that specialise in supporting people who have learning disabilities and also have sight loss, hold regular clinics in the school where pupils eye sight is monitored and appropriate glasses prescribed.

Additionally, the school hosts appointments for families from the wheelchair service, Orthotics clinic, Community Paediatrician and Dietician.

For other significant contextual factors for the school see **Appendix C**.

**The latest Ofsted effectiveness grading, December 2017, for St Giles School was Good.**

<b>Areas to improve</b>	<b>Progress</b>	<b>Next Steps</b>
<p>The development and refining of the school's assessment framework so that all pupils make maximum progress in all subjects</p>	<ul style="list-style-type: none"> <li>• Work with other Croydon Special Schools to create and use Stepping Stones, Bridging Levels and Milestones to assess progress in core subjects.</li> <li>• Target setting model established based upon a historic progression tool.</li> <li>• Assessment framework refined, overlaying the range of assessment tools used to assess pupils so that Teachers, Teaching Assistants, parents and, where appropriate, pupils, can clearly identify next steps and the relationship between assessment tools.</li> <li>• Formation of curriculum faculties to support subject leaders as they further develop Foundation Subject assessment levels adding Stepping Stones and Bridging Levels.</li> <li>• Introduction of Engagement Model, an assessment tool to support pupils working below the level of the national curriculum who are not engaged in subject-specific study.</li> <li>• Introduction of Evidence for Learning platform to evidence, assess, review and plan for meeting learners' needs.</li> <li>• Use of progress meetings and internal moderation to track pupil progress and set effective targets.</li> <li>• Moderation with other Special Schools and Enhanced Learning Provisions (ELPs) through Croydon LA and also South London Specialist Schools Partnership (SLP).</li> <li>• Tracking of progress towards annual targets and Education, Health and Care Plans (EHCP) outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing new Early Years framework and Engagement Model within the existing assessment framework and practice. Link Advisor Summer 21</li> <li>• Improve access to Evidence for Learning for Teachers and Teaching Assistants through CPD and increased number of iPads in each classroom.</li> <li>• Incorporate school's progression framework onto Evidence for Learning to facilitate improved access to analysis of pupil progress.</li> <li>• Further development of subject leadership within the Curriculum Faculties to support Subject Leaders' understanding of pupil progress in their subject and monitoring of work given to pupils, over time and across the school, to ensure it consistently matches the aims of the curriculum.</li> <li>• Use of Evidence for Learning to track progress towards annual targets and EHCP outcomes.</li> <li>• Co-production of formative assessment involving parents use of Evidence for Learning.</li> </ul>
<p>Ensuring teachers and teaching assistants make sure that activities are well matched to pupils' individual needs.</p>	<ul style="list-style-type: none"> <li>• Introduction of three curriculum pathways, pre-formal, semi-formal and formal curriculum "successfully established with learning tailored to suit learners with different needs and characteristics and support progress from their individual starting points." Link Advisor Summer 21</li> <li>• Introduction of Curriculum Faculties to support development of curriculum documents that match pupils' ability levels to appropriate learning objectives, activities, resources and environment.</li> <li>• Lesson observations Summer 2021 demonstrated examples of:</li> <li>• Teachers' planning showing clear individual learning objectives set for learners with learners' reading levels identified.</li> <li>• Staff teams confident about the objectives set, resources and the routine during lessons.</li> <li>• Teaching assistants well deployed and highly responsive to learners' complex needs.</li> <li>• Whole school CPD has developed shared understanding of the processes to support early reading development and consider how this applies to pupils at St. Giles. .Link Advisor Report Summer 21</li> </ul>	<ul style="list-style-type: none"> <li>• Continue CPD for teachers and Teaching assistants and further refine Curriculum documents to ensure appropriate match for learning objectives, activities, resources and environment.</li> <li>• Lesson observations Summer 2021 demonstrated need in some classes for further development of:</li> <li>• Reading CPD on synthetic phonics and correct text to match learner's reading level.</li> <li>• Objectives and activities appropriate for classes with range of learners following both subject specific and pre-formal curricula</li> <li>• Personalised workstation / TEACHH model to meet the needs of some ASD learners</li> </ul>

<b>Current school improvement priorities – see also School Development Plan for progress</b>	
<b>Quality of Education</b>	<p><b>To further develop the Communication, Interaction and Literacy Curriculum.</b></p> <ul style="list-style-type: none"> <li>○ Establish a rigorous and sequential approach to the reading curriculum</li> <li>○ Develop systematic teaching of synthetic phonics in formal and semi-formal pathway using Read Write Inc.</li> <li>○ Learners' Communication and Interaction needs are met with enhanced use of personalised AAC to facilitate interaction and engagement for all learners</li> <li>○ Ensure staff team and parents have training to meet the communication and interaction needs of learners.</li> </ul>
<b>Quality of Education in Early Years</b>	<p><b>To establish the new onsite Early Years provision to ensure it meets the individual learner needs.</b></p> <ul style="list-style-type: none"> <li>○ Create a Nursery environment safe, fit for purpose that allows Nursery learners to focus on learning.</li> <li>○ Establish a strong partnership with parents, carers and other agencies to develop effective EHCPs</li> <li>○ Ensure the EYFS curriculum content is taught in a logical progression, that can be systematically and effectively explained.</li> <li>○ Establish new Early Learning Goals (ELGs) to support accurate assessment.</li> </ul>
<b>Quality of sixth-form provision</b>	<p><b>Further develop support for parents with transition into post-19 provision and multi-agency working to secure appropriate offers.</b></p>
<b>Behaviour and attitudes</b>	<p><b>To further develop teacher understanding of individual pupil needs e.g. social communication difficulties, ASD, sensory integration issues and issues with transition / attachment disorder.</b></p>
<b>Personal development</b>	<p><b>To identify personalised approaches which support learner wellbeing and engagement.</b></p> <ul style="list-style-type: none"> <li>○ Further develop pupil-centred observational assessment and reflective pedagogy to support learners on pre-formal and semi-formal curriculum pathways.</li> <li>○ Support formative assessment of progress towards personalised EHCP targets and outcomes for individual learners to ensure wellbeing and progress</li> <li>○ Embed changes to the Relationships and Health (primary) / Relationships, Sex and Health curriculum (secondary) to support individual learners' emotional well-being.</li> <li>○ To develop the use of the Gatsby Benchmarks, a framework that defines the best careers provision in schools and colleges, to develop and improve the school's careers provision, enable a range of education and training providers to speak to MLD pupils in Years 8 to 11.</li> </ul>
<b>Leadership and Management</b>	<p><b>To develop the subject leader role to promote subject development within the curriculum pathways and monitor its impact.</b></p> <ul style="list-style-type: none"> <li>○ To develop TLR posts / subject leadership across the curriculum to promote subject development within the curriculum pathways.</li> <li>○ Senior, curriculum and subject leaders develop an understanding of how the pandemic may have led to gaps in learners' knowledge, learning delays and a wider range of starting points – maths is a focus.</li> </ul> <p><b>To support staff well-being while developing and strengthening the quality of the workforce.</b></p> <ul style="list-style-type: none"> <li>○ Undertake the further development of a long-term strategy for improving staff wellbeing by signing the DfE Education Staff Wellbeing Charter</li> <li>○ Proactively work with staff to review workload, monitor staff wellbeing, report to stakeholders and act in response</li> <li>○ Support the St Giles staff team with taking responsibility for their own wellbeing</li> <li>○ Support Staff to pursue professional development</li> <li>○ Promote diversity – eliminating discrimination and advancing equality of opportunity.</li> </ul> <p><b>Develop the staffing structure for support staff, incorporating the role of pupil care support assistant (PCSA) within the class team and review its impact.</b></p> <ul style="list-style-type: none"> <li>○ Develop the role of TA3s and TA4s to work with class teachers to support and deliver learning.</li> <li>○ Place all aspects of Personal Care within the curriculum rather than as an addition by appointing pupil care and support assistants in 10 classes.</li> <li>○ Pilot the role of pupil care and support assistants in 10 classes.</li> </ul>

**QUALITY OF EDUCATION - The Quality of Education at St Giles is Good with some outstanding practice**

<b>Strengths</b>	<p><b>Intent:</b></p> <p><b>Curriculum design and coverage</b></p> <p>The Curriculum Pathways have been successfully established. The curriculum is coherently planned and sequenced to meet the wide range of learner ages and needs.</p> <ul style="list-style-type: none"><li>○ <a href="https://www.st-gilesschool.co.uk/curriculum/">https://www.st-gilesschool.co.uk/curriculum/</a></li><li>○ “The three curriculum pathways, pre-formal, semi-formal and formal curriculum have been successfully established with learning tailored to suit learners with different needs and characteristics and support progress from their individual starting points.” Link Advisor Report Summer 21</li><li>○ Learners study a broad range of areas. All three pathways cover the five Education Health and Care Plan Outcome areas. Learners following the semi-formal and formal pathways obtain accreditation in a range of subjects – see <b>Appendix A</b></li><li>○ The curriculum is ambitious and outward looking. It is designed to give all learners, including disadvantaged learners, access to cultural capital and the skills and experiences they will need in their future lives – for example:<ul style="list-style-type: none"><li>○ Secondary MLD and SLD learners involved in the Croydon Voices Youth Consultation project, a project organised by Croydon Music and Arts to support young people in Croydon to explore their vision for Croydon as a Borough of Culture. Croydon’s Poet Laureate, Shaniqua Benjamin is working with learners to gather their views and ideas on the arts and culture in Croydon. This work will be built on through Croydon Voices and within school – Autumn 21</li><li>○ A key stage one class involved in Croydon Inter-Faith Week – Autumn 21</li></ul></li></ul>
	<p><b>Implementation:</b></p> <p><b>Quality of teaching and learning</b></p> <p>Teachers and teaching assistants have good knowledge of the subjects they teach.</p> <ul style="list-style-type: none"><li>○ Working parties of Teachers and Teaching Assistants worked collaboratively to review the curriculum in faculties taking account of learner needs, national curriculum and specialist curriculum materials. Over the course of the 2021-22 subject leaders are giving presentations on their subject areas to teachers, supporting them to identify the objectives, activities, resources and environments appropriate for their learners. As a result, there is growing knowledge about the subjects taught. Two Faculties have already presented to Teachers and feedback has been positive with Teachers stating that the materials clearly support the intent of a coherently planned curriculum and are sequenced towards cumulatively sufficient knowledge and skills</li><li>○ 86.6% of parents felt there is a good range of subjects offered at St Giles in a parent survey in July 2021.</li><li>○ Lesson Observations Summer and Autumn 21 - Overall the lessons observed were all good with some examples of outstanding practice and some areas for development which are reflected in the school improvement plan. Staff teams were observed to be confident about the objectives set, resources and the routine during lessons. Teaching assistants were well deployed and highly responsive to learners’ complex needs. Staff teams worked hard to enable learners to access necessary medical and personal care interventions unobtrusively during lessons.</li><li>○ Remote education is well integrated and well designed to support the wider implementation of the school’s curriculum. Where pupils who have to self-isolate have been unable to access learning remotely due to issues with engagement, the school has sought to provide:<ul style="list-style-type: none"><li>○ Individual remote sessions working with a parent on a 1:1 basis to provide model support</li><li>○ Individual learning / play packs with activities for pupils to share at home</li><li>○ Telephone advice.</li></ul></li></ul>

The Speech and Language Therapist and the school's music therapist supported remote sessions. The Physiotherapists, special school nursing service and Occupational therapist have all supported parents remotely using the telephone and virtual meetings. Pupils' equipment is sent home wherever possible although this depended on home circumstances.

As a result, the Remote Curriculum offer has been identified as an example of outstanding practice for complex pupils.:

- London Grid for Learning have included resources created by the school on their website as examples of excellent practice to demonstrate how learners with complex needs can be engaged in meaningful learning at home. <https://national.lgfl.net/Educators/IncludED>
- Parental Survey Summer 21 - 96% felt the quality of home learning packs, equipment and activities was good and also that the quality of EHCP meetings was good. 88% of parents felt the Zoom sessions had been of a high quality.
- Governor monitoring - January 21 – “The lesson was opened in a very vibrant, enthusiastic way. This immediately created a happy fun environment which the children reacted well to. The team told a story about ‘Super Worm’ which was really entertaining and well supported by ‘stage props’ and picture and sign language. The children and parents appeared to have been well briefed and provided their own props and pictures. The interaction was excellent, well supported by clear speech and sign language.”
- Dr P Knightsmith has included a number of videos to use as training for schools on good practice for Remote Learning – e.g. [https://www.youtube.com/watch?v=GcdSfueDCyo&list=PLqYMDMOFjGsIE2UjZQGyNB20lhjX\\_gw\\_d&index=8](https://www.youtube.com/watch?v=GcdSfueDCyo&list=PLqYMDMOFjGsIE2UjZQGyNB20lhjX_gw_d&index=8)
- Reading is prioritised to allow pupils to access the full curriculum offer. Summer Lesson observations focussed on reading across the curriculum. Observers saw evidence of effective storytelling and the teaching of the pre-requisites of reading - self-awareness, a sense of rhythm, pattern and order and communication skills in classrooms following the early years and pre-formal curriculum. This was linked to Phase one phonics where appropriate. In classrooms following the early years, formal or semi-formal curriculum, observers saw some evidence of effective ongoing formative assessment of learners' progress with phonics.  
  
Link Advisor Report Summer 21 – “Profile of reading has been raised across the school facilitated by a range of CPD opportunities for both subject leaders and whole school teams. This has included whole school training to develop shared understanding of the processes to support early reading development and consider how this applies to pupils at St. Giles. An example of impact of this was observed in a Lower School class where role play was used to support storytelling and linked to a topic based around a book. All children were enthused and actively engaged in the activity.”
- Catch up and National Tutoring Funding is being used to fund a specialist teacher to offer additional support to pupils following the pandemic to re-establish use of different tools to support communication and enhance the use of personalised AAC to support and facilitate interaction and engagement for all learners.

#### **Assessment**

Teachers and leaders use assessment well to understand different starting points and gaps as a result of the pandemic.

- Achievement towards EHCP outcomes for each pupil is supported through the creation of annual targets and steps towards this. Progress towards the outcomes and targets is monitored through annotated Timelines which are moderated on a termly basis. Achievement of these targets is reported through EHCP reports and monitored by the leadership team.
- The resulting timelines are used to create personalised learning opportunities for each pupil to meet their needs and build on previous learning. During the pandemic these learning opportunities were modified to support parents and reflect home circumstances where pupils were self-isolating e.g. [https://www.youtube.com/watch?v=GcdSfueDCyo&list=PLqYMDMOFjGsIE2UjZQGyNB20lhjX\\_gw\\_d&index=8](https://www.youtube.com/watch?v=GcdSfueDCyo&list=PLqYMDMOFjGsIE2UjZQGyNB20lhjX_gw_d&index=8)
- 92% of parents responding to a parent survey felt the school let them know how their child is doing and that the school has high expectations for their child.
- Targets for pupils have continued to be set and monitored.

	<ul style="list-style-type: none"> <li>○ Teachers use assessment to inform teaching. Lesson Observations Summer 21 – Examples of teachers’ planning observed to show clear individual learning objectives set for learners and learners’ reading levels identified.</li> <li>○ The school uses both internal and external moderation with Croydon Special provision and other South London Special Schools to support assessments.</li> </ul> <p><b>Impact:</b></p> <p>Despite the pandemic, pupils have continued to make progress - over 70% of all pupils following a subject specific curriculum made progress with reading, writing and number - Pupil Premium Data July 21. 63% of Pupil Premium pupils following a non-subject specific Pre-Formal Curriculum made progress. - Pupil Premium Data July 21.</p> <p>Year 11 learners all successfully completed accreditation -<b>see Appendix A.</b></p> <p>The progress made by learners between year 6 and year 11 was in line with progress made in previous years e.g. summer 2019.</p>
<p><b>Areas for development from performance data</b></p>	<p>Analysis of pupil progress and achievement from starting points from before the pandemic identified gaps /regression for groups or individual pupils in the following areas:</p> <ul style="list-style-type: none"> <li>○ “Mobility; Lack of regular intervention and use of specialised equipment such as standing frames has led to some regression in terms of movement and/or maintaining a supported upright position.</li> <li>○ Communication; Evident that some children require additional support to re-establish use of different tools to support communication</li> <li>○ Engagement; for some pupils the transition back to daily routines of school has been challenging with some experiencing problems with self-regulation”- Link Advisor Report – Summer 21</li> </ul> <p>PMLD pupils following the pre-formal pathway made less progress than other pupils – Pupil Premium Data July 21 and Progress Report Autumn 21</p> <p>We conclude that this is for a number of reasons:</p> <ul style="list-style-type: none"> <li>○ These pupils were frequently the most medically complex and therefore among the last to return to school</li> <li>○ Although pupils in many cases did successfully engagement in remote learning, the opportunity to make individual close observations to support next steps and identify progress was limited.</li> </ul> <p>These pupils specifically require established and consistent routines which was not always possible at home.</p> <p>There was some variation in progress between disadvantaged pupils and their non-disadvantaged peers:</p> <ul style="list-style-type: none"> <li>○ Pupils for whom the school receives pupil premium made better progress than non-pupil premium learners in reading and writing – Pupil Premium Data July 21</li> <li>○ Pupils receiving pupil premium made 22% less progress in maths. Pupil Premium Data July 21</li> <li>○ Pupil premium pupils who follow a non-subject specific curriculum have made better progress than non-pupil premium pupils. Pupil Premium Data July 21</li> </ul> <p>The reasons for these variations is unclear, but all these areas are being addressed through the School Development Plan and the Pupil Premium Strategy</p>
<p><b>Other areas for Development</b></p>	<ul style="list-style-type: none"> <li>○ Continued development of subject leadership within the Curriculum Faculties to support Subject Leaders’ understanding of pupil progress in their subject and monitoring of work given to pupils, over time and across the school, to ensure it consistently matches the aims of the curriculum.</li> <li>○ Continued CPD for teachers and Teaching assistants and further refining of Curriculum documents to ensure appropriate match for learning objectives, activities, resources and environment.</li> <li>○ Further development of Evidence for Learning to track progress towards annual targets and EHCP outcomes with co-production of formative assessment involving parents use of Evidence for Learning.</li> </ul>

<b>Next steps</b>	<ul style="list-style-type: none"><li>○ Continued development of systematic teaching of synthetic phonics for MLD and SLD learners following the formal and semi-formal pathway using Read Write Inc.</li><li>○ Maths subject leader to reflect Summer 21 issues with subject specific pupil premium pupils and maths target setting in the maths action plan. Pupil Premium and Recovery premium funding will be used to support pupils in this subject area.</li><li>○ Use of Recovery funding to fund:<ul style="list-style-type: none"><li>○ PMLD pupils who have not made expected progress</li><li>○ MLD and SLD pupils who have not made expected progress with maths being prioritised.</li></ul></li><li>○ Continued use of National Tutoring funding to employ specialist AAC teacher to offer additional support for learners to catch up on the use of personalised AAC to support and facilitate interaction and engagement for all learners.</li><li>○ Increase in the number of devices in class to enable improved access to Evidence for Learning. Ongoing CPD for staff team on use of Evidence for Learning platform.</li></ul>
-------------------	--

**BEHAVIOUR AND ATTITUDES – Behaviour and attitudes at St Giles are Good within the context of the pandemic, the Local context, pupils complex medical needs and issues surrounding Health Funding .**

<p><b>Strengths</b></p>	<p><b>Behaviour</b></p> <p>There is a safe, calm, orderly and positive environment in the school with clear, personalised routines and expectations in place for pupils.</p> <ul style="list-style-type: none"> <li>○ There have been no fixed or permanent exclusions.</li> <li>○ There have been two reports of racist incidents involving the same learner. This learner is being supported by CAMHS.</li> <li>○ 96% of parents agreed or strongly agreed that St Giles supports pupils with their behaviour. All parents who took part in the survey felt that their children felt safe and 96% felt that they were happy at St Giles. No parents felt that their children hadn't been supported if they had been bullied. - Parent Survey Summer 21</li> <li>○ Good use has been made of the Sports Premium and support from the Occupational Therapist for function to develop personalised sensory interventions for pupils e.g. sensory motor integration and sensory circuits:             <ul style="list-style-type: none"> <li>○ Link Advisor Report Summer 21 "Recent input and partnership with allocated NHS Occupational therapist has led to a number of new initiatives in place to support functional skills and sensory needs of pupils, including training and resourcing sensory circuits (funded via Sports premium)."</li> <li>○ Lesson observation Summer 21 - There was evidence of pupils' sensory needs being met within lessons e.g. pupils able to independently access a chewy tube or given access at times during the day to a stretchy fiddle toy used to self-regulate".</li> </ul> </li> <li>○ Improved access to communication supports positive behaviour management - Lesson Observations Summer 21 – "Evidence of effective communication support during some lessons with many class team members consistently using a "Total Communication" approach using Makaton signing, touch cues, symbols and simple speech for all learners. Now / Next support was offered to learners at a whole class and individual level and this was a good support to learners."</li> <li>○ Consideration for the classroom environment has led to increased use of workstations for pupils with ASD e.g. Lesson Observations Summer 21 "A work station introduced for a learner with ASD greatly increased the learner's ability to focus on the objectives and activities set for her."</li> <li>○ Five learners in the school are currently being supported by CAMHS.</li> <li>○ Incident involving behaviour are recorded on the schools safeguarding software CPOMS and followed up the school's Leadership and Management Team (LMT). Teachers are supported by the LMT to develop personalised behaviour plans with learners and their families.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>○ Attendance is monitored by the school's leadership and management team. Where learners are unable to attend due to Covid 19 self-isolation, a remote education offer is provided.</li> <li>○ Multi-agency working and support has been put in place to secure attendance where parental anxiety is an issue through the LMT and Family Support Worker. As a result, pupils returned to school during the summer term including those whose parents were anxious about attendance.</li> <li>○ Where pupils are unable to access school due to illness, the school supports learners remotely. Remote education is currently being offered to 5 pupils who are unwell and unable to attend school. In 4 cases teaching assistants and teachers are supporting learners at home.</li> <li>○ The school worked successfully last year with the Local Authority and Health Authority to secure the attendance of pupils who require aerosol generating procedures.</li> </ul>
<p><b>Areas for development</b></p>	<p><b>Behaviour</b></p> <p>Further develop use of the school's safeguarding software CPOMS to track and support pupil behaviour.</p> <p>Further develop support for pupils with ASD and attachment issues through staff CPD and support from specialist teacher.</p> <p><b>Attendance</b></p>

	<p>The percentage of pupils whose overall absence equates to 10 per cent or more of their possible sessions during the first half of the Autumn Term was 48.28%. This compares to 47.8% during the summer term.</p> <p>Continued support from school to pupils and families to overcome issues caused by:</p> <ul style="list-style-type: none"> <li>○ Covid 19 and staffing issues related to this</li> <li>○ Resulting anxiety of parents whose children have complex medical needs.</li> <li>○ Delays securing appropriately trained Health staff to support pupils with complex medical needs where support cannot be delegated to school team.</li> <li>○ Increased surgery and medical appointments previously postponed as a result of the Covid pandemic</li> <li>○ Issues with transport e.g. issues with the provision of trained guides for pupils with complex medical needs - see also nursery pupils</li> <li>○ Difficulties with transition into school for medically complex learners starting school where parents have a high level of anxiety</li> </ul>	<p style="text-align: center;"><b>Attendance Autumn Term 2021</b> Excluding 2 complex pupils transitioning into school and 3 pupils with highly complex medical needs.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Nursery</td> <td style="text-align: center;">81.9%</td> </tr> <tr> <td style="text-align: center;">Lower School</td> <td style="text-align: center;">78.8%</td> </tr> <tr> <td style="text-align: center;">Middle School</td> <td style="text-align: center;">83%</td> </tr> <tr> <td style="text-align: center;">Upper School</td> <td style="text-align: center;">85%</td> </tr> <tr> <td style="text-align: center;">Sixth Form</td> <td style="text-align: center;">90.9%</td> </tr> </table>	Nursery	81.9%	Lower School	78.8%	Middle School	83%	Upper School	85%	Sixth Form	90.9%
Nursery	81.9%											
Lower School	78.8%											
Middle School	83%											
Upper School	85%											
Sixth Form	90.9%											
<p><b>Next steps</b></p>	<p><b>Behaviour</b></p> <p>Use of National Tutoring funding to employ specialist teacher to offer additional support for learners with ASD.</p> <p>LMT CPD on further developing effective use of CPOMS to record behaviour.</p> <p><b>Attendance</b></p> <p>Headteacher and Governor discussions with Local Authority and Health Authority about securing funding for medically complex pupils where support cannot be delegated to staff team and Special School Nursing are unable to meet a learner’s complex needs.</p> <p>Use of Recovery premium funding to support pupils where parental anxiety has or continues to act as a barrier for pupil attendance or where a pupil’s attendance has been impacted by delayed surgery or medical treatment caused by the pandemic.</p> <p>Interim EHCP reviews where pupil attendance impacted by issues about a child’s ability to access school due to health needs.</p>											

<b>PERSONAL DEVELOPMENT – Good</b>	
<p><b>Strengths</b></p>	<p>The curriculum developed by the school extends beyond the academic and provides for pupils’ broader development. The newly developed Personal, social, health and economic (PSHE) curriculum supports pupils to eat healthily, maintain an active lifestyle, keep physically and mentally healthy and develop an understanding of healthy relationships. The curriculum reflects the St Giles values which are based around the British values and are reflected in our whole school life – Respect, Choice, Celebration, Community, Responsibility, Cooperation and Participation.</p> <p>The Curriculum promotes equality of opportunity and diversity effectively. Pupils are taught to appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.</p> <p>92% of parents responding to the Parent Survey in Summer 21 felt the school supported their child’s wider personal development.</p> <p>The school provides high-quality pastoral support.</p> <ul style="list-style-type: none"> <li>○ Learners who require further support with their mental health and well-being have access to an Emotional Literacy Support Assistant (ELSA). Support was offered to pupils by this assistant remotely during the pandemic.</li> </ul>

	<ul style="list-style-type: none"> <li>○ A teacher is a trained Mental Health First Aider for children</li> <li>○ The Children’s Hospital at Home Indigo Team have supported 3 learners with complex medical conditions with Drama-therapy in school and are currently reviewing applications on behalf of 3 more learners.</li> </ul> <p>The school has now reviewed the Relationships, Health and Sex education (RSE), published a policy and consulted parents on this</p> <p>The school works to prepare learners for the next stage of education. A teaching assistant with responsibility for Transition and Work Experience supports pupils and parents with post 16 transition from year 9 where it is not appropriate for learners to access post 16 provision within St Giles. The school provides opportunities for all Year 11 and Year 14 students to achieve a portfolio of accreditation that meet their interests, aspirations and demonstrates the breadth of curriculum and a high level of challenge matched to their personal abilities and needs. All year 10 and 11 learners normally take part in work related learning, completing work experience appropriate to their needs. For the last two years this was not possible due to the covid-19 pandemic, but learners accessed work experience within school.</p>
<b>Areas for development</b>	<p>To further develop the use of the Gatsby Benchmarks, a framework that defines the best careers provision in schools and colleges, to develop and improve the school’s careers provision, enable a range of education and training providers to speak to MLD pupils in Years 8 to 11.</p> <p>The school worked with learners in year 11 and 14 to prepare them for the next stage of education, however 2 yr. 11 and 1 year 14 learner were unable to move to the placements of their choice. This was due to issues with the local offer – see page 9.</p> <p>In response, the school has:</p> <ul style="list-style-type: none"> <li>○ Offered support to the family of the year 14 learner without her hoped for social care placement through the Family Support Worker.</li> <li>○ Provided school places for 2 yr. 11 learners this academic year until appropriate places can be found.</li> </ul> <p>To work with the Local Authority to formalise the offer for Post 16 and 19 pupils so that timely guidance can be offered to pupils and families on future placements and links established for effective transition.</p> <p>To re-establish an active pupil council that is consulted on issues such as the curriculum, school meals and fundraising events.</p>
<b>Next steps</b>	<p>Upper School Department Leader and TA for Transition to discuss use of the Gatsby Benchmarks in other Secondary Schools and report back to LMT.</p> <p>Department Leaders to organise Pupil Council to meet alongside Staff Voice.</p> <p>Headteacher and Governors to work with Croydon to establish effective pathway into provision for yr. 11 and yr. 14 pupils.</p> <p>Trained Mental Health First Aider for children to offer staff CPD on transition.</p>

## LEADERSHIP AND MANAGEMENT – Good with outstanding features

<b>Strengths</b>	<p><b>Vision</b></p> <p>The LMT have an ambitious vision to provide high-quality education to all pupils. This has continued throughout the Pandemic. The LMT are focused on improving teachers’ subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. This has led to the establishment of curriculum pathways, faculties, subject leaders for all areas and documents that are sequenced towards cumulatively sufficient knowledge and skills.</p> <ul style="list-style-type: none"><li>○ Link Advisor Report Summer 21 – “Leadership are effectively managing the various challenges imposed by the pandemic alongside actions to review and updating school policy and practice in respect to new national policy and OFSTED expectations. There is a strong commitment to self-review to ensure that approaches and resources to support teaching and learning for all pupils are continually reviewed and developed drawing on recent research and any new innovations.”</li></ul> <p>The LMT engage effectively with the Local Authority to widen and improve provision for children and young people with complex medical and physical needs.</p> <ul style="list-style-type: none"><li>○ The school has expanded to provide an onsite specialist nursery establishing a strong link with parents at an earlier age and build trust in education and confidence in multi-agency working.</li><li>○ The Family Support Worker supports parents to access services from the Local Authority through multi-agency working e.g. Housing and EHCP workshops. Her work is an example of outstanding practice.</li><li>○ The school has worked with the Local Authority to create Aerosol Generating Procedure (AGP rooms, improve ventilation and extend and adapt the school building to reflect the changing needs of the more complex school population – <b>see Appendix C</b></li></ul> <p>The LMT’s engagement with a wide range of Health and Social Care professionals to secure the best outcomes for children and young people with complex medical and physical needs and their families is an example of outstanding practice:</p> <ul style="list-style-type: none"><li>○ Weekly multi-agency meetings to discuss current and future needs and provision</li><li>○ Weekly class liaison meetings to link education and Health</li><li>○ Fortnightly meetings with the Children with Disabilities Team</li><li>○ Regular return to school meetings with Health to support children back into education following surgery or illness</li><li>○ Meetings to discuss issues relating to particular difficulties e.g. Wheelchair Service discussion about “one seat “strategy.</li></ul> <p>The LMT and Governors engage effectively with parents:</p> <ul style="list-style-type: none"><li>○ 92% of parents in a parent survey (Summer 21) said that If I have raised concerns, they have been dealt with properly.</li><li>○ All parents taking part in the survey gave positive feedback about the quality of EHCP meetings.</li><li>○ Virtual school performances for parents to view Winter 20 and Summer 21.</li><li>○ Virtual Coffee mornings were held in Summer term 21.</li></ul> <p>The school is outward looking, seeking external opportunities to develop teachers’ subject, pedagogical and pedagogical content knowledge:</p> <ul style="list-style-type: none"><li>○ The school regularly contributes to and takes part in Hirstwood Training Events. The Teaching Assistant Level 4 who supports access and AAC is a frequent presenter by the staff team. The school team benefit from the other contributors - <a href="https://hirstwood.com/sensory-festival-2021/">https://hirstwood.com/sensory-festival-2021/</a></li><li>○ The school’s maths subject leader recently attended an Erasmus course in Iceland. The focus was on SEN and wellbeing. As a result, the subject leader has been able to contribute useful information about developing the school environment to support learner engagement.</li><li>○ The school regularly attends moderation and subject leader sessions within the South London Specialist Learning Partnership (SLP) gaining useful information about other school’s outstanding and good practice.</li></ul>
------------------	--

### **Safeguarding**

The school has an outstanding culture of safeguarding that supports effective arrangements to identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation. Families and pupils are referred in a timely way to sources of support.

- Learners have continued to be safeguarded when they are receiving remote education or self-isolating due to COVID-19 through regular contact with the class teacher.
- The school has established appropriate Safeguarding, Behaviour and RSE policies that make it clear that sexual harassment, peer on peer abuse online sexual abuse and sexual violence (including sexualised language) is unacceptable. This is also reflected in the PSHE curriculum.
- The staff team received induction training in safeguarding and annual updates. In the last year they have received training during the year on Prevent, Domestic abuse and violence and are currently receiving training on Sexual Harassment and Peer on Peer abuse during weekly staff briefings.
- Safeguarding is on the agenda at weekly multi-professional meetings.
- Fortnightly safeguarding meetings are held with the Headteacher, Department leaders, the Family Support Worker and a representative from the school nursing service.
- The Headteacher meets with the Family Support Worker on a fortnightly basis.
- The Family Support Worker hosts CIN meetings for 78 pupils.
- The school has an extensive training and monitoring Moving and Handling programme to protect the staff team and pupils from harm
- There are two Looked after Children (LAC) who are monitored carefully by the Teacher with responsibility for Pupil Wellbeing
- The school manages safe recruitment. The School Business Manager, Headteacher and Deputy Head are all trained in safer recruitment.
- The school audits safeguarding annually with the local authority.
- Single central record checks are made regularly by the Headteacher and Governor with responsibility for safeguarding.

### **Governance**

Governors support and challenge the Leadership and Management Team and hold them to account for all aspects of the school's performance.

There are three Governor committees:

- Strategy
- Resources
- Achievement and Standards

These committees work with the LMT to ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.

During the pandemic Governors have attended Remote Learning Sessions and have reported back on the quality of these sessions.

Recently Governors have also attended training on phonics, RSE and the Engagement Model.

The Chair of Governors has attended a staff briefing and Governors also attended virtual parent coffee mornings. They have completed Governors support the school to fulfil its statutory duties and other duties, for example in relation to the 'Prevent' duty and safeguarding.

### **Staff mental health and wellbeing**

The LMT engages with the large staff team, taking account of workload and other pressures on them. Staff are supported to take responsibility for their own wellbeing.

They are managed realistically and constructively in including in response to COVID-19 and beyond/during the transitional period:

- The school is working towards signing the DfE Education Staff Wellbeing Charter
- Five members of the LMT are trained Mental Health First Aiders

	<ul style="list-style-type: none"> <li>○ A weekly virtual briefing meeting is held to ensure all staff are updated on school events, policies and priorities</li> <li>○ Department leaders hold regular Department meetings</li> <li>○ Curriculum faculties have been established to support subject leaders, creating a “You will never walk alone” culture.</li> <li>○ The Middle School Department Leader produces a staff Wellbeing newsletter.</li> <li>○ Return to work meetings are held with a member of LMT for staff with First Formal Meetings for staff who have triggered the absence threshold and referrals to occupational health where this is appropriate.</li> <li>○ Staff are encouraged to make use of the school’s Employee Assistance Programme.</li> <li>○ Half Termly Staff Voice Meetings have been established to encourage proactive communication and review. All areas of the staff team are represented.</li> <li>○ The LMT are meeting with teachers to review workload and act in response where possible and appropriate to do so.</li> <li>○ The staff team are encouraged to pursue appropriate professional development through the appraisal process which continued through the Pandemic.</li> </ul> <p>Leadership has worked proactively to create a new job role of Pupil Care Support Assistant to support the staff team’s workload with personal care. This role is being carefully monitored with training and support put in place as the new team establishes itself. The new role has been largely welcomed – “The PCSA is extremely conscientious and will always ask if she is unsure of anything to confirm what she is doing is correct. She is very aware of procedures and policies around personal care and moving and handling. She is very child centred in her approach and has built really positive relationships with students in our class” Feedback from class teacher Autumn 21</p>
<b>Areas for development</b>	<p>Effective unconscious bias training is being sought for the LMT and TLR post holders to support the school’s promotion of diversity – eliminating discrimination and advancing equality of opportunity.</p> <p>Continue to restructure the staff team, securing improved recruitment processes and staff absence cover to ensure a full staff team throughout the school.</p>
<b>Next steps</b>	<p><b>Vision</b> Further develop communication with parents e.g. coffee mornings within school where safe to do so, provision of virtual events if Pandemic still active. Further develop workshops for parents to access advice on supporting their child.</p> <p><b>Safeguarding</b> Complete training on Sexual Harassment and Peer on Peer abuse during weekly staff briefings. Review role and support for Family Support Worker to ensure workload is realistic and manageable.</p> <p><b>Governance</b> Governor to receive training in Managing Complaints and Deep Dives.</p> <p><b>Staff mental health and wellbeing</b> Embed Staff Voice meetings. Review Admin team support for HR to ensure staffing cover and recruitment fully supported. Ensure all roles have been evaluated where increased responsibilities have occurred.</p>

**QUALITY OF EDUCATION IN EARLY YEARS – Good**

<b>Strengths</b>	<p>The St Giles Nursery opened in September 20 taking over the site and staff team from the Crossfield Rainbow Nursery. In September 21 it transferred to the main St Giles site.</p> <p>Securing the relocation of the Nursery has been a positive strategic move – “. Re-locating the nursery to the mainstream school site will alleviate many of this year’s challenges and workload demands associated with managing the offsite provision. Onsite provision will also enable the nursery to become an integral part of the wider school community.” – Link Advisor Report July 21</p> <p><b>Intent</b></p>
------------------	--

	<p>The Lower School Department Leader is supporting the construction of a largely play-based curriculum that is ambitious and personalised to meet the needs of each learner.</p> <p>It aims to ensure:</p> <ul style="list-style-type: none"> <li>○ The best for every child – all children deserve to have an equal chance at success</li> <li>○ High quality care – the child’s experience is central to the thinking of every early year’s practitioner</li> <li>○ Access to communication, offering opportunities for children to interact and to respond to the actions of others.</li> <li>○ Children’s complex physical and sensory needs are met – working closely with their families and therapists to further develop an understanding of children’s strengths and how to meet their access needs.</li> <li>○ We aim to provide a developmental curriculum which will play a diagnostic role in establishing which of the three St Giles Curriculum pathways the learner will begin in Year 3, Pre-Formal, Semi-Formal or Formal.</li> </ul> <p>The curriculum covers the 7 areas of learning and development identified in the EYFS framework. Additionally, Early Years Practitioners at St Giles use the school’s Pre-Formal, Semi-Formal and Formal Curriculum documents to support their planning.</p> <p><b>Implementation</b></p> <p>The Lower School Department Leader has provided effective ongoing support to the Nursery staff team including to those staff with less experience and knowledge of teaching. The ongoing work on curriculum development means that practitioners are developing an understanding of the areas of learning they teach and the way in which each child learns.</p> <p>Practitioners and leaders are using assessment to plan suitably challenging activities and responding to each child’s complex needs.</p> <p>Assessments are also used to check and understand each child’s strengths and complex needs in order to work in partnership with a large team of professionals and parents to develop effective EHCPs.</p> <p>The school shares information with parents about their child’s progress in relation to the EYFS and also in relation to their EHCP assessment.</p> <p><b>Impact</b></p> <p>Pupils transferring into Reception in Autumn Term 21 have been ready for school and have transferred smoothly.</p> <p>Six learners have successfully entered the Nursery over the Summer Term 21 and Autumn Term 21.</p>
<b>Areas for development</b>	<ul style="list-style-type: none"> <li>○ Complete recruitment of Nursery staff team to prepare for transition of 2-year-old cohort into Nursery</li> <li>○ Complete the establishment of a Nursery environment that is fit for purpose that allows Nursery learners to focus on learning.</li> <li>○ Embed strong partnerships with parents, carers and other agencies to develop effective EHCPs</li> <li>○ Embed and further develop the EYFS curriculum content is taught in a logical progression, that can be systematically and effectively explained with new Early Learning Goals (ELGs) supporting accurate assessment.</li> </ul>
<b>Next steps</b>	<ul style="list-style-type: none"> <li>○ Ensure all job roles have been evaluated where increased responsibilities have occurred.</li> <li>○ Ensure full staff team recruited</li> <li>○ Ensure Health funding secured for pupils with complex medical needs that cannot be delegated to education staff</li> <li>○ Fully agree admissions process with Local Authority.</li> </ul>

**QUALITY OF SIXTH-FORM PROVISION – Good**

<b>Strengths</b>	<p>The sixth form at St Giles is for pupils with Profound and Multiple Disabilities. They are placed in the sixth form until they are 19.</p> <p><b>Curriculum:</b></p> <p><b>Intent</b></p> <p>The Sixth Form follows the Pre-Formal Curriculum Pathway. This has been successfully established. The curriculum is coherently planned and sequenced to meet learner needs. <a href="https://www.st-gilesschool.co.uk/pre-formal-curriculum/">https://www.st-gilesschool.co.uk/pre-formal-curriculum/</a></p> <p><b>Implementation:</b></p>
------------------	---

	<p>Lesson observations Autumn 20 and Summer 21 demonstrate that the sixth form teacher and her team have a good understanding of the curriculum and of learners' strengths and needs.</p> <p><b>Impact:</b> Year 14 learners all successfully completed accreditation - see Appendix B. Both learners have continued to make progress during their time in sixth form. One of the learners made sufficient progress to move from non-subject specific assessment to subject specific assessment. The progress made by learners between year 6 and year 14 was in line with progress made in previous years e.g. summer 2019.</p> <p><b>Attitudes to learning</b> Lesson observations Autumn 20 and Summer 21 suggest learners are happy and engaged in their learning. Feedback from parents at EHCP reviews has been positive about their children's school experience.</p> <p><b>Personal development:</b> One learner transferred smoothly and successfully into post 19 provision Summer 21.</p>
<b>Areas for development</b>	Following issues for a learner unable to access the post-19 destination of her choice from Adult Social Care, the Headteacher and Governors need to have discussions with the Local Authority about post 19 learner destinations.
<b>Next steps</b>	Secure a meeting with the local authority to review post 19 learner destinations.

**OVERALL EFFECTIVENESS – Good with outstanding features**

## Appendix A

Year 11 Progress and Accreditation				
Pupil	Subject	Year 6 Level	Year 11 Level	Accreditation
MLD Pupil	English-Reading	M2	M3	Additional English Entry Pathway Award Entry Level 2
	English-Writing	M1	M3	
	Maths	Working within M1	M1	AQA Entry Level 1
	Science	Working within M2	M3	Science Today Entry Pathway Award Entry Level 3
	Arts			Arts Award Bronze
	Humanities			Entry Pathway Award Entry Level 2
	PSHE			PSE Entry Level Certificate Entry Level 2
	Other subjects			AQA Unit Awards in computing, PE and Music
SLD Pupil	English-Reading	P6	SS2(P6)	Pre-Entry AQA Unit Award
	English-Writing	P5	SS2(P6)	
	Maths	P6	SS2(P6)	Pre-Entry AQA Unit Award
	Science	P8	SS3	Pre-Entry AQA Unit Award
	Humanities			Pre-Entry AQA Unit Award
	PSHE			Pre-Entry AQA Unit Award
	Other subjects			AQA Unit Awards in PE and DT
SLD Pupil	English-Reading	P7	BG2	AQA Unit Award
	English-Writing	P6	BG1	
	Maths	P8	BG1.8	AQA Entry Level 1
	Science	P7	BG2	AQA Unit Award
	Arts			Art Award (Bronze)
	Humanities			Entry Pathway Award Entry Level 2
	PSHE			PSE Entry Level 2 Award
	Other subjects			AQA Unit Awards in computing, PE and Work Experience
SLD Pupil	English-Reading	P7	BG1	AQA Unit Award
	English-Writing	P4	SS3	
	Maths	P7	BG1	AQA Unit Award
	Science	P7		AQA Unit Award
	Arts			Arts Award Bronze
	Humanities			Entry Pathway Award Entry Level 2
	PSHE			PSE Entry Level 2 Award
	Other subjects			AQA Unit Awards in computing, PE and Work Experience
PMLD / SLD Pupil		P3i non-subject specific curriculum KS2	Reading: P4 Writing: P3ii Maths P3ii.8 Science P3ii.8	AQA Unit Awards in humanities, PSE, art, DT, ICT and PE

## Appendix B

<b>Year 14 Progress and Accreditation</b>				
Pupil	Year 6 Level	Year 11 Level	Year 14 Level	Accreditation
PMLD Pupil	Non Subject Specific P2ii	Non Subject Specific P3ii	Reading: P4 Writing: P3ii.8 Maths: P3ii.6 Science: P4	Transition Challenge Sensory
PMLD Pupil	Non Subject Specific P1i	Non Subject Specific P2i	Non Subject Specific P2ii	Transition Challenge Sensory

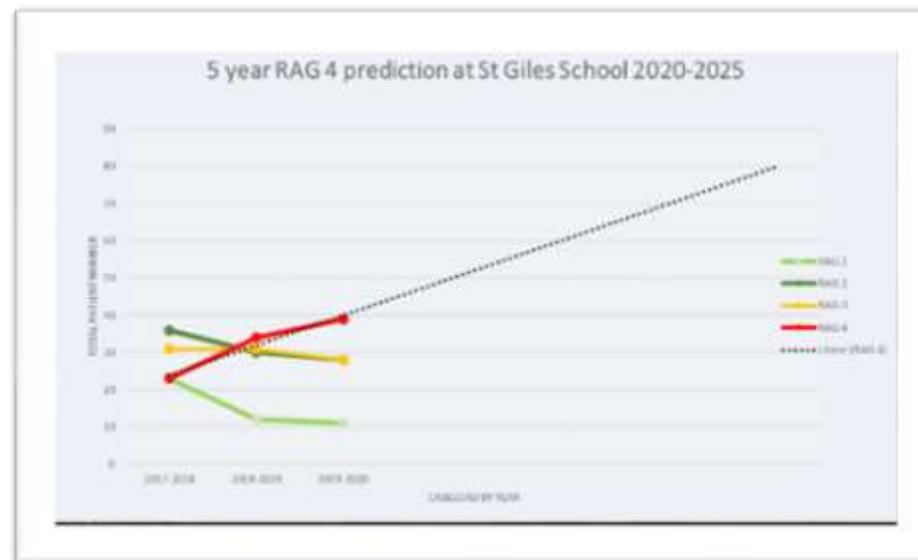
## Appendix C

### Other Significant Factors

#### 1. Growing Complexity of Learners' Physical and Medical Needs

All learners at St Giles School have complex medical needs and / or physical disabilities, but learners with the highest level of complex medical needs have risen rapidly year on year. This is demonstrated in historical data and projected trends from the Special School Nursing. Data collated in June 2021 demonstrates that the trend is following the RAG 4 trajectory with RAG for pupils being supported by the Special School Nursing Team increasing from 39 (2019/2020) to 47 (2020/2021).

September 2021	Degree of Physical Need Based on Croydon Banding Criteria			
	Diagnosed medical condition	Acute / Chronic	Complex Acute / Chronic	Exceptional
Main school	9.25%	22.25%	47.2%	21.3%
Nursery	0%	0%	100%	0%
Reception and Key Stage 1	8.7%	26%	52.3%	13%
Key Stage 2	3.3%	23.4%	53.3%	20%
Key Stage 3	12%	23.5%	38%	26.5%
Key Stage 4	18.2%	27.2%	36.4%	18.2%
Key Stage 5	10%	0%	60%	30%



#### School Actions

- Highly effective multi-agency working with Special School Nursing and Therapies to support learners' complex needs.
- Multi-agency working with local authority and health authority to establish funding mechanisms to train and obtain staff support for these learners.

#### Care Needs

Due to their complex medical needs, learners at St Giles have a high level of care needs.

- 71.5% of pupils cannot self-propel their wheelchairs.
- 62% of pupils require hoisting.
- 77% of pupils who require hoisting, need between 6 to 10 transfers each day.
- Only 4 pupils in the school require minimal support when using the toilet.
- 54% of pupils have eating and drinking plans because they require 1:1 monitoring for eating and drinking. Many of the remaining pupils do not eat, but have gastrostomies.

#### School Actions

Close collaboration with Governors and HR Providers to develop role of Pupil Support Care Assistant to support pupils' care needs within their class team.  
 Changing staffing ratios overtime to reflect the growing care needs of pupils.  
 Increased use of Occupational Health and Highly Specialist physiotherapist for Moving and Handling to overcome issues caused by high repetitive workload.

• **Therapy Needs**

Despite the increase in pupil numbers and complexity, the school has seen a reduction in available therapy services – e.g. a fall in the number of sessions allocated. This appears to be a national issue (<https://publications.parliament.uk/pa/cm201919/cmselect/cmeduc/20/20.pdf>)

<b>Speech and Language Therapy Number of sessions allocated</b>	
2015-16:	608
2016-17:	537
2017-18:	285
2018-19:	280
2019-20:	264
2020-21:	264

**School Actions**

Review and development of curriculum to include opportunities to support pupils' physical, sensory and communication development.  
 Commissioning of occupational therapy support in order to support learners' complex needs.  
 Employment of AAC specialist teacher for one day a week to strengthen the AAC offer.

• **Sensory Needs**

Many learners have additional sensory needs:

- 41% of learners have a diagnosed visual impairment.
- 12% of learners have a diagnosed hearing impairment.
- 5 learners have a diagnosed multi-sensory impairment.

**School Actions**

Multi-agency working to meet the challenge of identifying and supporting learners with sensory impairments e.g. Involvement of SeeAbility charity.

• **Covid 19 / Aerosol Generating Procedures**

Covid 19 has brought additional considerations to the school's support for learners who require procedures that may generate aerosols.  
 Currently:

- 2 learners require oropharyngeal suctioning
- 2 learners require suctioning due to tracheostomies
- 1 learner requires a daily nebuliser
- 3 learners may require emergency nebulisers

Additionally, 3 learners will be transitioning into nursery this year will also require aerosol generating procedures.

**School Actions**

Development of areas within the school for these procedures to take place.

Multi-agency working with local authority and health authority to establish more areas appropriate for AGPs and also funding mechanisms to train and obtain staff support for these learners.

## 2. Learning Needs

Learning needs have also changed over time. Learners with Profound and Multiple Learning Difficulties (PMLD) were admitted to the school for the first time 12 years ago and the proportion of pupils with this level of learning difficulty has grown within the school. There is also a growing group of pupils with Severe Learning Needs (SLD). The proportion of learners with moderate learning difficulties (MLD) continues to reduce.

Many pupils have co-existing disabilities such as autism. 79% of pupils have a speech, language or communication need that means that they require a communication partner for interventions such as intensive interaction or facilitated AAC.

### School Actions

Development of the school's staff Continuous Professional Development (CPD) offer, curriculum and environment to meet the wide range of learning needs and the changing needs of learners.

September 2021	Learning need		
	MLD	SLD	PMLD
Main School	9.25%	46%	40%
Reception and Key Stage 1	0%	50%	50%
Key Stage 2	10%	43%	47%
Key Stage 3	24%	50%	26%
Key Stage 4	36%	55%	9%
Key Stage 5	0%	20%	80%

## 3. Staffing

The school has experienced difficulties benchmarking the school staffing against other schools for staffing due to the unusual profile of the school. The Headteacher has not been able to find any other community Special Schools on the Financial Benchmarking site that have as high a proportion of pupils with physical disabilities. The Special School Nursing Service was also unable to benchmark against other community special schools and has looked at Chailey Heritage, an independent special school, when looking at staffing.

The change in learner needs means that the teaching assistant team has expanded from 58 FTE teaching assistants in 2015-16 to 67 in 2021-22. Additional support has been obtained by creating a Part Time Pupil Care Support Assistant role.

**Total number of staff employed: 142**

- Total Number of female staff: 135
- Total Number of male staff: 7

### Current contracted staff in regular service:

- Headteacher: 1
- Deputy Head: 1
- School Business Manager: 1
- Pupil Care Support Manager: 1
- Family Support Worker: 1
- TLR 2b Post holders: 3 Department Leaders
- TLR 2a Post holders: 5.3
- Classroom teachers: 19 (including Department Leaders and part time and unqualified teachers)
- Teaching Assistants: 82 (including part time) = 67 full time equivalent
- Pupil Care Support Assistants: 23 (all part time and some still on agency contracts)
- Site and Admin: 15

### School Actions

Growth in Human Resources activity e.g. recruitment, monitoring of staff absence – e.g. 20 First Formal Meetings were held during 2020-21

Flexible use of school site to create extra staff rooms and staff toilets.

- **National and Local Context**

The National Network of Special Schools for School Business Professionals has reported a growing concern for schools in addressing staff absences and problems due to inaccessibility of agency staff. Many agencies have few staff available and are inundated with requests for last minute cover. Additionally, use of agency staff is creating significant financial burdens on school budgets. Schools are reporting large numbers of vacancies for several months, and that they are not receiving the usual numbers of job applicants to fill these gaps, with those that are applying not always of great quality. It has been a struggle to find staff that are a good fit, especially in special settings, with staff moving to other sectors where the pay is better.

Locally, Special School Headteachers are reporting that they have unfilled Teaching and TA vacancies and are struggling to secure high quality supply staff.

**School Actions**

Increased and repeated recruitment activity.

- **Leadership Team**

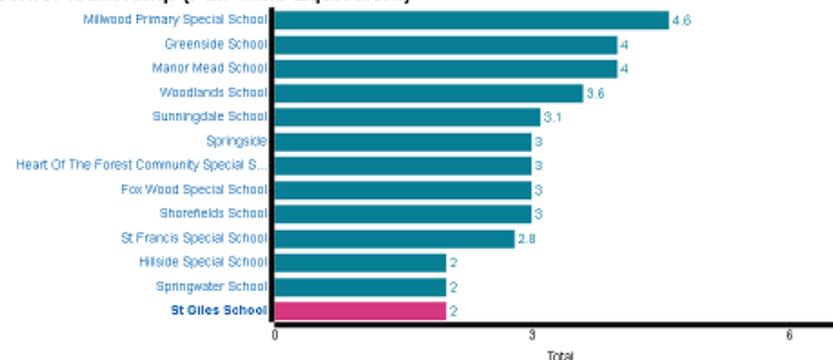
The Leadership and Management Team has 6 members. The School Business Manager, three Department Leaders and the Head and Deputy Head.

The school has two members of staff employed as senior leaders. Nationally, this is below average when compared to schools with a similar proportion of pupils with PMLD.

**School Actions**

Creation of Curriculum faculties to strengthen subject leader role and further develop delegation  
Workload and changes of staffing structure to support delegation to admin team, TLT post holders and other members of the staff team.

**Senior leadership (Full Time Equivalent)**



#### 4. School Site

The school was built in 1976 and has been expanded over time to include accommodation for PMLD pupils, a sixth form and nursery. The most recent expansion was in summer 2021 with the modular build for the nursery.

A Condition Assessment Survey by Croydon Council in July 2020 rated the building condition as category C – “Exhibiting major defects and/or not operating as intended”. There are issues with the central internal ramp which is too narrow, has no middle landing and does not comply with current accessibility legislation and design guidance. This issue is particularly difficult to resolve. The school had to be closed for one day during the summer term due to issues with flooding.

There are particular issues with heating the Hydrotherapy pool and the extra heating required to maintain an acceptable temperature for medically vulnerable pupils while allowing venting for Covid and general infection control within classrooms. This is projected to cost £75, 000 this year.

**School Actions**

Modified use of site to overcome defects and ongoing works to correct where this is possible.

Recent assessment of ventilation in the school and forthcoming works by Croydon.

Review of School’s heating system by Croydon.

## 5. National and Local Context

### • Deprivation

The school's catchment area covers the whole of Croydon with just 6.5% of pupils living out of Borough. In 2019, before Covid 19, Croydon had an index measure of 72 for the 'average rank' measure summarising the average level deprivation of the whole area.

The school's percentage of pupils eligible for pupil premium is 39.8%. This is lower than the average for state funded Special Schools (43.2%) which may reflect the fact that a large number of learners have gastrostomies and do not eat. They therefore may not apply for free school meals.

The school is involved in 78 Child in Need (CIN) meetings. These are held at least once a year, often once a year.

### School Actions

Effective multi-agency working to ensure support for families requiring support.

Highly effective Family Support Worker who supports families

### • Local Authority Offer

There are issues in both year 11 and year 14 for learners who are ready for the next stage of education, but have no provision within Croydon that is available to meet their needs. This means that learners are looking outside the Borough, but have found that out of Borough places are full. Additionally, cuts to adult social care and the effects of the Covid Pandemic has meant issues accessing social care placements. In November 2020, Croydon Council issued a section 114 notice. All local authority expenditure went through a regular spending control panel and non-essential spending was stopped. The section 114 notice has now lapsed, but the council continues to work to make savings.

### School Actions

Changing nursery offer to reduce journeys to school following removal of specialist nursery transport for children with special educational needs.

Increase in the number of CIN Review Meetings undertaken in school following three monthly reviews of Social care packages.

Effective multi-agency working to overcome issues caused by spending cuts.

Signposting families to alternative sources of advice following closure of Benefits Advice Service.

Discussions with the Local Authority about learner destinations.

Family Support Worker support for year 14 learner without social care placement.

Provision by school of places for year 11 learners who do not have hoped for placements this academic year.

### • Local Housing Issues

Many families live in rented accommodation and increasingly housing is an issue for families e.g. pupil is currently unable to access urgent surgery due to an inability to install hoists or enable her to access the property in a wheelchair. A survey commissioned by Croydon in May 2021 found the Council's housing service to be experiencing significant issues with stretched staffing resources. (<https://www.croydon.gov.uk/sites/default/files/2021-05/London%20Borough%20of%20Croydon%20independent%20housing%20investigation.pdf>)

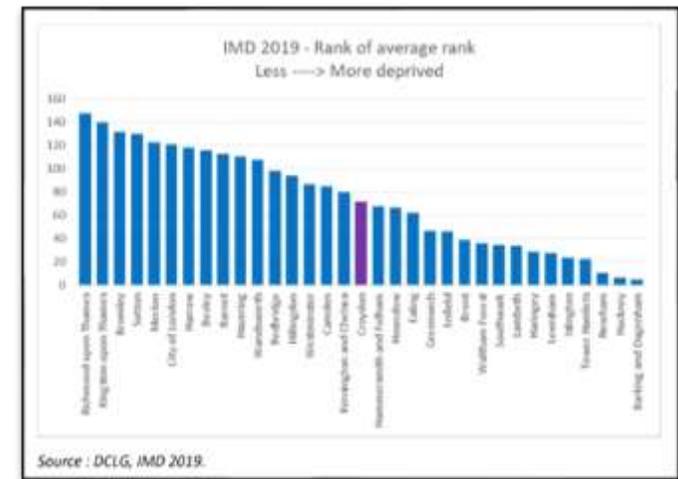
### School Actions

Regular housing clinics in school organised by Family Support Worker

School provides support for pupils with housing difficulties e.g. use of shower in school, use of profiling bed in class if pupil unable to access chair due to delayed surgery.

## 6. Budget

Despite the increased needs of learners there has been no uplift to pupil place funding since 2017. The budget is vigilantly managed and as a result the projected carry forward is currently estimated to be £ 61,783 this year. However, as can be see below, the school has an in year deficit of £386,429 and there is likely to be in deficit in 2022 / 2023.



of

	Description	2021 - 22	2022 - 23	2023 - 24	2024 - 25
In Year Surplus / (Deficit)		(386,429)	(708,556)	(846,187)	(992,887)
Surplus / (Deficit) Brought Fwd		448,212	61,783	(646,773)	(1,492,960)
Cumulative Surplus / (Deficit) C/Fwd		61,783	(646,773)	(1,492,960)	(2,485,847)

Croydon are reviewing Special School funding. They have proposed banded funding; however, the proposed funding represents a cut on previous 2017 “needs based” funding. This is despite the increasingly complex pupil population.

		Band A	Band B	Band C	Band D	High Needs
Proposed top up funding		£7,000	£10,000	£18,000	£28,000	Unknown
School Banding Profile 108 pupils			9.25%	22.25%	47.2%	21.3%
Croydon Banding Profile			10%	22%	52%	16%
	AN	E1	E2	E3	E4	N/A
2017 Band formula top up funding	£3,584	£8,364	£13,145	£22,705	£32,265	
Pupil Banding Profile 91 pupils	<3%	8%	10%	26%	53%	

## GLOSSARY

ASD – Autistic Spectrum Disorder  
CIN – Child in Need  
CLA – Child Looked After  
CNS – Clinical Nurse Specialist  
CPD – Continuous Professional Development  
CPP – Child Protection Plan  
CPOMS - Child Protection Online Management System  
CSA – Compulsory school age  
EAL – English as an Additional Language  
EHCP - Education, Health and Care Plan  
EYFS – Early Years Foundation Stage  
FSM – Free School Meals  
HI – Hearing Impairment  
KS1 – Key Stage 1  
KS2 – Key Stage 2  
KS3 – Key Stage 3  
KS4 – Key Stage 4  
LAC – Looked After Child  
LMT – Leadership and Management Team  
MARF – Multi Agency Referral Form  
MLD – Moderate Learning Difficulty  
MSI – Multi-Sensory Impairment  
PD – Physical Disability  
PMLD – Profound and Multiple Disabilities  
PLO – Public Law Order  
PP – Pupil Premium  
SEMH – Social, Emotional and Mental Health  
SLCN – Speech, Language or Communication Need  
SLD – Severe Learning Difficulties  
SLP - Specialist Schools Partnership