



**St Giles School
Self-Evaluation
Autumn 2022**

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 108 commissioned main school places and 6 commissioned full time equivalent / 12-part time nursery places. There are 116 learners currently on roll including nursery pupils. The main school currently has 100 learners on roll. The school has had an increase in the number of pupils from 104 in 2019 to 116 in 2022.

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. Four learners in the nursery are currently being assessed for an Education, Health and Care Plan.

September 2022	Number of pupils
Main school	108
Nursery	8 pupils (4 full time equivalent)
Reception and Key Stage 1	22
Key Stage 2	35
Key Stage 3	30
Key Stage 4	16
Key Stage 5	5

Contextual Information	
Gender	boys - 57% girls - 43%
Pupil premium eligible pupils	50%
Ethnic minority groups	80%
Ethnicity Groups (Top 10)	Black – African 24% White – British 20% Any other Asian 11% Pakistani 8% White and Black Caribbean 5% Indian 5% Any other White 5% White and Black African 4% Black Caribbean 4% Any Other 3%
Looked after learners	1%
EAL	30%
Travellers	0%

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 currently has support from three physiotherapists and three physiotherapy assistants. There is coverage onsite of 60 Physio Assistant Hours and 45 Qualified Physiotherapists hours over 4 days each week. Nursery pupils have support from the 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 currently benefits from support from 2 NHS music therapists and an NHS drama-therapist

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.

Areas to improve	Progress	Next Steps
<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"> • Work with other Croydon Special Schools to create and use Stepping Stones, Bridging Levels and Milestones to assess progress in core subjects. • Formation of curriculum faculties to support subject leaders as they further develop Foundation Subject assessment levels. • Stepping Stone Levels written for Foundation Subjects. • Target setting model established based upon a historic progression tool. • 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. • 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. • Introduction of Evidence for Learning platform to evidence, assess, review and plan for meeting learners' needs. • Use of progress meetings and internal moderation to track pupil progress and set effective targets. • Moderation with other Special Schools and Enhanced Learning Provisions (ELPs) through Croydon LA and also South London Specialist Schools Partnership (SLP). • Tracking of progress towards annual targets and Education, Health and Care Plans (EHCP) outcomes. • Further development of subject leadership within the Curriculum Faculties to support Subject Leaders' understanding of pupil progress in their subject – lesson observations and monitoring of work given to pupils, over time and across the school, to ensure it consistently matches the aims of the curriculum. 	<ul style="list-style-type: none"> • Develop Bridging Levels in Foundation Subjects • Link new Early Years Framework to the school's three Curriculum Pathways. • Improve access to Evidence for Learning for Teachers and Teaching Assistants through CPD and increased number of iPads in each classroom. • The school has purchased Insight, the Evidence for Learning analysis software and will be using this to facilitate improved access to analysis of pupil progress. • Use of Evidence for Learning to track progress towards annual targets and EHCP outcomes. • Co-production of formative assessment involving parents use of Evidence for Learning.
<p>Ensuring teachers and teaching assistants make sure that activities are well matched to pupils' individual needs.</p>	<ul style="list-style-type: none"> • 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 • Introduction of Curriculum Faculties to support development of curriculum documents that match pupils' ability levels to appropriate learning objectives, activities, resources and environment. • Inclusion of Subject Leaders in lesson observations to monitor the match of activities to pupils' individual needs. • Lesson observations Summer 2022 demonstrated examples of: <ul style="list-style-type: none"> ▪ Teachers' planning linking to pupils' individual targets linked to their timeline targets and EHCP outcomes as well as the appropriate curriculum pathway. 	<ul style="list-style-type: none"> • Continue CPD for teachers and Teaching assistants and further refine Curriculum documents to ensure appropriate match for learning objectives, activities, resources and environment. • Lesson observations Summer 2022 demonstrated need in some classes for further development of: <ul style="list-style-type: none"> ▪ Ongoing CPD support for TAs leading small group phonics e.g. to avoid the use of a schwa when teaching phonemes, to limit talk around phonics activities ▪ Structured approaches for individual ASD pupils incorporating sensory regulation activities and TEACCH approach. ▪ Specialist access needs – school to revise use of switching curriculum next academic year ▪ Further development of use of Total communication e.g.

	<ul style="list-style-type: none"> ▪ teaching assistants observed making use of teacher planning to inform practice. ▪ In some classes TA feedback forms were in use alongside planning so TAs were prompted to focus on appropriate skills for assessment. ▪ Teaching assistants capably delivering teaching of synthetic phonics to individuals and small groups, responding to the individual strengths and needs of learners ▪ Teachers building in time during lessons with teaching assistants to reflect on pupil progress observed by them e.g. to obtain TAs' observations of pupil's responses and changes in body language including gestures, smiles and vocalisations in early years' session • Whole school CPD has developed shared understanding of the processes to support Total Communication and Synthetic Phonics and Early Reading – 2021-22 and Autumn 22. 	<p>teaching assistants modelling Makaton / use of a communication book, now / next boards. Introduction of TaSSeLs.</p> <ul style="list-style-type: none"> ▪ Questioning - Teachers supplying appropriate questions for TAs to use with individual / small group of learners to extend learning.
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Current school improvement priorities – see also School Development Plan for progress

<p>Quality of Education</p>	<p>To further improve learner access to Alternative and Augmentative Communication (AAC).</p> <ul style="list-style-type: none"> ○ Establish a rigorous and sequential approach to the teaching of multi-modal Alternative and Augmentative Communication (AAC) strategies within the school. ○ Create an environment where all adults working with learners are communication partners who are modelling learners’ AAC systems using robust AAC systems that are available throughout the day. ○ Further develop systematic teaching and use of TaSSEs: Tactile Signing for Sensory Learners / Makaton within and outside the school for learners with little or no functional speech. ○ Further develop the creation and use of communication books and boards within and outside the school for learners with little or no functional speech. ○ Establish practice for learners with a clear discrepancy between their level of understanding and their ability to speak
<p>Quality of Education in Early Years</p>	<p>To further establish the new onsite Early Years provision to ensure it meets individual learner needs.</p> <ul style="list-style-type: none"> ○ Link the new Early Years Framework to the school’s three Curriculum Pathways.
<p>Quality of sixth-form provision</p>	<p>Further develop support for parents with transition into post-19 provision and multi-agency working to secure appropriate offers.</p>
<p>Behaviour and attitudes</p>	<p>To further develop teacher understanding of individual pupil needs e.g. to further develop support for learners with social communication needs.</p> <ul style="list-style-type: none"> ○ School to undertake a self-audit of current practice using some of the standards from the National Autistic Association Autism Accreditation Assessment ○ Staff team to receive training in approaches or methods to support learners with social communication issues. ○ Create learning spaces that will support autistic children.
<p>Personal development</p>	<p>To work in partnership with parents to improve learner attendance.</p> <ul style="list-style-type: none"> ○ Deliver clear information to learners, staff and families about the school’s expectations and routines for learner attendance. ○ Monitor implementation of attendance policy. ○ Develop support for learners who are unable to physically attend school due to complex medical conditions.
<p>Leadership and Management</p>	<p>To improve the accuracy and consistency of EHCPs across the school.</p> <ul style="list-style-type: none"> ○ Create role of SENDCO to support accuracy and consistency of EHCPs. ○ LMT and Governors work in partnership with Local Authority, Health and Social Care to identify standard provision for MLD, SLD and PMLD learners. ○ Further develop person-centred approach to EHCP reviews partnership with child / young people and their parents <p>To reduce sickness absence and improve recruitment and retention</p> <ul style="list-style-type: none"> ○ Ensure line managers have access to the tools and resources needed to support the wellbeing of the team they manage ○ Give staff the support they need to take responsibility for their own and others’ wellbeing ○ Prioritise staff mental health ○ Establish clear communications policy ○ Include the voice of staff in the decision-making process across the school. ○ Support staff to progress in their careers ○ Develop supportive approaches to flexible working and diversity <p>To further develop subject leadership at St Giles.</p> <ul style="list-style-type: none"> ○ To agree and implement Bridging Levels in all subject areas. ○ Continue to develop the roles of curriculum faculties, subject leaders and Link Governors to drive further improvement in subject areas. ○ Subject Leaders to further develop judgements on standards of learners’ work, ○ With support from LMT, Subject Leaders evaluate teaching and learning, identifying strengths and areas for improvement.

QUALITY OF EDUCATION - The Quality of Education at St Giles is Good	
Strengths	<p>Intent:</p> <p>Curriculum design and coverage</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"> ○ https://www.st-gilesschool.co.uk/curriculum/ ○ “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 ○ 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 Appendix A ○ 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"> ○ Secondary learners following the semi-formal and formal curriculum pathways were 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. 2021-22 ○ Key stage one class took part in a project with Peoplescape Theatre Company and The Museum of London on Pleasure Gardens. Pupils worked with the theatre completing a series of workshops in school 2021-22. ○ Whizz Kidz workshop for pupils to develop wheelchair skills - Easter 2022 ○ Classes involved in Croydon Inter-Faith Week Autumn 21 and Autumn 22 and educational visits to a place of worship– Autumn and Summer Terms 2021-22 ○ Key Stage Four residential visit to Woodlarks Camping Site – September 2022 ○ Middle School learners to attend the Panathlon Foundation Challenge – Autumn 2022 ○ Physical Education and the Physical and Sensory curriculum is an area of strength for the school with pupils making more progress in this area than in others. <p>Implementation:</p> <p>Quality of teaching and learning</p> <p>Teachers and teaching assistants have good knowledge of the subjects they teach.</p> <ul style="list-style-type: none"> ○ The school has created Curriculum Faculties and subject leaders in Core and foundation subject areas. Subject leaders have undertaken lesson observations alongside LMT in their subject areas. The school continues to support subject leaders to present their curriculum area to other teachers and to Governors. As a result, there is growing knowledge and understanding about the subjects taught. Presentations have taken place for Physical and Sensory, Early Years, Maths, Science and PSHE including RSE. ○ Training about the three curriculum pathways has taken place for all staff across the school – November 22 ○ 95% of parents felt there are a good range of subjects offered at St Giles in a parent survey in July 2022. ○ Lesson Observations Summer 22 - Overall the lessons observed were 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.

The school is moving on from an emergency response to the pandemic and returning to more usual ways of working. Remote education for pupils unable to attend school due to infectious illness has been greatly reduced. Where required, it is well designed to support the wider implementation of the school's curriculum. 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>
- 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
- The school has introduced the Read, Write Inc. phonics scheme across the school to pupils following the semi-formal and formal curriculum. Staff have received CPD and there is ongoing support to the staff teams delivering phonics from the English Subject Leader. Summer term 2022 lesson observations noted that teachers were grouping pupils and deploying staff effectively to meet the wide range of needs within class groups, delivering “the teaching of synthetic phonics to individuals / small groups and responding to the strengths and needs of all learners”. There was good use of “breakout areas to support the effective teaching of phonics”. The observations noted that there were “established routines in phonics with use of specialist vocabulary, building upon content of daily sessions.”
- School Led Catch up Funding has been used to support interventions that are tailored to meet pupils' specific needs. Interventions target specific gaps in the pupil's knowledge or skills identified through school assessment. The teachers delivering the sessions have knowledge and training in SEND, as well as in the subject being taught:
 - Pupils who have not made expected progress in maths and reading have been identified and offered individual tutoring from 2 experienced SEND teachers.
 - The school's Speech and Language Therapist has supported the school to identify individual and small groups of pupils who have Alternative and Augmentative Communication (AAC) needs that were not met as a result of the pandemic and disruption to both internal and external support for communication. A specialist teacher is working with pupils alongside the class teacher and class team to offer additional support and enhance the use of personalised AAC. A Governor visit in June 2022 noted that “very careful preparation had taken place to tailor the program individually by pupil based on analysis of pupils needs and inhibitors to learning” and “progress towards targets was varied by pupil but all had made significant progress.”
 - Music therapy is being used to support pupils with PMLD and SLD to develop an increased awareness of themselves and others, build their self-esteem and confidence, establish meaningful communication and support physical, emotional and social development.

Assessment

Teachers and leaders use assessment well to understand different starting points and any gaps.

- 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. Analysis of EHCP outcomes shows that pupils are most successful in achieving their EHCP Physical and Sensory and Communication outcomes. Outcomes in Cognition and Challenge were the least fully achieved and learners in Key Stages 3 and 4 were less successful than learners elsewhere in the school when achieving outcomes. This data has informed the allocation of Catch up tutor funding – September 22
- The resulting timelines are used to create personalised learning opportunities for each pupil to meet their needs and build on previous learning. 84% of parents felt that St Giles had high expectations for their child.
- Evidence for Learning is being used across the school. A Governor monitoring visit in June 2022 reported that staff in 5 classes visited were asked “how they found the system and received only positive comments. They liked the system and said it worked well.”

	<ul style="list-style-type: none"> ○ 98% of parents responding to the parent survey in July 22 felt the school let them know how their child is doing and that the school has high expectations for their child. ○ Teachers use assessment to inform teaching. Lesson Observations Summer 22 – Examples of teachers’ planning observed showed “use of pupils’ assessment levels had been used to plan the content of lessons.” ○ The school uses both internal and external moderation with Croydon Special provision and other South London Special Schools to support assessments. 		
	<p>Impact:</p> <p>Year 11 learners all successfully completed accreditation – see Appendix A</p> <p>Despite the disruptions of the last two and a half years, pupils have continued to make progress.</p> <p>The variance in outcomes for disadvantaged pupils noted at the end of 2020-21 has generally ceased to be apparent in most areas of the curriculum with the exception of learners following the semi-formal curriculum in reading and writing.</p>		
	<p>Assessment Data July 22.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ○ <u>Formal Curriculum – MLD learners</u> <ul style="list-style-type: none"> ○ <u>Overall Reading</u> 33% of learners made expected progress 40% of learners made above expected progress ○ <u>Overall Writing</u> 53% of learners made expected progress 33% of learners made above expected progress ○ <u>Overall Maths Number</u> 53% of learners made expected progress 33% of learners made above expected progress ○ <u>Semi-formal Curriculum – SLD learners</u> <ul style="list-style-type: none"> ○ <u>Overall Reading</u> 40% of learners made expected progress 28% of learners made above expected progress ○ <u>Overall Writing</u> 31% of learners made expected progress 34% of learners made above expected progress ○ <u>Overall Maths</u> 34% of learners made expected progress 31% of learners made above expected progress ○ <u>Non Subject Specific Pre-Formal Curriculum – Overall PMLD learners</u> <ul style="list-style-type: none"> ○ 59% of learners made expected progress ○ 19% of learners made above expected progress </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ○ <u>Formal Curriculum – MLD learners</u> <ul style="list-style-type: none"> ○ <u>Pupil Premium Reading</u> 37% of learners made expected progress 37% of learners made above expected progress ○ <u>Pupil Premium Writing</u> 50% of learners made expected progress 37% of learners made above expected progress ○ <u>Pupil Premium Maths Number</u> 50% of learners made expected progress 37% of learners made above expected progress ○ <u>Semi-formal Curriculum – SLD learners</u> <ul style="list-style-type: none"> ○ <u>Pupil Premium Reading</u> 35% of learners made expected progress 18% of learners made above expected progress ○ <u>Pupil Premium Writing</u> 35% of learners made expected progress 18% of learners made above expected progress ○ <u>Pupil Premium Maths</u> 29% of learners made expected progress 36% of learners made above expected progress ○ <u>Non Subject Specific Pre-Formal Curriculum – Pupil Premium PMLD learners</u> <ul style="list-style-type: none"> ○ 67% of learners made expected progress ○ 25% of learners made above expected progress </td> </tr> </table>	<ul style="list-style-type: none"> ○ <u>Formal Curriculum – MLD learners</u> <ul style="list-style-type: none"> ○ <u>Overall Reading</u> 33% of learners made expected progress 40% of learners made above expected progress ○ <u>Overall Writing</u> 53% of learners made expected progress 33% of learners made above expected progress ○ <u>Overall Maths Number</u> 53% of learners made expected progress 33% of learners made above expected progress ○ <u>Semi-formal Curriculum – SLD learners</u> <ul style="list-style-type: none"> ○ <u>Overall Reading</u> 40% of learners made expected progress 28% of learners made above expected progress ○ <u>Overall Writing</u> 31% of learners made expected progress 34% of learners made above expected progress ○ <u>Overall Maths</u> 34% of learners made expected progress 31% of learners made above expected progress ○ <u>Non Subject Specific Pre-Formal Curriculum – Overall PMLD learners</u> <ul style="list-style-type: none"> ○ 59% of learners made expected progress ○ 19% of learners made above expected progress 	<ul style="list-style-type: none"> ○ <u>Formal Curriculum – MLD learners</u> <ul style="list-style-type: none"> ○ <u>Pupil Premium Reading</u> 37% of learners made expected progress 37% of learners made above expected progress ○ <u>Pupil Premium Writing</u> 50% of learners made expected progress 37% of learners made above expected progress ○ <u>Pupil Premium Maths Number</u> 50% of learners made expected progress 37% of learners made above expected progress ○ <u>Semi-formal Curriculum – SLD learners</u> <ul style="list-style-type: none"> ○ <u>Pupil Premium Reading</u> 35% of learners made expected progress 18% of learners made above expected progress ○ <u>Pupil Premium Writing</u> 35% of learners made expected progress 18% of learners made above expected progress ○ <u>Pupil Premium Maths</u> 29% of learners made expected progress 36% of learners made above expected progress ○ <u>Non Subject Specific Pre-Formal Curriculum – Pupil Premium PMLD learners</u> <ul style="list-style-type: none"> ○ 67% of learners made expected progress ○ 25% of learners made above expected progress
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<p>Areas for development from</p>	<p>Analysis of pupil progress and achievement and feedback from Lesson Observations identified the following areas for development:</p> <ul style="list-style-type: none"> ○ SLD learners made less progress than MLD and PMLD learners over the last year. ○ Non-verbal pupils following the semi-formal curriculum pathway made less progress than verbal pupils ○ Pupils following the formal and semi-formal curriculum pathway made less progress in reading than in maths and writing. 		

<p>performance data</p>	<ul style="list-style-type: none"> ○ Fewer PMLD pupils made above expected progress ○ Pupils across all pathways appear to make more progress towards their Physical and Sensory EHCP outcomes than in any other area. ○ Pupils across all pathways appear to make least progress towards Cognition and Challenge EHCP outcomes. <p>Further staff development needed to support:</p> <ul style="list-style-type: none"> ○ structured approaches for individual ASD pupils incorporating sensory regulation activities and TEACCH approach. ○ pupils' use of communication e.g. use of a communication book, now / next boards ○ TAs leading small group phonics ○ Ongoing training / equipment review of individual pupil access to the curriculum e.g. use of switches, glide pads <p>These findings have been reflected in the School Development Plan, the Pupil Premium Strategy and will also be reflected in future decisions about Catch up funding.</p>
<p>Other areas for Development</p>	<ul style="list-style-type: none"> ○ 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. ○ Continued CPD for teachers and Teaching assistants and further refining of Curriculum documents to ensure appropriate match for learning objectives, activities, resources and environment. ○ 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.
<p>Next steps</p>	<ul style="list-style-type: none"> ○ Continued development of systematic teaching of synthetic phonics for MLD and SLD learners following the formal and semi-formal pathway using Read Write Inc. ○ Focus on use of School Led Tutoring to support progress towards Cognition and Learning across all pathways. ○ Continued use of School Led 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. ○ 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.
<p>BEHAVIOUR AND ATTITUDES – Behaviour and attitudes at St Giles are Good within the context of the pandemic last year, pupils' complex medical needs and issues surrounding Health Funding .</p>	
<p>Strengths</p>	<p>Behaviour</p> <p>There is generally a safe, calm, orderly and positive environment in the school with personalised routines and expectations in place for pupils.</p> <ul style="list-style-type: none"> ○ There have been no fixed or permanent exclusions. ○ 91% of parents agreed or strongly agreed that St Giles supports pupils with their behaviour. 96% of parents who took part in the survey felt that their children felt safe and 98% 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 22 ○ 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: Lesson observation Summer 22 - There was evidence of pupils' sensory needs being met e.g. use of dark sensory room with pupil for self-regulation. ○ 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.”

	<ul style="list-style-type: none"> ○ Consideration for the classroom environment has led to increased use of workstations for pupils with ASD and creation of low stimulus display. Zones of regulation are being used in several classes to support pupils' regulation. ○ 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. <p>Attendance</p> <ul style="list-style-type: none"> ○ Attendance has been identified as a key challenge in the school's Pupil premium strategy plan. It is also a target in the School Development Plan and is monitored by the school's leadership and management team with class teachers support. ○ These figures exclude 2 pupils who are having their needs met by tutors provided by Croydon due to their complex medical conditions. It also does not include 5 pupils who were in hospital for the first half of the Autumn Term 2022, a sixth form pupil and a year 9 pupil who attend school and also receive support from school at home. This remains an area of focus for the school. <table border="1" data-bbox="1093 284 2040 560"> <thead> <tr> <th colspan="4">Attendance 2021-2022</th> </tr> <tr> <th></th> <th>2020-21</th> <th>2021-22</th> <th>Autumn term 22</th> </tr> </thead> <tbody> <tr> <td>Nursery</td> <td>76%</td> <td>72%</td> <td>77%</td> </tr> <tr> <td>Lower School</td> <td>78%</td> <td>81%</td> <td>79%</td> </tr> <tr> <td>Middle School</td> <td>82%</td> <td>86%</td> <td>86%</td> </tr> <tr> <td>Upper School</td> <td>70%</td> <td>82%</td> <td>87%</td> </tr> <tr> <td>Sixth Form</td> <td>66%</td> <td>78%</td> <td>85%</td> </tr> </tbody> </table>	Attendance 2021-2022					2020-21	2021-22	Autumn term 22	Nursery	76%	72%	77%	Lower School	78%	81%	79%	Middle School	82%	86%	86%	Upper School	70%	82%	87%	Sixth Form	66%	78%	85%
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Areas for development	<p>Behaviour</p> <p>Further develop use of the school's safeguarding software CPOMS to track and support pupil behaviour.</p> <p>Lesson observations Summer 22 and feedback from stakeholders Autumn Term 22, suggest the need for greater clarity for pupils with social communication difficulties.</p> <p>Need for CPD to further develop Positive Behaviour Management and greater understanding of support for learners with social communication needs.</p> <p>Attendance</p> <p>To work in partnership with parents to improve learner attendance.</p>																												
Next steps	<p>Behaviour</p> <ul style="list-style-type: none"> ○ Further CPD on Positive Behaviour Support for pupils. ○ School to undertake a self-audit of current practice using some of the standards from the National Autistic Association Autism Accreditation Assessment ○ Staff team to receive training in approaches or methods to support learners with social communication issues. ○ Create learning spaces that will support learners with social communication difficulties. <p>Attendance</p> <ul style="list-style-type: none"> ○ Headteacher and Governor to continue 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. ○ Deliver clear information to learners, staff and families about the school's expectations and routines for learner attendance. ○ Monitor implementation of attendance policy. ○ Issues with transport e.g. issues with the provision of trained guides for pupils with complex medical needs - see also nursery pupils ○ Use attendance meetings for parents, CIN meetings and interim EHCP reviews where pupil attendance impacted by issues about a child's ability to access school due to health needs. 																												

PERSONAL DEVELOPMENT – Good	
Strengths	<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>95% of parents responding to the Parent Survey in Summer 22 felt that 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"> ○ Learners who require further support with their mental health and well-being have access to an Emotional Literacy Support Assistant (ELSA). A teacher is a trained Mental Health First Aider for children ○ The Children’s Hospital at Home Indigo Team have supported 4 learners with complex medical conditions with Drama-therapy in school and are currently reviewing applications on behalf of 2 more learners. <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 meets their interests, aspirations and demonstrates the breadth of curriculum and a high level of challenge matched to their personal abilities and needs.</p> <p>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. See Appendix A and B</p>
Areas for development	<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. All year 11s and year 14s obtained places in appropriate educational provisions, however 1 yr. 11 and 1 year 14 learner did not find out which provision they would be transitioning to until the end of the summer term (year 14) and during the summer holidays (year 14).</p> <p>The school continues to seek 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>
Next steps	<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>To obtain another member of staff who will be trained as a mental health first aider for young people.</p> <p>Headteacher and Governors to work with Croydon to establish effective pathway into provision for yr. 11 and yr. 14 pupils.</p>
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LEADERSHIP AND MANAGEMENT – Good

<p>Strengths</p>	<p>Vision</p> <p>The LMT have an ambitious vision to provide high-quality education to all pupils. 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"> ○ 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.” <p>The LMT work hard to engage with the Local Authority and other outside agencies to widen and improve provision for children and young people with complex medical and physical needs.</p> <ul style="list-style-type: none"> ○ The LMT “are very open to external review, challenge and support” - St Giles School Deep Dive Report July 2022 e.g. advice sought on staffing recruitment and retention and the budget from the Beckmead Trust through a Department for Education Project Summer 22. Undertaking benchmarking of staffing ratios with a local PMLD school - Autumn 22. ○ The school has worked with Portage, the Local Authority Early Years team and local charities to overcome issues recruiting nursery pupils following the withdrawal of transport for nursery aged pupils. This has included seeking funding from a local charity to support pupil transport costs. The onsite specialist nursery is establishing a strong link with parents at an earlier age and build trust in education and confidence in multi-agency working. ○ 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. ○ The school 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 – see Appendix C <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"> ○ Weekly multi-agency meetings to discuss current and future needs and provision ○ Weekly class liaison meetings to link education and Health ○ Regular return to school meetings with Health to support children back into education following surgery or illness ○ Meetings to discuss issues relating to particular difficulties e.g. Wheelchair Service discussion about “one seat “strategy. <p>The LMT and Governors engage effectively with parents:</p> <ul style="list-style-type: none"> ○ 85% of parents in a parent survey (Summer 22) said that if they had raised concerns, they had been dealt with properly, with another 13% saying that this was not applicable. ○ School performances for parents to view Winter 21 and Summer 22. ○ A successful Summer Fair – June 22 ○ Successful Wow event for Lower School parents – July 22
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The school is outward looking, seeking external opportunities to develop teachers' subject, pedagogical and pedagogical content knowledge:

- 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 - <https://hirstwood.com/sensory-festival-2021/>
- The school's maths subject leader attended an Erasmus course in Iceland in 2021-22. 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.
- The school regularly attends moderation and Subject Leader Peer Support Sessions within the South London Specialist Learning Partnership (SLP) gaining useful information about other school's outstanding and good practice.

Safeguarding

The school has a very good 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 two years they have received training during the year on Prevent, Domestic abuse and violence.
- 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.

Governors observed lessons across the age range and across the curriculum pathways. Lessons observed have included phonics, science, sensory cooking and communication over the last year. Governors have met with a catch up tutor and the speech and language therapist to discuss communication for non-verbal learners.

Governors have attended training for staff on phonics, RSE and the Engagement Model.

Governors have attended Governor training on Ofsted Deep Dives and Responding to Complaints.

The Chair of Governors has attended a staff briefing and Governors also attended virtual parent coffee mornings. 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 the transitional period following the Covid 19 pandemic:

- Five members of the LMT are trained Mental Health First Aiders
- A weekly virtual briefing meeting is held to ensure all staff are updated on school events, policies and priorities
- Department leaders hold fortnightly Department meetings
- Curriculum faculties have been established to support subject leaders, creating a "You will never walk alone" culture.
- 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.
- Staff are encouraged to make use of the school's Employee Assistance Programme.
- Half Termly Staff Voice Meetings have been established to encourage proactive communication and review. All areas of the staff team are represented.
- Activities to support staff wellbeing have been established before and after school e.g. Yoga, Pilates and weighted hula hoop sessions
- Weekly training sessions for staff are held before school on a Wednesday
- The staff team are encouraged to pursue appropriate professional development through the appraisal process

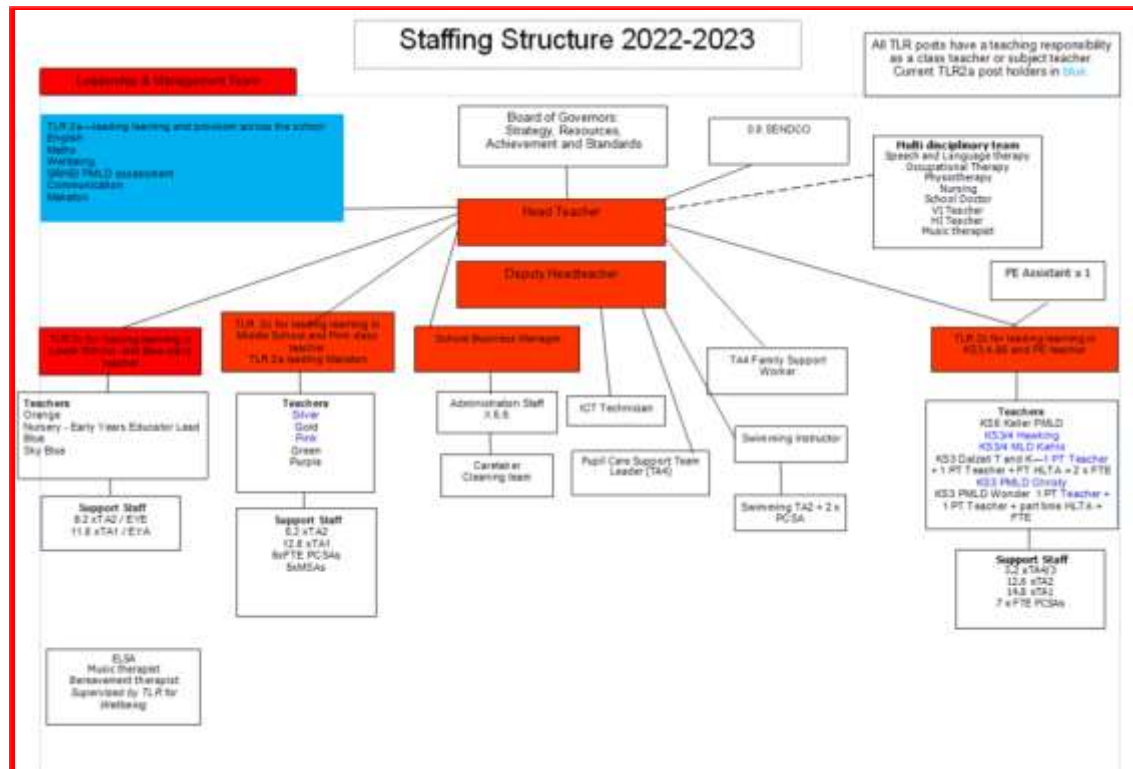
Structure

St Giles School has a large staff team. There are currently 166 members of staff, many of whom are part time and in several cases have more than one role e.g. a member of staff may be a teaching assistant and also work as a cleaner.

The Leadership and Management Team (LMT)
The school has a Headteacher, a Deputy Head. The LMT also includes the Upper School, Middle School and Lower School Leaders. They are classroom teachers who have a TLR 2c for leading learning in their Departments. The School Business Manager is also a member of the Leadership and Management Team.

Leadership has worked proactively over the last two years to review and re-structure the staff team.

- February 2022 – the Headteacher applied to the DfE to take part in their extended school improvement offer. The Beckmead Academy Trust was invited to offer support on issues arising as a result of the disruption caused by COVID-19. The focus was on staff recruitment.
- In 2021 A new job role of Pupil Care Support Assistant was created to support pupil care across the school. A Pupil Care Manager leads the team. The leadership team continue to monitor this role which 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
- The school has made greater use of TA4s, Early Years Educator 3, teachers working towards QTS and Early Career Teachers to lead groups.
- The role of SENDCO has been established to support the EHCP review and assessment process.
- The Admin team has been increased to enable greater support for HR, to ensure staffing cover and recruitment are fully supported.



Areas for development

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.

The Local Authority has acknowledged that the school has a small leadership team and that this is a risk – Financial Deep Dive Summer 22

Following support through a DfE project with the Beckmead Trust, the LMT continue work with Governors and the Local Authority to:

- review the school’s budget
- review the staff team structure,
- benchmark staffing ratios,

	<ul style="list-style-type: none"> ○ secure improved recruitment processes ○ improve staff absence. <p>Staff sickness absence continues to be a cause for concern. This term:</p> <ul style="list-style-type: none"> ○ Four members of the staff team have long term health conditions that prevent them from attending work at the moment ○ Ten members of the staff team have had over 7 days of sickness absence.
Next steps	<p>Vision Further develop communication with parents e.g. coffee mornings within school Further develop workshops for parents to access advice on supporting their child.</p> <p>Safeguarding 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>Staff mental health and wellbeing Continue Staff Voice meetings. Survey staff. Ensure all roles have been evaluated where increased responsibilities have occurred.</p>

QUALITY OF EDUCATION IN EARLY YEARS – Good

Strengths	<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>Intent 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. It aims to ensure:</p> <ul style="list-style-type: none"> ○ The best for every child – all children deserve to have an equal chance at success ○ High quality care – the child’s experience is central to the thinking of every early year’s practitioner ○ Access to communication, offering opportunities for children to interact and to respond to the actions of others. ○ 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. ○ 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 transition into in Year 2, Pre-Formal, Semi-Formal or Formal. ○ Due to all of the children within Early Years at St Giles school having additional complex needs and already being identified as having a delay with their development, working in the 0 – 3 years’ band of the Development matters before they start with us, we focus on the 3 Prime areas of development: ○ Communication and Language, ○ Personal, Social and Emotional Development ○ Physical Development.
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	<p>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>Implementation</p> <p>The Lower School Department Leader continues to provide 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 through two-year-old checks and also in relation to their EHCP assessment and review.</p> <p>Impact</p> <ul style="list-style-type: none"> ○ Pupils transferring into Reception in Autumn Term 22 have been ready for school and have transferred smoothly. ○ Three learners have successfully entered the Nursery over the Summer Term 22 and Autumn Term 22. ○ The school has worked closely with the Local Authority to identify four more nursery pupils who are now in the process of transitioning into nursery.
Areas for development	<ul style="list-style-type: none"> ○ Embed and further develop the EYFS curriculum, linking its content to the St Giles Curriculum pathways to ensure the curriculum is taught in a logical progression, that can be systematically and effectively explained with new Early Learning Goals (ELGs) supporting accurate assessment. ○ Embed and develop EHCP assessment process.
Next steps	<ul style="list-style-type: none"> ○ Ensure all job roles have been evaluated where increased responsibilities have occurred. ○ Ensure full staff team recruited ○ Ensure Health funding secured for pupils with complex medical needs that cannot be delegated to education staff ○ Fully agree admissions process with Local Authority.

QUALITY OF SIXTH-FORM PROVISION – Good

Strengths	<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>Curriculum:</p> <p>Intent</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. https://www.st-gilesschool.co.uk/pre-formal-curriculum/</p> <p>Implementation:</p> <p>Lesson observations Summer 22 demonstrate that the sixth form teacher and her team have a good understanding of the curriculum and of learners' strengths and needs.</p> <p>Impact:</p> <p>Year 14 learners all successfully completed accreditation - see Appendix B. All learners have continued to make progress during their time in sixth form. 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>Attitudes to learning</p> <p>Lesson observations Summer 22 suggest learners are happy and engaged in their learning.</p> <p>Feedback from parents at EHCP reviews has been positive about their children's school experience.</p> <p>Personal development:</p> <p>Two learners transferred smoothly and successfully into post 19 provision Summer 22.</p> <p>Two learners report that they are extremely happy with the provision in their new placement – follow up telephone call Autumn 22.</p>
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	A third learner's family was initially unhappy with the provision offered to them, but following a meeting with the local authority, is now satisfied with provision for this year.
Areas for development	Post 19 transition to new settings.
Next steps	Work with the Local Authority and current most likely post 19 destinations to further develop transition between settings.

OVERALL EFFECTIVENESS – Good

Appendix A

Year 11 Progress and Accreditation July 2022

PUPIL	SUBJECT and Year 6 level	Year 9 Level	Year 11 Summer Assessment	Year 11 accreditation	Additional accreditations	ASDAN
Yr. 11 (SLD)	ENGLISH R: P8 W: P6	ENGLISH R:BG2.4 W:BG2.4	ENGLISH R: BG3.6 W BG3.8	Unit Awards Music, PE, ICT, English	WJEC Science Cert Entry Level 2 WJEC Humanities Cert Entry Level 2 WJEC PSE Award Entry Level 2 AQA Entry Level 1 Awaiting Art Award (Bronze)	BRONZE SILVER
	MATHS P7	MATHS BG1.8	MATHS BG2.8			
	SCIENCE P7	SCIENCE M1.2	SCIENCE M3			
Yr. 11 (MLD)		ENGLISH R:M3.2 W:M3.2	ENGLISH R: M3.6 W: M3.8	Unit Awards Music, PE, ICT, English	WJEC 6 credits English Entry Level 2 WJEC 6 credits PSE Entry Level 2 WJEC Science Certificate Entry Level 2 WJEC Humanities Certificate Entry Level2 AQA Maths Entry Level 2 Awaiting Art Award (Bronze)	BRONZE
		MATHS M2.8	MATHS M3.4			
		SCIENCE M2.4	SCIENCE M3			
Yr. 11 (SLD)	ENGLISH R: P7.4 W: P6.8	ENGLISH R: P8.6 W: P7.4	ENGLISH R: SS3.8 W: SS3.6	Unit Awards Music, PE, ICT, English, Maths, Science, DT, Humanities, PSE		
	MATHS P7.6	MATHS P8	MATHS SS3			
	SCIENCE P7.6	SCIENCE P8.4	SCIENCE SS3.6			
Yr. 11 (SLD)	ENGLISH R: P5 W: P4	ENGLISH R: P7 W: P6.4	ENGLISH R: SS3.4 W: SS2.6	Unit Awards Music, PE, ICT, English, Maths, Science, DT, Humanities, PSE		
	MATHS P5	MATHS P7	MATHS SS3.2			
	SCIENCE P5	SCIENCE P6.2	SCIENCE SS3.6			

Appendix B

Year 14 Progress and Accreditation July 2022

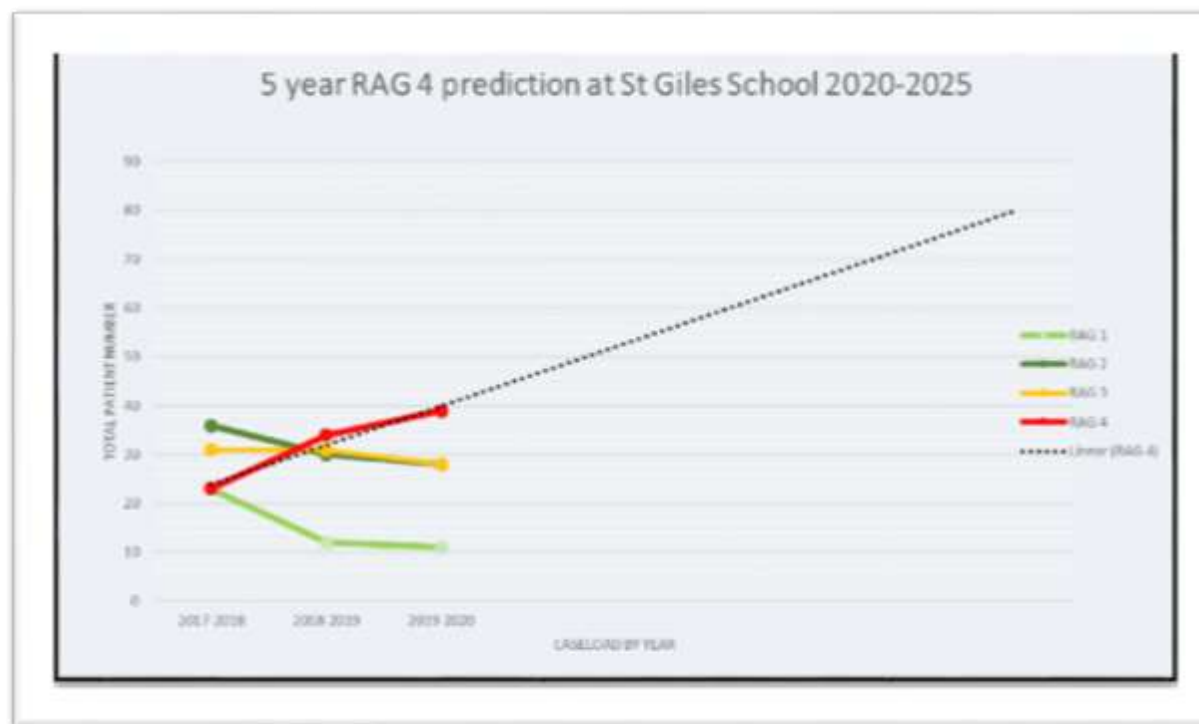
PUPIL	SUBJECT and Year 6 level	Year 9 Level	Year 11 Summer Assessment	Year 11 accreditation	Year 14 Summer Assessment	Year 14 accreditation
Yr. 14 (PMLD)	P3i	P3ii	R: P4.2 W: P4.2 M: P3ii.8 S: P4.4	Unit Awards Music, PE, ICT, English, Maths, Science, DT, Humanities, PSE	R: P4.4 W: P4.4 M: P3ii.6 S: P4.6	Transition Challenge Gold
Yr. 14 (PMLD)	P3i	P3i	P3ii.6	Unit Awards Music, PE, ICT, English, Maths, Science, DT, Humanities, PSE	P3ii.8	Transition Challenge Gold
Yr. 14 (PMLD)	P1ii	P2i	P2ii.6	Unit Awards Music, PE, ICT, English, Maths, Science, DT, Humanities, PSE	P2ii.8	Transition Challenge Gold

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).



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

- 58% of pupils receive enteral feeding
- 52% of pupils have epilepsy that requires treatment with regular medication
- 31% of pupils require regular medication for other reasons.
- 12% of pupils have complex respiratory everyday needs - e.g. oral; nasal & oral; artificial airway; deep suctioning; oxygen, nebulisers, non invasive ventilation.
- Classroom staff provide 25% of health interventions for pupils.

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 needs, learners at St Giles have a high level of care needs.

- 72% of pupils cannot self-propel their wheelchairs.
- 62% of pupils require hoisting with support from at least 2 adults and changes of position / personal care between 4 to 10 times a day.
- 54% of pupils require 1:1 monitoring / feeding for eating and drinking.

School Actions

Further development of role of Pupil Care Support Assistant to support pupils' care needs within their class team.

Reviewing and benchmarking staffing ratios 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.

Training of Pupil Care Support Manager as a moving and handling trainer to improve access to training for the staff team.

- **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>)

Qualified Physiotherapist Hours allocated each week	
2021-22:	57
2022-23:	45
Physiotherapy Assistant Hours allocated each week	
2021-22:	60
2022-23:	60

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

School Actions

Continued 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.

CPD to strengthen staff support for Total Communication – October 2022

Continued employment of AAC specialist teacher for one day a week to meet needs of non-verbal pupils as part of Pupil Premium / Recovery Funding 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.

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 13 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 2022	Curriculum Pathway		
	Formal	Semi-formal	Pre-formal
Key Stage 1 – year 2	11%	11%	78%
Key Stage 2	12%	34%	54%
Key Stage 3	20%	50%	30%
Key Stage 4	33%	20%	47%
Key Stage 5	0%	0%	100%

3. Staffing

The school has experienced difficulties benchmarking the school staffing against other schools for staffing due to the unusual profile of the school. Working with the local authority, two similar schools have now been identified and staffing ratios and budgets compared. 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 school has the full time equivalent of 16.86 teachers. 11 of these full time equivalent teachers are on Upper Pay Scale.

The workforce is 96% female and 40% White British.

There are 49.8 full time equivalent Teaching Assistants. This compares to 58 FTE Teaching assistants in 2015-16 when the school had

Additional support has been obtained by creating a Part Time Pupil Care Support Assistant (PCSA) role. There is currently the full time equivalent of 14.5 PCSAs.

School Actions

Growth in Human Resources activity e.g. recruitment, monitoring of staff absence

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.

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.

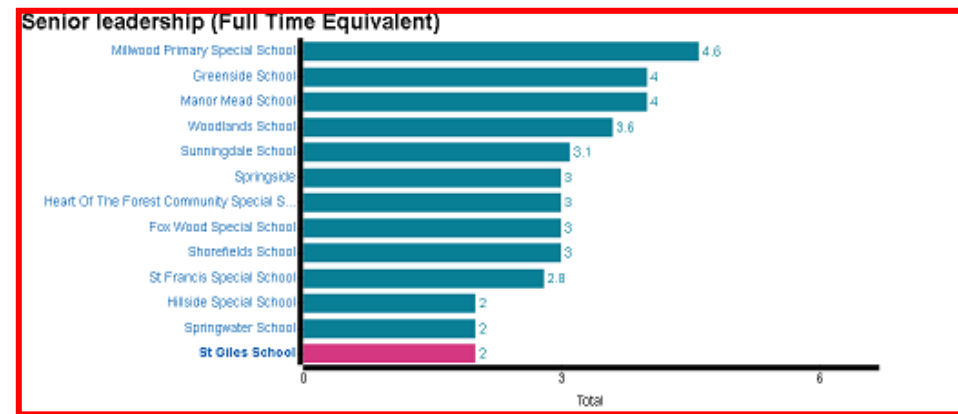
A Condition Assessment Survey by Croydon Council in July 2020 rated the building condition as category C – “Exhibiting major defects and/or not operating as intended”. There are issues with the central internal ramp which is too narrow, has no middle landing and does not comply with current accessibility legislation and design guidance. This issue is particularly difficult to resolve. The school had to be closed for 2 days during 2021-22, with some classes closed for up to 5 days due to issues with the heating system. Over the summer, the heating system was replaced and it is hoped that this issue has been addressed.

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.

School Actions

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

Continued assessment of ventilation in the school.



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 of deprivation of the whole area.

The school's percentage of pupils eligible for pupil premium has increased from 39.8% in 2021 to 50%. The percentage of pupils with special educational needs who were eligible for free school meals in January 2022 is 37.2%. 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 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.

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

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

Ongoing discussions with the Local Authority about learner destinations.

• 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>)

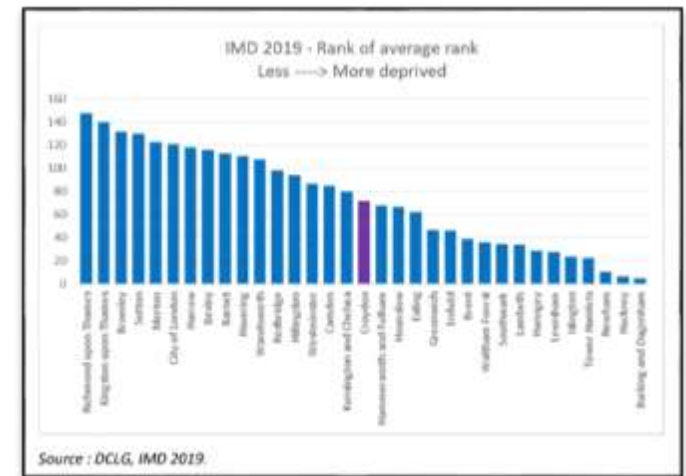
School Actions

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

The budget is vigilantly managed, but despite this the school is likely to go into deficit in March 2023. The value of a place at St Giles was unchanged from 2017 until 2022 despite the increasing complexity of pupils, increase in staffing, building and energy costs. There were two attempts in 2020 and 2021 by the Local Authority to band Special School pupils. Unfortunately, both attempts were unsuccessful. The value of a place at St Giles main school was eventually increased by 5% in April 2022. The school awaits confirmation of nursery funding for this financial year.



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		Band A	Band B	Band C	Band D	High Needs
Proposed School Banding Profile Autumn 21 107 pupils			8.4%	21.4%	47.6%	21.4%
	AN	E1	E2	E3	E4	N/A
Pupil Banding Profile 91 pupils	<3%	8%	10%	26%	53%	

The Local Authority conducted a Financial Deep Dive in July 2022. This has been shared with the school. The school is now awaiting actions identified by the Local Authority in the Deep Dive to address the issues with the budget.

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