

Garston Manor School

Monitoring Leadership and Management

July 2014

A report for the Governing Body July 2014

Monitoring of Leadership and Management

- The school had a full OFSTED inspection in December 2012.
- The school achieved its National Autistic Accreditation in June 2014 .
- The school achieved its Basic Skills Quality Mark in July 2014.
- The school has undergone many changes; designation to MLD/ASD/SLCN, the introduction of a post 16 link with West Herts college and the development of the Differentiated Learning Centre nurture group. (Fir, Willow)
- The school is also part of the Priority Schools building Programme and will be completely rebuilt by the beginning of the autumn term 2014. The school should be moving into the new building in September 2014.

The leadership and management are good.

- The National Autistic Accreditation review team consider that planning for development and improvement is an area of strength within the school.
- 'The consideration of plans and development to create a purposeful and inspirational new school for Garston Manor students is an area of strength. This includes the design of the new build and the planning and consideration to resources and implications for staff development and training as the school looks towards its future.'
- School leaders and managers have been determined and rigorous in raising standards throughout the school. They make sure that every pupil has the best opportunity to succeed. There are good relationships at all levels, and staff try to ensure every pupil is treated fairly. The local authority has supported the school well in its drive for improvement, checking the accuracy of school judgements on teaching, and giving advice and support to teachers.
- The head teacher shares information about the school's performance and pupils' progress with all the staff so that staff are clear about the school's effectiveness and their part in it. Senior leaders' check teachers' work thoroughly and when observing lessons, they make clear to teachers what has worked well and what needs to be improved. This has helped to bring about improvements in teaching.
- There are clear links between pupils' progress, teachers' targets and whole school priorities. The school improvement plan is accurate and well-focused. The head teacher and governing body make the right decisions regarding teachers' movements up the salary scale. Teachers who lead subjects make a good contribution to improved teaching. Safeguarding fully meets requirements and it is strong throughout the school because staffs are well trained and knowledgeable.
- The programme of learning for pupils in Years 7, 8 and 9 is broad and extended to promote pupils' independence. Pupils in Years 10 and 11 have good opportunities to gain academic qualifications in school and vocational qualifications through strong links with local colleges. Pupils and their parents and carers are well supported to make informed decisions at the end of Year 11.
- Opportunities for pupils to live together for a week and take part in exciting outdoor activities in Year 7 and again in Year 11 are popular and immensely valuable for pupils, encouraging them to test themselves in supportive situations. These activities and many opportunities for horticultural, artistic and musical activities, school visits and performances, promote pupils'

spiritual, moral, social and cultural development well.

- Strong links with other schools, including international partnerships, benefit both staff and pupils. There are opportunities for pupils and teachers to spend some of their time in mainstream schools, and Garston Manor provides support to other schools regarding resources and shared training. Links such as those with Watford Disability Football team and Watford Community Gardens make pupils aware of the local community. Links with Niger provide pupils with a view of life in a different country.
- The school works closely with local school and colleges to ensure a smooth transition either into the school or to the next placement. Transitions are well thought out and planned for. The connexions team are heavily involved in statement / EHCP in school.

The governance of the school:

- As a result of changed membership of the governing body, there has been an increase in the amount of training for staff and governors, and in the involvement of parents and carers.
- Governors are well involved in decision making in the school such as that relating to the entitlement for pupils from 14 to 19.
- The governing body has a good understanding of data and of the school's strengths and weaknesses, based on pupils' achievement in relation to other schools in the authority and nationally.
- Governors challenge the staff well, but supportively, and are aware of teachers' performance and how decisions about pay are reached.
- Appropriate decisions are made regarding the budget, including the use and impact of the additional pupil premium income. As a result, the governing body is able to convincingly hold the school to account for any differences in pupils' progress.
- The school has a good capacity to improve.

Leadership of Safeguarding

- The safeguarding of pupils is good. 89 % of pupils felt that they were safe at school according to the PASS survey results.
- The school has excellent safeguarding procedures, risk assessment systems and pupil routines which are regularly monitored and evaluated (See policy review committee minutes, SMT agendas, weekly diary, risk assessments and single central record)
- The school is fully compliant with the regulations concerning maintenance of a central CRB record. As a result schools recruitment procedures have been consistently compliant with regulations and recommendations
- The school's collaborative working with other key agencies is outstanding resulting in issues: being dealt with efficiently; documented thoroughly and communicated professionally (SEN file & Child Protection file, Weekly communication diary)
- There is a comprehensive awareness of safeguarding issues among the governors and staff at all levels, all of whom receive regular training on safeguarding, in particular child protection and staff recruitment. (See governor & staff meeting minutes and safeguarding policies,). As a result, a realistic and proportionate approach to safety and safeguarding

permeates all aspects of the school's life. (See internal & external risk assessments , staff code of conduct)

- The school has comprehensive risk assessments in place. Termly health and safety audits are carried out by the governing body. Outcomes from the audit are acted upon.
- All staff receives basic child protection training every 3 years. (safeguarding file)
- All senior members of staff are DCPO. A senior member of staff also has specific responsibility for Health and Well Being. They are able to facilitate Basic Child Protection training, is CAF and Integrated Practices trained.
- 2 governors are child protection trained and have specific responsibility for the monitoring of Children Looked After and the Annual Safeguarding reports.
- All Staff receive restraint training and awareness annually.
- The vast majority of the school are first aid trained. We have a trained First aider at work.
- A range of formal behaviour logs are maintained - for example, in relation to Racial Incidents, Bullying and Physical Intervention. These are monitored by the Head teacher and the Chair of Governors and appropriate action taken wherever necessary. Where pupil behaviour is considered by the school and/or parent to be an issue then a formal meeting is held to agree the actions to be taken. As a result of this approach, the pupil is helped to alter his/her behaviour through a united and consistent approach to the management of it.

The behaviour and safety of pupils are good to outstanding

The National Autistic Accreditation review team considers the systems of behaviour management, including implementing, reviewing and monitoring to be a strength of the school.

The team were impressed with the relationships between staff and students which have developed as a result of staff commitment to individual students specific needs. The schools data analysis showed a good understanding of the relationship between student achievement and behaviour and this is used effectively to promote success.

OFSTED Dec 12

- There is a positive and supportive atmosphere at all levels throughout the school. Pupils with differing needs, abilities and cultures work cooperatively and harmoniously on a range of tasks. They persevere well in lessons and recognise the need to work hard.
- In mathematics, some Year 7 pupils were quite competitive about their progress as they completed a series of exercises, and Year 11 pupils knew what they needed to do to reach higher levels. Pupils recognise their responsibility for younger ones. The most able understand that some pupils' inappropriate behaviour is due to the nature of their special educational needs rather than deliberate disobedience.
- The introduction of the 'blue room' has been very successful in improving behaviour. Pupils who spend time there are sensitively counselled to establish what is preventing them from learning, and given practical ideas to help them and their teachers to deal with their difficulties.
- The inspectors saw no hints of bullying and the school's monitoring shows clear improvements in behaviour generally. Pupils and their parents and carers say that pupils feel very safe in school. On a few occasions, they feel less safe when there is boisterous behaviour on school transport.
- Instances of racism are rare and promptly addressed. Pupils learn how to keep themselves

safe, including when using the internet. The 'resilience project' helps pupils to consider options in unexpected situations. All pupils have good opportunities to talk to an adult about issues that concern them.

Pupils have well-developed social skills because they have many opportunities to work collaboratively with others, especially through sporting activities. The students who were part of the post-16 pilot have developed into confident and mature young people

Attendance

At Garston Manor we take attendance very seriously and feel it is part of our ethos that every child attends regularly to obtain a good education, so that every student can take advantage of the educational opportunities' available to them at Garston Manor School.

With regular attendance behaviour is better as the student knows the school routine and what is expected of them.

With early intervention by contacting the parents/ carers on the first day of absence, we are actively promoting good attendance by expecting to see their child back at school the next day. Garston Manor follows up on all absences.

Special needs schools on average have a higher rate of lower attendance; however we achieved our target set for 2013/14 at 94.63%. This is up by 1.90% on last year.

- Authorised absences are 4.24% - 1.49% lower on last year.
- Unauthorised absences are 1.13% - 0.44% lower on last year.
- Our target for the whole school attendance for 2014/15 is 95%.

Non-attendance when approved by parents to take their children out of school to go on holidays, shows a bad example and can lead to further days absence. Responsibility for good attendance is shared between school, parent and student.

Consequently, in line with Herts County Council policy we have taken their guidance and not authorised any family holidays this year, subsequently we had 54 sessions that had not been agreed by us.

All requests from families have been followed up with a letter stating the reasons why the holiday had not been granted and why their child should be in school.

Monitoring

Development activities carried out by the school are a result of analysis of data collected throughout the school year. The wide range of monitoring activities includes:

- Pupil achievement and progress

- Teaching
- Attendance
- Moderation of pupil work

Additional, external assessments and accreditation are incorporated into the monitoring cycle – including County Council Reviews and quality Mark Assessments. These include:

- Basic Skills Agency Quality Mark
- National Schools Autism Accreditation Award
- Healthy Schools
- Investors in People
- County audit on learning and teaching
- Joint Annual Reviews

Formal reports are shared with stakeholders and targets for improvements are set. The school and its stakeholders therefore have an accurate knowledge of its strengths and developmental needs

Moderation

- Moderation time is allowed every term, for staff to meet and moderate student's levels. The achievement of individual students is tracked and moderated on a termly basis by staff and the senior leadership team. Where a pupil is at risk of not reaching his/her challenging target, interventions /actions are put in place.
- The school also moderates its assessment process and levels with other special school from within the authority. KS4 levels are supported by external accreditation. As a result the school is confident that its assessments and achievement levelling is accurate.
- Pupil progress is measured against and compared with the National Progression Guidance data. A formal report on outcomes is produced.
- The format of the School Improvement plan has changed several times in order to improve its focus. At present the plan has areas of Development and Monitoring which show clear links between identified priorities and school monitoring.

School Development ---Management of Change

- May 2012 we were informed that the school would be part of the priority school building project. The school will have been complete rebuild by the autumn term of 2014.
- Garston Manors designation was changed in September 2011. As a result the changing skills set school staff needed is a focus of CPD. The changes also required a different type of curriculum for some students, as well as the development of resources and physical space.
- Garston Manor has worked hard to develop its provision, curriculum and evaluation activities to ensure that all pupils have equal opportunities to succeed. The achievements of all pupils and minority cohorts are tracked and evaluated to ensure the effectiveness of our teaching on the impact of learning. The positive ethos and aims of the school, in terms of recognising, rewarding and celebrating pupil achievements supports pupils engagement in school life.
- As a result of improving and developing evaluation activities undertaken, the school management team are able to accurately identify and prioritise school development needs. As part of our monitoring of teaching improvement targets are set for all teachers. At the next observation, progress towards targets are measured in relation to impact on teaching and learning. Targets are also set in relation to pupil progress, professional development and professional standards.
- We believe that school improvement comes through involvement in accredited learning. We have completed our Investors in People accreditation for the 5th time with a focus on Managing Change. We have staff accredited through Birmingham University for autism,

ELKAN speech and language, Autism Society, Hertfordshire, Cambridge all provide training for our staff.

- Additionally, staffs are encouraged to participate in a wide range of training opportunities to the wider curriculum. Staff training in Makaton, PE activities – impact in the school is very involved in sports programme and are a 'hub' school for PE. We also regularly participate in Dance festivals, inter school matched and competitions. Pupils perform at singing festivals – Glee club.
- Through in service training, staffs are able to attend areas of development specific to the developmental needs of the school. Speech and language is delivered by our therapist along with our extra learning support assistant for speech and language. Autism, specifically aimed at individual pupils needs by our blue room staff, physical interventions and restraint and sign Makaton. Staff can shadow other staff, do peer observations in class and visit other special and mainstream schools.
- As part of the response to the workforce remodelling agenda, there has been an increase in administration staff so that teachers can delegate administrative tasks. A specific role for Data and examinations has been created. The school has developed on line system for assessment, pupil progress, record keeping and reporting, to refined and reduce the burden on teachers for paperwork, whilst increasing the impact of teaching and learning.
- We are a link to the University of Hertfordshire and offer placements to under graduates and trainee teachers, and we are part of the Herts /Bucks teaching alliance. We offer work experience to local college students and mainstream secondary school students. We regularly have 6th form students from a local school to support as part their enrichment programme.

Personal Development

- The fitness and healthy life styles of the pupils at Garston Manor School has always been of high priority. All pupils engage in at least two hours of physical activities each week – many enjoy far more than this. In addition to timetabled activities (such as PE and swimming) all pupils are given opportunities throughout the school day to participate in a range of physical activities - for example: lunch times activities ,basketball ,football, Wii sports, play rangers, golf, Glee club, dance; and gardening, to name but a few! . As a result, they develop their awareness and knowledge about how exercise impacts on their bodies - such as getting out of breath, heart racing etc.
- Many pupils engage in sporting and physical development clubs after school - for example, over the year they have access to multi-skills; netball; football; rugby; cricket; ball skills; golf. The club attendance registers show that a significant number of pupils regularly participate in these clubs and, as a result, the school's various sport teams are highly successful in matches and tournaments with other special schools (and, in some cases, mainstream schools).
- Year 7 and 8 pupils successfully participate in an annual community sports activities event at the Luton Regional Sports centre (involving archery, quad bikes, rock climbing, go-karting and trampolining etc).
- Years 8, 9 and 11 also participate in an annual activities week (involving sailing, archery, camping, orienteering, tramlining, ten pin bowling, cinema, canal boat trip etc). Many of the pupils elect to join a four night residential camp at Calshott, outdoor pursuits centre and overnight camping at Phasels Wood.
- Breakfast club is available to all pupils at the start of school.

- Water is available to all pupils throughout the day. They are encouraged to drink as much as they would like. The introduction of an extra water fountain has effectively promoted the development of independence skills within this area. As a result, many pupils actively chose water rather than squash as their preferred drink.
- Although we experience some challenges in getting a few pupils with autism to change their habits or to experience new products, we have developed highly successful systems for supporting this. Much work is done on this, both in formal lessons - such as making, smelling and tasting foods from other faiths/lands/past ages in the Humanities subjects – and informally at the lunch table. A visual system is used at the dining hatch to help the pupils to make good choices about the food they eat.
- Additionally, some staff eats their lunch with the pupils and uses this time to promote the benefits of following healthy life styles, as well as talking about hobbies, events and any concerns. As a result, most pupils have developed their willingness to try new foods in order to widen their restricted diet with healthy options.
- For those who elect to have a packed lunch, parents and pupils are encouraged to ensure that the food is based on a healthy diet. Staffs discuss the contents of the lunch box with the pupil as they eat lunch.
- Partnerships

The extent and effectiveness of the school's partnership activity with other providers, organizations and services to promote learning and well-being for its own pupils and those of its partners include:

1. To ensure effective transition and induction both in and out of school

Transition into School:

- A senior manager is responsible for arranging transition. This is carried out by
- Termly transition meetings with other teachers from primary schools both special and mainstream.
- Visits to all pupils in primary setting, talking to pupils and teachers.
- Pupils to visit school with parent/ carers individually to be shown around the school
- Information /pictures/names of staff sent to primary pupils.
- Visit for morning to GM in summer term prior to transfer with parents for information etc
- Visit for morning with other pupils, in proposed groups. Time table of lessons followed.
- Buddy/support from family group.
- Some pupils may require individually tailored programs for transition e.g. autistic pupils. This is arranged on individual need.(case studies)
- Statement reviews in year 6 of Children Looked After and complex needs are attend where necessary.

Information on incoming pupils is transferred electronically through SIMs transfer files. In addition pen portrait information is gathered by senior manager with responsibility for transition. This is then disseminated to all staff

Late Entries into School

- Pupils to visit school with parent/ carers individually to be shown around the school
- Individual visits to current school by 'Blue room' inclusion manager.
- Depending on needs of individual pupils a reduced timetable may be introduced for a gradual introduction into the school, which is increased until pupils are on a full timetable. A pupil passport will be produced.
- Statements and information on incoming pupils are transferred electronically.
- Buddy/support from family group
- Progress monitored through tracking systems in school.
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Transition out of school

- Senior member of staff responsible for supporting transition out of school.
- Connexions support starts in year 9 and continues through careers lesson, interviews in years 9 and 11.
- Statement reviews in years 10/11 highlight possible choices and support individual pupils will need.
- Careers forms part of the KS4 curriculum and supports skills and information needed to make transition choices.
- All pupils have a Connexions advisor and senior teacher with responsibility for supporting pupil's applications for either college or work.
- A careers evening which is very well attended by year 9,10 and 11 students and parents, highlights options and is attended by local colleges, Connexions and stop gap.
- All year 11 students attend college tasters.

The school takes part in competitions, celebrations, festivals and events with other schools

- The school is a hub school for the School Sports Partnership. We led the South Oxhey primary schools partnership. Our sports leaders support and lead many events. This includes football festivals, multi skills days at Garston Manor This in turn supports the sports leaders course in KS4, promotes links with primary schools from where a large proportion of our pupils come from. Our Sports leaders have helped to organize x country and rounder's tournaments. (PE curr)
- We fully participate in special schools sports festivals, many we host and lead, such as football, basketball, cross country, swimming and dance. We also have very close links with the Watford Disability football. We participate in dance evenings at a local mainstream secondary school. The impact of this is we have many pupils who are involved in disability football, both boys and girls, out of school. This also supports our pupils in keeping healthy and active, as well as developing social skills and teamwork.
- We provide camping trips to the local scout camp as part of activities week.
- All year 10 pupils take part in 'opportunities day' at the Hertfordshire University with other special schools. Involvement in this allows pupils to 'trial jobs' that they may have an interest in or may have never have heard of before. It widens their knowledge of the world of work. (careers curr)

The school has a range of formal and informal links to promote improvements in educational provision, particularly teaching and the curriculum.

- Some of our KS4 pupils access appropriate vocational provision either in a mainstream secondary school or college environment. This includes Catering, Sports & Leisure, Hair and Beauty, Construction; Bridging into Foundation, Small animal care .The impact is the very low numbers of NEETS in the last 3 years, majority of our pupils attend college in either West Herts College or St Albans.
- The school is developing gardening as a vocational skill both on site and outside of school. With outside providers we have introduced City Guild Gardening as part of KS4. We now have 2 onsite allotment areas and very close links with Digswell nursery where our pupils have taken part in City Guilds Horticulture. We are also using this to support the development of Garston Manor as a green school. Produce is sold as part of a Enterprise for KS4 and produce is used in the schools summer BBQ for all pupils.
- Pupils during KS4 have access to the world of work by having opportunities to take part in work experience at local companies and visiting industries .Pupils also have to opportunities to visit careers fairs ,opportunities days and college taster days.
- The school accesses the wider opportunities initiative run by the music advisory team. Pupils also have access to 1:1 tuition in guitar and drums.

- Through the school sports partnership the school has access to many outside coaches' e.g. golf, dance. This supports the PE curriculum in school and enables pupils to engage in lunch time activities
- The school is opposite Watford Leisure Centre which has an indoor pool, squash courts, trampoline, badminton courts, and all-weather track. The facilities are used by the PE department and allow sports activities to be taught that we would not otherwise be able to teach. E.g. swimming and trampoline. This improves enormously the quality of educational provision the PE department is able to provide, as our onsite indoor facilities are a small school hall which is also the dining room and assembly hall.

The school does have a good understanding of its own strengths (that it can contribute) and areas for development (that it can seek from other schools)?

- The school is keen to learn from good practice elsewhere by:
- The school has close links with the neighboring mainstream school. We are part of the Herts /Bucks teaching alliance. This focused on teacher development, especially looking at accreditation for the more able pupils at school.
- We are a Nationally Accredited School for Autism
- We have achieved out Basic skills Quality Mark for the 3rd time.
- Links with a National Support school in Finchley

The school is it willing, and does contribute to the improvement of education locally and nationally.

- We support the University of Hertfordshire by offering support and guidance for trainee teachers, both primary and secondary.
- West Hertfordshire College is supported by Garston Manor by enabling students to complete CACHE courses and work experience at school.
- We are active members in the Watford Partnership group with a focus on developing special provision locally. The head teacher sits on the management group.
- We provide 2 days a week provision for post 16 students, linked with West Herts College.
- The school achieves this by supporting local secondary mainstream and severe learning difficulties school by developing integration for some pupils, giving support on developing awareness of Entry Level accreditation and teaching.
- The school offers work experience placements to some mainstream schools.

Partnership arrangements extend the range of opportunities for pupils at school by:

- Resources, facilities and accommodation that is not available in at school.
 - We use the local sports Centre for PE activities.
 - KS4 pupils access vocational courses such as motor mechanics, building and construction, Sport and Leisure
 - Small animal care, Hair and beauty, connexions arranging work experience and extended work experience for pupils.
- specialist expertise for science, music and performing arts
 - Specialist support available in school includes: Music trips to the Royal Opera house, individual piano teacher, Wider opportunity music support for drums, drumming lessons visiting music groups.
 - Science: Trip to the science museum and a cross curricular link with technology to Duxford.
 - Performing Arts; Dance teacher into school.3 day drama course for pupils linked to other schools
 - Glee Club
- extra-curricular activities and extended services
 - After school clubs which include football, multi skills, art club, ICT club.
 - Camping trip to nearby scout camp for 1, 2 or 3 night stays
 - Breakfast club open to all students
 - Residential activity holidays at Calshott (ski-ing, wind surfing, cycling, climbing etc)
 - Weekend trips to Little Hampton, Thorpe park etc in partnership with The Variety club

- Play Rangers – Watford council.
- Sport coaches provided by the School Sports Partnership
- Counseling
- initiatives or projects
 - We are developing 'the Green Project' which is a cross curricular link for recycling, gardening.
 - We are in partnership with West Herts college post 16 provision for some pupils who are not ready to access college full time.

Alternative Provisions

- Extended work experience, which is developed on an individual basis. This is provided through Hertfordshire chamber of commerce
- Vocational courses provided by college as part of our alternative provision. E.g 4am, Small Animal Care, Horticulture City Guilds, Bridging into foundation courses results in the majority of our pupils attending local colleges they have had links with whilst at Garston Manor.

Impact on Pupils:

- Due to good strategic leadership committed to raising the quality of teaching & learning through closely monitored aspirational targets, continuous professional dialogue and a supportive team culture, the pupil outcomes have been positively impacted resulting in a trend of good achievement.