

SUMMARY SELF EVALUATION



'The Glenwood Way'

- **Leaders set the bar high**
- **Each learner is a well-known and highly valued individual**
- **Parents/carers and families are at the heart of the school**
- **Every member of the Glenwood community matters**
- **Achieving independence that fits every individual's situation and potential**

We evaluate our overall effectiveness as OUTSTANDING:

- Regular and frequent feedback from parents/carers, families, professionals and external services tell us Glenwood has a life-changing impact. All young people are supported to have the confidence and high self-esteem to live valuable and positive lives.
- Glenwood goes beyond the extra mile when things are challenging situations for young people and families; a high level of courage and skills enables the school to work effectively in support of their individual goals; this demonstrates that Glenwood is always a learning school; with confidence, courage and skills that demonstrates bravery when faced with things we don't know, have never come across before and when we don't have immediate answers.
- The school's promotion of pupils' spiritual, moral, social and cultural development and their physical well-being is strongly linked to achieving the very best outcomes for our unique individual learners; Glenwood's motto "Together we will; respect, achieve and make good choices" is genuinely at the heart of school; promotion of highly relevant SMSC development is central to each learner's experience and outcomes.
- Safeguarding is pursued with exemplary attention to detail and foresight which means that there is a proactive approach throughout and woven through the curriculum and ethos of the school. Strong relationships with families and detailed knowledge about the challenges they face at any one time helps us see the wider safeguarding picture.

We evaluate the experience we provide for learners as OUTSTANDING:

- There is an atmosphere of excitement and passion for the young people in the school which underpins a relentless drive for improvement; the school is committed to helping learners to be as fulfilled and independent as they can be; making the very greatest possible impact on progress and quality of life.
- The promotion of learner's personal development, behaviour and welfare is an exemplary strength of the school; learners have great confidence and high levels of self-esteem because staff understand how important it is for the young people to truly believe that they are liked and respected. There is a relentless focus on whether the young people are enjoying their time at school and recognise the adults as being both useful and fun.
- Staff do not separate out any aspect of the child from their learning; there is a constant focus on how life is for them in terms of health, care, safety and wellbeing; for example, meeting nutritional needs and other physical needs are prioritised in line with the plan for their learning.
- There is a dramatic positive change in most children during the first term related to discovering that the adult is on their side and the ability to have 'joint attention' with an adult and It is very common for parents/carers to comment on how different life is at home since their child started at Glenwood.

To move to the next level we will:

Achieve a greater understanding of the learner's ability to develop relationships so we can be more explicit with assessment and promoting progress.

We evaluate the experience we provide for families as OUTSTANDING:

- The whole family's needs are considered alongside those of the learner because this directly relates to the child's welfare and wellbeing; a strong, trusting relationship is formed with the family from the start and is a true partnership on behalf of the young person.
- Extremely positive relationships with parents/carers are established quickly; shared aspirations and understanding are well developed. Glenwood establishes true partnerships with parents/carers to find solutions. There is an extensive and highly productive pre-start process to ensure a positive beginning at the school. Staff work to make families feel comfortable, valued and confident.
- Communication with parents/carers about all aspects of the learner's well-being and progress is constant, honest, clear and productive. Information about the next steps in learning is improving in quality as half-termly targets become available and learning is taken into the home to a greater extent.

To move to the next level we will:

Achieve a more dynamic process of monitoring and evaluating progress which is fluid and rigorous and draws in the knowledge and expertise of the family to a greater extent, bringing together effective systems and processes into a cohesive whole; that results in a more comprehensive record of the holistic learning journey in partnership with the family.

Staff capacity is evaluated as OUTSTANDING:

- Glenwood leaders recognise that improvement means adults making positive changes and not staying the same; this belief helps maintain outstanding standards within the school and leads to involvement in the wider support systems for the benefit of learners. If a change is needed, we don't give up because trying because it is difficult.
- Staff are observant, reflective and completely tuned-in to the different approaches that need to be in place for the individual young people. Staff are intuitive and sensitive and notice changes in the young people in terms of attitude and how they look and behave; there is a clear link with the quality of learning and with learners being well protected and safe.
- Staff have been supported to appreciate and understand the complexity around the intellectual difficulties of our young people. What can the young people do? What can they understand? What new experiences would be positive for them? These are the most important questions to answer and will make the most difference to each young person's life; consequently, planning is of a much higher quality.
- Performance Development supports staff effectively in building up the resilience and confidence needed to take more responsibility, to apply initiative, to take risks and be brave.
- Governors have a relevant mix of skills and current professional experience and are well informed and knowledgeable about school priorities; monitoring and evaluation by the governing body is therefore enhanced by understanding as well as commitment.
- Highly effective joint working with a community paediatrician, Social Care, Health and mental health services has a significant positive impact on all aspects of the young person's life including a rounded evaluation of safeguarding implications.

To move to the next level we will:

Influence and be influenced by practice in the Local Area so that strengths at Glenwood can benefit learners at other schools and partner services; and so learners at Glenwood can benefit from Glenwood as an out-facing school that does not stop learning from others and moving forward.

Provision is evaluated as OUTSTANDING:

- Outcomes for our learners are outstanding in terms of developing skills for individuals according to their priorities for life; we contribute significantly towards positive and valuable lives for our young people and, for those who can, accepting some responsibility for their own lives. Preparation for the next stage of their lives is exemplary and transition from school is a focus from the earliest stages.

- The system for insightful and reflective assessment results in an increasingly high level of challenge and depth around learning, this drives forward continuous improvement.
- EYFS provision focuses on developing the pre-requisites of more formal learning. Adults at Glenwood are skilled at finding out how learners best learn and make progress and establish a strong link with the interests of the child in helping them learn.
- The partnership of support and trust that is established with parents/carers continues into our Post-16 phase and our understanding of unique family circumstances is a crucial factor in our work with the young person.
- We are nurturing the opportunities that the new school building presents; maintaining our focus on the point behind experiences e.g. the impact on outcomes for young people when we use specialist spaces alongside the quality of the experiences. We are opening our eyes to the potential to increase and diversify learning placing value on not just the speed of the journey but the route taken.

To move to the next level we will:

Further refining the profile of each individual, this would have maximum impact on our effectiveness

Develop our knowledge of what we do when we are getting it right in relation to extending learning into the home; provide exciting opportunities for families to work with their child with increased confidence at home.