



SELF EVALUATION

'The Glenwood Way'

Leaders set the bar high

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.

Each learner is a well-known and highly valued individual

Staff are persistent in gaining a detailed knowledge of each young person and how they make the very best progress by constantly exploring their strengths and potential; our job is to grow and develop happy, safe and secure people and we are successful in nurturing a sense of self within a social world; this involves the ability to foster and enjoy relationships and interactions with others.

Parents/carers and families are at the heart of the school

The whole family's needs are considered alongside those of the learner because this directly relates to the young person's welfare and sense of wellbeing; a strong, trusting relationship is formed with the family from the very start and is a true partnership.

Every member of the Glenwood community matters

All staff, learners, families and visiting professionals can make an important contribution to progress and are valued members of the team; different does not mean lesser and so in this way everyone is of equal worth and everyone's part in the bigger picture is equally important.

Achieving independence that fits every individual's situation and potential

In the context of working together we seek to minimise dependence and support learners to be as self-reliant as they can be; this also applies to parents/carers and the wider family.

We measure what we value

We are clear about what is most relevant and helpful for our learners; we value:

- Going beyond keeping safe and protecting to improving wellbeing and making a positive difference to our learners
- Learners having the right to say “No” and “I don’t like that”; and to be listened to
- Seeing things through the learner’s eyes
- Gaining the learner’s cooperation, not compliance, so that they can learn about how best to do things
- Ensuring the learners can develop relationships of trust with adults as all will have some level of support throughout their lives
- Creating a very safe environment for every learner which must be personalised and is sometimes very different for individuals
- Being very good at observing what learner behaviours tell us; we notice, and are interested in, the slightest change
- Successfully building self-esteem and confidence in every learner whatever their starting point
- Learners being active participants in all aspects of life at Glenwood; they are not ‘done to’
- Relentlessly searching for solutions when they are not immediately obvious; we work extremely creatively to find ways forward
- Always owning both the difficulty and the responsibility to find a solution; never blaming the learners
- Making sure strategies and solutions work for learners at school, at home and wherever they are
- Recognising that the pressures and challenges which affect the family have a significant impact on the progress and wellbeing of the learner. Supporting the relationship between learners and their parents/carers to be positive and assisting a happy home-life.
- Standing with families in every aspect of life and through every challenge
- For those people with the most complex and physical/sensory needs we do everything we can to make things right for them to learn by paying the greatest attention to their basic needs and rights to be comfortable, protected and cared for. We know nobody will learn if their position is poor or if they are in pain.
- Asking the right questions to ensure that wellbeing needs are met and reducing the impact of barriers to learning
- Being brave about prioritising what is important and most relevant for individual learners
- Thinking ahead, pre-empting and preparing in order that the learner’s time is not wasted; detailed thought is put into achieving the right groupings in which learners will make the best progress
- Growing a deep and expanding knowledge of SEND and EYFS goals as this enables us to do things differently
- Learning continues beyond lessons into every aspect of the school day
- Teaching fits around how our young people best learn and make progress; which means we are committed to innovation and flexibility around each individual
- Prioritising learning not “doing”
- Using a range of ‘contexts’ which lend themselves to what we want to teach - as vehicles for providing learning and developing individual skills through interesting and exciting experiences

- Ensuring the learners feel they are liked, valued and doing well
- Preparing and enabling learners and their families to take part in activities that play a part in family life
- As our learners progress through the school, we provide an increasing range of experiences in the local community in preparation for adulthood and the next stage of their lives in and outside of school.
- Continuously assessing and re-assessing what progress can be made and what outcomes can be achieved; striving to gain the best possible quality of life for the learner
- Planning holistically; based on a very detailed knowledge of the learner's strengths and needs at any point in their journey
- Devising a curriculum that remains focused on priority needs but can change as the learner gets older and develops interests and aptitudes.
- Assessing, in addition to knowledge and skills; learning styles, nature of support, equipment and sensory information to ensure there is a holistic picture of what needs to be in place for taking the next steps to be successful
- Flexibility to change our approach with a learner if it is not working well enough
- Relentlessly interrogating and asking whether the progress being made with learners is the best it can possibly be
- Having challenging conversations about how time is being most usefully spent; the learner's time is precious and should never be wasted; every lesson, activity and experience must be relevant to every learner;
- Constantly asking "so what?"

How we monitor and test

We know we can make a difference; we have a deeply embedded culture of curiosity, excitement, questioning and self-challenge.

The effectiveness of our professional judgement is underpinned by being clear about the knowledge, understanding and skills that have the greatest impact in the young people's lives;

- We listen, we look and we notice what the children tell us in their unique ways
- We constantly talk to people and reflect
- We self-evaluate and analyse, always looking to improve our provision. With a vision of how it could be, we look to fill what gaps there are between staff skills and understanding because we know where we want to be. Knowing where we want to be we work at what we need to do to understand the journey.
- Questioning about professional practice is the way we work to constantly improve our provision; monitoring the quality of professional dialogue is one of the ways we evaluate ourselves
- Support Staff are confident to challenge teachers if they feel an approach to learning is not right for the learner or has not worked well; teachers expect, welcome and seek this challenge to get things right;
- In the same way, other professionals working closely with the school are encouraged to share thoughts, ideas and observations; they are always listened to; they contribute to our self-evaluation as they bring a wider perspective from a number of schools.
- Governors use a range of professional skills to hold leaders to account with rigour; they are a well-informed and highly skilled team who are continuing to develop a range of strategies they use to present productive challenge to the Head Teacher to drive forward progress; these include consulting external professionals and looking outwards to where other outstanding practice exists.
- We monitor the wellbeing of the family very closely and notice positive changes over time in addition to picking up concerns very quickly. Parents/Carers are completely comfortable with phone-calls home about every type of concern; they respond very well even if a member of staff feels that something is 'not quite right' for the learner that day and wants to discuss possible reasons; no stone is left unturned.
- We are improving the way in which we maintain a clear link between the high-level outcomes on the learner's EHCP and the mid-term and short-term targets we work with so that all planning is meaningful.
- We work in partnership with parents and contact with home happens frequently; parent/carers views are very important to us in terms of our planning for learners but also around how well we are doing overall. We ask parents/carers what is happening at home so that we can work with them to ensure progress is generalised in the home context;
- Similarly, we work with respite providers to ensure progress is generalised across different settings and with different relationships.
- Primarily we look at learner development and progress from their starting point; a range of monitoring and testing mechanisms are drawn together in our "So what?" Case Studies. These packages allow us to see how everything we do and measure works together for the learner.

We are developing “So What?” Case Studies to help us strengthen our learning from monitoring and evaluation; the studies will include evidence gathered from:

- Learning walks
- Lesson observations
- Learning Journals
- Learning Journeys
- Moderation of teacher assessment of individuals
- Quality /impact of JUPs
- EHCP outcomes and reviews
- Staff meetings: opportunity to reflect, evaluate and contribute (ref: whole staff evaluation against Ofsted Outstanding criteria)
- Achievement Teams
- Excellence Teams
- Use of PPG (and other additional funding): assessment of the impact of spend
- Views of other professionals; annually or after 6months if the colleague is new to the school
- Views of the LA; Ben Jones EP will be the LA representative
- Views of Parents/carers
- Views of local schools and colleges through a questionnaire
- Information from next placements, providers and families about where further support and advice from Glenwood would make a difference

The effectiveness of leadership and management is judged to be 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.
- Evidence from families and other professional services tells us that the work of the school profoundly changes and improves lives on a regular basis.
- 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.
- We will nurture the opportunities and minimise the threats 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. We will guard against watering down our biggest strength of togetherness and warmth, and losing the feeling of closeness both within the school and for our partners. We will mitigate against the risk of any young person, member of staff, parent/carer or professional, being overlooked or able to hide.
- 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.
- The insightful and reflective quality of professional dialogue results in an increasingly high level of challenge and depth around learning, this drives forward continuous improvement.
- The school is successful in moving teachers on as leaders within the school whether or not they have a formal position of leadership; staff are encouraged to put forward ideas and play a major role in finding solutions.
- 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. Parent/carer governors represent a good cross-section of needs and ages within the school and are able to bring a wide range of parent/carer views on-board. Governors continue to develop a range of strategies they use to present productive challenge to the Head Teacher to drive forward progress; these include consulting external professionals and looking outwards to where other outstanding practice exists.
- The promotion of British Values in relation to the understanding, abilities and needs of the learners is addressed through a range of SMSC experiences.; the way staff recognise a 'wow' moment and help the young person celebrate is a very important part of making, and knowing about, progress. Staff know the importance of helping learners enjoy the 'now' and recognise the simple achievements with sense of joy. The learners are always encouraged to come forward with a view and this happens formally through the school council. There is a conscious effort to make productive links and provide relevant experiences with the local community of schools and wider community in general.
- Leaders are aware of the impact that different combinations of learner profile and staff moving from different settings have, on keeping teaching consistently effective. The bar is set extremely high and new staff are required to work hard to meet required standards in a timely fashion, therefore great attention is given to information and skills that support transition and change well.
- Leaders recognise that every year presents new challenges and that the school overall never consistently reaches the high expectations of the leadership team in the Autumn Term. However, observation of classroom delivery is only one aspect of learning; the leadership team ensures that the quality of learning overall doesn't take a dip during this period.

- We plan to evolve our staffing structure and build up middle leadership so that capacity to focus on the quality of teaching is increased.
- We differentiate our support for teachers according to their development needs. Leaders sustain outstanding standards by taking prompt action when rigorous monitoring and evaluation of practice indicate there is need.
- Relationships between learners and staff are exemplary and at the core of school effectiveness; the practice of the school is firmly based in successfully adapting to prioritise learners needs which will shift as they progress through the school.
- 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.
- School leadership effectively tracks evidence of progress and best use of resources. We cannot discern a particular group that are disadvantaged in terms of their achievement as all learning journeys are highly personalised. However, we remain vigilant and ensure that through close monitoring and effective engagement with other professionals and parents/carers, learners are well known as individuals.
- Use of additional resources are very clearly defined for example our independent speech and language therapist is aware of those pupils who receive PPG and/or are LAC so the impact of all additional available funds can be identified. A strength of leadership is the considered coordination of additional funding streams, working together effectively with whole school strategies and other professionals. Added value is evident in terms of additional staffing, therapeutic experiences and I.T equipment which impact on the learning journey.

To sustain outstanding standards we will:

- *Strengthen distributed leadership for whole school initiatives/effectiveness*
- *Develop strategies for new staff to reach the highest standards as early as possible in each Autumn Team*
- *Maximise the opportunities presented by our new school facilities*
- *Consciously preserve the culture and relationships we have nurtured over time for the new school building*
- *Support the school community to manage significant change*
- *Governors will develop their range of mechanisms to challenge and support; these include consulting external professionals and looking outwards to where other outstanding practice exists*

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.

First step:

Supporting the Local Authority to improve EHC Planning and process; and with disseminating new ideas.

The effectiveness of Personal development, behaviour and welfare is judged to be OUTSTANDING:

- 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 know it is very important to see things from the point of the child’s priorities and to imagine life from the young person’s point of view.
- Significant time and skill is directed towards sharing information about appropriate outcomes and next steps for the young person; and to ensuring these professional views are part of productive inter-agency work.
- 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.
- The amount of challenging behaviour is minimal compared with the potential because of the way in which the young people are understood and managed. Positive choices are constantly promoted and this ability is at the centre of our aspirations for learners.
- 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 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.
- With young people who have profound physical disabilities
-
- prevention of deterioration, and of worsening, is a priority challenge and consequences of this belief have a significant impact on the learner and their family.
- 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.
- The school’s effective support in all safeguarding aspects is obvious in the way we talk to parents/carers; the school gives them the confidence to discern challenges which are in addition or not connected to learning difficulties.
- Glenwood creates an open culture and all topics are discussed; the school recognises that there are lots of unknowns and it is embedded practice to approach these directly. This approach contributes to a culture of vigilance around safeguarding and wellbeing.
- Attendance is promoted through *first day follow up* for absences and staff work hard to achieve good attendance though detailed work with families and other agencies on an individual basis. Action is proactive, prompt and in line with what individuals and families need; connections with safeguarding are not missed and concerns are followed through with vigilance.

To sustain outstanding standards we will:

- *Strengthen distributed leadership for whole school initiatives/effectiveness*
- *Continue to develop effective professional relationships with external services and break down barriers to effective solutions for learners and families*

To move to the next level we will:

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

First step:

Work out what we can meaningfully ‘baseline’ and measure with regard to this aspect of development

The effectiveness of teaching, learning and assessment is judged to be **OUTSTANDING**:

- All staff have consistently high expectations on behalf of the young people at Glenwood; a relentless focus on achieving the best possible lives at school and beyond drives the development and improvement of teaching, learning and assessment. Priorities for each learner change as they progress through the school; as change occurs expectations are rigorously questioned in order to make the absolute best use of time and resources.
- Assessment of individuals is used to plan will skill; making sure targets and the strategies are well tailored to meet individual needs. The process occurs over a wide range of learning areas and often involves the input of a number of professionals; thorough and thoughtful analysis of assessment informs planning and decision making.
- All aspects of teaching and learning are tailored to meet the priorities for each individual with a relentless emphasis on being clear that support strategies are relevant to the needs of the learner (age, aptitude, needs and preferences).
- We have becoming increasingly challenging about the quality and usefulness of any assessment, ensuring we find ways of assessing that give us an accurate starting point without making assumptions about observable behaviour being evidence of knowledge and understanding. There is significant emphasis on how, if a learner cannot have conversation, working towards knowing what learners are thinking and how they make sense of what is going on around them. We note observable behaviour and analyse what inference and conclusion we can draw from what we see in order to successfully meet needs.
- It is established practice to constantly re-look at and question assessment measures; this is threading itself through every conversation. Planning does not occur until assessment is rigorously challenged through professional dialogue i.e. “how do you know that is an appropriate target?”; as a result personalisation results in excellent progress.
- 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.
- We are now pitching targets based on what we know and without making assumptions. We should see an increase in progress because of this improved practice but initially being more analytical is steering us towards smaller, more refined objectives. Next steps are more finely broken down and we are better at recording progress on a half-termly basis because we are more aware of all the complexities.
- 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.
- Every meeting with parents/carers will always contain a member of the senior leadership team who will make any links with professional development for a member of staff; this ensures consistency around communication and models interactions for other staff.
- Our job is to grow and develop people and we are successful in nurturing a sense of self within a social world; this involves more than teaching skills and prioritises the ability to foster and enjoy relationships and interactions with others.
- The Senior Leadership Team set the bar high when evaluating all areas of practice; there is a depth and rigour to follow-through around the individual which increases accountability.
- All class staff are committed to achieving the very best for the young people. Success is achieved through joined-up team-work of at least 5 adults who care passionately about outcomes; all staff have the confidence their opinion matters.
- The school makes excellent use of the expertise of other professionals. In the context of meeting a diverse range of needs in partnership other professionals feel valued and part of the teams which reflects a fully integrated approach to meeting needs. Each professional has complete clarity

around their role whilst the teacher stills takes the overview of the young person's response in the context of their wider learning.

- We are an outward facing school. We hold on to the fact we are about making the difference to the young people therefore we are never complacent; we make productive use of local community for enrichment experiences according to what will have the greatest impact on progress.
- When it is given, work for the home often comes out of annual review meetings and the particular needs of the individual learner. It only occurs if a positive experience of homework can be created. We share learning points that should be taken into the home; talking to parents/carers about what promotes communication and independence skills. PECS resources are used constructively at home and reporting to school means it effectively supports them to prompt learners to use their skills and understanding fully.
- Young people at Glenwood are supported to gain an enthusiasm for life and grow the confidence to try new things; they quickly develop correct trust in adults and so become confident to 'try' and to flourish in safety.
- The Glenwood curriculum is highly relevant; everything that becomes part of the curriculum starts with the young person. We always think about the difference it will make to 'whole lives'. Learners must see the relationship between themselves and what they are being asked to learn; this reflects the beginning of the ever-widening circle and life outside school, using community facilities to prepare for adult life and what we are looking to achieve.
- Post 16 learners engage in work experience or work based learning if appropriate but for the majority there is a focus on how can they manage within their community and do as much 'to help themselves' as possible; this makes a huge difference to family life and the future life of the young person.

To sustain outstanding standards we will:

- *Improve the quality of, and impact of, information given to parents/carers by sharing shorter term targets*
- *Embed the use of a web-based app in order that parents/carers will have easy access to information about milestones*
- *To improve the quality of, and impact of, suggestions given to parents/carers about taking learning into the home*
- *Use the opportunities of the new school building to promote frequent conversations with new groups and forums.*

To move to the next level we will:

Achieve a more dynamic process of monitoring and evaluating progress which is fluid and rigorous. Drawing together effective systems and processes into a cohesive whole; that results in a more comprehensive record of the holistic learning journey. We will arrive at a highly efficient system for identifying the need to investigate promptly even when the learner has not drawn extra attention through their responses.

First step:

Develop next step planning led by core EHCP outcomes, ensuring the link with the high level EHC outcomes is clearly demonstrated

Outcomes for learners are judged to be OUTSTANDING:

- Outcomes for our learners are outstanding in terms of developing skills for individuals according to their priorities for life. The quality of relationship forming is of crucial importance to our learners; they will be all be receiving help from others throughout their lives and the ability to, at the very least tolerate, and ideally to enjoy these relationships is highly significant. Relationship forming, achieving some autonomy, the ability to make choices, influencing their own experiences and keeping themselves safe are all key goals for our young people, as is the positive use of any "down time" or leisure time which is a huge challenge for most the young people who attend Glenwood.

- 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.
- While it is not possible to make empirical judgments about outcomes for our learners or meaningfully compare one group of learners to another, we constantly apply the challenge ‘can it be better?’ about progress and outcomes for all our learners in relation to their highly individual profiles. We do not make assumptions and we are always attempting to discover more about their potential.
- What we are aiming for is shared with the family as a discussion; the future, in terms of potential improvement and highest expectations, is the subject of ongoing dialogue throughout the learners’ time with us.
- 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.
- There is always ‘follow-up’ on placements during the years immediately after the learners leave the school; we continue to share important information and strategies with providers in order that the young person makes the transition into the next phase of their lives successfully and continue to flourish.
- Some pupils achieve part time paid employment before they leave school and some move on to supported living. We track learners for 5 years after they leave Glenwood; making a yearly check on how original placements have worked out and helping, if asked, there have been difficulties. It is common for people to come back to us to ask to support during the first year and after even after that point. This tracking has emphasised the importance of trying to effectively convey the very comprehensive and sensitive support we give to the new placement.
- The most significant group analysis for the school is by SEND type; for example, thinking about those learners with very severe ASD and severe intellectual ability and those with the most profound and multiple difficulties; we ask the question, do we have an adequate way of understanding potential here?

To sustain outstanding standards we will:

- *Ensure medium term outcomes are at the heart of planning for individuals*
- *Ensure that next steps and provisions result in good progress; encouraging families to think of a shorter-term outcome rather than just the end of the journey*

To move to the next level we will:

- *Develop further ways of transferring the knowledge about what works for the young person to the next placement.*
- *Create shorter, punchier pieces of information which are more likely to make an impact and be adopted by future providers.*

First step:

Audit of views from providers for young people and link with parents/carers too.

The effectiveness of Early Years provision is judged to be OUTSTANDING:

- 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.
- Meetings with families are always attended by a member of the senior team and this also contributes to the positive beginnings of the partnership; it is also an effective way of modelling effective communication to staff from the outset.
- The “in it together” approach works very well especially if a family are still going through an assessment process. The school is not afraid to deliver hard messages and does so effectively by building a firm foundation of trust with parents/carers and very often the wider family.
- Proactive safeguarding based on knowing about very specific challenges and risks is enabled through a very close and detailed knowledge of family circumstances at this early stage.
- EYFS provision focuses on developing the pre-requisites of more formal learning. Adults at Glenwood are good 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.
- 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.
- The school rapidly brings about a notable increase in independence skills due to a systematic focus on transitions; this is a focus as soon as the learners start and this has been a significant improvement since the last inspection. Systems to develop independence are extremely strong; evolving in complexity in line with the needs of the young person. Strategies are constantly built upon as children succeed in gaining more and more independence; this a frequent an area of challenge for staff whilst their knowledge and practice improves.

To sustain outstanding standards we will:

- *Accelerate the pace of skills development for new teaching and support staff*
- *Maximising the potential of our new facilities to improve the physical development of the learners*

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.*

First step: *systematically gain insight from families about working with their child at home*

The effectiveness of Post-16 Study Programmes is judged to be OUTSTANDING:

- There is strong emphasis on preparation for the next stage of the young people’s lives; the learner’s experience of education becomes much more adult as off-site activities increase.
- As different skills, knowledge and qualities are developed in the young people the school monitors closely what needs to be promoted in order to take the next steps successfully.

- We help our young people to show us should and could be built into their adult life according to their preferences, aptitudes and needs.
- We aim to increase our skills at capturing learner's views and acting on them, where appropriate, so that we can provide a greater personalisation.
- We want to improve our evaluation skills in order to recognise and make change in priorities for an individual in relation to specific settings
- Partnership working with other agencies and parents/carers is exemplary; agencies always comment extremely favourably about this aspect of Glenwood's work. The school works incredibly hard and effectively to ensure each young person has provision arranged and superb professional relationships work in the best interest of the young people.
- Based on what we know about each young person and what we have been able to observe, we are able to pass on valuable information to future providers in order that expectations continue to be accurate and aspirations accordingly high.
- An important part of Post-16 programmes is becoming clear about the level of support each young person needs in different environments to access the community with success; this knowledge is also useful in helping parents/carers achieve the best quality outcomes from direct payments, where needs can be matched with other learners and resources used more efficiently.
- We give a breadth of additional information to parents/carers ranging from options for supported living through to setting up Trusts and will-writing. Events are always friendly and welcoming, often in the form of coffee-mornings. Parents/carers of pupils who have already left are invited back to share experiences, learning and advice with current parents/carers.
- Our own discernment and feedback from parents/carers tells us that our learners mature hugely due to the way that we work with them;
- We therefore we prioritise thinking and discussion with partners about what works well (and what doesn't) for the individual.
- The partnership of support and trust that is established with parents/carers continues into this phase and our understanding of unique family circumstances is a crucial factor in our work with the young person.

To sustain outstanding standards we will:

- Independence, according to the potential of each learner, is developed further
- Encourage and develop creativity an increased range of learning opportunities
- Continue to support parents/carers to finds ways post-school school.
- Continue to be available to providers for advice support.
- Maximise the potential of the Independent living area in the new school; making household task more realistic and functional and increasing the variety of experience
- Maintain the professional partnership with other agencies in this time of financial pressure

To move to the next level we will:

- *Open up a much wider range of opportunities for personalisation*
- *Finding more effective ways to make to transition to being supported by new people and in different settings*
- *We will be involved in the development of further education after school 19 + in order to improve potential outcomes.*
- *Provide useful information to help learners move into their next provision*

First step:

Ask providers what they find the most helpful from us.

Overall effectiveness was and is judged to be OUTSTANDING:

- Regular and frequent feedback from parents/carers, families, professionals and external service 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 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.
- Glenwood has a vibrant staff body with a cross section of ages that brings together new ideas and thinking with an enormous amount of experience. Our ability to attract and develop staff from a variety of backgrounds improves the quality of our offer for young people. The growth of the school in terms of ever increasing numbers is happening over time so this has meant that new staff join a mature and experienced staff group.
- An exemplary strength of the school is our partnership working with other professionals and agencies on behalf of our young people and our ability to act as highly successful advocates for the young person and their families
- Planning for learning is exceptionally effective because it is based on an in-depth understanding of the learner and what will support them to make progress; holistic assessment is a core strength of the school
- 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.
- Similarly ensuring learners are safe and protected is at the heart of the school and a key element in the wider curriculum; vigilance and foresight are demonstrated in both policy and practice. Our approach to safeguarding takes a strong forward step from ensuring safety and protection towards positively enhancing well-being through our culture and practice.