



Self-Evaluation Statement

School name	Woolston 6 th Form College – combined 6 th Form elements of Fox Wood School and Green Lane School
School type	Special
Address	Holes Lane, Woolston, Warrington, WA1 4LS
Telephone	01925 811447
Email	woolstonsixthformcollege@warrington.gov.uk
Website	www.greenlaneschool.co.uk (Green Lane School) www.foxwoodschoool.org.uk (Fox Wood School)
NOR	
DFE No.	
Ofsted URN	
Number on roll	32
Headteachers	Miss Lucinda Duffy (FW) / Mr Paul King (GLS)
LA	Warrington
Religious character	None
Last inspection date	14-15 th May 2014(FW) and 6-7 th May 2015 (GLS)

Contextual Details

College Information

- Woolston 6th Form opened in March 2014 and is a joint 6thForm of Fox Wood School and Green Lane School. We moved into our new building on the Woolston site at this time.
- The catchment area for the college is the whole of Warrington and also neighbouring LA's. In 2016/17 29% of students had previously attended Fox Wood School; 59% had previously attended Green Lane School; 6% had previously attended designated provisions within Warrington LA schools; and 3% had previously attended a special school outside of Warrington. 3% do not currently attend college due to medical reasons.
- In 2017/18 we have two students from outside of the LA.(Wigan LEA) In 2016/17 we had no students from outside of the LA.
- As of September 2017 100% of sessions in college are totally integrated between the 2 schools.
- College numbers – in 2014/15 we had 31 students (55% from Fox Wood and 45% from Green Lane); in 2015/16 we had 35 students (48% from Fox Wood and 52% from Green Lane); 2016/17 we had 33 students (36% from Fox Wood and 64% from Green Lane); and in 2017/18 we have 32 students (37.5% from Fox Wood and 62.5% from Green Lane).
- We have a high staff to student ratio. Our staff team includes 1 assistant head teacher; 7 teachers/tutors; 14 teaching assistants (full and part time); 1 administrative staff; 1 Maintenance Officer; and 1 MDA.
- We have employed a 1:1 tutor for Literacy to work with one of our more able students.
- Students have access to a specialist OT one day per week to work with our ASD students and provide sensory diets to staff and parents on how to support students with their sensory processing needs.
- Students have access to an OT assistant to work with students on an individual basis in order to address barriers to learning arising from sensory impairments
- Students have access to a SaLT assistant, who delivers 1:1 programmes under the guidance of a Speech & Language Therapist.
- Students receive specialist input from a music therapist to further enhance learning opportunities.
- We have a medical team on site – two nurses and a health care assistant and receive advice, programmes and support from physios, SALT, VI team, bladder and bowel team etc. We host many clinics e.g. continence, orthoptist, dietician etc. to reduce the amount of students needing to have time off college for appointments
- Students worked towards and completed the Arts Award Discover level in 2015/16.
- The college is involved in the Duke of Edinburgh Award Scheme. The College is a Directly Licensed Centre for delivering and assessing the award scheme. The College received an award for Duke of Edinburgh delivery at a ceremony at Buckingham Palace in May 2016.
- All students have access to excellent resources including a multi-sensory room, sensory base, food technology room, courtyard, outdoor gym and common room.
- Work related learning, including internal and external work experiences, gives the students a solid taste of work. This is linked to the personalities and interests of the students.

Groups

In 2017/18 there are 32 students on roll.

- 15(47%) are girls and 17(53%) are boys.
- 9 (28%) of students have a diagnosis of ASD. 6 (66.6%) are boys and 3 (33.3%) are girls.

- There are 10 students (31%) eligible for Free School Meals.
- 3 (9%) of students are classed as having Profound and Multiple Disabilities (PMLD).
- 32 (100%) of students have a statement of SEN / an EHC Plan.

Exam results

In 2016/17 we had 7 leavers.(1 from FW and 6 from GLS)

4 (58%) left with an Entry 1 qualification in Mathematics.

2 (29%) left with an Entry 1 qualification in English.

6 (100% of those entered for qualification) left with an Entry 1 qualification in PSHE.

7 (100%) left with an Entry 1 vocational qualification.

6 (86%) left with an Entry 2 vocational qualification.

5 (71%) left with an Entry 3 vocational qualification.

7 students (100%) left with Duke of Edinburgh Bronze Award. 5 students (71%) left with Duke of Edinburgh Silver Award.

Other Information

Students attend the college from a wide range of social backgrounds and from all across Warrington. The IMD score is higher than the LA average.

A Transitions Manager has been appointed by Fox Wood School and an 11-25 Development Manager has been appointed by Green Lane School to support students with transition into college at 16 and out of college at 19 years old. Both positions provide support and guidance to students and parents when needed.

A Supported Internship Officer has been in place since March 2016. They support us with finding work experience placements based on student interests and skill sets.

We are looking to develop a 19-25 provision to support our learners when they leave college. This will begin operation from September 2017.

The effectiveness of leadership and management are outstanding.

The quality of teaching, learning and assessment are outstanding.

Personal development, behaviour and welfare are outstanding.

Outcomes for students are outstanding.

As of September 2017, we now judge our college to be OUTSTANDING.

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Effectiveness of Leadership and Management are OUTSTANDING because:

- Performance Management for teachers and tutors in college is led by the Assistant Head teacher. Performance Management of teaching assistants is led by class teachers/tutors and as a result is now more relevant to the college setting and has ensured appropriate CPD needs are identified for all.
- Performance Management targets are linked to student progress and whole college development and this has had a positive impact as staff are feeding into the development of the whole college as well as students' academic success.
- Lesson observations are carried out by Head teachers on all teaching staff linked to Performance Management targets. This has resulted in consistently good performance of staff due to staff being held more accountable.
- Learning walks are carried out by the Assistant Head teacher in conjunction with the Head teachers and governors – there is a shared file of learning walk dates and observations. Work scrutiny activities are carried out in college 4 times across the academic year. This allows us to see first-hand the progress towards qualifications and targets. The annual calendar details learning walk and work scrutiny dates for the academic year and who will be involved. The results of work scrutiny, learning walks and performance management all triangulate to get an overall judgement of performance.
- Governors from both Green Lane School and Fox Wood Schools act as 6th Form link governors. Reports are provided to governors meetings on a termly basis sharing college developments. This means that they know the college very well and as a result provide excellent support to staff as well as holding staff and the Assistant Head teacher to account.
- Standardisation meetings are held annually with all staff involved as part of Open Awards qualification. Records of these meetings are kept in Open Awards file in office. This means that staff are sharing good practise and work produced for external moderation is of a high standard.
- Internal moderation and External Quality Assurance visits are carried out annually by Open Awards staff. In July 2017 we had a very successful first visit and grading on 100% of work assessed was approved. This shows that students are making excellent progress.
- 'Sixth form provision is led and managed well by a knowledgeable Assistant Headteacher.' (Ofsted 2015).
- 'Teamwork is a considerable strength and has a significant impact on students' outstanding achievement'. (Ofsted 2015)
- We have developed a new uniform assessment system that has been written to show all levels of progress from PMLD up to Entry level 3. As a result of this all college students are being assessed in the same way and all staff are producing more accurate assessments which will lead to accurate target setting and best possible progress for all students.
- Communication with parents/carers takes place through home/college diaries, the school websites, a weekly blog/newsletter, termly personal presentations and by means of an open door policy. In the 2106-17 parent questionnaire 88% of parents rated our communication as good to excellent. These have all contributed to the positive relationship we have with parent/carers.
- Students experience a range of activities, such as residential activities, outdoor pursuits, football sessions and social nights outside of college time. As a result students' social skills have developed and we have developed a greater college experience for all of our students.
- The Assistant Head teacher monitors behaviour data and attendance on a half termly basis. A commentary is recorded detailing any issues that affect student progress. Because of this behaviour plans are put in place for students that require them and additional support
- There are clear procedures and processes in place to safeguard students and staff. As a result we have created a very positive working environment where the staff have the safety of all students in mind.
- We have excellent links with other local and SEN colleges which allows us to clearly advise students about their next steps. This has led to students and

parents being advised in the best possible way and students being placed correctly post 19.

Our priorities for the coming year

- To develop a staff questionnaire in line with parent and student questionnaires
- To develop the role of the governors within college to be part of learning walks.
- To gain external accreditation for college – Matrix and Warrington Wise Up.

See college development plan 2017-18.

Teaching, Learning and Assessment

Teaching, Learning and Assessment are OUTSTANDING because:

- Since September 2017 we have 3 pathways for students entering college – PMLD, Pre-entry level and Entry level which cater for all abilities. All students work towards vocational qualifications at Entry 1 and above. As a result of this all students entering college are placed on pathways based on their academic ability that will challenge them.
- We operate 5 vocational one year courses at Entry 1 level and above (Preparation for Work, Hospitality & Catering, Café & Retail, Horticulture and Office & Admin). These are externally accredited through Open Awards. In the 2016-17 parent questionnaire 100% of parents rated the college curriculum as good or excellent. As a result our higher ability learners are learning relevant real life work skills that will prepare them for life and potential employment.
- We operate a PMLD and a pre-entry course in Independent Living Skills – both work towards an externally accredited qualification through OCR. As a result our lower ability learners are all achieving a recognised qualification.
- In 2016-17 5 out of 6 (84%) leavers participating in Open Awards courses achieved their target credits to gain a qualification. 1 out of 6 (17%) did not meet their target (this was due to being absent from college for 2 terms) and 1 out of 6 (17%) exceeded their targets and achieved an additional qualification at a higher level. This shows that students are constantly challenged to achieve the best possible outcomes.
- In 2016-17 1 leaver completed an OCR course and achieved his target credits to gain an Entry Level qualification.
- All students at Entry 1 level and above make a choice of which course they want to complete each year and the courses are focused on the needs of the students and adapted to suit their needs across Entry 1-3 levels. (see course choices information). This has led to a student focused approach to what we do enabling students to make choices about their own goals. It also allows us to support them to achieve those goals.
- The horticulture course commenced in September 2016 and we have employed a specialist tutor to lead the course, allowing the best possible start for the new course. As a result the students on that course are getting access to expert knowledge and tuition.
- We have developed new assessment systems so show levels of progress for vocational courses, Maths and English. In the vocational courses skills assessments are completed for existing courses and are being developed for new courses that show annual progress across a continuum. Progress towards module completion is carried out on a termly basis and tracks how many credits students have accrued. The college's data relating to student progress is compiled by the Assistant Head teacher and target setting is carried out at the beginning of the year and teaching staff participate in termly meetings to discuss progress towards targets. This has led to staff being more accountable of the progress of all individual

students and had let us show both vertical and linear progress for individual students.

- We produce termly personal presentations that detail progress made in Maths, English, vocational courses and across the general curriculum. 5 targets are set for vocational courses and 3 targets for Maths and English. Presentations are photographic and allow the students to access them and share with parents to show college work activities. This means that students can share their work with parents in a more student friendly format. Also parents will be able to clearly see the progress being made.
- Students further develop their personal, social and vocational skills via a range of specific activities e.g. Willow Green Café and Catering, administrative work in the school office, grounds maintenance and running the college kitchen. This prepares them for entering the world of work or further education post-19. 82% of parents rated the range of work experience options good to excellent in 2016-17.
- Students learn functional skills and apply these skills in a wide range of real life work situations. 4 students currently complete external work placements independently with a further 2 starting in October 2017. As a result our students are learning relevant real life work skills that will prepare them for potential employment.
- We offer a range of real life work experience opportunities that support the running of the college – students work in the college kitchen; they work in the college office; they grow plants and vegetables and help maintain the Woolston site as well as making the college environment look nice; they operate a café providing staff lunches; and they provide catering for events. Again as a result our students are learning relevant real life work skills that will prepare them for potential employment.
- A marking policy for college has been devised and is used by all staff. This has led to a consistent approach to marking work in line with the requirements of external accreditation bodies.
- We use of sensory diets to support students with sensory processing issues. This means that students are in the best possible position to learn.
- Students with ASD have termly targets set and evaluated. Target Ladders are being used to support this. This means that staff are supporting students with the effects of their ASD in order to maximize their potential.
- A differentiated student questionnaire has been developed for use with all students from September 2017. This will allow us to see what students think about college life and the courses they have been completing. This has led to a student focused approach to what we do enabling students to share their views about college life.
- Monitoring of achievement through student achievement trackers – Course, Maths and English targets, ASD IEP's, SALT targets, accreditation data and Maths and English assessments. This allows us to track progress towards annual targets.
- Use of soft data sheets allows us to record areas of progress not captured within the main assessment systems but show progress and attainment in the areas of Successful Learner, Responsible Citizen and Confident Individual. This means we can record progress in non- academic areas, some of which are massive steps for some students.

Our priorities for the coming year

- To develop the PMLD and Pre-entry courses.
- To embed new assessment system with all staff
- To embed new target setting system for students that will show progress made across time in college
- To enhance how we report and present progress to parents through termly Personal presentations for all students

See college development plan 2017-18.

Personal Development, Behaviour and Welfare

Personal Development, Behaviour and Welfare are OUTSTANDING because:

- Attendance at college is excellent for the majority of students. For 2016-17 the average attendance figure was 93.3%. One student was in hospital for 2 terms and if this is not included in the total figure attendance was 94.8%. Students say they love coming to college. Illness is the largest factor affecting attendance followed by family holidays and sickness. Students receive attendance certificates in assembly on a termly basis. These factors have led to a positive climate, atmosphere and student focused college.
- Students' attitudes and behaviour are excellent. They always try their best to meet the high expectations of all staff. We have data that supports this view. College is a very calm environment and students respond very well to this. Students respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. As a result we believe our students make very good progress.
- Behaviour and attendance are tracked on a half termly basis. We have been trialling Class Dojo as a positive behaviour management tool in some classes and students are keen to earn points. Points are earned for good work, trying your best, independence and helping others. Student attendance as a result is very good.
- Where challenging behaviour is a symptom of a students' condition, such as those students with ASD, students are managed positively by staff who know them very well. We are developing the recording of behaviour incidents to include a dysregulation support form. Not all of our challenges are down to behaviour and we want to show how students, particularly ASD students, dysregulate and what strategies we use to try and support them. This has led to a very personalised behaviour management system.
- Pathways to Success are completed for all students and shared with all staff members. As a result staff know our students very well.
- Students who exhibit challenging behaviour have Individual Behavior Plans, which are shared with all staff. All staff are able to address some very challenging students in a consistent manner.
- All staff are patient and firm with students, providing the consistency they need.
- Risk assessment systems are thoroughly in place for activities both on and off site. A risk assessment register is completed detailing all activities. Health and safety of students is given a high priority as a result of this.
- The College has its own student council with annual elections and termly meetings. We hold student elections annually and students decide whether to run for the position of head and deputy head students. This means that students learn a lot about the voting system and also about British values and procedures.
- Students wear their own clothes to college and develop a sense of their own identity.
- We have an established system of support at playtime and lunchtime for vulnerable children through high levels of staff support. All of our students are kept safe.
- Students are assigned to form groups with a key member of staff and they support with pastoral care of students. This has led to a well managed support network for students.
- From the 2016-17 parent questionnaire 100% of parents reported that their son/daughter was happy in college. 100% felt that their son/daughter had developed as a result of moving up to college. Parents are seeing their sons/daughters maturing.
- 'Students feel safe and safety and welfare requirements are well met. As a result, students are settled, secure and confident.' (Ofsted 2015).
- An intimate care policy is in place and emphasises the importance of care, confidence, respect, dignity and reassurance.
- The college adheres to a thorough induction programme for new staff, students and volunteers. This has created a staff team who have the safety of

our students at the forefront of their minds.

- Annual reviews are held in college time and all professionals associated with students are invited to attend. As a result a wide consensus on the best way forward for students has emerged.
- The site is secure and substantial daily checks are completed and recorded in college by the maintenance officers.
- There are weekly meetings of the Safeguarding Team showing close monitoring of students where needed. Students are RAG rated according to the degree of concern. As a result students' safety and welfare are well met.
- Our 19-25 Development Manager works closely in supporting parents via Family Support Meeting, Child in Care Meetings and support filling out bursary forms. This has had a very positive impact on college-home relationships.
- We have a Health & Safety Team based in college that meets half termly to discuss and address any issues. A positive Health and Safety audit / report resulted from this work.
- British Values are delivered throughout the curriculum and college life. Students are encouraged to make more choices about what it is they want to do e.g. course choices annually, tutor group and leisure choices termly. We make sure that every term students will get their first or second choice and plan staffing accordingly. This has led to our students being well versed in British values.

Our priorities for the coming year

- To develop our courtyard facilities to allow for more opportunities for outdoor learning.

See college development plan 2017-18.

Outcomes for Students

Outcomes for Students are OUTSTANDING because:

- By the end of Year 14 student attainment is below the national average. However 7 out of 7 (100%) of students left college with an Entry 1 vocational qualification. Additionally 6 out of 7 (86%) left with an Entry 2 vocational qualification and 5 out of 7 (71%) left with an Entry 3 vocational qualification.
- 4 out of 7 (57%) left with an Entry 1 level Maths qualification.
- 2 out of 7 (29%) left with an Entry 1 level English qualification.
- The arrangements for transition into the sixth form ensure that students settle quickly. A transition programme is set annually and all new students have the opportunity to spend 1 week or for single days across a number of weeks in college in the summer term prior to them commencing in college. They get to 'taste' all of the different course options so that they can make a more informed choice. Because of this all students are well prepared for entering the sixth form. Existing students get to 'taste' the other courses on offer at the same time to make informed choices about what they want to do in subsequent years. Because of this our existing students are more prepared for transitions and are involved in the decision making process. In the

2016-17 parent questionnaire 100% of parents rated the transition to college for new starters and leavers as good or excellent.

- We have developed a close link with Petty Pool College and for the past 2 years students that are accepted to go to Petty Pool post 19 spend 6-10 weeks going to Petty Pool College for 1 day per week to experience the range of courses on offer. As a result of this students have time to familiarise themselves with the college and the staff and the staff there get to know our students.
- All transition visits are supported by college staff. This allows information pertinent to students to be passed over making the transition more successful.
- Students and their families access independent careers advice and guidance from year 9 to 14. Students and families are encouraged to visit local college open days so that they can make the best possible choices for post 19. All of our leavers go on to further education. In September 2017 6 out of 7 leavers started at Petty Pool College and 1 out of 7 started at Sea Shell Trust. This allows our students and parents to access relevant and impartial advice and make more knowledgeable choices for the future.
- We have an annual open evening in college for all parents to come in and speak with staff and see the work they have been completing towards their courses. We invite external bodies to join us on that evening so that parents/carers can speak to a range of professionals - social workers, transitional social workers, Education Authority finance department, medical services and we have added a representative from the benefits department of the local job centre to come and discuss the benefits our students may be entitled to. This has led to parents being more involved in college life and excellent relationships to be developed with parents.
- We have an annual careers event in November every year and this is attended by local colleges and provisions that support young people with SEN. Parents can come and see what is out there for their sons/daughters and gives them an opportunity to speak to those colleges face to face.
- Students that are suitable for supported internships are identified and referred to Supported Internship Officer (SIO). The SIO meets with students and puts together a student profile to match potential work opportunities. Staff support students 1:1 with work placements as required. 4 students are currently accessing an external work placement independently. As a result our students are best placed for potential employment opportunities.
- Citizenships days, supporting local and national charities are held throughout the year. The result of this is that students get taught more about the value of helping others.

Our priorities for the coming year

- Further develop work experience opportunities and opportunities for supported internships.
- Consolidate our new assessment system for Maths, English and vocational courses.

See college development plan 2017-18.