**Self-Evaluation Statement**

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| **School name** | Woolston 6th Form College – combined 6th 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](http://www.greenlaneschool.co.uk) (Green Lane School) [www.foxwoodschool.org.uk](http://www.foxwoodschool.org.uk) (Fox Wood School) |
| **NOR** |  |
| **DFE No.** |  |
| **Ofsted URN** |  |
| **Number on roll** | 37 |
| **Headteachers** | Miss Lucinda Duffy (FW) / Mr Paul King (GLS) |
| **LA** | Warrington |
| **Religious character** | None |
| **Last inspection date** | 13th September 2018 (FW) and 6-7th May 2015 (GLS) |

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| **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.  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Year | Attended Green Lane School | Attended Fox Wood School | Attended other Warrington schools | Attended Out of Warrington schools | | 2018/19 | 65% | 16% | 0% | 19% | | 2017/18 | 58% | 36% | 3% | 3% | | 2016/17 | 59% | 32% | 6% | 3% |  * In 2018/19 we have three students from outside of the LA (2 from Wigan and 1 from Halton). In 2017/18 we had two students from outside of the LA.(both from 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 2018/19 we have 37 students (27% from Fox Wood and 73% from Green Lane); in 2017/18 we had 32 students (37.5% from Fox Wood and 62.5% from Green Lane); in 2016/17 we had 33 students (36% from Fox Wood and 64% from Green Lane); 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) * We have a high staff to student ratio. Our staff team includes1 assistant head teacher; 7 teachers/tutors; 14 teaching assistants (full and part time); 1administrative staff; 2 Maintenance Officers; and 2 MDAs. * Students have access to a specialist OT one and a half 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 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 * 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 2018/19 there are 37 students on roll.   * 11(30%) are girls and 26(70%) are boys. * 14 (38%) of students have a diagnosis of ASD. 13 (93%) are boys and 1 (7%) is a girl. * There are 9 students (24%) eligible for Free School Meals. * 4 (11%) of students are classed as having Profound and Multiple Disabilities (PMLD). * 37(100%) of students have a statement of SEN / an EHC Plan.   **Exam results**  In 2016/17 we had 12 leavers.(6 from FW and 6 from GLS)  12 (100%) left with an Entry 1 vocational qualification.  6 (50%) left with an Entry 2 vocational qualification.  4 (33%) left with an Entry 1 qualification in Mathematics.  2 (17%) left with an Entry 1 qualification in English.  3 (25%) left with an Entry 2 qualification in English.  12 students (100%) left with Duke of Edinburgh Bronze Award. 5 students (42%) 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 an11-25 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 have been involved in the set-up of a 19-25 provision (Willow Green) to support our learners when they leave college. This began operation from September 2017. 7 students that left us to go on to Petty Pool have returned for an Adult Social Care funded 1 day programme which commenced in March 2018. It is hoped to have a 5 day programme commencing in September 2019 as an option for our leavers to remain in Warrington. |

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| **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 2018, we judge our college to be OUTSTANDING. | | | |

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| **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 some of the 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. All staff use the College Development Plan to identify targets which are linked to whole college development and this has led to all staff being much more aware of and fully integrated into how college develops and improves. * The Performance Management system enables staff to take a greater responsibility for their own professional development. As a result of this staff welcome feedback and reflect upon on the quality of teaching and learning; they are more motivated to seek out opportunities to develop themselves and the college. * College leaders welcome feedback from a full range of stakeholders. Parents and students complete annual questionnaires detailing their experiences with the management and structure of college and this has led to improvements year on year to the provision. * One teacher commenced the NPQML course in 2016/17 and is due to complete the course this year. This has led to this staff member strengthening the leadership structure within college. * 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 termly with all staff involved as part of Open Awards and OCR qualifications. Records of these meetings are kept in Open Awards or OCR 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 2018 we had our second very successful EQA visit and grading on100% of work assessed was approved. This shows that students are making excellent progress. Lesley Fernyhough, our internal moderator, has been approved as an Approved Internal Verifier and we longer need annual EQA visits. * ‘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) * ‘Leaders have maintained the broad curriculum in the sixth form that inspectors noted at the previous inspection. As a result, students in the sixth form college are thriving.’ (Ofsted 2018) * 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. * We have discrete sessions in Literacy and Mathematics and heavily promote the development of these skills throughout the vocational curriculum and as a result students are more able to apply their knowledge in the real world, allowing them to lead more independent lives. * Communication with parents/carers takes place through home/college diaries, the college website, weekly blogs, termly personal presentations and by means of an open door policy. In the 2017-18 parent questionnaire 94% of parents rated our communication as good to excellent. This was an improvement on the 2016-17 score. 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. The assistant head teacher that leads college has undertaken safeguarding training and acts as the DSL for college. All staff attend regular safeguarding training. Weekly safeguarding meetings are held and minuted and this has led to a very rigorous monitoring system. * 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 vision for college is to nurture and develop students’ potential and prepare them for life and potential employment. We do this by offering a range of accredited courses from Open Awards and OCR in functional skills, life skills and work skills. We incorporate community learning as much as possible, promoting students’ understanding of their position within the local area and the UK as a whole. * Our curriculum is broad and balanced but also inclusive, relevant and practical. We encourage all staff to think creatively in order to ensure that all students have equal opportunity to all aspects of college life. * We teach the importance of British values, such as fairness, respect for others, the rule of law and democracy throughout the college curriculum and discretely through our Personal, Social and Health Education lessons. We do this in a way that is accessible to our students’ level of communication and understanding. |

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| **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 4 vocational one year courses at Entry 1 level and above which are externally accredited through Open Awards (Hospitality & Catering, Café & Retail, Horticulture and Office & Admin). We operate 3 vocational courses that can last up to 3 years at Entry 1 which allow for support to be provided to students in the delivery (Preparation for Work, Preparation for Independence and Supported Living Skills). In the 2017-18 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. * Students work towards Functional Mathematics and English qualifications at Entry Level 1 and above. For students working below Entry Level Maths and English teaching focuses on developing basic functional skills. Also within all of the vocational courses we promote Maths and English skills in order for students to be working as independently as possible in real life learning. * In 2017-18 100% leavers participating in Open Awards and OCR courses achieved their target credits to gain a qualification. 2 out of 12 (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. * 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. * We are embedding our assessment systems so show levels of progress in Maths and English. In the vocational courses assessments are completed for existing 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. In summer 2018 review of parental responses 100% of parents felt that the personal presentation document was a good method of showing their son/daughters work. 87% of parents rated the quality of the learning their son/daughter as excellent (100% rated as very good or excellent) * Students further develop their personal, social and vocational skills via a range of specific activities e.g. The Bungalow Café and Catering businesses, administrative work in the college office, grounds maintenance and running the college kitchen. This prepares them for entering the world of work or further education post-19. 94% of parents rated the range of work experience options good to excellent in 2017-18, an increase from 82% the previous year. * Students learn functional skills and apply these skills in a wide range of real life work situations. 4 students complete external work placements independently – Padgate Library, Padgate Post Office, Woolston Play & Sensory Centre and Brew Town House. 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. * ‘Students benefit from a wide range of vocational options, including the study of horticulture, catering, administration and retail. The on-site café gives students the confidence to serve customers and handle money. Students explained that they had grown vegetables, including onions and carrots, that were used to make soup in the kitchen.’ (Ofsted 2018) * A marking policy for college 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 sensory diets to support students with sensory processing issues. This means that students are in the best possible position to learn. * 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. From that 100% of students said that: they liked the courses they were doing in college; they felt safe in college; and that they were happy in college. * Quotes from some of the students include: ‘My course gives me ideas for the future.’ ‘I have learnt a lot. ’Social nights are lots of fun.’ (Student questionnaire 2018) * 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. We are currently improving this system to capture work skills progress. * Learning walk and lesson observation records show that the teaching and learning in college is of a high quality. Staff welcome feedback and this shows that they are constantly seeking to develop themselves further. * Behaviour in college is excellent, and staff deal with any instances of challenging behaviour consistently and effectively. Consequently all students are in a positon to learn without interruption. * The climate for learning is very positive where students are constantly praised and feel that their efforts are valued and this has led to students being more confident and willing to share what they are doing. |

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| **Personal Development, Behaviour and Welfare** |
| **Personal Development, Behaviour and Welfare are OUTSTANDING because:** |
| * Attendance at college is excellent for the majority of students. For 2017-18 the average attendance figure was 92.8%. Students say they love coming to college. The factors affecting attendance are complex medical issues, 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. * All staff use CPOMS to record and track safeguarding, behaviour and pastoral information and as a result of this we can build a complete picture for all students and target support where needed. * Pathways to Success documents are completed for all students and shared with all staff members. As a result staff know our students very well. * Any students who exhibit more challenging behaviour have Individual Behavior Plans, which are shared with all staff. All staff are able to address students in a consistent manner. Behaviour review meetings occur termly so that changes can be made resulting in all documentation being as accurate as possible. 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. All visits out of college are recorded on the EVOLVE system and this is signed off by EVC and Head teacher prior to any visits. 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 break 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. * We highly value our role in the development of students social skills and try to create as many opportunities as possible within college life. We have designed the curriculum that allows students to make choices within vocational areas as well as for social, creative and leisure activities. All students are exposed to a wide range of other students and staff and this maximizes opportunities for them to practice their social skills. * The Duke of Edinburgh programme is a key aspect of our curriculum as it allows our students to participate in voluntary work, learning new skills, physical activities and 1 or 2 residentials annually. These residentials allow our students to experience life away from home within another community. * From the 2017-18 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. * ‘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. In a 2017/18 student questionnaire, 100% of students said they are happy and feel safe. Students are taught about keeping themselves safe as part of the general curriculum and the discrete PSHE sessions. * E-safety is promoted informally through the pastoral system for all students. Some students complete E-Safety work as part of their course content and as a result of this students are more skilled when using social media. * All students will be given the opportunity to participate in annual sessions in regards sex and relationship education from September 2018, making them more prepared to make good choices and keep themselves safe. * Our 19-25 Development Manager and Transition Manager work very closely in supporting parents via Family Support Meetings, 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 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. * All final year students complete a careers programme based on supporting them with developing work skills and preparing them for transition to post 19 providers. This enables our students to leave college as prepared for their next steps as possible. * One student confidently explained, ‘You need three things to get a job: qualifications, work experience and skills.’ (Ofsted 2018) * We started an independent travel training programme in May 2018 with 4 students and 100% of students achieved an Entry 2 qualification. 3 of these students have moved onto an Entry 3 qualification and an additional 2 have started at Entry 2 and this has led to those students being able to travel independently into Warrington and back to college and ultimately have developed more independent living skills. * ‘Some students, who complete work experience off-site, have learned to travel independently to and from their placements.’ (Ofsted 2018) |

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| **Outcomes for Students** |
| **Outcomes for Students are OUTSTANDING because:** |
| * By the end of Year 14 student attainment is below the national average. However 12 out of 12 (100%) of students left college with a vocational qualification in a work related area of personal interest. * Our data shows that all of our students make progress from their starting points entering college to their point of graduation. * 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 2017-18 parent questionnaire 100% of parents rated the transition to college for new starters and transition to next providers for leavers as good or excellent. * We have developed a close link with Petty Pool College and for the past 3 years students that are accepted to go to Petty Pool post 19 spend 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. This allows our students and parents to access relevant and impartial advice and make more knowledgeable choices for the future. * The majority of our leavers go on to further education. In September 2018 6 out of 12 leavers started at Petty Pool College; 1 out of 12 started at Chatsworth Futures; 3 out of 12 started in Adult Social Care provision (2 at Gorse Covert Day Centre, 1 at Walton Lea Project); and 2 out of 12 moved into residential education (1 to Sea Shell College and 1 to David Lewis College).  |  |  |  | | --- | --- | --- | | Year | Moved into further education | Moved into Adult Social Care Provision | | 2018/19 | 100%\*\* |  | | 2017/18 | 75% | 25% | | 2016/17 | 100% |  |   \*\* projected   * 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. * 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 and global citizenship. * ‘Many students in the sixth form gain accreditation in English and Mathematics, as well as on vocational and personal development courses. Last year, 12 students in the sixth form gained a Bronze Duke of Edinburgh Award and five pupils gained a Silver Award.’ (Ofsted 2018) |
| **Our priorities for the coming year**  See college development plan 2018-19. |