



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.foxwoodschoo.org.uk (Fox Wood School)
NOR DFE No. Ofsted URN	
Number on roll	40
Headteachers	Miss Lucinda Duffy (FW) / Mr Paul King (GLS)
LA	Warrington
Religious character	None
Last inspection date	13 th September 2018 (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.

Year	Attended Green Lane School	Attended Fox Wood School	Attended other Warrington schools	Attended Out of Warrington schools
2019/20	55%	30%	0%	15%
2018/19	65%	16%	0%	19%
2017/18	58%	36%	3%	3%
2016/17	59%	32%	6%	3%

- In 2019/20 we have one student from outside of the LA (Halton). 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 2019/20 we have 40 students (40% from Fox Wood and 60% from Green Lane); 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 includes 1 assistant head teacher; 8 teachers/tutors; 18 teaching assistants (full and part time); 1 member of staff supporting with additional needs (OT, physiotherapy, hydrotherapy, speech therapy, intimate care); 1 administrative staff; 2 Maintenance Officers; and 1 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 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 2019/20 there are 40 students on roll.

- 12(30%) are girls and 28(70%) are boys.
- 19 (48%) of students have a diagnosis of ASD. 15 (79%) are boys and 4 (21%) is are girls.
- There are 14 students (35%) eligible for Free School Meals.
- 4 (10%) of students are classed as having Profound and Multiple Disabilities (PMLD).
- 40(100%) of students have a statement of SEN / an EHC Plan.

Exam results

In 2018/19 we had 13 leavers.(4 from FW and 9 from GLS)

3 (100%) left with an Entry 1 vocational qualification.

4 (50%) left with an Entry 2 vocational qualification.

6 (50%) left with an Entry 3 vocational qualification.

4 (31%) left with an Entry 1 qualification in Mathematics.

3 (23%) left with an Entry 2 qualification in Mathematics.

5 (38%) left with an Entry 1 qualification in English.

1 (8%) left with an Entry 1 qualification in ICT.

12 students (92%) 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 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 in the near future as an option for our leavers to remain in Warrington.

The effectiveness of leadership and management is outstanding.

The quality of education is outstanding.

Personal development is outstanding.

Behaviour and attitudes is outstanding.

As of September 2019, we judge our college to be OUTSTANDING.

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Effectiveness of Leadership and Management is OUTSTANDING because:

- Performance Management for teachers and tutors in college is led by the Assistant Head teacher. Performance Management 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. 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 completed the NPQML course in 2019. This has led to this staff member strengthening the leadership structure within college.
- Staff are encouraged to lead in areas they feel confident as well as those in which there are personal development opportunities. Middle leadership opportunities are identified and staff are supported in developing key areas of college provision.
- 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. 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 on 100% 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 no 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 pre-entry level up to Entry level 3. As a result of this 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. A small number of students (PMLD) remain on the Bsquared engagement steps which measures progress in their very different curriculum priorities.
- We have discrete sessions in English 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, twitter, weekly blogs, the Evidence for Learning app, personal progress plans and by means of an open door policy.
- 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.

Quality of Education

The quality of education is **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 allows for support to be provided to students in the delivery (Preparation for Work, Preparation for Independence and Supported Living Skills). 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 2018-19 100% leavers participating in Open Awards and OCR courses achieved their target credits to gain a qualification. 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 capture a range of learning using the Evidence for Learning app. The app allows us to capture photographic and video evidence of learning within the formal and hidden curriculum. It allows us to celebrate all achievements, no matter how big or small and shares student's achievements with parents.
- 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, running enterprise activities and running the college kitchen. This prepares them for entering the world of work or further education post-19.

- Students learn functional skills and apply these skills in a wide range of real life work situations. Students have opportunities to complete external work placements independently – recent opportunities took place in 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)
- 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 position 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.
- By the end of Year 14 student attainment is below the national average. However 13 out of 13 (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.
- '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)

Personal Development

Personal Development is OUTSTANDING because:

- Pathways to Success documents are completed for all students and shared with all staff members. As a result staff know our students very well.

- 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 student's 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 residential annually. These residential allow our students to experience life away from home within another community.
- In the most recent 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 emphasizes 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. 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 are given the opportunity to participate in annual sessions in regards sex and relationship education, 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. British values is also promoted within the PSHE curriculum.
- 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)
- Staff seize opportunities to promote wellbeing. This is done indoors with relaxation and meditation activities alongside the use of the 'Calm' app. We also use our outdoor space to walk, get fresh air and exercise. We have a wellbeing week every year and have staff representatives on Fox Wood School's wellbeing team.
- Equal opportunities are threaded into the curriculum. Diversity is taught discretely within PSHE as well as having an annual Diversity week.
- 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.
- 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 provision 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.
- 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.
- The majority of our leavers go on to further education. In September 2019 9 out of 13 leavers started at Petty Pool College; 2 out of 13 started at Expanse; and 2 out of 13 moved into residential education (Brighter Futures).

Year	Moved into further education	Moved into Adult Social Care Provision
2018/19	100%	
2017/18	75%	25%

	2016/17	100%	
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Behaviour and Attitudes

Behaviour and Attitudes are OUTSTANDING because:

- Behaviour and attendance are tracked on a half termly basis.
- Attendance at college is excellent for the majority of students. For 2018-19 the average attendance figure was 93.2%. 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.
- College staff make arrangements to collect students if necessary to promote high levels of attendance.
- Students' attitudes are excellent. They always try their best to meet the high expectations of all staff. 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.
- 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.
- Communication between college and parents/carers is strong. We communicate using college diaries, face to face meetings, phone calls, the Evidence for Learning App as well as regular coffee afternoon/charitable events in which we invite parents/carers. This has created a strong pastoral system with college and home working in tandem.
- Our Transition Manager (Fox Wood) and 14-9 Development Manager (Green Lane) provide an extra level of support in areas such as transition, social care involvement, bursary and family support.
- Any students who exhibit more challenging behaviour have Individual Behavior Plans and positive handling plans (if appropriate), which are shared with all staff. All staff are able to address students in a consistent manner. Behaviour review meetings occur regularly 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.
- We have a daily communication meeting where staff will share any issues or details important to student's behaviour, welfare and safety.
- We have had no exclusions to date.
- We have been awarded the Warrington 'Wise Up' Gold award for the last two years. This involves completing anti bullying work through class based activities, the PSHE curriculum and college citizenship days throughout college year.

- We have no issues with bullying. Students have excellent relationships with both their peers and staff. They are coached in being a good friend and making good decisions. Any instances of unkindness are dealt with swiftly and used as an opportunity of personal development for the individual.