

GOLDWYN SCHOOL SELF EVALUATION – October 2022



Goldwyn's Progress – The last 12 months

- Re-designated 11-18 in Sept 2020. Only Kent SEMH school with a 6th Form- Sept 22- significant partnership with EKCT
- Increase in numbers across 4 centres (pathways) to 195
- Awarded IQM Flagship Status. (2nd year)
- Achieved Leading Parent Partnership Award (2017 inspection development point).
- Devised and implemented a robust Covid Management and recovery plan.
- Created Mainstream College KS5 inclusion pathway (EKC Dover- to be built on SEPT 22)
- Converted and subsequently established an Independent Living Skills Flat for KS5.
- the percentage of students leaving Goldwyn with 5+ 9-1 grades has improved from 64%- 74% **GA was 94% this year**
- Working with KCC to review provision for the Continuum of SEMH and provide inclusion development
- Increased the effectiveness and capacity of our outreach service (STLS) delivering its support to 72 district schools.
- Goldwyn STLS model being used as a template for whole of Kent including Early Years.
- Worked with the LA to review and re-model the STLS provision across Kent.
- Official partnership formed with Nurture UK.
- Senior leaders are involved in Peer-to-Peer programmes across Ken EEF/ Maths HUB NPQSL.
- Established Nurture classroom and sensory garden.
- 93% of vocational Pathway students achieved their targeted qualification (at least L1)-
- 1 of only 2 Outstanding SEMH schools in Kent, providing training and guidance for specialist teachers and other professional organisations.
- Successfully established highly effective network of senior and middle leaders through quality CPD and professional mentoring.
- Goldwyn's STLS has significantly impacted on the inclusive capacity of local mainstream Schools by delivering Core Training and 31 training sessions in the last 6 months. (Since Sept 2021)
- Increased the number of qualifications available at KS4 at Goldwyn Folkestone and Goldwyn Plus.
- Significant work with stakeholders across the school to develop a definitive Vision and Values- to be a key curriculum focus and linked to our rewards system
- Staff wellbeing Ambassadors established- 95% of staff would recommend Goldwyn as a place to work

Contextual Information about Goldwyn School & Pathways Student Progress Outcomes for Students

Students have EHCP's for a range of complex SEMH needs alongside numerous & significant vulnerabilities and ACEs. Students feel they are recognised, accepted, and understood.

- In response to LA needs and student referral patterns, Goldwyn has re-aligned its provision to meet the increasingly complex and diverse needs by creating personalised learning pathways tailored to individual students.
- Goldwyn is currently DfE designated for 195 students.-check
- We provide for students from Kent with severe social, emotional, & MH difficulties. More students have ASD (56% - 74% at GA & 60% at KS5), with significant numbers having communication difficulties.
- 53% of students are eligible for Pupil Premium, which is extremely high compared to the national average of 27%.
- 97% of the current population have 6 or more vulnerability factors. Has increased from 88% in 2017
- 57% of the current student population are non-transitional, often with high levels of disaffection historically.
- An outstanding curriculum offers high numbers of nationally recognised & relevant qualifications (284 KS4 GCSE and (equiv.) passes, 2022).
- Excellent communication has led to very positive relationships with parent / carers, supported by a welcoming open door policy and regular home/school contact from key staff. Student and parent feedback continues to be extremely positive.
- 6th Form students are either on a vocational pathway or combined studies for those who need an extra year or 2 to transition into mainstream education, training or employment.- Our partnership with EKCT has opened up a broad range of mainstream options for our students.
- Following a year's pilot, the 6th Form is expanding its varied and inclusive programmes by setting up a Goldwyn hub with EKCT.
- The continuum of SEMH needs are met across the pathways – staff sharing of expertise across the group has been positively received by staff.

"We checked how well the school prepares pupils for the next stage of their lives. We found that you and your team care passionately about giving pupils the best Life chances. Most pupils leave your school with an impressive range of accreditations. All past pupils that you have been able to contact have gone into further education, training or employment. This is because your careers education is excellent. For example, your vocational programme gives pupils first rate skills in construction, carpentry and electrical installation." **Ofsted Dec 2017**

Student Progress		
% students making progress		
Academic Year	English	Mathematics
2018-19	86% Whole Gold. (40% Good +)	90% Whole Gold. (24% Good +)
2019-20	No annual data (lockdown)	No annual data (lockdown)
2020-21 (with 6 th)	88% Whole Gold. 33% Good + 93% KS5 88% ks3&4	89% Whole Gold 20% Good + 93% KS5 87% ks3&4
2021-2022	93% G ALL made progress 93%KS5 93% KS 3&4	93% G ALL made progress 81% KS5 95% KS3&4



We have had years where our son was not receiving the correct support. As a result our son was unhappy, anxious, would have regular meltdowns and this would have a detrimental effect on the household. It was a very stressful time. Goldwyn have recognised talents and he is a changed boy in just a few weeks (Year 7 parent)

"ASPIRE EMPOWER ACHIEVE"

"I couldn't have asked for a lovelier start to the new school year. Goldwyn School is a beacon of Phenomenal practice – SEMH pals go visit them and learn from them" *Dr Pooky Knightsmith September 2022*

- Students usually achieve well in appropriate and diverse accredited courses including GCSE and Level 1 & 2 qualifications.
 - Student achievements have improved since the last inspection.
 - Students are extremely well prepared for the next stage in their education. Confirmed destination figures are extremely high at 98% - KS4 and 92% KS4 & 5
 - Students' achievements are measured across a range of criteria, not just academic, and these contribute to a broader education and development of the "whole" person. (Boxall, SDQs and significantly EHCP Outcomes.)
 - The innovative pathways model and associated curriculum, has met the needs of a wider range of complex need (e.g. MH, co-morbid diagnosis) and has led to notable improvements in both participation & learning.
 - The vast majority of our students transfer to colleges in their locality, evidence of our quality of Careers advice and guidance.
 - On-going external monitoring from KCC, Peer Reviews and independent advisers confirms our self-evaluation judgement of "outstanding". Goldwyn students make remarkable progress.
- "Parents cannot praise the school highly enough. All who responded to the Ofsted survey, Parent View, would recommend the school to another parent. Typical comments included: 'Goldwyn has saved my child's education, his life has been completely turned around, he is interested in what is being taught and feels understood by the staff.' Parents said that they are now confident about their children's futures as a result of them attending this school." **Ofsted Dec 2017**
- "Parents are well informed of their child's learning and progress. Pupils have bespoke Personal Learning Programmes to ensure their needs are met and their learning, well-being and progress are discussed with parents daily, for example through daily individual personal contact with key workers. There are in-year and annual reviews and in a recent survey (April 2021) 100% of respondents agreed that school keeps them well informed. Curriculum information is shared for example through the website and attractive and informative newsletters" **LPPA May 2021**

Student Destinations (September check)	Year 11 (attending education or training)	KS5 (attending education or employment)	KS4 Attainment: GCSE (equiv.) av. grades & passes *Left Goldwyn KS5 with at least Level 1 or equivalent GCSE	5 x 9-1	Av. no. Passes	5 x 9-4	Exclusions	Suspensions	Perm.	Positive Handling
2018-19	92%		2018-19	87% (GA) 68% (G All)	10 (GA) 7 (G All)	7% (GA) 2.5% (G All)	2018-19	16	0	13
2019-20	98%		2019-20	93% (GA) 75% (G All)	12 (GA) 7.5 (G All)	36% (GA) 12.5% (G All)	2019-20	31	0	10
2020-21	98% (KS4&5 92%)	75%	2020-21	88% (GA) 64% (G All)	10.5 (GA) 6 (G All)	18% (GA) 5.5% (G All)	2020-21	24	0	9
2021-2022	98%	60% <small>*20% not placed (SEN)</small>	2021-2022	94% (GA) 74% (G all)	7 (GA) 6 (G All)	12.5% (GA) 8% (G All)	2021-22	26	0	13

Quality of Education	Outstanding	Key Stage 5	% passing Voc subject	Improved English	Improved Maths	Personal Development and Behaviour, & Attitudes	Outstanding
2020-21	93%	83%	67%				

The quality of Teaching and Learning remains outstanding across the school with no significant variation between subjects or Key Stages, so students have opportunities to learn well in all lessons. Teachers demonstrate very good skills & up-to-date subject knowledge. Department Peer work has been significant since Sept 22

- Teachers have revisited their planning to ensure appropriate sequencing and progressing is planned across each year and in their 5-year plans. These have been quality assured by subject staff across all the pathways and the Senior Leadership Team. Long term plans are available on the school website.
- Rigorous performance management and targeted training have improved teaching so that students enjoy the challenge of learning and regularly take up opportunities to learn through extra-curricular activities.
- Lessons are planned well to take account of students' differing needs, and the use of previous data helps inform planning. Teachers promote rapid learning by acknowledging and building upon previous attainment, & also by effectively addressing the SEMH needs of an increasingly complex and vulnerable initial school intake.
- Lessons include good support for the development of students' reading, writing, speaking, listening, and mathematical skills. All staff adopt teaching strategies which reflect students' values and experiences. TA's contribute particularly effectively to students' learning by improving their concentration, perseverance, behaviour and communication skills.
- Teachers & TA's work well as teams. They provide effective questioning and feedback so that students know how well they are doing & how they could improve their work.
- Students become curious & interested learners. Higher ability students are challenged to achieve more and gain as much as possible from extended learning opportunities.
- Moderation of students' attainments continues both internally (across sites) and externally with other KSENT schools.
- Teachers have high expectations of their students. Regular Student Progress Reviews consist of a team of staff around each child assessing and identifying strategies to improve learning in the classroom, social interactions, emotional resilience and regulation.
- Class teachers and subject specialist teachers use a wide range of suitable resources and methods to enhance learning. This is informed by regular meetings to discuss the progress of both individuals and vulnerable groups. Students' learning can often be a combination of academic, practical, artistic, creative, physical, and emotional elements.
- The monitoring of TL&A is very effective and has tackled all teaching which was less than good. Performance data and scrutiny of students' work informs the process, resulting in most students achieving very well.

Effectiveness of Leadership and Management **Outstanding**

- Goldwyn is outward looking and conscientious in every respect. We collaborate with a wide range of other professionals from education and other services. As managers of the Specialist Teaching & Learning Service, we also provide training for mainstream schools' staff. Goldwyn is a partner of the KSENT Cooperative (Kent Special Educational Needs Trust)
- The Principal, Senior Leaders and Governors have proven track records in school improvement. They use self-evaluation to inform development planning effectively so that the main focus is on improving provision, in particular the quality of teaching, in order to achieve best possible outcomes for students. They trust teachers to be creative and innovative and provide opportunities to develop their professional potential.
- School Leaders have prioritised Vision and Values in light of significant leadership change- staff feel they understand the Vision and values of the school and that they have a sense of purpose in delivering these.
- Leaders and governors have created a climate of professional reflection and strong QA systems. Staff at all levels participate in peer reviews and moderation both within school and across Kent* ("suspended during pandemic) These have been quickly reinstated- and staff feel valued and developed as a result of strong networks.
- Underperformance at all levels is challenged and senior leaders have carried out a robust review of L&M roles resulting in strong succession planning for future leaders.
- Well-informed middle & subject leaders track students' progress systematically against a variety of performance indicators. Strategies and additional resources are provided to support those students who find engaging with school and learning particularly difficult.
- The school works with external agencies to provide an extensive range of provision that includes individualised student and family interventions.
- The outstanding curriculum in all Goldwyn pathways (centres) significantly improves levels of student engagement. It provides strong spiritual, moral, social and cultural experiences, supported by the well-established Goldwyn ethos in which everyone can succeed.
- Leaders and Governors ensure that all forms of discrimination are tackled robustly, in order to actively promote equality of opportunity for everyone.
- Robust performance management procedures ensure that all staff are held accountable, whilst remaining fully supported through appropriate professional development.
- The Governing Body effectively supports and robustly challenges the school. Their interest in and monitoring of the SDP further raises Governors' profile within Goldwyn, ensuring that their clear strategic direction is maintained.
- Safeguarding systems and procedures are very effective as endorsed and evidenced by a rigorous LA review in June 2017 and ratified by Ofsted Dec 2017. Goldwyn employs a vigilance culture where students are listened to and identified when they might be at risk. This includes radicalisation and extremism, and staff training ensures their competence in challenging inappropriate behaviour or beliefs that do not belong in a modern Britain.
- Effective use and monitoring of our cloud based CP reporting system ensures detailed records are maintained and all concerns acted upon in a timely manner.
- A wide range of supportive measures have been implemented to support staff's wellbeing as

The school centres remain calm and orderly, with behaviour in classes and around each centre school usually excellent. Students are punctual, settle quickly, & follow instructions and routines promptly. If disruptions occur, they are usually relatively brief and dealt with efficiently. Incidents requiring positive handling extremely rare (only 11 in 2020-21) and are therefore significantly lower than similar SEMH settings.

- Goldwyn Time is devoted curriculum time to SEMH needs- enabling us to meet EHCP outcomes and address barriers to becoming 'the best we can be'
- Frequent team meetings to discuss individual students, appropriate behaviour strategies & interventions contribute to learning and SEMH progress over time. Students' self-regulation is promoted through high expectations & effective behaviour management strategies, targeted reward systems and a restorative approaches (to reduce incidents).
- Suspensions are only used in cases of extreme behaviour or when there have been serious breaches of the Goldwyn Behaviour Policy. Records show that when required, day to day incidents have been well managed. Students' excellent behaviour when on school events or out in the local community is frequently commented upon. We are working with the LA to highlight exceptional practice under new DfE guidance.
- The school places great importance on the safety and wellbeing of all students. All absences and other concerns are quickly followed up, with the involvement of external professionals whenever it is considered necessary. Meetings with the authority are advocating joint commissioning – Of students who have significant barriers= 100% are open to Social Care.
- Parents and carers agree that the school deals effectively with any bullying. Students are aware of different ways bullying might occur, and are encouraged to discuss any concerns promptly. They trust leaders to take appropriate action when it is necessary.
- Given the extent of their complex SEMH difficulties, students have developed an excellent understanding of how to stay safe and healthy, though at carefully planned and differentiated PHSE curriculum. They tell us they feel safe at Goldwyn and know where to get support and advice. Students understand how to maintain a healthy lifestyle through diet, exercise, and emotional and mental well-being. They are aware of the dangers of taking risks online.
- The school actively promotes all aspects of Student welfare. Mental Health First Aiders have been trained to deliver high quality advice and support in all centres.
- Over time, students make much progress in functioning more independently and with appropriate levels of confidence around school, at home, and within the community. They have developed improved behaviours and attitudes necessary for future success. Students and families are introduced to external support agencies.
- Students participate wholeheartedly in regular assemblies* and other events where achievements & rewards are celebrated. They value their successes & progress made. Student's involvement in the community is nurtured through a carefully

the pressures of the pandemic placed considerable additional stresses onto our SEMH students and their families and staff, eg flexible working hours, signposting support, reduction in unnecessary workload, online training and meetings, personal leave required.

planned programme of activities across the year.*Suspended during the Pandemic and are gradually being reintroduced.

- Opportunities for Character Education, SMSC and British Values are identified across the curriculum and embedded within the informal curriculum throughout the day. Students personal development is recorded and assessed by staff and self-reflection build into target setting and social skills work. Student outcomes and parental feedback is testimony to students positive personal development.

- Attendance Student attendance is carefully monitored. The vast majority make vast improvements in their attendance; more than one third of students are taught in our KS4 Goldwyn Plus pathway, having complex medical and mental health issues and/or have had significant periods out of school prior to starting at Goldwyn. A bespoke multiagency programme offers the best whole child curriculum and students show significant progress in engagement and well being.
 - The last 2 years of attendance statistics are hard to compare with previous years due to the pandemic, however Goldwyn Folkestone and Goldwyn Ashford Attendance averages between 80-90%.- add recent from DFE tool also| Goldwyn Plus has seen an improvement in attendance and we are working to ensure multiagency engagement for the hardest to reach.
- Individual cases are monitored closely by the centre leadership teams and interventions reported on at Governors meetings. Offering an increasing range of curriculum opportunities, telephone counselling and parent support, utilising tutors and working with Early help have been factors that have resulted in attendance improvements over the last year. There have unfortunately been some students whose anxiety has been exacerbated by Covid and who have been referred to new support agencies such as ABSA for additional help.