



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR GREENVALE SCHOOL

Name of School:	Greenvale School
Headteacher/Principal:	Katie Denton
Hub:	London South East
School phase:	Special secondary
MAT (if applicable):	N/A

Overall Peer Evaluation Estimate at this QA Review:	The school decided not to have estimates
Date of this Review:	14/05/2025
Overall Estimate at last QA Review	Leading
Date of last QA Review	18/01/2023
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	23/11/2023

Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers, agrees that evidence indicates these areas are evaluated as follows:

Leadership at all levels N/A

Quality of provision and outcomes N/A
AND

**Quality of provision and
outcomes for disadvantaged
pupils and pupils with additional
needs**

Area of excellence Holistic support for regulation and well-being to improve quality of life.

**Previously accredited valid areas
of excellence** N/A

Overall peer evaluation estimate N/A

Important information

- The QA Review provides a peer evaluation of a school's practice in curriculum, teaching and learning, and leadership. It is a voluntary and developmental process, and the peer review team can evaluate and offer 'peer evaluation estimates' based only on what the school chooses to share with them.
- The QA Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.
- The QA Review report is primarily for the school's internal use to support the school's continuing improvement. If you choose to share this report, or extracts thereof, externally (e.g. on your website or with parents), please ensure that it is accompanied with the following text:

Challenge Partners is a charity working to advance education for the public benefit. We are not a statutory accountability body. The QA Review does not audit schools' safeguarding or behaviour policies and practices. However, Lead Reviewers and visiting reviewers are expected to follow Challenge Partners' safeguarding policy and report any concerns as set out in the procedures.

1. Context and character of the school

Greenvale school is a local authority maintained provision in Lewisham for students of secondary age. One third of its 214 students are in the sixth form. Most of the students have severe learning difficulties (SLD) and complex needs. However, the school has noticed a shift in the profile of need with an increasing number of students with profound, multiple learning difficulties (PMLD) who now make up a quarter of the population. The size of the school has almost doubled since 2018 and expanded to a dual site provision in 2022 which is populated by students from a rich and diverse array of ethnic backgrounds. Many of these students' families speak English as an additional language.

All students have an education, health and care plan (EHCP). Over half the students come from socially disadvantaged backgrounds which is almost double the national average. One eighth of students receive additional support from social care services.

Students follow one of four curriculum pathways. The Glade provision enables access to any of the pathways for students with additional, complex behavioural needs through purpose built adapted environments.

The school achieved the UNICEF Rights Respecting Schools Silver Award last year and has also been accredited with wellbeing, parental and engagement awards.

2.1 Leadership at all levels - What went well

- Senior leaders have clarity of purpose. They are able to share their reasoning through an inclusive sense of ownership because they actively seek opinion and encourage input from staff through middle leader and teaching group forums. They incorporate ideas from staff to achieve identified goals. An example of this was the creation of the new 'Orchard' curriculum pathway.
- Leaders distil a clear set of priorities in their school development plan, identified from thorough self-evaluation that is well informed by robust quality assurance processes. Leaders identify and track progress towards outcomes using common meeting structures and appropriate milestones during the school year. Governors are closely linked to key aspects of the development plan and offer appropriate challenge and support. This means that key actions are delivered within specified timeframes, ensuring that a continuous self-improvement culture is embedded within the school.
- Continuous professional development (CPD) is ever present in a rolling programme of training, including induction, to implement the high leverage actions to address identified priorities. Leaders recognise that support staff are crucial in delivering high quality teaching in the classroom; they

subsequently invest time and resources into developing them successfully into leaders or teachers. Middle leaders are supported well by senior leaders to help their teams plan collaboratively and develop subject and pedagogical knowledge. Leaders track the impact of their work through assiduous monitoring as well as seeking feedback. For example, there was a large increase in staff confidence in responding to challenging behaviours after training which meant that a consistent approach was secured.

- Leaders model high expectations through the 'Greenvale way' which draws upon language from the school's values and the UNICEF Rights Respecting framework. Teachers adjust their language skilfully in a way that is relatable to students so that they refer to values in a way that students can understand. This means that there is a relentless focus on kindness, with every interaction used as an opportunity to develop the whole child.
- Consequently, this helps establish a common identity across both campus sites. This is further bolstered by mirrored pastoral team structures, therapy and family liaison offers as travel between sites is not feasible during the day. Senior staff transition across both sites to ensure that there is consistency and fidelity to these structures, especially if staff move from one site to another to begin a new role.
- Personal development is a 'golden thread' that is woven into all curriculum pathways and content which include British values. Preparation for adulthood skills, that are also linked to EHCP targets from Year 9 onwards, are tracked and monitored as students progress through the school. This feeds into a comprehensive careers offer, with opportunities for internal and external work experience, where appropriate.
- The school engages well with the wider community through a multitude of trips and visits to experience events such as community opera or cycling at the local velodrome. Travel training with the Lewisham independent travel scheme has meant that older students can travel into school on their own.

2.2 Leadership at all levels - Even better if...

- ... leaders were more explicit about the impact and the 'why' of strategies so that they could celebrate them with external partners and audiences.

3.1 Quality of provision and outcomes - What went well

- The curriculum is split into four pathways. One of the pathways, Orchard, is new and has been incepted to allow for more precision in planning. In Year 7, classes follow a topic-based curriculum and are taught as a year group which helps them acclimatise to the school as they transition.

- Classes in key stages are primarily set by social groupings, determined by leaders to ensure that students thrive and can develop their personal, communication and social skills. This means that teachers have to be agile with their planning and accommodate multiple pathways in the planning. They do this by using helpful long- and medium-term planning which allows them to teach subject specific and thematic material, with criteria for each pathway, in a highly personalised way to suit every learner.
- The curriculum at Key Stage 3 is taught using thematic content, life knowledge and disciplinary skills. At Key Stages 4 and 5 this becomes more subject specific in nature. The subject curriculum is used as a vehicle to help students progress towards their 'Greenvale' targets; these draw upon a mixture of progressive and granular subject criteria from the pre-stage standards and national curriculum programmes of study. EHCP targets are also informed by individual plans and therapy team guidance.
- All curriculums have a total communication approach woven into the pedagogy of delivery. This facilitates high levels of engagement in lessons. In one Key Stage 5 class, students were given agency to discuss in what era they would like to live and offered their own alterations to communicate their preferences. In another class, a student used a tablet to ask to go faster during swing therapy.
- There is a high degree of consistency in planning which in turn ensures that the curriculum is delivered as intended. This means that adults have multiple opportunities to capture progress using a recently introduced electronic assessment system.
- Assessment is moderated by senior and middle leaders to give an accurate overview of progress. Leaders analyse this data to check that all key groups of students are achieving as well as others.
- The library is used well as a resource to develop students' love of reading, providing access in multiple of formats such as sensory stories. Whole school phonics training means that all staff can deliver with fidelity to the chosen scheme. Adaptations are made to make reading accessible for all learners.
- Preparation for adulthood is prevalent throughout the school. For example, in the intervention base (iBase) those students identified through a triage system receive bespoke support to help them make sense of their environment and reduce the sensory overload and their subsequent reaction.
- Students follow different accreditation routes that suit their pathway which provide a wide range of qualifications such as Entry Level awards, AQA units, ASDAN awards and Duke of Edinburgh Bronze certificates. This is mixed in with vocational learning in Key Stage 5 where students can do volunteer work at the local foodbank or have internal and external work experiences. This means that almost all leavers go to a place of further education.
- Students speak warmly about their school life. This is the result of a positive, tiered behaviour approach that focuses on relationships, understanding students' needs and giving them every opportunity to express themselves.

Staff are highly trained in prevention and de-escalation. They recognise behaviours as communication and put support in place to help regulation. Consequently, students enjoy coming to Greenvale and attend in line with the national average for SEND students.

3.2 Quality of provision and outcomes - Even better if...

... all staff took every opportunity to develop agency and independence in all students.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- The Glade is a specialist provision within a special school that helps meet extreme needs. It caters for 25 students with additional complex needs, high sensory needs and challenging behaviours. These are highly vulnerable students who struggle around others in busy classroom environments. The school recognises this and adapts physical learning spaces to meet these needs. The ambition for Glade students is exactly the same as it is for others. They access the most appropriate of the four pathways for their ability. This means that students have highly personalised curriculums that are ambitious and accessible. Most students first access the Glade provision in Year 7 after careful pre-assessment processes.
- Learning is made accessible in two ways. The rooms have sensory-friendly environments that support regulation with a very predictable structure. Routines are also highly structured and frequent movement breaks are built into learning. This provides a space where students can learn with less anxiety.
- There is additional training for staff who work in the Glade provision. They undergo attention autism training and positive behavioural support (PBS) training. All students in the Glade have a PBS plan. Teachers need to have the knowledge to deliver all four pathways at every key stage.
- The impact of the work is two-fold. Students can regularly attend school; anxiety is also reduced which can be exemplified by a reduction in the frequency and severity of scale of dysregulation over time. Sometimes students do transition back in to main classes. However, staff are careful to assess whether students have overcome their sensory barriers, as opposed to having them removed by the Glade environment, routines and structure.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

... None identified.

5. Area of Excellence

Holistic support for regulation and well-being to improve quality of life.

Accredited

5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?

The holistic provision that underpins students' regulation and well-being has proved to be successful, as evidenced by monitoring data and many case studies. The whole-school holistic support considers all aspects of young people's well-being in addressing the underlying causes of challenging behaviours. This involves a relational approach that focuses on building positive and nurturing relationships.

The support integrates various services and resources, including CAMHS and the educational psychologist service, and utilises Place2Be to provide in-school mental health support. This also involves learning mentors and the family liaison officer working closely to support families to develop individualised resources and strategies collaboratively.

Students with the most complex needs are supported at the Glade - a specialised, tailored provision that has a positive impact on their regulation. Irrespective of the curriculum pathway students follow, Glade provides a calming, structured, individualised learning environment that successfully supports students with their learning, emotional, social, and behavioural needs.

A clear management structure is in place to drive forward and sustain the development. A lead member of staff who strategically oversees behaviour management has established collaborative partnerships with relevant external services.

Currently, the school holds three on-site clinics annually, aimed at facilitating parental engagement and support for students' mental health needs. These provide prompt assessments and treatment options, streamlining the process and showing faster results for parents and students.

The school uses a continuous cycle of review for monitoring the effectiveness of positive behaviour support (PBS) plans and strategies. This includes regular evaluation of the implementation quality of plans, such as using the BSPCAT (behaviour support plan content appraisal tool). The approach ensures that BSPs are comprehensive and person-centred that they effectively address students' needs.

5.2 What evidence is there of the impact on pupils' outcomes?

Records show that Greenvale has significantly reduced, and now rarely uses, restrictive practices by prioritising de-escalation, prevention, positive environments for sensory regulation, positive reinforcement, and strong relationships. By September 2024, 43% of students had a PBS plan; none of them had seclusion or physical intervention as an option.

Case studies highlight improvements in students' behaviour, reductions in tiered support needed, improved attendance rates and a number of students exceeding their targets.

The holistic approach to behaviour management has had a positive impact on students with complex behaviours and mental health difficulties, reducing the frequency and the intensity of behavioural incidents. This has increased their confidence, enhanced their independence and improved their quality of life.

To monitor the impact of the holistic approach, leaders analyse evidence-based data. The SLT adopts a reflective approach which examines and interprets behaviours weekly to understand their meaning, impact, and potential causes. This practice has encouraged self-awareness, continuous learning, and the ability to adapt to different situations.

Various tools, including CPOMS, are used to record, evaluate, and report information related to student behaviour, mental health, safeguarding and well-being effectively. These tools enable the school to create chronologies, the identification of patterns and staff to respond appropriately to concerns, ultimately supporting students in thriving.

5.3 What is the name, job title and email address of the staff lead in this area?

Name: Lina Avila

Title: Behaviour lead and assistant headteacher.

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Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse content reports from across the hub networks including using AI tools to create an aggregate picture of what is going on across the sector (sharing these with the partnership) each year. The QA Review reports remain confidential to Challenge Partners and the host school. This ensures that schools embrace the review as a development process, acting as a catalyst for their ongoing improvement. This is the primary purpose of the QA review. However, our aim is that the thematic analysis will demonstrate the additional value of a sector wide overview, illustrated with real-life examples.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools. The School Support Directory can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)