



Hope School and College

SCHOOL  
EVALUATION  
FORM  
2017-2018

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### SCHOOL OVERVIEW :

Hope School is a large and popular innovative school catering for the individual needs of pupils' from the ages of 2 – 19 with severe learning difficulties, complex medical needs as well as profound and multiple learning difficulties. Designated with Specialist School Status in Cognitive and Learning and following 3 consecutive Outstanding Ofsted as well as Outstanding in an Ofsted subject inspection of English and 2 consecutive Outstanding Ofsted reports for our Early Years provision we were awarded High Performing Specialist School Status.

In addition our Children's Centre was one of the first in the country to be awarded Outstanding in all areas following Ofsted Inspection and we are the lead school for extended provision. We have a strong, shared commitment to excellence providing the highest quality of provision for all pupils and work together in a supportive, caring community atmosphere in which great emphasis is placed on meeting, addressing and challenging individual needs, celebrating achievement and fulfilling potential.

We currently provide a 19 – 30 provision for young adults with profound and multiple learning difficulties with significant associated health care needs. The core offer being a personal care placement with sensory programme.

This academic year we are piloting a 19 – 25 provision where students can continue to build on skills learnt within the context of a working environment such as café, printing business and running a conference/ training suite provision. This will appropriately equip and prepare students for their future working life.

We continue to run a very successful ground breaking initiative – Derian House/Hope Link between schools and the Children's Hospice. This service allows pupils and students to access off site education whilst receiving respite care from the centre and enables heads to register 'educated off site' whilst they are off school sites.

Following the increased intake of pupils with autism to the school we have invested a great deal in training for staff and applying strategies and processes within our resources. This has culminated in a working party currently supporting ASC across the school and initiating Autism Profile to support communication / social interactions / flexibility of thought / emotional regulations and sensory and perceptual motor skills.

We are also in the process of Autism Accreditation which will cement and support strategies implemented to aid pupil progress.

Hope School's success is purely derived from an enthusiastic, pro-active team of dedicated staff and pupils who are led, guided, supported and managed by an experienced, highly focused team who all share the same aims for providing a happy, enriched progressive and positive education and future for all pupils.

The senior leadership team share a dynamic and innovative vision which drive an enthusiastic, exciting and challenging curriculum purposefully set to enable all pupils to develop and progress.

Our multi agency support and practice ensures all aspects of development have major impact on the whole future progress. Weekly meetings with agencies question and challenge their input within I.D.P.'s so that strategies can be introduced, resourced and implemented within the context of the 'school day'. I.D.P.'s are set for each pupil on a ½ / termly basis and are continually tracked and monitored to ensure both success and challenge and involve a multi-disciplinary approach. Progress is measured on % basis through Bsquared, Entry Level data from Key Stage 4 and 5 and accredited routes to define specific progress on a term to term basis. We are currently developing a new curriculum which focus' on specific individual pathways as well as supporting pupils and students development and progress socially, emotionally and physically as well as recognising communication and interaction needs are central to the way in which we structure our curriculum. In unison with our curriculum we are ensuring that the assessment process compliments the achievements of all the pupils and students and supports the ongoing development of a relevant, robust and appropriate curriculum reflecting ongoing progress of each pupils and student. These are sent home for parents to comment and support. This rigorous tracking system is paramount to continued achievements.

Our fully inclusive Early Years Department includes 16 places including observation and assessment placements some of which feed into the main school at Year 1 or into mainstream provision. We take 2YO fully inclusive funded and non-funded children offering an inclusive setting from an earlier stage in line with government agendas of supporting children earlier

Early Years track and assess through EYFS / Development Matters and EYFS Bsquared via the same principles as monitored through school.

For PMLD students working within P1 – P3 we have developed, implemented, tracked and evaluated our own unique multi- sensory curriculum based around Key Stages 1,2,3,4 and Post 16 and married the curriculum alongside the Achievement Continuum which again can be recognised within our 'I can' statements of progression

The school has a trained Play Therapist who works alongside identified pupils and we have recently trained two members of staff re: Nurturing who implement a safe, confidential and secure programme within a comforting environment to support our pupils, students and parents. The impact being that these young people feel safe and secure in the knowledge that there is someone to talk with on sometimes quite delicate and private matters to them that they may feel uncomfortable talking to anyone else about which in turn guides them to be able to cope within other situations.

The school is a beacon for inclusive education through borough wide Outreach provision which has been deemed having excellent impact through a senior psychologist study. Schools self- refer and once approved are allocated an appropriate Outreach worker. Staff visit and liaise with schools and assist in planning and delivering relevant programmes of study / practice. Pupils have a provision agreement of up to 8 sessions that stipulates what support will be offered from the service. This can be in the form of a planning meeting and/or actual intervention techniques. Our P.D. Outreach provision for the L.A. supplements the CLN Outreach programmes we have run for over 25 years and co-ordinate for the whole Wigan borough. Programmes are delivered by a team of highly experienced and competent members of staff with a wealth of knowledge to support individual progress of each pupil whilst highlighting specific barriers – communication / behaviour / physical / independence. We support our mainstream colleagues by offering a comprehensive and full

programme of training on implementing policies and strategies to aid pupil progress – planning, differentiating lessons, delivery, tracking and assessing ASC / AAC / Behaviour.

We offer a full and varied training programme here at Hope School where our aim is to provide training opportunities for all teaching and non-teaching staff, special needs practitioners, educators and therapists as well as other appropriate experts within an ever progressive field of education, to come together and share their valuable expertise, practice, knowledge and inspirations for an exciting innovative future

We are held in high esteem by schools across the borough and also Edge Hill University, MMU and Kingsbridge College in offering placements to students / staff from all sectors (school work placements/mentoring good practice to mainstream and special sector colleagues/teaching assistants/health based students/ITT) our aim is to support and guide staff in transferring proven strategies, practices and experiences. ITT students evaluate their placements as part of ongoing reflection and improvement practices. All their evaluations are extremely positive;

- A brilliant range of sensory activities
- Eye opening as it was my first time in a special school
- Wonderful, dedicated staff
- Out of all my Kingsbridge sessions this one has been one of my favourites and made me more confident for my NQT year
- My experience has caused me to consider moving from mainstream to special in the future
- A very stimulating day that has opened my eyes to specialist provision

The long term impact will hopefully be nurturing and supporting the future generation of teachers who can be motivated and learn by outstanding role models

As a great advocator in excellent teaching and learning we are now part of a training programme with Tauheedul College which is a fabulous opportunity for us to generate income for reinvestment into school as well as be a key provider in training a new generation of teachers for the future.

We have a designated teacher mentor co-ordinator who liaises with the university and the students to ensure the school can both implement and support excellent practice and guidance in preparing the next generation of the teaching profession.

As a pro-active and innovative school we welcome ideas, input and challenge from students themselves and see the process as a two way developing programme in which we can all work, learn and progress together for the benefit of all staff and most importantly the pupils.

As a fully committed team of professionals our aims are to promote outstanding practice, strategies, ideas and enthusiasm for ITT to be able to implement within different settings and practices. All teaching staff in school have completed Level 1 Mentoring via Edge Hill University.

Confidence in our procedures, and practices in promoting all aspects of Safeguarding have encouraged us to work towards ESafety Award. We are in the early stages where by the Governing Body have been given a presentation by lead staff members and all school staff have accessed training via whole day inset. Having formulated a baseline following an audit tool we continue to work towards achieving the award.

Similarly we are also in the process of CPD Accredited Award cementing the excellent precedence we place in all aspects of training for both the current and future tranche of educators.

We are both supported and challenged by a diverse group of governors who between them have experience and expertise in many areas: education / business / parents / community. Through termly meetings, school visits, social events and working party participation they are a committed, dedicated and enthusiastic presence who are an integral part of the continuing success and development of the school and college. It is indeed a credit to them and the work they do throughout school that pupils, students and staff are aware and know most of the governing body team

This year we are delighted to report that PE curriculum leads have been nominated for the Martin Lynn Commitment to PE and School Sport for work covered over the last 12 months

### SCHOOL CONTEXT :

- Hope School currently caters for 119 pupils with severe learning difficulties and is also the designated school in Wigan for all pupils profound and multiple learning difficulties including complex medical needs.
- 96% of pupils are from Wigan catchment area. 4% of pupils are out of borough placements
- 96% pupils are White- British with the other 4% being made up of:
  - 1 : Tunisian
  - 1 : Spanish /British
  - 1 : South African
  - 2 : Lithuanian
  - 1 : Indian
  - 1 : Bahrain
  - 1 : Sudanese
- 41% of pupils are eligible to Free School Meals
- 39% of pupils are eligible for Universal Free Meals
- The school has 4 departments;
  - Early Years : 9% pupils
  - Primary : 43% pupils
  - Senior : 28% students
  - College : 20% students
- **OUTREACH ;**
  - Currently we support over 100 pupils across the borough including our P.D. Outreach Service with a team of highly experienced practising professionals
  - We work closely with both Targeted Education Support Services and part of the Hope Training Package continually supporting, guiding and mentoring staff from mainstream schools in the ongoing development and progression of individual pupils and thus investing in equipping mainstream colleagues to support fully inclusive provision.
- **Significant links with other schools / colleges include :**
  - NW Special School Heads
  - Greater Manchester Special School Group
  - Wigan Special School Heads
  - Wigan Primary Forum
  - WASCL ( Secondary Wigan Heads)
  - WASCL – Integration Working Party

- WOW's cluster group – Primary based
  - Startwell link school
  - College is part of the Manchester Network
  - Greater Manchester Moderation Working Party
  - Kingsbridge
  - Edge Hill University
  - MMU
  - Autism Network Group
  - Bridgewater Health
- **Destination of 2017 leavers : ( Some students access more than one of the following provisions )**
    - 7 students : One Vision
    - 5 students : 19-25
    - 2 student : STEPS
    - 1 student : My Life – Leigh
    - 1 student : My Life - Standish
    - 2 student : SKILS
    - 1 student : Midstream
    - 1 student : Bridge College –Manchester
    - 1 student : Brothers of Charity
    - 1 student : Supported Living
    - 1 student : Personal Assistant
    - 1 student : Staying at home

### Staffing

- Headteacher
- Deputy : Pastoral/Medical/ Multi- sensory
- 2 : Assistant Head
- 7 : Key Stage Leaders – driving the progression of the curriculum ensuring transition between key stages and coherence across the whole school spectrum
- 25 Teachers including deputies / assistant heads and key stage leaders
- 4 Senior Higher Level Teaching Assistants
- 26 Higher Level Teaching Assistants
- 80 Teaching Assistants
- Complex Needs Nurse
- Finance Manager
- 6 Admin Team Members
- Site Manager

### **THE ACHIEVEMENT OF PUPILS AT THE SCHOOL :**

Pupil's achievement at Hope School is Outstanding in line with similar pupils and in context of our rigorous tracking and monitoring procedures.

Across all departments we have implemented a range of assessment procedures to track, monitor and evaluate achievement of each individual pupil/student via the respective curriculum routes they follow i.e. Early Years Foundation Stage / National Curriculum / Multi-Sensory Curriculum / Accredited routes. The impact being that we can ensure progress continues to be made and any change in the rate of individual progress is detected immediately and new strategies can be implemented.

We currently have 42% of pupils working within EYFS (includes KS1) – 71% pupils working at National Curriculum/Multi-Sensory Curriculum and 20% students working via Accredited routes and pathways.

We track and monitor progress of pupils and students on a ½ termly basis through discussion and liaison between class teachers, class staff, Department leads and Assessment co-ordinator. Staff predict progress levels on a termly basis which is confirmed at the end of each term. The final analysis of progress is formulated during the summer term. The overall analysis consists of judging achievement through a culmination of data / behaviour / communication / independent learning / physical progress

All pupils and students throughout school and college have an IDP and /or Personal Pathway Routes and are set measurable targets which are regularly reviewed, monitored and updated as appropriate via :

- weekly liaison meetings with class staff
- weekly department meetings
- liaison meetings with therapy staff, where appropriate
- meetings between assessment co-ordinator and class staff

The impact being that pupils/ students are consistently on track to ensure pupils are 'on track' and if need be intervention strategies can be implemented immediately to ensure consistent progress.

Lesson observations are carried out systematically throughout the year via senior management to ensure quality of provision and in line with Appraisal. The focus of the observations are inline with School Improvement Plan/New initiatives / Guidelines.

Within the context of the lesson observation format we have a section dedicated to 'Area for development / Points for Action' which also acts as an additional support mechanism for staff to take on board and use in the context of further lessons and /or as a planning tool.

We have implemented training to 'newly' appointed senior managers in the form of training from local advisors who have shadowed them during lesson observations and feedback process to ensure quality of performance and standards are maintained across the management team.

We have used IRIS, as an invaluable self -evaluation tool – video lesson observation with the aim of empowering teachers to self-reflect and to share observations for peer:peer coaching , mentoring and good practice with the overall aim to impact on developing a coaching culture within school and sharing, developing and implementing a variety of teaching and learning strategies and procedures across school and college. As part of the GM Moderation team we moderate all work throughout school using given moderation format then report back and moderate our moderation through the GM Team.

We also carry out peer mentoring in the form of observing teaching across departments and subject areas, again to share good practice and to widen staff teaching strategies and techniques.

The impact being that we can continue to be pro-active in encompassing and sharing good practice across school and college and build upon strategies as well as cement consistent outstanding practice which in turn ensures that all pupils/students receive an fully cohesive and outstanding quality of teaching from a team of outstanding teachers.

This judgement has also been consistently proven in recent Ofsted Reports.

All pupils and students have full access to the curriculum with class groupings organised primarily to year groups.

The pmld pupils in specific classes work on a thematic multi-sensory curriculum which was instigated, planned and implemented by a school working party. The assessment tool which runs alongside this programme highlights the progression each pupil is achieving as well as identifying the QCA and Achievement Continuum level he/she is working within. The impact being that we can highlight the small progression steps of pupils working within P1 – P3 levels.

Each pupil has individual targets set and developing skills identified –Bsquared / Achievement Continuum / Entry Level data / targeted and monitored on a regular basis throughout the year as are the Early Years pupils who are continually assessed via EYFS

We are very pleased in the fact that many of our procedures and practices have been both commended and shared by local and other authorities and now other schools are either using our practices or adapting our strategies in their own establishments. These include :

- highly effective use of B squared
- Accreditation and Entry Level data
- Achievement Continuum
- in-house assessment system to measure % of achievement in Entry Level areas
- an in depth assessment package which is monitored rigorously on a regularly basis throughout the year
- individual targets and target review procedures
- liaison between education and other service providers
- continuous liaison between home and school
- involvement of pupils in own target setting and reviews where appropriate
- we continue to promote the importance of a multi therapy cohesion and have received positive feedback from Mike Ellis ( SIP co-ordinator for Special Schools and Inclusion) as part of his evaluation review on how schools co-ordinate the therapy services
- Assessment booklets at K.S. 4 and 5.
- An assessment tool for measuring progress re: Functional Skills in line with Bsquared and QCA

Positive pupil/student attitudes are evident in school with very good attendance records (dependent on medical issues for some pupils) and high level of pupil involvement.

The student council is an elected body which represents the views of the pupils/students and liaises with the Head teacher to make any adaptations/changes. The elected Head Boy, Head Girl and other class representatives make up the school council team.

We employ a Sensory Processing Assessor 1 day per week who works closely with the schools sensory processing co-ordinator. Pupils are referred via the school co-ordinator and once assessed, in close liaison with parents. The impact being that once identified strategies are implemented we can better support both behaviour and progress of each individual pupil.

A Music Therapist works with small groups / 1:1 and lunchtime clubs liaising with class staff to discuss IDPs and link to her own music therapy targets which impacts on the overall progress for a wide range of pupils.

We also run Funbox Jo Communication Groups as part of our Lunch Time provision – this is a supplementary fun time activity where we can develop and embed signs for pupils and students as well as continually refresh signing for all staff.

Communication opportunities and choice making are built into the school day across the full range of activities and for pupils of all abilities, the impact being that this promotes independence and raises levels of self esteem with pupils/students being encouraged to take responsibility for their own behaviour. Pupil/students have strong relationships and are respectful of each other. This encourages an interest in improving communication skills as well as developing a multi-sensory approach.

AT Post 16 we offer a range of work experience options matched to individual needs. These include opportunities to participate in Enterprise, Volunteering and Employment placements. Links this year will include: canal Trust, DEBRA Charity Shop, Fur Clemt, Chapter One Tearooms, Ancliffe Care Home and The Brick Food Bank to name a few. Students will also have the opportunity to work with our college projects including The Grange Café, The Bistro and Hopes Hut.

Hopes Hut is a recent initiative that has been successfully launched by Hope College. This is a mobile hut, which our students use to sell products, some of which they have made themselves within college as part of our Enterprise work.

Students also access specialist provision through vocational options – including Film production, Horticulture, Construction, Catering, Radio, Small Animal Care, Fish Breeding and Management. This opportunity enables students to work with a range of people and environments whilst supporting transition to Post 19.

Students in Post 16 are encouraged to be as independent as possible and are supported to develop skills that are needed for their life beyond college. Dedicated Independent Living Skills / Personal Development and Values for Living sessions are integrated within the timetable to teach skills relating to Health and Wellbeing, Living in the Wider World, Relationships including SRE, Personal Care, Household Skills, Rights and Responsibilities, Leisure Activities and Assessing Community Facilities. Links with Tanfield Court ( Supported Living Residency) enable some students to transfer the skills learnt to a realistic home environment.

Post 16 students make Outstanding progress in relation to their individual targets and leadership is Outstanding as based on lesson observations and overall student performance. 100% students have achieved accreditation awards or qualifications

The Hope Early Years has been consistently graded as Outstanding in the respective Ofsted Reports.

The Early Years Curriculum Care Partnership is meticulously planned to meet the needs of young children with severe learning difficulties and children who transfer to mainstream primary at reception.

Other qualities reported in the Outstanding Ofsted Report :

- Children stay healthy and follow good hygiene practice and are aware of healthy eating
- Extremely welcoming, secure and safe environment

- Children are well protected as staff access child protection training following the correct procedures
- The quality of teaching and learning is Outstanding
- Children are valued, included and have individual needs met in an exemplary manner
- The quality of leadership and management of the nursery is Outstanding

**Overall Pupil Attainment Progress :**

2015	2016	2017
<p>68% : Outstanding</p> <p>21% : Good</p> <p>11% : Satisfactory</p>	<p>85% : Outstanding</p> <p>5% : Good</p> <p>10% : Satisfactory</p>	<p>85.5% : Outstanding</p> <p>5% : Good</p> <p>9.5% : Satisfactory</p>

**Early Years Foundation Stage Unit :**

The last Ofsted reported Outstanding provision providing an exceptionally good learning environment for all children.

Learners in the Foundation Stage make Outstanding progress in relation to their individual targets with reference to Early learning Goals

The unit currently provides places for children aged 2-5 years of age.

The 2 year old provision caters for funded and non-funded children offering an inclusive setting as well as support and help from an earlier stage.

In the foundation stage unit we offer permanent as well as observation and assessment places, funded and non-funded hours for mainstream children and have children who are on Hope School roll from age 3.

Our unit in EY is outstanding as evidenced re: lesson observations

We firmly believe we offer Outstanding quality of care continually updating the training of all staff – teaching, support and welfare as well as the implementation strategies within our structure thus maintaining and enhancing current practice.

Children benefit enormously from being taught in a fully inclusive setting with mainstream children e.g. they make excellent progress in developing skills such as mark making because they have excellent role models to both watch and imitate.

There is an excellent balance between staff led activities and child activities initiated learning through continuous play.

Excellent use is made of outside space and 2 staff have completed training delivered by Early Excellence re: outdoor education as part of the WOWs group in conjunction with upgrading our current outdoor provision – the impact being to promote children’s independence through all aspects of structured play activities.

Children’s welfare is promoted exceptionally well in all respects, behaviour is managed exceptionally well and children receive expert and sensitive support as evidenced re: Individual Behaviour programmes / Behaviour Strategies

- The effectiveness of Outstanding leadership in the EYFS is leading by good practice and promoting developing skills within the staff who in turn enhance pupil progress.
- We provide a fully inclusive wrap around service including before and after school clubs
- EYPS status
- Recognised both locally and nationally and used as a model of excellence
- 2 members of staff have been accredited in Leadership and Management in Early Years
- 2 members of staff have achieved EYPS
- Support staff take on roles of responsibility as well as acting as key workers for children
- A large team of staff within the department – some work term time only – some work all year round as well as extended school hours
- There is an efficient and effective communication system between staff and parents ensuring a strong and effective start to school life which cements confidence in children for future learning
- Supporting mainstream schools on assessment processes
- We have had staff who have been involved in training and mentoring EYPS students at Edge Hill University
- We have a member of staff within school who is a Trained Therapeutic play Practitioner ( based in primary department)
- 2 qualified Health trainers
- 1 qualified H.E.N.R.Y. ( health, eating and nutrition in the really young)

Primary

Class Progress

2015	2016	2017
<p>70% : Outstanding</p> <p>26% : Good</p>	<p>87.5% : Outstanding</p> <p>12.5% : Good</p>	<p>100% : Outstanding</p>

4% : Satisfactory	0% : Satisfactory	
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Senior

Class Progress

2015	2016	2017
<p>67% : Outstanding</p> <p>25% : Good</p> <p>8% : Satisfactory</p>	<p>75% : Outstanding</p> <p>25% : Good</p> <p>0% : Satisfactory</p>	<p>58% : Outstanding</p> <p>14% : Good</p> <p>28% : Satisfactory</p>

14 – 19

Class Progress

2014	2015	2016
<p>55% : Outstanding</p> <p>13% : Good</p> <p>32% : Satisfactory</p>	<p>100% : Outstanding</p> <p>0% : Good</p> <p>0% : Satisfactory</p>	<p>100% : Outstanding</p> <p>0% : Good</p> <p>0% : Satisfactory</p>

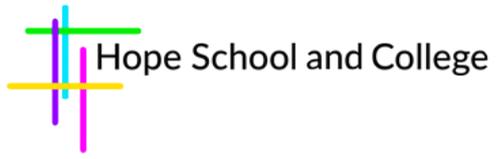
We feel the quality of provision within the 14-19 curriculum is Outstanding because we:

- we provide an age appropriate environment and relevant curriculum maintaining the balance of transition from school to college and students take great pride in the 'step up' to becoming an adult.
- All staff continue to access relevant training and development – the impact being that all students can continue to make progress across all areas and via continuous provision working with multi agencies were possible :
  - 
  - Curriculum – including specific subject areas relating to 'new' curriculum
  - accreditation
  - Leading from the Middle
  - S.R.E.
  - Sensory Processing
  - Autism

- Rebound Therapy
- Moving and Handling
- Communication
- Reflective Training
- Team Teach
- Resuscitation and First Aid
- Ongoing ICT training throughout the year delivered by subject leads and IT Team
- We offer integrated learning opportunities within our local High School settings whereby students supported by a hope school staff member attend high school provision for a number of sessions/days per week appropriate to need
- We were a pilot in the 14-19 agenda and continue to be a pro-active force in both devising and implementing appropriate accredited schemes enabling all students to be both challenged and reach their full potential through;
  - functional skills
  - enhanced vocational access
  - Asdan PPQ
  - Open Awards – SFLE and Independent Living
  - Multi-sensory curriculum
  - GCSE Maths

The college is used by Open Awards and Asdan as a model of good practice. When new centres start up or need support staff are encouraged to visit Hope College for advice and support.

- Multi layered accreditation schemes are implemented enabling access to relevant courses
- Access facilities in the environment i.e. job centre / hospital / library
- Evaluation of teaching and learning is Outstanding as evidenced.
- The College has recently undergone great improvements in the building which has resulted in the refurbishment of Independent Living Kitchen and Bistro area .The impact being that the increasing number of students to the college can access facilities to support their independent living skills.
- The students make excellent use of accessing the community/school library – the impact being students become more confident in using local amenities and interacting with the community.
- Senior leaders within the college and senior department work closely in providing a relevant and progressive curriculum for all ensuring a smooth transition between departments.
- There is also an excellent working relationship with the Learning Disability Transition Team supporting students move to Adult Services.
- Post 16 students are accessing Duke of Edinburgh programme and the school has recently been contacted by the DoE recommending us as an inspiring centre for SEN Duke of Edinburgh work. Two members of staff also visited Buckingham Palace and were presented to the Duke of Edinburgh, again for the success of the programme run at Hope School. An additional staff member has now achieved the Duke of Edinburgh Leader Award.
- Excellent working relationships with Post 19 links. Preparing our college leavers for transition. We have been used as an example of excellence by the Transition Team to other schools and colleges in the area.



**THE QUALITY OF TEACHING :**

Lesson Observations throughout the school highlight that the quality of teaching and learning are Outstanding continuing the judgements of previous Ofsted Reports.

Lesson Observations inform strengths and action points for further development. These are fed back via Senior Management meetings where appropriate strategies are developed, implemented and monitored to ensure future progression

There is a termly focus for lesson observations which is decided in liaison with senior managers and in line with our school development plan as well as both local and government initiatives.

L.A. advisors have worked with the senior management team in carrying out joint lesson observations and feedback in order to raise confidence, self-esteem and clarity of unified strategies and procedures to ensure evidence of performance judgements are both clear and effective.

The Appraiser Co-ordinator cements the importance we take in ensuring all pupils receive an excellent learning experience specific to individual needs. The co-ordinator monitors the quality of lesson content and delivery as well as co-ordinate action points which impacts on training and development of both individual and whole school progress.

The introduction of peer mentoring both within school as well as with other schools has been highly successful and very much a two way process in sharing good practice as well as cementing inter school links.

We also pride ourselves that we can also impact in the future of the next generation of the teaching profession as the co-ordinator plays a vital and important role in supporting, guiding and training of student teachers.

In 2017 – 2018 academic year we will 3 NQTs based in school and 1 PGCE student

**Lesson Observation Evaluation**

2014	2015	2016	2017
85% : Outstanding 15% : Good/Outstanding	76% : Outstanding 24% : Good/Outstanding	77% : Outstanding 23%: Good/Outstanding	87% : Outstanding 13%: Good/Outstanding

0% : Satisfactory	0% : Satisfactory	0% : Satisfactory	0% : Satisfactory
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Our ethos ensures that we are firm in the knowledge that all pupils have an entitlement to fully develop their individuals knowledge , physical, independence and communication skills as well as their practical and creative abilities to their individual potential, within an age appropriate setting by ;

- 3 consecutive Outstanding Ofsted Reports
- Outstanding Ofsted report re: English
- Outstanding Ofsted Early Years Report
- Outstanding Children Centre Report
- Individual programmes of work ( which are networked on the school intranet to share resources, ideas and good practice as well as to adapt for future progress
- Resources are networked to support and aid teaching
- Developing skills across all areas / physical development skills for pmlD pupils highlighted on IDP
- Differentiated curriculum
- Additional resources for specific pupils matched to needs
- Trained Play Therapist Practitioner
- Nurture group for our more vulnerable pupils and students to access
- Lunch Time Clubs / After School clubs / Holiday play schemes and clubs /. The impact being enhance social development, confidence and self esteem
- Subject focussed weeks
- Residential experiences – including DofE Expedition
- Equal access and opportunity for pupils and students
- Innovative practices i.e. Healthy Schools / Crest Award
- Early years curriculum – inclusive continuous enhanced provision to promote child initiated learning and adult led activities focussing on individual development
- Implementation of 14-19 curriculum focussing on Independent Living Skills embedded with functional skill/ PSD/ Communication
- Sports Leadership – strong links with Wigan Inspiring Healthy Lifestyles Team. Regular input through football linked to Literacy and Numeracy ( 8-16 years) / Judo as an alternative sport
- KS 3 and 4 – Kinetic Science Production Company
- Range of learning experiences offered at Post16
- Post 16 work experience programmes enabling access into supportive employment services were relevant
- Work related programmes for pmlD students – the impact being the development for pmlD pupils which we believe to be unique and innovative in this area. This also contributes towards communication as outlined in our specialist area
- Investing in appropriate training for staff which is then cascaded through school enabling all staff to benefit in relation to pupil progress.  
Evidence can be located ;
- Whole School Evaluation ( evidence from students, staff and parents )
- Policy documentation
- Extra curricular activities
- Initiated thematic approach within the pmlD curriculum which enables us to identify progress much more accurately – Mike Ellis, school improvement officer quoted the school to be ‘very dynamic’

- There is a strong sense of trust in the school and parents feel welcomed and supported by the school as evidenced by :
  - Parent questionnaire
  - Home/school diary
  - School Web page – shares learning with parents/carers and in some cases shares planning with parents/carers.
  - Class information on school website
  - Class ‘Dojo’ being piloted as a communication between home and school.
  - Annual review process
  - Pupils comments at reviews
    - ‘Passports’ – parents add comments which embeds a cohesive and unified development of progress for each individual pupil
    - Open Evenings
    - Parents Evenings / Parents Groups
    - Student Council meets on a termly basis and has instigated a number of projects such as access to water fountains / bus stop adjacent to school for independent travellers which was provided following a request from the school council
    - Early Years ‘Parents get Together’ – half termly
    - Working Files and books
    - Student questionnaires
  - Visiting consultant reports / comments e.g.
    - Steve Munby – Chief Executive NCSL leadership
    - Richard Hirstwood – Multi – Sensory
    - Eddie Anderson – rebound therapy
    - Andrew Farren – School Advisor
    - Autism Accreditation

Staff have excellent knowledge of pupil’s attainment levels and plan effectively to build on this, ensuring pupil progress is in line with national expectations where appropriate.

Learning objectives are selected for individual lessons to ensure relevant and meaningful learning experiences  
The staff and pupils have an excellent relationships and as a consequence

staff / pupil relationships ensure appropriate ranges of teaching styles meet the varying needs of the pupil. The continued success continues with staff who as well as aiding in supporting and advising our induction process also acts as a mentor, the impact being the continuing enhancement of lesson planning and quality of provision as she regularly feeds back and shares good practice across the school and college from her evaluations.

The successful team approach continues with staff throughout school ensuring newly appointed staff members have a well-executed induction process that focuses on sharing of good practice and embedding the ethos of Hope School and College.

All pupils and students throughout school and college have IDP’s and are set measurable targets which are regularly reviewed, monitored and updated as appropriate via :

- Weekly class liaison meetings
- Weekly department meetings
- Weekly liaison with relevant therapy services.
- Target review meetings

We are very much aware of pupil progress and performance and systematically and consistently review to ensure timely and effective intervention. Pupil tracking is rigorous the impact being that all pupils targets can be adapted if needed ( medical / behavioural / communication ) to ensure appropriate progress.

These procedures have been highly commended by L.A. and include :

- Highly effective use of P scales and Entry Levels
- Inclusion of multi-sensory curriculum
- Whole school appraisal targets
- Individual targets and target reviews
- Liaison between education and other services
- Dialogue between staff members
- Continuous communication between home and school
- Involvement of pupils in their own target setting and review process.
- Our IDP targets link directly to EHC outcomes

The school has been highly pro-active in implementing assessment criteria to match the needs of the pupils and the curriculum that they work within. As well as data driven data we also celebrate their achievements by staff professional judgements on Behaviour / Communication / Independence / Physical process. The impact being that we can ensure progress continues for all aspects of the pupils needs and we can build on strategies and experiences which can be cemented for adult life.

Following the initial LA pilot with school into identifying and supporting students and families with sensory processing disorders we have now employed our own school occupational therapists to work alongside our school sensory processing lead 1 day a week.

We continue to work closely with individual students and their families supporting them at home and in school.

This year we have provided staff with sensory training and produced assessments and strategies to effectively support a number of newly identified students.

Any external training that has been attended by sensory lead has been delivered back to staff in school and classroom environments have been adapted with positive sensory strategies in mind.

Sensory processing strategies also input positively into behaviour management strategies and the two link together to support individual needs.

We also continue to meet individual needs by providing weekly rebound sessions for another year working closely with inspiring healthy lifestyles team to do so. This has not only lead to sensory processing needs being met but also to some of our students achieving rebound therapy level awards.

All this supports and works alongside autism accreditation and physical / sensory / behaviour work.

PE curriculum leads have been nominated for the Martin Lynn Commitment to PE and School Sport for work covered over the last 12 months

We continue to implement new strategies which focus on the development and progress of ASC pupils and students. This initiative is led by a member of the senior management team who has a Postgraduate Diploma in Autism from Birmingham University, and, in turn has led whole school staff meetings to further discuss how we, as a school can ensure appropriate and relevant access to the curriculum.

We have looked and discussed aspects of the National Autism Standards and how they will be implemented within the curriculum as well as the impact on the pupil's ongoing development within a wide and diverse curriculum.

As a continuing focus within our School Development Plan the whole school has also received external training in the form of a whole day inset by Fiona Spears who enlightened staff on practical, theoretical and also 'real life' experiences.

Meeting the needs of pupils on the autistic spectrum (where appropriate) is also a focus re: Performance Management targets and lesson observations. Staff have accessed specific training – Early Bird, PODD, Sensory Processing etc and strategies and support has been developed through full and departmental staff meetings as well as focus class staff groups.

## BEHAVIOUR AND SAFETY

### BEHAVIOUR

Procedures re: Behaviour are always implemented for relevant pupils which in turn assures minimum disruption to a whole class. The Behaviour management co-ordinators monitors programmes and supports strategies and provides training for all staff.

L.A. Psychologist assess and co-ordinate behaviour management which also acts as additional training for staff which in turn is shared and procedures adapted to intervene other similar cases if appropriate.

We have 5 members of staff trained as Team Teach Tutors and they regular provide training on a rolling programme for all staff within school as well as de-escalation to other establishments. The impact being that staff are trained in safe and positive techniques in supporting pupils on behavioural programmes within school which cause minimum disruption to a whole class and enhance the individuals' progress to integrate into a full progressive curriculum alongside his/her class

Self evaluation of Behaviour programmes / Positive Handling Plans are monitored on a ½ term basis

We have Behaviour as an agenda item at regular staff meeting training where staff who have been on external training courses report back to a whole staff team and share ideas as well as discuss individual pupils and any strategies implemented as part of a behaviour programmes can be a cohesive approach by all staff across school. The impact being that the whole school acts in unison with both individual as well other behaviour issues and that pupils are receiving the 'same message' across the board for their own well being and continued progress.

We can report no exclusions

### SAFETY

The quality of care, guidance and support provided for our students is outstanding as evidenced through :

- All staff are DBS checked
- When employing staff to the school the interview process always involves a safeguarding question
- The Head and Chair of Governors have successfully completed a Safeguarding course
- Our comprehensive Child protection arrangements are implemented and all staff attend training
- The school has a Confidentiality Policy
- An Intimate Care Policy has been developed in conjunction with the Health Authority (Social Care) highlighting the respect and dignity to all pupils
- Good staff/pupil ratio with allocated key workers ensures effective provision and access to learning
- We have an adhered Security Policy across school – including Lock- Down policy
- Visitors report to the main reception area and sign in and out acknowledging their presence in school. They are allocated a visitors badge to be worn at all times during their visit
- The main doors are secured via security codes which are known to staff members. Other access points around school are accessed via keys held by appropriate staff or security codes
- We have a transport Care plan in place, designed by school staff / headteacher / school nurse / epilepsy nurse and transport manager which outlines procedures and safety aspects when travelling with passenger assistants to and from school
- Fully inclusive Early Years Centre providing high quality affordable childcare integrated with early education entitlement by providing parents with wrap around and holiday care.
- Key workers for pupils – impacting on pupils settling in quickly as they feel supported and confident - staying focussed and on task – improved confidence and self- esteem all of which contribute towards improved learning as evidenced in lesson observation evaluation
- Ensuring the health and safety of all pupils via procedures where all staff receive training/practice in :
  - health and safety
  - child protection
  - first aid
  - resuscitation
  - relevant staff receive specific training if appropriate for class members (gastro feed etc)
- Enthusiastic trained staff – teaching / support / service providers / therapists (speech/physio/occupational/music etc) all contribute towards a multi-professional approach to setting safeguarding targets all impacting on the continued progress of each individual
- The school has a Health and Safety Group consisting of Head / School teaching staff / Site manager
- Termly meetings take place between safeguarding development worker /nurse and school
- Individual Behaviour Plans and Strategies to support good behaviour where appropriate supplement to contributing towards the safety of all – these are also networked to share and ensure cohesive strategies across school
- Independent travel
- Risk assessment procedures are backed by health and safety training which cements a safe and secure environment
- Policies and practices are adhered to and implemented
- Our outstanding team of teaching assistants participate in all training to ensure cohesive and consistent approaches
- Outstanding staff/pupil relationship is evident and commented on by parents / visitors and other professionals
- Achievements are regularly reviewed through Progress Files, IDP reviews, Accreditation Portfolios and Annual reviews and Education Health Care Plans
- Transition guidance, including many taster days, for students is implemented to ensure smooth, coherent transfers which inform future placements of whole pupil/student needs as well as family needs
- Defibrillator training for staff

- We have a Complex Needs Nurse on site. A series of Competence Certificates have been implemented which have been externally validated by the Complex Learning Team, the impact being the school meets all the complex medical needs of the pupils/student

Pupils / students feel safe in school as identified through the process of questionnaires and discussion at both class level and through school council. We operate a key worker system to ensure pupils have a personal point of contact to who they can discuss/share any concerns and who will have detailed knowledge of individuals and are specifically sensitive to their means of communication. We advocate and promote Pupil Voice for PEPS / Annual reviews / EHC as part of their participation and progress thus ensuring the importance of listening to each others opinions and choices for present as well as future provision and progress.

The Governors have approved a policy on reporting racist incidence and anti bullying and nil returns have been recorded. Both these issues are discussed and addressed within both curriculum content and via assemblies.

Other areas where we address safe and responsible practice are through :

- visiting speakers to classes and assemblies
- circle time
- Codes of Practice devised by pupils/students within each department
- Esafety curriculum ( Currently the school is working towards Esafety Mark 360 Accreditation)– Whole School Plan has been developed which we are currently working on.
- Implemented 'Anti Bullying Week ' / Friendship week
- Appropriate Risk Assessments are completed by staff for both in school and off site purposes
- Comprehensive Child Protection arrangements within school and all staff have attended appropriate training
- Sex and relationship curriculum
- Parents Group have participated in relationship training
- Developed and implemented a Confidentiality Policy
- Invasive Care Policy developed in conjunction with the Health Authority (Social Care)
- Staff trained re: Sex Education / Relationship Education
- Complex Needs School nurse on site
- Staff training for specific medical procedures
- Student Council
- Independent travel students equipped with mobile phones

Procedures verified by LA child support co-ordinators as well as all relevant actions to individual pupils are minuted

### THE QUALITY OF LEADERSHIP AND MANAGEMENT.

Hope School has an Outstanding reputation locally, regionally and nationally. The Leadership has been commended by external sources e.g. Steve Mumby NCSL and verified through external evaluators i.e. Ofsted, BECTA, Early Years Quality Assurance, NOCN consultants, External consultant, Richard Hirstwood and Special School evaluators. We are both pro-active and ambitious with outstanding features i.e. communication, multi-sensory, outreach provision, inclusion and integration provision. The impact being that every pupil is challenged to reach his/her full potential through effective resources and management.

The Head promotes the progression of teaching and learning through rigorous lesson observations and learning walks to ensure learning is taking place at all times as well as monitoring and evaluating pupil progress through challenging targets and effective assessment procedures.

The School Management Team, consists of a Head, Deputy, 2 Assistant Heads, all of whom work within a multi disciplinary context eg meetings with speech and language therapists / physio / occupational therapists etc and contribute, plan, develop and lead whole school progression.

This strong committed and pro-active leadership team meet on a weekly basis and share a clear articulated vision for the school set within the context to drive independence, inclusion through challenging realistic targets set for individual pupils/students. They consistently promote progress via enthusiastic and committed leadership. Leadership and its specialism is focussed on achieving the highest possible standards in its own performance across all areas. The school prides itself in being continual pro-active and rigorous in its evaluation its own performance. Staff are encouraged to be reflective and self-evaluate and all staff members have the ability and opportunity to lead in any number of situations. Leadership development is supported and encourages and the staff recognises the strengths of staff to lead new initiatives.

‘Key Stage Leaders : Curriculum Drivers’ cover all key stages across school and college and meet on a fortnightly basis to plan, promote and drive new initiatives, whole school development, practices, strategies and progress.

The Head promotes a clear vision for the school and articulates this well to everyone involved in the school through staff meetings and face to face discussion with all staff on an annual basis. This is reiterated in the termly and annual reports from the external school advisor.

Staff are excellent advocates for the school and take on lead roles within and beyond the LA re: training / promoting and sharing good practice / active roles as part of working and development groups.

A member of staff was recently invited to Buckingham Palace on behalf of the work within school re: Duke of Edinburgh . The school is now a recognised training Centre for Duke of Edinburgh.

Leadership development is both supported and encouraged within a flexible process. Our management team offer a model of professional development to others who lead by example and ensure a positive working atmosphere for all to work, develop and progress in.

School Improvement is a shared leadership activity with common visions run by innovative, motivated and enthusiastic staff.

There are weekly class liaison meetings as well as weekly department meetings where information is shared, discussed and acted upon. Any issues and new ideas are addressed at Senior Management meetings. Self-evaluation on a department basis enables swift action which impacts on the progress of the whole school.

‘Curriculum Drivers’ have been implemented within the school structure and all work as a unit each focussing on a key stage area. This team also have responsibilities for learning areas which are pivotal to embedding our

new and exciting curriculum through school and college. The impact is to guiding, supporting and implementing 'pathways' to steer pupils and students to both challenge and achieve small steps and develop into a happy, emotionally secure adult having the skills to communicate their needs and wants independently and continue to learn in their local environment and wider community

More of a 'leadership' role in co-ordinating their subjects which have led to school improvement becoming a more disseminated leadership activity with subject leaders being responsible for pupils progression in subject areas.

Use of performance data is a strength of the school. Pupils' targets are set to promote challenge as well as developing individual skills and experiences re: communication and multi sensory curriculum.

The school's rigorous analysis of data is paramount in:

- Measuring individual performance and progress
- Comparing cohorts
- Evaluating and identifying areas to work on
- Setting Performance Management / Appraisal targets
- Preparing 'next steps'

As a consequence of our embedded Performance Management/Appraisal system teachers now have

Our rigorous self evaluation procedures are both responsive and flexible to current needs within the context of the school and reflect curricular areas as well as responding to Every Child Matters as well as staff development.

Staff have been selected on behalf of the LA in assisting another special school who were in special measures. We supported and advised the school by addressing key priorities (Schemes of Work / Planning / Assessment / Moderation / Differentiation / IEP / Staff development ) using the experience and expertise of Hope School staff to support, advise and guide progress within their own context.

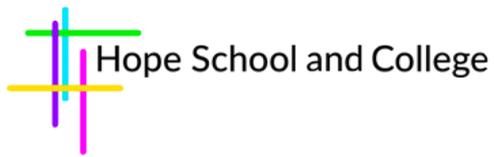
We are also:

- Lead for the Outreach services for the L.A.
- Members of NW Moderation Group
- Active members of NW School Leadership team.

We have appointed a SENCO ( Special Educational Needs Co-Ordinator) who has worked in the Local Authority for 12 years and with the Department For Education as part of the new SEN and Disability reforms. Annual review meetings promote sharing strengths and progress alongside how can we improve across education, health and care whilst proactively supporting families to ensure they are aware of services and support should they need it.

There is increased input from the voice of the family and the young person where we ensure they are all listened to. The SENCO has close links with a number of agencies across education, health and care within Children's and Adult Services who families can be signposted to.

The impact has been extremely positive as evidenced re: Parents View (AR3) ' the role is proving invaluable in assisting us'



As a school, we are striving to begin preparing the students and families for adulthood at the earliest opportunity whilst guiding families on their journey in a supportive manner

### **OVERALL EFFECTIVENESS**

The school continues to be oversubscribed for both special and mainstream places. The continued success of our wrap around care provision reflects the ever growing waiting list. We continue to be a centre of excellent inclusive practice which is well documented in Governors minutes. WOW's meetings and inclusion opportunities ( A cluster group of 10 primary schools) and policy documentation etc. Inclusion is paramount throughout all departments in school as well as our extended school programme.

Professional Development is an important and vital aspect of the ongoing progression of all pupils and we ensure that we are both up to date and pro-active in implementing training opportunities and experiences to all staff.

Our Induction package for new staff includes :

- general information and day to day running of the school
- planning and assessment procedures
- communication training
- health and safety
- child protection
- resuscitation

All staff access a cycle of training which includes :

- Moving and handling
- AAC communication – using a tiered approach
- Team teach
- Safeguarding
- Health and Safety
- Medical (where appropriate)
- Resuscitation

The impact of this wealth of training being that the school maintains a healthy balance of trained and experienced staff who are knowledgeable in a wide variety of practices and strategies needed to maintain a safe, healthy, productive and happy teaching and learning environment.

The school supplements existing therapy sessions by teaching and learning therapists who liaise with the PMLD co-ordinator to work with appropriate pupils.

The well being of staff is an important part of the ongoing success of the school and not only do we make full use of the school network system for support and guidance in-house we also have yoga sessions for staff to attend if they choose to. We host breakfast mornings for the staff on the last day of each term promoting whole school cohesion as well as termly draws for 100% attendance.

The multi-sensory curriculum devised and implemented via a school working party enables appropriate pupils access to a thematic curriculum which in turn is assessed in conjunction with the QCA framework. This programme has been commended by national consultants as excellent provision and practice.

We offer a full, diverse, appropriate and relevant curriculum for all and endeavour to build in time for support staff for planning as well. We have proven and robust systems in place for tracking and evaluating on a regular basis evidenced in;

- Liaison meetings
- Subject co-ordinator discussion times
- Weekly staff and department meetings
- Therapy meetings
- Annual reviews / EHC Meetings
- Open evenings and Parent evenings
- Targets circulated to parents
- Home/school diaries
- Class Dojo

- School website

Hope school pupils and students' access mainstream provision at primary, secondary and Post 16 level. The continued success of our Outreach services continue to flourish – run by a team of both experienced and dedicated staff who support pupils and staff as well as offer a range of training to further support progress in the respective schools. The service has been assessed as Outstanding by the L.A. We also participate / contribute to OOG (Outreach Operation Group)

We are ever mindful to continue to introduce new and exciting projects to the school which build on strengths and widening experiences and skills that pupils can implement across curricular areas as well as continue to interject proven strategies like the Annual Arts Week where we suspend the timetable for a week and the whole school follows an arts based curriculum based around a theme.

Other new initiatives have included;

- Lunchtime Communication sessions.
- Junior Chef – very popular and dynamic learning process run by an external provider who is also an excellent communicator as well as teaching pupils new skills in the area of food technology
- The development of Hope School Radio – following sessions working with a local radio station we set up our own radio station which is run by students each lunchtime and transmitted across school. We also run an afterschool radio club where students can extend and expand on their skills.

Learners make Outstanding contribution to both school and the wider community. This is evidence via:

- Fully inclusive provision
- Holiday club providing high quality affordable holiday care for mainstream children and children with additional needs aged 3 – 11
- Before / After school clubs
- Links with local schools e.g. shared music/PE sessions both inreach and outreach programmes
- Community / Charity support
- Community assemblies
- Performing Arts projects in conjunction with local schools
- Fund raising projects ( Spring Fair / MacMillan / Children in Need ))
- WOWS integrated training session which impacts on strengthening links with main stream schools and enhancing shared projects which impact on pupils confidence building/self esteem / socialisation skills
- School performances where parents friends and community members can participate
- Out of School Clubs aid inclusion and integration
- We are very proud of the fact that some students not only participate at local sports clubs but have represented their country at national level.
- Post 16 run a lunch time club for senior citizens on a weekly basis
- The Grange Café runs on a weekly basis in the community centre and is run by the Post 16 students
- School Choir
- A group of students participated in the final of the Ryman Enterprise Challenge in Telford. This was a great achievement as the students were part of an inclusive integrated competition.
- Senior leader was invited as part of an LA Peer Challenge Group for SEND with Lancashire Authority.
- Post 16 links with Post 19 providers and services as part of the Transition Programme
- Training courses and opportunities for parents / carers i.e. Early Bird training / Signing courses

The effectiveness of the Governing Body is rigorous in its questioning and challenging of the curriculum, assessment and overall progression of the school. There is a Governors Curriculum Committee as well as Finance Committee who meet on a termly basis and full details of new initiatives and progress are transmitted at these meetings.

All governors attend induction training via the L.A. and continue to attend relevant training offered through this programme. The impact being that all governors are fully conversant with current issues and have a full understanding for both discussion and challenge at meetings.

The governors contribute towards both the SEF and School Development Plan as well as initiatives such as CPD, Autism and Esafety Accreditation as part of the ongoing progress of the school and the Chair of Governors meets with SIP to discuss the Heads targets on an annual basis resulting in clear strategic targets to further the quality of education for the school.

The Governing Body are very pro-active members and keen to ensure the school maintains its Outstanding status and their input continues to be a valuable asset to the school. The Chair of Governors visits school on a weekly basis to participate in assemblies and is always on hand to talk to pupils, staff and parents. Each governor has a specific role pertinent to the progress of the school and regularly liaise with staff members to ensure they have full knowledge of specific areas. These responsibilities include:

- Link Governor – the impact being he maintains an overview of all curricular areas and finance and can convey and support the school on a number of areas such as: job evaluation / supporting bids / looking at tenders
- Child Protection Governor – attends training and is available for any issues that may arise
- Target Setting Governor – liaises with assessment co-ordinator on ongoing progress and evaluation
- A Numeracy and Literacy governor – liaise with relevant staff members
- Forum Representative Governor – attends L.A. meetings to gain first hand insight into particular LA issues and can question the relevance for special schools involvement or in some cases omission. This impacted within the 14-19 agenda where the curriculum was promoted for 'all' pupils, however when challenged where students who function at p levels fit in no one could give a reply. From this the school was allocated part of the 14-19 LA pilot
- Gifted and Talented Governor – Assists in well- being of pupils as well as support awards
- Food in School Governor – supports the importance of the school maintaining an appropriate menu across all pupils i.e. dietary requirements / liquidised foods etc etc.

The school prides itself with Outstanding Community Cohesion as evidenced in :

- Hope School Community Library – situated on The Grange site
- Community assemblies
- Integration with other schools / colleges – assemblies / music and art projects etc
- Integration projects – pupils attending other schools supported by Hope school staff
- Involvement in Performing Arts Projects
- Links with local churches
- FE Lunch club for senior citizens on a weekly basis
- FE run a weekly café in The Grange for our community
- Community Play projects for children 3 – 5 with identified needs to attend sessions during the school holidays – fully subscribed every session
- The school training suite is used by a variety of schools and establishments further promoting community cohesion

- Rooms are 'hired out' to eg Cheerleaders / Keep Fit classes / Saturday Football / Yoga/ Community meetings
- The Hydro pool is let out to other schools / waterbabies/parents
- Special school representatives on 'Who do you think we are ?' steering committee examining heritage and identity nationally, regionally and locally
- Poppy Appeal run in school / college / The Grange
- TIPD South Africa – Staff explored education of sexual health in schools as well as racial integration
- TIPD Denmark – Comparative study on socio-economic factors in equality in education which impacted on a comprehensive report and recommendations made to Wigan Children and Young People.