

22nd May 2018



Mr Russell Davey
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Grove Park
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Flagship Review Date: 2nd May 2018

Summary

This review report is a record of my visit to The Village School on the 2nd May 2018. I first visited the school approximately four years ago as part of their accreditation as an IQM Inclusive School. They have subsequently been awarded Centre of Excellence and have now achieved Flagship status. The school has submitted a detailed and accurate evaluation of their progress over the last 12 months in regard to the Flagship targets agreed in 2017 and have also included a challenging Action Plan for 2018-19.

The reviewed targets from 2017 demonstrated the school's innovative responses in providing for individual student's needs. The Attention Autism intervention (element 3) recognises the importance of ensuring students ability to engage in the learning journey and is delivered on a regular basis 3 times weekly in 10-20-minute sessions. The review document gives a fuller explanation of the intervention which has proved highly successful, together with details of the staff training and ongoing evaluation. Outcomes from the intervention are impressive, with examples shown of students taking the role of teacher/coach in the classroom as well as successful integration packages for students back into mainstream schools (one student attending English grammar lessons in a neighbouring mainstream school).

The school has now, with the lead PE teacher, embedded a new PE curriculum which is delivered through the Trans-disciplinary team (OT's Physio's known in school as Physical Management Assistants) The redesigned levels now appear as "V" levels (Village) and are recorded and tracked using Classroom Monitor. An interesting development of their tracking and recording is the embedding of videos in classroom monitor as examples of progress.

The PE curriculum follows 3 pathways: PMLD, ASD and MLD/SLD. The curriculum has been presented to the Brent, Harrow and Herts Assessment Group and is validated to Challenge Partners.

The school has close links to the Jason Roberts Foundation (Jason Roberts Foundation is a registered Charity working to Support young people, celebrate diversity and promote Respect across the UK and Grenada.) and students have attended a four-day residential stay at the home of the National Children's games in Aylesbury.

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Students are heavily involved (and very successful) in competitive sports activities with other boroughs. The pathways approach has enabled the inclusion of all students.

In considering the destinations for students post school age the school is realistic and provide learning opportunities for students to develop academically as well as social and emotional development. Lessons and learning are focused directly on the individual needs of the student.

The school have placed great importance on collaboration with other schools and providers and detailed evidence was shared with me regarding their inclusion work with:

- Kingsbury high School (Student ambassadors, Key stage 3 and below daily visits).
- Partnerships with Faith Groups.
- Links with Oliver Goldsmith Primary School.
- MENCAP project with Byron Court primary School (The 'All In' Award is a school based programme designed to develop positive attitudes of young people without learning disabilities towards those with learning disabilities. Inclusive peer groups are set up to support teamwork, communication and skills development.
<https://www.mencap.org.uk/all-award>.

The school is an exciting and motivating learning environment. All areas are immaculately maintained the drive, expertise and enthusiasm of the staff is remarkable. The criteria for Flagship status as defined by IQM is:-

- "An individual school can further its work in Inclusion through internal research activities.
- A Flagship School will determine for themselves who will be involved and the direction in which they choose to make progress. There is still the opportunity to work alongside other schools in an area, with the others acting as a Centre of Excellence."

The Village School has demonstrated, through their rigorous and relentless drive to provide the very best experiences for their students, that all aspects of the Flagship status have been met. The SLT have a very clear but challenging school action plan which necessitates high levels of expertise and involvement from all staff members together with innovation and collaboration. The school is keen to play a joint role in the IQM Cluster Group activities and have also asked me to include the names of other IQM schools which would be useful partners in their collaborative work:

- Riverbank Academy, Coventry.
- Newfields School, Blackburn (opening a new autism school provision in September).
- Joy lane Primary School, Whitstable (assessment tracking).

The Village School is both a stunning building with outstanding resources and an environment which celebrates success. The teaching and learning environment and all activities are carefully planned to meet the needs of all students, encouraging independence and motivation. The education journey is holistic and has a constant view on the destination opportunities for students. This same approach is true of recruitment

and retention of staff. The school certainly actions a “home grown” approach to staffing. Many members of staff who joined the school as TA’s have progressed to teacher status and on to Senior Leadership positions, ensuring succession planning and continuity of The Village ethos and approach to learning.

It is a huge privilege to be able to visit the school and experience the drive and professionalism of the staff and see, at first hand, the successes of the students. I recommend that The Village School retains its status as an IQM Flagship School and be reviewed again in 12 months.

The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Flagship status.

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd



Sources of data:-

I was able to verify the accuracy of the information provided in my discussion with key staff members, scrutiny of hard copy information and a tour of the school. I met with the following staff members:

- Head Teacher.
- Deputy Head Teacher.
- Lead Therapist.
- Class Teachers.
- Assistant Head Teacher (responsibility for Health and Well Being).
- Assistant Head Teacher (responsibility for Key stage 4 and 5, Destination for students' accreditation and joint working with BHAAG and Middlesex University).
- Assistant head Teacher (responsibility for expressive arts and joint projects).
- I was also able to view some of the newer additions to the school (fully operational living accommodation).

Whilst the school submitted a detailed Action Plan for the coming 12 months, as detailed in the 4 targets, it was agreed at the meeting with SLT that a clear and focused target would be the emphasis for the Flagship activities in 2018-19. Details of this Research Project are below.

1. Strategic dialogue with partners focusing on shared values and common challenges. Recognised by working collaboratively it is possible to
 - Improve outcomes for all pupils.
 - Plug gaps in expertise and experience.
 - Solve current challenges and address common issues.
 - Help meet long term objectives and build on vision and best practice.
 - Respond to changing needs or priorities within the national arena.
 - Build relationships and professional cohesion between schools.
 - Meet future challenges within SEND, including more complex needs.
 - Share knowledge, skills, experience and resources.
2. Continue to spread the word about IQM and the celebration of inclusion within Brent.
3. Trans-disciplinary team roll out "Attention Autism" a creative, inclusive approach to building attention and early communication skills ensuring increased engagement levels are tracked, monitored and shared through PSD.
4. Succession planning due to increased intake, identifying and managing leadership talent.



IQM Flagship Review



	Research Project / Focus for IQM review 2019
Task	To create a meaningful assessment system that measures the progress of Pre-subject specific students or PMLD students. In response to the Rochford review we aim to create an assessment system that attempts to measure progress against the seven strands of engagement, records progress against EHCP targets and creates opportunity for reflective practice to inform future planning and teaching.
Who	This project will be led by Nick Sheffield and Supported by SLT Head of School – Russell Davey Deputy Head – Hermann Farrington Teacher and lead on Video Me project – Nick Sheffield
Time frame	Development and implementation – July 2018 Used consistently across all PMLD classes – September 2018 Review and report to SLT and Governors – November 2018
Actions	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction to underpinning theories and relevant research for PMLD teachers <input type="checkbox"/> Lead Teacher for project to trial and monitor for their class <input type="checkbox"/> Feedback to PMLD teachers and break down of work involved <input type="checkbox"/> Set up pro formas and initial support for all PMLD staff <input type="checkbox"/> Training and Development <input type="checkbox"/> Support and Monitoring <input type="checkbox"/> Collating evidence <input type="checkbox"/> Review of Findings <input type="checkbox"/> Reporting to key stake holders
Expectations / Aims	<ul style="list-style-type: none"> - To create a meaningful assessment system for PMLD - To measure what matters - To further align teaching planning and assessment - To have an evidence system that takes into account the pedagogical approaches of the teacher / staff - To develop reflective practice - To reduce teacher work load

Assessor: Dave Stott

Date: 2nd May 2018