

The Village School

Note of Visit

SIS Name: Jan Martin

School representative Russell Davey (Acting Head of School), Hermann Farrington (Acting Deputy Head), Sean (IT /Data Manager)

Core entitlement

Date	Time		Total (days)	
13 June 2018	10:00 AM	to	1:00 PM	1

Focus of visit

Annual Review of standards in the school

Activity

Discussion and scrutiny of evidence;

- oAssessment Analysis 2017-18
- oEthnicity and Categories of Need Assessment Analysis 2017-18
- oAssessment Analysis 2017 - 18 Progress Spread
- oSIP - RAG 2017/18
- oMental Health and Emotional Wellbeing Support strategy
- oHeadteacher's Report
- oSpeech & Language Therapy Review
- oSEMH and Behaviour Report
- oPhysical Management Strategy Review
- oOccupational Therapy Report

oDestinations report

Key findings

Key Findings:

All the evidence and data indicate that the school continues to be outstanding and move from strength to strength. This is supported by recent external validation;

?Challenge Partner Visit (12.3.18) - school judged to be outstanding

?CPLD Platinum Mark Award June 2018

?Parent Partnership Award

?Inclusion Quality Mark June 2018

Leadership & Management

What is working well

oThe Acting Executive Headteacher has steered the school through a very challenging consultation on the future of the school and MAT status with Woodfield, and she has grown in her capacity to share and model the vision for the future of the alliance and the future opportunities for pupils, staff and families in the school.

oThe new school Leadership Team has embedded very well throughout a very challenging year, and through a well-focused and monitored SIP has continued to drive standards upwards. There is a very strong vision for developing pedagogy and assessment ever forwards to ensure that the pupils have the best opportunity to achieve the 4 EHCP Adult outcomes as well as possible. (See SIP headlines)

oThe new leadership team's ability to lead and work with staff has clearly grown throughout the year, as evidenced in BSP SIS visits. Leadership of teaching and learning continues to develop through providing coaching support for new and developing leaders, teachers and 3Bs (lead teaching LAs). The new CPLD standards have been fully implemented. More LAs are accessing teacher accreditation through the DETLs and ATT route.

oThe curricular offer at all key stages continues to be strong. The school is leading on the Expressive Arts curriculum, being a partner in a regional music programme based upon the use of Sounds of Intent.

oPartnership working is a strength of the school and continues to add value to the provision and standards, e.g. the Woodfield Alliance, Membership of the Brent, Harrow, Herts Special Schools' Assessment Group, strong links with the CNWL.

oThe standards of education offered at Post16 continue to be outstanding, with the further development of the KS5 consortium (Woodfield School, CNWL and VS) and the planned development for 16 - 25 pathways.

oGovernance has continued to be very strong, notwithstanding some very difficult and serious challenges to governors' authority during the period of the MAT consultation. Their programme of link learning walks continues regularly.

Even Better If

oThere is certainty about the continuation of off-site provision at Kingsbury High School and the College of North West London, with new leadership and new visions in place. This would be a huge risk to the quality of the curricular offer for pupils at TVS.

Teaching, Learning & Assessment

What is working well

oThe aim for the year has been 100% teaching good, and 75% outstanding. Monitoring information indicates that this has been achieved.

oThere is increased sharing of good teaching and assessment practice amongst staff, as evidenced in the sharing of Video Me clips.

oDigital Assessment for Learning practice is a strength of the school, and staff are sharing cutting edge practice locally and nationally.

oThere is a strong programme of internal moderation of assessment, and external moderation with similar schools through BHHAG.

oThere has been a strong focus on developing financial independence through the maths curriculum. This is in partnership with other organisations (banks, building societies etc.)

oLeadership of the PE curriculum has become a strength of the school, and the new PE curriculum model and assessment criteria are now being shared with other schools in BHHAG and beyond.

Even Better If

oNo issues identified in this visit.

Personal Development, Behaviour & Well-Being

What is working well

oThe SLT have developed a compliance tracker to provide statistical and qualitative evidence as to how pupils are kept safe and their behaviour and well-being is secured - CPOMS and Behaviour Watch. SCERTS is used to track the personal development of ASD pupils or those with Communication & Interaction needs.

oThe new SEMH strategy is having a very positive effect. The May 2018 interim report to governors is very positive, with 71% of students receiving support from the new SEMH approach having a reduction in behaviour since starting therapy. High level incidents continue to fall from term to term, as have the number of low level incidents. A final report to governors is planned for Sept.2018 and is expected to show positive improvements.

oThere is a strong therapeutic offer within the school, which is very effective in enabling pupils to meet their planned EHCP targets - see Physical Management Strategy Review Spring 2018 GAS reports, etc.

oThere is a very well developed strategy for supporting pupils with mental health and emotional well being issues, and the impact of this supported by very positive data and analysis.

oStaff training for skills in positive behaviour management are based upon the PBS Competency Framework. This is having a very positive impact on the effectiveness of adults' interactions in supporting positive behaviour.

oThe school's Medical Health strategy is implemented well, with a secure system of monitoring to ensure compliance.

oThe school's attendance is well in line with the attendance of all pupils nationally with EHCPs - see DfE SEND statistics for 2016/17. In May attendance stood at 91% with 7.2% ill

or medical appointments.

Even Better If

- oGovernors should carry out a learning walk to ensure compliance with the school's Medical Health strategy.

Pupil progress and Outcomes

What is working well

- oThe school's assessment model is becoming more refined, detailed and comprehensive. The school is part of the DfE pilot in using levels of engagement for pupils whose cognitive ability means they are unable to access subject specific learning. All assessment and progress data is now recorded digitally using video and film, including assessment for learning evidence, resulting in even better understanding of the pupils and how to plan for their next steps in learning. The school's new V levels (linked to P Scales and now the new Interim Standards and linked to EHCP targets) have been fine-tuned and are an exemplar model of assessment for all special schools. These now include PSD V levels. (The school is now attracting visitors to learn about the assessment model.) Pupil progress data is recorded using Classroom Manager.

- oThe quality of reporting on and analysis of pupil progress and outcomes continues improve from year to year and is now sharp, critical and incisive in the analysis of strengths and areas for improvement.

- oAs a result, pupil progress continues to be outstanding, as reported in the Village School Assessment Analysis 2017-18. Whilst there is a slight dip in this year's data in KS4 because of alignment with new KS4 accreditation criteria, June 2018 headline progress data is consistently outstanding. Progress 8 measures (the school's assessment model) show that in 2017-18 the school's target of pupils making 84% expected or better progress across all the 8 indicators have been met.

- oEYFS pupils continue to make very good progress. Personal Development is the highest area for focus, as pupils enter the school with very low skills and experience in this area.

- oPPG and Year 7 catch-up pupils make the same progress or better when compared to their peers using the school's Progress 8 measures.

- oThere is no significant gap in progress between the different categories of needs, and ASD pupils continue to make outstanding progress in PSD. The same is true of the progress of different ethnic groups.

- oAssessment data not only relates to progress in core subjects, but to progress in EHCP targets and personal development, e.g. GAS goals, Sport pathways etc.

- oProvision mapping for each pupil is well-embedded in the new data tracking model - oIt has been a priority in the school SIP to focus on the quality of transitions, as evidenced by cross phase moderation and learning walks. There is a very detailed report of the destinations of pupils leaving the school.

Even better if

- oV levels for ICT are being developed.

- oSenior leaders have rightly identified that the next focus for improvement is progress in ICT scores, KS4 and the Stepping Stones cohort across the school.

- oThe progress of the very small number of LAC pupils is an area of concern and senior leaders are targeting extra resources towards this group of pupils.

**Recommendation /
Next steps**

1. The areas for development recognised by the school will be incorporated in the 2018/19 SIP