

Name of School:	The Village School
Head teacher/Principal:	Russell Davey
Hub:	Woodfield
School type:	Community Special
MAT (if applicable):	Not applicable

Estimate at this QA Review:	Outstanding
Date of this Review:	12/03/2018
Estimate at last QA Review	Outstanding
Date of last QA Review	10/05/2017
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	05/10/2016

Quality Assurance Review

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

School Improvement Strategies	OUTSTANDING
Outcomes for Pupils	OUTSTANDING
Quality of Teaching, Learning and Assessment	OUTSTANDING
Area of Excellence	ACCREDITED Physical Education
Previously accredited valid Areas of Excellence	Expressive Arts 12/05/2017
Overall Estimate	OUTSTANDING

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

1. Information about the school

- The Village School is a maintained special school which caters for pupils with severe, profound and multiple learning difficulties and pupils with autistic spectrum disorder. A small number of pupils are described as having moderate and specific learning difficulties.
- All pupils have an education, health and care plan (EHCP) or a statement of educational need.
- The Village School is the largest special school in London. There is a total of 277 pupils in the school. 42 pupils attend the nearby Kingsbury High School. 15 pupils attend the college in North West London. 220 pupils attend the Grove Park site.
- There is a large proportion of boys in the school in comparison to girls.
- The proportion of disadvantaged pupils is above the national average.
- Pupils come from a wide range of ethnic backgrounds, cultures and faiths. The largest single group of pupils is of Somali heritage which accounts for 17% of the school population.
- 40 different languages are spoken in the school.
- The school has a Head of School and an Executive Head teacher who works across two schools.

2.1 School Improvement Strategies - Follow up from previous review

- Leaders have fully responded to the EBIs from the last review. The school improvement plan accurately captures the variety of work the school is embarking upon and the one-page profile clearly identifies priorities. The school provides a plethora of relevant and effective training and continuing professional development (CPD) for all staff. Middle leaders are well trained and proficient in holding their teams to account.

2.2 School Improvement Strategies - What went well

- All leaders have a clear and strong vision which is communicated clearly to all members of staff.
- The senior leadership team work hard to ensure communication is effective. They recognise that this is the key to maintaining and improving a strong school community.
- Self-evaluation is thorough and identifies the key actions that need to be addressed to secure continual improvement. The one-page school improvement plan (SIP) provides an easily accessible overview for all stakeholders.
- The school works holistically to address the varied needs of each pupil. The therapeutic staff work alongside classroom staff providing modelling and training. The impact of this is all staff are becoming skilled at supporting pupils and removing barriers to learning.
- The school works very well as a whole community. The potential difficulty created by transition between Key Stages and phases is reduced. Staff are shared across Key Stages and plan jointly. The shared analysis of data identifies gaps in learning which are addressed through joint planning. The identification of long

term success criteria for the future aspirations of each pupil ensures that teachers plan to develop the skills that are relevant and necessary.

- The school is successful in ensuring a broad range of pupil destinations post school including employment, education and training.
- The transdisciplinary team have a meaningful input, they influence the content of the CPD schedule. Leaders ensure a rich programme of training to meet the specific needs of the staff ensuring they meet the learning needs of all pupils.
- There is a significant emphasis on training the trainers on a variety of initiatives. This enables the school to develop highly skilled practitioners, share their good practice in the community and bring in revenue.
- The leadership team are receptive to current developments and work hard in partnership with other schools to identify initiatives that will have a positive impact on the school community.
- The school has worked hard to set up systems and processes that enable increased communication between staff groups. Detailed assessment is shared and informs the planning enabling the senior leadership team (SLT) to effectively quality assure pupils' outcomes and progress.
- The school is at the forefront of national initiatives and drives them within the school setting. It leads on adapting national initiatives to fit the special educational needs and/or disabilities (SEND) setting. An example of this is using the recommendations within the Rochford Review to create a bespoke assessment system in partnership with other local SEND schools.
- The school has developed a distributed leadership system which empowers the middle leaders to lead their departments with rigour having a considerable level of autonomy and accountability.

2.3 School Improvement Strategies - Even better if...

- ...assessment systems were further developed to enable a more detailed understanding of the progress of groups of learners and trends in progress over time to identify areas for improvement.
- ...target setting promoted challenge and further supported progress.

3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review

- Leaders have fully responded to the EBIs of the previous review. The systems of mentoring and coaching are well established resulting in improvements in teaching practice. Teaching assistants are well trained and supported; they contribute well to teaching and learning. The school is establishing a new assessment system. Through the use of technology, systems and processes are being implemented to ease the complexity of previous systems and reduce onerous demands on teachers. Systems of augmentative and alternative communication are being effectively used within the school to support pupils' learning.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Excellent relationships between staff and pupils result in a happy and purposeful learning environment. The staff know the pupils very well and are clear about their learning needs. They adjust and adapt activities to secure maximum response and progress.
- The modelling of rich vocabulary and the strong subject knowledge of teachers enhances learning opportunities for pupils. A variety of subject matter delivered through themes gives pupils the opportunity to develop general knowledge alongside their personalised outcomes.
- Individual pupil targets linking education and health care plans (EHCP) and the assessment objectives are displayed, accessible and utilised by all staff ensuring that teaching and learning purposefully meets the needs of each pupil.
- Appropriate resources are imaginatively and effectively used. Pupils work in a school shop, a flat, a café and are given many real-life opportunities. They have access to assisted technology and augmented communication in most classrooms
- Pupils demonstrate high levels of engagement within lessons. Teachers use lesson time effectively to deliver the necessary learning opportunities and to motivate pupils.
- Pupils are generally excited about the content of their lessons and present as engaged learners. Teachers and classroom staff give appropriate time for pupils to respond to questions and use a wide range of resources to increase motivation and engagement.
- The extensive training that staff have received on positive behaviour strategies has resulted in excellent pupil behaviour. All staff have high expectations of behaviour and support pupils to manage their own behaviour very well.
- In class, teachers and support staff work as a united team. Support staff understand the purpose of the lessons and have detailed knowledge of the individual needs of each pupil. Teachers mentor the teaching assistants through explicit direction and modelling during lessons. This results in support staff contributing very well to the teaching and learning in the school.
- The impact of the collaborative work of therapists is evident within lessons. Therapists work alongside classroom staff to model the delivery of specific programs. Staff take a holistic approach to pupils' learning.
- Teachers skilfully extend learning and optimise learning opportunities to capitalise on the engagement of students.
- Staff are keen to engage with current pedagogical approaches which have been successfully embedded in the school through a climate that promotes research and training.
- Staff use a variety of techniques, strategies and resources to differentiate the learning so that pupils make strong progress and meet their individual targets. For older students, the curriculum is tailored to their life after school and prepares them well for adulthood.
- In the majority of classrooms, the environment supports learning well and develops pupil independence.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

- ...staff developed additional ways to enable pupils to respond to feedback on their learning to secure the next steps.
- ...the school further developed its practice in facilitating pupil advocacy.
- ...good practice was further disseminated across the school.

4. Outcomes for Pupils

- All pupils leave the school and move to further education, training or employment. They are well prepared for adulthood and life after school.
- The current state of transition in assessing special educational needs, combined with the extreme range of needs within the school makes year on year comparisons difficult. The school is using a new data system and current school data shows that pupils are making strong progress against their targets.
- Progress meetings between teachers and senior leaders are held three times during the school year. During these meetings the progress of individual pupils is discussed to ensure that they are receiving the right support to maximise their progress. Leaders and teachers look together at the targets set to ensure individual challenge is appropriate and to discuss how to further remove barriers to learning.
- Targets are set for each of the three learning pathways; Stepping Stones, Lanes and Tracks. The school ensures that assessment is accurate through attendance at local assessment meetings where moderation takes place with other special schools.
- The work the school has completed on behaviour management by becoming a positive behaviour support school has resulted in a significant reduction in instances of challenging behaviour. There is a calm and purposeful atmosphere in the school.
- The objectives within the pupils' EHCPs are thoroughly embedded into classroom practice resulting in most pupils meeting their targets.
- Leaders are closely monitoring the new assessment systems and will review target setting across the school to confirm it is providing the accurate challenge. Targets are set and agreed by therapists, parents and school staff. There is a drive to match generic targets to rates of progress for each pupil to create a more accurate system where there is increased accountability for pupil progress.
- Film is used effectively in most classes to assess pupil progress and plan the next steps in their learning. This is showing evidence of improving pupil outcomes.
- All students achieve a minimum of one Oxford, Cambridge and Royal Society of Arts (OCR) qualification before leaving the school and often expand on this in future college settings.

5. Area of Excellence

Physical Education

5.1 Why has this area been identified as a strength?

- The school has created an innovative curriculum in line with its vision of progress, inclusion and entitlement for all pupils. The school has worked to provide pupils with a plethora of opportunities to be active and engage in their physical development. It has established an 'active school' ethos and environment which has increased the activity levels of pupils, promoting good health both within and outside the curriculum. The curriculum has been designed through working in collaboration with the transdisciplinary team, considering the holistic needs of pupils.
- The transdisciplinary team includes occupational therapists, speech and language therapists, positive behaviour inclusion team members and specialists in physical management strategies and visual and hearing impairment.

5.2 What actions has the school taken to establish expertise in this area?

- Outside of the physical education (PE) curriculum, classroom staff have been trained to facilitate 'ready to learn yoga'. They enable pupils to use treadmills for sensory input to stimulate them and encourage weight loss, if necessary, through regular exercise. Staff also punctuate pupils' learning by enabling them to use easily accessible trampolines throughout the day.
- Staff have been well trained to deliver the curriculum and have received coaching and support to develop their skills. Rebound therapy is well embedded and used in the delivery of the PE curriculum to pupils who have Autistic Spectrum Disorder (ASD), pupils with profound and multiple learning difficulties (PMLD) and pupils with both moderate and severe learning difficulties.
- Pupils experience the development of sports curriculum pathways which take account of both the physical and cognitive levels of each pupil. In addition to rebound therapy, all pupils have access to cycling and games activities tailored to meet their needs. Except for pupils with PMLD, all pupils take part in intra and inter school competitions.
- The good practice established in the school has been shared internationally. The PE teacher has visited and advised three SEND schools in the Caribbean through the Jason Robert's foundation. Presentations about the curriculum have been made to schools locally and in surrounding local authorities. Other SEND schools are now adopting and tailoring the approach in their setting.

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

- Prior to the implementation of the new PE curriculum in 2015-2016 the percentage of pupils making above the expected levels of progress in PE was 65%. Since the implementation, this has risen by 17% to 82%. This was the largest increase in progress scores across all subjects in Progress 8 in 2016-2017. Increased progress in PE has had a positive impact across all subjects due

to the stronger attention and engagement levels of pupils.

- The school team came first in the Brent London Plate Champions Panathlon Multi Sports competition. Displays, including photographs around the school, demonstrate high levels of participation, engagement and enjoyment in physical activity.

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

Jonathan Bath

Lead PE Teacher

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6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

The school wishes to become more engaged with the hub in order to benefit and contribute to Challenge Partners.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.