

## Hammersmith & Fulham Education Service School Progress Adviser Visit Form

Q4 and Q5 at Fulham College Boys and Fulham Cross Girls	Headteacher: Freddie Adu
Reviewer: Dennis Goldthorpe	Principal Officer: Keith Tysoe
Date of visit: 16/09/19	Duration of visit: 8.30 to 12.30
Staff met: A. Nowak and the teachers in charge of the ARPs	Aspect: ARP review

### Progress on previously agreed actions

The Deputy Head at the secondary units provided in advance, notes on the responses to previous review visits and reports. It was clear from discussions with staff that recommendations from earlier external reports, reviews and moderations had been considered and that good practice had been further developed.

The following areas had been highlighted and in discussion, school leaders referred to the extent to which progress had been made:

**Target setting, so that work is more challenging.** For example the introduction of “onwards and upwards” to support the My Learning assessments complements the use of the SCERTS; a method for analysing young people’s progression with understanding and managing their own autism.

**record keeping, so that evidence and illustrations of overall and long-term progress are available to students and their families.** For example improved Data and tracking systems allow students to demonstrate specific progress against individual target for both learning and autism

**Benchmarking achievements and outcomes so that comparisons can be made against local and national measures.** For example co-moderation and partnership working have been conducted with local special schools including Springhallow and Cambridge.

**Developing pedagogy so that lessons continue to provide structure and opportunities for overlearning, but also facilitate the social use of language and relate to real life situations.** For example, the opportunity to have work experience placements including, Q market, QM Kitchen, Westfield’s customer services, and Himalayas Café enriches the curriculum for older students.

### Purpose of this visit:

To evaluate the quality of provision in the additionally resourced provision.

## Visit report

The visit involved:

- Review of school and ARP documentation
  - Discussions with staff and senior leaders
  - Structured conversations with learners
  - Observations of parts of lessons
  - Examination of some pupils' books and assessments

### **Impact of leadership and management**

This visit and the reading of the documentation, confirm previous external judgements from Ofsted and others that the overall quality of education is of a high standard.

Effective safeguarding systems were in place. Relationships between students and staff observed to be warm and friendly. Staff showed patience and quiet authority; behaviour was well managed within a well understood system.

The provision at both schools is ably led by the Deputy Head, who supports and line manages the teachers in charge. Local leaders have a degree of autonomy and are highly motivated to maintain and improve provision in Q4 and Q5.

In all conversations with school leaders, they demonstrated a passion for their work and a high level of knowledge about the learners, the resources bases and their purpose.

Formal self-evaluation and school review papers were available and were comprehensive and evaluative. There is a powerful culture of review and reflection here. The Queensmill school review and development documentation includes detailed subject reviews which were undertaken in Spring 2018. Teachers from all areas of the school, including the resource-bases, contributed to these Reviews. It may be worth considering separately setting out development areas in an Action Plan for each resource-base.

The school points to a range of solid evidence to support the self-evaluation that provision in these units is of very high quality.

There is a deep understanding of education practice for children and young people with autism which is based on experience and the best research findings. Leaders have a clear vision for the school and units, together with an effective system and a methodology which is applied with rigour across the school and the additionally resourced mainstream units.

Relevant areas for growth and further development have been identified and pursued. Continuing Professional Development is highly valued and is available to staff within the ARP but also through training for main school staff.

### **Quality of teaching, learning and assessment**

An integrated system of curriculum planning target setting and assessment is in place alongside an effective method for assessing personal development.

Learners make excellent progress particularly in relation to the development of social and independence skills and in learning to regulate their own behaviour.

At Q5, Staff talked of the projects to help develop insight, self regulation and the development of meta cognition: ***I am special***, and ***Girls like me***.

Formal lesson observations by the Headteacher indicate that more than 70% of teaching is outstanding.

Visits were made to classes where teaching was taking place. In Q5, a maths lesson had elements of kinaesthetic learning, where the teacher used physical games to build up the girls' understanding of sequences. The lesson was appropriately personalised to provide challenge to all students. In another lesson, older girls were classifying and sorting in an activity which could be seen as a useful preparation for work placements. Not all lessons visited in Q5 and Q4 appeared to be so well differentiated.

A sample of Maths, English and Science books from this school year and last were examined. Although these may not have been a representative sample, they featured more routine, worksheet based "closed" activities than I would have expected. Marking was not always focussed on helping students see how to improve their work. In discussion it was agreed that students benefited when work was presented in a highly structured way. There may be a risk that the over use of work of this kind can be unchallenging and unsatisfying for more able learners.

Exciting opportunities for social encounters in the community, such as the Q market, provide opportunities for social language development in real life settings.

In Q5 learners had English, Maths, Science and personal targets pasted to the table in front of them.

Queensmill's carefully developed approaches to supporting young people with autism are fully in place at Q4 and Q5. The assessment and tracking system, uses ***I can*** statements, SCERTS and "Onwards and Upwards" to record and report on the growing maturity of learners. School leaders argue that for these students, maintaining a place in the units within mainstream schools, deepens and broadens the students' social and independence skills, even when curriculum integration with the main school classes is not in place.

### **Pupil achievement and outcomes**

Two students spoke with some fluency and insight about their placement and their journey to Q4. Both recognised the difficulties and challenges they faced. They were aware of efforts to support them and could talk about strategies which were in place and working.

Internal school data and outcomes at 16+ indicate that students make good progress given their starting points and their disabilities. The expected rate of progress was 75%, based on the expectation that students would become secure with knowledge and skills presented to them at the beginning of the term. The average rate of progress across the school year was 82%. For the school and for Q4 and Q5, this demonstrates that progress with new learning and skill acquisition was at a rate above expected.

Note that for progress towards targets to be reliably good or better, the targets themselves must be rigorous and challenging. The school has identified this area as a development point. ***Develop the level of rigour and oversight of teacher judgements of***

*success and progress against identified targets. Continued scrutiny of targets being set by class teams from senior leaders, primarily achieved through oversight of PLPs and termly progress tracking meetings.”*

Older students in KS4 pass functional skills tests and take GCSE examinations. Post 16, the students are able to pursue a widening range of options including work experience. Some are completing their education on an inspiring supported internship, which can lead to paid employment at a local hospital.

### **Effectiveness of partnership working**

Teachers spoke positively of their connection with Queensmill, for support, for CPD and for performance management.

The staff in the provision work well together and as a result there is consistency in the approach to teaching and to behaviour management. The staff go to great lengths to make the mainstream integration placements successful. There is encouragement, support and CPD for mainstream colleagues. For some learners who have integration experience, there is also support in the unit and we saw a group of girls learning vocabulary which would be useful in mainstream history lessons.

Teaching Assistants have an important role and we saw several rooms where TAs were calmly leading learning.

The parents are encouraged to be actively involved. There is a daily home school link book and an open door policy. Teachers are sure that there are very effective relationships between home and school. But there has not been a recent structured survey of parental views and attitudes. Such a survey could provide good evidence of such strong links.

### **Agreed actions with dates for completion**

#### **School agreed actions, with timescale and expected impact:**

1. Consider separately setting out development priorities in an Action Plan for each resource-base.
2. Consider how to make best use of the rich information held on the students, so that teachers and staff have the best platform for starting a new school year.
3. Continue to retain structure and scaffolding within teaching, whilst ensuring that there is the maximum challenge particularly for the most able students.
4. Continue to support teachers to ensure that targets are suitably challenging.
5. Consider a parent survey to confirm positive relationships.

**Signed:** Dennis Goldthorpe **Date:** 04/10/19