

<b>Name of School:</b>	Samuel Rhodes School
<b>Head teacher/Principal:</b>	Julie Keylock
<b>Hub:</b>	London Special and Alternative Provision
<b>School type:</b>	Community Special
<b>MAT (if applicable):</b>	NA

<b>Estimate at this QA Review:</b>	OUTSTANDING
<b>Date of this Review:</b>	11-13/02/2019
<b>Estimate at last QA Review</b>	OUTSTANDING
<b>Date of last QA Review</b>	15/01/2018
<b>Grade at last Ofsted inspection:</b>	OUTSTANDING
<b>Date of last Ofsted inspection:</b>	07/03/2017



## Quality Assurance Review

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

<b>School Improvement Strategies</b>	OUTSTANDING
<b>Outcomes for Pupils</b>	OUTSTANDING
<b>Quality of Teaching, Learning and Assessment</b>	OUTSTANDING
<b>Area of Excellence</b>	NA
<b>Overall Estimate</b>	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. Context and character of the school

- This school is for pupils with moderate and severe learning difficulties, many of whom have a diagnosis of autism and other complex difficulties. The primary department is located within a mainstream primary school on the top floor of a four-storey building. The secondary department is located within a mainstream secondary school. The sites are one mile apart.
- Pupils are aged from 4-19 and there are 120 on roll. A much higher than average proportion (87%) are disadvantaged and over half are from a wide range of ethnic minority groups. All have an education and health care plan (EHCP).
- The headteacher has been post for ten years and will be retiring later this year.
- The school provides outreach services for mainstream schools for the inclusion of pupils with moderate learning difficulties.

### 2.1 School Improvement Strategies - Progress from previous EBIs

- School leaders are working closely with another school to implement a more effective assessment recording system. Teachers have used the information well to analyse data, assess the progress of pupils and plan for the next steps in learning.

### 2.2 School Improvement Strategies - What went well

- Senior leaders work highly effectively as team. They continually review and revise the initiatives in the school development plan, so improvement is constant.
- One of the main priorities is staff and pupil well-being. The whole staff team work together highly effectively to provide support for each other. Leaders ensure staff receive high quality training to enable them to understand pupils' increasingly complex conditions. Leaders have worked with staff to revise the marking policy and ensure that all aspects of school organisation are communicated well in advance. All staff are open and honest with each other about the pressures, and come up with practical solutions, particularly as leaders manage significant reductions in the budget.
- Team work is excellent. Senior leaders coach teachers and teachers coach support staff in their class teaching teams. This positive approach to line management, professional development and solving any problems is highly effective. The whole staff team is organised into groups to implement improvements, such as; developing the curriculum, assessment, parental involvement, fund raising, and life skills provision for pupils. This means all staff are fully involved, responsible and accountable for improvements.

- School staff work closely with health professionals. A child and adolescent mental health (CAMHS) therapist is an integral part of the staff team, providing support for pupils, staff and families. Leaders ensure that dedicated therapy time is available to staff as part of the holistic support provided for well-being.
- Leaders enable class teaching teams to work with the speech and language therapists and the educational psychologist to continually refine communication support for pupils and adjust the provision to meet each individual need, particularly for pupils who have specific sensory needs and are more challenging. This provides high quality professional development for school staff.
- Leaders have used the weekly discussions and analysis of pupils' progress to fully evaluate the quality of teaching and hold teachers to account. Work scrutiny and lesson observations are an integral and highly effective part of the coaching process.
- Teachers work collaboratively highly effectively, to plan lessons, observe one another and support new members of staff. This continually improves practice.
- Beyond the school, teachers keep in touch with mainstream colleagues. For example, they liaise with the primary school to moderate assessment, and with the secondary school to be part of the music provision.
- Leaders continually adjust the provision to meet specific needs of pupils. Examples include; organising a nurture group, adjusting arrangements for break and lunchtime, reducing transitions, providing individual support, and handovers for some pupils.
- The twice-yearly performances that every pupil is involved in are a particular highlight of the curriculum enrichment that encourages and energises the whole school community.

### **2.3 School Improvement Strategies - Even better if...**

...Leaders continued to maximise the potential of the well-established partnership working.

### **3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs**

- Teachers consistently use a well-designed marking slip to show the level of support and pupils' progress in their learning. Teachers have adapted self-assessment marking slips to pupils' different needs. These are used well across the school.

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

- Teachers and teaching assistants manage the beginning of the day for the pupils at the primary site well. Reception age children and all pupils, some of which have mobility problems, have to negotiate 87 stairs up to the fourth floor. After this staff provide a welcoming, calm and refreshing start to the day. This activity ensures pupils are ready to learn after considerable journeys to school.
- The class teaching teams know pupils extremely well. They foster high quality relationships with pupils, founded on mutual respect, that create a nurturing, calm climate for learning. Staff provide bespoke support for individual pupils to enable them to engage with learning and make progress. For example, staff provide specific sensory support sensitively and unobtrusively for some pupils to enable them to focus and keep calm.
- Teachers use a systematic system for teaching literacy skills throughout the school. This enables pupils to make highly effective progress. The 'word aware' techniques are used well in other subjects. Pupils eagerly suggest that new vocabulary needs to go on the 'word wall' showing their full understanding of the highly effective visual support for developing vocabulary and literacy skills.
- Staff use positive reward and praise systems effectively so that, for example, primary pupils eagerly tell visitors that they are on the 'gold rocket'. This approach ensures that pupils are well motivated.
- Teachers and teaching assistants use questioning effectively to check knowledge. For example, older students accurately identified the purposes of a range of tools they were using when wallpapering.
- Teachers throughout the school consistently use a well-defined visual system for pupils to identify their feelings so that they can learn to regulate them. The use of common language and symbols is highly effective. Pupils recognise when they need to seek support as they enter the 'yellow zone', so that they can return to 'green' and fully participate in learning.
- Pupils are resilient, they say 'you've got to get it wrong to get it right', Teachers plan activities that are well matched to pupils' cognitive ability and provide challenge.
- Teachers use a range of visual resources well to enable pupils to understand. Teachers of practical subjects enable pupils to be independent in completing their work.

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

...all staff consistently question individuals to provide even more challenge to develop pupils' skills in articulating their understanding.

#### 4. Outcomes for Pupils

- Almost all pupils are disadvantaged so there is no difference in their achievement and that of their peers at this school. All pupils go to further education training or employment when they leave.
- EHCP targets are broken down in to small steps and used well throughout the school to check pupils progress. The annual review of targets continually focuses on pupils' progress to independence and future success at college and in the workplace. The last EHCP that is passed to colleges and employers is excellent.
- From the Reception year onwards, pupils use their social skills well when with visitors and adults. The older primary pupils independently help themselves to breakfast and develop good social skills through negotiating their own play with 'Lego'.
- Primary pupils make good progress in English. Those in the middle primary group recognise prepositions and can identify whether things are under or beside.
- Key Stage 3 pupils enjoy their study of Shakespeare. They know and understand 'in that time only men could be actors', relating their prior knowledge to what they were learning.
- More able secondary aged pupils understand that multiplication is the opposite of division and construct sentences showing their understanding of the word 'dizzy'.
- Students at Key Stage 4 and 5 achieve a range of accredited practical qualifications, including hair and beauty, independence, life skills and employability skills,
- Students throughout the school learn skills building towards future independence and employability. Twelve of the 14 students in Key Stage 5 travel independently to school, and some to work experience placements.
- School staff have long standing and well-established partnerships with local providers and companies, including with Transport for London and hospitals to provide bespoke work experience and future employment,. Staff work closely with students to help them realise their ambitions. Pupils leave with hope, opportunity, high self-esteem and confidence.
- Students are empowered. The head boy leads the school council, which makes decisions about topic week and has a strong voice in continuing improvement, as well as planning and running many varieties of fund-raising activities.

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

The school leaders gain a huge amount of support from the membership of the hub and the partnership with the member schools.

**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.**



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR  
SAMUEL RHODES SCHOOL