



Inclusion Quality Mark (UK) Ltd

8th April 2017

North West London Independent Special School
85 Old Oak Common Lane
Ealing
London
W3 7DD

Assessment Date: 27th March 2017

Summary

North West London Independent School is a highly successful SEMH outstanding special school which is fully inclusive and provides an outstanding environment for pupils who have a variety of complex needs including SEMH and ASC. There are 29 pupils on roll. 8% are female and 92% are male. The pupils come from a variety of ethnic backgrounds 4% White other, 8% Moroccan, 11% Black African, 11% Mixed Other, 12% White British, 19% Black Caribbean, 27% Mixed Black Caribbean. The school is very inclusive and fully supportive of each other which was evident throughout the visit. It is part of the TCES Group that educates young people between the ages of 7-19 years who have a variety of complex needs.

The school can be found in north-west London (East Acton). As the website for TCES states the school does deliver 'an industry-leading package of education, health and care, in high-quality, small-group education settings where a high ratio of adults to pupils enables young people to engage with learning.' The highly skilled multi-disciplinary inclusive approach helps to transform pupils' perception of themselves so that they are fully ready to engage and to be self-motivated to progress in their emotional regulation as well as their learning.

The school is committed to achieving the best outcomes for the students which will prepare them for their adult life. Every child really does matter. As such, the school consistently seeks to build upon its previous best. The ethos of the school is well articulated and evident in its policies. On the school website, it states the 'school is a learning community where we want everyone – pupils, staff, parents/carers and visitors – to feel welcome and to be valued, safe and ready for the work we share.' This was evident throughout the visit.

The overall TCES group proprietor explained the whole ethos behind the organisation and its six Values which were displayed around the school. All members of the school owned and supported the core Community and British values. These were displayed around the school.

- Very high expectations:

(Ofsted February 2017) *'A hallmark of teaching is the very high expectations the overwhelming majority of staff have for the pupils.'*

- Hard work:

(Ofsted February 2017) *'Against the odds, leaders and staff do whatever is necessary to facilitate outstanding outcomes for all pupils'. 'Safeguarding leaders do not rest until they are assured that any external referrals have been taken seriously and followed up appropriately.'*

- Mutual respect and tolerance of all:

(Ofsted February 2017) *'Pupils are given every opportunity to reflect and understand how people from different cultures and backgrounds contribute to life in modern Britain. The school's work to teach pupils about equality and diversity, as exemplified during LGBT history month is highly effective.'*

- Authentic 'real' inclusion:

(Ofsted February 2017) *'The truly inclusive ethos and very high standards ensure no pupil is given up on. Against the odds, leaders and staff do whatever is necessary to facilitate outstanding outcomes for all pupils.'*

- Genuine pupil, parent and staff voice and participation:

(Ofsted February 2017) *'Staff and pupils alike describe the school as family. The sense of community is exceptional.'*

- A 'we never give up' philosophy for our pupils and staff:

(Ofsted February 2017) *'The truly inclusive ethos and very high standards ensure that no pupil is given up on.' 'The school does not permanently exclude and is committed to 'never giving up' on pupils.'*

In my opinion, the school fully meets the standard required by the Inclusion Quality Mark led by an exceptional leadership team who all displayed key strengths and areas of expertise.

I also recommend that the school consider applying for Centre of Excellence, which I would fully endorse. This would be subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the



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school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Anne Spencer

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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

Element 1 – The Inclusion Values and Practices of the School

Strengths:-

Inclusion is central to the school's vision and purpose and this sets the framework in which all work takes place in this warm and welcoming school.

The leadership of the Schools' Proprietor, the Co-Heads, along with the Assistant Head and the Assistant Inclusion Manager ensure that all pupils are fully supported to attain to their full potential.

The staff are exceptionally dedicated and work very hard to maintain the inviting atmosphere of the school.

All staff and pupils without exception were very welcoming.

Individuals are valued at the school and the very happy, caring atmosphere is immediately evident. The motivational assembly displayed the high regard and value the staff have for the pupils.

All pupils have very healthy lunchtime meals provided by the chef who is highly valued by the pupils and is very much part of the community.

The school is very careful to ensure that all pupils feel valued within the school.

There is a sense of common purpose amongst staff, who have the pupils' best interests at heart and work very hard to meet their diverse needs.

Parents speak very highly of the school and they are involved in the life of the school in many ways such as the 'Parent Newsletter'.

Excellent transition practices are in place for pupils entering the school and for pupils transferring from year to year and for those transferring to College.

The induction process into the school also includes home visits and detailed plans for supporting the induction process working closely with other professionals.

There is an outstanding and consistent approach to behaviour management using MAPA resulting in very high standards of learning behaviour throughout the school.

There is a thorough system of data analysis and meetings with, and regular reporting to, parents/carers to ensure that all pupils' needs are identified. If any pupil is not progressing as expected they are highlighted and targeted for appropriate interventions.



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The needs of all students are carefully tracked recording a detailed analysis of therapy support.

The local community relations have been nurtured and built over the last few years with students supporting elderly residents with their gardens as well as making and designing flyers for the local 'fun days'

Areas for development:-

There are no significant areas for development. The school shows exemplary practice in enacting its Inclusive ethos and practice.

Element 2 – The Learning Environment, Resources and ICT

Strengths:-

The school's learning environment is very well thought out with excellent learning spaces including a very well equipped sensory room. Displays are very good and clearly demonstrates the school's inclusive ethos.

Corridors and other spaces are bright and very positive environments, including interesting and engaging displays.

All the classrooms are comfortable and welcoming with a sense of purpose.

Achievement is celebrated at a weekly celebration assembly with 'catch ya cards' being drawn for excellent work or for positive contribution to the school community.

Full reports go home to parents/carers in December and July with 'success reports' going out in October, February and March to capture the pupils' success for the parents/carers.

All pupils have individual laptops.

Sensory equipment when recommended is purchased for individual pupils.

Pupils have access to a range of onsite therapies including Speech and Language, Drama, Art and Animal therapy.

The ratio of staff:pupil is very high from 2 staff to one pupil in an extreme situation and no more than 2 staff to 6 students in any situation. The level of support is flexible in accordance to the changing anxiety levels of the pupils.

Best use is made of the outdoor space resulting in a recreational facility with a small basketball court and some fitness equipment. The school uses this area with the organisation 'Box Clever' for students to take part in boxing under professional supervision.

The school takes the students to outside facilities to ensure they have a full range of experience in different activities such as rock climbing, trampolining and basketball.

MAPA training is given to all staff with two trainers on site. Regular updates take place. This enables de-escalation of behaviour and enabling staff to develop their resources and skill set in behaviour management.

Clicker 7 Visual communication software supports the learning as well as resources such as IMYC, IPC and Dynamic Learning. This is matched according to the needs of the pupils. As the school states, each of their pupils is 'differently able'.



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Each Friday the pupils finish school at 12.30 pm. The afternoon is spent on CPD for the staff as well as Teaching Assistants and Teachers coming together to evaluate the previous week's learning and to plan for the following week.

Areas for development:-

There are no significant areas for development. The school shows exemplary practice in enacting its Inclusive ethos and practice.

Element 3 - Learning Attitudes, Values and Personal Development

Strengths:-

Pupils are very clear on what is expected of them and they feel very well supported by it. There is a very positive, happy atmosphere in the school and there is mutual respect between staff and pupils.

Behaviour and courtesy amongst staff and pupils was excellent and modelled from 'The Positive Behaviour Support' which includes respect for self, respect for others and respect for the school. This was displayed around the school.

The school works very hard to create an environment where everyone can learn in an atmosphere of mutual support and respect. The school's inclusive values are reinforced during lessons, in extracurricular activities for enrichment such as horse riding, visits to museums in Central London as well as the Tower of London,

The school culture includes a strong commitment to pupil voice through the 'Student Council.' The interview process to be on the Student Council was rigorous having to give a presentation to say why they felt they could represent the pupils' voice.

Students are clear on what they need to do to extend their learning. The marking is thorough in the books seen with a generic system of:

- STARS: What they have done well.
- WISH: Action point for improvement.
- RESPONSE: Room for pupil's response.

The Enrichment curriculum gives the pupils an experience 'off site' participating in activities that they may not normally do such as rock climbing and horse riding.

The 'Group Process' is outstanding. The pupils discussed a recent issue with a shooting. They were very mature with their responses and showed the ability through skillful participation of staff to express their views with critical high order thinking as well as high order listening skills. Their personal development towards tolerance and acceptance was exemplary.

The students were able to show that they cared about their personal development. Both students I spoke to were able to acknowledge their commitment to the school and the staff and felt they had completely changed their attitude towards themselves and others since attending the school.

Areas for development:-

There are no significant areas for development. The school shows exemplary practice in enacting its Inclusive ethos and practice.

Element 4 - Learner Progress and the Impact on Learning

Strengths:-

The school is rigorous in tracking pupil progress: data is analysed and pupil progress meetings take place with tutors and SLT. These meetings are used to discuss the progress of individuals and to put interventions in place for pupils where necessary.

Pupils' curriculum is differentiated. One student who clearly wants to go to College to do A 'levels was very clear on his gaps in his learning in both English and Maths and what he had to do to improve. There was true commitment from all staff to enable his success.

Baseline assessments are carried out to ensure that the staff know the pupil's ability when they enter the school. This means the school has a true picture of each pupil's needs. As a result, 81% meet or exceed national mainstream progress in English, 93% meet or exceed national mainstream progress in Maths and 85% meet or exceed national mainstream progress in Science.

CPD for staff is an important feature and staff meetings include training and development for staff as well as sharing good practice opportunities. This is shared with other TCES schools.

Marking is very thorough and takes place frequently. Feedback marking with areas for improvement, which are addressed by pupils is another important factor in helping pupils to make progress as seen with the star, wish, response stickers.

The tracking system of pupil progress against their attendance has an impact for the learners to understand that their attendance improves their progress. This has a significant impact on their attitude and motivation to attend school.

All the teaching in the school is outstanding and at least good as acknowledged at the recent Ofsted February 2017.

The celebration of student achievement is an excellent feature of this school with a celebration assembly each week with the 'catch ya' theme.

Areas for development:-

The school is developing a new tracking system for 'life without levels' to be implemented by September 2017.

Tracking of pupils' progress in all subjects will be at the same standard as Maths, English, Science and Computing by September 2017.

Element 5 - Learning and Teaching (Monitoring)

Strengths:-

The school is thorough in monitoring all aspects of learning and teaching, to ensure a high degree of consistency of standards and approaches across the school. There is a detailed timetable of events.

Lessons are planned with detailed differentiation and these are also monitored and schemes of work indicate specific resources to be used. Teachers and support staff work together to ensure that there is an appropriate degree of challenge for all students.

Support staff are fully engaged in lessons and work flexibly according to need. They also provide excellent support for students on a 1 to 1 or small group basis.

CPD for staff is very thorough and includes sharing of good practice opportunities.

Formal lesson observations take place by SLT with write ups and meetings to provide support to teachers to enable them to improve their practice where necessary.

The SLT keep detailed tracking information of the standard of teaching and learning.

Pupils are focused in their lessons and are thoroughly engaged in learning. Behaviour is exemplary and is swiftly addressed if it becomes challenging so that the teacher and pupils can continue with the learning ethos in all classrooms.

Areas for development:-

There are no significant areas for development. The school shows exemplary practice in enacting its Inclusive ethos and practice.

Element 6 – Parents, Carers and Guardians

Strengths:-

The school's work with parents/carers as partners is an excellent feature of the work of this school. The school staff take time to understand the individual needs of parents/carers and seek to support them wherever possible. Parents know that the school will work in partnership and will provide advice and support for them.

Parents'/carers' views are taken very seriously, so that they are able to effect changes in the school. The Parent Group Champion has been set up with the support of the SLT. They had published their first newsletter which is supporting all parents/carers with their children.

The school is running an Arts and Crafts two-day event in the Easter holiday for both the parents/carers and pupils.

Parents spoken to were very positive about the school's supportive and caring ethos. They value the attention the school gives to the individual needs of their children. They find communication with the school excellent and the staff are very approachable, enabling them to see someone when they need to.

The parents commented that the school has had such a positive impact on their children.

There is excellent communication with parents, which is enhanced by the welcoming, open ethos of the school. Any concerns expressed by parents/carers are acted upon swiftly and sensitively. The school goes out of its way to meet parents' needs through telephone calls home for both positive and room for improvement news.

The parents/carers are sent out a lengthy narrative report on each pupil in December and July as well as a success report four times a year at regular intervals with photographic evidence of their child's achievements.

There is also a very informative, detailed and engaging annual scrap book to capture exciting events over the school year.

There is a rigorous system through staff debriefing each day to respond to the needs of the pupils and consequently the communication needed with the parents/carers.

Areas for development:-

The school could welcome the parents/carers to the group process and the motivational and celebration assemblies.

Element 7 - Governing Body and Management

Strengths:-

The senior management body is very involved in the life of the school: they provide appropriate support and challenge to the school and share its inclusive values and high expectations for all pupils.

They have high praise for the school and its work. The School's Proprietor was very proud of the school's inclusive values and excellent, supportive work with pupils and their families.

They work effectively with the Co-Heads. They are very experienced and passionate about the work of the school.

They feel able to support the school and are capable of challenge and wanting to ensure the school continues to develop and move forwards from the outstanding Ofsted report.

They are fully supportive of the school and the continuing drive to maintain high standards and improve further.

They are vigilant regarding safeguarding, teaching and learning and inclusion and are all experts in their individual field of responsibility.

They are fully involved in the school and are regular visitors to ensure high standards are being adhered to.

They clearly have the pupils and staff at the centre of the school and recognise the hard work of the Co-Heads and the leaders as well as the whole staff.

The School's Proprietor is passionate along with the Co-Heads to ensure the curriculum meets the needs of the pupils with an array of accredited courses including GCSEs, Functional Skills, ASDAN and BTEC qualifications.

An important part of the curriculum is the 'TCES Leadership Curriculum Offer' throughout the pupils' education. This is important to the school because they feel that the pupils' 'have many hidden skills and talents'. This was clear when a pupil showed his animations which were outstanding. He had been encouraged to lead this in the school. Leadership mentoring and modelling was one aspect of the leadership programme.

The Senior Management team were passionate about supporting the Co-Heads in developing the curriculum to ensure the pupils developed into confident and well-rounded pupils by their inclusive and innovative approach to the curriculum.

Areas for development:-

To work with the leadership team on developing the new tracking system to monitor progress.

Element 8 - The School in the Community

Strengths:-

Through the Students Council and the 'Group Process' the pupils have become aware of their place in supporting the local community and being part of it.

The school has developed links with the Resident Association Committee. There is a link person who spoke highly of the school's involvement.

The pupils have designed and made flyers for the local community 'fun day'.

The pupils support the elderly with gardening and have developed the idea to grow some flowers from seed for the elderly.

The pupils hold a regular cake sale and card sale to raise money for MacMillan Cancer. A high number of the local community attend to buy cakes and cards.

The pupils raise money for their international charity 'Catherine Bullen'.

The local priest and Resident Association were part of the interviewing panel to elect the School Council members.

The whole school donate food on a termly basis to the food bank to support the homeless in their community.

The visits to the local area facilities such as the sports centre and the pony centre for enrichment activities.

Areas for development:-

To invite members of the local community to the school to allow them to experience the outstanding work and talents of the pupils and for the local community to understand more about the outstanding work of the school.

To make links with the local primary school through the link with the Resident Association Committee member who visits both schools.