

8th June 2018



Ms Sandra Harrison
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East London Independent School
Welfare Road
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Assessment Date: 15th May 2018

Summary

East London Independent School (ELIS) is a small independent Special School with 44 pupils on roll ranging from KS2-KS5. The pupils have complex learning needs including SEMH and ASD. The catchment area includes 9 feeder Boroughs. The school's population is made up of pupils from a variety of ethnic backgrounds and all pupils have EHCPs.

The school has created an environment and a curriculum to cater for the diverse needs of the pupils. This enables the pupils to take ownership of their behaviour and to develop growth mindsets of self-realisation and self-regulation to become successful and responsible citizens. This was clear to see during the IQM assessment.

The day included a tour of the school and a learning walk. Discussions took place with key members of staff including the School Proprietor, the two Co-Heads, the Deputy Head, The Inclusion Team, Motivational Speaker, Health and Fitness Well-Being Consultant, Support Staff and Parents and Carers.

Conversations with all the staff showed they had a true sense of purpose and dedication. They wanted the very best for all the pupils and to create opportunities to improve the lives of all pupils. The staff were confident in their knowledge of the pupils which meant the pupils were on task and motivated to learn in the classroom.

The teachers' planning was meticulous in the lessons observed to ensure differentiation had an impact on the progress of the pupils with clear Learning Objectives and Success Criteria. Classroom displays and displays in the corridors were related to the pupils' learning. Feedback was clear with learning put into context.

The school has recently been extended and built to cater for both ASD and SEMH needs on one site. This has been carefully managed. The amalgamation of two schools into one has been exciting with positive outcomes but has also raised anxiety levels and a fall in attendance which continues to be carefully managed to ensure attendance improves.

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ELIS makes outstanding use of the space available. The outside area is very well thought out with excellent outdoor facilities including horticulture area, play area for table tennis, space for a sensory garden for those who wish for reflection time and an enclosed court area for games. The main building is very inviting with a sense of purpose in every classroom. There is a dedicated Science lab, Food Tech room, Art room, Music room and library as well as a fully resourced Sensory Room. The Post 16 area is a separate block to cater for pupils' transition to College.

During the learning walk, it was evident that the curriculum was geared towards enabling the pupils to become independent; teaching them skills for life across a broad range of subjects and opportunities. This organisational approach by teaching in stage not age means that pupils feel safe in an atmosphere balanced to suit each pupils' needs.

Off-site provision is also available if the needs of the pupils cannot be met fully on-site. There is an opportunity for work experience and college courses in KS4.

Visits to local Olympic facilities such as the Stadium, the Velodrome enrich the lives of the pupils as well as the chance to horse ride and take up Fencing as extra-curricular activities.

The staff interviewed stated that they collaborate as a team respecting each other's skills set and ensuring that their approach gives each pupil confidence to take advantage and to progress in all areas of school life. They felt that they were given appropriate training and support so that they felt confident in dealing with the challenging and complex needs of the pupils in their daily care. Parents/carers confirmed that they felt supported with their child's education.

During the morning of the IQM visit, a very powerful message was outstandingly put across in an assembly regarding our actions and the importance of respect for oneself, one's community and the world. All the pupils who were present were fully engaged and showed skills of self-reflection, empathy and were able to focus and listen.

In the afternoon, 'Group Process' took place. This was again successfully managed by the same motivational speaker who encouraged the pupils to reflect and engage in the debate regarding the Police and their role in keeping the community safe. The discussion was led in such a manner that the conversations were carefully structured and extremely well thought through. Pupils showed maturity and respect for each other's point of view. When the conversation was going 'off course', it was brought back on task through the structure that was in place and the expertise of the speaker as well as the staff supporting in the discussion.

ELIS develops Key Skills of pupils not only through the Group Process and Assemblies but also through the 5-part curriculum. This includes Academic/Vocational, Enrichment, Engagement, Therapeutic and Condition Specific. The Additional Health, Fitness and Well-Being Programme links PE, Science, PSHE and Food Tech together through a well thought out Well-Being Passport for all pupils. The Consultant in charge of this initiative is an excellent role model and like all staff, is passionate about delivering a curriculum to promote positive changes in the pupils' self-esteem, values



and attitudes. In addition to the Well-Being Passport, the L.I.F.E Programme offers Leadership, Independence Skills, Financial Awareness and Empowerment, Employability and Enterprise Skills. This was seen in action with a group of pupils and a teacher explaining the importance of finances. The pupils were fully engaged through careful preparation and guidance by the teacher. This allowed for a group discussion on the implications of credit cards and debt.

The school works closely with external professionals including OTs, Drama Therapy, Family Intervention Teams, Key Workers, YOT, Police and Social Care. This ensures that the pupils are kept safe and feel supported with individual needs being met.

The dedication of the staff for the pupils at ELIS means that pupils have the best opportunities for inclusion and for success in life. The school has developed a model for Teaching and Learning to address differentiation and ensure that pupils understand and feel secure in their learning so that they can achieve and make progress.

ELIS is working hard to raise attendance for those pupils who have struggled with the amalgamation of the two schools to ensure they are safe.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

The school should focus on the areas of development discussed with the assessor and outlined in the report and work towards achieving Centre of Excellence status in the next 12 to 18 months.

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 Practice of the School

Strengths:-

- Achievement is celebrated through a clear reward system of 'Catch Ya Cards', Bonus Cards, Celebration Assemblies, Success Reports and Tutor Group of the Week.
- Barriers to learning are identified and tailored support put in place including IBPs, IEP's, bespoke fitness, health and well-being programme.
- Policies are embedded to ensure a safe environment for teaching and learning.
- Behaviour Boards in all classrooms and 'High Fives' expectations.
- All staff are MAPA trained with a clear additional plan for CPD to include other areas to ensure Inclusive Practice.
- All staff understand their duty for Safeguarding and have received training.

Areas for development:-

- SLT to ensure a mindful and consistent approach throughout the school to ensure all staff are aware of potential trigger points of all pupils and are therefore able to use correct de-escalation techniques.



Element 2 - The Learning Environment, Resources and ICT

Strengths:-

- The building is designed to create an environment for pupils with ASD and other learning difficulties. The learning environment has been created to ensure the pupils access their learning to the best of their ability.
- The school has worked very hard to ensure a smooth transition into the new building with ASD and SEMH pupils working side by side. The impact has been successful with pupils celebrating the diversity of need and showing empathy and tolerance. The school is working hard to engage those who have struggled with anxiety and whose attendance has fallen below expectation.
- Resources are differentiated to meet the needs of all pupils. This supports behaviour management and the creation of a safe and positive learning environment so that pupils remain engaged in learning and make progress.

Areas for development:-

- To use the expertise of the Motivational Speaker as a resource to developing a framework for communication outside the classroom so that staff have a clear structure, direction and known outcome of conversations with pupils. This will have an impact on high quality focused feedback given to pupils by staff which will ensure pupils feel listened to. It will lead to a more in-depth understanding regarding the needs of each pupil. This will in turn have a positive impact on behaviour and attendance.



Element 3 - Learning Attitudes, Values and Personal Development

Strengths:-

- The School Council addresses the Pupil Voice. It is made up of pupils across the year groups who discuss improvements and issues.
- Personal development is addressed through 1:1 Well-Being Coaching, Group Process, the Form Tutor and through staff modelling positive behaviour.
- Inclusion is addressed through the curriculum and assemblies to ensure pupils understand the diversity of needs and how to interact successfully with each other.
- ELIS has developed A 'Balanced Model' of support. This addresses the diverse needs of the pupils through a layered approach of Universal, Targeted and Specialist Support. Pupils are assessed, support is given accordingly with a rigorous tracking system to monitor the impact of the support. This will lead to a positive impact on learning attitudes, pupils' values and personal development.
- Celebration of positive work and behaviour through the school's reward systems.

Areas for development:-

- To develop the training so that more pupils have access to complete the programmes to become Peer Mentors and Anti Bullying Ambassadors.



Element 4 - Learner Progress and Impact on Learning

Strengths:-

- The Curriculum is tailored to meet the needs of the pupils and the teachers' planning is well thought out with differentiated success criteria to support progress.
- Staff are Ekklan trained to support Literacy and communication skills. Those staff who are new have scheduled training.
- Extra-curricular activities such as table tennis, mountain biking, horse riding, fencing, 'Wake up and Shake Up' as well as film club, chess and the introduction of the Mile Run in March 2018 support positive enrichment for all pupils.
- There are three suggestion boxes for pupils to consult on school improvement.
- The SMSC scrap book captures evidence of positive pupil participation in activities that have had a positive impact on learning.
- The gaps in the pupils' learning is being continually addressed and accredited, courses are sought so that pupils leave ELIS with the confidence to enrol in college or find employment. Developments in working with the local colleges to ensure the pupils can access the correct support and courses is key to a successful transition post ELIS.

Areas for development:-

- To research the NCB tool 'A whole Framework for Emotional Well-Being and Mental Health' in collaboration with developing a whole school approach to Mindfulness and a Growth Mindset.
- To research: What works in promoting Social and Emotional Well-Being and responding to Mental Health problems in schools? Advice for Schools and Framework Document by Professor Katherine Weare.



Element 5 - Learning and Teaching (Monitoring)

Strengths:-

- Teaching and Learning has been evaluated and a clear structure has been embedded regarding classroom expectations as well as non-negotiables in classroom practice and marking. This has had a positive impact on pupil engagement in the classroom.
- Classroom monitor has been introduced to ensure a tracking system accurately reflects the progress of the pupils. There is a drive to improve Literacy skills of the pupils through staff training and through the initiative DEAR.
- Monitoring and tracking is carried out half termly with Pupil Progress Meetings by the SLT with subject teachers to ensure accurate assessment informs target setting.
- The Performance Management of staff relates to the quality of teaching and learning and the outcomes of the pupils to ensure the pupils are making progress.

Areas for development:-

- To continue to use progress meetings to identify pupils who are not making good progress and to evaluate the targeted interventions needed and to take appropriate action.



Element 6 – Parents, Carers and Guardians

Strengths:-

- Parent Voice is being developed through Parents Evenings, Education Workshops, Newsletters, Joint Enrichment Activities, questionnaires and a newly formed Parent Council.
- Parents are informed throughout the year on their child's progress through formal written reports.

Areas for development:-

- To develop a strategy to engage parents, carers and guardians through Curriculum, Behaviour as well as Therapeutic Workshops and Coffee mornings, Shared Activities with the pupils.



Element 7 - Governing Body and Management – External Accountability/Support

Strengths:-

- ELIS Leadership team support all the staff and pupils through structures and systems with clear values and expectations as well as guidance through policies, Assemblies, Behaviour Boards in every classroom and interactions between staff and pupils.
- The Governing Body are continually evaluating practice in the school and have developed a full-time internal role of Stakeholder Engagement Champion for the company to complement each school's Inclusion Manager and Pastoral Care Coordinator.

Areas for development:-

- To ensure that attendance targets are met by Autumn 2018 following the drop due to the disruption with the new build so that pupils are safe.



Element 8 - The School in the Community – How this supports Inclusion

Strengths:-

- ELIS pupils raise money through cake sales for Macmillan Cancer, donate Food for the homeless in the local community as well as supporting the international Catherine Bullen Charity.
- Healthy competitive rivalry is encouraged within the TCES group of schools with ELIS taking part in annual events such as Football tournament, Celebration Day, Anti bullying poster competitions, Poetry competition for Black History Month (culminating with a published booklet), LGBT display and an Assembly competition and Christmas Card design competition to name but a few.
- ELIS is developing more links with the community including University of East England, Market Gardening sessions at the local allotment, Food Academy facilities to enable pupils to complete the Jamie Oliver Cooking Award as well as Peacock Gym and College and Dockland Riders and Becton Skills Centre.

Area for development:-

- To continue to make links with the local College to support pupils' learning opportunities so that they are given more opportunities and encouraged to develop a positive attitude to Education and work.