



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR THE VILLAGE SCHOOL

Name of School:	The Village School
Headteacher/Principal:	Head of School, Russell Davey
Hub:	London AP Special
School type:	Academy Special
MAT (if applicable):	Compass Learning Partnership

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	04/03/2020
Overall Estimate at last QA Review (if applicable)	Outstanding
Date of last QA Review (if applicable)	12/03/2018
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	05/10/2016

1. Context and character of the school

The Village School is a large special school with 298 pupils in 38 classes on four sites. It became an academy in March 2019 forming the Compass Learning Partnership trust with Woodfield School. It is organised as 3 departments on the main site, 3 classes at Hope School for younger children, 5 collocated with the neighbouring mainstream secondary school and two satellite classes in the College of North West London. All pupils have an education, health and care plan (EHCP). They have a wide range of severe, (SLD) and profound and multiple learning difficulties (PMLD), autism and increasing complex additional medical and sensory needs. The curriculum is organised in three pathways, 'stepping stones' for PMLD, 'tracks', for SLD and 'lanes', a modified subject specific learning curriculum for those with less severe learning difficulties. The 'Village' levels assessment system sits alongside this. The proportion of disadvantaged pupils is above average and pupils are from a wide range of ethnic backgrounds, the largest of these being black African from Somalia. There are two cafes and a shop on site providing a wide range of life and work experience for pupils of all ages. The school employs a lead speech and language therapist, three other speech and language therapists and two occupational therapists and assistants. It has a number of awards recognising its work, recent ones include financial education and physical education.

2.1 Leadership at all levels - What went well

- Leaders and all staff hold to the school vision that it 'takes a village to raise a child'. The clearly articulated aim for all pupils is that everything in school prepares them to be a fully participating member of the community when they leave. Preparation for adulthood is encapsulated in EHCP targets and interwoven and embedded in all aspects of the curriculum, starting with the youngest children. Parents say the most important characteristic of the school is the way their children are prepared to leave.
- Governors are fully involved in the life of the school. They know it well, visit regularly and are able to hold senior leaders to account.
- The student council represents all departments in the school and pupils' views are highly valued. Leaders take them into account when appointing staff and requests for changes to uniform are implemented.
- Senior leaders evaluate the work of the school accurately. All staff are involved in setting school improvement priorities in each department and department leaders are held to account for the implementation of these. Examples of current priorities include; continued development of curriculum for all pathways to prepare for adulthood, ensuring resources fully reflect diversity, and staff using a reflective teaching tool to evaluate pupils' levels of engagement.
- Leaders provide high quality induction and continuing professional development

for staff. All adhere to the positive behaviour policy and communicate consistently with any pupils who may be anxious. The youngest children have regular sensory breaks and older pupils are well supported to complete tasks in the café and purchase items in shops.

- Leaders regularly meet with teachers to track pupils' assessments; they check there is no slowing of progress and that pupils are meeting the challenging targets set for them. Staff have contributed to current research on levels of engagement assessment with the Department for Education. There are comprehensive information technology systems that enable evidence for pupils learning to be held centrally with all records of behaviour and therapy providing a holistic picture of pupils' progress.
- Leaders have appointed an extensive therapy team, which provides individual support and trains school support staff. They ensure that occupational, and physiotherapy is delivered throughout the curriculum. It is integrated creatively into PE and well structured and creative opportunities are provided for 'stepping stones' students. Older students used fine motor skills to transplant seedlings.
- Leaders facilitate excellent partnerships with other organisations for the benefit of pupils. They work with the 'Seeability' charity, who expertly test pupils' sight and provide glasses. They are a hub for the 2020 Borough of culture and have worked with experts to promote all aspects of culture and diversity through the curriculum.

2.2 Leadership at all levels - Even better if...

...leaders ensured that concise, succinct and live information about pupils' communication and individual targets was displayed in all classrooms.

3.1 Quality of provision and outcomes - What went well

- Teachers are skilled, imaginative and creative in providing well-planned learning opportunities for pupils on all pathways. Diversity, the arts and all aspects of social moral, spiritual and cultural education are embedded in topics, in addition to literacy and numeracy skills. Those on 'lanes' pathway read text, managed their own work and used symbols to evaluate it. Older pupils did basic calculations to find the cost of objects, used the till in the café and kept the accounts from the day's takings.
- Teachers engender a love of reading for pupils. Pupil on 'lanes' pathway eagerly read stories and borrow books regularly. 'Stepping stones' pupils are keen to listen to books and enjoy all aspects of exploring a story. Teachers have devised excellent reading pathways that support all staff in structuring learning activities according to pupil's aptitude and learning profiles.
- Teachers use the themes and well-chosen key texts to provide imaginative and creative learning that incorporates pupils' physical and communication objectives

into highly motivating activities. Younger pupils on 'stepping stones' pathway excitedly followed a picture trail around the school to find the house the three little pigs built. Older pupils explored 'Hidden Figures' expressing their discoveries about black women and the space race through art. Others practised fine motor skills through peeling a clove a garlic while working in the café.

- All pupils regularly learn beyond the classroom. This provides them with experience of real-life situations in preparation for adulthood. They regularly visit local shops and supermarkets and work in the school shop and cafés. They independently found the objects on their shopping list and evaluated whether to hand over £1 coins or a £5 note to pay for it, waiting for the change. Staff have supported local shop keepers to use Makaton and PECS when pupils come to shop so supporting communication really well and understanding of the needs of pupils.
- Staff choose recognised and relevant vocational courses for students and maximise the use of the excellent resources in and around the school. Teachers in the satellite classes support pupils transferring to college courses. Teachers have established links with hotels and use the school facilities to train pupils prior to work experience.
- Pupils develop work place and life skills, gaining experience and qualifications in catering, retail, hospitality and horticulture. They were resilient and paid attention to detail, Pupils sorted coriander for the lunches they prepared for staff, cleaned tables and arranged the table decorations they had grown in the greenhouse. Pupils on 'stepping stones' pathway used the domestic flat in the school to learn to prepare food at home for themselves.
- The therapy team provide training for teachers to deliver attention autism programmes and for support staff to use high tech augmentative and alternative communication devices (AAC) for individual pupils. Therapists work well to enable support to be built into the curriculum activities such as independent feeding at snack time for the oldest 'stepping stones' students and fully integrated physiotherapy, physical education and occupational therapy through sensory circuits for younger pupils.
- Staff know individual pupils really well and are highly skilled at supporting them in their emotional development. Staff enable pupils to learn how to self-regulate their reactions and behaviours to various stimuli and stresses. This is evident throughout the school, from adjustments to coming into school for the youngest children, to age appropriate resources for older pupils' security. Staff adhere to well-established class routines that enable the youngest pupils with autism to anticipate and be ready to move to the next activity. Pupils knew the 'tac pac' sensory session was finished from music and routine cues, before the teacher said it.

3.2 Quality of provision and outcomes - Even better if...

...teachers provided more challenging opportunities for pupils that have particular aptitudes in some areas of the curriculum.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- There are no gaps in achievement between disadvantaged pupils and their peers at this school. Leaders are fully aware of the poverty of life and cultural experience for many disadvantaged pupils in this context and have prioritised the pupil premium spend to address this.
- Individual teachers know the background and barriers to learning for each pupil. They request funding to address these directly. This enables leaders to evaluate the effectiveness of the funding.
- Leaders provide a rich curriculum that extends pupils' experiences of diversity, culture, performing arts and the local community. Pupils regularly perform outside school and work with visiting performers and artists who are supported by the therapy team to communicate well with all pupils. Pupils fully participated in dressing up for World Book Day and explored stories with visitors, eagerly explaining their characters.
- Leaders provide residential opportunities and ensure that all disadvantaged pupils have the richest opportunities that extend their knowledge of the community around them. The school's recognised expertise in performing arts and regular focus days for aspects of religious and cultural education ensures that pupils have every opportunity to gain 'cultural capital'. This is in addition to excellent skills and positive mental health and wellbeing.
- Pupils really look forward to coming to school as for many families, pupils stay at home for the whole weekend. Leaders provide art, music, dance and movement, play therapies and counselling for individuals who are experiencing mental health difficulties. There are individual examples of excellent outcomes from these.
- Family support workers support parents in a wide variety of ways including acting as advocates for housing difficulties, supporting early help assessments and promoting healthy lifestyles. Staff video pupils' achievements when they go on visits in the community to encourage and support parents to take their children out.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

...leaders ensured that the pupil premium strategy document fully reflected the



identification of barriers and the effectiveness of the spending.

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

School leaders value the partnership work within the London AP Special Hub.

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.