



Inclusion Quality Mark (UK) Ltd

4th June 2016

Mrs Kay Charles
The Headteacher
The Village School
Grove Park
Kingsbury
London
NW9 0JY

Centre of Excellence Review - 19th May 2016

Contextual Data

The Village School provides education for over 270 pupils who have statements of special educational needs because of their moderate, severe or profound learning difficulties. Many pupils have medical needs or autism in addition. There are a few children in the Early Years Foundation Stage. A well above average proportion of pupils is from a wide range of minority ethnic backgrounds. The proportion of pupils supported by pupil premium funding is also larger than average. The school makes use of local colleges to give sixth-formers additional learning opportunities. Likewise, some primary and secondary-aged pupils attend neighbouring mainstream schools in order to experience a wider curriculum and take accredited courses. The school has a sensory resource base, including a range of sensory and soft play suites, a superbly equipped swimming pool, extensive play and outdoor learning areas, gym, multi - agency hubs, a fully operational shop, café and producing kitchen, a hall with full lighting and sound facilities, drama/dance studio, fully equipped sports hall, a self-contained flat to support life skills and life style learning, a training suite and specialist teaching rooms and resources.

Summary

This was my third visit on behalf of IQM. The school is a vibrant place to come to work and to learn. Staff that were seen in classrooms and during discussions are exceptionally caring and motivated in this state of the art, well-resourced and highly organised learning environment which meets the needs of the pupils and the community it serves.

The inclusive ethos and culture of the school is tangible to all who visit. Every child is valued for who they are. There is an excellent quality of teaching, support, care that is continually evolving to further enhance provision at the school. The two hundred staff team are extremely hard working, motivated and professional. The headteacher, the senior staff and middle leaders have a clear vision for continuous improvement in all areas of the school but refreshingly for continuous improvement in their already excellent inclusive practices. They are rightly proud of their pupils and of the work they do to promote excellence and care for all pupils.

The curriculum has a number of different pathways providing a good mix of academic and vocational qualifications courses to meet the needs of all pupils. In addition, there is an excellent array of enrichment activities, which help to meet pupils' needs and interests. Staff and parent voices are regularly surveyed and inform the governance, leadership and management decision-making of the school.

Recommendation

It was a pleasure to visit such a vibrant, innovative and creative school community where inclusion lies at the heart of all it does. It is a testament to the staff, governors and pupils of the Village school that the strengths identified in last year's review have not only been sustained but extended. The school continues to grow as an inclusive, positive and purposeful community focused on positive outcomes for its pupils. Well planned, ongoing continuous professional development underpins this work and is also available to parents, other schools and organisations.

The school makes effective use of a range of professional partners and agencies to ensure that the inclusive ethos and atmosphere of the school is of the highest order. All staff spoken to during the review were highly motivated and proactive in their efforts to improve what is offered to the pupils. The high level of achievement and progress is a reflection of this caring and inclusive ethos. Data supplied supports this assertion. Parental involvement is welcomed and the staff work hard to include even those hardest to reach, as evidenced by a number of strategies both established and in their infancy.

There is an excellent culture of critical reflection that permeates the school meaning that existing strategies, programmes and schemes are robustly evaluated and refined where appropriate. Additionally, the school continues to innovate and seek new solutions to the challenges that are faced in achieving the goal of enabling all students to succeed. Having completed a thorough and full review and having discussed and agreed the targets cited above, I am of the opinion that the Village School should be awarded Inclusion Quality Mark Flagship status and reviewed in 12 months' time.

Assessor: Phil Poulton

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Flagship Action Plan



Flagship School

School Name: The Village School

School Address: Grove Park, Kingsbury, London, NW9 0JY

Tel No: 020 8204 5396

Headteacher's Name and Email Address: Kay Charles

IQM Coordinator's Name and Email Address: Sue Jones

School Website:

Number of students on roll: 270

Month when review is due: May

Assessor: Phil Poulton

School: The Village School

Date of Assessment: May 2016

Contact: Sue Jones

Log of Action **planned** and then undertaken

| Element | Development Points and Future Plans as identified in report | Action Planned (Projected plan in red then black when completed) | When & By whom Include various mechanisms e.g. staff meetings etc. | Projected Date |
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| 1 The Inclusion Values and Practices of the School | Targeted Mental Health in Schools (TAMHS). A Family Therapist is in school every Wednesday | The Village School (TVS) has bought into an exciting opportunity to work with TAMHS and Connected in providing support to families and children. These services aim to help children and young people who are experiencing difficulties in the following areas: Relationships, Managing emotions, Attention & concentration, Behaviour. Curriculum and ethos reflect explore and celebrate British Values and diversity. | Middle Leaders | Summary report to governing body by leads July 2016 |
| 2 | TVS staff team teach with College of North | The close relationship has allowed TVS students' access to a transition not previously | | |

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| <p>The Learning Environment, Resources and ICT</p> | <p>West London(NWCL) staff. A group of post 19 students will be accommodated in TVS from September accessing a full time accredited course “filling this gap” whilst enhancing Brent’s Local Offer for post 19 students with SEN.</p> | <p>available to them. It has also allowed the students to demonstrate that they can manage with and cope in a college environment. Students have a greater degree of independence than has previously been available and they are making choices about preferred FE options based on experience. The partnership has allowed TVS and CNWL to begin to create a pathway from school to college that will make the transition from TVS to any college easier for students and parents easier to envisage. Students are able to develop their preferred pathways with access to state of the art kitchen and access to other College facilities as well as being able to integrate more closely with their mainstream peers.</p> <p>There is also the proposal for TVS to create a 19-25 provision in partnership with CNWL that could cater for some students that Brent currently has placed out of borough, as well as those transitioning from school. TVS is in advanced discussions with the LA regarding this, and a suitable site has been identified.</p> <p>Plan to possibly take over a local alternative premises (there are currently 2 bids for these) with a view to opening a cafe, charity shop,</p> | <p>Senior Leaders , Local Authority Senior Officers and Educational Funding Agency Officer meetings</p> <p>Senior Leaders and Local Council officers</p> | <p>September 2016</p> <p>September 2016</p> |
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| | | activity provision and meeting space based in the community. | | |
| 3 Learning Attitudes, Values and Personal Development | <p>Pupils learn how to keep themselves safe through a new Personal, Social and Emotional development curriculum, including sex and relationship education and E safety.</p> <p>Outcomes on Education Health and Care Plans (EHCP) measured and reported on.</p> | <p>70% of all pupils make better than expected progress in independence and organisational skills across all curriculum pathways. Pupils make excellent progress at TVS because they enjoy their lessons and enrichment opportunities eg, Participation and success in local and national sporting events and competitions such as; The National Junior Games, Panathlon and Boccia.</p> <p>The impact of pupil voice is subject to research project and the impact is being evaluated at the end of the summer term.</p> <p>Ensure progress towards independence across the pathways and key stages are monitored.</p> | Senior Leaders and Local Authority SEN officers | <p>July 2016</p> <p>December 2016</p> |
| 4 Learner Progress and the Impact on Learning | The Village School has devised a Progress 8 model appropriate to their setting in order to monitor and evaluate the progress of pupils | The school has a cycle of collaborative evaluation and planning activities that includes all stakeholders. Progress monitoring and a general review of standards are at the heart of | | |

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| | across a wider range of indicators. | <p>this process so that pupil outcomes are a constant focus.</p> <p>85% of pupils make better than expected progress across TVS Progress 8.</p> <p>Across the core subjects Key Stage 1 will achieve 70%, Key Stage 2 will achieve 75%, Key Stage 3 will achieve 75% in the upper quartiles.</p> | Senior Leaders | <p>July 2016</p> <p>July 2016</p> |
| 5 Learning and Teaching (Monitoring) | Curriculum has three different pathways to accommodate three broad bands of pupil needs. ‘Stepping Stones’ is the strand for those pupils who function at p-levels 1 to 4, ‘Tracks’ is for those who function at p-levels 4 to 8 and ‘Lanes’ is for those who function from p-level 8 upwards into (old) National Curriculum levels. | The multidisciplinary approach ensures that a holistic view is formed of progress across all areas of learning. The progress of pupils currently in the school is carefully tracked and a wealth of information shows that the great majority of pupils are on track to at least meet their expected targets in core subjects. The school tracks progress across the breadth of the curriculum. This includes key areas such as PECS (communication), behaviour and rebound therapy and the information shows that these have significant impact. Validation of targets and moderation of assessment are subjected to a robust schedule of internal quality assurance and external collaboration. | Senior Leaders | |

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| | | Leaders devising a single page document to determine what key information gleaned from tracking and analysing will always be readily available in a short summary statement. The Stepping Stones, Tracks and Lanes cohorts will improve progress in core subjects (Literacy and Numeracy) by 10%. | | July 2016 |
| 6 Parents, Carers and Guardians | Parents and carers influence family learning and key performance indicators reported to governing body eg Attendance | Attendance monitored with high expectations (termly report to governing body) Family views contribute to school direction through annual parent/carer questionnaire view, next summary report to Governing Body July 2016. | | July 2016 |
| 7 Governing Body and Management | The self-evaluation report and school improvement plan are extensive documents that provide details of | Governors and Senior leaders have established a common view of the school's purpose and show great drive and ambition in all aspects of their work. They have a wealth of well-presented documents to outline plans and outcomes. | | |

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| | operational plans and outcomes. | Senior leaders continue to prioritize opportunities to distribute leadership and promote greater accountability across the school. This is particularly important because of the high number of pupils on roll, the wide age range and the breadth of pupil needs. Evaluate impact of the new staffing structure and report to governing body. | Senior and Middle Leaders | December 2016 |
| 8 The School in the Community - How this supports inclusion | Improving outcomes for pupils in Brent with SEND through: Partnership working is exceptional as verified in Challenge Partner Reviews for last three years. TVS provides placements for a large number of apprentices creating a wonderful opportunity for young | Senco Coaching; advice and influence; provision of opportunities for staff to shadow at TVS; attending in-house inset here at TVS; bespoke in-house training is provided by TVS. There is a wide variety of partnership projects developing the expressive arts. Joint art, dance and music exhibitions and performances throughout the year. Part of the Brent Schools Partnership work very closely with the London Borough of Brent to achieve the best provision possible. The Village Shop in partnership with Asda. Village 3 in partnership with Waitrose for work experience opportunities for students and community projects with their partners in industry. Ambassadors for First Rung- | | |

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| | <p>people in the community of Brent.</p> <p>The Village School provides an ICT outreach service to various other schools,</p> | <p>providing opportunities for apprenticeship placements.</p> <p>Expressive Arts working with Sounds of Intent as part of national research to develop assessment process report to governing body.</p> <p>Recognising the negative impacts of using external organisations to manage their own ICT infrastructure TVS has invested in an in house team who are trained and developed to an extremely high level. Plans are in place to offer these services to other schools.</p> | <p>Trans-disciplinary Team representatives</p> <p>Middle Leaders</p> | <p>December 2016</p> <p>June 2016</p> |
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This can support the presentation of evidence required for next review

Projected (red) planning to be forwarded to IQM within the first month after assessment

Updated record of action taken (changed to **black** as actioned) to be forwarded to IQM a month before next assessment