



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR COLLEGE PARK SCHOOL

<b>Name of School:</b>	College Park School
<b>Headteacher/Principal:</b>	Claire Shepherd
<b>Hub:</b>	London Special and AP Hub
<b>School phase:</b>	Special all through 4-19
<b>MAT (if applicable):</b>	Federation of Westminster Special Schools

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Effective
<b>Date of this Review:</b>	11/5/2022
<b>Overall Estimate at last QA Review</b>	N/A
<b>Date of last QA Review</b>	N/A
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	24/5/2017



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#### Quality Assurance Review

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

**Leadership at all Levels**                      Effective

**Quality of Provision and Outcomes**                      Effective

**AND**

**Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs**

**Area of Excellence**                      Not applicable

**Previously accredited valid Areas of Excellence**                      Not applicable

**Overall Peer Evaluation Estimate**                      Effective

***The Quality Assurance Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.***

## 1. Context and character of the school

College Park is a special school for 4 to 19 year old pupils with autism and complex learning needs in the moderate range to severe range. Most pupils are generally admitted from nurseries and maintained schools from across Westminster. A minority join from five other local authorities. There are currently 105 pupils on roll, all of whom have an Education and Health Care Plan (EHCP).

Just over four fifths of pupils are from ethnic minority heritages. An above average proportion of pupils speak English as an additional language. The large majority of pupils are boys. The proportion of pupils known to be eligible for the pupil premium is above average. Just over a quarter of pupils across the school are involved with the local Child and Adolescent Mental Health Services (CAMHS) as a result of their behavioural needs.

College Park School (CPS) is federated with Queen Elizabeth II Jubilee School, and shares a single governing body and executive headteacher. The school mainly offers the Award Scheme Development and Accreditation Network (ASDAN) externally accredited courses, Entry Level Functional skills and GCSE Art.

### 2.1 Leadership at all Levels - What went well

- CPS's vision to innovate, expand expertise and inspire is reinforced through its values of 'Collaboration, Positivity and Success'. These are threaded through its partnerships, pupils' learning, and in celebrations of pupils' achievements and staff talents.
- Headteacher reports support governors to act as critical friends. Plans to extend monitoring visits are in place to ensure a number of relatively new governors fully understand the school's strengths and challenges.
- Supported by an interim executive head, the well-established senior leadership team passionately drives improvement. Their inter-dependent accountabilities are understood by staff such as in helping to ensure consistency of planning in primary and secondary phases respectively.
- New middle leadership roles have already had a positive impact on provision. Prepared in part by completing their National Professional Qualification for Middle Leadership, the English and mathematics leaders have already gained a clear understanding of subject strengths and led training to secure consistent practice.
- Led by a senior leader, the dedicated pastoral team support the lead teacher for relationships and sex education (RSE) curriculum and liaise with families daily to ensure appropriate support for pupils, families and their wellbeing.
- Music, art, speech and language and occupational therapists make a significant contribution to pupils' learning. Their specialist interventions support pupils to self-regulate and make progress and staff can enrich their pedagogical skills.
- CPS invests well in developing all staff. On-going training builds staff confidence and skills in a range of areas including the Treatment and Education of Autistic and Communication Handicapped Children, attention autism and Makaton.

- Leaders provide succession management opportunities that prepare new leaders well to enhance leadership capacity. Teaching assistants can gain teacher status. The new middle leader structure has been built on the skills of current teachers.
- Staff are strongly motivated to learn, spurred on by the commitment and expertise of senior leaders. Regular surveys show morale is high, partly due to the clear strategies in place that support staff wellbeing.
- Self-evaluation is accurate and appropriately informs development priorities, including the need to reinforce consistent practice as the school grows.
- The curriculum is set out clearly to meet the needs of all pupils. Based on semiformal and formal pathways, and with a strong emphasis on the arts, it enables pupils to become independent and confident learners.
- Leaders are successful in involving parents. They feel supported and informed about their children's targets and their progress through the daily home school communication book.

## 2.2 Leadership at all Levels - Even better if...

- ...leaders ensured all new, as well as established governors, were aware of the school's strengths and were able to offer appropriate challenge where appropriate.
- ...leaders embedded the new middle leadership structure and the roles and responsibilities of those involved.

## 3.1 Quality of Provision and Outcomes - What went well

- The curriculum is highly personalised. Framed by a four-year cycle of three topics annually. Well sequenced learning experiences are provided to develop early skills in advance of following Equals curriculum pathways.
- Supported by coherently mapped schemes of work, the pathways are adopted flexibly to enable pupils to mix formal and semi-formal provision as necessary. Other planning such as for English, mathematics and RSE, ensures pupils are challenged appropriately to become more independent.
- Pupils are motivated by working towards accredited courses. With an emphasis on developing skills for transition into adulthood, some Year 11 pupils attend college one day weekly towards gaining functional skills qualification. Post 16 students achieve ASDAN qualifications.
- Lesson planning involves most staff in translating overall learning objectives into individual education and support plans that match each pupil's needs. Well-targeted coaching for new or less experienced teachers aims to ensure consistency across the school.
- The school's rigorous approach to assessment has a strong impact on achievement. Teachers identify and report each pupil's progress monthly then refine subsequent provision to ensure learning is appropriately challenging.
- Reading skills are embedded well. Pre-reading skills, such as recognising pictures have meaning, are encouraged from Early Years. Training in phonics for all teachers, supports staff in helping pupils read across the curriculum. Care is

taken to ensure pupils read for meaning through regular guided reading and Blanks levelling questioning to test their understanding.

- The strong emphasis on pupils' personal development underpins achievement. The RSE provision is sensitively structured to raise pupils' awareness and understanding as they get older and a range of enrichment activities engage pupils in relationship building activities through art, music, drama and sport.
- The creative arts have a significant impact on pupils' achievement. Working with the Imperial War Museum and the Wallace Collection, for example, pupils' creative, problem-solving and social skills are developed well. One pupil shared his enthusiasm for his role as artist in residence at the Cartoon Museum.
- Careers guidance is integrated carefully into the curriculum applying Gatsby benchmarking. As part of a zoo visit, for example, arrangements are made for older pupils to talk with zoo keepers about their jobs. Strong community links, such as with the local Costa bar, enable pupils to gain work related experiences.
- Pupils have positive relationships with staff and each other which encourage them to express their views. In a meeting with School Council members, pupils showed confidence in seeking staff support to help them describe their roles and the changes they had brought about.
- Regular and well-focused continuing professional development ensures staff are kept up to date. In addition, all staff undertake action research related to the social communication, emotional regulation and transactional support (SERTS) in place. Their collective evidence highlights the reflective practice of all staff and the strong impact SERTS is making on pupils' progress.
- High quality adult support most often enables pupils to engage well. In Yellow class, for example, the teacher and learning assistant led different groups to share their understanding in reinforcing mathematical concepts.
- Pupils achieve well and feel safe. Individual case studies and tracking data show pupils make strong progress. As one parent shared, 'My son used to have anxiety and tantrums but the school has supported his emotions and now he is happy to come to school.'

### **3.2 Quality of Provision and Outcomes - Even better if...**

...leaders mapped provision for personal, social and health education across the curriculum and tracked the progress pupils made in this aspect of their learning.

### **4.1 Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs - What went well**

- Although all pupils at CPS have additional needs, provision is fine-tuned to match the needs of those who have greatest and challenges in the learning.

- Robust baseline assessment identifies pupils with the highest needs or disadvantage without delay. Using elements of the Early Years foundation curriculum, teachers and therapists devise learning plans that meet EHCP targets.
- The curriculum is continually reviewed to meet the increasingly complex needs of pupils who join the school. Leaders, for example, have recently identified the need to make explicit the informal pathway created for some low functioning learners.
- To ensure disadvantaged pupils or those with particular needs are well supported, staff resources are deployed in inverse proportion to need. Where necessary, pupils regularly gain from one-to-one adult help, or targeted support is given for particular needs to be met, such as for pupils with sensory diets.
- Some areas of the school are scheduled specifically for pupils who particularly need uninterrupted space. This enables those with complex needs to self-regulate successfully.
- Pupils eligible for pupil premium make good progress partly as a result of the resources provided by school and by Westminster funding - such as paints, tablets and lego - to enable pupils to achieve at school and at home.
- Strong links with the virtual school ensure looked after pupils achieve well. Support from the CAMHS and Social Services teams has a positive impact on outcomes for pupils and their families who need additional help.
- Teachers and learning assistants draw on the training provided related to pupils with particularly challenging needs. Picture Exchange Communication System (PECS), Makaton and objects of reference engage pupils well.
- All pupils make good progress against their EHCPs. A high proportion achieve more than had been expected.

#### **4.2 Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs - Even better if...**

...leaders made explicit the informal curriculum pathway in place to support pupils who were unable to follow the semi-formal pathway.

#### **5. Area of Excellence**

Not submitted as part of the review.

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

New to Challenge Partners, the school will work with the local hub initially.



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**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.**

**Schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.**

**Schools can also attend Sharing Leading Practice events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.**

**Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website.**