



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR COLLEGE PARK SCHOOL

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

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Effective
<b>Date of this Review:</b>	08/02/2023
<b>Overall Estimate at last QA Review:</b>	Effective
<b>Date of last QA Review:</b>	11/05/2022
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	12/10/22



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#### Quality Assurance Review

The review team, comprising 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**                      Leaders in inclusive practices in  
Creative Arts in SEND settings.  
Shaping, developing and funding  
highly effective community links in  
the creative arts to widen pupils'  
experience: Accredited

**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 School (CPS) is a special school currently with 109 pupils on roll, from the ages of 4 to 19 years. All pupils have education, health and care plans (EHCPs). Almost all pupils are diagnosed with autistic spectrum conditions (ASC) and have complex needs in the severe range. Most pupils join the school from nurseries and maintained schools from across Westminster. A minority join from four other local authorities. Over four fifths of pupils are from ethnic minority heritages. Over half of the school speak English as an additional language. Most of the pupils are boys. The proportion of socially disadvantaged pupils is well above average. A large majority of pupils have medical health care plans. 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 is federated with Queen Elizabeth II Jubilee School and shares a single governing body and executive headteacher. CPS is outward looking, developing useful partnerships with a variety of creative, cultural and academic organisations to improve provision, practice and pupils' experience.

The College Park School vision, 'to innovate, expand expertise and inspire' is reinforced by the values of 'Collaboration, Positivity and Success'.

### **2.1 Leadership at all levels - What went well**

- Leaders are ambitious for the pupils at CPS. The curriculum is holistic, rights based and aspirational. Pupils access the curriculum through three pathways. The formal and semi-formal pathways are well established and effective in preparing pupils for life in school, out of school and when they leave school. Pupils with more complex needs access the curriculum via the relatively newly established informal pathway.
- Leaders assess pupils' progress against moderated targets towards their EHCP outcomes, and English, mathematics and wider curriculum targets. Progress meetings collect evidence of progress against termly targets, Social Communication, Emotional Regulation and Transactional Support (SCERTS) data and evidence collected on the online evidence, assessment and progress tracking platform.
- Leaders ensure that staff are well equipped to meet the needs of pupils through continuing professional development (CPD) in relevant communication and autism specific strategies such as Treatment and Education of Autistic and related Communications Handicapped Children (TEACCH), SCERTS, Intensive Interaction, Attention Autism, Makaton and picture exchange communication system (PECS).

- Leaders use video recording, to develop reflective practice, to further refine practice and to improve outcomes. The school uses a significant proportion of regular agency staff, who benefit from a full support and CPD programme.
- Behaviour support is based on a proactive, pupil centred approach, aiming to meet pupils' needs through well thought teaching approaches, supported by occupational therapies (OT), speech and language therapies (SALT) and educational psychology. A SALT professional is linked to each class to provide bespoke support. Team Teach tutors are available to model and support de-escalation. Action research, using SCERTS as a framework, shows that pupils develop agency and exhibit fewer behaviours of concern.
- Leaders encourage leaders at all levels to engage in research to enhance provision and support progress. Teaching assistants (TAs) are a valued resource at CPS. They are involved in action research projects with multidisciplinary colleagues and their teachers. The next step is to develop 'power projects' to further empower and upskill TAs, through research, to maximise their impact on learning.
- Leaders use the school's central London situation highly effectively, to develop a host of creative partnerships to broaden the experience of pupils and their families. They are also raising the awareness of nationally renowned creative agencies in understanding inclusion and acting upon it, to benefit the school and pupils with additional needs more widely.
- Post -16 provision, led by a Level 6 qualified careers lead prepares pupils well for their next steps. The curriculum is practical and relevant, including access to a well-equipped independence flat, and offsite work-related experience. Leaders have trained staff in a local food and drink outlet in the use of visual supports. Leaders have developed excellent relationships with colleges to improve transition and outcomes. All leavers access college or meaningful placements, leaving after Year 11 and after the sixth form. Former pupils regularly visit the school to inform and inspire pupils.

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

- ... leaders ensured that the policies and practices of the informal curriculum was consistently reflected in all school paperwork.
- ... leaders clarified the curriculum leadership structure and how curriculum leaders impact on curriculum delivery and outcomes.
- ... leaders further developed concise supportive information for agency/newer staff to crystallise non negotiables and ensure consistently strong practice.

### **3.1 Quality of provision and outcomes - What went well**

- Teaching staff know their pupils well, building trusting and warm relationships. As a result, there is a generally calm atmosphere around school with pupils eager to learn.
- Transition in to school is well organised, personalised and safe. Physical barriers ensure safety from London traffic. Pupils are eager to enter the school building, eagerly and swiftly leaving the bus.
- Teaching staff understand the benefit of low arousal approaches. Displays are functional but are not overstimulating, alongside well-presented artwork.
- TAs are well deployed as part of strong teaching teams, usually effective in delivering and leading learning. In several music sessions, TAs actively modelled, stimulated and encouraged learning for all.
- In guided reading sessions pupils benefited from opportunities to read aloud. Where necessary, teachers clearly modelled the text to enhance learning for all. The pace and the structure was well judged, resulting in strong engagement in learning. Questioning was well targeted to assess and develop comprehension.
- Teaching staff understand pupils' communication and sensory needs. Individualised sensory integration activities consistently enable pupils to be calm, regulated and ready for learning.
- Teaching staff use PECS well in a variety of lessons. For example, a teacher in a Key Stage 1 class used PECS to enable pupils to choose items for their practical craft activity. In a drama session, a pupil spontaneously persisted in using their PECS card, until they finally got their rice cake.
- Pupils benefit from a wide variety of opportunities to learn through creative arts both inside and outside school, delivered by highly skilled practitioners. In a silver Key Stage 1 drama lesson, the teacher's passion and enthusiasm motivated pupils, resulting in high engagement.
- Music sessions across the school are of consistent high quality. The teacher has excellent subject knowledge and makes music accessible to all. In a music session, the highly innovative design of the lesson enabled pupils to build on previous knowledge, use an adapted graphical musical score, so that they competently read and played music and had fun!
- In an Aurora Orchestra session, due to well-rehearsed routines and well thought out structures, pupils interacted with instruments and a mirror ball in their own way. Pupils were clearly captivated and enchanted.
- Behaviours of concern are well understood and rare because proactive teaching staff know and understand pupils' needs. Incidents or potential incidents are dealt with in a low key manner. For example, a pupil was diverted by the member of staff using '321 – finish.' The pupil was calmly redirected to another activity.
- Most pupils make progress towards their EHCP, core subject and wider curriculum targets. Data is complemented by relevant case studies to exemplify and learn more about holistic progress. There are no significant differences in progress between any group or cohort.

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

... teaching staff ensured that pupils took all opportunities to initiate and use their communication modes, e.g. using intensive interaction so their 'voice' was consistently used and heard.

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

- Pupils with more complex needs make up about a tenth of the school population. Leaders have developed and are refining practice and delivery of the curriculum in the Informal Pathway, incorporating the engagement model.
- Embedded multidisciplinary professionals liaise with school leaders to further enhance sensory regulation and communication practice. TAs in the Informal Pathway are encouraged to research and innovate to improve their practice.
- Pupils use their adapted and personalised communication supports, including communication books. Pupils find them motivating and use them functionally.
- Pupils were engaged in an after lunch session. A pupil spontaneously asked for 'more' shaving foam. This represented a significant step forward for this pupil in taking control of his learning in an appropriate manner.
- Pupils are well supported by staff, who actively encourage and model stories, for example sensory stories. In a Key Stage 1 class, pupils were highly engaged in 'The Three Little Pigs', with the appropriate props and opportunities to follow symbolised text.
- Transitions are well thought out. Support staff were very skilled at supporting the transition from drama to tables using explicit, effective strategies. The teacher prepared pupils for the transition at the end of a drama session
- Attendance, outcomes and progress are comparable to other pupils across the school given their starting points and learning needs. Pupils leave the school to access college placements.

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

... practitioners in the Informal Pathway took more opportunities to observe and learn from practice in different settings to inform their practice at College Park.

## **5. Area of Excellence**

Leaders in inclusive practices in Creative Arts in SEND settings.

Shaping, developing and funding highly effective community links in the creative arts to widen pupils' experience.

### **Accredited**

#### **5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?**

At CPS, the planning and delivery of the creative arts curriculum is exemplary. Art, music and drama are taught by highly skilled specialist teachers. CPS takes a lead in developing and shaping inclusive creative arts practice locally and nationally, amplifying and sharing practice, supporting access to meaningful arts and culture for all.

CPS is the lead school in the West London Inclusive Arts Festival, working with six other SEND schools in West London and cultural partners to promote inclusion and inclusive practices. The lead practitioner co-authored the Cultural Inclusion Manifesto, based on the school's practices and wrote the book 'Cultural Inclusion for Young People with SEND' (NASEN).

The music teacher works for the Bi-borough music hub as a SEND consultant and has written music for the 'Music Makes Me Project,' a co-produced project with the Royal Albert Hall, and in partnership with the Royal College of Music. Over one thousand pupils will perform Music Makes Me, a new work by Emily Stratford and Gabriel Krchnavek, which celebrates the importance of music as a universal communicator and as a tool to give young people a voice. The narrative of the work presents a day in the life of a neuro-divergent young person and shows how music helps her emotionally regulate, socially interact, and build her independence for adulthood.

The school has developed a culture of research into inclusive practices within the creative arts. It has produced a number of case studies that explore this. Leaders ensure that artists who are neurodivergent are represented and developed within school. CPS engages with a wide range of cultural partners. CPS leaders ensure that co-production underpins all partnership work, ensuring that impact for pupils is paramount.

Partners develop improved knowledge and understanding of inclusive practice. The extensive range of partners includes the Imperial War Museum, The Royal Albert Hall, The Wallace Collection, Open City, Aurora Orchestra, The Royal College of Music and the English National Opera. Pupils and their families have taken advantage of relaxed performances at the royal Albert Hall.

The lead teacher has a wealth of contacts and expertise in developing inclusive policy and fruitful artistic partnerships, including organisations which have a mission to take the arts out of London and to fund the process.

## **5.2 What evidence is there of the impact on pupils' outcomes?**

Pupils at CPS are extremely fortunate to experience a wide range of opportunities to experience and be involved in co-production of exemplary and ground breaking creative arts activities. At CPS pupils learn that people with disabilities can become successful artists, actors and musicians and show the world different ways of thinking and being. This has recently resulted in a former pupil becoming cartoonist in residence at the Cartoon Museum and his work has been acquired by the museum.

An art gallery in Richmond is empowering pupils to develop as artists. Some former pupils have collaborated and worked with the gallery.

Pupils and their families develop cultural capital and learn that the arts is for everybody, including themselves.

At CPS the creative arts clearly enhances everyday practice, engagement and outcomes for all.

## **5.3 What is the name, job title and email address of the staff lead in this area?**

Paul Morrow  
Lead teacher for Creative Arts  
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#### **Following the QA Review**

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, 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 (SLP) 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. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)