

Oak View School Review

1st October 2018

Team

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Context

- Oak View School is a provision for children and young people with MLD, Severe and complex learning difficulties, including autism and PMLD
- Currently there are over 100 pupils on roll from 3 -19 years of age

Ofsted September 2013

- Progress is not as marked in mathematics as it is in English and personal development. Not enough pupils makes better than expected progress in science
- Pupils with profound and multiple learning difficulties are not always given the right expertise and resources to help them learn as much as possible

Summary

- Since the previous inspection there have been a wide range of improvements and developments across the school.
- Oak View is a school where its key value of inspiring and supporting pupils for their future lives is personified and evident throughout and across all areas of the school and college.

Scope of review

1. Lesson observations and learning walks
2. Meetings with:
 - HT
 - SLT
 - Subject and phase leaders
 - Pupils
 - Governors
 - Parents
3. Safeguarding check
4. Review of assessment information
5. Review of curriculum offer
6. Communication

Safeguarding

- Safeguarding is Effective
- Safeguarding is taken very seriously and is accepted as everyone's responsibility
- The Headteacher is very specific about the particular safeguarding needs of the school and of individual learners; the response is very closely tailored to the profile of the learners who have a very wide range of SEND.
- There is a clear chronology which maps how concerns are followed through. Files are collated in a helpful and organised way so that one of the safeguarding leads can pick up a concern and clearly see the trail of events and key concerns
- Records clearly show how concerns are followed through with other agencies and services
- Updates from LA Safeguarding Officer are shared regularly with all staff and Governors
- The approach is proactive rather than reactive and safeguarding is considered to underpin everything
- There is careful consideration for learners that cannot express concerns easily and staff are vigilant around these young people in terms of observing and noticing differences in appearance and behaviour
- Because individual learners are known very well indicators are picked up immediately
- The reporting system is clear and well understood by all staff
- The curriculum reflects an explicit approach to learners understanding how to keep themselves safe and different risks/threats; there is appropriate follow-through to any concerns, views and comments
- E-safety and awareness of extremism are addressed with those identified learners most at risk; the school are very clear about risks to specific groups
- Effectively analytical with risk assessment when making a balanced professional judgment re: taking appropriate risks with learning activities and keeping safe
- The thorough Induction programme includes safeguarding training prior to working in class
- Learners feel safe
- Parents in a focus group felt completely happy with safeguarding procedures and practice, replying positively in all parent surveys and in the meeting with parents
- The SCR is complete with no gaps and compliant .All names of the SCR are cross checked with pay-roll to ensure no one is missed off
- DBS are re-checked regularly
- Governors complete climate walks termly with to check pupil awareness of safeguarding
- There is a Culture of vigilance around the school
- The HT is designated lead for CP and the CSE and Prevent lead and has completed the Essex safeguarding audit to ensure all aspects are secure and in place.
- Governors receive training annually and updates when appropriate

Leadership and Management

- Safeguarding is effective; training in child protection and safeguarding, including extremism and radicalisation is fully in place. High levels of staff supervision and engagement with pupils in their activities within school or when on a trip, ensure pupil's safety is paramount

- There is good leadership evident through the dialogue with staff, pupils and parents. Some key values are evident throughout the school. There is a commitment and passion to meet the needs of all the students
- All leaders know the pupils very well indeed
- There is a culture of sharing best practice across the school.
- Some of the leaders knowledge of their departments and systems within in them was fragmented and was not presented with confidence or consistency across the school
- There is an understanding that staff development is a priority around MLD with the expansion of the school
- The Induction programme is very strong and the impact of this can be seen in lessons.
- There is a clear drive across the school for preparing pupils for adulthood. This is evident in the focus on developing independence appropriate to individual pupils. There are high levels of passion from all staff for the development of the pupils.
- This is an outward facing school which is aiming to influence wider provision, e.g. exploring development of outreach to meet the needs of local mainstream schools particularly within the Trust, linking with Peer review, ITT, ASD Hubs and working across Essex and beyond.
- Excellent outreach programmes exhibited with a passionate and dedicated lead
- NAS accreditation has been achieved for the fourth year running
- The implementation of the zones of regulation has been positive and is evidence of a research led thinking school
- The HT maintains a strong 'presence' around the school which learners, staff and parents appreciate.
- Key Stage Leaders are on board with the improvement journey. They work collaboratively to ensure clear progression for pupils as they move through the school.
- Leaders are relentless about their aspirations for all young people; pupils' progress is regularly reviewed and challenging targets along with high quality teaching and targeted interventions mean that pupils make excellent progress from starting points. Next steps in the short and longer term sometimes need further development.
- Some leaders were not always able to voice the long term aim for young people with clarity.
- The curriculum is broad and balanced and is personalised to meet the needs of the pupil. The school's ethos is that the curriculum should flex to meet the needs of every pupil rather than the pupil fitting into a fixed model. The school set challenging targets promoting pupils' personal development and independence extremely well.
- The school offers many opportunities for extending the curriculum with a wide range of trips and visits. Evidence of the enjoyment and experiences gained were evidenced in displays around the school
- Pupils who attend the college are well prepared and supported through the transition..
- Communication is good with parents finding information shared through newsletters and the Family Engagement Officer
- The SEF is clear and accurate and honest in line with evidence
- The Action plan is an ongoing working document in place and closely aligned with SEF
- The website is compliant and all aspects required by law are covered. It is now accessible and well presented. PPG data on the website needs updating.
- Leaders have made very good use of any additional funding allocated to the school to have a significant impact on pupils' wellbeing and confidence. For example, the sports premium and

the pupil premium grant have been used in many ways including horse riding and music therapy. Impact is measured and reported on .The use of this funding is also shared with

- EYFS Lead knows the pupils well and is developing an appropriate environment to meet their needs
- The spend and impact of PPG are accounted for in reports to Governors.
- The development of pupils' spiritual, moral, social and cultural skills underpins the school's strengths. Pupils learn about life in Modern Britain and other religions and cultures through the curriculum and PSHE.
- The Governors understand and share the vision and aspirations for the school. They understand the strategic direction as well as the ethos and culture
- The Governors are aware of how the school focuses on the development of the whole pupil and the changes that have taken place to enable this to happen, e.g. awareness of curriculum changes, the changing profile of the pupils, flexibility in the school which enables pupils needs to be met. Senior leaders report regularly where various aspects of the school are reviewed. Governors make regular focused visits to the school and consequently the knowledge around teaching, learning and assessment presented by the leadership team can be cross referenced. Governors are increasing their awareness of the new approaches to assessment so enabled to hold the school to account around progress. Governors are aware that the outcomes for PPG pupils, which are strong, and are clear about the impact of different strategies.
- Governors and school leaders have a clear programme of monitoring and evaluating of all aspects of the school. Governors hold leaders to account formally. They offer a good balance between being supportive of the school and striving for continuous improvement.
- The school is outward facing and listens and acts upon support for school improvement whether it comes from pupils, parents, staff, other schools or the LA.
- The relationship with parents and carers is extremely positive. The parents who attended the discussion group were able to share the positive impact coming to Oak View had on not only their child but also their family.
- Parents were very positive about the HT and the staff – saying ' we always know what is going on "all staff are approachable' 'regular workshops and coffee morning' ' feel our children are safe and we can trust everyone'
- Communication with parents is strong which consequently builds confidence and trust with parents. There are wide range opportunities both formal and informal for parents to feel part of their child's education

Teaching, Learning and Assessment

- The majority of teaching is very effective with some outstanding practice because staff are so skilled at supporting each pupil to achieve and progress well. They have detailed understanding of range and the complexity of needs within the classroom and by planning high quality and very personalised lessons, pupils make excellent progress. Relationships are strong, appropriate and secure with high levels of respect and co-operation.
 - Teachers know their pupils very well and plan effectively to meet needs; they are skilled and are able to justify their actions
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- Staff exhibit the passion they have for their pupil development
 - Many examples of learning being celebrated were witnessed.
 - Positive learning behaviours and engagement were observed across lessons with pupils also demonstrating awareness of each other's needs.
 - Teaching assistants, in the majority, are a strength and are well trained to meet the specific needs and to focus on pupils' wellbeing and learning.
 - One planning is well developed although current position of where student is would support progress analysis
 - Teachers have high aspirations for every pupil and demonstrate effective use of questioning, which is a real strength. The preparation for the extremely wide categories of need in some classes was exemplary.
 - A wide range of different strategies are used to engage and support learners to achieve and progress – work with therapists, sensory breaks, individual adaptations. Communication methods are varied and wide ranging : PECS, communication books, social stories. Staff are skilled and professional and resource their lessons appropriately.
 - A variety of strategies are used to engage learners in classrooms using sound, music, kinaesthetic methods, excellent use of voice and physical gesture, excellent modified language with processing time.
 - Teachers and TAs used signing, symbols and technologies well with pupils to help their understanding and communication
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- Excellent relationships and empathy create a very positive environment for learning. Pupils support each other and learn from each other, they have superb attitudes to learning and are committed, engaged and happy learners.
 - Learning happens throughout the school day, not just in lessons, every opportunity is used to consolidate and extend skills learned and to develop independence.
 - There is clear and annotated evidence of pupils' outstanding progress from the work seen..
 - Target setting in classes is rigorous supporting the progress of individuals
 - Strong assessment and monitoring systems are in place. The school's work in creating an assessment tool which fits the needs of their learners continues to develop well . The HT was able to give high levels of clarity in relation to the adopted approaches. Staff are using the systems and understanding it well. Leaders frequently check pupil progress and act swiftly to intervene if progress is not as expected.
 - Strong teachers and LSAs interact well to elicit work and targets from pupils, endlessly encouraging creativity and independence.
 - The school have sought extensive external moderation, both within Essex and beyond to ensure it is rigorous and accurate.
 - The school is very reflective about where it wants the assessment system to be and where it currently is. A clear ethos is measuring what is valued and is very clear on this. Targets come from a range of skills banks etc.
 - The PMR process supports targeted monitoring developing teaching
 - Where teaching is least strong it is improving rapidly with focused support
 - Teaching, Learning and Assessment evidence was found to be in line with the SEF evaluation
 - The system around assessment is being developed in a measured way to ensure it is robust and provides valuable assessment information to ensure pupils make strong

progress. This is being led by the leadership team to ensure consistency across the school. The development of the assessment approaches has been systematic and is based on a clear rationale. The assessment system is linked to the curriculum model

- Parents said about teachers , “ they go above and beyond” “ staff are really approachable, there’s always someone available” “All his anxieties have reduced ” “each child is treated as an individual and not expected to adapt to their way of doing things” “Since being here it has made a huge difference to home life”
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Outcomes

- The school sets aspirational targets for pupils to make good or better progress each year, including the pupils who have regressive illnesses
- Evidence for Learning is effectively capturing progress and developments
- The school rightly measures what it values and collates evidence on progress across a range of intended outcomes be it, social, emotional, physical or academic.
- The rigour exhibited ,in all classes ,of the target setting process enables individuals to make continues progress against their bespoke programmes.
- Pupils and students are well prepared for the next stage in their learning, training or adult life.
- Leadership is confident of better than expected progress from starting point
- Layering of different data sources and evidence occurs
- Evidence explored validates the SEF
- Increased analysis around outcomes is in place
- 6th form transition bespoke with a strong drive through Preparation for adulthood on paid employment

Personal Development, Behaviour and Welfare

- Very positive behaviour was observed throughout the day . Learners are courteous, polite and proud of their school. Pupils feel safe, secure and enjoy coming to school.
- The atmosphere across the school is one of calm and where de-escalation was needed it was completed effectively enabling the learner to further engage.
- The atmosphere and relationships between staff and pupils are friendly , respectful, comforting, assured and based on individual understanding with a clear sense of trust in boundaries and code of conduct implicit.
- The school’s work to promote learners’ personal development, welfare and behaviour is outstanding. Pupils’ physical and emotional well-being is nurtured from entry though to the college.
- Positive opportunities for a broad curriculum offer including’ muddy schools’. Focus on well-being and opportunities within the community
- There is a raised profile around pupil voice which is transferring into the curriculum with pupils provided with increased opportunities to ‘have a voice’.
- Family Engagement Officer work helps parents to be confident to support their child’s independence especially when Parents/carers have learning difficulties themselves.

- Pupils are knowledgeable about the different forms that bullying can take but say that it just doesn't happen in the school.
- Pupils were able to talk about e – safety and this was seen in lessons visited too.
- Pupils' attitudes to learning are exceptional. Pupils want to learn and want to be able to do things for themselves as much as they can.
- Pupils are respectful to each other and towards staff as a result of high expectations and a strong focus on the development of appropriate behaviours. Pupils listen effectively to and collaborate with each other to enhance their learning.
- There are well established routines across the school which enabled effective and efficient transitions into class on arrival, at break and at lunch.
- Pupils are very positive about their experience in school and were very happy to speak about what the school has done for them; they enjoy celebrating their successes and they demonstrate pride in their school.
- Pupils are encouraged to develop aspirations for their future and are able to talk about the next stage in their education.
- Low level disruption is rare, but when it does occur staff are well trained in Essex Steps and are able to calm the situation quickly and restore learning when it is appropriate to do so.
- Essex Steps has prompted a whole school approach to behaviour with greater emphasis on de-escalation .Effective systems are in place to ensure pupils who exhibit challenging behaviour are supported in developing positive behaviours, for example:
 - management plans are in place where more extreme risk has been evaluated enable bespoke approaches to be implemented, e.g. flexible class arrangements
 - strong awareness of individual support strategies
 - effective use of de-escalation
 - Low level intervention to avoid escalation approach across the school
 - Behaviour log maintained
 - Pupils are supported to know self triggers
- The school's ethos and care contributes greatly to pupils' excellent social, moral, spiritual and cultural development.
- Learners are provided with the opportunities to take a range of accredited courses which are tailored to them.
- There is no gap between pupils who access PPG and those who do not. A wide range of interventions are used to support this group of pupils.
- Pupils are well prepared for the next stage of education and the school continues to monitor these on leaving.
- SMSC and British values are threaded through the curriculum and evident across the school
- Clear identification of pupils most at risk of radicalisation is in place
- The school has a strong ethos, positivity and commitment to learning with care around the individual and the community greatly contributing to excellent social, moral , spiritual and cultural development
- The personalised approach to the young people has developed a positive impact on behaviours
- The new zones of regulation has had a positive impact on the children and young people are they are able to tell you all about how they work

- Follow through is rigorous whilst enabling purposeful risk taking and independence
- Attendance had increased year on year but monitoring needs to be maintained
- Pupils are confident and self-assured, taking pride in their work, valuing their education
- Attitudes to learning are positive with respect shown for other peoples' ideas

Therapies:

- The school has a range of therapies available to pupils and families which is integral to a learner's education at the school. There is strong collaboration between the teachers and external partners.
- The therapies available are highly effective and ensure a 'wrap around' provision is in place. There is collaboration with parents and external professionals to ensure pupils and families get the help they need when they need it. Teachers ensure the in class provision is effective at meeting the needs of pupils including providing whole staff training as appropriate.
- There is a strong focus on measuring impact to ensure these interventions are having the impact on outcomes as desired.

Overview:

The head teacher, supported by governors and a committed staff are determined in ensuring all pupils reach their full potential despite their complexity of need. The calm, caring, happy and purposeful environment they have created allows pupils to thrive and make exemplary progress.

Behaviour and attitudes to learning across the school are excellent; pupils enjoy coming to school, want to learn and become as independent as possible. They are very proud to belong to such a great community. The outstanding relationships witnessed create a safe and stimulating environment in which pupils can meet challenges and build resilience and confidence, they are as prepared as possible for the next stage in their learning journey

Areas for Development

1. Revisit the values and vision to ensure a coherent understanding across the school particularly in the light of the changing and expanding cohort
2. Ensure there is clarity around the next steps of tracking progress to give increased detail in the short and longer term to maintain aspirations
3. Capture some of the Preparation for adulthood stories and link to outcomes
4. Review the leadership structures in the light of the increased intake to ensure capacity within the system plus opportunities for progression and succession planning and to create rigour around senior leadership
5. Develop the plan around ensuring the curriculum for the new intake will meet literacy and numeracy needs
6. Develop the skill base for staff in line with the new intake to maintain flexibility
7. In light of some areas of monitoring in danger of 'slipping' revisit roles, responsibilities and accountabilities of senior leaders
8. Articulate a consistent philosophy around preparation for adulthood throughout the school