

<b>Name of School:</b>	Glebe School
<b>Head teacher/Principal:</b>	Ian Travis
<b>Hub:</b>	Aspire (Hayes)
<b>School type:</b>	Secondary Special Academy
<b>MAT (if applicable):</b>	Specialist Learning Trust

<b>Estimate at this QA Review:</b>	OUTSTANDING
<b>Date of this Review:</b>	24-26/06/2019
<b>Estimate at last QA Review</b>	OUTSTANDING
<b>Date of last QA Review</b>	27/02/2017
<b>Grade at last Ofsted inspection:</b>	OUTSTANDING
<b>Date of last Ofsted inspection:</b>	12/11/2014

**Quality Assurance Review**

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

<b>School Improvement Strategies</b>	OUTSTANDING
<b>Outcomes for Pupils</b>	OUTSTANDING
<b>Quality of Teaching, Learning and Assessment</b>	OUTSTANDING
<b>Area of Excellence</b>	NA
<b>Previously accredited valid Areas of Excellence</b>	PARTNERSHIPS 2017; PE, SCHOOL SPORTS AND PHYSICAL ACTIVITY 2018
<b>Overall Estimate</b>	OUTSTANDING

*Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.*

## 1. Context and character of the school

- Glebe School is a secondary special school for students aged 11-19. There are 215 students on roll with 24 in the sixth form. There are plans to expand the roll to 260. It became an academy in September 2017 and is currently the only school in the MAT. It is part of an extensive partnership with other special schools, the Specialist Learning Partnership (SLP)
- All pupils have an education and health care plan (EHCP) and a range of special educational needs. Nearly half have a diagnosis of autism. The proportion of disadvantaged students is higher than average.
- The headteacher and deputy headteacher (pastoral) started in January 2019.
- The school uses a mainstream subject teacher-based model for the vast majority of the curriculum. Students are set for English, Maths and Science. Staff use a holistic assessment that measures social skills, emotional wellbeing, communication, creativity and problem solving, and independence alongside academic subject assessments.

### 2.1 School Improvement Strategies - Progress from previous EBIs

- The school successfully established 'The Den' provision for eight pupils with lower cognitive levels and who were identified on transfer as likely to need additional support. This provision is used flexibly, and two students have now moved into the main school and two others are being supported.

### 2.2 School Improvement Strategies - What went well

- Leaders are ambitious and continually looking for ways to improve all aspects of the school. They use comprehensive and precise data analysis tools that track students' progress both academically and holistically. Teachers use data about students' academic and holistic progress to evaluate their own effectiveness and work with senior leaders to set targets for their own improvement.
- Middle and senior leaders use students' assessments to identify weaknesses in curriculum or support so that they make continual adjustments. Staff evaluate the effectiveness of these rapidly. For example, using the holistic tracker, leaders had assumed that emotional wellbeing was the best predictor of academic performance. However, a research project in school undertaken by an educational psychologist, showed that communication was the most important factor. Leaders have provided additional training and resources to improve staff knowledge provision for students' communication development.

- The headteacher worked with all staff when he arrived to comprehensively audit the provision in the school. He wrote a detailed plan to continue to improve the excellent practice. Middle leaders use the time-related steps well to take action in their own areas of responsibility. The school council of students is fully involved in contributing their ideas to successful school improvement and interviewing new staff.
- Leaders and teachers have continued to use the excellent partnership working with other schools through the SLP to further develop exemplars for assessment in all subjects, review the curriculum, and fully meet the requirements of the Gatsby careers advice audit.
- Leaders create a climate for innovation that enables students' and teachers' creativity to be nurtured and used. One example of this is extensive use of filming and digital media as a powerful learning tool. A dedicated member of staff works highly collaboratively with teachers to use these methods in lessons. This excellent resource has released creativity, uncovered new skills, and supported students' academic and personal development in many ways. It provides excellent links with students' homes.
- Leaders rapidly address areas for improvement that are identified by any external review. Teachers use of numeracy across the curriculum has been improved by interdepartmental working and mathematics teachers working with class tutors to improve teachers' confidence and share good practice.
- Leaders continually develop the skills of all staff, particularly teaching assistants. Recent training for the development of communication skills and the recognition and understanding of mental health has successfully contributed to improvements in students' progress for these measures.
- The sixth form continues to be developed by staff to successfully meet the needs of students, about 20% of each Year 11 cohort, who remain in the school. Leaders have designed specific learning pathways of one, two or three years for each student so that they can all successfully move into further education and training.

## **2.3 School Improvement Strategies - Even better if...**

...all teachers have more opportunities to see and share the best practice that exists.

### **3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs**

- All staff have high expectations for lower ability learners and work for them is linked to real examples and life skills and encourages their independence. Teachers and teaching assistants collaborate very well to meet their needs.

### 3.2 Quality of Teaching, Learning and Assessment - What went well

- The high-quality relationships between the teaching teams and students promote an excellent learning culture in lessons. Students are motivated and engaged in learning and staff have high expectations of what students can achieve.
- Staff establish excellent structure and organisation in lessons. Teachers have well established consistent routines and plan the sequence of learning very well so that students know what they are learning and why. Students studying for accreditations work independently and can track their achievements as they complete work.
- Teachers provide challenge to deepen and broaden students understanding and make good links between subjects. Examples include using a painting as basis of a unit of work in English and linking Spanish language study to Cuban and South American culture.
- Teachers know students exceptionally well. They tailor work and support them highly effectively so that the curriculum is interesting and relevant. For example, in geography, students were able to flow up their passions for aircraft, environmental impact and recycling to complete their studies. In food technology, students devised their own dishes to meet a set of criteria, giving them ownership and independence for their coursework.
- Teachers enable personalised learning for students. They provide high quality individual targets and specific feedback that students follow up to correct or reinforce learning. Class tutors work well with subject teachers to provide additional activities for students to achieve and consolidate their targets in literacy and numeracy. Students understand their targets and what they need to do to improve because of the precise feedback teachers give them.
- Staff use questioning well to enable students to deepen their thinking. Students are confident and ask questions to clarify their understanding and address misconceptions. Teachers use questions very effectively to check student's prior knowledge and direct specific targeted questions at different levels for each student.
- Teaching assistants are allocated to subject departments according to their own expertise. This results in high quality support for students. Teaching assistants take leading roles in some subjects and lessons and work seamlessly with teachers. They are highly skilled and contribute strongly to learning and communication in lessons.
- Teachers use assessment highly effectively to track students' progress, both academically and holistically. They investigate thoroughly any slight slowing of the high expectations of students' progress. They provide individual support through additional teaching or adjustments to provision and these are highly effective in enabling students to get back on track.

### 3.3 Quality of Teaching, Learning and Assessment - Even better if...

...Ensure that all teachers fully explain vocabulary and context so that students can use the language effectively themselves.

## 4. Outcomes for Pupils

- Glebe school is ranked 33 out of 1390 special schools for its progress 8 score. All students at the end of Year 11 gain accredited qualifications, at GCSE entry levels and some at level 1. All students leaving Year 11 go on to further education. All students who leave the sixth form go on to further training.
- Students make good progress in all subjects and there is no gap between the progress of disadvantaged students and their peers.
- Students grow in independence as they move through the school and these skills are evaluated so that teachers can support those who may find it more difficult. They understand what they are doing and why. Older students organise work for themselves in lessons.
- Students communication skills continually develop. Lower ability students in Year 7 sign and indicate their response and understanding to questions. Older students in Year 10 can define 'the odd one out' in a picture game, clearly articulating their reasoning. Students in Year 10 independently lead their learning through a choice of activity within the subject.
- Students are confident, relate well to each other and adults and communicate well and share their ideas. Many show their ability to think creatively.
- Students show ability to apply their knowledge and think. Year 8 students for example, used their comprehensive knowledge of Picasso's Guernica picture in an English lesson. They related it to the effects of war on people and asked incisive questions. They were sensitive and showed understanding. They used their spelling skills to write words in preparation for writing about the picture.
- Students in Year 8 understood abstract concepts and imagined themselves as an athlete making decisions to take the necessary steps towards the long-term goal.
- Lower ability pupils in Year 9 determined the sequence of seed to plant and related this to the passage of time.
- Students in Year 10 identified and evaluated the effectiveness of different questions to compile a questionnaire and answered inferential questions using data and practical examples of timetables and programmes.
- Students are very well prepared for the next stage of their education and training, looking forward to what they can achieve with confidence.

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

Leaders would like support in becoming a teaching school for Special Educational Needs.

**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.**