

Name of School:	Glebe School
Headteacher/Principal:	Ian Travis
Hub:	Aspire (Hayes)
School phase:	Secondary Special
MAT (if applicable):	Specialist Learning Trust

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	10/10/2022
Overall Estimate at last QA Review	Leading
Date of last QA Review	8/11/2021
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	26/11/2019

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	Leading
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Quality of provision and outcomes	Leading
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AND

**Quality of provision and
outcomes for disadvantaged
pupils and pupils with additional
needs**

Area of excellence	Not submitted for this review
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Previously accredited valid areas of excellence	Not applicable
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Overall peer evaluation estimate	Leading
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***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

Glebe School became an academy five years ago. There are 262 pupils on roll aged 11 to 19. All pupils have an education, health and care plan (EHCP). Almost half the pupils are disadvantaged.

Within the school there is a specialised provision, 'The Den', for 21 autistic pupils. There are 26 in the sixth form, comprising pupils who are not yet ready for tertiary education and training. The majority of pupils transfer to colleges at the end of Year 11.

Pupils have a range of special educational needs, including moderate and severe learning difficulties, speech and language disorders, and over half have autism. The proportion of pupils with severe and complex needs is growing. The school organises the curriculum on a mainstream secondary subject-based model.

Glebe school is part of the Challenge Partners, 'Growing the Top' network, which enables sharing of systemic excellence. The school employs speech and language therapists (SALT) and an occupational therapist. The SALTs have recently carried out an audit of the supporting strategies used for communication in classes.

2.1 Leadership at all levels - What went well

- The culture and ethos of the school is that everyone is valued and the motto 'We believe we can' is clearly evident in everyone's ambition. This results in a strong community and excellent team work. Pupils highly value the opportunities they have. They said, 'Being here just makes it special' and 'There is lots more extra support; the teachers are more calm'. There are numerous examples of the school's involvement in the wider community and development of local authority provision.
- Senior leaders provide a bespoke programme of continuing professional development. Teachers' performance management includes personal career development and this is actively encouraged. There are several examples of staff making excellent progression in their careers. Teaching assistants are encouraged to qualify as teachers and there are currently two early career teachers and a member of the middle leadership team who have achieved this.
- Senior leaders have recently appointed middle leaders as lead practitioners for teaching and learning. They have facilitated training for teacher and teaching assistants on the most effective use of teaching assistants in classes. Teachers and teaching assistants have devised effective action plans to further develop the excellent cooperative working. Leaders provided toolkits of resources for teaching assistants. These resources are being continually developed by assistants to

enable them to support particular pupils highly effectively. Assistants are sharing these well.

- Senior leaders are fully involved in the 'Growing the Top' scheme. The partnerships that have developed through this have resulted in leaders appraising the curriculum and continuing to develop it to improve the match to needs of learners. Leaders have implemented discrete teaching using subject specialists in performing arts. This has led to vibrant, well-received school productions and interesting lessons. For example, Year 7 pupils learnt a Ghanaian call and response song. They found out what part of the world it came from and enthusiastically participated with instruments and their voices.
- Leaders continue to develop the curriculum and an increasing range of well recognised qualifications are offered to pupils. Teachers are continually investigating the best forms of accreditation for pupils to demonstrate their skills and to prepare them for further qualifications at college. Many pupils access college courses alongside mainstream peers when they leave.
- Senior leaders distribute leadership widely and there is continuous and effective communication in this strong school community. Heads of year and heads of provision, The Den and sixth form, oversee the pastoral role of form tutors and the programmes of study that are used in tutor time. These are bespoke to individual groups and support pupils' literacy and numeracy skills, work towards their EHCP targets and deliver aspects of the personal, social and health education (PSHE) and careers programmes of study. There is excellent team work across the school to support this.
- Pupils' personal development, leadership skills and independence develop extremely well. Peer mentors are trained highly effectively to support other pupils. They know how to do this and are fully aware of the skills they have acquired. One is looking forward to supporting pupils in The Den. Other pupils described the rigour of the application and interview processes required for positions of responsibility. The impact on pupils' self-esteem is clearly evident.

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

... leaders continued to develop staff skills and reflective practice through action research and peer coaching.

3.1 Quality of provision and outcomes - What went well

- Class tutors support pupils in developing their reading skills. Year 10 pupils enjoyed putting the word of the week, 'bait', into a sentence, showing their understanding. They discussed the effect of climate change and learnt how it was affecting other communities around the world. The range of numeracy, literacy and PSHE skills taught during the week supports practice, generalisation and

recall of pupils' skills, enabling them to apply these in a range of lessons.

- Pupils make excellent progress in reading. All pupils achieved a GCSE grade in English in 2022 and a third achieved grade 4. Teachers adapt materials very well so that all pupils access the curriculum successfully. Year 10 pupils completed well-designed comprehension questions on the novel the class was reading.
- Teachers have high expectations of pupils' involvement in learning in lessons. They structure lessons very well to enable pupils to participate through talking with their partners and recording answers quickly on whiteboards. For example, sixth form pupils correctly identified uniformed and non-uniformed employees in public services. They said that the headteacher, 'wore a suit to school because it is appropriate.'
- Pupils achieve well in mathematics. All achieved a grade at GCSE level in 2022, with a significant proportion obtaining grade 4 and above. Teachers provide challenging activities that include opportunities for pupils to explain their understanding and how they have made mental calculations. Other pupils learn from this. For example, one Year 9 pupil commented, 'That's a quicker way of doing that', when realising that partitioning a number would help.
- Teachers are continually seeking out accredited qualifications that suit the needs of the pupils, for example, those that involve course work and witness statements. This enables pupils' skills, for example, verbal explanations in speech, text applications and video evidence to be submitted to demonstrate their learning.
- Teachers skilfully adapt teaching to meet the requirements of a range of qualifications in the same class. For example, in PSHE lessons, different pupils work on entry level 1 and BTEC certification.
- Teaching assistants skilfully support pupils in lessons. They understand pupils' needs extremely well, rapidly moving to help them in lessons when they perceive pupils are struggling in any way. They question carefully and enable pupils to articulate their learning. For example, a Year 11 pupil understood 'horizontal' and 'vertical' successfully because of the practical illustration the teaching assistant provided.
- Teachers establish routines in lessons that support pupils' learning very well. Pupils know what to expect and this enables them to demonstrate their learning. Pupils learn to communicate well with their partners through the modelling by teachers and teaching assistants. Teachers use a wide range of visual support, simple sentences and repetition to support pupils' language and communication development.
- Pupils highly value school staff and what they have learnt. One said, 'Teachers told me the rules. I am a changed boy, I like having responsibility and friends around me. They are nice and kind.'

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

... teachers continued to use the audit of speech and language strategies in classes

to embed their use across the curriculum.

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

- Leaders ensure that the differing and complex needs of individual pupils are well met. They are continually developing provision to meet the needs of the individuals within cohorts and working with the local authority to improve the local offer.
- Leaders provide bespoke support for the most vulnerable pupils particularly those with mental health needs. A school counsellor is available for pupils and a dedicated team of pastoral assistants is deployed to support pupils in lessons. They are able to respond rapidly on a daily basis to mentor and support pupils facing challenging circumstances.
- Pupils highly appreciate the support that staff give them. One girl, new to the school, commented that when she says hello to people they smile and respond; it wasn't like that in her previous school, she said.
- Pupils receive support and training on emotional regulation. Staff have devised seamless systems in lessons for those who need specific sensory breaks enabling learning to continue for all pupils. Teachers build a range of activities into lessons to incorporate necessary physical movement and oral rehearsal that enables pupils to be fully involved in learning and prevents disruption.
- Staff in 'The Den' and sixth form provisions understand the needs of pupils. They are continually developing stimulating and interesting ways of teaching more complex concepts. For example, balancing on one leg to understand a 'balanced diet' in science and devising questions to interview visitors involved in delivering public services.
- Staff conduct questionnaires to discover pupils' preferences for increased opportunities for animal care, which resulted in rabbits and hedgehogs in school. Pupils enjoy a wide range of clubs at lunch time that encourage their hobbies and fitness.

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

.... leaders continued to develop the curriculum in the sixth form for the needs of the changing cohort.

5. Area of Excellence

Not submitted for this review

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

The school highly values the involvement it has in the Hub and Growing the Top programmes. It doesn't require further support at this time.

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>)