

Name of School:	Glebe School
Head teacher:	Keith Seed
Hub:	Hayes
School type:	Foundation Secondary Special Academy
MAT:	Specialist Learning Trust

Estimate at this QA Review:	Outstanding
Date of this Review:	23/04/2018
Estimate at last QA Review	Outstanding
Date of last QA Review	27/02/2017
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	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:

School Improvement Strategies	Outstanding
Outcomes for students	Outstanding
Quality of Teaching, Learning and Assessment	Outstanding
Area of Excellence PE, School Sports and Physical Activity	Accredited
Previously accredited valid Areas of Excellence	Partnerships
Overall Estimate	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. Information about the school

- Glebe School is a co-educational, foundation secondary special academy for students with a range of special educational needs (SEN) identified within an education, health and care plan (EHCP). There are 195, 11-19 year old students on roll. There is a significant group of students (40%) with autistic spectrum needs, as well as those with speech and language, social, emotional and behavioural and sensory needs.
- About 40% of students are disadvantaged, which is above the national average. The proportion of students from minority ethnic groups is 30% and 14% speak English as an additional language; both proportions are above the national average. Around 66% of students are boys.
- All Year 11 and sixth form students attend Bromley College for one half-day per week.
- The school has a sixth form intended for students who reach the end of Year 11 and are still not ready to move on to mainstream destinations, such as the local further education (FE) college.
- The school plans to open a special primary free school to join its empty MAT. The plan is for this school to meet the needs of a group of higher needs SEN students from September 2018. Both initiatives will help the school address the needs of the local community.

2.1 School Improvement Strategies - Follow up from previous review

- The school have extended their range of accredited courses, making them more meaningful and relevant to the changing school population.
- Data is now presented in a way that clearly demonstrates, in an easily accessible way, the progress and achievements made during the academic year.
- Succession planning has been a main priority since the last review as one of the deputy heads and the headteacher have both announced their retirement plans. The school council have been asked to take part in the recruitment process for the new Headteacher.
- A number of support staff have taken part in accredited courses that have enabled them to support whole school learning opportunities more effectively. They have welcomed the increased responsibility.

2.2 School Improvement Strategies – What went well

- The conversion to academy status in September 2017 has enabled the school to progress their plans to open a new free school. This will meet the increased need to cater for primary aged SEN students. It has also given the school the autonomy to develop and extend the curriculum offer in line with the changing profile of needs and the 0-25 agenda.

- Academy status has strengthened the Specialist Learning Partnership (SLP) of 12 special schools. This has had a significant impact on the way in which the school is able to work collaboratively across the network.
- A very rigorous assessment and recording strategy has been developed across this partnership. This means that, although different approaches may be used, there are opportunities for schools to be more creative and to share good practice and resources.
- Subject departments are actively encouraged by senior leaders to participate in action research projects and /or to apply for 'kitemarks' for example Arts Mark. Such work enhances the work of the school and validates the excellent practice that exists.
- Maintaining the secondary ethos of the school is paramount. The well designed transition programme ensures newly admitted students are well prepared and respond very positively to the high expectations that exist. Tailored interventions are instigated immediately for students who require additional support, so that all are able to experience success.
- The culture of 'We Believe We Can' is evident in the way in which all learners respond to these expectations. The school is aware of the need to be flexible in responding to the increased communication needs that more complex need students present.
- The rigorous performance management systems encourage staff to reflect on their work. They have resulted in staff being increasingly responsible and accountable for progress.
- The continuous professional development (CPD) opportunities for both teachers and support staff have a positive impact on staff confidence and their ability to meet the increasing diversity of needs within the school.
- The Accelerated Reading Programme in the sixth form has had a significant impact on the progress of sixth form students. It has now been introduced into the Year 7 curriculum.
- Augmented learning, which enhances learning and teaching through computing and film making, has been introduced. This has proved to have had a very positive impact on increasing students' engagement and motivation, self-esteem, confidence, collaborative learning, improved social skills and the ability to communicate effectively.

2.3 School Improvement Strategies - Even better if...

- ... leaders ensured that plans for the expected intake of lower level learners in September 2018 became more fully developed
- ... leaders checked that augmented learning strategies were more widely used

across the curriculum.

3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review

- Peer observations and the sharing of good practice now takes place more consistently across the school and the SLP.

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

- Students are highly engaged in all learning and as a result make good or better progress.
- Adults' range of questioning styles establishes students' prior learning effectively and enables them to extend their knowledge and understanding.
- The wide range of tasks and activities helps to maintain students' enjoyment and engagement.
- A range of collaborative and independent learning opportunities consolidates and extends students' understanding through the development of social skills.
- Well planned differentiated tasks help all students work towards their personalised goals effectively.
- Relationships between students and staff are strong. These support the development of students' confidence and self-esteem well.
- The school ethos of high expectations and 'no ceiling on learning' is shared by all. This is evident in all lessons observed and promotes good progress.
- The practical, kinaesthetic approach to learning supports all students in accessing the curriculum offer.
- The school structure of ability grouping in core subjects enables students to be taught in smaller groups. This supports students' needs well and enables more effective learning to take place.
- Where planned for, teaching assistants are deployed effectively enabling and reinforcing learning so that all students are able to succeed.
- Students are keen to take a leading role in lessons which demonstrates their enjoyment and engagement. This is reflected in their exemplary attitudes to their work.
- Teachers' planning and subject knowledge is instrumental in the positive progress students make. As a result of their targeted questioning and differentiated tasks, students are able to improve their skills and deepen their understanding of subject matter.
- Literacy is taught well across the curriculum to support the development of

students' skills. Cross curricular links are maximised across a range of subjects which helps students to transfer their skills and extend their knowledge and understanding.

- Teachers use students' interests as starting points to inform their planning and, as a result, their progress is maximised as they become motivated and engaged in their tasks.
- The curriculum and the learning experiences give students the opportunities to develop and use their independence skills; for example, when travel training, cooking and shopping in the community.

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

... more opportunities were available for teachers and teaching assistants to more effectively collaborate and plan for lower ability learners.

4.0 Outcomes for students

- A rigorous assessment system, shared across the SLP, has been developed. This is based on extended P levels and cognitive age and has resulted in 'Glebe stages' A-Z being used to track students' progress.
- All students are base-lined on entry to establish individual starting points on the A-Z scale. Aspirational targets of two Glebe stages per year are set and the analysis of data shows that the majority of students (97%) make expected or better than expected progress.
- Progress is tracked within departments and any concerns about individual students are clearly identified (RAG rated). Senior leaders are aware that this system could be developed further to identify more able students who could be challenged further and that targets for improvement could be more closely linked to the reasons behind the cause for concern.
- Rigorous external moderation, involving teachers, middle and senior leaders ensures that teacher judgements across the partnership at all levels are accurate. Extensive portfolios of work in each subject are kept and shared across the SLP. These include video / photographic evidence and samples of work. The school is aware of the need to develop different ways of evidencing progress for students who will be joining the school with more complex needs in the future.
- At Key Stage 3, progress is rapid. Students' outcomes reflect the pattern of the upper school for specific groups, which indicates that disadvantaged students generally do slightly better overall.
- In Key Stage 4, personalised exam entries reflect student aspirations, which prepares them well for the next stages in their education.
- Despite the difficulties of the changing examination course criteria, students at Glebe continue to do well in securing the qualifications they need for their next

steps, in both core and foundation subjects. This demonstrates students' excellent progress from their starting points on entry. On average, students in Key Stage 4 leave with over 10 accredited qualifications including GCSE, Entry level, Unit Awards, BTEC and a range of other vocational qualifications.

- Students who stay in the sixth form obtain a range of functional skills and vocational qualifications and their progress in literacy and numeracy is excellent.
- Destinations are tracked annually and shows that all Key Stage 4 and 5 students move onto further education.
- In addition to tracking academic progress, non-academic progress is also reviewed through the use of a bespoke software programme, namely 'holistic tracker'. This records progress in creativity, communication, social skills and emotional well being. This programme generates POLAR graphs that have enabled leaders to make links to barriers to academic progress. As a result the development of independent skills has emerged as a new priority and will be added to the holistic tracker.

5. Area of Excellence

Physical education (PE) School Sport and Physical activity.

5.1 Why has this area been identified as strength?

PE is a real strength within and outside of the school. There is a wide range of high quality opportunities available for all students with engagement as the central focus. 99% of students state that they enjoy PE. The approach from the school is to encourage students to engage with a range of strategies and sporting opportunities, to nurture them in school and then give uniquely supported possible avenues to sport outside of school time. This approach enables high levels of engagement across the school. Students exceed their expected progress targets. *"It's active and if we can't do something the teachers make us feel good. When we do make an effort and achieve something, they make us feel proud of ourselves and that makes us want to do more."*

5.2 What actions has the school taken to establish expertise in this area?

The curriculum has been designed to offer students lots of individualised opportunities. *"PE is fabulous ... I like choosing my own activities"*. Staff work creatively to ensure students are engaged in lessons, offering unique choices such as archery and indoor rowing. Students are helped to overcome any barriers to learning. Students have a high level of autonomy over their curriculum offer and learning, following independent learning pathways. They are able to assess their own learning, compare performance with others and discuss how to improve. Support staff have been trained in additional qualifications

so that areas of interest can be offered to students. Accreditations include archery, exercise to music, table tennis and swimming coaching awards. A range of inspirational sports people have been in to school to help inspire students.

Staff from across the school provide a wide range of extracurricular activities that have a 98% take up from students. The school has built very strong relationships with parents and include them in the personalisation of learning and high level aspirations. *“The teacher has put herself out to support my son, and has gone above and beyond what I would expect from a teacher”*. *“I think they succeeded so well largely down to the teachers support and encouragement”*. The school is very outward looking and has built strong links with local sporting clubs and providers for football, tennis, gymnastics, swimming, and rowing. Staff have a successful programme of introducing students to the clubs, supporting their initial attendance, educating local coaches with good SEN practice, and monitoring students’ ongoing progress.

PE staff are extremely reflective in their practice, always looking for new and innovative ways to further engage students in the subject.

5.3 What evidence is there of the impact on students’ outcomes?

PE goes to the very heart of the school, particularly student welfare. The school has achieved a distinction award from the Association for Physical Education (AfPE). The school holistic tracker evidences progress in students’ personal development and well-being. The participation of students both in and beyond the school is very high with an increasing number of students involved with activities at a national level.

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

Mike Kitteridge – Head of PE department – Mkitteridge@glebe.bromley.sch.uk

Teresa Kitteridge – PE teacher, Head of Year – Tkitteridge@glebe.bromley.sch.uk

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

Advice and support in initial teacher training for staff in special schools. Possibly attaching Glebe with a special teaching school.

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.