



Inclusion Quality Mark (UK) Ltd

15th July 2016

Mr Freddie Adu
Headteacher
Queensmill School
1 Askham Road
Shepherd's Bush
W12 0NW.

Flagship Review: 7th July 2016

Context:

Queensmill School caters for 198 children and young people aged 2 – post 19 who have autistic spectrum disorders (ASDs). All have additional learning needs and sensory needs related to their autism, and some have additional challenging behaviours and medical conditions, including some with additional mental health issues. Those with medical conditions additional to autism have a care plan overseen by the school nurse. Boys outnumber girls by over 4:1.

A large majority of pupils are from minority ethnic heritage, which is well above the borough average. 56% of the pupils have English as a second language, compared to 46% across the borough. 43% of the pupils are eligible for free school meals compared to 35% in the borough. Pupils enter the school both in nursery and also other times other than the usual time of school first admission. On entry into the school their attainment is low due to their ASDs and SEN. The school currently admits children largely from Hammersmith and Fulham, Kensington and Chelsea, and Westminster (Tri-Borough) with a very small minority coming from other boroughs.

Additional to the main site at Askham Road, are three units for children who have made rapid and sustained progress. A primary unit at Fulham Primary school, a secondary boys' unit at Fulham College Boys and in September 2015 Queensmill opened a small secondary girls' unit at Fulham Cross Girl's school. These partnerships with mainstream schools enable children to access learning with the help of bespoke programmes carefully adapted to enable them to achieve the very best of their potential.

Progress with targets 2015/16: -

Queensmill set itself a wide range of challenging targets at the last review. The assessment time was provided to review the progress made against the 2015-2016 Flagship Action Plan. The discussions with the Head and Deputy Headteacher, in particular, provided helpful opportunities to reflect on the sustained good practice seen and heard, as well as to agree the areas for focused development over the coming year.

Over the course of the past twelve months Queensmill School has continued to develop inclusivity in many areas. 2015-16 IQM Flagship Action Plan targets have all been met or exceeded. These included: -

- Commitment to sustaining the IQM ethos through collaborative activities across the Tri- Borough.
- The promotion of personalising support for individual pupils.
- The promotion of holistic assessment to measure social, emotional and academic progress.
- The celebration of the school's expertise to a wider audience as a Centre of Excellence for action research, particularly the collaborations with the Institute of Education.

IQM Flagship Action Plan 2016/17

The Flagship Review Action Plan and additional documentation, sent to me prior to this review, included a detailed overview of the school's inclusion targets, their outcomes and the plans for 2016/17. Staff expertise, targeted investment in ICT, consistent whole school practices and focussed continuing professional staff development has resulted in excellent outcomes for pupils and students. Queensmill's Outreach work is an integral part of the Local Offer. The specialist outreach team, including senior leaders, support pupils and staff in primary and secondary schools across the Tri- Borough.

Summary

The previous deputy headteacher took over as headteacher in September 2015 following the retirement of Dame Jude Ragan. The new headteacher has continued the outstanding work of his predecessor. Consequently, Queensmill has an excellent reputation locally and nationally. It is highly regarded by professionals and families for the outstanding outcomes it achieves for its pupils and students. It produces termly research newsletters which are published on its website.

This was my third visit on behalf of IQM. Last year I visited the recently opened state of the art new main site on Askham Road. This year I spent the day at the secondary boy's unit at Fulham College Boys and the secondary girls' unit at Fulham Cross Girl's school. These units are safe innovative spaces that enable ASD pupils to access education in a mainstream school. I was able to meet, interview and have discussions with the following members of staff:

- Headteacher
- Deputy Headteacher
- Curriculum Lead
- Teaching Assistants supporting Queensmill pupils at Fulham College for Boys and Fulham College for Girls
- Technician DT Department Fulham College for Boys

The Queensmill unit in both Fulham College Boys and Fulham College Girls provides: -

- A tailored timetable for each pupil
- A timetable designed around needs and strengths
- Inclusion into mainstream lessons where appropriate
- Targeted and individualised lessons in the unit
- A flexible and fluid approach
- A high level of support in and out of the unit
- A calm classroom environment designed around the needs of pupils with ASD
- A quiet sensory style room
- A focus on functional and life skills as well as core subjects
- Small numbers in each year class
- Highly trained staff (who liaise daily with mainstream staff)
- Open two-way communication with parents and carers
- Access to modern state of the art facilities in the main school e.g., Library, Technology and Art Classrooms, Vocational Studio
- A complete package designed to build on individual strengths and raise self-esteem in a nurturing and enriching environment

Improvement in learning for every pupil in its care is Queensmill's main aim. Priorities for the next three years were discussed with the Head teacher. He talked about "making sure the achievement of our pupils remains outstanding from their individual starting points on entering school and they make rapid and sustained progress throughout their Queensmill journey". He also explained progress to date on ground breaking on site respite and post 19 provision.

Recommendation

It was a pleasure to visit for the third time. Queensmill School continues to grow as an inclusive, positive and purposeful community focused on high quality teaching and learning. The senior staff and middle leaders have a clear vision for continuous improvement in all areas of the school but more importantly for continuous improvement in their already excellent inclusive practices. Sophisticated tracking and monitoring informs interventions and personalised support packages. In an area of the country where staff recruitment is a challenge, well planned, ongoing continuous professional development is helping to keep staff motivated at the top of their game.

The school makes effective use of a range of professional partners and agencies. Challenging but appropriate pathways are mapped out for all students as they work their way through the school. Parents and Carers are very appreciative of the "Queensmill Service" provided by school staff to help pupils and students thrive.

Future Inclusive Plans

The Flagship Action Plan details wide ranging and challenging targets for the next twelve months. There is a strong focus on continuing professional development extending and enhancing the schools' capability and expertise to achieve outstanding

outcomes for all its students. There is a strong culture of critical reflection across the school. Programmes and schemes are robustly evaluated and refined where appropriate.

Having completed the review, I am of the opinion that Queensmill School should be re-awarded Flagship status.

Assessor: Phil Poulton

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



.....
Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd