

Hammersmith & Fulham Education Service School Progress Adviser Visit Form

School: Queensmill@Fulham Primary School	Headteacher: Freddie Adu
Reviewer: Dennis Goldthorpe	Principal Officer: Keith Tysoe
Date of visit: 17/09/19	Duration of visit: 8.30 to 12.45
Staff met: A. Nowak and the local Assistant Headteacher	Aspect: ARP review

Progress on previously agreed actions

Recommendations from previous reports have been considered and progress made so that very good practice has been further developed.

For example leaders reported that continued moderation exercises, including SLT monitoring, work sample meetings and peer to peer observations have further developed the ability to set robust targets and the rigour of teacher judgements.

Purpose of this visit:

To evaluate the quality of provision in the additionally resourced provision.

Visit report

The visit involved:

- Reading files and documents supplied before during and after the visit.
- Discussions with staff and senior leaders
- Observations of parts of lessons
- Perusal of pupils' books.

Impact of leadership and management

This is a very effective provision for children with a diagnosis of autism. Staff are experienced and well supported.

Effective safeguarding systems were in place. Relationships between learners and staff observed to be warm and friendly. Staff showed patience and quiet authority; behaviour was well managed within a well understood system.

The curriculum and assessment systems are well integrated and designed to meet the

specific needs of the pupils.

Q@FPS is ably led and managed. A Queensmill Deputy Headteacher has strategic oversight and a local Assistant Head has day to day management responsibility.

There is a powerful culture of review and reflection here. The Assistant Head talked fluently about her priorities for the further development of the unit. The Queensmill school review and development documentation includes detailed subject reviews which were undertaken in Spring 2018. Teachers from all areas of the school, including the resource-bases contributed to these Reviews. It may be worth considering separately setting out development areas in an Action Plan for each resource base.

Leaders made available excellent planning, target setting and assessment documentation which was coherent and which must contribute powerfully to positive pupil progress.

Both leaders are committed to and passionate about the Queensmill model. They ensure that the well established methodology is embedded in all the teaching and learning systems within the unit. Staff have a very good knowledge of the Queensmill approach. The Assistant Head talked of the importance of her role in visiting classrooms and coaching her staff. There is also an ongoing effort to provide training and support for mainstream colleagues, most effectively through modelling good practice but also through initiatives to spread knowledge and understanding about zones of regulation across Fulham Primary School.

There is a high degree of consistency across the class groups within the unit. Teachers and TAs modelled low arousal behaviours and maintained a low arousal environment. Consequently, children's behaviour was very good and very well managed, which is also a contributor to very good pupil progress

Quality of teaching, learning and assessment

The three unit classes were visited. In each class it was noticeable that a key priority was the maintenance of low arousal environment. Time was devoted to settling back to class after transitions. Music and video were used effectively to support the children in readying themselves for work.

Teaching Assistants modelled appropriate responses. Teaching was multi sensory and well resourced.

Although not necessarily a representative sample, I examined children's work from this school year and last. More of the work than I would have expected was work sheet based. Box work, tray work or table work were evidenced on timetables in all three classes. One consequence was that the time available for more demanding learning was reduced. In Tigers class, the timetable for the morning included table work, exercise, quiet time x 2, snack time, playtime and attic time, I pad reading eggs, and yoga, together with a half hour letters and sounds activity and a half hour maths lesson.

In Daisies class and in Rhinos, there were similar structures to the morning, with activities to shape the children's readiness for learning and their social development having priority.

Since this visit was made so early in the term, the third week in, completed work in the children's books was not in great evidence. Children had completed the same tasks or

worksheets, which did not appear to have been individualised.

In discussion staff commented that so early in the term, children and staff needed more time to become familiar with each other and with renewed routines. Nearer the end of term it was suggested that there may be more emphasis on providing challenging academic work which requires a more intense focus on learning.

But it is a key belief at the Queensmill units, that the social and developmental needs of the learners are a priority before any academic demands.

Pupil achievement and outcomes

Every pupil has a detailed personal learning plan, PLP. These are very well constructed documents which set out learning and autism targets, detail necessary strategies or support and the success criteria. The PLP provides an opportunity to bring together judgements about the extent to which targets have been reached. The PLP is also a working document which informs formative planning and target setting.

Two sample annual reviews were available to read. These were comprehensive documents which included in the section My Learning, subject by subject commentary on English, Maths, Science, Computing, Topic, and PHCE. In the section My Autism, there were detailed reports on Social Communication and Emotional Regulation. Progress towards the mastery of I Can statements were also detailed.

Individual and aggregated progress against My Learning and My Autism targets is carefully analysed and is reported to be very good at the primary unit as at the other Queensmill units.

The expected rate of progress was originally set at 75%, based on the expectation that pupils would become secure with knowledge and skills presented to them at the beginning of the term. The average rate of progress across the school year at the primary unit was 85%. For Q@FPS, this demonstrates that progress with new learning and skill acquisition was at a rate above expected.

Note that for progress towards targets to be reliably good or better, the targets themselves must be rigorous and challenging.

The school has identified this area as a development point. *“Develop the level of rigour and oversight of teacher judgements of success and progress against identified targets. Continued scrutiny of targets being set by class teams from senior leaders, primarily achieved through oversight of PLPs and termly progress tracking meetings.”*

Effectiveness of partnership working

The Queensmill unit at Fulham Primary School has an agreed 30 places in three unit classes, 28 of these were filled, with new referrals actively being considered. There were two girls on roll.

The majority of children had transitioned from the main Queensmill site.

One pupil who was fully included in a Year 4 mainstream class. Other children benefitted from visiting assembly and taking part in whole school events and initiatives. Three older boys (and support staff), were to be involved in a week long school residential visit.

Music, PE and drama were reported to be valued curriculum experiences in mainstream classes, though for some children, the benefits were social and developmental, rather than curricular. I also saw an attractive Lego club to which unit children have access.

Making a brief visit to one mainstream class where four children from the unit were spending time, supported by two members of staff, I noted the significant difference between the environment the boys were coming from and the mainstream integration environment. Then mainstream class was typically noisy and busy; In contrast the resource-base classrooms, even Rhinos with ten or eleven students, was calm quiet and structured. Curriculum targets had not been jointly produced by the teachers working together. Further establishing joint planning and target setting with mainstream teachers for children on integration represents an aspiration for the Assistant Headteacher in charge of the primary unit. She noted that although there are some co-planning meetings half termly, there is still work to do.

Reverse integration, where mainstream children and/or staff, visit unit classes was reported to be have positive benefits.

The main school Senco works closely with the Assistant Head. Providing training and support for mainstream colleagues has been a development priority. Day to day modelling of low arousal work was noted as being effective. The unit staff plan further to develop an understanding of zones of regulation across the whole school.

Agreed actions with dates for completion

School agreed actions, with timescale and expected impact:

- Consider separately setting out development priorities in an Action Plan for the Primary Resource-Base.
- Consider how to make best use of the rich information held on the learners, so that teachers and staff have a platform for starting a new school year most effectively.
- Continue to consider how to retain structure and scaffolding within teaching, whilst ensuring that there is the maximum challenge, particularly for the more able learners.
- Continue to ensure individual learner's targets are stretching, by supporting teachers and by monitoring the target setting process.
- Consider a parent survey to confirm positive relationships.

Related reports attached: No

Signed:

Dennis Goldthorpe

Date: 4/10/19