



	<p>QUEENSMILL</p> <p>SCHOOL SELF EVALUATION</p> <p>2022-2023</p>
<p>Updated: August 2022</p>	
<p>Context</p>	<p>Queensmill School admits pupils with a diagnosis of autism, all of whom have an education health and care plan (EHC). Student attainment on entry is well below age-related expectations, owing principally to the significant cognitive, communication, sensory and social impairment resulting from their autism. As of June 1st 2021, Queensmill School converted to Academy status, joining 'The Queensmill Trust', a new Multi-Academy trust. The designation of the school, as a result of Academisation has not changed. Queensmill continues to meet the needs of children and young people (CYP) from 3-19 and is an all-through school, with distinct and separate early years, primary, secondary and post 16 phases. While no longer a maintained school, the school continues to serve children predominantly from its immediate borough, which is Hammersmith and Fulham (70%). Westminster (12%) and Kensington and Chelsea (9%), are the next most represented LAs within the school. Ealing, Brent, Hounslow, Camden as well as a number of other London boroughs make up the remainder of the school's population.</p> <p>Queensmill as a 3-19 specialist school for children on the autistic spectrum, is also very closely affiliated with Queensmill College, also within the Queensmill Trust, and is a specialist independent provision for young people from 19-25, also diagnosed with autism, in separate facilities. The College provision is a destination for some students whose autism is profound while, in addition, some young people are able to access a Project Search supported internship at West Middlesex University and Chelsea and Westminster Hospital respectively. Furthermore, within the school is an autism-specific children's home, Q House, which provides respite and fully residential care for a small number of children who attends the Trust schools.</p> <p>The school remains heavily over-subscribed, and it is envisaged that this will remain the case for the foreseeable future, owing to the school's strong reputation and ongoing effectiveness. Although the most recent Ofsted inspection from November 2021 judged the school as inadequate due to serious weaknesses within 'Leadership and Management' (the other areas were judged as 'Good'), the number of consultations has not dropped and the school remains over-subscribed especially in the Secondary phase. Queensmill has retained its autism accreditation advanced status by the National Autistic Society following their audit in March 2022. The accreditation evidences the school's autism specific practice remains outstanding and innovative, despite the most recent Ofsted Inspection. In recent years, the Secondary cohort has become particularly complex with a high number of particular students who require additional support and expertise consequently exerting pressure on the school's resources. This pressure has had a detrimental to some aspects of the school's core practice (e.g. low arousal principal) with particular reference to the building fabric and physical learning environment.</p> <p>As of September 2021, Queensmill School sponsored the opening of Kensington Queensmill, an 80- place special school in Kensington and Chelsea. The new school, designated to serve a population of 80% autism and 20% children with severe learning difficulties, occupies purpose-built facilities, designed along similar lines and with equivalent characteristics of Queensmill School. This school is about to welcome a new Headteacher who is highly specialised and qualified. In sponsoring the new school, Queensmill has provided a significant number of the new staff team from within its own resources. The two schools, as well as the children's home and specialist college, all fall within The Queensmill Trust. The Queensmill Trust Board of Trustees now oversee all aspects of governance for Queensmill, with a local governing body and link trustees working beside the trust executive team, to provide leadership. There are currently two vacancies within Queensmill governing body which are aiming to be filled by the end of the Autumn term 2022.</p> <p>At the most recent census, there were 249 CYP on roll at Queensmill School, according to the following breakdown: 81% boys, 19% girls. Those eligible for free school meals (FSM) make up 68%, with 58% of CYP meeting the criteria for Pupil Premium. Consistent with its location in West London, the population of the school is diverse: 26% black African; white British 13%; white other 8%; and 'other ethnic group' 10% being the most represented ethnicities. The main site, located at Askham Road, Shepherds Bush accommodates up to 150 CYP whose autism presentation can be considered moderate to severe. To support the urgent need for the specialist places, and strong parental preference, this site is over numbers, managing where</p>

appropriate, by progressing CYP to any one of the school's specialist resource bases located within nearby mainstream schools. These are: Fulham Primary School (30 places) and Fulham Cross Academy (60). There is a slightly higher number of out of borough CYP at the resource base provision (8%) as there is a lack of such models in other Local Authorities. Students from both the Primary and Secondary resource bases access mainstream provision, according to their skills and aptitude, and are supported by trained staff from Queensmill. All CYP remain on the Queensmill School roll and all staff are employed by The Queensmill Trust. The resource bases were developed and established to provide an appropriate, challenging learning environment for children new to the school whose autism might be considered 'higher functioning'. In the main however, places are taken up by children who have made especially rapid academic and social progress from early years, KS1 and KS2, such that consistent, mainstream inclusion is the natural and necessary progression. Queensmill school does not exclude CYP due to its unique context, please refer to the exclusion policy for more information.

Following the Ofsted inspection in November 2021 which judged the school as inadequate, the school's priorities have been shifted to focus on leadership and management which was the area of serious weaknesses. As of July 2022, the school is confident they have addressed those weaknesses which has been confirmed by the monitoring visit which occurred on the 16th of June. Although the school remains inadequate, Ofsted judged that '*Leaders and those responsible for governance are taking effective action towards the removal of the serious weaknesses designation*' and '*The school's action plan is fit for purpose*'. The new overall and short-term priority for Queensmill is for those actions to be fully embedded whilst continuing to develop other areas of the school, Teaching and Learning particularly. Once the school will have overcome the Inadequate judgement, a 3 - 5-year strategic plan will be prioritised to further the school's development within the context of the Trust.

In this Self Evaluation, Queensmill's processes have been benchmarked with five other special schools. See below some key information on their context which will have to be considered when comparing effectiveness.

Name	Location	Independent/ Academy or Maintained	Top up Funding (per CYP)	Number of pupils	% of FSM	Cohort specificities	Overall judgement (Ofsted)	NAS accreditation status
Eagle House (Bramley)	Surrey	Independent	Unknown	31 (capacity 38)	0	25 pupils have an EHC plan 6-14	Good 20	Unknown
The Rise partnership (Manor School)	West London	MAT	£23 398	191	?	4-11 Special school mixed needs	Outstanding (2020)	No accreditation
The Grove	North London	Free School	£29 239	92	47.4%	5-19 Autism specific, complex cohort	Not rated	Advanced
Phoenix school	East London	MAT	£20 422	431	?	3-19 Autism specific, complex cohort	Outstanding (2018)	No accreditation
College Park	West London	Community School	£15 616	105	60.9%	4-19 Autism and complex learning needs	Good (2017)	No accreditation
Queensmill	West	MAT	£16,600	246	68%	3-19	Inadequate	Advanced

		School	London					Autism specific, complex cohort	(2022)	
Progress against previous inspection										
Areas to improve						Progress				
<u>Safer recruitment: 1ab</u> <ul style="list-style-type: none"> Awareness of safer recruitment requirements Improve compliance with safer recruitment requirements <u>KCSIE: 3</u> <ul style="list-style-type: none"> All staff to undertake the relevant training <u>Pastoral and Behavioural record keeping and analysis</u> <ul style="list-style-type: none"> Ensure that staff record changes in behaviour and other welfare concerns, even if minor 4a Ensure that staff record all use of physical intervention 4b Ensure that staff record staff discussions about welfare and resulting follow up 						<u>Safer recruitment: 1ab</u> <ul style="list-style-type: none"> Executive Head Teacher (EHT), Head of School (HoS), Deputy Head Teacher (DHT), Chair of governors and Human Resources (HR) officer have completed the Safer recruitment training. All new recruit will only be offered a start date once the pro-forma is signed off by Freddie Adu (Executive Head) or other Safer Recruitment trained person not on the original appointing panel for the candidate. This last step will be completed once all required checks have been completed (e.g. DBS, 2 verified references, overseas check where relevant...). A new template for the Single Central register monitoring pro-forma has been introduced to ensure that the termly check is thorough. Two Safeguarding audits from the Local Area Designated Officer (LADO)- Megan Cameron-Brown) and Chris Sanderson (Independent Safeguarding auditor) <u>KCSIE: 3</u> <ul style="list-style-type: none"> All staff attended training in January. From 2022, all staff to attend two INSET days on Safeguarding: one in September focussing on statutory requirements (all staff to pass a test checking their understanding), one in January, context focused which will include reflective case study within departments. Weekly Safeguarding briefing to reiterate statutory requirements, conduct refreshers or share case-study or information specific to school context (e.g. family crisis, emergency additional support, notable safeguarding incidents) Review of Induction for new staff: a 90 min 'Introduction to Safeguarding' course which includes a quiz. Prevent and e-safety course to be completed within the first week. All relevant policies have been updated and shared with staff in the handbook. <u>Pastoral and Behavioural Record Keeping and analysis</u> <ul style="list-style-type: none"> In January 2022 Aymeline reviewed the school's behaviour and use of physical intervention policy to ensure it reflects the school's ethos and processes.4 Full implementation of Emotional Regulation Support Plans (ERSP) which details the typical presentation of the child or young person with regard to their sensory and emotional regulation (e.g. behaviours) and the 				

actions **4c**

- Analyse patterns in the records listed above, to inform decisions about additional help, protection or support **5**

Medication:

- Leaders should review the procedures and expectations for logging the administration of medication **6**
- Ensure that all staff are trained in school's procedures on administering medicine **7a**
- Ensure that all staff access specific training in how to administer a medicine **7b**
- Ensure that all staff are aware of school's procedures on keeping medicines available to pupils wherever they are in the school **7c**

corresponding support in place and strategies (e.g. transactional supports). The effectiveness of these strategies is reviewed termly (as a minimum) or as and when needed (e.g. after a significant incident). **4a and 5**

- Safeguarding section added within the ERSP to highlight signs of dysregulation (behaviours) which may cause a safeguarding concern if the autism is not considered. This will include sexualised and peer conflicts (bullying) components. Staff should continue to report if concerned but the Designated Safeguarding Lead (DSL) will factor in the existing ERSP when managing the concern. **4a and 5**
- Significant Incident protocol fully implemented at the end of January 2022 (e.g written protocol, form finalised): if a CYP experiences a dysregulation which is not part of their typical presentation (as described in their ERSP) or led to an injury (to staff or pupil); or required the use of physical intervention, a significant incident form should be completed within 48hours. A debrief will then be organised and led by one of the Deputies and will include the staff involved in the incident, Class Teacher, Occupational Therapist (OT), Speech and Language Therapist (SALT), Team Teach trainer. Restorative practice tailored to the CYP is also part of the Significant Incident process. Sexualised or peer conflicts components are included to capture this within the school's data. **4abc and 5**
- Full implementation of CPOMS (Child Protection Online Monitoring System for Safeguarding Software to facilitate and simplify school processes (all electronic and centralised) and analyse patterns of dysregulation in as they overlap with Safeguarding Incidents and categories. This will start in September 2022. **4ac and 5**
- Since November 2021, Phase Leaders reports are completed half termly. They record and begin to address low-level concerns; identify training needs; record numerical data such as the number of new safeguarding referrals and physical restraints within a period. They provide a narrative for trustees and governors which informs the decision-making of leaders. **5**

Medication:

- Since January 2022, medical walks are completed half-termly by a Senior Leader overseeing medical needs and the Safeguarding link governor to ensure that the practice is in line with school's procedures **8**
- In January 2022, a thorough review of the 'pupils with medical needs policy' to ensure it fully reflects the practice and the expectations for all staff was completed. **6**

<ul style="list-style-type: none"> • Ensure that all staff are aware of school procedures on keeping records of when medicines are administered 7d • Ensure that leadership checks consistent compliance with regard to the above 8 <p><u>Curriculum:</u> Ensure that every subject is well sequenced, identify what we want pupils to know and remember 9</p> <p><i>See Ofsted report</i></p>	<ul style="list-style-type: none"> • Monthly reminders for all staff at briefings 7acd • All staff have completed online medical training on epilepsy, anaphylaxis, asthma in January 2022 and will have refreshers annually. 7b • Class Team briefings on Inset day annually in September to ensure that all staff receive the informal training (brief on medical needs/ protocols for specific pupils in their class) 7ab • Key messages on procedures are part of Induction 7acd <p><u>Curriculum: 9</u></p> <ul style="list-style-type: none"> • Progression maps per subject have been completed • Subject presentation to the Teaching and Learning link governors were conducted in July • Progress Tracking Evaluation meetings with the Assessment Coordinator for the trust, with all teachers. These meetings provide an opportunity for 1:1 analysis and reflections on the progress of individual children against their assessment targets. • Teaching and Learning link governors will be invited to join the HoS for Class observations in the Autumn term. • Coaching observations (appreciative enquiry) using the Social Communication Emotional Regulation and Transactional Support (SCERTS) model are completed in the Spring term 2022 with a focus on autism practice. Last year the focus was on play and leisure. • Peer observations are conducted annually in the Summer term. Last year the focus was ‘ERSP in action’. <p><i>See Ofsted actions tracker and The Queensmill Trust (TQT) Queensmill Ofsted action points</i></p> <p><i>Ofsted monitoring visit report</i></p>
<p>School improvement priorities</p>	<ul style="list-style-type: none"> - Continue to strengthen the practice of staff who have newly joined the school (since the academy conversion) - Continue to develop whole school processes in Leadership and Management to make them more accessible to external professionals and auditors 1-2-3-4-5-6-7-8 - Ensure that school’s processes in Leadership and Management which were introduced last year are fully embedded across all staff. 3-4-5-6-7 - Curriculum development to ensure progression maps are used effectively, Preparation For Adulthood (PFA) to be embedded throughout, and Sexual and Relationship Education (SRE) curriculum to be further developed 9 - Strengthen school processes in Teaching and Learning to ensure consistency throughout the school, share and review those processes with other schools 9 - Regain the trust of families and the school community

	<ul style="list-style-type: none"> - Rebuild the therapy team and offer, with the recruitment of a large number of new therapists (OT and SALT) ensuring that they access the relevant training and supports in line with the school's ethos and approaches and collaboratively embed these in classrooms with teachers and support staff - Develop provision and expertise for the most complex secondary students within the Mars Hub (two experienced Teachers, high staff: students ratios, targeted and fully individualised support from therapists and extra-curricular Teachers, fully individualised time-table) SH11 - Admissions: prioritise early years admissions in light of the school's overpopulation in the Secondary/ Post 16 department
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QUALITY OF EDUCATION – 2/Good

<p>Strengths</p>	<p>Intent:</p> <p>Teaching is good to outstanding because staff are motivated, well trained and given scope and freedom to prepare and deliver motivating, bespoke and creative lessons resulting in CYP that enjoy learning and engage enthusiastically. Informal learning walks by phase leaders or subject lead occur regularly alongside termly formal observation with a specific focus in line with the school's curriculum development. When developing the curriculum, the specific characteristics of autism are always carefully considered and Queensmill's leadership team always ensure their knowledge is up to date with the most recent research as well as statutory requirements relating to the National Curriculum.</p> <p>Queensmill has adopted a curriculum that is broad, ambitious and inviting, designed to give all students the knowledge and cultural capital they need to be happy, succeed in life, given their unique starting point and presentation. This is focused around the National Curriculum and the SCERTS framework, alongside the functional application of the PFA framework and extremely high levels of differentiation and individualisation to work towards identified EHCP outcomes. The curriculum is coherently planned and sequenced towards preparation for life after school and integration; and positive participation and contribution within community groups. This is evidenced by the use of SCERTS partner stages across all aspects of school life, indicating the progressive journeys students make with understanding their autism, reaching happiness and gaining functional and vocational knowledge and skills.</p> <p>See curriculum statement document for more information on intent.</p>
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Implementation:

All of our teachers have excellent knowledge of the students they teach and the uniqueness of their autism and significant learning differences. This allows for them to plan and deliver highly individualised and effective learning curriculums. They are trained in a wide range of effective and well-evidenced approaches including (but not exclusively): A total communication approach (including alternative and augmentative communication), joint attention activities and approach, intensive interaction, sensory integration approaches, Treatment and Education of Autistic and Communication related handicapped Children (TEACCH), Zones of Regulation and SCERTS. They also attend regular Teachers meeting on a range of topics (e.g. assessment, ERSP...) in line with the school's development. For instance, ERSP were introduced last year first drafted within the Senior Leadership team, then shared with Teachers in an initial meeting, working groups were then organised and peer observations aimed to evaluate its impact on practice.

The Head of School leads the performance management process annually in the second part of the Autumn term, meeting with all teachers and senior therapists to measure performance and set targets. These include learning targets for specific children identified to be at risk of, or not making, expected progress. Teachers and senior leaders led performance management for teaching assistants with key outcomes in this process being target-setting for continuing professional development (CPD)

Given the specific, often complex, needs of the students, bespoke, personalised resources and effective target-setting are required for students to make progress. As such, regular observation is accepted by all staff as a feature of the school. Formal observations are conducted termly and less formal observations such as learning walks on specific topics can take place half termly and Senior Leaders will conduct unannounced drop ins on a weekly basis.

Target setting for students, so crucial to shaping teaching and learning, is informed by a range of factors. Teachers make decisions based on their formative assessments, an evaluation of attainment and CYP's engagement with learning and activities on a daily basis. EHCP outcomes contribute, as do subject-specific schemes of work and progression maps, which are informed by the National Curriculum and include autism-specific approaches used in school, such as SCERTS, SoSafe, Zones of Regulation, the Wellbeing curriculum. In addition, to further refine the process and ensure that the appropriate challenge and logical progression with learning is systematic, progress review meetings with the assessment coordinator are held to monitor and assess past and future learning, add qualitative data to the quantitative data provided by onwads and upwards (assessment software) to provide the full picture of individual student and group progress. The link between assessment and teaching was highlighted by the Ofsted report *'Staff use assessment effectively to identify pupils' starting points in different subjects. Staff use assessment information well to construct bespoke plans for pupils based on the curriculum'*.

The National Autistic Society (NAS) accreditation of March 2022 commented that *'The school produces compelling data to evidence pupils' academic and autism progress.'*

Formal observation of teachers during the Autumn term confirms that the quality of education in the school is 'good' (58%), with a large number of teachers 'outstanding' (42%). For those judged as 'good' there is a solid foundation to improve and to support young people's development and progress better. Clear targets have been set through the observation and performance management processes, these will be reviewed in the next cycle and teachers will continue to be offered opportunities to engage in coaching with senior leaders. For those judged 'outstanding' systems are being put in place to ensure that their practice is not limited to only their classrooms and cohorts and that their knowledge and expertise is used to empower and upskill others.

The most recent Ofsted inspection judged the quality of education to be 'Good' and highlights that *'Leaders have high expectations of what pupils can achieve in their learning. Staff provide pupils with many positive experiences outside the classroom. These opportunities help to prepare pupils for independent living.'*

In March 2022, the NAS accreditation confirmed the school's advance status and states that *'within all observations, young people were provided with opportunities to consolidated and develop daily functional skills. In an example of best practice staff effectively used reflective questions to gauge understanding and promote road safety and independence skills. Good practice was observed in all lessons in the effective use of creative, playful and sensory motivating resources to engage children. brinaina lessons to life and consolidating skills.'*

Impact:

The starting point of the overwhelming majority of students on entry to Queensmill School is significantly below age-related expectations. Given this, national milestones for attainment and achievement for the most part do not apply. Nevertheless, outcomes for CYP are outstanding for the progress they are able to make during their time within the school. The school uses an assessment system that demonstrates clearly the appreciable gains CYP make. The Rochford Review articulates the school’s ethos to achievement and outcomes very clearly below:

Pupils working below the standard of the tests will not be participating in the tests, so it is important that it is possible to demonstrate attainment at the standards they are working at. It is also important that we are able to measure the progress they make in a way which takes into account the nature of progress for these pupils. Those with Special Educational Needs and Disabilities (SEND) can often make progress in different ways to the majority of pupils.

CYP access learning and experiences that consistently meet high standards, and thus make excellent progress. They benefit from teaching and learning and resources that are specifically designed with their needs and special interests in mind. These are delivered by staff who have received regular and rigorous training in ‘The Queensmill Way’, TEACCH, Total communication, Sensory Integration (SI) approaches, Makaton, SCERTS, SoSafe!, Team-Teach and autism and wellbeing curriculum.

In the parents’ survey which was conducted in the autumn term (2021), the majority of parents provided positive feedback (85% of CYP are happy to come to school) but highlighted the impact of Covid on their child’s wellbeing (69% stated Covid had been detrimental to their wellbeing) and progress (69% stated Covid had negatively impacted their child’s progress). This was confirmed by the school’s assessment data in 2021-22.

Students at Queensmill develop knowledge and skills which aimed for them to achieve ‘happiness’ and prepare them for life after school. The criteria of happiness to measure positive outcomes for autism young people is too rarely considered (even in research) as Peter Vermeulen evidenced in his Twilight session in March 2022. Through two case studies he demonstrated that often CYP whom are identified as reaching positive outcomes (employed, living independently, having friends) are often unhappy. Our goal for all students when they transition into adulthood is that they are happy, have an understanding of their ‘own’ autism, are advocates for their needs and strengths, are able to demonstrate vocational skills and can access a community.

At Queensmill all students are set a Personal Learning Plan (PLP) with targets in the following areas depending on their year group:

<u>EYFS</u>	<u>KS1 – 4</u>	<u>Post 16 (KS5)</u> <u>Post 19 – 25</u>
My Learning <ul style="list-style-type: none">- Literacy- Maths- Physical Development- Use of ICT	My Learning <ul style="list-style-type: none">- English- Maths- Science- Computing	My Learning <ul style="list-style-type: none">- Vocational- Independent Living Skills- Community Integration and Access- Leisure- Health
My Autism <ul style="list-style-type: none">- SC: Joint Attention- SC: Symbol Use- ER: Mutual Regulation- ER: Self Regulation	My Autism <ul style="list-style-type: none">- SC: Joint Attention- SC: Symbol Use- ER: Mutual Regulation- ER: Self Regulation	My Autism <ul style="list-style-type: none">- SC: Joint Attention- SC: Symbol Use- ER: Mutual Regulation- ER: Self Regulation

Prior to the pandemic, the overall rate of progress for My Learning was 82% (Queensmill secure, school's benchmark) and for my Autism was 80% (Queensmill Secure). As shown in the table above, Covid has significantly impacted the rate of progress for both academic and autism related targets in 2020-21. It was expected that disrupted attendance and the traumatic experience would understandably have a significant impact on pupils' academic and autism related progress. Despite fewer disruptions due to Covid lockdowns and enforced absence, rates of progress for both My Learning and My Autism further decreased in 2021-22. This can be explained by continued disruptions due to Covid in the autumn term, continued after-effects of Covid on pupils' wellbeing (trauma), staffing difficulties (absences, large number of new staff), disruptions in therapies (staff shortages). These highly disruptive factors were confirmed by teachers and senior leaders in the progress review meetings (see summary reports) conducted with Teachers.

	Pre-Covid	Autumn 2020	Spring 2021	Summer 2021	Autumn 2021	Spring 2022	Summer 2022
My Learning	82%	N/A	76%	79%	79%	74%	75%
My Autism	80%	N/A	73%	76%	74%	68%	75%

Rates of progress

Since the introduction of the new Reception Baseline Assessment, no child on roll within our Early Years Foundation Stage (EYFS) cohort has been able to engage with the assessment. The school's EYFS Manager has worked on adapting the task and trialled it on a number of pupils, but despite the adaptations, pupils were unable to engage. This is reviewed annually depending on the early years cohort admitted to the school each year.

<p>Actions from previous year:</p> <ul style="list-style-type: none"> • Review of calendar and content of training for all staff and for new teachers (Early Career Framework). • Refining bank of ‘I can target’ • Ensure that clear links are made between school’s development priorities, Teaching and Learning Monitoring, training/ meeting calendars. 9 • Audit current assessment processes <p><i>See progress against previous inspection section (e.g. Curriculum)</i></p>	<p>Impact of actions:</p> <ul style="list-style-type: none"> • Although covid disruptions impacted on training, the school’s usual practice was able to resume in the Spring term. Training was targeted to specific cohort of staff (e.g. Team Teach for Secondary, my autism for new staff...). We are confident that staff have had the relevant training. Teachers training/ meetings focused on key changes (e.g. ERSP, Play and lunch time). This will need to be consolidated next academic year and a focus on training on the functional teaching of core subjects will be a priority next academic year. • Emily Bennett, trust assessment coordinator has completed this task which has been useful to Teachers and she has started the work on compiling a bank of ‘I can targets’ for ‘My Autism’ collaborating with Caroline Bulmer (Therapies Trust Manager) and Isabel Cabezas (Class Teacher). • Despite the Ofsted Inspection which refocussed the school’s priorities on Leadership and Management, a link between school’s development, practice monitoring and staff development/ training in Teaching and Learning has been completed. This will be shown in the monitoring reports and training calendars. The past year the focus was on ERSP, play and lunch time. This was highlighted in the school’s development plan, training was offered to staff and the impact of this was measured during class observations in the Spring and Summer term 2022. The impact was observed in the practice but further work is needed to consolidate these changes. • Emily Bennett and Aymeline Bel have audited current assessment processes and are confident that the current systems are effective but further work is needed to ensure that all Teachers are confident using these.
<p>Areas for development</p>	<ul style="list-style-type: none"> • There is inconsistency in Teacher’s confidence using school’s processes for planning and assessing. This is due to difficulties accessing relevant planning documents and lack of knowledge. Due to its unique context, School processes are complex and may be overwhelming for staff who are unfamiliar. • Some Teachers do not feel confident teaching aspects of the SRE curriculum due to lack of knowledge and the senior leadership team has found it challenging identifying experts in the field who could support teachers in this very specific area.

<p>Benchmarking Systems similar to Queensmill</p>	<p><u>Eagle House</u>: weekly deep dive per subject by a middle leader with a specific focus (e.g. data, books, learning walk, pupil discussion) which then informs Teachers meetings</p> <p><u>The Rise partnership</u>: SLT observations and learning walks on a monthly basis, Trustee and LAB learning walks each half term, SLT monitoring of planning each term, Book looks/work scrutiny every term, <u>termly progress meetings</u>, SIP visit each term, CEO QoE visits each term and Director of Standards meets with Head each half term to discuss T&L.</p> <p><u>The Grove</u>: <u>Robust appraisal system across the year linked to the SIP</u>, robust capability policy, <u>incremental coaching across the school</u>, teaching SHAPES teacher CPD, weekly learning walks, termly moderation and external validation, weekly teaching and learning briefing, <u>subject leaders audit</u>, subject leaders work scrutiny and learning walks, <u>subject leaders reporting to Governors</u>, <u>annual governors teaching and learning report</u>, 3 X SIP visits, challenge Partners annual review</p> <p><u>Phoenix school</u>: <u>monitoring cycle including learning walks, peer observations and lesson observations involving Senior and Middle Leaders and SaLT, moderation of different subject areas and accreditation with Assistant Heads and subject leads, baseline assessment data and co-constructed targets in line with the context of each pupil, termly data and progress reviews including review/scrutiny of pupil work, progress towards EHCP outcomes and individual PEP targets, planning audits by Phase Leaders and Subject Leaders, engaging in Peer Reviews with schools in our network and Local Authority, reports to Governors from Senior and Middle Leaders including pupil progress and attainment booklet, Headteacher report to Governors, link Governor visits to different phases/areas in the school, SIP visits, appraisal process for all staff, capability policy, regular Line Management meetings</u></p> <p><u>College Park</u>: <u>monthly coaching and mentoring with AHT's, learning walks, AHT supporting in classes, filmed lesson observations segments which are moderated with senior leader, assessing the quality of teaching - new version linked to teachers standards, pupil progress meetings</u>, planning, teacher reflections, contributions in teacher meetings, <u>informal SLT visits</u></p>
<p>Actions</p>	<p>Expand and refine resource bank of 'I-Can' targets with a particular focus on functionality and PFA</p> <p>Finalise and share the bank of My autism 'I can statements'</p> <p>Conduct an audit of Teaching and Learning practice (e.g. learning walk on use of visuals by phase leaders, audit of planning-timetable and mid-term plan) to then inform a Queensmill School Teaching and Learning manual where expectations in that area will be clarified. 9</p> <p>Compile a new starter pack which would include the resources that staff must have.</p> <p>Invite an SRE speaker for staff Twilight training session, continue developing a school's SRE curriculum (which will include SoSafe) and schedule an SRE joint learning walk by subject lead and a member of the therapy team (use filmed segments for feedback).</p> <p>Create a new system and methodology for effective work scrutiny and moderation from senior leaders 9</p> <p>Ensure that all Teachers receive training in core subjects 9</p> <p>Assessment working groups led by Emily</p> <p>English focus for formal observation, SRE focus for SCERTS observation, peer observation on ERSP to assess full implementation (ensure new therapists are involved, explore ways to include TAs). 9</p> <p>Link Governor to join a number of Class Observations in the Autumn term</p> <p>Write a capability policy</p>

BEHAVIOUR AND ATTITUDES – 1/Outstanding

Strengths

Sensory and emotional regulation (Behaviour) is very well managed and considered to be outstanding. While the cohort of CYP at Queensmill includes a high number of complex profiles, their regulation, although complex is very well managed. Our CYP happiness and regulation is the school's top priority. Queensmill uses a multiprotection approach which means there are a range of school professionals as well as parents collaborating to support the CYP. In addition, staff access a wide range of training to ensure they are all confident using approaches. School professionals supporting each CYP include the class team, directly employed therapists (OT and SALT), therapist assistants and extra-curricular Teachers.

Although our CYP make outstanding progress with regard to their regulation, a number of young people will be dysregulated on a daily basis as part of their typical presentation due to their complex profile. Staff know their pupils very well and each CYP's typical presentation is detailed in their ERSP. In this key document, consistent strategies as well as supports for when the CYP becomes dysregulated are included and reviewed termly, or as and when needed, by the Class Teacher and Therapists.

50% of the school's assessment system is devoted to recording the progress of CYP against progressive targets within the SCERTS framework. Under the banner of 'My Autism' students are set clear targets, phrased in an accessible 'I-Can' format, designed to aid the development of social communication and emotional transaction skills. When starting at the school all students are assessed by their class teacher, SALT and OT so that professionals, supported by parental input, can gather a clear understanding of the communication and regulation skills and needs they have and can design short (through the 'new starter PLP) and long (through ongoing PLPs and EHCP outcomes) outcomes. PLPs, closely informed by EHCPs, are prepared and monitored by class teachers, in-house OT, SALT and senior managers. Pupils who are regulated are pupils who are ready for learning. Without the ability to regulate, CYP will not make progress.

Queensmill implemented a new process in September 2021, the significant incident protocol which informs, and is informed by other school processes (e.g. ERSP and PLPs). When a CYP experiences a dysregulation that is not part of their typical presentation (as described in their ERSP); or led to an injury (to staff or pupil); or required the use of physical intervention, a significant incident form should be completed within 48hours. A debrief will then be organised and led by one of the Deputies and will include the staff involved in the incident: Class Teacher, OT, SALT, Team Teach trainer. Restorative practice tailored to the CYP is also part of the Significant Incident process. Sexualised or peer conflicts components are included to capture this within the school's data, and the ERSP may need to be amended following the debrief. This change has had a compelling impact on pupils and staff wellbeing. This was confirmed by the Ofsted monitoring visit in June 2022: *'Leaders spend time with staff to decide how the support pupils receive afterwards might be improved. The link between incident records and plans to support pupils' behaviour have been strengthened. These plans also include information relevant to keeping pupils safe'*.

The Senior Leadership team identify key students in each department who may need additional and tailored supports to support their wellbeing and/ or sensory/ emotional regulation (behaviour). These key students will be overseen by the phase leader and/ or by the HoS/ DHT to ensure that strategies are in place and monitored. These students are often also on the DSL and Deputy DSLs caseload as their challenges are also experienced in the home environment. Key students will often receive additional supports such as one to one sessions with extra-curricular Teachers and/ or therapists and/ or therapist assistant. External professionals may also be involved such as Child and Adolescent Mental Health Services (CAHMS), and other specific external professionals with specific expertise (Ruth Fiddler has supported the school Pathological Demand Avoidance expertise)

	<p>The school is converting all its systems to CPOMS to make it more accessible and easier to use but also to gather quantitative data on pupil's regulation (behaviour) which is currently missing from the school's systems. Currently, targeted support monitoring and analysis of impact on patterns in dysregulation (behaviour) is individualised to each young person and the data is therefore qualitative and included in ERSP, significant incidents and Safeguard. This and the knowledge of our CYP enables staff and the leadership team to spot any patterns or difficulties and agree on actions to address potential concerns through the school's pre-existing processes (e.g. ERSP, key students, referral to external agencies, request for additional support...)</p> <p>Processes in this area are unique, innovative and may appear complex to external professionals or auditors. Queensmill has done tremendous work in streamlining processes, clarifying these in policies and centralising these in one place to make information and process more accessible to all. 'The Queensmill Way' is unique and it is the school's priority to ensure that its processes are in line with statutory requirement but also with its ethos and with the most recent research on autism. As shown in the benchmarking, the majority of other special schools use pre-existing systems but these do not necessarily fit with Queensmill's ethos and may not consistently be in line with the autistic voice or the most recent research.</p>
<p>Actions from previous year:</p> <ul style="list-style-type: none"> • Review of the generic therapy offer: this will include recruiting new therapists and a new OT Assistant, design a plan to improve therapist retention and evaluate the impact of the recruitment of one SALT Assistant. • Review of the support of the most complex students and make plans to address challenges: network of professionals (school, social care and others), additional funding request, individual provision and dynamic support register SH11 • Review the template of Emotional Regulation plans in lines with SCERTS, Zones of regulation and feedback from Senior Leaders, Teachers and external professionals 4a and 5 <p><i>See progress against previous inspection section (Pastoral and Behavioural record keeping and analysis)</i></p>	<p>Impact of actions:</p> <ul style="list-style-type: none"> • Difficulties in the recruitment of therapists and unexpected changes in the therapy provision led to therapist shortages. The focus was therefore shifted to recruitment of OT and SALT which was challenging due to the national shortage and availability of suitably experienced therapists. This was detrimental to the delivery of the provision but quite recently there have been some overseas trained recruits who will shortly be joining the school. • As detailed above, the additional support and monitoring of key students has been effective in supporting pupils in school as well as the Class Team. Despite this support, several key students whose complexity is high require further support and expertise which can only be met through bespoke provision. The vast majority of external agencies are stretched, this means that when school requires additional support it is often irrelevant or delayed. SH11 • The ERSP template was reviewed and implemented. Teachers feel confident writing these but further work is needed to ensure those are fully implemented and written for all young people. 4a and 5
<p>Areas for development</p>	<ul style="list-style-type: none"> • New systems are not fully embedded: strong guidance from the leadership team but need to be further transferred to all of the staff body • Although the school systems provide useful qualitative data on CYP's regulation (behaviour), the school do not currently gather quantitative data which may be useful in further understanding patterns of dysregulation. • Although the majority of staff have expertise and are confident supporting complex profiles, a few key students have such complexity that only a very limited number of staff can work with them.

<p>Benchmarking Systems similar to Queensmill</p>	<p><u>Eagle House</u>: therapeutic community, as such we use a specific therapeutic model that is trauma informed and relies on staff training to nurture and understand the underlying causes of behaviour. We do incentivise positive behaviour through praise and reward too, but this is individualised. Use 'Behaviour watch' as a software to record and analyse behaviours.</p> <p><u>The Rise partnership</u>: inclusion team who support teachers as necessary. Behaviour is monitored using School Pod and this is reported to LABs and Trustees on a termly basis. All teachers have regular training.</p> <p><u>The Grove</u>: SEARCH values across the school and these are woven into each half term and the PHSE curriculum, use SLEUTH as our behaviour tracker, SCERTS, Positive Behaviour Support (PBS) approach, monitor tracking of behaviour and report each week to SLT, annual pastoral report to governors, termly KPI reporting.</p> <p><u>Phoenix school</u>: SCERTS, Team Teach principles and strategies, Positive Behaviour Support (PBS) approach, Individual Behaviour Support Plans, School values promoted throughout the curriculum, Behaviour Watch used to track behaviour, Monitoring and analysis of behaviour including reports to Governors, Behaviour referrals discussed through MDT approach, Assistant Head for Behaviour and Learning with 2 Behaviour Assistants to support across primary and secondary</p>
<p>Actions</p>	<p>Ensure SCERTS training (both introduction and full training) for all teaching and therapist staff</p> <p>Explore ways to use quantitative data on sexualised behaviour and discriminatory from CPOMS and how this could inform other school's processes. 5</p> <p>Ensure new school processes are embedded throughout the whole school (e.g. ERSP, Significant incident, CPOMS) and audited/ monitored by the Leadership team 4abc-5-8</p> <p>Fully implement CPOMS and review its effectiveness 4ac-5</p> <p>Further upskill school staff to cater for the school's most complex CYP creating a bespoke provision (Mars hub) SH11</p>

PERSONAL DEVELOPMENT – 1/Outstanding

Strengths

The curriculum at Queensmill is varied, imaginative and highly differentiated. Staff are perpetually seeking new ways to incorporate special interests and connect learning in the classroom with its real-world application. This occurs through presenting meaningful, relevant and functional learning opportunities, frequent engagement with the local community, access to culture (in school and/ or in the community) and established pathways to employment and supporting living.

The SoSafe! programme greatly enhances the school's ability to teach children the nuances of social interaction, expected behaviour and how to report abuse. Parents and carers have been invited to workshops so that they can support this essential learning at home. The school has a full-time family support worker to assist families with a number of issues (e.g support with appointments, housing, parenting...)

SMSC education is outstanding. CYP have access to a rich and diverse curriculum. British values have been embedded meaningfully so that it is enjoyable, accessible and stimulating, relative to CYP cognitive abilities and starting points. Equally, other religious and cultural events are embedded throughout the school, most typically via assemblies and focused cultural events.

The Creative Arts, Personal, Social and Health Education (PSHE) and Physical Education (PE) subjects are integral part of the school's core practice. Their leadership is outstanding and innovative which is reflected in the curriculum and the practice. These subjects are embedded in the school day for all CYP and partly delivered by the class team. Extra-curricular Teachers and subject leads provide tailored support (leading sessions, share practice, provide training, bespoke provision for key students...) which strengthen the daily practice in those subjects. Strong partnerships with external artists and cultural venues are in place mainly for Creative Arts and PE.

Our school consistently promotes excellent personal development for all students. Our staff body has an intimate understanding of autism, the challenges it may present, and the joys and uniqueness that must be celebrated. We are advocates for our misunderstood and marginalised cohort and all staff are committed to celebrating students and ensuring they have the best possible skill set for life after school Celebrating the neurodiversity week through in-school activities aiming to improve CYP understanding of their autism, for example the Q-inclusive award, to highlight and support inclusive places within the community, are all effective in developing work experience opportunities and including our CYP within their community. Frequently we go beyond the expected to achieve this and pupils have access to a wide, rich set of experiences. Wherever possible students are involved in the planning and delivery of cultural learning and experiences across the school, with a balanced cultural calendar that reflects the world around them and what they find meaningful and important. Pupil voice is gathered through school councils but also during celebration events. For instance, pupils were offered the opportunity to vote for their favourite biscuit during the Jubilee celebration. Those opportunities need to be meaningful and motivating for our CYP. Each pupil contributes to their EHC review in the way that is the most meaningful to them. It can start by attending the end of the meeting with parents and go through pictures of key achievement to writing a piece about their key achievement.

We promote equality of opportunity and diversity effectively. Providing opportunities for our students to understand, appreciate and respect difference in the world, both in school and known contexts, and the wider world around them. Wherever possible we aim to foster an understanding of what it is to be positively valued and integrated within a community group. Often these are challenging concepts to deliver; our use of the SCERTS framework and individual targets focused on social communication and emotional regulation support the development of a sense of self and others, and where appropriate, an understanding of expected and unexpected responses across a range of contexts. We also advocate for our CYP and staff play a crucial part in improving the autism acceptance when accessing the community or developing partnerships with external agencies.

	<p>The school has created (from the initiative of a number of staff) ‘a celebration squad’ which leads aspects of Spiritual, moral, social and cultural (SMSC) education but also ensures that those celebratory events are meaningful, joyful as much for pupils as for staff. These events are integral to supporting both pupils and staff’s mental health and wellbeing.</p> <p>As described in previous sections, our CYP mental health and wellbeing is at the core of everyday practice and drive all processes. The above is only aiming to describe additional and specific aspects of the school which may address specific gaps.</p>
<p>Actions from previous year:</p> <ul style="list-style-type: none"> • Talk time and other therapies (other than OT and SALT) to be further developed through the recruitment of a part-time school counsellor and a partnership with ConnectEd SH11 	<p>Impact of actions:</p> <ul style="list-style-type: none"> • An external specialised therapist from the ‘Connected’ Service Therapist has been in school one day a week and offered targeted support for key students in the Primary department. She has also offered drop in sessions for staff who may need to talk to someone external to the school. The intake has not yet been high. The school counsellor (Morgan Sebode) has been offering ‘talk time’ sessions to resource base students one day a week. He has been overwhelmed by referrals as the need is great. The feedback and the impact have been significant especially when considering the current gap of service outside of school. SH11
<p>Areas for development</p>	<ul style="list-style-type: none"> • Currently the school only has the resources to have a counsellor in one day a week and targeted therapeutic support for CYP one day a week from Connected. The need is great but budget limitations and gap of service in the community restricts the offer. • Gaps of service in the community means that families rely on school for all supports • Although aspects of the extracurricular practice are transferred to daily practice, there is a need of additional practice sharing events to upskill all staff. • Work experience for our CYP remain limited and our CYP continue to face challenges when accessing the community due to a lack of autism acceptance.

<p>Benchmarking Systems similar to Queensmill</p>	<p><u>Eagle House:</u> Pupil parliament, assistant psychologists in every class; Bramley Time which incorporates daily PSHE with Zones of Regulation, 30 minutes of key worker time every week where the pupil spends time with a trusted adult to check-in on how things have gone for them.</p> <p><u>The Rise partnership:</u> Questionnaires, School councils and Pupil Ambassadors; use Thrive for mental health</p> <p><u>The Grove:</u> Student council each half term, Haringey SEN council, Student surveys each year, including one on mental health and we ensure we use a whole variety of strategies to make this accessible eg. Talking Mats, Pupil wellbeing committee, Pupil diversity committee. Mental health first aiders, mental health leaders, PBS, SCERTS, our behaviour plans are called wellbeing plans so the focus is on how to sustain being mentally healthy and good wellbeing, monthly MAG meetings which include CAMHS, Time to Talk events, Art and Music therapy, Celebrate mental health week, Pupil wellbeing committee, Stonewall champion and we celebrate LGBT+Q, Optimus Wellbeing award</p> <p><u>Phoenix school:</u> Student council, Student surveys each year, Pupil contribution booklets in Annual Review for EHC Plans, Pupil Voice underpins everything that we do, learning is centred around students interests</p> <p><u>College Park:</u> Pupils voice is celebrated in CPS through School council meetings, communication environment where pupils' communication aids are always available, giving pupils choice, annual pupils survey... - All pupils have an EHCP outcome regarding Social, Emotional and Mental health, PSHE lessons and programs including RSE, SCERTS personalized programs and intervention, Clear routines and schedules, The Zones of Regulation, Personalized social stories, Attention autism, Sensory processing toolboxes, Play times and regular breaks, Sensory processing programs and sensory room, Using various contexts to understand emotions-stories and drama; talking walls; PSHE lessons; social skills and playtimes, Food tech and healthy eating, Using motivators and pupils' affinities throughout the day to support self-regulation and learning (focus on Positive Psychology), Multi-professional work-working closely with parents, SALT, OT and CAMHS</p>
<p>Actions</p>	<p>Family support/training opportunities to ensure consistency of strategies across context particularly in the area of SRE and e-Safety</p> <p>Parents engagement: meet and greet, calendar of key events (coffee morning, celebration events, parents' evenings...)</p> <p>Extra-curricular practice sharing events and further training on specific aspects delivered in house and/ or by external professionals</p> <p>Develop further partnership with external professionals in SRE and PE to further expand the offer in those areas.</p> <p>Continue developing strong partnerships with the local community to expand work experience opportunities and improve autism acceptance through the neurodiversity week and the Q-Inclusive award.</p> <p>Fully resume school council practice as well as continue exploring ways to include pupil voice in school decisions</p>

Strengths

Leadership and management are good but school aspires to return asap to its previous judgement of outstanding. Covid and the academy conversion have resulted in the school experiencing significant changes (a high number of experienced staff moved to Kensington Queensmill, high number of new recruits, new leadership team, new structure within the Trust) and in the school facing great challenges (ongoing disruptions linked to Covid; longer term effects of the pandemic on pupils, staff and services; difficulties recruiting...). The school had to adapt and review priorities. The most recent Ofsted inspection judged the school as inadequate due to Leadership and Management being ineffective particularly in the area of Safeguarding. The school took immediate actions (see Ofsted actions tracker and TQT Queensmill Ofsted action points) to address the serious weaknesses and is now confident that changes implemented mean Leadership and Management is effective. This was confirmed by the audit from the LADO and by the external auditor Chris Sanderson. Queensmill now need to ensure that those changes are fully embedded throughout the school.

The induction for new staff is thorough and includes a presentation of key aspects of the school procedures and expectation for all staff (e.g. code of conduct, medication administration, essential policies), a safeguarding course (includes e-safety and prevent). This ensures that new staff have all the required information before entering the classroom. There is a system of mentoring by more experienced Teaching Assistants (Tas) and a thorough probation system to ensure that new staff are well supported and only offered permanent position when they have fully met the school's expectations.

Safer recruitment processes are through. The EHT, HoS, DHT, the chair of governors, the safeguarding link governor and HR officer have completed their Safer recruitment training which will be updated every two years. New recruits are only offered a start date once a quality insurance pro-forma is signed off by Freddie Adu (Executive Head) or other Safer Recruitment trained person not on the original appointing panel for the candidate. This last step will be completed once all required checks have been completed (e.g. DBS, 2 verified references, overseas check if relevant...).

All staff attend two Safeguarding INSETS. One in September focusing on statutory requirement to ensure that all staff are aware and understand Keeping Children Safe In Education (KCSIE) and its regular updates. This is led by the HoS (DSL) and includes a quiz to ensure that all staff have understood and processed key messages. The other INSET is in January and focuses further on safeguarding within the context of Queensmill. This training includes reflective exercises on case studies per department and led by Deputy DSLs. Safeguarding briefings are included within weekly staff briefing. Those may include refresher on statutory requirement or may focus on school's specific issues.

Practice in supporting pupils with medical needs is good. Leaders have created strong processes (policy, induction, training) to ensure that staff are aware and understand their role. Regular reminders are conducted through staff briefing and ad hoc supports/ training or action may be added as the need arises. A number of displays around the school ensure that staff have visual reminders of their duties and pupils with medical needs. The school uses medical tracker to record medication administration, record pupils' medical protocols and other relevant documents. Medical cabinets are used to store transport medication during the day or school medication when a CYP is absent and when outside of usual school hours.

Leaders have implemented strong processes to oversee pupil's regulation (behaviour), see details in the corresponding section. Within Queensmill's context, this aspect is closely related to welfare and safeguarding concerns. Our complex cohort of young people often engage in unsafe actions/ behaviours due to their autism. Staff must follow the school's safeguarding and child protection policy and should report any concerns they may have but the DSL must consider CYP's autism when dealing with the concern. A safeguarding section in CYP ERSP highlights these instances and details ongoing supports and strategies in place to address potential concerns. Those are reviewed as part of the ERSP review process. ERSP, significant incident protocol, staff (leaders)knowledge of CYP as well as their close relationship with families provide immense qualitative information which enables leaders to take relevant and prompt actions as and when needed to safeguard its complex cohort of vulnerable CYP.

The Head of School and senior leaders scrutinise practice, effectiveness, methodology and approach regularly to ensure that the effective and well-established school methodology is maintained and of a consistent standard, this takes place alongside learning walks and informal 'drop-ins'.

Although the Leadership team is relatively new, it comprises highly experienced practitioners and leaders who have been at Queensmill for a long time. This team although new is taking the school through one of its most challenging time. This team is strong, innovative, dedicated and motivated in ensuring that Queensmill School regains its past judgement of Outstanding. The recent advanced NAS accreditation was achieved principally by the new leadership team.

The Local Governing Body (LGB) has and continues to undergo changes due to members departing. It consists of parent representatives, a school representative and a community governor. The Chair and the Head of School are aiming to appoint new members of the LGB: the Head of a mainstream school and a local councillor. New systems have been developed to ensure that the governing body understands and scrutinise school processes and hold the Head of School to account. Link governors have been identified (safeguarding, resources and teaching & Learning) who conduct regular school visits. The safeguarding link governor visits the school termly and meets with the Head of school to conduct a single central register check, jointly conduct a medical walk and go through safeguarding training and concerns. The Teaching and Learning link governor will be joining the Head of School for class observations and subjects leads present reviews annually.

Queensmill maintains a model of distributed leadership so that excellence is maintained across the school and decision makers feel that they make a strong contribution to the development of the school. Leaders engage regularly with staff, both formally and informally, and have an excellent understanding of the pressures and demands of working in a specialist environment such as Queensmill. This is well reflected within the open-door policy and feedback from external audits. Wellbeing for staff is also one of the highest priorities. Working in such a context, with complex and vulnerable CYP is difficult and the pandemic has added to these challenges. It has been detrimental to both pupils and staff mental health and wellbeing. The school has a mental health lead (Reece Morgan, Assistant Head) who is also one of two mental health first aiders who is a key point of information but also provides training. In addition to the 'Celebration Squad' for celebrating and promoting student and staff wellbeing the school has begun to develop more formal processes to support staff wellbeing. The Significant Incident debrief, which is part of the Significant Incident protocol, includes a staff 'check-in' and ensures that staff are 'heard' as part of the decision making in regards to follow up actions. In addition, the school Education Psychologist has conducted reflective practice/ supervision sessions with specific classes and specific group of staff (staff supporting key students). Feedback from staff have been very positive. The Leadership team has an open-door policy and staff have shared with external auditors and Ofsted that they feel supported by Senior Leaders.

Actions from previous year:

- Wellbeing policy for staff to be fully implemented (e.g. supervision, staff events, MHFA) **SH11**
- Low level concern policy and system

See progress against previous inspection section

Impact of actions:

- See above in regards to celebration squad, debrief following significant incidents and supervision/ reflective practice. **SH11**
- The low-level concern policy has been shared with staff but may not be fully understood yet.

See progress against previous inspection section

Areas for development	<ul style="list-style-type: none">• Currently the school has only the resources to offer supervision only for specific cohort but the need is great and this support should be made available to all staff (budget limitations). It would require a dedicated therapist whose responsibility is solely supervision• Trust wide/ local governing body systems to be further developed especially within resources• Two vacancies in governing body• Although the school systems provide useful qualitative data on CYP's regulation (behaviour), the school do not currently gather quantitative data which may be useful in further understanding patterns of dysregulation.• New systems are not fully embedded: strongly the leadership team but need to be further transferred to the rest of the staff body• School systems (welfare, regulation (behaviour) recording, ERSP, significant incidents are not centralised which make information access challenging.• Conduct a wellbeing survey for staff
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Benchmarking
Systems similar to
Queensmill

Eagle House: Weekly safeguarding update on a Friday, these follow a series planned by the DSL, whole school KCSIE updates as needed during inset.

Group clinical supervision on a three-week rotation:

- Teachers
- LSAs
- Clinical Team/Therapists

Support staff in a group session once a half term. Wellbeing forum that plan events including our end of term meals, social events and wellbeing circuits.

The Rise partnership: Termly updates and training at the beginning of every year and as part of induction. Director of Safeguarding who monitor all of this. Staff sign off their training. Spot check to see practice in action. Director of Coaching and CPD who support each school staff wellbeing committee. 12 mental health first aiders on staff and have termly wellbeing weeks. Staff can also attend weekly wellbeing sessions, Zumba and yoga. We buy in a staff phone service – staff can self-refer if they need additional support or advice. School pod to record welfare concerns.

The Grove: Face to face training, Additional on-line training throughout the year, Staff sign to say they have read the KCSIE and this is linked to the SCR, Weekly safeguarding feature in our weekly bulletin to staff, Updated shared at briefing, Safeguarding scenarios uses as evaluations at INSET and training days, my concern as a software to record welfare concerns, Trust wide benefits e.g Vectus card and BUPA level 1 cash plan, Provide free food at INSET, Account for all directed hours so we are not expecting over and above, Provide tea and coffee in staffroom, regular line management, Clear sickness absence procedures, Use of OH to support RTW, Staff risk assessments where required, RTW forms completed after sickness absence, Provide high quality CPD for professional development and to ensure staff are well protected from harm, Clear Trust wide HR policies, Weekly Thank yous and recognition in the staff weekly bulletin, End of Term “Oscars” which all staff vote for, Allow early leaves on tricky days such as tube strikes, Suggestion box, LSA meetings each term, Regular surveys to reduce staff workload and sharing results, half term staff surveys, Staff wellbeing committee, Equality and diversity staff committee, Wellbeing charter (Trust wide), Trust diversity training each half term, Clear designation of roles and responsibilities of SLT so it easy for staff to get answers and resolutions quickly

Phoenix school: Face-to-face training, Safeguarding element to briefing each week including updates – minutes circulated each briefing, Culture of ‘it can happen here’ in our school, KCSIE part 1 is read together in classes during staff liaison meeting time and staff sign to say they have read the KCSIE,

Disqualification by Association form signed by staff working with pupils 8 and under, Safeguarding Liaison refreshers for all staff delivered by members of the Safeguarding Team checking understanding providing further training, as needed, Safeguarding checking quizzes, Safeguarding Team meet weekly to discuss specific cases and training needs across the school, Safeguarding is a standing item at SLT meetings, Link Safeguarding Governor visit, Monitoring of quality and timescales around sharing and documenting concerns, Use of My Concern, Benenden Health membership, Account for all directed hours so we are not expecting over and above, Provide tea and coffee in staffroom, Clear line management structure, Clear sickness absence procedures and use of SAM People to support and track attendance. Use of OH to support RTW, Staff risk assessments where required, RTW forms completed after sickness absence, Provide high quality CPD for professional development and to ensure staff are well protected from harm, Shout-outs in staff briefings to celebrate contribution and impact, Allow early leaves on tricky days such as tube strikes, Staff social events throughout the year, Specific days such as TA/Teacher days celebrated, Regular briefings, Set calendar of priorities to support organisation of time across the year, Staff Surveys, SLT availability to support staff throughout each day, Mental Health first aider promoted

College Park: Lanyard system for new staff – orange if you agency, New staff go through a 6 week induction, have to complete an induction book and be signed off by DSL and headteacher, Weekly briefing with Safeguarding updates, Safeguarding training in September, staff quiz and safeguarding updates throughout the year, School signed up to Andrew hall and The Key Safeguarding, use CPOMS, Well-being events led by staff, Staff offering expertise like yoga, cooking, vision boarding, Employee assistance program, MIND provide a telephone number to call and resilience building sessions with staff teams EP – circle of support with teachers, Workloads for teachers, Annual calendar of CPD sent out so they aware of the meetings

Actions	<p>Further develop peer collaborations with fellow autism specific schools (both inside and outside of the TQT)</p> <p>Quality assure/ audit school processes (e.g. significant incidents) regularly (during SMT meetings) 5-8</p> <p>Explore ways to use quantitative data on welfare from CPOMS and how this could inform other school's safeguarding processes. 5</p> <p>Fully implement CPOMS (including the staff section) and review its effectiveness 4abc 5</p> <p>Engage in peer observation and review practices with another 'like' school setting</p> <p>Develop secure pathways for employment and further education for Post-16/19 students</p> <p>Develop a staff survey to gather their voice and make staff be part of the school's decision making</p> <p>Supervision and reflective practice to be expanded SH11</p> <p>Mental health twilight event SH11</p> <p>Fully embed school processes throughout the school 1-2-3-4-5-6-7</p>
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OVERALL EFFECTIVENESS – 2/Good

Strengths	<p>The quality of education in the school is good</p> <p>The behaviour and attitudes in the school are outstanding</p> <p>Personal development at the school is outstanding</p> <p>Leadership and management in the school is good</p>	
Actions from previous year:	<p>Due to the Ofsted inspection, actions have been refocussed, see Ofsted action tracker and TQT Queensmill Ofsted action points.</p> <p>The parents survey and focus on play (training for staff, SCERTS observations) occurred and actions from the School Development Plan (SDP) were completed.</p>	<p>Impact of actions:</p> <p>Two external audits were completed and validated the progress made by the school. Queensmill retained its advanced status through the National Autistic society accreditation in March 2022.</p> <p>Results from the parents' survey can be available and were presented to parents in an event. Parents were pleased to feel heard despite the low attendance. Further work is needed in this area due to the Ofsted inspection.</p>
Areas of development	See areas for development in previous sections	

Actions	<p>Organise two audits (by LADO and by an external Safeguarding auditor) to measure impact of the actions taken following the Ofsted Inspection in 2021. It will be especially important to ensure that all staff (Teaching Assistants, admin...) are aware, understand and comply with these processes.</p> <p><i>See actions from previous sections</i></p> <p>Resume parents' events: meet and greet in September to ensure parents meet relevant professionals and key messages are shared, school calendar to be shared early in the year which will include key events for parents (e.g. school celebrations such as Christmas, Creative Arts exhibition, sports day, coffee mornings and parents training). Annually conduct the parents survey and event on parents' voice.</p>
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EVIDENCE TO SUPPORT SUMMARY EVALUATION	
Ofsted inspection report:	<p>November 2021</p> <p>Monitoring visit June 2022</p>
Quality of education:	<ul style="list-style-type: none"> - Assessment policy - Assessment at Queensmill School - Curriculum statement - Curriculum policy - 2021-22 assessment termly reports - Teacher PM overview 2021/22 - Termly observation reports 2021-22 - School improvement plan - Examples of teacher's medium-term plans - Staff training logs (examples of training focus and content) - Teachers (including new teachers) meeting/ training calendar (2022-23) - Evidence from coaching and mentoring structures for ECT and Apprenticeship teachers - Subjects progression maps - Pupil Premium Statement and report 2021/22 - Progress tracking meetings reports (Spring and Summer term)

Behaviour and attitudes:	<ul style="list-style-type: none"> - Assessment reports - Team-Teach training records and incident logs 2021/22 - ERSP examples across the school - Behaviour policy - Significant incident protocol - School improvement plan - Team-Teach training record - Staff training logs (examples of training focus and content) - Content and feedback from school council meetings - Key students case studies - Notes from meetings with school's professionals/ external professionals
Personal development:	<ul style="list-style-type: none"> - Example of SoSafe! Book - Extra-curricular progression maps - Evidence of well being events by the celebration squad - Q-inclusive evidence - Examples of community engagement activities and success - Whole school calendar - Assembly rota/schedule for 2021/22 (and accompanying examples) - Equality policy - Assessment reports - Pupils voice examples - Reports from school counsellor

Leadership and management:	<ul style="list-style-type: none"> - Pupil Premium Statement 2021/22 - Parents survey results - Assessment reports - Class observation summary - School Improvement Plan - School vision statement from website - Staff training logs (examples of training focus and content) - Staff probation records - Examples from student baseline/transition meetings - Parent workshop and coffee morning content and feedback from these sessions - Assessment schedule 2021/22 - CPOMS - Staff training records – specifically related to safeguarding - Slides from Safeguarding INSET - Notes from weekly briefing - Supporting pupils with medical needs policy
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TQT Queensmill Ofsted and Stewart Harris action points index:

- **1a:** Improve awareness of safer recruitment requirements- on the part of leaders
- **1b:** Improve awareness of safer recruitments- training for all those recruiting staff
- **2ab:** Improve compliance with safer recruitment requirements- DBS checks for all new staff and Barred list check for all staff who work with children before their DBS certificate is available
- **3:** Keeping Children Safe In Education (KCSIE) training for all staff
- **4a:** Pastoral and Behavioural record keeping- ensure staff record changes in behaviour or other welfare concerns, even if minor
- **4b:** Pastoral and Behavioural record keeping- ensure staff record all uses of physical intervention
- **4c:** Pastoral and Behavioural record keeping- ensure staff record staff discussions about welfare and resulting follow-up actions
- **5:** Analyse patterns in the records listed at 4 a-c above, to inform decisions about additional help, protection or support
- **6:** Meds policy review: school leadership to review the procedures and expectations on logging when meds are given
- **7a:** Meds training: ensuring all staff are trained in school procedures on administering medicines
- **7b:** Meds training: ensuring all staff are trained in any specific training in how to administer a medicine
- **7c:** Meds training: ensuring all staff are trained in school procedures on keeping medicines available to pupils wherever they are in the school
- **7d:** Meds training: ensuring all staff are trained in school procedures on keeping records of when medicines are administered
- **8:** Meds compliance checking: leadership action on checking consistent compliance with regard to 7 a-d above
- **9:** Ensure every subject is well sequenced, identify what want pupils to know and remember

- **SH 1:** Review of Team Teach training
- **SH11:** Trauma and Injury policy and recovery processes
- **SH14:** bullying concerns