

<b>Name of School:</b>	Brent Knoll School
<b>Headteacher/Principal:</b>	Mr Andy Taylor
<b>Hub:</b>	London Special and AP Hub
<b>School phase:</b>	Special 4-16
<b>MAT (if applicable):</b>	Not applicable

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Effective
<b>Date of this Review:</b>	03/10/2022
<b>Overall Estimate at last QA Review</b>	Effective
<b>Date of last QA Review</b>	14/10/2019
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	05/06/2019



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR BRENT KNOLL SCHOOL

#### Quality Assurance Review

The review team, comprising of host school leaders and one visiting lead reviewer agree that evidence indicates these areas are evaluated as follows:

<b>Leadership at all Levels</b>	Leading
<b>Quality of Provision and Outcomes</b>	Effective

**AND**

**Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs**

<b>Area of Excellence</b>	Not applicable
<b>Previously accredited valid Areas of Excellence</b>	Not applicable
<b>Overall Peer Evaluation Estimate</b>	Effective

***The Quality Assurance Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.***

## 1. Context and character of the school

The Brent Knoll School (BKS) is a special school for children aged 4-16 with complex social, communication and interaction difficulties, including autism. All pupils have an Education Health Care Plan (EHCP). There are currently 162 pupils on roll with significantly more boys than girls in the school. Additionally, the school is currently trialling an eight-place, one-year pilot of a post 16 class to support the transition to local further education (FE) placements. There is a high proportion of disadvantaged pupils in school, many of whom have challenging backgrounds. The school has employed a Safeguarding Lead and Pastoral Manager who works to engage and support families.

Staff seek to deliver curriculum solutions that creatively ensure the pathways for learners are well defined and tailored to their individual needs. The school prides itself on its core offer of therapies and interventions, its bespoke personal development tracking system and its wide variety of extra-curricular activities. The values of the school are responsibility, respect, kindness, fairness and honesty. The school has gained the Autism Accreditation from the National Autistic Society and is part of the Lewisham Special School Network and the Specialist Learning Partnership.

### 2.1 Leadership at all Levels - What went well

- BKS's motto – 'Be the best that we can be' – is underpinned by its values. These reinforce the positive ethos for learning through assemblies, lessons and when celebrating pupil and staff talents.
- Governors are actively involved and offer informed challenge. They participate in Away Days and report on their regular visits linked to improvement priorities.
- Although appropriately proud of provision and outcomes, leaders are not complacent. They drive and seek to expand BKS's research-based, leading practice such as that related to Attention Autism.
- Senior leaders share a clear vision for the school's development. Their interdependent roles are understood by staff who know which senior manager has line management responsibility for phases, curriculum areas and pastoral care.
- The size and impact of the pastoral team has increased since the last review. Case studies demonstrate the successes of the pastoral manager, pastoral assistant, an emotional literacy assistant and a school-home assistant in working with families, social services and other agencies to tackle poor attendance and behaviour issues.
- Middle leaders are skilled in leading different aspects of provision. They report that recent developments have strengthened planning between phases and encouraged teachers to share ideas even more readily. Consequently, leaders are on target to complete the revision of curriculum plans that even better match the needs of the more homogenous learning groups created this year.

- A wide-ranging professional development programme linked to school improvement and the appraisal process strengthens teaching and leadership skills systematically. Evaluations show the positive impact of autism and Makaton training, for example, on staff at BKS and other schools.
- The school's outward facing, inclusive ethos has been maintained and enhanced in spite of Covid-19. Parents continue to use the 'See-Saw' app introduced during the pandemic to see their child's work and support homework tasks.
- The curriculum is broad and responsive to pupils' needs - as demonstrated by changes in pupil grouping and curriculum refinements taking place and the one-year pilot of a post 16 class to support the transition to FE for eight post 16 pupils.
- The school is committed to offering a range of opportunities to enable pupils to take responsibility and develop their interests and independence. There is a school council and range of clubs. Pupils gain real life experiences to support their personal development when participating in music performances, a wide range of team sports or visiting local museums and Sydenham gardens.
- Planned provision promotes students' wellbeing and personal, social, health and emotional development is very well supported by therapists and the educational psychologist. This develops exploration and learning skills from early years and builds on them as pupils progress through the school.

## 2.2 Leadership at all Levels - Even better if...

...leaders monitored the on-going developments in place to reinforce the stronger collaborative working between and within phases that has been planned.

...senior leaders built on the evidence of the impact of BKS's research-based work beyond the school.

## 3.1 Quality of Provision and Outcomes - What went well

- Recent curriculum refinements that bring about greater flexibility in meeting pupils' needs emphasise leaders' strong ambitions for all learners.
- A two-year plan for the Early Years Foundation Stage (EYFS) and Year 1 is now in place. The thematic-based provision is clearly linked to the Birth to 5 Framework. The learning environment and resources are organised to develop transferable skills based on children's interests.
- The National Curriculum underpins the strengthened provision in Key Stages (KS) 1-3. Pupils have been reorganised into more homogenous learning groups. The whole curriculum has been mapped for the EYFS and music and detailed medium-term plans for this term have been completed for other subjects.
- A one-year pilot transition course has been launched this year to support eight pupils not ready to move to FE. Participants have responded positively to its

programme that includes functional skills, work-related learning as part of the Young Enterprise scheme, work experience and a college link day.

- The overall curriculum builds sequentially on seven personal development strands, one of which focusses on engagement in learning. Linked to pupils' individual EHCP targets, these are rigorously assessed annually using BKS's progress steps to inform the next stages of learning well.
- A comprehensive Personal Development Tracker has been developed to monitor individual, group and cohort outcomes. These influence each pupil's targets and support plans and inform strategic decisions related to cohorts.
- The strong emphasis on reading ensures pupils' skills are reinforced well. The revised policy emphasises an individualised approach, as seen in a dynamic Everyone Reading in Class session which focussed on pupils' interests.
- On-going professional development ensures teachers and support staff are kept up to date. As a research-engaged school, leaders provide well-received training for families, staff and a range of other settings.
- Pupils enjoy high quality support from teachers and learning support assistants (LSA) working with classes, groups or individuals. In KS4 English, clearly differentiated activities engaged three groups very well in developing retrieval skills because the teacher and LSAs matched 'can do' tasks to pupils' different needs. Concurrently, excellent 1-1 support absorbed a boy who needed individual help to achieve well.
- Relationships between pupils are positive and friendly within and outside lessons, modelled by all adults in the school. Pupils appreciate the support they receive and affirmed how 'staff are there for you if you have problems'.
- Pupils develop their skill in recalling learning well. Some shared how they had improved in mathematics and spelling. Others explained they improved 'because the work is interesting, challenging and gets us to research'.
- Collaborative working between leaders in different phases and refinements in the curriculum ensure a smooth transition from the EYFS to the end of KS4 and beyond. Parents shared how quickly their children had settled and remained happy and engaged through their experiences at BKS.
- Career provision that resonates with Gatsby benchmarks helps pupils become independent. In KS3, pupils gain from independent travel training, alternative providers, events at Goldsmiths College and participating in Duke of Edinburgh awards. In KS4, Award Scheme Development and Accreditation Network awards, career focussed days and mock interviews build on these experiences well.
- Most pupils typically achieve very well. Current tracking information affirms they make very good progress with few significant differences between groups.

### **3.2 Quality of Provision and Outcomes - Even better if...**

...leaders monitored the pupil grouping and curriculum changes being implemented to ensure provision enhances achievement as anticipated.

#### **4.1 Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs - What went well**

- Although all pupils at BKS have additional needs, provision is adapted further to meet the needs of those with particular additional needs or who are especially disadvantaged. In a 1-1 reading intervention session, for example, strong support enabled pupils to gain confidence in sequencing and blending. Their books showed accelerated progress after being given clear strategies for spelling.
- Individualised approaches are in place to enable pupils to be aware of their feelings and to self-regulate more confidently. Zones of regulation are adopted consistently throughout school. In a stimulating personal, social and health education lesson, pupils were helped to identify their own emotions and be empathetic to others by playing an engaging 'feelings charade' game.
- Close working relationships between the school's leaders and professionals in health and social services and the local authority's special educational needs team ensure targeted specialist help is provided for pupils with particular needs or disadvantage as soon as possible. The school's pastoral team provide direct home-based advice where necessary to enable families to access funding and other support as needed.
- Leaders report that they receive helpful advice from the virtual school which leads to comprehensive provision and strong outcomes for looked after children.
- More able pupils are challenged well through clearly differentiated work within lessons or in smaller groups. School records show when this has resulted in pupils returning to mainstream schools as appropriate.
- For the small number of pupils whose attendance is inconsistent, especially following pandemic locks downs, additional support and bespoke work is provided for them to complete successfully at home, encouraging their return to school full time.

#### **4.2 Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs - Even better if...**

...No EBI was identified

### **5. Area of Excellence**

Not applicable on this visit.

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

BKS will consider this further following its Challenge Partner team review later this year.

**This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.**

**Schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.**

**Schools can also attend Sharing Leading Practice events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.**

**Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website.**