

SCS Newsletter

Friday 27th May 2022



Swiss
Cottage
School
Development &
Research Centre

Inclusive
Nurturing
Inspiring

Dear Families,

This half term ended with our Family Learning Weeks across the Lower and Upper School classes. We valued hosting each class session to hear your reflections and answer questions. Thank you to all of the families that were able to join us.

Challenge Partners Quality Assurance Review (QAR)

The school completes a full school review annually through the Challenge Partners national organisation. The review took place on 9th – 11th May and involved a team of three reviewers: one Lead Reviewer and two special school headteachers. The school was assessed as 'Leading' and the newsletter includes the final report of the QAR.

It is also located on the school website here: <https://swisscottage.camden.sch.uk/our-school/ofsted>

Summer Term: 2nd Half Term 7th June – 22nd July 2022

We are looking forward to ending the academic year together with families in celebration of your child's progress and developments. We are organising class Award Ceremonies, End of Year progress meetings, our annual Graduation Ceremony, and an End of Year event for the school community. We will be sharing information and dates on Friday, 10th June so that you have the dates in advance.

Government Green Paper – Survey for Parents Carers

The National Network of Parent Carer Forums (NNPCF) have launched their parent carer survey on the Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Green Paper. They are keen to hear your views and this can be shared by completed this survey: <https://www.surveymonkey.co.uk/r/J63QX22>

This will inform the NNPCF's response to the SEND and AP Green Paper consultation.

Education World Forum: Ministerial Delegation

It was a privilege for us to be invited to host a Minister of Education and other Directors of Education for the Education World Forum which took place this week in London. The delegation had a focus on inclusion and we supported this through classroom observation, tour of school/classroom environment designs, and with presentations on Educational Technology and the national policies for Special Educational Needs and Disabilities for Education.

Summer Term Dates

Half-Term: Monday 30th May to Friday 3rd June 2022

Monday 6th June 2022: **Additional Platinum Jubilee Bank Holiday - no school for pupils**

Monday, 4th July 2022: **Staff training day – no school for pupils**

Friday 22nd July: **Last day for pupils**

We wish all of our families a safe and enjoyable half term break. We look forward to welcoming all pupils back to the final half term of the academic year on Tuesday, 7th June 2022.

Yours Sincerely,



Vijita Patel
Principal



Mia Dodsworth
Vice Principal



Rima Blakaj
School Business
Manager



Aditi Singh
Assistant Principal
(Lower)



Matthew Maguire
Assistant Principal
(Upper)



Roseanna Gooder
Assistant Principal
(Transitions/School
Improvement)



Lucy Hall
Assistant Principal
(Pastoral)



Matthew Granados
Assistant Principal
(Assessment & Semi-
formal Pathway)





QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR SWISS COTTAGE SCHOOL, DEVELOPMENT AND RESEARCH CENTRE

developed

Name of School:	Swiss Cottage School, Development and Research Centre
Principal:	Vijita Patel
Hub:	London Special and Alternative Provision
School phase:	Community Special
MAT:	Not applicable

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	09/05/2022
Overall Estimate at last QA Review:	Leading
Date of last QA Review:	07/07/2021
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	03/05/2017



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR SWISS COTTAGE SCHOOL, DEVELOPMENT AND RESEARCH CENTRE

Quality Assurance Review

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

Leadership at all Levels	Leading
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Quality of Provision and Outcomes	Leading
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AND

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

Area of Excellence	Not applicable
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Previously accredited valid Areas of Excellence	Personalised Supported Internship Pathway for Sixth Form Pupils – EmployMENT Pathway – Accredited, July 2021
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Technology Research to enhance Communication, Independence, and Innovation in Special Educational Needs – March 2020

Integrated Therapeutic Provision - March 2019

Overall Peer Evaluation Estimate	Leading
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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

Swiss Cottage is a special school for 260 pupils from two to 19, with education, health and care plans (EHCPs) from Camden and other London boroughs. Pupils have a range of special educational needs and/or disabilities (SEND) including severe and profound and multiple learning difficulties, and autism spectrum conditions (ASC). The proportion of pupils with complex needs, including significant medical needs, is increasing. The proportion of disadvantaged pupils is higher than average and over half of pupils have 'child in need' plans. Pupils follow one of five curriculum and assessment pathways according to their needs. The school population is representative of the cultural and ethnic diversity of London.

The school is an integrated model with NHS therapists and multi-agency specialists. The school delivers a wide range of specialist training on curriculum, leadership and SEND provision alongside Early Career Teacher training. Swiss Cottage has formal regional, national and international partnerships to enable the mission to promote a more inclusive society. The school was one of 100 schools in the global World Education Week showcase and designated as an Apple Distinguished school in 2021. Swiss Cottage is a warm, inclusive, professional learning community, providing a values-led, positive learning culture with moral purpose, partnership and equality at its heart.

2.1 Leadership at all Levels - What went well

- Highly effective senior leaders share and model clear, high expectations of staff and pupils. They are exceptionally well connected to local, national and international organisations ensuring that excellent practice and support are developed, adopted and shared widely.
- Governors have extremely high expectations of the school. They are highly skilled and well informed, with a strong presence in school.
- Leaders have comprehensively addressed previous EBIs, including sharing best practice in school, locally and internationally at the T4 Tech summit.
- The area of excellence from 2021 continues to develop, including the re-establishment of work experience placements, an online shop and partnerships with the National Maritime Museum, a well-known supermarket chain, and with Italian and Irish colleagues, exploring 'a new approach to supported employment.'
- Committed and inspirational middle leaders say, 'Senior leaders trust and believe in us.' They understand and clearly articulate how they monitor and improve outcomes, including using learning walks, Mapping and Assessing Personal Progress (MAPP) data and using Evidence For Learning (EFL). They fully appreciate and embrace their crucial role in school development.

- Continuing Professional Development (CPD) is highly effective in developing subject knowledge, pedagogy and specific skills and approaches. Inspirational and highly effective teachers and teaching assistants (TAs) are a great strength of the school.
- Leaders have developed a robust approach to planning, delivering and evaluating learning. Each pupil has a Personalised Learning Intention Map (PLIM), derived from EHCP outcomes and pathway specific curriculum targets. Progress measures include MAPP data and evidence is collated and recorded by school staff and parents on EFL.
- The journey of embedding Positive Behaviour Support (PBS) and Trauma Informed Practice (TIP) continues. The partnership with relevant local authority professionals and carefully thought out, sequential CPD, has resulted in increased staff empathy, understanding and skill. Leaders have identified pupils to be included in Camden Dynamic Risk assessment procedures to ensure that their needs are understood and planned for, to maximise their opportunities for life in and beyond school.
- Provision for well-being is a major strength of Swiss Cottage. The offer is based on universal, targeted and specialised support. Staff at all levels contributed to the model and are taking increased ownership of their well-being.
- Attendance is a strong feature of the school. Leaders skilfully use internal and external data to evaluate and benchmark the impact of their initiatives. Learning from Covid restrictions includes on-line annual reviews for some families, outreach support for pupils not accessing school for health reasons and home based behavioural support for families where necessary. Leaders at all levels, a highly skilled family liaison team and two-way sharing of evidence for learning, promote and develop family partnership working.

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

...leaders produced a one page infographic to showcase the impact of Swiss Cottage School.

3.1 Quality of Provision and Outcomes - What went well

- Caring and trusting relationships are a key feature of Swiss Cottage. Staff at all levels have high expectations, strong subject knowledge and a clear understanding of how pupils learn. In and around classrooms, there is a pervasive, purposeful learning atmosphere. Differentiation and personalisation are at the heart of Swiss Cottage learning, resulting in pupils making excellent holistic progress.

- The curriculum, delivered in five pathways, is well designed, sequenced and ambitious. Excellent Curriculum Pathway handbooks clearly describe how pupils are prepared for life in, beyond and after they leave school.
- Teaching staff, supported by local authority professionals, have developed highly responsive and enabling environments, where pupils develop choice and control. Communication, including alternative and augmentative communication (AAC) support, is well organised and consistently facilitated, including the use of objects of reference, photos, symbols and Picture Exchange Communication System (PECS). Communication books are well used. For example, after a trampoline session, pupils used their communication books to feedback on the session. One pupil spontaneously used his communication book to request an early snack!
- In an Early Years Foundation Stage music session, TAs showed high levels of autonomy. Teaching staff are inventive, personalising learning, enticing pupils to try something new, for example, covering a drum with gold foil to encourage a pupil to play it.
- In the informal pathway, pupils are expertly and respectfully supported with highly personalised communication and learning opportunities. Staff ensure that pupils have time to respond to stimuli and initiate communication.
- Pupils benefit from well-planned routines and structures, resulting in improved understanding and smooth transitions. Pupils learn to take responsibility for their learning, including tidying away.
- In a lesson in the semi-formal pathway, pupils were challenged to use their mathematics and problem solving skills to understand how much money is needed to buy items in community settings.
- Post -16 vocational learning is thoughtfully planned, enabling a wide range of pupils to be highly engaged in age-appropriate work. Pupils are individually and collectively involved in planning. Systematic instruction enables pupils to complete tasks with increasing competence and independence. The vibrant, pupil led Magic Breakfast enterprise promotes social interaction, vocational learning, choice and language development.
- Behaviour and attitudes to learning are exemplary across the school. The increasingly embedded PBS and trauma informed approaches have increased the knowledge, skills and empathy of staff at all levels. As a result the frequency, intensity and duration of behaviours of concern are reducing. On a few occasions where pupils became dysregulated, skilled support enabled them to return to a calmer more productive state. Where appropriate, pupils proactively and independently take short movement breaks before returning to their planned learning.
- Pupils take advantage of lunchtime clubs. For example, the trampoline club was calm and purposeful with opportunities for pupils to make choices and have fun! A pupil skilfully used eye pointing to request 'more trampoline.'

- Teaching staff promote awe and wonder. In a semi-formal class, a pupil discovered that he could produce copious amounts of bubbles. He was given time to fully explore and enjoy his discovery.
- The student council demonstrated their impact on school improvement, for example improving classrooms, outdoor environments, increasing recycling and now advocating for more community based learning as pandemic restrictions recede. Pupils hold teachers in high esteem, especially the 'head teachers' (the middle and senior leadership team). Pupils confidently share their high aspirations for their lives.

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

...the best practice in pathway specific environments at Swiss Cottage was shared and consistently in place.

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

Following discussion with senior leaders, it was agreed that the provision for pupils who are disadvantaged, children in need and looked after is exceptional, resulting in excellent outcomes for all. There is no difference or concern for any group of pupils based on social disadvantage or intellectual disability.

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

...Not applicable

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

Swiss Cottage is extremely well connected within and beyond Challenge Partners. Leaders continually provide and seek support as necessary.



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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.