



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR SWISSCOTTAGE SCHOOL, DEVELOPMENT CENTRE

<b>Name of School:</b>	Swiss Cottage School, Development and Research Centre
<b>Headteacher/Principal:</b>	Vijita Patel
<b>Hub:</b>	London AP Special Hub
<b>School type:</b>	Community Special
<b>MAT (if applicable):</b>	Not applicable

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Leading
<b>Date of this Review:</b>	02/03/2020
<b>Overall Estimate at last QA Review (if applicable)</b>	Outstanding
<b>Date of last QA Review (if applicable)</b>	04/03/2019
<b>Grade at last Ofsted inspection:</b>	Outstanding
<b>Date of last Ofsted inspection:</b>	03/05/2017

## Quality Assurance Review

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

<b>Leadership at all levels</b>	Leading
<b>Quality of provision and outcomes</b>	
<b>AND</b>	
<b>Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs</b>	Leading
<b>Area of Excellence (if applicable)</b>	Accredited Technology Research to enhance Communication, Independence, and Innovation in Special Educational Needs.
<b>Previously accredited valid Areas of Excellence (if applicable)</b>	Integrated Therapeutic Provision March 2019. Continuing Professional Development (Professional Learning Communities) February 2018 Complex Needs Curricula: Informal, Semi-formal, Formal Curriculum March 2017
<b>Overall Peer Evaluation Estimate</b>	Leading

*Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed peer evaluation estimates from the review are not equivalent to Ofsted judgements.*

## 1. Context and character of the school

The school formed from the amalgamation of two others into the purpose-built building in 2012. There are 243 pupils on roll all of whom have an and education health and care plan (EHCP). They have a range of special educational needs and/or disabilities (SEND) including severe and profound and multiple learning difficulties and autism. An increasing proportion have a range of complex needs including significant medical needs. The proportion of disadvantaged pupils is higher than average and 42% of pupils have 'child in need' plans. Pupils follow one of three curricular and assessment pathways according to their needs; sensory, semi-formal and formal. The core values of respect, integrity and a positive attitude underpin a 'can do' approach. This enables mentoring, coaching and a constant cycle of reflection of evidence-based research to steer the next developments. This school is at the heart of the community and accommodates national health service staff and a teaching school; the research and development centre. This provides a wide range of specialist training for SEND provision and initial teacher training. Pupils attend from other boroughs. The school has extensive partnerships with local universities for research and development.

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

- The whole school staff share the common values of inclusion and strong community focus. These form the bedrock of all that is achieved by this school which is at the forefront of developments in SEND provision. The core values are held by the multi-agency support teams based at the school and they work seamlessly with school staff to deliver holistically planned provision for each pupil.
- Leaders are continually developing and refining their excellent structures and practice. They always root these in research evidence. The previous EBI, to provide challenge for pupils to apply their learning in different contexts, resulted in research projects to define this for all the groups of pupils. Key Stage 4 pupils, following the semi-formal curriculum, eagerly learnt to use photographs as a check list for independently completing tasks around the school, so generalising learning to a different context in preparation for life beyond school
- Leaders hold weekly essential multi-agency support team meetings (MAST). Any member of staff can refer pupils to these so that there is a rapid response to changing needs. The professionals from other agencies are regularly involved in learning walks with education staff. This provides an excellent forum for discussion, problem solving and the identification of training needs for individual class teams.
- Leaders have structured staff into professional learning communities based around groups of classes, 'nests'. These class and nest teams are supported by

teacher and leadership mentors and provide the core structure for providing continuing professional development, performance development, coaching, mentoring and continually improving outcomes for pupils. Leadership mentors succinctly rate the implementation of planning and assessment in the 'nest', sharing information with senior leaders to identify opportunities for follow up mentoring within the nest meetings. This structure ensures that leadership capacity and succession is built into the foundations of the school and supports the excellent, extensive induction processes for new staff.

- Teachers are highly valued members of the school. They continually improve all aspects of provision by pursuing their own research interests with their pupils and collaborating to solve problems with the full backing, expertise and encouragement of the leadership team. This mobilises and generates an excellent self-improving school and supports well-being through first-class teamwork.
- Assessment is moderated within 'nest' teams and evidence recorded on a centrally held information technology application 'Evidence for Learning'. Parents have access and contribute evidence from home giving a holistic view of how pupils are generalising their learning in other situations. The school has worked extensively with the company to enable them to continue to develop this software.
- Leaders of Post 16 provision have structured the 'EmployMENT' curriculum pathway for students to provide a range of opportunities for them to build relevant workplace skills in small steps through enterprise projects in school and supported work experience. A student with profound and multiple difficulties used a switch to operate a sewing machine in short bursts so that her partner could steer the fabric. She knew that they are working together to make a bag to sell.

## **2.2 Leadership at all levels - Even better if...**

...leaders continued to develop the strong culture of well-being within the wider leadership team.

## **3.1 Quality of provision and outcomes - What went well**

- Class teaching teams have 45 minutes dedicated, prescribed time each morning, to discuss planning, assess progress, meet with MAST and other class teams in the nest to work on training priorities. At the end of each day they meet to evaluate assessments and ensure there is a rapid response to continually adjust provision so that pupils' progress is maximised. This is accurately and succinctly recorded in each pupil's personal learning intention map (PLIM).
- Children in the Early Years make rapid progress, particularly in communication and physical development. They responded eagerly to the wide variety of

multisensory, imaginative and integrated learning opportunities. Children investigated what the monkey did, including swimming and eating. They responded to the excellent questions from staff to choose the verb matching the action; as a picture, using a switch or with eye-gaze technology. They explored water with their senses and practised coordination and physical skills by cutting up a banana.

- Teachers integrate a wide range of strategies from speech and language and occupational therapists' advice for individual pupils. Pupils use colourful semantics to compose simple sentences, learn attention skills and practise fine motor skills. They use an excellent understanding of the progression of these skills from occupational therapists.
- All staff present pupils with problem solving activities that promote learning and teachers plan opportunities for pupils to achieve their challenging targets. Key Stage 1 pupils chose correct coins for purchasing items. Key Stage 2 pupils selected objects, named them, defined the letter sounds of 'dog' and recorded them in writing. Key Stage 2 pupils following the formal curriculum wrote sentences using adjectives from a word bank they had developed. They read and understood a story and responded to questions about what they had done at home.
- Class teaching teams work seamlessly to facilitate continuous learning. Staff know pupils extremely well and this enables pupils to be continually challenged, independent and develop new skills. Older pupils were highly motivated to investigate the journey to Wembley Park arena using Google Maps. Pupils know how to seek support from their peers or staff or use verbal commands to the software. They evaluated the results of searches to ensure there was wheelchair access and appropriate places to purchase food. Pupils demonstrated a wide range of reading, communication and recording skills in a cross-curricular task that gave them the skills for adulthood and life beyond school.
- Pupils relish challenge, are highly engaged, enthusiastic and resilient. They keenly celebrate their friends' successes and have a love of learning. Staff promote strong routines and a culture that enables pupils to interact with each other. Key Stage 1 pupils, following the formal curriculum, eagerly completed their class responsibilities, found pencils and put equipment away so there were smooth transitions from one activity to the next.
- Employability and work place skills are embedded in the curriculum throughout the school. Older pupils, following the semi-formal pathway, knew their responsibilities and consistent routines enabled them to successfully join the group, complete the register and share the morning timetable. Post 16 students understood the sequence of tasks they needed to complete for card production.
- Staff are well trained to manage the range of augmentative and alternative communication strategies and associated technology. Pupils use these successfully. Older pupils lead class activities using signing and emerging speech and competently use eye-gaze voice production and recognition software.

### **3.2 Quality of provision and outcomes - Even better if...**

...newly appointed teaching assistants continued to develop pupils' skills in moving their own learning on. .

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

- Leaders requested that the review focus on the cohort with additional health and care needs within the disadvantaged group.
- Leaders have used their well-established MAST model to coordinate the management of the health care and educational provision for these pupils. Pupils typically have up to eleven other professionals and specialist pieces of equipment to support their needs. They also receive support from several different hospital trusts.
- Leaders have used support staff who want to work with these pupils. They receive specific training for medical equipment and procedures to support pupils, so each class has a highly trained, motivated and dedicated team with the class teacher. Grouping pupils in classes within 'nest' groups has enabled opportunities for pupils to mix with others and flexibility in staffing that has built capacity to cover absence. This has resulted in seamless provision for pupils.
- There are excellent relationships with families for transfer of information at the beginning and end of the school through email and telephone calls. Parents of the younger children come to school every day so this essential communication is excellent.
- Class teams are very well trained to use a wide variety of technology to support pupils' learning and communication including eye gaze, switches and picture communication systems. Learning opportunities are specifically planned for each individual pupil. Staff link these activities really well to familiar stories so that pupils demonstrate their response using a wide variety of technology. The excellent networks of research and university relationships enable bespoke technological solutions for individual pupils.
- Leaders have a well-constructed and thought out crisis management plan that has been tested and adjusted. They are highly proactive in mitigating potential risk to ensure that responses are calm and appropriate so that pupils, staff and parents receive the support they need at these times.

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

...teachers and leaders supported teaching assistants to be confident in balancing health and education priorities in the moment.

## **5. Area of Excellence**

Technology Research to enhance Communication, Independence, and Innovation in Special Educational Needs

Category: Teaching / Leadership

Sub Category: Special School AP

### **Accredited**

### **5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?**

The school has an extensive history of working with a number of university researchers, software designers and others. They have worked closely with professional design and start up teams. This collaboration has enabled learning technology tools to be rolled out and implemented by teachers and support teams across the school when appropriate. For the technology companies involved, school staff have played a key role in developing the company's wider understanding and knowledge of SEND. The school has worked to systematically respond to requested projects and has worked with partners to ensure that they fully adhere to the school's values and provide impact for pupils. This memorandum of understanding and development of key performance indicators ensures that the researchers and visiting organisations align with the schools' values and there is direct benefit for pupils. The focus on technology research and development has distributed the digital vision to teachers to mobilise their passion for inclusion and their role in shaping solutions. Class teaching teams are actively encouraged to be research focussed.

School leaders actively seek proposals from researchers and set up continual reviews of any initiatives so that they have the maximum impact for pupils. School staff work with the centre for inclusive education at the Institute for Education for machine learning and artificial intelligence. The school was involved in pilot research for a multimodal teaching tool, 'Cosmo', developed by Filisia. This is now widely recognised by occupational therapists and SEND specialists to promote independence and communication. The



school is working with a group of engineers and PhD students to develop wheelchair hardware. The research objectives were defined by teachers to solve particular problems for pupils. The school uses its well-established MAST structures to facilitate steering group meetings and implement training for staff that focusses on embedding technology.

## **5.2 What evidence is there of the impact on pupils' outcomes?**

School leaders ensure the purpose and role of technology is evidence-informed. All programmes are linked to pupils' EHCP outcomes and PLIMs. The pupils benefit from the research development phase and the use of subsequent innovations. The school exchanges knowledge for the outcome (technological resource, software/hardware). Pupil progress is tracked through the online 'Evidence for Learning' journal, and utilised by both the school and research organisation for case studies.

Teachers and teaching assistants, involved in the research, experience very unique professional development. They are engaging with higher education and organisation research teams to forensically explore the development and enhancement of a future product or resource. This role in shaping technological developments strengthens their role and equally their skills in pupil observation, which is then strengthening pedagogy and learning for the benefit of all pupils.

The organisations working with the school gain understanding of the diversity of SEN/D and the school contributes a complex population to their research and development focus. The school equally promotes pupils as the 'test/user group' and parents/carers for contextualised feedback. Through this, the school are supporting a more collective understanding of an otherwise marginalised population.

## **5.3 What is the name, job title and email address of the staff lead in this area?**

Name: Edward Pitcher, Laura Fawcett

Title: Leader of Technology, Assistant Head of Lower School

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





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School leaders value the 'Growing the Top' programme and do not need any further support at this time.

**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.**