

Turney School – 2021-2022

<u>Context</u>	<u>Quality of Education – Intent</u>	<u>Quality of Education – Implementation</u>
<p>Turney is a Foundation Special School for pupils aged 4 to 19 years and is part of the Lansdowne Turney federation. It is the local authority's designated special school for pupils with autism (ASD) and complex needs.</p> <p>There are currently 136 pupils on roll from 5 London Boroughs; 27 in EYFS/KS1; 45 in KS2; 50 in KS3/4 and 14 in KS5.</p> <p>All pupils have an Education Health and Care Plan (EHCP) and are all working well below age related expectations.</p> <p>The school provides a 'total communication' environment, using several means of Alternative and Augmentative Communication (AAC) strategies.</p> <p>97% of pupils have a primary diagnosis of autism spectrum disorder and severe learning difficulties.</p> <p>The proportion of pupils from multi ethnic backgrounds is above national average. 19% of the pupils are girls, 81% are boys. 86% of pupils are known to be eligible for free school meals and 56% of all pupils are supported by Social Care (Children and Adults).</p> <p>The school achieve it NAS Advanced Autism Accreditation Status in December 2019.</p>	<p><u>Curriculum</u></p> <p>Our curriculum review started in 2019 and schemes of work are now in place Assessment showed that all pupils are working below the National Curriculum for their entire school life, so the review led us to adopt a semi-formal and engagement curriculum. The semi-formal and engagement curriculums are hands on, practical and based on pupils' experience, gradually encouraging pupils to explore the wider world. These curricula are based on solid pedagogy, using the Equals curriculum as a starting point. This approach is uniform across the school and builds on prior knowledge and context from the early years to Post 16. Schemes of works comprise long and medium term curriculum plans The curriculum design in all subjects is a series of lessons, which contribute well to delivering the curriculum intent. Lesson objectives clearly and consistently show the intent of pupils learning, as well as expected outcomes.</p> <p>Communication, including early reading skills and writing are a common thread through the curriculum</p> <p>Established teachers have a firm and common understanding of our school's curriculum intent and what it means for their practice. Teachers who are new to the school are supported to understand and deliver the curriculum with the help of our coaching and mentoring programme</p> <p>Learning walks and book looks show the semi-formal and engagement curriculum are embedding very well across the school.</p>	<p>In September 2021 there were six new teachers across the school. Our leaders provide effective support for these new teachers and those teaching outside their main areas of expertise through a rigorous coaching programme .</p> <p>Our established teachers have adapted well to the new curriculum and have good knowledge of the curriculum they teach. Their curriculum delivery and classroom environment have shown examples of good practice which supports those new to the school.</p> <p>The transition to the semi-formal and engagement curriculum involved working strongly together as a team, experimenting with the classroom environment, resources and enabling the additional adults to support pupil learning in a different situation. This is now complete and teachers tell us they feel confident in delivering the curriculum. Regular meetings with teachers and senior leaders are on-going to ensure this continues.</p> <p>Learning walks show a strong consistency in curriculum delivery in KS1 &2, which is rapidly improving in KS3 & 4.</p>

<p style="text-align: center;"><u>The Quality of Education – Impact Assessment</u></p> <p>In July 2021 we moved from assessing English and maths using the P.levels to formally adopting assessment through the Pre-key stage standards. An understanding of these standards support teachers to encourage communication and language development. Data in September 2021 shows 18% of pupils working in the engagement model. However, by KS3 & 4 this percentage has decreased to 10%, showing a significant majority of pupils make at least good progress moving up the school. Cognitively our pupils are working between 8-60 months from KS1-KS5, the semi-formal and engagement curriculums aim to engage pupils at a practical, exploratory and experiential level. At the end of each unit teachers are asked to assess the extent to which pupils have engaged and communicated.</p>	<p style="text-align: center;"><u>Behaviour and Attitudes Meeting the needs of the pupils</u></p> <p>The school recognises that planning for behaviour and need are equally as important as a meaningful curriculum. Leaders ensure the needs of the pupils are met very well through multi-agency work and on-going training for all adults to meet the needs of the pupils. There is a strong multi-disciplinary team including Occupational Therapists, Speech therapists and the school's Educational Psychologist, who work directly with pupils, adults and parents/carers to support pupils. Pupils are encouraged to regulate and begin, as they progress through the school, to take responsibility for their behaviour. The Head of School has a very good overview of the needs of the pupils and ensures seamless working between the school,parents/carers, health, therapists and social care. The outcome of this joint working and training is that the school is a calm purposeful place</p>	<p style="text-align: center;"><u>Personal Development</u></p> <p>Overall, the school provides exceptional opportunities for pupils to develop cultural capital, SMSC and British Values. The curriculum starts with individual pupils and their communities, so pupils begin to understand where they live, expanding to the wider world. Equally, the curriculum, notably in art and food technology, offer pupils the opportunity to explore diverse cultures and cultural themes. Festivals and celebrations across the school introduce pupils to a wide range of different faiths and beliefs. Trips and visits are gradually being re-introduced in KS1-4 to support the new curriculum and build pupils self -esteem and confidence in the community following the pandemic. Pupils are encouraged to become responsible for themselves in school and beyond, through self-regulation and adult support. This builds their self-esteem and sense of responsibility. Food Technology and PE across the school, including yoga ensure pupils develop a good sense of being mentally and physically healthy. The PSHCE, including SRE, and the 'world around us curriculum' from KS2-5 support pupils to make the correct choices.</p>
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Leadership and Management

Leaders have a very good understanding of the school and how it needs to continue to move forward. Both senior and middle leaders have researched and steered the new curriculum into place. Their support through the mentoring and coaching programme has ensured new teachers understood and delivered the curriculum effectively in a very short space of time. This is notably so in KS 1 & 2. The Head of School ensures the needs of the pupils are exceptionally well met. She understands the needs of the pupils very well and liaises seamlessly with the multi-disciplinary teams. Highly effective strategies are in place to allow curriculum delivery to continue through these difficult times of staff shortages and absence. Middle leaders support new teachers very well, both in terms of understanding the curriculum and managing the needs of pupils. Staff well being is a priority and the Head of School meets regularly with staff representatives, so there is clear communication. Governance is strong, with Governors holding the EHT and Head of School to account through committees and the full governing body. Safeguarding is effective.

Early Years and Post 16

Early Years

Pupils have an exceptionally good start in the Early Years (Reception and Year 1). The free flow learning environment, supported sufficiently to enable very young children with autism engage, offers all pupils an opportunity to explore and learn through play. The adults are fully aware of how to engage pupils without specific direction, so pupils are able to experience the different learning areas in their way. Focus tables support pupils to learn new skills. Communication through the SaLT, OT and on-going training is central to pupil understanding and learning. This is encouraged too, through pupils enjoying good quality texts. Parents/ carers work closely with the early years team and other professionals. In this way pupils begin to take responsibility for their learning and transition successfully to KS2.

Post 16

Pupils are prepared exceptionally well for their next stage of learning. This is particularly so in terms of personal development. Work experience both in school and in the wider community enables pupils to take responsibility and be part of the community. In this final stage of their education at school they are supported to shop and work in the community. They take responsibility for cooking and managing meals, as well developing skills to develop a leisure activity. Career and further education opportunities are in place, including the Gatsby benchmarks, so pupils are able to make informed choices for the next stage of learning.

Overall Effectiveness

Our curriculum is broad and diverse, focussing on ensuring pupils are ready to be in the community and take up their next stage of learning on leaving the school. These schemes of work are working documents and continue to be reviewed. The quality of teaching in our school is at least good. Whilst not all teaching is outstanding because of the new teachers in post, these teachers are exceptionally well supported to be at least good very quickly. The needs of the pupils are understood and very well met, ensuring pupils benefit from a strong multi-disciplinary team.