



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR GLEBE SCHOOL

Name of School:	Glebe School
Headteacher/Principal:	Ian Travis
Hub:	Aspire (Hayes)
School phase:	Secondary Special
MAT (if applicable):	Specialist Learning Trust

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	24/01/2024
Overall Estimate at last QA Review:	Leading
Date of last QA Review	10/10/2022
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	26/11/2019

1. Context and character of the school

Glebe school is a co-educational, special academy for pupils aged 11-19 years. There are 279 pupils on roll, all having a wide range of learning difficulties. Most pupils have moderate learning difficulties. Almost one-third have autism spectrum conditions as their primary need. In 2017, Glebe converted to academy status which has resulted in a new building for the school. The school is currently the only school within the MAT.

At the end of Key Stage 4, the majority of Glebe pupils go onto further education in Bromley. Currently, there are 36 pupils in the sixth form provision. The vision at Glebe is to ensure that everybody is included in a harmonious and celebratory school community that prepares all pupils to live life independently, responsibly and successfully. Staff, pupils and parents are committed to the core values of Celebration, Collaboration, Compassion, Courage and Curiosity.

2.1 Leadership at all levels - What went well

- The school's ambitious vision is reinforced through their core values. These are spread through all communications (newsletter) and threaded through all aspects of school life. Examples include the celebration of student of the week through assemblies, briefings and letters home.
- The staff professional development offer is impressive. There is a core offer and optional courses run throughout the year, for example Makaton. Staff surveys inform staff training, with the introduction of the KAGAN system an example which has shown high impact in classrooms for example the use of 'showdown' in a maths lesson was used to great effect. Training provides a teaching assistant (TA) toolkit which empowers presence and enhances learning in the classroom.
- Behaviour is exceptional. Holistic trackers, mentors, counsellors and a new reward system have all contributed to pupils making the right behavioural choices. Daily reports on CPOMS highlight positive and challenges for behaviour. Pupils are rewarded with student of the week awards and letters home.
- Leaders work hard to shape the curriculum, so all pupils are placed in the right provision when they leave Glebe school. Learning is described as real to life so that the balance between academic and personal development is appropriate. Life skills taught include travel training, work experience, Princes' Trust and careers advice in Year 9.
- Curriculum enrichment is wide and varied through after school classes like skateboarding, residential trips, Duke of Edinburgh, build a bike and summer

school. As a result, attendance is high at such clubs (particularly for a special school) and engagement with learning is high.

- The headteacher was appointed five years ago. There has been a clear journey of school improvement. This has included: a wider curricula offer that includes both academic and personal development, the appointment of subject specialists, the introduction of reading in tutor time, subject options informed by Key Stage 3 learning needs (there are 20 options currently), the further development of the sixth form and the use of trust based observations (TBOs) across the school. Progress is strong across the school as a result.
- Teachers use leadership skills well through scaffolding behaviour management, assessment for learning, seamless transitions and taking risks with pedagogy. These are all part of the coaching and TBO format. Teachers take risks with their teaching styles and produce exceptional outcomes.
- TA leadership skills are strong, evidenced by literacy input, modelling teaching and de-escalation techniques for dysregulated pupils. The learning environment is calm and purposeful.
- Leaders ensure the community of staff are involved with the delivery of learning. For example, administrative staff deliver reading sessions at the beginning of the day.

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

...leaders continued to develop and embed the skillset of staff to deliver Kagan strategies effectively in the classroom.

3.1 Quality of provision and outcomes - What went well

- The curriculum offer provides breadth and depth. There is a range of qualifications that meet the needs of pupils and, as a result, all pupils leave with qualifications. The curriculum is adapted for those that are not engaged with the curriculum, with a greater focus on studying functional skills and vocational courses.
- Pupils are prepared well for the next stage of education. There is a holistic approach to looking at what they need for further education. The use of a holistic tracker identifies the life skills that are required for next steps. There is a wide choice of options in Year 9 with travel training, first aid, Princes Trust, work experience and careers advice as part of the offer. All pupils are placed in appropriate provisions in colleges and some pupils gain employment.
- Reading is prioritised in the school. The whole school community is involved with tutor reading time, including administrative staff. Progress is monitored

through reading assessments. Reading data is analysed by middle leaders and used to plan interventions. Pupils leave with qualifications in English and make excellent progress in reading. For those that do not make progress there are speech and language therapy sessions and Kagan structures in lessons to develop social and communication skills. Communication systems like Makaton and widget symbols support those with complex needs.

- Pupils have career interviews before they decide on their options and attend experience life in a range of industries. Pupils attend college on Fridays and have transition days to support behaviours in a new environment. There are work experience opportunities and volunteering is part of the employability curriculum, for example working with the grounds team at the local park, childcare at the local nursery and the outreach project at the local care home.
- Pupils' voice is represented at school council, where there are representatives from all year groups and provision. Pupils enjoy being on the council and one pupil expressed his role as, "trying to find solutions when people feel anxious to help them calm down." As part of their Duke of Edinburgh Award, pupils made a video to bid for the London Mayor grant and secured funding to secure an allotment for the school.
- There is wide use of a therapy team which includes the speech and language therapist, occupational therapists and a counsellor. Need is identified through transitions, observations, annual audits and reviews. Impact is measured through engagement with learning, progress, improved behaviour and attitudes, resilience and happiness. A holistic tracker indicates what is working well. Benefits include improved attendance, parental engagement and pupils feeling safe.
- Subject specialists lead learning in their area. They adapt the curriculum, so it is aspirational and ambitious. It changes every year to meet the needs of the new cohort, for example functional skills has been introduced for pupils that are not studying for GCSEs and to practice exam skills. Leaders use Ofsted research and the trust-based observation process to write subject reports.
- Well embedded systems and structures mean that behaviour across the school is exceptional. TAs are trained in emotional coaching to support de-escalation and regulation of behaviours. They are empowered by a training toolkit and, as a result, pupils say that Glebe is a happy and peaceful school where staff care and support their needs.

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

...none identified.

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

- The school identifies pupils deemed most disadvantaged. These are pupils who are on care plans and/or have experienced trauma in their life and/or financial hardship post covid. The behaviour policy enables pupils to request support for regulation. The relationships with staff are strong as they understand their needs and there is a strategic approach to well-being through the holistic tracker, which will pick up any issues arising.
- The bedrock system computer program has been financed so pupils and parents can use it at home for reading. Parents are encouraged to attend reading workshops.
- The most disadvantaged pupils have access to alternative ways to participate in lessons. For example, Makaton is used for some pupils which helps them engage in learning. As a result, there are no gaps in outcomes and pupils develop strong literacy skills.
- Behaviour of this group is exceptional. Behavioural records illustrate good behaviour. This is analysed daily.
- The employment of a family liaison officer means that home visits and support for families is exceptional. Advice is given on travel, financial support, curriculum and therapies.
- The curriculum has been adapted so that qualifications can be sat early. This is particularly impactful for this group who often experience anxiety around exams. Practise and success improves the experience.
- Investment in a therapeutic environment creates a safe environment for these pupils. The Dame Kelly Holmes Trust is used to improve leadership skills and progress. This is highly successful giving pupils secure pathways for when they leave.

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

...leaders improved participation in parent workshops for those groups that require additional support to engage with learning opportunities.

5. Area of Excellence

Not applicable

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, 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 (SLP) 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. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report

(<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)