



31st May 2019

Ms Lorraine Slee
Headteacher
Red Gates School
Farnborough Avenue
South Croydon
Surrey
CR2 8HD

Flagship Review Date: 23rd May 2019

Summary

This report forms part of the Flagship review of Red Gates School. The school has already submitted comprehensive and accurate documentation of their own evaluation of progress and have agreed an action plan for 2019-20. It was an absolute pleasure to visit the school to evaluate their current Flagship status. A detailed timetable arranged for the day of my visit enabled me to meet key members of staff responsible for the Flagship project work, to view the evidence as well as a learning walk. The members of the school community I met on the day of my visit included:

Head Teacher
Deputy Head Teacher
Assistant Head
Forest School Leader
Intensive Interaction Leader
ICT, Art, Sensory and Behaviour Leader
Music Therapist
Pupils.

The Head and Deputy make an excellent Leadership Team ably supported by other Leaders. They are passionate about both the outcomes for the pupils and the wellbeing of the staff. The statement ‘Together we learn, embrace, challenge, succeed and celebrate achievement’ was reflected throughout the school.

As soon as you walk into the school, there is a sense of purpose. The day began with a discussion with the Deputy who explained the background of the school and its current position and the positive strategic developments.

Curriculum

The curriculum is differentiated by pathways according to the pupils’ needs.

Award Offices

Inclusion Quality Mark Award

Ling House
173 Slieveboy Road
Claudy
BT47 4AS
United Kingdom

Contact

Tel. 028 7127 7857

Fax. 028 7127 7856

info@iqmaward.com

www.iqmaward.com

Company Registration No.

07748285

Inclusion Quality Mark (U.K.) Ltd

Company Registered Address:

Grove House

Lutyens Close

Chineham

Hampshire

RG24 8AG

EYFS Curriculum pathway is divided into the key areas of: Communication and Language, Literacy, Math's, Expressive Arts and Design, Physical Development, Personal, Social and Emotional Development and Understanding the World. The three other Curriculum pathways namely ASD, Learning Independence and Social Skills (LISS) and Sensory are made up of: Music, The World, Social Skills, Independence, Physical Development, Arts, Investigation, Communication and Numeracy.

The Curriculum is themed based. For example, in Autumn Term 1, the ASD theme was 'Down on the Farm and Into the Woods', Autumn Term 1 in EYFS was based around the theme 'I Can'. The Curriculum is constantly evaluated to ensure it meets the needs of all learners.

Meeting with Staff

The first person I met with was the Forest School lead who shared an exciting power point with me and a video of the pupils enjoying Forest Schools. The pupils take part in a nearby school called 'Courtwood School' who are also part of the 'Selsdon Education Partnership' (SEP). Forest Schools happens on Tuesday afternoons and Thursday mornings. Tuesday morning is made up of the Year 1 and Year 2 Sensory Pathway pupils and Thursday is made up of a mixture of pupils. The impact of Forest Schools means pupils have become more confident with their social interaction, their fine motor skills and their love of the outdoors. The Forest School lead ensures that activities and pupil progress are both tracked, evaluated and monitored. In discussion with her, she would like to develop the outdoor curriculum to include other pupils so that more pupils can access the outdoor learning through the concept of Forest Schools. Currently, 8 pupils access the Tuesday session and 8-9 pupils access the Thursday session.

The second member of staff explained the use of 'Intensive Interaction' practice. Regular staff meetings are organized to review practice and agree actions including the use of video to share good practice. Examples were shown of video evidence of a variety of forms of interactions across the school with different pupils and staff in different environments according to the individual needs of the pupils. Parent Workshops are carried out and are well received. The impact meant that parents have more confidence in their interactions with the respective children. The lead also provided drop in sessions for staff in the mornings from 9-9.20 for staff to share concerns or to seek advice.

The third member of staff shared creative developments within the school. She had been involved this year with A New Direction (London based Charity) on a project 'I Am' at the Tate Exchange which brought together special schools across London to develop and engage in creativity. The project was extremely well planned over the course of the year. The pupils from Red Gates created wonderful weaving frames. They took spare frames with them to the Tate so that other schools could enjoy adding to and creating their own. The frames are now back in school. The lead hopes to hang them up in the main entrance for all to see once all the classes have added their own weaving to them. Parents were also involved and accompanied their children to the Tate for a parent workshop. The pupils also created a presentation with the support of their teacher to explain and welcome people to the project.

In addition to the Tate 'I Am' project, Red Gates has worked with the Brit School on an 'in house' project whereby they come into school to work on a piece of Art with Red Gate pupils. There is a truly inspiring piece of artwork that had been created on display in one of the school corridors.

Lastly, I met with the Assistant Head who had created a detailed Action Plan to introduce an assessment system into school to ensure that progress is monitored and tracked showing small steps according to the pupils' ability. The leaders carefully researched assessment tools used in special schools, SOLAR is now used with the Wilson Stuart levels being adapted and called the Red Gates levels. The key focus for implementation has concentrated on baselining all pupils, training staff, target setting, collecting evidence, completing star cards and involving parents. The AET is being used alongside SOLAR to ensure pupils' personal development is being tracked. The Assistant Head has evaluated the use of SOLAR and the AET Framework to review what is going well and what needs to be improved along with the appropriate training for staff. Pathway specific statements and targets are a future action that has been identified along with more parent workshops.

A tour of the school carried out by two pupils was both informative and extremely enjoyable. Staff were dedicated to their roles in supporting pupils' progress in their learning. There were a range of learning activities taking place. This included learning about different temperatures and weather. This was done on a carousel. One classroom was tropical with a high temperature inside, sand and water areas outside. Another classroom had been created into an environment of Snow, whilst another had the theme of Rain and Rainbows. The pupils were fully engaged and enjoying their learning. We observed a 'Bubble Workshop' where the pupils were enjoying a sensory experience with Gilbert Scott school who are always invited to join them, the workshop enthralled the pupils. They were clearly inspired and were completely focused developing their fine motor skills as well as concentration skills. We watched a session by the Music therapist, a member of support staff and the Intensive Interaction lead with the school band. There are no words to describe the joy and sheer delight of the pupils taking part. They sang 'Shotgun' by George Ezra. They worked together and listened to the instruction of the staff. They were moving in time to the beat of the song and singing their hearts out! They perform to the secondary school as well as to their peers in school. The Deputy explained that the Music therapist's input has had an impact on all pupils' progress in all areas of the curriculum and developed the pupils' confidence, self-esteem and love of music.

All classrooms have an outdoor space for pupils to use. The grounds are extensive with excellent facilities for the pupils to develop their gross motor skills. They have two football teams that play against each other. The LISS pupils also take part in the London Youth Games. They participate in the Special Olympics Games with other schools from across London. They enjoy seated volleyball, floor curling, and boccia to name but a few of the activities.

Displays around the school reflect the pupils' learning through the themed approach. There are a variety of displays including topics completed.

In the entrance there are displays showing the school council as well as the trip and the work from the project work from the 'I Am' project with 'A New Direction' and 'The Tate Modern'.

In discussion with the staff, it was clear that the pupils benefit from trips to the local community and further afield. With the charity 'Kids Day Out', 120 pupils and staff are going to Chesington World of Adventures' with transport being funded by the funds raised by the parent group 'Friends of Red Gates'. Pupils also enjoy going swimming at the local swimming pool. Through the work of the school, parents become more confident to take their children out. Pupils have developed strategies and the confidence to positively interact outside the school environment.

The pupils enjoy 'Golden Time' on Friday afternoons. They mix with other pupils from different curriculum pathways so that they can develop social interaction skills with a variety of pupils. The afternoon is reviewed regularly to ensure enjoyment and learning is taking place, Activities such as ICT, Music, Karaoke, Role Play, Construction, Attention Games, Sensory Club, Science Garden, Light and Sound Room, Sensory Relaxation, Cooking Club, Dance and Movement, Pamper Club and Horse riding are available to the pupils so that all pupil needs' and likes' are catered for.

The Leaders have high expectations of staff. The new Head along with the Deputy have instilled the importance of CPD. School Improvement Meetings are made up of a timetable of pre organized CPD for all staff to attend. In addition, a log of individual staff CPD consisting of the name of the member of staff, the training course, the outcome and next steps as well as evidence of attendance monitored. Leaders are excellent in identifying the gaps in skills set, ensuring that staff are trained according to the needs of the pupils and the strengths of the staff.

Members of staff are encouraged to take ownership of their own CPD by researching a topic they are interested in and developing it within school and evaluating and sharing the impact on pupil outcomes as well as their own development.

The Leaders are also developing staff as Leaders and teachers. They have developed in house teacher training and are becoming part of a Teaching Alliance. All Leaders are undertaking either the NPQSL whilst the Deputy is studying for the NPQH. The IQM Review day at Red Gates was extremely enjoyable. The Leaders are truly committed to ensure positive outcomes for all pupils and to support the families of the pupils.

The staff had the same sense of commitment and passion for the pupils. This was observed at the beginning of the day. All staff including the site manager ensured a smooth transition from the buses into school. The procedure was seamlessly accomplished with no time wasted. All staff demonstrated extreme professionalism as they supported the pupils into school. The Deputy Head led by example; she greeted every single pupil on an individual basis as well as being courteous to all staff.

I would like to thank the whole community of Red Gates for such an enjoyable day.

The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach and in-school research. Evidence of Cluster working will underpin the capacity for the school to maintain its Flagship status.

Assessor: Anne Spencer

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd

