



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR FIVE ACRE WOOD SCHOOL

Name of School:	Five Acre Wood School
Headteacher/Principal:	Peggy Murphy
Hub:	London Special and AP
School phase:	Foundation Special
MAT (if applicable):	Not applicable

Overall Peer Evaluation Estimate at this QA Review:	N/A
Date of this Review:	06/11/2023
Overall Estimate at last QA Review	Leading
Date of last QA Review	03/11/2021
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	11/04/2019



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Quality Assurance Review

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

Leadership at all levels N/A

Quality of provision and outcomes N/A

AND

Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs

Area of Excellence

The Curiosity Approach

Previously accredited valid Areas of Excellence

Bespoke approaches to well-being and resilience, using performance preferences and drawing upon the 'Spotlight' profiling tool, 03/11/2021

Overall peer evaluation estimate N/A

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

Five Acre Wood (FAW) is a Profound, Severe and Complex needs (PSCN) special school, Nursery and sixth form for 2 to 19 year olds. All pupils have an education, health and care plan (EHCP). The school has seen a rapid increase in pupil numbers and has developed four satellite provisions to support the 850 pupils. Nearly half of the pupils have an autism spectrum condition (ASC). Almost all pupils have a White British heritage and approximately 38% are disadvantaged.

Leaders have adjusted with agility to the changes in cohort size and need by developing six learning approaches based on analysis of how pupils learn – Early Years, Sensory, Practical, Structured, Formal and Functional. The work of the school is encapsulated in their trademark behaviours – together stronger, pupils first and every moment matters. Innovative projects have been undertaken to provide a range of resources to support with meeting pupil need as well as to inspire and develop skills for life.

The school is involved in delivering specialist support across the area. This includes Leading Education and Achievement for All (LEAF) training to mainstream schools, being a placement school for Initial Teacher Training (ITT), a hub for ECT's and the Principal leading the Kent Special Education Needs Trust. The school also is recognised as an Inclusion Quality Mark flagship school and has National Champion status.

2.1 Leadership at all levels - What went well

- This is not a school that is willing to stand still to ensure that the changing needs of the cohort are well met. Using a distributed leadership approach, leaders have implemented a curriculum which is reviewed and adapted annually. At the core of this approach is staffs' knowledge of the individual needs of pupils within their cohorts, alongside staffs' ability to inform the key priorities for school improvement.
- Leaders at all levels are clear about the schools' vision and Trademark Behaviours and use this, alongside a set of non-negotiables, to drive forward practice.
- With the expansion of the school, leaders have put a lot of thought into the structured approach to develop best practice. There are working parties to support with the current development priorities.
- There is a strong emphasis on Preparation for Adulthood (PfA). Through a recent set of deep dives, all learning approaches are currently focusing on developing PfA within all curriculum areas.
- A key initiative has been the development of the Early Years Foundation Stage (EYFS) which has been underpinned by the development of The Curiosity Approach. Due to the impact of this approach leaders are currently implementing this further across other learning approaches.

- There is a clear, well established, structure to support with professional development with support internally through peer coaching and line managers. Alongside this, a range of experts within the specialist field and from outside of education provide a range of training. All staff also benefit from high quality 'performance psychology' support and training from Mindflick.
- Leaders are involved in a number of current innovative initiatives to develop provision. These include a train carriage that is being renovated to provide a Costa supported café, alongside a plane, lifeboat and a double decker bus. A minibus is being renovated due to an idea presented by a current pupil.
- Staff wellbeing is a high priority with evidence of staff willing to go above and beyond due to their commitment to the school. An example is a number of staff undertaking a FAW Peaks challenge in the Spring term to raise funds for the school.
- Novel and creative approaches have become well established within the school including an annual Woodstock festival and the FAW record company, the latest single reaching number 13 in the iTunes chart. These approaches link closely with the curriculum offer.
- Leaders have ensured that they have considered the appropriateness of the spiritual, moral, social and cultural (SMSC) curriculum and align this with outcomes of safeguarding reviews. The wider curriculum opportunities are also well thought out to provide a rich range of experiences.

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

...leaders were able to demonstrate the sequence and breadth of the curriculum within all learning approaches with a particular focus on knowledge acquisition over time

3.1 Quality of provision and outcomes - What went well

- Strong relationships are a fundamental component to the success of the school. Pupils' routines, use of a variety of communication aids and the warmth of relationships with the staff leads to an environment that is both positive and productive.
- Pupils' personal development is a key priority within target setting, linked to personal support plans, as well as curriculum content. Staff know their pupils well and are able to adapt their approach effectively.
- Qualifications are appropriately developed linked to the curriculum. These include a range of BTEC qualifications linked to the main areas of employment in the locality such as hospitality, care, retail and warehouse work.
- A range of assessment tools are used to support the identification of need and next steps for each individual learner which are reviewed by the staff team on a

half termly basis.

- Outdoor learning has been developed, supported by accreditation, to provide opportunities for all learners. There is a working farm on site with future development of a farm shop. For some pupils that has significantly improved engagement and attendance at school.
- Within the sensory approach, engagement model profiles and communication passports ensure that pupils needs are well understood and met. High quality interactions led to prolonged engagement in activities with effective interactions led by adults to support literacy and mathematical skills.
- The strong focus on PfA within the secondary learning approaches has led to pupils being offered employment and volunteering opportunities. An example was seen in a Key Stage 4 English lesson where effective hooks were used to enable pupils to effectively express their opinions and collaborate. PfA is a discreet part of the curriculum as well as a key priority for further whole school development.
- The Curiosity Approach has supported the development of a child-initiated model of learning and exploration of life skills within the EYFS. Parents have reported the improvement in communication and creative play at home as a result of this approach.
- The formal and functional learning approaches are well planned to use a range of topics to support the acquisition of a portfolio of qualifications that prepare pupils well for sixth form.
- The practical and structured learning approaches have a focus on life skills and communication. Routines are well embedded within a calm environment to support both individual and group tasks. The structured approach is well supported by TEACCH, Social Communication, Emotional Regulation and Transactional Support (SCERTS) and Picture Exchange Communication System (PECS). Pupils within the practical learning approach benefit from a core focus on play and functional learning.
- Staff teams monitor the range and progress of all pupils with support from leaders. They are proud of the range and level of achievement of their pupils. Examples of how this prepares pupils well for the world of work include a pupil who has been given an apprenticeship on the production line at a local brewery, one at a local nursery and another pupil working for Kent County Council in the refuse department. Successful work experience is a significant contributor to this success.

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

... leaders and teaching staff built on the existing strong practice to ensure consistency of high-quality adult interactions to support purposeful learning at all times

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

- Through class identification of pupil need and multi-disciplinary input, specialist therapeutic staff support teams with the development of a holistic approach to provision both within and outside of the classroom.
- The schools Together Everyone Achieves More team (TEAM) provide further support for identified cohorts and families with attendance, behaviour, engagement with school and accessing support from wider services.
- Developing independence is a key strength, supporting transition within and outside of the school. Pupils are prepared for their next steps using their interests as well as the most able being prepared to sit examinations.
- Staff are willing to adapt their approach using feedback and tracking pupil data to ensure that the provision is suitable to meet individual pupil needs.
- Behaviour and attitudes are exemplary. Where pupils find situations more challenging, they are well supported through a range of approaches which ensures that a calm environment is maintained to support wellbeing and learning.

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

None emerged on this review.

5. Area of Excellence

The Curiosity Approach

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 team are preparing to submit evidence to be assessed for official accreditation, this involves producing an evidence portfolio for each module. The school are in dialogue with The Curiosity Approach around SEND and the adaptations they are implementing. Other learning approaches across the school are adapting elements of The Curiosity

Approach. There is evidence of high level of staff buy-in. All staff are consistently confident in planning and delivering this approach. Ongoing staff CPD, particularly for EYFS staff are now supporting other areas of school. The Curiosity Approach accreditation will further support parent partnership.

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

Cognition & learning outcomes focused on attention and concentration are being met at a faster pace than before the approach as pupils have become increasingly invested in learning and are engaging for longer periods. Teachers are finding outcomes are easier to achieve since the approach has been embedded.

Pupils leave the EYFS (Reception/ Year 1) with a love of learning and are ready for appropriate formalised learning. Many pupils used to have to return to EYFS classes due to being unable to manage and cope with other areas of school, this now doesn't happen. There has been clear evidence of longer periods of engagement in school and at home. Personal targets are reviewed with parents and positive feedback around engagement and curiosity have been given from families, parents are seeing progress in engagement at home. Entry and exit Leuven scales track pupil well-being, with evidence of clear progress on levels of regulation.

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

Name: Demi Lockett and Eden Hammond

Title: Learning Approach Lead and Early Years Curriculum Lead

Email: dlockett@five-acre.kent.sch.uk ehammond@five-acre.kent.sch.uk



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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>)