



	<p><b>QUEENSMILL</b></p> <p>SCHOOL SELF EVALUATION</p> <p>2024-2025</p>
<p><b>Updated:</b> August 2024</p>	
<p><b>Context</b></p>	<p>Queensmill School admits pupils with a diagnosis of autism, all of whom have an education health and care plan (EHC). Student attainment on entry is well below age-related expectations, owing principally to the significant cognitive, communication, sensory and social impairment resulting from their autism. As of June 1st 2021, Queensmill School converted to Academy status, joining 'The Queensmill Trust' (TQT), a new Multi-Academy trust (MAT). The designation of the school, as a result of Academisation has not changed. Queensmill continues to meet the needs of children and young people (CYP) from 3-19 and is an all-through school, with distinct and separate early years, primary, secondary and post 16 phases. While no longer a maintained school, the school continues to serve children predominantly from its immediate borough, which is Hammersmith and Fulham (73%). Westminster (9%) and Kensington and Chelsea (7%), are the next most represented LAs within the school. Ealing, Brent, Hounslow as well as a number of other London boroughs make up the remainder of the school's population. Queensmill school is currently in the process of transferring to a larger MAT, Ormiston working towards a 1<sup>st</sup> of November 2024 transfer date. TQT has been experiencing significant financial difficulties, joining OAT will hopefully improve the school's financial but also administrative difficulties which have affected the smooth running of the school in all areas (e.g. Teaching and Learning, staff retention...).</p> <p>Queensmill as a 3-19 specialist school for children on the autistic spectrum, is also very closely affiliated with Queensmill College, also within the Queensmill Trust, and is a specialist independent provision for young people from 19-25, also diagnosed with autism, in separate facilities. The College provision is a destination for some students whose autism is profound while, in addition, some young people are able to access a Project Search supported internship at West Middlesex University and Chelsea and Westminster Hospital respectively. Furthermore, within the school is an autism-specific children's home, Q House, which provides respite and fully residential care for a small number of children who attends the Trust schools.</p> <p>The school remains heavily over-subscribed, and it is envisaged that this will remain the case for the foreseeable future, owing to the school's strong reputation and ongoing effectiveness. Queensmill has retained its autism accreditation advanced status by the National Autistic Society following their audit in March 2022. The accreditation evidences the school's autism specific practice remains outstanding and innovative. In recent years, the Secondary cohort has become particularly complex with a high number of particular students who require additional support and expertise consequently exerting pressure on the school's resources. This pressure has had a detrimental to some aspects of the school's core practice (e.g. low arousal principal) with particular reference to the building fabric and physical learning environment.</p> <p>As of September 2021, Queensmill School sponsored the opening of Kensington Queensmill, an 80- place special school in Kensington and Chelsea. The two schools, as well as the children's home and specialist college, all fall within The Queensmill Trust. The Queensmill Trust Board of Trustees now oversee all aspects of governance for Queensmill, with a local governing body and link trustees working beside the trust executive team, to provide leadership. There are still vacancies within the governing body at Queensmill school but those are aimed to be filled as soon as possible.</p> <p>At the most recent census, there were 241 CYP on roll at Queensmill School, according to the following breakdown: 83% boys, 17% girls. Those eligible for free school meals (FSM) make up 57%, with that same % of CYP meeting the criteria for Pupil Premium. Consistent with its location in West London, the population of the school is diverse: 26% black African; white British 13%; white other 8%; and 'other ethnic group' 10% being the most represented ethnicities. The main site, located at Askham Road, Shepherds Bush accommodates up to 150 CYP whose autism presentation can be considered moderate to severe. To support the urgent need for the specialist places, and strong parental preference, this site is over numbers, managing where appropriate, by progressing CYP to any one of the school's specialist resource bases located within nearby mainstream schools. These are: Fulham Primary School (30 places) and Fulham Cross Academy (60). Students from both the Primary and Secondary resource bases access mainstream provision,</p>

according to their skills and aptitude, and are supported by trained staff from Queensmill. All CYP remain on the Queensmill School roll and all staff are employed by The Queensmill Trust. The resource bases were developed and established to provide an appropriate, challenging learning environment for children who will benefit from accessing mainstream inclusion learning from their mainstream peers either socially or academically. Pupils' sensory profile should also mean they can cope with the sensory demands of a mainstream environment.

Queensmill school does not exclude CYP due to its unique context, please refer to the exclusion policy for more information.

Following the Ofsted inspection in November 2021 which judged the school as inadequate, the school's priorities have been shifted to focus on leadership and management which was the area of serious weaknesses. Thanks to the school and the Trust's prompt action and hard work, after one positive monitoring visit (June 2022) and one full inspection in February 2023 Queensmill is now judged as Good in all areas. Inspectors have rightly acknowledged that despite the inadequate judgement in Leadership and safeguarding, standards did not lower in other areas: *Leaders have continued to provide a good quality of education while successfully tackling the serious safeguarding weaknesses identified at the last inspection.* This is a strong achievement especially considering the additional financial challenge which remains.

Queensmill continues to be quality assured by external services mainly the School effectiveness department in Hammersmith and Fulham as Ofsted has not inspected the school since 2023. In their most recent audit, H&F has confirmed that all the learning from the 2021 Ofsted inspection has been consolidated and have been maintained. The school is now focusing on its transfer to OAT to resolve the financial challenges so it can finally work towards becoming a centre of excellence in autism specific education.

The school's focus on upskilling Teachers, clarifying staffing structure/ line management, changing performance management processes for Teachers have had a positive impact and have been highlighted as areas of improvement in the most recent staff survey (Summer 2024). Staff feel more supported by their line managers, they feel that pupils are making progress and that the school has strong vision and ethos that is embodied by all staff. Other areas remain as a need of improvement: curriculum, staffing (absences, upskilling, retention, working relationships between colleagues...), provision for complex learners, professional development/ career progression and premises.

**Progress against previous inspection:**

Areas to improve	Progress
<p>All areas below (except Curriculum) are no longer requiring improvement since the most recent inspection, progresses have been consolidated and maintained throughout 2023-24. Processes are now embedded throughout the school and do not need reviewing. As the school was not re-inspected, only Curriculum remains an area to improve from Ofsted's perspective. The school's improvement priorities have therefore been identified from the staff survey, school's safeguarding audits as well as the school's internal quality assurance processes.</p> <p><u>Curriculum:</u></p> <ul style="list-style-type: none"> <li>• Ensure that the key ideas pupils need to learn and remember are clearly identified</li> <li>• Continue to develop teachers' skills and confidence in using assessment to establish how well pupils have developed their understanding in different subjects</li> </ul>	<p><u>Curriculum:</u></p> <ul style="list-style-type: none"> <li>• Curriculum maps for the main site have been completed apart from English and long-term plans have been completed for all year groups (main site PFA curriculum map will be launched in 2024-25, PSHE curriculum map is completed but the implementation of Jigsaw did not succeed.</li> <li>• The development of the curriculum at the resource bases is more complex due to the nature of the context (Queensmill within a mainstream school with their</li> </ul>

<p><i>See Ofsted report</i></p>	<p>own curriculum). In order to enhance inclusion opportunities any QM curriculum should match the mainstream ones. Conversations with the mainstream have taken place and the aim is to have an adapted curriculum for at least one core subject by the end of the academic year. The lack of structured curriculum at the resource bases have been highlighted as an area to improve in the Teachers survey.</p> <ul style="list-style-type: none"> <li>• New Teachers training has been trailed with more participative sessions (e.g. intro to learning as a whole group and then group/ pair work between teachers in the next two sessions to embed the learning in practice). This model will be used for professional Development (PD) for all cohort of staff from September 2024.</li> <li>• Progress Tracking Evaluation meetings with the Assessment Coordinator for the trust, with all teachers have been conducted. They are valuable but very time consuming. Alongside potential changes in the curriculum, other models of assessment should also be explored. In the Teachers survey, completing assessment tasks remains heavy on Teacher’s workload despite the extensive streamlining that has been done.</li> <li>• Teaching and Learning link governors met with phase leaders in the autumn term to feedback on changes in performance management for Teachers and formal observations in the autumn term and with Reece, curriculum lead in the Summer term.</li> </ul> <p><i>See Ofsted report (March 2023), Teaching and Learning summary reports, H&amp;F safeguarding audit from Keith Tysoe and staff wellbeing survey.</i></p>
<p><b>School improvement priorities</b></p>	<ul style="list-style-type: none"> <li>- Trial a new model of PD to be trailed at the whole school level. This includes training map bespoke to different cohorts of class-based staff (alongside the ongoing new starter core QM training), further changes in the T&amp;L monitoring schedule and performance management particularly for managers and support staff.</li> <li>- Through the transfer to OAT and the support from the central team, strengthen operational processes (e.g. finances and HR) particularly in the following areas: school’s budget, staff absences, conduct and working relationships.</li> <li>- Curriculum development to ensure that progression maps and long-term plans are finalised especially for resources bases.</li> <li>- Explore different ‘buy in’ curriculum and assessments to lighten staff workload (e.g leaders and teachers)</li> <li>- Improve the school’s practice in supporting social communication development and emotional regulation/ crisis management in pupils</li> <li>- Trial the hub model in primary (KS2) and lower secondary to support enhancing provision for the school’s most complex cohort of students.</li> </ul>

**QUALITY OF EDUCATION – 2/Good**

**Strengths**

**Intent:**

Teaching is good to outstanding because staff are motivated, well trained and given scope and freedom to prepare and deliver motivating, bespoke and creative lessons resulting in CYP that enjoy learning and engage enthusiastically. Informal learning walks by phase leaders or subject lead occur regularly alongside termly formal observation with a specific focus in line with the school's improvement plan. The school is moving to a different professional development model where practice monitoring will be working alongside training map and mentoring to facilitate a greater impact on practice following principles described by the EEF in its "effective professional development" guidance. When developing the curriculum, the specific characteristics of autism are always carefully considered and Queensmill's leadership team always ensure their knowledge is up to date with the most recent research as well as statutory requirements relating to the National Curriculum.

Queensmill has adopted a curriculum that is broad, ambitious and inviting, designed to give all students the knowledge and cultural capital they need to be happy, succeed in life, given their unique starting point and presentation. This is focused around the National Curriculum and the SCERTS framework, alongside the functional application of the PFA framework and extremely high levels of differentiation and individualisation to work towards identified EHCP outcomes. The curriculum is coherently planned and sequenced towards preparation for life after school and integration; and positive participation and contribution within community groups. This is evidenced by the use of SCERTS partner stages across all aspects of school life, indicating the progressive journeys students make with understanding their autism, reaching happiness and gaining functional and vocational knowledge and skills.

See curriculum statement document for more information on intent.

**Implementation:**

All of our teachers have excellent knowledge of the students they teach and the uniqueness of their autism and significant learning differences. This allows for them to plan and deliver highly individualised and effective learning curriculums. Over the last two years, the school has had a higher number of unqualified/ developing Teachers, leaders have therefore prioritised this cohort in terms of school development specifically its mentoring and new teachers programme. Teachers are trained in a wide range of effective and well-evidenced approaches including (but not exclusively): A total communication approach (including alternative and augmentative communication), joint attention activities and approach, intensive interaction, sensory integration approaches, Treatment and Education of Autistic and Communication related handicapped Children (TEACCH), Zones of Regulation, trauma informed approaches and SCERTS. They also attend regular Teachers meeting on a range of topics (e.g. assessment, ERSP...) in line with the school's development. For instance, ERSP were introduced in 2021 first drafted within the Senior Leadership team, then shared with Teachers in an initial meeting, working groups were then organised and peer observations aimed to evaluate its impact on practice. The importance of team work was also highlighted in the most recent Ofsted report *'Teachers work as an effective team with support staff and therapists to find out pupils' starting points and use resources to set up interesting lessons'*

Changes in the performance management process last academic year (led by direct line managers rather than the Head of School) have made the process more meaningful and beneficial to Teachers. The Head of school joined phase leaders for observations in the autumn term and jointly set initial targets for Teachers that were then reviewed by relevant phase leaders and progress were monitored through informal processes such as observations/ learning walks. Termly observations occurred which were joined by therapist on specific focuses. Teachers then lead on their team's performance management with leaders support as and when needed. This remains an area to improve on. This process will be further amended with termly focus for observation to match training focuses (e.g. social communication in the autumn term, emotional regulation in the Spring and curriculum in the summer). The majority of the practice monitoring will be conducted by phase leaders in the autumn and spring term jointly with relevant therapists and the Head of school will conduct observations in the summer term sometimes jointly with the relevant senior leader depending on the curriculum focus.

Target setting for students, so crucial to shaping teaching and learning, is informed by a range of factors. Teachers make decisions based on their formative assessments, an evaluation of attainment and CYP's engagement with learning and activities on a daily basis. EHCP outcomes contribute, as do subject-specific schemes of work and progression maps, which are informed by the National Curriculum and include autism-specific approaches used in school, such as SCERTS, SoSafe, Zones of Regulation, the Wellbeing curriculum. In addition, to further refine the process and ensure that the appropriate challenge and logical progression with learning is systematic, progress review meetings with the assessment coordinator are held to monitor and assess past and future learning, add qualitative data to the quantitative data provided by onwards and upwards (assessment software) to provide the full picture of individual student and group progress. The link between assessment and teaching was highlighted by the 2021 Ofsted report *'Staff use assessment effectively to identify pupils' starting points in different subjects. Staff use assessment information well to construct bespoke plans for pupils based on the curriculum'*.

The National Autistic Society (NAS) accreditation of March 2022 commented that *'The school produces compelling data to evidence pupils' academic and autism progress.'*

The most recent Ofsted inspection judged the quality of education to be 'Good' and highlights that '*Leaders place an emphasis on ensuring that pupils learn what will be most useful in helping them lead enjoyable and independent lives in the future*'.

In March 2022, the NAS accreditation confirmed the school's advance status and states that '*within all observations, young people were provided with opportunities to consolidated and develop daily functional skills. In an example of best practice staff effectively used reflective questions to gauge understanding and promote road safety and independence skills. Good practice was observed in all lessons in the effective use of creative, playful and sensory motivating resources to engage children, bringing lessons to life and consolidating skills.*

The staff survey in summer 2024 highlighted that staff believe that leaders have a strong focus on improving Teaching and Learning which was not the case the previous year. This evidences the positive impact of actions taken by the leadership team in the area of the curriculum.

**Impact:**

The starting point of the overwhelming majority of students on entry to Queensmill School is significantly below age-related expectations. Given this, national milestones for attainment and achievement for the most part do not apply. Nevertheless, outcomes for CYP are outstanding for the progress they are able to make during their time within the school. The school uses an assessment system that demonstrates clearly the appreciable gains CYP make. The Rochford Review articulates the school's ethos to achievement and outcomes very clearly below:

*Pupils working below the standard of the tests will not be participating in the tests, so it is important that it is possible to demonstrate attainment at the standards they are working at. It is also important that we are able to measure the progress they make in a way which takes into account the nature of progress for these pupils. Those with Special Educational Needs and Disabilities (SEND) can often make progress in different ways to the majority of pupils.*

CYP access learning and experiences that consistently meet high standards, and thus make excellent progress. They benefit from teaching and learning and resources that are specifically designed with their needs and special interests in mind. These are delivered by staff who have received regular and rigorous training in 'The Queensmill Way', TEACCH, Total communication, Sensory Integration (SI) approaches, Makaton, SCERTS, SoSafe!, Team-Teach and autism and wellbeing curriculum.

In the parents' survey which was conducted in the autumn term (2021), the majority of parents provided positive feedback (85% of CYP are happy to come to school) but highlighted the impact of Covid on their child's wellbeing (69% stated Covid had been detrimental to their wellbeing) and progress (69% stated Covid had negatively impacted their child's progress). This was confirmed by the school's assessment data in 2021-22.

Students at Queensmill develop knowledge and skills which aimed for them to achieve 'happiness' and prepare them for life after school. The criteria of happiness to measure positive outcomes for autism young people is too rarely considered (even in research) as Peter Vermeulen evidenced in his Twilight session in March 2022. Through two case studies he demonstrated that often CYP whom are identified as reaching positive outcomes (employed, living independently, having friends) are often unhappy. Our goal for all students when they transition into adulthood is that they are happy, have an understanding of their 'own' autism, are advocates for their needs and strengths, are able to demonstrate vocational skills and can access a community.

At Queensmill all students are set a Personal Learning Plan (PLP) with targets in the following areas depending on their year group:

<b>EYFS</b>	<b>KS1 – 4</b>	<b>Post 16 (KS5) Post 19 – 25</b>
<b>My Learning</b> <ul style="list-style-type: none"> <li>- Literacy</li> <li>- Maths</li> <li>- Physical Development</li> <li>- Use of ICT</li> </ul>	<b>My Learning</b> <ul style="list-style-type: none"> <li>- English</li> <li>- Maths</li> <li>- Science</li> <li>- Computing</li> </ul>	<b>My Learning</b> <ul style="list-style-type: none"> <li>- Vocational</li> <li>- Independent Living Skills</li> <li>- Community Integration and Access</li> <li>- Leisure</li> <li>- Health</li> </ul>
<b>My Autism</b> <ul style="list-style-type: none"> <li>- SC: Joint Attention</li> <li>- SC: Symbol Use</li> <li>- ER: Mutual Regulation</li> <li>- ER: Self Regulation</li> </ul>	<b>My Autism</b> <ul style="list-style-type: none"> <li>- SC: Joint Attention</li> <li>- SC: Symbol Use</li> <li>- ER: Mutual Regulation</li> <li>- ER: Self Regulation</li> </ul>	<b>My Autism</b> <ul style="list-style-type: none"> <li>- SC: Joint Attention</li> <li>- SC: Symbol Use</li> <li>- ER: Mutual Regulation</li> <li>- ER: Self Regulation</li> </ul>

Prior to the pandemic, the overall rate of progress for My Learning was 82% (Queensmill secure, school’s benchmark) and for my Autism was 80% (Queensmill Secure). As shown in the table above, Covid has significantly impacted the rate of progress for both academic and autism related targets in 2020-21. It was expected that disrupted attendance and the traumatic experience would understandably have a significant impact on pupils’ academic and autism related progress. Despite fewer disruptions due to Covid lockdowns and enforced absence, rates of progress for both My Learning and My Autism further decreased in 2021-22. This can be explained by continued disruptions due to Covid in the autumn term, continued after-effects of Covid on pupils’ wellbeing (trauma), staffing difficulties (absences, large number of new staff), disruptions in therapies (staff shortages). These highly disruptive factors were confirmed by teachers and senior leaders in the progress review meetings (see summary reports) conducted with Teachers in 2021-22 but remained in 2022-23. Although progress in my learning were slowly going back to pre-covid levels in 2022-23, those were not sustained in 2023-24. The schools continues to face similar challenges in staffing (recruitment and retention) which could be contributing to lower rates of progress.

	Pre-Covid	2020-2021	2021-22	2022-23	Autumn 2023	Spring 2024	Summer 2024
My Learning	82%	77.5%	76%	79%	74%	76%	77%
My Autism	80%	74.5%	72%	73%	72%	71%	78%

Rates of progress

Since the introduction of the new Reception Baseline Assessment, no child on roll within our Early Years Foundation Stage (EYFS) cohort has been able to engage with the assessment. The school’s EYFS Manager has worked on adapting the task and trialled it on a number of pupils, but despite the adaptations, pupils were unable to engage. This is reviewed annually depending on the early years cohort admitted to the school each year. It is important to note that over the past two years, the schools has had an unprecedentedly low number of EYFS aged students (a few). This is due to the high demands for places and Local Authorities prioritising school aged children for those limited places.

<p>Actions from previous year:</p> <ul style="list-style-type: none"> <li>• Share the bank of 'I can statements' for 'My Autism' and measure its impact on pupils' progress and teachers' confidence when setting targets</li> <li>• Continue writing comprehensive curriculum maps and share with Teachers through core subject in house training/ workshops starting with Maths</li> <li>• Share and evaluate the impact of clarifying expectations in terms of mentoring teachers.</li> <li>• Collaborating with the SALT team, have total communication/ social communication learning support be the main focus for training in the autumn term and teaching learning monitoring for spring and summer.</li> <li>• Finalise and share the school's staffing structure with teachers in the first instance and with all staff at a later stage. Review performance management for Teachers to further clarify expectations in terms of supports and skills development but also further empower phase leaders to support their team.</li> </ul>	<p>Impact of actions:</p> <ul style="list-style-type: none"> <li>• The bank of 'I can' statements has been shared with Teachers who have reported finding it beneficial when setting targets in 'My autism'. The positive impact of this action could partly explain the higher rate of progress in 'my autism' in the summer 2024.</li> <li>• Curriculum maps for the main site have been completed apart from English and long-term plans have been completed for all year groups (main site PFA curriculum map will be launched in 2024-25, PSHE curriculum map is completed but the implementation of Jigsaw did not succeed.</li> <li>• The implementation of the school's mentoring framework has been highly beneficial both for Teachers and for mentors. This was highlighted in the staff survey but also less formally in SMT/ SMMT conversations (see notes)</li> <li>• Despite a great focus on social communication in terms of training, those actions have not resulted in a positive impact on practice. This can be explained by a team of SALT that remains new, class teams having other challenges (complex dysregulation) and who therefore may not see use of AAC as a priority. This also highlight a need to further review professional development.</li> <li>• Clarifying line management and overall staffing structure have had a positive impact on Teacher's practice and wellbeing (see staff survey) and has made the role of phase leaders more meaningful and more effective.</li> </ul>
<p>Areas for development</p>	<ul style="list-style-type: none"> <li>• The development of the curriculum at the resource bases is more complex due to the nature of the context (Queensmill within a mainstream school with their own curriculum). In order to enhance inclusion opportunities any QM curriculum should match the mainstream ones. Conversations with the mainstream have taken place and the aim is to have an adapted curriculum for at least one core subject by the end of the academic year. The lack of structured curriculum at the resource bases have been highlighted as an area to improve in the Teachers survey.</li> <li>• Despite Senior Leaders' best effort, work on improving the curriculum remains an area to development. The Leadership team has reviewed their ambition of creating a Queensmill curriculum has it may be too ambitious and unrealistic considering the limited capacity of the senior leadership team and limited number of experienced teachers. The transfer to OAT may review this decision should the school's leader received support from the central team and OAT curriculum experts.</li> <li>• The limited impact of actions related to the implementation of AAC leads to a need to review professional development.</li> <li>• Due to the Trust's ongoing expansion and difficulties with recruitment since Brexit, the school continues to have a high number of junior Teachers and inexperienced support staff. There is a need to further train and support those staff.</li> <li>• Despite significant efforts to streamline assessment processes and consider Teachers' workload, this area remains burdensome for everyone involved. There is a need to explore other assessment systems and potentially the use of technology to further support reducing workload in this area.</li> </ul>



Actions	<ul style="list-style-type: none"><li>• Complete long-term plans for FPQRB and Q4 and have an adapted curriculum (based on the mainstream one) for at least one core subject at the resource bases.</li><li>• Launch and measure the impact (through feedback and ongoing T&amp;L monitoring and professional development) of the new professional development/ training map.</li><li>• Remove formal observations but schedule termly focus for class observations based on the termly professional development/ training focus.</li><li>• Leadership team to visit other schools to explore different curriculums to buy in and identify one to implement at Queensmill.</li><li>• Leadership team to explore other assessment model and/ or the use of technology to further streamline and adapt assessment processes at Queensmill</li></ul>
---------	---

## BEHAVIOUR AND ATTITUDES – 1/Outstanding

### Strengths

Sensory and emotional regulation (Behaviour) is very well managed and considered to be outstanding. While the cohort of CYP at Queensmill includes a high number of complex profiles, their regulation, although complex is very well managed. This is evidenced in the most recent Ofsted report from February 2023 : *'Pupils behave well in lessons. Staff persuade them to refocus on learning if they become uncomfortable or distracted. Teachers help pupils to become increasingly independent in using strategies to regulate their behaviour'*. Our CYP happiness and regulation is the school's top priority. Queensmill uses a multiprofessionals approach which means there are a range of school professionals as well as parents collaborating to support the CYP. In addition, staff access a wide range of training to ensure they are all confident using approaches. School professionals supporting each CYP include the class team, directly employed therapists (OT and SALT), therapist assistants and extra-curricular Teachers.

Although our CYP make outstanding progress with regard to their regulation, a number of young people will be dysregulated on a daily basis as part of their typical presentation due to their complex profile. Staff know their pupils very well and each CYP's typical presentation is detailed in their ERSP. In this key document, consistent strategies as well as supports for when the CYP becomes dysregulated are included and reviewed termly, or as and when needed, by the Class Teacher and Therapists.

50% of the school's assessment system is devoted to recording the progress of CYP against progressive targets within the SCERTS framework. Under the banner of 'My Autism' students are set clear targets, phrased in an accessible 'I-Can' format, designed to aid the development of social communication and emotional transaction skills. When starting at the school all students are assessed by their class teacher, SALT and OT so that professionals, supported by parental input, can gather a clear understanding of the communication and regulation skills and needs they have and can design short (through the 'new starter PLP) and long (through ongoing PLPs and EHCP outcomes) outcomes. PLPs, closely informed by EHCPs, are prepared and monitored by class teachers, in-house OT, SALT and senior managers. Pupils who are regulated are pupils who are ready for learning. Without the ability to regulate, CYP will not make progress.

Queensmill implemented a new process in September 2021, the significant incident protocol which informs, and is informed by other school processes (e.g. ERSP and PLPs). When a CYP experiences a dysregulation that is not part of their typical presentation (as described in their ERSP); or led to an injury (to staff or pupil); or required the use of physical intervention, a significant incident form should be completed within 48hours. A debrief will then be organised and led by one of the Deputies and will include the staff involved in the incident: Class Teacher, OT, SALT, Team Teach trainer. Restorative practice tailored to the CYP is also part of the Significant Incident process. Sexualised or peer conflicts components are included to capture this within the school's data, and the ERSP may need to be amended following the debrief. This change has had a compelling impact on pupils and staff wellbeing. This was confirmed by the Ofsted monitoring visit in June 2022: *'Leaders spend time with staff to decide how the support pupils receive afterwards might be improved. The link between incident records and plans to support pupils' behaviour have been strengthened. These plans also include information relevant to keeping pupils safe'*.

The Senior Leadership team identify key students in each department who may need additional and tailored supports to support their wellbeing and/ or sensory/ emotional regulation (behaviour). These key students will be overseen by the phase leader and/ or by the HoS/ DHT to ensure that strategies are in place and monitored. These students are often also on the DSL and Deputy DSLs caseload as their challenges are also experienced in the home environment. Key students will often receive additional supports such as one to one session with enrichment Teachers and/ or therapists and/ or therapist assistant. External professionals may also be involved such as Child and Adolescent Mental Health Services (CAHMS), and other specific external professionals with specific expertise (Ruth Fiddler has supported the school Pathological Demand Avoidance expertise)

The school has converted to CPOMS in 2023 to record safeguarding concerns and significant incident or other incidents related to pupils' regulation/ wellbeing. This has been extremely positive in ensuring that all data for safeguarding is easily accessible but has also in gathering quantitative data on pupil's regulation (behaviour). This, in addition to staff and leaders knowledge of our CYP, individual ERSP makes a robust process in identifying patterns or difficulties and addressing any concern immediately. The HoS writes half-termly reports on safeguarding and significant incidents which are shared with SMMT and with governors. There has been a significant increase in the number of Significant Incident when comparing CPOMS data from 2023-24 to 2022-23. As this process remains newly implemented the cause for this increase is likely a combination of better reporting but also more incidents due to added pressure in terms of environment and staff confidence in managing complex dysregulation.

Processes in this area are unique, innovative and may appear complex to external professionals or auditors. Queensmill has done tremendous work in streamlining processes, clarifying these in policies and centralising these in one place to make information and process more accessible to all. 'The Queensmill Way' is unique and it is the school's priority to ensure that its processes are in line with statutory requirement but also with its ethos and with the most recent research on autism.

**Actions from previous year:**

- Review training package to ensure that all staff (not just new staff) receive training on autism specific approaches.
- Compare CPOMS data analysis for the upcoming academic year to 2022-23 set of data.
- Organise training on trauma/ restorative practice and review restorative practice element within significant incidents.
- Explore a move to studio 3 (in place of team teach) as it will offer additional support in managing complex dysregulation profiles as well as support for staff.
- Ongoing SCERTS training as well as in house therapeutic training.

**Impact of actions:**

- Training schedule was adapted to ensure that each half term there is a session for staff who have already completed the core training. This ran alongside core training for new staff. In addition to new Teachers training, sessions for new Lead TAs was also introduced and the feedback was positive. Those changes have unfortunately not had the desired impact on practice, further changes are required.
- CPOMS data comparison has not identified unknown patterns but provides useful numerical data to reinforce qualitative data (e.g. leadership's knowledge of the school). It also supports useful conversation within SMT/ SMMT and inform specific actions.
- The school had to prioritise other areas of training than restorative practice. Challenges in managing complex dysregulation and conversations with studio 3 have led the school to further review systems in de-escalation training and supports.
- A move to studio 3 is an aim but needs to be delayed until the school is in a more stable shape financially and structurally to ensure such a move is effective.
- SCERTS training continue to be scheduled regularly and therapist are regularly delivering (formal and informal) training as a whole school or within their department. The impact of such training being limited, a review of the school's overall professional development is needed.

<p>Areas for development</p>	<ul style="list-style-type: none"> <li>• After a second-year analysis on CPOMS, although the quantitative data adds to pre-existing knowledge it has not added to the overall safeguarding/ behaviour practice of the school. A new set of data for the new academic year may change this.</li> <li>• Although the majority of staff have expertise and are confident supporting complex profiles, a few key students have such complexity that only a very limited number of staff can work with them. Additionally, due to ongoing expansion and challenges recruiting skilled staff, the majority of staff are very new and require ongoing training and upskilling.</li> <li>• The high level of complexity of some of our pupils and the difficult context the school is in (limited space, premises, lack of resources...) can take a toll on staff's wellbeing. Some staff have reported this during wellbeing/ problem solving session with therapist and/ or the school's EP.</li> </ul>
<p>Actions</p>	<ul style="list-style-type: none"> <li>• Review and implement a new training system on de-escalation/ crisis management alongside the creation of an Emotional regulation team to model best practice and support for complex crisis.</li> <li>• As part of the transition to OAT, leaders to explore additional wellbeing support as well as improvement of the school's environment to create a more positive working environment for staff and for pupils.</li> </ul>

## PERSONAL DEVELOPMENT – 1/Outstanding

### Strengths

The curriculum at Queensmill is varied, imaginative and highly differentiated. Staff are perpetually seeking new ways to incorporate special interests and connect learning in the classroom with its real-world application. This occurs through presenting meaningful, relevant and functional learning opportunities, frequent engagement with the local community, access to culture (in school and/ or in the community) and established pathways to employment and supporting living.

The SoSafe! programme greatly enhances the school's ability to teach children the nuances of social interaction, expected behaviour and how to report abuse. Parents and carers have been invited to workshops so that they can support this essential learning at home. The school has further adapted this progress to fit within the wider PSHE and social wellbeing curriculum. The school has a full-time family support practitioner to assist families with a number of issues (e.g support with appointments, housing, parenting...)

SMSC education is outstanding. CYP have access to a rich and diverse curriculum. British values have been embedded meaningfully so that it is enjoyable, accessible and stimulating, relative to CYP cognitive abilities and starting points. Equally, other religious and cultural events are embedded throughout the school, most typically via assemblies and focused cultural events.

The Creative Arts, Personal, Social and Health Education (PSHE) and Physical Education (PE) subjects are integral part of the school's core practice. Their leadership is outstanding and innovative which is reflected in the curriculum and the practice. These subjects are embedded in the school day for all CYP and partly delivered by the class team. Enrichment Teachers and subject leads provide tailored support (leading sessions, share practice, provide training, bespoke provision for key students...) which strengthen the daily practice in those subjects. Strong partnerships with external artists and cultural venues are in place mainly for Creative Arts and PE.

Our school consistently promotes excellent personal development for all students. Our staff body has an intimate understanding of autism, the challenges it may present, and the joys and uniqueness that must be celebrated. We are advocates for our misunderstood and marginalised cohort and all staff are committed to celebrating students and ensuring they have the best possible skill set for life after school. Celebrating the neurodiversity week through in-school activities aiming to improve CYP understanding of their autism, for example the Q-inclusive award, to highlight and support inclusive places within the community, are all effective in developing work experience opportunities and including our CYP within their community. Frequently we go beyond the expected to achieve this and pupils have access to a wide, rich set of experiences. Wherever possible students are involved in the planning and delivery of cultural learning and experiences across the school, with a balanced cultural calendar that reflects the world around them and what they find meaningful and important. Pupil voice is gathered through school councils but also during celebration events. For instance, pupils were offered the opportunity to vote for their favourite biscuit during the Jubilee celebration. Those opportunities need to be meaningful and motivating for our CYP. Each pupil contributes to their EHC review in the way that is the most meaningful to them. It can start by attending the end of the meeting with parents and go through pictures of key achievement to writing a piece about their key achievement.

We promote equality of opportunity and diversity effectively. Providing opportunities for our students to understand, appreciate and respect difference in the world, both in school and known contexts, and the wider world around them. Wherever possible we aim to foster an understanding of what it is to be positively valued and integrated within a community group. Often these are challenging concepts to deliver; our use of the SCERTS framework and individual targets focused on social communication and emotional regulation support the development of a sense of self and others, and where appropriate, an understanding of expected and unexpected responses across a range of contexts. We also advocate for our CYP and staff play a crucial part in improving the autism acceptance when accessing the community or developing partnerships with external agencies.

	<p>The school has created (from the initiative of a number of staff) ‘a celebration squad’ which leads aspects of Spiritual, moral, social and cultural (SMSC) education but also ensures that those celebratory events are meaningful, joyful as much for pupils as for staff. These events are integral to supporting both pupils and staff’s mental health and wellbeing.</p> <p>As described in previous sections, our CYP mental health and wellbeing is at the core of everyday practice and drive all processes. The above is only aiming to describe additional and specific aspects of the school which may address specific gaps.</p> <p>Although the most recent Ofsted inspection graded the school as ‘good’ in this area, Queensmill’s leadership strongly believes that the provision in personal development is outstanding. The Ofsted report did highlight its strength: <i>‘Leaders are rightly proud of the wide range of ambitious activities and events pupils can enjoy here. For example, older pupils recently went on a residential visit to Spain and others have performed for the public at a local theatre’.</i></p>
<p>Actions from previous year:</p> <ul style="list-style-type: none"> <li>• Implement the new PSHE curriculum and map and evaluate its effectiveness.</li> <li>• Continue developing partnerships with external professionals to maintain cultural and physical activities opportunities for our CYP but also develop work experiences.</li> <li>• Continue developing the SRE aspect of PSHE including aspects of the training delivered in Summer 2023.</li> </ul>	<p>Impact of actions:</p> <ul style="list-style-type: none"> <li>• The map has supported teachers planning but the jigsaw platform whose purpose was to support teachers planning was not a success and therefore was stopped (not cost effective). Other curriculum needs to be explored so Teachers can access a bank of resources to use.</li> <li>• Work experiences for more complex young people have been successful through cultural partnerships (e.g. Royal Albert Hall) and ongoing partnerships are maintained. More partnerships with cultural venues have been created especially in art (e.g. National Gallery, Wallace collection...) and have therefore created more opportunities for learners to expand their cultural capital.</li> <li>• The implementation of the SRE/ PSHE curriculum is ongoing. RSE has been a targeted piece of work for some pupils where a specific need has been identified. This was collaborative between SALT and OT and relevant class teams.</li> </ul>
<p>Areas for development</p>	<ul style="list-style-type: none"> <li>• Currently the school only has the resources to have a counsellor in one day a week and targeted therapeutic support for CYP one day a week from Connected. The need is great but budget limitations and gap of service in the community restricts the offer.</li> <li>• Gaps of service in the community means that families rely on school for all supports. This has worsened since covid as budgets continue to decrease and social services and health services threshold are becoming extremely restrictive. This means that those services start intervening when it is already too late.</li> <li>• Although aspects of enrichment practice are transferred to daily practice, there is a need of additional practice sharing events to upskill all staff.</li> <li>• Work experience for our CYP remain limited and our CYP continue to face challenges when accessing the community due to a lack of autism acceptance.</li> </ul>

Actions	<ul style="list-style-type: none"><li>• Further Implement the new PSHE curriculum and map and evaluate its effectiveness.</li><li>• Continue developing partnerships with external professionals to maintain cultural and physical activities opportunities for our CYP but also develop work experiences.</li><li>• Include enrichment subject to teacher’s professional development to further enhance the embedding of enrichment best practice.</li><li>• Review enrichment provision and delivery to create a financially sustainable model which continues to provide the crucial provision and deliver crucial aspects of the school’s curriculum.</li></ul>
---------	---

## LEADERSHIP AND MANAGEMENT – 2/Outstanding

### Strengths

Leadership and management are outstanding. Covid and the academy conversion have resulted in the school experiencing significant changes (a high number of experienced staff moved to Kensington Queensmill, high number of new recruits, new leadership team, new structure within the Trust) and in the school facing great challenges (ongoing disruptions linked to Covid; longer term effects of the pandemic on pupils, staff and services; difficulties recruiting...). Despite ongoing challenges (recruitment, finances...), the school has overcome most of them thanks to the implementation of robust processes that are now thoroughly embedded and part of the school's culture.

The induction for new staff is thorough and includes a presentation of key aspects of the school procedures and expectation for all staff (e.g. code of conduct, medication administration, essential policies), a safeguarding course (includes e-safety and prevent). This ensures that new staff have all the required information before entering the classroom. There is a system of mentoring by more experienced Teaching Assistants (Tas) and a thorough probation system to ensure that new staff are well supported and only offered permanent position when they have fully met the school's expectations.

Safer recruitment processes are thorough. The EHT, HoS, DHT, the chair of governors, the safeguarding link governor and HR officer have completed their Safer recruitment training which will be updated every two years. New recruits are only offered a start date once a quality insurance pro-forma is signed off by Freddie Adu (Executive Head) or other Safer Recruitment trained person not on the original appointing panel for the candidate. This last step will be completed once all required checks have been completed (e.g. DBS, 2 verified references, overseas check if relevant...).

All staff attend two Safeguarding INSETS. One in September focusing on statutory requirement to ensure that all staff are aware and understand Keeping Children Safe In Education (KCSIE) and its regular updates. This is led by the HoS (DSL) and includes a quiz to ensure that all staff have understood and processed key messages. The other INSET is in January and focuses further on safeguarding within the context of Queensmill. This training includes reflective exercises on case studies per department and led by Deputy DSLs. Safeguarding briefings are included within weekly staff briefing. Those may include refresher on statutory requirement or may focus on school's specific issues.

Practice in supporting pupils with medical needs is outstanding. Leaders have created strong processes (policy, induction, training) to ensure that staff are aware and understand their role. Regular reminders are conducted through staff briefing and ad hoc supports/ training or action may be added as the need arises. A number of displays around the school ensure that staff have visual reminders of their duties and pupils with medical needs. The school uses medical tracker to record medication administration, record pupils' medical protocols and other relevant documents. Medical cabinets are used to store transport medication during the day or school medication when a CYP is absent and when outside of usual school hours.

Leaders have implemented strong processes to oversee pupil's regulation (behaviour), see details in the corresponding section. Within Queensmill's context, this aspect is closely related to welfare and safeguarding concerns. Our complex cohort of young people often engage in unsafe actions/ behaviours due to their autism. Staff must follow the school's safeguarding and child protection policy and should report any concerns they may have but the DSL must consider CYP's autism when dealing with the concern. A safeguarding section in CYP ERSP highlights these instances and details ongoing supports and strategies in place to address potential concerns. Those are reviewed as part of the ERSP review process. ERSP, significant incident protocol, staff (leaders) knowledge of CYP as well as their close relationship with families provide immense qualitative information which enables leaders to take relevant and prompt actions as and when needed to safeguard its complex cohort of vulnerable CYP.

The Head of School and senior leaders scrutinise practice, effectiveness, methodology and approach regularly to ensure that the effective and well-established school methodology is maintained and of a consistent standard, this takes place alongside learning walks and informal 'drop-ins'.



Although the Leadership team is relatively new, it comprises highly experienced practitioners and leaders who have been at Queensmill for a long time. This team although new is taking the school through one of its most challenging time. This team is strong, innovative, dedicated and motivated in ensuring that Queensmill School regains its past judgement of Outstanding. The recent advanced NAS accreditation and recent Ofsted (February 2023) were achieved by the new leadership team.

The Local Governing Body (LGB) has and continues to undergo changes due to members departing. It consists of parent representatives, a school representative and a community governor. The Chair and the Head of School are aiming to appoint new members of the LGB. This has been paused due to the transfer to OAT but the search will resume later this academic year. New systems have been developed to ensure that the governing body understands and scrutinise school processes and hold the Head of School to account. Link governors have been identified (safeguarding, resources and teaching & Learning) who conduct regular school visits. The safeguarding link governor visits the school termly and meets with the Head of school to conduct a single central register check, jointly conduct a medical walk and go through safeguarding training and concerns. The Teaching and Learning link governor has met with phase leaders in the autumn term to gain feedback on the new PM process and class observations. He also met with the curriculum lead to gain further understanding on the ongoing developments in that area. A Link governor for Career program has been identified and also visits the school termly. She attended the college fair and graduation.

Queensmill maintains a model of distributed leadership so that excellence is maintained across the school and decision makers feel that they make a strong contribution to the development of the school. Leaders engage regularly with staff, both formally and informally, and have an excellent understanding of the pressures and demands of working in a specialist environment such as Queensmill. This is well reflected within the open-door policy and feedback from external audits. Wellbeing for staff is also one of the highest priorities. Working in such a context, with complex and vulnerable CYP is difficult and the pandemic has added to these challenges. It has been detrimental to both pupils and staff mental health and wellbeing. The school has a mental health lead (Reece Morgan, Assistant Head) who is also one of two mental health first aiders who is a key point of information but also provides training. In addition to the 'Celebration Squad' for celebrating and promoting student and staff wellbeing the school has begun to develop more formal processes to support staff wellbeing. The Significant Incident debrief, which is part of the Significant Incident protocol, includes a staff 'check-in' and ensures that staff are 'heard' as part of the decision making in regards to follow up actions. In addition, the school Education Psychologist has conducted reflective practice/ supervision sessions with specific classes and specific group of staff (staff supporting key students). Feedback from staff have been very positive. The Leadership team has an open-door policy and staff have shared with external auditors and Ofsted that they feel supported by Senior Leaders as stated in the most recent Ofsted report *'Most staff like the clarity with which leaders set expectations and think leaders are mindful of their well-being. They appreciate it when leaders are flexible with deadlines when staff sometimes need to change their priorities in the best interests of pupils'*

<p>Actions from previous year:</p> <ul style="list-style-type: none"> <li>• Further develop peer collaborations with fellow autism specific schools (both inside and outside of the TQT)</li> <li>• Develop secure pathways for employment and further education for Post-16/19 students</li> <li>• Supervision and reflective practice to be expanded</li> <li>• Review twilight event</li> <li>• Further strengthen link governors visits schedule</li> <li>• Finalise a school attendance policy that clarifies roles and responsibilities for different stakeholders (including parents) and develop a monitoring document that highlights pupils of concern but also the impact of school's supports.</li> <li>• Action plan from wellbeing survey to be completed and shared with staff</li> <li>• Organise moderation on ERSP/ Behaviour practice with an autism specific school</li> </ul>	<p>Impact of actions:</p> <ul style="list-style-type: none"> <li>• A collaboration with Cambridge school has started and its focus is on emotional and sensory regulation processes (ERSP/ behaviour practice)</li> <li>• New colleges pathways have been identified (2)</li> <li>• Supervision and reflective practice have slightly increase with additional sessions from the school EP and principal EP and Connect Ed, each focussing on specific cohorts of staff.</li> <li>• Twilight event has been reviewed ensuring that the second part if more hands on/ participative but the impact continues to be questioned as staff are very tired and may not be able to actively participate and therefore gain anything out of those sessions.</li> <li>• Attendance policy was completed and a monitoring document has been drafted. This is an ongoing piece of work due to the complex nature of monitoring attendance in our context.</li> <li>• A number of briefing focused on sharing results and action plan from the staff survey.</li> </ul>
<p>Areas for development</p>	<ul style="list-style-type: none"> <li>• Currently the school has only the resources to offer supervision only for specific cohort but the need is great and this support should be made available to all staff (budget limitations). It would require a dedicated therapist whose responsibility is solely supervision</li> <li>• Trust wide/ local governing body systems to be further developed especially within resources</li> <li>• Two vacancies in governing body</li> <li>• Further develop restorative practice and staff check in as part of significant incident protocol.</li> <li>• Address concerns raised by the staff survey.</li> <li>• Attendance is a strong focus for the DfE and is in line with school's priorities. Queensmill faces ongoing challenges in regards to attendance for a number of factors but mainly due to its CYP's autism and lack of support at home/ in the community.</li> <li>• The staff survey and leaders' observations and experience highlighted some concerns in the following areas: staff' level of absences, working relationships, career progression.</li> </ul>
<p>Actions</p>	<ul style="list-style-type: none"> <li>• Share results and action plan from the more recent wellbeing staff survey</li> <li>• Further strengthen processes in managing staff absences, grievances/ working relationship issues, career progressions.</li> </ul>

<b>OVERALL EFFECTIVENESS – 2/Outstanding</b>	
Strengths	<p>The quality of education in the school is good</p> <p>The behaviour and attitudes in the school are outstanding</p> <p>Personal development at the school is outstanding</p> <p>Leadership and management in the school is outstanding</p>
Areas of development	<p>See areas for development in previous sections</p> <p>Need to consolidate processes in leadership and safeguarding implemented following the inadequate judgement</p>
Actions	<p>See actions from previous sections</p>

<b>EVIDENCE TO SUPPORT SUMMARY EVALUATION</b>	
Ofsted inspection report:	<p>November 2021</p> <p>Monitoring visit June 2022</p> <p>February 2023</p>

<p>Quality of education:</p>	<ul style="list-style-type: none"> <li>- Assessment policy</li> <li>- Assessment at Queensmill School</li> <li>- Curriculum statement</li> <li>- Curriculum policy</li> <li>- 2023-24 assessment termly reports</li> <li>- Teacher PM reports</li> <li>- Termly observation reports 2023-24</li> <li>- School improvement plan</li> <li>- Examples of teacher's medium-term plans</li> <li>- Staff training logs (examples of training focus and content)</li> <li>- Training maps 2024-25</li> <li>- Evidence from coaching and mentoring structures for ECT and Apprenticeship teachers</li> <li>- Subjects progression and curriculum maps</li> <li>- Pupil Premium Statement and report 2023/24</li> <li>- Progress tracking meetings reports (Spring and Summer term)</li> <li>- Expectations for mentors</li> </ul>
<p>Behaviour and attitudes:</p>	<ul style="list-style-type: none"> <li>- Assessment reports</li> <li>- Team-Teach training records and incident logs 2021/22</li> <li>- CPOMS half-termly reports from HoS</li> <li>- ERSP examples across the school</li> <li>- Behaviour policy</li> <li>- Significant incident protocol</li> <li>- School improvement plan</li> <li>- Team-Teach training record</li> <li>- Staff training logs (examples of training focus and content)</li> <li>- Notes from meetings with school's professionals/ external professionals</li> </ul>

<p>Personal development:</p>	<ul style="list-style-type: none"> <li>- Example of SoSafe! Book</li> <li>- Extra-curricular progression maps</li> <li>- Evidence of well being events by the celebration squad</li> <li>- Q-inclusive evidence</li> <li>- Examples of community engagement activities and success</li> <li>- Whole school calendar</li> <li>- Assembly rota/schedule for 2023/24 (and accompanying examples)</li> <li>- Equality policy</li> <li>- Assessment reports</li> <li>- Pupils voice examples</li> <li>- Reports from school counsellor</li> <li>- Content and feedback from school council meetings/ celebration squad evidence folder</li> </ul>
<p>Leadership and management:</p>	<ul style="list-style-type: none"> <li>- Pupil Premium Statement 2023/24</li> <li>- Parents survey results</li> <li>- Assessment reports</li> <li>- Class observation summary</li> <li>- School Improvement Plan</li> <li>- School vision statement from website</li> <li>- Staff training logs (examples of training focus and content)</li> <li>- Staff probation records</li> <li>- Examples from student baseline/transition meetings</li> <li>- Parent workshop and coffee morning content and feedback from these sessions</li> <li>- Assessment schedule 2023/24</li> <li>- CPOMS</li> <li>- Staff training records – specifically related to safeguarding</li> <li>- Slides from Safeguarding INSET</li> <li>- Notes from weekly briefing</li> <li>- Supporting pupils with medical needs policy</li> <li>- SMT/SMMT meeting notes</li> <li>- Attendance policy and individual tracker.</li> </ul>