



31st May 2018

Mrs Judith Chamberlain
Headteacher
Lakeside School
Lemsford Lane
Welwyn Garden City
Herts AL8 6YN

Assessment Date: 15th May 2018

Summary

Inclusion and treating everyone as an individual is at the heart of the work at Lakeside School. The school is welcoming and friendly to all pupils, as evidenced throughout the day. Parents describe the school as an “extended family” and feel that they can talk to anyone at the school, knowing that they will be treated with respect and support. High praise was given to the school receptionist as the first port of call.

The Head Teacher is passionate about making sure that each child, whether their needs are due to Autism, SLD or PMLD, is given a curriculum offer that meets those particular needs and leads to outstanding progress. This vision permeates through to all staff. The Senior Leadership Team all spoke enthusiastically about their plans for their future for their cohort and gave much relevant evidence about their drive to make sure that outstanding progress remains the benchmark for the school.

The school environment is very welcoming with photos of children and young people in the corridors, celebrating success. The displays are inclusive as symbols, photos and the written word are used to ensure that all children can access them. Work has started on making them also accessible to pupils who are visually impaired by using a piece of cutting edge technology “Penfriend”.

The school is very outward looking and is involved in a range of activities to ensure that pupils, at whatever level it is suitable, get access to their local, national and international community. One pupil with a visual impairment described how he goes to the local shop to practise his mobility skills, using his cane whilst another pupil was able to say what he had liked on the recent school visit to Poland.

The school takes advantage of cultural events, such as holding a garden party for the upcoming Royal Wedding which will include all the pupils of the school. Parents and other siblings are invited to school events as well as being offered a place on community trips such as the visits to the seaside by the younger pupils.

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

Company Registered Address:
Inclusion Quality Mark (UK) Ltd
Grove House Lutyens Close
Chineham
Basingstoke
Hampshire
RG24 8AG

Outdoor education has a high profile at Lakeside School. The school has access to an allotment and nature area through a local charity called Mudlarks where children can work in the allotment to do gardening activities or use the café as part of their community access programme. The school also follows the Forest school approach and now has two trained Forest school leaders. Older pupils follow link courses at the local colleges. Children have also been involved in sailing activities as part of their Duke of Edinburgh programme.

Parents speak very highly about the school. Lakeside School helped a parent to set up a specific Facebook support group for Lakeside parents, so they can communicate with each other online as meeting up face to face can be difficult. "There are lots of chances for parents to meet up with other parents", was said by one parent at the parent group meeting.

The curriculum is innovative and highly relevant to each child. A session was observed where young pupils with Autism were very motivated by the multi-sensory activity being presented by the Bamboozle theatre company. Learners were fascinated by the lentils, paper birds, drum, garlands and guitars that were being used to attract their attention. Good planning and robust monitoring of assessment procedures leads to outstanding progress as reflected in the school's latest Ofsted report in February 2018.

I am of the opinion that Lakeside School fully meets the standard required by Inclusion Quality Mark. The areas for development are all "plans for the future" and to maintain the school's Outstanding status, rather than areas of deficit. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded, the school would be subject to annual review from this point forwards.

Assessor: Julia Ridley

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



.....

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



Sources of data:-

- Lakeside School is an Outstanding special school in Welwyn Garden City, Hertfordshire. The school's cohort falls into three distinct groups: pupils with SLD, pupils with Autism and pupils with PMLD. Their ages range from 2- 19 years old. All pupils are working well below age related expectations and they all have an Education, Health and Care plan. The Local Authority has judged pupil progress, against a range of measures, to be outstanding as performance tables are not valid due to the nature of the pupils' needs.
- The school's population is changing with a greater proportion of children with autism being placed in the school. The whole school breakdown of needs is ASD 59%, PMLD 26% and SLD 15%. The changing numbers is reflected in the Primary dept. data: PMLD 30%, SLD 0% and ASD 70%.
- The school recognises the value of having their work externally scrutinised which is reflected in the awards that they have gained: National Autistic Society (NAS) accreditation, Artsmark Gold, International Education, Inclusive Interaction and the ICT mark. Lakeside is also a centre of Excellence for the MOVE programme.
- Evidence was gathered from a wide range of sources during the visit. Interviews on the day of the assessment were carried out with a group of parents, 5 children from the school council, the Head Teacher, the Deputy Head Teacher (Autism lead), the Assessment lead, the lead for PMLD as well as three members of the Governing body including the Chair of Governors. A tour of the school, a learning walk, informal observations and lunch with a group of the older pupils informed the findings of this report.

Portfolio and Other Supporting Evidence:-

- The school was inspected in February 2018 with the judgement being that the school continues to be Outstanding. The report states, "your staff work with passion and enthusiasm to provide every pupil with a personalised curriculum that unlocks their potential and enables them to thrive."
- The Self Evaluation report is very comprehensive and detailed, giving many examples of Outstanding practice that were substantiated during the day visit. Inclusion is at the heart of the school's work and is reflected in each learning opportunity throughout the school day.



Element 1- The Inclusion Values and Practice of the School

Strengths:-

- Lakeside School has a dedicated staff team who value inclusion.
- The school has 3 different curriculum models to meet the needs of the 3 different groups within the school (PMLD, ASD and SLD).
- Tube-fed pupils take part in a Gastro Bistro, which is a specialist Eating and Drinking programme.
- The Bamboozle theatre company are supporting the school through a yearlong project to further develop their non-directive teaching approaches.
- Pupil premium funding is used effectively.
- A wide range of teaching strategies and approaches is used to meet the needs of all pupils.
- Multi- agency working is promoted throughout the school, with Speech and Language therapists, Occupational therapists and a school nurse all based on site.
- Education is holistic, not just linked to academic targets so that all achievements are recognised and celebrated.
- The school's personalised assessment system is very effective and accurate.

Areas for development:-

- Develop non-directive teaching strategies and ensure the curriculum and teaching and learning policies are updated to reflect this way of working.



Element 2 - The Learning Environment, Resources and ICT

Strengths:-

- Each learning environment is carefully adapted to meet individual needs with work stations, sensory areas and chill out zones attached to each classroom as appropriate.
- The school is well-equipped with separate outdoor spaces, a swimming pool and a whole school sensory room.
- Displays around the school use words/ photographs and are supported by symbols where necessary.
- The children are safe in their classrooms with key pads to stop free movement where needed.
- ICT is used very effectively to ensure pupils make outstanding progress. Programmes are personalised with pupils having access to state of the art devices such as Penfriend and Eye Gaze being used.
- Pupil premium is used effectively to purchase iPads to use as VOCAs (Voice Output Communication Aids).
- ICT Mark assessor said, “ Lakeside has to be one of the most-highly rated users of technology among all of the special schools that I have had the privilege of visiting over the past five years.”
- Technology is used to support pupils with mobility issues and the AKKA platform allows pupils in wheelchairs to manoeuvre themselves using a single switch.

Areas for development:-

- Implement the Lightspeed Mobile Device Management system to develop more targeted use of the iPad apps for education.



Element 3- Learning Attitudes, Values and Personal Development

Strengths:-

- Ofsted stated, “ Pupils are very well supported to reach their potential and because of the highly positive relationships, pupils really enjoy coming to school and always try their hardest to succeed.”
- The positive attitude of the staff leads to a positive attitude in the children.
- Pupils respond well to a skills based rather than a knowledge-based curriculum looking to develop transferrable skills through a range of relevant and motivating topics.
- Personal Development has a high profile at the school, having its own specific assessment package.
- All pupils have access to weekly trips in the local community.
- The school offers Guide/Brownie group, Boccia club and swimming club as after school clubs as well as a Youth club.

Areas for development:-

- Introduce the new Equals scheme of work for PSHE across the school. This will incorporate British values and SRE.



Element 4 - Learner Progress and the Impact on Learning

Strengths:-

- Parents are invited to spend time in class with their child when they first start school to help them make a good transition into their class.
- Annual review meetings are praised for their relevance and the knowledge that the staff have about the child.
- Ofsted states that pupil progress over time is impressive. It continues, by stating, "The consistency of approach means that pupils' progress is sustained over time and, for many, is rapid.
- The school's new assessment package ensures that all teachers have immediate access to robust and valuable information to ensure teaching can be personalised and targeted for each child.
- The impact of interventions is monitored through the regularly updated case studies.
- The multi-professional way of working means that the child is at the centre of their own learning, helping them to make outstanding progress.
- Teaching assistants add value to the learner experience.

Areas for development:-

- Liaise with Special School Moderation and Assessment Group (SSMAG) to agree on effective Pre-Key Stage Standards (PKSS) use and Engagement Scales (ES). Statutory reporting will relate to these 2 areas from 2019/20.
- AHT to continue to attend nationally delivered conference on Statutory reporting awaiting feedback from PKSS and ES pilots. All relevant/ agreed frameworks will be added to SOLAR.
- Teacher training on PKSS and ES.
- Further develop case studies, to record each term, the impact of needs and changing circumstances as well as the impact of interventions.
- AHT on county working party to design new SLD PEP documentation for CLA pupils and SOLAR working party to develop/ improve reporting options on individual and groups of pupils.
- Work with SSMAG to develop a Quality Assurance system for Case Studies.



Element 5 - Learning and Teaching (Monitoring)

Strengths:-

- In November 2017, 100% of lessons were graded Good or Outstanding.
- Each observation is measured against the teachers' standards but always includes how well teachers, "adapt teaching to respond to the strengths and needs of all pupils."
- Assessment for Learning information is entered into the SOLAR assessment system.
- Targeted INSET sessions have been arranged when there has been a dip in performance.
- The school has responded to the changing needs of the population by undertaking a yearlong piece of work looking at non-directive teaching approaches for those children considered hard to reach.

Areas for development:-

- Expand the middle leader role so that middle leaders are involved in monitoring the quality of teaching through lesson observations.
- Introduce the concept and practice of peer observations and coaching.
- Following a school self-audit, the school will ensure that the new Core Standards for supporting People with PMLD are followed.



Element 6 - Parents, Carers and Guardians

Strengths:-

- Parents are overwhelmingly complementary about the school and its inclusive practices.
- Parents report that the school has excellent communication systems such as the home/ school communication book and Marvellous Me!
- All staff at the school make parents feel very welcome and they are encouraged to be actively involved in their child's learning e.g. invited to observe therapy sessions, so they can replicate the work at home.
- Parents are involved in all decisions about their child through initial target setting meetings, annual review meetings and Preparing for Adulthood documentation.
- Parents particularly value the toy library where they can borrow up to date resources.
- Parents appreciate the multi-professional approach and the convenience of being able to meet with Health professionals who work on the school site.
- Parents value the inclusive practices with one example being the inclusive sports day event where everyone is involved, including mainstream pupils as facilitators.
- Parents mention the value of the MOVE programme which one mother said helped her son to learn to walk.
- Parents are invited to accompany their child on community day trips and value this opportunity, saying it is a very useful experience.

Areas for development:-

- Explore the possibility of doing the Leading Parent Partnership Award and decide on its suitability for the school.
- Work with parents to enable them to run a range of groups for themselves.
- Canvas parents to see how much interest there is in working as volunteers in the school.



Element 7 - Governing Body and Management: External Accountability/Support

Strengths:-

- The school Governors are totally committed to the ethos of Inclusion in the school.
- The Governors have a good understanding of the changing population and the need to adapt the Curricular foci so that it meets the needs of each individual child.
- The Governors are very aware and supportive of the inclusive practices of the school.
- Each Governor is linked to a class and invited to class activities.
- The school has introduced “Meet the Governor” events for parents to learn more about the Governors’ role.
- Lakeside Governors are part of the joint Governing body committee with the local primary and secondary schools, furthering inclusive practices.
- The Governors attend whole school training events where possible.
- Ofsted states, “ Governors have a range of skills that complement those of the school leadership team. They are keen to identify where improvements need to be made.”

Areas for development:-

- Two new Governors will follow an induction programme.
- Governors to be invited to all future training events to allow them to gain a greater understanding of the school’s work.
- Re-invigorate the Link Governor Programme ensuring that all governors linked to classes are invited to at least one activity a term.



Element 8 - The School in the Community – How this supports Inclusion

Strengths:-

- The school understands the value of learning in a range of contexts and has a very comprehensive spread of community activities that are developed for pupils at a relevant level.
- The school has formal links with a local primary and secondary school (a Formal Collaborative Agreement) so that joint meaningful and inclusive projects between the three settings take place regularly.
- The school runs a community café where elderly residents are invited for tea and cakes, served by the pupils.
- The school has strong international links through the Erasmus and Comenius programmes.
- The school offers outdoor provision such as its Forest school curriculum.
- All pupils have opportunity to access the community through the use of school minibuses or the new school car.
- Younger pupils have a weekly session at the local church, using the playground and having a story session with the church leader.
- Older pupils are offered work experience opportunities in the local community where appropriate.
- Older pupils follow a transition programme linked to their college destination to ease anxieties and prepare them for the next step in their education.

Areas for development:-

- To take part in the Welwyn Garden City Centenary celebrations and associated activities. (Link with the Handside Schools' Partnership to do joint projects).
- Develop the role of a Senior teacher to extend the work experience links in the local community and seek ways to bring businesses into school to support the Business Enterprise and other Careers work.