



Inclusion Quality Mark (UK) Ltd

17th October 2016

Mrs Sonia O'Donnell
Headteacher
Osborne School
Athelstan Road
Winchester
SO23 7GA

Assessment Date: 5th October 2016

Summary

Thank you, your staff and students for hosting my visit on 5th October 2016. Everyone I met was extremely positive about Osborne School. Please extend my thanks to the students, staff, governors and parents who gave up time to meet with me. Special thanks to Janet Durham for planning and facilitating the Assessment day including a tour of Osborne House, soon to become (after October half term) Osborne College catering for the needs of a growing post-16 population across the County.

Inclusive practice is rooted in Osborne School's aims, priorities and ways of working. The multi-disciplinary staff team are exceptionally motivated and skilled. They enjoy excellent relationships with the students. A purposeful atmosphere promotes high levels of engagement. Excellent resources are used to support learning and challenge pupils to achieve the 'next steps'. Teachers and Learning Support Assistants (LSAs) devise imaginative and creative resources and strategies which encourage pupils to persevere and do their best. The curriculum, lessons, breaks and lunch-time clubs are well differentiated, age appropriate and fun. The use of iPads, assistive and augmentative technology, exercise, therapy and music facilitates engagement, learning, development of independence skills and communication in the clubs and lessons I was privileged to visit.

Continuing professional development is well planned and cascaded throughout the school. The work of contracted NHS and school employed therapists has a positive impact on learning and self-esteem. A School Home Links worker enhances provision and inclusive practices. All students have learning profiles, eating and drinking plans are in place where appropriate. All staff are well trained in de-escalation strategies. A consistent and robust procedure is in place for marking work and communicating next steps to students so that they know how to progress further. Partnership with parents is exceptional. The PTA, the Friends of Osborne, support the school in many ways including ambitious fundraising projects which enhance facilities, equipment and inclusion opportunities.

I spent some of morning break in the Café, run by the post 16 students (everything costs 20p which enables easy interactions and exchanges) and part of the lunch break in the middle of Rubix Cube (the school rock band) rehearsing, both are excellent examples of collaborative learning and inclusion at its best, bringing together students from across the school to practice life skills, socialise, share common interests, participate, learn and have fun.

The staff team and the school Governors' passion for inclusive practices ensure the Inclusion Plan I discussed with the leadership team focuses on breaking down barriers to learning and positive outcomes for pupils. All leaders work tirelessly to improve all aspects of school. The staff team are excellent role models for the students and enjoy highly effective relationships with them. The training of and collaboration between, staff ensures all pupils enjoy dignity and independence. Staff and parents interviewed appreciate the leadership and support they receive from the Headteacher.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these. 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: Phil Poulton

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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

Context of the School and Sources of Data

Osborne School is a generic special school for pupils aged 11-19, which opened in September 2003 and is an amalgamation of three special schools. The school is located near to the centre of Winchester and admits pupils from a wide geographical area within Hampshire. The school currently has 160 pupils on roll. The school provides education for young people with a broad range of special educational needs and complex learning difficulties. The school has a great diversity of pupils and is committed to ensuring that pupils are able to access learning by removing any barriers. We ensure that programmes are in place and are regularly reviewed to enable this to happen. Staff are always willing to learn and establish new strategies regardless of the barriers. The Ofsted Inspection in March 2015 judged the school to be good. Osborne school has many links locally, nationally and internationally and has taken part in 2 Comenius projects the latest being in 2013.

The school prepared an extensive summary of evidence and ample opportunities for me to observe and interview students, staff, parents and governors and visit classrooms throughout the school day.

Those interviewed included:-

- **Headteacher and just retired Deputy Headteacher:** Core Values, Vision, Osborne Strategic Plan.
- **Other members of Leadership Team (2 Deputy Headteachers, Headteachers PA & Office Manager, School Business Manager):** School Inclusion Plan, CPD, Assessment, becoming a Centre of Excellence.
- **Occupational Therapist:** The co-ordination, outcomes and impact of therapy intervention.
- **Learning Support Assistant specialism in VI and Braille:** Referrals, outcome driven interventions.
- **Students:** Morning and lunch break spent with groups of students.
- **Parents (including two members of the Friends of Osborne):** Home school communication, admissions and transitions, parent voice and the work of the Friends of Osborne.
- **Chair of Governors:** Pupil Premium, Learning outside the classroom, local and national links.

Evidence was gathered during interviews with staff, parents, Chair of Governors, students, and from observation of classrooms and displays around the school. Additional evidence was gleaned from, examples of intervention Support Plans, Baseline Documentation, book look, Record Books featuring photographs of recent assemblies, off site activities and residential, Evidence Files for accreditation and the most recent OFSTED report.

Element 1:- The Inclusion Values and Practice of the School

School Commentary:-

“At Osborne School, we view Inclusion as a journey as opposed to a destination. Our inclusive ethos is enshrined in our School Vision. We do not have one member of staff who has overall responsibility for inclusion as we believe that all staff have that responsibility. Indeed, pupils will not be totally included until every member of staff has inclusion at the heart of what they do.”

Assessor's Commentary:-

All staff interviewed believe their role is to enable each individual child to achieve his or her full potential through equality of opportunity provided in a multicultural and inclusive educational setting. Learning should be inclusive, enjoyable and a lifelong experience, where common themes are intertwined. They see parents as partners in the educative process.

Osborne School has been committed to Inclusion over many years and promotes inclusion and inclusive practice throughout the school with all students accessing learning through the National Curriculum and a post 16 programme promoting life and independence skills. No one is disapplied from any aspect of the National Curriculum or any elements of the Local Curriculum. Inclusion is alive and well at Osborne School.

Strengths:-

- School community was fully consulted and included in the IQM process, all understand and are totally committed to the inclusion agenda.
- Community experiences, learning outside the classroom and residential experiences for all students.

Element 2 – The Learning Environment, Resources and ICT

School Commentary:-

“The main focus of the school is to meet individual needs. The school responds to individual needs by reviewing provision and planning accordingly. Each year in the summer, SLT review class groups based on pupil needs. There is a specific learning environment checklist that details what is required in each classroom to maintain accessibility and to ensure that the learning environment meet the needs of all pupils. There is an emphasis on consistency and continuity across the school. There is a continual drive for the school to be clutter free. The school is continually improving and developing its facilities and grounds to meet the needs of an increasingly complex pupil group. The school will always adapt and develop any area to suit the needs of individual pupils as much as we are able. For example, in previous years we have had fences installed in the grounds for pupils with visual impairment, hoists in classrooms and a tracked hoist in the hydro pool. A separate budget is allocated each year for pupil equipment. Each classroom has an iPad and in addition some pupils have their own iPad.”

Assessor’s Commentary:-

The school provision supports children that often have a combination of the following needs; physical difficulties, severe learning difficulties, profound and multiple learning difficulties, autistic spectrum disorder, specific communication and language disorders, visual impairment and hearing impairment with specific expertise brought in to ensure the best outcomes for all.

Osborne School and College has classrooms with areas to support the ease of access to equipment to facilitate the physical development of pupils. A heated swimming/hydrotherapy pool enables every child to develop swimming skills and facilitating relaxation for pupils with severe physical difficulties and freedom from the constraints of equipment used for postural support. New playground equipment featuring a specialist exercise trail and wheelchair swings encourage participation, physical activity and inclusive play opportunities for students.

Communication strategies are bespoke to support each student. The team are skilled to use various and appropriate modes of communication - objects of reference, signs and symbols, PECs, Makaton, written and verbal language. ICT is an integral part of all taught lessons with white boards and PCs/laptops available for all pupils. Access to all areas is excellent. Team Teach training minimises risk and supports inclusion.

Strengths:-

- Well-designed stimulating indoor and outdoor areas including the recently refurbished and re-configured residential unit which has become the post 16 building with its light and bright spacious classrooms with overhead tracking and smaller specialist areas. All designed to best support the College’s exciting post 16 curriculum offer.



IQM Self-Evaluation Report



- All areas of the school are easily accessible.
- Excellent shared and specialist facilities.
- Good outside play areas with well-maintained facilities.
- High skill level of all staff (teaching, assessment, tracking and analysis including use of teaching and learning aids).
- An outstanding capacity to improve even from current standards, due in the main to the incredible professional skills, trust and commitment of all staff.

Element 3 – Learner Attitudes, Values and Personal Development

School Commentary:-

“Osborne School is committed to offering a range of enriching opportunities to our pupils both in and out of the classroom; both on-site and off-site. Staff teams are creative in ensuring that all pupils are included. For example, there are 2 school performances each year. Rehearsals and scenery all take place in 1 week with the performance taking place the following week. Emphasis is put not just on the performers, but also on the background work and scenery making. All pupils are involved and all pupils perform. In a walk around the school the observer can see the school values of peace, happiness, responsibility, respect, cooperation and honesty being reinforced. The school rock group Rubix Cube performed at the Birmingham Conservatoire in July 2015; at The Royal Albert Hall in November 2015 and at the Portsmouth festival in April 2016. The school takes part in the Shakespeare Schools festival each year, which involves the whole school and takes part in a large number of sporting events. The school offers several residential opportunities each year. These are differentiated to meet the range of pupil needs.”

Assessor’s Commentary:-

There is a ‘can do’ attitude across the school. The behaviour of the students is well managed and supported so that they can access the curriculum and the environment safely. Attendance is good, despite sometimes being affected by medical issues. The school goes out of its way to promote links with local schools and other aspects of the local community. Relationships are excellent throughout the school. Very high quality interactions between adults and students are commonplace. Students are very supportive of each other, for example by pushing a classmate’s wheelchair. Students greatly enjoy their learning. They are happy and enthusiastic in lessons and around the school. They make very good progress in developing understanding about routines, and yet they also learn to cope with change. Some students have very challenging behaviour associated with the nature of their learning difficulties. Despite this, students make significant gains in improving their behaviour, supported by staff’s consistent application of plans that help individuals improve their behaviour. Parents and carers are confident that their children are safe in school.

Strengths:-

- Ethos throughout the school which recognises and celebrates achievement.
- All staff provide an emotionally literate environment with communication high on the agenda.
- The individual needs of students are the primary concern of all staff.
- Many and varied opportunities for the development of personal and social skills.

Element 4 – Learner Progress and Impact on Learning

School Commentary:-

“At Osborne School, individual targets are set at the start of the academic year and they are set in line with individual pupils’ needs as identified on the Annual Review or EHCP. Data is then collected throughout the school year and analysed on a regular basis. Where pupils are identified as to not be making expected progress interventions are put in place for individuals which are reviewed and modified as necessary. Along with looking at pupil progress taking place at Osborne School, it is also important to compare our data with data collected nationally for pupils with similar needs. There is no difference in achievement between pupils in any of the groups identified: pupil premium, gender and ethnicity.”

Assessor’s Commentary:-

All students have a baseline assessment on entry to the school. Students progress well from their different starting points. From September 2016, all pupils work towards one target linked to the school’s core values. This forms part of the student’s EHCP. Osborne School makes extensive use of data both internal and external to inform their practise and ensure all students make at least good progress. The progress of all students is meticulously recorded, monitored and evaluated. Students’ personal targets are displayed and constantly referenced.

Strengths:-

- High quality assessment of pupil progress.
- Excellent information sharing systems.
- Use of ICT to aid record keeping and assessment.

Element 5 - Learning and Teaching (monitoring)

School Commentary:-

“School overview commentary (evidence supplied from in-school monitoring visits. Comment on the breadth of opportunities available to support specific needs.) The OFSTED inspection in March 2015 noted the teaching in school as GOOD. There are regular lesson observations and feedback to staff. Observations are carried out by the Senior Leadership Team. All pupils have an Individual Education Plan and a support plan. These documents detail the provision needed by each pupil. The school is well supported by advisory teachers for hearing and visual impairment. The school has adapted facilities and specialist equipment to meet the needs for more complex learners. The school is working hard to ensure that all lessons are good or outstanding. The EASAL group (Emotional and Sensory Aspects of Learning) ensure that pupils are ready to learn when in the classroom and there is a range of provision; PULSE, FEIPS, ELSA, Sensory strategies, to meet these needs.”

Assessor’s Commentary:-

Staff interviewed demonstrated a deep knowledge and understanding of the students’ needs and how they learn, alongside strong subject knowledge. “The Learning & Teaching Policy underpins everything we do; teaching is constantly adapted and amended to ensure it reaches all learning styles”. (Deputy Headteacher).

The school trains teachers through the Schools Direct programme in partnership with Winchester University. A number of Learning Support Assistants (LSAs) with level 5 accreditation are encouraged to gain Qualified Teacher Status. Some are now employed in this capacity at Osborne School. A significant number of LSAs have gained level 2 and 3 ELKLAN accreditation which are professional qualifications supporting speech and communication. Several members of staff have completed Post Graduate qualifications related to SEN, School Business Management and School Leadership.

Regular input and training from other professionals such as VI and HI advisory teachers, OT, Physiotherapists and SaLT ensure pupils’ learning styles are met. A wide range of resources including specialist rooms and equipment help remove barriers to learning, for example pupils with Autism are supported by visual timetables, PECs books, individual work stations and TEACCH strategies to enable them to access learning. External moderation with other special schools and by LA advisors confirms pupils make good progress. Assessment for Learning is ongoing and discussed within staff teams, students, parents and carers.

Strengths:-

- Highly organised approach to individualised teaching and learning.
- Highly skilled staff group with excellent opportunities for CPD.
- Excellent relationships with Therapists who enhance teaching programmes.

Element 6:- Parents, Carers and Guardians

School Commentary:-

“Osborne School is committed to working with parents and carers. We have a home school coordinator who supports families at home with regards to behaviour as well as links in school. There are regular parent coffee mornings run by parents with a range of speakers. There is an active PTA (The Friends of Osborne) that supports the school raising additional money but also running events and helping in school. We have a number of parent volunteers who help each week. There are a range of meetings and reviews throughout the year that we encourage parents to attend. We do our very best to hold meetings when parents can attend. Parents are expected to support the school with regards to their child’s behaviour. The school works in partnership with parents to tackle difficult matters. The school works with individual parents to ensure that all pupils are included and that there are opportunities for all.”

Assessor’s Commentary:-

Osborne School maintains a very strong link with parents. Home school communication is of a high standard with daily contact, where necessary, being maintained with parents. This is done through the use of a home school book, by phone or email. Parents are invited to annual reviews for their children. The school provides regular coffee mornings for parents, training opportunities, and an open-door policy for visits and contact. Parents hold the school in high regard. Parents interviewed spoke very highly about the efficiency of “front of house staff” and about how approachable all staff are and the wonderful opportunities that the school provides for their children.

Strengths:-

- Excellent home communication links with families.
- The PTA, Friends of Osborne.
- Parents are actively encouraged to be part of the learning experience of their child.

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

School Commentary:-

“The school has a strong Governing Body that meets regularly. The Chair of Governors is extremely pro-active. She supports on class trips and is often in school. The Governing Body meets as a whole on a half termly basis. Sub-committees are set up as required for specific events and activities. The Governing Body is instrumental in the strategic development of the school.”

Assessor’s Commentary:-

Osborne School has an effective Governing Body who are fully involved in the life of the school. This involvement allows them to provide focussed support and challenge with the Chair meeting regularly with the School Leadership Team. The governors are fully involved in developing the school’s strategic development plans and self-evaluation. Three new governors with “just the right” skills set have recently joined the Governing Body. Governors are committed to ongoing training to ensure that they are well placed to be familiar with the school’s work, understand performance information and provide good challenge.

Strengths:-

- Excellent tracking systems.
- Concerns quickly identified and resolutions put into place.
- Active, knowledgeable and effective Governing Body.

Element 8:- The School in the Community

School Commentary:-

“Osborne School is a purpose-built building with ramps, a lift and adapted personal care facilities. Out of hours, the facilities are used by KIDs for the short breaks scheme, Water Babies for swim sessions and swim sessions for older adults with physical disabilities.

The school has close links to the Army training school in Winchester. Soldiers support the school and run activity days with pupils. The school runs an outreach programme, supporting pupils with special needs in mainstream schools. The school rock band plays at venues in the area. In Movement 15 the group played in the Royal Albert Hall and in April 2016 they played at the Portsmouth festival. The school has taken part in the Shakespeare School’s festival for the last 5 years and has performed in the Theatre Royal in Winchester. In April 2016, the pupils performed their version of Midsummer Night’s Dream at the Bournemouth International Centre as part of the Rotary Club’s annual conference. All pupils are able to take part in these activities and the school goes the extra mile in terms of planning, staffing and transport to ensure that all those who wish to take part can do so. A number of local medical practitioners hold their clinics in the school. The school is also part of the Winchester Inclusion Partnership. Osborne is also part of the teaching schools’ alliance which is a mainstream teaching school. We are also part of the Henry Tyndale teaching alliance, a special school teaching alliance. We support the ITT of teachers. We take part on the special schools’ PMLD sports’ tournament annually, which is held in Portsmouth.”

Assessor’s Commentary:-

The school has established strong and supportive links with its residential neighbours and staff work hard to keep them involved in the life of the school. Access to local businesses, the Army and community support ensures that all students have an enriched learning experience. The school’s resources are used during after school activities for meetings, sport and play activities. This brings the local community into the school, thus providing a positive involvement and understanding of the school population. Students from Osborne School are also involved in a wide range of community activities outside the school. Sport, the creative and performing arts are a real strength of the Osborne School’s provision. Shared experiences have given students’ and their families fantastic lifelong, unforgettable memories of special times.

Strengths:-

- High profile performances across the country promoting a greater understanding of special educational needs, participation for all, inclusion and boosting everyone’s confidence and self-esteem.
- Staff fully understand and provide for the need to prepare students for being part of the wider community.