



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR SILVERWOOD SCHOOL

Name of School:	Silverwood School
Executive Headteacher:	Sean McKeown
Hub:	Royal Wootton Bassett
School phase:	All through Special
MAT:	Not applicable

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	27/02/2023
Overall Estimate at last QA Review:	Working towards effective
Date of last QA Review:	09/05/2022
Grade at last Ofsted inspection:	Not applicable
Date of last Ofsted inspection:	Not applicable

1. Context and character of the school

Silverwood is a large, community, maintained special school with 426 pupils currently on roll. The school has three campuses, two additional Early Years Foundation Stage (EYFS) satellite provisions and a post-16 provision.

Silverwood opened in 2020 when three existing special schools merged to form one school. All pupils have education, health and care plans (EHCPs). They have a wide range of moderate (MLD), severe, (SLD), profound and multiple learning difficulties, autism and some additional medical needs. The school has a higher than average number of disadvantaged pupils. Pupils come from a wide catchment area, mostly transported to school on local authority transport.

The school is embedding a curriculum, organised into three distinct pathways, to meet the needs of all pupils.

The school, working in partnership with all stakeholders, has developed a clear vision: 'Building Community, Inspiring Learning'. Silverwood continues to grow and establish itself as a specialist provider for special educational needs in Wiltshire. Major expansion of the Rowde site will result in up to 400 primary and secondary-aged pupils being accommodated on the site, with the Chippenham and Trowbridge sites catering for up to 75 pupils on each site.

Silverwood has attained the Quality Mark in Values Based Education (VBE) and is currently close to attaining the enhanced VBE Quality Mark. Values Based Education is alive at Silverwood.

2.1 Leadership at all levels - What went well

- The executive headteacher, ably supported and challenged by governors, with committed, enthusiastic and skilled senior and middle leaders, continues the successful Silverwood improvement journey.
- The five-year strategic plan is ambitious, coherent and well thought out, developing the school, wider community and excellence across Wiltshire.
- The intent and implementation of the curriculum has been co-created across all pathways and curriculum areas with a clear rationale for delivery.
- Subject leaders work cohesively, with high ambition for their subjects, sequential and progressive plans for all pupils from the early years to post -16, across all pathways. English alongside mathematics is well established, providing clear progression throughout pathways and key stages.

- Leaders responsible for personal, social, health and economic (PSHE) and relationships and sex education (RSE) are building on existing strong practice in the formal curriculum pathway. They have produced sequential and progressive plans, across all pathways. The physical education (PE) team have developed a comprehensive strategy for further developing their subject across all sites. PE is well utilised, supporting cross-curricular learning, for example in 'active phonics'.
- Early years leaders have built strong links with partner sites and across the school, developing consistent approaches, moderation and secure transitions, providing a solid start to the Silverwood journey.
- The comprehensive programme of learning walks and evaluation of outcome measures, by senior and middle leaders, across all curriculum areas, inform individual and collective continuing professional development (CPD) and additional focused support, ensuring that pupils make strong progress.
- Leaders have developed a bespoke assessment tool for the pre and semi-formal pathways, enabling them to record the holistic progress of all pupils more usefully.
- Learning outside of the classroom (LOtC) is well-established and exemplary in the formal pathway on the Rowde campus. Pupils have adventures, build resilience and develop skills, attaining 'Tree Awards' up to the end of Key Stage 3. From Key Stage 4 onwards, pupils access relevant employability accreditation and the Duke of Edinburgh Award at Bronze and Silver level. LOtC is being extended and adapted for all pathways.
- Silverwood provides Alternative Provision for pupils, from mainstream schools. LOtC is pivotal in this provision. Pupils learn to make better choices, experiencing values-based learning with trauma-informed practice, giving opportunities to reflect and learn about themselves. Pupils and support staff take this learning back to their mainstream settings.
- The leader of VBE sits on the international VBE associate board, to represent and ensure that the voice of special educational needs and/or disabilities (SEND) is heard. Silverwood SEND outreach, support and training extends across Wiltshire and beyond.
- CPD is well planned and comprehensive. Recent phonics and reading training has been highly effective in improving practice. Leaders evaluate impact immediately and over time. The culture of senior and middle leader 'drop ins' is highly valued in evaluating, sharing and improving practice. Middle and subject leaders benefit from bespoke support and take advantage of National Professional Qualifications.

- Exemplary behaviour is a consistent feature at Silverwood, based on positive approaches and relevant, personalised learning. Pupils use reflection and restorative approaches. Emotion Coaching displays are available and used by pupils to check in and to reflect on their behaviour and develop strategies to help themselves.
- 'One page profiles' are visible across Silverwood, celebrating strengths, as well as information supporting learning, well-being and behaviour, underpinning understanding and empathy.
- Staff are overwhelmingly positive about Silverwood and confident in their roles and responsibilities. They value the culture of 'uplifting staff' by giving them opportunities to try different roles and take on more leadership.

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

...leaders investigated how better to evaluate and celebrate the strong pupil progress towards their EHCP outcome targets.

...leaders ensured that the impact of current curriculum/subject initiatives were clear and well used to inform next steps.

...leaders ensured that the learning from the successful implementation/establishment of the core curriculum was used to refine the curriculum for the foundation subjects.

3.1 Quality of provision and outcomes - What went well

- Trusting relationships, with high expectations, ensure that pupils make the most of their learning. Pupils' attitudes and motivation are consistently positive. Pupils take advantage of the 'Silverwood way,' - inspiring lessons, with clear expectations for teaching staff, pupils and learning environments.
- Pupils benefit from VBE, based on co-operation, respect, perseverance, kindness, honesty and courage. Displays show what the values mean to pupils. The value of the term 'perseverance', promoted explicitly in lessons, was clearly evident in pupils' displays.
- Embedded routines and structures promote learning, enabling seamless transitions within and between lessons. Pupils enthusiastically share their learning.
- Pupil relationships are a strong feature of the school, happily celebrating other pupils' success. For example, in a Year 8 English lesson, pupils joyfully praised their colleague, who accurately plotted the path of Phileas Fogg's journey from North Africa to India.

- Pupils learn relevant skills and knowledge promoting their safety. In a Year 11 PHSE lesson, well thought out structures and clear ground rules, supported pupils to maturely discuss sensitive issues around consent.
- Teaching assistants play a vital role in leading and supporting learning, promoting independence and supporting pupils' well-being. There are numerous examples where they deliberately 'stand back,' promoting pupils' use of problem solving skills.
- Teachers use questioning well to check understanding, adapting the level of questions to promote engagement for all pupils.
- Learning environments, reflective of pupils' needs, are generally well thought out to support pupil engagement and well-being. In some classes, individual work stations are available for pupils, for distraction-free learning when required. In a Key Stage 2 formal and semi-formal pathway lesson, pupils made good use of the regulation station.
- Pupils develop a love of reading. Practice in phonics and reading is well targeted, based on sound assessment and strong practice. Pupils' ideas helped to shape reading areas and libraries around the school. The 'buzz' around chosen topics is palpable. In a Year 8 English lesson, a pupil related that he had been so interested in the current topic that he chose to watch the film 'Pearl Harbour' the night before.
- Well-planned and practical mathematics lessons promote problem solving, collaboration and independence. Pupils respond well to the routines, structures and the use of symbols where appropriate. Teachers rapidly address misconceptions. In a Year 7 lesson, a pupil was encouraged to deliver peer to peer support to cascade and deepen learning.
- Pupils following the pre-formal curriculum are carefully grouped by age and need. They benefit from effective routines to support transition and learning readiness, working towards personalised targets. Alternative and augmentative communication resources and sensory equipment are well used, resulting in promoting engagement.
- Pupils develop relevant life skills. In a semi-formal pathway lesson, pupils were well supported in cookery by skilled support, use of visual aids, prompting and questioning. Pupils made effective transitions in the lesson, even though these are usually challenging. Instructions for cooking noodles were carefully adapted so that all pupils made progress and developed increased independence.
- Pupils leave Silverwood with a broad range of up to 10 formal and informal qualifications ranging from WJEC Personal Progress, ASDAN, Functional Skills and more bespoke accreditation. A pupil who had a particular love for Spanish worked towards a school-designed certificate. In 2022, all pupils from Silverwood went on to education or training.
- Pupils are proud of their school. Pupil voice makes a difference to the school. Pupils have been involved in the development of the uniform and buildings. Pupils eloquently articulate and demonstrate Silverwood values.

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

...pupils benefited from consistently strong total communication practice across all school sites, learning from and sharing existing strong practice.

...pupils consistently benefited from enabling environments, reflecting the needs of the wide range of pupils at Silverwood.

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

Not applicable

5. Area of Excellence

Not applicable

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)