

School Improvement Visit Report

Spring Term 2017

I. Visit Information

School Name: The Waterloo School

Focus: Report of visit

Adviser: Sarah Kiel

Local Authority: Hampshire

Visit Reference: Inspection and Advice

Date of Visit: 27/03/2017

Attendees:

- Head teacher, deputy headteacher, senior staff

Actions:

Action	Who	Timescale
The LLP will continue to provide support and challenge to the school through the LA's LLP programme and the additional time for special schools commissioned by the SEN Service of Hampshire County Council (HCC)	LLP	30/03/2018
The head teacher and leaders at all levels will take action to address the Ofsted area for improvement and maintain an evidence base to demonstrate the impact of their actions on the outcomes for pupils over time	Headteacher. SLT, Governing Body	30/03/2018
The head teacher and leaders at all levels will continue to sustain best practice across the school. In particular, they will ensure there is no loss of quality in or focus on those key aspects of the school not identified by Ofsted as areas for improvement.	Headteacher. SLT, Governing Body	30/03/2018

Summary of Main Findings:

The head teacher and the LLP agree that the Ofsted judgement from the inspection carried out in May 2016 remains current. Evidence from the annual visit shows leaders at all levels are taking effective action to address the Ofsted areas for improvement and there is no loss of quality in other aspects of the school.

There are no additional findings to add at this time.

The head teacher and LLP are in agreement that the school is low priority for LA support due to good outcomes for pupils; good rates of pupil progress; the high quality of teaching and the effective action being taken by leaders at all levels to tackle the school's priorities for improvement. The school has good capacity to continue to improve.

It is recognised that the vulnerability of all pupils, and the potential impact of change, however well managed, on pupils' engagement and response at the start of a new school year present some risks. The LLP will maintain close contact with the head teacher and ensure additional time available to the school is used to support the head teacher and the school in delivering improvement and preparing for the new academic year. (see visit arranged for 20.05.17)

II. Main Report

Activity reason:

LA funded

Activity focus:

Annual visit

Context:

This report records the outcomes of the Local Authority (LA) annual visit to the school. The purpose of this visit is to work alongside the school helping to evaluate the progress made in addressing key areas from the school improvement plan and to identify the support required from the LA over the coming year.

The school was last inspected by Ofsted in May 2016 and judged as 'good' overall and 'good in every aspect except personal development, behaviour and welfare which was judged as 'outstanding'. This follows a previous Ofsted inspection judgement of 'requires improvement' in November 2013 when the school was under interim leadership following the unexpected death of the substantive head teacher and, despite good outcomes for pupils and good teaching, leadership capacity in the school and within the governing body was not yet secure.

The recent inspection recognised the many strengths of the school and noted in particular that:

- *The school is improving under the direction of the calm and determined guidance of the headteacher*
- *Senior leaders ensure that every pupil is cared for as an individual and feels safe at school.*
- *Pupils make good progress in reading, writing and mathematics from their different starting points.*
- *Teaching is good and is characterised by effective questioning by teachers and learning support assistants.*
- *Safeguarding pupils from harm has the highest priority in this school. The procedures in place are extremely effective*
- *There have been significant improvements in governance since the previous inspection. Governors now hold school leaders to account rigorously.*
- *The school's actions to promote pupils' personal development and welfare are outstanding.*
- *Behaviour is managed extremely well. There have been clear improvements in behaviour over time for individual pupils since they joined the school.*

The inspection identified that:

- *On some occasions too much emphasis is on managing behaviour and well-being and this can sometime reduce valuable learning time.*
- *Not all leaders have the opportunity to impact on improving teaching and outcomes across the school.*
- *There are too few opportunities for pupils to apply their problem-solving and reasoning skills in mathematics and to use these in other areas of the curriculum.*

and as a consequence the areas for improvement were identified as:

Build on the successes of improving behaviour over time so that all staff and pupils now maximise the opportunities for learning.

Develop leadership further so that it is shared among all staff, so that teaching, learning and outcomes become typically outstanding, by:

- *providing more opportunities for middle leaders to monitor and help improve the quality of teaching*
- *increasing opportunities for pupils to use their problem-solving and reasoning skills in mathematics and across the curriculum.*

The annual visit focused on discussion with the head teacher, and brief interviews with middle leaders about their response to the Ofsted areas for improvement and the impact of the action taken so far. Given the Ofsted judgement is relatively recent and therefore current, this annual report is confined to providing a summary against the key areas of the LLP annual report framework.

A further quality assurance visit has been arranged to take place in June 2017 (20.05.17) as part of the additional LLP support available to the school. The focus will be on the ways in which the school is maximising opportunities for learning including:

- the provision made for the small number of girls in the school
- a learning walk alongside key staff
- a book scrutiny alongside key staff
- how the school is preparing and will demonstrate 'readiness' to meet the needs of pupils entering the school at the start of the academic year 2017-18

A brief report of visit will be written and logged within Pendulum.

At present there are 59 pupils on roll. All pupils are identified as vulnerable and all have statements of special educational needs (SEN) or education, health and care plans (EHCPs). The primary needs of all pupils relate to their social, emotional and mental health (SEMH) and a significant proportion have additional diagnoses including autism, attachment disorder, SLCN and ADHD for example. One pupil has very significant visual impairment and a few have particular medical conditions. A significant proportion of pupils are known to social care and have or have had social care involvement. There are currently five children in the care of a local authority (LAC) and a significant minority of pupils are subject to children in need (CIN) or child protection (CP) plans. The Summer 2016 DfE data identifies 54 pupils on roll with a male:female ratio of 52:2; no pupils with English as an additional language (EAL), and 50% of pupils as eligible for free school meals (FSM). The current Pupil Premium information published on the school's website shows the school will receive in the region of £46,620 for 2016/17.

Commentary:

The visit centred on discussion with the head teacher and those with leadership responsibilities about the action taken since the recent inspection to build on the strengths and areas for improvement recognised by Ofsted and the priorities identified through the school's self-evaluation processes and activities.

The discussion with the head teacher focused on development across a range of aspects. In summary:

- The governing body has embedded the efficient, committee based structure which was newly in place at the last inspection and this is now fully active. [REDACTED] to ensure there is partnership between the governing body and leadership at all levels and the governing body gain an accurate view of the school through regular triangulation of what is shared at meetings with their visits to the school and interviews with key staff for example.
- [REDACTED] This liaison enables both schools to link and co-ordinate their work with siblings from the same family for example and offer professional supervision for staff in both settings. The Family Links programme run by the school takes place over 10 weeks per family with careful analysis of impact and post-programme follow-up to check improvement is maintained. The outcomes for pupils and families as a result of this programme are overwhelmingly positive in terms of objectives set and met [REDACTED]
[REDACTED] Recent development supports the better deployment of skilled adults within class providing flexible and responsive support for pupils at the point of need. The school is

using this greater focus on effective in-class management and other targeted activity to address the Ofsted area for improvement, specifically:

Build on the successes of improving behaviour over time so that all staff and pupils now maximise the opportunities for learning.

- Home visits are booked for all pupils who will be starting at the school in September 2017 although there may be pupils still to be placed at the school. The school expects to admit 6 girls in September 2017. In preparation for this, part of the LLP visit in the Summer term will be a focus on the provision made for the current cohort of girls and their progress and response
- The school continues to make good use of additional professional expertise such as that provided by a CAMHS art psychotherapist and the LA funded SALT. proper emphasis is on making provision and having an impact in-class wherever possible. For example, the school has invested in ELKLAN training for all support staff in order to not only provide 1:1 interventions but also to ensure the quality of dialogue and questioning between adults and pupils in class is improved. meeting the SLCN of pupils is a high priority across the school.
- Referrals to the art therapist are made directly from school staff through an agreed process. Intervention is time limited and impact is expected and demonstrated through specific success criteria/outcomes for individual pupils for example.
- Current data continues to demonstrate the positive impact of the Paired Reading approach on pupils' confidence, skills and understanding in reading. The school has commissioned support and review from the HIAS English inspector/adviser who confirms the improvements achieved. The school is now exploring how to best develop pupils' skills in inference and a systematic approach for improving phonics knowledge and use in key stage 2, particularly for those pupils who appear 'stuck' and/or have attended multiple schools and have been exposed to a range of unsuccessful approaches in these settings.
- The school continues to use and develop its approach to the 'Hiltingbury Learning Ladders' model. Staff have high expectations of pupils' progress from their initial starting points with a score of 100 points on the 'ladder' identified as 'expected progress'. The very great majority of pupils are making at least expected progress from their individual starting points. The learning needs and profiles of pupils are such that at present, despite good or better teaching, very few individuals are on track to achieve ARE. In 2016, no pupils in the year 6 cohort achieved the level expected in English or mathematics. However, the average point score in the reading test was 93 compared to 103 nationally and the average points score in the mathematics test was 89 compared to 103 nationally. In addition, all those in the cohort attempted the papers. They co-operated with the special arrangements made and there were no torn or spoiled papers. This represents a significant achievement for these pupils. The school makes very effective use of additional funding to ensure all eligible pupils receive specific intervention and support for learning and they have the same opportunities as their peers.

Discussion with those leading on mathematics, English, ICT and computing, art, and science centred on the range and impact of the leadership activities undertaken thus far to address the second Ofsted area for improvement, specifically:

Develop leadership further so that it is shared among all staff, so that teaching, learning and outcomes become typically outstanding, by:

- *providing more opportunities for middle leaders to monitor and help improve the quality of teaching*
- *increasing opportunities for pupils to use their problem-solving and reasoning skills in mathematics and across the curriculum.*

In summary, the key points arising from these discussions with subject leaders are:

- [REDACTED] Problem solving is expected to be a key element of every task/lesson wherever appropriate and there is a particular emphasis on presenting multiple steps within tasks and scaffolding learning so pupils have plenty of opportunities to generalise and apply their knowledge, skills and understanding including through talk. The focus on supporting pupils' SLCN across the school will enable better quality discussion, dialogue and reasoning in mathematics and other subjects of the curriculum. The range and availability of practical resources to support learning in mathematics has been extended and the subject leader has observed the teaching of mathematics in all classes and fed back to teachers providing advice and support as well as specific areas for improvement
- [REDACTED]

As a consequence the school is investing in both the hardware and software to better deliver the coding aspect of the computing in particular. He is providing training and advice for teachers and other staff to plan and deliver effective lessons and make full use of new technology. A programme of focused lesson observations identify where particular support and further development needs to be targeted. The subject leader has also presented on approaches to computing in the context of SEMH settings at the national ENGAGE conference which was well received.

- and staff have the confidence and skills to deliver good lessons. and updating a programme of skills document and tracking sheet in order to support teaching and identify pupil progress. This colleague has also presented at the national ENGAGE conference. Possible links with an excellent art practitioner at a Hampshire SEMH secondary school and links to an art network were discussed and details shared.
- Pupils are working through short investigations based on years 1 and 2 of the National Curriculum initially and thinking scientifically and making observations are actively encouraged and planned for through teachers' topic planning and the use of Blank questions for example. Links to local science and assessment networks are in place including Learning Ladders.
- Reading for meaning is actively promoted in all subjects of the curriculum as well a challenge to all adults to set higher expectations of pupils' writing content and presentation. in the use of appropriate scaffolding techniques other than adult support and expects to be checking this and the response to marking in the Summer term. There are plans in place to focus on the teaching of grammar over the next academic year and this will be supported by HIAS staff as necessary.

The school uses its local and wider links with other schools effectively to participate in network meetings and moderation activities alongside mainstream and special schools. There are close links with Wolverdene as the other primary SEMH school in the county.

Funding:

LLP core funding 9632E