

Report of Activity

Establishment	The Waterloo School		
District Council	Havant		
DFE No	7051	Area	East
Report Recipient	Kirsty Roman	Date	18 November 2015
Author of Record	Sarah Kiel	Term	Autumn

Activity Reason: LA funded
Additional Focus: Annual visit

CONTEXT

The school was last inspected by Ofsted in November 2013 when it was judged to 'require improvement'. The inspection found:

'This is a school that requires improvement. It is not good because:

- The unforeseen need for changes in leadership and management of the school has limited the capacity the school has had to improve overall provision.*
- Changes in membership of the governing body have, until recently, led to inconsistencies in the effectiveness of how well governance has been able to challenge and support the school to continue to improve provision overall.'*

'What does the school need to do to improve further?

- Embed, secure and sustain effective leadership, management and governance in order to enable the school to become outstanding in all areas.*
- Improve the quality of teaching and make it all as good as the best by making sure that:*
 - all pupils understand clearly what their next steps in learning are*
 - there is greater consistency in the display and use of subject-specific vocabulary to deepen pupils' understanding in all subjects taught.'*

Following a HMI monitoring visit in March 2014, the following additional issues were identified:

'Senior leaders are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. However, since the section 5 inspection governance has not improved quickly enough. The school should take further action to:

- ensure that governors develop greater skills in monitoring the work of the school and holding school leaders to account and that they maintain a sharp and strategic focus on the key areas for improvement in the school*
- ensure that plans to improve the school show clearly and precisely how improvements will be monitored and evaluated.'*

There have been no further HMI monitoring visits to date.

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The headteacher took up her post in the school at the start of the summer term 2013. There have been some minor changes to staffing and leadership responsibilities since then. The last Leadership and Learning Partner (LLP) review took place in February 2015 (Report ID 9190322). This review identified the school as a low priority for local authority (LA) support and intervention because, *'the school has the leadership capacity and confidence to determine, manage and address the improvement agenda.'* LLP activity with the school since that visit includes regular contact with the headteacher and a meeting to review the evidence of the school's progress to 'good' alongside the School Improvement Manager, representatives of the governing body and members of the school leadership team in July 2015 and consider the impact of actions identified in through monitoring and evaluation.

The LLP agreed with the headteacher that the review visit would take place early in order to ensure the schools readiness for Ofsted inspection and identify any further intervention necessary.

All pupils in the school have statements of special educational needs relating to the significant difficulties they experience in accessing education due to behavioural, emotional and social difficulties and all are therefore identified as vulnerable. The majority of pupils have additional special educational needs which impact their learning and progress including social communication and interaction difficulties, learning difficulties and associated diagnoses such as attachment disorder, ADHD and autism.

The majority of the 55 pupils in the school have current or historical involvement with social care. [REDACTED] The percentage of pupils eligible for the pupil premium (FSM) is currently 65%. There are no pupils from service families and a small number of pupils/families are identified as being from a BME background. [REDACTED] The school continues to identify families who will benefit from the support of the local 'Troubled Families Team' [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Activities undertaken include:

- Learning walk alongside member of the senior leadership team (SLT).
- Discussion of school priorities with headteacher including consideration of draft SEF and the schools action to address the action points from the last LLP review report.
- Sampling of pupil's books.
- Discussion of specific priorities and key foci relating to personal development learning (PDL) with key leader.

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COMMENTARY

The school's self evaluation and progress

Evaluation against Ofsted criteria	Overall Effectiveness	Achievement	Quality of Teaching	Behaviour and Safety	Leadership and Management
Last Ofsted November 2013	RI	Good	Good	Good	RI
School's current view	Good	Good	Good	Good	Good

The school's self-evaluation judgements relate to the **most recent** Ofsted inspection framework. The school is not complacent and key leaders are working to ensure any necessary adjustments are made to the capture, analysis and presentation of evidence of impact in line with current inspection framework thresholds and descriptors, and other legislation such as the special educational needs and disabilities (SEND) Code of Practice. During the last two terms, the headteacher, governing body and the school have followed up on actions from the last LLP review report (February 2015) and have or are collating the evidence to:

- Demonstrate the action taken since the last inspection and the impact of this on pupils' progress.
- Describe the priorities and strategy for school improvement.
- Demonstrate improvements in the curriculum and wider provision and describe the impact of this on pupils' progress including their social, emotional and personal well-being.
- Present a tightly focused, monitored and evaluated improvement plan.
- Show the governing body know the school well and provide effective challenge and support.
- Show how the performance management process is used robustly to hold all staff to account for improvement and the quality of provision.
- Show the impact of action taken to improve the quality of teaching including the quality of marking and feedback to pupils.
- Show how the school is implementing the national change agenda including its response to the new national curriculum, SEND Code of Practice expectations, British Values, pupils' mental health and well-being, and the prevention of sexual exploitation for example.

The most recent version of the self evaluation form (SEF) was discussed and provided to the LLP for further scrutiny. It is recognised that this is a working draft. The headteacher is advised to consider how to highlight and separate the key impact evidence/headlines from the narrative. For example, in the paragraphs on safeguarding, the aspects of strong safeguarding practice are lost within narrative and the impact of the schools actions on outcomes for pupils should be more clearly linked and/or highlighted.

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A review and check of the schools website was advised to ensure all statutory and subsidiary information is in place and clearly accessible to parents in particular. Consideration of how to best demonstrate the wider outcomes for pupils as well as their attainment was discussed and the headteacher will explore this further with the leadership team.

The headteacher leads the school very well with purpose and integrity. Ensuring the best outcomes for pupils is kept at the heart of development and decision making. The headteacher is relentless in her work to not only sustain the improvements made since the last inspection but also ensure the school keeps pace with the national change agenda and makes improvements across all areas of its work.

The headteacher confirms that the focus of the previous inspection report was rightly on the leadership and management of the school, but that there were additional and longstanding weaknesses to be addressed on her appointment. She reflects that the need to keep 'shifting up a gear' has been challenging for staff. However, because of the work she has done to create a shared culture and ethos and an effective and mutually supportive team, individual members of staff recognise and deliver on their personal and professional responsibilities. They welcome and make good use of targeted continued professional development (CPD) including:

- External support for English, mathematics and personal development and learning (PDL).
- INSET and twilights on aspects such as use of models in mathematics and marking and feedback.
- Input from art therapist and therapeutic play worker.
- Involvement of clinical psychologist.
- Peer observations alongside secondary BESD staff.
- Local cluster foci.
- In-house TeamTeach refreshers and reflection.

Leadership at all levels across the staff team is securely good. Leaders act upon the advice and support they receive to improve their effectiveness and outcomes for pupils. They are held to account for the impact of their work through robust performance management and regular challenge and review from the headteacher, governing body and external professionals such as subject specialists. They make good use of cluster links to gain a wider view and moderate expectations for example. All those who lead a subject or aspect of the school maintain, monitor and evaluate an action plan with clear links to the schools raising attainment plan (RAP).

The capacity of the school to release individuals to carry out 'in-school day' monitoring activities is somewhat limited by the size of the staff team and the needs of pupils. However, opportunities to cover staff to monitor and evaluate classroom practice and the objectives within action plans are planned systematically and supported wherever possible to minimise slippage.

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The action to secure good teaching and learning, improve attendance and meet pupils' special educational needs has been led by key leaders according to their responsibilities and the school makes good use of external professionals from the LA, schools, health and other sectors to both support development and triangulate its judgments. The great majority of activities listed in the previous LLP report continue alongside regular evaluation and review to ascertain impact. For example, the engagement and sense of belonging to a class 'team' has improved for those pupils participating in the Forest Schools programme, there is evidence of the impact of action taken to develop 'British values', Spiritual, Moral, Social & Cultural (SMSC) and pupil voice in the school through displays and the curriculum, and the focus on PDL across the school now enables the school to collate evidence of the impact of this on supporting pupils towards successful long-term outcomes. Pupils have responded very positively to the introduction of 'learning ladders' and the provision of accessible, concrete resources in mathematics. Their progress in reading and writing is secure from their individual starting points. During the visit they use displays of key vocabulary to support their writing, share their learning ladders willingly, and want to talk about what they are learning and the equipment they are using in a lesson on coding for example.

Additional actions to improve learning, teaching and meet pupils' social, emotional and mental health needs include:

- Twilights on marking and feedback.
- Preparation for peer review through the ENGAGE consortium.
- Introduction of the 'Family Links', 10 week parenting programme.
- Opening of additional class for pupils who require greater degree of structure.
- Number of trained Child Protection Liaison Officer (CPLOs) increased to four.
- Introduction of Learning Ladders model and software.
- Access to art therapist and therapeutic play worker.
- Weekly advice from clinical psychologist – now ceased due to changes within local Child & Adolescent Mental Health Services (CAMHS).
- Introduction of key adult and key teams for pupils and groups.
- Introduction of stress and crisis plans for staff.

The governing body continue to have a proper presence and involvement in the school and are well informed. Individual governors are tasked with conducting visits into school. These visits are targeted on aspects of the RAP and their findings form part of the evidence base for evaluation. The outcomes of their visits including interviews with staff, sampling of planning with a focus on personalisation and conversations with pupils are noted in visit reports and make a useful contribution to the triangulation and interrogation of sources of evidence and other information.

[REDACTED]

The confidence and capacity of the governing body to fulfil its role and its effectiveness is securely good and improving.

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All pupils have significant difficulties in accessing education due to behavioural, emotional and social needs. Some pupils have unidentified or additional mental health needs. Some pupils find it very difficult to self-regulate their responses through the school day and may, on occasion, become agitated and challenging. However, all pupils receive effective, consistent and individualised intervention and support from adults to recognise the impact of their behaviour on others and take the opportunity to make better choices. Behaviour in lessons and about the school is generally good because teaching is good, the curriculum is engaging, expectations of behaviour and response are suitably high and pupils want to learn.

The attendance of pupils continues to rise year on year from 91% in 2013/14 to 95% in 2014/15 and stands at 98.1% to date. Exclusions have fallen from 132 sessions in 2013/14 to 38 sessions in 2014/15. So far this term there have been four exclusions. Instances of physical intervention or holds for safety were 53 involving 22 pupils in September 2014, seven involving three pupils in June 2015. In September of this term there were 22 incidences involving 13 pupils which is reflective of the successful induction arrangements introduced in the school.

The school has a breakdown of pupils' education history and experiences of school prior to placement at the school and is preparing a range of case studies to exemplify the positive impact of placement in the school. Pupils' previous experiences of education have often been very fragmented, unsuccessful and/or damaging. Attendance at certain provisions is considered by the school to have a particularly negative impact and the evidence compiled will be shared and discussed outside of the LLP review process.

The very challenging start to the last academic year experienced by pupils and staff has not been repeated. While some pupils have found it more difficult than others to make the transition into the school, the 'readiness' of staff and individual pupils has been much improved by purposeful and individualised transition programmes, allocation of key workers and good communication with the previous setting and families. However, the placement of some pupils within the year or without allowing for consultation and planning continues to cause difficulties for pupils, families and the school.

In preparation for Ofsted inspection, the headteacher and her senior team are advised to continue to take further action and review and add to the evidence base, particularly with regard to:

- The outcomes for and progress of pupils, including those who are placed late prior to secondary transfer.

The school should continue to review and adjust the targets and expectations for pupils and ensure these show sufficient ambition in order to close the gap between pupils and their peers in mainstream schools. The school should also ensure a focus on pupils' progress towards the outcomes recorded in their EHCPs and achieving successful long-term outcomes in adult life (CoP 1.39). Key staff should prepare case studies which demonstrate the range of pupils' circumstances, the provision made by the school and the impact of this. This should include pupils who are placed late at the school and reflect the impact of previous placement(s) on their rate of progress and attainment and include those in receipt of the pupil premium. There is an expectation that sufficient detail on the academic and other progress and attainment of pupils is published on the website.

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However, while this needs to be checked by the school, with such small numbers of pupils it is understood the school will want to ensure the anonymity of pupils is maintained.

- Evidence (over time and now) of the quality and impact of teaching.

The quality and quantity of work in pupils' books, the quality of marking and feedback, the quality of learning and progress made in lessons must continue to be the focus for teachers and leaders. Pupils' books sampled during the visit are generally well presented and marked. However, the schools marking frames and expectations of annotation are not always as consistent as they should be. In some books such as the 'Learning Journeys' relating to the topic, there is not enough evidence of pupils' work. There are photographs of the teacher's work in the form of a display but this does not show the contribution made by the pupil. The headteacher is advised to continue her focus on ensuring the quality of teaching is consistently at the level of the best and that the quality of marking, feedback and presentation of pupils' work and the quantity of this is consistently good or better across all classes.

The school have a number of initiatives in place which may be unfamiliar or seem unusual to other professionals such as the 'no shoes policy' and allowing pupils to chew gum in lessons as a form of 'sensory regulation'. The school should ensure that the rationale for these and other provision such as the Forest School is properly explained, staff implement these with understanding and the evidence of impact in terms of improvement in outcomes for pupils is part of the evidence base. Staff should also ensure that pupils understand and can explain why and/or when a certain thing is allowed/suitable for them.

- The impact of the school's provision on pupils' social, emotional and mental health and their safety and well-being.

The impact of the schools commitment to supporting pupils to gain knowledge, skills and understanding in social interaction and communication and self-regulation is clear in lessons, in conversation with pupils and in records of improvement over time. Pupils are given every opportunity and support to turn the day around and build and maintain effective relationships with peers and adults. The introduction of support for staff to maintain their personal resilience and well-being is a positive measure and aims to help sustain effective and positive interactions throughout a term and a year. The school should ensure that the rationale for this professional development and evidence of impact is part of the evidence base.

- The quality and impact of leadership and management.

The headteacher should consider an edit of the current SEF to ensure greater clarity as it is difficult to navigate and identify key information currently. For example, the section on outcomes for pupils is not as coherent as it could be and would benefit from subheadings and re-ordering as some of the important headlines are lost. The governing body is advised to ensure they are familiar with the most recent version of the SEF, know the objectives of the RAP and their role in this and can demonstrate through the minutes of their meetings and reports of visit how they hold the school to account. Subject leaders

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should ensure their action plans are annotated and up to date and they are ready to present the related evidence base coherently and concisely. The schools website should be regularly reviewed and any necessary adjustments made.

Performance and expected outcomes

At the time of the visit the final Raise data had not been published. The unvalidated data analysis indicates:

For the 18 pupils in year 6 at the end of the last academic year:

- Level 4+ in English - 17% reading and 11% writing.
- Level 4+ in mathematics (6%).
- Level 3+ in SPAG (17%).
- English/mathematics combined percentage has not improved significantly (6%).

The majority of pupils join the school with prior attainment and progress data far below that expected nationally due in part to their disrupted education to date. The majority of pupils are in years 4-6 and at present there are [REDACTED]

[REDACTED] This 2015 year 6 cohort had a far lower APS at KS1 than the previous year 6 group in addition to far fewer pupils in the high attaining band at KS1 (at 5.9% compared with 17.6%). The school has a robust system of tracking and moderating assessments within the network of local schools.

The progress of this year 6 cohort was measured in APS from entry and analysis indicates:

In mathematics:

- 61% made more than 1 APS per term.
- 22% made more than 2 APS per term.

In reading:

- 61% made more than 1 APS per term.
- 16% made more than 2 APS per term.

In writing:

- 67% made more than 1 APS per term.
- 11% made more than 2 APS per term.

A comparison of whole school progress against the previous year shows significant improvement:

- 45% made expected progress in maths (28% 2013-14).
- 66% made expected progress in reading (22% 2013-14).
- 51% made expected progress in writing (22% 2013-14).

Progress and provision for vulnerable pupils

All pupils in the school are vulnerable. The headteacher and her staff are clear on the additional vulnerabilities of individuals and groups in the school such as girls and those in receipt of the pupil premium. The school has developed a pupil premium report which describes an overview of the range of provision made, 'measure' statements, year group or key stage targeted and cost. The provision and progress data for individual pupils is tracked and analysed to measure the effectiveness of intervention and make adjustments in a timely way. Some of these interventions are at an early stage of implementation.

Analysis by the school shows that where there are differences in progress, these are not generally significant. Any discrepancies have been identified and are being addressed in the school's Raising Attainment Plan through strategies such as the Paired Reading approach.

The school outcome summary is as follows:

Reading:

- 59% of those entitled to pupil premium made good progress compared with 63% of those who are not entitled.
- [REDACTED]
- [REDACTED]
- 62% of new entrants made good progress compared with 67% of those who have attended the school for more than two yrs.

Writing:

- 50% of those entitled to pupil premium made good progress compared with 42% of those who are not entitled.
- [REDACTED]
- [REDACTED]
- 100% of new entrants made good progress compared with 66% of those who have attended the school for more than two yrs.

Maths:

- 70% of those entitled to pupil premium made good progress compared with 75% of those who are not entitled.
- [REDACTED]
- [REDACTED]
- 80% of new entrants made good progress compared with 58% of those who have attended the school for more than two yrs.

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Future school improvement priorities

While the headteacher and governing body have ensured a proper focus on the Ofsted and HMI improvement agendas, they continue to drive forward on all aspects of the school's provision and these are monitored and evaluated regularly to identify additional priorities and respond to pupil, local and national change. At present, key priorities include:

- Raise pupil progress and attainment in reading and writing through the CLA Paired reading and Talk for Writing approaches.
- Raise pupil attainment and progress in mathematics by developing a focus on fluency in which pupils are exposed to models and images and a range of practical resources which improve their practical understanding.
- Extend the well-being team through
 - ELSA provision
 - nurture groups (STARS) support
 - supporting troubled families liaison
 - family links groups.

So that pupils settle into school ready to learn.

These priorities are broken down into key objectives within the RAP and the RAP review schedule is used to ensure monitoring and evaluation milestones and expectations are addressed, including the involvement of the governing body and leaders at all levels. The school is advised to ensure it makes links between use of the evaluation questions and the success criteria in the RAP more obvious in its evidence.

Priority Level

Although the school is judged by Ofsted as 'Requiring Improvement', the school is identified as **a low priority** for LA support and intervention. This is because the school continues to demonstrate strong and effective leadership and the capacity and confidence to determine, manage and address the improvement agenda. However, the school will continue to work closely with LA officers and advisors including the LLP, SIM and mathematics and English team members, with regular LA review to ensure timely and appropriate support and intervention both pre and post Ofsted inspection should this be necessary.

ACTION

In order to continue the focus on improving outcomes for pupils and prepare for external scrutiny of the school, the headteacher and governing body should:

- Take immediate action to address the issues raised for consideration in the text of this report and review the impact of actions against the recommendation of previous LLP and subject specific reports. This will include ensuring:
 - the SEF and other sources of evidence of impact present key information, such as outcome data, as clearly as possible
 - all leaders, including governors are confident to present their areas of responsibility to external scrutiny and have the evidence of impact to talk to and/or present
 - all staff understand and operate the school's policies and practices consistently and effectively with particular reference to those strategies planned and specific to individual pupils such as sensory regulation, and those generally expected across the school such as marking and feedback and the teaching environment for example.
- The additional LLP time available to the school will be used to monitor and evaluate aspects highlighted and work with the headteacher to provide advice and support on school priorities.
- The headteacher will continue to source external advice and support to moderate the impact of actions such as curriculum development.

Signed:



Date: 15 December 2015

Copy To: Headteacher
Chair of Governors
Brian Pope (AD)
Eric Halton (SIM)
Sarah Kiel (LLP)

Author of Record				
	Duration	Preparation	Follow Up	Charge Code
Day(s)	1.0			
Hour(s)				
Total Time Author of Record			Day(s)	Hour(s)
			1.0	