

## Report of Activity

<b>Establishment</b>	The Waterloo School		
<b>District Council</b>	Havant		
<b>DFE No</b>	7051	<b>Area</b>	East
<b>Report Recipient</b>	Kirsty Roman	<b>Date</b>	12 February 2015
<b>Author of Record</b>	Sarah Kiel	<b>Term</b>	Spring

**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 since then and over 20 new entrants to the school at the start of the academic year 2014-2015.

Leadership and Learning Partner (LLP) activity with the school over the academic year includes a moderation of the school's process for induction of newly qualified teachers in July 2014, and a monitoring visit in September 2014 (report ID HF7823510 dated 15/09/14) with a particular focus on issues identified in the LLP report of March 2014, including the extent to which:

- the school has robust improvement plans and strategy in place and a coherent evidence base of the impact of its actions
- the governing body and headteacher are meeting their particular responsibilities regarding the school's progress against the action plan
- the leadership of the school has a sustained focus on the quality of provision overall, not just the aspects for improvement identified by Ofsted/HMI
- the school is clearly demonstrating its capacity to improve
- any barriers to improvement are identified and additional support/action is provided/taken.

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.

Of the 56 pupils on roll, all but ten have current or historical involvement with social care.

[REDACTED]

[REDACTED] The number of pupils eligible for the pupil premium (FSM) is currently 22. There are no pupils from service families and a small number of pupils/families are identified as being from a Black and Minority Ethnicity (BME) background.

[REDACTED]

Activities undertaken include:

- learning walk alongside the headteacher
- interviews of key leaders across the school
- review of self-evaluation materials
- discussion of school priorities and key foci with headteacher and others.

## **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 **current** Ofsted inspection framework. The headteacher and governing body are aware that a new framework will come into force from September 2015 and is due to be published in June. It is likely there will be substantial changes and this has significant implications for the school's preparation for Ofsted inspection due from the Autumn term 2015. The school is not complacent and recognises that every effort must be made to ensure both current and new thresholds and descriptors are understood and demonstrated consistently over time.

The headteacher is working with determination to sustain the focus on improvement and maintain the momentum necessary across all areas of the school's provision. Her leadership, expertise and qualities have inspired and unified the staff team in pursuit of the best outcomes for pupils. The energy, creativity and enthusiasm teachers and support staff apply to improving the school are a strength and a result of the headteacher's effective and unifying leadership.

The governing body have a far greater presence and involvement in the school and are well informed. They do not just accept the information they receive from the headteacher and other leaders and use the programme of regular visits and meetings to triangulate and question sources of evidence and information. [REDACTED]

[REDACTED] The actions and recommendations from the review of governance are reviewed regularly and other governors are making link visits to the school as planned. The confidence and capacity of the governing body to fulfil its role has improved significantly and is now good.

Work undertaken to develop middle leaders is having a significant impact and the quality of their leadership is securely good. Those interviewed are confident to present the action taken against the improvement agenda and other school priorities. They each maintain a good evidence base including position statement, action plan, professional development of staff, moderation, review and evaluation of impact. Those with curriculum responsibility are focused on raising the attainment and rates of progress of individuals and groups and their action is also targeted on reducing any variability in teaching.

The school's improvement programme for leaders, teachers and support staff over the previous and current academic year and their positive response has addressed the action points raised in the September monitoring report (report ID HF7823510) and can evidence teaching as consistently good.

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The school has sought external validation of this judgement through the involvement of LA advisors, staff from other schools and a range of triangulation activities. The programme 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 includes:

- regular work with other local mainstream schools on assessment, the moderation of pupils' work and the accuracy and validation of teachers' judgements
- working with colleagues in other special schools on the moderation of P level judgements to improve accuracy
- building a repertoire of strategies and techniques to raise the profile of reading and reading for pleasure across the school including investment in dedicated reading areas, book stock, use and scrutiny of reading logs and visiting authors
- sharper and more rigorous use of formal assessment to ascertain reading, spelling and comprehension levels and judge the impact of intervention
- regular lesson and work sampling in English, mathematics and personal development learning (PDL) across all classes and year groups in order to promote quality and consistency
- enriching the curriculum and broadening opportunities for staff and pupils to link with other schools and the community through involvement in projects such as:
  - an Arts Award programme with Chichester Cathedral
  - Forest School with The Wildlife Trust for hard to reach pupils in years 4, 5 and 6
  - participation in One World Week and Good Global Citizenship projects;
  - attendance at Girls Group at Glenwood School once a week for those girls on roll (currently older pupils)
  - pursuit of short breaks and other activities for pupils after school in their local community
- five days of mathematics support from HIAS mathematics advisor including paired observations of lessons, work sampling, development of a 'calculation strategy', planning for the changes to the National Curriculum and an mathematics INSET day for staff
- use of the 'troubled families' team at Prospect School as a source of additional advice and support for families [REDACTED]
- the further development of secure and robust lines of reporting and referral both in school and across a wider network of trusted professionals
- increasing the number of adults trained as child protection liaison officers (CPLOs) and instigating the 'spotty lanyard' high visibility model to improve pupil awareness and access
- successful activity to encourage greater parental involvement including drop-ins, access to Relate in school, and home school reading development
- [REDACTED]
- sex and relationship education (SRE), PDL and DATE training including the creation of SRE and DATE resources for teachers

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- review of SRE resources included parents and involved [REDACTED]
- work with the county lead for PDL on developing an effective PDL progress tracking system and the introduction of the VIVO pupil reward system
- ensuring SMSC, including British Values, are integrated into the work of the school.

The behaviour and safety of pupils in the school is good and the school has addressed the action points raised in the text of the September monitoring report (report ID HF7823510). Pupils are responding very positively to the introduction of the VIVO system. The reporting and referral systems for any concerns is far more robust and the increased visibility of those trained in CPLO coupled with a very positive and empathetic climate for learning in all classrooms ensures pupils and adults are safe.

At the start of the academic year over a third of pupils were new to the school. Despite an improved induction process compared to previous years, some pupils found the transition to the school very difficult. The behaviour and response of these pupils disrupted the dynamic of the school at the start of the Autumn term. However, the situation improved quickly because of the action taken over the last year to improve the confidence and capacity of all staff to better meet the emotional and social needs of pupils. Instances of physical intervention fell from 53 (22 pupils) in September 2014, to 37 (12 pupils) in November 2014 and was 5 [REDACTED] in January 2015.

All pupils in the school have statements/EHCPs which identify behaviour, emotional and social difficulties (BESD) or social, emotional and mental health (SEMH) as their primary needs. Some pupils find it very difficult to self-regulate their responses through the school day but all receive effective support 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 lessons are engaging, pupils want to learn and make progress and expectations of behaviour and response are suitably high.

In preparation for Ofsted inspection, the headteacher and her senior team are advised to continue to 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 the targets and expectations for pupils, both academic and personal/social, and ensure these show sufficient ambition in order to close the gap between pupils and their mainstream peers.

- evidence over time and now of the quality and impact of teaching.

The recent Ofsted inspection experience of other schools is that a school's evidence of teaching over time in the form of records of observations, performance management, staff development etc will count for little if the work in pupils' books, the quality of marking and the quality of lessons sampled during the inspection are not good or better. The lessons sampled during the learning walk are good and pupils' books are generally well presented and marked effectively. The headteacher is advised to continue her focus on ensuring the quality of teaching is consistently at the level of the best.

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

The provision to meet pupils' primary special educational needs is at least good and the impact clear in lessons, in conversation with pupils, and throughout the school day. The staff team have developed a shared culture of positive regard where pupils are given every opportunity and support to turn the day around and build and maintain effective relationships with peers and adults. The school should ensure that the evidence of the professional development and action necessary to promote this change is part of the evidence base.

- the quality and impact of leadership and management.

The leadership and management practice in the school has improved very significantly and the staff and governors form an effective team. The governing body provide effective challenge and support to the headteacher and the school and are well informed. The headteacher and governing body are advised to keep the Ofsted descriptors of leadership and management under regular review, consider the component parts to the judgement and decide how the demonstration of the quality of and impact of leadership and management might be further sharpened. This should include a check of the school's website to ensure all statutory aspects are obvious including the achievement of pupils and the impact of the Pupil Premium for example, and identification of the ways in which the governing body will demonstrate how it holds the headteacher and the school to account.

### **Performance and expected outcomes**

Discussion of the 2013/2014 data took place during the September monitoring visit. The progress and attainment of the sixteen year 6 pupils in the cohort does not compare well with the progress and attainment of pupils nationally (RAISEonline) although their performance showed a significant improvement when compared to that of the previous year 6 cohort.

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

- 44% achieved level 4+ in English (16% in 2013)
- 18% achieved level 4+ in mathematics (10% in 2013)
- 53% achieved level 3+ in SPAG (29% in 2013)
- English/mathematics combined percentage has not improved significantly.

As agreed, the focus during this visit was on the triangulation of the available evidence of pupils' progress and included:

- discussion with the headteacher and key staff
- observations and informal discussions with pupils during the learning walk
- sampling of a range of pupils' books.

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The evidence from pupils' books shows an improvement in the range and quality of recording with examples of extended writing and response to marking for example. Pupils do not only record more work but they also complete it. The whole school focus on reading is having a positive impact on pupils' reading levels and there is a linked improvement in their use of literacy skills in other curriculum areas. The quality of pupils' work in mathematics is also improved and shows the positive impact of the move away from 'a scheme' to more flexible and pupil focused teaching based on accurate assessment. Pupils talk enthusiastically about pieces of work they have completed and are proud of the improvements they can see.

The school has taken effective action to address the action points raised in the September monitoring report. While it is acknowledged that the progress and attainment of some pupils is not as good as it should be, the headteacher and her staff are taking timely and effective action to intervene with specific specialist teaching or programmes and ameliorate the barriers to learning and participation including those within the family or as a result of a history of non-attendance or failure in other school placements for example.

### **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 is advised to ensure provision mapping is robust and clearly linked to the impact on pupils' progress and attainment, and maintain a range of case studies to exemplify any progress issues and demonstrate the provision and intervention made for pupils whose progress is not on track.

### **Future school improvement priorities**

The headteacher and governing body are properly focused on the Ofsted and HMI improvement agendas. In addition, they continue to ensure no loss of momentum on other necessary development and ensure all aspects of the school's provision are monitored and evaluated regularly to identify additional priorities. At present, key priorities include:

- the further development and embedding of the PDL curriculum to better match the needs of pupils
- assessment for learning in mathematics
- review of the impact of the focus on reading and identification of next steps

### **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 has the leadership 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, and the school's progress and outcomes for pupils will be kept under close review by the LA.

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### 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 action against the issues raised for consideration in the text of this report, review the impact of actions against the recommendation of previous LLP and subject specific reports and

- Ensure the leadership has 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 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:**

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

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