

## 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>	Nicky Cunningham (Interim)	<b>Date</b>	14 March 2014
<b>Author of Record</b>	Sarah Kiel	<b>Term</b>	Spring 2014

**Activity Reason:** LA Funded  
**Additional Focus:** Annual Visit

**CONTEXT**

The school was last inspected in November 2013 when it was judged as 'requiring improvement'. The report identifies all aspects of the school as 'good' except leadership and management which are judged to 'require improvement'.

At the time of the inspection, the school was being very ably led by an experienced special school headteacher in an acting capacity. Her secondment, and that of another special school headteacher who covered the second half of the summer term 2013, was necessitated by the sudden illness of the previous headteacher midway through the summer term 2013 and her death during the summer break.

The inspection also coincided with the sudden hospitalisation of the experienced chair of governors leaving relatively new and inexperienced governors to represent the governing body.

The inspection identified the following as what the school needs 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.*

Further detail regarding the actions taken to support the school over the summer term 2013 and into the autumn can be found in report number 4816958 (4 June 2013).

All pupils in the school have statements of special educational needs relating to the difficulties they experience in accessing education due to behavioural, emotional and social difficulties. 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.

## **CONFIDENTIAL**

Of the 52 pupils currently on roll, 18 are subject to active child protection plans and/or Locality Team and Family Support Worker (FSW) involvement. Of these 18 pupils, 14 have a named social worker. The school has one looked after child on roll. He lives at a care provider locally and he will be leaving the school to attend the education facility on the site of the care home shortly. There are 25 pupils in receipt of Pupil Premium and only two girls on roll in the school.

The visit focused on securing a current and accurate view of the school and the impact of action taken during the secondment of the acting headteacher and since the inspection. The school expects HMI monitoring this term.

### **Activities undertaken:**

- Discussion with the acting headteacher including scrutiny of relevant documentation.
- Interview with the FSW.
- Interview with the deputy headteacher.
- Learning walk with the headteacher.
- Informal conversation with staff and pupils.

Unfortunately, the chair of the governing body was not available due to travel difficulties on the day of the visit.

The governing body's selection process to secure a new headteacher for the school was completed in January 2014. The new headteacher will take up her post at the start of the summer term 2014. The School Improvement Manager (SIM – formerly District Manager) is working with the governing body to ensure the Local Authority induction process is in place and a peer mentor has been identified. The new headteacher has visited the school and further visits and discussions are planned.

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The acting headteacher has taken action to establish a leadership team of the headteacher, the deputy headteacher and the finance officer. Due to the size of the school, all members of the teaching team are considered to be middle leaders and take appropriate responsibilities. Non-teaching staff are led and managed by the deputy.

The role of the Family Support Worker is now far more developed than it once was and this is leading to significant and positive impact for children.

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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 December 2013	RI	Good	Good	Good	RI
School's current view	<i>RI - But improving</i>	Good	Good	Good	<i>RI - But improving</i>

The acting headteacher is working very effectively with the Local Authority and the governing body to address the Ofsted improvement agenda. In addition, she has a very clear view and understanding of additional areas for improvement and attention, including aspects of teaching; pupils' learning and achievement, and the action necessary to improve the ways in which pupils are supported to manage their own behaviour and response. Action taken includes:

- Learning walks once a fortnight focused on areas for improvement and identified teachers.
- Modelling of good and better practice through targeted visits to mainstream settings.
- Peer-to-peer coaching from excellent practitioners in school.
- Appropriate targeting and promotion of FSW role including home visits, other agency involvement and transition links and processes.
- Implementation of formal referral system of pupil related concerns adhered to by all staff.
- Modelling of appropriate adult language and communication behaviour by key staff at all levels.
- Re-aligning expenditure to more properly target the needs of pupils and families and ensure equality of opportunity, value for money and financial probity.

The governing body have commissioned a review from Hampshire Governor Services. The report has recently been received and will be used to support the further development of the governors' processes, the school development plan and the action necessary to address the Ofsted areas for improvement.

#### Performance and expected outcomes

Working with key staff, the acting headteacher has uncovered that the collation, analysis and use of pupil progress data under previous leadership has not been as accurate or effective as it could have been over the past two years. As a consequence, she is working with staff to develop more effective systems and ensure clarity over expectations with regard to target setting and progress tracking. This is an area for further development.

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Of the 16 pupils in the current Year 6 cohort, three joined the school in Year 5; six joined in Year 4; four joined in Year 3 and three joined in Year 2. Historically, the school has experienced some difficulties in securing end of Key Stage 1 and other data from previous settings, particularly when pupils have had periods of exclusion or have been permanently excluded. While age and prior attainment must be the basis for target setting and there is an expectation that targets will show ambition and aspiration for pupils' progress and attainment, the challenges pupils experience in their lives outside of school as evidenced by the work of the FSW and other agencies may be a significant barrier to progress and engagement.

The current year 6 outcome data and targets provided are expressed in terms of actual and expected points scores with no corresponding national curriculum attainment level. This data only references the progress within year 6 and does not show progress over time. Key staff have worked to set up a system for the recording and tracking of pupils' progress, and, in the year 6 example provided, in-year progress is clear and sometimes good. However, as identified by the acting headteacher, there is a great deal more to do to ensure data is cohesive, accurate and suitable for both internal use and external scrutiny.



### **Progress and provision for vulnerable pupils**

The progress of pupils with additional needs is a core priority for the school. Under the leadership of the acting headteacher, there is now more clearly targeted support and provision for individuals and groups.

The school is in the process of drawing up a provision map to more clearly demonstrate the allocation and impact of additional funding and interventions for vulnerable pupils. The school website is under re-development and properly references the use of the Pupil Premium for example.

In addition to academic progress data, the school has a good range of evidence to demonstrate the positive impact of its provision on pupils' social and emotional development. Pupils understand the targets they are set in relation to their behaviour and response and these are referred to regularly and used effectively by adults and pupils during lessons and about the school. Reward systems are clear, age appropriate and pupils understand their use.

### **Future school improvement priorities**

The schools' proprieties are clearly focused on the Ofsted improvement agenda and additional aspects as identified by the leadership of the school and included in the school improvement plan. There was some concern over the development of a plan to be started by one headteacher and continued by another but this will be managed as part of the induction process in order to ensure no momentum is lost. Staff are looking forward to having a substantive headteacher but they value the leadership provided by the acting headteacher and are understandably anxious about change.

### **Priority Level**

The school is identified as a **high priority** for Local Authority support. This is because, although the school is making good provision for pupils there is some vulnerability, and every effort must be made to ensure there is no loss of momentum on the improvement agenda, and that the change in leadership does not de-stabilise the professional progress made by school staff at all levels. The school community has been through a very challenging period requiring staff to adapt to a very different, though welcome and necessary, style of leadership under the acting headteacher. It now needs to move forward under the leadership of the new headteacher and the governing body.

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### ACTION

In order to address the key priorities and ensure a successful transition to the new leadership, the governing body will work with the local authority to:

- Support the induction of the new headteacher including participation in the Hampshire new headteacher programme and new headteacher review process.
- Take action to ensure focus on the Ofsted areas for improvement and benefit from the programme of HMI monitoring.
- Explore the further involvement of Hampshire Governor Services and/or other professionals/consultants to further develop the role and effectiveness of the governing body.
- Extend and utilise local and wider links to other effective special schools particularly around the areas of curriculum development, assessment and progress tracking.

The local authority will:

- Identify a special school headteacher mentor and facilitate this arrangement as necessary.
- Provide additional support to the school as determined by the SIM in consultation with the headteacher, the governing body and other professionals involved with the school.

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**Signed:**

**Date:**

**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	-	-	-
Hour(s)	-	-	-	-
Total Time Author of Record			1 Day	0 Hours