



Waverley School

School development
plan
2017-2022

Our vision

Challenging expectations and sharing success

by...

enabling everyone at Waverley to be successful. Providing outstanding teaching which uses accurate evidence to build on previous learning and offering a student centred approach.

enabling Waverley learners from 3-25 to be successful. Working closely with adult services to ensure our students skills are not lost.

collaborating with other schools to ensure our practice keeps current and supporting others to do the same.

influencing teaching practice around the world. We will work with universities and colleges to ensure outstanding practice is shared.

Four growth areas have been identified to enable us to reach our vision

1. Enabling everyone at Waverley to be successful.

Waverley school will offer high quality opportunities for both their learners and the staff, which is focused on achievement and personal development. Enabling everyone to be successful by providing the highest quality teaching and uses technology and innovative strategies to overcome barriers to learning.

2. Enabling Waverley learners from 3-25 to be successful

Waverley school will support learners to be successful from 3-25. Ensuring transition to adult services supports our learners and does not undo all the good work that has gone before.

3. Collaborating with other schools and academies

Waverley school will support and work in collaboration with other schools ensuring all schools deliver the highest quality teaching and outcomes for all learners.

4. Influencing teaching practice around the world.

Waverley school will be an international leading school, which provides training and guidance for schools that wish to adopt strategies used within the school.

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Growth area 1

Enabling everyone at Waverley to be successful

Waverley school will offer high quality opportunities for both their learners and the staff, which is focused on achievement and personal development. Enabling everyone to be successful by providing the highest quality teaching and uses technology and innovative strategies to overcome barriers to learning.

By the end of 2022

- All learners make at least expected progress
- All staff are skilled and competent in all aspects of their job
- Many staff members are able to train staff to use a range of strategies, procedures and use of equipment
- All governors understand their roles and responsibilities
- All parents are able to support their child's learning at home

By the end of 2021

As 2020 plus

- All teachers are able to assess their students and devise effective lessons which build on prior attainment
- Teachers have developed specialisms and are able to provide their class with a high level of expertise
- All teachers have the skills they need to be able to support all new support staff in their class ensuring they have the skills required to meet the needs of the class
- Support staff are competent and able to support in all classes across the school
- Parents are able to recognise the rights of their child and are able to hold professionals to account

By the end of 2020

As 2019 plus

- More accurate assessment and better curriculum ensure personalised teaching for all learners
- Training is focused on developing leadership pathways for teachers and experienced support staff
- All Heads of Department have the confidence and competence to challenge under performance, lead induction and review meetings

- Parent workshops are focused on teaching and how to ensure targets are worked on at home
- Some home visits are offered to support some parents to be able to develop strategies at home

By the end of 2019

As 2018 plus

- Collaboration with health professionals ensures learners attendance improves
- Target setting for learners is more accurate and appropriate
- Evaluation and reflection of curricula ensure all aspects of curricula are effective
- Evaluation and reflection of assessment tools ensures staff are not duplicating evidence
- Therapists support the development of staff competencies
- All class based staff are competent in all strategies, processes and teaching methods within their class
- Training focused on developing successful teaching which can be shared with others
- Heads of Department guide and support teaching in their department
- Experienced support staff help train new staff and provide mentor support
- Governors are able to recognise achievements and hold school to account if necessary based on secure understanding of statutory requirements
- Parent workshops are focused on child development in reasons why their child has difficulty with aspects of learning

By the end of 2018

- All learners attend school unless they are unwell
- All learners have access to a curriculum which is appropriate and focused on prior learning
- All learners achievements are easily identified through clear evidence
- All learners have a range of staff who can support their needs within their class
- Some teachers have developed a curriculum which informs teaching and offers different opportunities for learners working at different levels
- Assessment informs teaching and has links to curriculum
- All experienced teachers working on the upper pay scale have developed whole school initiatives
- Training for staff focuses on strategies used in classes
- Heads of Department develop a better understanding of the classes in their department and are able to make effective decisions
- Support staff have a clear understanding of roles and responsibilities ie scale 5s and 6s
- Therapists are able to support EHCP process for all learners and share targets with education staff
- Governors will have a better understanding of the school's strengths and areas for development
- Parent workshops focus on supporting parents to be self sufficient

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Growth area 2

Enabling Waverley learners from 3-25 to be successful

By 2022 Waverley school will support learners to be successful from 3-25. Ensuring transition to adult services supports our learners and does not undo all the good work that has gone before.

By the end of 2022 All learners aged 19 to 25 have the opportunity to access to provision which takes into account and uses strategies which have been successful for them during their time at school

Parents and young people aged 19 have options for their future

Staff working with young people understand their needs and have the skills required to support them

By the end 2021

As 2020 plus

Implement necessary changes

By the end 2020

As 2019 plus

Trial new ways of working

Careful observation and recording of experiences from Waverley, feeder provisions, Waverley students and parents experiences.

Evaluate experience and make necessary changes to improve

Money raised to develop playgrounds

By the end of 2019

As 2018 plus

Waverley transition working party created

Proposals for ways of working with outside providers established

Soft federation with adult providers established and formalised to include agreed ways of working and expectations of engagement

Named governor to be responsible for the development of this growth area

By the end of 2018

Early identification of 2018 placement enables Waverley staff to discuss strategies which have been successful for the leavers and share this information ahead of transition

Waverley offers a range of training opportunities for feeder provision

Senior leaders and transition lead discuss future opportunities with Social Care, Adult Services and Local Authority, creating a business proposal to develop provision for 19-25 year olds

Governors are aware of the need to develop either better support for provisions or Waverley's own provision and any implications for funding and delivery.

Additional funding streams investigated

Fundraiser identified to enable redevelopment of playgrounds on both sites

Playgrounds will offer all students a range of activities

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Growth area 3

Collaborating with other schools and academies

By 2022 Waverley school will support and work in collaboration with other schools ensuring all schools deliver the highest quality teaching and outcomes for all learners.

By the end of 2022

Waverley school works with a range of schools and providers in a variety of ways possibly including soft federations to support better outcomes for 19-25, opportunities for learners to access part-time provision in mainstream when appropriate, shared sessions using school resources eg swimming sessions.

Development of strategies and procedures are shared with schools in collaboration.

Staff have opportunities to work in different schools and alongside other professionals

Waverley has access to range of highly effective practitioners who help support teaching and learning within the school

By the end of 2021

As 2020 plus

Share experience with other school looking to collaborate

By the end of 2020

As 2019 plus

Any changes needed are shared with collaboration and further reflection and evaluation undertaken

Joint policies created

Playground design tendered and work completed

By the end of 2019

As 2018 plus

Agreed ways of working as directed by working party implemented by school and collaborating schools

Reflection and evaluation of ways of working complete and shared with stakeholders

Governors evaluate benefits and areas of weakness to ensure coloration continues to place Waverley pupils achievement and wellbeing at the centre of all decisions

Opportunities for teachers to work in other settings

Shared inset and training opportunities

By the end of 2018

School governors make a decision on the future pathway of the school following a period of information gathering

Established working party develops ways of moving forward on collaboration

Views of stakeholders gathered

Stakeholders made aware of any decisions

Plans and agreed ways of working, roles and responsibilities developed

Collaboration in the development of curriculum undertaken

More opportunities for mainstream school to join specific sessions

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Growth area 4

Influencing teaching practice nationally and internationally

By 2022 Waverley school will be an international leading school, which provides training and guidance for schools that wish to adopt strategies used within the school.

By 2021

As 2020 plus

Waverley staff provide lectures and papers relating to quality teaching for students with complex learning difficulties

By 2020

As 2019 plus

- Curriculum and assessment shared with collaborating schools
- Links with schools outside of UK found

By 2019

As 2018 plus

- Induction package reviewed, changes made and final document offered to other schools as program of study
- Curriculum reviewed and modified as needed
- Assessment reviewed and modified as needed
- Lesson observations and feedback modified as needed
- Links created through ISAAC

By 2018

All staff are given training needed to support the students in class and throughout the day
recognised teachers and support staff lead on internal training for staff.

New support staff have a mentor allocated to support their induction

New support staff have opportunities to work in a variety of classes across the school before they are located to one class

Research undertaken by staff is published

Teaching which is observed and judged to be outstanding is videoed and shared with colleagues within school

Point 5 network uses some Waverley practice when teaching students with pml

Support staff wanting to become teachers attend teachers meetings and have the opportunity to teach in some classes

