

SEF Summary September 2017

Waverley School

Author: Gail Weir	Last Revision date : 11.09.17	Suggested judgement and grade : Outstanding		
Summary	<p>The effectiveness of Waverley is judged to be Outstanding because we have a wealth of evidence that reflects:</p> <ul style="list-style-type: none"> • The school has secure safeguarding policies and procedures • All statutory procedures are in place • Pupil’s health, safety and well-being are at the heart of everything we do, we are vigilant and consistent at implementing robust policies and procedures • Classrooms have been set up to provide appropriate, safe and stimulating learning environments for the pupils • Specialist resources and equipment are used effectively for the benefit of the pupils • Pupils generally have positive behaviour and staff work hard to teach the pupils strategies to support this • Pupils progress is recorded using a range of photos, videos and written statements for each pupil which is stored on the evidence for learning app, this is reviewed regularly by senior leaders • Lesson observations show teaching to be outstanding with 56% of lesson across the school being exemplary and only 6% requiring some improvement • Pupil attainment shows 59% of pupils make outstanding progress and 98.5% make at least expected progress 			
Sub Criterion	Judgement	Grade	Evidence to support this judgement	Sources of evidence
Leadership and Management	<p>Outstanding</p> <p>Leaders strive to drive school improvement they have developed effective systems to monitor teaching, learning, assessment and pupil progress.</p> <p>They have clear vision and high aspiration for the school and pupils. There is a clear ethos of respect and</p>	1	<p>Since the last inspection the leadership team has completely changed. We now have in place</p> <p>Head teacher : Gail Weir Deputy Head : Sandra Chaaya Assistant Head: Sue Hogan Assistant Head/ Centre lead: Charlotte Millward</p> <ul style="list-style-type: none"> • Leaders have developed a vision for the school. This involved all stakeholders. The focus of the vision and 5 year school development plan is on improving life chances and opportunities for the pupils and therefore achievement. <i>Therefore enabling a clear focus for the next 5 years.</i> • Last year the school created an additional learning provision for children in the Early Years. This has enabled Waverley to expand its numbers. Two additional classes have been created in the Pre-school located 1.5 miles away from the main site. This setting offers the youngest children access to a provision which is specifically tailored to meet their specific early years needs. <i>This enables the borough’s to provide specialist placements for more children.</i> 	<p><i>See: school vision</i> <i>See: SDP</i></p> <p><i>See: Early years</i> <i>SEF & SIA report</i></p>

	<p>genuine care for the pupils and their families.</p>		<ul style="list-style-type: none"> • There are 4 departments in the main school. Each department has a Head of Department. The HoD shares information with class teams and report any areas for development to Senior Leaders. They develop curricula and support the achievement of individual pupils. HoDs monitor planning and ensure resources for their department are appropriate. They support new teachers in their department. HoDs write a termly newsletter for their department. <i>This ensures each department has a lead who is working close to the ground and representing their needs effectively.</i> • Performance management is linked to performance and pay as a result. Targets set are challenging and ensure teachers are aware of their role at improving opportunities for pupils. The leadership team monitor this process. <i>This results in high performance teaching staff.</i> • This year the school budget was significantly reduced. The Senior Leaders have worked hard to make the budget balance. All support staff have a reduced lunch break to ensure staff cover during the lunch period. The school has used more of its contingency than in previous years. This has meant that the school has not had to make any redundancies this year. Governors have asked the school to develop strategies to bring money into school as it is inevitable that the contingency will continue to be used and cuts to staffing is not possible due to the level of support our students require. Therefore courses delivered for free in previous years are now charged. School facilities are let out to a range of community groups. Staff absence is monitored along with staff competencies to ensure all finances are used effectively. <i>This enables the school to stay within budget.</i> • Safeguarding has a high profile in Waverley due to the vulnerabilities of the students and their families. There is joint working with families and Social care. There are now six designated safeguarding leads with the head teacher holding the overall responsibility. The chair of governors is the safeguarding governor. The designated team keep a live document of on going concerns which is used to track and report concerns. Issues are addressed quickly. Designated leads meet monthly to ensure all actions are followed up and support is given to anyone who requires it. The school business manager has completed safer recruitment training along with the designated leads. The Deputy Head teacher is a safeguarding trainer and is able to deliver bespoke training for the staff as our pupils are an extremely vulnerable group of young people. All staff have regular safeguarding training both as a full day's training and on-going reinforcement of principles, or to inform staff of any new legislation. New staff who arrive mid year are given Safeguard training as part of their induction. Staff understanding of roles and responsibilities checked through questionnaires and observed in practice. Regular team meetings focus of safeguarding throughout the year. <i>This ensures children remain safe and families are given the support they require when they need it.</i> 	<p><i>See: lmdt minutes ,planning moderation, newsletters</i></p> <p><i>See: performance management file</i></p> <p><i>See: minutes of finance meetings</i></p> <p><i>SEE: ongoing monitoring</i></p>
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			<ul style="list-style-type: none"> ● The school leaders have developed a five year School Development Plan which highlights 4 growth areas which will ensure the school moves towards its ambitious Vision. The school Vision is known and owned by all staff. The Vision is visible around school and is shared with parents and other professionals in the form of a letter head. The school leaders and class based staff have high expectations for all students. This is the first year the SDP has been running. Last summer term's INSET was set aside for the further development of the Vision. <i>This enables the whole school to have ownership of the future of the school. Staff contribute and add value to work needed.</i> ● School leaders work closely with health professionals ensuring that the care for the students is excellent. <i>There supporting families to access their entitlement to therapy</i> ● Environmental risk assessments are completed and overseen by senior leaders. Manual handling risk assessments are completed and overseen by Manual Handling Key workers, feeding plans are written and shared with staff, medical care plans are completed by the school nurse. There are medical TAs who ensure the care of all students within their department is excellent. <i>This helps to keep our students safe whilst enabling them the dignity of challenge.</i> ● The Senior Leaders have involved teachers in the development of classroom observations. Classroom observations take place regularly. Teachers are formally observed at least twice a year and less formally through learning walks. Two observers report on the quality of learning achieved during the session. Teachers are given the opportunity to take part in observations along with a senior leader. <i>This helps to create an ethos which is heavily focused on the quality of teaching and learning.</i> Discussions between Senior Leaders and teachers help to support the teachers understanding of what Senior Leaders require of the teaching staff. The feedback from these observations is used to support teachers in developing their skills. Observations are used as evidence during the performance management process. Work which is above and beyond the teacher's role is recognised and under achievement is celebrated or addressed as necessary. Targets are set in September and there is an opportunity for teachers to meet with their appraiser to review progress towards the targets 6 months later. <i>This supports professional development of staff.</i> ● The school uses a number of curricula. Classes in the Early years follow the Early Years foundation stage curriculum. Students with the most complex needs follow a PMLD curriculum. Students with Severe Learning Difficulties use our main school curriculum. Post 16 	<p><i>See : SDP</i></p> <p><i>See: MDT MINUTES</i> <i>See: risk assessments</i></p> <p><i>See: teaching and learning folder, performance management folder</i></p> <p><i>See : curriculum folders</i></p>
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			<p>students have a post 16 curriculum .These curricula have been developed to ensure students are given the best opportunities to learn in a way which best suits their learning style. We ensure breadth of experience by cross referencing the curricula ensuring plenty of opportunity to repeat and return to learnt skills whilst ensuring activities are age appropriate and build on skills and knowledge. The development of the curriculum has been identified as a growth area which will ensure that all students have the time and opportunity to learn skills which will support their independence going through school and beyond. <i>This allows students to access activities and lessons which are designed to meet their specific needs.</i></p> <ul style="list-style-type: none"> ● School Leaders remind all staff of the golden rules and promote Fundamental British Values by sharing our ethos of independence, respect and appropriate challenge for everyone. School Leaders highlight achievement and deal with any concerns quickly. There is a clear understanding that Waverley is a place of respect, understanding and support. There are equal opportunities for all pupils and our emphasis of outstanding personal and social development ensure that all students are taught how to be the best citizen they can. <i>This results in a respectful environment which is considerate and kind</i> ● Staff have received PREVENT training. Safe guard training addresses issues surrounding FGM as well as all other forms of child abuse, including honor based abuse and peer to peer abuse. The training also explores the concept that children and young people with a disability are more vulnerable to abuse than their non-disabled peers, notably because of negative attitudes and unequal access to services and resources. <i>As a result, the school works very closely with the Joint Service for Disabled Children to ensure that our cooperation safeguards and promotes the welfare of all our pupils, and that their disability does not mask or deter an appropriate referral where there are child protection concerns.</i> ● All statutory safeguarding requirements are followed in a timely manner. <i>This keeps students and staff safe and well informed</i> ● The School Development Plan highlights key growth areas for the school. Within that, leadership are required to monitor the progress individuals are making towards these growth areas. Individual TLR(Teaching and Learning Responsibility) post holders, Senior Leaders and teachers on the Upper Pay scale are held to account. <i>This helps to drive the school forward through collaborative leadership.</i> ● The leadership of the school looks beyond the school and is ensuring that other schools and individuals are able to access the expertise held within the school. The development of the 	<p><i>See : golden rules</i></p> <p><i>See: cpd register</i></p> <p><i>See : governors minutes on governor hub</i> <i>See: action plans</i></p> <p><i>See: outreach folder,</i></p>
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			<p>outreach service has been a major development over the last year. <i>This enables a range of teachers to develop their training skills and therefore support a wider group of students.</i></p> <ul style="list-style-type: none"> • The school is the lead school in the point 5 network. A network for teachers who work with students with complex needs. <i>This enables the school to be aware of new initiatives whilst sharing its own good practice with others</i> • School Governors are committed to ensuring the school continues to improve. They ask challenging questions and rely on evidence which is provided through shared learning walks and reports from senior senior leaders. The governors have provided their profiles for the website and have completed competency surveys. An annual statement is provided which demonstrates the governors understanding of the school's current position. The chair of governors has been recognised for her outstanding contribution to support children with additional needs by receiving an MBE. She meets with staff at the beginning of the year. Governors have visited the school last year, looking at the areas of development from the previous ofsted inspection and also our growth areas which are highlighted in our SDP. The chair of each committee meets with the Head teacher to share and discuss the SDP and plans for the year ahead. <i>This enables governors to lead the school effectively, recognising the key factors that are important to the success of the school.</i> 	<p><i>See: pmld link article</i></p> <p><i>See: governor minutes on governor hub</i></p>
Areas for development	<p><i>* Investigate further, academy and MAT possibilities</i></p> <p><i>* fund raising possibilities</i></p>			
Quality of Teaching, Learning and Assessment	<p>Outstanding</p> <p>Teachers consistently provide inspirational and motivating</p>	<p>1</p>	<p>Since the last inspection the school has introduced peer observations and dual observations. Planning is monitored in more depth. The PMLD curriculum and post 16 curriculum has been developed. Teachers have had more opportunity to attend CPD which directly relates to the learners in their class. We have introduced collective worship across the school. Teachers use "evidence for learning" to record pupil achievement. Senior leaders carry out moderation of achievement and progress. Video evidence is used which enable a robust review of achievement for individual pupils.</p> <ul style="list-style-type: none"> • The overall quality of teaching is outstanding. Many teachers provide exemplary lessons on a regular basis while some have good lessons with aspects which are exemplary. 56% of lessons observed were exemplary as a whole and 18% of lessons had aspects which were exemplary, 18% were secure and 6% needed some improvements. Senior leaders judge exemplary as 	<p><i>See: lesson observations & evidence of learning</i></p> <p><i>See: heads report to governors,</i></p>

			<ul style="list-style-type: none"> ● Our lesson observation focuses on the quality of teaching and the quality of learning and <i>this allows us to discuss individual pupil achievement and address as necessary</i> ● Teachers who require support are given follow up observations to ensure they have taken on advice. <i>Therefore ensure that all students have access to good quality teaching</i> Underperformance is addressed quickly. <i>This ensures teachers receive targeted support which is focused on improvement therefore ensuring all students get good quality teaching</i> ● Performance management is used to address underperformance. The school works closely with personnel to ensure all staff are working within their pay grade. Due to the complex needs of our pupils and the many factors that have an impact on their ability to learn, performance management does not look wholly at the student's progress. Instead we refer to the teacher's ability to assess accurately, provide inspiring sessions, use strategies which support learning, keep students safe and develop and guide teaching assistants to improve opportunities for the students. <i>This means that teachers need to be able to demonstrate an understanding of how to teach a range of students. Therefore developing their expertise.</i> ● All our pupils are working within the P levels. Assessment is used to improve the pupils learning. We use Routes for Learning to track pupil achievement for pupils who are working below p4. Teachers track their student's progress on P level tracking sheets. They make observations of students which influences the teaching of new lessons. We use MOVE, ICT, eye gaze assessment, Makaton assessments and physical development assessment for students working above p4. <i>This enables teachers to assess students using a variety of means</i> ● There is no identifiable variation of teaching between key stage and departments. <i>This results in all students across the school having access to at least good teaching</i> ● All pupils are working below the national average. Some pupils have many factors that impact on their learning and therefore this is taken into consideration when looking at the quality of teaching. However only 5% of students worked below expectations. In 2016-2017 the majority of students make expected progress with 99.5% making at least good progress, 59% making outstanding progress and only 0.5% less than expected, therefore a marked increase from the last two academic years (see table below). In 2015-16, overall 95% of students made at least expected progress, and 39% of those exceeded expectations. <i>Therefore we can see the quality of teaching is having a positive effect on the students abilities to succeed</i> ● Teachers, therapists and centre workers from Cheviots (short breaks provider) attend Multi Agency Working (MAW) groups termly to discuss next steps for students. <i>This joint approach</i> 	<p><i>See: teaching and learning folder</i></p> <p><i>See: examples of assessments</i></p> <p><i>See: assessment folder</i></p> <p><i>See : MAW folder</i></p>
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			<p><i>to working with the students ensure that vulnerable students and their families are well supported</i></p> <ul style="list-style-type: none"> ● Education Health and Care Plan reviews guide parents on targets, assessments and “routes for learning” give us a picture of how well the pupils have progressed. <i>This enables us to give parents evidence towards to the progress being made</i> ● Teachers make regular observations and make changes to their planning to incorporate the next steps or areas which appear to be missed . <i>This results in flexible teaching which can meet the needs of the variety of students</i> ● Teachers use “evidence of learning” to gather examples of progress which is used for evidence when work is moderated. <i>This allows evidence to be readily available and as it uses video footage it enables senior teachers to analysis the quality of teaching and learning and give support and advice to staff if required</i> ● All teachers are aware of their students’ progress compared to other students. <i>This enables them to pay particular attention to students who may not be achieving as well as others.</i> ● We use Progression Guidance and data collected and analysed through SSMAG (Special School Moderation and Assessment Group, comprising 10 Good and Outstanding schools, and based on a set of data looking at good and outstanding progress for a cohort of over 160 students over the last 4 academic years) to compare this progress. Sandra, our Deputy head analyses our pupil data and shares this information with teachers and governors. If students appear to be falling behind we discuss possible reasons and use a multi agency response to <i>this which may result in additional support for the student, training for teachers or additional equipment etc.</i> 	<p><i>See: EHCP</i> <i>See: assessments</i></p> <p><i>See: example of teacher observations</i> <i>See: evidence for learning</i> <i>See: tracking sheets</i></p>
Areas for development	Development of the curriculum to ensure it meets the needs of all learners			
Contribution to student's personal development, behaviour and welfare	Outstanding The school community understands and actively supports the whole child and family. Many staff members regularly work	1	<p>Since the last inspection we have introduced Education Health and Care Plans, this enables us to work closely with Social Care and Health <i>ensuring they receive the best possible outcomes.</i></p> <ul style="list-style-type: none"> ● We have developed comprehensive risk assessments for manual handling: this ensures all adults are able to safely support the students whilst they are moving in and out of supportive equipment or ensuring that the students are given opportunities to be active participants. <i>This</i> 	<p>See: EHCP in TL&A folder</p> <p>SEE: risk assessments</p>

	<p>beyond their job description to ensure the children and young people are safe and well and working towards better outcomes</p>		<p><i>allows us to monitor the safety of handling and the students ability to learn new skills is not missed</i></p> <ul style="list-style-type: none"> ● Our “approach” training has become in-house which allows us to create bespoke training which is focused on de-escalation. <i>Therefore ensuring staff use alternative strategies before considering physically supporting students</i> ● Our Individual Behaviour Plans (IBP) have been simplified to <i>enable more consistency of approach</i> ● We have a care co-ordinator who liaises with health professionals. <i>This ensures information is passed quickly and effectively to the correct people and senior leaders can concentrate on improving the quality of teaching and learning</i> ● Attendance is monitored and any poor attendance is addressed. <i>This ensure students receive their entitlement to education and therapy</i> ● Some classes are able to manage extremely challenging behaviour through careful planning and by providing motivating sessions and or individualised timetables these behaviours can appear to be non existent. Lessons are rarely disrupted due to behaviour. <i>This enables more students to access quality teaching time</i> ● Some students have difficulty regulating their behaviour, transitioning and accepting adult’s requests, however despite this the students respond extremely well to consistent approaches, clear strategies and our caring, nurturing environment. <i>This results in a happy environment for our students to learn in.</i> ● ● Behaviour around school and outside is extremely good. Students practice independence skills and are encouraged to regulate their behaviour. There is no variation of behaviour across key stages. However some young children take some time to settle into school after holidays if they have not been separated from their parents before or students can be affected by hormonal changes. . <i>This can result in more time being needed to reassure the students</i> ● We have an online policy and all our students are supervised closely everyday. <i>This enables us to keep our students safe from any online bullying or inappropriate content.</i> ● Attendance is improving with the majority of pupils attending over 95% of the year. Many pupils have high medical needs. Due to medical appointments and hospital stays some students fall below 95% Our whole school attendance is 88%. Two pupil passed away during last academic year. Attendance is commented on in school reports, newsletters. The 	<p>See: approach certificate</p> <p>See : example IBP</p> <p>See: lesson observations</p> <p>See: assessment folder</p> <p>See: policy</p>
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			<p>headteacher reminds parents not to take time during term for any unnecessary trips etc. Parents must request all appointments and these need to be agreed by the head teacher before parents can take their children out of school. We monitor attendance to ensure all our students return to school safely after holidays. We liaise with Education Welfare officers and Social Workers to ensure all students are safe. <i>This enables us to be confident all our students are safe.</i></p> <ul style="list-style-type: none"> ● We have collective worship everyday and a primary and secondary assembly once a week. <i>This allows us to celebrate and be thankful with people who are important to us.</i> ● We celebrate one festival termly based on the cultural background of the students in the department. <i>This enables our students to become more aware of others</i> ● We use our local community to develop our social skills, our older students take part in work experience in a shop, within the school or in collaboration with a local leaflet distributing company. <i>This gives our students a sense of belonging and gives them a role within the community</i> ● We help the students to keep themselves safe by developing their communication skills. <i>This allows them to express themselves.</i> ● We are an active school and have achieved Sainsbury's gold games award two years in a row. Our students competed in the London panathlon challenge and took 2nd place. <i>This encourages the students to do the very best they can.</i> ● We teach the students to cross the road and to use public transport to improve their life opportunities as many families find this difficult. <i>This teaches the students to be aware of dangers and strategies for keeping themselves safe</i> ● Our students' self esteem is very important to us. We enter them into lots of competitions including Jack Petchey, national arts and sports competitions. We give students certificates and awards for achievements in assemblies. Our students develop their confidence and are encouraged to try new activities. They are supported and enjoy challenges. <i>This helps develop the students sense of identify and demonstrates to others in the community how hard our students work</i> ● We use an online incident and accident reporting system which is overseen by Sandra (Deputy Head) and all outcomes from incidents are dealt with swiftly. <i>This enables individuals to make necessary adjustments needed to reduce any further risks</i> 	<p>See: in class</p> <p>See: awards</p> <p>See: health and safety report for governors</p>
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			<ul style="list-style-type: none"> • Some students are very vulnerable and we think carefully about class groupings. If two students are unable to work together we find solutions which are beneficial for both students. <i>This enables teachers and students to work effectively and to be highly effective</i> • We promote positive behaviour by using clear routines, with structures in place to assist the students, helping them to manage and anticipate what is happening. Our bespoke “Approach” training is tailored to meet the behaviour needs of our students, has resulted in less students requiring physical support. <i>Therefore students are more able to learn effectively.</i> • We teach the students about healthy lifestyles through topic work and by creating timetables which involve swimming, physiotherapy and competitions. We encourage students to try a range of foods and encourage healthy choices. <i>This reduces the barriers they build for themselves and improves their life opportunities</i> • Spiritual, moral, social and cultural development is promoted through whole school activities such a world book week, charity fun days, such as our sports relief marathon and celebrations. <i>This helps our students recognise the importance they pay in making the world a respectful, healthy place to live.</i> 	<p>See: class list</p> <p>See: around school</p> <p>See: smsc folder</p>
Areas for development	<p>* Develop the scerts approach to supporting students who have difficulty with some aspects of school</p> <p>* Offer more training to parents linked to keeping children safe</p> <p>* Train additional approach trainer</p>			
Outcomes for pupils	<p>Outstanding</p> <p>Pupils do exceptionally well compared to their starting points.</p>	1	<p>Since the last inspection assessment has become more rigorous and accurate, and it now reflects actual attainment. Teachers are more involved in the assessment of their students and are able to support them by adapting their teaching.</p> <ul style="list-style-type: none"> • Teachers are aware of their students’ levels and abilities and their end of key stage targets and <i>therefore more able to plan and deliver sessions which meet the learning needs of their class</i> • Within staff meetings, there are ongoing discussions about individual students (at MAW meetings, teachers’ meetings and departmental meetings if required) and any concerns about their progress. <i>This allows teachers to share strategies with experienced teaching staff which may support the individuals in their class. This also gives senior leaders an indication of the progress individuals are making</i> • Any anomalies in students’ progress is highlighted during analysis of data through both progression guidance and looking at individual progress at the end of key stages (including 	<p>See: pupil tracking in Personal Development folder</p> <p>See:MAW folder</p>

prior attainment to inform the judgement). *This allows for early identification of any student who is likely to need more support*

- There are now more sources to base this analysis on (P levels, observations, Routes for Learning, Key stage Assessments, MOVE. Makaton, ICT and eye gaze assessments) to ensure triangulation and validity. Teachers collect evidence in the core subjects throughout the year (English and communication, Maths, Computing, Science and PSHE) which allows teachers and school leaders to scrutinise the evidence collected and ensure the judgements are accurate. *This ensures that individual with a range of skills can be assessed appropriately with small achievements being recognised*
- The school also engages in regular internal and external moderation exercises (within the school, within the borough with other special schools, ARPs, PRUs and mainstream schools, and beyond through SSMAG - Special Schools Moderation and Assessment Group). *This enables Senior leaders to be confident in the assessment data it provides.*

Although there are variations within cohorts, the majority of our pupils make expected or better progress. Analysis of **end of key stage** data shows the following our last two full academic year **2015-16**

	KS2	KS3	KS4
English			
UQ	53%	63%	
MQ	47%	37%	100%
Maths			
UQ	48%	60%	
MQ	52%	40%	100%
Science			
UQ	42%	50%	
MQ	58%	50%	100%

See: examples of assessment

See: assessment folder in Personal Development folder

			Comp.					
			UQ	71%	50%			
			MQ	29%	50%	100%		
			PSHE					
			UQ	86%	50%			
			MQ	14%	50%	100%		
			End of key stage for 2016-17					
				KS2	KS3	KS4	KS2-4	
			English					
			UQ	57%	100%	86%	34%	
			MQ	43%	0	24%	66%	
			LQ	0	0	0	0	
			Maths					
			UQ	57%	100%	45%	50%	
			MQ	43%	0	55%	50%	
			LQ	0	0	0	0	
			Science					
			UQ	72%	75%	86%	66%	
			MQ	28%	25%	24%	34%	
			LQ	0	0	0	0	
			Comp.					
			UQ	72%	75%	71%	66%	
			MQ	28%	25%	29%	34%	
			LQ	0	0	0	0	

PSHE				
UQ	57%	75%	58%	66%
MQ	29%	25%	42%	34%
LQ	14%	0	0	0
	(1 pupil)			

Some of the cohorts are very small and each year will vary (number of PMLD/SLD students). *This means that all data needs to be carefully considered in terms of numbers of students*

- Analysis of all our data shows that the vast majority of pupils make at least expected progress regardless of their disability, and currently nearly 60% make outstanding progress. *This means that the majority of our students life opportunities are improved*
- There are slightly more pupils in our SLD cohort making outstanding progress than those with PMLD but over the last two academic years the difference has diminished, and there are now slightly more PMLD students making outstanding progress in computing than their SLD peers. *This means that PMLD students progress is monitored regularly and teachers are made aware of the need to remove any barriers to their learning.*
- In the data analysis for 2016-17, there were 56 boys and 41 girls (excluding EY pupils), and in line with national variation, there was a bigger proportion of girls making outstanding progress (over 10 % more than boys - 51% of boys compared to 63% of girls make outstanding progress). *SLT will continue to work with teachers to ensure that all pupils have the same learning and progress opportunities.*
- There were less boys this year making below expected progress (one in one curriculum area), and one girl made below expected progress in all subject areas due to her poor attendance linked to ongoing ill health and recurrent hospital stays. There are no variations when looking at ethnicities. *Therefore all ethnic groups have access to good quality teaching*
- Children in the Early Years do less well than their peers when measured against national baseline and the Early Years Foundation Profile, but the evidence collected through our Routes for Learning and our Key stage assessment documents shows that they make outstanding progress in Communication, PSHE (toileting and eating, friendships and behaviour), Cognition and Physical Development *therefore from their starting position they are making outstanding progress*

See: Early Years SEF in Leadership folder

			<ul style="list-style-type: none"> ● Our 6th form students are assessed against the Equals Set levels and external moderation has shown that the curriculum provided and the evidence collected <i>allow our students to take part in an enriching curriculum.</i> ● In order to improve pupil outcomes, school leaders continue to focus on teaching and learning: there is an emphasis on training and development for all staff throughout the year, and more expert staff share good practise. Through ongoing teachers' meeting and training sessions, <i>staff have a better understanding of where pupils are at and where they need to go.</i> ● The school leaders track vulnerable groups closely (pupil premium recipients, looked after children, children missing school due to their health) and they are also discussed with teachers and multi professionals during our termly MAW meetings where targets are set and action plans devised. <i>This helps teachers to focus on vulnerable students</i> ● Pupils in receipt of pupil premium are also tracked closely. Teachers know who the vulnerable groups are, and any further resources needed can be put in place and their impacts measured. Of the 40 pupils who were in receipt of pupil premium last year, 99% were making expected or better progress (97% for non FSM). Only one pupil (2 pupils for non FSM) were making less than expected progress, which shows that <i>Waverley pupils in receipt of pupil premium do at least as well as our other pupils.</i> ● High achieving pupils are also identified so that teachers can further challenge them and monitor that the curriculum continues to be appropriate for them. When possible, integration opportunities are sought with local mainstream schools to ensure <i>high achieving pupils are further challenged.</i> ● Early years pupils are tracked using the EYFS profile and Routes for Learning if appropriate. Primary and secondary pupils are tracked and targets are set using the P levels. Pupils with PMLD are also tracked using Routes for Learning. Sixth Form pupils are tracked using the Equals Set levels. Progress for all our pupils throughout the school is also measured using observations, baseline and key stage assessments, MOVE, IEP monitoring, ICT, eye gaze assessments, FTGs (with therapists). <i>This enables teachers to assess their students with appropriate means</i> 	<p><i>See: post 16 evidence Post 16 sef in leadership folder</i></p> <p><i>See : staff meeting agendas</i></p> <p><i>See: pupil premium report</i></p> <p><i>See: routes for learning in TL&A folder</i></p>
<p>Areas for development</p>	<p><i>* Ensure boys do at least as well as girls and that as many boys exceed expectations.</i></p> <p><i>* support PMLD teachers so that the same proportion of pupils with PMLD exceed expectations as that of pupils with SLD.</i></p>			

Analysis of progress for all students from KS1 to KS5 in Waverley School

Making above expected progress Making expected progress Making below expected progress Making below expected progress

Overall 2014.2015	KS1	KS2	KS3	KS4	KS5	Overall 2015.2016	KS1	KS2	KS3	KS4	KS5
Outstanding progress - 8%	14%	11%	0	11%	0	Making above expected progress - 40%	39%	25%	23%	60%	50%
Good progress - 85%	65%	80%	100%	89%	100%	Making expected progress - 57%	56%	73.5%	77%	32%	50%
Making below expected progress - 7%	21%	9%	0	0	0	Making below expected progress - 3%	5% 1 student	1.5%	0	8% 3 students	0
Overall 2016.2017	KS1	KS2	KS3	KS4	KS5						
Outstanding progress - 59%	64%	50.5%	57%	68.5%	54%						
Good progress - 40.5%	36%	46.5%	43%	31.5%	46%						
Making below expected progress -0.5%	0%	3%	0%	0	0						

As highlighted in our School Development Plan, Waverley is committed to ensure that staff are highly trained and use their expertise to expand possibilities for each pupil by providing inspirational opportunities, and to recognise and provide the support each pupil needs to be motivated to learn, empowering independence.