

Name of School:	Waverley School
Head teacher/Principal:	Gail Weir
Hub:	London Special and AP
School type:	Special
MAT (if applicable):	N/A

Estimate at this QA Review:	OUTSTANDING
Date of this Review:	14/01/2019
Estimate at last QA Review	N/A
Date of last QA Review	N/A
Grade at last Ofsted inspection:	GOOD
Date of last Ofsted inspection:	24/01/2018

Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

School Improvement Strategies	OUTSTANDING
Outcomes for Pupils	OUTSTANDING
Quality of Teaching, Learning and Assessment	OUTSTANDING
Area of Excellence	NOT SUBMITTED FOR THIS REVIEW
Previously accredited valid Areas of Excellence	N/A
Overall Estimate	OUTSTANDING

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

- Waverley is a special school with 124 pupils on roll. Nursery pupils attend on a part-time basis. The school caters for pupils with profound or severe learning disabilities and often additional medical needs. Many pupils have additional sensory or physical disabilities which affect their access to learning. All pupils have a significant and severe learning difficulty and all pupils are working significantly below age-related expectations.
- The school is highly popular with parents. A family support worker is employed two days a week to support families with workshops offered to families to support them further.
- Almost half of the pupils are in receipt of free school meals and over a third of families do not use English as a first language at home.
- Waverley School is on two sites, the pre-school site is about one mile from the main school site. Most pupils are from Enfield with a small number from surrounding London boroughs. The school provides an outreach service to mainstream schools in the borough.
- The school focuses primarily on developing functional communication and language and physical acquisition and skills required for preparation for adulthood. A broad and balanced curriculum is delivered which is enhanced with specialist programmes and a range of strategies such as hydrotherapy and music and art therapy. The school is developing a bespoke four-tier curriculum, designed to meet the learning needs of all pupils.
- The school works closely with health and social care professionals and embraces new initiatives which assist pupils with additional needs.
- The school is very outward facing. For example, it leads a network of nine schools to review teaching and learning and moderates externally evidence of learning for pupils working at the lowest levels.

2.1 School Improvement Strategies - Progress from previous EBIs

- Not applicable as this is a first review.

2.2 School Improvement Strategies - What went well

- Leaders have created a highly positive ethos which permeates every corner of the school. The ethos stems from the whole school vision and values which

are shared by all staff. The high expectations for all pupils and the determination shown by staff to enable pupils to reach these can be seen in every lesson. It is simply an uplifting experience to see the learning.

- There is a very high level of consistency shown in every aspect of the school. This ranges from the high aspirations to the professionalism of staff to the wide range of communication strategies used with pupils. Consistently applied and well thought out routines ensure that the school runs smoothly and opportunities for learning are maximised.
- Leaders have secured excellent outcomes from their individual starting points for pupils. Assessment practices and systems are robust and moderated internally and externally.
- Leaders share a clear vision for continuous improvement with accurate school self-evaluation and documentation. Improvements are very well planned and implemented. These arise from the passion, experience and expertise of leaders. Leaders have carefully and successfully engaged staff in whole-school and individual key stage developments.
- Leaders successfully develop staff through a strong coaching model which can be seen throughout the school, both in learning and in meetings. Leaders give strong consideration to the well-being of staff and they, in turn, feel valued and supported.
- Leaders and school staff welcome the opportunities to develop both themselves and the school. There is a high level of professional expertise and intelligent application of best practice.
- Leaders have systematically created opportunities for the development of middle leaders and enabled them to deepen the impact of school actions both in their key stage and in the school as a whole. Middle leaders demonstrate a shared passion for the values of the school.
- Leaders have very effectively planned for class groupings to maximise the learning opportunities for pupils. Carefully arranged transition, into new key stages, new classes and onwards onto further education or work when students leave school, ensures that learning does not slow or is hindered.
- The school environment is exemplary. It is attractive, well organised and pristinely maintained. Engaging and stimulating displays of pupils' work are beautifully displayed and reflect the work of specialist staff who work with pupils.
- The school is increasingly outward facing. The school has strong links with parents and facilitates this in a range of ways, including working with specialist staff. For example, leaders have a myriad of connections and formal links which enable them to continually develop their own expertise. Through their outreach service they have links with local schools.

2.3 School Improvement Strategies - Even better if...

... leaders further facilitated and supported teachers in writing, completing and implementing the new Waverley curriculum and linked assessment.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- Not applicable as this is a first review.

3.2 Quality of Teaching, Learning and Assessment - What went well

- There are extremely positive relationships between class teams and pupils. This is in part because both the teacher and support staff are highly responsive to pupils' needs. Despite their differing needs, peers are respectful to each other.
- Staff have very high expectations of the learning of pupils and of their behaviour for learning. Class teams build pupils' resilience and challenge in learning, alongside excellent management of behaviours, including behaviour for learning. They promote, using a wide range of strategies, independent learning and independence generally. Pupils work hard and concentrate very well.
- Learning is fast paced but appropriate for each pupil with no wasted time, for example, any medical needs are dealt with swiftly and discreetly. Each member of the staff team, specialist staff and therapists working in class, use their expertise and deep knowledge of pupils to provide for engagement, enjoyment and communication. Staff work very hard throughout the lesson to engage and develop learning. Consequently, levels of engagement in lessons throughout the school are very high.
- Levels of personalisation and differentiation are clear and appropriate. Assessment for learning is used very effectively and a wide range of strategies are used to move learning on. A high level of challenge can be seen in the learning throughout the school.
- A very wide range of personalised strategies are used to support the almost constant communication with pupils during learning and this ensures excellent progress in lessons. Pupils use the communication strategies to self-assess and communicate with staff. Class teams demonstrate high levels of skills and knowledge and use these to plan for the individualised approach required for each pupil to access learning.
- Modelling is a strength of the school. This encompasses the modelling that teachers do within lessons for class teams as part of the coaching and development ethos of the school.
- Resources, whether commercially made, or made by staff for the lesson, are

very well used to enrich and develop learning. Throughout the school, the high quality classroom learning environments are designed to be appropriate to the learning profile of each group.

- The excellent early years foundation stage (EYFS) is provided for in very well adapted off-site accommodation with sufficient inside and outside space to meet the needs of young children. At the other end of the school in Key Stage 5, the classroom environment and provision are purposeful to the age of the students, promoting independence and functional and life-skills activities.
- Learning is embedded through well-established strategies and routines and the continuity and progression across classes supports progress. A multi-sensory approach is used consistently throughout the school to maximise outcomes.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

... teachers ensured that, when implementing and transitioning to the new Waverley curriculum and linked assessment, the quality of teaching and learning remained excellent.

4. Outcomes for Pupils

- Pupils' outcomes from their individual starting points are excellent due to the impact of the very high quality of teaching and learning. 'Goal Attainment Steps' are used to monitor progress towards the outcomes within the education, health and care plan review process. Pupils are expected to make at least one level of progress per term. A consistent score of two or more indicates that a pupil is exceeding expectations. Targets are reviewed and either modified or changed to ensure that they remain challenging.
- There are rigorous arrangements in place to ensure the veracity of the assessments made. Teachers adapt their teaching and learning as necessary and know each pupil's levels, abilities and targets. Ongoing evidence is collected via the evidence for learning app which is linked to the assessment frameworks used at the school. Heads of departments know the targets and the performance of pupils within their department and take an active role in supporting teachers in their key stage. Meetings with senior leaders are the next stage of the moderation process. Progress is also measured using specific specialist measures such as eye-gaze assessments.
- There are a number of external systems and partnerships which support the rigour of the assessment system. Targets are set using the special schools

moderation and assessment progression guidance.

- External moderation involves, for example, termly meetings with a local special schools group and termly meetings with a wider group of special needs schools.
- At the end of the autumn term, for current pupils in the EYFS, the vast majority of pupils made expected progress and over half more than expected progress. Across Key Stage 1 to Key Stage 5 almost all pupils made expected progress and two thirds made above expected progress. Key Stage 1 and Key Stage 4 pupils did particularly well. In Key Stage 5, fewer pupils, almost half, exceeded expectations and almost all met expectations. There are minor variations between subjects. There are no trends in ethnicity and first language and in the extent of pupils' learning disabilities. Disadvantaged pupils make up about half of the school roll. For current disadvantaged pupils, their progress at both expected and exceeding in the autumn term was slightly higher than that for non-disadvantaged pupils in the school. Robust individual plans and monitoring of progress give clear reasons for the very small numbers of pupils who did not make expected progress.
- Overall attendance of current pupils is just below that nationally for special schools with the attendance of disadvantaged pupils higher than the school average. Attendance is currently strongest in Key Stages 2, 3 and 5. The school knows the reasons for absence, which are always linked to a pupil's complex medical needs.

5. Area of Excellence

Not submitted on this occasion.

What additional support would the school like from the Challenge Partners network either locally or nationally?

The school would like to consider this further on this occasion.

This report will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.



QUALITY ASSURANCE
REVIEW

REVIEW REPORT FOR
WAVERLEY SCHOOL