



Staff
Document

Woodfield School

School
Self - Evaluation

Date: January 2017

Woodfield School Self-Evaluation

Unique Reference Number 117682

Section 1: Context of school

Context:

Woodfield School is a community special school for pupils with severe learning difficulties. Many pupils have additional complex needs including autistic spectrum disorders, epilepsy, physical and sensory impairments. The school caters for 80 pupils aged 3 -19 from a wide range of cultural and ethnic backgrounds. We currently have 85 pupils on roll. All pupils have an Education, Health and Care Plan or a statement of special educational needs; many need regular medical intervention.

There are currently 8 classes across the school – 4 classes in the primary department, 3 classes in the middle/secondary department and 1 Post 16 class. Pupils are taught in classes based on chronological age, with an average class size of 11 pupils. All classes cover a diverse range of needs; one secondary class is a class for pupils with physical disabilities. The curriculum is personalised to meet the pupils' individual learning needs for their lives now and as preparation for adulthood. A minimum of 4 staff support each class group, and there are 2 pupils who have additional 1:1 support and 2 pupils who have 2:1 support for all or part of the week.

School's vision, aims and values:

Our school vision, aims and values underpin everything we do.

With its motto of '**Sharing, Caring, Achieving Together**' Woodfield aims to:

- Inspire and motivate our pupils by providing a stimulating and relevant curriculum which challenges them to take responsibility for their own learning and enables them to realise their potential.
- Develop pupils' confidence, self-esteem and independence by providing a safe, supportive and happy environment.
- Foster effective partnerships with parents, carers and the wider community enabling pupils to become valued and respected members of society.
- Develop strengths and skills by valuing everyone as individuals and treating each other with dignity and respect.
- Enable pupils to develop the most appropriate communication skills so that they are empowered to exercise some control over their own lives.

We are passionate about our vision, aims and values which guide us in all that we do for our pupils. All children have the right to be included. We value the diversity of our community and our work is totally underpinned by the principle that all children can achieve and make progress in their lives and that they can become confident and independent learners who are enabled to exercise some control over their own lives. We continue to work with staff and pupils to ensure the aims are embedded in practice.

Demographic profile of the school and pupil characteristics:

Woodfield School is situated in Leverstock Green, on the edge of Hemel Hempstead, Hertfordshire. Hemel Hempstead is a town within the Dacorum Borough with a population of approximately 94,032 (2011 census), predominantly White British and was a 'new town' built in the 1950's to help deal with the overcrowding in London. The school is less than 1 mile from junction 8 of the M1 and 5 miles north of the M25. Woodfield School serves a large and very mixed catchment area. Pupils mostly come from the Dacorum and Watford areas, although some pupils travel from further away, mainly due to the school being parental preference for their child rather than the nearest suitable school. The district of Dacorum, and more specifically certain areas of Hemel Hempstead have high levels of multiple deprivation according to the 2015 statistics.

The profile of pupils in the school has changed over the last few years and is continuing to change.
Statistical overview:

	2014/15 (65 pupils)	2015/16 (72 pupils)	2016/17 (85 pupils)
PMLD Profound and Multiple Learning Difficulties	23.1% (15 pupils)	16.7% (12 pupils)	14.1% (12 pupils)
SLD Severe Learning Difficulties	76.9% (50 pupils)	83.3% (60 pupils)	85.9% (73 pupils)
EAL English as an Additional Language	16.9% (11 pupils)	15.3% (11 pupils)	17.6% (15 pupils)
FSM Free School Meals	23.1% (15 pupils)	23% (13 pupils)	20.0% (17 pupils)
ASC Autistic Spectrum Conditions	43.1% (28 pupils)	47% (34 pupils)	47.1% (40 pupils)
CLA Children Looked After	1.5% (1 pupil)	2.8% (2 pupils)	2.4% (2 pupils)
GENDER Male	66.2% (43 pupils)	63.9% (46 pupils)	64.7% (55 pupils)
GENDER Female	33.8% (22 pupils)	36.1% (26 pupils)	35.3% (30 pupils)

Ethnicity:

	2014/15	2015/16	2016/17
Any other Asian background	4.6% (3 pupils)	2.8% (2 pupils)	2.4% (2 pupils)
Any other mixed background	3.1% (2 pupils)	1.4% (1 pupil)	3.5% (3 pupils)
Bangladeshi	3.1% (2 pupils)	2.8% (2 pupils)	2.4% (2 pupils)
Black - African	4.6% (3 pupils)	5.6% (4 pupils)	7.0% (6 pupils)
Black other	-	-	1.2% (1 pupil)
Other – Gypsy/Roma	-	1.4% (1 pupil)	-
Pakistani	13.9% (9 pupils)	12.4% (9 pupils)	10.5% (9 pupils)
White – British	55.4% (36 pupils)	55.5% (40 pupils)	52.9% (45 pupils)
White and Asian	1.5% (1 pupil)	1.4% (1 pupil)	1.2% (1 pupil)
White and Black African	3.1% (2 pupils)	2.8% (2 pupils)	2.4% (2 pupils)
White Other	6.2% (4 pupils)	11.1% (8 pupils)	10.5% (9 pupils)
Traveller of Irish Heritage	1.5% (1 pupil)	-	2.4% (2 pupils)
Any other ethnicity	1.5% (1 pupil)	1.4% (1 pupil)	1.2% (1 pupil)
White and Black Caribbean	1.5% (1 pupil)	1.4% (1 pupil)	2.4% (2 pupils)

Families are generally supportive of their children and the school; however, many of our pupils travel to and from school on arranged transport making regular face to face contact with parents more difficult. The school has worked very hard to ensure parents are enabled to engage with the school and their child's learning; and the development of the Family Support Ambassador role has been instrumental in this. In September 2013 we identified a parent to work alongside a member of staff as a Family Support Ambassador to enable us to extend and enhance the work we do with parents. The development of this family support work including regular parent support groups and workshops run by the Family Support Ambassadors has been very well received by parents.

The Local authority have guidelines for admission to all its special schools, and parents seem to be encouraged to try mainstream provision in the first instance, even for pupils with severe Autistic Spectrum Conditions. This has had the effect of increasing the number of pupils joining the school from mainstream and LD schools – particularly in the primary department. Numbers on roll have also been affected by:

- Pupils moving into and out of the area
- Pupils moving to out county residential provision due to social care reasons

- Transfer to another provision (college)

There currently continues to be a shortage of places within Hertfordshire special schools. Our funded numbers were increased by 10 places for the start of the 2016-17 academic year in response to the spaces shortage; and the Local Authority continues to address this.

January 2017

- 8 pupils in EYFS
- 45 pupils in KS 1 and KS 2
- 20 pupils in KS3 and 4
- 12 pupils in Post 16 (years 12-14)

Distinctive Features:

- The school was purpose built in 1977 and has had many extensions and specialist resources added to support the pupils' development including a cookery room, soft play room and sensory room.
- Our hydrotherapy pool has recently been refurbished. As part of this development we have also extended our facilities to include two therapy rooms and a coffee shop.
- We have developed the provision of work related learning across our curriculum and now have specialist resources including a work related learning team trained in systematic instruction and qualified as job coaches; a mobile home to teach life skills; and a work related learning room. We have a strong focus on preparation for adulthood from the earliest years.
- The outdoor learning spaces including the Dell, Orchard, Sensory Garden music area and outdoor play areas have been designed and developed to enhance learning and address specific needs.
- Our new curriculum has been developed by our curriculum learning teams, with a focus on destination led learning, development of functional skills and preparation for adulthood from the earliest years.
- Therapeutic activities are integrated within the curriculum provision including development of MOVE, rebound therapy and Intensive Interaction. These therapeutic activities are designed to reach and stimulate our pupils with the most complex needs.
- We are part of the Local Authority Outreach Service providing support for pupils with SEND at mainstream primary schools.
- We have adopted Herts Steps as the therapeutic approach to behaviour support and have developed the role of the Behaviour Support Team.
- We have developed the use of a range of assessment tools including creating our own system for measuring pupil progress in their independence, self-esteem and confidence (ISEC)
- Moderation practices and processes have been developed to support teacher assessment. This practice is shared locally and across counties.
- The Headteacher is a long standing member of a cross county Special School Moderation and Assessment Group. This group is also attended by one of our class teachers.
- The well-developed assessment processes are shared with other special schools as are areas of expertise such as the teaching of pupils with Autism.
- The Headteacher is the Chairperson of the LA Assessment for Learning Network Group (SLD schools) enabling the development of assessment for learning strategies, sharing good practice nationally (through the group initiated and run 'AfL in SLD Schools' website and recent Top Tips publication) and partnership working. This group is also attended by one of our Assistant Heads who also runs an AfL group within school.
- The school works in partnership with local primary schools, secondary schools, special schools and local colleges. The Headteacher sits on the Board of the Partnership of Dacorum Schools and also on the DSPL Board. The Deputy Head attends Hemel Hempstead Family Services board meetings.
- The school has well established links with Dacorum Volunteer Centre and Connect Dacorum (Business Link); and works in partnership with Dacorum School Sports Network to enhance the provision for PE and school sport.
- The school has strong and long established links with the University of Hertfordshire, participating in training and development projects, CPD, supporting student teachers, coaching, mentoring and action research.
- The school was awarded Specialist Status for cognition and learning in July 2009
- The school has Accreditation from the National Autistic Society achieving all the required

standards (2012) and achieving re-accreditation (2016)

- The school holds many other awards including NAACE 3rd Millennium Award, International Schools Award, EYFS Herts Quality Standard and ICT Mark.

Staff and staffing profile including leadership structure:

- The Senior Leadership Team (SLT) includes the Headteacher, Deputy Head and two Assistant Heads. The Bursar and ICT manager join SLT meetings as relevant. One of our Nursery Nurses has the role of SLT link and meets on a regular basis with the Head following weekly TA reps meetings.
- Members of the Senior Leadership team have responsibility for specific groups of learners as well as key areas of the schools functioning (see SLT Core Purposes document for specific details)
- The school has a range of specialist staff to support all pupils to achieve outstanding learning.
- The school has a Work Related Learning team (set up in September 2015) of 3 staff who are all trained in Systematic Instruction and qualified as Job Coaches. The work related learning team work across the school with all year groups as well as supporting students off site on work experience placements and Supported Internships.
- The school has a member of staff trained as a MOVE trainer; 4 members of staff trained as Herts Steps (behaviour) trainers; 2 staff trained as Moving and Handling trainers and a member of staff currently training as an Intensive Interaction trainer. We also have 2 staff trained in Rebound Therapy. This allows us to maintain provision and ensure sustainability of training for staff.
- The school has a team of outstanding support staff; and our 2 Nursery Nurses and our Sports Coordinator have additional responsibilities across the school including Health and Safety, Behaviour, Parent Liaison and PPA cover.

Teachers	Nursery Nurses	Teaching Assistants	Administrative/Site support	MSA's
16 (10 full time/6 part time)	2	43 (37 full time/6 part time) Includes 2 TA apprentices and 1 sports coordinator	4 Bursar, Pupil Secretary ICT manager, Site manager	8

Key priorities in SDP (2016/17):

See School Development Plan and also the Headteacher reports to Governors for updated progress towards these key priorities.

Curriculum and Assessment

- Curriculum Development
 - Destination led curriculum framework in place
 - Schemes of learning written and implemented
 - Embedding RfL in practice across the school
- Further development of work related learning across the school.
- Pupil Progress
 - Ensure pupil progress is tracked using the new Solar system - tracking pupil progress in core areas of learning.
 - Embedding the use of ISEC statements across the school to track pupils' progress in personal skills – using hard data to track soft skills.

Teaching, Learning and Staff Development

- Review use of displays - ensure they are interactive, focused on learning.
- Ensure staff are further developing Assessment for Learning strategies.
- Communication - Policy implemented consistently across school.
- Further development of therapeutic interventions – intensive interaction, play therapy, rebound therapy, donkey therapy etc.
- To develop further project based activities and staff development opportunities with European schools – including implementation of Erasmus + project.

Leadership and Management

- Develop further working with parents – training opportunities for parents.

- Review and development of induction programme.
- Implement the use of SCERTS with one pupil per class.
- Review school organisation with regard to use of rooms and space with increased pupil numbers.
- To develop the way supply cover is strategically planned and organised in advance for planned absences.
- To develop further outreach and training.

Safeguarding and Premises

- Improve outdoor play areas.
- Offsite visits – implement use of Evolve and monitor that risk assessments are up to date.
- Develop use of new pool/café/retail complex.
- Offsite visits – implement use of Evolve and ensure risk assessments written and updated

Section 2 - Effectiveness of leadership and management

	1	2	3	4
Leadership and management	✓			

The overall judgement for leadership and management is that it is outstanding.

Leadership

We consider leadership and management to be outstanding because of the continuous drive from leaders, managers and Governors to achieve excellence and the very best for our pupils. This has now been sustained over a period of time.

- This is an ambitious school which aims to secure the best possible outcomes for every single pupil. There is an uncompromising focus on quality and pupil progress and achievement, whilst ensuring that independence, self-esteem and confidence are celebrated.
- The high quality of the school development plan, with input from staff and Governors, embodies the drive and ambition to move the school forward and improve the learning experiences of the pupils.
- The Headteacher and SLT provide a strong and clear vision and set high expectations for staff and children alike. This includes a very strong and continuous focus on raising standards in key identified areas as appropriate.
- The vision and aims of the school (reviewed and developed in consultation with all stakeholders) permeate the school ethos and guide the staff team in all that they do.
- The Deputy Head and Assistant Heads work closely with the Headteacher also driving the vision and ambition for the school and its pupils by an on-going commitment to the development of outstanding teaching and learning, based upon Teachers' Standards. A thorough induction programme is in place to ensure staff, volunteers and students share our values and commitment to high quality teaching and learning.
- There is a strong focus from all leaders, classroom teachers and support staff, to continuously improve the quality of teaching and learning and pupil outcomes. The impact of this is assessed through the annual review process and through lesson observations.
- The SLT have been working with staff and stakeholders to review and develop the school curriculum to reflect the needs of the current school population and ensure a destination led curriculum which prepares pupils for adulthood from the earliest years.
- All leaders have clearly allocated roles within the SLT outlining their delegated areas of responsibility. Distributed leadership is embedded in the ethos and daily practice of the school.
- Appraisal procedures are robust and linked to the commitment to ensure high quality teaching and learning, pupil progress and school improvement priorities.
- Procedures for monitoring and evaluation are in place which allows us to evaluate strengths and areas for development systematically. This leads to an appropriate set of priorities for the school which in turn aims to improve teaching, learning and progress.
- The Governing Body provides both support and challenge for the school to improve on its previous best. The leadership provided by the Chair of Governors encourages all Governors to play a full and meaningful role within the Governing Body.

- The Governing Body effectiveness improved due to implementation of sub committees in September 2012. Each committee take responsibility for monitoring their section of the school development plan and for acting as ‘critical friends’ in a supportive yet challenging way. These committees have reviewed the way they work over the past 3 years to ensure they continue to function effectively.
- All non-staff Governors are linked to a class and are encouraged to visit on a regular basis to develop their understanding of the day to day life of the school. This gives Governors a knowledge base on which to evaluate the work of the school.
- The curriculum provided is personalised to ensure that the needs of all pupils are met through delivery of a diverse range of experiences which prepares pupils well for the future. It is a ‘Me and My’ curriculum with the pupil very clearly at the centre of all we do.
- Parent partnership work has developed to ensure parents are more included in the life of the school and are supported appropriately. Parents’ views are sought regularly and the Family Support Ambassador initiative engages parents through a rich variety of channels including parent workshops, coffee mornings and the school website, making relevant information more accessible to parents/carers.
- SLT are very responsive in addressing needs of pupils and concerns of parents/carers. SLT make good use of the network of contacts and knowledge of provision available in the local authority, established over many years.
- The school works highly effectively with a range of other professionals to support pupil achievement and progress.
- Partnership work is well developed and the local group of schools collaborate on a range of initiatives.
- Safeguarding is outstanding and comments from external partners and chair of governors confirm this.
- The development of the Annual Review report writing procedure and paperwork ensures greater focus on ‘**how**’ targets will be achieved, leading to improved teaching, learning and progress.
- Performance management policies and procedures are in place and clearly linked to performance related pay to ensure quality of teaching, learning and progress.
- Achievement of CPD mark indicates high level of provision of CPD for staff which results in improved quality of provision for the pupils.
- SLT provide support and training for school staff, other schools, parents and professionals through outreach, coffee mornings and advice sessions each week, to enable others to develop a greater knowledge and understanding of working with SEND.
- The autism manager, who is a member of the school senior leadership team, ensures that provision for pupils with ASD across the school is appropriate to meet their needs and monitors progress. The school was NAS accredited in August 2012 (first school in LA to achieve accreditation) and re-accredited in 2016 resulting in continued staff and parent confidence in the provision for ASD pupils.
- There is good financial planning and management which has allowed for the absorption of significant budget cuts over the years.

Evidence base: Governing Body minutes, Feedback from governor visits, SLT minutes, Staff meeting minutes, Feedback from CPD attended, SLT notes re contacts with parents, Informal and formal observations of pupils and staff, Views of parents – through Annual Review meetings, parents consultation evenings, questionnaires and comments in home/school books.

Section 3 – The quality of teaching, learning and assessment

	1	2	3	4
Grade: Teaching, Learning and Assessment		✓		

The overall judgement for the quality of teaching is that it is consistently good and much is outstanding.

Evidence from lesson observations, informal drop-ins, learning walks and pupil progress data demonstrates that all teaching is either good or outstanding; with many good lessons having outstanding features and that pupils are engaged and focused in most lessons. Most pupils are confident to learn in a range of settings both in and out of school and pupils are becoming more independent and in control of

their own learning. Pupils are appropriately supported, in a range of ways, to enable effective learning to take place.

- Creative and imaginative teaching approaches used by staff to teach functional skills means pupils are engaged in lessons.
- Excellent differentiation of lessons and a personalised destination led curriculum, ensures that all learning styles and needs are met.
- Skilled questioning throughout lessons means that learning opportunities are identified and enhanced.
- Choices offered to pupils, based on functional and destination led learning, gives them control of their learning and improves motivation.
- Excellent Assessment for Learning (AfL) strategies used by staff throughout lessons enables all pupils to achieve their very best. Staff have received training in using AfL and some teachers voluntarily participate in an AfL group in school, which has resulted in improved use of AfL techniques in lessons across the school. The Headteacher coordinates and chairs an AfL Network group for SLD schools supported by the LA, which enables the sharing of good practice amongst the schools. This group is also attended by one of our Assistant Heads. This enables us to continually develop our own AfL practice as we share back in school examples of good practice from other schools which we then develop further.
- Use of real objects and real life situations used as often as possible, such as real money used in maths lessons, newspapers and magazines used in English, handling artefacts in RE and a strong focus on learning in the community, for example accessing local shops to purchase items for cooking. This means that pupils have 'real life' experience which equips them well for the future.
- The pupils' spiritual, moral, social and cultural development being valued as much as any academic progress and being promoted throughout the school day helps to create an atmosphere of calm, fulfilment and enjoyment across the school and an environment conducive to effective learning.
- Employing a Communication Assistant means that pupils have access to appropriate communication methods, resources and specific 1:1 or small group communication work throughout the week which supports the development of communication skills alongside the work of the SaLT.
- PPA is covered by experienced staff who are familiar with the pupils which ensures greater consistency in lessons.
- The establishment of Curriculum Learning Teams to develop our new destination led curriculum has enabled the sharing of expertise amongst the staff in each team. This has resulted in a collaborative approach to the curriculum development which ensures that the curriculum matches the needs of all pupils across the school.
- Experienced teachers sharing their knowledge and skills with others through induction, modelling and informal meetings means that good practice and staff expertise is developed across the school and positively impacts on teaching and learning.
- Staff with a specialism and enthusiasm in teaching PE, music and swimming leads to improved learning outcomes for pupils.
- The Autism Manager teaching and supporting ASD pupils in classes and working with class staff ensures that the needs of ASD pupils are met in an appropriate and effective way.
- The effective use of appropriate technology in lessons eg height adjustable touch-operated plasma screens/interactive whiteboards/iPads and use of a wide range of software and resources to meet individual needs helps to promote learning.
- Excellent empathy with pupils and the use of positive reward systems, feelings boards, de-escalation skills etc means that pupils are helped to improve their behaviour and become effective learners.
- Excellent behaviour support across the school which is very discreetly managed ensures minimum disruption to learning. The Behaviour Support Team meets on a regular weekly basis to discuss, monitor and review behaviour incidents which ensures that appropriate systems and structures are put in place for pupils as relevant.
- Good use of TEACCH structure with clearly defined areas in classrooms, as well as visual systems supports pupils to become effective, independent learners and improves outcomes.
- The use of symbols/photos/objects informs pupils of the expectations and routines in each lesson in an accessible way which means individual needs are met.
- Very skilled Teaching Assistants (TAs) operate seamlessly with the teachers in each class team

to enable the achievement of the best possible outcomes for the pupils. All TAs receive regular in-house training fortnightly during the school day which is relevant to the needs/teaching of pupils and therefore enables individual pupil needs to be met.

- Good working relationships with therapy staff and other professionals working on site supports pupils' development effectively.
- Teaching and high expectations of staff in EYFS, which has been judged favourably by the LA as part of the Herts Quality Standard, supports the early development of skills and progress in all areas of learning and provides an excellent foundation for continued progress throughout the school.
- Opportunities for offsite learning eg college links, links with local schools, residential trips, work experience enables students to develop their skills in practical situations and equips them well for when they leave school.
- Establishing the Work Related Learning Team has enabled significant development of work related learning across the school. This ensures that pupils are given the opportunity to develop the skills necessary for adult life and prepares them well for adulthood.
- The opportunity for students, as appropriate, to participate in a Supported Internship in their last year at school opens up the possibility for the option of paid employment as an exit route from school.

Evidence base: Pupil progress data, formal lesson observations and analysis, informal observation of pupils and interaction with them around school, parents comments - at annual reviews, parents evenings, daily diary, parent survey, employer comments, moderation sessions, staff feedback – staff meetings/individual meetings, behaviour support programmes and risk assessments, pupil progress files/work sampling, assessment and tracking data.

Section 4 – Personal Development, Behaviour and Welfare

	1	2	3	4
Grade:	✓			

The overall judgement for the behaviour and safety of pupils is that it is outstanding.

Key Performance indicators:

Exclusions

	Number of FTE	Number of PE
2013/14	0	0
2014/15	0	0
2015/16	2	0
2016/17	3	0

Attendance (See Attendance Report for detailed analysis)

	% Attendance	% Persistent Absentees (Below 85%)	% Persistent Absentees (Below 85%) Minus pupils with long term medical conditions
2012/2013	93.2%	20% (10 pupils)	2.9% (1pupil)
2013/2014	93.1%	17.1% (6 pupils)	2.9% (1pupil)
2014/2015	94.5%	12.2% (6 pupils)	2.0% (1 pupil)
2015/2016	92.1%	28.5%(16 pupils)	7.1% (4 pupils)
2016/2017	94.3%	15.9% (12 pupils)	4.3% (3 pupils)

- Attendance at the school is broadly in line with the National average
- Of the persistent absentees, those pupils with less than 85% attendance, all but three have significant and complex medical issues, which impact on their ability to attend school regularly. Of

the other three, one is a school refuser and has additional support provided by County and the other two have medical issues but are not as significant.

- Pupils who have complex medical needs, have a higher absence rate due to illnesses and medical appointments. The school nurse, Parent Ambassadors and DSP's play a very important role in ensuring that pupils with poor health and their families are well supported and absences are kept to a minimum if possible.
- Attendance is monitored regularly and discussed during SLT meetings and annual review meetings. The Attendance Policy is monitored by the Senior Leadership Team.
- Through early intervention attendance concerns are dealt with in consultation with parents. Adapted timetables and curricula are implemented to further support identified pupils' attendance.
- Persistent absences are followed up by a member of the SLT in liaison with the Attendance and Improvement Officer where appropriate and any necessary support is put into place in order to enable the pupil to return to school as soon as possible.
- Attendance of pupils in receipt of free school meals is better than overall attendance figures. It is felt that the good relationship that school has with these parents is a contributory factor.
- Attendance is monitored termly by the Governors Teaching and Learning Committee. An Attendance Report is produced in advance of these termly meetings for discussion by the committee.

Behaviour and Safety

- Behaviour and safety is outstanding because of the school's positive approach to behaviour and the use of rewards and celebration. This is underpinned by a robust behaviour policy, the use of risk assessments and behaviour support plans and the effective use of visual support - such as social stories, rewards/merits and celebrating successes.
- The school's management approach is based on the philosophy that challenging behaviour is an early developmental form of communication. Similar to the principle of "flight or fight", challenging behaviour is the child communicating that he or she is experiencing stress and anxiety. Given this, it is our responsibility to help the child to find more conventional and appropriate means of communicating needs.
- Pupils are taught to understand their anxieties and, where possible, to develop strategies to manage their own behaviour including making choices and understanding the consequences of their actions.
- Teachers and Teaching Assistants are fully involved in the development and implementation of behaviour support plans. As a consequence, learning environments are positive and calm, thus maximising opportunities for pupils to make progress within lessons. Creative use is made of pupils' interests to engage and motivate them including reward systems.
- Teachers and Teaching Assistants make effective use of the language of positive behaviour support and this has a direct impact on children's attitudes to learning. We have implemented the Hertfordshire Steps behaviour management approach. De-escalation skills are very well developed and well used.
- Pupils are taught to keep themselves safe in school and in the community which equips them well for the future.
- Lesson observation evidence identifies that almost all pupils are very engaged in their learning, have very good behaviours for listening and attending and are learning to become independent and confident learners.
- High expectations of pupil behaviour means appropriate moral and social development is promoted and developed, equipping pupils well for life beyond school.
- Excellent provision is made for those pupils with more challenging behaviours including staff: pupil ratios; specialist support; and additional training for staff which ensures appropriate strategies are in place. The Behaviour Support Team (BST), who meet weekly, ensures that practice with these most challenging pupils is constantly reviewed and staff are appropriately supported. The BST includes the Deputy Head and experienced Nursery Nurse who both have the NPSLBA qualification.
- Recording of incidents in the Behaviour database allows for accurate analysis of information that can be used to inform strategies to aid effective learning.
- There have been no racist, homophobic or bullying incidents recorded in the last three years. The school has robust Equality and Anti-bullying policies to ensure that pupils and staff are aware of and seek to reduce/eliminate bullying, harmful comments and exclusive behaviours.
- Data (*updated March 17*) from our parent survey shows that:
 - 94.6% of parents and carers agree that there are good standards set for behaviour (5.4% responded that they did not know).

- 100% of parents felt that the school cares well for their children.
- 100% of parents believe that their children are happy and enjoy school
- School works closely with parents to support them in dealing with challenging behaviours at home, providing training and strategies. This aims to provide consistency between home and school for the benefit of the pupils.
- Procedures for safeguarding are rigorous and form an important and compulsory part of the induction programme. Reception staff ensure that all visitors report to the school office, sign in and wear identity badges.
- The Deputy Headteacher is the named person (DSP) in school and the Assistant Head (Secondary) is the deputy DSP. Both of these staff have been fully trained in order to carry out their duties effectively. All staff are fully aware of the procedures to follow in school and concerns are followed up promptly thus ensuring children are kept safe.
- Attendance at CLA meetings, CP conferences and core groups is given high priority and reports are sent as required ensuring that staff are working with other professionals to support improved learning outcomes and ensure that individual needs are met in an holistic way.
- Pupil Behaviour and Health and Safety are regular agenda items at staff, SLT, TA and Governor meetings which ensures that all staff and relevant stakeholders are fully aware of individual issues and pupil needs resulting in greater consistency of approach.
- Our Governors pay particular attention to ensuring the safety and well-being of all our pupils and effectively monitor provision to ensure pupils are kept safe in school.
- E safety is taught through appropriate differentiated use of IT commensurate with age and ability. An e-safety policy is in place. Staff have participated in CEOP training in order to be able to train parents and staff accordingly.
- The curriculum offers pupils practical learning opportunities related to making choices, people who help us, road safety and keeping safe both in school and in the community which prepares them well for the future and adulthood.

Staff CPD for Behaviour and Attendance

Training has included:

- Behaviour Management – All staff
- Safeguarding level 1 – All staff
- Safeguarding level 2 – DSP's
- Safer Recruitment Training – Head, Deputy Head and Governors
- Hertfordshire Steps: Step On – All staff (except admin staff)
- Restrictive Physical Intervention: Approach Trainers Annual update – 2 staff
- Restrictive Physical Intervention: Hertfordshire Steps Trainers – 4 staff (1 initial, 3 updated)
- Restrictive Physical Intervention: Herts Step Up initial training – 23 staff.

Evidence base: Violent Incident Records, Accident Book, Chill Out Records, Physical Intervention Log, School Council questionnaire, individual pupil programmes, parents comments - at annual reviews, parents evenings, daily diary, parent survey etc, attendance data on SIMS, informal and formal observations by SLT round the school, meeting minutes, ABC charts, analysis from behaviour database, Governors safeguarding committee meeting minutes, annual safeguarding audit, Governors' annual health and safety audit.

Section 5 – Outcomes for pupils

	1	2	3	4
Grade: Outcomes for pupils		✓		
<p>We consider pupils' overall progress and achievement at Woodfield to be good, with many pupils making outstanding progress. Analysis shows that pupils are generally making or exceeding expected progress and that progress is consistently at least good.</p> <p>Moderation</p> <ul style="list-style-type: none"> • The school has been actively involved in the development and use of moderation activities for many years and regular moderation activities take place throughout the year. • Moderation practices and processes have been developed to support teacher assessment. A wide 				

range of exemplars and guidance materials have been developed and used to ensure that the process of moderation is robust.

- In order to ensure reliability and robustness, moderation is carried out in a variety of ways including: within department groups; as a whole teaching staff team; with other special schools in the local authority; with special schools from other local authorities; with mainstream and special schools from across Hertfordshire as part of the LA moderation activities.
- The school is currently continuing to use the national SEN Progression Guidance to support its judgements on achievement and progression although it is acknowledged that this data set is now somewhat outdated.
- Well-developed assessment and data analysis processes are shared and compared with other special schools in county; and across other counties as part of a Special School Moderation and Assessment Group (SSMAG). The Headteacher has been a member of this cross county group since it was set up in 2009. As part of the SSMAG work we have identified what is considered good and outstanding progress amongst the schools involved in SSMAG. This has been identified through analysis of 3 years' worth of data from all the schools who participate in SSMAG. All the schools in SSMAG are good and outstanding schools. We have used this data to support our judgements on achievement and progression alongside the use of Progression Guidance.

As with any data it comes with a 'health warning'. The significantly small numbers of pupils in each cohort mean that the data is not statistically reliable. The progress or lack of progress, of even one pupil can easily skew the data and make a difference to the end result – particularly if working with percentages. It is therefore important to look at the results with regard to the numbers involved in each cohort rather than as overall percentages. The data is as individual as the learners themselves.

All data should be viewed in the context of:

- All our pupils have severe or profound and complex learning difficulties and they are therefore unable to 'attain' at the same level as their peers without these learning difficulties.
- Many pupils have additional disabilities such as autism, sensory impairments or physical disabilities.
- Data shows that a very large majority of pupils' attainment reflects levels of cognitive ability rather than chronological age.
- Pupils have significant cognitive impairments that may include difficulties with mobility, co-ordination, communication, perception and the acquisition and retention of new skills and concepts.
- The disabilities of cohorts of pupils vary considerably as does the size of the cohorts which can have an impact on analysis of data and progress.
- All pupils have personal targets, based on the aims and outcomes identified in their Education, Health and Care Plans, which address their individual needs and enable them to make progress.
- There are a significant number of pupils who have not been at the school for the whole of a key stage, and who may have come with incomplete data or levels achieved with support of a 1:1 TA.

Attainment:

Attainment on entry:

- Pupils can enter the school at any age; all pupils joining the school, at whatever key stage, will have a baseline assessment (EYFS Stages/P levels/HfL Steps Levels and or ISEC) completed within 6 weeks of starting at the school.
- Local Authority guidelines for admission to SLD provision indicate that Educational Psychologists tests will show the child to be working below the 1st percentile.
- Children with autism entering the school will usually have had a CARS assessment resulting in a score of 43 or more, indicating that they are at the severe end of the spectrum.
- Pupils joining in Nursery, Reception or KS1 may have a limited or no formal communication system.
- Pupils joining nursery are usually working between P1 and P4.
- Pupils joining in KS1 or 2 are usually working between P3 and P5.
- Pupils joining KS 3 or KS 4 are usually working between P4 and P7
- Pupils joining in Post 16 are assessed using our own ISEC statements.

The following data is a summary from the 2015/16 Key Stage progress report completed at the end of the academic year and available in school.

Key performance indicators: Progress of pupils KS1 to KS2

ENGLISH

Speaking:

- The results for speaking show a spread of achievement which when averaged out indicates that progress across key stage 2 in speaking for this cohort of pupils is **satisfactory**.

Listening:

- The results for listening show a spread of achievement which when averaged out indicates that progress across key stage 2 in listening for this cohort of pupils is **good**.

Reading:

- The results for reading show a spread of achievement which when averaged out indicates that progress across key stage 2 in reading for this cohort of pupils is **good**.

Writing:

- The results for writing show a spread of achievement which when averaged out indicates that progress across key stage 2 in writing for this cohort of pupils is **satisfactory**.

MATHS:

Number:

- The results for number show a spread of achievement which when averaged out indicates that progress across key stage 2 in number for this cohort of pupils is **good**.

Using and Applying:

- The results for using and applying show a spread of achievement which when averaged out indicates that progress across key stage 2 in using and applying for this cohort of pupils is **good (SSMAG – Outstanding)**

Shape, Space and Measures:

- The results for shape space and measure show a spread of achievement which when averaged out indicates that progress across key stage 2 in shape space and measure for this cohort of pupils is **satisfactory**.

Science:

- The results for science show a spread of achievement which when averaged out indicates that progress across key stage 2 in science for this cohort of pupils is **good**.

Computing:

- The results for ICT show a spread of achievement which when averaged out indicates that progress across key stage 2 in ICT for this cohort of pupils is **good**.

Key performance indicators: Progress of pupils KS2 to KS3

ENGLISH

Speaking:

- The results for speaking show a spread of achievement which when averaged out indicates that progress across key stage 3 in speaking for this cohort of pupils is **good**.

Listening:

- The results for listening show a spread of achievement which when averaged out indicates that progress across key stage 3 in listening for this cohort of pupils is **good**.

Reading:

- The results for reading show a spread of achievement which when averaged out indicates that progress across key stage 3 in reading for this cohort of pupils is **good**.

Writing:

- The results for writing show a spread of achievement which when averaged out indicates that progress across key stage 3 in writing for this cohort of pupils is **good**.

MATHS:**Number:**

- The results for number show a spread of achievement which when averaged out indicates that progress across key stage 3 in number for this cohort of pupils is **good (SSMAG – Outstanding)**

Using and Applying:

- The results for using and applying show a spread of achievement which when averaged out indicates that progress across key stage 3 in using and applying for this cohort of pupils is **good (SSMAG – Outstanding)**

Shape, Space and Measures:

- The results for shape space and measure show a spread of achievement which when averaged out indicates that progress across key stage 3 in shape space and measure for this cohort of pupils is **good (SSMAG – Outstanding)**

SCIENCE:

- The results for science show a spread of achievement which when averaged out indicates that progress across key stage 3 in science for this cohort of pupils is **outstanding**.

Computing:

- The results for ICT show a spread of achievement which when averaged out indicates that progress across key stage 3 in ICT for this cohort of pupils is **outstanding**.

Key performance indicators: Progress of pupils KS2 to KS4**ENGLISH****Speaking:**

- The results for speaking show a spread of achievement which when averaged out indicates that progress across key stage 2 - 4 in speaking for this cohort of pupils is **satisfactory (SSMAG – Outstanding)**

Listening:

- The results for listening show a spread of achievement which when averaged out indicates that progress across key stage 2 - 4 in listening for this cohort of pupils is **satisfactory (SSMAG – Good)**

Reading:

- The results for reading show a spread of achievement which when averaged out indicates that progress across key stage 2 - 4 in reading for this cohort of pupils is **satisfactory (SSMAG – Good)**

Writing:

- The results for writing show a spread of achievement which when averaged out indicates that progress across key stage 2 - 4 in writing for this cohort of pupils is **inadequate**.

MATHS:**Number:**

- The results for number show a spread of achievement which when averaged out indicates that progress across key stage 2 - 4 in number for this cohort of pupils is **good (SSMAG – Outstanding)**.

Using and Applying:

- The results for using and applying show a spread of achievement which when averaged out indicates that progress across key stage 2 - 4 in using and applying for this cohort of pupils is **satisfactory (SSMAG – Outstanding)**.

Shape, Space and Measures:

- The results for shape space and measure show a spread of achievement which when averaged out indicates that progress across key stage 2 -4 in shape space and measure for this cohort of pupils is **satisfactory (SSMAG – Good)**

SCIENCE:

- The results for science show a spread of achievement which when averaged out indicates that progress across key stage 2 - 4 in science for this cohort of pupils is **satisfactory (SSMAG – Outstanding)**

Computing:

- The results for ICT show a spread of achievement which when averaged out indicates that progress across key stage 2 - 4 in ICT for this cohort of pupils is **inadequate**.

Overall results – Key Stage Progression:

- Progress of the pupils KS1 – KS2 when averaged across core subjects and strands is **GOOD**
- Progress of pupils KS2 – KS3 when averaged across core subjects and strands is **GOOD (SSMAG – OUTSTANDING)**
- Progress of pupils KS2 – KS4 when averaged across core subjects and strands is **SATISFACTORY (SSMAG – GOOD)**

The results for each subject/strand, when averaged across the 3 key stages for these 3 cohorts of pupils at the end of Key Stage 2, 3 and 4 in July 2016, indicates the following overall results:

Subject Area	Overall result 12/13 (includes KS 4 data)	Overall result 13/14 (includes KS 4 data)	Overall result 14/15 (includes KS 4 data)	Overall result 15/16 (includes KS 4 data)	Overall result 15/16 SSMAG comparison
Speaking	Good	Satisfactory	Good	Satisfactory	Good
Listening	Good	Good	Good	Good	Good
Reading	Good	Good	Good	Good	Good
Writing	Satisfactory	Good	Good	Satisfactory	Satisfactory
Number	Good	Good	Good	Good	Outstanding
Using and Applying	Good	Good	Good	Good	Outstanding
Shape, Space and Measures	Good	Good	Satisfactory	Satisfactory	Good
Science	Good	Satisfactory	Good	Good	Outstanding
ICT	Good	Good	Outstanding	Good	Good
Average	Good	Good	Good	Good	Good

The averaged results of each of the subjects above for 15/16 show a spread of achievement which, when averaged out, shows progress across the key stages to be **GOOD**. When comparing this with the last 3 year's result this shows that **consistently good progress** has been made over the past 3 years. There are some differences when the data is looked at in comparison to the SSMAG data set with progress identified as being better than that identified according to our own school criteria. Progress in some strands is identified as being outstanding when comparing with the SSMAG data. Differences are particularly noticeable when looking and the KS 2-3 and KS 2-4 results. Having compared our end of key stage results with other similar schools through SSMAG we are confident that progress at Woodfield is at least good across the school.

Progression Guidance:

We are currently continuing to use the Progression Guidance to benchmark pupils' progress. This is a national dataset which allows schools to benchmark the progress and attainment of pupils with Special

Educational Needs (SEN). The National Progression Guidance is intended to be a national benchmarking tool for evaluating the progress of all pupils at the end of each Key Stage. According to it ***age and prior attainment form the most objective basis for the comparison of the progress of groups of learners and should also be used as the starting point for setting targets.***

The Progression Guidance divided P level data into quartiles to facilitate comparison and promote ambition. The quartile data is useful in informing the target setting process for learners working at P levels.

- The lower quartile line (LQ) shows the performance of the lowest of the cohort
- The median (MQ) – learners working within the median
- The upper quartile (UQ) shows the performance of the highest of the cohort

The Progression guidance says: ***It is important to remember that a small percentage of learners, whose progress is within the lowest quartile, may nevertheless be making good progress. Similarly some, whose progress is within the upper quartile, may nevertheless be underachieving.***

The tables below represent outcomes that our pupils achieved at the end of Key Stage 2, Key Stage 3 and Key Stage 4 when compared with Progression Guidance expectations.

Key performance indicators: Progress of pupils KS1 to KS2 against SEN Progression Guidance

Year 6 outcomes at the end of KS2 against the SEN Progression Guidance				
ENGLISH – Reading				
Academic Year	Lower Quartile	Median Quartile	Upper Quartile	Exceeded Upper Quartile
2011/12	50% (1)	-	50% (1)	-
2012/13	-	-	-	100% (2)
2013/14	-	100% (2)	-	-
2014/15	-	100% (1)	-	-
2015/16	50% (1)	50% (1)	-	-

ENGLISH – Writing				
Academic Year	Lower Quartile	Median Quartile	Upper Quartile	Exceeded Upper Quartile
2011/12	100% (2)	-	-	-
2012/13	-	50% (1)	-	50% (1)
2013/14	50% (1)	50% (1)	-	-
2014/15	-	100% (1)	-	-
2015/16	-	100% (2)	-	-

Year 6 outcomes at the end of KS2 against the SEN Progression Guidance				
MATHS – Number				
Academic Year	Lower Quartile	Median Quartile	Upper Quartile	Exceeded Upper Quartile
2011/12	-	50% (1)	-	50% (1)
2012/13	-	-	-	100% (2)
2013/14	50%	50%	-	-
2014/15	-	100% (1)	-	-
2015/16	-	-	100% (2)	-

MATHS – Using and Applying				
Academic Year	Lower Quartile	Median Quartile	Upper Quartile	Exceeded Upper Quartile
2011/12	-	50% (1)	-	50% (1)
2012/13	-	-	-	100% (2)
2013/14	-	100% (2)	-	-
2014/15	100% (1)	-	-	-
2015/16	50% (1)	-	50% (1)	-

MATHS – Shape, Space and Measures				
Academic Year	Lower Quartile	Median Quartile	Upper Quartile	Exceeded Upper Quartile
2011/12	-	50% (1)	-	50% (1)
2012/13	-	-	-	100% (2)
2013/14	50% (1)	-	-	50% (1)
2014/15	100% (1)	-	-	-
2015/16	50% (1)	-	50% (1)	-

Year 6 outcomes at the end of KS2 against the SEN Progression Guidance				
SCIENCE				
Academic Year	Lower Quartile	Median Quartile	Upper Quartile	Exceeded Upper Quartile
2011/12	50% (1)	-	-	50% (1)
2012/13	50% (1)	-	-	50% (1)
2013/14	-	-	100% (2)	-
2014/15	-	100% (1)	-	-
2015/16	50% (1)	-	50% (1)	-

Key performance indicators: Progress of pupils KS2 to KS3 against SEN Progression Guidance

Year 9 outcomes at the end of KS3 against the SEN Progression Guidance				
ENGLISH – Reading				
Academic Year	Lower Quartile	Median Quartile	Upper Quartile	Exceeded Upper Quartile
2011/12	-	80% (4)	-	20% (1)
2012/13	-	50% (1)	-	50% (1)
2013/14	-	-	-	100% (2)
2014/15	-	50% (1)	50% (1)	-
2015/16	-	25% (1)	25% (1)	50% (2)

ENGLISH – Writing				
Academic Year	Lower Quartile	Median Quartile	Upper Quartile	Exceeded Upper Quartile
2011/12	-	40% (2)	60% (3)	-
2012/13	50% (1)	50% (1)	-	-
2013/14	-	-	-	100% (2)
2014/15	-	-	50% (1)	50% (1)
2015/16	-	-	25% (1)	75% (3)

Year 9 outcomes at the end of KS3 against the SEN Progression Guidance MATHS – Number				
Academic Year	Lower Quartile	Median Quartile	Upper Quartile	Exceeded Upper Quartile
2011/12	40% (2)	20% (1)	40% (2)	-
2012/13	-	50% (1)	-	50% (1)
2013/14	-	-	50% (1)	50% (1)
2014/15	-	-	100% (2)	-
2015/16	-	-	50% (2)	50% (2)

MATHS – Using and Applying				
Academic Year	Lower Quartile	Median Quartile	Upper Quartile	Exceeded Upper Quartile
2011/12	60% (3)	20% (1)	20% (1)	-
2012/13	-	50% (1)	50% (1)	-
2013/14	-	-	50% (1)	50% (1)
2014/15	-	-	100% (2)	-
2015/16	-	-	50% (2)	50% (2)

MATHS – Shape, Space and Measures				
Academic Year	Lower Quartile	Median Quartile	Upper Quartile	Exceeded Upper Quartile
2011/12	20% (1)	60% (3)	20% (1)	-
2012/13	-	100% (2)	-	-
2013/14	-	-	50% (1)	50% (1)
2014/15	-	-	50% (1)	50% (1)
2015/16	-	25% (1)	50% (2)	25% (1)

Year 9 outcomes at the end of KS3 against the SEN Progression Guidance SCIENCE				
Academic Year	Lower Quartile	Median Quartile	Upper Quartile	Exceeded Upper Quartile
2011/12	20% (1)	40% (2)	40% (2)	-
2012/13	50% (1)	-	50% (1)	-
2013/14	-	50% (1)	-	50% (1)
2014/15	-	-	100% (2)	-
2015/16	-	-	25% (1)	75% (3)

Key performance indicators: Progress of pupils KS3 to KS4 against SEN Progression Guidance

Year 11 outcomes at the end of KS4 against the SEN Progression Guidance				
2015/16				
	Lower Quartile	Median Quartile	Upper Quartile	Exceeded Upper Quartile
Reading	-	100% (2)	-	-
Writing	-	50% (1)	-	-
Number	-	100% (2)	-	-
Using and Applying	50% (1)	50% (1)	-	-
Shape, Space and Measures	50% (1)	50% (1)	-	-
Science	-	-	100% (2)	-

Evaluation:

The starting point for evaluation is that expected progress is the median level for pupils' age and starting point.

% of pupils making expected or greater than expected progress in core subjects:

	Key Stage 1 – 2		Key Stage 2 - 3		Key Stage 3 - 4	
	Year 6 (2 pupils)		Year 9 cohort 2016 (4 pupils)		Year 11 cohort 2016 (2 pupils)	
	Expected Progress	Greater than expected progress	Expected Progress	Greater than expected progress	Expected Progress	Greater than expected progress
Reading	50%	-	25%	75%	100%	-
Writing	100%	-	-	100%	50%	-
Number	-	100%	-	100%	100%	-
Using and Applying	-	50%	-	100%	50%	-
Shape, Space and Measures	-	50%	25%	75%	50%	-
Science	-	50%	-	100%	-	100%

- The range of data shows that progress overall across the school is consistently at least good with some pupils making outstanding progress. Progress however generally appears to be better in Key Stage 2-3 than in Key Stage 1- 2 and Key Stage 3-4, with 100% of pupils making expected or greater than expected progress during their time in Key Stage 3.
- When looking at end of key stage progress in comparison to the progression guidance, most pupils are making at least expected progress, with many making greater than expected progress. This is particularly evident in Key Stage 3 this year
- The comparison of progress in the last 4 years indicates that progress is now consistently good, with some pupils making outstanding progress.
- Interpretation of this data should be on the understanding that each cohort of pupils has a unique profile of special needs. Many pupils have additional complex needs and do not necessarily move through a defined hierarchy of skills.
- Some pupils' attainment profiles may be uneven across subjects and may also be affected by influences such as medication, seizures or other health issues.

- The school has implemented and is continuing to embed the use of Routes for Learning, an assessment tool for pupils with PMLD which enables us to record and measure a more holistic view of pupil progress. We are also assessing pupils on MOVE programmes using the MOVE assessment tool. We have developed our own system in order to measure pupil progress in independence, self-esteem and confidence (ISEC). This is now being used across the school alongside P levels and EYFS Stages.
- We have just changed our assessment system, moving from using PRYSM to using SOLAR. SOLAR has only been available in school since just before Christmas. It will be used to analyse data. This system provides enhanced data and information relating to individuals and groups of pupils in terms of progress and achievement. We are able to store all our assessment data within this one system regardless of which assessment tool we are using. This is a very exciting time as we familiarise ourselves with the new system.

The data analysis highlights some areas for further consideration which are discussed with staff as relevant and more specifically which will be addressed by the relevant Curriculum Learning Teams as part of their more detailed 'Area of Learning' analysis and development planning. These include:

- Consider if there is a potential negative impact when moving Year 6 pupils up to a class with year 7 pupils a year before they reach the end of Key Stage 2.
- Progress of pupils in writing – considering how to maintain and improve progress in this subject and ensure progress is consistently at least good across all Key Stages.
- Progress of pupils in speaking – considering how to consistently maintain good progress year on year as it currently alternates between satisfactory and good. Particular focus needs to be on Key Stage 2 pupils where progress this year was satisfactory.
- Progress of pupils in SSM at Key Stage 2 – considering how to improve progress in this subject and ensure progress is consistently at least good. Consider the place of SSM within our destination led curriculum under the heading of measurement and geometry as outlined in the National Curriculum.
- Consider the impact of having a subject specialist teaching computing across the school. Results have dipped over the past year since changing the role of this member of staff last academic year. It will be interesting to see if progress improves this year as we have reinstated this role again this year.
- Progress of pupils in Key Stage 3 – considering how to maintain the good and outstanding progress across all subjects and strands; and how to ensure this is the case in Key Stage 2 and Key Stage 4.
- Discussion with relevant class teachers and Curriculum Learning Teams about those pupils for whom progress across a key stage, in certain areas, is inadequate or satisfactory, and how progress can be improved.
- Discussion with SLT regarding the role of the Curriculum Learning Teams and how each team can be instrumental in improving the progress in their Area of Learning as we further develop our destination led curriculum.
- Ensuring Curriculum Learning Teams are equipped to monitor their Area of Learning effectively and provide appropriate resources to enable pupils to make progress.

Destinations of leavers July 2016

5 students left school:

- 2 went on to entry level courses (for students with LDD) in local FE colleges (West Herts)
- 1 went on to enhanced provision at local FE college for pupils with higher levels of care needs or challenging behaviour
- 1 went on to enhanced provision at out county college placement for pupils with higher levels of care needs or challenging behaviour
- 1 had no provision post school due to local provisions saying they could not meet needs.

WHOLE SCHOOL PROGRESS (over 1 year 2015-16):

See 'End of Year Report on Whole School Progress 2015/16', available in school, for details.

ENGLISH

Speaking:

31.0% of pupils maintained their levels in speaking

61.9% of pupils made progress of at least 1/3 level in speaking over the year

28.6% of pupils made **outstanding** progress of at least 2/3 level in speaking over the year
7.1% of pupils regressed in speaking

Listening:

23.8% of pupils maintained their levels in listening

59.5% of pupils made progress of at least 1/3 level in listening over the year

28.6% of pupils made **outstanding** progress of at least 2/3 level in listening over the year

16.7% of pupils regressed in listening

Reading:

23.0% of pupils maintained their levels in reading

71.8% of pupils made progress of at least 1/3 level in reading over the year

48.8% of pupils made **outstanding** progress of at least 2/3 level in reading over the year

5.2% of pupils regressed in reading

Writing:

26.8% of pupils maintained their levels in writing

68.4% of pupils made progress of at least 1/3 level in writing over the year

46.4% of pupils made **outstanding** progress of at least 2/3 level in writing over the year

4.8% of pupils regressed in writing

English:

19.0% of pupils maintained their levels in English

73.8% of pupils made progress of at least 1/3 level in English over the year

35.7% of pupils made **outstanding** progress of at least 2/3 level in English over the year

7.1% of pupils regressed in English

MATHS

Note: we are not using the new National curriculum headings of measurement, geometry and statistics as we continue to use P levels to assess and these have not been updated to reflect the new National Curriculum strands.

Number:

25.0% of pupils maintained their levels in number

70.0% of pupils made progress of at least 1/3 level in number over the year

40.0% of pupils made **outstanding** progress of at least 2/3 level in number over the year

5.0% of pupils regressed in number

SSM:

35.0% of pupils maintained their levels in SSM

60.0% of pupils made progress of at least 1/3 level in SSM over the year

40.0% of pupils made **outstanding** progress of at least 2/3 level in SSM over the year

5.0% of pupils regressed in SSM

U and A:

19.5% of pupils maintained their levels in U and A

75.6% of pupils made progress of at least 1/3 level in U and A over the year

39.0% of pupils made **outstanding** progress of at least 2/3 level in U and A over the year

4.8% of pupils regressed in U and A

Maths:

24.4% of pupils maintained their levels in Maths

70.8% of pupils made progress of at least 1/3 level in Maths over the year

41.5% of pupils made **outstanding** progress of at least 2/3 level in Maths over the year

4.8% of pupils regressed in Maths

SCIENCE, COMPUTING, PSHE, PE

Science:

17.1% of pupils maintained their levels in science

80.5% of pupils made progress of at least 1/3 level in science over the year

56.1% of pupils made **outstanding** progress of at least 2/3 level in science over the year
2.4% of pupils regressed in science

PSHE:

22.0% of pupils maintained their levels in PSHE

78.0% of pupils made progress of at least 1/3 level in PSHE over the year

39.0% of pupils made **outstanding** progress of at least 2/3 level in PSHE over the year

0.0% of pupils regressed in PSHE

Computing:

46.1% of pupils maintained their levels in Computing

46.2% of pupils made progress of at least 1/3 level in Computing over the year

30.8% of pupils made **outstanding** progress of at least 2/3 level in Computing over the year

7.7% of pupils regressed in Computing

PE:

33.3% of pupils maintained their levels in PE

53.4% of pupils made progress of at least 1/3 level in PE over the year

30.0% of pupils made **outstanding** progress of at least 2/3 level in PE over the year

13.3% of pupils regressed in PE

Summary of Whole School Progress 2015-16:

- HMI guidance indicates that outstanding achievement is, on average, 2/3 levels of progress per annum. The data is showing that overall progress in English and Maths is very similar with 73.8% of pupils across the school making progress of at least 1/3 of a level over the year in English and 70.8% in maths.
- Within this cohort of pupils there are some (28.6% - 48.8%) who have made outstanding progress in the strands for English over the year, making 2/3 level or more progress.
- In maths there are some (39.0% - 40.0%) who have made outstanding progress in the strands for maths over the year, making 2/3 level or more progress.
- We therefore consider progress in English and Maths overall to be outstanding progress for our pupils given their low cognitive abilities.
- Within English improvement is particularly noticeable in writing, moving from 40.5% in 2015 to 46.4% in 2016 making outstanding progress.
- There are however some strands (listening and speaking) where we are looking more specifically at individual pupil progress as the percentage of pupils making outstanding progress is slightly less than last year.
- Within the strands of maths progress in Number, Using and Applying and Shape, Space and Measure continues to be very good with between 60% - 75.6% of pupils making progress of at least 1/3 level over the year.
- However we need to look more specifically at individual pupil progress within Using and Applying as the percentage of pupils making outstanding progress is slightly less than last year.
- Progress in science remains outstanding and the data is showing a significant improvement particularly in respect of the numbers of pupils making outstanding progress (51.4% in 2015 and 56.1% in 2016).
- Progress in PSHE remains similar to last year with 78% of pupils making at least 1/3 level of progress, which we consider to be outstanding and all pupils maintaining levels or making progress.
- Progress in PE remains similar to last year with 53.4% of pupils making at least 1/3 level of progress; and less pupils regressing than previously.
- There is very little data for Computing and therefore analysis is of limited value. However it would appear that there is a significant drop in the progress pupils are making in this subject in comparison to the previous year. This could be attributed to the fact that in 2014-15 Computing was being taught across the school by the subject leader whereas it hasn't been during this past year. We have reverted back to Computing being taught by the subject leader for the coming year and will see if this makes a difference to the results at the end of 2016-2017.
- Monitoring of specific cohorts (boys/ girls/ FSM/CLA/ minority ethnic groups, new entrants etc) show no significant difference in progress and achievement.
- The progress that our pupils make in areas other than National Curriculum subjects is highly significant for our pupils and for their parents. Skills such as being able to manage personal care

independently, becoming toilet trained, or tolerating busy environments, make a great difference to the quality of family life.

- We continue to look at ways of measuring holistic progress of pupils in areas where there are no standardised measures available. This has been particularly important over the past 2 years as we adjust to 'life without levels' and the changes to assessment. We continue to develop our ISEC statements which we hope will enable us to track and assess progress in independence, self-esteem and confidence.
- Pupils' spiritual, moral, social and cultural development is promoted throughout the school and progress is evident through observations of pupils across the school and comments from parents/carers. Achievements are celebrated at the end of each day in class assembly alongside academic achievements.

Evidence base: Teacher assessments, PRYSM analysis of data, KS 1 moderation visit, EYFS Quality mark audit, school analysis reports, pupil learning journals

Section 6 – Summary of SMSC

The school provides a wealth of diverse and varied experiences for pupils in the area of SMSC. Evidence from observation and external comments support our judgement that provision for SMSC is outstanding and most pupils make very good progress in this area. The work is guided by our vision of developing a model for learning with the ambition of being able to measure impact on personal development in this area.

Spiritual

- As a multicultural school, there is a strong commitment to respecting each other, tolerance and a curriculum and ethos that promotes self-esteem and respect for other people's feelings.
- The curriculum enables pupils to engage in creative activities in the context of the world around them and to participate in lessons which encourage the development of imagination.
- Visits to a variety of faith places support the experience and understanding of a range of faiths.
- Assemblies and lessons build on opportunities provided by the calendar to engage pupils with different culture and faiths.
- Excellent links exist with the local church and vicar. Pupils visit the church at key points through the year eg Christmas.
- Pupils participate in an RE Focus Week every half term where they engage in a range of activities enabling them to learn about a specific faith. Each focus week covers one of the 6 world faiths so that over the year we have covered all 6.
- Pupils are encouraged to reflect on their learning and experiences throughout the school day in ways which are appropriate to their individual needs. Class Assembly at the end of each day provides a time of reflection and a celebration of achievements.

Moral

- Relationships between pupils and staff are a strength of the school
- Staff model good behaviour through a language of positive expectation and quality interaction.
- Through these well-developed relationships as well as PSHCE and RE, pupils across the school learn about the difference between right and wrong.
- Pupils are encouraged to make choices, be responsible for themselves and others and take responsibility for the consequences of their actions.
- Through activities in class as part of PSHCE and RE lessons, through the school council and through their involvement in Education, Health and Care Plan reviews pupils are given a voice and opportunity to give reasoned views about issues affecting them in school.

Social

- Teaching of social skills including cooperation and conflict resolution is integrated throughout the school day and is very well embedded in the ethos of the school.
- Most pupils make excellent progress in self-help and independence skills. Pupils are encouraged to take responsibility for tasks around the class or school where possible.
- Pupils make a positive contribution to the school and wider community through their participation in a range of social skills in different contexts eg activities with mainstream peers, integration links, music projects, NCS, use of community facilities.
- Good community liaison including visiting performers, volunteers, work experience students, university placements and the business community provide our pupils with the experience of working with a wider range of people. This also develops greater knowledge and awareness of

- our pupils in the wider community.
- Work Experience and Supported Internships with local employers provides our students with the experience of working in a range of settings and with a range of people with whom they learn to develop their social skills.
- Offsite residential experiences each year offer more opportunities for independence and enjoyment and are well received by parents. Some of these residential have been international visits.
- School supports the After School Club to provide opportunities for pupils to engage in a range of social activities out of school hours.

Cultural

- Pupils are keen to participate in a wide range of cultural opportunities such as trips to theatres, art galleries, sporting events, workshops, live music and other culturally rich activities as appropriate.
- The global dimension is supported through the development of eTwinning projects and a range of international work including 'Connecting Classrooms' and the Erasmus + project.
- The appreciation of cultural diversity is developed throughout the curriculum by providing regular opportunities for the pupils to engage in culturally rich activities eg assemblies, RE focus weeks, creative MFL teaching as part of global learning.
- We embrace a diverse population of staff and pupils and utilise their cultural backgrounds to enhance our provision and make it more concrete and realistic for our pupils eg cultural cooking, pupils and staff sharing their home language.

Evidence Base: County Councillor comments, NAS accreditation, International Schools Award, photographic/video evidence, NCS evidence, subject planning, RE Focus Week rota, school calendar, timetables, annual review presentations, pupil work, displays around the school.

Section 7 - Overall effectiveness

	1	2	3	4
Grade: Overall effectiveness	✓			

Summary of strengths

- Established SLT which is working effectively throughout the school.
- Supportive relations between staff and sharing of ideas and resources.
- Staff strengths and interests utilised to good effect through distributed leadership and allocated roles across the school.
- Firmly embedded ethos of pupil at the centre of all we do – child centred approaches throughout the school (as evidenced and commented on by visitors)
- Good relationships and support between staff and pupils, staff and parents
- Parental engagement is generally excellent. Parents are very supportive. Excellent parent ambassadors engage effectively with parents and support families as appropriate; this includes the running of weekly coffee mornings for parents and regular parent workshops.
- Excellent EHC Plan reviews and transfers in place where the importance of pupil voice is evident. Pupils are enabled to engage effectively as appropriate in their Annual Reviews and in giving their contribution to their EHC plans. Parents have commented how impressive it is that we enable our pupils to contribute in an effective and meaningful way.
- Very good behaviour support and understanding of behaviour as a means of communication
- Excellent autism support across the school – NAS accredited school.
- Creative approaches to teaching and learning which take into account individual learning styles and needs to deliver an appropriate curriculum which is well differentiated, destination led, fun and functional.
- Teaching over time is at least good and a significant amount is now outstanding (as judged by Ofsted Nov 2013 and regular lesson observations)
- Very good care and support for pupils embedded in the ethos of the school
- Excellent use of community facilities to give pupils a wide range of learning experiences.
- Employment of a communication assistant to work across the school to promote the development of communication skills and resources.
- Development of work related learning and the Work Related Learning team giving pupils greater opportunities to develop skills necessary for adulthood from the earliest years.
- 3 staff trained as job coaches and 5 staff trained in Systematic Instruction enabling the

development of work related learning to be successful across the school.

- Very good transition planning in place to enable pupils to secure appropriate post school placements.
- A functional and destination led curriculum which meets the diverse needs of the current pupil population.
- Developing pupils as independent young people.
- Wide range of opportunities provided to develop pupils' spiritual, social, moral and cultural awareness, at a level appropriate to their cognitive ability.
- Good international links exist through various international projects including Connecting Classrooms and more recently the Erasmus + project.
- Long term sustainability given consideration through for example training staff as trainers in Herts Steps, Intensive Interaction, MOVE, CEOP, Moving and Handling therefore enabling on going in house training and updating of all staff.
- Outreach support given to local mainstream schools – well received by the mainstream schools.
- SLT provide excellent role models in the school and have a very visible presence in the school and try to make themselves available for parents and staff as required.
- Good financial and asset management and development of school building and facilities on site

Significant changes and improvements since the last inspection in Nov 2013

- Re-structuring of the SLT as one member retired. Created Assistant Head roles which therefore enabled the re-allocation of roles and responsibilities amongst the 4 remaining members of the SLT.
- The school has continued to develop the outstanding processes for the setting of pupil targets and tracking of their progress. This has fitted well in to the development of Education, Health and Care Plan reviews which are now firmly established across the school.
- Relocation of primary classes to meet the needs of the increasing pupil population.
- Relocation of Post 16 to increase safer working practices/accessibility.
- Development of curriculum to ensure it is appropriate to the needs of the current cohort and is destination led and focused on preparation for adulthood from the earliest years.
- Development of assessment systems in the context of Life without Levels and more recently the Rochford Review. Development of ISEC – focused on assessment of progress in Independence, Self Esteem and Confidence – assessing what we value. Assessment and curriculum developments worked on alongside each other.
- Development of International work within the curriculum and achievement of International School Award.
- Development of collaborative professional development and action research eg through lesson study, Elklan training
- Changes in use of rooms and development of outside space eg the Zone, sensory room, Fort
- Development of MOVE, Routes for Learning and pmlid support.
- Implementation of Herts Steps and embedding in practice.
- Sharing good practice across the school eg Computing being taught by subject specialist across the school
- Development of Work Related Learning and Supported Internships. Regular pop up cafes being run by students enabling them to develop their social skills as well as work based skills. These pop up cafes have been very well attended
- Development of Intensive Interaction - member of staff participating in training to enable them to be an Intensive Interaction trainer.
- Development of new pool and coffee shop – providing greater opportunities for pupils to develop their physical/mobility skills in the pool and work related skills in the coffee shop.