Sharing Caring

Achieving Together

Staff
Document

Woodfield School

School
Self - Evaluation

Date: November 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; many need regular medical intervention. The school is funded for 80 pupils aged 3 -19 from a wide range of cultural and ethnic backgrounds. We currently have 90 pupils on roll. All pupils have an Education, Health and Care Plan. The Local Authority are providing an extra classroom building for Easter 2018 to accommodate an increase in numbers and are proposing to fund us for 88 pupils from then.

There are currently 9 classes across the school – 5 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 10 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 1 pupil who has 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 101,159 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:

	2015/16 (72 pupils)	2016/17 (85 pupils)	2017/18 (91 pupils)
PMLD Profound and Multiple Learning Difficulties	16.7% (12 pupils)	14.1% (12 pupils)	17.6% (16 pupils)
SLD Severe Learning Difficulties	83.3% (60 pupils)	85.9% (73 pupils)	82.4% (75 pupils)
EAL English as an Additional Language	15.3% (11 pupils)	17.6% (15 pupils)	12.1% (11 pupils)
FSM Free School Meals	23% (13 pupils)	20.0% (17 pupils)	20.9% (19 pupils)
ASC Autistic Spectrum Conditions	47% (34 pupils)	47.1% (40 pupils)	47.3% (43 pupils)
CLA Children Looked After	2.8% (2 pupils)	2.4% (2 pupils)	1.1% (1 pupil)
GENDER Male	63.9% (46 pupils)	64.7% (55 pupils)	63.7% (58 pupils)
GENDER Female	36.1% (26 pupils)	35.3% (30 pupils)	36.3% (33 pupils)

Ethnicity:

	2015/16	2016/17	2017/18
Any other Asian background	2.8% (2 pupils)	2.4% (2 pupils)	2.2% (2 pupils)
Any other mixed background	1.4% (1 pupil)	3.5% (3 pupils)	5.5% (5 pupils)
Bangladeshi	2.8% (2 pupils)	2.4% (2 pupils)	2.2% (2 pupils)
Black - African	5.6% (4 pupils)	7.0% (6 pupils)	6.6% (6 pupils)
Black other	-	1.2% (1 pupil)	2.2% (2 pupils)
Indian			1.1% (1 pupil)
Other – Gypsy/Roma	1.4% (1 pupil)	-	-
Pakistani	12.4% (9 pupils)	10.5% (9 pupils)	9.9% (9 pupils)
White – British	55.5% (40 pupils)	52.9% (45 pupils)	49.4% (45 pupils)
White and Asian	1.4% (1 pupil)	1.2% (1 pupil)	1.1% (1 pupil)
White and Black African	2.8% (2 pupils)	2.4% (2 pupils)	1.1% (1 pupil)
White Other	11.1% (8 pupils)	10.5% (9 pupils)	9.9% (9 pupils)
Traveller of Irish Heritage	-	2.4% (2 pupils)	2.2% (2 pupils)
Any other ethnicity	1.4% (1 pupil)	1.2% (1 pupil)	1.1% (1 pupil)
White and Black Caribbean	1.4% (1 pupil)	2.4% (2 pupils)	3.3% (3 pupils)
Information not yet obtained	-	-	2.2% (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. 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, as well as weekly coffee mornings, 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 our numbers are again being increased, by an extra 8 places, for Easter 2018. The Local Authority continues to address the spaces shortage. The current large numbers of pupils in primary (65%) will have an impact on future planning and organisation of the school; this is integrated within our school development plan.

Admission Trends
13 new entrants to the school at the start of the academic year 2017-2018. Of these:
8 entered Foundation Stage
2 entered Key Stage 1
2 entered Key Stage 2
1 entered Key Stage 3

September 2017 profile
- 10 pupils in EYFS
- 49 pupils in KS 1 and KS 2
- 22 pupils in KS3 and 4
- 10 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 offering an excellent realistic work environment run by students.
- 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 have a member of staff who is now trained as a Functional Reflexologist and is offering weekly reflexology sessions to identified pupils.
- 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 (SSMAG). 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 Headteacher is one of 2 Hertfordshire special school head representatives on a newly formed FLSE Eastern Region Moderation group. The group are looking at moderation processes, practices and developments in assessment across the Eastern region in the light of the Rochford Review recommendations.
- 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:

Teachers	Nursery Nurses	Teaching Assistants	Administrative/Site support	MSA's
16 *(10 full time/6 part time)*	2	41 *(36 full time/5 part time)* *Includes 1 sports coordinator, 2 communication assistants and 3 job coaches*	4 *Bursar, Pupil Secretary ICT manager, Site manager*	10

- 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 regular TA reps meetings.
- The school has a newly created and formalised Middle Leadership Team (MLT) of 3 senior teachers. The MLT are currently in the process of finalising their roles and responsibilities in liaison with the SLT.
- The SLT and MLT are working together currently to develop a different approach to lesson observation across the school in order to encourage and enable teaching staff to further share good practice and develop opportunities for peer coaching and mentoring.
- 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. 4 other teaching assistants are also trained in Systematic Instruction. One member of the work related learning team plus one of the TAs trained in Systematic Instruction have recently trained as Systematic Instruction trainers. This will enable us to train our own staff therefore enabling us to maintain provision and ensure sustainability of training for staff.
- 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 trained as an Intensive Interaction trainer. This allows us to maintain provision and ensure sustainability of training for staff.

- The school has 2 staff trained in Rebound Therapy and one member of staff trained as a Functional Reflexologist. This enables us to provide interventions as appropriate to meet individual pupil needs.
- 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.

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. The positive impact of the innovative and creative curriculum and provision of high quality resources enables our pupils to reach their full potential 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 that staff have a growth mindset and are reflective practitioners sharing outstanding practice which results in improved pupil outcomes. This is assessed through the annual review process, progress meetings and 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 4 years to ensure they continue to function effectively.
- Governors are encouraged to visit school 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. It is however acknowledged that time away from their paid work is difficult for some Governors.
- 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 we collaborate on a variety of initiatives with a range of local and national groups/schools. This enables, for example, sharing of good leadership practice, learning about and developing new initiatives, reflective practice and accessing community facilities and resources.
- 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.
- A high level of provision of CPD for staff develops their specialist skills and knowledge which results in improved quality of provision and outcomes for the pupils.
- SLT/MLT 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.
- Following work on staff well-being the SLT have developed a range of strategies to support staff and are in the process of forming a wellbeing team to further develop support in this area.
- SLT continuously strive to reduce teacher workload, for example reducing requirements for written planning, putting systems in place for passing on resourcing tasks.
- 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 most 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. Participation in the AfL in SLD group 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.
- Pupils have access to appropriate communication methods, resources and specific 1:1 or small group communication work throughout the week as a result of employing 2 Communication Assistants. This supports the development of communication skills alongside the work of the SaLT leading to improved outcomes for pupils in relation to their communication targets.
- 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 outstanding outcomes for the pupils. All TAs receive regular in-house training 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
2017/18	1	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)
2017/2018	94.6%	14.4% (13 pupils)	0.0% (0 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 have significant and complex medical issues, which impact on their ability to attend school regularly.
- 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, CIN 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 Safeguarding Committee. An Attendance Report is produced annually 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 the therapeutic approach that we implement (Herts Steps). 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, consistent approaches to de-escalation and celebrating individual success.
- The school's philosophy is based on the idea that behaviour is an early form of communication. Similar to the principle of "flight or fight", difficult 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 their 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.
- 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 follow the Herts Steps approach. De-escalation skills are very well developed and well used which has resulted in a significant decrease in dangerous behaviour and this has significantly reduced the number of RPI's necessary.
- 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 that 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 difficult behaviours including staff: pupil ratios; specialist support; and additional training for staff which ensures appropriate strategies are in place. The Behaviour Support Team (BST) ensure that practice with pupils who have the most difficult (or dangerous) behaviour is constantly reviewed and staff are appropriately supported. The BST includes the Deputy Head, Autism Manager and two experienced Nursery Nurses. The Deputy Head and one Nursery Nurse have the NPSLBA qualification. All members of the BST are Herts Steps trainers.
- 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 four 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. This is not to

say that there are no 'child on child' incidences. Any that do occur are recorded via our ABC charts but as our pupils do not understand the consequences of their actions, such acts are not deemed to be pre-meditated and therefore are not classed as bullying. We acknowledge that on occasion some pupils may understand this concept and therefore if this did occur (as bullying) it would be recorded in line with the policy.

- 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 difficult behaviours at home, providing resources 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. Office staff ensure that all visitors report to the school office, sign in and wear identity badges.
- The Deputy Headteacher is the safeguarding lead (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 and this training is updated as required. 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 Computing 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:
- Safeguarding level 1 – All staff
- Safeguarding level 2 – DSP's x 2
- Safer Recruitment Training – Head, Deputy Head and Governors
- Hertfordshire Steps: Step On – All staff (except admin staff)
- Hertfordshire Steps Trainers – 4 staff
- Herts Step Up (including RPI) - 31 staff.

Evidence base: Accident Book, Restrictive Intervention Record Book, 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, DSP termly safeguarding report to Governors, 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	✓			

We consider pupils' overall progress and achievement at Woodfield to be at least 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.

Moderation
- The school has been actively involved in the development and use of moderation activities for many years. Moderation practices and processes have been developed to support teacher assessment. A wide range of exemplars and guidance materials have been developed 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: professional conversations with staff regarding pupil progress; feedback on SOLAR evidence to individual teachers; feedback on target setting and summative assessment reports and videos before they are finalised; 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 though analysis of 4 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.
- The Headteacher is one of the Hertfordshire special school representatives on the newly formed FLSE Eastern Region Moderation group. The group is looking at the way forward with regard to moderation in the light of recommendations from the Rochford Review. Being part of this group enables us to share good practice across the region as well as being at the forefront of developing and trying out new assessment and moderation strategies.
- Our moderation processes support the personalised approach of our curriculum. Personalised learning needs personalised moderation. Therefore we use a toolbox of moderation strategies across the school throughout the year. This helps us to ensure we are accurately recording and measuring the progress every pupil makes.

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 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.

Progress:
As with any data used in school to make a judgement on progress it comes with a 'health warning'. The

significantly small numbers of pupils in each cohort or year group 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 results with regard to the numbers involved in each group 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.
- Pupils' attainment reflects levels of cognitive ability rather than chronological age.
- P level data only shows progress against a very narrow range of learning outcomes and is not reflective of the actual progress pupils make. We track and measure progress using a range of tools so that we can capture pupils' true progress across a wider range of learning outcomes
- 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.

A detailed Key Stage progress report is completed at the end of the academic year and is available in school as well as a detailed whole school progress report, both based on P level progress. (See reports for further details and definitions of good and outstanding progress) This data is purely based on P levels and with regard to Key Stage progress is for a very small number of pupils (5). Therefore it is not appropriate to share this data in the public domain as pupils could be identifiable. Also it is important to note that due to the small number of pupils at the end of key stage it is not appropriate to make an overall judgement about progress based on key stage progress alone. The judgement we make about progress in the school is therefore made based on a range of evaluations of which key stage progress is one very small part. Having compared our end of key stage results with other similar schools through SSMAG we are confident that P level progress at Woodfield is at least good across the school. However, 'soft' data and pupil progress identified in progress meetings and through annual reviews shows that progress is outstanding for the majority of pupils.

Progression Guidance:
We are currently continuing to use the Progression Guidance to support our judgements of pupils' P level progress. This is a national dataset which allows schools to benchmark the progress and attainment of pupils with Special Educational Needs (SEN) at the end of each Key Stage. The data sets are however now somewhat outdated and therefore the relevance of them is questionable. According to Progression Guidance *age and prior attainment form the most objective basis for the comparison of the P level 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 a useful benchmark when analysing and evaluating pupil progress through the 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.* This is at the forefront of our thinking when target setting and analysing progress.

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.

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 Year 6 cohort 2017 (3 pupils)		Key Stage 2 - 3 Year 9 cohort 2017 (1 pupil)		Key Stage 3 - 4 Year 11 cohort 2017 (1 pupil)	
	Expected Progress	Greater than expected progress	Expected Progress	Greater than expected progress	Expected Progress	Greater than expected progress
Reading	33.3%	66.6%	-	100%	-	100%
Writing	100%	-	-	100%	-	100%
Number	33.3%	66.6%	100%	-	100%	-
Using and Applying	-	100%	100%	-	100%	-
Shape, Space and Measures	66.6%	-	-	-	-	100%
Science	-	66.6%	100%	-	100%	-

- Key Stage data shows that progress overall across the school is consistently at least good with many pupils making outstanding progress. Progress generally appears to be better in Key Stage 3-4 with 100% of pupils making expected or greater than expected progress during their time in Key Stage 4 (based on Progression Guidance).
- The comparison of progress in the last 5 years indicates that progress is now consistently at least good, with many 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 areas of learning and may also be affected by influences such as medication, seizures or other health issues.
- The school has implemented and is continuing to use 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. Development work on recording progress with both of these tools has led us to create a system where progress towards achievement is broken down into 5 progressive stages. This allows us to truly recognise pupils' ability to use the skills and knowledge they are learning which helps them towards deep and profound learning.
- We have developed our own system in order to measure pupil progress in Independence, Self-Esteem and Confidence (ISEC) using the same 5 progressive stages as above. ISEC in addition to RfL and MOVE is now being used across the school alongside P levels and EYFS Stages. This gives us a toolbox of assessment systems to measure individual progress of what we value as being important to our pupils as well as giving us a holistic view of learning.
- In January we changed our assessment tracking system, moving from using PRYSM to using SOLAR. 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. We will be using SOLAR to analyse data in the future as our data set grows.

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:

- Progress of pupils in speaking and writing – considering how to consistently maintain the good and outstanding progress year on year.
- Consider the impact of having a subject specialist teaching computing across the school. Results improved over the past year since reinstating this role following a dip in last year's results. It will be interesting to see if progress dips this year as we no longer have computing being taught across the school by the subject specialist.
- Consider the focus on all strands of maths but particularly shape, space and measure within our destination led curriculum and how it is embedded within lessons across the school to enable pupils to make good and outstanding progress in these strands.
- Progress of pupils in Key Stage 2 – considering how to maintain the good and outstanding end of key stage progress in writing and reading and ensure progress is as good across all subjects and strands.
- Discussion with relevant class teachers and Curriculum Learning Teams about those pupils for who progress may not be on track; and how progress could 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 and embed 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.

WHOLE SCHOOL P LEVEL PROGRESS (over 1 year 2016-17):
See 'End of Year Report on Whole School Progress 2016/17', available in school, for details.

ENGLISH
Speaking:
24.0% of pupils maintained their levels in speaking
76.0% of pupils made good progress of at least 1/3 level in speaking over the year
38.0% of pupils made **outstanding** progress of at least 2/3 level in speaking over the year
0.0% of pupils regressed in speaking

Listening:
44.0% of pupils maintained their levels in listening
56.0% of pupils made good progress of at least 1/3 level in listening over the year
18.0% of pupils made **outstanding** progress of at least 2/3 level in listening over the year
0.0% of pupils regressed in listening

Reading:
49.0% of pupils maintained their levels in reading
49.0% of pupils made good progress of at least 1/3 level in reading over the year
28.6% of pupils made **outstanding** progress of at least 2/3 level in reading over the year
2.0% of pupils regressed in reading

Writing:
60.0% of pupils maintained their levels in writing
40.0% of pupils made good progress of at least 1/3 level in writing over the year
22.0% of pupils made **outstanding** progress of at least 2/3 level in writing over the year
0.0% of pupils regressed in writing

MATHS
Note: we are not using the 2014 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 2014 National Curriculum strands.

Number:
49.0% of pupils maintained their levels in number
49.0% of pupils made good progress of at least 1/3 level in number over the year
32.7% of pupils made **outstanding** progress of at least 2/3 level in number over the year
2.0% of pupils regressed in number

SSM:
34.7% of pupils maintained their levels in SSM
61.2% of pupils made good progress of at least 1/3 level in SSM over the year
26.5% of pupils made **outstanding** progress of at least 2/3 level in SSM over the year
4.1% of pupils regressed in SSM

U and A:
34.0% of pupils maintained their levels in U and A
64.0% of pupils made good progress of at least 1/3 level in U and A over the year
36.0% of pupils made **outstanding** progress of at least 2/3 level in U and A over the year
2.0% of pupils regressed in U and A

SCIENCE, PSHE, COMPUTING
Science:
49.6% of pupils maintained their levels in science
44.9% of pupils made good progress of at least 1/3 level in science over the year
18.4% of pupils made **outstanding** progress of at least 2/3 level in science over the year
6.1% of pupils regressed in science

PSHE:
30.6% of pupils maintained their levels in PSHE
69.4% of pupils made good progress of at least 1/3 level in PSHE over the year
38.8% of pupils made **outstanding** progress of at least 2/3 level in PSHE over the year
0.0% of pupils regressed in PSHE

COMPUTING:
20.0% of pupils maintained their levels in Computing
77.5% of pupils made good progress of at least 1/3 level in Computing over the year
52.5% of pupils made **outstanding** progress of at least 2/3 level in Computing over the year
2.5% of pupils regressed in Computing

Summary of Whole School P Level Progress 2016-17:
- 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 55.8% of pupils across the school making good progress of at least 1/3 of a level over the year in English and 58.1% in maths.
- Within this cohort of pupils there are some (18.0% - 38.0%) 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 (26.5% - 36.0%) who have made outstanding progress in the strands for maths over the year, making 2/3 level or more progress.
- We therefore consider P level 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 speaking, moving from 28.6% in 2016 to 38.0% in 2017 making outstanding progress; and the percentage of pupils regressing reducing from 7.1% regressing in 2016 to 0% regressing in 2017.
- There are however some strands (reading and writing) where we have looked more specifically at individual pupil progress as the percentage of pupils making outstanding progress is slightly less than last year and the percentage of pupils maintaining levels has significantly increased.
- Within the strands of maths between 49% - 64% of pupils have made progress of at least 1/3 level over the year. However we need to look more specifically at individual pupil progress within number and SSM as the percentage of pupils making outstanding progress is slightly less than last year.
- A detailed look at individual pupil progress in number over the past 4 years has shown, as with reading that the majority of pupils who maintained their levels in 16-17 were those who had made good and outstanding progress over at least the previous year or two and they are therefore now consolidating learning. Our work with SSMAG shows that the pattern of a jump in progress followed by a period of consolidation is consistently identifiable as a data pattern in the SLD schools.
- Progress in science follows a similar pattern to that of English and maths strands with increased numbers of pupils maintaining levels and a drop in the number making outstanding progress
- Progress in PSHE remains similar to last year with 69.4% of pupils making at least 1/3 level of progress and all pupils maintaining levels or making progress which we consider to be outstanding.

- There was a significant increase in the amount of data available for computing this year and analysis of this data shows that 52.5% of pupils have made outstanding progress of at least 2/3 levels. Having reverted back to Computing being taught by the subject leader over the past year this could be a reason for this significant increase.
- 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 3 years as we adjust to 'life without levels' and the changes to assessment. We continue to develop and embed the use of our ISEC statements which is now enabling us to track and assess progress in independence, self-esteem and confidence.
- All pupils are now baselined in ISEC and we are starting to see the evidence of how ISEC fits well alongside our new curriculum. Several other schools have shown an interest in ISEC and we have therefore shared it which may allow greater opportunities for external moderation in the future.
- 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.

Destinations of leavers July 2017
5 students left school:
- 1 went on to enhanced provision at local FE college for pupils with higher levels of care needs.
- 1 went on to enhanced provision at local FE college for pupils with higher levels of need. This student also moved into local supported living provision prior to leaving school.
- 1 went on to out county residential provision.
- 1 went on to enhanced provision at out county college placement (Harrow) for pupils with higher levels of care needs or challenging behaviour
- 1 had no provision post school due to local provision requested by parents not being agreed by the Local Authority. Parents are appealing the Local Authority decision.

Evidence base: Teacher assessments**,** PRYSM analysis of data, SOLAR data/evidence, KS 1 moderation**,** EYFS Quality mark audit**,** school analysis reports, pupil learning journals, annual review reports and videos

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.
- The school promotes Christian values. 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, 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 residentials 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
- The school actively promotes British Values through a wide range of activities in a cross curricular approach throughout the year to ensure the concepts are accessible and meaningful to our pupils.

- 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, areas of learning 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.
- Newly formed Middle Leadership Team to ensure distributed leadership across the school and opportunity for succession planning.
- 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 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 2 communication assistants 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 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.
- 2 staff just about to train as Systematic Instruction (SI) trainers thus enabling sustainability of SI within school.
- Outreach support given to local mainstream schools is very well received by the mainstream schools. Emails identifying this outstanding support have been received by the Outreach team.
- 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.
- Recently formalised Middle Leadership Team in place. Currently re- allocating roles and responsibilities amongst SLT and MLT in order to ensure distributed leadership and opportunity for succession planning.
- 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 Library, PPA room, parents room, sensory room, Fort
- Development of MOVE, Routes for Learning and PMLD support.
- Implementation of Herts Steps and embedding in practice. 4 staff trained as trainers. Significant reduction in the use of restrictive interventions and the need for pupils to have RPI plans in place.
- Sharing good practice across the school eg Computing was 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 has completed her training to enable her 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. This is an excellent facility and we have seen huge improvements particularly in confidence and communication of those students who work in the coffee shop.
- There has been a significant increase in the number of pupils on roll over the past 4 years. The Local Authority are providing a new classroom space for Easter 2018 to accommodate the more recent increase in numbers. There continues to be a very steady flow of prospective parents wanting to look around the school and requesting places.