



Parent/Carer
Document

Woodfield School

Summary School
Self - Evaluation

Date: January 2017

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Our School:

Woodfield is a very good school with many outstanding features.

We are 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 is funded for 80 pupils aged 3 -19 from a wide range of cultural and ethnic backgrounds. We currently have 85 pupils on roll. Pupils mostly come from the Dacorum and Watford areas, although some pupils travel from further away.

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 department. 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.

We are an ambitious school aiming to secure the best possible outcomes for every single pupil. There is an uncompromising focus on quality, pupil progress and achievement, whilst ensuring that independence, self-esteem and confidence are celebrated.

- Woodfield was purpose built and has specialist resources 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, Sensory Garden and outdoor play areas have been designed and developed to enhance learning and address specific needs.
- Our new curriculum has been developed with a focus on destination led learning.
- Therapeutic activities are integrated within the curriculum provision including development of MOVE, rebound therapy and Intensive Interaction.
- 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)
- Staff have a wide range of experience and expertise in teaching pupils with severe learning difficulties, autism, sensory impairments and complex needs.
- We are a learning community and place a high priority on developing all staff, ensuring they have access to up to date training and knowledge in order to effectively support pupils' learning.
- We ensure good financial and asset management planning which enables appropriate funding for teaching and learning activities and development of the school building and on site facilities.
- We work in partnership with local schools, colleges and universities.
- We are part of the Local Authority Outreach Service providing support for pupils with SEND at mainstream primary schools.
- Woodfield has well established links with the local community including businesses, charities and sports clubs.
- Woodfield has been recognised with many National Awards including NAS Accreditation.

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. We are proud of the role our Governors take in improving our school by being both supportive and challenging.

Our Vision, Aims and Values:

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

With our motto of '**Sharing, Caring, Achieving Together**' we aim 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.

- We are proud of our pupils' progress. All our pupils make good or outstanding progress.
- We are proud of our new destination led curriculum and the opportunities it gives our pupils to develop relevant skills for their individual lives.
- We are proud of our development of holistic assessment methods to record and measure progress in the soft skills.
- We are proud of how our staff use ongoing assessment to plan the next steps of learning for each individual pupil.
- We are proud of the personalised curricula used throughout the school. All pupils have personal targets which address their individual needs and enable them to make progress.
- We are proud of how engaged our pupils are in their learning. Adapted timetables and curricula are implemented to further support pupils' engagement.
- We are proud of our teaching and staff's high expectations of pupils. All teaching over time is at least good and much is outstanding. Ofsted (2013) stated that all lessons observed were either good or outstanding. Creative and imaginative approaches to teaching and learning alongside excellent use of personalised pedagogy take into account individual learning styles and needs.
- We are proud of our good use of community facilities. This enables our pupils to access a wide range of learning experiences.
- We are proud of our development of work related learning and Supported Internships.
- We are proud of our development of Global Learning and international links through eTwinning, Connecting Classrooms and Erasmus+.

Develop pupils' confidence, self-esteem and independence by providing a safe, supportive and happy environment.

- We are proud of our pupils' independence. The excellent 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, tolerating busy environments and accessing community facilities make a great difference to the quality of their lives.
- We are proud of how our pupils develop into confident young people. We work hard to support our pupils to be able to learn in a range of settings, both in and out of school, and to become more independent and in control of their own learning. Pupils learn to take responsibility for tasks around the class, school and wider environment.
- We are proud of the behaviour of our pupils. We have high expectations. Behaviour and safety is outstanding because of our positive approach to behaviour and the use of personalised rewards and celebration. This is underpinned by a robust behaviour policy, the use of risk assessments and positive behaviour support plans as well as the effective use of visual support - such as social stories, rewards/merits and celebrating successes. Excellent, discreet behaviour support ensures minimum disruption to learning.
- We are proud of the excellent care and support for pupils embedded in the ethos of our school. The curriculum offers pupils practical learning opportunities in which they are taught to keep themselves safe in school and in the community. This equips them well for

the future.

- We are proud of our excellent safeguarding of pupils and staff. Safeguarding is outstanding and comments from external partners and chair of governors confirm this. Staff 'go the extra mile' to ensure pupils wellbeing.
- We are proud of the ongoing developments of our school grounds to enhance our pupils' wellbeing and enjoyment of outdoor facilities, including the addition of a sensory garden and climbing fort.
- We are proud of the offsite residential experiences we run each year including recent international links. These offer more learning opportunities for independence and enjoyment and are well received by parents and pupils.

Foster effective partnerships with parents, carers and the wider community enabling pupils to become valued and respected members of society.

- We are proud of the help, advice and support we offer our families. We work very hard to support parents and carers through an 'open door' ethos, weekly coffee mornings and regular meetings.
- We are proud of the relationships between pupils, families, staff and other professionals. Good working relationships with therapy staff and other professionals working on site supports pupils' development effectively.
- We are proud of our Parent Ambassador initiative which effectively engages and supports parents/carers and families through a variety of ways.
- We are proud of our communication with parents and carers. Parents' views are valued, sought regularly and taken into consideration in school development planning. Various means of dialogue are used to make relevant information more accessible to parents and carers, including the home/school diary, newsletters, home visits, the website and Blog.
- We are proud of our collaborative working relationships with parents/carers to plan appropriate individualised learning for their children. The development of our EHCP process has been a catalyst for this.
- We are proud of the time, energy and thought process which we put into each individual EHCP.
- We are proud of how well we prepare students for leaving school and moving on to the next stage of their lives. Very good transition planning is in place and tailored to individual student needs as appropriate.
- We are proud of how we support pupils to transition effectively into the school.
- We are proud of our links with the local community. We invite the community into school and we live in our local community, educating our children for life in and out of school.
- We are proud of how we support the After School Club. This enables them to provide opportunities for pupils to engage in a range of social activities out of school hours.
- We are proud to be part of the Local Authority Outreach Team and how we support pupils and staff in our local mainstream schools.
- We are proud of our links with establishments in the wider community, offering opportunities for our pupils to integrate with the local community as well as the local community coming into school. This includes integration opportunities, work experience placements and volunteers coming into school.

Develop strengths and skills by valuing everyone as individuals and treating each other with dignity and respect.

- We are proud that our provision for spiritual, moral, social and cultural development is outstanding. Evidence from observation and external comments support this judgement.
- We are proud of the wide variety of cultural experiences we offer to our pupils. 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 supportive of effective learning.
- We are proud of the way we value individuals and celebrate their successes. Achievements are celebrated at the end of each day in class assemblies.
- We are proud to embrace a diverse population of staff and pupils. We utilise their cultural

backgrounds to enhance our provision and make it more concrete and realistic for our pupils.

- We are proud of the way we offer opportunities for pupils to learn how to treat others, including others who are less familiar, with dignity and respect, such as through pop up café, work related learning and running the coffee shop.

Enable pupils to develop the most appropriate communication skills so that they are empowered to exercise some control over their own lives.

- We are proud of the priority we give to developing and supporting all pupils' communication.
- We are proud of our communication training and the number of staff we have been able to train in Elklan, Picture Exchange and use of touch cues.
- We are proud of how we have enabled a member of staff to become an Intensive Interaction trainer and how this is positively impacting on the development of the fundamentals of communication for identified individuals.
- We are proud of how we seek out and match appropriate resources for individual pupils in order to develop their communication skills in liaison with the SaLT.
- We are proud of how we support pupils to use their communication systems outside of school by providing resources for use within the home and community as appropriate.
- We are proud of having 2 part time staff who are dedicated to supporting the development of communication across the school.
- We are proud of our behaviour support and recognition of behaviour as a means of communication. Excellent understanding of our pupils enables them to be taught to cope with their anxieties. They develop ways to manage their behaviour, including making choices and understanding the consequences of their actions, in order to become more effective learners.
- We are proud of our School Council. Pupils are given a voice and opportunity to give reasoned views about issues affecting them and have a positive impact on the running of our school.

Next Steps - Key priorities identified in our School Development Plan (2016):

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.