

Self-evaluation summary (Overall Effectiveness)	Date: September 2019	Overall Effectiveness Outstanding		
<p>WFS is not just a good special school but developing into an extraordinary school. It is a 3 - 19 school for pupils with complex mixed needs with 262 FTE (282 pupils) on roll. 53% of our pupils are Pupil Premium and 11% are LAC. We also have a 16-bed weekly boarding unit (Russell House). WFS was last inspected in March 2018 (short inspection) and we are looking forward to a Section 5 inspection soon. The two previous split sites are in the new school building (April 2015). The headteacher started Sept 2015 and the school roll has increased by 44% since Sept 2015. We are now commissioned for 260 places from County. The quality of teaching and learning has further improved since the last inspection and a restructure has meant that phase leaders and other middle leaders are established. Distributed leadership has accelerated the speed of school improvement over the last 4 years. <i>OFSTED March 2018, 'Your self-evaluation is accurate and based firmly on evidence. Plans for improvement show clearly the direction the school intends to take in the coming year, how current initiatives will embed, and their effectiveness be evaluated.'</i> Staff were asked to sum the school up in one word to the inspector, <i>'Several mentioned 'extraordinary', 'inclusive', 'happy', innovative', 'creative', as descriptions of how they view WFS. Their questionnaire responses show they are proud to work at the school and they know what they, leaders and governors are striving to achieve.'</i></p>				
A. The Quality of Education	Areas for development	Aut 2019	Spr 2020	Su 2020
<p>The WHY of the curriculum at WFS has been well thought out and developed over the past four years. WHAT is taught and HOW it is taught is very well embedded. It continues to develop as cohorts and needs change. The curriculum has been developed to prepare pupils for the next stage of learning and ultimately life after WFS. Staff confidently plan and sequence learning to meet the individual learners need, using their different starting points and we have high aspirations for the future. For some learners this is a more sensory curriculum. For some of the learner groups the curriculum has been informed by job centre plus advice. We have high expectations of all learners and celebrate success; eg: L2 apprentice 2019. The curriculum is carefully planned so that skills and knowledge are taught; including self-care and life skills. Pupils are given opportunities to develop as citizens; Blossom Tree Café, dementia awards, allotment, work experience etc. We have the expectation that all pupils will learn to read and that is dependent upon their need and where on that journey they are. July 2019 97% of teaching was of high quality. Communication is at the heart of everything we do and we have the <i>JCAN Award at "Specialist" level</i>. Time, support and coaching is given to allow staff to focus on subject knowledge and pedagogy. Assessment for learning is used to inform planning and ensure pupils achieve targets (even very small steps) and gaps are plugged. MAD weeks (monitoring and development) are used to monitor and support staff to continually be self-reflective. We plan the curriculum closely with parents/carers and where necessary use other professionals and specialist services. We have purchased additional OT/SALT/Physio /EP support and have based them (social worker and nurse) on the premises so they feel part of the school team.</p>	<p>A1: Priority 3: To ensure the 'curriculum' responds to formative assessment more rapidly.</p> <p>A2: Priority 5: To further develop a range of approaches to reading that goes beyond pure phonics.</p> <p>A3: Priority 2: OFSTED: the range of opportunities for older pupils is extended to include more 'real life' experiences, in order to further broaden their horizons and support the development of their employability skills.</p>	<p>A1</p> <p>A2</p> <p>A3</p>	<p>A1</p> <p>A2</p> <p>A3</p>	<p>A1</p> <p>A2</p> <p>A3</p>
B Behaviour & Attitudes	Areas for development	Aut 2019	Spr 2020	Su 2020

<p>Staff understand that behaviour is a communication (communication/sensory/attachment) and that if we don't get the curriculum right it can impact on behaviour. Staff work hard at developing an individual approach to learning and there is a safe, calm, orderly and positive environment at WFS. There are clear routines and expectations at WFS but because of the vast varying needs a one size fits all behaviour policy does not work; however, we have high expectations and IBPs show what is expected of both pupil and staff. Attendance at WFS is good and we aim for 95% (the same as mainstream) 2018/19 93% and 94.3% with medical appointments taken into account - B'ham Children's Hospital is quite a distance away). Pupils look after the school well and are very respectful towards adults. Staff support pupils in learning about and dealing with bullying (online and offline) and peer on peer abuse. Occurrences of this are rare. WFS does not permanently exclude pupils, and where FTE are used, it is to give a ½ day or a day to make curriculum/staffing changes. Relationships among pupils and staff are highly positive and respectful and is the ethos of our happy school. Pupils are safe and they will tell you they feel safe.</p>	<p>B1: Priority 4: To develop the policy and practice of staff, to further decrease the need to be positively handled focussing on YR to Y2 and the PSED curriculum.</p> <p>B2: PUPIL PREMIUM: To reduce the Persistent Absenteeism (PA) of Pupil Premium (PP) pupils and reduce the gap between non-pupil premium pupils</p> <p>B3: PUPIL PREMIUM: To reduce the % of Pupil Premium (PP) pupils who are positively handled (PH) and reduce the gap between non-pupil premium pupils.</p> <p>B4: PUPIL PREMIUM: To reduce the % of Pupil Premium pupils who are involved in an incident and reduce the gap between non-pupil premium pupils.</p>	<p>B1</p> <p>B2</p> <p>B3</p> <p>B4</p>	<p>B1</p> <p>B2</p> <p>B3</p> <p>B4</p>	<p>B1</p> <p>B2</p> <p>B3</p> <p>B4</p>
<p>C. Personal Development</p>	<p>Areas for development</p>	<p>Aut 2019</p>	<p>Spr 2020</p>	<p>Su 2020</p>
<p>The preparation for personal development of all pupils is a strength of the school. WFS prepares pupils to be confident and resilient when they leave us and as independent as possible. The 6th form, where appropriate, take part in the National Citizenship Service. Residential are used to widen pupils' opportunities and develop independence. The pupils at WFS are particularly vulnerable to CSE/online abuse/grooming and we ensure we provide as much knowledge and support to pupils (and parents) to give them the skills and knowledge to deal with this. Our online safety programme supports this. Over several years we have developed a bespoke Personal Social Health & Careers Education programme which is excellent and we are sharing this with other Special & Mainstream Schools. We also have an age/stage appropriate RSE programme to support our vulnerable learners. We have a careers advisor, and a careers and world of work strategy which shows we are clearly on track to achieve all Gatsby benchmarks by 2020. We meet up with other schools and pupils have developed some strong relationships with pupils from The Vale of Evesham school. We used the SMSC tracker to see where our gaps are with SMSC and British Values and plug these by providing appropriate opportunities or activities. The school council is very active and pupil voice is key to life at WFS. Several staff are qualified Mental Health First Aiders.</p>	<p>C1: Priority 1: OFSTED: pupil's progress in their personal and social development, and across the wider curriculum, is assessed with the same rigour and attention to details as in the academic subjects.</p>	<p>C1</p>	<p>C1</p>	<p>C1</p>
<p>D. Leadership & Management</p>	<p>Areas for development</p>	<p>Aut 2019</p>	<p>Spr 2020</p>	<p>Su 2020</p>

<p>All leaders (including Governors) within the school focus on pupil outcomes and the continuing development of teaching and learning. Leadership is distributed and senior leaders spend time coaching & supporting middle and subject leaders. The middle leaders are a very strong aspect of school life. Everyone understands people's roles and this helps with efficiency and effectiveness. There is a fair and consistent implementation of policies. Governors are vital to the success of the school and perform their three core functions extremely effectively. This is clear from their annual impact statements. Staff workload is a priority, but trying to get staff to do less is an ongoing battle with SLT! Staff can approach SLT confidently. SLT have developed systems so that where possible IT cuts workload and that there is no duplication of work. We employ a resource manager to support staff. CPD is linked to performance management, the SDP and where a person is on their career path. Governors are highly supportive of staff development eg: HT with NPQEL, DHT's with NPQH and several middle leaders completing NPQML. Cpd in school responds to whole school or phase needs and where appropriate the skilled staff within school are used. There is a lot of scrutiny by Governors on how we are using grants eg: pupil premium and this is monitored regularly as well as being part of the SDP. At WFS we have the mantra of 'IT COULD HAPPEN HERE.' The safeguarding team meets weekly and we use CPOMS to ensure reporting of safeguarding is accurate. We are tenacious in our approach to safeguarding and have escalated our concerns to director level of the LA. We make no apologies for putting pupils first, even if this means difficult conversations/relationships with parents. We have particular concerns for our pupils regards CSE and online abuse/grooming and have trained staff to spot the signs of this, as well as ensuring our curriculum helps pupils develop the necessary skills to know what to do. We have achieved the Leading Parent Partnership Award so that we can develop close working relationships with parents.</p>	<p>ALL areas.</p>			
<p>E. Quality of Early Years Education</p>	<p>Areas for development</p>	<p>Aut 2019</p>	<p>Spr 2020</p>	<p>Su 2020</p>

<p>The high quality of Early Years Education from Nursery through to the end of Year 2 ensures that pedagogy, curriculum and practice support and meet the needs of all learners. Staff reflect on their daily practice so that each pupil's journey of learning here at WFS supports 'The Unique Child' and enables maximum progress to take place. Sharing of good practice, pupil progress and the importance of an enabling environment have been a focus of whole phase training so that all adults have a sense of ownership in developing the phase to become consistently outstanding.</p> <p>The role of parents within Early Years takes high priority and we have developed more frequent Stay and Play Sessions, an Early Years Parent Support Group as well as support within the home for some families.</p> <p>The Early Years Curriculum is adapted to reflect the needs of an ever-changing cohort, and accurate assessments using the Early Years Outcomes alongside Worcestershire's Early Support Document ensure that every pupil is given the opportunity to make maximum progress.</p>	<p>E1: Priority 4: To develop the policy and practice of staff, to further decrease the need to be positively handled focussing on YR to Y2 and the PSED curriculum.</p>	<p>E1</p>	<p>E1</p>	<p>.E1</p>
<p>F. Sixth Form Provision</p>	<p>Areas for development</p>	<p>Aut 2019</p>	<p>Spr 2020</p>	<p>Su 2020</p>
<p>All students follow a programme of study based on their prior achievements and future aspirations. Individual Provision Plans set out targets to support students in achieving their EHCP outcomes and help prepare them for adult life. DfE study programme principles are combined with the Preparing for Adulthood outcomes to provide students with tailored knowledge, skills and experiences they need to successfully transition to their intended destinations. A flexible 1-3-year programme allows students to move on once they are ready to do so, 100% students move to their intended destinations unless prohibited by Local Authority appeal process and funding. Vocational learning at our award-winning café and off-site allotment allow students to develop skills relevant to the local labour market. Impartial advice from our careers advisor alongside meaningful encounters with a wide range of work places, education/training providers and social care providers, support students and their families with decision making and transition planning. A range of preparation for employment activities are planned according to need. Community involvement and the NCS autumn programme provide opportunities for personal development.</p>	<p>F1: Priority 2: OFSTED: the range of opportunities for older pupils is extended to include more 'real life' experiences, in order to further broaden their horizons and support the development of their employability skills.</p>	<p>F1</p>	<p>F1</p>	<p>F1</p>