

Progress Against Next Steps for the school Ofsted March 2018

1. "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."

Areas of current development	Progress to date	Expected Impact	Impact July 2019
<p>PSHCE developmental progress checker including RSE & Social communication.</p>	<p>Draft steps created. Complete Discussed and agreed by Communication & ASC lead Dec 2018 Introduced to staff for baselining Jan 2019 Staff recording on-going achievement onto tracker to advise future planning. PSHCE steps analysed June 2019, safe relationships identified as an area for development across the whole school. Planning for 2019-20 to reflect this focus.</p>	<p>The "PSHCE" curriculum, in its widest sense supports and measures progress of a developmental curriculum for the life of the child in school including: Positive Interactions, Safe Relationships, Healthy Growth & Well-being. Supports EHC & IPP target setting, developmental areas & support.</p>	<p>Developmental progress checker in place. Staff use statements in planning and to track back to ensure progression in learning for classes & individual pupils. Staff can now see gaps in pupils' understanding and now plan for this.</p>
<p>Developmental Speaking & Listening assessment programs continued into KS4</p>	<p>Autumn & Spring term 2018-19 training for all KS3&4 staff to support their wider understanding of who communication develops in children, strategies to use, including Word Aware and how to assess this. Continued individual support for class teachers & subject staff Spring Term 2019 KS4 staff to use end of KS3 SOLAR steps as a baseline to move forward from Jan 2019 Sixth Form from Sept 2019</p>	<p>Speaking & Listening remains a key focus for pupils as they prepare for life beyond WFS or in the sixth form. Supports EHC & IPP target setting, developmental areas & support.</p>	<p>Progress in speaking and listening for pupils is good.</p>
<p>Developed use of Creative Curriculum lessons (LS & MS) to enable wider planning for IPP target based activities</p>	<p>Lower school trialled new OLR Sept-Oct 2018 Lower school OLR and approach in place Nov 2018 Middle school discussed & agreed best approach Nov 2018 Middle School OLR and approach in place. Jan 2019 SLT moderated Creative Curriculum folders in April 2019. Autumn 2019 DHT in discussion with subject leaders to create developmental subject ladders to inform planning, assessment for learning and pupil progress.</p>	<p>A process is in place to capture planned and unplanned IPP-type evidence within a more structured approach. The focus on skills within foundation subjects shows improved sequences in learning. Supports EHC & IPP target setting, developmental areas & support.</p>	<p>Progress can be seen against IPP and subject specific targets. Monitoring has shown that pupils have a greater understanding of their own targets and how to move forward.</p>

Additional activity	Summer Term 2019 - John Muir Award successfully piloted with a Y10 group. The focus being upon developing wider life skills, alongside a knowledge of the local community and protecting the local environment. Autumn 2019 - John Muir Award to continue with the same group and introduced to two more year 10 groups.	The award supports the development of wider life skills; independence, resilience, self-belief and encourages the students to think beyond their own immediate world.	Pilot for the Award was successful and now part of the Upper School Curriculum offer.
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2. “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. “

Areas of current development	Progress to date	Expected Impact	Impact July 2019
<p>Work experience and work skills opportunities.</p>	<ol style="list-style-type: none"> 1. External work experience placements for identified year 13 students are taking place supported by job coach volunteers. 2. KS5 workplace visits to Fundamentals hair salon. 3. Y12 & 13 students continue to work at Blossom Tree Cafe in a variety of roles.. 4 Yr 11 students worked at the cafe in place of KS5 during NCS project. One student decided that he would like to stay at WFS for a further year to take part in Blossom Tree work. 4. 1 yr 12 student has begun supported work experience at Kidderminster College resource centre. He now wants to apply for the ‘access to work’ course there. 5. In-school work experience for 12K. 1 yr 12 student working with our IT manager, in-school work experience Student was prev considering horticulture or IT, he has now decided that he is not yet ready for college but would like to attend off-site work exp with a view to applying for IT skills for workplace course for 2020. 6. KS4 and KS5 classes are developing skills for work at the allotment. Students have gained skills vocational skills, relevant to the local labour market. Learning has been transferred into ASDAN courses. 7. Work skills and enterprise tasks are developed for different learner groups eg recycling/tea trolley/tuck shop/craft sales 8. In-school work experience placements have been identified for KS4. During Summer 1 posts will be advertised, Yr 11’s will make applications and be interviewed. Placements to begin in Summer 2. 	<p><i>Students gain at least one meaningful experience of the work place by the end of Y11 and further experiences during KS5.</i></p> <p><i>Students engage in at least 3 employer encounters each year across KS4 and 5.</i></p> <p><i>Students in KS4 and 5 experience a range of relevant work based opportunities.</i></p>	<p>Students in KS4 have taken part in an least 1 meaningful work place visit, seeing behind the scenes at Stone Manor Hotel, a golf club, leisure centre and Artrix Theatre.</p> <p>A comprehensive timetable fo work place visits has taken place for 12K, bespoke to needs of the group. Eg visits to BBC radio, Kemp charity shop, Bumblehole foods to meet the varied interest of the group. A visit to CBC led to a community funded film project taking place.</p> <p>Volunteer job coaches are in place, supporting 4 students in work exp placements.</p> <p>Yr11 students have taken part in on-site work exp</p> <p>6 KS5 students have taken place in supported work exp. One of the placements led to an independent placement and onto the student gaining a level 2 apprenticeship.</p>

<p>Engagement with a range of education and training providers.</p>	<ol style="list-style-type: none"> 1. KS4 and KS5 Students attended the the World Skills Show at the NEC (Nov 18) and Worcestershire Skills Show (March 19). Students are now making more informed decisions about life after school and considering a wider range of options 2. Autumn 2018: Talks from Mencap, 2Counties Training and Worcester Apprenticeships re: supported internships and apprenticeships attended by selected yr 11, 12 and 13 students 3. Nov 18. Yr 11, 12, 13 students attended a taster session at Kidderminster College. 2 yr 11 students have selected appropriate pathways based on their experiences of the day. 4. Whole school Life Beyond School event 5. Yr 12/13 visit to Nova Training Centre, BMET, 6. Alumni visitors to share their experiences of Mencap 	<p><i>Students gain an experience of a wider event, with other students, to enhance awareness of a broad range of future careers/work opportunities after leaving WFS.</i></p> <p><i>Students gain first hand experience of college, the staff and students.</i></p> <p><i>Students engage with a range of employers and education & training providers.</i></p>	<p>Students in KS3-5 have engaged with a range of colleges and providers and recorded and reflected on their experiences.</p> <p>Students have gained greater awareness of options other than local college, one student was inspired by a visit from past students currently following Mencap supported internship. Students in 12G have reduced anxieties regarding a future at college.</p>
<p>Community participation.</p>	<ol style="list-style-type: none"> 1. 12G and 13S take part in a weekly Zumba session with other service providers at The Odell Centre 2. Jan 19 Odell, Ourway, KDYT and WFDC attend sixth form coffee morning to talk to students and parents about leisure opportunities. 3. NCS residential, community work project and charity link for 12K. This led to a year long project working alongside Crackerjacks. 4. Yr 9 group support Kidderminster Food Bank. 5. 12G and 13S visit community leisure facilities, hospital café, RAF Cosford, Odell, Ourway, Inclusive sports, 6. Yr 12 visits to Town Hall, Volunteer Fayre, KDYT, 10:32 Children's Centre 7. KS4, 12G and 13S plan opportunities for further visits to community facilities in the locality. 	<p><i>Students are becoming active participants in local facilities and services.</i></p>	<p>Students in KS5 have experienced a range of community facilities relevant to their needs eg social day centres, inclusive sports sessions, SEND youth clubs and advocacy. Providers attend our coffee mornings and engage with students and parents.</p> <p>3 students now attend the KDYT youth club.</p>

<p>The range of employer encounters and experiences of workplaces is extended.</p>	<ol style="list-style-type: none"> 1. Aut 18. Y12 students using Vestia offices at WFCHT to access wider training opportunities, Level 1 Food Hygiene and Safety - 3 students. Students are aware that they can continue their further education in centre other than a school or college. 2. Yr11 Arts Awards students interview Arts Organisations employees 3. 12K have an on-going planned programme of visits to workplaces Leading to one student contacting BBC HW as part of his COPE project 4. RT/RW to work with KS4 staff to develop and map opportunities in KS4 (28/01/19) 5. Jan 2019 KS3 students take part in Moneysense program run by employers of NATWEST. KS4 students will take part in Spring/Summer 2019 6. RT to meet with KS4 staff to discuss employer encounters. RW to create Employer Engagement Map to track the activity. 7. KS4 subject staff have planned a range of encounters to support linking curriculum learning to careers. 8. Opportunities maps are in place across KS3/4/5 to ensure opportunities are planned across the year 	<p><i>Students gain an experience of a broad range of future careers/work opportunities after leaving WFS.</i></p> <p><i>Students engage with a range of employers and education & training providers.</i></p>	<p>Students in KS3-5 have engaged with a range of employers and recorded and reflected on their experiences.</p> <p>Educational visits undertaken by KS3-5 have included objectives to look at job roles in different establishments for example looking at jobs tasks and uniforms at the safari park.</p> <p>Phase maps ensure that each phase has planned opportunities across the year.</p> <p>Students learn about subject specific skills relevant to the world of work through careers displays, during lessons (eg Science presentation include focuses on different job roles) and trips eg a visit to an art gallery included a careers interview with an employee.</p>
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<p>The preparation for adulthood curriculum is developed further.</p>	<ol style="list-style-type: none"> 1. Independent living skills lessons take place for all KS5 students relevant to their needs. The ILS room and resources have been updated. 2. ASDAN and life skills courses have been extended in KS4. Subject specific teaching is delivered to identified groups to support their progression onto appropriate college courses. 3. Vocational skills at the allotment are delivered to 10S. 4. 10T have taken part in a residential and are working towards the John Muir award. 	<p><i>Students leave Wyre Forest School with the skills needed to prepare them for the next steps to adulthood.</i></p>	
<p>Development of Careers strategy at WFS.</p> <p>Progress towards Gatsby Benchmarks</p>	<ol style="list-style-type: none"> 1. AT has developed and implemented a careers curriculum as part of the whole school PSHCE curric. 2. RT- whole school careers strategy document has been created, agreed by governor and shared with all stakeholders A clear wider careers strategy is in place, meeting the Gatsby Benchmarks and ensuring sustained progress towards them. The strategy considers how DFE guidance meets the needs of WFS students. 3. RT is part of SEN CEC network. Compass tracker shows sustained progress towards Gatsby benchmarks. 	<p><i>Students are supported by a careers strategy that is bespoke to the needs of WFS learners.</i></p>	<p>Students learn about careers through both the PSHCE curriculum and throughout the wider curriculum.</p> <p>The WFS Careers strategy is relevant to the needs of our students and supports the transition into the world of work, education, social provision, adulthood and independence.</p>