

## Section 2 Ofsted: Last inspection 10 – 11 December 2019

### Overall effectiveness Good

- The quality of education - GOOD
- Behaviour and attitudes - OUTSTANDING
- Personal development - OUTSTANDING
- Leadership and management - GOOD
- Early years provision - GOOD
- Sixth-form provision - OUTSTANDING

### What does the school need to improve further?

- The creative curriculum is not as coherently planned and sequenced as it is in other subjects. Consequently, pupils do not do as well as they could in this area of the curriculum. Senior leaders need to support phase leaders to develop this aspect of the curriculum to ensure that pupils cumulatively develop the knowledge and skills they need for future learning. Leaders need to support teachers with its implementation.
- The environment in the Reception classes does not support learning as well as it might. Leaders need to monitor the quality of the environment in Reception to ensure that it matches the high quality of provision found in the rest of the school.

### Actions taken to support progress towards what the school needs to improve on.

<p>The creative curriculum is not as coherently planned and sequenced as it is in other subjects. Consequently, pupils do not do as well as they could in this area of the curriculum. Senior leaders need to support phase leaders to develop this aspect of the curriculum to ensure that pupils cumulatively develop the knowledge and skills they need for future</p>	<ul style="list-style-type: none"><li>• Since the last inspection the school now operates a bespoke Pathway Curriculum and has coproduced WFS Progression Steps from the completion of Early Years until they leave us at Y11, 12, 13 or 14.</li><li>• The document is also used at Russell House to ensure continuity.</li><li>• All pupils have been baselined on WFS Progression steps (new pupils are baselined within 3 weeks of starting at WFS) and twice-yearly data drops (1<sup>st</sup> Feb and 1<sup>st</sup> July) enable the SLT to look at progress against the progression steps.</li><li>• Evidence for Learning is the tool to capture the learning against the WFS Progression Steps or NC (where appropriate)</li><li>• Following data drops heatmaps of progress are produced using INSIGHTS for each class team on every part of the WFS progression steps and NC (where appropriate) and annual pupil discussions are held (more</li></ul>
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<p>learning. Leaders need to support teachers with its implementation.</p>	<p>regularly if there are concerns over progress) with the class teacher and SLT (as well as a governor in attendance - at least one pupil discussion meeting a year).</p> <ul style="list-style-type: none"> <li>• Headline data is produced for governors to see the progress and look where we need to focus CPD either in Pathways or whole school.</li> <li>• We follow an ipsative approach to assessment and INSIGHTS helps produce the data and information we need to hold staff to account and inform planning and CPD – truly ensuring that every child fulfils their potential – whatever that maybe.</li> <li>• The FamilyApp for E4L is beginning to improve further the dialogue between home and school and capture progress eg: independence in more than one setting.</li> <li>• Subject specialists &amp; communication lead have contributed to the WFS progression steps to ensure it is sequenced appropriately.</li> <li>• There is a very clear approach to the teaching of reading starting with a total communication learning environment and beginning to get a readiness to read, through to pupils choosing their own reading material.</li> <li>• A curriculum handbook supports staff to see the requirements for their Pathway as well as the whole school approach and the ‘story’ of our curriculum</li> <li>• EHCPs are tracked (including the smaller targets agreed at annual reviews) and evidence is collected on E4L. EHCP target data is also analysed and discussed at Pupil Discussion Meetings</li> <li>• Pathway leaders have been upskilled regarding the curriculum approach and in leading a team to support this.</li> <li>• CPD has been a massive tool to support the implementation of the curriculum using the skill set within the school; senior leaders, middle leaders, subject specialists and class teachers have all contributed.</li> <li>• ECTs have been supported by staff at all levels and especially the Pathway Leaders to ensure a deep understanding of the curriculum pedagogy and approach for the wider school and their particular learner group.</li> </ul>
<p>The environment in the Reception classes does not support learning as well as it might. Leaders need to monitor the quality of the environment in Reception to ensure that it matches the high quality of provision found in the rest of the school.</p>	<ul style="list-style-type: none"> <li>• SBM, SLT and EYFS Pathway Leader monitor the quality of the environment on a regular diarised basis.</li> <li>• SBM working with St Johns to ensure quality of cleaning and building.</li> <li>• Headteacher working with WCF to take on the ownership of the building, providing St Johns with new classrooms closer to the main school building which would enable us to take on full responsibility of the building and increase capacity.</li> <li>• The EYFS Lead has led CPD on outdoor learning and continues to work with the team to ensure the whole classroom environment (indoor and outdoor) supports the learning of the cohort at that time.</li> </ul>

## Section 3 Quality of Education (S&C Aut 1) – Judgement Grade – Outstanding

*This section needs to be read in conjunction with the WFS Curriculum & Progression Handbook, Progression Guidance WFS Communication & Interaction and WFS Progression Steps.*

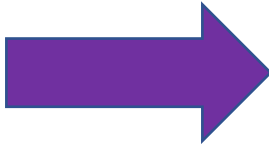


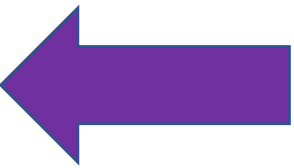
### Curriculum Intent

Our curriculum intent is to truly ensure that we meet the individual needs of all children and young adults at Wyre Forest School and prepare them for adulthood. The curriculum is much more than National Curriculum subjects, rather it is a wide range of skills, knowledge and understanding that encompasses all the areas of development that are key to our pupils and their families in preparing them for life beyond WFS. This is provided within a safe and happy environment that enables all pupils to achieve.

Wyre Forest School Governors and staff team are committed to providing a responsive curriculum that meets the needs of our ever-changing cohort of pupils. Having researched a variety of approaches and curriculum models, we felt that our primary and secondary model did not fully meet need. We now believe that our pathways model ensures access to learning for all pupils, offering experiences that are relevant, interesting and challenging and can be responsive to future pupil cohorts. Our curriculum structure incorporates a four-pathway approach that aligns to and supports development within Early Years, Post 14, The Forest (SEMH) and Russell House. This curriculum model enables us to define levels by need and achievement, rather than age. It also reflects how formally each pathway will respond to the curriculum, moving from child led to a formal approach, when the pupils are ready.

To support the implementation of this curriculum a rigorous programme of CPD is planned to ensure that staff have the skills to enable our pupils to achieve.

### WFS CURRICULUM PATHWAYS MODEL

Early Years (N-Y1) The Forest Post 14 & 16 (Y10-14) Russell House			
PATHWAY 1	PATHWAY 2	PATHWAY 3	PATHWAY 4
Pre-Formal Curriculum	Informal Curriculum	Semi-Formal Curriculum	Formal Curriculum
PMLD	Complex SLD, SLD/ASD	SLD, SLD/ASD	GLD, GLD/ASD
Year 2 -14	Year 2 -14	Year 2-9	Year 2-9
Working consistently & over time within P1 to 3	Working consistently & over time within P4 to P5ish	Working consistently & over time within P6 to early National Curriculum	Working consistently & over time significantly below age related expectations within the National Curriculum
			
Working levels: 0-12 months P1-P3ii	Working levels: 12-24 months P4-P5	Working levels: 24-60 months P5-P8	Working levels: 60 months + Within NC Year 1+

Curriculum  
Implementation

Each class, within a pathway, design their curriculum in response to the current cohort of learners using the most appropriate curriculum framework. The **Wyre Forest School Progression Steps (WFSPS)** set out the skills, knowledge and understanding that we believe a child needs to develop on their journey to life after Wyre Forest School. The **Early Years Foundation stage (EYFS)** sets standards for the learning, development and care of all children from birth to 5 years old. The **National Curriculum (NC)** determines the programmes of study that learners will follow, this would ordinarily begin when a pupil enters year 1 i.e., working at a 5-6 year old ability level. Each child at WFS also has an **Education Health Care Plan (EHCP), individual provision plans (IPPS)** determine priority targets and smaller steps to achieving this.

All learners at WFS will have their daily curriculum planned to support their EHCP needs and their working levels. For example, pupils in Pathway Two will have their curriculum planned from the **WFSPS**. Whereas pupils in pathway 4 will have their curriculum planned using both the **WFSPS** and the **NC** and/or accreditation courses. (See *WFS Curriculum Overview table*). Whatever pathway the pupils are in, teachers will assess and plan learning tracking forwards and backwards within the levels of to fill any gaps and to ensure that pupils have a deep and sustained understanding.

Some pupils will move between pathways as their learning develops. Others may need access to learning from two pathways e.g., based in pathway 3 but have maths lessons with a pathway 4 class group.

Teachers and residential staff baseline pupils against the relevant curriculum framework(s) to determine starting points and set targets that challenge the learners to ensure progress. They track forwards and backwards, ensuring that earlier development is achieved and built upon. Thus, ensuring a personalised curriculum, at the correct level for each child or young adult.

#### WFS CURRICULUM OVERVIEW

PATHWAY 1	PATHWAY 2	PATHWAY 3	PATHWAY 4
Communication & Interaction Sensory & Physical Cognition & Learning Social, Emotional & Mental Health	Communication & Interaction Independence Mental Health & Well-Being Sensory & Physical Play Cognition & Learning Creative Outdoor Learning	Communication & Interaction Independence Mental Health & Well-Being Physical Well-Being & Development Play Thinking & Problem Solving Literacy Maths The World About Us Creative Outdoor Learning	Communication & Interaction Independence Mental Health & Well-Being (inc; RSE & Citizenship) Physical Well-Being & Development Cognition & Learning - leading into National Curriculum Subjects Outdoor Learning

**EARLY YEARS** - EYFS, including the Characteristics of Effective Learning & the WFSPS  
**THE FOREST** – WFSPS, National Curriculum Subjects, where appropriate & the THRIVE Approach  
**POST 14 & 16** – Accreditation, WFS Progression Steps & Careers & Transition  
**RUSSELL HOUSE** – WFSPS with a particular focus upon; independent living skills, social and emotional development & physical and mental well-being

## Monitoring & Assessment (Implementation)

At WFS we work with and support teachers and class teams to develop their teaching and learning and assessment approach to focus upon ipsative progress i.e. against the individual child's previous progress and to look at what new learning has taken place against the previous year. Pupil discussion meetings are held, at least twice a year and are an essential component in our monitoring of pupil progress. Governors are also invited to attend these meetings.

All new children to WFS, are baselined within the first six weeks of entry, either against the *Early Support Document & Characteristics of Effective Learning*, WFS Progression Steps (including communication) and where appropriate, the National Curriculum. During an academic year teachers will continually collect evidence and update mark books in order to inform their planning.

We have two formal data drops each year, to look at individual pupil progress, as well as any whole school trends. From this, teachers plan to fill gaps in learning and SLT plan relevant CPD and/or feed this information into the school development plan. Following data drops, detailed *pupil discussion meetings* are held where class teachers, along with a senior member of staff or pathway leader, look at the progress of each child; what their next steps will be and moderate the evidence. At these meetings, further support may be given or additional information/evidence required.

Ipsative assessment data and whole school trend data is shared at the Standards and Curriculum Governors' committee meetings. From this Governors will monitor progress against individual targets and review destination data in order to evaluate if we have achieved our intent. They will also make strategic decisions leading forward into the school development plan.

Further on-going monitoring of the quality of the curriculum and teaching and learning takes place continuously across the year, through both informal and formal processes, supported by SLT and pathway and subject leaders including: curriculum learning walks, teacher observations, planning and learning scrutiny

We use *Evidence for Learning (EFL)* as a tool to capture the learning and progress taking place. We then attach the evidence to an appropriate framework (see Assessment without Levels at WFS table ) and tag it to support further analysis or reporting e.g. annual reviews, interventions etc. We also use the *EFL Insights* tool to support deeper analysis of progress at individual, group, pathway and whole school level.

**Assessment without Levels at WFS**

<b>PATHWAY</b>	<b>FRAMEWORK</b>	<b>STATUTORY</b>
<b>EARLY YEARS</b>	Early Support Document & Characteristics of Effective Learning WFSPS	Reception baseline (within first 6 weeks of starting school)
<b>PATHWAY 1</b>	WFSPS Engagement Model Careers & Transition	KS1 SATs (Year 2 pupils) May Phonics Check (Year 2 pupils) June
<b>PATHWAY 2</b>	WFSPS Engagement Model Careers and Transition	Engagement Model (Year 2 & Year 6 pupils) June
<b>PATHWAY 3</b>	WFSPS Careers and Transition	Pre-Key Stage Standards (Year 2 & Year 6) June
<b>PATHWAY 4</b>	WFSPS National Curriculum Careers & Transition	KS2 SATs (Year 6 pupils) May
<b>FOREST</b>	WFSPS National Curriculum THRIVE (Not on EFL)	Times table check (Year 6 pupils) June
<b>POST 14 Pathway 4</b>	Accreditation & the following aspects of WFSPS (CWFS Communication Steps, Ind, MH&WB, PWB&D, Tech & Comp & ESafety) Careers and Transition	Accreditation outcomes
<b>POST 14 Pathway 3</b>	Accreditation if Entry Level 1 WFSPS Careers & Transition	Accreditation Outcomes
<b>POST 14 Pathways 1&amp;2</b>	WFSPS Engagement Model Careers & Transition	
<b>POST 16 Pathway 4</b>	Accreditation & the following aspects of WFSPS (CWFS Communication Steps, Ind, MH&WB, PWB&D, Tech & Comp) Careers and Transition	Accreditation outcomes

<b>Post 16 Pathway 3</b>	Accreditation WFSPS Careers & Transition	Accreditation outcomes
<b>Post 16 Pathways 1&amp;2</b>	WFSPS Engagement Model Careers & Transition	
<b>Russell House</b>	WFSPS	

## Curriculum Impact (Impact)

**Add any outcome data KS5 & 5, Careers, destination data & John Muir end of Summer 1 when all data in**

At WFS, the measure of success of our curriculum is the ipsative progress each child has made and that each child is prepared for adulthood and their next steps and life beyond WFS.

Evidence to reflect this impact will be shown through a range of indicators that enables us to capture the full picture of pupil progress including;

- Individual Provision Plans based on EHCP outcomes
- WFS Progression Steps
- Early Support Document
- The Engagement Model
- Behaviour data – Individual Behaviour Plan progress
- WFS Provision Map outcomes – showing success against interventions
- Externally accredited courses e.g. entry levels and Level 1 & 2 courses
- Careers & Transition Framework
- John Muir Awards
- Destination data

Our pathway model provides the framework that allows the pupils to access the appropriate range of opportunities in order to develop their learning at the correct level to allow them to make as much progress as possible.



Monitoring success against the curriculum is achieved at a range of levels. Staff teams during 'Class Meeting Time' spend time discussing progress for individual pupils against both curriculum and IPP targets, including gaps in learning/development and planning activities to best achieve next steps. The staff at WFS are highly skilled and professional, and due to this, we do not dictate how much evidence is required for each progress step. However, teachers are very clear about intended outcomes for each child across a term or half-term. In terms of the curriculum content they are following and the longer term EHCP targets they are working towards. Learning Walks, planning and learning scrutinies led by SLT, pathway and/or subject leaders ensure that this is consistently maintained across the school. This information is viewed alongside triangulation of available data and assessments, multi-agency reports and pupil and parent/carer voice.

At WFS we work closely with parents to plan the best approach to support individual pupil progress. Information and requests for support form an essential part of this process. Success against targets or positive, or just fun incidents involving their child can be shared as they happen, through Marvellous Me and EfL. Where parents want a particular aspect of their child's development focused upon to support their family life, staff work with them to achieve this.

Parents have the opportunity to discuss their pupils progress, more formally, at both annual review meetings and parents' evenings, where evidence of learning and development are shared using EfL and where appropriate subject workbooks and course work.

## WFS Curriculum Pathways

Throughout their time at WFS, pupils will experience a breadth of learning, even if they remain in the same pathway. Each pupil drives the direction and content of their own curriculum. Considerations about class groupings support this. Whilst there will be pathway themes, the planning, learning and delivery will differ between classes. Priorities based upon baseline information, including expected EHCP outcomes, pupils' age, need, motivation and learning style will inform the curriculum design.

Pathway Leaders hold regular discussions to ensure that there is joined up thinking, that enables each child to have a variety of learning experiences that build upon their prior learning.

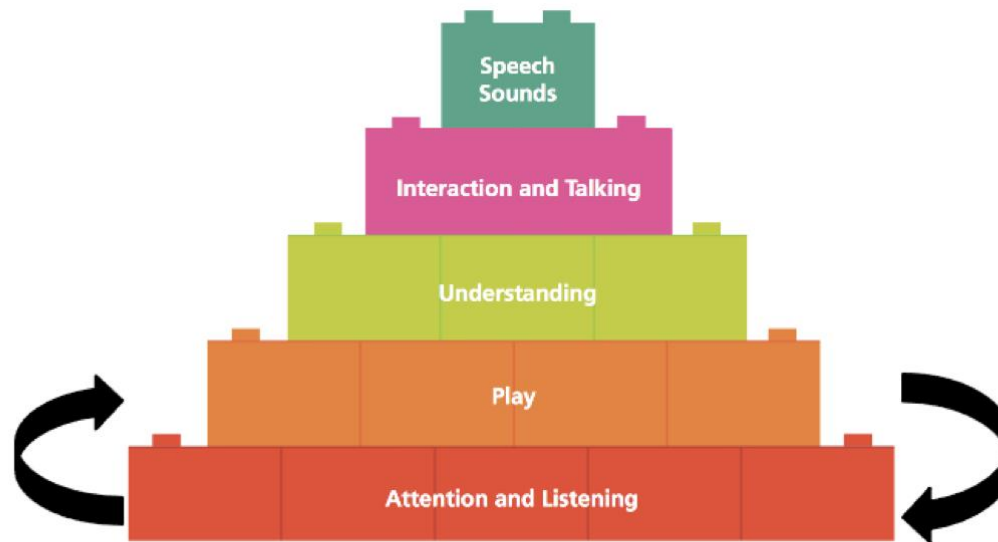
The WFSPS align with and build upon the areas of learning and development within the EYFS.

## Approach to Speech, Language & Communication

### Intent:

At WFS we believe that all pupils have a voice and the entitlement to communicate; to be able to say no, share their thoughts, wants and needs and to be responded to in an appropriate and meaningful way. Communication development is therefore embedded into all aspects of the curriculum, through the four communication standards and we continue to up-skill staff to be able to respond to all learners. Staff at WFS understand the building blocks required for language development and how language develops (see Typical Language Development table below) and use this knowledge to support pupils' development, not only in communication but other aspects of learning such as play.

### Typical Language Development



Hartshorne, M., Cross, M. & Burns, M. (2<sup>nd</sup> ed.) 2011. *Misunderstood: Supporting children and young people with speech, language and communication needs*. The communication trust . Wakley London.

For further copies of this booklet please go to

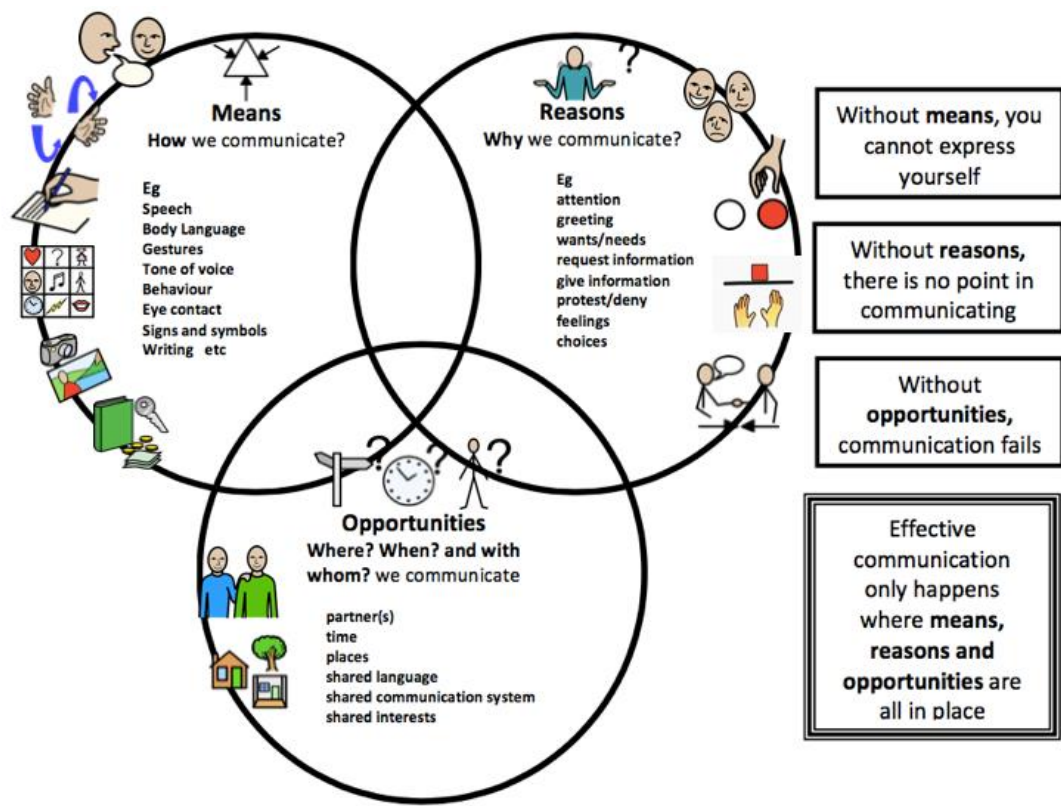
[www.hello.org.uk/resources](http://www.hello.org.uk/resources)

[www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)

### Implementation:

Each pupils' level of communication is assessed using the *WFS Communication and Interaction Progression Guidance*, which is part of the wider WFSPS. Class teams are supported by the WFS Communication Team and the Speech and Language Therapy Service so that the most appropriate approach is used and communication opportunities can be maximised. The Communication Team and teachers, often also work with parents/carers so that the same approaches can be used at home to support understanding and often emotional/behaviour management.

Class teams, particularly those with learners in pathways 1 & 2 will consider the means, reasons and opportunities models (See Means, Reasons & Opportunities information below) for each learner to plan how to best meet need and provide meaningful opportunities for communication and engagement.



Money, D. & Thurman, S. (1994) Talkabout Communication, *Bulletin of the College of Speech and Language Therapists*, 504, 12-13.

Means, Reasons & Opportunities Model

Observations against the individual pupils' speaking and listening targets will be continually recorded on EfL and progress assessed to determine next steps. This may also include contributions from parents. This data will be discussed throughout class meetings and during pupil discussion meetings. Where required the Communication Team will provide training to staff on the use of augmentative and alternative communication (AAC) such as signing, aided

language displays (ALDs), communication books, picture exchange (PECs), and support the implementation and use of voice output communication aids (VOCAs).

Impact:

Evidence of progress will be seen on EFL, through parent feedback during annual reviews and parent evenings and on Speech & Language Therapy reports.

## Wyre Forest School Approach to Reading (& Writing)

**Intent:**

The ability to read is fundamental to many aspects of life, and is central to general progress and developing an understanding in a wide range of areas of the curriculum. The teaching of reading is to be given a high priority by all staff. Reading develops pupils' imagination, experiences and supports conceptual learning. It is our aim that, by the end of their Wyre Forest education, pupils are able to read to a functional level with increasing fluency so that they can access the world around them with increasingly growing confidence and skill. We intend to achieve this whilst ensuring that the provision takes into account the uniqueness and complexity of our learners.

For pupils with additional needs, reading may be interpreted as any activity that leads to the derivation of meaning from visual or tactile representation, for example objects, pictures, symbols or written words. They may be accessed visually, aurally or through touch.

Our reading strategy also demonstrates the inextricable link we recognise between reading and communication - Words have meaning, power and consequences and language provides the connective tissue to help connect people (when used well). All staff are trained in and used a total communication approach to learning.

**Our Intent is to:**

*To promote high expectations of learning in reading, we aim to ensure that pupils:*

- are provided with a language-rich learning environment, that supports every level of reading.
- are given opportunities to engage/access books, sensory stories and sensory objects to encourage their interest in books.
- choose and peruse books /sensory objects relating to a story freely as well as sharing them when read by an adult.
- to show their preference for books, stories and objects via their preferred method of communication.
- enjoying and sharing books /sensory props, to see them as a source of pleasure. The aim is to spark interest and motivate them to enjoy reading.
- are prepared for learning to read through developing symbolic representation, this can be from starting with objects of reference, to understanding photographs as representations of objects then to understanding symbols such as those used in Widgit; then to letters and words.
- read with increasing fluency and understanding; their working memory is increasingly able to focus on comprehension and conceptual understanding.
- develop the habit of reading often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

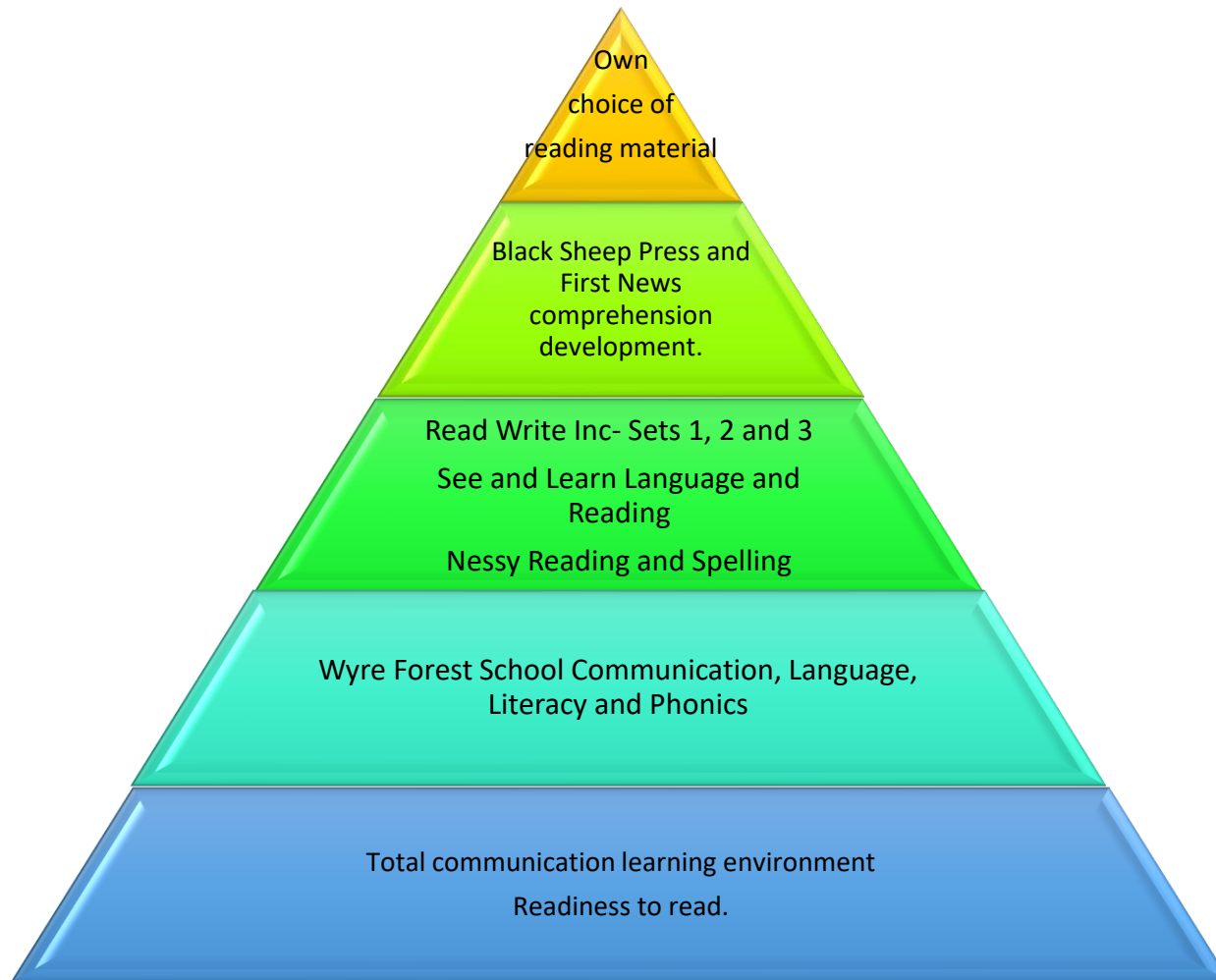
- write with increasing clarity and coherence to meet the demands of a language rich world.
- use communication in order to learn; and to express their needs and wants.
- are growing competent in the skills of communication, asking and responding to questions and participating in discussions, demonstrating an understanding of what they have read.
- develop and address their reading skills within all areas of their curriculum provision and learning beyond the classroom as class staff use their knowledge of pupils to ensure this happens. This will ensure we achieve fluency and competency of reading skills as it is embedded in long term memory.

### **Implementation:**

Pupils will learn to read with a specific focus on phonics through Read Write Inc. Staff will also recognise how the other strands within English will support learning in reading as well as its role within all subject curriculum documents.

#### *Pupils will:*

- experience a total communication learning environment through use of strategies and aids such as PECS, VOCA, Widgeo and Signalong.
- begin their reading journey when assessed as 'ready' by staff. A pupil's readiness will be recognised as being able to maintain concentration and attention, displays positive dispositions and attitudes to learning and engages with environmental sounds
- begin to access phonics through the Wyre Forest Communication, Literacy and Language Phonics (CLLP) programme. Staff will engage pupils and develop their communication and language skills through singing songs, nursery rhymes and playing games
- complete a baseline assessment in phonics, using the Read Write Inc assessment to inform their starting point and from which progress can be tracked.
- work through Read Write Inc synthetic phonics programme and this is delivered systematically across the Pathways where it is relevant and appropriate at individual level.
- read books which follow the delivered sounds of Read Write Inc and balance this with reading books which develop their understanding and vocabulary development at the appropriate level.
- encounter staff sharing a love of reading and also reading aloud to them in a way that excites and engages them, introducing new ideas, concepts and vocabulary.
- have regular reading sessions, that focus on impacting on learning in reading. This could be in the form of phonics, reading, comprehension vocabulary development.



**Reading Development at Wyre Forest School**

## **Impact:**

Pupils read frequently to access information and for enjoyment and this is celebrated, encouraged and modelled by school adults. Pupil progress and attainment is measured through:

- WFS Progression Steps
- WFS CLLP
- Book band levels
- Phonics Phase

This provides a very rounded and informative picture of how our pupils progress in their reading skills.

Pupil achievement in the end of Year 11 outcomes, Functional Literacy and NCFE Entry Level Certificate in English (where appropriate) also provides a measure of the impact in Reading. Pupils are also well prepared for their transition to a post 16 provision and preparation for life after Wyre Forest School. Each pupil's learning in Reading is led by informed target setting to ensure expectations are high and they are reading at a level appropriate to their needs, age and ability.

### ***How will we ensure all pupils are making progress in reading?***

The synthetic phonetic approach may not enable all pupils to learn to read and these pupils will have access to other methods of learning reading. Pupils will be continually assessed by staff to ensure that they are 'ready' and will begin the *Wyre Forest Communication, Language and Literacy Phonics programme*. When it is assessed and decided that a pupil needs a different approach, there are a range of approaches they could access, dependant on age and need:

- That Reading Thing- for older pupils who continue to require phonics.
- See and Learn Language and Reading- for pupils who learn and develop their reading skills using sight words
- Nussy Reading and Spelling- for pupils who have dyslexic traits or those who require more support when blending sounds.

### **Wyre Forest School Approach to Numeracy & Mathematics - TBC**

### **Wyre Forest School Approach to Religious Education (RE)**

At WFS we follow the vision of the *Worcestershire Agreed Syllabus for RE 2020-2025*, written by *RE Today (2020)*. We recognise that RE is a statutory part of the core curriculum for all pupils, including those with SEND and that all pupils can achieve and benefit from their RE.



The law says that the agreed RE syllabus should be taught to pupils with SEND “*as far as it is practicable*”. At WFS, we do not ‘water down’ the syllabus, by adapting units of work to our learners, working much lower than age related expectations. Instead, we will draw on the key ideas from the syllabus; discovering, exploring, connecting and responding, as this closely aligns to our approach to teaching and the WFSPS.

Within each pathway, but not restricted only to that pathway, the RE provision may include:

**Pathway 1 & 2:**

- Supporting the pupils in finding their own individual approach to life
- Finding times of calm
- Supporting the pupils in developing an awareness of themselves, their feelings, their emotions & their senses.

**Pathway 3:**

- the use of multi-sensory approaches to introduce the pupils to spiritual experiences
- supporting pupils’ social development through story, music, shared experience and ritual
- supporting pupils in developing their relationships with other people and their understanding of other peoples’ needs

**Pathway 4:**

- Providing an insight into the work of religion and human experiences, through questioning
- Providing opportunities for pupils to partake in spiritual or reflective activity
- Enabling pupils to make links with their own lives

**The Forest:**

- Supporting pupils in addressing deeper issues, using spiritual materials and seeing how others have tackled difficult situations
- Exploring, in a safe space, complex emotions or thoughts/challenging questions
- Supporting the development of maturity and self-awareness

## Quality of Teaching: overall this is judged to be outstanding

	July 2021	July 2022 – TBC	July 2023	July 2024
Number of Early Career Teachers – Year 1	N/A	2		
Number of Early Career Teachers – Year 2	N/A	N/A		
% of high-quality teaching	88%	92%		
% of not yet high-quality teaching	12%	8%		
% of inadequate teaching	0%	0%		

Quality of teaching is based on teaching over time judgement made by members of SLT and a school improvement partner. This is based on a variety of evidence including lesson observations, learning walks, work scrutiny, feedback, monitoring of planning, ability to meet deadlines etc

We always strive to get the very best teachers at WFS and actively support degree educated Teaching Assistants to complete their teacher training through Schools Direct and Apprenticeship routes. Growing our own enables us to have a clear succession plan and we have staff who already know and understand the school ethos, culture and curriculum.

## Impact

*Further data reports and analysis given at Standards & Curriculum*

Independence					
	Not recorded	Not Yet Experienced	Experienced	Developing	Independent
Baseline	5.6%	53.8%	10.5%	10.6%	19.6%
July					

Mental Health & Well Being					
	Not recorded	Not Yet Experienced	Experienced	Developing	Independent
Baseline	2%	37.4%	23.6%	14%	22.9%
July					

Physical Well Being & Development					
	Not recorded	Not Yet Experienced	Experienced	Developing	Independent
Baseline	1.9%	28%	17.2%	10.9%	41.9%
July					

Play					
	Not recorded	Not Yet Experienced	Experienced	Developing	Independent
Baseline	1.8%	19.3%	22.7%	17.7%	38.6%
July					

Cognition & Learning					
	Not recorded	Not Yet Experienced	Experienced	Developing	Independent
Baseline	1.7%	27.3%	19.8%	14.4%	36.9%
July					

The World About Us					
	Not recorded	Not Yet Experienced	Experienced	Developing	Independent
Feb	2%	50.2%	14.2%	11%	22.6%
July					

Creative					
	Not recorded	Not Yet Experienced	Experienced	Developing	Independent
Baseline	4.3%	62.2%	13%	8%	12.4%
July					

Outdoor Learning					
	Not recorded	Not Yet Experienced	Experienced	Developing	Independent
Baseline	1.4%	56.6%	16.6%	11.8%	13.8%
July					

Destination data – add July 2022 data

Post 14+ - accreditation - add July 2022 data

Heat maps, data analysis, pupil discussion and learning walks have identified the need to review the teaching of 'Outdoor Learning' and "Creative' – and in particular music.

### MODERATION

School development priorities from self-evaluation process.	
SDP 2022 – 2023 Objectives	<p>A: To ensure staff coherently plan and sequence learning in all areas so that pupils cumulatively develop the knowledge and skills in in the long and short term</p> <p>A: To continue to embed securely and consistently the WFS Curriculum, including moderation.</p> <p>A: Develop the EHCP data collection and impact to show the smaller steps of progress.</p> <p>A: To respond to the data following data drops eg: CPD, learning walk focus etc and to continue the Pupil Discussion Meetings to enable professional dialogue about pupil progress -- in particular reviewing 'Outdoor Learning' and 'Creative' (in particular music)</p> <p>A: Develop Governor knowledge of assessment and holding leaders to account with the data whilst using an ipsative model</p> <p>A: To further develop home school links with the Evidence for Learning Family app (including parent workshops about curriculum &amp; Pathways)</p>
Review	

## Section 4 Behaviour and Attitudes (FGB Sum 1) – Judgement grade – Outstanding

All staff at WFS work tirelessly to develop pupils that can self/co-regulate and create a safe, calm and positive environment. WFS is a happy place and staff, parents and pupils agree with this in surveys. At WFS some of our children arrive from other Special Schools and/or Mainstream schools where they have had periods of fixed term exclusions, internal exclusions reduced timetables and permanent exclusions. We work with the pupils and the families to develop a culture of reflection, analysing what the pupil is trying to communicate through their behaviour. At WFS all staff understand that behaviour is a communication and it is our role and responsibility to support the pupil in their journey towards self-regulation through co-regulation.

Alongside the development of the Pathway curriculum, leaders continue to work with staff teams in order to deepen their understanding of behaviour, develop consistent practice and support each pupil to be able to access their curriculum. Staff at WFS recognise the importance of understanding the key stages of emotional development for every pupil, in order to work in ways that support, re-enforce and nurture the child's holistic development.

Playtimes are tricky times for many pupils, especially if they have an additional need. We therefore talk about 'behaviour culture' throughout the school day at structured and unstructured times. Pupils behaviour is exceptional during structured times, but we feel we can develop even further the individualised approach at unstructured times, working closely with the communication team and Pathway Leaders.

We use some of our Pupil Premium Grant to fund Family Support Workers, one of which specialises in behaviour and working with parents, in the home and at school, to support their child. Having the input in the home to try to create consistency for an individual pupil has proven to be very successful with case studies showing positive and sustained impact.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
No of pupils involved in incidents requiring PI	11	14	11	10	18
Number of incidents requiring positive intervention	*59 Data missing (recorded in previous bound book)	57	59	24	69 -increase +8 for Pupil A (staff change and style of support) - +12 Pupil B(new sibling) - new recording system - red meeting and introduction of different curriculum/breaktimes – reduction in crisis - reduction for 6 'red' children
Pupil A (Forest)	7	12	13	3	12 – reduction in time 40 mins+ in September. All active support less than 10 minutes – most 2 minutes. Many incidents managed without TT
Pupil B	0	3	2	0	1
Negative incidents					
Pupil C	Not in school	16	11	6	5 – more able to use communication book/verbal/signs to support communication than be violent towards staff.

COVID 19 has been difficult for all but for families with children who are clinically vulnerable/extremely clinically vulnerable or where their needs create great anxiety, it has been hugely challenging. Following the return to school, we have one pupil currently unable to attend school due to high anxieties. As a school we have tried many approaches to support the pupil and parents including; favourite staff visiting the home, Family Support Worker visiting regularly, Ed Psych visit and report, WCF school attendance support, zoom meetings, our school YouTube channel to name but a few. We never give up on a child or family and will keep working to reduce anxieties.

Many of our families struggle to take their children on holiday during school holiday time due to crowds, noise, physical/medical disabilities and travel difficulties. This puts our families in an extremely difficult position. They need the family time and respite from the home, but do not want to take their child out of school. We work with families and where attendance is already poor, we try and discourage them from taking children out of school.

For several family's medical appointments are held at Birmingham Children's Hospital and physically getting their child there, and to the appointment can take all day. Many of them have several appointments regularly with different clinics.

Unfortunately, some of our children can have periods of illness or recovery from procedures and operations. Staff teams liaise closely with families to keep the excellent relationships and high levels of communication that we expect. Where pupils are able to, the remote learning policy comes into operation.

On occasion we have used our Early Help support with families to improve attendance. Where we have done this, case studies show a positive impact on the attendance of the pupil and we feel this is something we want to pursue further.

School development priorities from self-evaluation process.	
SDP 2022 – 2023 Objectives	<p>B: To revisit the behaviour policy to ensure that each Pathway have a behaviour culture to create a safe, calm and orderly environment appropriate to the learner needs.</p> <p>B: The behaviour culture of the school enables the staff to work with individual pupils in order to reduce the amount of 'Positive Handling' following behaviour intervention (Pupil Premium Grant).</p> <p>B: To further develop 'Early Intervention' for behaviour, especially in the Early Years to ensure pupil need is met and behaviour remains outstanding.</p> <p>B: To continue to ensure the learner needs are met at all times, including unstructured times.</p> <p>B: To further develop the use of our Early Help support focussing on attendance and in particular persistent absenteeism where there are no medical issues.</p>
Other action points	

## Section 5 Personal Development (FGB Spr 1) – Judgement grade – Outstanding

Personal Development is exceptional and fully integrated into WFS curriculum and school vision – to truly ensure that we meet the individual needs of all children at WFS and prepare them for adulthood. The WFS curriculum of skills, knowledge, understanding, application and the strive to be independent at each step is arranged through the headings of; Independence, Mental Health & Well-Being, Physical Well-Being & Development, Play, Cognition & learning, The World About Us, Creative and outdoor Learning. This progresses from a Pre-Formal learner through to learners accessing the national Curriculum – fully focussing on developing the whole child in readiness for adulthood. Equal importance is placed on independence (eg: going to the toilet or travel training or The world of work & careers) and Cognition & Learning (eg: Literacy & Maths) and opportunities are sought to make them as 'real' as possible, preferably out and about in the community. This is not only beneficial to a pupils Personal Development but for the public in our community to interact with our children who are very much a part of their community. Our curriculum also weaves spiritual, moral, social and cultural development though it, like a golden thread so that it is appropriate to the different Pathways. We have a very detailed PSHCE and RSE curriculum where staff skilfully teach children at appropriate cognitive ability but with the understanding that the pupils' bodies are age appropriate. Enabling our pupils to successfully cope with puberty and growing up is challenging and far ranging for example - from understanding when & where masturbation is appropriate to understanding about consent.

We are seeing an increasing amount of issues and incidents related to mobile technology and social media. Our curriculum teaches pupils about online and offline risks and parents are supported with this, but when not at school the application of this information/learning is still not embedded for some of our young people. There is a lot of pressure on young people and to add a SEND it begins to increase the risks substantially. We need to stay ahead of the game with technology, increase the support given to parents and review, reflect and refine our online and offline safety teaching.

Many opportunities are given to help with Personal Development such as Blossom Tree Café where pupils work in our café in Springfield Park and serve members of the public. In doing so they have to have their appropriate food & hygiene certificates, speak to customers, prepare and serve food, wait on tables, clean the café etc Several Enterprise projects take place for staff and/or pupils to enjoy. Favourites include 'Hot Toppings Pop Up Pizza Restaurant' and Dancing Leaves Shop. How the money raised is spent is decided by the pupils and recently they decided to donate to the Ukraine.

We are active participants of the National Citizenship Service Autumn Programme which our pupils get so much from. The highlight being residentials, outdoor pursuits and Loud Speaker workshops.

The school takes part in several fund raisers every year for charities – eg: Jeans for Genes, World Down Syndrome Odd Sock Day, World Autism Day, Children In Need, Comic Relief to name but a few.

Many of our pupils take medication that impacts on their weight or are unable to access clubs in the community. As the vast majority of our pupils are transported to and from school, having after school clubs has proved challenging and take up very low. For that reason we purposefully plan for activities during the school day; soft play, sensory integration gym, rebound, sensory circuits, bike track, outdoor gym, active walls, walk and talk sessions with Molly the school dog - to name but a few in addition to our curriculum; play, Physical Well-Being & Development and Outdoor Learning. We are always keen to develop Physical Well-Being further to aid pupils physical and mental health.

Due to the fact we do not offer after school activities due to the low take up, we seek grants from WCF to enable us to run holiday clubs for 11 weeks of the school holidays. During holiday club offsite activities and physical activities are enjoyed.

Prior to the pandemic we had a very successful and active school council. We currently do not have this in place and we are looking at developing School Ambassadors and a wider school council to make sure that all pupils can actively contribute to the decision making at WFS, as well as interviewing new staff and organising events. Our children have had recent practice honing their interviewing skills as have been involved in interviewing candidates for Local Authority positions. Our Eco Council is very active, and have recently organised World Earth Day – they have looked at replacing our green paper towels that are wasteful, to a system made from recycled tetra packs where only one sheet can be distributed at a time – environmentally friendly and cheaper!

We receive impartial, high-quality careers guidance from a SENDIASS Young Person's Advisor. He is nearing completion of his Level 6 Careers Advisor qualification. He is also a trained teacher and has undertaken legal training regards SEND and the law. We are fully compliant of the Gatsby Benchmarks which are tracked termly using the COMPASS tracker. We work closely with the Careers and Enterprise company to ensure that relevant and authentic careers opportunities are available for SEND young people.

One of the most joyous times of the day at WFS is welcoming the pupils into school in a morning. Here you see happy, smiling, confident pupils who help and support each other. Who are tolerant and caring whatever their need or age. You see older pupils helping younger pupils, verbal pupils signing to non-verbal

pupils and pupils and grown-ups ready for the day ahead – knowing that each day is a new day. If the world was like WFS it would be a much better place and we believe truly reflect British Values, equality and inclusion.

All of these experiences enable our pupils to demonstrate highly positive and inclusive attitudes and commitment to their education. They always have respect for each other on the rare occasion this is not the case, staff intervene quickly. Pupils feel safe at WFS and staff support the development of pupils being a good and tolerant citizen. During their time in 6<sup>th</sup> Form for example, pupils have felt confident, supported and safe enough to discuss their sexuality and communicate their chosen identity.

School development priorities from self-evaluation process.	
SDP 2022 – 2023 Objectives	<p>C: To further develop online safety and understanding for staff, pupils and parents.</p> <p>C: To develop pupil voice through school ambassadors and council.</p> <p>C: To further develop physical experiences for all learners – including through Holiday Club</p>
Other action points	

## Section 6 Leadership and management (FGB Aut 2) – Judgement grade – Outstanding

All leaders at WFS have high expectations of themselves, their colleagues and the pupils. Everything we do is to improve the outcomes for the pupils at WFS and make them as independent as possible and ready for life after WFS. This will look very different for every child within the school and the fact that we operate such a bespoke and individualised approach for 300 pupils with EHCPs is a testament to the outstanding work that every member of the school community does daily. Our vision and aims (enthusiasm, resilience, honesty, teamwork and trust) are lived daily by all staff:

**Our vision is to truly ensure that we meet the individual needs of all children at WFS and prepare them for adulthood.**

**At our school.**

**We Foster Success by providing a safe, happy environment in which all pupils can develop and achieve.**

Our vision and the WFS curriculum (including RSE, PSHCE and RE) is key to everything that we as leaders do. We do not get distracted by anything that steers us away from our vision. Professional development at WFS is bespoke to Pathways and using Performance Development (Management), learning walks, lesson observations, curriculum heatmaps and general conversations leads to targeted training. Within a very large special school we have a number of highly skilled and talented staff members (not always teachers) who are able to deliver and disseminate training. We make the training so that it supports the staff teams and isn't adding anything additional to the workload. The training received is highly effective and as a result teachers are continuously reflecting and improving and pupil outcomes demonstrate the impact. We ensure there are opportunities to revisit the training, or to trial learning and then feedback. ECTs, Schools Direct and Apprentice teachers follow the appropriate training provided by the external provider, however we supplement it with WFS/Special Needs appropriate training too, and all have mentors who are highly experienced high-quality practitioners.



During the COVID pandemic we quickly produced a YouTube channel, which is now used by local care homes too, and this supported our remote learning policy, alongside the teachers input. Following the pandemic, we now use our remote learning policy for children who are unable to come to school, mainly due to medical reasons if and when they are well enough to do so.

In the Wyre Forest area we are able to access fully funded NPQ's and we make full use of this with all of the SLT and MLT either having gained qualifications or currently undertaking them. We also have a number of staff aspiring to leadership roles who are undertaking the qualification and completing whole school projects. This is supporting the 'grow our own' philosophy, keeping teacher turnover very low and developing succession planning.

The staff team includes an excellent operational team of school business manager, admin team, site staff and IT staff who work tirelessly to ensure that teachers can teach in clean, well-resourced and safe environments and where IT supports and doesn't hinder teacher or workloads. The communication team, the safeguarding & family support team, the behaviour culture team and the therapy team also support staff to alleviate any issues as well as providing support and training.

The headteacher, in particular, constantly reiterates the need for work life balance, often trying to reduce workload but being met with resistance from some teachers – albeit in a lovely way! Emails are actively discouraged before or after the working day, and briefings eliminate the need for many whole school emails. Unhappy, tired staff will not help support our vision for the pupils which is why we believe the best resource in our school is the staff.

The school has signed up to SAS staff insurance benefits (physiotherapy/counselling/menopause support etc) which staff are actively encouraged to use and many staff have made use of this in the recent years, especially during and coming out of the pandemic.

Following the Senior Leaders Mental Health training, the school has established a Mental health team – working party, which includes a Governor. The Mental Health team work to meet the WFS family needs; staff, pupils and families. This will be a continuously developing group, and as we learn more or become more aware of issues, then we will research, reflect and respond to need.

Regular Pathway Leader meetings are held to gauge 'the weather' in such a big school and make appropriate changes to ensure staff are able to focus on teaching and not workload. SLT walk the school daily as well to 'catch up' with people and ask about family etc There is a consistent approach to HR policies and staff know that any allegations of bullying or harassment will be dealt with quickly, efficiently and as per the guidance and policies without fear or favour.

Class teachers, middle leaders and senior leaders work hard to ensure there is consistency across the school, whilst ensuring the individualised needs of the pupils are met. Although the headteacher has a clear understanding and evaluation of the school, and is instrumental in driving school improvement and improve outcomes, the school operates a distributed leadership model where staff are actively encouraged to develop ideas, strategies and given the confidence to take ownership.

The Governing Body is incredibly active and the committee's; Finance & Resources, Standards & Curriculum and Russell House, focus on ensuring the vision, ethos and strategic direction is implemented appropriately as well as the statutory requirements and duties. They hold leadership to account and ensure the 'so what?' question can be answered and the evidence shown and explored. They ensure that Safeguarding is robust and the Chair of Governors is the Safeguarding Governor and regularly attends the Safeguarding Team meetings, as well as ensuring the Prevent duty is followed. They receive training annually and updates when necessary, in particular the KCSiE updates.

They Governors fulfil their GDPR role and have received training from the Charlotte Shephard – consultant and school DPO.

The school Pupil Premium Strategy is written following evaluation of data, Pupil Discussions and general self-evaluations. The Governors plan for this over a 3 year period to ensure that there is meaningful and sustained impact. The Governor responsible for Pupil Premium regularly attends school, including a pupil discussion meeting. We have a considerable number of LAC pupils and where appropriate provide packages with external professionals such as Clued up Coaching. The Governors monitor and review the Pupil Premium Strategy as well as the PE & Sports Grant. Making sure the actions are best on thorough evaluations and that the actions will improve outcomes for pupils whilst getting best value.

We work closely with other schools, including other special schools and the headteacher is a key part of the Heads of Special Schools Association. She is also an accredited School Improvement Partner and completes SIP work for a large all through Special School. We are working with WCF to develop the Wyre Forest District Hub pilot in order to support families and other schools more effectively. The Nursery Assessment Class provides outreach to other local nurseries.

When using Alternative Provision there needs to be a clear rationale as to the purpose, what the provision can offer to a pupil that we can't and what accreditation they can be offered. A member of the SLT visits the provision every half term to ensure learning is on track and the provision notifies us of their attendance on the days they should be there. We have developed an excellent working relationship with Abberley Care Farm who have a similar vision and ethos to ourselves and have many success stories of pupils who have received support from them; including pupils who now drive, have full time jobs and who go back to support younger learners.

Safeguarding culture at WFS is effective. Everyone has regular and up to date training and the mantra 'it could happen here' is known and understood by all. CPOMS is used extremely well by staff for both safeguarding issues and behaviour issues and followed closely by the family and safeguarding team. All staff know to never leave the school building with that nagging thought – however small it maybe, as it could potentially be the final jigsaw piece required. The Senior Safeguarding team meet fortnightly to discuss policy, protocols, potential training implications, cases and to see if there is any learning to be done. Supervision is offered to the safeguarding team by an independent person (retired child protection police officer). The school has a comprehensive safer recruitment policy and conducts thorough checks for both external and internal candidates, as well as any issues stemming from related colleagues. Online safety is continuously being taught, reviewed and revisited with parents being offered help, support and advice. Many pupils are still getting into difficulty with devices at home and the understanding of the dangers that come alongside useful technology. Pupils feel safe and comfortable informing school of such incidents and they are dealt with quickly, efficiently and with support for the victim and families and where appropriate the police are involved. Since lockdown we have had an increased number of pupils with suicidal thoughts and increasingly younger pupils. Relevant staff have been trained on the use of ligature kits, the headteacher and assistant headteacher for safeguarding & families have completed the two-day ASIST (Applied Suicide Intervention Skills Training) training, many staff have completed the SPEAK training and targeted staff have completed the SPOT training. We work closely with the parents and pupil to try and gain help from external providers alongside completing a safety plan. The headteacher and assistant headteacher for safeguarding & families have also completed the 'Harmful Sexualised Behaviour Training' and complete risk assessments and see support from external providers. For some of our 'at risk' male pupils we work with Mentor Link to offer an external ear to confide and engage with.

As a school we are tenacious in our approach to safeguarding. Where we are not happy with the speed or outcome of a referral we continue to seek clarification, justification and support. If we are still not happy we escalate our concerns and complaints. We also coordinate a termly meeting with social workers and their managers to see if we can improve or if they have any information to share with us. We try to help when and where possible eg: on two occasions where LAC children have been removed from their foster care placement/children's home and there is no emergency placement, we have accommodated the young person at Russell House for one night (with the agreement from Ofsted) whilst suitable more permanent arrangements can be found, thus trying to reduce what is already a traumatic experience by being surrounded by familiar friends, faces and environment.

We purposefully develop good working relationships with external professionals; school nurse, OT, physio, SALT etc so that we can best meet the needs of our pupils and their families. By working together and supporting each other we can achieve more.

Staff questionnaires (Aut 1 2022)

Parent questionnaires (Aut 1 2022)

COMPLAINTS RECEIVED	Nursery Assessment Class		Reception	Years 1 to 11	Years 12 - 14	Total	Total		
	In	Returned to mainstream					January 2021	January 2022	January 2023
School	0	0	0	0	0	0	0		
Russell House	0	0	0	0	0	0	0		

The school recognises that due to COVID, although relationships with our partners/stakeholders have been maintained as far as possible, face-to-face meetings, activities and formal and informal opportunities through trips, events etc, have not enabled these relationships to grow. The coming years will need to focus on renewing and strengthening partnerships. Many families, particularly in Year 1 and Reception have not seen WFS in its full glory and have not been able to develop parent support groups which has been detrimental to them all.

School development priorities from self-evaluation process.	
SDP 2022 – 2023 Objectives	<p>D: Continue to develop staff well-being at ALL levels and understand that this is different for different people.</p> <p>D: To develop leadership at all levels as the school continues to grow.</p> <p>D: To be a key player in the Wyre Forest District Hub model and help support other local schools with the inclusion agenda.</p> <p>D: Emerging from COVID, increase the range and opportunities of events offered to parents to continue the excellent relationships and to continue the family ethos and support eg: online safety.</p>

## Section 7 Early Years Quality of Provision (S&C Aut 2) – Judgement grade – Good

At Wyre Forest School the reception children (ACORNS) share their space with a Nursery Assessment Class (NAC). The NAC provides part time places in order to make assessment and judgements to see if they require an EHCP, enhanced provision or a specialist placement. Attending the NAC at WFS does not guarantee a place at WFS. For Ofsted inspections, EYFS is Nursery and Reception, but due to the needs and cognitive ability of our pupils, we also include Year 1 in order to best prepare them for the Pathway Curriculum. Some of the NAC pupils only receive 6 hours a week of nursery education, because

other settings are unable to support their complex needs, therefore having Year 1 within the EYFS at WFS, provides 2 full years of quality Early Years provision.

The EYFS Pathway Leader, teaches within ACORNS and where EHCPs are required in NAC, are written by her with contributions from families, other nursery settings (where attended) and other professionals.

All pupil in Reception have an EHCP or are awaiting the final version. Due to the complex needs combined with the fact that most children are working below 8 – 20 months developmentally, there is a high staff ratio with a key working model which includes 3 qualified teachers, a G4 TA, two G3 TAs and several G1/2 TAs. Staff are highly ambitious for all pupils and a priority of developing speech & language and personal, social & emotional development is key for a successful start to their time at WFS. As new staff enter ACORNS we need to continuously ensure that individual preferred methods of communication are adhered to, but also that staffs knowledge of how to move communication on is of a consistently exemplary standard.

The staff team works hard to ensure the best possible outcomes and teachers deploy teaching assistants effectively. More work is required for new TA's to understand their role in early learning eg: early maths, speech and language etc

Although the room(s) we have were built for Early Years, the shape of the space requires high levels of staffing both inside and outside to ensure continuous provision. Continuous provision is highly successful in ACORNS but when they go into Year 1 this still requires some work.

During the pandemic we have had two years where parents have not been able to access the Early Years environment which we feel has been detrimental to meeting their needs as parents of children starting a specialist setting but also has not been helpful for us to develop really strong relationships with families.

Following the pandemic we have re-established home visits which requires a robust policy in order to safeguard staff. Safeguarding at WFS is effective and EYFS follows the whole school policy and reporting system.

## Early Years (Nursery Assessment Class, Reception (ACORNS) & Year 1 (OAK & PINE))

Pupils within Early Years, will be working at a range of attainment levels and will have the full range of SEND. Working ability, levels and need will determine the curriculum offered. At the end of Early Years, pupils will be placed within the curriculum pathway that will best supports their continued development.

### **Intent:**

Our intent is to provide children with a safe, welcoming environment where they can develop relationships and learn through exploring activities, they find motivating. Our curriculum is based on the Early Years Foundation Stage (EYFS) (see table below) and also encompasses pupil's own individual learning and styles and engagement models. We aim to develop pupil's communication skills so they can more confidently express their wants and needs with those around them. In the Early Years Pathway, we offer a wide range of rich, hands-on learning experiences both indoors and outdoors to develop their love of learning, independence and to ensure progress. We plan opportunities that enable the pupils to build self-esteem, confidence and resilience and to allow them to gain a greater awareness of themselves and their own capabilities.

We incorporate the EYFS areas of learning within our curriculum and initially focus upon the three prime areas, to respond to our pupil's priority needs. When the pupils are ready the four specific areas will also be planned for. Staff continually reflect on the characteristics of effective learning to support the design of the curriculum in meeting individual need.

## The EYFS Areas of Learning & Development

<p>Based on four principles:</p> <ul style="list-style-type: none"> <li>• <b>A unique child</b> – developing resilient, capable, confident and self-assured individuals</li> <li>• <b>Positive relationships</b> – supporting the child in becoming strong and independent</li> <li>• <b>Enabling Environments</b> – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child</li> <li>• <b>Learning &amp; Developing</b> – acknowledging that children learn in different ways</li> </ul>
<p><b>Three Prime Areas:</b></p> <ul style="list-style-type: none"> <li>• Personal Social &amp; Emotional Development</li> <li>• Communication &amp; Language</li> <li>• Physical Development</li> </ul> <p><b>Four Specific Areas:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Mathematics</li> <li>• Understanding the world</li> <li>• Expressive Arts &amp; Design</li> </ul>
<p><b>Characteristics of Effective Learning:</b></p> <ul style="list-style-type: none"> <li>• Playing &amp; Exploring – children investigate and experience things and 'have a go'</li> <li>• Active Learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements</li> <li>• Creating &amp; Thinking Critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.</li> </ul>

### Implementation:

Pupils work within the EYFS from the Nursery Assessment Class until the end of Year One, where they join our curriculum pathways. Teachers use the Early Support Documents in NAC and Reception and the WFS Progression Steps when pupils enter Year One, these documents are used to determine next steps for individual pupils and to ensure progress, building on pupils' previous achievements and developing new skills through the use of activities that pupils find motivating. Alongside this, pupils have Personal Learning Goals, which are aligned to their EHCP targets, or to targets such as Speech and Language if pupils have not yet been assessed for an EHCP.

Teachers also use the Characteristics of Effective Learning to support their understanding of how individual children learn and to enable teachers to plan further learning opportunities to ensure progress.

**Impact:**

All adults record observations on Evidence for Learning, using photographs, videos or anecdotal evidence to record evidence against individual targets and against the Early Support Documents or WFS Progression Steps. This will show the impact that the learning environment and the opportunities for developing and extending skills have had on individual progress.

We complete a baseline assessment at the beginning of Reception and report on the EYFS and characteristics of effective learning at the end of Reception. Where relevant statutory assessment will also be completed.

Our Nursery Assessment Class (NAC) ensures that pupils are appropriately placed for school and our role, for these pupils, is to determine which school pathway will best meet their developmental needs. Many pupils who attend our NAC move onto a mainstream setting.

In Year One, we move to the WFS Progression Steps and adults ensure that pupils are placed within the most suitable curriculum pathway for their individual needs on leaving the Early Years Pathway.

**DATA to add**

School development priorities from self-evaluation process.	
SDP 2022 – 2023 Objectives	E: To develop SEND/EYFS pedagogy for Teaching Assistants so that the provision is outstanding. E: To develop further continuous provision in Year 1. E: To ensure pupils preferred method of communication is used, and that staff know how to move this forward at a consolidated but accelerated way. E: Following the pandemic, ensure families are fully involved with the setting.
Other action points	

## Section 8 Post 16 Quality of Provision (S&C Sum 1) – Judgement grade – Outstanding

The 6<sup>th</sup> Form is exceptional and is led by an experienced Assistant Headteacher, who oversees the curriculum, pupils and the important wider learning that takes place.

The curriculum in the Post 16 is bespoke, planned and sequenced towards sufficient knowledge and skills to prepare them for life after WFS, knowing that this will look significantly different for every pupil. Our overarching aspiration for our curriculum is to prepare our learners for adulthood. Staff are of a high quality and continually reflect and adapt the curriculum to ensure individual pupils needs are met. Assessment is ongoing and through the use of Evidence for Learning we can see the progression towards EHCP targets and wider IPP targets.

Within the 6<sup>th</sup> Form we continue to operate Pathways to meet pupil need; Pathway 1 and 2 continue to follow a complex curriculum focussing on EHCP needs and outcomes in preparation to be as independent as possible within a social care setting. Pathway 3 focus on independence and personal skills as well as work related/employment skills to prepare them for supported work, voluntary work, supported living and be able to access their community as independently as possible on leaving WFS. Pathway 4 work towards employment. The following accreditation is delivered to learners if and when appropriate, at a level based on prior attainment eg: If they already have Entry Level 2 at the end of KS4 they will begin working towards Entry Level 3. We offer OCR Life & Living Skills (Entry Level 1, 2 & 3). ASDAN COPE and AOPE (Level 1). Pupils also continue to work towards functional maths and English.

We receive impartial, high-quality careers guidance from a SENDIASS Young Person's Advisor. He is nearing completion of his Level 6 Careers Advisor qualification. He is also a trained teacher and has undertaken legal training regards SEND and the law. Due to the nature of our Post 16 learners, and the changing level of complexity of or learners each case is truly taken as an individual. This means we cannot compare year on year results or destination data or even pupil v pupil as this would be counterproductive. We focus on getting every child to the correct destination to meet their needs and aspirations. We are also frustrated and restricted by the opportunities available for our learners on leaving WFS. We continue to champion and lobby at every available opportunity to support our families and learners, including sitting on steering groups eg: The Local Authority SEND stakeholder meeting group. This frustration is often reflected in our destination data because we work hard with young people, families and destination establishments to ensure they have a place that is appropriate to them but also is where they want to be. By November some of these courses have either not run, or the establishment has not been able to meet the pupils needs. Again, we continue to try and meet regularly with these establishments to help, support and lobby for changes to meet all learners needs.

All sixth form pupils take part in a comprehensive range of encounters with future destinations and employers. For example, pupils in pathway 3 visit a bank in their local community and take part in workshops led by HSBC staff. Pupils in pathway 4 following a hospitality unit make work place visits and to hotels and cafés. Pupils visit local colleges and training providers and take part in bespoke zoom sessions to ask specific questions. These experiences support pupils in making informed decisions about their futures.

It is crucial that our learners not only develop and try new things but they understand that they have choice and their voice will and should be listened to. Each Friday pupils choose from a variety of enterprise activities supported by The Young Enterprise Company including working at the allotment, Hot Toppings pizza company and Dancing leaves crafts. Each Wednesday afternoon, pupils choose from a program of self-development activities planned according to pupils interests including signalong, upcycling furniture, highway code, fitness and Harmony- our LGBTQ+ and Ally group. All of these experiences enable our pupils to demonstrate highly positive and inclusive attitudes and commitment to their education. They always have respect for each other on the rare occasion this is not the case, staff intervene quickly. Therefore, pupils feel safe as well as how to deal with bullying, harassment, discrimination, peer-on-peers abuse – online or offline. We work with the police including workshops on county lines, hate crime, loan sharks and online safety. We also actively partake in the NCS Autumn Project (National Citizenship Service) to support the development of being a good and tolerant citizen. During their time in 6<sup>th</sup> Form for example, pupils have felt confident, supported and safe enough to discuss their sexuality and communication their chosen identity.

Forming an identity as a citizen of their local community is another important part of learning in sixth form. Activities planned to support this are diverse and include using public transport to visit shops and facilities, attending inclusive sports sessions at the local leisure and adult centres, visits to the KDYT youth centre to take part in regular activity with Ourway advocacy group and visit the mental health fair. These visits often result in pupils choosing to access these activities in their own free time.

The Blossom Tree Café is our own community café set up in Springfield park. Pupils were fully involved in the planning process, from the menu to the logo design. We are open to the public 3 sessions per week, led by the pupils, allowing invaluable opportunities to not only gain employment skills but also to develop their communication and independence. This learning is continued in the classroom pupils follow a passport to Hospitality program as well as having opportunities to gain employer recognised accreditations such as Food Hygiene and Manual Handling. These skills have been transferred to formal work experience placements with Relish, the catering company used by WFS. Pupils follow a formal application and interview process to apply for work experience placements and have successfully supported the making and serving of school meals.

Barnados Starting Well Parenting Team work with us to deliver a series of workshops “Understanding Yourself and Child Development” through a series of workshops. This supports our RSE curriculum and the understanding of the teenage and baby brains, healthy relationships, preconceptual health, interacting with a baby, consent and relationship and sex-education. We also continue the PSHCE curriculum and identify and gaps and misunderstandings so that when pupils leave us, they do so as prepared as possible for adulthood.

## Destination data 2021

WFS Leavers Destinations Summary 2021					
<i>Year group</i>	WFS Post-16	Employment	FE College	Specialist College	Social Care Provision
11	17		7	1	
12			3		1
13			3		
14		1	3	3	6



WORCESTERSHIRE COUNTY COUNCIL				
DESTINATIONS OF STUDENTS LEAVING YEAR 11 IN 2021 (UPDATED MARCH 2022)				
SCHOOL: Wyre Forest School				
Category	Total (Mar 2022)		Total (Nov 2021)	
	Number	%	Number	%
<b>F.T Education - Total</b>	24	96.0	24	96.0
School Sixth Form	17	68.0	17	68.0
Sixth Form College	0	0.0	0	0.0
F.E. College	6	24.0	6	24.0
Other Post-16 Education	1	4.0	1	4.0
<b>Non-employed Training</b>	0	0.0	0	0.0
<b>Employment - Total</b>	0	0.0	0	0.0
Apprenticeship	0	0.0	0	0.0
Employment with training leading to NVQ 2 and above	0	0.0	0	0.0
Other employment	0	0.0	0	0.0
<b>Not Settled - Total</b>	1	4.0	1	4.0
Voluntary and Part-Time Activities	0	0.0	0	0.0
NEET Available (Unemployed)	1	4.0	1	4.0
NEET Unavailable	0	0.0	0	0.0
<b>Others including moved out of contact, no response and refused to participate</b>	0	0.0	0	0.0
<b>TOTAL</b>	<b>25</b>	<b>100.0</b>	<b>25</b>	<b>100.0</b>

School development priorities from self-evaluation process.

SDP 2022 – 2023 Objectives

F: To continue to lobby and champion our young people to ensure there is appropriate opportunities Post 19.  
 F: To continue to work with teachers to ensure they can articulate their sequential planning and next steps in learning to continue to be outstanding.  
 F: To continue to embed the outstanding ethos and curriculum within 6<sup>th</sup> Form.