

Waverley School

105 The Ride, Enfield, Middlesex EN3 7DL

Inspection dates

12–13 March 2019

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
16 to 19 study programmes	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- Leaders, governors and staff share an ambitious vision for every pupil to reach their full potential. They are relentless in their pursuit of excellence.
- Displays around the school celebrate pupils' successes exceptionally well. All parts of the school promote a love of learning.
- The vast majority of pupils make strong and sustained progress from their starting points. Staff know pupils well and create highly personalised learning programmes so that every pupil can excel.
- The quality of teaching and learning is outstanding. Teachers and support staff have a deep understanding of pupils' needs. They are highly effective in developing pupils' communication, academic and personal skills.
- Pupils love their school and attend well. Their behaviour is excellent because staff plan and adapt activities to meet their needs.
- Leaders and staff embrace new research ideas and technologies to unlock the potential of every pupil. Leaders should keep the curriculum under constant review so that it continues to meet the needs of all pupils exceptionally well.
- Early years and post-16 provisions are outstanding. Children receive high-quality learning experiences when they arrive at school. As young adults, they leave with confidence and improved independence skills.
- Parents and carers appreciate the support they receive from all staff.
- Safeguarding is effective. All staff ensure that pupils' safety and well-being are a top priority.

Full report

What does the school need to do to improve further?

- Ensure that the curriculum continues to meet the needs of all pupils and that the outstanding quality of teaching and learning is maintained.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Leaders and governors are unwavering in their high expectations of staff and pupils. Everyone is challenged and encouraged to excel. Pupils are held in the highest regard by all staff, who encourage them to take risks and celebrate every small step of success.
- Leaders and governors have a deep and accurate understanding of the school's effectiveness. They regularly review school information to ensure continuous improvement in the quality of teaching and learning. The impressive five-year development plan sets out clear actions for the ongoing development and sustainability of the school. Leaders are ambitious to influence teaching practice nationally and internationally.
- At all key stages, most pupils make outstanding progress and nearly all pupils make at least good progress from their starting points. As a result of leaders' detailed knowledge of pupils' individual needs and a well-taught curriculum, disadvantaged pupils make at least as good progress as their peers. Leaders understand the steps pupils need to take towards improving their communication, cognition and independence. Staff review pupils' achievements on a daily and weekly basis to reduce and remove barriers to learning.
- Leaders make best use of staff and resources to enable pupils to achieve. Staff are skilfully trained to develop pupils' communication and physical skills. The high staffing ratio ensures that all pupils are supported with care and timely interventions. The use of new technologies, including electronic tablets and eye-gaze technology, allows pupils to make significant improvements in their communication skills.
- Leaders have created a culture of shared learning and a desire for self-improvement among staff. Teachers willingly learn new skills and try new initiatives. They regularly observe each other's good practice and share their specialist knowledge. A culture of teamwork and coaching has resulted in reflective practice by all staff. This helps to ensure consistently effective teaching across all classes.
- Leaders share their excellent practice across a network of special schools. The local authority holds the school in high regard, using Waverley School's outreach provision to train teachers and other professionals in a range of special needs practices.
- The curriculum has a clear intent, taking as its starting point the individual needs of each pupil. Engagement and communication are quickly developed for all pupils, enabling them to build on their learning. The curriculum is delivered in a variety of ways to meet the wide range of needs and abilities of the pupils. Leaders engage in continuous reflection with staff around the delivery of the curriculum to ensure that it is flexible and challenges all pupils to achieve well. Leaders acknowledge the need to consistently review this curriculum so that it continues to meet the needs of all pupils exceptionally well.

Governance of the school

- Governors have a depth of knowledge and skill. They demonstrate a thorough grasp of the school's strengths and areas for further development, sharing leaders' high expectations for all pupils to excel. Through regular visits, they are fully involved in the life of the school. Governors provide excellent support to the headteacher and appropriate challenge through scrutiny of the information they receive about pupils' progress and well-being. Governors understand their strategic roles, as exemplified in their published annual report which sets out their priorities for the year. Governors also ensure that the use of additional funding has an impact on pupils' outcomes.
- Governors work on the principle that 'we are all accountable to each other' when monitoring all safeguarding policies and practices. For example, the staff and premises committee scrutinises detailed reports from senior leaders on the health, safety and behaviour of pupils and staff. This enables governors to make informed decisions about priority actions.

Safeguarding

- The arrangements for safeguarding are effective. Leaders and governors have created a culture of vigilance where pupils' welfare is actively promoted in school and in the wider community. All staff recognise their roles and responsibilities to keep children safe. They use the school's referral system to raise concerns, enabling all safeguarding leaders to intervene in a timely and appropriate way. Middle leaders receive supervision training so that they can support staff when safeguarding concerns arise. The school's recording and monitoring systems are comprehensive. Leaders are relentless in pursuing the right additional help for pupils and their families.
- All visitors are checked carefully, and newly appointed staff are vetted thoroughly.
- The headteacher and chair of governors play a leading role in safeguarding matters within the local authority. The headteacher supports the training of social workers to help them work with pupils where there are concerns about their safety. School leaders work effectively with other agencies to ensure that medical concerns are addressed.
- Leaders maintain holistic support for families who may be in crisis. For example, leaders advise parents on best feeding practices and personal care, and support with hospital visits. Parents are overwhelmingly positive about their child's safety at school and the support they receive from all staff.

Quality of teaching, learning and assessment

Outstanding

- Teachers demonstrate a deep knowledge of teaching content and effective methodology. They combine strong subject knowledge with a range of communication methods so that every pupil can participate in activities. Through modelling what they want pupils to learn, teachers and support staff effectively engage every pupil in their own learning.
- Lessons are planned well to maximise learning opportunities. Activities are stimulating and meaningful, and this helps to sustain pupils' interest. Adults set clear routines and expectations, which are understood by pupils. All adults are attentive to the needs of

each pupil and respond swiftly to ensure that pupils are engaged with their learning. Individual behaviour plans are provided for any pupils who require support to regulate their behaviour. Activities are broken down into very small steps so that pupils can achieve. Staff manage pupils' behaviour well because they explain what is happening, they use praise to motivate pupils and they offer appropriate distractions when pupils become unsettled.

- Staff use a wide range of tools to help pupils communicate their understanding. Communication books are made for individual pupils so that they have the vocabulary to access their learning. For example, in a mathematics lesson where pupils were learning about shape and size, a pupil was able to find a large square to show they understood what was being taught. Some pupils access their communication books using an electronic tablet which reads aloud the object they have chosen. In a guided reading lesson, pupils were able to identify and name the tools a plumber uses. Pupils with more developed communication skills were able to practise using the key vocabulary.
- All staff skilfully provide pupils with opportunities to practise the skills they are learning. Lessons follow clear and predictable routines, with high levels of repetition to help pupils embed new skills. In physiotherapy lessons, pupils practise strengthening their muscles and improving their hand-eye coordination for a sustained period. With the support and encouragement of adults, pupils respond well to challenging tasks and express delight when they achieve them. Staff are well trained to give pupils time to respond. By listening carefully to what each pupil is communicating, adults offer feedback which develops pupils' learning and meets their needs.
- Teachers have high expectations for pupils to develop reading, mathematical and, where appropriate, writing skills. Sensory stories are told, using a range of props and experiences to bring the story alive. Pupils told inspectors how much they enjoyed these story sessions. Pupils with more developed communication skills are challenged to recall events in a known story, identify familiar words and demonstrate their understanding of the plot. Pupils who are able to develop phonics skills are provided with structured activities to recognise letter sounds and to build simple words. In a writing lesson, pupils matched pictures and words to build sentences that described their family. Most-able pupils are challenged to write independently. Pupils develop a love of mathematics because it is taught creatively and applied to real-life situations. In key stage 1, pupils learn basic concepts through number rhymes which are repeated until knowledge is embedded. In key stage 4, pupils are taught to understand money and apply mathematics to life in the community.
- Families are well informed of their child's progress. They are welcomed into lessons regularly so that they can see what their child is learning. Through the annual review process, parents' views are captured within education, health and care plans. Their child's next steps are identified, with clarity about the support available from external support services. Staff offer regular training and advice sessions so that parents can support their child at home. Parents value these sessions highly.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Parents report that pupils love their school and their learning experiences. Pupils are proud of their achievements, which are celebrated daily in lessons, through assemblies and through national awards. All staff nurture pupils' confidence and self-esteem. They treat pupils with the highest levels of respect and dignity. Through recognition of all achievement, pupils are taught to celebrate the success of others.
- Pupils value their education and most rarely miss a day at school. Attendance is in line with the national average for pupils with complex needs. A small number of pupils have lower attendance due to chronic medical needs which require extended periods in hospital.
- Staff equip pupils well with the skills and behaviours required to move on to the next stage of their education. They also provide extensive support to parents so that they can support their child with the challenge that change brings. Through careful rehearsal and information sharing, staff ensure that pupils make smooth transitions from one class to the next and move successfully on to new educational settings.
- The school provides an outstanding level of care and welfare for all pupils. Leaders maintain comprehensive behaviour and healthcare plans which identify pupils' needs. Staff are well trained by specialists in a range of techniques to ensure that basic medical interventions, and the moving and lifting of pupils, are managed safely.
- Pupils are taught to keep themselves safe and healthy. Trained staff help pupils walk so that they become less dependent on equipment to help them move. As a result, some pupils are now able to walk independently around the school building. Pupils are taught about personal safety through social stories and role play, and to practise these skills with each other in lessons.

Behaviour

- The behaviour of pupils is outstanding.
- There is no bullying. Pupils' behaviour in lessons and around the school is managed expertly by all adults. Many pupils having sensory processing and communication difficulties, which can lead to challenging behaviour. They are ably supported by staff, who are trained to use positive behaviour strategies and physical interventions when required. Individual behaviour plans ensure that staff respond appropriately and consistently to the needs of each pupil. The learning of others is not disrupted when a pupil is unable to regulate their own behaviour.
- Pupils' spiritual, moral, social and cultural development is promoted throughout all aspects of school life. The nurturing, inclusive learning environment celebrates all pupils. Daily activities include the development of social skills at meal times and quiet reflection at the end of the day. Pupils in key stage 5 have opportunities to attend a three-day residential trip. For many, this is their first experience away from home.

Outcomes for pupils

Outstanding

- The vast majority of pupils across all key stages make good or outstanding progress from their starting points. There are no differences in the achievement of pupils from different ethnic groups, those who speak English as an additional language and those in receipt of the pupil premium. Where pupils are not making good progress, this is the result of extended absence from school due to chronic medical needs. Pupils who are new to the school may take time to regulate their behaviour and initially have more difficulty attending to their learning. However, over time, they catch up.
- Teachers use information from comprehensive assessments when pupils join the school to set challenging targets for all pupils. Lessons are planned to meet the wide range of communication and cognition skills of pupils. For example, pupils may require repetition to embed knowledge or additional support regulating their emotions. The most able pupils have the opportunity to extend their learning in mainstream placements.
- Pupils' achievement is monitored on a daily and weekly basis so that teachers can adapt planned activities to pupils' current needs. Advice and interventions from other professionals are integrated holistically into lesson planning. As a result, all pupils receive the support they need to make continuous progress.
- Evidence of pupils' progress is gathered meticulously through the use of videos, photographs and daily records. Leaders analyse the evidence to ensure that assessment is accurate. Video evidence is used as an effective tool for identifying pupils' barriers to their learning and their strengths. Teachers use this information well to plan next steps and interventions for each pupil. As a result of this model, no pupil falls behind.

Early years provision

Outstanding

- Children make an excellent start to school life. From very low starting points, they make outstanding progress in all areas of their development. Teachers accurately assess children when they join the school and use this information to plan appropriately challenging activities. Close partnership working with other agencies ensures that children's safety needs are fully supported.
- Early years provision offers consistently high-quality learning experiences, both within the classroom and the outdoor environment. Children are provided with a range of equipment to aid their movement and communication. Activities are planned to give children a range of sensory experiences and to teach them how to communicate. Clear routines and expectations help children learn well.
- The new 'geodome' provides an attractive space where children enjoy reading activities. It allows them to use the outdoor area in all weather conditions. The outdoor learning space is now fully accessible.
- The quality of teaching and learning is outstanding. Teachers and other staff share a wide range of specialist knowledge in teaching children with complex needs. They make highly effective use of a range of strategies to engage children in their learning. Examples include leading group activities with exciting objects, modelling what they want children to learn. Staff observe children attentively so that they can feed back to

each child what they are trying to communicate. Staff work as a team to review children's progress each day and to plan next steps for each child. Videos and photographic evidence of children's learning enable staff to identify children's strengths, as well as their areas for development. Video evidence also provides excellent training material for staff to reflect on their own practice.

- All safeguarding and statutory welfare requirements are fully met. Staff ensure that children feel safe and secure.

16 to 19 study programmes

Outstanding

- The vast majority of students make good or outstanding progress from their starting points. They achieve well in externally accredited awards, which increases their sense of pride and self-confidence. Students behave well because they are supported by staff to self-regulate and are offered a curriculum that is exciting and appropriate. Attendance rates are high.
- All students receive a personalised and appropriate curriculum that prepares them well for adulthood. Alongside the teaching of mathematics, English and science, students have access to a wide range of vocational activities in a range of settings. Opportunities for work experience in the local community and within school prepare them well for the world of work. Extra-curricular activities, including a three-day residential trip, challenge students to develop new levels of independence.
- Leaders take considerable steps to ensure that students are safe and know how to keep themselves safe. Students are taught about socially acceptable behaviours and respectful communication with others. They know how to keep themselves safe online and are supported to look after themselves in the wider community.
- Students are prepared well for the next stage of their life. Leaders work tirelessly to ensure that students move on successfully and remain in their next place of learning. Leaders provide regular opportunities for parents to discuss and agree the life skills and support their child will need as an adult.
- Leaders work effectively with colleges and day centres to develop inclusive and social opportunities for students with complex and profound learning difficulties. Teachers share their knowledge and expertise with staff in these settings and continue to offer support for students over a long period of time. Leaders are held in high regard by the local authority and play an active part in shaping future provision across the borough.

School details

Unique reference number	102070
Local authority	Enfield
Inspection number	10058843

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Special
School category	Community
Age range of pupils	3 to 19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	126
Of which, number on roll in 16 to 19 study programmes	22
Appropriate authority	The governing body
Chair	Janet Leach
Headteacher	Gail Weir
Telephone number	020 8805 1858
Website	www.waverley-school.com
Email address	info@waverley-school.com
Date of previous inspection	24 January 2018

Information about this school

- The school provides for pupils with severe, profound and multiple learning difficulties. Many pupils have additional medical, sensory or physical disabilities which affect their access to learning. The school is based on two sites. Provision for the early years is situated one mile from the main school site.
- Pupils come from a wide range of ethnic backgrounds. Over half of the pupils come from families who speak English as an additional language. More than half of the pupils are disadvantaged.

Information about this inspection

- Inspectors observed pupils working in all classes over the two days of the inspection. All observations were carried out jointly with members of the school's senior leadership team. Inspectors looked at evidence of pupils' progress and observed pupils taking part in guided reading sessions.
- Inspectors observed pupils during playtime, lunchtime and as they moved around the school.
- Meetings were held with leaders, teachers and support staff, governors and a representative of the local authority.
- Inspectors looked at a wide range of documents provided by the school. These included the school's self-evaluation and development plans, the school's internal data, curriculum plans, reviews of the use of the pupil premium and sport funding, and reports to the governing body.
- Inspectors analysed the school's single central record of staff suitability checks and considered documents showing how the school keeps pupils safe.
- The views of parents were taken into consideration through a meeting with the lead inspector and through analysis of the 11 responses to the Ofsted online survey, Parent View. Staff views were considered by analysing the 69 responses to the staff questionnaire and through interviews with a selection of staff and middle leaders. There were no responses to the pupil questionnaire. However, the lead inspector held a meeting with 13 pupils to gather their views.

Inspection team

Angela Tempany, lead inspector

Her Majesty's Inspector

Helen Bailey

Ofsted Inspector

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