



### **The context in which the School works**

Willoughby is an all age Special School for pupils with moderate, severe, profound and complex learning needs. Situated in Bourne, south Lincolnshire the school caters for 86 students aged 2 – 19. The staffing body consists of 11 teachers, 4 Instructors, 45 Teaching Assistants and 15 Support Staff.

All pupils have an Education, Health and Care Plan. Pupils are drawn predominantly from South Kesteven, and some pupils live a long distance from the school. Due to the complex and unique learning needs of the school cohort, Willoughby offers a comprehensive, individualised curriculum that meets the needs of all pupils.

Sustained and continuous improvement since the last inspection (Sept 2016) is underpinned by proactive leadership at both School and Governance level. Accountability is robust and systematic. Improvement planning reflects core values of the School, is based on close analysis of trends over time and is rooted in self-reflective practice. All leaders have high expectations and all stakeholders are deeply ambitious for the School.

Morale is high amongst staff; progress data reflects the good and often outstanding teaching across the School. Staff are highly skilled, tenacious in the pursuit of excellence and focus unrelentingly on students' progress. Staff are passionate about teaching and learning; CPD is collaborative and draws on expertise across the School and County.

Willoughby prides itself on its highly inclusive nature and community based provision. Ambitions are high for all pupils and there is an enthusiasm amongst staff who share the 'Willoughby Way' values.

Willoughby pupils are supported to demonstrate excellent standards of behaviour, by being courteous, respectful and aspirational for their future.

Key issues from previous inspection	Actions taken	Impact
Pupil attendance rates improve	<ul style="list-style-type: none"> <li>• SLT member has attendance responsibility and oversight.</li> <li>• Use of MIS to track and monitor attendance.</li> <li>• All holiday requests (except in exceptional circumstances refused</li> <li>• First morning call, for all unexplained absence</li> <li>• Rewards for improved and high rates of attendance</li> </ul>	<ul style="list-style-type: none"> <li>• An attendance policy is in place and strategy is being developed.</li> <li>• Instant data and feedback that can be acted upon.</li> <li>• An increasing number of parents are now taking family holiday outside of term time.</li> <li>• Immediate explanation for absence.</li> <li>• Pupils motivated to attend school.</li> <li>• Attendance rates improved from 88 to 92%.</li> </ul>
Increased rigour is applied to the assessment of pupils' learning in a wider range of subjects	<ul style="list-style-type: none"> <li>• Introduction of New whole school assessment tool (BSquared)</li> <li>• Termly target setting and review meetings for all teaching staff</li> <li>• External moderation and validation of assessment</li> <li>• Updated parental engagement strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Baselining of pupils and subsequent target setting and tracking.</li> <li>• Clear understood and agreed targets for all pupils.</li> <li>• Quality Assurance of judgements.</li> <li>• Further parental involvement in the life of the school.</li> </ul>
All teaching is of a consistently high quality	<ul style="list-style-type: none"> <li>• Termly lesson observations</li> <li>• External validation of lesson observations</li> <li>• Fortnightly learning walks and feedback</li> <li>• Mentor programme for new teaching staff</li> <li>• CPD to promote high aspirations and outcomes</li> <li>• Support programme for staff who require additional support</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate understanding of the quality of teaching and learning across the school.</li> <li>• QA assurance of judgements.</li> <li>• Regular feedback on standards.</li> <li>• Support structures for new staff.</li> <li>• Promotion of a culture of continual improvement.</li> <li>• Promotion of high standards and continuation of CPD.</li> </ul>
The school website is compliant with DfE requirements.	<ul style="list-style-type: none"> <li>• Allocation of website compliance to SLT member</li> <li>• Termly internal audit of website</li> <li>• Annual external website review</li> </ul>	<ul style="list-style-type: none"> <li>• Updated and reviewed monthly.</li> <li>• Regular review and updates as required.</li> <li>• Quality assurance and validation form an external partner.</li> </ul>

## Effectiveness of leadership and management

	1	2	3	4
<b>Grade:</b> Effectiveness of leadership and management				

### Grade judgement:

- The school has successfully maintained the high standards, progress and outcomes since the last inspection (September 2016) where all aspects of the school's provision including the quality of Leadership and Management were judged to be good.
- The school has a clear focus on improving teaching and learning.
- The school has regular visits by the LA School Improvement Partner and Governors quality assuring the judgement
- Governors are strong and committed to guiding the direction of the school and they provide 'challenge' to the Headteacher and leadership team.
- All aspects of staff training and meetings have the core focus of improving the quality of Teaching and Learning at the school. Aspirations have been raised. Overall staff have higher expectations of pupil performance.
- The sixth form curriculum is giving greater challenge and academic opportunities alongside preparing the students for independence and the world of work.
- The PE premium funding provides excellent value for money and has increased pupil participation and improved both their performance and well-being.
- Pupils' spiritual, moral, social and cultural development is carefully planned and furthered through the daily and wider curriculum.
- Pupils are well prepared for life in modern Britain through the rich, balanced and individualised curriculum available to all.
- Performance management is used extremely effectively with all staff across the school to promote effective practice and build leadership capacity.
- Pupils' physical well-being is at the forefront of whole school, class and individual provision which enables all pupils to thrive.
- Safe practices and a culture of safety are promoted through the curriculum.
- Transition practise in each key stage and between classes is very strong.
- Work related learning and life skills enrich opportunities and are very well led.
- Engagement and interaction with parents is outstanding.
- Parents and carers are delighted with the schools' provision. 97% of parents believe the school is well led and managed (3% didn't know).

**Next steps:** Improve leaders at all levels through coaching, empowering and succession planning to ensure that they have the capacity to develop the curriculum.

- Staff to model the Willoughby Way.
- Teaching staff to have a clear and defined whole school role.
- Leadership structure to be reviewed in line with predicted budget and school need.
- Leadership roles and responsibility holders to be supported to undertake appropriate National Professional Qualifications to enhance whole school provision.
- Ensure a sustainable staffing structure, in line with pupil need.
- Staff to be supported through effective performance management.
- Teachers performance management and pay, to be linked.
- Pupil Premium funding to be used effectively.
- PE and Sport Premium Funding to be used effectively.
- Year 7 literacy and numeracy catch up funding to be used effectively.
- Maintain a culture of safeguarding for all members of the Willoughby Community.
- Staff and Governors to receive the relevant Safeguarding training appropriate to their role.
- Safeguarding reporting to be tracked and monitored, using MIS (CPOMS).
- Governors and Headteacher to investigate (and implement) Academy status

## Quality of teaching, learning, curriculum and assessment

	1	2	3	4
<b>Grade:</b> Quality of teaching, learning, curriculum and assessment				

### Grade judgement:

- The quality of teaching remains consistently Good and Outstanding.
- Wider validation supports these judgements (from parents, pupils, Local Authority, School Improvement Partner).
- Analysis of the effectiveness of Teaching, Learning and Assessment based on triangulation (of lesson observation data, pupil achievement outcomes and wider validation) would evidence that overall the majority of teaching is consistently Good and Outstanding.
- 95% of lessons observed 2017/18 were Good or Outstanding (30% Outstanding), no lessons were judged inadequate. So far this academic year 2018/19, 17% of lesson were graded as outstanding, 75% good and 8% requires improvement.
- In July 2018 83% of pupils achieved or exceeded challenging school targets (derived from Progression Guidance and CASPA) in all 4 key subject areas (English, Maths, Science, PSD).
- Progress this academic year 2018/19, has seen TBC% (Autumn 2018) of pupils achieve or exceed their targets.
- High quality teaching and learning combined with outstanding outcomes, results in an overall 'Good' grade.
- Regular focused Learning Walks 2017/18 carried out jointly by the Headteacher and SLT (verified by the SIA) support the Good grade.

**Next steps:** Empower the pupils and staff through the development of a creative curriculum, aligned and informed assessment, and improved strategies for curriculum planning across the school.

- The 'Forest School' project to be embedded.
- Extracurricular activities to play a key part in the wider Willoughby Curriculum.
- New whole school assessment system (B Squared) to be introduced and embedded.
- New assessment and certification system (AQA certificates) to be introduced and embedded at KS5.
- Termly short reports for each pupil to be completed and shared with parents and carers.
- Updated end of year progress report to be shared with parents and carers.
- Parents evenings to compliment the EHCP and reporting and assessment cycle.
- Whole school curriculum planning to develop progressive learning and life skills.

## Personal development, behaviour and welfare

	1	2	3	4
<b>Grade:</b> Personal development, behaviour and welfare				

### Grade judgement:

- The pupils at Willoughby demonstrate a very good attitude to their learning and behave very well in lessons.
- There are very high expectations for pupil conduct.
- Behaviour and safety was judged to be outstanding in 80% of lessons, and good or outstanding in 100% of lessons in the Academic Year 2017/18 lesson observations.
- So far this academic year, behaviour and safety was judged to be outstanding in 100% of lessons.
- Regular focused learning walks carried out jointly by the Headteacher and SLT support the good grading.
- Wider validation supports these judgements (from Parents, Pupils, Local Authority, School Improvement Partner).
- 100% of parents/carers believe that their child is well looked after, 80% agree that the school deals effectively with bullying (20% didn't know and 97% believe that pupils are well behaved at the school (3% didn't know).
- Attendance is good. Since the last inspection it has risen from 88.0% (2015-16) to 92.12% (2017-18).
- Pupils' physical and emotional well-being is at the forefront of whole school, class and individual provision which enables all pupils to thrive.
- Safeguarding practice is outstanding. Single central record is in place and maintained, training for staff is regular and updated, all designated staff training is up to date, all volunteers / supply staff are given safeguarding guidance on arrival.
- The governor safeguarding lead meets regularly with SLT to monitor safeguarding.

**Next steps:** Create increasing opportunities across the School for pupils to achieve success within their personal development, behaviour and welfare.

- Behaviour to remain consistently good or outstanding.
- Behaviour to be tracked and monitored school wide, using MIS (CPOMS).
- Whole School rewards system to be introduced.
- Pupil attendance to be over 91%.
- All term time holiday requests to be refused (except in exceptional circumstances).
- Attendance to be tracked using whole school MIS (Integris)

## Outcomes for children and learners

	1	2	3	4
<b>Grade:</b> Achievement				

### Grade judgement:

- The proportion of Good and Outstanding teaching continues to be very high, 95% in 2017 -18 and 92% so far this academic year.
- The academic year 2017/18 saw 83% of pupils achieve or exceed their challenging school targets in all 4 key subject areas (English, Maths, Science, PSD).
- Progress this academic year 2018/19, has seen TBC% (Autumn 2018) of pupils achieve or exceed their targets.
- Evidence of each pupil's learning clearly demonstrates good progress for all groups over the short, medium and long term.
- The good practice of linking teaching and learning with assessment to ensure optimum progress for all pupils is embedded throughout the school.
- A rigorous cycle of Quality Assurance including external validation (School Improvement Partner, Peer to Peer Review, moderation) supports and validates the SES judgements.
- Parental Feedback states that 94% of parents agree or strongly agree that their child makes good progress at the school (6% didn't know) and 100% would recommend Willoughby to another parent.
- The EHCP process and person centred planning ensures that pupils are involved in their future and are extremely well equipped for the next stage of their education and future life.
- Effective multi-agency working with professionals including SALT, Physiotherapy, OT, CAMHS, SESS, EP promotes learning and offers individualised support.
- Teachers are able to adapt their teaching to meet the needs of changing cohorts (increasing numbers of pupils with PMLD and/or complex needs).

Next steps: Outcomes for all pupils remain positive and/or are on a trajectory of improvement.

- All pupils to make at least good progress from their starting points and 25% outstanding progress over the course of the academic year.
- All Pupil Premium students to make progress in line or above the mean average of pupil progress.
- EHCPS to be individualised, working documents, based upon 4 broad areas of need, 1) Communication and Interaction 2) Cognition and Learning 3) Social Emotional and Mental Health 4) Sensory and/or Physical Needs.

- All pupils to have had an EHCP review within the academic year.
- Transition into Willoughby to be managed through clear guidelines and proforma.
- Transitions out of Willoughby to be supported based upon individual need.

**Overall effectiveness – the quality of education provided in the school**

	1	2	3	4
<b>Grade: Overall effectiveness</b>				