

Watergate School SEF

Headteacher: Linda Matthews	Chair of Governors: Sarah Hamilton	Date: September 2024
Date of last Ofsted Inspection 9 th March 2022		
Outcome	Watergate School continues to be Outstanding	
School Context		
<p>Watergate is a primary special school in the London Borough of Lewisham, for pupils aged 4 -11 years, presenting primarily with severe or profound learning difficulties, and associated complex needs, including autism spectrum condition. The school is currently based on two sites, one at Bellingham and a temporary site at Ladywell.</p> <p>All 186 pupils on roll have Education, Health and Care Plans (EHCPs). Pupils come from Lewisham and surrounding boroughs. The majority of pupils come to school on Local Authority school transport. A small proportion of pupils are brought in by families/carers.</p> <p>The school is supported by a multi-disciplinary team including speech and language therapists, occupational therapists, physiotherapists and specialist teachers for visual and hearing impairment. The multi-disciplinary teams work closely with class teams and pupils, to comprehensively meet all of their needs. The school employs a music therapist who works with a number of pupils on both sites.</p> <p>Watergate has a diverse pupil population. As a majority of pupils are socially disadvantaged, with 46% of pupils are Pupil Premium. Watergate aims to provide an “equity” of offer, developing cultural capital to facilitate their progression into secondary provision and beyond.</p>		

At Watergate pupils, families and staff live the values, *'I can, you can, together we will.'*

Quality of Education

Strengths

Areas for development

Intent

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| <ul style="list-style-type: none"> • There is a broad and balanced holistic curriculum. The curriculum is tailored to meet the needs of all pupils and has strategies to demonstrate progress throughout their time at Watergate. These not only prepare them for the next steps in the education and adult life. • Topic planners have a clear sequence of learning intentions and clearly identify the knowledge and skills set to be taught. • Teachers and teaching assistants were involved in the design of this curriculum and worked collaboratively in subject specific groups to share their expertise. • There are built in opportunities for enrichment to address the lack of cultural and social capital of our pupils. • Regular trips within the local environment include Lidl, Beckenham Place Park, Lewisham Library, which enhance independence, communication and problems solving through innovative learning opportunities. • Educational visits linked to topics enhance the learning opportunities of pupils and supports their wellbeing, confidence and self-regulation. • Links with other schools have provided opportunities for inclusion, including a Carol Concert with Sedgehill school, reciprocal pupil visits between Watergate and St Augustin and Y6 transition for pupils moving on to Greenvale school. | <ul style="list-style-type: none"> • Continue to strengthen the curriculum provision through monitoring and training opportunities for teaching staff. • Explore opportunities within the wider community to strengthen learning opportunities during educational visits. • Continue to extend links with other special schools within Lewisham and the surrounding boroughs. • Create new links with schools within Lewisham to enhance inclusion. |
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Implementation

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| <ul style="list-style-type: none"> • Teaching and learning is regularly monitored by senior and middle leaders through lesson observations and learning walks. Feedback is given to teachers on how to improve and refine their practice. • Bespoke CPD opportunities for all staff has led to high quality teaching and learning across the school. | <ul style="list-style-type: none"> • AHT for assessment is to strengthen assessment practices through training, monitoring and moderation of data input. Ensure that there is consistency of moderation by Senior Leaders |
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<ul style="list-style-type: none"> • Robust monitoring continuously upskills teaching staff and establishing progression routes. • Termly meetings of Middle Leaders has led to more collaborative planning for topics. • Whole school sharing of planning ideas has improved outcomes and provided innovative and exciting learning activities. • The school's online assessment programme, Evidence for Learning, enables staff to assess pupils' progress regularly and incrementally, setting regular and meaningful targets to support progress. Progress is shared with families termly through EfL and annually through the Annual Review process. The focus on improving assessment has resulted in sharper, more coherent and more focused targets for each pupil and has improved outcomes. • Weekly 'sharing sofas' bring teachers and teaching staff together to support one another and share ideas. 	<ul style="list-style-type: none"> • Establish half termly progress meetings for teachers with their Link SLT member • Refine EfL areas to include the curriculum areas as well as IEP targets. • Arrange ongoing meetings with Families to discuss the schools assessment processes and outcomes.
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Impact	
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Strengths	Areas for development
<ul style="list-style-type: none"> • Pupils make excellent progress in their learning outcomes, enabling them to develop at a rate that supports their independence and supports their wellbeing. • Pupils are happy in school and build positive relationships with all staff. • The school has positive links with families and families are confident in discussing any concerns/queries that they have. • Families feel comfortable in attending school through open afternoons, where they can work collaboratively with class teams on learning activities with their children. • Families work closely and are supported by the FSW and regular coffee mornings have established friendship/support groups. 	<ul style="list-style-type: none"> • To further extend opportunities for families and children to have a voice in what they would like to further support families in the wider community.

Behaviour and Attitudes	
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Strengths	Areas for development
<ul style="list-style-type: none"> • Engagement in learning is exemplary as a result in the school's low arousal approach to positively supporting behaviour. • Pupils have Relational Support Plans, which focus on the positives and strategies to support individuals to manage their self-regulation. 	<ul style="list-style-type: none"> • All pupils to have a Relational Support Plan

<ul style="list-style-type: none"> • In-house trainers provide training to all staff on how to implement the low arousal approach and to adopt a 'hands off' approach. • The school is part of the Restraint Reduction Network and does not implement restraint methods • The school's behaviour has been identified as exemplary at the last Challenge Partner's review 2024. 	<ul style="list-style-type: none"> • Low Arousal Approach training to be shared with other schools within the borough
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Pupil Wellbeing

Strengths	Areas for development
<ul style="list-style-type: none"> • Class teams and staff across the school form positive relationships with all pupils. • Pupils have Relational Support Plans to support them, these are written in conjunction with the AHT for Behaviour. • Pupils feel safe and supported and as a consequence engage well in learning activities and make good progress. • The introduction of lunch clubs, additional play equipment and training in play for staff across the school has had a positive impact on the interaction of pupils. It has also resulted in greater communication. • Improvements in outdoor learning has had a positive impact on the wellbeing and confidence of pupils, who are keen to join in outside learning, particularly forest school activities. • New and exciting trips have enhanced pupil's interest and confidence in accessing unfamiliar environments and facilities, these include rock climbing, paddle boarding, circus skills, and Sailability and many more. 	<ul style="list-style-type: none"> • Continue to extend opportunities for play and activities within the local and wider community.

Leadership and Management

Strengths	Areas for development
<ul style="list-style-type: none"> • Leaders have high expectations for all members of the school community and hold staff to account for pupil progress and behaviour through robust line management and performance development structures. • Leaders conduct learning walks and other quality assurance strategies to monitor school effectiveness. 	<ul style="list-style-type: none"> • All members of SLT to have a consistent approach to moderation and feedback. • To establish cohesiveness between the senior leadership team • Develop a coaching approach to support staff across the school.

<ul style="list-style-type: none"> • Trainee teachers have a tutor and mentor to enhance the programme offered by their external provider • Feedback from the recent staff survey highlights the approachability of senior leaders. • Senior leadership roles and responsibility have been enhanced with the addition of an AHT for Assessment, Behaviour/ASD and Teaching and Learning. • Senior Leaders are consistently look at ways to improve teaching and learning, wellbeing and opportunities to link with the wider community. 	
<h3 style="color: #0056b3;">Safeguarding</h3>	
<ul style="list-style-type: none"> • There are five DDSL's that support the DSL. • Regular meetings, which are rag rated, take place and include HT, DHT for Safeguarding and the FSW. • Staff feel comfortable and confident that any concerns raised are investigated and acted upon. • The HT, Business Manager and Premises Manager undertake H&S walks and discuss works necessary to ensure the building is safe and fit for purpose. • The school link with a dedicated H&S officer in regard to the safety of the building and any required risk assessments. 	<ul style="list-style-type: none"> • All senior leaders to undertake DSL and Safer Recruitment training.