

# Waverley School

## Inspection report

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<b>Unique Reference Number</b>	102070
<b>Local Authority</b>	Enfield
<b>Inspection number</b>	335835
<b>Inspection dates</b>	10–11 June 2010
<b>Reporting inspector</b>	Lynne Kauffman

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

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	3–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	100
Of which, number on roll in the sixth form	16
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Janet Leach
<b>Headteacher</b>	Mrs Louise Gibbs
<b>Date of previous school inspection</b>	6 February 2007
<b>School address</b>	105 The Ride Enfield EN3 7DL
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors observed 13 lessons and fifteen staff were observed. Meetings were held with pupils, governors, parents, school managers, external agencies, teaching assistants and a telephone call was held with the headteacher's School Improvement Partner. Inspectors observed the school's work, and looked at documentation relating to safeguarding, school policies and assessment. Questionnaires were received and considered from 31 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Whether areas highlighted for improvement in the previous report have been embedded in the school's programme for improvement.
- Whether assessment is used confidently by all staff to ensure personalised programmes are developed for each pupil.
- The impact of monitoring across the school.
- How well sixth formers are prepared for the next stage of their lives.

## Information about the school

Waverley School is a small special school for pupils with severe, profound and multiple learning difficulties. Recently pupils' needs and health issues are becoming increasingly complex. The school's intake is ethnically diverse; Turkish is the largest minority ethnic group. A high percentage of pupils are eligible for free school meals and the school has more boys than girls. The school have received a Parent Partnership Award for their collaboration with parents.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Waverley School provides an outstanding education for its pupils. It has a strong commitment to equality of opportunity and diversity. Leadership and management have drive and passion to get the very best for all pupils and their families. As a result, pupils' achievement is outstanding from a very low starting point and parents and carers cannot believe the change they see in their children. Behaviour is excellent and pupils' manners are a model. The excellent impact of personal and social health education is clear from pupils' attitudes and routines. There is exceptional care, guidance and support for pupils and their families. Dedicated parent groups, for example 'WASP', have grown in size and engage parents and carers effectively in the life of the school. Pupils love to learn and they achieve very well. Teaching is outstanding. Excellent team work between teachers, teaching assistants, therapists and health care workers operate seamlessly to meet the range of pupils' needs. Performance data are used well to track progress and inform teaching. The high quality records, pupils' personal passports, well-monitored individual education plans and records of achievement culminate in a DVD that maps each pupil's progress. Learning is supported by a very lively and dynamic curriculum and vibrant extra-curricular clubs.

Provision in the Early Years Foundation Stage is outstanding and promotes high standards of personal development, creativity and communication. The stimulating environment ensures children are challenged and well motivated. High calibre leadership and management set high standards from the moment children join the school.

Post-16 provision is outstanding. Students are given exceptionally well planned opportunities both in and out of school to develop into confident young adults, preparing them exceptionally well for the challenge of independent future lives.

The headteacher is loved and respected by all for her empathy, dynamism and dedication to the school over many years. The school's work in developing parent partnerships is used as a model of good practice locally. The school's self-evaluation processes are coordinated by the headteacher, but do not sufficiently involve all other stakeholders. Governors have a highly tuned understanding of the school. Their close partnership with the leadership team encourages constant review of strategies to maintain strengths and build future developments. The school's recent track record of improvement indicates the school has outstanding capacity for sustaining this improvement. Safeguarding is exceptionally well integrated into the everyday school life; high quality training and secure confidential records make this area outstanding.

**What does the school need to do to improve further?**

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- Involve all stakeholders in the process of self-evaluation by building the capacity of governors and all staff to monitor, review and evaluate school provision.

**Outcomes for individuals and groups of pupils****1**

Pupils are enthusiastic learners: every moment and every activity becomes a true learning experience. Despite at times feeling tired and perhaps unwell, pupils concentrate fully on teachers' instructions, signing or gestures, and manage to achieve good and, often outstanding, results. In a senior topic lesson, pupils persisted with designing a healthy meal; pictures exchange communication (PECs) and signing enabled all pupils to make a delicious salad. Sensory experiences, their body language and facial expressions showed the pupils were delighted with the results. Individual needs are built into all planning and there is no significant difference in the progress made by any pupil, including those with differing abilities or from different ethnic backgrounds.

Pupils use a wide range of communication skills. They share their feelings about healthy school meals and having happy lifestyles through PECs and signing. Pupils use technological aids to convey strong feelings. In answer to the question, 'Do you like school?' One boy responded, 'Lessons are wicked.' Attendance is above average. Although some pupils miss school because of ill health, school link books enable parents to keep in touch. Pupils feel very well looked after and have outstanding relationships with adults.

Pupils contribute very well to the community. Some guided economic well-being is seen in the many attractive wall displays around the school. Pupils enjoy going to the local college. They take an active part in real work experience and interact with the community. In several integration projects pupils enjoy working with peers in other local schools, such as the drama project with a local secondary school and an enterprise activity with another special school. The school council drives the charity events, including Red Nose Day. These opportunities, and projects such as 'Moving On', enable pupils to make friends and be confident in the wider community which prepares them well for their future lives.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	*
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

Teachers' planning is consistently outstanding because of the excellent attention given to individual pupils. Teachers, teaching assistants and therapists work together dynamically to provide the best for every pupil. Their infectious enthusiasm totally engages pupils. Classrooms buzz with purposeful activities, such as Year 11 mini-enterprise, and strong relationships ensure behaviour is outstanding. Assessment is used very effectively to maximise learning. Parents and carers see how small steps of progress can be measured. The analysis of data allows the school to spot trends and immediately target any potential underachievement. Different groups are carefully analysed to ensure equality of opportunity.

The outstanding curriculum is planned within broad themes which link subjects and is enriched with a range of extra-curricular activities such as golf and gardening. It has flexibility to meet the needs of every pupil. The focus on pupils' personal development and communication does not ignore the integration of science, mathematics and information and communication technology (ICT) or exploring the community. Pupils have fun in learning because, in all lessons, practical involvement is central to learning. A junior literacy class used a story to prompt dressing up as 'Mrs Wishey-Washey'. Pupils enjoyed exploring the story of the muddy farm animals, helping them to understand the concepts of 'next to', 'behind' and 'in'. The Chatterbox club, run by the speech therapist, is an exciting example of a club that stimulates and excites learning. Outstanding care, guidance and support are the central core to the school's work. Speech therapy is integrated across the school and is a powerful medium for supporting pupils and training teaching assistants. Procedures for health, hygiene and risk

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assessment are well established. The appointment of a Turkish family support worker provides excellent support for families as well as the pupils. Clinics are held at the school by Health Authority personnel such as the dietician and the community paediatrician. This is a tremendous help to parents and avoids having to go to the hospital for appointments. Staff are very well trained in all aspects of safeguarding. Parents explained the school has a 'fantastic family feel', describing the networking that enables pupils and their families to feel well cared for and happy. The valuable links with other schools and the transition for some pupils enable those who are able to move to mainstream school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The senior team guides the school with a passion and dedication that is contagious and reflected in the skills of middle management teams and support staff. Improvement since the previous inspection has been outstanding. All areas for development have been taken further than the key issues recommended, illustrating an excellent capacity for improvement. High expectations are endemic and performance data are used well to set challenging targets and raise aspirations. The school's commitment to equality of opportunity and inclusion is clear and an ethos of fairness to all ensures pupils and their families feel valued and supported. Excellent partnerships, including with external agencies and local schools, are highly influential in supporting pupils' care and guidance. The outstanding standards of hygiene and cleanliness are a credit to the premises staff. Outstanding partnership with parents and carers has gained the school a recent Parent Partnership Award. The focused work called 'Stronger' produced the 'Top Ten Tips for Parents' and is being used to focus on strengthening families.

The governing body's excellent strategic management and hands-on involvement gives it a clear view of the school's strengths and areas for development. Governors also have a clear focus on value for money. Evaluation and monitoring of all school initiatives are rigorous and promote sustainable future developments. The school's approach to community cohesion has many strengths and an audit of its religious, ethnic and social economic contexts provides a starting point for moving forward. Safeguarding procedures are rigorous because of the school's excellent quality assurance and risk assessment systems.

*These are the grades for leadership and management*

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Outstanding teaching, a very rigorous system of tracking and target setting, and a stimulating environment lead to outstanding outcomes for pupils from their very low starting point. Children enjoy their time in school. Their transition into school is eased by effective home visits and familiarising with school systems. The highly stimulating, friendly environment is the background for fun-filled play activities which are also purposeful. Areas of learning are integrated into all play activities. The home school liaison book is a key document for parents, carers, the key worker and other staff to keep in touch. A Turkish liaison worker has made a huge impact on the confidence of Turkish parents. Parents and carers explained, 'The school has made a difference to all our lives as a family, my son is very happy.' Pupils' health and welfare are of paramount importance, and pupils, parents and carers have access to a range of external agencies such as physiotherapists. All systems are secure. Safeguarding is integral to all early years' work. Leadership and management are outstanding through detailed and comprehensive record keeping and monitoring.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1



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## Sixth form

Since moving to the present school, the sixth form provision has changed significantly. Sixth formers have a purpose-built separate area of the school where they can experience the independence and confidence of a young adult in a safe and relaxed environment. Students have good access to ICT to support their learning. Teaching assistants are integral to all learning and prompt effective responses through good questioning that relate to students' previous learning and home experiences. Students are challenged by making choices, and questioning and activities which make them think deeply. In one lesson the World Cup stimulated a very good class newspaper, and all students were proud of their contribution. Students' personal development is very well supported by the school's excellent care and attention to their well-being. The end of day session used relaxation and massage in a room where quiet music and 'candles' developed a very spiritual and supportive atmosphere. Students enjoyed the session and went on to reflect what had been important that week. Non-verbal communication was enhanced by signing, giving students confidence in alternative communication. Experience of the world outside school is excellent and students spend time in real work situations at a local agricultural college. Results are stunning and some vegetables have been brought back into school to cultivate. These experiences raise the aspirations of students, parents and carers for the next stage of their lives.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>1</b>
Taking into account:	
Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	1

## Views of parents and carers

Parents and carers who responded to the inspection questionnaire recorded overwhelming support for the management of the school and their child's progress. Parents and carers are very pleased with the school and, as one expressed, 'Waverley is a fantastic school' thanking would not be enough to show my appreciation of the school's hard work! A very small minority of parents and carers had concerns about progress and the change of classroom names. These issues were followed up with the school and actions are to be taken to clarify parents' and carers' understanding.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Waverley School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 31 completed questionnaires by the end of the on-site inspection. In total, there are 100 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	71	7	23	0	0	1	3
The school keeps my child safe	24	77	6	19	0	0	0	0
The school informs me about my child's progress	21	68	9	29	1	3	0	0
My child is making enough progress at this school	16	52	12	39	2	6	0	0
The teaching is good at this school	17	55	12	39	0	0	0	0
The school helps me to support my child's learning	16	52	14	45	0	0	0	0
The school helps my child to have a healthy lifestyle	18	58	12	39	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	52	14	45	0	0	1	3
The school meets my child's particular needs	21	68	8	26	2	6	0	0
The school deals effectively with unacceptable behaviour	18	58	12	39	0	0	0	0
The school takes account of my suggestions and concerns	22	71	8	26	1	3	0	0
The school is led and managed effectively	22	71	8	26	0	0	1	3
Overall, I am happy with my child's experience at this school	22	71	8	26	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 June 2010

Dear Pupils

Inspection of Waverley School, Enfield EN3 7DL

Jill, Mick and I want to thank you very much for the very happy time we spent in your lovely school last week. It was good to hear how much you, and your parents and carers like your school and we agree that Waverley is an outstanding school.

Your staff and governors are very proud of you and the efforts that you make to learn lots of new things. Many of you find the computer really helps in finding out about cultures at home and abroad. For example, some of you have developed energetic traditional dances which you showed in class. We know that you are all healthy eaters, keen on sports and feel safe in school. Some of you are having exciting visits to other schools for drama and mini enterprise. Your staff work very hard to make all these things happen.

Before we left Waverley we asked your headteacher to make sure that all the staff are involved in reviewing the school's work and developing plans for the future.

Our best wishes to everyone.

Yours sincerely

Lynne Kauffman

Lead inspector

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