



Watling View School

School Self-Evaluation

Date: *July 2026*

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School Context

Watling View is a highly effective school with high aspirations for all its pupils. All pupils have severe and profound learning difficulties. The school currently has 116 pupils on roll across 13 classes.

All pupils must have an Education, Health, and Care Plan, which identifies learning difficulties due to a wide range of special educational needs.

Alongside the learning needs outlined below, a number of pupils present with significant social, emotional, and behavioural needs requiring intensive support to ensure safe and successful access to learning.

Current pupil profile:

- SLD 86%, PMLD 14%, ASD 59%, VI 6%, HI 2%
- EAL 40%, Pupil Premium 38%, CLA 3%

School organisation: Watling View School is organised into different departments:

- **EYFS** (EYFS & Key Stage 1 and depending on individual need lower Key Stage 2)
- **Lower/Middle School** (Key Stage 2-3)
- **Upper School** (Key Stage 4 to Post 16)

Early Years

The Early Years Department operates a thematic, play-based and child-led approach to learning, where each half term the department will immerse themselves in a cross-curricular theme to support the teaching and learning. Children are supported to develop foundational learning skills of attention and engagement through the provision of a rich and stimulating array of multisensory activities which encourage exploration and discovery.

Lower / Middle School

Lower Middle School is the largest department at Watling View School. Pupils in Lower Middle School continue to build upon the learning that has taken place in the Early Years department by developing their knowledge and skills further and applying them in a wider

range of contexts. Lower Middle School is all about broadening horizons for pupils. Pupils begin to access a wider variety of opportunities within and beyond the classroom to develop and exercise more independence and freedom. They begin to take on responsibilities for carrying out daily jobs within the classroom, take more ownership over managing their own belongings, and start to become more autonomous and independent learners.

Upper School

Pupils in the Upper School follow a more vocational approach to learning. When pupils first enter the Upper School a 'Destination Pathway' is devised with parents to support a personalised curriculum that prepares pupils for adulthood and supports the Education Health Care Plan outcomes. Pupils follow a curriculum that enables them to take the skills they have learnt throughout school and apply these into contexts (both at school and in the community) that will be important for them when they leave school. Timetables and lessons are organised so that pupils will have the best opportunities possible to develop functional independence skills that they will rely on in adult life.

No matter which department individuals are in, Preparation for Adulthood is an integral component to individuals' learning. Getting learning right from the beginning enhances opportunities in future education and life beyond school. Watling View School aims to develop individuals' social, life, independence, communication, and key skills.

Recent recognition:

- Most recent OFSTED inspection: April 2025 - evidence gathered during the ungraded inspection suggests that the school's work may have improved significantly across all areas since the previous inspection, which was good in all areas, with no identified areas for improvement.
 - Autism Accreditation achieved December 2024.
 - Leading Parent Partnership Award accredited December 2023
 - The school works with other special schools in the Brent and Harrow region and across Hertfordshire to review and share best practice.
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Summary of Progress Since Last Inspection (April 2025)

For detailed progress against the School Strategic Improvement Plan, please see 'Termly Progress in Relation to Strategic Improvement Plan 2025-2026.'

Key Improvements by Evaluation Area

Safeguarding:

- Increased number within the safeguarding team.
- Termly updates focus on contextual areas of importance within the school.
- Updated TAGS on CPOMS to support the centralised location of safeguarding records.

Inclusion:

- Training delivered to teachers based on following LA's good guidance for EHCP's, with particular focus on section B.
- New Designated Teacher has been appointed to the role, undergone Designated Teacher training and works alongside the Family Liaison Advisor to support CLA pupils.
- Increased work with and referrals to the MHST to provide support to pupils and their families.
- Ongoing multi-agency work to make sure that where required pupils are getting appropriate support in all environments.

Curriculum and Teaching:

- 73% of PLG targets for 2025-2026 were met and exceeded.
- Documentation created for a more sustainable assessment system
- Pupils continue to make progress throughout the planned curriculum and in their PLGs.
- Staff remain confident in planning for individual pupil needs.
- CPD has centred on scaffolding learning and adults promoting as much independent learning as possible.
- Peer to peer support has supported teachers in developing their practice, alongside reviewing how scaffolding is being used to support learning.
- Expectation document for medium term plans has been created and shared with teachers.
- 2 weekly focusses have been put-on medium-term planning documents to support teachers with linking learning to the theme.
- Maths long term planning document has been updated to reflect advice from mastering maths programme.

Achievement:

- Reading I can assessment statements have been reviewed and in the final stages of being updated.
- Updated assessment criteria for mastering have been implemented to make sure staff are clear on the transference of a skill.
- Journey Targets have consistent starts to the target statements (To....)
- New assessment lead has taken over and has continued to run the assessment cycle in line with assessment policy.

Attendance and Behaviour:

- 3CX system phone system for support has been introduced, supporting the reduction of background noise in classes.
- Training day to focus on implementation of 3CX system, alongside expectations for supporting emotional regulation.
- Implementation of new web-based emotional regulation documentation
- 2 new HLTA's have been recruited to support emotional regulation at Watling View, fully taking on their roles in September 2026.
- Updated procedures in place, in line with new DFE guidance for RPI
- Where attendance is a concern letters have been sent to families providing targets for pupil attendance, this saw an increase in attendance for pupils where letters were sent.

Personal Development and Wellbeing:

- Whole school trip to Hertfordshire Zoo
- Various music and theatre groups visited the school.
- Pupils accessed diverse opportunities including off-site visits and performances.
- Pupil interventions running include Thrive, Rebound Therapy, Music Therapy
- A breadth of SMSC opportunities continues to happen on a regular basis.
- Increased opportunity for pupils to access Thrive.

Leadership and Governance:

- Agreed opening of a 32-place satellite provision (open date TBC provisionally either April or September 2027)
 - Updated leadership team, which includes 2 new middle leaders taking on lead for department head.
 - Established 2 new HLTA roles to support pupil emotional regulation.
 - Leaders clear on roles for next academic year.
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Evaluation Areas

1. Safeguarding

Current Grade (Self-Assessment): Met

Strengths:

- Staff are clear about safeguarding practice and protocols designed to keep all pupils safe and protect them from harm.
- The safeguarding team meets regularly to ensure the DSP team is clear on actions taken to keep pupils safe.
- The school's Family Liaison Advisor works to support families and breakdown barriers that may impact children and young people.
- Leaders are clear about and follow safer recruitment expectations, including documented pre-employment checks.
- Leaders and staff know and understand policies and procedures designed to support mental health and wellbeing of staff and protect them from harm.
- There are clear actions on CPOMS as to what has happened in follow up to Records of Concern and why these actions were taken.

Evidence:

- Regular safeguarding team meetings with documented actions
- Staff evaluation documents, emphasizing importance of safeguarding.
- Completed safer recruitment checks for all staff.
- Family Liaison Advisor case records
- Staff safeguarding training records.
- Safeguarding policy and procedures

Impact:

- Pupils are safe and feel safe at school.
- Staff are vigilant and confident in identifying and responding to safeguarding concerns.
- Families receive timely support to address barriers to pupil wellbeing.
- Robust recruitment processes ensure only suitable staff work with pupils.

Next Steps:

- Continue regular safeguarding training and updates for all staff.
 - Maintain rigorous safer recruitment procedures.
 - Ensure new DSL, who has previously been DDSL continues to be clear on their role.
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2. Inclusion

Current Grade (Self-Assessment): Strong Standard

Leaders and staff at Watling View set high expectations for all pupils no matter what the background and barriers to learning. We know that learning for individuals at Watling View can look different and therefore staff use their deep knowledge of pupils to ensure that each and every pupil is making progress from their starting point and no matter the need of the individual leaders and staff look to remove barriers to learning so this is achieved.

Strengths:

Identifying and assessing needs:

- All pupils have an Education, Health, and Care Plan with clearly identified needs.
- Detailed baseline assessments conducted for all pupils on entry, after 6 weeks pupils' baseline is completed on Child on a Page
- Personalised Learning Goals (PLGs) identify individual priorities reflecting EHCP's and school own assessments.
- Staff have deep understanding of individual pupil needs, and how to refine and adapt provision based on these.
- Regular multi-agency liaison with therapy team ensures effective provision.
- Where additional support is required services or in-house support is provided.

Curriculum adaptation:

- School operates multiple curriculum pathways to meet diverse needs:
- National Curriculum Pathway for pupils engaging in subject-specific learning.
- Extended ImPACTS pathway blending national curriculum with specialist approaches.
- ImPACTS Pathway for pupils requiring highly specialist multi-sensory approaches.
- Individual Destination Pathways in Upper School are based on pupil aspirations.
- Learning resources and materials carefully adapted to individual needs.
- Separate PMLD classes and classes for pupils requiring intense emotional regulation support.

Support for specific groups:

- Pupil premium strategy indicates how additional resources is used.
- Total communication approach supports breaking down barriers to communication.
- 59% of pupils with ASD benefit from Autism Accreditation approaches
- Pupils with VI (7%) and HI (3%) receive specialist adaptations.
- Thrive intervention delivered by two lead practitioners, including a family practitioner. The Thrive intervention is an evidence-based approach which identifies and supports individuals social and emotional needs through both 1:1 sessions alongside a whole school approach based on understanding of individual needs and recognizing behaviour is a form of communication.

- Attendance at CIN & SBLO meetings ensure school have a deep understanding about needs both in and out of school.
- Termly focus pupils are created during pupil progress meetings, so that extra focus is provided for individuals.

Removing barriers to learning:

- Low arousal environments with well-defined learning areas
- Access to regulatory spaces and tools
- Zones of Regulation implemented consistently.
- Personalised emotional regulation strategies
- Staff trained in Therapeutic Thinking
- Total communication approach throughout school
- Reading materials presented at individual levels

Evidence:

- 73% of PLG targets met and exceeded in 2025-2026.
- 73% of SEMH targets met and exceeded for the year of 2025-2026.
- Pupil Premium strategy document
- Individual Destination Pathways for Upper School pupils
- Curriculum pathway documentation
- Multi-agency meeting records
- Thrive intervention records.
- Autism Accreditation status

Impact:

- All pupils access an ambitious, personalised curriculum matched to their needs.
- Pupils make consistent progress from their starting points across all areas.
- Pupils with complex needs successfully access learning in school and community settings.
- Disadvantaged pupils and those with additional needs achieve well.
- Pupils develop strategies to manage their own emotional regulation over time.
- Families report that children are happy, safe, and making progress.
- Pupil Premium & CLA pupils meet and exceed PLG targets in line with their peers.

Next Steps:

- Expand Thrive provision to reach more pupils.
- Develop a system to ensure a quick snapshot of interventions is readily accessible to leaders.

3. Curriculum and Teaching

Current Grade (Self-Assessment): Strong Standard

At the heart of Watling View's curriculum is the belief that all pupils are entitled to a stimulating personalised curriculum where each pupil can learn, develop and make progress in a holistic manner. No matter what stage of a pupil's education, the curriculum intent is clear and focused on the development of individuals' social, life, independence, communication, and key skills. Personal goals and outcomes vary for everyone, requiring unique planning and delivery. Leaders have designed a curriculum that is ambitious for all pupils and provides opportunities for pupils to learn the important foundational skills and knowledge, so they are prepared for adulthood and their next stage of education and a life beyond Watling View.

Strengths:

Curriculum design:

- Long- and medium-term planning provides an ambitious curriculum for all pupils that builds on prior knowledge and attainment.
- Curriculum is broad and links individual needs and aspirations as pupils move through school.
- Learning opportunities planned throughout the day, not confined to classroom.
- Sequential curriculum with high aspirations focusing on sufficient knowledge over time.
- Three distinct curriculum pathways (National Curriculum, Extended ImPACTS, ImPACTS) matched to pupil needs.
- Each department follows separate half-termly themes as vehicles for learning.

Teaching quality:

- Clear learning flow from intent through to implementation
- Teachers use suitable teaching approaches to engage pupils.
- Staff are clear on learning priorities and able to refine and adapt learning.
- Leaders and colleagues provide mutual support and guidance.
- Teachers provide insightful feedback and assessment for learning strategies.
- Staff have detailed knowledge of individuals and how they learn.
- Golden Rules implemented consistently, supporting achievement in learning and communication.

Reading and communication:

- Pupils provided with opportunities to read throughout curriculum.
- Reading material presented at individual level
- Each class has weekly library slot to develop love of reading.
- Pupils study breadth of texts presented in variety of ways (sensory stories, reading for information and instruction)

- Reading progression document provides overview of how different readers develop.
- Total communication approach embedded.
- Reading and communication opportunities implemented throughout learning activities

Curriculum enrichment:

- Wide range of high-quality creative opportunities through theme days/weeks, workshops, events, assemblies
- Community learning embedded throughout
- Pupils access learning in variety of contexts and environments.

Quality Assurance:

- Leaders are clear on what and how the curriculum should be taught.
- The monitoring programme enables leaders to have a deep understanding of what is being taught and so that the curriculum is taught consistently well.

Evidence:

- Long- and medium-term planning documents
- Short-term planning documents
- Schemes of work showing breadth of texts
- Reading Progression Document
- Weekly library timetable
- Golden Rules documentation
- Theme days / weeks
- Community learning records
- Leaders QA systems and monitoring documents.
- Evidence for Learning, which demonstrates the impact of curriculum and teaching.

Impact:

- Pupils make consistent progress in all curriculum areas.
- Planning documentation demonstrates learning flow and links to individual PLGs.
- 73% of PLG targets met and exceeded in 2025-2026.
- Pupils demonstrate they know and remember more over time.
- Pupils transfer skills to different contexts and situations, including community-based learning, work experience, trips, and visits.
- Pupils demonstrate readiness for next stage of education through smooth transitions.
- All curriculum experiences build pupils' social, life, independence, communication, and key skills.
- Pupils' SMSC development and cultural capital enhanced.
- Learning walks, pupil reviews demonstrate increased independence for pupils.

Next Steps:

- Medium term planning documentation continues to build on the two weekly theme cycles and consistently provides a breadth of learning suggestions for teachers.
 - Ensure maths planning is reflective of updated curriculum approach and that teachers are confident with the new maths delivery.
 - Teaching approaches for pupils with PMLD are consistently delivered to a high standard.
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4. Achievement**Current Grade (Self-Assessment): Strong Standard**

Watling View uses its bespoke assessment system Child on a Page to demonstrate the impact it is having on individuals over time and from starting points. Through rigorous monitoring and the detailed knowledge leaders and staff have of individuals they can both talk about and demonstrate the impact they have on all pupils over time and demonstrate how pupils are knowing more, remembering more and are able to do more in a range of contexts and settings so they are ready for the next stage of education and life.

Strengths:**Progress across the curriculum:**

- 73% of PLG targets met and exceeded in 2024-2025 (compared to 68% in 2023-2024 & 72% in 2024-2025) and remain strong in all PLG areas.
- 73% of SEMH targets met and exceeded.
- Pupils make consistent progress in all areas of curriculum.
- Evidence of pupils' learning demonstrates progress over time in both Satellite learning (core curriculum learning) and Journey Target learning (outcomes linked to individuals EHCPs)
- Evidence for Learning (EFL) demonstrates long-term progress and enables families to see progress.
- Pupils work and learning through EFL demonstrates pupils' ability to develop the skills they need across the curriculum for life beyond Watling View
- Tracker sheets provide ongoing commentary about the progress pupils are making throughout the term in relation to PLGs.

Application of knowledge and skills:

- Pupils transfer variety of skills to different contexts and situations; this includes communication and independence skills.
- Skills applied in community-based learning, work experience, trips and visits, productions and performances are applied both with school staff and with families.
- Pupils demonstrate readiness for next stage of education through smooth transitions.

- Pupils able to apply learnt skills and knowledge in an outside classroom environment.

Assessment systems:

- Well-refined holistic assessment system supports personalisation and preparation for next steps.
- Assessment systems help teachers check knowledge and understanding and plan according to individual need and progress.
- Assessment of learning facilitates curriculum adaptations, so pupils make progress against Satellite Targets and Journey Targets
- Independence Profile (Upper School) shows progress in everyday living skills and supports transition to college.
- Staff are clear and able to use the assessment systems Watling View use to both demonstrate the impact of what they do, alongside using this information to accurately plan for the next steps of learning.

Reading achievement:

- Pupils develop reading skills appropriate to their individual level.
- Phonics used to support individuals acquiring phonetic knowledge for reading and decoding.
- Pupils develop love of reading through weekly library sessions and breadth of texts.

Preparation for next steps:

- Pupils smoothly transition into new departments/phases within school.
- Successful transitions to college
- By end of Upper School, pupils achieve range of accreditation, this includes life-skills challenge a series of accreditation topics which is focused on Preparation for Adulthood. For PMLD learners they access a range of sensory based accreditation modules which is linked to ASDAN Towards Independence.
- For one accreditation session (AQA Unit Awards) pupils have a choice as to which accreditation they would like to study for the ½ term.
- Pupils ready for next stage of education and life beyond school

Evidence:

- PLG target data showing 72% met/exceeded.
- SEMH target data showing 71% met/exceeded.
- Evidence for Learning records
- Pupils' work showing progress over time.
- Transition records and outcomes.
- Accreditation certificates (Upper School)
- Independence Profile data

- Destination data for school leavers

Impact:

- Pupils continually show they have acquired skills and knowledge throughout all curriculum areas.
- Pupils ready for next phase of education/life, able to apply learnt skills in variety of contexts.
- Pupils leave Watling View confident and ready for next step, having developed skills for maximum independence in society.
- Families are clear about child's progress and ways to support learning at home.
- Pupils able to generalise knowledge and skills learned at school.

Next Steps:

- Implement new reading I can assessment statements on to Child on a Page and undergo baselining process.
 - Provide further training to ensure that all staff in the two PMLD classes can clearly reflect observations and link them to the Engagement Model.
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5. Attendance and Behaviour

Current Grade (Self-Assessment): Strong Standard

The school supports a number of young people who find regulating their emotions challenging. Staff and leaders use their knowledge of individuals alongside approaches to supporting communication and regulation in order create positive learning environments which are fostered on positive learning routines and understanding of individual needs.

Attendance:

Strengths:

- Leaders have detailed knowledge of school attendance, and a clear understanding of what factors affect individual attendance.
- Support provided for families to increase attendance where there are concerns.
- Leaders review and make arrangements to ensure attendance is as high as possible for pupils with additional medical needs.
- Pupils are safe and happy to come to school.
- Pupils are keen, curious, and motivated to learn.
- Letters have been written to families where attendance is a concern to provide targets for improvement.

Behaviour and emotional regulation:

Strengths:

- Pupils have excellent attitude to learning and behave well.
- Individual interests and personal preferences respected and used to support learning.
- Relationships between staff and pupils are a strength, enabling pupils to feel safe and secure.
- Staff communicate high expectations for behaviour through day-to-day modelling, curriculum, strategies, and resources.
- Pupils taught about behaviour (emotional regulation) and feelings throughout curriculum, particularly in PSHEEC.
- Zones of Regulation implemented to support pupils learning about emotional regulation and communicating need for regulatory support.
- Pupils and staff use Zones of Regulation language consistently.
- Pupils able to apply strategies in familiar and unfamiliar settings including community learning.
- Low arousal environment with well-defined areas and access to regulatory spaces/tools
- Detailed staff knowledge enables individualised strategies for emotional regulation support.
- Where pupils dysregulate, individual strategies support them to regulate and return to learning.
- Behaviour support team attended Therapeutic Thinking refresher training.
- Classes are using a phone request system (3CX) to request support from different colleagues during incidents of dysregulation.

Evidence:

- Attendance data and monitoring records
- 3 suspensions for 2 pupils in 2024-2025 and 0 in 2025 - 2026
- 2024-2025 emotional regulation review report showing pupil progress.
- Termly emotional regulation reports
- Zones of Regulation implementation records
- Emotional regulation support documents
- Individual behaviour support plans
- Classroom practice

Impact:

- Pupils are eager to learn and make progress, inspired and motivated to do their best.
- Pupils feel safe and secure, confident learning and take risks with trusted adults.
- Pupils demonstrate a clear understanding of routines and expectations.
- Personalised approaches mean pupils able to regulate own behaviour where possible, with minimal disruption to learning.

- Pupils taught and learn strategies to regulate themselves.
- Where dysregulation occurs staff expertly support pupils to regulate as quickly as possible
- Over time, reduction in adult support required for individuals to regulate.
- Pupils develop confidence to communicate regulatory needs and strategies in variety of contexts.
- Pupils are as independent as possible in learning, determined to persevere even when making mistakes.
- Pupils able to access variety of learning opportunities in school and community.
- Pupils' behaviour improves over time.
- Pupils attend regularly; where they don't, leaders are aware of reasons and provide support.
- Attendance continues to improve over time. Whole school attendance figures over time are 2023-2024 82.45%, 2024-2025 82.19%, 2025-2026 84.93%

Next Steps:

- To implement the HLTAs for emotional regulation so they can provide support, advice and guidance to staff and pupils.
 - To create a visual support system so that all staff understand processes for emotional regulation support.
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6. Personal Development and Wellbeing

Current Grade (Self-Assessment): Strong Standard

Personal development is an integral part of the Watling View curriculum and day-to-day practice. In order for individuals to be prepared to be as active citizens as possible it is important that Watling View provides them with a range of in-and-out of school opportunities so that they can be exposed to a breadth of opportunities to be prepared for adulthood.

Strengths:

Breadth of opportunities:

- Diverse programme of activities extending beyond academic subjects.
- Personal development consistently promoted across school.
- Programme carefully considered and well-integrated with wide-ranging SMSC promotion across curriculum at all key stages
- The PSHEEC and community learning programme means that pupils have the opportunity to learn about being active citizens and how to be safe for life beyond

school alongside the ability to practically apply these skills and knowledge into the community.

- Pupils keen to access wide variety of opportunities and take full, active part in different events.
- For pupils in the Upper School, they have the opportunity to take part in different on-site and off-site work experience activities which align with their aspirations.
- Opportunities for all pupils to take part in a breadth of activities.
- Wider opportunities include Shakespeare for Schools, Theme Days, Sports Festivals, Residential visits, Community Visits, Achievement Assemblies, Visiting Theatre Groups, Work Experience, secondary school volunteers, trips to sporting events, stay-and-play events, sibling mornings.

SMSC and cultural capital:

- SMSC evidenced and showcased throughout curriculum and wider curriculum.
- Focus on SMSC enables pupils to become more thoughtful and caring towards peers, demonstrate excellent attitudes towards learning, be proud of achievements, be prepared for next stage of education, make choices and be responsible, understand their role in wider society.
- Leaders and staff consistently promote and enrich personal development.
- Diversity and equality promoted and celebrated through learning about different cultures, texts from different cultures, theme days, celebration weeks/Olympics week, community visits.

Wellbeing and mental health:

- Two lead Thrive Practitioners deliver 1-1 intervention sessions; one is also family practitioner.
- Two members of staff completed strategic approach to whole-school emotional health and wellbeing.
- Variety of wellbeing events held throughout year.
- Curriculum enables pupils to develop confidence and resilience by learning different skills and applying these in variety of settings.
- Range of interventions support pupils' wellbeing and mental health

Preparing for life in modern Britain:

- PSHEEC curriculum alongside all curriculum areas provides opportunities to understand and be prepared for life in modern Britain.
- RSE curriculum enables pupils to learn about relationships and sex education tailored to individual needs, preparing them for adulthood and staying safe and healthy.
- Careers education programme gives pupils opportunity to learn about wide variety of careers.
- Variety of work experience opportunities based on individual interest and aspiration

- School works closely with Services for Young People for impartial Careers Advice and Guidance
- School meets requirements of Baker Clause for Careers Education

Pupil voice:

- Pupil voice celebrated and recognised in variety of ways including school council, contribution to Annual Reviews, Individual Destination Pathways
- Pupil voice supports and enhances curriculum offer and opportunities aligned to aspirations and interests.

Evidence:

- Records of wider opportunities and events (whole school trip to Woburn Safari Park, visiting theatre/music groups)
- Theme day/celebration week documentation
- Thrive intervention records.
- Careers education programme documentation
- Work experience records and Individual Destination Pathways
- RSE curriculum documentation
- Pupil voice records (school council, Annual Review contributions)
- Wellbeing event records
- Baker Clause compliance evidence

Impact:

- Pupils experience breadth of opportunities in and out of school, developing rich understanding of life in modern Britain.
- Pupils demonstrate skills and knowledge required for life after Watling View, both in school and local community
- Pupils are confident and willing to try wide range of learning opportunities, keen to try new activities.
- Pupils access opportunities they may not have if they didn't attend school, enriching their life and learning experiences.
- Holistic development enhanced through targeted interventions where required.
- Pupils participate in activities alongside peers from Watling View, other specialist settings, and mainstream settings.
- Pupils develop understanding about world around them and different cultures, preparing them for life in modern Britain.
- Barriers to participation are removed enabling pupils to access a breadth of opportunities.
- Pupils develop skills to keep themselves healthy and safe in different contexts.

- Pupils have access to careers learning opportunities reflective of individual interests, developing skills to continue using after leaving Watling View

Next Steps:

- Increase the ability for all staff to talk in detail about the personal development programme.

Develop a system to ensure a quick snapshot of interventions is readily accessible to leaders.

7. Leadership and Governance

Current Grade (Self-Assessment): Strong Standard

Leaders and governors are committed to raising the standard of education and outcomes for all pupils. Through leaders being highly reflective and through continuous self-evaluation and analysis alongside all leaders having the desire to improve through aspirational targets and expectations, there is clear understanding about the strategic direction of the school and governors support and hold leaders to account through challenge. Leaders consider workload and through the CPD programme ensure that staff are trained and able to support pupil learning and outcomes.

Leadership:

Strengths:

- All leaders have highest expectations and aspirations for pupils.
- Leaders strive to ensure curriculum and opportunities enable all pupils to achieve their best and fulfil individual aspirations.
- Culture of growing and developing staff so they can succeed in supporting pupils while developing own skills.
- Staff have progressed internally within school.
- Culture of openness is integral to continuing development and improvement.
- School's self-evaluation cycle and school improvement embedded features and culture
- Commitment for leaders, staff, and governors to work together for sustained school improvement.
- High quality education vision shared by staff with common understanding agreed and implemented.
- Peer-to-peer and leader support enables teaching practice to develop through culture of open conversations and welcoming leaders into classrooms.
- School is outward looking, constantly reviews and updates partnerships to share best practice and learn from others.
- Leaders regularly work with stakeholders to ensure school continues to improve.
- Developing a 32-place satellite provision
- Staff contributed to new vision and values of Watling View

- Common understanding about school's vision and values

Workload and wellbeing:

- Assessment systems have been designed to reduce duplication of work.
- Teachers are provided with some additional capacity support through time in order to help with tasks and activities.
- Collaborative dialogue with staff around tasks and activities to make sure these are completed in the most efficient way possible.
- Based on evaluation, review of how to support and reduce teacher workload pressure
- Evidence for Learning and updated recording systems helped reduce workload.
- Variety of wellbeing events held throughout year.
- Leaders and staff know and understand policies and procedures for mental health and wellbeing of staff.

Professional development:

- Culture of learning and professional development through rigorous monitoring, reflection, and wide variety of feedback opportunities
- CPD programme which blends learning alongside classroom implementation.
- Internal and external opportunities for members of staff
- Clear pathways for staff for development and internal progression
- Where CPD required, supported, and addressed through performance management.

Governance:

Strengths:

- Governors have clear understanding about roles and responsibilities.
- Governors engaged in reviewing and monitoring strategic direction
- Governors offer challenge on areas of school improvement through Teaching & Learning Committee, Finance & Resources Committee, and Full Governing Body meetings.
- Leaders held to account through monitoring and challenge at all levels including governors.

Safeguarding leadership:

- Staff are clear about safeguarding practice and protocols.
- Safeguarding team meets regularly.
- Family Liaison Advisor supports families to breakdown barriers.
- Leaders clear about and follow safer recruitment expectations.
- Termly updates provide contextual safeguarding, training, and development for staff.

Evidence:

- Self-evaluation documents and school improvement plans
- Partnership working records.
- Parent survey results and feedback
- Leading Parent Partnership Award accreditation
- Evidence for Learning implementation records
- Wellbeing events
- Governor meeting minutes (Teaching & Learning Committee, Finance & Resources Committee, Full Governing Body)
- CPD records and performance management documentation
- Staff feedback on workload and wellbeing
- Vision and values documentation with staff input
- LA correspondence regarding building improvements and growth
- Safer recruitment records

Impact:

- Leaders continually reflect on current education initiatives so pupils' access to meaningful, relevant curriculum promoting individual development.
- Pupils excel in learning and make progress in relation to individual ambitious targets.
- Partnership work means all stakeholders are aware of where school currently is and clear on focus areas and actions for continued improvement.
- Teachers and staff are confident and empowered to speak with leaders about challenges through coaching approach, developing practice, and supporting pupils to learn more.
- Families are clear about child's progress and know ways to support learning at home, enabling pupils to generalise knowledge and skills.
- 100% of respondents in the family survey agreeing or strongly agreeing that their child is happy in school and their child has developed their child's independence.
- Curriculum offer enhanced by developments to school building, enabling pupils to experience greater breadth of learning opportunities.
- Staff have reduction in workload due to alterations made to electronic documents.
- Leaders held to account through monitoring and challenge at all levels, providing clarity on school progress and development.
- School continues to place a strong emphasis on continued improvement.

Next Steps:

- Successfully implement the preparation and opening of a 32-place satellite provision
 - Further Enhance staff development through broad and high-quality CPD Programme
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8. Early Years

Current Grade (Self-Assessment): Strong Standard

Pupils in the Early Years department use their detailed knowledge of individuals to make sure they have the best start to their learning and are able to develop their understanding about routines and structures in the school. Teachers use highly motivating topics and resources to capture the interests of pupils and provide inspirational teaching alongside removing barriers to learning.

Strengths:

Curriculum and environment:

- EYFS curriculum constructed in ambitious way for all children, taking into account individual starting points and personal interests alongside thematic approach.
- Learning environments carefully adapted to meet specific needs of children.
- Interesting nature of curriculum means all children are highly engaged, motivated and keen to join in with learning.
- Children learn fundamentals required to provide best start and opportunities.
- EYFS department operates thematic, play-based and child-led approach to learning.
- Each half term, department immerses in cross-curricular theme to support teaching and learning.
- Rich and stimulating array of multisensory activities encourage exploration and discovery.

Teaching and assessment:

- Staff consistently have high expectations of all children.
- Excellent provision means early intervention gives children best possible start.
- EYFS leader provides great insight and flair to drive forward department.
- Staff have deep understanding about child development and principles of effective teaching and learning.
- Learning presented in way which engages, motivates, and inspires individuals.
- Staff regularly check to assess understanding and swiftly address misunderstanding or gaps in knowledge.
- Careful and well-planned observations contribute to children receiving best possible start.
- Highly personalised programmes of learning support children to develop fundamental skills.
- Accurate baselining and knowledge of children's needs

Communication and early reading:

- Early communication at forefront of learning

- Emphasis on total communication approach
- Environments rich in communication and opportunities to develop early communication and early reading.
- Early reading supported and developed in variety of ways depending on individual.
- Phonics used to support individuals acquiring phonetic knowledge for reading and decoding.
- Children have opportunity to read and be read to throughout day.
- Motivating resources used to enhance reading ability and develop love of reading.

Personal, social, and emotional development:

- PSED opportunities provide children with rich and diverse experiences supporting natural curiosity and love of learning.
- Children provided with opportunities to take controlled risks and develop understanding of how to keep safe and healthy.
- Children learning about feelings and emotions, able to apply regulatory strategies.
- Children develop curiosity about others and are supported to form social relationships.

Partnership with parents:

- Parents provided with regular information about child's learning and progress.
- Support provided on how to help at home
- Opportunities for parents to come into school to play alongside their child at stay and play events.

Evidence:

- Children consistently make at least good progress; majority make outstanding progress from starting points.
- 89% of PLG targets met and exceeded in EYFS across 2025-2026
- EYFS curriculum documentation and thematic planning
- Evidence for learning and tracker sheets
- Resources and environment audits
- Parent communication records
- Records of other schools observing best practice in department

- **Impact:**

- Exciting curriculum enables pupils to engage in learning and develop love and curiosity for learning.
- The EYFS department has had a number of visitors to observe best practice across the department.
- Through accurate baselining and knowledge of children's needs, pupils swiftly make progress from start points.

- Through carefully designed classrooms, pupils develop love of reading and show keen interest in looking at books.
- Pupils start to learn about and develop social relationships through play (from tolerating people in environment to initiating and engaging with peers)
- Pupils' communication developed and enhanced so they can make needs and wants known.
- Through learning in school and wider community, pupils develop knowledge about world around them and skills to be active citizens in community.
- Foundation knowledge supports pupils as they move through school.
- Pupils in EYFS able to contribute to whole school events, providing sense of belonging and pride.
- Pupils start to manage feelings at level they are able, developing understanding of regulation and how strategies support engagement in learning.
- Staff clear on top priorities for pupils and how to achieve these, meaning pupils make swift progress throughout curriculum and in PLGs.

Next Steps:

- Ensure staff are trained and ready to support pupils who are accessing new satellite provision.
 - Ensure learning environments continue to be stimulating and responsive to needs within class.
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9. Post-16 Provision

Current Grade (Self-Assessment): Strong Standard

The post 16 provision at Watling View prioritises making sure that pupils are ready for their next stage of education and life beyond Watling View. Pupil and family aspirations are captured through a Destination Pathway this alongside the planned curriculum ensures that pupil aspirations are met. The curriculum is designed to ensure all pupils are prepared for a life beyond Watling View and enables learners to have a range of exciting and meaningful learning opportunities, examples of this include Cook Your Own lessons, Enterprise lessons and making items to sell and selling these at St Albans Market once a term.

Strengths:

Curriculum design:

- Exciting and stimulating curriculum means all pupils are keen and motivated to learn and make progress.
- Curriculum centred around Individual Destination Pathways identifying individual aspirations and how curriculum will achieve these.

- Curriculum focused on ensuring all individuals prepared for adulthood with ability to apply key learnt skills and concepts to variety of settings, including community-based settings.
- Pupils follow thematic curriculum based on careers education and vocational approaches to learning.
- Individual Destination Pathways created upon entry to Upper School and reviewed as part of annual review process.
- School has high ambitions for all pupils with rich learning experiences ensuring individual needs supported and aspirations achieved.
- Pupils provided with variety of learning opportunities through exciting, diverse curriculum including on- and off-site Work Experience, Careers Education, Cook Your Own Lunch, Accreditation Lessons, Travel Training, School Café, Mini Enterprise Projects
- Nature of curriculum enables pupils to build on skills and knowledge learned throughout school, extended and applied in different contexts and settings.

Teaching and assessment:

- Staff have knowledge and skills, using curriculum planning to develop pupils' learning through high expectations.
- Staff have skill and knowledge to adapt learning through vocational and community-based approaches.
- Pupil assessment helps support and inform next steps of learning and pupil priorities.
- Independence Profile shows how pupils make progress in everyday living skills, supporting transition to college.
- Journey Targets incorporating more targets based on functional learning.

Careers and preparation for adulthood:

- Careers Education provided with opportunities to learn about different employment and work-related opportunities.
- School works closely with Services for Young People for impartial Careers Advice and Guidance
- School café plays integral role in supporting pupils to apply knowledge and skills in vocational real-life scenario.
- Pupils accessing variety of on-site work experience linked to Individual Destination Pathways
- Some pupils access off-site work experience.
- Careful transition planning means pupils supported with personalised transition plans to prepare for college.
- The school on a termly basis access St Albans market selling items from enterprise projects.

Accreditation and outcomes:

- By end of time in Upper School, pupils achieve range of accreditation.
- New accreditation implemented in Upper School, has meant pupils have increased opportunities to learn skills and knowledge linked to Preparation for Adulthood and life beyond Watling View School.
- Pupils are ready for next stage of education and life beyond school through personalised curriculum focusing on community and vocational approaches.

Culture and ethos:

- Pupils in Upper School are happy, safe, and keen to come to school to learn.
- Leaders create environment celebrating and recognising individuals and achievements.
- Pupils display positive can-do attitudes towards learning, ensuring preparation for adulthood.

Evidence:

- Individual Destination Pathways for all Upper School pupils
- Careers education programme documentation
- Work experience records (on- and off-site)
- Independence Profile data
- Accreditation certificates and records
- School café learning evidence.
- Transition planning documentation and college destination data.
- Journey Target data showing functional learning focus.
- Records of mini enterprise projects

Impact:

- Individual pupil aspirations support personalised curriculum, meaning pupils learn skills directly supporting individual aspirations and providing best opportunity for preparation for adulthood.
- Careers education used as vehicle for learning on half-term basis; pupils learn about wide range of careers and understand different knowledge and skills required.
- Knowledge and skills acquired mean individuals able to apply learnt skills and concepts into wide variety of contexts and environments, transferring concrete-based learning into practical real-life situations.
- Different learning environments enhance opportunities for pupils to apply real life skills, becoming as independent as possible in day-to-day skills.
- Pupils are confident learners keen to succeed, resilient and not afraid to make mistakes, supporting progress in all areas of learning.
- Pupils empowered to make voice heard and have sense of ownership over learning, experiencing how they can control important choices.
- Impact of curriculum is that pupils are ready for next stage of learning and life.

- Skills and knowledge acquired support individuals to be prepared for adulthood and play active role in society.
- Pupils make progress through planned curriculum and in PLG targets.

Next Steps:

- New department lead continues to ensure a clear and cohesive department to support pupil outcomes.
 - Pupils' application of skills and knowledge is strengthened through effective project-based learning approaches.
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