

Wetheringsett Manor School

Wetheringsett Manor School is a co-educational day school for up to 72 pupils (65 pupils currently on role), aged 11 to 18. The pupils have a diverse range of needs with SEMH and ASD as the primary diagnoses. The school serves 4 local authorities (Norfolk, Suffolk, Essex and Hertfordshire) and pupils have varying socio-economic backgrounds.

The site is a converted Manor house set in 17.5 acres of grounds in the small Suffolk village of Wetheringsett. All pupils have an Education and Health Care Plan.

The school has a high staff: pupil ratio with most classes having at least a working ratio of 1:3 this is a reflection on the level of supervision that our pupils require and academic support they need to engage them with learning.

We have an integrated therapeutic curriculum that runs alongside our academic framework. This is comprised of occupational therapy, speech and language therapy and psychotherapy. Our SENCO works alongside these therapists to help deliver academic interventions designed to aid accelerated progress and “gap fill” prior deficits in learning.

There is a large proportion of pupils in care (14 out of 65) that attend the school, over 25 times the national average (1 in 200) in terms of population for maintained schools. <https://www.gov.uk/government/collections/statistics-looked-after-children>

Pupils who attend our school have been out of educational placement for an average of over 2 years, Prior placements show significantly lower attendance for pupils than when they start placement here.

The continued variance in needs of pupils include: a pupil who uses a feeding tube for meals, another with Schmid–Fraccaro syndrome, 1 pupil with chronic fatigue syndrome and 5 pupils with FASD. We have also noticed an increasing number of pupils with PTSD.

Attendance

Attendance is above national average for both SEN and maintained schools. Whole school attendance in 2022-2023 was 84.3%, Our current attendance is 85.48% and this also includes 3 pupils who are on transition plans designed to re-engage them with education after significant absences.

If the bottom 5% and top 5% of pupils are not included, to give a standardised representation, then the attendance for the last academic year would have been 90.16%. If the same principles are applied to the year to date, then overall attendance would be 92.8%

DfE attendance data averages over the academic year:

All schools: 82.9% (we are above)

State Secondary: 87% (we are above if standardised sample used)

State Special: 83.4% (we are above)

State Alternative: 55.3% (we are above)

All Independent Schools: 88.9% (we are above if standardised sample used)

Ofsted inspection(s)

Wetheringsett Manor school was judged as Requires Improvement in 2021, a judgement that also highlighted the significant progress the school had made since the new leadership team took over just 8 weeks prior to inspection.

The school has since had several quality assurance visits from Norfolk and Suffolk who both stated they were pleased with the progress made and that leaders desire to make this school outstanding was “tangible” (Norfolk inspection of 23.05.22). This was further evidenced by the following Norfolk inspection (Norfolk inspection of 14.03.23) and QA visit from former HMI (27.03.23). Another visit from Ofsted, commissioned by DfE

Previous Academic Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	YTD
Pupils on roll	39	40	40	42	44	46	Ave 42
Authorised	6.17%	4.95%	12.3%	13.4%	9.2%	11.3%	9.58%
Unauthorised	8.1%	8.06%	4.3%	4.4%	8.57%	3.3%	6.12%
Overall	85.73%	86.99%	83.40%	82.05%	82.23%	85.40%	84.3%
Current Academic Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	YTD
Pupils on Roll	48	57	61				Ave
Authorised	8.23%	6.62%					7.42%
Unauthorised	7.11%	7.09%					7.1%
Overall	84.66%	86.29%					85.48%

The latest Ofsted inspection 04.07.23 rated the school as GOOD overall, Behaviour and Attitudes along with Personal Development of pupils was graded as OUTSTANDING.

Staffing Information

Staffing Information 2023-2024:

- Total number of staff employed: 58
- Headteacher: 1
- Deputy Head: 1
- Assistant head of Behaviour and Welfare Lead: 1
- SENCO: 1
- Teachers/Instructors: 18
- Support Staff: 5
- Teaching Assistants: 22
- Therapy team: 3 (OT 0.4 FTE, SALT 0.4 FTE, Psychotherapy 0.6 FTE)
- Other Staff: 6

Resignations 2022-2023

- Teacher x 2
- TA's x 2

Appointments for Academic year 2023-24

- Teachers x 5
- Teaching assistants x 8

Including:

Construction instructor

Catering teacher

Mechanics Teacher
English Teacher
Music Instructor
Teaching assistants x 8

Staff Wellbeing and Workload

We have always prioritised staff wellbeing and pioneered the 4-day working week at school for staff. We modelled the timetable, so our curriculum offer is un-affected, and the staff roles have not changed, this does not require staff to work extra or longer on the other days.

There is an active Wellbeing Committee in school, who plan weekly events for staff at the end of the school day. These activities range from waterslide and blindfold assault course to quizzes and countdown. Workload Responsibilities and workload are delegated appropriately across leaders and are reviewed if/ when requirements change.

The working environment (décor, maintenance, cleanliness, etc.) and atmosphere (how people communicate and treat each other) are welcoming and positive, with staff taking responsibility for displays and pupil celebrations.

We continually check in with staff to ensure they have the necessary resources and equipment for the work they do. With supervisions taking place with line managers twice a year to formally record staff wellbeing as well as plan for staff development.

We have a robust CPD program with staff input essential in determining their own training for progression. In addition, all teaching staff (teachers and teaching assistants) receive relevant continuing professional development (CPD) provided both internally and externally. The school's administrative and support staff are included in the day-to-day life of the school and take part in events and activities, as do maintenance team and domestic team.

Training around Zones of Regulation has been delivered to whole school by the therapy team. Recently a group of staff have received ELKLAN training (10-week accredited course with homework tasks) from the therapy team to support staff to work with Autistic students with sessions exploring; supporting behaviour needs, sensory needs, use of visuals, structure of the environment, developing language skills.

Wellbeing

A wellbeing survey is carried out annually, this is called the Great Place to Work Survey (results found in staff drive) we achieved a rating of 92% which was within the top 5 percentile across all companies that take part. The results of this survey were discussed in the Governor's meetings and fed back to staff through newsletter and briefings.

Any arising actions that have been discussed at any time of the school year are fed back to staff in the format: 'You said...We did...' and through staff bulletin.

We are putting a staff member through their MHFA training and information about support and advice is available through the company portal. We had had an increase in therapy staff to be able to facilitate 'Reflective practice' for staff so they can feel supported within smaller groups of shared interests / concerns, this is a supportive process for issues arising from within school but also helping address external issues.

<p>All new staff undertake a rigorous induction program which previously included the 'Therapeutic Parenting course' but has not been replaced with the 'Trauma Informed Practise' training (TIP strategy designed by OFG for SEMH students) and the new 'Ask, Accept, Develop' programme which is the schools autism strategy.</p>	
<p>Quality of Education</p>	<p>Judgement: Good</p>
<p>Overall Strengths</p>	<p>Areas for improvement</p>
<p>The school recognised the need to revise the curriculum, and this has been welcomed by staff and pupils. (SoW in staff drives). This new format includes the EHCP outcomes listed alongside learning outcomes.</p> <p>Pupils receive access to accurate, up to date careers guidance that enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential.</p> <p>Forest school's area has been developed to provide a year-round curriculum which can be more readily accessible for pupils.</p> <p>A Lesson blink document has been created which uses a RAG rating system to help specify 10 key areas of teaching. This has seen significant improvement with average gradings improving by 50% over 2 terms.</p> <p>Learning snakes to help pupils identify their own progress and next steps are also now present in each lesson.</p> <p>A written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub paragraph (2) has been drawn up and implemented effectively.</p> <p>Vocational offer has been enhanced. Work is ongoing to develop Catering, Mechanics, Music studio and Science room. This had also led to IT and construction development.</p> <p>The implemented changes were recognised by QA review (QA review Oct 2022 and Ofsted review Oct 2022) as sensible and necessary. The changes have been scaffolded into slow but steady</p>	<p>Sequencing of lessons help ensure all pupils have an opportunity to learn and make progress. These will link to learning snakes and literacy outcomes from EHCP paperwork.</p> <p>To foster pupil's self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves.</p> <p>A completely uniform approach to pedagogy needs implementing further across every subject. "I do, we do, you do" will be our learning ethos moving forward.</p> <p>Website will also be improved to highlight successes of the school in terms of destinations, next steps of learning for pupils and the offer in terms of progression routes for pupils.</p> <p>Arrangements for DofE to progress offering the Silver award will be in place for next year, pupils did complete the majority of the work for Silver this academic year but were not able to complete the expedition due to shortage of instructors / verifiers.</p> <p>Provision mapping has been brought in to the school to help enhance the dissemination of EHCP objectives into the schemes of work in each subject. This will be fully operational by Easter 2024.</p> <p>The majority of pupils join the school in Year 7 or 8, pupils are eased onto the roll of the school and initial trusting relationships are built that allow pupils to thrive. (Sleuth evidence and class points, both internal monitoring systems). This process will be accelerated to build attendance and help overcome barriers to education.</p> <p>The quality of teaching seen across the school is of a high quality with pedagogy amended to fit the pupils SEND. (QA review Oct 2022 and Ofsted report July 2023). The desire is for outstanding lessons to be delivered in all subjects all of</p>

<p>incremental steps, as determined by new provision mapping tool.</p> <p>Baseline assessments are completed to show the gaps in pupils' learning to this point and to establish the interventions required to enable them to become successful learners. (Flightpaths on education drive)</p> <p>Written policy plans and schemes of work are in place and consider the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.</p> <p>Therapeutic interventions are in place that run alongside the curriculum to support learning and meet EHCP aims. (Intervention timetable)</p> <p>Medium and long-term plans for subjects, have distinct columns showing how the academic learning as part of GCSE or Entry Levels links to the targets within each pupil's EHCP. (EHCP tracker)</p> <p>The curriculum is built around achieving meaningful qualifications by the end of Year 11.</p> <p>On leaving, pupils are tracked by leaders to ensure the school's career's information, advice and guidance (CIAAG) is accurate and appropriate.</p> <p>At the end of the last academic year, five pupils left the school in Year 11 and 2 in year 12. All of these pupils went on into EET and have sustained placements (as of 10.01.24)</p>	<p>the time, the lesson blink document will help support this aim alongside regular de-briefs with staff.</p> <p>Peer mentoring and peer lesson observations will be used to build on good practice seen, cross-curricular, by staff.</p> <p>Introduction of middle leadership tier will enhance the progression of pupils. This will comprise of key stage leaders working in conjunction with pastoral leaders for each key stage. This in turn, will help address academic and social / emotional progress.</p>
<p>Behaviour and Attitudes</p>	<p>Judgement: Outstanding</p>
<p>Overall Strengths</p>	<p>Areas for improvement</p>
<p>This year pupils at the school are benefiting from a concerted push to increase the therapeutic aspect of the curricula offered.</p> <p>Year 7 students have received a block of group therapy around social communication skills and emotional regulation (Zones of Regulation). Various groups for social skills, LEGO therapy and friendship skills have been provided to students who have identified needs on their</p>	<p>Incorporate / review new aspects of the WSM101 where pupils are able to "chair" their own EHCP review meetings.</p> <p>Use pupil feedback from school council meetings to help inform policy changes.</p> <p>A regular team around a child meeting will be implemented where therapeutic input and sleuth data combine to show next steps for individual pupils.</p>

<p>EHCPs. 'Girls groups' have been provided for the year 8,9,10,11 females in the school to support with skills in friendships and conflict resolution.</p> <p>The friendship model 'Wetheringsett Wheel' is weaved into all subject areas. This is a form activity where pupils set their own targets and reflect on their progress throughout the week.</p> <p>Pupils can manage their challenging SEND needs by working alongside staff to first recognise these needs and then form strategies to help self-regulate.</p> <p>The completion of the therapy team, that includes: speech and language therapist (SALT), occupational therapist (OT) and Psychotherapist have seen a therapeutic timetable run behind the academic timetable increasing the offer for all pupils at either; universal, advanced or specialist level.</p> <p>8 members of the educational team and 2 members of the behavioural team have received ELKLAN training with the view of equipping them with more skills in supporting behaviour from a therapeutic perspective.</p> <p>An audit of all student's EHCP needs and presenting needs has been completed by therapy which assigns every student to one of the three provisions and details what specific input they will be receiving as part of this provision.</p> <p>A reward structure is in place that relies on informed practice from staff and is tailored to meet specific aspects of behaviour for specific pupils, so every child is able to achieve.</p> <p>Leaders have a huge range of evidence showing how pupils' attendance, behaviour and the wider curriculum is used to support pupils to success.</p> <p>Clear escalation procedure for suspensions is clear with education the preferred method</p>	<p>Creative arts have been added to the KS3 curriculum, so pupils have the opportunity to gain arts awards qualifications and also experience textiles, dance, photography and Drama. This will be reviewed half termly to determine success criteria of each area.</p> <p>Encouragement of students to self-refer to therapy using the MDT referral form.</p>
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<p>before suspension or external agency involvement.</p> <p>Forest Schools Help pupils learn skills for challenging activities in a carefully planned environment. This has been developed and a new canopy installed to have year-round learning.</p> <p>One core aspect of the school's work is the 'Wetheringsett 101'. This five-step programme ensures that all pupils have the experiences they need to make the most of their lives in modern Britain. This starts at the bottom step with tying your shoelaces, telling the time and riding a bike, and leads up to step five activities like managing your anxiety so you are able to attend an event with large crowds. Pupil feedback shows that they feel safe in school (Evidence: Pupil Survey)</p> <p>The 'Sleuth' monitoring system is able to inform leaders of incidents that occur throughout the day. These are reviewed daily and presented at SLT weekly.</p> <p>Bullying is not tolerated.</p>	
Personal Development	Judgement: Outstanding
Overall Strengths	Areas for improvement
<p>Of the 65 pupils on roll almost one in five is a child that is looked after. (For pupils in English schools the national rate is closer to one in two hundred). These pupils are flourishing and showing accelerated progress compared to baseline testing and CAT4 predictors.</p> <p>Every pupil has a key worker who checks in on them making sure that they have every opportunity to access every aspect of their school day.</p> <p>On arrival leaders have made the choice to try and ensure that every pupil has what they need for the day. This includes breakfast and lunch with the staff, the books, PE activity and</p>	<p>The 'Information on Educational Provision' aspect on the school's website could include all of the qualifications attained by the pupils including, for example, Arts Award, food technology certificates and Duke of Edinburgh Awards.</p> <p>The pupils' communication and interaction are challenged by their SEMH and autism needs. To this end staff should be taking every opportunity to model the exact behaviour that they want, including using calm voices and using a 'total communication' approach to flag up exactly what they want each pupil to achieve. Ongoing evidencing of how this is in line with the AAD and TIP strategy to work towards higher standards for how staff follow this to further support students to reach their potential.</p>

<p>computer activities help regulate pupils prior to formal timetable commencing.</p> <p>The pupils are given opportunities to partake in a curriculum offer that provides experiences and opportunities to become independent young adults wherever possible.</p> <p>Pupils have the opportunity at Wetheringset Manor school to work with specialist teachers. This includes those teaching the sciences, English, Mathematics, Art, Physical education, Catering, Mechanics, Construction, Science, PSHE, Forest Schools and Humanities.</p> <p>A robust CPD tracker is in place which helps show progression routes for staff members and enhance the offer to pupils.</p> <p>All pupils have the opportunity to work towards either GCSE's, entry levels or both.</p> <p>All pupils have the opportunity to take part in the bronze and silver Duke of Edinburgh Awards.</p> <p>Therapy Assessment reports completed in school are shared with appropriate staff and accessible to others to ensure the needs and strengths of the students are communicated and teachers can be mindful of these when providing education.</p> <p>School council is a fundamental part of "pupil voice" and they help determine "Event" days in school such as: Comic relief, themed culture days, world book day etc.</p>	<p>Key worker system is being put in place to help disseminate the workload by having 3 pupils per staff member. This will facilitate greater communication between home and school. The new middle leadership tier will also be impactful with this.</p> <p>Therapy will clearly be tied into this so education staff can continue to work towards specific therapy goals outside of therapy sessions.</p> <p>Further CPD training from clinical team to education staff around Sensory Progressing, working with Trauma, ELKLAN courses, Visuals and supporting effective communication.</p>
<p>Leadership and Management</p>	<p>Judgement: Good</p>
<p>Overall Strengths</p>	<p>Areas for improvement</p>
<p>Leaders show accurate assessment of where the school needs to develop.</p> <p>Wide ranging sets of data clearly evidence progress at the school since November 2021 and have evolved through the last academic year.</p>	<p>Leaders will ensure that continuing development of staff takes place for CPD and general practice by holding regular meetings and analysis progress.</p> <p>Additional training from the therapy team for new HLTA roles to support them to work with a more therapeutically informed manner.</p>

<p>Leaders are clear on the educational routes the school will offer with substantial building project to create new specialist; catering, construction, PE, Science, Music, IT and mechanics.</p> <p>The team work ethic at WSM is clearly evident with staff talking openly about how well supported they feel.</p> <p>Leaders clearly recognise the need for continued CPD. Concise documentation shows the CPD each staff member is taking and what this will mean for the school as their talent pool grows.</p> <p>Leaders ensure that schemes of work are sequenced and link to EHCP targets. (All SoW have reference to EHCP tracker)</p> <p>SLT meetings are minuted and key points communicated to staff through bulletin.</p> <p>Leaders demonstrate good skills and knowledge appropriate to their role ensuring that the independent school standards are met consistently. (Ofsted spot inspection report Oct 2022)</p> <p>Leaders fulfil their responsibilities effectively so that the independent school standards are met consistently. (Ofsted spot inspection report Oct 2022 and Full Ofsted inspection July 2023)</p> <p>A robust governance structure is in place to provide guidance and challenge for leaders.</p> <p>Headteacher has completed the outstanding leaders program.</p> <p>Governance document is of high quality and highlights leaders' knowledge of the school.</p>	<p>EHCP targets / reviewed targets are communicated to all staff and progress is monitored through the provision mapping tool and through ITAC (individual team around a class) meetings.</p> <p>All leaders and middle leaders will have the opportunity to attend NPQ's relevant to their subject area / area of interest.</p>
Safeguarding	Judgement: Effective
Overall Strengths	Areas for improvement
The arrangements for safeguarding are effective.	Continued CPD for DSL's is ongoing with 2 further staff listed for Level 4 training and 1 for level 5 training. This

<p>Leaders carefully track all issues that could put pupils at risk. Staff are well trained and know what to do if they are concerned about a pupil. Leaders work closely with other agencies to ensure that pupils get any help they need in a timely way.</p> <p>The growth of the school has seen a need for additional safeguarding personnel, this has been phased by creating more DSL's. Now a safeguarding admin has also been appointed (also a DSL) who can assist the lead DSL with the increasing workload.</p> <p>Pupils know about keeping themselves safe and whom to ask for advice if they need it the personal, social and health education (PSHE) and the relationships and sex-education curriculums are adapted as needed for individuals.</p> <p>The 'sleuth' monitoring system is in place to accurately determine patterns of behaviour and show actions from leadership team / DSLs.</p> <p>Frequent safeguarding quizzes are held for staff and termly refreshers to any new guidance are also communicated.</p>	<p>will ensure all pastoral team members hold a safeguarding qualification.</p> <p>Greater knowledge of local authority safeguarding inspections / grading's will allow for challenge to such bodies from a school perspective.</p> <p>Multi agency working is something the school wishes to develop. local authorities have been invited to attend open days and external agencies are frequent visitors to provide talks to pupils relating to the current social climate.</p> <p>The new middle leadership structure will allow for pastoral staff in each key stage to hold a DSL' qualification. They will then be accountable for any safeguarding concerns in their areas with the lead DSL having oversight of all concerns on a daily basis.</p>
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Review date: February 2024

Next Review date: May 2024