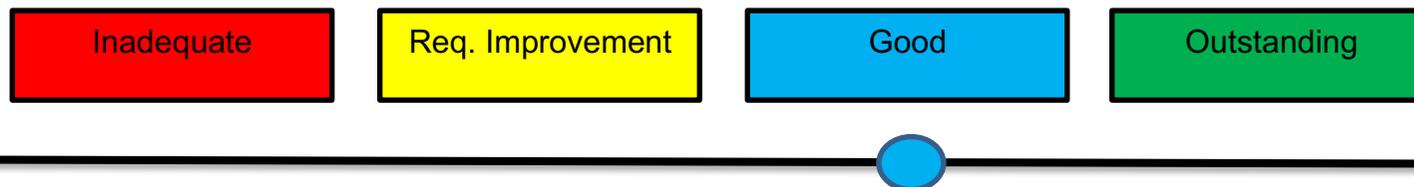




# School Self-Evaluation 2017-2018

*'Making the most of every day'*

## Outcomes for pupils



### Evidence and Impact

- Pupil progress is good **with over 80% of pupils achieving or exceeding** their personalised learning targets in Reading / Number / Speaking / Listening / PSHE. (See Analysis of 2017/2018 Baytree Targets)
- Last academic year 2016/17 pupil progress was judged as 'Good' as the vast majority of pupils were achieving expected progress. This year as a School we aimed for 'above the expected.' It is clearly evident this has been achieved as a substantial number of pupils have moved from expected to above expected progress and the number of pupils achieving below expected progress has decreased to only 1 pupil who had complications after surgery which dramatically affected his health and therefore his attendance.

	Below expected progress		% Change	Above expected progress		% Change
	2016/17	2017/18		2016/17	2017/18	
English	9%	2%	-7%	2%	23%	+21%
Maths	7%	2%	-5%	5%	20%	+15%

- We are not yet outstanding because the cohort of pupils in KS4 are only achieving expected progress in all areas suggesting that the curriculum needs redeveloping to ensure it is relevant, meaningful and challenging.
- We need to continue to strive for all pupils to achieve upper quartile progress by the end of each Key Stage.
- Pupil progress has been triangulated through the use of pupil progress data, implementation of the RAP (Systematic monitoring) and pupil progress meetings to ensure accuracy. Lesson observations have identified the vast amount of teaching is 'good'. To be 'outstanding' we need to exceed expectations in all areas.
- All pupils have now converted from statements to EHC Plans and this has shifted the priority for planning and assessing. Teachers are now setting termly targets against the EHCP headings that directly link to pupils individual EHCP medium term outcomes. A means for showing pupil progress against their personalised EHCP outcomes needs further exploration.
- The pathways continue to show pupils in KS5 are making extremely strong progress and are achieving skills to equip them for their next stage. These may need to be adjusted in line with the curriculum changes. Pupils in Post 16 attend the college link program one day a week and we work closely with transition social workers, colleges, supported living providers and other organisations to ensure the best opportunities are available that are tailored to the needs of our young people when they come to leave Baytree School. In July 2018 6 students transitioned from Baytree, 1 student went to Oakwood College in Dawlish, another transitioned to a supported living setting and this will be a full time package from July 2018, 1 of our students will be attending Foxes Academy and another Bridgwater College whilst 2 students will be leaving to attend Weston College.
- The KS5 cohort of learners has changed significantly and the ASDAN accreditation is becoming no longer appropriate to meet their needs, therefore the 14-19 curriculums will be reviewed and redeveloped to ensure it is relevant, meaningful and challenging.

- The implementation of a standardised assessment proforma has addressed Ofsted priority: Teachers use information on what pupils can and cannot do more carefully to enable individuals to make the best possible progress. Senior Leaders, Governors, class teachers and external headteachers and SIP (See appendix for visit notes) have all systematically moderated these running records to ensure they capture pupil's small steps of progress. See below the identified strengths and areas of development from most recent moderation and scrutiny. It has been identified that CPD is required for all staff on the writing of SMART next steps.

Peer to Peer Running Record Scrutiny 27.6.18

Running records	Individualised Learning Outcomes for pupils	Actions
<b>Strengths</b> <ul style="list-style-type: none"> <li>• Targets on the front of the folder</li> <li>• Next steps are evident and very specific</li> <li>• Staff are regularly contributing</li> <li>• Pupil absence is noted and why</li> <li>• Targets are clear and smart</li> <li>• Lots of relevant detail is being recorded</li> <li>• Some evidence of tick sheets being used to support evidence</li> </ul>	<b>Strengths</b> <ul style="list-style-type: none"> <li>• Specific and personalised to the pupils</li> <li>• Differentiation is clear</li> <li>• SMART</li> <li>• Some are very specific so anyone could pick up folder and know where pupil is at</li> <li>• Adult support identified</li> <li>• Key focus underlined in learning objective</li> <li>• Success criteria evident</li> </ul>	<ul style="list-style-type: none"> <li>• Training for record filling and next steps</li> <li>• Updates for pupils</li> <li>• Create a consistent level of support format to ensure consistency across the school</li> </ul>
<b>Even better if...</b> <ul style="list-style-type: none"> <li>• List what letters or sounds so all staff are aware of outcome – separate sheet if needed</li> <li>• Could use tick sheets to support collecting evidence for target</li> <li>• Next steps not all being completed</li> <li>• Level of support not always competed – new level of support sheet to be created to ensure consistency across school</li> </ul>	<b>Even better if...</b> <ul style="list-style-type: none"> <li>• Level of support to be completed</li> <li>• Streamline the information given – praise to the pupils is not needed in the running records</li> <li>• Recording for those times not in a structured session and how achievable is this</li> </ul>	

- Termly pupil progress meetings involving the Headteacher and Class teachers ***ensure barriers to learning are discussed and interventions and strategies are implemented, evaluated and reviewed.***
- **Parents are overwhelmingly satisfied with the progress their child has made.**

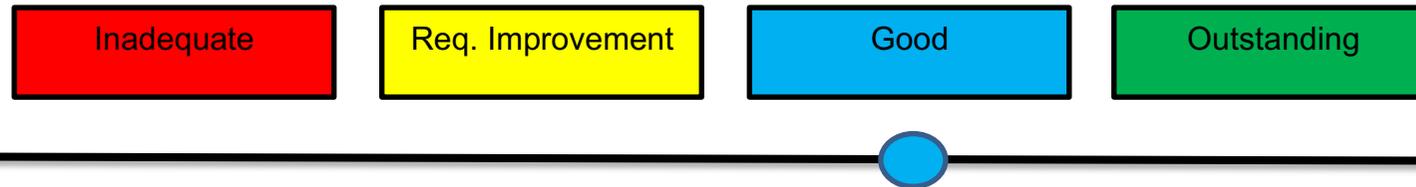
**Results from Parents and Carers Questionnaire June 2018 responses**

	Yes	No
<b>Are you satisfied with the progress your child has made this academic year?</b>	<b>100% (23 responses)</b>	<b>-</b>

**Actions**

- Assessment to be closely monitored in line with the RAP (Raising Achievement Plan)
- Implement a system to evidence pupil progress against personalised EHCP medium term outcomes.
- To appoint a Total Communication Leader to raise standards and outcomes for all pupils (focus on Speaking and Listening).
- Aspirational Targets to be set in July and reviewed in September and then regularly challenged during Pupil Progress Meetings throughout the year (October, January and May).
- External moderation opportunities to be developed.
- Redevelop the 14-19 provision by redesigning the curriculum and accreditation pathways, develop appropriate tutor groups and raise the expectations for our young people.

# Effectiveness of leadership and management



## Evidence and Impact

- The leadership team has ***maintained*** and built upon the good quality of education in the school since the last inspection - Ofsted Inspection 16<sup>th</sup> March 2017.
- A Post Ofsted Action plan was developed and then incorporated into the current SDP which addresses the identified Ofsted priorities.
- Ensuring we have the highest level of Safeguarding is paramount. Training and awareness raising, alongside an open culture of working together and promoting the importance of vigilance and sharing concerns. **This was echoed during the recent OFSTED inspection who judged Safeguarding as effective.**

**OFSTED 2017 reports:** You and your staff are extremely mindful of the vulnerability of your pupils and the significance of your role in keeping them safe. There is a strong culture of safeguarding which permeates the school, with a shared understanding of the need to protect pupils from all conceivable risks. Staff, irrespective of roles, receive high-quality training. This ensures that staff have the knowledge and skills to quickly identify any changes in pupils which may suggest they are at risk of harm, and be able to take action with confidence.

- The SIP carried out a safeguarding audit and her recommendations have been implemented.
- The Safeguarding governor, Headteacher and Deputy Headteacher completed the LA annual audit of Safeguarding and the findings were shared at the FGB.

## School Improvement Partner

- A new School Improvement Partner has been appointed and has made regular visits throughout the year. See Headteacher FGB reports for details of actions and outcomes.
- The SIP worked closely with the DHT to become the Safeguarding Lead and this has now been implemented with the Headteacher becoming the Deputy Safeguarding Lead.
- The SIP has also worked with the DHT on the more robust creation and use of risk assessments. The DHT has implemented a new system and will ensure she has read and has signed off all RA's before any trip/activity takes place.
- The SIP has also supported the wider SLT including Department Leads which has resulted in redeveloping their Job descriptions to ensure clarity of role.
- The final SIP visit this year was to deliver training to the Governing body on 'challenge and holding senior leaders to account.' This resulted in Governors asking challenging questions and greater discussions in the final FGB. See appendix for visit note

## Governors

Ofsted reported that:

- **Governors are skilled and knowledgeable about the school.**
- **They receive high quality training and use this to good effect to ask searching questions of leaders to ensure that pupils receive the best. Nevertheless, this challenge is not reflected in the records of governors' work. Nor do these records demonstrate carefully enough how governors monitor development plan actions, to see if they are having the desired impact on the progress of pupils.**
- To address these issues all Governors have been assigned an area from the SDP and work with school leaders in monitoring and measuring the impact the priority is having and directly feedback this impact at the FGB.
- Governors this year have a curriculum responsibility and a link with a subject Leader. Governors have met with the Subject Leader to review the action plan; they have taken part in learning walks to obtain a greater understanding of the teaching and learning, pupil progress and the future priorities for the subject area. Governors now have a better understanding of the day to day learning and operation of the school.

- Subject Leaders feedback to Governors at the curriculum committee and will challenge leaders on the impact of their actions and the impact these are having on pupil progress across the School.
- At the last FGB it was agreed that a meeting will be held with all Governors at the start of term 1 to agree the best model of working for Governors, including reviewing the committees.
- This year has seen significant changes to the Governing body which has included a change of Chair of Governors therefore it is an opportune time to review current Governance systems to ensure they are as effective as they can be.

### **Subject Leaders**

Subject Leaders continue to manage their curriculum area which includes:

- Develop an annual action plan to work on areas of development within their curriculum area.
- Ensuring the long term curriculum plans are updated and appropriate for the cohorts of learners.
- Ensure resources are appropriate and available for when needed.
- Regularly monitor planning and provide constructive feedback to colleagues. (In line with RAP)
- Meet x3 a year with DHT to review progress and impact of their action plan.
- Carry out regular observations and learning walks to observe pupil progress and to support and challenge colleagues.
- Due to the assessment systems and the curriculum shifting from being subject specific towards the heading of the EHCP outcomes (Learning / Communication / Independence / Physical / SEMH) the role of the subject leader will change accordingly. We will explore adapting the Subject Leader to an EHCP lead who will still maintain curriculum responsibility.

### **Developments**

A huge intake of nursery and reception pupils has resulted in the need to create an extra EYFS Class for September 2018 resulting in a secondary classroom being moved upstairs and the extra classroom space being created by developing the social care offices. This will take the School's overall capacity to 72 pupils and result in:

- The appointment of a number of new teachers and support staff.
- The careful implementation of a new EYFS class with a range of new pupils all with a variety of learning needs, starting points and complex health needs.
- The development of the new office space into a purpose built learning environment for our 14-19 students requiring the curriculum to be redeveloped, the accreditation pathways to be revisited and a tutor based system to be introduced.

### **Actions**

- Timetable termly visits from SIP to monitor and challenge provision.
- Governors monitoring role will be reviewed but will still ensure rigour, challenge and support.
- New Teachers to be assigned mentors.
- Head and Deputy to arrange regular meetings with appropriate mentors.
- Head and Deputy to attend relevant conferences in order to network, share and bring back Outstanding provision to Baytree.
- RAP implemented and reviewed termly to ensure rigour and challenge amongst all staff.
- Ensure levels of engagement, challenge and aspirations remain high for all stakeholders – 'AIM HIGH & FLY!'
- Engage with other special schools to share best practice – Reciprocal Evaluation Days to look at school specific SDP priorities.
- Role of the subject leader to be reviewed and revised accordingly with changes to the focus of teaching, learning and assessment.
- Develop the 14-19 curriculum to ensure it is relevant, meaningful and challenging for the varied cohort.
- Explore appropriate accreditation options for learners.
- Ensure careful implementation of the new EYFS class allowing for gradual transitions.

# Quality of teaching, learning and assessment

Inadequate

Req. Improvement

Good

Outstanding



## Evidence and Impact

- The implementation of the Raising Achievement Plan this year has ensured close monitoring by ALL including Governors. This has included systematic observations which involve peer to peer (term 1 and 4), learning walks (term 2 and 5) and formal observations (term 3 and 6). Also included planning and work scrutiny. Class teachers receive personalised identified strengths and areas of development which help to inform the priority for their next observation.
- Below details the grading's of the formal lesson observations and the general strengths and EBI's

Outstanding	Good	Requires Improvement	Inadequate
2	9	1	0

### Strengths

- All classes promoting personalisation and providing individualised resources to support learning of individuals targets/outcomes.
- Less whole class teaching taking place far more 1-1 learning opportunities.
- A range of Total Communication strategies used to support and engage pupils effectively.
- Running records are being completed systematically across the whole school which is evidencing the small steps of progress individual pupils are making.
- Communication systems are being consistently used within the classroom settings.
- PBS strategies embedded for individuals
- Calm, purposeful and focussed atmosphere
- Use of praise – is now specific to the achievement of the pupil e.g. good looking
- Good use of varied learning environments.
- Use of MAKATON has increased across the school.

### EBI (Even Better If)

- Challenge- to ensure all pupils are challenged with their learning. All targets set need to be aspirational.
- Running records require regular completion and SMART observations and next steps need identifying.
- Teaching observed has been very formal and on the whole 1-1 literacy or numeracy work. Need to further develop play opportunities and peer to peer learning that is fun and motivating.
- Develop further opportunities for learning of functional skills.
- Although communication systems are consistently used within the classroom this is not always evident across the school environments.
- Ensure all times are learning opportunities.

## Outcomes

- We aim to have all of our teaching graded at 'Good' or 'Outstanding' at all times.
- The lessons graded as 'Requires Improvement' - subsequently as an SLT we have provided feedback and ongoing support and followed this up with a further lesson observation which was graded as 'Good.'
- Whole school focus on striving for better than 'good.'

Total Communication continues to be a whole school priority.

- Teachers drew up action plans in September to identify their actions for 2017-18
- A number of learning walks and observations took place including by the TC Governor who **identified strengths and followed up teachers' progress against their action plans.**
- **Staff competency in Makaton has increased as a number of staff have completed their level 1 and 2 training.**
- Our work on developing and embedding our Total communication approach was recognised by Ofsted during their visit in March 2017 **'This you have tackled with rigour and close attention to detail. Your careful research ensures that each pupil has access to the most appropriate aids, and has the ability and confidence to effectively use them.'**

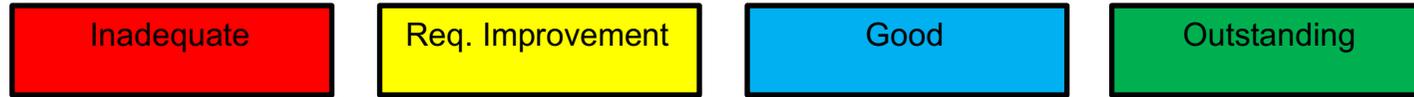
## Assessment

- A new standardised assessment system has been implemented to capture pupil's small steps of progress and identify next steps of learning across all areas. This was initially two systems, 1 to record progress in curriculum areas and the other to capture progress against EHCP outcomes.
- The assessment system has now been streamlined as teachers are now setting all targets against pupils' individualised EHCP medium term outcomes. A system to capture quantitative pupil progress requires developing.
- There is a clear assessment schedule in place which includes the collection and moderation of annotated work, formal teacher assessments for core subjects twice yearly and once a year for all subjects and regular pupil progress meetings.
- Inter school moderation requires re-establishing due to schools changing their assessment systems.

## Actions

- Teaching, Learning and Assessment to be closely monitored in line with the RAP (Raising Achievement Plan)
- Staff meeting time dedicated to developing peer to peer learning opportunities.
- Further increase cross class learning opportunities in particular with KS2 and 3.
- Whole staff training on the identification and writing of pupils individualised SMART next steps.
- Implement a system to evidence pupil progress against personalised EHCP medium term outcomes and report on this to Governors and other key stake holders.
- To appoint a Total Communication Leader to continue to raise standards and outcomes for all pupils (focus on Speaking and Listening).
- External moderation opportunities to be developed.

# Personal development, behaviour and welfare



## Evidence and Impact

- Attendance rates **have fallen from 87.9% for academic year 2016/17 to 85.4% for 2017/18**. This is due to the significant number of pupils having complex medical needs, which has resulted in extended periods of illness including hospitalisation. Another factor has been the non-attendance of an individual student- 6.95% for 2017/18. This student struggled to transition into Baytree School and despite all of the efforts from school staff and multi professionals a different education provision is being sought.
- Exclusions are **very rare** with the **last exclusion being a 1 day fixed exclusion in November 2016**.
- Baytree School provides a **safe and nurturing environment where all pupils are challenged and supported to make the best possible outcomes through a personalised approach**. This is echoed by our parents, with one parent saying, "Really appreciate the effort everyone puts into my child's learning it's always 200%" another commented on the care their child receives at Baytree- "Very happy child who is cared for well at school- so happy parents."

## Results from Parents and Carers Questionnaire June 2017- 18 responses

	Yes	No
Do you consider that your child feels safe at school	24	1

- The 1 parent who indicated 'no' felt that a 1-1 member of staff was needed to meet the needs of their child.

	Yes	No
Do you consider that your child feels happy at school	25	

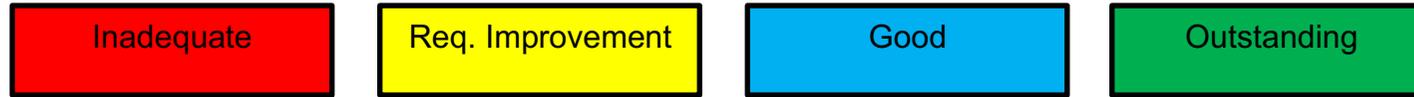
- All staff are PROACTSCIPr-UK trained, a BILD accredited Positive Behaviour Support Programme which has been **tailored to the needs of our pupils**. This ensures that all staff feel confident and are competent in supporting pupils who exhibit challenging behaviour. We currently have 19 pupils with Positive Behaviour Support Plans and the department leads meet with class teams to discuss the termly behaviour analysis and together agree proactive strategies to implement over the following term. These are overseen by the Deputy Headteacher who is the behaviour support lead. This has proved to be successful as **the number of behaviour incidents and use of any physical interventions significantly reduced over the academic year. Term 1 there was 1 incident where physical intervention was required as a last resort and in Term 2 there was 2 incidents which required physical intervention and none for the rest of the year** (See yearly Behaviour analysis report)  
**A self-reflective culture is embedded** as class teams continue to look at what they can change, what proactive strategies they can implement to ensure individual pupil's anxieties are reduced.
- Department leads meet with classes termly to discuss incidents and what strategies can be implemented to reduce incidents. The Behaviour lead reports to Governors an analysis of incidents and the strategies being implemented to reduce incidents. Any use of physical intervention or formal seclusion is **reported appropriately and named Governors are informed**.

- All pupils are supported in developing their independence and communication skills through personalised learning programmes which are **supported by input from other professionals** including physios, SALT, OT's etc
- Pupils in KS5 were **supported for their next steps by completing a range of ASDAN Personal Social Development modules** and participating in a range of carefully chosen work experience opportunities which has **included one pupil working daily in a local café**, farm, hotel and other local organisations. A number of students who were unable to access work experience in the wider community had internal work experience which included, supporting younger pupils, washing cars and making and selling foods they had freshly prepared. **Next academic year will focus on bespoke work experience incorporated into the curriculum opposed to a 'one off' week.** The KS5 curriculum will be revised and developed as the needs of the cohort has changed significantly. Pupils will be supported from September 2018 by AQA modules which will be bespoke and personalised to the needs and motivations of the pupils.
- We continue to deliver a comprehensive SMSC programme which focuses on and celebrates a range of different cultures and faiths through whole school enrichment days. A number of the enrichment days include commissioned specialist music workshops in which pupils are able to learn about the culture and traditions of the musical heritage and use authentic instruments.
- To maximise pupils' learning, parents are informed of upcoming enrichment days to encourage their input.
- A 'Wow week' has taken place which has given all pupils the opportunity to experience the amazing and memorable. This year had an arts and science focus and included a visit from explore-a-dome, painting tiles, making bunting, children's world UV session and Baytree does Glastonbury!
- Baytree School have an active School Council with representatives from each secondary class. The School Council have made decisions on issues important to the pupils including **improvements to the school environment** and were actively involved in the appointment of the new Deputy Head Teacher.

#### **Actions**

- Department Leads to monitor, evaluate and review incidents of challenging behaviour and meet termly with class teams to develop proactive strategies to reduce these incidents.
- Further develop the Global Learning Partnership programme and incorporate within the curriculum.
- Further develop the Duke of Edinburgh Award for pupils within Key Stage 4 and incorporate within the development of the KS4 and 5 curriculums.
- Continue to increase opportunities for pupils to experience new and exciting activities – ensure regular activities including wow week, funky Thursdays and regular whole school events which will be detailed within the RAP.
- Whole school focus on Emotional Well-Being for pupils and staff. Deputy Head and School Nurse to lead on this. Training to be undertaken.
- Action plan to be drawn up and to include how Emotional Well-Being will be mapped throughout the curriculum.

# Overall effectiveness



## **Evidence and Impact**

- Outcomes for pupils and personal development, behaviour and welfare are good.
- The effectiveness of leadership and management and the quality of teaching, learning and assessment judgments are good.
- The school has a thoughtful and wide ranging promotion of spiritual, moral, social and cultural development enables pupils to thrive.
- Safeguarding is highly effective.
- Strategic priorities have been well targeted and have had a positive impact upon rapid and sustained progress.

Following the Ofsted Inspection on the 16<sup>th</sup> March 2017 the school continues to be good and has made positive strides in addressing the priorities highlighted in the Ofsted report.

## **Priority 1**

### **Teachers use information on what pupils can and cannot do more carefully to enable individuals to make the best possible progress**

- An assessment system has been implemented across the whole school to ensure pupils' small steps of progress are captured and that individual pupils learning journeys are clearly evidenced.
- The implementation of a robust monitoring system- RAP has ensured that all documentation capturing pupils' progress is reviewed and critiqued to ensure pupils are making best possible progress.

## **Priority 2**

### **There are regular opportunities for leaders and governors to check that actions identified in development plans are having the desired impact on the progress of pupils.**

- All governors were assigned a School Development Plan priority and have been liaising with members of the senior leadership team to ensure the priority is having the desired impact.
- All governors were assigned a subject responsibility and have developed a link with a subject leader. This has ensured governors have a better understanding of the day to day running of the school, the varied cohorts of learners and what pupil progress looks like across the whole school.

## **Priority 3**

### **Governors' records show more precisely the impact of their challenge on improving pupils' outcome**

- The clerk to governors has reviewed how governor minutes are recorded to ensure challenge is evident.
- All governors received training from an Ofsted inspector on challenge and holding senior leaders to account.

## Actions from SEF

Outcomes for pupils	<ul style="list-style-type: none"> <li>- Assessment to be closely monitored in line with the RAP (Raising Achievement Plan)</li> <li>- Implement a system to evidence pupil progress against personalised EHCP medium term outcomes.</li> <li>- To appoint a Total Communication Leader to raise standards and outcomes for all pupils (focus on Speaking and Listening).</li> <li>- Aspirational Targets to be set in July and reviewed in September and then regularly challenged during Pupil Progress Meetings throughout the year (October, January and May).</li> <li>- External moderation opportunities to be developed.</li> </ul>
Effectiveness of Leadership and Management	<ul style="list-style-type: none"> <li>- Timetable termly visits from SIP to monitor and challenge provision.</li> <li>- Governors monitoring role will be reviewed but will still ensure rigour, challenge and support.</li> <li>- New Teachers to be assigned mentors.</li> <li>- Head and Deputy to arrange regular meetings with appropriate mentors.</li> <li>- Head and Deputy to attend relevant conferences in order to network, share and bring back Outstanding provision to Baytree.</li> <li>- RAP implemented and reviewed termly to ensure rigour and challenge amongst all staff.</li> <li>- Ensure levels of engagement, challenge and aspirations remain high for all stakeholders – 'AIM HIGH &amp; FLY!'</li> <li>- Engage with other special schools to share best practice – Reciprocal Evaluation Days to look at school specific SDP priorities.</li> <li>- Role of the subject leader to be reviewed and revised accordingly with changes to the focus of teaching, learning and assessment.</li> <li>- Develop the 14-19 curriculum to ensure it is relevant, meaningful and challenging for the varied cohort.</li> <li>- Explore appropriate accreditation options for learners.</li> <li>- Ensure careful implementation of the new EYFS class allowing for gradual transitions.</li> </ul>
Quality of teaching, learning and assessment	<ul style="list-style-type: none"> <li>- Teaching, Learning and Assessment to be closely monitored in line with the RAP (Raising Achievement Plan)</li> <li>- Staff meeting time dedicated to developing peer to peer learning opportunities.</li> <li>- Further increase cross class learning opportunities in particular with KS2 and 3.</li> <li>- Whole staff training on the identification and writing of pupils individualised SMART next steps.</li> <li>- Implement a system to evidence pupil progress against personalised EHCP medium term outcomes and report on this to Governors and other key stake holders.</li> <li>- To appoint a Total Communication Leader to continue to raise standards and outcomes for all pupils (focus on Speaking and Listening).</li> <li>- External moderation opportunities to be developed.</li> </ul>
Personal development, behaviour and welfare	<ul style="list-style-type: none"> <li>- Department Leads to monitor, evaluate and review incidents of challenging behaviour and meet termly with class teams to develop proactive strategies to reduce these incidents.</li> <li>- Further develop the Global Learning Partnership programme and incorporate within the curriculum.</li> <li>- Further develop the Duke of Edinburgh Award for pupils within Key Stage 4 and incorporate within the development of the KS4 and 5 curriculum.</li> <li>- Continue to increase opportunities for pupils to experience new and exciting activities – ensure regular activities including wow week, funky Thursdays and regular whole school events which will be detailed within the RAP.</li> <li>- Whole school focus on Emotional Well-Being for pupils and staff. Deputy Head and School Nurse to lead on this. Training to be undertaken.</li> <li>- Action plan to be drawn up and to include how Emotional Well-Being will be mapped throughout the curriculum.</li> </ul>

## Staff team evaluation of the year

### Individual Pupil highlights

- EW following instructions in a cooking lesson
- EE holding chalks in both hands & drawing independently
- EL floating with his head supported
- AW working his way around his eye gaze
- BW use of vocabulary
- CC buying a snack independently at The Campus
- OT sitting down when requested to do so
- AS doing independent floating at Hutton Moor
- AE independently sitting up
- BG progression in listening & speaking, making us laugh, singing
- AS his communication, singing, counting, relaxing in hydro pool with woggles
- TC finding his voice moving more freely after surgery
- JH his pick board and how it has helped him to cope & he uses it when needed
- ZR communication fantastic progress in using her eye gaze
- BD CT school captain
- BG waiting, turn-taking, sharing, independence, volume scale
- CaC communication book, patient, signing, quiet space, mat, ribbon
- EE building up a relationship & working with E.
- JH willing to be with other people
- MW ice skating, walking over swimming pool
- IA communication aid
- CC built relationships with different staff
- AE dropping items, pick up with finger and thumb
- JasG signing more, music, swimming
- BG amazing progress settling into Baytree
- JH settling in with lesson's & engaging in Maths & English
- JG doing yoga at the gym with Charlotte
- CT positive transition to residential college

### Whole Class and Whole School highlights

- WOW week x6
- Police coming into school
- Lions of Zululand x11
- Wet day/ice cream x2
- Royal wedding x5
- Christmas shows x5
- Children in need
- Going to the park
- Ice skating x6
- Calvert Trust x6
- Puxton Park
- Dressing up events
- Charity events x3
- Country dancing x3
- Staff shows
- Students and staffs progression
- Prom x3
- Bacon butties x2
- Funky Thursday x6
- Garry Thursdays
- Seeing more pupils out at play
- Glastonbury Baytree
- Children's world x3
- Christmas/school disco x3
- Sports day x2
- Cinema
- Table cricket
- Story box
- Pantomime

- CT & BD building positive relationships
- LC clapping at appropriate time during “happy and you know it”
- OA fantastic communication
- CT maturing forming relationships
- EL music therapy, board vocaliser, awake and alert, comes alive
- TO riding a “big girls bike” moving & steering
- OT swimming independent on woggle
- AE sitting up independently, really using her vision, reaching out, hold tools independently, retaining skills
- CT transition into college
- BW eating his whole dinner
- BG successfully transitioning from mainstream and how he has settled in
- TC using his new communication really well
- IA’s ability to stay within the boundary at Forest School
- CaC personal progression in all areas
- EP doing really well with a gradual transition to KS4
- School residential
- BW using his walker
- DLC high five EW independently & spontaneously
- CT after months of planning, getting CT to leave school happily
- IA walking calmly around the lake
- Achievements of pupils with most profound disabilities
- Pupils reactions to performance by Lions of Zululand
- Pupils’ positive reactions to having a fire at Forest School
- Tai Chi – all pupils get involved
- Pupils with complex needs using the eye gaze

- Easter egg races/hunt
- Carols by candlelight x4
- Easter day/games x2
- Whole school breakfast x2
- Kewstoke café x2
- Cake at the end of the day
- Nativity x2
- Garry’s music lesson
- Bowling x2
- Getting out as a class x3
- Kewstoke’s support during emotional year
- Noah’s Ark
- Going to see Father Christmas x2
- Campus Library & café
- Sensory den refurb
- Hutton working together as a team without a teacher
- Willow Trust
- Pizza hut x3
- Visit to The Mall, buying Mother’s Day presents
- Beans on toast
- School picnic
- KS2/3 joint play x2
- Messy play
- Music days
- Baby Arnie – class responded calmly and gently
- Forest School
- Enrichment days i.e. steel pans
- Making Christmas dinner in Kewstoke
- Excitement of pupils on visits out of school

### **Staff thoughts on priorities for next year**

- More storage x2
- Adequate staffing x2
- More sensory days
- Lots more use of Makaton
- Staffing training on everything and refreshers courses x4
- Open days
- Whole school outings/events x2
- More whole staff events in school x3
- Whole school events x3
- Mixed class working x4
- Parental involvement
- Tapestry
- School captains
- Kewstoke time – celebration of their weeks success
- Bucket time & level 2
- Playhouse & Blakehay x2
- Older students mentoring/supporting younger students
- Wheelchair accessible playground equipment x3
- Lunchtime clubs x2
- Outside learning
- Less paperwork x4
- More fun x2
- More sports
- More outside entertainment
- New ideas
- More hydro/rebound time x2
- Lower school to use the flat more
- Fund raising
- Cover for sickness – zero hour contracts
- More people coming in i.e. pet shows, panto's
- Opportunities to spend more time in classes, apprentices to swap classes termly

- Working equipment, hot water, hoists
- More activities in community x2
- Better transport
- All staff to have an understanding of how each class works x2
- More life skill events
- Adapting school for the needs of pupils
- More transport & better staff ratios to enable visits in the community
- Establish effective Early Years class
- Streamline learning outcomes & running records
- Dates of activities/events well in advance
- Need to know pupils joining the school much earlier to allow time for preparation

## Challenge Partner visit to Baytree School, 17<sup>th</sup> October 2017.

### *Attendees:*

Edward Bowen-Roberts, Headteacher, Baytree School

Ailine Kay, Deputy Head, Baytree School

Ellie Goodson, Deputy Head, Warmley Park School

Alison Ewings, Headteacher, Claremont School

Neil Galloway, Headteacher, Kingsweston School

### *Overview*

Documentary evidence presented:

- Short Inspection letter of March 2017
- Pupil Progress 2016-17
- School Self-Evaluation 2016-17
- Expectations 2017-18
- School Development Plan 2017-18
- 2017-18 RAP, terms 1 & 2

The focus for the Challenge Partner work was focused upon the schools response to one of the next steps identified in the most recent inspection, i.e. "... teachers use information on what pupils can and cannot do more carefully to enable individuals to make the best possible progress'. To this end the group spent some time considering the Ofsted Action Plan/SDP, however most time was spent undertaking learning walks to see if the impact of new systems identified in the plan were capturing the small steps of individual pupil progress and supporting the identification of their personalised next steps in their learning journey.

The visit was characterised by an open and honest engagement which served to demonstrate the school community's confidence in the many elements that are done well and a passion for continual improvement.

### *Notes of visit*

- On arrival it was apparent that effective visitor related safeguarding processes were in place to ensure the ongoing wellbeing of the pupils.
- Ed and Ailine communicated their ambition for all pupils. A context in which most pupils were achieving most of their targets was described to us, with a clear ambition that any target could be surpassed - and an expectation that many should be. We discussed the reference points for our ambition and the links between these and the two types of targets (see below). The EHCP targets should reflect the ambition of the school, families and other professionals at the meeting and there is therefore, by default, an element of moderation of challenge within this process. Positive outcomes of subject related targets have a value which is in direct proportion to the degree of challenge they contain. So if the targets themselves are highly ambitious then most pupils achieving most of time could be seen as a very positive outcome. Moderating the degree of challenge is therefore very important, something Ed and Ailine were very clear about.
- Two kinds of pupil priorities were described; those derived from the EHCP and those focused learning opportunities linked to CASPA/subject related. It was explained that as much commonality as possible between the two sets of targets is aimed for as far as is possible. *The future development of this system will reflect the schools response to the national debate around the outcomes of the Rochford Review with regards to those pupils regarded as subject specific learners. I referenced the interesting debate on SLD Forum at the moment and agreed to forward links to this. (Done)*
- It was evident on the learning walks that the development of this system had been effective in supporting the development of highly individualised learning priorities.
- *I referenced a couple of online tools designed to support the recording of bespoke targets and progress towards them being used by regional special schools and agreed to forward hyperlinks. (Done)*
- The expectation that a portfolio of pupil evidence would be collated in each classroom based upon pupil learning in weeks 1, 3 and 6 was shared. This expectation was seen to be evidenced in practice during the learning walks.
- Ed and Ailine anticipated that the learning walks would demonstrate a varied evidence base in terms of the implementation of the new systems and this was borne out during the learning walks. There was a clear commitment to the new systems being made by staff. Time and effort is being put into their implementation. We saw many examples of detailed annotations reflecting bespoke assessment practices and evidencing learning over time. The greatest variation was seen in relation to the use (or not) of the 'next steps' function of the records. There was evidence of a pupil achieving a target on the first recorded occasion and a lack of specificity to support classroom staff on how this success could be built upon. On the other hand there were many more examples of next steps being regularly used to support progress in learning over time, with the next steps approach clearly having a positive impact upon learning outcomes. At their best, these next steps were clearly linked to the targets

and the commentaries made about pupil responses and they were very specific about, for example, changes to the degree of prompting or task extension.

- With regards to pupil engagement (a key theme of the recent Rochford Review), commentaries on the record such as 'unwilling to do work' might more constructively be replaced with something along the lines of 'Individual behavior plan followed'. In so doing, there is a record made that the learning opportunity in relation to the target was offered but on this occasion another form of learning was being supported instead. There is a danger that the former record doesn't do the pupil's learning nor the class team justice. There was impressive and creative use of the new system seen in which a class group were recording the frequency of learning priority presentation for a specific pupil where this was a key characteristic of their needs.
- It was clear from our conversations and from the learning walk undertaken that both Ed and Ailine have an accurate and detailed understanding of each setting and the school as a whole. The findings of the learning walk were entirely consistent with what was described to us prior to going into classrooms.
- There is a significant amount of very high quality work being undertaken with regards to the systems development priority of the school. Opportunities to share some of the best practice seen in the course of the learning walks between staff would, I am sure, benefit all concerned (and is something I am sure you are already planning to do).

Please thank your staff group on my behalf. Visiting other schools is always a privilege and we were met by openness, honesty and courtesy - even when asking the difficult questions.

Neil Galloway, Headteacher, Kingsweston School, October 2017.

Appendix- Visit Note from Alison Ewins, Headteacher Claremont School

Baytree Challenge Visit 17/10/17

Discussion of nursing provision and support for pupils with medical needs - AE requested a copy of the SLA if possible

Ed shared the Ofsted Action Plan, SDP, Progress data, Expectations document (really useful for new staff), RAP (enabling staff to be proactive and a good way of communicating) and SEF.

All documentation was very clear and it was easy to identify the links between documents.

He outlined new leadership structure and gave brief history and description of the site, including its limitations.

Focus on Ofsted action point

'Teachers use information on what pupils can and cannot do more carefully to enable individuals to make the best possible progress'

Recently introduced 2 types of running records in paper format - allowing all staff to gather important assessment information both related to targets and to EHCP Outcomes.

System seems to be working well from evidence seen on learning walk - all staff contributing and much information very specific and therefore supportive of overall assessment of progress.

Records seen show high level of personalisation in target setting and opportunity and this was also seen on learning walk - very little group work evident - all pupils highly engaged, very purposeful atmosphere across the school.

Evidence seen of next steps in progress records - moving on learning once achieved - also evidence of recording of levels of prompting enabling teachers to assess very small steps.

Question: consider links between targets generated through CASPA, using NPG and relationship with EHCP outcomes - it was felt that over time these will merge and pupils will only have one set of targets but currently school needs dual system until processes embedded.

Discussion of various online recording and information sharing systems - sensibly not rushing into anything. Use Tapestry in EYFS - parents can access ongoing observations and add themselves - sounds like a really easy system to use.

<b>Note of Visit</b>
<b>Name of School/Academy:</b> Baytree <b>Focus:</b> Governor Training <b>Advisor:</b> Deirdre Fitzpatrick <b>Email:</b> didgefitzpatrick@hotmail.com <b>Mobile Phone Number:</b> 07748661858
<b>Date of Review:</b> 4 <sup>th</sup> July 2018  <b>Context:</b> Relatively new Governing Body and new Chair. 2 of the 3 recommendations from Ofsted were to do with improvements to Governance. The Headteacher had requested support for the Governors to develop in their role and particularly consider how to ask more challenging questions.
<b>Summative Comment</b>  The Governing Body were extremely receptive to the training and participated well. As a result, questions in the Governing Body meeting that followed, were suitably appropriate and challenging. (Several school staff, including the Headteacher and Deputy Headteacher, as well as Governors felt that the meeting had a different 'tone' and sense of purpose).  Clearly, the large majority of the Governing Body are appropriately skilled, inciteful and unafraid to ask questions.
<b>Key Observations and Suggested Actions</b>
Key Observation 1; Governors actively participated with the training and rigorously challenged their own practice as a response to the training.  Training given (power point attached). The Advisor emphasised that the school had been rated as 'good' and that it was likely, therefore, that Governors were also 'good'. However, all involved recognised the need for further improvement.  <b>Actions to be considered because of training:</b>

- Identify a time and way of reviewing the impact of the Governing Body. (The Advisor suggested that this would possibly need at least 2 hours and that evidence would need to be collated prior to the meeting, for example a questionnaire to staff focussing on their interactions with Governors and the impact Governors have had on them. Should a questionnaire also go to parents?)
- Consider writing a Governing Body action plan which would include reviewing how Governors can effectively develop relationships with staff, children and parents
- Review, particularly, the format of Governing Body meetings to allow for effective discussion of high impact agenda items. (The Advisor suggested that at least 60% of time should be given to discussion. This would mean that 'information giving' sections should be time restricted).
- Consider carefully agenda items so that where possible they are high impact agenda items only.
- Consider how agenda items should be structured and possibly include where appropriate: rationale, expected outcomes, evidence of impact
- Continue to focus on high impact questions. Remember the levels: Level 1 – a simple question in response to the information given. Level 2 – more deep probing questions in response to what is being said. Level 3 – questions which support in finding solutions to issues. Perhaps encourage Governors to write high impact questions based on reading of agenda items prior to Governing Body meeting. (Key questions: 'what is the rationale for the change?' 'what is the impact?' 'what evidence do you have?', 'how strong is that evidence?' etc)
- Consider a 'buddying' system for new Governors to support them with their understanding of new terminology

## **Key Observation 2**

The Advisor observed a Governing Body meeting. Below are the notes/observations made of the Governing Body meeting together with questions to consider:

Excellent conversation about who should be chair and the structures that they can have.

Very few actions from previous GB meeting is this an issue? Potentially lots more in this meeting? Is this because more effective questioning is leading to development of ideas?

Governors clearly thought about the questions – 'coming back to the impact word – what impact would you expect from the new ways of working?'

Has the Head noticed increased challenge? 'Yes – very much so'.

What do the Governors want in a Headteachers report? Do the Governors feel the content to be appropriate?

75% of Governors participated well in the conversation. How can we ensure good involvement from all governors? How can we ensure in the recruitment process we are able to recruit Governors that will fully engage?

Interesting discussion on whether the LA understand well in advance pupil placement. This appeared to be an extended discussion with some very intelligent questions being asked by the Governors. The discussion clearly improved Governor subject knowledge but how much would it impact on the work of the school? Is there the right balance between improving the school and Governor understanding?

Headteacher did most of the talking in response to the Headteacher report. What is the role of the other leaders present? What would be the impact of getting them to ask and answer questions?

Good question by acting Chair as to whether we would want to discuss potential solutions to the recruitment issue? This led to some good suggestions such as developing relationships with Teacher Training institutes further afield.

A range of challenging questions were asked particularly around staff absence. Governors probed about what could be done and offered solutions with useful contacts.

Governors showed good level of expertise i.e. knowledge of building regs and architectural plans and could use that expertise to ask incisive questions and provide possible solutions.

Was there a good balance between the discussion about the future and current quality of provision? Chair interrupted and was mindful of the time (5:10) and suggested that the conversation be taken up outside of the meeting. This was effectively moved on. What would happen if the Headteacher report discussed the quality of current provision first, particularly progress and teaching and learning? Governors seemed to be flagging slightly towards the end, so consideration should be given as to where priority issues should go on the agenda.

Governors picked up that the update of the Development Plan wasn't very 'SMART' i.e. he couldn't identify whether it was in an effective time frame etc. There was a lull in the conversation and it wasn't clear whether the point was to be actioned. A different Governor then suggested that as an action this point needed to be considered when reviewing the impact of the Governing Body and the appropriateness of the information given. This is a very good example of how the Governing Body are seeking to ensure the most appropriate information to be able to ask the right questions.

The robustness of progress data was also effectively challenged, and the appropriateness of the moderation procedures challenged.

Governor meeting over ran by 10 mins. This is not a bad over run time, but the rushed time spent on some items needs to be considered.

**Date of Next Visit: 5<sup>th</sup>/10<sup>th</sup>/2018**

