

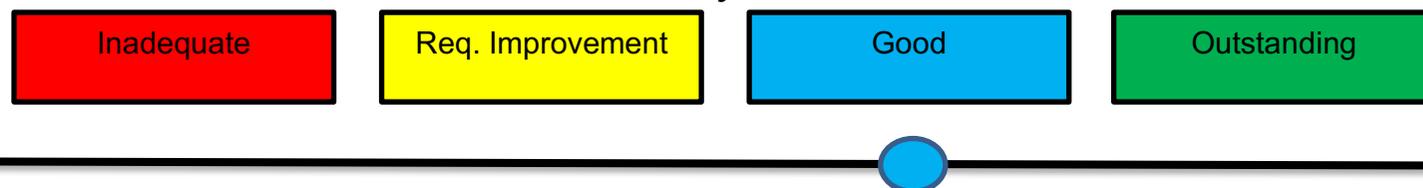


School Self-Evaluation 2019-2020

'Making the most of every day'

Please read in conjunction with our Response to Covid-19
document

Quality of education



Intent

Baytree School strives for all learners to receive a personalised, tailor-made curriculum which focusses on their next steps of learning.

Subject Leaders reviewed the Baytree Curriculum in 2015/16 to ensure it met the needs of the changing cohort, complimented the therapeutic input the CYP receive and builds on learning, knowledge and skills.

Baytree School strives to deliver all pupils a tailored and personalised curriculum which is motivating, challenging **and ensures all learners are developing the next steps in their learning**. The curriculum has remained broad and balanced but assessing learners' progress has shifted away from subject areas to assessing progress against their EHCP medium term outcomes, which are set out in 5 key areas - Learning, Communication, Independence, SEMH and Physical. Therefore, we are creating a curriculum for each learner in the areas that matter most to them in their development and assessing pupils against their next steps of learning. This year we have assessed progress using MAPP to measure progress against EHCP Medium Term Outcomes, the final teacher assessment was made in March 2020 just prior to lockdown. Our Early Years learners continue to access the Baytree EYFS Curriculum and are assessed against the Baytree adapted Bristol Differentiated Early Years Outcomes.

Learner's EHCP medium term outcomes are co-produced with parents and multi-professionals through the annual review process which ensures outcomes are moderated for appropriate challenge streamlined and focussed with all having a clear understanding of the trajectory of learning that each young person is embarking on, by setting outcomes for one year (Medium Term Outcomes) and aspirational outcomes for 2/3 years (Long Term Outcomes). A member of the SLT has chaired a sample of the annual reviews to quality assure the outcomes set are as expected.

Baytree School has high expectations for all learners with clear aspirational long-term outcomes with SMART yearly outcomes broken into termly SMART targets. We know our expectations are high as P level targets were previously set in-line with upper quartile progress. We therefore have long standing and culturally embedded high expectations for all CYP reflected in the acknowledged ambition of our target setting processes.

We redesigned and implemented our 14-19 curriculum in September 2018, the curriculum is linked to the pathways to adulthood themes and has seen the implementation of AQA accreditation units for KS5 learners, which will equip them with the skill sets they need for the next steps on their journeys beyond Baytree School in partnership with multi professionals.

Developing our learners' reading skills has been a whole School priority. We have focussed on ensuring all learners have daily reading opportunities and access to the appropriate reading scheme/books which will support the development of their next steps of learning. This will continue as a priority for academic year 20/21 and will include the introduction of the Baytree Reading Continuum and the Baytree Reading progression document.

The Schools EHCP Leaders have been devising clear rationales for each of the EHCP core areas and for each of the core subject areas. These have been developed through teacher meetings. These documents share the school's Intent for each EHCP area, it links to the curriculum, the curriculum coverage, the progression and implementation of each EHCP area through each Key Stage and the desired impact intended for our learners.

Next Steps

- Review rationales from each EHCP and curriculum area, to ensure the intent / implementation and impact for the varied learners are clearly identified along with the progression through the Key Stages.
- Devise clear progression strategies for each curriculum area which clearly identifies the pathways for learning to ensure the sequential acquirement of knowledge and skills that individual learners will require for their next steps.
- Continue to ensure all pupils have opportunities for peer to peer learning.
- To devise guidelines for implementation of 'The Engagement Scales' and how this will sit alongside the Baytree Assessment process.
- To establish use of Routes for Learning as guidance for target setting for learners.
- To devise how Routes for Learning, MAPP, 'The Engagement Scales and the Baytree Curriculum will complement one another to provide clear progression guidance in the identification of our learners next steps

Implementation

In September 2018 we implemented personalised pupil provision maps for all learners which identify the input and support each learner requires to succeed and achieve their next steps of learning. This ensures that all learners receive a consistent approach in the delivery of their personalised and tailor-made curriculum. The curriculum is delivered through the Baytree core subjects of English, Maths, PSHE, ICT and PE, the foundation subjects encompassing Science, Geography, History, Art, DT and Music are delivered through termly topics and RE through termly immersion days. Teachers follow long term planners which have been created by the EHCP/Subject Leaders and were reviewed during the academic year 2019/20 to ensure still relevant and appropriate in order to build upon previous learning and culminate with equipping all learners with the skills they need for their next steps.

The implementation of the Raising Achievement Plan (RAP) again this year has ensured close monitoring by ALL. This has included systematic observations (Term 1-3) which involved peer to peer (term 1) which encourages teachers to work collaboratively in developing the areas they feel less confident in delivering. Learning walk (term 2) and formal observations although not graded (term 3). The RAP has 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. This system ensures leaders have a clear oversight and provide the necessary support where needed. Through the implementation of the RAP and scrutiny of progress data it is clear that significant progress has been made in raising the expectation and standards in the delivery of the reading curriculum which is reflected in the outstanding progress learners have made. See Pupil Progress Report.

A focus on 'communication' and 'independence' will be a priority for the next academic year as identified within the pupil progress report. This will run alongside the continued development of Reading and Maths with the implementation of the relevant progression documents and the embedding of appropriate phonics and reading schemes.

Next Steps

- Devise clear Reading and Number strategies that clearly identifies the pathways for learning to ensure the sequential acquirement of knowledge and skills individual pupils will require for their next steps.
- To further enhance existing practice in the delivery of appropriate phonics programme to identified learners.
- To further enhance existing practice in the daily Reading opportunities available to all learners.
- Enhance the current broad, balanced and appropriate Maths curriculum.
- Continue to redevelop the 14-19 curriculum widen the accreditation opportunities in KS5; set progression expectations for sensory and subject specific learners.
- Continue to develop the 14-19 curriculum to ensure all SOW for year A/B are completed by the end of the academic year 2020/21.
- Continue to develop the 14-19 curriculum to ensure 'year 14' is developed into a 'moving on' year and focuses on preparing the learner for life after Baytree.

Impact- Please read in conjunction with the Baytree Measuring Impact document.

In order to make a pupil progress judgement in light of Covid-19 and the disruption this has caused the Teacher MAPP assessment carried out in March 2020 was the final formal assessment of the academic year. Using this MAPP assessment class teachers indicated and made a professional judgement for each learner based on if they were on track or off track prior to the covid19 outbreak to achieve their medium term outcomes by their following annual review. Class Teachers provided a short evaluation explaining their decision.

The pupil progress information collated from the teacher judgements indicated the following:

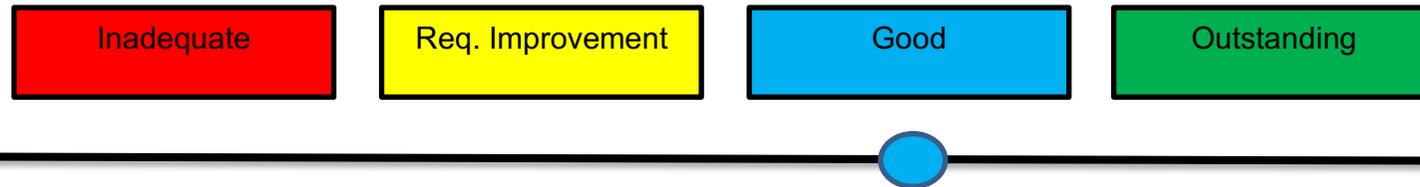
- **Pupil progress is OUTSTANDING with over 80% of pupils achieving or exceeding** their personalised medium term outcomes in Reading / Mathematics / Physical / SEMH (See Analysis of 2019/2020 Baytree Pupil Progress Report)
- Progress in Reading and Mathematics is outstanding with the vast majority of learners on track to achieve their personalised reading and mathematics medium term outcomes. Raising standards in Reading has been a whole school priority this year and this is reflected in the progress the learners have made.
- Progress in SEMH and Physical is outstanding with the vast majority of learners on track to achieve their personalised medium term outcomes.
- Progress in both expressive and receptive communication as well as independence is judged as good. However, as a School we consider these areas to be our 'Golden threads' that run across and throughout the curriculum. Therefore, although we recognise outcomes would be challenging and co-produced alongside the relevant professionals, we would wish to see learners making outstanding progress within these areas.
- EYFS progress is strong with teachers assessing against the Baytree adapted Bristol Differentiated Early Years Outcomes to record the small step progress individual learners are achieving within the developmental milestones. Alongside this EYFS learners progress is recorded within their personalised learning journals.
- The development of the new 14-19 curriculum has provided learners with more varied personalised learning opportunities. These focus on learners' next steps of learning and the skills needed for life after Baytree. The success of the development of the 14-19 curriculum is evident within the Teacher judgements with the vast majority of learners on track to achieve or exceed their personalised medium term outcomes.
- Learners in Key Stage 5 have also been completing a number of AQA accreditation modules, which have helped learners develop the skills needed for their next steps of learning and skills needed for life after Baytree.
- Progress has been triangulated through the use of pupil progress data, implementation of the RAP (Systematic monitoring) and pupil progress meetings to ensure accuracy. During pupil progress meetings the headteacher and the class teacher review the MAPP data, termly targets and running records to ensure accuracy of judgements and **ensure barriers to learning are discussed and interventions and strategies are implemented, evaluated and reviewed.**
- Learners in Post 16 attend the college link programme one day a week and we work closely with transition social workers, colleges, supported living providers and other organisations to ensure the best opportunities, which are tailored to the needs of our young people when they come to leave Baytree School are available. In July 2020 4 students successfully transitioned from Baytree, 1 student went to National Star College whilst 3 students are now attending Weston College.

- Senior Leaders, Governors and class teachers have all systematically moderated learners' running records to ensure they capture the small steps of progress and evidence assessment judgements.

Next Steps

- All learners medium term outcomes will be re-baselined at the end of Term 1. (Oct 2020) Using this information a progress report will be created identifying the impact of Covid19 on learners' progress.
- Review the current support staff model to create an intervention structure to ensure learners receive the needed support to catch up on any learning lost due to Covid-19 utilising the Catch Up premium.
- Those judged as off track will be identified and the relevant EHCP leads will meet with class teachers/teams to provide the appropriate support and identify intervention needed using the Schools allocated Catch Up premium.
- Whole school focus on raising expectation of developing learner's communication and independence skills.
- A Model timetable will be produced to be implemented from October 2020 detailing the expected curriculum coverage and will ensure discrete communication and independent sessions will be available to all learners.
- To plan and implement use of the engagement scales from January 2021 to complement within the existing assessment system.

Leadership and management



Evidence and *Impact*

- The leadership team has built upon the good quality of education in the school since the last inspection - Ofsted Inspection 16th March 2017. The School Improvement Partner identified “**The quality of teaching and learning has improved considerably since the previous inspection and PMLD provision is particularly strong.**”
- School Leaders, Teaching staff and Governors have worked together to define their roles and responsibilities to ensure all involved with Baytree School share a clear vision and ethos of continual improvement of the provision for all children and young people at Baytree School. (See Matrix’s and Governor Role Descriptors)
- Leaders have created a culture of self-reflection and strive for continual improvement; this is being realised through the Peer to Peer observations which provide teachers the opportunity to work collaboratively with a peer to develop an element of their practice they feel requires development. All staff receive an annual appraisal; this provides an opportunity to collaboratively identify CPD (both in-house and external) opportunities.
- Department Leads successfully completed an in-depth Effective Lesson Observation Course alongside colleagues from other nearby special schools. This has ensured observations and judgements (Identification of strengths and areas of developments) are accurate.
- Staff wellbeing continues to be a priority and a Staff Wellbeing Group comprising of staff continue to meet and implement exciting ideas. A clinical psychologist continues to work closely with the SLT and the class teachers to support their wellbeing.
- Teacher Workload has been identified as an area of focus and has seen core documents condensed and the introduction of MAPP will reduce the number of teacher assessments. The Leadership Team will continue to work with teaching staff to ensure workload is appropriate, manageable and focussed upon what matters.
- 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. Training for all staff now consists of face to face training led by the N-Somerset Safeguarding Lead, online Educare training modules as well as continual updates and refreshers during weekly staff briefing sessions.
- The Safeguarding governor and Deputy Headteacher (Safeguarding Lead) completed the LA annual audit of Safeguarding and the affirming findings were shared at the FGB.
- CPOMS is being implemented this academic year to support in the recording and reporting of all safeguarding matters. In-house training will be provided to ensure successful implementation.

Governors

- All Governors have an operational responsibility and a governance responsibility (see Governor Responsibility 2019/20 and Governor Role Descriptors) this provides Governors with clarity of role, opportunities to appropriately challenge and support and ensures streamlined practice.
- Governors continue with either a curriculum responsibility and a link with an EHCP Lead or a School Development Priority with a link with a School Leader. Governors met with their respective leads to look at progress against developments and provide challenge and support. Governors feedback to the FGB via the effectiveness meeting.
- Governors had been increasing their time in school spending time within their link class and have been sharing their experiences with the FGB. However, due to Covid-19 all Governor meetings continued in a virtual format.
- The composition of the Governing board has changed significantly

EHCP and Subject Leaders

- Due to the assessment systems and the curriculum priority shifting towards the EHCP outcomes (Learning / Communication / Independence / Physical / SEMH) the role of the core subject leader has changed to EHCP leads, who still maintain curriculum responsibility.
- Subject leaders will remain for the foundation subjects to ensure the curriculum remains current and up to date. Subject leaders will continue to create annual action plans.

EHCP Leader	Learning (X3 Leads)	Communication	Independence	Physical	Social Emotional Mental Health
Curriculum responsibility	Maths English Reading and phonics English Writing	Speaking and Listening	PSHE Safety Living in the wider world	PE/Sensory	PSHE Relationships Health and Wellbeing

- The EHCP Leads developed an annual action plan in January 2019 to identify areas of development and actions to address within their area. Action plans were shared to teachers and Governors via a staff meeting.
- The EHCP leads for learning met with the School Improvement Partner (SIP) to develop the Intent, Implementation and Impact statements.
- The EHCP and subject leaders met as a team to input into Intent, implementation and impact statements as part of the ongoing curriculum development.
- The EHCP leaders have a link Governor who will support and challenge the leader to ensure the objectives within the action plan are met and are having the desired impact on the learners. Governors will feedback progress within the Governor Effectiveness meetings.
- EHCP and subject leads continued to review the long-term curriculum plans (March 2020) to ensure they remained appropriate for the cohorts of learners.
- Regularly monitor planning and provide constructive feedback to colleagues. (In line with RAP)
- EHCP and subject leads have audited and reviewed resources to ensure resources match and complement the curriculum e.g. schemes, ICT programmes, sensory materials.

- Currently EHCP and Subject Leaders meet x3 a year with DHT to review progress and impact of their action plan and areas across their subject for development. For September 2021 Curriculum teams will be implemented to encourage the partnership working of EHCP and subject leads and to ensure the Baytree Curriculum areas complement one another.
- Carry out regular observations and learning walks to observe pupil progress and to support and challenge colleagues.

Actions

- Timetable termly visits from SIP to monitor and challenge provision.
- Governors monitoring role to be reviewed and assigned.
- Governors will meet systematically with School Leaders and EHCP Leads to support and challenge the impact of developments.
- Head and Deputy to attend relevant conferences in order to network, share and bring back Outstanding provision to Baytree.
- RAP continually 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.
- EHCP/Subject leads to lead curriculum training to their peers and then to the whole school in identified INSET days.
- INSET curriculum training days to be planned with focus on: communication, reading, phonics, mathematics, SEMH, independence and careers as a priority. Other Curriculum training areas may also be implemented in line with whole school training needs identified.
- Re-structure the curriculum system with the implementation of curriculum teams to ensure the continued development of the curriculum. Lead by the Department Leads.
- Governors to be offered opportunity to attend teacher peer training sessions for the area of focus.
- All staff will complete safeguarding update training throughout the academic year in line with training programme.
- Update all schemes of work to ensure high aspirational learning outcomes for all pupils and to ensure guidance for all learners – Sensory Learners and Subject Specific learners.

Personal Development

Inadequate

Req. Improvement

Good

Outstanding



- Baytree School delivers a comprehensive SMSC programme which not only focuses on and celebrates a range of different cultures and faiths through whole school enrichment days, but is also mapped across the whole curriculum ensuring the core values are embedded into everyday life at Baytree School.
- A number of the SMSC enrichment days included commissioned specialist music workshops in which learners are able to learn about the culture and traditions of the musical heritage and use authentic instruments.
- To maximise learning, parents are informed of upcoming enrichment days to encourage their input.
- Baytree School continues to ensure all learners have the opportunity to experience the amazing and memorable and despite the significant limitations imposed by Covid-19 these opportunities continued including: the topic of “Wow, Let’s Explore”, which provided opportunities for inspiring and unforgettable activities at school and practical/achievable activities at home which enables learners to develop and discover their interests and talents. A Virtual Prom for secondary learners was arranged; sports day for learners within school and sports activities and ideas sent home for learners to replicate at home; ice cream packs delivered to all learners to replicate the annual ice cream van visit; class wet day activities and wet day activities sent home for home learners; personalised certificates delivered for celebration assembly and a socially distanced leavers assembly. Class teams organised weekly virtual Social and Learning activities, for home and school based Learners.
- The Deputy Headteacher has undertaken the relevant training to become the Schools Mental Health First Aider and devised an action plan which has seen the implementation of resilience support for Senior Leadership Team and Teachers as well as wellbeing support packs available to all staff.
- Via the Senior Leadership Team including the School Nurse we ensure our learners and families have access to the support they need especially during Covid-19. (See response to Covid-19 document)
- The PSHE Curriculum was reviewed in 2015/16 and provides learners the knowledge they need to eat healthily and maintain an active and safe lifestyle at an age and developmental level.
- All learners have access to regular physical activity through a planned broad and balanced PE curriculum including weekly swimming and/or hydrotherapy sessions, formal PE for both sensory and subject specific learners, Rebound, horse-riding sessions are available as part of the therapeutic curriculum if this is identified as a need, planned physiotherapy programmes implemented by physiotherapist, sensory diet programmes for identified learners devised by a Sensory OT supports learners physical needs and develops their readiness to learn.

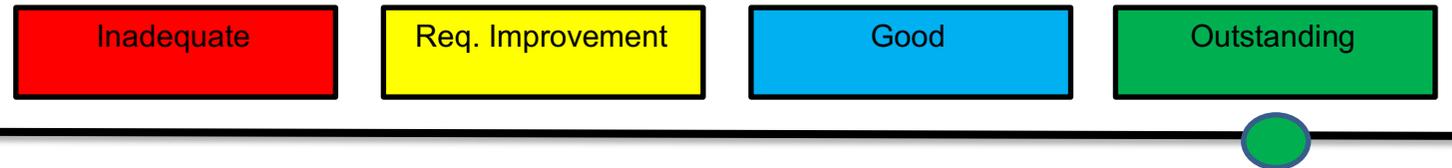
- Learners in KS4 have been following the Duke of Edinburgh award and this has been incorporated weekly within the KS4 Curriculum: Learners are taking part in skills, volunteering, physical and expedition sessions; these are expanding learner's opportunities both within the school environment and in the community and working towards their Bronze certificate The DofE lead will liaise with other DofE schools through DofE training opportunities.
- Learners in KS5 were **supported for their next steps by completing a range of AQA modules** and participating in a range of carefully chosen career and independence sessions. Due to the limitations imposed by COVID-19, learners were not able to achieve all external work experience placements planned. However, learners achieved enterprise and work experience both within school and in the local community. Learners worked alongside students from Ravenswood School to set up, promote and run BayWood shop in the Sovereign Centre where they made and sold products they had designed and made. The KS5 curriculum will continue to be developed as the needs of the cohort has changed significantly. This year AQA modules have been implemented providing bespoke and personalised programmes to the needs and motivations of the learners and preparing them for their next steps.
- Baytree School have an active School Council with representatives from each secondary class. The School Council have made decisions on issues important to the learners including improvements to the school environment and were actively involved in the appointment of a new class teacher. The school council also meets 3 times a year with the school council from Herons' Moor to discuss priorities identified for both schools.

Actions

- Continue to implement the Duke of Edinburgh Award for learners within Key Stage 4 and incorporate within the development of the KS4 curriculum ensuring that all learners have access to all aspects of The Bronze Award including the expedition. DofE lead to liaise with other Special Schools leading DofE to share practise in all aspects and how to successfully implement the expedition within COVID-19 restrictions.
- Continue to increase opportunities for learners to experience new and exciting activities – ensure regular activities including wow week, themed whole school days and regular whole school events which will be detailed within the RAP.
- To ensure activities implemented prior to lockdown with the restrictions imposed by COVID-19 are still available to take place. Teachers to prepare creative alternatives to enable this to happen.
- Map learners across the curriculum access to Keeping safe / Safeguarding inc RSE. Ensure all have appropriate access and develop curriculum accordingly.
- Ensure all staff have an understanding of trauma informed practice and how to support young people who may be or have experienced trauma through online and in-house training package.
- Whole school focus on Emotional Well-Being for learners and staff. Deputy Head and School Nurse to lead on this and to continue to develop action plan through the well-being support group and the ongoing implementation of The Recovery Curriculum.
- Continue to implement resilience support through the use of a Clinical Psychologist in response to staff needs, and develop what this support will look like for Baytree.
- Continue to implement a staff well-being group and actively support the actions/ideas that are developed.
- A teacher will lead on 'Healthy Schools' programme to support learners and the curriculum.
- Kirsty Tudor and another identified LSA in 14-19 department will complete the 'Mental Health First Aider' training to support learners.

- KS3/14-19 curriculum to develop online opportunities for work experience, enterprise and careers by creating 'online Baytree Shop' (this is to support these curriculum focus areas during COVID-19 restrictions) through Baytree Facebook page.
- To ensure pupil voice is maintained and heard school council leads will set up virtual school council meetings including joint school council meetings with Herons' Moor.

Behaviour and Attitudes



Evidence and *Impact*

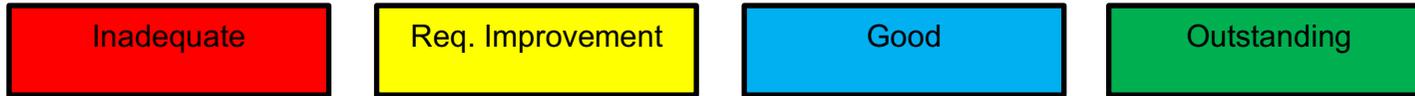
- Baytree School provides a ***safe and nurturing environment where all pupils are challenged and supported to make the best possible outcomes through a personalised approach.*** This is echoed by our parents, with one parent saying “it is great that activities and teaching are tailored so well to both challenge her and give her a sense of achievement.” Another parent commented “so encouraging to hear how much progress S has made this year. Lots of hard work from him and all of you!”
- All staff are proactive in their approach towards developing strong and positive relationships between learners and staff and ensuring all learners have access to a calm, purposeful learning environment. This is distinctly evident throughout all lesson observations, learning walks and embedded in the culture of the school.
- All staff are PROACTSCIPr-UK trained, a BILD accredited Positive Behaviour Support Programme which has been ***tailored to meet the needs of our learners.*** The training is led by the Senior Leadership Team which ensures high expectations, and a consistent message is delivered to all staff. PROACTSCIPr-UK training ensures that all staff feel confident and are competent in supporting not only pupils who exhibit challenging behaviour but also in meeting the needs of all our learners. This year has seen the introduction of trauma training and ACEs for all staff to raise their understanding and strategies to support learners, as a result of this the transition of learners back to school provision during the pandemic has been incredibly successful as evident from parental feedback and low incidents of behaviours incl self-harming behaviours.
- We currently have 23 learners with Positive Behaviour Support Plans and Senior 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 school behaviour support lead. This has proved to be successful as ***the number of behaviour incidents and use of any physical interventions significantly have reduced this academic year.*** Over the year including during lockdown there were only 4 incidents of physical intervention required as a last resort.
- Senior Leaders 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.*** Governors use this information as well as their direct experience of the school culture to monitor and challenge this aspect of provision.
- ***A self-reflective culture is embedded*** as class teams continue to regularly review what may need to change, what proactive strategies they can implement to ensure individual learner’s anxieties are reduced.

- Baytree School has an active School Council with representatives from each secondary class. The School Council have made decisions on issues important to all pupils including **improvements to the school environment** as well as being actively involved in the recruitment of new staff. Representatives from the School Council join representatives from Herons' Moor Academy Council to discuss issues that face both Schools and have worked collaboratively on a number of projects including creating the Student Councils' Anti-Bullying Policy.
- Attendance rates in 2018/19 were 86.7% however an action plan had been implemented identifying all learners whom attendance was below 90% and identified actions were implemented. As a result, **attendance rates had increased to 87.2% in January 2020**. From March 2020 regarding attendance see response to Covid-19 document.
- Exclusions are **very rare** with the **last exclusion being a 1-day fixed exclusion in November 2016**.

Actions

- Department Leads to monitor, evaluate and review incidents of challenging behaviour and meet termly with class teams to RAG rate/evaluate previous strategies and further develop proactive strategies to reduce these incidents.
- Class behaviour support packages to be developed reflecting PROACTSCIP-rUK and Baytree School attitudes, values and beliefs.
- Baytree Behaviour Teaching and Learning Policy reflects the restraint reduction standards 2019 and this information is disseminated to all staff through the school PROACTSCIP-rUK training.
- All staff to have an awareness of Trauma and related behaviours through the school PROACTSCIP-rUK training.
- All new staff at Baytree complete Introductory and Foundation PROACTSIPr-UK training and all current staff have annual refresher training.
- All staff complete refresher updates throughout the academic year in line with training programme.
- Development of Baytree training programme to include virtual and self-directed learning packages.
- Development of summary document for governors to give an overview of behaviour incidents and accidents.
- Review of recording processes at Baytree to ensure that it is rigorous and all staff are aware of the processes required.

Overall effectiveness



Evidence and *Impact*

- The quality of education is good with pupils achieving personalised outcomes.
- The effectiveness of leadership and management is judged to be good and personal development and behaviour and attitudes we judge to be outstanding.
- Safeguarding is highly effective.
- Strategic priorities have been well targeted and have had a positive impact upon the rapid and sustained progress.

Following the Ofsted inspection on the 16th 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 learners' 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 learners' progress is reviewed and critiqued to ensure all are making best possible progress.
- Learners are achieving 'best possible progress' as all receive a personalised and bespoke curriculum offer and the development of an assessment and reporting framework which reflects this with progress measured against co-produced, challenging EHCP outcomes.

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.

- Governors have a School Development Plan priority or curriculum responsibility and have been liaising with relevant members of the senior leadership team or EHCP Lead to ensure progress is being made and the desired impact is being had.
- Governors have attended staff meetings to discuss progress of developments and provide support and challenge to school staff.
- Governors share their feedback and findings with one another during effectiveness meetings.

Priority 3

Governors' records show more precisely the impact of their challenge on improving pupils' outcomes.

- Governor systems have been radically overhauled and streamlined.
- The clerk to governors has reviewed how governor minutes are recorded to ensure challenge is evident.

- Governors have regular training opportunities including the Chair and Vice Chair attended- Ensuring Effective Governance During COVID 19 in June 2020.
- There is planned governors training delivered by an Ofsted inspector on challenge and holding senior leaders to account scheduled for later in the academic year.

Baytree School Highlights of the Year staff questionnaire - Analysis

15 responses

1. Highlight whilst working with an individual learner:

- How communication has improved their behaviour on a positive note due to PECS. Helping a new pupil to the school settle in and progress by having access to a variety of communication aids, schedules, symbols, now and next, pecs books, Teacch tasks etc. Amazing progress in such a short period of time of being at Baytree. Super proud of her. Communication book - This has also helped another pupil with communication (speech) building sentences, finding an adult, taking a symbol and communicating his needs. He has become a more settled and happier little boy knowing he has a means to making his needs met. He has also interacted with adults and other pupils in class, learnt to share, take turns, accept changes as long as he has visuals to back up what is now, next and later. Amazing progress this year.
- The determination and achievements made by LC when using switches.
- Becoming proficient at supporting a pupil to feed using tube feeding
- Communication improving their behaviour X2
- Settling new pupil into school
- Amazing progress made X9
- Determination and achievements made by pupils x4
- Eye contact & smiles from pupils
- Intensive interaction with a pupil
- Pupil joining in with group activities
- Forming relationships with new pupils

2. Highlight within your whole class:

- The excitement, happiness and affection expressed by pupils when they returned to school after lockdown
- I can't choose one there are soooo many. Super proud of all our pupils
- Pier Christmas dinner
- Christmas Dinner x3
- Can't choose, there are too many
- Excitement, happiness and affection expressed by pupils when returning to school
- Seeing independence in pupils
- Seeing progression in a happy encouraging environment
- Seeing pupils enjoying group activities with their peers
- Activities with other classes

- The team pulling together x3
- Staying with class team from previous year
- Getting out as a class in the community
- Having a whole year with the class, pupils and staff!
- Building a strong team who support the learners and each other

3. Whole School Highlight?

- Working together to support pupils, parents and colleagues during the pandemic.
- Joint activities with Seniors where possible. Fun days, funky Thursdays, fun challenges with other classes, Ed/Aline & Senior Management also joining in
- Joint/whole school activities i.e. WOW week x11
- SLT joining in activities
- Working together to support pupils, parents and colleagues during the pandemic
- Support from all staff
-

4. What challenges have you faced this year?

- Staff absences.
- Balancing medical and educational needs. A tremendous amount of time taken up by medical interventions, manual handling, toileting, and physio.
- At times found it difficult with part time staff having to pass on information as they come and go about their days with the pupils behaviours, targets, running records, medical needs, what's been put in place or changed since they were last in
- Moving class – challenge seeing pupil approached differently than how I would have approached them which lead to behavioral issues in the class as the pupil appeared to regress into poor habits which had been broken.
- Working as a cohesive unit in the pier – classes feel very segmented
- Moving Class x2
- Coming to terms with a new job role
- Difficult with part time staff, keeping them updated
- Staff absences/shortages x5
- Balancing medical and educational needs
- A lot of time taken up by medical interventions, manual handling, toileting and physio x2
- Staying calm and supportive through incidents (i.e. seizures)
- Different behaviours in class than used to
- Stopping pupil getting reflux while on their side

- Sorting out classroom for safe return during COVID-19
- Workload
- Communication
- Resources
- Pupil health concerns
- Constantly learning to be flexible

5. How have you overcome these challenges?

- Moving class – spoke to members of my team who helped me let go of the pupil, gave me perspective and made it easier for me to let go of pupil who I had been working with at college before handing them over to another colleague.
- Working as a cohesive unit in the pier – tried to be flexible and adaptable offering to fit into each class when asked
- “Holding” activities.
- Pupils spend less time working on their outcomes.
- Tried to pass on as much information as possible, told them to also check diary in office, read pupils diaries to keep updated, notes from meetings, tried to make own notes for them to read but have found it very time consuming.
- Working together as a team x5
- Tried to pass on as much info as possible but also reminded staff to check diaries in office and read pupil diaries
- Pupils spend less time working on their outcomes
- Staying calm
- Working faster, forward plan jobs x2
- Support from class team x3
- Just got to get on with it, do what you can do
- Behaviour managements plans
- Personalised strategies
- Spend time with new pupils, getting to know them
- Changing speed and times of feeds
- Following guidelines and asking for help when unsure
- Making time for occasional meetings
- Listening and taking on board both criticism and praise

6. What do you feel should be the priorities for next year?

- Develop relationship with class pupils and develop working more cohesively as a unit within the pier

- More advanced planning and communication / notice about events to staff and parents.
- Learning through lots of fun and sensory play with the pupils. Spending more time with pupils and less time recording, duplicating recording and so on but have an emphasis on Communication still as feel this is so important.
- Develop a relationship with class pupils x2
- Learning through lots of fun and sensory play
- Spending more time with pupils and less time recording, duplicating and so on
- More advanced planning and communication about events to staff and parents
- Continue to support and understand pupils' needs
- Better communication including for part time staff x2
- Staff not allowed to be ill or injured!
- Consistent staff
- Relationships outside of bubble x2
- Staff training
- Cohesiveness of groups (The Pier - secondary, primary)
- More whole school events
- New School – getting it right for all
- Enjoying school, keeping sure pupils are well and looking after each other
- Supporting both pupils and staff who may struggle

7. What are your feelings and feedback of Baytree's response to the pandemic?

- Taking in to account the chaotic nature of the pandemic and appreciating the school had to work within the guidelines from the government, I think it has been handled well. I have not noticed a shortage of PPE and communication about latest guidance has been promptly disseminated. Teachers have been well informed and supportive to their staff. If I were to identify one criticism it would be the rota during lockdown when were only open to keyworkers. Although personally my shift was generously spaced, I felt this was not always fairly disturbed between staff as some staff had to work more frequently than others who had made themselves available. Also, there were a couple inconsistencies with staff working with multiple groups, whilst I appreciate this may have been logistically impossible to avoid staff could have unwittingly spread infection between different group of children during this period. I would not have opposed working more shifts in that period.
- It would have been useful to have had some training / guidelines on the use of additional technology which we've had to use!
- Excellent communication by Ed/Aline/Senior Management Team and Teachers passing on information to teams as soon as they received the same.
- I understand reasons why some staff were off due to Shielding letters totally get that but felt not all staff were on the rota that could have been and should have come in over 10 week lockdown. Just felt a bit unfair for some staff that were in.
- It has been handled well x8
- There seems to be a shortage of PPE

- Communication about latest guidance has been disseminated promptly X10
- Teachers have been well informed and supportive to their staff x3
- Shifts on rotas to have been shared out more equally X2
- Well organised x4
- Additional training for technology having to be used would've been useful
- Worked well together to help those families who need childcare and support

8. **Any other comments or feedback?**

- Can't wait for another super year at Baytree
- I received great support and understanding. SLT were great at keeping in touch, thank you!
- Respect, trust & communication, Thank you!
- WhatsApp group for class staff to keep in touch!
- Good job!
- Why was PPE introduced when more students came back rather than for the key workers or vulnerable children?
- Ed and Aline have done a fantastic job!
- Glad we are still trying to do end of year activities/events for all
- Would be great to have a whole school social experience/event next year to mark on being back together again!
- Can't wait to come back!
- We all need to support each other and build up the teams we work in, all effected differently especially with mental health



Pupil Progress 2019-2020

Baytree School Pupil Progress Report 2019/20

At Baytree School we measure our learners progress against their personalised Education, Health and Care Plans (EHCP) medium term outcomes which have been co-produced with parents and multi-professionals to capture the individual learners next steps and to ensure outcomes are ambitious and challenging. The medium term outcomes are designed to be achieved in a year following the timescales of the annual review process.

MAPP Assessments

Learners progress against their agreed Medium Term Outcomes are measured using a tool called MAPP. Teachers carry out this assessment x2 a year to measure progress to ensure learners are on track to achieve by their next annual review. Teachers assess the medium term outcomes against 4 key areas within MAPP- Independence / Fluency / Maintenance / Generalisation.

As the medium term outcomes are developed to be completed in a year therefore expected progress in each area (Independence / Fluency / Maintenance / Generalisation) will be 8-10 steps of progress.

MAPP progress is shared and celebrated with parents during parent's evenings and at the annual review. The medium term outcomes are RAG rated and evaluated in the teachers annual review report which is subsequently shared with the local authority which ensures the learners EHCP remains current and up to date.

Due to the Covid19 outbreak the MAPP assessment carried out in March 2020 was the final assessment of the academic year. Class Teachers used this MAPP assessment to indicate if each learner was on track or not on track prior to the covid19 outbreak to achieve their medium term outcomes by their following annual review. We have devised the percentage bandings below to summarise this progress information, to help identify the strengths and areas of development. We believe these percentage bandings are challenging and aspirational.

Baytree Percentage Bandings (% of learners on track to achieve personalised medium term outcomes)

Expectation percentages	Inadequate	Requires Improvement	Good	Outstanding
On track to achieve personalised medium term outcomes	below 30%	31-59%	60-79%	Above 80%

Class Teachers will re-baseline learners medium term outcomes using MAPP once again at the end of term 1.

Early Years Learners

Early years learners EHCP outcomes **will not be assessed against MAPP** however pupils are assessed x3 yearly against the Early Learning Goals using the Baytree adapted DEYO (Differentiated Early Years Outcomes) document.

<https://www.bristol.gov.uk/documents/1199298/1225907/Differentiated+Early+Years+Outcomes/46f5b789-a09b-4476-80bd-fa7e9f9e9600>

This provides clear evidence of the learning and progress each young person has made during their nursery and reception years. Progress and achievements are recorded within the learner's individual learning journals. This information helps to form the Long term and Medium Outcomes within the individual EHCP's which are then to be tracked on entry into KS1.

Whole School Progress Information

Cognition and Learning Reading focussed outcome	
On track	Not on track
92% (56)	8% (5)

Cognition and Learning Mathematics focussed outcome	
On track	Not on track
87% (53)	13% (8)

Communication Expressive focussed outcome	
On track	Not on track
79% (48)	21% (13)

Communication Receptive focussed outcome	
On track	Not on track
77% (47)	23% (14)

Independence	
On track	Not on track
79% (48)	21% (13)

Physical	
On track	Not on track
89% (54)	11% (7)

Social, emotional and mental health	
On track	Not on track
86% (52)	14% (9)

Commentary

- Progress in Reading and Mathematics is outstanding with the vast majority of learners on track to achieve their personalised reading and mathematics medium term outcomes. Raising standards in Reading has been a whole school priority this year and this is reflected in the progress the learners have made.
- Progress in SEMH and Physical is outstanding with the vast majority of learners on track to achieve their personalised medium term outcomes.
- Progress in both expressive and receptive communication as well as independence is judged as good. However as a School we consider these areas to be our 'Golden threads' that run across and throughout the curriculum. Therefore although we recognise outcomes would be challenging and co-produced alongside the relevant professionals, we would wish to see learners making outstanding progress within these areas.

Next Steps

- All learners medium term outcomes will be re-baselined at the end of Term 1. (Oct 2020) Using this information a progress report will be created identifying the impact of Covid19 on learners progress.
- Those judged as off track will be identified and the relevant EHCP leads will meet with class teachers and teams to provide the appropriate support and intervention to ensure the learner gets back on track.

- A Model timetable will be produced to be implemented from September 2020 detailing the expected curriculum coverage and will ensure discrete communication and independence sessions will be available to all learners.
- Whole school focus on raising expectation of developing learner's communication and independence skills.
- To plan the implementation of the engagement scales for September 2020 into the current assessment system.
- Review the current support staff model to create an intervention structure to ensure learners receive the needed support.

Visit notes from Headteachers during the
challenge partner visit December 2019



5/12/19

Challenge Partnership Report for Baytree School.

Thank you Ed and Lottie for your presentation. You should be very confident with the quality of education for pupils at Baytree. You have clearly identified the Golden Threads of Communication and Independence that are priorities for all pupils. You have also considered Pedagogy at Baytree and this was evident when walking around the school from the display boards. I think this is a really good way to explain your ethos and approach with real examples of what pupils do. You have identified that the needs of pupils at Baytree has changed over time and you have changed the curriculum in response to this by creating a highly personalised curriculum for each pupil that looks at each pupil and what is important to them.

During the learning walk there was purposeful teaching going on in each class. The allocation of staff means that pupils are on task and there were high levels of engagement through differentiated activities. Staff were confident about what they were doing and why when asked. This is working towards clarity over long term goals and aspirations. You have delivered staff training on this and it feels that it is now embedded in the practice.

The learning environments have been well planned to take into consideration the needs of the students. Your aspirational plans for students when they move on from Baytree are exciting and would transform the lives of young people with SEND. You have recognised the lottery of college placements and ensure that only those who will benefit from attending a local college go on to there by providing a link course which identifies that if a student cannot attend the link course one day a week it is not likely to be a suitable placement for them. This must be very reassuring for parents as well as avoiding the stress of placement breakdown. The link course at Weston College is well thought out and you are tracking students to evidence how the provision at Baytree is setting them up for future placements including employment. You have reflected on the success of ASDAN and changed to AQA unit awards which is more responsive to the needs of students as it is more personalised and links to the EHCPs. You have also set up options for Post 16 students to tailor their learning to their future aspirations and brought in Talentino as a robust careers education programme.

There is a sense of progression at Baytree with the learning of pupils being meaningful. This is supplemented by the positive attitude of staff who share your vision, although you acknowledge that this has taken some work, but well done on seeing it through as it is now evident. In conclusion I would say go out there and challenge the local authority, and the community. You should be proud of what pupils at Baytree are achieving because of your commitment to them.

Lisa Parker, Headteacher Warmley Park School and College.

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~~Headteacher~~
Mr Mark Senior NPQH BA Education

BAYTREE SCHOOL

Weston

Head Teacher VISIT

28th November 2019

Mark Senior

PURPOSE OF VISIT

To review the Curriculum and Learning walks

Activities

Discussion with Head teacher

Learning walk with Post 16 lead

Focus	Outcomes of Visit	Actions
Curriculum Journey	<p>The Head teacher updated how the school has been developing since our last visit. He talked about the school curriculum journey , what the school are doing and why.</p> <p>He has been embedding this across the school with the staff team to ensure all members of staff understand the purpose of the learning that needs to take place each day.</p> <p>One key focus was what impact on life does the learning have for each individual.</p> <p>The school continues to work on a primary model, with a greater focus on working within the community.</p> <p>Accreditation is being reviewed at KS4/KS5 so it's in line with the curriculum.</p>	<p>This interventions have been introduced to the classrooms which much success. The staff understand the process and are able to articulate the reason behind learning.</p> <p>How will you ensure that this ethos is delivered to new members of staff? How will you monitor this so it remains at a high standard?</p>
Learning walk with Post 16 lead	<p>Three classes where visited. KS2, KS3 and 14-19.</p> <p>The staff worked hard to engage pupils in learning. In each class it was evident that the staff knew the pupils targets and were working appropriately towards these in the lesson seen.</p> <p>Adults checked understanding systematically and effectively.</p> <p>Pupils made progress overtime and are supported to have high ambitions .</p> <p>Adults were well directed to provide well targeted support and intervention matched closely to the pupils needs.</p> <p>Pupils had time to practice and succeed in a task before applying learning.</p> <p>The pupils demonstrated they are interested and show a high level of commitment to learning.</p>	<p>It may be worth thinking about reviewing the learning journey of the pupils in post 16. Where your outcomes successful for these pupils? If so what did the journey look like for these pupils? Can this be repeated for others? If not successful what can you change to ensure lessons are learnt? Celebrate the work the pupils have achieved.</p>

School Improvement Partner Notes of Visits

Note of Visit	
Name of School/Academy:	Email: didgefitzpatrick@hotmail.com
Focus: School Improvement	Mobile Phone Number: 07748661858
Advisor: Deirdre Fitzpatrick	Date of Review: 12 th May 2020
Visit Activities:	
<ul style="list-style-type: none"> - Virtual update meeting with Headteacher - Virtual meeting with teaching and learning leads to review progress on reading - Virtual meeting with Headteacher and Deputy Headteacher to review next steps 	
Yet to happen:	
<ul style="list-style-type: none"> - Virtual meetings/ telephone conversations to discuss the sequential curriculum with leads for PSHE, PE and Maths 	
Summative Comment	
<p>The SIP last visited the school before Christmas and the school has made considerable progress since then. The work of the Headteacher is now firmly rooted in strategic planning with a focus on the development of the satellite provision. He is able to leave the operational duty of running the school to the Deputy Headteacher who has coped admirably during the current pandemic. Senior leaders are currently developing the middle leadership to take responsibility for the curriculum. Alongside safeguarding, it is the quality of the curriculum and more specifically how well taught subjects are sequenced that will determine the Ofsted judgement. The school now needs to focus curriculum development on areas for the deep dive (Reading, maths, PSHE and PD).</p>	
Further Actions as a Result of Visit	
<ul style="list-style-type: none"> - To adapt the reading intent document to make it clearer areas of priority for the different cognitive ability of students (DF to track changes and make comments) - Lead for Literacy to develop the first draft of a reading continuum to share with teaching and learning leads (by the second week in June) - DF to put Literacy Lead in contact with another literacy lead who is further ahead in the process. Lead to specifically discuss a reading scheme and the structure of phonics lessons. - Lead to develop a structure to phonics lessons primarily focussing on those on phase 2 and above - Literacy Lead to choose and develop the use of a reading scheme to put in place before the start of the next academic year - Headteacher to arrange phone/conference call with leads for PSHE, maths and PD 	
Potential SIP Actions – Next Visit	
<ul style="list-style-type: none"> - Review of progress within each of the deep dive areas of Reading, Maths, PSHE and PD - Review of sequential planning in each of the above areas 	
Date of Next Visit: Tuesday 2 nd July	

Note of Visit	
Name of School/Academy: Baytree Focus: School Improvement Advisor: Deirdre Fitzpatrick	Email: didgefitzpatrick@hotmail.com Mobile Phone Number: 07748661858 Date of Review: 2 nd July 20
Visit Activities: <ul style="list-style-type: none"> - Meeting with the Headteacher to discuss latest COVID guidance and implications for the school - Meeting with lead for maths to discuss developments for maths curriculum - Meeting with lead for PE to discuss developments for PE curriculum - Meeting with Deputy Headteacher to review changes to safeguarding in the light of COVID and curriculum oversight - Meeting with senior leaders to review conclusions 	
Summative Comment	
<p>This was a half day virtual visit to the school. Senior leaders have managed the school exceptionally well during the COVID crisis. They have had to make strategic decisions with very little guidance. Transition plans for September need to be considered that take into account the online curriculum and the onsite curriculum and that, where possible, curriculums are aligned, bespoke to the child and progress and barriers to learning can be assessed.</p> <p>It is essential also, that senior leaders especially, are able to take a break over the summer period as many haven't had one since Christmas.</p>	
Further Actions as a Result of Visit	
<ul style="list-style-type: none"> - Leaders to ensure a strategic approach to home tuition exists. The package needs to align itself to the existing school curriculum and easy to measure for progress and impact - Ensure clarity as to the columns in the maths curriculum progression documentation - Add clarity to the maths intent statement by saying that it is based on the National Curriculum - The school are still thinking in 'P' levels and that does not matter. If appropriate, consider using Baytree BT levels as proxy for the P Levels - Consider an assessment process for maths which determines where students are within the different strands of maths rather than just number - Consider piloting the PE scheme of work in early September with staff at different ends of the confidence scale - Consider where PE should be within the school timetable - The SIP to send leaders an example of an effective PE overview - Leaders to consider how the Deputy Headteacher can maintain more of a strategic focus on the curriculum going forward - Safeguarding lead to review the online and behaviour policy in the light of COVID 	
Potential SIP Actions – Next Visit	
<ul style="list-style-type: none"> - On site safeguarding review - Deep Dive reading - Review further developments in maths 	
Date of Next Visit: tbc	