

EFFECTIVE PRACTICE: Baginton Fields School, Coventry

Focus

To develop the understanding and awareness of all staff for promoting pupil progress by establishing pupil progress meetings and implementing effective interventions through SMART target setting.

To promote the philosophy that all classroom staff are responsible for the teaching and learning of every child.

Context

Baginton Fields offers 100 places for secondary aged students with severe and complex Special Educational Need and Disabilities from across Coventry and, occasionally, neighbouring LA's. Learning is influenced by communication difficulties, autism, challenging behaviours, physical disabilities, and sensory impairment. A few students have acute medical conditions.

Approximately 30% of students come from minority ethnic groups, 30% of students have English as an additional language and 35% have free school meal eligibility. These statistics are well above the national average.

The school is in their second year of the Achievement for All programme

Approach

The introduction of Achievement for All in September 2013 came just before the latest Ofsted report which highlighted three areas for improvement which impact on student progress and independence:

“They (parents) felt that the Structured Conversation narrow focus was different to other meetings they have had, and felt that supporting their child academically and at home had longer lasting social impacts. One student thrived from the intervention his parents were putting in place to help his reading and math's and actively wanted to take more and more learning home to work on.”

Key Stage 4 Teacher

- Tasks were not always fully matched to the needs of all students.
- Other adults who support learning were not always aware of the needs of all students.
- Opportunities were occasionally missed to note the progress students made.

“Working Together for Outstanding Achievement” is the vision which drives the school's improvement. SLT recognised that the role of teaching assistants was changing fast and that there was a need to look at the new responsibilities of their role, and provide training to support expectations of their classroom practice. For this to happen there also needed to be greater collaboration between the teachers and support staff.

To address these issues the following actions were taken;

- Performance management targets for all staff focused on student achievement, pupil progress and accurate assessment.
- Pupil progress meetings were introduced involving each class team discussing the progress of every student using data to highlight areas where students were not making expected progress or their progress could be accelerated. For each student an intervention was identified, as the year progressed the targets for these became smarter and more effective.

- Using Pupil Premium funding, an additional member of staff was recruited on a part-time basis to support the intervention work.
- Training was provided for support staff by SLT and a team of educational psychologists on the changing nature of their role emphasising that all are teachers and therefore responsible for the progress of students within each class.
- Class teams were observed for the first time with observations being fed back to all individually to highlight their strengths and areas for development.

Impact

- All staff were made aware of the expectations regarding pupil progress and teams worked collaboratively to support the needs of students. There was a greater focus on interpreting individual data. All members of support staff took responsibility for leading on an intervention.
- Team lesson observations in summer 2014 resulted in a shared sense of responsibility and accountability. It was observed that the areas noted by Ofsted for development had significantly improved. The quality of teaching and learning in summer 2014 evidenced that all teaching was at least good - 75% of teaching = good and 25% = outstanding.
- The introduction of Structured Conversations increased parental awareness of student progress and there was also a focus on the wider outcomes for the child as a result. School were able to support the family at home with a number of issues such as behaviour, access to short breaks which in turn impacted on behaviour and engagement in school.
- Data supported that students made increased progress during the year 2013-2014 as opposed to 2012-2013.
- CASPA data demonstrated that all pupils for the year 2013-2014 were making expected or above expected progress in language and literacy, mathematics and science.

Key Learning

- Achievement for All is of real benefit to driving sustainable school improvement and to developing relationships with parent/carers. One parent very simply stated they “needed it”.
- Staff felt that increased parental engagement; “meant that all involved could reflect on the progress the child was making at home and in school. It therefore allowed for consistent joint strategies to make sure that the child achieved their full potential”.
- Staff have the professionalism and willingness to change as long as their involvement is valued and respected, they feel supported to develop their practice and the impact for students is positive.

Next Steps

Baginton Fields School aspires to becoming outstanding and to ensuring performance is maintainable.

Therefore the continued focus is on:

- the importance of effective collaboration and communication within class teams to maximise progress for every student
- providing effective CPD leading to the quality of all teaching and learning being judged as outstanding.

Contact Us

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