



# *Baginton Fields School*

Sedgemoor Road

Coventry

CV3 4EA

Self-Evaluation Form

<b>BFS School Context</b>	<p>The school offers 100 places to secondary aged students with a “broad” spectrum of Special Educational Need and Disabilities from across Coventry and neighbouring LA’s. Learning is influenced by communication difficulties, autism, challenging behaviours, physical disabilities, and sensory impairment. Students are arranged in 3 Key Stages determined largely by chronological age. Each Key Stage comprises 4 classes and students are grouped according to a number of factors - learning style, attainment level and SEND. For the first time the school admitted students from primary mainstream in September 2015 as a result of a movement in the LA towards broad spectrum special schools. Classroom environments respond specifically to meet the needs of students where learning is significantly influenced by ASD, PMLD, SLD, MLD. 30% of students from minority ethnic groups / 30% of students with English as additional language / 35% free school meal eligibility. The school building environment creates challenges of both suitability and space. In the current economic climate it is unlikely the school will receive significant capital build expenditure to improve resources. Local Authority implementation of a new funding formulae for special schools has increased pressure to maintain high standards with less resource – a reduction in staffing has impacted in some classrooms despite our staff continuing to demonstrate commitment to provide high quality education and care. All student places are taken and we continue to receive requests for admission from parents with mainstream children. We have secured Achievement for All Quality Lead School (April 2015), National Healthy School Award, Sports Mark, Eco Schools Silver Award and Lets Get Cooking Award (Arts Mark submission Sept 2017). The school is a strategic partner of the Castle Phoenix Teaching Alliance and Coventry Special Schools Network, supporting the professional development of mainstream and special school colleagues. Our leadership team demonstrate enthusiasm for involving students in the wider curriculum and participation in community events such as Shakespeare Schools Festival, Special Schools Sporting Events and “Engage” – Coventry Rugby Project led by Coventry Rugby and Community Partner School with WASPS rugby.</p>
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<b>Current judgements / comments</b>	<ul style="list-style-type: none"> <li>. The school was judged to be “good” by OfSTED in Nov 2013.</li> <li>. The school is judged by the LA as a Category A school (May 2017) - <i>“Providing a good or better level of education”</i>.</li> <li>. Our Achievement for All coach commented “I have really enjoyed working with you and your super school, it is always a bonus when the people in that school are as motivated and passionate about their work as you are”.</li> <li>. Our outreach CPD provided for our Teaching School partners is judged to be consistently high quality.</li> <li>. Community Learning Disability Team comment re: ASD Group: <i>“I was amazed at how well they (students) were being managed, together, and in a calm and competent way. I was impressed by the way the class team worked together, how well they were led, and how they had a positive attitude about the children in the class”</i></li> <li>. A parent replied to the 2017 annual report as follows: <i>“It is wonderful to see him making such good progress at school”</i></li> </ul>
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<b>OfSTED November 2013</b>	<b>POINTS for ACTION</b>	<b>PROGRESS</b>
	<p>The Points for Action were:</p> <ul style="list-style-type: none"> <li>. Integrated in our School Improvement Plan 2014-17. (New improvement plan effective Sept 2017)</li> <li>. Identified as Teacher Appraisal objectives for all teachers.</li> <li>. Implemented as professional development objective for Teaching Assistants e.g. “Open Space” training day; Development of TA role; Outstanding TA’s.</li> </ul>	
	<ol style="list-style-type: none"> <li>1. Improve the proportion of outstanding teaching by making sure that: <ul style="list-style-type: none"> <li>• all teachers match work accurately to the needs of all learners.</li> <li>• all adults who support learning are fully aware of the needs of all the students.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Lesson observations confirm impact of TA improvement programme has been significant on the overall quality of teaching received by students as confirmed by documented improvement in teaching</li> <li>• Increase in percentage of lessons judged to be outstanding and the number of teachers who are judged to be providing very high quality provision. Evidence – teacher lesson observations / triangulation reports and teacher appraisal. (100% good/outstanding in Summer Term 2017)</li> </ul>

	<p>2. Improve assessment by making sure that all staff note how well students are doing in order to provide a more accurate picture of students' progress.</p>	<ul style="list-style-type: none"> <li>• Highly effective assessment for learning recorded in lesson observations.</li> <li>• Well established assessment strategies in all classrooms applicable to specific student needs and characteristics.</li> <li>• Quality professional development for all staff has resulted in proactive collation and reporting of student progress.</li> </ul>
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<p><b>Outcomes for Children and Learners</b></p> <p><b>Judged to be "Good" at January 2018</b></p>	<p><b>2016/18 Context:</b></p> <p>In response to school self-evaluation and amendments to the National Curriculum the school reviewed the curriculum offer for all students. Consequently, there are now 4 curricula threads running through school. New curricula were introduced for Group 1 (ASD) and Group 2 (PMLD) students in September 2016 supported by our "Progress Walls". Our more independent learners - Group 3 and Group 4 students follow a NC curriculum supported by our Progress Walls whilst Key Stage 5 students all undertake ASDAN accredited diplomas and, for some, OCR Functional Skills.</p> <p>Student outcomes prior to September 2016 were supported by B Squared and CASPA with Progression Materials shaping end of Key Stage aspirations. From September 2015 progress and achievement has been increasingly personalised / student specific with July 2016 / 17 outcomes facilitated by:</p> <p>Group 1 (ASD) students: ASD Progress Wall objectives assessed by MAPP – (Mapping and Assessing Personal Progress) and progress supported by SOLAR.  Group 2 (PMLD) students: PMLD Progress Walls supported by SOLAR.  Group 3 and 4 (KS 3 and 4) students: NC Progress Walls supported by SOLAR.  Key Stage 5 students: ASDAN and Functional Skills accreditation.</p> <p><i>From September 2016:</i></p> <ul style="list-style-type: none"> <li>.Our Assessment and Achievement Framework at the end of this SEF provides a clear insight into our increasingly personalised approach to student progress and achievement.</li> <li>. SOLAR (Special On-Line Assessment Records) which contains our Progress Walls tracks, records and reports personalised progress and achievement.</li> <li>. Progress descriptors are supported by our Student Progress Profile that rates the potential impact of factors influencing learning.</li> <li>. Teachers identify aspirational targets for progression based on our target setting protocol, historical data, detailed knowledge of students and identification of priority areas for improvement.</li> <li>. An increase in staff time allocated to Student Progress is a feature of our twilight professional development sessions for all staff.</li> </ul>	
	<p><b><i>Our Achievements</i></b></p>	<p><b><i>Development priorities</i></b></p>
	<p><b>Student Progress Outcomes 2016-17:</b></p> <ul style="list-style-type: none"> <li>. Outcomes for class groups fall largely within the range of "expected progress" across the school – a very positive first year outcome following the introduction of new curricula for all groups as described above.</li> <li>. Group 2 (PMLD) classes have achieved a higher rate of "above expected" progress.</li> </ul> <p>Due to the very personalised approach we have introduced to student progress it is particularly difficult to describe progress without considering "the whole picture" including student case studies, available in our 2016-17 Outcomes Record.</p>	<ul style="list-style-type: none"> <li>• To introduce a robust and credible means to predict, and describe aspirational student personalised progress expectations / attainment targets.</li> <li>• Ensure PWS/SOLAR fully embedded &amp; TAs fully understand assessment and student progress processes.</li> </ul>

	<p><b>Key Stage 5 accredited qualifications:</b></p> <p><i>Functional Skills English Entry Level 1:1 student.</i></p> <p><i>Functional Skills English Entry Level 2:3 students</i></p> <p><i>Functional Skills Maths Entry Level 2: 3 students</i></p> <p><i>Certificate award in Personal and Social Development Entry Level 2:1 student</i></p> <p><i>Diploma in Life Skills Entry Level 1:2 students</i></p> <p><i>Diploma in Life Skills Entry Level 2: 3 students</i></p> <p><i>Diploma in Personal Progress Entry Level 1:7 students</i></p> <p><i>Certificate in Personal Progress: 1 student.</i></p> <p><b>Provision Mapping:</b></p> <p>Provision Mapping enables us to track student achievement over time and identify where individual progress may be a cause for concern. During pupil progress meetings, all classroom staff participate in the process of evaluating progress, setting new targets and identifying appropriate interventions.</p> <p><b>Our Building Learning Power outcomes:</b></p> <p>BLP at Baginton Fields supports young people to become more effective, confident and independent learners and to develop their ability to transfer skills across a range of disciplines.</p> <p><b>Our Student Council</b> is drawn from across the school and proactive in the local community raising funds for local and national charities. Their achievements include organising Red Nose Day; Macmillan Coffee Morning; representing student views and collaborating with local special and mainstream schools.</p> <p><b>Work Related Learning</b> has raised the involvement of our students alongside special school and mainstream peers. All courses have resulted in the award of accredited qualifications. In house catering and horticulture WRL courses introduced from September 2016.</p> <p><b>Work Experience:</b> Year 14 students completed very successful placements at Whitley Early Years Nursery, Alan Higgs Sports Centre and Wesleys Café in Coventry. Very positive acknowledgments received from work colleagues and customers.</p> <p><b>Pupil Premium Grant</b> funding maintains Achievement for All encouraging a high proportion (90%+) of parents to engage in Structured Conversation. (AfA designated Lead School, April 2015). 2017-18 funding is targeting interventions, commissioning expertise from LINKS therapy (OT / SaLT / Physiotherapy); protective behaviours and expressive arts.</p> <p><b>Duke of Edinburgh 2015</b> resulted in 5 students successfully completing their overnight expeditions to receive The Bronze Award at Coventry Cathedral in January 2017. The school has committed to developing the programme to include more adventurous activity and a new cohort of D of E students started this academic year.</p> <p><b>Shakespeare Schools Festival.</b> Students have performed an adapted play Shakespearian play for the past 2 years at the Belgrade Theatre alongside mainstream primary and secondary schools. Our students continued performing this year - Romeo and Juliet, November 2017.</p> <p><b>Community partners.</b> The school is a community partner with WASPS rugby, participating in coaching</p>	<ul style="list-style-type: none"> <li>• To identify and consolidate pathways for More Able, Gifted and Talented.</li> </ul>
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	<p>and competitive activities. 2 school staff fulfil the role of advisers to the club developing provision for Coventry’s SEND pupils and run weekend training sessions for SEND players from Coventry and Warwicks special schools. Our partnership with Jaguar Landrover will see a <i>JLR Challenge Day March 2018</i> involving all students and 50 JLR employees.</p> <p><b>Eco club</b> student members continue to lead the school’s eco awareness and application to Eco schools Green Flag will be submitted 2018. An inclusive and very successful EcoGreen Summer Term 2017 involved all students progressing Green Flag accreditation.</p> <p><b>Coventry Improvement Partner report May 2017:</b> <i>The Head Teacher and the leadership team continue to ensure outstanding practice is supported, developed and valued at all levels within the organisation. Leaders have a wealth of evidence, which enables them to demonstrate the progress that has been made and the current standards.</i></p>	
<p><b>Quality of Teaching, Learning and Assessment.</b></p> <p><b>Judged to be “Very Good” at January 2018.</b></p>	<p style="text-align: center;"><b>Our Achievements</b></p> <p><b>Teaching:</b>  2016/17 lesson observation outcomes –  Autumn Term 2016 / Spring Term 2017: 54% good; 18% good/outstanding; 27% outstanding.  Summer Term 2017: 28% good; 36% good/outstanding; 36% outstanding.  Autumn Term 2017: 33% good; 11% good/outstanding; 55% outstanding.</p> <p><b>The increase in high quality teaching is a result of:</b></p> <ul style="list-style-type: none"> <li>. Significant success improving the contribution of TA’s to impact on the effectiveness of collaborative class teams. All TA’s included in Summer 2017 lesson observations to assess their expertise <b>“To intervene to apply imaginative and timely support for student learning”</b>. Formal, written feedback to TA’s confirms overwhelmingly effective practice.</li> <li>. Rigorous paired observation of teaching with Baginton Teachers Appraisal objectives directly linked to teaching standards has contributed to improving the quality of teaching.</li> <li>. Active coaching programme facilitating colleague to colleague support.</li> <li>. Staff completion of “Outstanding Teacher” and “Outstanding TA” course in conjunction with Castle Phoenix Teaching school.</li> <li>. Triangulation (planning, assessment and student progress) of teacher evidence confirms overall increase in teacher expertise with the majority of our teachers performing at a “very highly effective” level.</li> </ul> <p><b>Coventry Improvement Partner report May 2017.</b> <i>I believe with the triangulated evidence now in place (observations, planning and pupil attainment) leaders should become increasingly confident to judge teaching as outstanding.</i></p> <p><b>Learning:</b></p> <ul style="list-style-type: none"> <li>. Implementation of <i>Building Learning Power 2015/16</i> is resulting in greater student learning independence.</li> <li>. Outstanding student learning behaviour reported in lesson observations.</li> <li>. Students responding to Language of Learning and enjoying achievement.</li> <li>. Our recently implemented curriculum for ASD and PMLD students has re-focused learning on very</li> </ul>	<p style="text-align: center;"><b>Development priorities</b></p> <ul style="list-style-type: none"> <li>• To introduce flexibility and increased creativity to Group 3 curriculum</li> <li>• To maintain momentum of Building Learning Power.</li> <li>• Schedule and formalise TA lesson observation feedback</li> </ul>

	<p>relevant objectives that are student led and personalised. Validated by external professionals and parental feedback. Our ASD Progress Walls has been purchased by 2 other special schools and 1 mainstream primary school.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>. Lesson observations confirm 2013 OfSTED assessment objective met following focus of teacher appraisal evidence, teacher INSET, TA observations, Student progress meetings and success of Achievement for All 2013-15.</li> <li>. Class teams comprising teachers and teaching assistants demonstrate consistently effective formative assessment with improvements in the quality and accuracy of assessment content and feedback.</li> <li>. Our school has an active role in high quality moderation of Yr 6 achievements in preparation for Yr 7 admission; in-house subject and ASDAN moderation; regional moderation with Coventry, Solihull and Warwickshire schools. <u>All</u> staff are involved in class moderation on a termly basis.</li> <li>. Assessment for Learning strategies are refined and personalised to student groups. TA's undertake a comprehensive role in this process - recording and reporting task progress to both teachers and students. Senior leaders assess the quality and effectiveness of teacher assessment during triangulation meetings.</li> <li>. Progress Walls address the removal of NC levels and provide a school specific strategy to assess the progress of our students that includes our re-designed ASD, PMLD and ASDAN curricular to promote personalised assessment and progress.</li> <li>. Introduction of SOLAR software populated with the schools own Progress Walls from Sept 2016 provides assessment structure that can be recorded, tracked and analysed for progression.</li> <li>. Newly revised Assessment Policy and Assessment and Achievement Framework supports our re-designed curriculum.</li> </ul>	
<p><b>Personal Development, behaviour and welfare.</b></p> <p><b>Judged to be "Good" at September 2017.</b></p>	<p style="text-align: center;"><b><i>Our Achievements</i></b></p> <ul style="list-style-type: none"> <li>. 2016/17 Parent Questionnaire responses overwhelmingly positive confirming that school is a safe place and children enjoy school.</li> <li>. Students are punctual, manage their own behaviour particularly well, including those with Autism, and contribute to a productive school environment.</li> <li>. We contract the services of a LA Health and Safety Advisor to support the Health and Safety Committee. Her expertise ensures the school meets standards expected of the LA in respect of all members of the school community. November 2017, LA Health and Safety Audit outcome – <u>Excellent</u>.</li> <li>. Local authority attendance data confirm the school to have consistently high attendance compared with both local and national figures. Whole school attendance for the last 3 years – 2014/15: 94.5% 2015/16: 93.2% 2016/2017 92.2%</li> <li>. Evidence from lesson observations and lesson "pop ins" 2015 – 17 describe students behaving exceptionally well in classes; co-operating and supporting peers.</li> <li>. The school's arrangements for safeguarding students meet statutory requirements and are attributed high priority. Evidence is available to substantiate procedures for Safer Recruitment, Child Protection, Site Safety, staff training and interagency collaboration. The LA introduced an updated</li> </ul>	<p style="text-align: center;"><b><i>Development priorities</i></b></p> <ul style="list-style-type: none"> <li>• To develop use of school environment and increase opportunities for outdoor learning.</li> <li>• To re-accredit Arts Mark and extend range of expressive arts in collaboration with Coventry special schools.</li> <li>• To identify and introduce an effective means to assess, record and report personal skills of: <ul style="list-style-type: none"> <li>. self esteem.</li> <li>. self confidence.</li> <li>. social development .</li> <li>. attitudes to learning.</li> </ul> </li> </ul>

	<p>Safeguarding Audit tool in March 2017, attributing a Grade A to our practise and procedure. A named governor reviews and monitors child protection procedures on a termly basis. There are 4 senior staff with child protection accreditation (Level 2+). ESafety features significantly in our awareness. All classroom staff have engaged in recent ESafety professional development sessions; students have presented an ESafety whole school assembly and continue to work towards securing 360 Degree Safe recognition. Designated Safeguarding Officers have recently presented PREVENT, Child Sex Exploitation (CSE) and Female Genital Mutilation (FGM) workshops to the staff body and governors. The Safeguarding and Child Protection Policy updated September 2017. Detailed training and professional development record maintained.</p> <p>. Looked After Children: The school has received praise from Coventry’s LAC service for the high quality of Termly PEP reports. Both our KS 4 LAC students received 1:1 after school tutoring last term financed by LAC services and have recorded excellent progress against their PEP targets. The school has secured additional LAC funding to enable a Yr 11 student to undertake Work Experience placement at CROW recycling, Coventry.</p> <p>. Our very effective multiagency approach adopted by the school to support student behaviour is characterised by multi agency collaboration, including MDT meetings organised by school.</p> <p>. Anti-Bullying. Students participated enthusiastically in a wide range of relevant activities in this years Anti-Bullying Week proudly displaying their achievements in whole school assembly. Admitting mainstream students has prompted senior staff to focus CPD specifically on our zero tolerance in response to isolated incidents generated by some Group 4 students.</p> <p>. We have NIL racism returns to the LA for the past 10 years</p> <p>. Students have recently voted fellow students as <i>Behaviour Ambassadors</i> who, with staff guidance, promote positive behaviours, awarding recommendations in weekly whole school assembly.</p>	<ul style="list-style-type: none"> <li>• To improve our awareness and response to mental health issues that impact on students well-being.</li> <li>• To improve the physical health of students.</li> <li>• To work in partnership with parents to secure commitment to healthy lifestyles.</li> </ul>
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<b>Effectiveness of Leadership and Management</b>	<b>Our Achievements</b>	<b>Development priorities</b>
<p><b>Judged to be “Very Good” at January 2018.</b></p>	<p>. Leaders introduced an innovative, school specific response to <i>Life after Levels</i> applicable to Key Stage 3 and 4 students from across the ability range. Progress Walls provide a means to assess, track, record and report student progress that is determined by individual needs. Collaborating with professional colleagues – therapists / EP / advisors / network schools confirms the quality to be high.</p> <p>. It is embedded in school practice that class teachers will, on a termly basis and with their support staff, analyse individual student data during Pupil Progress meetings to identify the gaps in learning that inhibit progress. A highly individualised SMART intervention target is then set on which students work either on a 1:1 basis, within a small targeted group or independently using a range of stimulating and exciting activities to engage them in their learning and enhance motivation. Interventions are personalised to pupil need and are discussed with parents during structured conversations to gain their input and insight with the intention that wherever possible the target is consistently worked on at home to secure progress. Targets are evaluated at the end of each term and moderated according to individual priorities.</p>	<ul style="list-style-type: none"> <li>• To improve curriculum offer by implementing staff expertise and talents.</li> <li>• To develop a quality process to track student progress.</li> <li>• To offer apprenticeships to enhance staff expertise.</li> <li>• To prioritise provision against a background of financial challenge.</li> </ul>

	<ul style="list-style-type: none"> <li>. Governors encourage leadership succession planning. They offered, and secured, a temporary TLR 3 position for a classroom teacher to further More Able, Gifted and Talented provision. A further TLR 3 opportunity commencing September 2016 has furthered our Building Learning Power initiative introduced last year.</li> <li>. Governors monitoring has included scheduled classroom visits, specific monitoring eg Safeguarding, Achievement for All, finance, attendance and informal visits and participation in school events. Governors have participated in Safeguarding training – Child Protection, FGM, PREVENT, Safer Recruitment. Our governors are represented on Coventry Special Schools Governors Network and at LA SEND briefings for governors. Governors are currently managing a challenging 2017/18 school budget.</li> <li>. Support, communication, collaboration and engagement with parents is outstanding - facilitated by a Parent Support Adviser, who has a significant impact on supporting parents in complex circumstances. She has organised a school leavers transition event with other special school colleagues for the families and students of Coventry’s special schools; secured charity funding to maintain our Summer School and continue After School Clubs. She is currently organising a coffee morning to provide parents with legal advice relating to benefits etc.</li> <li>. Our 2016-17 Parent / Carer returns are overwhelmingly positive - 100% of returns confirmed parents/carers would recommend the school to other parents.</li> <li>. Senior Leaders are ambitious for the school and committed to developing their Leadership and Management expertise. Successful courses since our last inspection include: NPQH / Aspiring Deputy / Outstanding Teacher Course / Special Schools Network Subject Leads / Castle Phoenix Teaching Alliance SEN course presentations.</li> <li>. 2 Baginton teachers coordinated “Arts Connect” throughout 2016/17, a project involving 5 other Coventry special schools to promote expressive arts with a specific focus on IT. Coordination involved appointing and managing the contribution of an artist in residence across the schools, managing a programme of school events including a visit by the English Touring Opera and 11 million reasons to dance. At the end of Summer Term 2017 a celebration event concluded the project.</li> <li>. School leaders demonstrate proactive membership of Teaching Alliances offering SEN courses to Coventry schools and leading special school network curriculum and subject working groups.</li> <li>. Our “Baginton Values” respond to provide school specific (British) values agreed by staff and students to strengthen the school community and progress our ethos and value statements. Our British Values have been reviewed this academic year, meaning clarified and published in classrooms.</li> </ul>	
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January 2018.