



Baginton Fields School

Self-evaluation September 2018



BFS School Context	<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.</p> <p>Classroom environments respond specifically to meet the needs of students where learning is significantly influenced by ASD, PMLD, SLD, MLD.</p> <p>30% of students are from minority ethnic groups 30% of students have English as an additional language 38% of students are eligible for free school meals.</p> <p>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.</p> <p>All student places are taken and we continue to receive requests for admission from parents with mainstream children and from outside Coventry. We have secured Achievement for All Quality Lead School (April 2015), National Healthy School Award, Sports Mark, Eco Schools Silver Award and Gold Arts Mark July 2018.</p> <p>The school is a strategic partner of the Inclusive 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. BFS is also a Community Partner School with WASPS rugby.</p>
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Current judgements / comments	<ul style="list-style-type: none"> . The school was judged to be “good” by OfSTED in June 2018. <i>“You are focused on providing an enriched curriculum that caters for academic and personal and social development, while ensuring that teaching remains consistently good. The impact of the enrichment activities that you have introduced shows the clear progress that pupils are making in both academic achievements and social developments.”</i> . The school is judged by the LA as a Category A school (May 2017) - <i>“Providing a good or better level of education”</i>. . Community Learning Disability Team comment re: ASD Group: “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” . A parent replied to the 2018 annual report as follows: <i>“Excellent report. We are so proud of him, he has come on in leaps and bounds since joining the school 3 years ago”</i> . Comment from parent questionnaire June 2018: <i>“The quality of education and care my child has received is outstanding”</i>
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Ofsted June 2018 - Points for action	<ul style="list-style-type: none"> • The new assessment system is embedded to ensure consistency across all key stages. • There is robust tracking and analysis of accidents and incidents. • Appropriate challenge is provided to all pupils in academic and wider community and employability projects.
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**Outcomes for Children and Learners
Judged to be "Good" July 2018**

Commentary	Evidence	Areas for development (SIP)
<p>Since September 2016 school deliver 4 curricula threads Group 1 (ASD) Group 2 (PMLD) Group 3 and Group 4 our more independent learners - follow traditional NC curriculum subjects. Key Stage 5 students all undertake ASDAN accredited courses and, for some, OCR Functional Skills. All curricula are supported by SOLAR (Special On-Line Assessment Records). 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 data conversations, individual Student Progress Profiles and triangulation evidence as part of teacher appraisal.</p> <p>Our Building Learning Power outcomes: 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>Student progress 2017-18: This is the second year of delivering school bespoke curricula. Outcomes for all students fall largely within the "expected progress" range, we believe our target setting process to be aspirational therefore this outcome is positive for learners.</p> <p>Whole School outcomes</p> <ul style="list-style-type: none"> • Below expected: 15% • Expected: 68% • Above Expected: 17% <p>Data for all learners is similar to 2016-17 outcomes and represents a normal distribution.</p> <p>Key Stage 5 accredited qualifications:</p> <ul style="list-style-type: none"> • Functional Skills Maths Entry Level 1:1 student. • Functional Skills Maths Entry Level 2: 1 student • Diploma in Life Skills Entry Level 1:2 students • Diploma in Life Skills Entry Level 2: 2 students • Diploma in Personal Progress Entry Level 1:7 students • Certificate in Personal Progress: 2 students. <p>Tracking of data: Individual student achievement is tracked over time on a termly basis and this information is used to 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>"Pupils make good progress from their starting points, with the majority of pupils making at least expected progress." Ofsted 2018</p> <p>Each term there is a focus on a different BLP learning 'muscle' which is introduced in the first assembly of term with student achievement celebrated in the final term's assembly. BLP is a feature of teachers' lesson planning.</p>	<p>CPD – to ensure all staff are aware of strategies to deepen student learning and provide an appropriate level of challenge.</p> <p>To review the curriculum rationale & outcomes in terms of our INTENT, IMPLEMENTATION & IMPACT.</p> <p>To update the themed curriculum overviews.</p> <p>To map the different learning muscles across the curriculum themes so that they are firmly embedded in school practice.</p>

<p>Work Related Learning: School offer a number of WRL activities within school i.e. catering, horticulture, carpentry which allows us to utilise the talents of our TAs.</p> <p>Work Experience: As part of the Key Stage 5 curriculum students participate in work experience where appropriate.</p> <p>*WRL/WE are dependent on having appropriate financial resource</p>	<p>Students access WRL activities either in small groups or 1:1 i.e. a KS5 student worked alongside a maintenance member of staff to develop his practical skills when using tools.</p> <p>The academic year 2017-18 saw students being placed with a construction company, the Job Centre and CROW recycling.</p> <p><i>“The focus on employability and independent life skills is a clear strength, as pupils take part in enterprise activities, projects with other local schools and colleges, community fundraising days and ASDAN courses. Work experience opportunities have been limited to internal activities, with a minority of pupils having access to wider community work experiences.” Ofsted 2018</i></p>	<p>To identify & extend appropriate WRL activities in school and out of school for KS5 learners.</p> <p>To explore the opportunities to increase student participation in employability projects.</p>
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**Quality of Teaching, Learning and Assessment.
Judged to be “Good” July 2018**

Commentary	Evidence	Areas for development (SIP)
<p>Teaching across school is consistently at least “good.”</p> <p>Teachers and TAs work highly effectively together to ensure students make good progress from their starting points.</p> <p>Assessment is accurate in all areas and reflects student achievement and attainment.</p> <p>Engagement for learning is a common strength in all classes and opportunities are taken to support cross-curricular learning to support students to develop the ability to transfer skills and knowledge from one area to another.</p>	<p>Lesson observations outcomes: Summer 2017: <i>Outstanding: 36% G/O: 36% Good: 28%</i> Autumn 2017: <i>Outstanding: 55% G/O: 11% Good: 33%</i> Summer 2018: <i>Outstanding: 27% G/O: 36.5% Good: 36.5%</i></p> <p>Rigorous paired lesson observations directly linked to the teacher standards and Ofsted criteria demonstrate that all teams work highly effectively together to promote student progress.</p> <p>School participates in a range of internal & external moderation meetings including regional moderation with Coventry, Solihull & Warwickshire where teacher assessment has been verified to be accurate by external professionals.</p> <p>Feedback from ASDAN confirms Key Stage 5 student assessment is precise.</p> <p>Lesson observations demonstrate that TA feedback to teachers & students is accurate and supports teacher assessment.</p> <p>Triangulation meetings undertaken in faculties and by the leadership team further supports the accuracy of our assessment methods.</p> <p>Summer 2018 observations & pop-ins highlighted that students were engaged in their learning, that a range of strategies were used to promote this and to secure student motivation.</p>	<p>To further develop the flexibility and creativity for groups 3 in KS 3&4.</p> <p>To further ensure assessment system is embedded across all key stages for consistency.</p> <p>To ensure feedback from TAs to students & teachers informs of next steps.</p>

<p>The flexibility of the different curricula offers ensures that learning & teaching is differentiated and relevant to student need.</p>	<p>Evidenced by lessons observations, pop-ins, work sampling, evidence on SOLAR & in assessment files.</p> <p><i>The leadership team has maintained the good quality of education in the school since the last inspection. Ofsted 2018</i></p>	
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<p><i>Personal Development, Behaviour and Welfare. Judged to be "Good" July 2018</i></p>		
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Commentary	Evidence	Areas for development (SIP)
<p>We believe that students are supported by staff to manage their own behaviour extremely well and to show consideration to their peers and others within the whole school community.</p> <p>Responses to the 2017-18 parent/carer questionnaire were extremely positive.</p> <p>We contract the services of a LA Health and Safety Advisor to support the Health and Safety Committee.</p> <p>School held a Healthy Schools Week, summer 2018, as part of our work to improve the physical health of students.</p> <p>A senior leader has assumed responsibility for overseeing school developments in terms of student mental health & wellbeing.</p>	<p>There are weekly awards for good behaviour which are nominated by both staff and students.</p> <p>There have been are no racist incidents reported to the LA for the last 11 years.</p> <p>There has been one serious incident of bullying which was effectively dealt with by a team of staff and the Restorative Justice Team.</p> <p>The PSHE & Citizenship subject leaders ensure that there are yearly events which address a variety of issues such as bullying and cultural diversity. These are seen as an important part of the curriculum.</p> <p>Lesson observations & pop-ins evidence that student behaviour is usually at least good if not outstanding.</p> <p>Responses confirmed parents thought their children felt safe, happy & well supported in school. Attendance as a result is just over 92%. All would recommend BFS to other parents.</p> <p>The expertise of the H&S advisor 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>.</p> <p>This included the official opening of the Trim Trail which is widely used by the school community to engage in physical activity – walking/cycling.</p> <p>Parents were invited into school to take part in a healthy cooking session with their child.</p> <p>This is seen as a priority and as of September 18 all staff have received initial training.</p> <p>School have secured the services of a professional to hold 1:1 therapeutic play sessions with students. We also engage the services of additional SALT & OT therapy to support student wellbeing.</p>	<p>To ensure when accidents or incidents occur that the processes in place to track and analyse these are robust.</p> <p>To hold cultural diversity days once every half term.</p> <p>To improve the physical health of students. To work in partnership with parents to secure commitment to healthy lifestyles.</p> <p>To improve our awareness and response to mental health issues that impact on student’s well-being.</p>

<p>Safeguarding is a strength with all staff viewing their role in the process with a high priority. There are 4 senior staff with child protection accreditation (Level 2+).</p> <p><i>Baginton Fields is a happy, relaxed and friendly school. My colleagues and I were made to feel very welcome by all staff and pupils. The pupils are confident, respectful and invariably polite. They were excited to share the pride that they felt in their school. Their work is proudly displayed around school. Ofsted 2018</i></p>	<p>School work closely with professionals from CAMHS LD to support student mental health wellbeing and behaviour management.</p> <p>All staff receive at least annual training and are kept up to date with the latest information. Training logs are kept to evidence professional development. The safeguarding policy is revised at least annually. A named Governor monitors safeguarding procedures twice a term. There are regular MDT meetings with professionals from a number of agencies to ensure that student needs are met and best outcomes secured.</p> <p><i>There is a strong emphasis on spiritual, moral, social and cultural aspects of learning, and these are firmly embedded in your school. Leaders recognise the importance of the mental and physical well-being of all pupils and provide pupils with the opportunities to learn academically and behaviourally, thus preparing them for adulthood. The personal, health and social education (PHSE) curriculum is a vital and strong aspect of what you provide for your pupils. Ofsted 2018</i></p>	
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Effectiveness of Leadership and Management Judged to be "Good" July 2018		
Commentary	Evidence	Areas for development (SIP)
<p>A change to the leadership team initiated the staff team to re-evaluate the school ethos & vision, summer 2018, with governors and parents being invited to participate in the sessions.</p> <p>Senior Leaders are ambitious for the school and committed to developing their Leadership and Management expertise along with that of teachers. Leaders continue to support curriculum innovation and encourage teachers/subject leaders to develop their areas and to be creative with their teaching.</p> <p>Leaders are committed to ensuring the best possible outcomes for learners.</p>	<p>The new ethos & vision has been shared with all stakeholders and underpins attitudes and expectations for all.</p> <p>School participates in a range of partnerships with other special schools to ensure we stay abreast of latest developments. Many staff are either active in or lead special school network curriculum and subject working groups i.e. 1 teacher coordinated the "Arts Connect" project which involved 8 local special schools throughout 2016/18. Support is given to faculties to meet, to monitor their subject development, to quality assure the teaching in their area and to plan appropriate CPD to deliver to staff. 1 teacher is applying to become an SLE. CPD/INSET is focused on student achievement. Pupil Progress meetings are integral to the school twilight programme involving all staff understanding the progress made by the individual students, identifying the gaps in learning, implementing appropriate interventions and ensuring SMART aspirational targets are set.</p>	<p>To prioritise provision against a background of financial challenge.</p>

<p>A fundamental part of the SIP is promoting the premise that <i>"We are all leaders"</i></p> <p>Governors actively support school and appropriately challenge the leadership team.</p> <p>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.</p>	<p>TAs actively lead small group learning under the guidance of teachers, they willingly accept responsibility for whole class teaching in the absence of the teacher, lead WRL/enrichment courses i.e. DoFE, carpentry.</p> <p>Delivery of CPD is distributed to the appropriate member of staff at a whole school level.</p> <p>All interactions with students are viewed as learning opportunities.</p> <p>Governors monitor specific areas of the SIP and regularly visit classrooms as part of their monitoring schedule. Our governors are represented on Coventry Special Schools Governors Network and at LA SEND briefings for governors. Governors are currently managing a challenging 2018/19 school budget.</p> <p>The PSA organises a range of events & coffee mornings to support parents, she liaises with social care to provide early help, arranges transition events for KS5 and ensures parents know what support is available to them.</p> <p><i>Your staff are dedicated to the pupils and are motivated well by the senior leadership team. They adapt to new initiatives with enthusiasm and feel inspired by your leadership. Ofsted 2018</i></p>	<p>To increase the range of WRL opportunities using staff expertise.</p>
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September 2018

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