

Personal Development, Behaviour and Welfare

Summary Report Summer 2016

- The Personal development, behaviour and welfare of the students is outstanding because of the consistent and effective application of the school's positive ethos that focuses on recognising, rewarding and celebrating achievement.
- Student attitudes to learning is outstanding because teaching ensures that the students make significant progress from their starting points in all subjects by matching the curriculum and resources to individual needs and learning styles. This ensures that students make at least expected progress with a proportion making above expected progress when measured from their starting points.
- Student progress is in the top 10% of the population when students are compared to "like" students using FFT measures.
 - The majority of students are motivated to come to school because they enjoy the learning that they are engaged in. They are proud of their achievements and appreciate the way that the school celebrates this through the reward system, assemblies and displays around the school. This pride is reflected in the consistently excellent achievement results, survey outcomes and external accreditations (examples include Leading Edge School and IQM Centre of Excellence for Inclusion)
 - The school promotes and develops students so that they are well prepared to contribute to wider society and life in Britain through a range of activities that promote British Values through wider community activities, charity events, assemblies and PSHCE
- The school provides targeted students with access to specialist facilities – such as counselling and access to a psychiatric nurse in order to help them explore their emotions, social communication and interaction issues. These facilities have a marked impact on the behaviour of the students who attend. This support also acts as an outreach supporting the students wider family and signposting further support and advice
- Monitoring shows that lessons are rarely interrupted by behavioural issues. However effective systems are in place to ensure that any outbursts are quickly and effectively dealt with. This is accomplished through the support of the SLT and Behaviour Co ordinator as well as the Behaviour Support Team. Behaviour Support Plans and rewards through Friday Enrichment afternoons and residential and day trips support a happy and fruitful environment for learning. The school follows the behavior structure of the Herts STEPs approach.
- All staff are trained in Behaviour Management via Herts STEPs approach and this training is regularly updated. Therefore staff are confident and well supported in dealing with challenging behaviour. The excellent use of skilled Teaching Assistants (TAs) to support individual students is very effective in managing behaviour and the high staff: student ratio facilitates immediate and effective action.
- All classes have rules of behaviour, devised and agreed by the students themselves. In addition, they are encouraged to develop their understanding of rules and regulations through a range of formal and informal activities such as PSHCE lessons, sports activities, assemblies, Drama and music, visiting theatre groups (with productions based around themes of anti- bullying, cyber safety etc.) Through these activities, the students are taught to respect others and other people's property. The school is regularly told that the students, when in the community, are very well behaved and a credit to Batchwood (for example, on a visit to London, a performance at the local theatre, at sports tournaments, lunch at the Harvester, visits to museums).

- Student behaviour outside of lessons is excellent because of the wide range of motivating and engaging resources and activities on offer. At break times, the students are effectively supported in order to encourage them to play together - with a particular emphasis placed on learning team skills, such as following rules, taking turns and sharing resources.
- Year 10 and Year 11 students act as mentors. They effectively encourage and support younger students to engage in school life throughout the school week.
 - A wide range of clubs are open to all students, irrespective of their ability. There are clubs available each week - offering arts, crafts, sport, dance, gardening, Lego, music, GCSE revision, Maths and English club. Their impact on learning has been recognised and celebrated via the IQM. This year the school was re-accredited and further awarded the Centre of Excellence accolade.
- Students engage in a wide range of activities around the school. They participate in a variety of opportunities to mix with mainstream and other special needs students. As a result, they are able to modify their behaviour according to the positive role models they encounter.
- A significant strength of the school is that the students feel safe because of the committed attitude of the whole school staff to the emotional and care needs of each individual. The school ethos underpins this through the promotion of a positive approach to the education and pastoral management of each individual student.

Ofsted March 2014:

"The warmth and positive regard with which all staff treat the students enables them to offer support and guidance which are listened to and acted upon. Students take pride in the school and their achievements and treat adults and each other with courtesy and respect. As a result, behaviour in lessons and around the school is outstanding".

- The emphasis on rewarding and celebrating achievement has a marked impact on developing and improving the students' self-esteem, confidence and happiness. As a result, all students know that they are safe and secure and that their contributions and achievements are respected and valued.
- Batchwood has invested significant time and money in develop its environment in relation to ensuring the students' safety. The site is surrounded by secure fencing and an electric opening gate. The front door into the main school has security key pads to control access. In order to create smaller areas that can be supervised appropriately, the playground area benefits from the provision of fencing. We are also fortunate to have the use of the next door junior school field to use for sports events. The school further improved these facilities adding a dedicated Gold room for students to access and the creation of the Pastoral Centre to become a base for Emotional and Mental Health needs housing Counselling support and access to a Psychiatric Nurse working alongside the school's Pastoral Team. The school grounds have also had extensive work carried out with the introduction of a Polytunnel, as part of a wonderful outdoor learning area designated for the Medieval Roundhouse and outdoor learning. The school promotes a positive ethos in relation to social interaction, relationships and equal opportunities. As a result, students feel secure and safe from bullying and racial incidence.

Ofsted March 2014:

"The school's work to keep the students safe and secure is outstanding. Students say they feel safe, a view shared by every parent who responded to Parent View and to the schools' own questionnaire. Every response stated that students behave well and that bullying is not an issue. Students understand bullying in all its different forms, including cyber- bullying and told inspectors that bullying is not a problem in the school and that if they had any concerns, these would be quickly sorted out by staff".

- Feedback from parents tells us that they feel the school offers a safe and secure environment for their children. (see relevant parent view results at the end of this report)
- The consistent use of risk assessments, behaviour plans and support from the SLT and the Behaviour and Pastoral team which is run by the behaviour coordinator ensures that all students are effectively supported.
- In addition, through a wide variety of practical and leisure activities across the curriculum, the students are able to demonstrate their understanding of the importance of adopting safe practices.
- Students are aware of the need to stay safe when on the internet and are taught about e- Safety through the curriculum, through themed assemblies and visiting workshop. Parents are advised about appropriate website via classes and issues re internet dangers through the school website, newsletters and consultation meetings.
- The school uses the Hertfordshire intranet firewall in order to ensure that all undesirable websites are blocked.
- The school was audited in terms of Health and Safety at the end of the summer term 2015 and received an Outstanding grading.

Commentary

a. The views of Parents, staff and students

Parents, over time, consistently report that they are extremely happy with the school's provision and that it has a positive and marked impact on their child's behaviour, happiness and achievement (see 'Parental Satisfaction' questionnaires and Parent view).

The latest annual survey tells us that parents are very happy with the provision offered by Batchwood and the impact that it has on their child's self-esteem, behaviour, social development and achievement.

In summary:

- Parents state that the school's ethos and aims have a positive impact on their child and that achievements are celebrated.
- They feel that the school is very good at developing the child's self-esteem.
- Parents state that their child enjoys coming to school.
- They feel that their child is making good progress at school.
- 100% of parents believe that the school promotes positive behaviour well and that, as a result, their child knows right from wrong.
- They believe that their children are encouraged to form positive relationships with others.
 - Parents state that the school's resources and facilities have a positive impact on their child's progress.
 - Parents are very happy with the quality of the education that the school offers and they find the school very approachable and effective in its communication.
 - Parents feel the school was well led and managed.

From the student survey, it tells us that:

- The students are motivated to come to school and enjoy the work that they engage in (as evidenced in the data and achievement outcomes).
- They are proud of their achievements and like the way the school celebrates this through the reward system, assemblies and displays around the school.
 - They enjoy most activities on offer (curricular and pastoral - as evidenced by the good achievement; high attendance at clubs; successful concerts and performances in and outside school; high quality art work; and excellent results in inter-school competitions).

b. Enjoyment

Student attitude and participation - in lessons and during enrichment activities such as the clubs, trips, theatre visits etc. - are excellent because, by matching the curriculum and resources to individual needs and learning styles, teaching ensures that the students make good progress. This is reflected in the consistently good achievement results, survey outcomes and external accreditations.

Parent consultation feedback - and anecdotal comments at social events - tells us that the students enjoy coming to school.

Student self-review and lesson observations show that students enjoy learning. Students are well supported in their personal development through the effective use of listening skills of the staff - for example, staff always take time to listen to students to resolve issues.

Teaching is effectively developing to cater for different learning styles and individual needs the students enjoy the activities and want to learn.

Therefore, all students enjoy their education because:

- Effective training for staff re learning styles, SEN etc. ensures teaching has improved.
- The structured whole school reward system promotes achievement and enjoyment.
- There are extensive opportunities for all students to engage in enrichment activities.
 - Students are proud of what they can achieve and know that their efforts will be celebrated by their peers.
- House assemblies ensure that all students can celebrate achievement and it is marked feature of our success in this area that we celebrate the achievement of their peers, as much as their own.
 - Curriculum and individual lessons are personalised to suit the needs of all the students regardless of their ability and starting points.

C. Behaviour

Ofsted March 2014:

"The behaviour of the students is outstanding. They first join the school because their extremely challenging behaviour has been too much for mainstream schools to cope with, but at Batchwood they learn to work together and support each other. Staff make the activities interesting and meaningful so that the students enjoy learning and as a result make good progress".

"Students make remarkable progress in improving and managing their own behaviour. This is because everyone expects them to do their best to improve and provides them with the help and support to do so. The recent establishment of the Phoenix Centre within the school provides a safe, calm and welcoming place for students to go to when they encounter difficulties in their day".

Student behaviour is outstanding because of the consistent application of the school's positive ethos.

There is a wide range of highly effective provision for managing the behaviour of students – including behaviour plans, rewards, high staffing and quality training. If lessons are interrupted by poor behaviour, effective systems are in place to ensure that any issues are quickly dealt with.

The excellent use of skilled Teaching Assistants to support individual students is very successful in managing behaviour and the high staff: student ratio facilitates immediate and effective action.

We try to ensure that Batchwood caters for the needs of all students. Key behavioural issues and needs can be identified and appropriate control measures put in place - for example, a behaviour plan, will be drawn up and implemented for students who present with significant behaviour difficulties. Specialist behavioural support from the Pastoral staff and the Mental Health Team enable students to take ownership of their behaviour. As a result, students are taught to take responsibility for their own behaviours - including consequences and making choices - and a range of methods are used to ensure a positive outcomes.

The experiences the students have at Batchwood are successful in developing the students' self-esteem and relationships with others. The school House System and School Council is an effective vehicle for developing this and most students are keen to represent students' views. As a result, the students are able to consider and evaluate ideas, issues or concerns and many of their suggestions have been implemented (such as raising money for charity by non-school uniform). This term the students have raised £850 for Red Nose Day. Students know that they can go to an adult to discuss any concern and the high staffing level ensures that there is always someone available to support this. All form groups have Pastoral time to develop appropriate social interaction and communication skills and, as a result, the students are given the skills to explore the impact that their actions can have on others.

d. Safety & Care

The commitment of the staff to the emotional and care needs of the students is a significant strength of the school. The school ethos underpins this and promotes a positive approach to the education and Pastoral management of each individual student.

The emphasis on rewarding and celebrating achievement has a marked impact on the student's self-esteem, confidence and happiness. As a result, all students know that they are safe and secure – and that their contributions and achievements are respected and valued. Parental surveys over the years have consistently indicated that the school is very successful in this.



The school has effective systems for setting challenging targets and for tracking the academic and pastoral progress of all students and specific cohorts. Students likely to be at risk of not achieving their targets are quickly identified and appropriate measures taken. All students are aware of their specific targets and, wherever possible, are involved in setting the next step in their learning. All students are able to attend their annual review (Educational Health Care Plans) and parental consultation meetings in order to share their successes with their parents and to contribute to discussions and decisions about their own future.

The high adult: student ratio at the school enables staff to immediately identify and appropriately deal with any issues the vast majority (Over 90%) of staff are trained in Hertfordshire STEP techniques in order to actively support students deal with their social and behavioural issues. In addition, the effective use of the behaviour structure ensures that all students are sensitively supported through:

- All staff have been appropriately trained in relation to racism, ethnic diversity and multicultural education, physical intervention and child protection. As a result, there are minimal incidents of such behaviour and all difficulties are immediately investigated and effectively dealt with.
- Assemblies, lessons and tutor time are effectively used to develop the students' understanding of social relationships, multi-cultural and racism issues.

A commitment to equal opportunities underpins the school's ethos and day to day work. In all lessons students are taught mixed gender groups. However, students are grouped according to their ability in some subjects such as Maths and English in order to maximise learning and personal development.

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The school is particularly successful in building positive and effective relationships with parents and carers. As a consequence, there is a significant impact on student learning and behaviour as well as the promotion of British values and how to keep safe in terms of sexual exploitation and extremism – both at school and at home because the parents and the school work in partnership towards common goals. This is evidenced, not only through the surveys that are carried out every year, but also informally for example, via feedback from parents who visit the school regularly for both formal and informal events and meetings.

From this feedback, that the efforts that Batchwood goes through to make parents feel part of the Batchwood community is greatly appreciated and sorely missed once the student has left to go to another College (indeed, several parents continue to request a sixth form).

The school has comprehensive Child Protection procedures in place and we have developed very positive relationships with the Attendance and Improvement Officer.

All staff engage in regular Child Protection training and the Designated Teachers maintain detailed file on students who cause particular concerns.

The school monitors the students' well-being and health, both formally and informally. As a result we are often able to help parents access a range of support for their child which subsequently has a positive impact on the student's ability to make progress. Additionally we have effective links with a range of outside agencies. Students are very effectively supported through the process of transitioning to their next steps of learning with a strong partnership with the local College. In relation to the former, students begin preparing for College from year 7 with a variety of programmes in place to attend College each year until they leave to go to College. This ensures a smooth transition into the next steps of their learning. This also improves behaviour and engagement as they see a purpose to school.

In relation to secondary transfer, a significant programme of support is put in place during Year 6 in order to prepare each student for the transfer.

Year 6 students spend time at Batchwood in the Summer Term meeting their new tutors and teachers.

Prospective new students also visit during the day time with their parents. As a consequence of the high level of support offered by Batchwood staff, all students are effectively prepared for the transfer. Once they have joined Batchwood in year 7 (or in another year group) the students invite their parents/carers /families and previous teachers to a Tea Party to show their progress and their new school.

Feedback indicates that the school is very successful in this.

Bar Chart below to show the reduction in the number of behaviour incidents during 2015-2016.

The Bar graph above demonstrates a downward trend in behaviour incidents during the academic year of 2015-2016.

- This is due to the fact that the extremely challenging behavior shown in the Autumn term by the new intake of year 7 students settled into the consistent routine of Batchwood School
- The new students who joined Batchwood in other year groups as 'casual admissions' had been out of education for long periods of time. By the Summer term they were settled and understood and respected the boundaries put in place by staff at Batchwood following the behavior policy
- The students responded well to the positive reward system in place
- The staff became more confident in dealing with the new students as the students developed their trust and respected the consistent boundaries
- The Behaviour policy was reviewed and the 'Phoenix Centre' use was re-designated to a 'Pastoral Centre' so that students were encouraged to talk to staff and SLT as well as the behaviour team which meant that students remained in lessons
- 'Behaviour Surgeries' were set up at the end of each day for staff to speak to the Deputy and Behaviour Co-ordinator for advice and strategies to re-focus students who had displayed challenging behavior to staff members
- The learning support rooms were used effectively to support 1:1 learning with a very skilled TA who developed some very trusting relationships with students so that their behaviour improved
- Staff all felt supported in dealing with challenging behavior and felt that a positive team approach was embedded in the school over the 2015-2016 period

Bar Chart to show the behaviour incidents at Batchwood School in the last 3 years of the Summer Term according to different groups of students

The bar graph above shows that incidents during the Summer term have decreased amongst all groups of students except the year 7 cohort. This can be explained by the fact that the year 7 intake was the most challenging that Batchwood has had on roll in the last few years. Having said this, by the end of the Summer Term, their behaviour was less challenging and they had settled into school life having made trusting relationships with the staff.

The year 11 group who followed a traditional curriculum were role models for the rest of the students. There were no recorded serious behaviour incidents amongst them. The more challenging year 11 students followed alternative provision pathways. This meant that their behaviour improved as they were following practical courses such as construction and music where they gained qualifications that led to apprenticeships or college courses.

66% of students are pupil premium so therefore the behaviour incidents amongst this group looks high. However they are a majority group and there is no difference in behaviour figures comparing them with non-pupil premium.

Bar Chart to show the correlation between attendance and behaviour

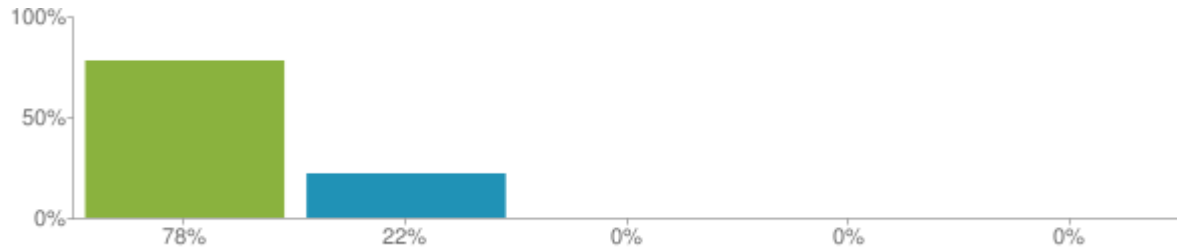
The above chart shows that there is a strong correlation between attendance and behaviour. The students whose attendance was less than 85% demonstrated more challenging behaviour. From January, the Middle Leader took on the role of improving attendance and encouraging students with their attendance. Working closely with the AIO and alternative providers, attendance improved and so did behaviour as is demonstrated in the first bar chart above which shows the reduction in behaviour incidents during the Summer term. From the Autumn term to the Summer term, this shows a 44% reduction.

Ofsted Parent View based on 49 responses

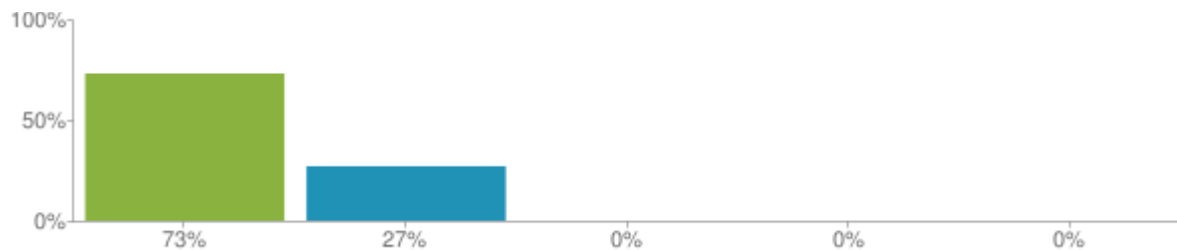
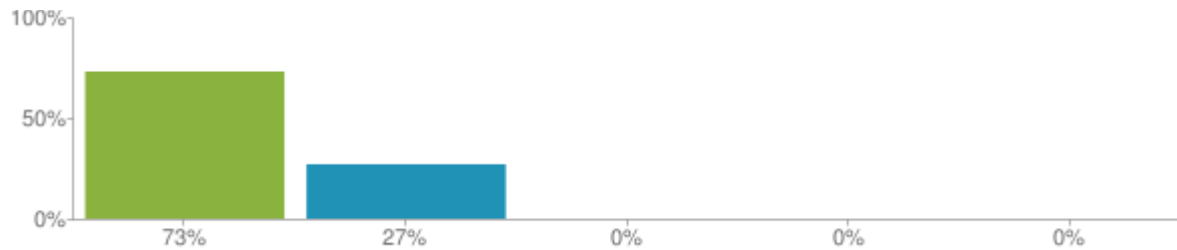
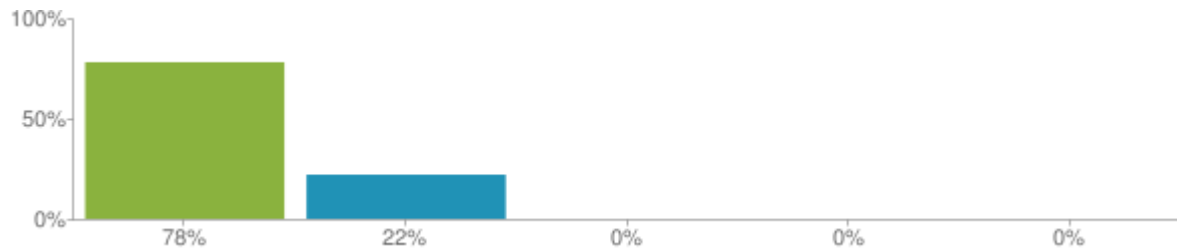
The Parent View results below demonstrate the outstanding relationships that Batchwood develop with parents and carers of the students at Batchwood. The parents/carers feel they can approach the school at any time to discuss their child with a member of staff. The relationship between the staff, the students and parents/carers has a positive impact on the overall personal development and welfare of the students and the outstanding behaviour in the school.



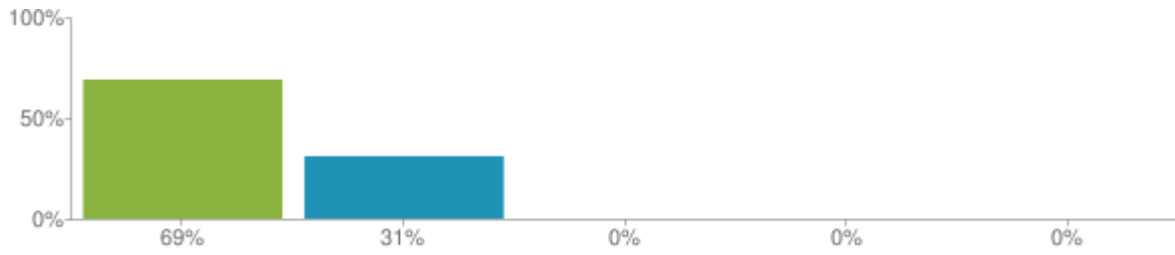
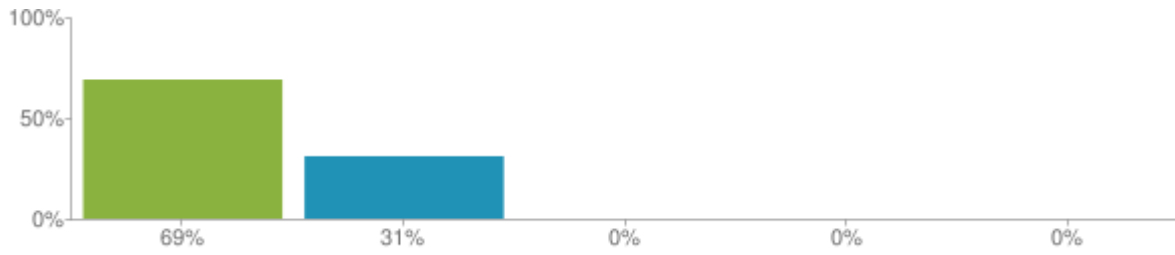
1. My child is happy at this school



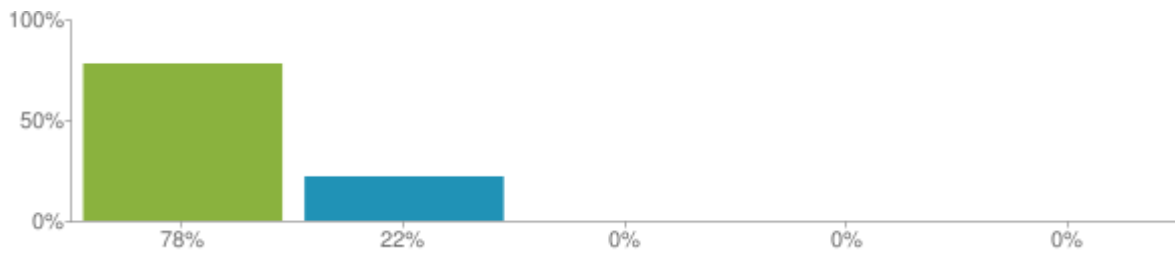
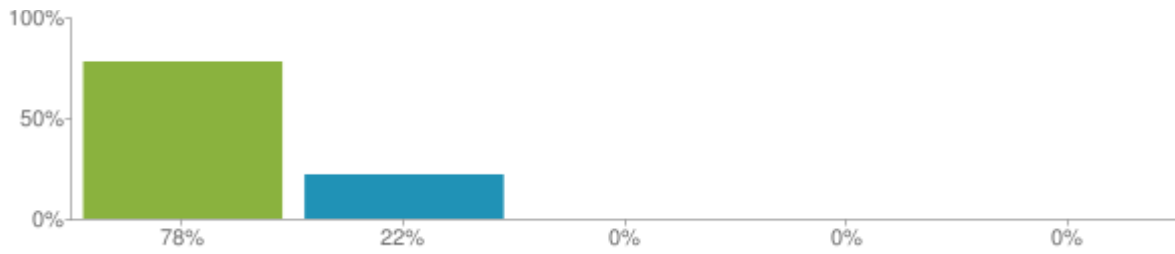
2. My child feels safe at this school



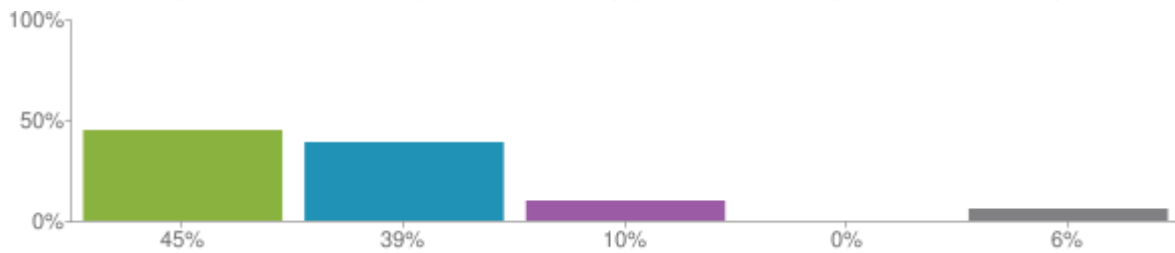
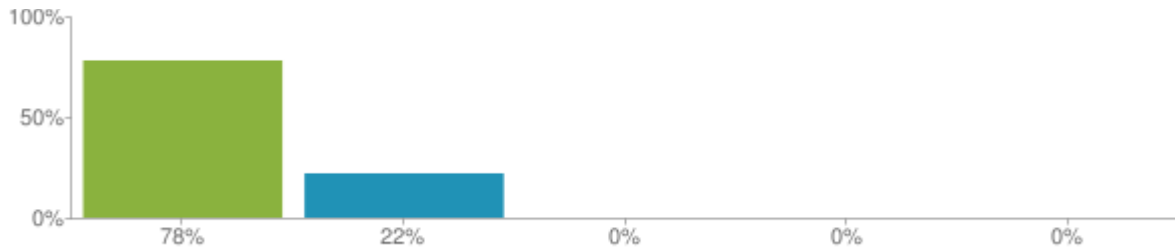
3. My child makes good progress at this school



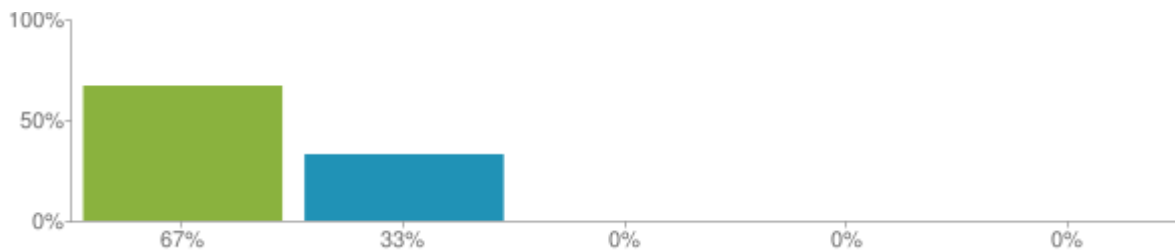
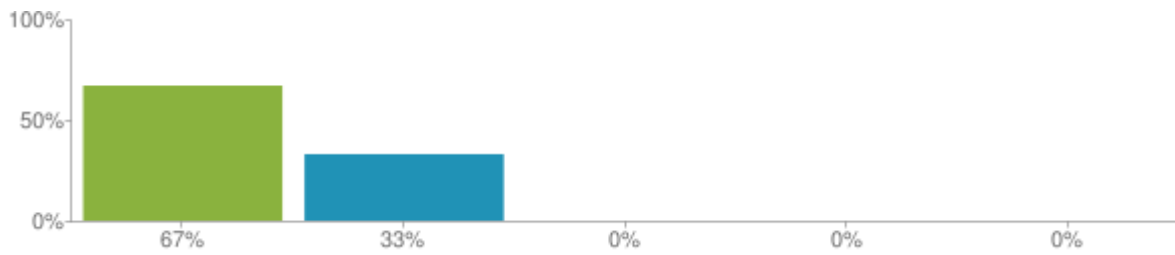
4. My child is well looked after at this school



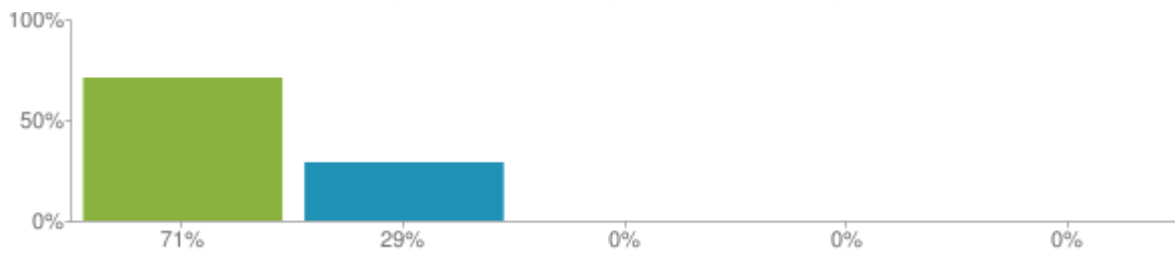
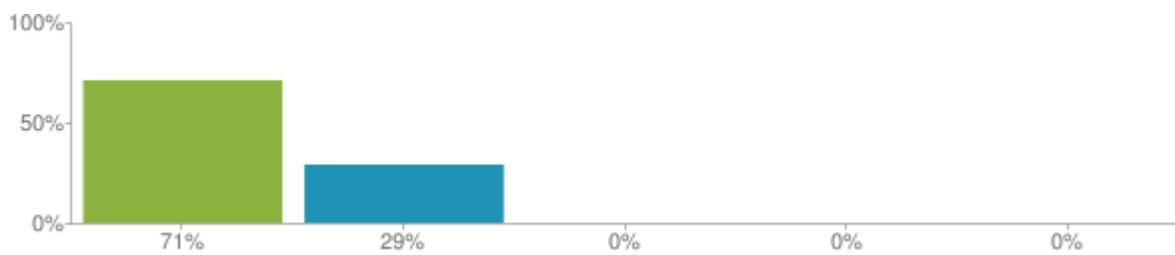
5. My child is taught well at this school



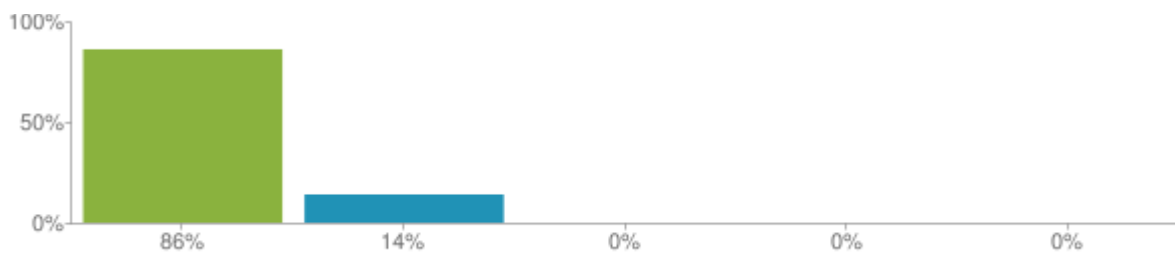
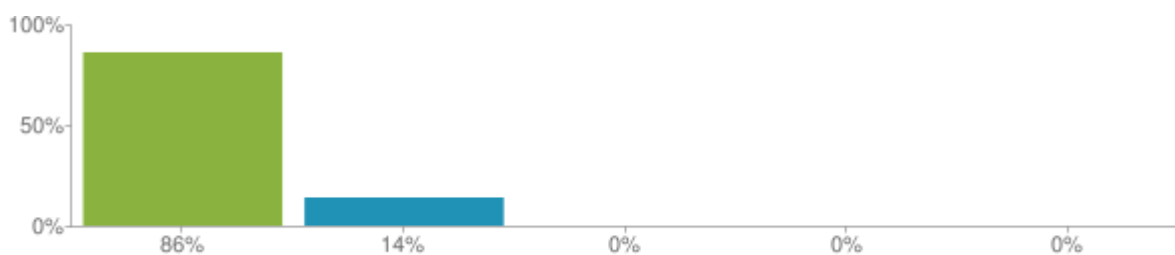
7. This school makes sure its pupils are well behaved



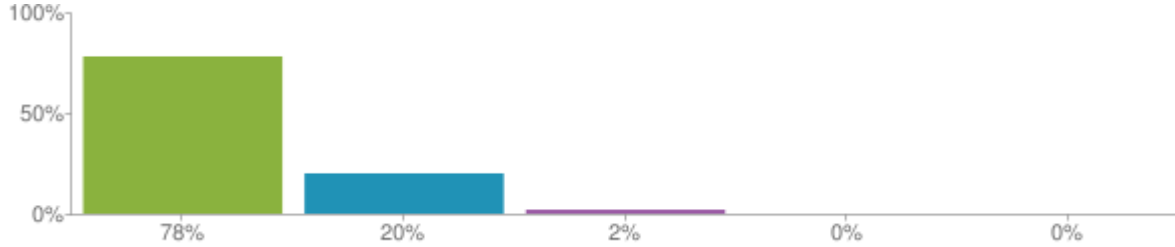
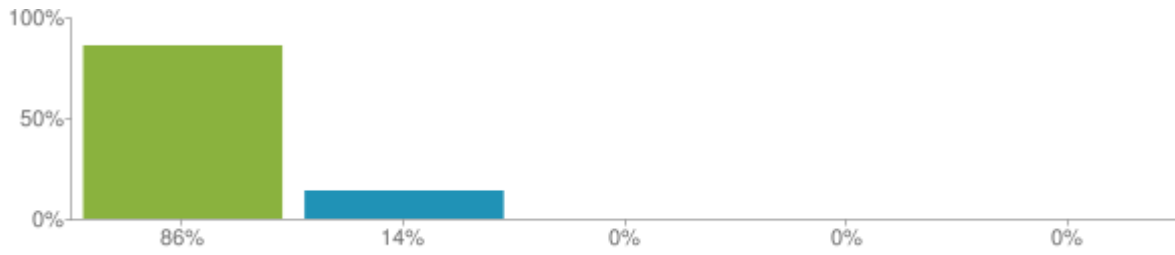
8. This school deals effectively with bullying



9. This school is well led and managed



10. This school responds well to any concerns I raise



12. Would you recommend this school to another parent?



Exclusions

A separate exclusion report demonstrates how exclusions have decreased significantly in comparison with the previous Summer term. The number of students involved in exclusions has reduced by 61% when comparing Summer 2015 to Summer 2016. Exclusions have reduced by 83% from Summer 2015 to Summer 2016. The number of sessions has reduced by 43%.

Overall Batchwood is outstanding in the area of 'Personal Development, Behaviour and Welfare'. The students want to be involved in school life and want to find positive ways of improving their behaviour and to have the confidence to take responsibility for their actions through the support and guidance of the dedicated team of staff who 'make every day count'. The impact of the strategies used and the positive relationships of all key stakeholders to develop positive outcomes in the 'Personal Development, Behaviour and Welfare' of the students is clear to see from the above data in the report.