



Batchwood School

make every day count

Summary of School Self Evaluation

September 2016

Section 1 – School Context

Before going into more detail about specific school context it is important to understand the school in the ever changing wider educational picture.

It is key to note that within SEN Code of Practice - Behaviour Emotional and Social Difficulties (SEBD) has been replaced by a new term Social Emotional and Mental Health (SEMH). This is with a view of considering the behaviour “message” of underlying and unmet issues.

Also within the Ofsted framework, this requires schools to provide evidence to demonstrate effective practice and the impact of improvement strategies with regards to behaviour issues. As a result there is a greater emphasis on the relationship between behaviour and safety for all students and staff within inspections.

As a result the SEF will reflect how the school:

- considers the issue of SEMH in terms of the new SEN code of practice and what this means in terms of learning, behaviour and socialisation for the school and its students
- Discuss and evaluate achievement, progress, behaviour and safety within Ofsted guidelines whilst encompassing the SEN code of Practice.
- Discuss and evaluate the wide range of systems and strategies the school utilises in order to effectively lead and manage specific issues and situations.

2. Demographic profile of the school and student characteristics

- Batchwood is a Hertfordshire maintained Community Secondary Special School for children with Social, Emotional, Mental Health difficulties.
- Batchwood is one of four such secondary schools in the county - However it is the only SEMH school that is mixed, the other three catering only for boys.
- The school is situated in St Albans - However the school population is drawn from across the whole of Hertfordshire and as such represents the full range of socio-economic and cultural backgrounds found within the borough.
- Families are in general supportive of their children and the school with the overwhelming majority stating that the school is making a marked difference to their child's educational and social well-being As most students travel to and from school on arranged transport, making regular face to face contact with parents is a challenge. The school works very hard to address this by arranging visits by parents to the school and consistently achieves a very high satisfaction outcome in our parental survey and parent view scores. We continue to review and improve our systems in order to ensure that our commitment to parent partnership is genuine and effective.

3. School Context

- All pupils at Batchwood hold statements of EHCP's for SEMH.
- The majority of pupils have significant secondary special educational need such as those listed on page 6 of RAISEonline.
- **These significant other needs are of extreme importance when it comes to measuring the progress made by students.**

<i>Key Stage</i>	<i>Number In Group</i>	<i>Number with significant other need</i>	<i>% with other significant other need</i>
<i>KS 3</i>	<i>41</i>	<i>34</i>	<i>82%</i>
<i>KS 4</i>	<i>29</i>	<i>26</i>	<i>90%</i>
<i>Total</i>	<i>70</i>	<i>60</i>	<i>86%</i>

Profile of Student Needs at Batchwood School

All Students are subject to an Educational Health Care Plan and have been placed at the school following a local authority assessment. At present, the school can cater for up to 70 students between the ages of 11 and 16 years (from Year 7 through to Year 11).

Special Educational Needs Distribution	
Specific Needs	Percentage of Students
SEMH	100%
ADHD	33%
Attachment Disorder	1.5%
Autism Spectrum Disorder	25%
Casual Admissions	19.5%
Conduct Disorder	1.5%
CLA	9%
Executive Functioning Skills	1.5%
General Learning Difficulties	4.5%
Hearing Impairment	3%
Mental Health	19.5%
Moderate Learning Difficulties	1.5%
Oppositional Defiance Disorder	7.5%
Phonics Phases	6%
School Attendance	19.5%
Specific Learning Difficulties	4.5%
Speech Language and Communication needs	19.5%
Students who have attended 4 schools	28%
Students who have attended 4 or more schools	22%
Tourette's Syndrome	3.0%

4. Distinctive Features

- The school is part of the Alban Teaching School's Alliance.
- The school has strong links with Oaklands College and is at the forefront of the SEND pathfinder project leading the way throughout Hertfordshire
- The school is known within the County as being able to deal effectively with the most challenging students and has taken on to its roll four students who were not able to cope at other SEMH schools within the County.
- The school is an active partner with an influential alliance of schools as part of the Hertfordshire's remit "Developing Special Provision Locally" (DSPL).
- The school provides outreach support to a significant number of other schools locally in terms of mental health and associated behaviours.
- Batchwood holds a number of external accreditations, covering the full range of activity: – including; The Inclusion Quality Mark "Centre of Excellence"; The Healthy Schools Award.
 - The school has been designated a Leading Edge School

5. Staff and staffing profile including leadership structure

- The Senior Leadership includes the Head teacher, Deputy and a Head of Care.
- Members of the leadership team have responsibility for specific key areas of the school's functioning.
- The school has a range of staff and well as a large number of volunteers and mentors who work in an integrated way to support all students so that they are able to achieve to their potential.
 - Two Part time Counsellors.
 - A psychiatric nurse is employed to work with students and families.

Staffing breakdown

Batchwood Staff	Total	Number of Full Time Staff	Number of Part Time Staff
Senior Leaders	3	3	
Middle Leaders	3	3	
Qualified Teachers (including Senior and Middle Leaders)	20	20	
Unqualified Teachers	2	2	
Schools direct ITTs	3	3* (All training)	
Teaching Assistants	16	8	8
Behaviour co-ordinator	1	1	
Admin Staff	4	2	2
Totals	41	31	10

Batchwood additional staff	Total	Number of Full Time Contractors	Number of Part Time
Forest schools and outdoors survival expert/tutor	1		1
Reception Duties - Friday	1		1
Psychiatric Nurse	1		1
Counsellors	2		2
HCC Catering Staff	2	1	1
Contracted Hair and Beauty	1		1
Youth Connexions worker	1		1
Data and Exams Manager	1		1
Totals	10	1	9

6. Structural changes and deployment of resources

All classrooms (excluding Food Tech and Art) are equipped with interactive whiteboards, and at least three computer systems which have recently been upgraded. These are effectively used to promote learning. In addition to developing the facilities within each classroom, the school has developed a range of provision in order to support learning and to encourage generalisation of skills. These facilities include:

- Targeted mentoring and 1:1 lessons for a number of students focusing on the key skills of Literacy and Numeracy;
- an ICT room (although all classrooms have access to ICT equipment and facilities);
 - The 'Phoenix Centres' used to allow students that are struggling with their learning a chance and space to refocus re engage;
- Fully equip D+T and Food Tech facilities;
- Garden areas: Poly tunnel and raised beds for plants and vegetables

- a (Seasonal) vegetable garden;
- a cleared area of woodland to carry out Learning Outside the Classroom and Bushcraft
- A fully equip Music Tech Studio.
- A Hairdressing Salon.
- Two minibuses, (Used for Community Based Learning, Forest School, Sporting Events etc.)
 - The school has an on-site kitchen providing a range of healthy hot meals at lunch time, as well as, being used for breakfast club provided by the school.
 - Purpose built medieval Roundhouse which is used for year round Forest Schools sessions, now an integral part of the curriculum.

As a result of highly effective planning and resource selection, which caters for a range of learning styles, individual and cohort achievement and progress is outstanding.

7. Partnerships

Additionally, the school has links with a number of alternative providers, local Colleges and schools. These links enable students to follow courses of study that best meet their needs and talents. Examples include:

- Outdoor Learning and Bushcraft.
 - Joint curriculum with Oakland's College as part of SEND pathfinder. From Year 7 students attend taster sessions with older students attending college weekly in order to gain qualifications in construction, catering, animal care, plumbing etc.
- The walled garden at Luton Hoo where a group of students are studying for a Btec in Horticulture
- C&G plastering
- Building Zone; BTEC in Construction
- Challenger Troop CIC
- Mechanics City and Guilds qualification at Falconer

Page 5 in the DfE guidance on progress 8 measures states:

“Schools should continue to focus on which qualifications are most suitable for individual pupils, as the grades pupils achieve will help them reach their goals for the next stage of their education or training.”

Specific Partnerships that have been developed since the last period of inspection include:

Batchwood/Oaklands Partnership SEND Project

The focus of this project is supporting the post-16 transition of Batchwood students into a college environment. It aims to address historical problems with vulnerable students frequently dropping out of college and arriving back at the school seeking support. Batchwood is working with Oakland's College to establish processes that will support students to feel confident within a college setting, to select an appropriate course with a clear progression route that meets their needs and aspirations and to stay on programme so that they can achieve.

Areas of focus include:

- Exploring more formalised phased transfer to college
- Systems that need to be put in place to provide pastoral care post-16
- Developing a structured progression plan from Years 7-11 and post 16
- Joint staff training and awareness of student need and vulnerability

The Alban Federation

The school is Part of the Alban Federation and has two more trainee teachers undertaking their ITT through the Federation commencing Sept 2016. The previous two trainees graduated in July 2016 with a grading of "Outstanding" and both continue to be employed at the school and are flourishing.

Heathlands Special School

Senior leaders across the two schools are working together to produce an innovative system to assess students after "life without levels".

St Luke's Special School

Governors and head teachers from these two schools have met to discuss ways of partnership working. Already, a student from St Luke's school attends the hairdressing provision at Batchwood.

Mainstream and Special School Links

Close links with both mainstream and special schools for CPD and the curriculum remain strong and a core focus of development including benchmarking and shared CPD.

STEP

Links continue to be made with STEP, the RE curriculum has changed to include whole days to include visits to a range of religious sites. STEP are aiding the school with the organisation of this. STEP also deliver assembly once every two weeks.

FAB

Friends at Batchwood continue to be an invaluable support to the school. Monies raised have aided students in numerous ways for trips both residential and day trips.

8. Key Priorities for 2016-17

Our Key priorities for this year are: Curriculum and Assessment

- To rationalise planning processes in support of effective learning and teaching and the development of "Leaders of learning" across all departments.
- To be at the leading edge across Hertfordshire in terms of developing a new system of measuring progress so the school is fully prepared to track students as of 2016 ("Life without levels")
- Implement key curriculum changes in line with NC guidelines so that the school continues to offer appropriate qualifications for all students (Progress 8, Btec vocational, Entry level)
- To raise attainment levels in English and Maths securing higher GCSE grades in year 11
- To review literacy and numeracy across the curriculum and the impacts this is having on overall achievement
- A curriculum in place that reflects the needs of all students
- The continued development of the "Outdoor curriculum"
- To rethink the way home learning is used across the school.

Teaching and Learning

- Further enhancement of Learning and Teaching at Batchwood School through effective CPD and use of external expertise
- The development of "Leaders of learning" across all departments at all levels.
- Continue the drive to support and develop outstanding teaching and progress across all areas of the school.
- Ensure extended writing is taking place across all departments in order to aid English and literacy levels.
- Development of new curriculums incorporating ways to measure progress post levels
- Commitment to providing outstanding support and training for our ITT trainees and NQT teachers in conjunction and as part of the Alban Teaching Alliance.

Personal development behaviour and welfare.

In addition, in Kate Cairns' research, 'Working with Trauma', she addresses the fact that traumatised students find it difficult to manage education due to the impact of unregulated stress on brain development and function. This applies to a significant number of the students at Batchwood who have experienced trauma. This is reinforced by a survey in the USA by Anda and Felitti and the impact of adverse childhood experiences and the consequences. Furthermore to the above information, the majority of students at Batchwood have attended three or more schools which has an impact on their learning.

To resolve the above issues – and to help schools to compare the achievement of students with learning difficulties – the DfE published the National Progression Guidance. This document uses a national data set, based on the outcomes of students with special educational needs, which enables schools to appropriately track, predict and compare student progress within the P Levels and National Curriculum levels.

Therefore, it is generally accepted amongst professionals that, where the majority of students are working at low levels at Key Stage 3 and 4, it is more appropriate and reliable to use the National Progression Guidance to inform and guide judgements.

In all year groups at Batchwood, there is a significant difference in the APS score of students who come to Batchwood compared with the National APS.

The data is therefore of little value in helping the governing body to establish the impact that teaching and provision has on students' learning. Equally, although it appears that the value added outcomes for Batchwood are generally below average, this is because the analysis again uses mainstream norms as the baseline for comparison. Given the SEMH difficulties as well as other SEN needs and the number of schools attended by all of the students at Batchwood which has impeded their progress and attitude to learning, (Kate Cairns work on trauma will verify this), the tables provide little of value for governors to use. Case studies produced by staff at the school show progress students have made despite their difficulties.

It is therefore far more appropriate for a special school such as Batchwood to use the national Progression Guidance and FFT SE25 data to measure and evaluate progress, because the data set contains the achievement outcomes from a very large data set of similar students.

To ensure that long term targets are challenging, the SE25D target is used from FFT on the students' termly trackers to monitor progress along with the target set by the teacher in discussion with the student. The long term target is then divided by 3 years to get the estimated and expected annual progress.

The Governing Body therefore determines that, year on year, a challenging target for the majority of the students at Batchwood is to make at least or above two sub levels of progress per annum, because this would ensure students are making progress in line with the upper quartile of the National Progression Guidance 2010-2011.

Where there is a percentage of students achieving below 2 sub-levels, other environmental factors should be taken into account (such as size of cohort; impact of social and emotional issues, number of schools attended, additional SEN needs, if they joined the school late in the KS3 or KS4 whether KS1-2 expected progress was met and in addition, Kate Cairns' study on 'Understanding Trauma' and its impact on progress.

Following advice from HMI, the main focus of this self-evaluation on student progress in the core curriculum (although the Batchwood student individual termly trackers provide data in relation to achievement and progress in all National Curriculum subjects).

In order to be sure that student achievement can be compared with other schools nationally, we use both the latest National Strategies Progression Guidance 2010-2011 and FFT SE 25D to make judgements about student progress and achievement year on year and over time.

Since 2009 Batchwood has evolved its system of assessment, data collection and recording. In order to show real

As a school Batchwood has adopted a range of rigorous moderation procedures to ensure consistency and reliability in our assessments and judgements. We also moderate with teachers from mainstream schools and other special schools such as Heathlands and St Luke's

Year 11:

GCSE Headline figures

- The proportion of students achieving 5A*-C is somewhat down on previous years (0% compared with 7% in 2015)
- The proportion of students achieving 5A*-G is significantly down on previous years (31% compared with 71% in 2015)
- The proportion of students achieving 1A*-C is significantly down on previous years (50% compared with 71% in 2015)
- The proportion of students achieving 1A*-G is unchanged from previous years (100% compared with 100% in 2015)
- The proportion of students achieving at least a level 1 qualification in English and Maths is unchanged from previous years (100% compared with 100% in 2015)
- The average points score per student is significantly down on previous years (91.62 compared with 229.78 in 2015)

Context

Student exam results in 2016 cannot be compared to other year's results as performance measures have changed. Qualifications that were included as part of the figures (please see the APS above) are no longer included. At Batchwood School we think it is best for students if we tailor our curriculum to meet best the needs of our students. We compare our results with national benchmarks, but it is always the students' needs that is the driver in making our decisions about the curriculum and exam entries.

It is also important to remember that our students' starting points at Key Stage 2 are well below the national average. This year's cohort of Year 11 students have a Key Stage 2 APS of 19.25 (National Curriculum level of a 3C) compared to a national average of 27.6 (national curriculum level of a 4B). This means that our students come to our school with a Key Stage 2 score which is 4 sub levels lower than the national average, however we still have our performance compared to mainstream schools. Lower results were anticipated for this cohort due to their complex and severe needs.

Students with Free School Meals (FSM) achieved slightly above their peers. (Equivalent in the measures of 1A*-C and 1A*-G but achieving 50% compared with 37% for 5A*-G)

Looked after children achieved slightly above their peers. (Equivalent in the measures of 1A*-C and 1A*-G but achieving 50% compared with 37% for 5A*-G)

Female students achieved above their male peers. (60% 5A*-G for girls compared with 0% for boys. 80% 1A*-C for girls compared with 0% for boys).

Student by student case studies have been generated to evidence the progress that our students make despite significant barriers to learning.

Year 10:

English Baseline

90% of Students made expected progress from their baseline to their Summer Assessment in Year 10. 63% of students made 2 or more levels progress.

English Key Stage 2

70% of Students made expected progress from their Key Stage 2 result to their Summer Assessment in Year 10 with 30% of students making 2 or more levels of Progress.

English Reading Baseline

75% of Students have made expected progress and 25% have made between 1 and 2 levels progress. It is interesting to note that only 50% of this cohort made expected progress from Key Stage 1 to Key Stage 2 in Reading tests so more progression has been made while at Batchwood.

English Reading Key Stage 2

55% of students made progress from their Key Stage 2 reading results to their Year 10 Summer Assessment.

English Writing Baseline

50% of students made progress from their Writing baseline to the current Year 10 Summer Assessment.

English Writing Key Stage 2

English Writing showed remarkable progress at 80% with 35% of students making 2 or more levels of progress.

Again, only 63% of these students made expected progress at Primary School so progress at Batchwood school has been good.

Maths Baseline

91% of students made progress from their Baseline to their Summer Assessment in Year 10.

50% of students made 2 or more levels of progress.

Maths Key Stage 2

70% of students made expected progress from Key Stage 2 in Maths with 10% making 2 or more levels progress.

The percentage for students making expected progress at primary school in Maths is interestingly the same as English Writing at 63%.

Vulnerable groups make very good progress at Batchwood school. Students who are looked after do exceptionally well when compared to their Non CLA counterparts. We are constantly reviewing and analysing vulnerable gaps at school to close any attainment gaps.

Free School Meal students made more progress than non FSM students in Maths from their baseline.

Casual Admission Students have an impact on our figures. Sometimes students are admitted quite late to the school and this has an effect on attainment.

FSM students make better progress from their Maths baseline than non FSM students.

CLA make more progress in KS2 Maths than non CLA students.

Year 9

English

61% of Students made expected or more than expected progress.

Two Students made more than exceptional progress from their baseline in English to their Teacher Assessment in Year 9 with 18 and 14 points progress made. 18 points progress equates to 3 whole levels. This is rarely seen even at a mainstream school and what is even more remarkable is that this student is a casual admission student

88% of Students made expected or more than expected progress in English Reading from their first assessment in year 7 to the Summer Term of Year 9.

55% of Students made expected or more than expected progress from their first assessment in Speaking and Listening in Year 7 to the Summer term in Year 9.

66% of Students made expected or more than expected progress from their first assessment in Writing in Year 7 to the Summer term in Year 9

33% of Students made 2 levels of progress.

Overall in English 66% of Students made expected or more than expected progress in English Overall. There were not any students who failed to make less than 1 level when graded overall in English.

Mathematics

66% of Students made expected or more than expected progress from their baseline in Maths to the Year 9 Summer term.

61% of Students made expected or more than expected progress from their first assessment in Maths in Year 7 to their last assessment in the Summer of Year 9.

Free School Meal students made more progress than non FSM students in Reading and Writing.

100% of Casual Admission and Pupil Premium Students made progress in Reading.

Casual Admission Students also made more progress in Speaking and Listening than their non casual counterparts.

Free school meal and Pupil Premium students made excellent progress in Writing when compared to their counterparts.

FSM students make better progress from their Maths baseline than non FSM students.

Year 8

Year 8 Progress in English and Maths from students' baseline

Students made excellent progress in English and Maths from their baseline assessments to the end of Year 8. 45% of English students were above the required 1.33 of a level.

Progress in English and Maths from Key Stage 2 Test Results

Again students made excellent progress in English and Maths from their Key Stage 2 results.

Vulnerable Groups Progress – Closing the Gaps

The chart below shows students who are making expected progress (1.33 of a level) by their vulnerable groups. The DFE is dedicated to closing the gaps between disadvantaged students (pupil premium) and non disadvantaged students nationally. At Batchwood school we are also looking to close these gaps and monitor our vulnerable groups at every data collection.

- Pupil Premium Students do better in English from their baselines and Maths from KS2 than non pupil premium students which is a positive step in closing the attainment gaps.
- Free School Meal Students do better than non FSM students in Maths from KS2 results which is against the national trend.
- CLA students are making excellent progress with 100% making progress in English from their base and Key Stage 2, 100% from their base in Maths and 50% from their KS2 result in Maths.
- The effect of casual admission students is shown above. *The DFE have stated this year that nothing affects results as much as numerous school moves and this year nationally mobility has had a serious effect on results.* We can see that progress is especially slower in English than in Maths for our year 8 students. ***This proves that students are more likely to progress well the longer they are at our school.***

Year 7

88% of our year 7 cohort are pupil premium which is a very high percentage. Nationally these students are less likely to make progress between any key stages when compared to non pupil premium students.

Progress in English and Maths from students baseline

Progress in English and Maths from Key Stage 2 Test Results

Vulnerable Groups Progress – Closing the Gaps

The chart below shows students who are making expected progress (0.66 of a level) by their vulnerable groups.

- The DfE is dedicated to closing the gaps between disadvantaged and non-disadvantaged students nationally. At Batchwood are also looking to close these gaps and monitor our vulnerable groups at every data collection.
- We can see that our Pupil Premium students are making more levels of expected progress than their non Pupil premium counterparts. Pupil Premium students do not perform better at any Key Stage than non pp students. According to 2016 RAISE ONLINE data, Progress 8 is lower for disadvantaged students and at Key Stage 2 in 2016, the average reading score for all students was 47; for pupil premium the score was 34; for fsm students it was 33 and for CLA students just 2. Also we need to take into account that Low Prior attainment is also a factor for our school. We only have one student in year 7 with a level 4A (please see the first table above).
- We can also see that our CLA student in making excellent progress in English.
- Free School Meal students are doing very well in Maths. Nationally in 2016 28.9% of students were eligible for Free School meals compared to 50% of this cohort.

To put this data into context, we are seeing that vulnerable groups (of which we have a high percentage) are doing very well at Batchwood school which goes against national trend

3 year Exams Analysis

	2013	2014	2015	2016 All Students	2016 Attendees
% Achieving 5 +A*-C	12.50%	40.00%	7.00%	0%	0%
% Achieving 5 +A*-G	81.25%	100.00%	71.00%	23%	37%
% Achieving 1 +A*-C	81.25%	100.00%	71.00%	31%	50%
% Achieving 1 +A*-G	87.50%	100.00%	100.00%	69%	100%
% Achieving at least a level 1 in functional skills En and Maths	75.00%	100.00%	100.00%	77%	100%
APS per Student	250.17	354.77	229.78	64.08	91.62
Total number of Exam Entries	124	132	140	100	100

Context

Student exam results in 2016 cannot be compared to other year's results as performance measures have changed. Qualifications that were included as part of the figures (please see the APS above) are no longer included. At

Batchwood School we think it is fairer for students if we tailor our curriculum to meet the needs of students rather than picking qualifications that attract "points" for DFE measures.

It is also important to remember that our Students starting points at Key Stage 2 are well below the national average. This years cohort of Year 11 students have a Key Stage 2 APS of 19.25 (National Curriculum level of a 3C) compared to a national average of 27.6 (national curriculum level of a 4B). This means that our students come to our school with a Key Stage 2 score which is 4 sub levels lower than the national average, however we still have our performance compared to mainstream schools.

New Performance Measures for 2016

From 2016 DFE Performance measures have changed. Two headline measures were introduced named Performance and Attainment 8 measures. Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment.

Batchwood School is exempt from the national floor standard for measuring Performance 8, however our Performance Score is still published.

Our Progress 8 for all students was -2.25 and for attending pupils only -1.87.

Bar chart to show the percentage of students achieving A*-C and A*-G

Bar chart to show the percentage of students achieving A*-C and A*-G by Groups

Overall Achievement:

- We consider Students overall progress and achievement at Batchwood to be Good.
- Almost all pupils make good progress from their starting points in most subjects.
- The vast majority of our pupils make progress at least as well as all similar pupils nationally given their starting points.
- Comparison of **progress** in the last 3 years in KS3 and KS4 indicates that progress is on an upward trend despite the dip actual achievement (Mainly due to significantly lower starting points upon entering the school)
- Some pupils' attainment profiles may be uneven across subjects and may also be affected by additional SEN needs and external factors.
- There are a significant number of students each year who join the school late, a number of these have received limited Educational input for a significant period of time before joining the school. However their rates of progress within the school are good.
- The vast majority students carry on with their educational studies or find suitable employment upon leaving school.

Section 3 – Quality of Teaching

Teaching - Summary

Teaching is outstanding because of the impact that high quality training - coupled with an excellent monitoring process - has on developing the skills of a motivated and professional workforce.

The school has utilised links made through County and with other schools within the area in order to bring in a wide range of external expertise examples of this have included:

- Ongoing CPD (AfL, effective questioning, use of plenaries, Phonics, target setting, setting and judging effective outcomes etc.)
 - Benchmarking visits (Whole school and departmental)
 - Moderating with visits to other schools (Mainstream, Junior and Special)
 - External advisory led Learning Walks and Lesson Observations.

Judgements are secured by a robust monitoring system that utilises Lesson Observations, learning Walks, Work Scrutiny and Progress Meetings to triangulate outcomes.

The school has put in place a series of external monitoring processes to challenge and validate these judgements. A range of external experts at various times of the year have visited Batchwood to monitor and assess the standards of teaching and learning and to compare and validate the judgements made by the school's Head and Deputy. The school is therefore confident that the judgement of outstanding is both accurate and robust.

The school's most recent Ofsted inspection in March 2014 also rated the standards of teaching and learning as Outstanding.

Summary of Outcomes over time

Since the 2012 inspection the quality of teaching and learning has significantly improved. Improvement in standards has continued post the 2014 inspection that graded the school as Outstanding.

These improvements are as a result of the targeted in-house CPD running alongside excellent training undertaken by a number of teachers externally.

Teaching standards over the past 4 years.

All Subject Areas:

Year	Inadequate %	Requires improvement %	Good %	Outstanding %
2011/12	9.5%	28.5%	62%	0%
2012/13	0%	34%	58%	8%
2013/14	0%	3%	70%	27%
2014/15	0%	3%	37%	60%
2015/16	0%	15% (2)	62% (8)	23% (2)

Teaching and learning in English and Maths

English

Maths

Year	Inadequate %	Requires improvement %	Good %	Outstanding %
2011/12	0%	33%	67%	0%
2012/13	0%	33%	67%	0%
2013/14	0%	0%	67%	33%
2014/15	0%	0%	50%	50%
2015/16	0%	0%	100%	0%

- From the tables above, it can be seen that the standard of teaching in English and Maths has improved and, as a result of this, student progress is being accelerated in comparison to the national trend.
- In both English and Maths 100% of the 10 observed lessons this academic year have been judged as good or outstanding.

In line with Ofsted practice, the school has ceased to award grades to teachers for individual lessons. Instead, the focus is on a formative process that will enable teachers to improve their practice. Senior staff at the school use lesson observations together with other evaluation activities to build up a picture of each teacher's performance over time.

What Ofsted had to say about the schools standards of teaching and learning

The quality of teaching is judged to be Outstanding (April 2014):

1 The well-established and rigorous checking by senior staff, and on occasions the local authority and external consultants, have been central to the consistent rise in teaching standards since the previous inspection. High levels of focused training and support for staff have accompanied this and, as a result, teaching is always at least good with much that is outstanding. This has had a significant impact on the students' excellent progress.

1 Highly effective teamwork is a feature of the school and the relationship between the staff and students provides the platform for outstanding learning. All staff have a very deep understanding of each student's individual needs and barriers to learning, and they work seamlessly together to address these. There is a real feeling of mutual respect and regard for each other.

1 The school provides an exceptionally secure, friendly and safe environment for highly purposeful learning to take place. Classrooms are well organised and high quality displays celebrate students' achievement as well as being used to support their learning.

1 Teachers have very good subject knowledge and students are always exposed to the correct subject language and to clear explanations. This results in students acquiring strong subject knowledge.

1 All learners make rapid progress and achieve excellent learning gains as a result of teachers' skilled use of assessment information and effective questioning. Work is not too easy or too difficult. There are always extension tasks for those who complete tasks early but equally there is effective support for those who need extra help to succeed.

Training and Teaching

The outstanding teaching standards at Batchwood School, which results in outstanding achievement and progress is underpinned by the schools commitment to high quality in-service training.

CPD for all staff has focused upon the need for the development of effective planning based upon prior knowledge of individual students as well as the development of clear learning outcomes that focus on progress in terms of learning and not the completion of tasks. In addition, engaging students in using 'Batchwood's snail' of Bloom's taxonomy of questioning and the development of effective feedback to the student, alongside effective plenaries to ensure progress is being made by all students in each lesson.

How well teaching promotes positive personal development, behaviour and welfare

Because of the high quality of teaching and pastoral support offered by the staff - coupled with an emphasis on meeting individual needs and celebrating achievement - the students enjoy coming to school and behaviour is good.

The school's approach to behaviour management is founded on the principle that:

- Positive behaviour change comes from the students experiencing real and valued success that is formally recognised, rewarded and celebrated.

Consequently, all staff strive to ensure that teaching challenges the students and is matched to their abilities and learning styles.

To support this, students have a range of success plans where appropriate. These, coupled with appropriate personalised support, ensure that all students are able to access learning tasks.

Positive behaviour is further supported by a whole school reward systems. Two members of staff are trainers in Herts STEP technique and the staff have received training on using Herts STEP techniques.

There has been no permanent - exclusions over the past five years.

Consequently, student behaviour is good - which, in turn, leads to good achievement and progress.

Summary of Outcomes:

In the context of the school circumstances and with regard to an element of teacher mobility and the outcomes of our pupils we consider teaching and learning to be Good.

This evaluation is supported by the improving trend of progress and achievement. Progress evidence shows that students make good or outstanding progress

- Since the 2014 Ofsted inspection (where the school was judge as outstanding) the quality of teaching and learning has continued to improve. Improvement has occurred as a result of the targeted in house CPD running alongside excellent training undertaken by a number of teachers externally. The cumulative figure for teaching for the 2014-15 academic year teaching has been judged as outstanding in 60% of lessons and at least good in 97% of lessons.
- The impact over time of this improvement in teaching standards can be seen reflected in the improvements made in terms of students achievements and progress.
- Teaching standards have improved across the core subjects and as a result the school has accelerated student progress in both English and Maths
- Evidence from lesson observations, drop-ins, learning walks and student progress meetings and moderation activities indicates that in the majority of cases:
 - Planning (short and medium term) is of a good quality, matching activities to needs, and based on an assessment of prior learning.
 - Teachers have high expectations and learners are becoming increasingly challenged.
 - Teachers have become better at personalising the learning for all students.
 - Teachers plan for the practice of independence skills within lessons.
 - Teaching staff and non-teaching staff are wholly committed to providing a high quality learning environment for all pupils.
 - Learning objectives and success criteria are used for every lesson and are reviewed frequently during the lesson and then again at the end of the lesson. This allows, where possible pupils to judge the success of their work, and understand how to improve their learning.
 - Communication in all forms and the teaching of literacy skills are core to all lessons
 - There is use of consistent and effective behaviour management strategies
 - Quality marking and feedback ensures that pupils make good progress and success is celebrated. Teaching staff employ the best features of assessment.

Leadership and Management of Teaching and learning

- Time is provided for subject teams to plan together, share expertise and monitor and evaluate their own and each other's teaching and learning outcomes. Time is also set aside to visit other schools so that teachers can observe and share good practice, as well as, benchmark and moderate work.
- The Staff continually update their subject knowledge and teaching skills through comprehensive CPD that has focused on the key aspects of teaching, along with the area identified in the last inspection report.
- CPD for all staff has focused upon the need for the development of effective planning based upon prior knowledge of individual students as well as the development of clear learning outcomes that focus on progress in terms of learning and not the completion of tasks. In addition, engaging students in using 'Batchwood's Snail' of Bloom's taxonomy of questioning and the development of effective feedback to the student, alongside effective plenaries to ensure progress is being made by all students in each lesson.
- Since April 2014 the school has also had a major drive on developing leaders of learning via CPD and across everyday school life. This has reaped significant reward with the deputy head now being recognised as a Lead Teacher of literacy and Phonics across Hertfordshire.
- Teacher appraisals link back to whole school objectives and individual teacher standards. The Leadership Team has identified (in partnership with individual teachers) specific areas of their own practice that need development linked to national standards and pay progression and set targets accordingly. There has been a whole school focus this year on developing leaders of learning (As identified during our most recent Ofsted march 2014). More experienced teachers are developing and leading the Outdoor Curriculum, developing the skills of trainee teachers as well as supervising the NQT teachers.
- The Leadership Team has developed a curriculum group whereby expertise from within can be utilised and further enhance current practice to personalise learning experiences for the individual students as well as support the new members of staff.
- Continued use of External Partners to aid progress and to validate outcomes. The school continues to work with a range of experts including:
 - Advisors for literacy, numeracy and AfL (Who have all carried out extensive CPD within the school) for all teachers and TA's.
 - Whole school moderation visits from
- Our linked Teaching School to report and guide on overall Teaching and Learning standards
- AfL advisor to monitor the impact (On teaching and learning) of the extensive package of CPD that was carried out with all staff.
- Monitoring visit (Looking at Teaching and Learning) from a local Special School Head, who is an experienced, serving Ofsted Inspector.
 - Continued visits from the schools HIP.
 - Inspections carried out by the Head with other Heads of SEMH schools

Throughout all of these stages, the Leadership Team continually hold teachers to account in terms of monitoring student progress towards their individualised targets. The SLT is rigorous in making sure students targets are challenging and that teachers are effectively intervening when progress is below expectation. Some of the ways this is achieved include:

- Observation feedback
- Progress meetings
- Department reviews
- Effective use of performance management targets.

The result of this has been a continued and consistent rise in students' standards since 2012.

Evidence:

Internal lesson observation records; work scrutiny; Assessment and tracking data; teachers planning; CPD programme and extensive external monitoring/ moderation.

Section 4 – Personal Development, Behaviour and Welfare

Overall judgement Outstanding 1 2 3 4



Key Performance indicators:

Attendance Figures 2015-2016

Group	Percentage Attendance	Authorised %	Non Authorised%
Whole School	91	8.74	2.73
White	88	9.2	2.8
British			
BME	91	6.42	3.2
FSM	87	10.1	3.8
CLA	90	8.3	2.0
Summer Born	91	7.9	1.7
Pupil			
Premium	88	9.1	3.0
Traveller	86	11.4	3.0
Male	89	9.3	3.0
Female	91	7.4	2.1

Please note that these figures do not include persistent non attenders.

Why Persistence absents have been removed from data.

There are a number of reasons why a small number of students who have been persistently absent from school during 2015/16 have been excluded from the figures for this report.

Most importantly the effect and distortion this can have on the overall picture is sizable and very significant when dealing with such a small whole school cohort size. Left in, these few students mask the fact that the vast majority of students attend regularly throughout the year. Added this there are very specific and often complex circumstances surrounding the reasons for non-attendance. Although this report cannot go into the specifics they include;

- Mental health issues
- Social/family issues
- Being asked by the LA to keep places open for students who needed to move away for a couple of months.
- Police involvement
- Extended Medical Illness and operations
- A significant number of students joining after year 7 (casual admissions) who at their previous schools had very poor attendance with a number being open to the AIO (Attendance Improvement Officer) of these many were only timetabled a few hours in school a week prior to starting at Batchwood.

As stated previously when dealing with a school which only has 70 on roll each student accounts for 1.43% of the overall population. It only takes a small number of students with complex issues to reduce the overall picture and give a distorted and untrue representation of attendance at the school.

For this reason I would strongly and adamantly argue that this reports gives a much fairer and more realistic picture of the schools attendance than the figures that are/will be published via Raiseon line.

Overall summary

Attendance is good and stands at 91% this academic year. This is in line with the national average.

Attendance is good because the students enjoy their time at school and the personalisation of the learning that takes place to suit the individual's needs and preferred learning styles.

There are no significant variations between some of the key groups (Pupil Premium, Gender) However CLA is **significantly** above the national average for CLA.

It is worth noting that casual admissions entering the school in years 9-11 have a detrimental effect on the overall attendance rate. However in terms of progress, students of all groups attend Batchwood more regularly than they did their previous schools/educational provision.

As a consequence of this enjoyment, student behaviour is very good. All absences are closely monitored and a formal evaluation with outcomes and trends reported termly to the governing body. Where necessary, tough action is taken to improve attendance – for example, by involving the AIO and/external agencies and families.

Attendance trips are organised to reward the students who regularly and consistently achieve the highest rates of attendance throughout the year.

Personal Development, Behaviour and Welfare

- The Personal development, Behaviour and Welfare of the students is good 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 work that they engage 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 a Centre of Excellence for Inclusion Quality Mark)
- 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 – including the behaviour support team, success plans, rewards through enrichment afternoons and trips. The school follows the Hertfordshire STEPs approach
 - All staff are trained in behaviour management via Herts STEPs approach and this training is regularly updated. Therefore staff are confident 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/role-play; 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 - and the school is regularly told that the students, when in the community, are very well behaved and a credit to Batchwood (for example, on visits to London museums, Religious places, a performance at the local theatre, at sports tournaments, lunches out to teach social skills at the Harvester).
 - 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 approximately between 10 clubs available each week - offering arts, crafts, sport, dance, gardening, Lego, music, GCSE revision, Maths and English club - and their impact on learning has been recognised and celebrated via the Inclusion Quality Mark. 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 commitment of the 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 achievement 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 as well as electronic gates and 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. Recently the school has further improved these facilities adding a dedicated Gold room for students to access and the revamping of the phoenix 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 Head of Care and pastoral team. The school ground have also had extensive work carried out with the introduction of a Poly tunnel, in situ table tennis tables being added to the quad and an area being designated for the medieval roundhouse to be built (to take place over the academic year involving students)
 - 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 incidents.

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 whole school report on (Personal development, behaviour and welfare) for more details
- The consistent use of risk assessments, behaviour plans and support from the SLT and the Phoenix Centre which is run by the behaviour coordinator and a skilled TA 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 Outstanding.

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 (see summary below, for full breakdown see Personal development, Behaviour and Welfare report)

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.

Batchwood has invested significant time and money in developing its environment so that the students' safety is secured. The school promotes a positive ethos in relation to behaviour, relationships and equal opportunities. As a result, students are able to feel secure and safe from bullying and racial incidents. Feedback from parents tells us that they feel the school offers a safe and secure environment for their children.

The high adult: student ratio at the school enables staff to immediately identify and appropriately deal with any issues. 100% of staff are trained in Hertfordshire STEPs 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. Due to the emphasis on using practical and kinaesthetic activities to deliver the curriculum, the students develop the necessary skills to demonstrate their understanding of the importance of adopting safe practices. This is supported and generalised through a wide variety of practical and leisure activities across the wider curriculum.

- *Procedures for Safeguarding at the school are rigorous.*
- *The Head of Care is the named person in school and there is one Governor with responsibility for safeguarding*

Summary data

- There have been 8 recorded racist, homophobic or bullying incidents in the last three years. We are currently in the process of gathering current data.
- The school has robust anti-bullying policies to ensure that students and staff are aware of and seek to reduce/eliminate bullying, harmful comments and exclusive behaviours.
- The school is in the process of renewing its Anti bullying accreditation which it has held for the past 3 years.

The most up to date views from parent view (2014-15 with a 22% return) show that.

- 100% of parents feel that the school keeps their children safe.
- 100% of parents believe that their child is well looked after.
- 100% of parents believe that their child is happy at school.
- 100% of parents believe that the school makes sure pupils are well behaved
- 100% of parents believe the school deals effectively with bullying.
- 100% of parents would **strongly** recommend the school to another parent.
- School works closely with parents to support them in dealing with challenging behaviour at home, providing training and strategies.

It is worth noting that when responses recorded on parent view are taken into account:

- 100% of parents agree that the school keeps their children safe with 74% strongly agreeing.
- 100% of parents agree that their child is well looked after with 79% strongly agreeing.
- 100% of parents agree that their happy at school with 79% strongly agreeing.
- 100% of parents agree that the school deals effectively with bullying with 70% strongly agreeing.
- 100% of parents would recommend the school to another parent.

Please see additional information about Parent View on page 10.

**Staff CPD for Social development, behaviour and welfare
Training has included:**

- All staff are Hertfordshire STEPs trained.
- Two members of staff are qualified trainers in use of Hertfordshire STEP behavioural management techniques.
- The school has a number of trained first aiders
- E-safety training- All staff
- Safeguarding level 1 – All staff
- Safeguarding level 2 and 3 – Head of Care, Head
- Safer Recruitment Training – Head and deputy
- Prevent training for the staff (all by December 2015)
- The school also values the support it receives from Educational Psychologists, School Nurse, CAMHs and speech and Language Therapists. This support helps teachers and teaching staff to feel confident with dealing with challenging behaviours.
- The school has employed the services of a Psychiatric nurse 1 day a week to work with identified students and families.

Evidence: Attendance file; Safeguarding Policy and other files related to health and safety and safeguarding, behaviour logs and data, parent view

Section 5 – Leadership and Management

Overall judgement Outstanding 1 ✓ 2 3 4

Leadership

We consider leadership and management to be outstanding because of the continuous drive from leaders, managers and governors to achieve excellence and the very best for our students in all aspects of their lives.

Batchwood school strategic Leadership model

Summary of Leadership & Management

Ofsted March 2014:

"High expectations and a strong ethos based on the achievement of each individual student now pervade every area of the school. The Head teacher is an exceptional leader and is highly committed to establishing a culture where the love of learning has real meaning and value to the students. All staff are totally committed to the school vision and work collaboratively to 'make every day count' "

- Leadership and Management is outstanding because every member of the school community from the Governing Body through to the kitchen and cleaning staff is committed to sustaining and improving high quality provision and learning opportunities for all students. The pursuit of excellence is paramount and, as a result, student achievement, behaviour and personal development are consistently improving.
 - The Head has been in post since September 2016, as has the deputy head teacher. The previous head retired in summer 2016 after having been in post for seven years. The head and deputy, together with other senior leaders, have a commitment to driving school improvement through a targeted focus on maximizing the effectiveness and impact of teaching and learning.
 - The school has an established, embedded and extensive process of monitoring and evaluation which underpins a robust programme of performance management and training for staff. Monitoring records and evaluation reports, are now readily available for analysis. As a result, the school is effective in securing an accurate analysis of its strengths, areas of improvements and
- development priorities and consequently the School Development Plan is targeted on need.

- Through the effective and well established Performance Management arrangements, all staff are encouraged and enabled to undertake continual professional training that is specifically focused on the needs of the students – for example, 3 members of the teaching staff undertook a course with the TSA which we are a part of to improve their teaching to outstanding (This aided the school in achieving an Outstanding grading for Teaching and Learning at its most recent Ofsted March 2014). In addition the school has undergone literacy training through the advisory service to ensure we understand phonics. There is a fundamental commitment to monitoring and training. This underpins all development projects and activities. The effectiveness of this approach can be seen in the consistently good progress and achievement of the students.

- Critiquing and supporting all monitoring and development is the Governing Body. Through their robust and challenging analysis of evaluation reports at meetings – and school visits -the Governing Body has established an accurate picture of the school and is able to use this

knowledge effectively to hold the leadership and management to account.

- The Governing Body has a firm commitment to succession planning. The school has very successfully trained and supported GTP, NQT and unqualified teachers. Batchwood is part of the TSA (Teaching School's Alliance) and has successfully delivered SEN training to the graduate trainees. Because of the quality of its mentoring and Performance Management procedures, many of these have chosen to stay at Batchwood in order to develop their skills further. In July 2014 Both of Batch wood's trainee teachers graduated from the TSA with a grading of Outstanding. Consequently, as staff have retired, the school has been able to call upon a pool of high quality personnel. In preparation for Leadership succession, all teachers are given opportunities to take on the coordination of school projects in order to develop their management skills. For example, for 2011, three teachers engaged in an accredited Middle Leaders' management course delivered by the National College. This includes one of our current Middle Leaders who began at Batchwood as a TA. In September 2016 3 staff were appointed to middle leadership posts to give the school greater leadership capacity in the areas of Teacher Training, Outdoor Learning and Special Needs.

- The Governing Body monitors the implementation of the budget effectively and therefore ensures that the school maintains financial stability. The innovative use of the Student Premium to part fund residential and day trips as well as 'Inclusion' provisions such as 1:1 Literacy sessions has ensured that all students make outstanding progress in relation to Literacy and Numeracy from their starting points.

- With an ethos of constantly developing the impact of the learning experience at Batchwood for the students, the governing body actively supports fund-raising and has supported the development of 'FAB' "Friends At Batch wood' which has raised funds for extra-curricular experiences for the students. It has also developed volunteer helpers who come to school on a regular basis to support particular students. For example, Alan Smith the ex Arsenal and England Footballer as well as Chris Ashton the Saracens and England rugby player come into school to mentor students in and out of the classroom environment.

- From a very low baseline, the students develop excellent personal and social skills. The school's ethos of recognising, rewarding and celebrating achievement is at the heart of this and has a marked impact on each student's self-esteem, behaviour and learning outcomes. This is supported by a programme of clubs, where students can transfer and extend their learning in a fun, activity based setting. Additionally, the students are able to engage with their mainstream and other

special school peers through the TSA and organised activities.

- The health, well-being and safety of the students are excellent and, as a result, attendance is never below 90% overall. Innovative methods are employed to include absent students in learning

- for example, the use of live maths, Sam Learning and staff visiting students at home to enable a student to continue to be part of the learning experience.

- There are frequent and regular opportunities for all students to engage in physical activities both formal and informal. These are highly successful – as evidenced by the extensive number of

awards and trophies earned by the football team – because of the high quality of provision and the

commitment of the school staff. Where students are reluctant, the school uses resources such as the gym and non-major sports to engage them

- Parental engagement and support is excellent, as evidenced by the consistently positive outcomes from the annual “Satisfaction Survey” carried out over the past four years (in addition to the more recent Ofsted ‘Parent View’ report which stated that 100% of parents who participated would recommend the school to others).

- A commitment to supported transition into College: the next stage of their education – is highly effective for both student and parent. Batchwood has developed a model with Oaklands that was presented at the AoC National Conference as part of the national SEND pathfinders. The school also responds quickly to issues or concerns raised by parents.
- Leadership and Management is outstanding because every member of the school community from the Governing Body through to the kitchen and cleaning staff is committed to sustaining and improving high quality provision and learning opportunities for all students. The pursuit of excellence is paramount and, as a result, student achievement, behaviour and personal development are consistently improving.
 - The school has actively embraced Ofsted’s recommendation and continues to develop leaders of learning at all levels across the school by making sure every teacher had targets within their appraisal that promoted and challenged this aim.
- The impact of the school’s ethos of ‘Making Every Day Count’ is well evidenced by the very positive relationships between staff, students and parents. Across the school, there is a sense of enjoyment and an atmosphere of endeavour and achievement.
 - The school has an established, embedded and extensive process of monitoring and evaluation which underpins a robust program of Performance Management and training for staff. Monitoring records and evaluation reports, are now readily available for analysis. As a result, the school is effective in securing an accurate analysis of its strengths, areas of improvements and development priorities and consequently the School Development Plan is targeted on need.
 - Through the effective and well established appraisal structures, all staff are encouraged and enabled to undertake continual professional training that is specifically focussed on the needs of the students, as well as promoting leadership in learning – for example, 3 members of the teaching staff undertook a course with the TSA which we are a part of to improve their teaching to outstanding (This aided the school in achieving an Outstanding grading for Teaching and Learning at its most recent Ofsted March 2014). In addition the school has undergone literacy training through the advisory service to ensure we understand phonics. There is a fundamental

commitment to monitoring and training. This underpins all development projects and activities. The effectiveness of this approach can be seen in the consistently good progress and achievement of the students. Indeed work complete a a result of this and other such training has in part lead to the Head of English becoming an advisory teacher for literacy and phonics across Hertfordshire.

- Critiquing and supporting all monitoring and development is the Governing Body. Through their robust and challenging analysis of evaluation reports at meetings – and school visits -the Governing Body has established an accurate picture of the school and is able to use this

knowledge effectively to hold the leadership and management to account.

- The Governing Body has a firm commitment to succession planning. The school has very successfully trained and supported GTP, NQT and unqualified teachers. Batchwood is part of the TSA (Teaching School’s Alliance) and has successfully delivered SEN training to the graduate trainees. Because of the quality of its mentoring and performance management procedures, many of these have chosen to stay at Batchwood in order to develop their skills further. In July 2015 both of Batch wood's trainee teachers (In English and Maths) graduated from the TSA with a grading of Outstanding. Consequently, as staff have retired, the school has been able to call upon a pool of high quality personnel. In preparation for Leadership succession, all teachers are given opportunities to take on the coordination of school projects in order to develop their leadership and management skills.
 - The Governing Body monitors the implementation of the budget effectively and therefore ensures that the school maintains financial stability. The innovative use of the Student Premium to part fund residential and day trips as well as ‘Inclusion’ provisions such as 1:1 Literacy, numerous and well-being sessions has ensured that all students make outstanding progress in relation to Literacy and Numeracy from their starting points.
 - With an ethos of constantly developing the impact of the learning experience at Batchwood for the students, the governing body actively supports fund-raising and has supported the development of ‘FAB’ "Friends At Batch wood’ which has raised funds for extra-curricular experiences for the students. It has also developed

volunteer helpers who come to school on a regular basis to support particular students. For example, Alan Smith the ex Arsenal and England Footballer as well as Chris Ashton the Saracens and England rugby player come into school to mentor students in and out of the classroom environment.

- From a very low and ever decreasing baseline, the students develop excellent personal and social skills. The school's ethos of recognising, rewarding and celebrating achievement is at the heart of this and has a marked impact on each student's self esteem, behaviour and learning outcomes. This is supported by a programme of clubs, where students can transfer and extend their learning in a fun, activity based setting. Additionally, the students are able to engage with their mainstream and other special school peers through the TSA and organised activities.
 - The health, well-being and safety of the students are excellent and, as a result, attendance is never below 90% overall. Innovative methods are employed to include absent students in learning
 - for example, the use of live maths, Sam Learning and staff visiting students at home to enable a student to continue to be part of the learning experience and use of robust external provision.
 - There are frequent and regular opportunities for all students to engage in physical activities both formal and informal. These are highly successful – as evidenced by the extensive number of awards and trophies earned by the football, netball and dodge ball teams – because of the high quality of provision and the commitment of the school staff. Where students are reluctant, the school uses resources such as the gym and non-major sports to engage them
 - Parental engagement and support is excellent, as evidenced by the consistently positive outcomes from the annual "Satisfaction Survey" carried out over the past four years (in addition to the more recent Ofsted 'Parent View' report which stated that 100% (in both 2013-14 and 2014-15) of parents who responded would recommend the school to others).
 - A commitment to supported transition into College: the next stage of their education – is highly effective for both student and parent. Batchwood has developed a model with Oaklands that was presented at the AoC National Conference as part of the national SEND pathfinders. The school also responds quickly to issues or concerns raised by parents and regularly holds meetings to help them to develop strategies for managing their child at home.
 - As part of DSPL we offer outreach support to mainstream schools, we have students from four mainstream schools doing a Btec in Hair and Beauty, they attend on a weekly basis from year 10.

We also have students from the hearing impaired school doing Design and Tech at Batch wood with their own teachers. We offer a transition programme where Year 6 students have been identified for transfer to Batchwood at Year 7. This involves the student attending lessons at Batch wood in order to make friends with students who will transfer to the same school.

- The school curriculum is focused on developing essential basic skills. Within this, a wide range of practical and experiential opportunities are provided in order to engage the students in learning and enable them to generalise their skills and knowledge into the local and wider community. For example, we have links with Luton Hoo Estate where a group of students undertake horticultural activities. In addition, we have links with Oakland's College from Year 7 where the students experience a 'taster day' each term. In year 10, they can choose to spend an afternoon there to gain a City and Guilds qualification in a choice of vocational courses. This prepares them for their 'next steps' when they leave Batchwood.

Monitoring

Ofsted March 2014:

"Systems for checking teaching and learning are very thorough and form part of effective arrangements for managing the personal and professional development of teachers and teaching assistants. All staff have access to high quality training which is linked to students' achievement, priorities identified in the school development plan and their own professional development. Any signs of deterioration in the quality of performance are quickly identified and immediately addressed with a bespoke package of support and challenge".

The development activities carried out by the school are an outcome of a detailed analysis of the data collected throughout the school year. Consequently, each project is directly linked to the monitoring and evaluation activities undertaken by all leaders at every level across the whole school.

A wide range of monitoring and evaluation activities take place each year - these include:

- student achievement and progress;
- teaching and learning;
- moderation of student work and teaching plans;
- parental satisfaction.

Formal reports on the outcomes of these evaluations are published and used to ensure that school improvement, performance management and staff development are closely targeted to need.

Additionally, external assessments and accreditations are incorporated into the monitoring cycle - including County Council Reviews and Quality Mark assessments. These include:

- Inclusion Quality Mark Centre of excellence (awarded 2015)
- Leading edge school (Status awarded 2015)
- Healthy Schools

Formal reports are written and distributed to stakeholders and targets for improvement are set accordingly. Consequently, the school and its stakeholders have an accurate picture of its strengths and development needs.

We have implemented a significant teaching and learning training programme in order to ensure that all teachers have the necessary skills to evaluate and improve their own teaching and its impact on the students' learning. Within this, teachers have taken part in bespoke training programme relating to developing literacy within the school as well as improving the quality of teaching. As a result, teachers have developed their ability to evaluate the strengths and development needs of their respective curriculum subject. At present the focus of the schools CPD continues to centre around developing "Leaders of learning" across the whole school at every level.

Governing Body

The Governors ensure that all of their work and energy is focused on the impact that teaching and learning has on student progress. They discuss teaching and learning and aspects such as Safeguarding and Child Protection with key personnel. Through this, they are fully involved and receive termly reports from key personnel about aspects of the school's work.

Additionally, governing body meetings take place each term with the SIC (School improvement committee) and Resources sub-committees meeting and reporting back at the Full Governing Body meetings.

Consequently, the governing body is well placed to discharge its responsibilities and act as a critical friend to the leadership team.

Summary points

- This is an ambitious school which aims to secure the best possible outcomes for every single student in its care. There is a clear focus on quality and student progress and achievement.
- The school improvement plan embodies this drive and ambition.
- The Headteacher provides a strong and clear vision and sets high expectations for staff and students alike. This includes a strong focus on raising standards in literacy and communication and numeracy.
- The vision for the school is communicated visually around the school. It permeates the school ethos and guides the staff team in all that they do.
- The Senior Leadership Team work closely with the Headteacher also driving the vision and ambition for the school and its pupils by an on-going commitment to the development of outstanding teaching and learning, based upon Teachers' Standards.
- There is an ongoing commitment to the development of outstanding teaching and learning - based upon National Teachers' Standards - and here is a strong focus on raising achievement of basic skills.

- All leaders have clearly allocated roles within the SLT and have a clear set of accountabilities for their delegated areas of responsibility.
- Appraisal procedures are linked to school improvement priorities well as to National Teacher's Standards.
- Strong and well embedded procedures for monitoring and evaluation means that the school evaluates strengths and areas for development systematically. This leads to an appropriate set of priorities for the school.
- The Governing Body provides both support and challenge for the school to improve on its previous best. .
- The curriculum provided is both creative and personalised to ensure that the needs of all students are full met through delivery of a diverse range of experiences.
- Parents' views are sought regularly.
- The school works effectively with a range of agencies that support student achievement.
- Cluster work is well developed and the local group of schools collaborate on a range of initiatives.

Section 6 – Summary of SMSC

The school provides a wealth of diverse and varied experiences for pupils in the area of SMSC. Evidence from observation and external judgement indicate that pupils make Outstanding progress in this area.

Spiritual

- Throughout the school, there is a strong commitment to respecting each other, tolerance and a curriculum and ethos that promotes self-esteem and respect for other people's feelings.
- RE lessons include visits to a range of religious buildings in order to support the experience and understanding of a range of faiths.
- Assemblies and lessons build on opportunities to engage pupils with different culture and faiths.
- On a regular basis "STEP" take assemblies focusing on specific spiritual content.
- Plenaries are used to assess student learning and to celebrate and reward achievement.
- Throughout the school and in the entrance way displays of students work are used to celebrate achievement and to promote SMSC

- Moral**
- Students are encouraged to take ownership of their own actions and behaviours and to accept the consequence both positive and negative of their actions.
 - Students take part in a wide range of charity events, learning the moral responsibility of helping those who are in the greatest need.
 - Relationships between Students and staff are a strength of the school

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".

- Staff model good behaviour through a language of positive expectation.
- Through these well-developed relationships as well as PCSHE and RE, Students across the school learn about the difference between right and wrong.
- Students are encouraged to be responsible for themselves and to take responsibilities for tasks around the school where possible.

Social

- Students are encouraged to learn how to become both independent and interdependent learners. Learning both the importance of effective relationships when working as a team, as well as, the importance of independent working.
- Students make a positive contribution to the school and wider community through their participation in activities with mainstream and special school peers
- A range of weekly enrichment activities allows students to develop relationships in a variety of setting, as well as, getting students interacting with other members of society.
- A range of offsite residential experiences offers more opportunities for independence and enjoyment and allows students to make a wide range of social interactions.

Cultural

- Students are keen to participate in a wide range of curriculum activities such as trips to theatres, workshop, live music, religious venues.
 - The global dimension is supported through starting a developing links.
- The School makes good use of museums and other culturally rich activities that are available in and around St Albans and within the London area
- Trips to Universal, The shard and other iconic sites continue to be a major part of the experience of our students. Many of whom had not visited such places until arriving at Batchwood.

Section 7 – Overall Effectiveness

Overall judgment **Good**

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2 ✓

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- The school continues to improve year upon year. This is due to the head and governors having a clear direction for further development and sustained improvement. As a result since being rated as outstanding by ofsted the school has gone on to achieve leading edge status and become a centre of excellence in terms of inclusion.
- The head is supported by an outstanding and ever improving Senior and Wider leadership team. who aid in the delivery of the key developments needed to secure continued progress and achievement.
- Effective leadership continues to drive up standards both in terms of effective teaching, student progress and Social development of students.
- Safeguarding procedures and practices are rigorous and regularly reviewed.
- Evaluation reports from a range of monitoring activities (both internally and externally) show that achievement, teaching and learning standards, leadership and management, behaviour for learning and the satisfaction of parents are now good and continue to improve.
- The extensive use of a variety of moderation procedures enables the Governing Body to have confidence in the school's judgements in relation to teaching and learning are accurate and reliable.
- Detailed analysis contained within evaluation reports is effectively used by the leadership team in conjunction with the Governing Body to further inform the whole school development plan. This allows for key resources and investment to be targeted on essential improvement needs.
- The effective monitoring of teaching and learning via, lesson observations, work scrutiny, learning walks allows for these outcomes and findings to feed directly into teachers' appraisals through the use of teachers standards and whole school development targets. In this way continued improvement through targeted support programmes and whole staff CPD can be maintained.
- The schools targeted CPD programme has led to an improvement in teaching standards over a period of time. This improvement in standards correlates to an improvement in student standards over the same period.
- Students have access to a wide range of lunchtime and afterschool clubs and activities, aimed to promote further academic achievement and development of effective social relationships.
- The school continues to be at the forefront of change and prides itself on staying ahead of the game.

This is an outstanding school.

- The head teacher, senior leaders and governors have been exceptionally effective in tackling the issues identified at the previous inspection. They provide outstanding leadership for the school.
- Senior leaders have been very clear about where improvements were needed. They have taken appropriate action to raise achievement and improve the quality of teaching. As a result, both are now outstanding.
- Students' aspirations have risen as a result of positive changes to the curriculum and clear systems for tracking progress.
- Students study a wide range of courses that provide a good balance of academic and vocational experiences. At the end of Year 11, nearly all students go on to college, an apprenticeship or some form of work-based learning.
- Well-structured partnerships with alternative providers have supported a shift in focus since the previous inspection. There is now a much stronger focus on learning and on making sure that students achieve exceptionally well.
- Behaviour and safety are outstanding, and students make remarkable improvements in their behaviour after joining the school. They display exemplary attitudes to learning because they are very clear about the expectations that all members of staff have for standards of behaviour.
- The school's engagement with parents is excellent and they very much appreciate its work. Parents are particularly impressed by the gains their children make in learning and improving their confidence and self-esteem.
- Subject leaders are taking on more responsibility but their role in leading learning is not fully developed.