



# BENSHAM MANOR School

## Self Evaluation Form – June 2016

### ACHIEVEMENT OF PUPILS: OUTSTANDING

- Some excellent results across the board which have built on previous impressive performances.
- Very strong results for Maths following much improvement work within that department (*which also included offering GCSE exam opportunities to BMS staff and staff from other schools!*).

The leaders with responsibility for English and mathematics are proud of the creative ways in which pupils of all ages are encouraged to develop a love of literacy and numeracy throughout their time at the school. Work in pupils' books and learning journeys, as well as in the school's tracking information, shows that pupils make good or better progress, often from exceptionally low starting points.

There is a clear link between the school's management actions and interventions over the last five years, in particular the strengthening of teaching learning and assessment, the thoughtful and successful grouping of students according to their needs, and the comprehensive programme of continuing professional development.

Accreditations are carefully thought out, relevant, and motivating to the students themselves. Pupils working below GCSE levels follow a Life Skills based curriculum and achieve a range of accredited qualifications. All pupils achieve a BTEC Diploma (37 credits) in one of the following courses- Skills for Independence and Work Entry 2 or Personal Progress Entry 1. Most pupils achieve passes in Functional Skills Mathematics, English and ICT from Entry 1-3. Most pupils achieve a range of Entry Level Courses including Maths, English, Art, Textiles, DT, Science, Independent Living and Preparation for Work.

### BMS DATA REPORT "HEADLINES"

These look fine as they are presented in Jason's report, and might be further strengthened in the following respects:

- The average GCSE points scores (21) for English amounted to a 16.6% increase on 2014.
- The average GCSE points scores for Maths (34) amounted to a 78.9% increase on the previous best year in 2012.
- The average points score per student (26) was a 30% increase on 2014.
- The average GCSE passes per pupil went up from 1.92 in 2014 to 2.38 in 2015, an increase of 0.45.
- The % of GCSE B to E grade passes was 38.8% overall in 2014, and this increased to 77.4% overall in 2015.

15 of the 18 Yr.11 students began in Yr.7. For these 15 students:

Progress in English between KS2 and KS4 showed a consistent effort across all abilities with:

- 100% making one or more NC levels of progress.
- 46.6% making two or more NC levels of progress.
- 20.0% making three or more NC levels of progress. (*national expectations for mainstream pupils*)
- 13.3% making four or more NC levels of progress.

Progress in Maths between KS2 and KS4 also showed a consistent effort across all abilities with:

- 86.6% making one or more NC levels of progress.
- 26.6% making two or more NC levels of progress.
- 20.0% making three or more NC levels of progress. (*national expectations for mainstream pupils*)
- 13.3% making four or more NC levels of progress.
- 13.3% making five or more NC levels of progress.

For progress made from their respective starting points, the students' start of KS3 (Yr.7) end of KS4 levels/grades were compared to actual results nationally by using the 2014 validated progress "transition matrices" for all schools (mainstream and special) in England.

Some remarkable stories emerged:

- 6 out of the 15 students out-performed their counterparts nationally in English by between 58% and 77%, and were only outperformed by between 7% and 31% of their peers (*Lloyd being the star performer*).
- Nearly all of the other students were not far behind, with nobody at all performing weakly.
- 12 out of the 15 students out-performed their counterparts nationally in Maths by between 55% and 97%, and were only outperformed themselves by up to 16% of their national peers.
- Of these, both Sharon's and Lloyd's performances (1a to D, and 2c to C respectively) were, according to DFE national data, **not bettered by anyone nationally from the same starting points – remarkable achievements!**

The 3 Yr.11 students who began part way through (i.e. in Yr.9 or Yr.10) nevertheless made very acceptable progress once they had started. Bensham Manor would not be too far out in presuming that had these students been at school longer than just 2 or 3 years, their progress would almost certainly have been proportionately even better (e.g. an estimated 2 or 3 NC levels across KS2 to KS4, had they been at BMS for five years). An "educated guess" of their potential progress would also see them joining up with the other impressive performances in both subjects, particularly English.

### What Do We Need to do to Improve?

- Investigate new qualifications as they come on line to ensure that we offer the best opportunities for our pupils.
- Continue to monitor progress to ensure that all groups of pupils achieve to the best of their ability.
- Set aspirational targets to maintain excellent progress.

## **QUALITY OF TEACHING, LEARNING AND ASSESSMENT: OUTSTANDING**

- Outstanding practice has been identified across the school with lessons planned to match pupil's needs enabling them to achieve in all lessons.
- A highly effective programme of CPD activities is delivered to ensure that all identified staff needs are met. This is supported by a system of peer observations.
- Exceptional range of highly effective interventions are deployed across the school.
- Teacher's expectations for the pupils are consistently high and staff use questioning and discussion well during lessons to promote learning.
- Literacy and Numeracy are highly evident in all lessons.
- Faculty meetings are clearly focused on pupil progress, attainment and intervention.
- In most instances pupils understand how to improve their work through staff feedback and respond to it well.
- It is high quality teaching that allows pupils to make excellent progress.

The post-16 curriculum is broad and wholly appropriate to the needs of the students at this school. The students are engaged in and highly enthusiastic about their learning. They make excellent progress because the staff have detailed knowledge of their needs and match programmes of study and work placement experiences to those needs appropriately. The curriculum focuses strongly on the development of skills to promote independence and self-confidence. These skills are promoted through a range of activities including the running of the Friday shop in the school, cook and eat sessions and long term work experience opportunities.

### **What do need to do to improve?**

- To provide all new staff with a programme of induction activities to ensure that the methodologies and ethos of the school are maintained.
- To devolve leadership throughout the different levels of the school focusing on developing the accountability of middle leaders.

## **BEHAVIOUR, WELFARE AND SAFETY GRADE: OUTSTANDING**

- The behaviour policy emphasises modelling and rewarding the expected behaviour and rewards achievement at all levels.
- An excellent climate for learning has developed due to a zero-tolerance approach to poor behaviour.
- Children feel safe and are happy at school; evidence from questionnaires show that parents are very happy with the school – oversubscribed due to outstanding reputation across Croydon.
- Computerised (SIMS) logging of all incidents ensures potential issues are tackled immediately and behaviour support plans put in place when needed.
- Complete review undertaken of health and safety policies with subsequent relevant training for all staff.
- Close attention is paid to safety when undertaking off-site activities with risk assessment procedure followed before all trips.
- Attendance rates are good and pupils arrive punctually to school.
- All staff ensure that both behaviour and attendance is good through the use of clear and effective monitoring and support systems.

### **What do we need to do to improve?**

- Continue to monitor attendance across the school with tutors following up absence and putting plans into place for those few persistent absentees.
- Reward improved attendance as well as celebrating 100% attendance.
- Continue to celebrate the excellent behaviour across the school.

- To provide a mental health provision using Pupil Premium (second SaLT and Dramatherapist employed Sept 2016).

## **LEADERSHIP AND MANAGEMENT: OUTSTANDING**

- The senior staff have a strong daily presence in classrooms, know the individual needs of all of the pupils and have a clear view of the strengths of each member of staff. As a result, they have a clear view of the quality of teaching and of the progress that pupils are making.
- The School Development Plan generates staff performance management targets supporting continuity, understanding and vision about that the school is aiming to achieve.
- All new initiatives and interventions are carefully monitored to assess impact.
- SLT support activities the school undertakes outside its own community as evidenced through its Outreach and Teaching School work. Four colleagues are Inspectors, Assessors or Trainers in Ofsted, IQM, Investors in Children and Team Teach.
- Governors are heavily involved in the life of the school and question the Headteacher carefully during their meetings (see minutes of Govers Meetings).
- Engagement with parents and carers is highly refined and effective through day to day routines and through "Tea and Talk" afternoons.
- Review of all health and safety procedures ensures that the school is fit for purpose.

### **Safeguarding**

The designated leader with responsibility for safeguarding is passionate about this aspect of her work and highly skilled. She continually goes above and beyond her official duties to ensure that families receive the support they need. Two other staff are developing expertise and knowledge to ensure that the current quality of support is maintained.

The governor with responsibility for safeguarding brings a wealth of professional experience and insight to this role. She visits the school regularly and ensures that she has an up-to-date view of current practice and that agreed safeguarding protocols are being followed.

Rigorous procedures are in place to ensure that the needs of pupils with complex medical needs are met. The procedures are implemented with an exemplary level of sensitivity and skill by all adults involved and demonstrate highly effective partnership working between staff from a broad range of professional backgrounds.

Leaders take great care to track the attendance of different groups of pupils and continually go the extra mile to make sure that pupils' medical needs are addressed in school, if at all possible, so that disruption to the pupils' learning is minimal.

### **What do we need to do to improve?**

- Build capacity for the future through all levels of leadership in the school.
- To fully induct new governors so that they have a full understanding of the workings of the school to allow them to challenge the SLT.
- To ensure that we utilise the varied skill of individual governors to develop the school further.

### **Social, Moral, Spiritual and Cultural**

- Exceptional/effective programme of assemblies serve to maintain school ethos, celebrate the rich diversity of our school population and help the pupils think about moral issues.
- Outstanding reward and sanction programme is highly effective and evidenced by a minimal use of external exclusion.
- Exceptional opportunities are available for all children to develop their social skills.

- Visitors to the school, without exception, comment on the pervading positive atmosphere. Visiting teachers want to work here.
- Pupils respond positively to the extensive programme of extra-curricular opportunities that are always available.
- All pupils have a clear understanding of what constitutes right and wrong both inside school and beyond.
- The school leaders pay particular attention to pupil voice through the medium of the pupil council who meet and make decisions termly.
- The individualised learning programme runs throughout the week and is delivered by tutors and specialist providers to support pupils with their individual needs.
- The tutor structure offers excellent pastoral support.
- Specialist PSHE/Citizenship teacher supports delivery of PSHE across the school and enable children to make informed decisions as citizens of the future.

### What do we need to do to improve?

- Offer more opportunities to challenge the pupils outside the normal school curriculum ie DoE (Duke of Edinburgh award commences from September 2016).

## OVERALL EFFECTIVENESS GRADE: OUTSTANDING

- We compare very well with similar SEN schools locally and nationally. Leaders and staff employ an impressive range of different strategies to communicate regularly with all families. These include home-school diaries, home visits, and helping parents with transport arrangements so that they can attend review meetings and school events.
- Attention to detail in the development of Literacy is excellent in quality and is highly effective.
- Consistency of staff performance is exceptionally high. Teaching is good or better
- Our ethos pervades the school resulting in an excellent stimulating and safe learning environment.
- Behaviour policy is consistently applied.
- The rules, rewards and sanctions system ensures an emphasis on positivity at all times.
- Leadership of the school is aspirational and dynamic but never loses touch with the core business of education the children.
- An extremely popular oversubscribed school. The curriculum, pastoral care and post 16 advice and guidance is appreciated by pupils, parents and carers.

### What do we need to do to improve?

- Improve facilities to meet the demands of both increased numbers on role and the challenges of the changing curriculum. – ICT/Digital media suite (Sept 2016), Allotment classroom (April 2017), sensory room (October 2016) and vocational learning base (September 2016).
- To maintain links with partner alliance schools, Forum of 5 and moderation partner schools through regular collaborative work and sharing best practice.
- To investigate setting up a post 16 partnership with local training providers for our pupils for whom a local college would not be the best option when leaving aged 19.