

## QUALITY OF EDUCATION : 2

### Intent

- The curriculum is ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life .
- The curriculum is culturally competent
- The application of Gatsby Benchmarks in the curriculum ensures it is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment .
- Basic skills of communication, English and Maths are very successfully incorporated across lessons, and offsite activities.
- Communication planning is supported by a strong therapy team.
- Lessons are planned well to take account of pupils' differing abilities.
- The curriculum offered to pupils is very broad in range.
- In KS4 pupils are offered qualifications in each curriculum area.
- Planning ensures lessons include robust support for the development of pupils' reading, writing, speaking and listening and mathematical skills.
- Teachers plan with cultural competency in mind.

### Implementation

- Teachers have good knowledge of the subject(s) and courses they teach.
- TAs and therapists make a significant contribution to lessons. Teachers provide a clear picture of what their role is and what they want them to do. TAs use their initiative and use effective questioning techniques to check how much pupils have learnt and to effectively challenge them.
- Leaders provide effective support for those teaching outside their main areas of expertise through workshops, peer observations and additional training opportunities.
- Teachers routinely use assessment and data on pupil progress to plan for their pupils and ensure that they provide sufficient challenge, support and pace to lessons.
- Staff are skilled at checking pupils' understanding and providing help if needed. Strategies for this include good questioning, on the spot marking and helpful immediate feedback so pupils know how to improve.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.

### Impact:

- Teaching is designed to help pupils to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently or to check understanding and inform teaching. We have adapted our current system to ensure it shows the progress our students make.
- Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select reflect the school's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum.
- Reading is at the heart of the school. Key staff are building on the existing staff phonics knowledge through further training. The therapy team effectively supports the development of reading.
- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in our 2020 results.
- Pupils are ready for the next stage of education, employment or training. This is because our curriculum allows the to explore a college placement and work experience whilst at Bensham. Pupils take part in mock interviews, and work experience and develop their skills for independence.

## BENSHAM MANOR SCHOOL

### SELF EVALUATION SUMMARY - November 2020

- **Bensham Manor School makes provision for pupils who have complex needs, autistic spectrum disorders, speech language and communication needs. There are more boys than girls. Everyone has an Educational Health and Care Plan. We are proud to be a National Autistic Society accredited school.**
- **We are a larger than average oversubscribed secondary special school with a larger than average of number of pupils eligible for the pupil premium and looked after by the LA.**
- **Since 2012 we have belonged to a group of special schools in South London who are committed to supporting school improvement and student outcomes through collaboration and the sharing of good practice.**
- **The curriculum offer continues to be a strength of the school. Subjects such as Maths, English , PSHE, Physical Education, Science, Computing, Art and Textiles are taught by specialist teachers.**
- **Key Stage 4 and 5 Work Experience, College Link Programmes, Annual Residentials, afterschool clubs and the Duke of Edinburgh provide further enrichment.**
- **The school has responded positively to the challenges of Covid, remaining open to vulnerable and key worker throughout lockdown with a strong, comprehensive offer of live, online lessons. We provided families with physical and technical IT support to ensure that this remote learning is available to all.**

The following Awards and Kite marks have been achieved or reassessed in the last year: IQM Flagship, Healthy School Award Silver, Investing in Children.



## LEADERSHIP & MANAGEMENT : 2

- The Head teacher, and Deputy Head teacher are both new to the roles (April 2020). They are supported by an enthusiastic and knowledgeable leadership team and Governing Body.
- The School Leaders and Governing Body share and demonstrate a clear school ethos and vision, created and adopted by all.
- Governors attend training days set aside for their own development. They have opportunities to update their knowledge, skills and understanding in agreed areas relating to the school's work.
- A strong culture of safeguarding is established in the school with a clear system of reporting and recording ensuring the safety of all students and members of the school community.
- Committed and passionate leadership results in a powerful ethos that places personalised learning at the heart of all the school does. Rigorous systems ensure all pupils make the best possible progress. Pupils are well prepared for moving on.
- Close working relationships with therapists and other professionals and external stakeholders ensure the emotional health and well-being of the pupils are supported.
- CPD is strong throughout the school and ensures that staff are well equipped to contribute to school improvement. All staff have objectives that link directly to agreed school improvement actions whilst also developing their own CPD.
- Governors hold leaders to account through robust appraisal objectives and procedures. All staff have objectives that link directly to agreed school improvement actions. Objectives for staff including SLT are reviewed mid year.
- The spiritual, moral, social and cultural development of pupils, including the British values of tolerance, respect, democracy and the rule of law, is an outstanding aspect of the school's work. Staff are keen to promote respect and tolerance between pupils.
- There is a strong focus on the leadership of learning. Leaders have worked hard to embed a culturally responsive approach to teaching. Individual pupil pathways are identified to ensure that all pupils complete appropriate pathways of study.
- Leaders listen to staff and have put staff wellbeing at the forefront of school improvement and development. Assessment systems and reporting have been adapted to lesson workload.
- School leaders ensure that resources are managed well ensuring a safe site which encourages and promotes the learning and holistic development of all pupils.
- Partnership working with parents and other schools is a strength.

## OUTCOMES OF PUPILS : 1

- Pupils' academic levels on starting at Bensham Manor are low. Pupils progress and attainment is closely monitored and analysed by categories including fsm, pupil premium and all pupils achieve equally well.
- A number of pupils make outstanding progress. This is often more than the best expected for their age and ability e.g. GCSE Maths, Science, English, Art and Textiles .
- All Key Stage 4 & 5 students do well in accredited courses including GCSEs, Entry Level Pathways , Employability , BKS and Skills for Independence. Science GCSE began in 2014.
- Staff look carefully into reasons for any pupil's lack of progress. Additional support is provided which might be academic or pastoral or therapeutic. Support packages are personalised to meet individual need. The in-house therapy team work with pupils, families and other key stakeholders to provide both targeted and indirect therapy where needed.
- In spite of the increasing complexity of needs of the pupils and changes in the curriculum since the last pupils' have a real desire to learn. Lessons are longer allowing for deeper thinking and independent learning.
- The link College course, support and guidance is of a high quality. All leavers at the end of Year 11, 12 or 13 move on successfully to further education, employment or training.
- Pupils are given the opportunity to develop not just academic skills but to develop their particular interests such as Music - school band, school choir, peripatetic music lessons, Arts Award; Drama—Shakespeare School Festival and Sports.

## BEHAVIOUR ,WELFARE & SAFETY : 1

- The school is very orderly. Behaviour in classes and around school is excellent. Pupils are punctual, settle quickly and follow instructions and well-established routines promptly. If disruptions do occur, they are generally minor and dealt with very efficiently by staff through the application of a whole-school behaviour management procedure.
- Pupils' behaviour is tracked carefully and appropriate additional behaviour management strategies are put into place when needed. Attendance rates are above average.
- Safeguarding is tracked using My Concern software package.
- Pupils say they enjoy school , feel safe (Investors in Children survey) and are keen to do well.
- Weekly whole school celebration assemblies on achievement, behaviour and attendance provide feedback to pupils and reinforce expectations of outstanding behaviour.
- The school places great importance on the safety and well being of pupils. Policies and practices to keep pupils safe are robust.
- The number of recorded behaviour incidents over the past year has reduced significantly and the school's monitoring reflects that incidents are followed up and resolved appropriately.
- The ability of many pupils to develop confidence in travelling independently to and from school is notable. The Council and school staff provide strong support to pupils and their families for this to happen.
- Pupil wellbeing is very high with a sharp focus maintained by staff. Pupils have lots of opportunities to have their voices heard. There is an effective school council. There is an on-site Counsellor and Dramatherapist to support pupils wellbeing.