

QUALITY OF EDUCATION : 1

Intent

- The curriculum is culturally responsive, ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life.
- The use of Gatsby Benchmarks in the curriculum ensures it is coherently planned and sequenced, developing the knowledge and skills for future learning and employment.
- Basic skills of communication, English and Maths are very successfully incorporated across lessons, and offsite activities
- Lessons are planned well to take account of pupils' differing abilities. The curriculum offered to pupils is very broad in range, with a strong additional focus on the development of life skills that will enable pupils to live as independently as possible in the future.
- In KS4 pupils are offered qualifications across curriculum areas.
- Careful planning and extensive support from the on-site therapy team ensures lessons include robust support for the development of pupils' reading, writing, speaking and listening and mathematical skills.
- Teachers have a firm understanding of the school's curriculum intent.
- Reading is high on the school improvement agenda. The library is used extensively. Daily reading is an embedded activity that takes place at the start of every afternoon session for every child across the school.

Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. The learning environment focuses on pupils.
- TAs 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 questions really well to check how much pupils have learnt and to effectively challenge them.
- Several graduate TAs train to become teachers via Assessment Only (AO) or lead on the extended curriculum opportunities e.g. Horticulture, Personal Care, DoE and Life Skills.
- 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 2021 results.
- Pupils are ready for the next stage of education, employment or training. This is because our curriculum allows them 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 - Sept 2021

- **Bensham Manor School makes provision for 240 pupils who have complex learning 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 a larger than average oversubscribed secondary special school with a larger than average number of pupils eligible for the pupil premium and looked after by the LA.**
- **Since 2015 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. We are also part of an SLP which has over 30 schools working together to deliver training, support and professional development.**
- **The curriculum offer continues to be a strength of the school. The school has high quality facilities to support learning.**
- **Key Stage 4 and 5 Work Experience, College Link Programmes, Annual Residential, afterschool clubs and the Duke of Edinburgh provide further enrichment.**
- **A robust Covid-19 catch up programme is in place to support pupils who did not make the most of the outstanding online learning offer delivered during 2021's lockdown.**

The following Awards and Kite marks have been achieved or reassessed in the last year: IQM Flagship, Healthy School Award Silver, Investors in Children., National Autistic Society Specialist Award: Learning Outside the Classroom Award, Spiritual, Moral Social and Cultural Award.

LEADERSHIP & MANAGEMENT : 1

- The leadership team are supported by an enthusiastic and knowledgeable Governing Body.
- Leaders are outward facing
- 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.
- 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.
- Leaders have an accurate understanding of the school's strengths and areas for development and these are shared through the development plan. Leaders ensure that staff receive focused and highly effective professional development.
- 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.
- 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 have been adapted to lessen workload.
- All staff are given the opportunity to contribute to the schools ethos and vision. The staff voice group meets half-termly and there is also a staff wellbeing group.
- Partnership working with parents and other schools is a strength.

PERSONAL DEVELOPMENT : 1

- Pupils spiritual, moral, social and cultural development is at the heart of the curriculum—recognised when the school was awarded SMSC Beacon status.
- High quality pastoral support is provided to pupils.
- A number of pupils make outstanding progress. This is often more than the best expected for their age and ability e.g. GCSE Maths, Biology, English, Art and Textiles.
- All Key Stage 4 & 5 students do well in accredited courses including GCSEs, Entry Level Pathways, Employability 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 both. Support packages are personalised to meet individual need.
- In spite of the increasing complexity of need of the pupils and changes in the curriculum, since the last inspection there has been a marked improvement in pupils' attitudes and a real desire to learn. Lessons are longer allowing for deeper thinking and independent learning with less lesson of the day incorporating valuable reading time.
- 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.
- The school provides a wide variety of extra curricular activities and gives pupils an opportunity to develop their talents and interests.
- Pupils are encouraged to be confident and resilient. They are prepared for life and understand British Values.

BEHAVIOUR AND ATTITUDES : 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 and are keen and motivated to do well.
- The School Council is an active, properly representative group which meets fortnightly. Their contributions are respected and accommodated where feasible
- 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. Pupils have lots of opportunities to have their voices heard. There is an effective school council. Pupils support each other.
- Pupils play a highly positive role in creating a school environment in which difference is valued and nurtured.
- Participation in sporting activities is actively encouraged. Pupils behave exceptionally well when representing Bensham Manor at events.