



BIDWELL BROOK'S SELF-EVALUATION FORM

Bidwell Brook School has made significant progress since the last Ofsted inspection in January 2014. On 1st June 2014, Bidwell Brook School federated with Ellen Tinkham School and together we formed the Learn to Live Federation.

Our vision statement is:

Everyone will be the best that they can be
Everyone has a voice
No-one is excluded

KEY INNOVATIONS AND DEVELOPMENTS SINCE THE LAST OFSTED

- Mutual respect is non-negotiable.
- The Student voice is heard, valued and responded to.
- We are led by a person centred approach.
- We give full value to all transitions.
- We foster positive, transparent and open relationships with families, carers, external agencies and providers.

Leadership at every level is effective and impacts positively on pupil outcomes. Strong adherence to a shared vision ensures the leadership focus is on learning, equitable access to learning and inclusion to and ownership of learning. A team approach to Senior Leadership and Governance, with Core Business and Teaching & Learning teams operating in parallel, ensure efficient leadership, with the skills of team members focussed on the areas where they will be most effective. Systems, infrastructure and compliance are assured through the Core Business Team, while the Teaching & Learning Team have a weekly agenda entirely dedicated to pedagogy and school improvement.

A teaching school application will be made in November 2017, with the two federation schools proposing a job-share partnership model. The application is centred on an extensive TA development programme, leading to a range of outcomes, including an in-service degree (awarded by Marjon, one of our bid partners). This degree would provide excellent preparation for teaching in a special school. The other external partner in our bid is DPSCITT, who will provide the PGCE element of the specialist Initial Teacher Training model. We will hear whether the bid has been successful in March 2018.

1. **Teachers and support staff demonstrate that they know their learners well**, evidenced, for example, through the use of information gathered at the Person Centred Reviews; through the quality of the leaver's Transfer Reviews; by the embedding of the advocacy champion model assuring learners have a voice. A decrease in the number of Restrictive Physical Intervention incident forms is good evidence that the staff are improving the ways in which they listen and respond to pupils. The Communication and Decision Making team facilitate discussion and dialogue between class teams and families to agree consistent strategies to listen and respond in ways that improves pupil motivation and engagement in their learning.

The Empowerment Team (of core subject leaders), are having targeted discussions about individual pupil progress which is growing their knowledge and understanding of the learners across the school. They are a democratic body whose discussions with teachers are well-informed and their action planning demonstrates capacity for improvement.

2. **Middle Leadership has been strengthened** through collaborative working in the 3 'E' Teams (Empowerment, Enrichment and Entitlement). The middle leaders are taking responsibility for innovation and development demonstrated by their shared vision and contributions to the 'Federation Development and Improvement Plan'. There is evidence of strengthening middle leadership in the support services with the Advocacy and Behaviour Support leaders both developing successful teams that are having an impact on children's learning. Key stage teams are further examples of new middle leader teams that are embedding well. Key stage colleagues are supportive and collaborative and the teams are engaging in whole school development discussions that demand a key stage perspective. During the Spring Term 2016, we used staff meetings for research and exploration into what continuous provision could look like across the school. Teachers are taking more responsibility for developing their pedagogy for children and young people with complex needs, and responding through curriculum development and their key stage identities.

Middle leaders offer a variety of training opportunities as part of the induction programme for new staff and for ongoing staff development.

3. **Assessment and monitoring of pupil progress has improved** and the data demonstrates that pupils are making outstanding progress. Data is collected and scrutinised termly and is in turn scrutinised and moderated by the Empowerment Team of middle leaders who have responsibility for the core subjects. The Federation Deputy Head (curriculum and assessment), facilitates the Empowerment Team meetings. Interventions for learners not making expected progress are agreed through discussion. Professional conversations take place regularly between the Deputy Head and individual class teachers focussing on their class data. The Deputy Head has evidenced that teachers know their pupils well.

Rigorous moderation between the Federation Schools and also in-house is regularly carried out. We work closely with the SENTient Trust schools regarding commonality of assessment.

4. **Transition for learners between classes and key stages and for the leavers has improved.** As the teachers and support staff know their learners better, they recognise the most relevant and important information to share and pass on and how to enable students to prepare for and take a lead in their transition; this is improving the experience for learners and their families.

5. **Leadership and governance has strengthened through the embedding of the federation.** Regular joint senior leader meetings for the Teaching & Learning team and the Core Business Team have supported a more collegiate working environment; dynamic forums for reviewing policy and practice and for driving forward the Federation Development and Innovation Plan.

WHAT DIFFERENCE HAS IT MADE TO THE QUALITY OF PROVISION IN SCHOOL?

Children and young people feel safe and they enjoy coming to school. Families and colleagues from external agencies and other providers feel welcome and contribute to challenging conversations about what is important to and for our young people and how we can best support them to make progress.

Collaboration within key stage teams is strengthening their practice and supporting the development of their key stage identity and its place in the journey of the learner through the school. This has already had an impact and has the potential for significant impact over time as the learning journey from early years through to FE is reflected in the curriculum and wider school developments and, more clearly articulated to children and families.

New members of the staff team have an excellent and wide ranging induction programme and ongoing training opportunities. Facilitating middle leaders to successfully deliver training and, increased skill levels across the school support the increase in both team confidence and individual responsibility.

We have a federation governing body that effectively and rigorously monitors and challenges the leadership including middle leaders and colleagues with areas of responsibility. The Leadership and governance works across the federation. The organisation of the governing body mirrors that of the senior leadership model, ensuring coherent and focussed subgroup work that monitors the work of the two senior leadership teams and ensures governors know the school well.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

.. is Good. In order to be Outstanding, we need to ensure the assessment of personalised targets against the "Home:School Agreement" skill-set are rigorous enough and not over-generous. Data is very strong and would suggest outstanding progress, but we wish to moderate judgements further. Secondly, we wish to ensure the characteristics of High Quality Support for Learning are fully embedded among support staff teams across the whole school. There is a sense that this is so, but SLT wish to carry out more monitoring before shifting the overall judgement.

We have a broad and inspiring curriculum that enables teachers to respond flexibly and creatively, and a developing pedagogy that embraces the philosophy of 'continuous provision' from early years to FE enabling children and young people to lead their own learning. We have high expectations that learners participate in their personal journey, in the development of the school and beyond that into their local communities. A rights-based ethos underpins our practice: 'Everyone will be the best that they can be; Everyone has a voice; No-one is excluded' and children, families and the wider staff team are expected to participate in setting challenging targets and creating progressive often individualised programmes for learners. Information gathered through 'Listen to Me' advocacy and person centred reviews is used to inform and enrich learning programmes; discussions with students and families around the home school agreement targets ensures built in challenge and a consistency of expectation. The learners know their targets and celebrate when they have achieved them.

Short term planning across the school is of a consistently high standard and leads to clear and coherent learning opportunities that are well resourced and highly motivating. This means that learners are engaged because they are enjoying themselves. Currently there is a focus on further developing medium term planning, in response to a shift in curriculum delivery (continuous provision model).

Assessment and the monitoring of pupil progress have improved. Data is collected termly and scrutinised by a team of middle leaders with responsibility for core subjects – the Empowerment team. Interventions for learners not making expected progress are agreed and effective.

The Deputy Head for Curriculum and Assessment line manages two new Assistant Heads, one in each federation school. The Assistant Head role is focussed on Quality of Teaching. Constantly monitoring the quality and effectiveness of practice, through informal “dip-ins” followed up with coaching conversations helps to take the “sting” out of the monitoring of teaching, while generating a culture of honest evaluation. This ensures both rapid and supportive response to improvement needs and the celebration, recognition and sharing of best practice. This open and communicative approach has helped to ensure consistency in the quality of teaching across the school.

In addition, they carry out a range of monitoring activity including:

- speaking with Student Councils;
- work scrutiny;
- talking with TAs;
- liaising with parents and families.

This ensures SLT has a clear picture of the quality of teaching provision from a range of sources.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

.. is Outstanding.

We have a respectful culture at Bidwell Brook aiming for equality for all with an increasingly diverse group of learners. The learners celebrate difference and are excellent at promoting equitable opportunity for their peers. The advocacy led work around ‘Listen to me’ booklets in preparation for person centred reviews: supports the learners to recognise they have a voice and; demonstrates how people listen and respond to their voices. The lead advocate and her team of advocacy champions facilitate the school council which has a significant impact in their school particularly environmentally and culturally.

Spiritual, moral and cultural learning and understanding is at all times embedded in the broad experiential curriculum and sometimes taught explicitly through personalised differentiated programmes of study. These can be complex concepts that are vital to our learners. Sex and relationships programmes; Respect Week; in-house performances and visiting theatre and music companies; shared learning with friends from other settings and in new learning environments; high expectations of independence and responsibility and of learners making meaningful choices – all of these contribute to the personal well-being of our children and young people.

We believe that all behaviour is communication and the Communication and Decision making team work collaboratively with class teams, the family and other interested professionals to reflect on why a young person may be presenting with challenging behaviour. They look at what and how the young person is communicating and whether the adults are listening. Together they consider new learning strategies and possible environmental or curriculum changes and how to be consistent across the different settings the young person may spend time.

The Safeguarding Hub meets monthly to monitor Child Protection systems and actions taken to keep children safe; encouraging best practice and informing improvements to existing practice. The hub provides support and supervision to those involved in Child Protection cases, within a confidential, professional team. They ensure the sharing and monitoring of relevant important information about children, young people, families and staff, involving identified staff across the school, including our healthcare professionals.

SAFEGUARDING

... is 'Outstanding'. "There is a strong culture of safety across the school." (Health & Safety Audit 2016).

Evidence of this includes: rigorous risk assessments in place against all activities including the wide range of off-site activities. There are individual evacuation plans in place for those who need them and individual risk assessments for all students.

PREVENT training delivered across the staff team.

A recent survey from the local authority showed that the majority of staff are confident in dealing with any safeguarding concerns.

All staff members receive safeguarding training and there is clear information around the school with photos of the designated safeguarding leads. There is a named safeguarding governor and regular scrutiny of processes.

The safeguarding hub meets twice a term to monitor and review processes and procedures; provide emotional support and; regular supervision.

There is an e-safety policy and e-safety committee in place. There are links on the website to CEOP and other related sites where families can get more information.

The Safeguarding Leads from the federation schools meet regularly to ensure consistency of practice and to review and monitor training and safeguarding updates.

We support our children and young people to have a voice and to use their voices and we are embedding the skills within the school community to listen and respond appropriately and effectively. It is vital that our students are at the heart of any choice or decision making that is about them and we believe that this is the best way to safeguard them and ensure their welfare.

Effective leadership is in place. All staff members are DBS checked and the single central record is up to date and monitored regularly by the lead governor. References are always taken up for new staff. Every interview panel includes at least one person with safer recruitment training.

There is a senior leader for 'Health & Safety and Premises' with a Federation-wide remit.

There is rigorous health and safety recording of all accidents and incidents including "near-miss" accident recording. There is a link governor for health and safety who regularly scrutinises recorded accident and incident data with senior leaders to inform actions to mitigate risk.

There are good security procedures in place for visitors, staff and pupils. The school has a key fob security system and all adults are expected to wear identity badges. All new visitors to the school are given a safeguarding leaflet. Learners have been known to challenge people they don't know who are not wearing a visitor's badge.

OUTCOMES FOR PUPILS

.. is Good. In order to move to Outstanding, we must establish that the assessment of personalised targets is sufficiently rigorous and children eligible for Pupil Premium are showing improved outcomes in their lateral learning targets (via the Home:School Agreement skill set), through a targeted enrichment programme.

Opportunities for learning are rich and varied. Learners respond positively and show a great deal of enjoyment in their learning. Engagement, interest, a zest for discovery and co-operation with others are strong features of learning at Bidwell Brook.

The continuous provision model has opened up opportunities for learners to have more involvement in leading their own learning which is leading to greater challenge for the most able along with better "embedding" of learning for those who need more time to process and generalise information.

From Key Stage 4, there are a number of accredited courses in place (Catering, Arts Award, WJEC and EdExcel Numeracy and Literacy), against which students make consistently sound progress.

Students have opportunities to celebrate their work and achievements, examples being exclusive exhibitions in local art galleries and public performances by the Taiko display group.

Transition arrangements are thorough and thoughtful, providing families and young people with skilled and knowledgeable support through well-established person centred processes.

Senior and middle leaders have been working on improving target setting, ensuring targets are not describing provision. A system of "critical partners" to discuss and check target setting is in place, with professional conversations to ensure rigorous application of assessment criteria. The Autumn Term pupil data will be analysed to determine the impact of these developments on pupil outcomes.

Outcomes for learners who are eligible for Pupil Premium and Children Looked After, are tracked with precision by the Commissioning Lead. Learning data from P-Level and National Curriculum assessments have consistently shown – and continue to show – that these groups of learners achieve better than the rest of the cohort. This is a pattern across the federation and is frequently the case in special schools. For this reason, we should therefore not become complacent about this apparent success. This group of learners will always be at a greater disadvantage – we just need to know where this disadvantage manifests itself. By monitoring and collating data from the Home:School Agreement skill set, we have found that the “Pupil Premium” group do less well in some of these areas, suggesting their perseverance and resilience skills are less well developed. Access to play and music therapies, to improve self-esteem, to work through anxieties and to explore social contexts in a “safe” way, along with a range of enrichment opportunities favouring this group, is intended to make a positive difference to the resilience of this group. The Commissioning Lead acts as a “pushy parent” for this group.

Regular meetings with the Deputy Head for Curriculum and Assessment, with teachers and families, are used to shape person centred responses. An improved referral system is in place for alternative therapies, linking them directly with the skill set outcomes, so that their effectiveness in meeting the desired outcome can be more closely monitored. It is essential that assessment against the skill set is rigorous because we are intending increasingly, to base pupil premium spend on this information.

EARLY YEARS

.. is Outstanding.

The Rainbow Centre is an outstanding provision which enables children from nursery age to KS1 to thrive in a nurturing environment. The children make their transition into the centre at the pace that suits them and their family and transitions are well supported by the class team and colleagues from portage, health and social care. The calm, purposeful and fun learning spaces motivate the children to engage and play. There are positive communication and interactions between adults and children and between children. The teacher and her team know their children well and all contribute to the learning journals which demonstrate the progress children are making in all areas and are an excellent reference for teacher /parent dialogue. The department has a clear vision and families are well facilitated to collaborate in the learning journey of their child.

Excellent, layered planning supports: free-flow play; adult directed episodes of small group learning and; practical logistics planning.

FE

.. is Good. It is likely to have moved to Outstanding, due to the increased level of personalisation, highly effective transition and high levels of student engagement in a rich, work and independence-based curriculum. SLT are currently monitoring and moderating this judgement.

Students are enabled to develop the skills and experiences to leave school well prepared for their transition to their next phase of adult life.

All students have a personal learning programme which is driven by what is important for them and to them, both now and in terms of future outcomes. Student voice and advocacy, Transition planning, physical and health needs and 'Listen to Me' information from the Annual Person Centred Reviews are all used to inform the young person's weekly programme. The curriculum is therefore, purposeful, reflective and responsive to individual needs and delivered through specific learning objectives identified for each of the school's key skills. Students are supported to engage in work experience opportunities related to their skills and self-evaluation of their experiences.

The professional catering team lead the 'preparation for work' accreditation and students have accumulated experience and success through designing, preparing and serving a buffet lunch for the governors; running a break time café for students and; designing the menu, catering and serving in their own pop-up restaurant. The outdoor learning environments offer students practical work opportunities in the allotment and forest school.

Students are supported to be independent, make choices and lead their own learning wherever possible. It is likely that FE has improved from "Good" to "Outstanding", due to the increased level of personalisation, highly effective transition and high levels of student engagement in a rich, work and independence- based curriculum. SLT are currently monitoring and moderating this judgement.

OVERALL EFFECTIVENESS

.. is Good.

It is not yet Outstanding because we must:

1. Ensure strategies to improve personalised target setting have impacted positively on pupil outcomes.
2. Ensure the High Quality Support for Learning key features are thoroughly embedded across the whole school, ("Double-checking" via SLT monitoring focus. Probably in place).
3. Continue to monitor personal outcomes for the "Pupil Premium" group and ensure enhanced extra-curricular enrichment programmes and more targeted outcomes, linked to alternative therapies, are having the desired impact.
4. Complete the "double-checking" SLT monitoring to judge whether FE has moved from Good to Outstanding.
5. Further develop medium term planning processes and format, in order to fully support the continuous provision model.

SEF REPORT PRESENTED BY THE TEACHING & LEARNING TEAM

LEARN TO LIVE FEDERATION

AUTUMN TERM 2017 (OCTOBER)



PUPIL PROFILE DATA AS AT OCTOBER 2017

<i>Number of</i>		
Pupils on Roll:		111
	Girls:	41 (37%)
	Boys:	70 (63%)
Pupil Premium Eligible Pupils:		48 (43%)
Children In Care:	Section 48. No PEP:	5 (4.5%)
	Post 16:	7 (6.3%)
Children In Care with PEPs:		3 (2.7%)
"Free Schools Meal" Pupils:		41 (37%)
Learners with two or more diagnosis ie complex needs:		71 (64%)
Attendance 2016-2017: <i>(no exclusions in accordance with our zero exclusions policy)</i>		92.6%
Attendance 2015-2016:		91%