

SEF Summary September 2016

Baskerville School is a very good school because:

Outcomes for students - GOOD

Students make very good progress in all key stages. There is a 3-year trend of high achievements. There is no significant difference in the progress attributed to gender, ethnicity, disadvantage or ability. Pupil Premium students make fractionally more progress in English, Maths and Science compared with non-Pupil Premium students

An increased proportion of students take GCSE – 28% achieve 5 or more A to G grades. Progress Key Stage 2 to 4, 79% achieved or exceeded their targets in English compared to 68% in the previous year, and 94% in Maths compared with 92% in the previous year.

In Post 16, progress is very good with 29% of students achieved Entry Level 3 in Functional skills and Entry Level 3 in Skills for Further Learning and Employability. 57% achieved Entry Level 1 in Skills for Further Learning and Employability and 14% achieved Entry Level 1 in Personal Progress.

Progress in Science has been solidly very good for the last 3 years with 92% of students meeting or exceeding their targets this year, 78% last year and 100% in 2013-14. 28% of students achieved a GCSE in Science.

SACRE Religious Education inspection reported that the progress of students is very good and have 'developed an understanding of the aspirations for society of a committed Christian ethos'. One student gained a GCSE B grade in Ethics and Philosophy this year.

A significantly larger proportion of students successfully complete courses that prepare them for further learning and employment from across all ability levels. At Key Stage 4, 43% have successfully completed a unit at Entry Level 2 or 3 in Skills for Further Learning and Employability, and at Key Stage 5, 86% of students achieved either an Entry Level 1 or Entry Level 3 pass or award in Skills for Further Learning and Employability.

Teaching, learning, assessment and the curriculum – GOOD

The quality of learning has been solidly very good for the last 3 years and this year a significant proportion (20%) is excellent. Autistic pedagogy is used very effectively to support learning and promote progress. Staff know the students very well, 'concise summaries of students' individual learning needs and strategies are being used to address them, enabling class teams to share these effectively to secure highly effective teaching and learning'. (Peer Review 2016)

Teaching in English, Science, Physical Education, Horticulture/Land Based Studies and Geography is excellent. It is consistently very good in Maths, History, Art and Textiles. SACRE RE Inspection in March 2016 judged the provision to be extremely good.

The quality of vocational courses is highly motivational and increased the proportion of students gaining Level 1 and 2 qualifications at Key Stage 5.

The introduction of Read, Write, Inc has had a significant impact on the teaching of phonics and reading and made a major contribution to the improvements in teaching, learning and progress in English at Key Stage 3 and Year 10.

Personal development behaviour and welfare – GOOD

'Pupils' behaviour around the school and behaviour for learning during the lessons that we observed was exemplary. Staff have excellent relationships with pupils and use strategies to help them overcome potential barriers that relate to their autism by reducing noise, simplifying language and using visual support and emotions symbols.' Peer review 2016

'Pupils' mental health and well-being is supported by teaching styles that encourage pupils to express their views, take risks and work with peers. We saw levels of interaction and initiation that suggested pupils were overcoming the anxiety and rigidity often found in young people who have autism. This and satellite college provision, help to equip pupils for their adult lives.' Peer Review 2016

The curriculum includes teaching pupils about personal safety, including e-safety and challenges extremism. The school has the Safeguarding and E Safety quality marks.

Analysis and reporting of behaviour is of an exceptional high standard. The total number of incidents has reduced year on year for the last 5 years despite an increase in the proportion (now over 50%) of students with very challenging behaviour.

Effectiveness of Leadership – GOOD

Leadership and management of the school is good, moving towards outstanding under the excellent leadership of the Head Teacher; senior and middle leaders are leading very effective improvements in teaching and learning and curriculum delivery. *Externally assisted self-review 2015* and a strengthened Governing Body

Governors systematically challenge senior leaders to secure the effective deployment of staff and resources. School improvement planning & monitoring of implementation is rigorous and has led to steady improvements. Faculty Leaders have a clear understanding of the strengths and areas for development of their department. Externally assisted review 2015

To become outstanding the school needs to:

Further develop the leaders' and governors' future vision and ambition for the school and how these are communicated to staff, parents and pupils.
Further improve the synthesis and analysis of data collections so that leaders and staff identify and secure additional provision for vulnerable students and are aware of their progress towards agreed outcomes and targets.
Embed the new methodology of the reconstituted Governing Body so that all governors are secure in their knowledge of the school and able to make informed decisions about the strategic direction of the school.
Continue to improve quality of assessment for learning across the school so that feedback to all students consistently tells them how to improve their work.
Continue to improve the attendance of Key Stage 3 students to above 95%.
Continue to strengthen and develop the skills of staff at all levels so that they are the very best they can be.