



Batchwood School

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www.batchwood.herts.sch.uk

Batchwood School - Our “Local Offer”

Headteacher

Mrs Anne Spencer B’Ed (Hons) NPQH

Head of Care

Ms Paula Clark BA (Hons) PGCE

Batchwood School is a school for students with Social Emotional and Behavioural Difficulties (SEBD). However 86% of our students have additional needs including Autism, Learning Difficulties, Speech and Language Difficulties

School Provision

- Σ 5 Classrooms
- Σ ICT Suite
- Σ Hair and Beauty Suite
- Σ Science Lab
- Σ Art Room
- Σ Ceramics Room
- Σ Food Technology Room
- Σ Design and Tech Room
- Σ Library
- Σ Learning Centre for support with Learning and Progress
- Σ Phoenix Centre for support with Behaviour



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Profile of Student Needs At Batchwood School

All Students are subject to an Educational Health Care Plan and have been placed at the school following a local authority assessment. At present, the school can cater for up to 68 students between the ages of 11 and 16 years (from Year 7 through to Year 11).

Special Educational Needs Distribution

Specific Needs	Percentage of Students
SEBD	100%
General Learning Difficulties	9%
Learning Difficulties	6%
Moderate Learning Difficulties	27%
ADHD	30%
ODD	3%
Tourettes Syndrome	5%
Attachment Disorder	3%
Autism	23%
Hearing Impairment	2%
Dyspraxia	6%
Mental Health	31%
FSM	67%
CLA	9%
Students who have attended 4 schools previous to Batchwood	66%
Students who have attended 5 or more schools previous to attending Batchwood	27%
Casual Admissions (entering Batchwood post year 7)	42%



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Class Distribution & National Curriculum Attainment Levels (as of September 2014)

There are 11 Tutor groups across the school, organised into different groups for lessons Which vary according to the needs of the child and the demands of the local authority for provision.

The achievement range across the school differs from Level1 and below to Level 5. All data informs planning. Raisonline (p20) shows that the APS scores of students entering Batchwood has fallen over the last few years with the majority of students in the lower band and some in the middle band. There are no students in the higher band. This is significantly different to the national picture at KS2.

Staffing

Year Group	Number of Teachers	Number of Support Staff	Total Number of Adults	Number Of Students	Students who have additional 1:1 Toe by Toe, Tuition, Mentoring
7KG	1	1	2	5	9
7JY	1	1	2	4	
8AT	1	1	2	6	7
8EW	1	1	2	7	
9LG	1	1	2	6	9
9JM	1	1	2	9	
9PB	1		1	3	6
10CM	1	1	2	9	
10GM	1	1	2	6	10
11SC	1	1	2	8	
11MH	1	1	2	6	



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Staffing

Batchwood Staff	Total	Number of Full Time Staff	Number of Part Time Staff
Senior Leaders	3	3	
Qualified Teachers	9	9	
Unqualified Teachers	6	4	2
Supply Unqualified Teachers - as required	1		1
Teaching Assistants	17	7	10
Behaviour Co-ordinator	1	1	
Admin Staff	3	2	1
Totals **	40	26	14

** NB – 2 members of staff have dual roles as Unqualified Teachers and TA's so our whole staff numbers is reduced by 2 - IE: Total Number of Batchwood Staff	38	Total Number of Batchwood Staff	
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Batchwood additional staff	Total	Number of Full Time Contractors	Number of Part Time
1:1 Tutor	1		1
HCC Catering Staff - Supply Assistant	1	1	
Reception Duties Monday and Friday	1		1
Psychiatric Nurse	1		1
Counsellors	2		2
Reflexologist	1		1
HCC Catering Staff - Supervisor	1	1	
Contracted Hair and Beauty Instructor	2		2
Careers support	1		1
Youth Connexions worker	1		1
Data and Exams Manager	1		1
Totals	13	2	11



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CPD

Staff, governors and volunteers all take part in a range of training on a regular basis including:

Safeguarding

Teaching to Outstanding

Phonics

AFL

Literacy

Numeracy

Restorative Justice

Behaviour: Herts Steps

Mental Health Needs

School Accreditations

Inclusion Quality Mark

Healthy Schools Award

Anti-Bullying Award

Ofsted Outcome

March 2014: Outstanding



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Extracts from the Ofsted Report

Achievement

is outstanding

- Σ Many of the students have attended at least three other schools before joining Batchwood and this, combined with their wider difficulties, means their attainment on entry is low. The school assesses standards in English and mathematics when they first start so that progress can be measured accurately. Challenging targets are set and monitored termly to ensure the drive to improve is constant.
- Σ The initial focus when students join the school is to develop their self-confidence and self-esteem, and the staff are extremely skilled in finding the best ways for students to learn by building on their strengths and interests. Staff have high expectations that progress will be rapid, and because students quickly become engaged and effective learners, they start to make up lost ground straight away. A Year 7 student told the inspectors that he hated reading at his last school but that now he can read about cars, he really enjoys it.
- Σ As students grow in confidence and start to realise their potential, there is an expectation that they will gain academic qualifications. Students leaving the school in 2013 did particularly well in gaining high level passes in art, statistics and science and all of the current Year 11 students are on track to achieve well in a range of GCSE, Functional Skills and BTEC subjects.
- Σ Detailed information gathered by staff about the learning and development of each student shows that they make outstanding progress. When their starting points are considered, the achievement of less and more-able students is equally remarkable.
- Σ Work experience placements and transitions into college and work-based learning are well planned and supported ensuring that students continue to experience success in a range of academic and vocational subjects. Vocational taster days are held at Oaklands College each term for Year 7 and 8 students so that they can become more confident and informed about making choices about their future.
- Σ Through the schools' outstanding assessment procedures, the performance of each student is tracked continually. All staff know the students extremely well and are quick to identify anyone at risk of not meeting their challenging targets. Reasons are investigated and appropriate support is put into place to ensure they are back on track.
- Σ The majority of the students, including those who join the school at different times, those with autistic spectrum disorders, speech and language difficulties or other



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additional special educational needs make similarly good progress to other students. There is no discrimination and the school makes sure that equal opportunities are at the heart of its work.

- Σ Many students have poor literacy and numeracy skills when they join Batchwood and in order to address this, the school has adopted a 'back to basics' approach. All staff have been trained to teach basic reading and numeracy skills. Communication skills, literacy and numeracy are now promoted well across all subjects and related to real-life experiences for the students, many of whom have now experienced success for the first time in these areas.

- Σ School records show that there is no gap in the achievement between students supported by the pupil premium funding and other students in English and mathematics. This is because the school uses the funding it receives for training staff to be able to provide targeted support and to provide additional resources and enrichment activities. Year 7 catch-up funding has also been used well to support students to improve their literacy skills by providing targeted support.



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The Quality of Teaching

is Outstanding

- Σ The well-established and rigorous checking by senior staff, and on occasions the local authority and external consultants, have been central to the consistent rise in teaching standards since the previous inspection. High levels of focused training and support for staff have accompanied this and, as a result, teaching is always at least good with much that is outstanding. This has had a significant impact on the students' excellent progress.
- Σ Highly effective teamwork is a feature of the school and the relationship between the staff and students provides the platform for outstanding learning. All staff have a very deep understanding of each student's individual needs and barriers to learning, and they work seamlessly together to address these. There is a real feeling of mutual respect and regard for each other.
- Σ The school provides an exceptionally secure, friendly and safe environment for highly purposeful learning to take place. Classrooms are well organised and high quality displays celebrate students' achievement as well as being used to support their learning.
- Σ Teachers have very good subject knowledge and students are always exposed to the correct subject language and to clear explanations. This results in students acquiring strong subject knowledge.
- Σ All learners make rapid progress and achieve excellent learning gains as a result of teachers' skilled use of assessment information and effective questioning. Work is not too easy or too difficult. There are always extension tasks for those who complete tasks early but equally there is effective support for those who need extra help to succeed.
- Σ Literacy and numeracy are promoted extremely well across all subject areas and this is particularly evident in food technology, science, art, design technology and physical education.



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The Leadership and Management

are Outstanding



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- Σ Additional monies that the school receives, such as pupil premium and Year 7 catch-up funding, are used extremely well to promote students' learning and involvement. In the past year, the school has used this funding to provide specialist literacy and numeracy support, enrichment activities and to pay for therapists.
- Σ The school actively sought the support of the local authority and external consultants following the previous inspection and, together, they have worked collaboratively to significantly improve all areas of the school's practice.
- Σ Staff morale is very high and all feel fully involved in development planning and review. Subject leaders are now taking on more responsibility for leading learning in their areas of expertise, but their role is not yet fully developed. Staff provide tremendous role models for the students and demonstrate resilience, understanding and care. Several staff told the inspectors that being at Batchwood was like 'being part of a big family where everyone knows, supports and helps each other'.
- Σ Safeguarding procedures are rigorous and robust. All staff are well trained and have a good and up-to-date understanding of their role in child protection. Governors too have been trained and overall practices are effective and supportive. The school works closely with other agencies who are concerned with the welfare of young people.

The Governance of the School:

Governance is outstanding. The governing body has provided an excellent level of support and challenge to the headteacher as she has strived to ensure that all students are given every opportunity to succeed. They are well aware of the targets set for teachers and what the school has done to tackle under performance. They ensure that the best teachers are rewarded for their efforts. Through their many formal and informal visits, they know the strengths of the school extremely well. Governors' personal skills and professional experiences are used very well in the various sub-committees so that they are able to contribute fully to the drive for continuous school improvement. Governors carefully scrutinise and discuss the schools' analyses of students' progress and the quality of teaching. In particular, the governors look for evidence of how the pupil premium is improving the progress of students that this extra money supports. They ensure that all finances are used well and that all statutory requirements relating to safeguarding are met.

Adults' Individual Role within Batchwood School

Educational Psychologist

Where appropriate and needed, the EP will carry out assessments on students. (for example



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where it is felt that a student may need a transfer to another provision or school)

Counselling

The students have access to our school counsellors that come into school each week. The counsellors are employed through Hertfordshire LA. Our Head of Care co-ordinates the timetable for the students in liaison with the parents/carers and counsellors.

Psychiatric Nurse

The school have employed a psychiatric nurse to support families and the school with students who are in need of the support. This works very well and it means that CAMHS link and work closely with the school.

Behaviour Co Ordinators

The behaviour Co ordinators supports staff with some of the challenging students who are finding it hard to focus and engage. There are 2 centres within the school. The 'Phoenix Centre' and The 'Learning Centre'. The former is a place for students who are displaying challenging behaviour and have space and support from the classroom to de-escalate their emotional outbursts. They can then re-engage in learning in order to progress and achieve.

The 'Learning Centre' is for students who need 1:1 support in their learning. This could be for part of the day or for extra support in certain lessons.

Trip and Visits Co- Ordinators

The trip Co- Ordinators liaise with the staff and organise the residential and day trips for the students. They ensure that all the correct risk assessments are filled in and that the trips are suitable for the needs and age of the students. In addition, they co-ordinate visitors to speak at the school to ensure students are aware of national issues such as anti-bullying, internet safety, disability awareness and different cultures and religion. This is a very important part of enhancing the curriculum and the supports the focus, motivation and engagement of the students to progress in their learning.

Role of Teaching Assistants at Batchwood School

The Teaching Assistants support the individual learning for students. They support the classroom displays as well as those around the school. They are involved in planning and meetings regarding each aspect of the school. They attend training and willingly support any school event in the evenings. All Teaching Assistants work very hard and successfully to support the learning and achievement of the students.

Administration Team

The Administration team support the Leadership team and all staff. They address the student attendance Health and Safety, SCR, Finance, Policies and upkeep of the buildings and report to and work closely with the Leadership team and site manager.

Teaching Staff

Teachers plan the teaching and learning very carefully to support the learning of each student. They use the information from the SEN register to ensure that they know the students very well in order to keep them on track to achieve the best they can. They are willing to adapt their planning in order to keep students' focussed and engaged. The teachers keep up to date with the changes in their subject area. They understand the need to ensure qualifications are appropriate for the needs of the students. They adhere to the national standards for teachers. The more experienced staff are only too willing to support inexperienced staff. One member of



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staff is the professional mentor for the TSA.

Middle Leaders

The Middle leaders support the leadership team. They are responsible for the timetable, Btec(as well as the Head of Science) and the Literacy and Numeracy across the curriculum. They support staff with plan. They support the Leadership Team in the strategic planning of the school.

Leadership Team

The Leadership team support the staff in their daily roles as well as plan strategically. Each member of the Leadership has a specific area of responsibility.

Governance

The Governors play a key role in schools. They act as ‘critical friends’ in order to ensure the students are achieving and getting the most from their experience at school to ensure they are ready for post 16 education.

Friends At Batchwood (FAB)

Friends at Batchwood organise fundraising activities in order to support the learning of the students outside and inside the classroom. This is vital in order for all students to attend and experience residential and day trips.

Mentors

Volunteers come into school on a regular basis to support the students. This enhances the students’ self- esteem and supports them in their learning. The volunteers support in the classroom as well as take the students on dog walks and outings.

Hertfordshire Music Service

The school have peripatetic teachers who come into school to give the students individual music lessons. This supports students’ music lessons and enhances their joy of music

Links within the Community

TSA

Batchwood is part of the Teaching School’s Alliance(TSA). We train teachers and support the training of other schools by hosting visits to trainee teachers.

Group Representation

The Head is part of the local STASSH group and the DSPL7 group as well as the Local Partnership offer.

Outreach Support

The school offer support to other schools in teaching and training. The hair and beauty qualification on offer at school is attended by some of the local mainstream schools. We also offer support for training in areas such as behaviour management.

Post 16 Preparation

The school have close links with Oaklands College and are part of the SEND pathfinders. Students begin to experience Oaklands College from year 7 and continue to do so until they leave in year 11. This ensures they are ready in year 11 for post 16 to enter into College life. This partnership has enhanced the confidence of all the students entering post 16 education.

Student Progress and Achievement

For a detailed analysis of student progress and achievement please visit the school website at



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[www.batchwood.herts.sch.uk/how effective are we/what we know about ourselves.html](http://www.batchwood.herts.sch.uk/how%20effective%20are%20we/what%20we%20know%20about%20ourselves.html)

Summary

In order to be sure that student achievement can be compared with other schools nationally, we use both the latest National Strategies Progression Guidance and Raiseonline to make judgements about student progress and achievement, year on year and over time.

Moderation

Batchwood teachers take part in moderation activities with other mainstream and special schools in order to ensure consistency and reliability in our assessments and judgements. In order to record and ensure accuracy of assessment judgements, we use a template to show the levels and the evidence of work. The template is signed by the teachers from different schools to ensure a fair and accurate assessment process has taken place.

Evaluation of student progress over time

The year on year results for 2013-2014 show that all students leaving Batchwood at the end of year 11 have shown an upward trend.

- ∑ 100% have achieved 5 A-G's
- ∑ 40% have achieved 5 A-C's
- ∑ 100% have achieved 1 A-C
- ∑ 100% have achieved 1 A-G
- ∑ 100% have achieved an Entry Qualification
- ∑ 100% have achieved Level 1 in Functional Skills in English and Maths
- ∑ APS: 354.77
- ∑ 132: Total number of entries

Achievement and Progress Targets

In order to show progress over shorter periods of time, each full level is divided into three steps (c/b/a). Targets are calculated to ensure that all students achieve the Upper Quartile predictions of the National Progression Guidance. This would mean 2 levels or more depending on their baseline from Year 7-9 and three levels or more from Year 7-11.

Teachers monitor and track the progress of each student as well as the form tutors track the progress of the students in their tutor group in all of their subjects.

The Head and Deputy have individual student trackers to monitor the progress of each student in each subject area. This leads to professional discussions of each student and the pathway that would suit the needs of the learner.



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Qualifications

The students can take GCSEs, BTEC's, VCVT in Hair and Beauty and NFE in Music, ASDAN, City and Guilds and QCF in College courses

Curriculum Offer

Batchwood offers a range of learning opportunities including

English

Literacy

Maths

Numeracy

Science

ICT across the curriculum

RE (Whole day visits to different Religions as well as speakers in school)

PSHCE (In tutor time)

Basic Skills (In tutor time)

Art

Ceramics

Food Technology

Curriculum Offer Continued

Design and Tech

PE

Music

Geography

Land Based Studies

Forest Schools

Hair and Beauty

Alternative Provision in KS4

Part time College Courses in KS4

Annual Reviews/EHCP

Meetings are carried out annually to review the ongoing and changing needs of each student. External professionals who are involved in the student's life are invited to the meeting so that a holistic review on all the student's needs is taken into account. The student's views and the parent's views are very important in the whole process.

Parents' Evenings

Regular Parents' Evenings take place for all year groups. Parents/Carers have the opportunity to discuss their child's progress with staff.

Concerts take place where students have the opportunity to perform in singing, playing, acting dancing as well as gymnastics.

Enrichment and After School Clubs



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Students can take part in enrichment activities and in a variety of clubs after school. The enrichment activities are based upon their progress in lessons during lessons. If students have made good progress throughout the week they are on Silver Activities, If they have made outstanding progress they are on Gold Activities, if they need to catch up with learning, they are on Red Activities. The after School Clubs include a variety of activities. The full club list is on the website.

You are welcome to make a visit Batchwood School by calling 01727 868021