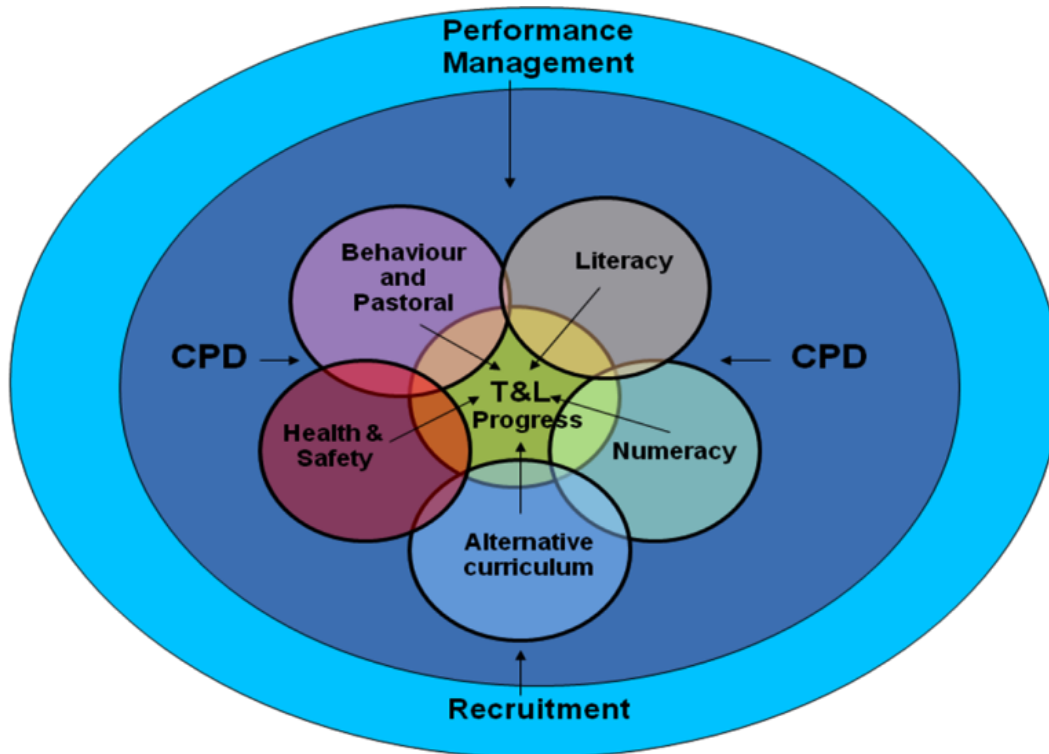
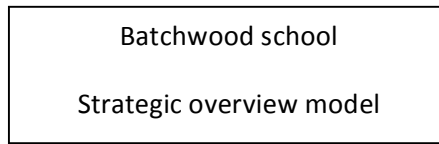




As a school it is our belief that effective Teaching and Learning that leads to progress must sit at the heart of all we do.



Teaching - Summary

Teaching is outstanding because of the impact that high quality training - coupled with a good monitoring process - has on developing the skills of a motivated and professional workforce.

The Headteacher has completed accredited training in relation to evaluating the impact of teaching on learning. Additionally the Deputy has received training on carrying out effective lesson observations.

The school has utilised links made through County and with other schools within the area in order to bring in a wide range of external expertise examples of this have included:

- Ongoing CPD (AfL, effective questioning, use of plenaries, Phonics, target setting, setting and judging effective outcomes etc.)
- Benchmarking visits (Whole school and departmental)
- Moderating with visits to other schools (Mainstream, Junior and Special)
- External advisory led Learning Walks and Lesson Observations.

Judgements are secured by a robust monitoring system that utilises Lesson Observations, Learning Walks, Work Scrutiny and Progress Meetings to triangulate outcomes.

The school has put in place a series of external monitoring processes to challenge and validate these Judgements. A range of external experts at various times of the year have visited Batchwood to monitor and assess the standards of teaching and learning and to



compare and validate the judgements made by the school's Head and Deputy
The school is therefore confident that the judgement of outstanding is both accurate and robust.

Summary of Outcomes over time

Since the 2012 inspection the quality of teaching and learning has significantly improved. Improvement in standards has continued post the 2014 inspection that graded the school as Outstanding

These improvement are as a result of the targeted in house CPD running alongside excellent training undertaken by a number of teachers externally.

The impact over time of this improvement in teaching standards is reflected in the improvements made in terms of students' achievements and progress.

Teaching standards have improved across the core subjects and as a result, the school has accelerated student progress and raised overall attainment in both English and Maths.

Teaching standards over the past 4 years.

All Subject Areas:

year	Inadequate %	Requires improvement %	Good %	Outstanding %
2011/12	9.5%	28.5%	62%	0%
2012/13	0%	34%	58%	8%
2013/14	0%	3%	70%	27%
2014/15	0%	3%	37%	60%

Teaching and learning in English and Maths

English

year	Inadequate %	Requires improvement %	Good %	Outstanding %
2011/12	33%	0%	67%	0%
2012/13	0%	33%	67%	0%
2013/14	0%	0%	67%	33%
2014/15	0%	0%	20%	80%

Maths

year	Inadequate %	Requires improvement %	Good %	Outstanding %
2011/12	0%	33%	67%	0%
2012/13	0%	33%	67%	0%
2013/14	0%	0%	67%	33%
2014/15	0%	0%	50%	50%



- From the tables above, it can be seen that the standard of teaching in English and Maths has improved and, as a result of this, student progress is being accelerated in comparison to the national trend.
- In both English and Maths 100% of the 10 observed lessons this academic year have been judged as good or outstanding.

Although the school has continued to give grades for individual lessons (For purposes of internal monitoring and tracking) it is important to understand that such grading's only play a small part in reaching a judgement of outstanding (see monitoring section for full details).

What Ofsted had to say about the schools standards of teaching and learning

The quality of teaching is judged to be Outstanding (April 2014):

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.



Monitoring

The Head has completed accredited training in relation to evaluating the impact of teaching on learning. Additionally the Deputy has received training on carrying out effective lesson observations.

Monitoring is supported by joint lesson observations and/or learning walks, in order to moderate the SLT's ability to secure accurate judgements on the quality of teaching and consequently to ensure consistency. Additionally, the school has utilised a range of external visits to monitor and benchmark standards, as well as to assess and validate judgements.

Process

To maximise effectiveness, observers use the current Ofsted criteria for teaching to inform judgements. In line with current practice individual observations form only a small part of the overall monitoring and ultimate judgement of teaching and learning. In addition learning walks, Pop ins, work scrutiny, subject reviews and conversations with students and parents are used to rate overall effectiveness of teaching and learning for both individual departments and the school as a whole. When observations do take place they are always followed up with feedback which will include a discussion with the teacher about the strengths and areas for improvement.

All of this information is then used to evaluate the quality of teaching for:

- The school as a whole;
- Departments (reviews)
- Individual teachers (linked to performance management);
- Curriculum (Planning);

The Head, Deputy Head also carry out daily walks into all classrooms and feedback informally to the teachers and SLT as appropriate.

This monitoring is used to aid in identifying where areas of whole school CPD needs to be focused in order to maintain excellence.

The school's judgement is moderated via regular external assessments, since the last inspection this has included:

- AfL advisor to monitor the impact (On teaching and learning) of the extensive package of CPD that was carried out with all staff.
- Training on "How to be outstanding"
- Monitoring visit (Looking at teaching and learning) from a local Special School Head, who is an experienced, serving Ofsted Inspector.
- Monitoring visits from County's "strategic lead" for secondary schools in Herts. To jointly observe lessons for validation purposes and judge overall effectiveness of the school.
- Continued visits from the schools HIP.
- Joint inspections with other SEMH Heads

As a result, the school is confident that its judgement on the quality of teaching and learning is accurate.



Department reviews 2014-15.

In line with the latest advice on monitoring quality individual lessons are not used in order to come to a conclusion about the standards of teaching and learning. Instead the school carries reviews of whole departments collating evidence from:

- Observations
- Work scrutiny
- Student feedback
- Pop ins
- Learning walks
- Achievements of students
- Progress of students
- Extended clubs and well-being.
- Planning
- CPD

In order to come to an overall grade for each department in the school and identify action points. If there is a recurring theme identified across a number of departments this will feed into the whole school development plan and will inform training. (eg consistency in Marking and assessment).

Training and Teaching

The outstanding teaching standards at Batchwood School, which results in outstanding achievement and progress is underpinned by the schools commitment to high quality in-service training.

CPD for all staff has focused upon the need for the development of effective planning based upon prior knowledge of individual students as well as the development of clear learning outcomes that focus on progress in terms of learning and not the completion of tasks. In addition, engaging students in using 'Batchwood's snail' of Bloom's taxonomy of questioning and the development of effective feedback to the student, alongside effective plenaries to ensure progress is being made by all students in each lesson.

Impact of targeted literacy training provided to all staff at regular intervals over the Autumn Spring term and Summer Terms is reflected in improving the delivery of literacy across the curriculum.



In-School Training Autumn Term 2014			
04/09/14	SAM Learning	5/11/14	New student tea party
11/09/14	Target setting	12/11/14	EHCP training
17/09/14	Use of Evolve	26/11/14	Ofsted training
08/10/14	Effective marking and feedback	11/12/14	Child protection
15/10/14	Implementing changes to the behaviour structure	10/12/14	Effective questioning for learning and effective use of Plenaries
22/10/14	Leaders of learning		

Key	
	Teaching and learning
	Literacy
	Behaviour/Pastoral

In-School Training Spring Term 2015			
06/01/15	Transforming conflict	12/03/15	Attachment disorder training
14/01/15	Effective use of IEPs within Teaching and Learning	18/03/15	New approach to tracking progress
21/01/15	Differentiation and Questioning	24/03/15	Preventing violence in teen relationships
28/01/15	KS4 curriculum updates	25/03/15	Preventing violence in teen relationships
3/02/15	Work Scrutiny Round 2	27/03/15	Conflict resolution
10/02/15	Sharing of Good/Outstanding practice from Learning Walks		

Key	
	Teaching and learning
	Behaviour/Pastoral
	Data



In-School Training Summer Term 2015			
06/05/15	Assessment and the new curriculum	17/06/15	Transforming conflict
13/05/15	Literacy, Marking and SWAT	24/06/15	Progress checks and SIMs
20/05/15	Use of SPAG	08/07/15	Changes to basic skills and feedback about the teen brain
10/06/15	Understanding the changes to the primary curriculum	16/07/15	Parents evening and leavers celebrations

Key	
	Teaching and learning
	Behaviour/Pastoral

How well teaching meets individual learners' needs and encourages their progress

As a result of highly effective planning and resource selection, which caters for a range of learning styles, individual and cohort achievement and progress is outstanding.

All classrooms (excluding Food Tech and Art) are equipped with interactive whiteboards, and at least three computer systems which have recently been upgraded. These are effectively used to promote learning. In addition to developing the facilities within each classroom, the school has developed a range of provision in order to support learning and to encourage generalisation of skills. These facilities include:

- Targeted mentoring and 1:1 lessons for a number of students focusing on the key skills of Literacy and Numeracy;
- an ICT room (although all classrooms have access to ICT equipment and facilities);
- The 'Phoenix Centres' used to allow students that are struggling with their learning a chance and space to refocus re engage;
- Fully equip D+T and Food Tech facilities;
- Garden areas: Poly tunnel and raised beds for plants and vegetables
- a (Seasonal) vegetable garden;
- a cleared area of woodland to carry out Learning Outside the Classroom
- A fully equip Music Tech Studio.
- A Hairdressing Salon.
- Two minibuses, (Used for Community Based Learning, Forest School, Sporting Events etc.)

Additionally, the school has links with a number of alternative providers, and local Colleges. These links enable students to follow courses of study that best meet their needs and talents. Examples include:



- Outdoor Learning and Bushcraft.
- Joint curriculum with Oakland's College as part of SEND pathfinder. From Year 7 students attend taster sessions with older students attending college weekly in order to gain qualifications in construction, catering, animal care, plumbing etc.
- The walled garden at Luton Hoo where a group of students are studying for a Btec in Horticulture
- C&G plastering
- The Sanctuary Music where students are working towards a two NCFE level 2 qualifications in Music Performance and Music Technology
- Building Zone; BTEC in Construction
- Challenger Troop CIC
- Mechanics City and Guilds qualification at Falconer
- Page 5 in Progress Measures in 2016-2017 states:
"Schools should continue to focus on which qualifications are most suitable for individual pupils as the grades pupils achieve will help them reach their goals for the next stage of their education or training".

As a school for students with such challenging needs, our primary aim remains to enable students to understand the importance of engaging in education to achieve relevant qualifications to equip them for post 16 study and life outside school.

All students also benefit from Educational Trips into the local and Wider Community in order to extend and generalise their learning. The school also runs a range of Residential Trips and operates a weekly programme of Enrichment Activities (Wall climbing, Archery and a range of various Sporting Activities to name but a few).

How well teaching promotes positive personal development, behaviour and welfare

Because of the high quality of teaching and pastoral support offered by the staff - coupled with an emphasis on meeting individual needs and celebrating achievement - the students enjoy coming to school and behaviour is outstanding.

The school's approach to behaviour management is founded on the principle that:

Positive behaviour change comes from the students experiencing real and valued success that is formally recognised, rewarded and celebrated.

Consequently, all staff strive to ensure that teaching challenges the students and is matched to their abilities and learning styles.

To support this, students have a range of behaviour plans where appropriate. These, coupled with appropriate personalised support, ensure that all students are able to access learning tasks.

Positive behaviour is further supported by a whole school reward systems. Two members of staff are trainers in Herts STEP technique and the staff have received training on using Herts STEP techniques.

There has been no permanent - exclusions over the past five years.

Consequently, student behaviour is outstanding - which, in turn, leads to outstanding achievement and progress.



Leadership and Management of Teaching and learning

- Time is provided for subject teams to plan together, share expertise and monitor and evaluate their own and each other's teaching and learning outcomes. Time is also set aside to visit other schools so that teachers can observe and share good practice, as well as, benchmark and moderate work.
- The Staff continually update their subject knowledge and teaching skills through comprehensive CPD that has focused on the key aspects of teaching, along with the area identified in the last inspection report.
- CPD for all staff has focused upon the need for the development of effective planning based upon prior knowledge of individual students as well as the development of clear learning outcomes that focus on progress in terms of learning and not the completion of tasks. In addition, engaging students in using 'Batchwood's Snail' of Bloom's taxonomy of questioning and the development of effective feedback to the student, alongside effective plenaries to ensure progress is being made by all students in each lesson.
- Since April 2014 the school has also had a major drive on developing leaders of learning via CPD and across everyday school life. This has reaped significant reward with the head of English now being recognised as a Lead Teacher of literacy and Phonics across Hertfordshire.
- Teacher appraisals link back to whole school objectives and individual teacher standards. The Leadership Team has identified (in partnership with individual teachers) specific areas of their own practice that need development linked to national standards and pay progression and set targets accordingly. There has been a whole school focus this year on developing leaders of learning (As identified during our most recent Ofsted march 2014). More experienced teachers are developing and leading the Outdoor Curriculum, developing the skills of trainee teachers as well as supervising the NQT teachers.
- The Leadership Team has developed a curriculum group whereby expertise from within can be utilised and further enhance current practice to personalise learning experiences for the individual students as well as support the new members of staff.
- Continued use of External Partners to aid progress and to validate outcomes. The school continues to work with a range of experts including:
 - Advisors for literacy, numeracy and AfL (Who have all carried out extensive CPD within the school) for all teachers and TA's.
 - Whole school moderation visits from
 - Our linked Teaching School to report and guide on overall Teaching and Learning standards
 - AfL advisor to monitor the impact (On teaching and learning) of the extensive package of CPD that was carried out with all staff.
 - Monitoring visit (Looking at Teaching and Learning) from a local Special School Head, who is an experienced, serving Ofsted Inspector.
 - Continued visits from the schools HIP.
 - Inspections carried out by the Head with other Heads of SEMH schools

Throughout all of these stages, the Leadership Team continually hold teachers to account in terms of monitoring student progress towards their individualised targets. The SLT is



rigorous in making sure students targets are challenging and that teachers are effectively intervening when progress is below expectation. Some of the ways this is achieved include:

- Observation feedback
- Progress meetings
- Department reviews
- Effective use of performance management targets.

The result of this has been a continued and consistent rise in students' standards since 2012.

The involvement of parents, carers in the learning process

Batchwood prides itself on the positive parent partnerships that it has fostered over the years. Parental surveys (including parent view) indicate that the parents value this support and as a result, the vast majority of parents feel that they are encouraged to support their child's learning

The school makes considerable efforts to ensure that all parents are actively involved in their child's education. These include:

- Home/School Agreements (signed on admission);
- Newsletters - to inform parents of achievements, needs and events;
- Consultation meetings - to discuss students' progress, targets and future needs;
- Annual Review - to discuss provision needs and options for the future;
- A range of social events to enable parents to meet and support each other, as well as, to enable students, staff and parents to extend and enhance partnership arrangements;
- Concerts - to enable parents to actively celebrate their child's achievement and performance;
- Open Door Policy - parents are encouraged to come into school - or telephone - to discuss any concerns, needs at any time.