

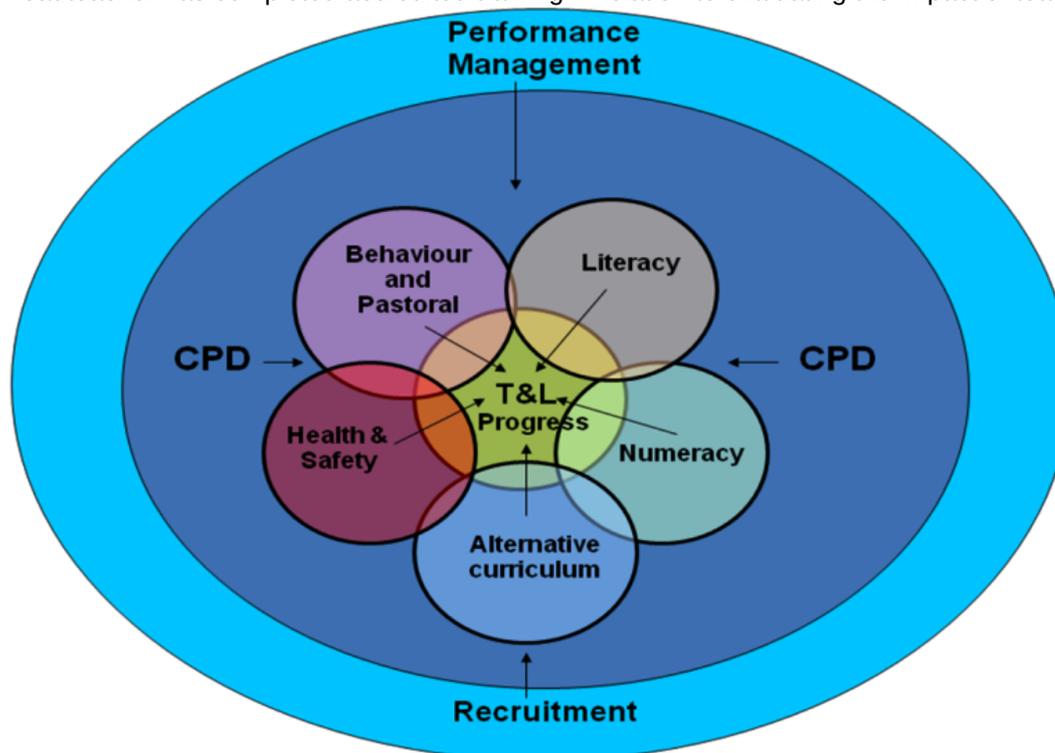
## Teaching and Learning Report 2015-2016

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 is a lead teacher in Hertfordshire and has systematically developed the standard of teaching at Batchwood.

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 2014 inspection the quality of teaching and learning has significantly improved. Improvement in standards has continued. 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%
2015/16	0%	0%	20%	80%

#### Teaching and learning in 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%
2015/16	0%	0%	10%	90%

#### Teaching and Learning in 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%
2015/16	0%	0%	30%	70%

- 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 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):**

1 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.

1 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.

1 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.

1 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.

1 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.

1 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**

Monitoring is supported by joint lesson observations and/or learning walks, in order to moderate the SLT's ability to secure an accurate evaluation on the quality of teaching and consequently to ensure consistency. Additionally, the evaluation is supported and verified by a range of external visitors to monitor and benchmark standards, as well as to assess and validate the senior leaders evaluation.

## **Process**

To maximise effectiveness, observers use the current Ofsted criteria for teaching to ensure high standards are maintained. In line with current practice, individual observations form only a small part of the overall monitoring of teaching and learning. In addition learning walks, Pop ins, work scrutiny, subject reviews and conversations with staff, students and parents/carers 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 write ups and 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
- Individual teachers (linked to performance management);
- Curriculum Planning

The Head and Deputy Head carry out daily walks into all classrooms and feedback informally to the staff.

Monitoring is used to identify where areas of CPD needs to be focused in order to maintain excellence.

The Head and Deputy meet regularly with external assessors. Since the last inspection this has included:

- AfL advisor to monitor the impact of AfL on teaching and learning
  - Training on the new structure for marking and target setting
  - Monitoring visits from the HIP who is an experienced Ofsted inspector
  - Joint inspections with other SEMH Heads

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

## **Department reviews 2015-16.**

In line with the latest advice on evaluating and monitoring teaching and learning, individual lessons are not only 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
- Classroom scrutiny
- Student feedback
- Pop ins
- Learning walks
- Achievements of students
- Progress of students
- Extended clubs and well-being.
- Planning
- CPD
- SWAT tasks to ensure literacy is being delivered across the curriculum

This informs an overall grade for each department in the school and also identifies 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. In 2015-2016 the focus was on AfL and marking.

## **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. The introduction of a generic system on AfL ensured consistency across the school.

### **Impact of targeted literacy training provided to all staff at regular intervals over the Autumn, Spring and Summer term and 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, Music 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 key 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 'Learning Centre' used to allow students that are struggling with their learning a chance and space focus and engage
- Fully equip D+T and Food Tech facilities
- Medieval Roundhouse and a cleared area of woodland to carry out Learning Outside the Classroom
  - Garden areas: Poly tunnel and raised beds for plants and vegetables
- 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 Oaklands College and North Herts College where the students can follow full time courses in KS4 such as Motor Mechanics, Construction and Music.

Alternative Provision includes:

- The walled garden at Luton Hoo where a group of students are studying for a Btec in Horticulture
- C&G plastering
- Building Zone; BTEC in Construction
- Challenger Troop CIC
- Mechanics City and Guilds qualification at Falconer
- NOVA in Stevenage

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 their knowledge, skills and understanding. The school runs a range of Residential Trips and operates Friday afternoon Enrichment Activities (Wall climbing, Archery and a range of various Sporting Activities to name but a few as well as craft activities).

### **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 rewarded and celebrated.

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

To support this, students have a range of support plans where appropriate. This individual support ensures that all students are able to access learning tasks. This means that there have been no permanent exclusions over the past five years. Consequently, student behaviour is outstanding which 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 Deputy Head being recognised as a Lead Teacher of literacy and Phonics across Hertfordshire.
- Leaders of Learning have been developed across the school with various members of staff taking a lead in the different areas of Batchwood life such as the Middle Leader for the Outdoor Curriculum, Middle Leader teacher for training NQT's and trainee teachers, Middle Leader for Attendance and Alternative Curriculum as well as developing a Pastoral team and new SENCo
- 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.

Throughout all of these stages, the Leadership Team continually holds staff to account in terms of monitoring student progress towards their 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 2014.

### **The involvement of Parents/Carers in the Learning Process**

Batchwood prides itself on the positive parent/carer partnership that it has nurtured over the years. Parent View indicates that the parents/carers 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/carers are actively involved in their child's education. These include:

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

From the above, it is clear that Batchwood have built upon the successes of the previous year and have developed a solid structure for monitoring teaching and learning to ensure that high standards are maintained at all times. The percentage of outstanding teaching and practice has risen since 2014-2015 to become 80% outstanding and 20% good in 2015-2016. The next step is to maintain 100% outstanding in 2016-2017.