

## BETTRIDGE SCHOOL SELF-EVALUATION SUMMARY January 2017

SECTIONS		SUMMARY EVALUATION	
INTRODUCTION		<p>School Context</p> <ul style="list-style-type: none"> <li>• Bettridge is a community special school providing for up to 134 pupils between the ages of 2 and 19. All pupils have a Special Educational Need.</li> <li>• Judged “Outstanding”, Ofsted 2013</li> <li>• Restructure of Leadership and Management in 2014</li> <li>• Increased and enhanced Post 16 provision opened January 2017</li> </ul>	
AREAS FOR WHOLE SCHOOL DEVELOPMENT		To increase leadership capacity and ‘grow’ new leaders	
		To maintain outstanding teaching, learning and attainment	
		To maintain outstanding outcomes for all groups of students	
		To increase and enhance provision for post 16 additional pupils	
		To increase whole school involvement in improvement and development with creation of Change Teams (CT) from 2015	
1	PROGRESS MADE BY THE SCHOOL ON AREAS FOR DEVELOPMENT IDENTIFIED IN THE LAST FULL OFSTED INSPECTION	<p>Key Issue</p> <ul style="list-style-type: none"> <li>• Continue to improve and develop Total Communication across the whole school</li> </ul>	<p>Progress Made</p> <ul style="list-style-type: none"> <li>• ‘Captain TC’ character has raised awareness and engagement with Total Communication</li> <li>• Skills of staff increased, with three new staff now trained to be trainers</li> </ul>
2	<p>LEADERSHIP/ MANAGEMENT</p> <p>How well leaders demonstrate ambition for children, prepare children for modern Britain, improve teaching and learning, develop staff, sustain improvement. Accuracy of SSE, appropriate curriculum and policies, governance, financial stability, safeguarding and partnerships</p>	<p>Strengths</p> <ul style="list-style-type: none"> <li>• Engaged and committed Governing Body who are willing to support challenge.</li> <li>• Capacity for sustained improvement</li> <li>• High expectations for all pupils. Systems and practice for target setting and reviewing are robust.</li> <li>• Shared leadership with engaged and enthusiastic staff, including developing leadership potential and expertise</li> <li>• Effective use of Pupil Premium</li> <li>• Parental engagement in planning and reviewing outcomes high</li> <li>• Equality - opportunities for all</li> <li>• Safeguarding</li> <li>• Collaborations with other schools nationally to drive best practice</li> </ul>	<p>Areas for Development</p> <ul style="list-style-type: none"> <li>• Develop and embed provision, curriculum and transition plan for extended Post 16 provision.(LT&amp;MT)</li> <li>• Increase scope and effectiveness of parental engagement (CT7)</li> <li>• Review and improve systems to increase efficiencies of systems and practice: (CT6)</li> </ul>
3	<p>TEACHING, LEARNING AND ASSESSMENT</p> <p>Quality of teaching and learning, high expectations, secure subject knowledge, challenge, independent learners, English and maths skills, assessment and next steps in learning. Homework.</p>	<p>Strengths</p> <ul style="list-style-type: none"> <li>• Teaching is outstanding and never less than good</li> <li>• Teachers high expectations, skills and knowledge enable pupils to be engaged and learning opportunities maximised.</li> <li>• Pupils are positive about school and are eager to learn</li> <li>• Teachers collaborate with each other and other professions to identify and meet outcomes for each individual</li> <li>• Overt learning opportunities for learning during non teacher-led activities</li> </ul>	<p>Areas for Development</p> <ul style="list-style-type: none"> <li>• Continue to improve Total Communication throughout school, embedding it as our “common language” (CT1)</li> <li>• Improve staff’s confidence and ability in ICT in order to improve delivery and outcomes for pupils.(CT4)</li> <li>• To improve displays throughout the school, with an emphasis on creating “displays for learning”(CT2)</li> </ul>

4	<b>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</b> Including attitudes in lessons & around the school, ethos, pride, self-discipline, awareness of healthy living and how to stay safe, attendance & punctuality, SMSC.	<b>Strengths</b> <ul style="list-style-type: none"> <li>• Staff and pupils work together in an atmosphere of mutual respect.</li> <li>• Behaviour is excellent. Focus is on pupils learning how to self-manage and school presents as calm and purposeful both in lessons and during less structured times</li> <li>• Pupils are proud of their own and their friends achievements and excellent behaviour</li> <li>• Spiritual, moral, social and cultural (SMSC) development permeates all aspects of the school</li> <li>• Pupils and staff uphold fundamental British Values</li> <li>• Bettridge has a clearly defined offer of Early Help</li> </ul>	<b>Areas for Development</b> <ul style="list-style-type: none"> <li>• To develop and improve Personal, Social, Health and Economic (PSHE) education and resources based on People in the Know (Pink) curriculum. (CT5)</li> </ul>
5	<b>OUTCOMES FOR PUPILS</b> Attainment, progress from different starting points and the quality of learning, for individuals and different groups, particularly SEND pupils, Pupil Premium and more able pupils.	<b>Strengths</b> <ul style="list-style-type: none"> <li>• Outcomes have continued to improve over the last three year</li> <li>• Number of credits achieved by year 11 pupils has increased significantly year-on-year</li> <li>• Well developed systems for assessment and measuring progress for pupils with Profound Multiple Learning Difficulties (PMLD) working below Level P4</li> </ul>	<b>Areas for Development</b> <ul style="list-style-type: none"> <li>• To develop and implement new curriculum, qualifications and attainment for post 16 learners from September 2016 (L &amp;MT)</li> </ul>
6	<b>EARLY YEARS</b> Quality of provision and outcomes, quality of teaching, learning and assessment, behaviour, parental engagement, leadership and management of early years.	<b>Strengths</b> <ul style="list-style-type: none"> <li>• Leadership and management of Early Years</li> <li>• Appropriate curriculum and provision to match development needs to end of Key Stage 1</li> <li>• Systems are in place to assess and measure progress from starting points.</li> <li>• Quality of teaching, learning and relationships</li> <li>• Parental engagement</li> <li>• Systems in place to accurately assess and measure progress</li> </ul>	<b>Areas for Development</b> <ul style="list-style-type: none"> <li>• To further develop opportunities for learning through play based on individual pupils preferred ways of engaging. (CT3)</li> </ul>
7	<b>POST 16</b> Quality of provision and outcomes, quality of teaching, learning and assessment, behaviour, parental engagement, leadership and management of Post 16	<b>Strengths</b> <ul style="list-style-type: none"> <li>• Leadership and Management of Post 16</li> <li>• Curriculum</li> <li>• Parental engagement</li> <li>• Transition</li> </ul>	<b>Areas for Development</b> <ul style="list-style-type: none"> <li>• Enhance and extend our strengths for Post 16 pupils in the new Further Education provision(LT&amp;MT)</li> </ul>
8	<b>OVERALL EFFECTIVENESS</b>	All key areas are outstanding <ul style="list-style-type: none"> <li>• Outcomes for each individual pupil</li> <li>• Curriculum content and wider learning opportunities</li> <li>• Pupil voice</li> <li>• Ethos of inclusion, acceptance and diversity.</li> <li>• Welfare and Safeguarding</li> <li>• Engagement in school development</li> </ul>	