

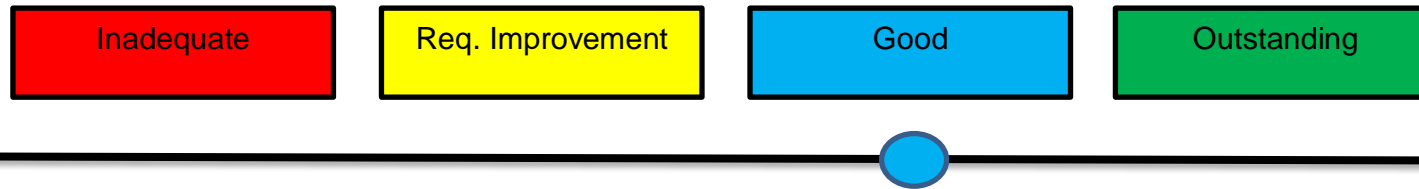


School Self-Evaluation 2020-2021

'Making the most of every day'

Please read in conjunction with our Response to Covid-19
document

Quality of education



Intent

Baytree School strives for all learners to receive a personalised, tailor-made curriculum which focusses on their next steps of learning.

EHCP and Subject Leaders reviewed the Baytree Curriculum, initially with the development of a clear rationale for each subject area through the Intent, Implementation and Impact (III) document's which share the school's Intent for each EHCP and Subject area, it's links to the curriculum, curriculum coverage, the progression and implementation of each EHCP area through each Key Stage and the desired impact intended for our learners. This year EHCP and Subject Leads created Curriculum Continuums, which detail the coverage of the curriculum across all the key stages ensuring all learners have access to a broad, balanced and progressive curriculum which will ensure all learners leave Baytree School with the necessary skills needed for their planned next steps. EHCP and Subject Leaders led INSET days to share their III docs, Continuums and the Intent of their curriculum area with the whole school teams, feedback was extremely positive and included comments such as "helpful Maths and communication sessions- good to hear what other pupils are aiming to achieve throughout the school and for when they leave."

To ensure the EHCP and Subject leaders have the appropriate support they work within curriculum teams overseen by the Department Leads, this has ensured all planned curriculum developments including the creation of the Curriculum Continuums have been devised in partnership and researched appropriately prior to implementation.

Baytree School strives to deliver all learners a tailored and personalised curriculum which is motivating, challenging **and ensures all learners are developing the next steps in their personalised learning journey.** EHCP and Subject Leaders have ensured the curriculum has remained broad and balanced but assessing learners' progress continues to be against their EHCP medium term outcomes, which are set out in 5 key areas – Learning (Literacy / Mathematics), Communication, Independence, SEMH and Physical. Therefore, we are creating a curriculum for each learner in the areas that matter most to them in their development and assessing against their personalised next steps. Class Teachers work extremely hard to ensure that each learners curriculum although challenging is still motivating and fun! From the recent parent questionnaire **100% of parents and carers responded that their child was happy at school.**

We have assessed progress using MAPP a tool to measure progress against learners EHCP Medium Term Outcomes, the final teacher assessments were made in July 2021. Our Early Years learners continue to access the Baytree EYFS Curriculum and are assessed against the Baytree adapted Bristol Differentiated Early Years Outcomes.

Learner's EHCP medium term outcomes are co-produced with parents and multi-professionals through the annual review process which ensures outcomes are challenging, streamlined and focussed with all having a clear understanding of the trajectory of learning that each young person is embarking on, by setting outcomes for one year (Medium Term Outcomes) and aspirational outcomes for 2/3 years (Long Term Outcomes). A member of the SLT has chaired a sample of the annual reviews and all annual review reports are read and checked by a member of the SLT to quality assure the outcomes set are challenging and as expected.

Baytree School adopts high expectations for all learners with clear aspirational long-term outcomes, SMART yearly outcomes broken down into termly SMART targets which are then RAG rated by teachers at the end of each half term. The learning leads for Reading and Number have completed progression documents which will be initially trialled and then implemented across the school from September 2021.

Learners at Baytree School will either follow a Sensory or Subject Specific curriculum and are assessed accordingly: Sensory Learners – class teachers utilise Routes for Learning to support with target setting and progression documents which the EHCP/Subject leads are developing. During the Summer 2021 term The Engagement Model was implemented for Sensory Learners to evidence progress against the 5 areas and support class teachers to make their MAPP judgements. Subject Specific Learners – class teachers will utilise progression documents to support with target setting which EHCP/Subject leads are developing. Evidence of progress in Reading and Number is collected by class teachers in week 1 and 6 (or most appropriate). Teachers will then assess against MAPP on identified dates set throughout the year.

We redesigned and implemented our 14-19 curriculum in September 2018 and reviewed again this year through the creation of the curriculum continuums. The curriculum is linked to the pathways to adulthood themes and has seen the implementation of AQA accreditation units for KS5 learners, which builds on the previous learning and will equip learners with the skills they need for the next steps on their journey beyond Baytree School in partnership with multi professionals. All leavers have their next destination planned prior to leaving Baytree School and **Year 14 sees the implementation of a bespoke curriculum offer focussing on the particular skills a learner will require to ensure their next step is a success.** This year with only one year 14 learner a bespoke transition package was developed with the college destination, initially accessing virtual college sessions during the lockdown followed with multiple face to face sessions each week to ensure a smooth transition onto the college course in September 2021.

Developing our learners' reading skills has continued to be a whole School priority. We have focussed on ensuring all learners have daily reading opportunities including access where appropriate to daily phonic sessions and access to the relevant reading scheme/books which will support the development of their next steps of learning. Alongside Reading, developing learners **Communication and Independence skills remain the key priority and the Golden Threads that run throughout all elements of our curriculum- the significant importance is captured within the curriculum continuums and through the outstanding progress learners have made, see pupil progress 2020-21.**

Ongoing Actions and Next Steps
<ul style="list-style-type: none">- EHCP and Subject Leads to review the Ill docs to ensure they continue to reflect the expected current practices- Trial and then Implement the Number and Reading progression documents to support class teachers with planned sequential target setting.
Priority areas for Development
<ul style="list-style-type: none">- Devise clear progression strategies for all curriculum areas which clearly identifies the pathways for learning to ensure the sequential acquirement of knowledge and skills individual learners will require for their next steps.- Finalise, publish and implement the progressive reformed Baytree Curriculum

Implementation

Each individual learner has a personalised pupil provision map which identifies the input and support they require to succeed and achieve their next steps of learning, this includes information such as preferred communication systems and therapeutic input. This ensures all learners receive a consistent approach in the delivery of their personalised and tailor-made curriculum.

The curriculum is delivered through the Baytree core subjects of English, Maths, PSHE, ICT and PE, the foundation subjects encompass Geography, History, Art, DT and Music are delivered through termly topics and RE through termly immersion days. Science had been incorporated within the foundation subject's termly topics however over the academic year the Topic Subject Leads have developed the Science Continuum to ensure appropriate curriculum coverage and from September 2021 Science will be reinstated as a core subject with a Science expert to lead the curriculum area.

Teachers follow long term planners which have been created by the EHCP/Subject Leaders and were reviewed during the academic year to ensure matched with Ill docs and the continuums and still relevant and appropriate in order to build upon previous learning and culminate with equipping all learners with the skills they need for their next steps.

Alongside the formal curriculum, learners receive a bespoke therapeutic curriculum dependent on need. This includes Music Therapy, Rebound Therapy, Hydrotherapy, Sensory Diets as well as personalised therapy programmes incl. physiotherapy / SALT programmes. The therapeutic curriculum is intertwined with the formal curriculum and links directly into the learner's next steps with multi professionals supporting in the creation of learners Medium Term Outcomes. The pandemic has brought challenges in the delivery of some elements of learner's therapeutic curriculum see Response to Covid-19 doc.

The implementation of the Raising Achievement Plan (RAP) has been impacted due to the pandemic however where appropriate relevant monitoring has taken place. This has included regular planning and work scrutiny, this included Department Leads sampling and monitoring the Home Learning being set to ensure consistent high expectations were delivered to all learners who were learning from home. Department Leads presented the impact of home learning to Governors. Formal lesson observations linked to teacher appraisal targets were carried out during Term 5. Individual feedback was provided to teachers focussing on 'what went well' and any 'even better ifs.' A few examples of feedback detailed below:

Strengths	Even Better Ifs
Planned activities enabled learners to make progress against their personalised termly targets.	Ensure all learners have access to personalised communication systems.
Staff team have developed positive relationships with all learners and supported access to their learning.	Consider how the movement breaks could support the learning intentions of the sessions.
Extending the learning opportunities through use of the resources and staff encouragement.	Additional resources made available to enhance independent learning incl. Number lines / sequence charts

We are hopeful to be in a position to implement our robust Raising Achievement Plan (RAP) from September 2021 which will ensure all staff including Governors are routinely monitoring and ensuring the highest standards are being achieved- See monitoring schedule 2021. From Sept 21 systematic observations will be reinstated which involve peer to peer observations (term 1 + 4) which encourages teachers to work collaboratively in developing the areas they feel less confident in delivering. Learning walk (term 2 + 5) focussing on the delivery of a whole school focus and formal observations although not graded (term 3 + 6) led by the leadership team. The RAP also includes planning and work scrutiny. Class teachers receive personalised identified strengths and areas of development which help to inform the priority for their next observation.

Implementation of the RAP and Monitoring Schedule ensures leaders have a clear oversight and provide the necessary support where needed. Although monitoring of teaching and learning has been impacted, evidence of work scrutiny and progress data it is clear that despite the challenges faced learners continue to make significant progress. See Pupil Progress Report.

Ongoing Actions and Next Steps

- Embed Science as a core subject, ensure class teachers are aware of expectations and curriculum content.
- Reinstated the robust RAP and monitoring cycle to ensure high standards are achieved across all areas.
- Ensure class timetables provide a broad and balanced allocation of time to ensure coverage of the curriculum in line with Key Stage expectations and curriculum continuums.
- Continue to redevelop the 14-19 curriculum widen the accreditation opportunities in KS5; set progression expectations for sensory and subject specific learners.
- Continue to devise clear progression strategies for the remaining curriculum areas which clearly identifies the pathways for learning to ensure the sequential acquirement of knowledge and skills individual learners will require for their next steps

Priority areas for Development

- Adapt the EYFS curriculum offer to align with the national changes and ensure progressive and challenging for all learners.
- Continue to develop the 14-19 curriculum to ensure progressive and Individualised focussing on pathways to adulthood and the skills required for post Baytree including the introduction of 'Year 14' moving on curriculum.

Impact- Please read in conjunction with the Baytree Measuring Impact document.

Despite the disruption of Covid-19 Class Teachers carried out the final MAPP assessment in July 2021. Using this MAPP assessment class teachers indicated and made a professional judgement for each learner based on if they were off track / on track / or exceeding their medium term outcomes by their following annual review. Class Teachers provided a short evaluation explaining their decision.

The pupil progress information collated from the teacher judgements indicated the following:

- **Pupil progress is OUTSTANDING with over 80% of pupils achieving or exceeding** their personalised medium term outcomes in Reading / Mathematics / Communication / Independence and Physical (See Analysis of 2019/2020 Baytree Pupil Progress Report)
- In the recent parent questionnaire 100% of parents and carers that responded were happy with the progress their child made this academic year.

- Progress in Reading and Mathematics is outstanding with the vast majority of learners on track to achieve their personalised reading and mathematics medium term outcomes. Raising standards in Reading has continued to be a whole school priority this year and this is reflected in the progress the learners have made.
- Progress in both expressive and receptive communication as well as independence is judged as outstanding. As a School we consider these areas to be our 'Golden threads' that run across and throughout the curriculum. These outcomes would be challenging and co-produced alongside the relevant professionals. Last academic year progress in Communication and Independence was judged as Good and we are delighted to see the shift in learners making outstanding progress within these areas.
- Since the October 2020 assessment the vast majority of learners are now back attending school full time and are on track to either achieve or exceed their personalised medium term outcomes with outstanding progress being made across the majority of EHCP areas.
- All learners identified as off track in the October and March were discussed via pupil progress meetings with the class teacher and the Headteacher. Individualised strategies and interventions were identified and have been implemented and have been successful in supporting learners back on track to achieve or exceed their personalised outcomes.
- In the October 2020 assessment a significant number of learners appeared off track with their communication and independence outcomes. Through staff meetings, the actions within the SDP priority, and the recruitment of an Intervention Assistant significant progress has been made to raise pupil progress.
- The Headteacher shared with the SIP the Catch-Up Pupil Progress report. The SIP felt that the report was extremely thorough and robust providing evidence for the strategies in place. The SIP felt that it was the best of its kind she had so far seen.
- Progress has not been as strong with learners SEMH MTO's this is a result of the pandemic and the Covid-19 restrictions that were implemented incl. the hub systems which have limited the opportunities for learner's social interactions.
- EYFS progress is strong with teachers assessing against the Baytree adapted Bristol Differentiated Early Years Outcomes to record the small step progress individual learners are achieving within the developmental milestones. Alongside this EYFS learners progress is recorded within their personalised learning journals.
- The development of the 14-19 curriculum has provided learners with more varied personalised learning opportunities. These focus on learners' next steps of learning and the skills needed for life after Baytree. The success of the development of the 14-19 curriculum is evident within the Teacher judgements with the vast majority of learners on track to achieve or exceed their personalised medium term outcomes.
- Learners in Key Stage 5 have also been completing a number of AQA accreditation modules, which have helped learners develop the skills needed for their next steps of learning and skills needed for life after Baytree.
- Pupil progress meetings have been held after each teacher assessment, those identified as 'off track' have been discussed to **ensure barriers to learning are removed and interventions and strategies are implemented, evaluated and reviewed.**
- Through the pupil progress meetings learners were identified as requiring targeted intervention to support to get 'back on track' within a particular area of learning. The newly appointed Intervention Assistant delivered these interventions through 1-1 / group / class support sessions.
- All learners identified as off track in March 21 and then supported by the Intervention Assistant are now On Track to achieve their MTO by their next annual review.
- The Intervention Assistant also successfully supported learners with transitioning back into school from periods of shielding and has been delivering home learning sessions to those learners unable to attend the school environment due to the pandemic. All of which have continued to be on track to achieve their personalised MTOs.
- This academic year individual learner assessment profiles were successfully implemented to streamline and centralise the assessment systems. This has supported in the reduction of teacher workload.

- In July 2021 two students successfully transitioned from Baytree, one student went to Weston College whilst the other student will receive a bespoke package. These successful outcomes were due to close partnership working with transition social workers, colleges and other organisations.

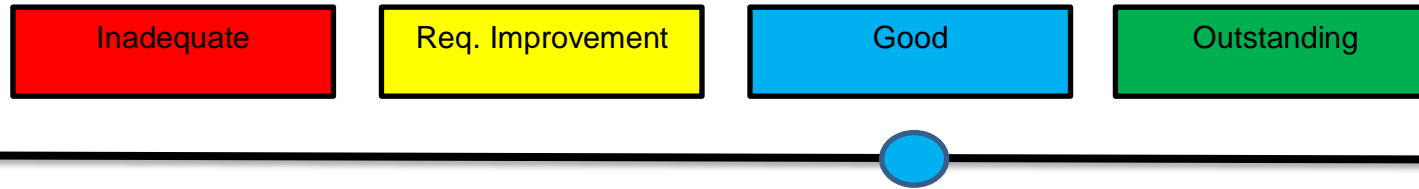
Ongoing Actions and Next Steps

- All learners medium term outcomes will be re-baselined at the end of Term 1. (Oct 2021)
- Pupil progress meetings to be held with class teachers and the Headteacher to discuss all individual pupil's that are identified as off track in any area of learning and together plan and devise interventions that class teachers can implement within the classroom environment.
- Provide EHCP leads with all identified off track learners.
- EHCP leads to meet with class teachers in September 2021 to discuss and support with identifying interventions and strategies to support learner's progress.
- **Intervention Lead will provide targeted intervention to identified individual learners and small groups to support progress.**
- Use of multi professionals and the school's specialist TAs will be utilised where deemed appropriate for targeted intervention, this may include the use of **music therapy, access to a sensory OT, 1-1 or small group intervention sessions.**

Priority areas for Development

- Prioritise raising standards for all learners Social Emotional Mental Health.
- Implement use of The Engagement Model to ensure progress is being captured for the Sensory Learners

Leadership and management



Evidence and Impact

- The leadership team has built upon the good quality of education in the school since the last inspection - Ofsted Inspection 16th March 2017. The School Improvement Partner identified that despite the pandemic **“The school has made good progress on the curriculum’ (19th November 2020)**
- School Leaders, teaching staff and Governors have worked together to define their roles and responsibilities to ensure all involved with Baytree School share a clear vision and ethos of continual improvement of the provision for all children and young people at Baytree School. (See Matrix’s and Governor Role Descriptors)
- Leaders have strived to create a culture of self-reflection and strive for continual improvement; this is being realised through the Peer to Peer observations which provide teachers the opportunity to work collaboratively with a peer to develop an element of their practice they feel requires development. All staff receive an annual appraisal; this provides an opportunity to collaboratively identify CPD (both in-house and external) opportunities.
- Wellbeing continues to be a priority and this academic year Baytree School was awarded the Healthy Schools Mark and congratulated on the “wide variety of strategies were used to improve the mental wellbeing of children. You listened and responded to their views, considering what they would like to improve at school”. Staff Wellbeing was also prioritised and improved despite the difficulties faced with the pandemic. The Wellbeing Group comprising of staff continue to meet and implement exciting ideas. A clinical psychologist continues to work closely with the class teachers to support their wellbeing.
- Teacher Workload continues to be an area of focus and has seen core documents condensed and the introduction of the individual pupil assessment profiles is reducing and streamlining teacher workload. The Leadership Team will continue to work with teaching staff to ensure workload is appropriate and manageable.
- Ensuring we have the highest level of Safeguarding is paramount. Training and awareness raising, alongside an open culture of working together and promoting the importance of vigilance and sharing concerns. Training for all staff now consists of face to face training led by the N-Somerset Safeguarding Lead, online Educare training modules as well as continual updates and refreshers during weekly staff briefing sessions. A recent safeguarding audit was carried out by the SIP (June 21) who reported that, **‘it is clear that the safeguarding lead has engendered a good safeguarding culture at the school.’** This is echoed by both parents and pupils, with **100% of parents reporting they felt their child was safe at School.**
- The Safeguarding Lead completed the LA annual audit of Safeguarding and the findings were shared at the FGB.
- CPOMS has been successfully implemented this academic year to support in the recording and reporting of all safeguarding matters. In-house training has been provided to ensure a successful implementation.

SLT Restructure

- With the resignation of the Primary Lead from September 2021 an SLT restructure was planned by a Governor sub-committee. Although initially this included the recruitment of an Assistant Head after an unsuccessful interview process the governing board deemed it appropriate to not appoint an assistant head but instead increase the number of Department Leads with the introduction of an EYFS/ KS1 Lead and KS2/3 Lead who will work alongside the KS4/5 Lead in leading the departments and developing a progressive curriculum.

Governors

- All Governors have an operational responsibility and a governance responsibility (see Governor Responsibility 2021/22 and Governor Role Descriptors) this provides Governors with clarity of role, opportunities to appropriately challenge and support and ensures streamlined practice.
- Governors continue with either a curriculum responsibility and a link with an EHCP Lead or a School Development Priority with a link with a School Leader. Due to the pandemic opportunities for Governors to meet with their respective leads to look at progress against developments and provide challenge and support has been limited, however where it has been possible Governors have feedback to the FGB via the effectiveness meeting.
- To ensure Governors have oversight and are monitoring the progress of developments a template monitoring report form has been developed and a Governor monitoring schedule has been developed to implement in 2021-22.

EHCP and Subject Leaders

- EHCP and Subject Leaders continue to have annual action plans with clear milestones to ensure the successful development of each curriculum area.
- Due to the priority of the development of the Baytree curriculum to ensure it is progressive, sequential, meaningful and relevant to all learners Curriculum Teams were introduced to provide a support network and to encourage EHCP and Subject Leads to work in partnership to develop their subject areas.
- The Curriculum Teams successfully ensured the creation of the Ill docs and subject continuums. The Curriculum Teams will continue to develop progression documents. See Curriculum Teams for 2021-22 below:

Curriculum Team 1 – led by Lottie Pimm	
Reading/writing	Kim Richards
Communication/S&L	Kate Lewis
Maths	Carol Orum
Physical/Sensory	Kate Willoughby
Curriculum Team 2 – led by Kate Lewis	
RE/SMSC	Jo Hughes
Topic (arts & humanities)	Sara Lewis

Independence/SEMH	Lottie Pimm
Science	Matt Hazelwood Smith
Curriculum Team 3 – led by Kim Richards	
Careers	Matt Hazelwood Smith/Amanda Stephens
ICT/e-safety	Lydia Mountcastle
Music & performing arts	Claire Burgess/Caryn Ritchie
Duke of Edinburgh	Lottie Pimm/Tamar Allen
Healthy Schools	Sara Lewis

- The Curriculum Teams will be led by the Department Leads, two of which were successfully appointed for Sept 21. The Department Leads will provide ongoing support and supervision for the EHCP and Subject Leaders including supporting with the development of the action plans.
- Identified EHCP and Subject Leaders have met with the School Improvement Partner (SIP) to support the development of their curriculum areas see feedback detailed within the SIP feedback forms. An example of feedback included, 'The Reading Lead has a very clear understanding of her subject area and working hard to ensure staff follow effective reading practice.'
- The EHCP leaders have a link Governor who will support and challenge the leader to ensure the objectives within the action plan are met and are having the desired impact on the learners. Governors will feedback progress within the Governor Effectiveness meetings.
- EHCP and subject leads continued to review the long-term curriculum plans to ensure they remained appropriate for the cohorts of learners.
- Regularly monitoring of planning, work scrutiny and regular observations to be implemented and constructive feedback provided to colleagues. (In line with RAP)
- Internal and external moderation to be implemented to ensure challenge and high aspirations are being identified within all learners personalised EHCP medium term outcomes

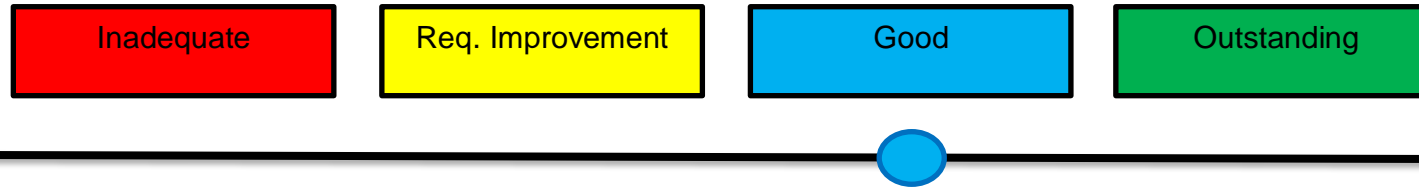
Ongoing Actions and Next Steps

- Timetable termly visits from SIP to monitor and challenge provision and provide support to the newly appointed Department Leads.
- Governors will meet systematically with School Leaders and EHCP Leads to focus on impact of developments.
- Head and Deputy to attend relevant conferences in order to network, share and bring back Outstanding provision to Baytree.
- EHCP/Subject leads to form links and network with appropriate colleagues from other school settings in order to share best practice.
- RAP and monitoring cycle to be implemented and reviewed termly to ensure rigour and challenge amongst all staff.
- Ensure levels of engagement, challenge and aspirations remain high for all stakeholders – ‘AIM HIGH & FLY!’
- Engage with other special schools to share best practice – Reciprocal Evaluation Days to look at school specific SDP priorities.
- EHCP/Subject leads to plan and where appropriate lead curriculum training to their peers and then to the whole school in identified INSET days.
- INSET curriculum training days to be planned with focus on improving learners SEMH.
- Restructure of Teacher Meeting times to incorporate fortnightly Department Meetings to be led by Department Leads.
- DHT to lead fortnightly supervision sessions with DLs to ensure they have the necessary support and guidance.
- Governors to be offered opportunity to attend relevant training sessions for the area of focus.
- All staff will complete safeguarding update training throughout the academic year in line with training programme.
- Update all schemes of work to ensure high aspirational learning outcomes for all pupils and to ensure guidance for all learners – Sensory Learners and Subject Specific learners.

Priority areas for Development

- Governors monitoring role to be implemented and findings to be reported back to Effectiveness Board Meetings.
- Curriculum teams to be led by the Department Leads through designated Teacher Meeting Time to ensure the continued development of the curriculum.

Personal Development



- Baytree School delivers a comprehensive SMSC programme reflective of Baytree School and the wider community, which not only focuses on and celebrates a range of different cultures and faiths through whole school enrichment days, but is also mapped across the whole curriculum ensuring the core values are embedded into everyday life at Baytree School.
- Although not able to implement during the academic year 2020/21 due to Covid restrictions Baytree implements a number of whole school SMSC enrichment days including commissioned specialist music workshops in which learners are able to learn about the culture and traditions of the musical heritage and use authentic instruments. Whole school culture and faith days were held this year within departments and were extremely successful: Holi – staff and learners loved exploring colour.
- To maximise learning, parents are informed of upcoming enrichment days to encourage their input.
- Baytree School continues to ensure all learners have the opportunity to experience the amazing and memorable and despite the significant limitations imposed by Covid-19 these opportunities continued to be implemented.
- During the Summer 2021 term Baytree provided opportunities for the inspiring and unforgettable activities at school through the whole school topic 'Celebration – moving on...'; Theatre days led by Theatre Orchard, Raptor (life size dino) sessions – this was a definite favourite for all learners and staff!, creative days – Big Art, pamper days, Prom for secondary learners; Olympics themed sports day for upper and lower school, wet day and a visit by an ice-cream van! Learners also had the opportunity to join in moving up days for September 2021 to visit their new class and meet their new peers and as a school we held our celebration assemblies in departments to celebrate the amazing achievements and progress of our learners and we held our leavers assembly to say goodbye to our 2 learners transitioning to college to September 2021 which was attended by their families as well.
- During the first term in September 2020 Baytree successfully implemented The Recovery Curriculum to establish friendships, relationships and routines with the introduction of a whole school topic for the first 2 weeks. This was hugely successful with learners transitioning back into full time education despite ongoing impactful restrictions – staff commented *'The recovery was a great way to get to know the new pupils as we did not know much about them. It gave us time to get to know the pupils and give them time to settle into a new class'* and ***'Next steps with the recovery curriculum? - Continue with recovery curriculum. It was really good having a topic for the first 2 weeks as it was a really good way to settle learners and give them time to settle transitions and get to know the new class'***.
- The successful introduction of The Recovery Curriculum in 2020/21 has impacted on the development of Baytree Curriculum and now the first 2 weeks of each school year will be led by a whole school focused topic on re-establishing routines, structures, friendships and relationships – this year it is 'Let's find out about...'

- The Deputy Headteacher continues to lead on the implementation of resilience support for the Senior Leadership Team and Teachers as well as wellbeing support packs available to all staff. Teachers continue to access supervision session delivered by the clinical psychologist and open supervision sessions are available for other staff.
- 3 additional staff have completed the Schools Mental Health First Aider training – the health lead, healthy schools lead and DofE leader.
- Via the the senior leadership team and the Healthy Schools Lead we ensure our learners and families have access to the support they need especially during Covid-19. (See response to Covid-19 document)
- The PSHE curriculum was reviewed in 2020/21 to ensure all aspects of the Relationships, sex and health education are covered in the Baytree Curriculum and is ready for implementation in September 2021 in line with Department of Education guidance. The continuum, III document and SOW have been updated to reflect this. The SEMH/Independence subject leads have completed this and from September 2021 this will be led and monitored by one subject lead.
- All learners have access to regular physical activity through a planned broad and balanced PE curriculum including weekly swimming and/or hydrotherapy sessions, formal PE for both sensory and subject specific learners, Rebound, horse-riding sessions are available as part of the therapeutic curriculum if this is identified as a need, planned physiotherapy programmes devised by the physiotherapist, sensory diet programmes for identified learners devised by a Sensory OT. The physical lead has further developed the physical curriculum during 2020/21 which will broaden learner’s curriculum opportunities from September 2021 – the introduction of Flamingo Chicks to develop dance provision at Baytree from September 2021 and Bristol Bears, and researching additional equine and swimming options for learners.
- A questionnaire was sent to parents to gauge interest in Baytree School after school provision, the feedback will be reviewed and actioned accordingly from September 2021.
- Learners in KS4 continued to complete the Bronze Duke of Edinburgh award and this is incorporated weekly within the KS4 Curriculum: Learners take part in skills, volunteering, physical and expedition sessions; these are expanding learner's opportunities both within the school environment and in the community. In July 2021, 6 learners successfully completed their expedition and were awarded their Bronze Duke of Edinburgh Award. The DofE manager will liaise with other DofE schools through DofE training opportunities.
- Learners in KS5 were **supported for their next steps by completing a range of AQA modules** and participating in a range of carefully chosen career and independence sessions. Due to the limitations imposed by COVID-19, learners were not able to achieve external work experience placements planned. However learners did complete virtual work experience sessions and achieved enterprise and work experience both within school and in the local community. Teachers will be looking to re-establish working alongside students from Ravenswood School to set up, promote and run BayWood shop in the Sovereign Centre where they made and sold products they had designed and made from September 2021. The KS5 curriculum will continue to be developed as the needs of the cohort has changed significantly. This year AQA modules have been implemented providing bespoke and personalised programmes to the needs and motivations of the learners for their next steps.
- Baytree School have an active School Council with representatives from each secondary class. The School Council have made decisions on issues important to the learners including improvements to the school environment and were actively involved in the appointment of a new class teacher. The school council also meets 3 times a year with the school council from Herons’ Moor to discuss priorities identified for both schools. This was impacted due to Covid-19 restrictions, however opportunities to re-establish this from September 2021 are a priority

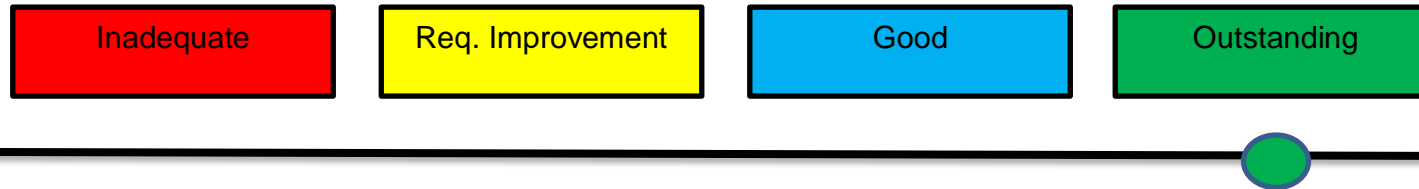
Ongoing Actions and Next Steps

- Continue to implement the Duke of Edinburgh Award for learners within Key Stage 4 and incorporate within the development of the KS4 curriculum ensuring that all learners have access to all aspects of The Bronze Award including successful completion of the Bronze Award. DofE lead to liaise with other Special Schools leading DofE to share practise in all aspects and how to successfully implement the expedition within COVID-19 restrictions. The DofE leads will research appropriate and accessible sites which the learners will be able to access for the overnight expedition.
- Continued development of the physical curriculum by the subject lead to ensure all learners are offered a broad and balanced curriculum.
- Continue to increase opportunities for learners to experience new and exciting activities – the introduction of whole school topic for the first 2 weeks of the school year and ensure regular activities including celebration weeks at the end of the school year, themed whole school days and regular whole school events which will be detailed within the RAP and led by the department leads.
- EHCP/Subject to lead identified curriculum days/weeks to raise profile of their subject at Baytree and provide learners with those meaningful curriculum learning and WOW opportunities/experiences.
- Ensure all staff have an understanding of trauma informed practice and how to support young people who may be or have experienced trauma through online and in-house training package.
- Deputy Head, healthy schools lead and School Nurse to continue to develop an action plan which is responsive to the identified wellbeing needs of learners and staff.
- Continue to implement resilience support through the use of a Clinical Psychologist in response to staff needs, and develop what this support will look like for Baytree. Department leads will be supported through coaching/supervision together led by the clinical psychologist, and teachers will meet as a group for supervision.
- Implementation of a new staff wellbeing support programme from September 2021.
- Continue to implement a staff well-being group (if need identified by staff) and actively support the actions/ideas that are developed – led by the healthy schools lead and school health lead
- A teacher will continue to lead on the 'Healthy Schools' programme to support learners and the development of the curriculum and achieve the second Healthy Schools star for Baytree.
- KS3/14-19 curriculum to develop online opportunities for work experience, enterprise and careers by creating 'online Baytree Shop' (this is to support these curriculum focus areas during COVID-19 restrictions) through Baytree Facebook page.
- KS3/14-19 to re-establish in person work experience placements, visits and employer visits which are personalised to the learners to support the careers programme at Baytree.
- Baytree to take part in the SEND employer project led by WECA from September 2021
- To ensure pupil voice is maintained and heard school council leads will set up virtual school council meetings including joint school council meetings with Herons' Moor.

Priority areas for Development

- Develop an after school provision to enhance extra-curricular opportunities for all learners
- Map learners across the curriculum access to Keeping safe / Safeguarding inc RSE. Ensure all have appropriate access and develop curriculum accordingly.

Behaviour and Attitudes



Evidence and *Impact*

- Baytree School provides a ***safe and nurturing environment where all pupils are challenged and supported to make the best possible outcomes through a personalised approach.*** This is echoed by our parents. 'It couldn't be improved Baytree have gone above and beyond' 'J loves being at school, he'd stay there 24/7 if he could! I can't think of anything specific that could be improved' 'I have always found the school to be a good partner for my family's wellbeing.'
- All staff are proactive in their approach towards developing strong and positive relationships between learners and staff and ensuring all learners have access to a calm, purposeful learning environment. This is distinctly evident throughout all lesson observations, learning walks and embedded in the culture of the school.
- All staff are PROACTSCIPr-UK trained, a BILD accredited Positive Behaviour Support Programme which has been ***tailored to meet the needs of our learners.*** The training is led by the Senior Leadership Team which ensures high expectations, and a consistent message is delivered to all staff. PROACTSCIPr-UK training ensures that all staff feel confident and are competent in supporting not only pupils who exhibit challenging behaviour but also in meeting the needs of all our learners. This year saw the introduction of virtual staff refresher training programmes due to Covid-19 social distancing restrictions. This worked successfully to ensure all staff had completed annual training. Face to face training happened for new staff in a group of no more than 4-6 in line with social distancing guidance to ensure they had completed the 12 hour introductory and Foundation course.
- We currently have 24 learners with Positive Behaviour Support Plans and Senior Leads meet with class teams to discuss the termly behaviour analysis and together agree proactive strategies to implement over the following term. These are overseen by the Deputy Headteacher who is the school behaviour support lead. This has proved to be successful as ***the number of behaviour incidents and use of any physical interventions significantly reduced this academic year.***
- There was a rise initially in challenging behaviour in September 2020 as learners transitioned back to full time education after lockdown, however the number of challenging incidents decreased significantly and during the academic year there were only 4 incidents requiring physical intervention and 1 requiring formal seclusion. Staff worked exceptionally hard and proactively to support learners transitioning back into full time education even with the Covid-19 restrictions in place throughout the year which impacted what learners and staff could access.
- Senior Leaders meet with classes termly to discuss incidents and what strategies can be implemented to reduce incidents. The Behaviour lead reports to Governors an analysis of incidents and the strategies being implemented to reduce incidents – a new report has been developed to ensure relevant information is shared with Governors for Behaviour, accidents and incidents; an additional safeguarding report also shares safeguarding information with Governors. Any use of physical intervention or formal seclusion is ***reported appropriately and named Governors are informed.***

- **A self-reflective culture is embedded** as class teams continue to regularly review what may need to change, what proactive strategies they can implement to ensure individual learner's anxieties are reduced.
- The Behaviour Policy and the Physical Intervention Policy were rewritten and agreed by Governors in 2020/21.
- Baytree School have an active School Council with representatives from each secondary class. The School Council have made decisions on issues important to all pupils including **improvements to the school environment** and as well as being actively involved in the recruitment of new staff. Representatives from the School Council join representatives from Herons' Moor Academy Council to discuss issues that face both Schools and have worked collaboratively on a number of projects including creating the Student Councils' Anti-Bullying Policy – this has been impacted by Covid-19 restrictions and will reinstated from September 2021
- Attendance rates in 2018/19 were 86.7% however an action plan had been implemented identifying all learners whom attendance was below 90% and identified actions were implemented. As a result, **attendance rates had increased to 87.2% in January 2020**. From March 2020 regarding attendance see response to Covid-19 document.
- Exclusions are **very rare** with the **last exclusion being a 1-day fixed exclusion in November 2016**.

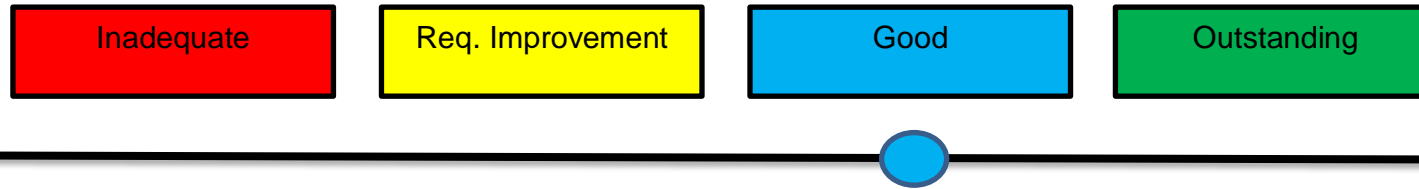
Ongoing Actions and Next Steps

- All new staff will complete the mandatory 12 hour 'Introductory and Foundation training course' within the first half term and all current staff will complete the annual refresher training.
- Baytree Behaviour Teaching and Learning Policy reflects the restraint reduction standards 2019 and this information is disseminated to all staff through the school PROACTSCIP-rUK training. All staff have read the Physical Intervention Policy.
- All new staff complete robust Induction programme.
- Two additional teachers will complete PROACTSCIP-rUK Instructor training by December 2021, Headteacher will not recertify as an instructor in July 2021 and the following year the Deputy will not recertify as an instructor.
- All staff complete refresher updates throughout the academic year in line with training programme.
- Development of Baytree training programme to include virtual and self-directed learning packages.
- Review of recording processes at Baytree to ensure that it is rigorous and all staff are aware of the processes required.
- Continue to review and develop the inside and outdoor environment at Baytree to ensure it is enabling for learners.
- Class behaviour support packages to be developed reflecting PROACTSCIP-rUK and Baytree School attitudes, values and beliefs. Development of training packages for all staff dependent on the learners they are working with: Safer working practices or Person Specific training.

Priority areas for Development

- Department Leads to monitor, evaluate and review incidents of challenging behaviour and meet termly with class teams in their department to RAG rate/evaluate previous strategies and further develop proactive strategies to reduce these incidents.
- Actively ensure high levels of attendance for all learners.

Overall effectiveness



Evidence and Impact

- The quality of education is good with pupils achieving personalised outcomes.
- The effectiveness of leadership and management is judged to be good and personal development and behaviour and attitudes we judge to be outstanding.
- Safeguarding is highly effective.
- Strategic priorities have been well targeted and have had a positive impact upon the rapid and sustained progress.

Following the Ofsted Inspection on the 16th March 2017 the school continues to be good and has made positive strides in addressing the priorities highlighted in the Ofsted report.

Priority 1

Teachers use information on what pupils can and cannot do more carefully to enable individuals to make the best possible progress.

- An assessment system has been implemented across the whole school to ensure learners' small steps of progress are captured and that individual pupils learning journeys are clearly evidenced.
- The assessment system has been centralised and streamlined to ensure the various assessment systems complement one another whilst also reducing teacher workload.
- The implementation of a robust monitoring system and RAP has ensured that all documentation capturing learners' progress is reviewed and critiqued to ensure all are making best possible progress.

Priority 2

There are regular opportunities for leaders and governors to check that actions identified in development plans are having the desired impact on the progress of pupils.

- Governors have a School Development Plan priority or curriculum responsibility and have been liaising with relevant members of the senior leadership team or EHCP Lead to ensure progress is being made and the desired impact is being had.
- Governors have attended staff meetings to discuss progress of developments and provide support and challenge to school staff.
- Governors share their feedback and findings during effectiveness meetings.
- To support Governors to undertake their roles job descriptions have been created and a template report recording form. From Sept 21 Governors feedback is tracked via the monitoring cycle.

Priority 3

Governors' records show more precisely the impact of their challenge on improving pupils' outcomes.

- Governor systems have been radically overhauled and streamlined.

- The clerk to governors has reviewed how governor minutes are recorded to ensure challenge is evident.
- Governors have regular training opportunities even during the pandemic.
- Governors attended a training day which was lead by Senior Leaders and curriculum leads and focussed on the curriculum developments and the impact of this on improving outcomes for learners.



Pupil Progress

2020/21

Baytree School Pupil Progress Report 2020/21

At Baytree School we measure our learner's progress against their personalised Education, Health and Care Plans (EHCP) medium term outcomes which have been co-produced with parents and multi-professionals to capture the individual learner's next steps and to ensure outcomes are ambitious and challenging. The medium term outcomes are designed to be achieved in a year following the timescales of the annual review process.

MAPP Assessments

Learners progress against their agreed Medium Term Outcomes (MTOs) are measured using a tool called MAPP. Teachers carry out this assessment x2 a year to measure progress to ensure learners are on track to achieve by their next annual review. Teachers assess the medium term outcomes against 4 key areas within MAPP- Independence / Fluency / Maintenance / Generalisation.

As the medium term outcomes are developed to be completed in a year therefore expected progress in each area (Independence / Fluency / Maintenance / Generalisation) will be 8-10 steps of progress.

Following the implementation of the recovery curriculum in September 2020 class teachers re-baselined all learners (who had been attending school provision) MAPP assessments in October 2020 and using this information made a judgement as to whether learners were on track / off track or exceeding their medium term outcomes.

In February 2021 and July 2021, class teacher carried out Mid-Point progress MAPP assessments and using this information made a judgement as to whether learners were on track / off track or exceeding their medium term outcomes. Please see information below.

MAPP progress is shared and celebrated with parents during parent's evenings and at the annual review. The medium term outcomes are RAG rated and evaluated in the teachers annual review report which is subsequently shared with the local authority which ensures the learners EHCP remains current and up to date.

We have devised the percentage bandings below to summarise this progress information, to help identify the strengths and areas of development. We believe these percentage bandings are challenging and aspirational.

Baytree Percentage Bandings (% of learners on track to achieve or exceed their personalised medium term outcomes)

Expectation percentages	Inadequate	Requires Improvement	Good	Outstanding
On track to achieve personalised medium term outcomes	below 30%	31-59%	60-79%	Above 80%

EYFS Learners

Early years learners EHCP outcomes **will not be assessed against MAPP** however learners are assessed x3 yearly against the Early Learning Goals using the Baytree adapted DEYO (Differentiated Early Years Outcomes) document.

(<https://www.bristol.gov.uk/documents/1199298/1225907/Differentiated+Early+Years+Outcomes/46f5b789-a09b-4476-80bd-fa7e9f9e9600>)

This provides clear evidence of the learning and progress each young person has made during their nursery and reception years. Progress and achievements are recorded within the learner's individual learning journals. This information helps to form the Long term and Medium Outcomes within the individual EHCP's which are then to be tracked on entry into KS1.

Attendance

Baytree School remained open throughout the 2021 lockdown period with approx 65% of learners accessing school provision with the vast majority attending full time. Those learners shielding were provided with personalised, bespoke home learning packages which linked directly to the learners Medium Term Outcomes and included virtual learning sessions (live and pre-recorded), home learning sessions and home learning packs dropped to families each week. See Response to Covid-19 Doc for more information

Whole School Pupil Progress 2020-21

Reading focussed outcome

Date of assessment	Cognition and Learning Reading focussed outcome		
	Off track	On Track	Exceeding
October 20	27 (48%)	26 (46%)	3 (5%)
March 21	12 (19%)	46 (72%)	6 (9%)
July 21	9 (14%)	48 (75%)	7 (12%)

Mathematics focussed outcome

Date of assessment	Cognition and Learning Mathematics focussed outcome		
	Off track	On Track	Exceeding
October 20	24 (43%)	29 (52%)	3 (5%)
March 21	15 (23%)	46 (72%)	3 (5%)
July 21	9 (14%)	50 (78%)	5 (8%)

Communication Expressive focussed outcome

Date of assessment	Communication Expressive focussed outcome		
	Off track	On Track	Exceeding
October 20	27 (48%)	27 (48%)	2 (4%)
March 21	11 (20%)	51 (80%)	2 (3%)
July 21	10 (16%)	53 (83%)	1 (2%)

Communication Receptive focussed outcome

Date of assessment	Communication Receptive focussed outcome		
	Off track	On Track	Exceeding
October 20	33 (59%)	22 (39%)	1 (2%)
March 21	13 (20%)	50 (78%)	1 (2%)
July 21	9 (14%)	47 (73%)	8 (13%)

Independence focussed outcome

Date of assessment	Independence focussed outcome		
	Off track	On Track	Exceeding
October 20	26 (46%)	25 (44%)	6 (10%)
March 21	15 (23%)	45 (70%)	4 (6%)
July 21	11 (17%)	46 (73%)	6 (10%)

Physical focussed outcome

Date of assessment	Physical focussed outcome		
	Off track	On Track	Exceeding
October 20	23 (41%)	31 (55%)	2 (4%)
March 21	14 (22%)	47 (73%)	3 (5%)
July 21	10 (16%)	49 (77%)	5 (8%)

Social, Emotional and Mental Health focussed outcome

Date of assessment	Social, Emotional and Mental Health focussed outcome		
	Off track	On Track	Exceeding
October 20	24 (44%)	27 (49%)	4 (7%)
March 21	14 (23%)	44 (72%)	3 (5%)
July 21	15 (24%)	45 (71%)	3 (5%)

Commentary

- Since the October 2020 assessment the vast majority of learners are now back attending school full time and are on track to either achieve or exceed their personalised medium term outcomes with outstanding progress being made across the majority of EHCP areas.
- All learners identified as off track in the October and March were discussed via pupil progress meetings with the class teacher and the Headteacher. Individualised strategies and interventions were identified and have been implemented and have been successful in supporting learners back on track to achieve or exceed their personalised outcomes.
- In the October 2020 assessment a significant number of learners appeared off track with their communication and independence outcomes. Through staff meetings, the actions within the SDP priority, and the recruitment of an Intervention Assistant significant progress has been made to raise pupil progress.
- Progress has not been as strong with learners SEMH MTO's this is a result of the pandemic and the Covid-19 restrictions that were implemented incl the hub systems which have limited the opportunities for learners social interactions.

Next Steps

- Pupil progress meetings to be held with class teachers and the Headteacher to discuss all individual pupil's that are identified as off track in any area of learning and together plan and devise interventions that class teachers can implement within the classroom environment.
- Provide EHCP leads with all identified off track learners.
- EHCP leads to meet with class teachers in September 2021 to discuss and support with identifying interventions and strategies to support learner's progress.
- **Intervention Lead will provide targeted intervention to identified individual learners and small groups to support progress.**
- Use of multi professionals and the schools specialist TAs will be utilised where deemed appropriate for targeted intervention, this may include the use of **music therapy, access to a sensory OT, 1-1 or small group intervention sessions.**
- Prioritise raising standards with learners SEMH. This will be a key focus for next academic year and be reflected within the School Development Plan.

Early Years Foundation Stage Individual Learner Progress

Pupil: EM		Class: Orange		School Year : Reception		
Area of Learning	Early Learning Goal (ELG)	Term 1	Term 3	Term 6		
Communication and Language	ELG 01 Listening and Attention	34	45	58		
	ELG 02 Understanding	14	21	27		
	ELG 03 Speaking	11	19	29		
Physical Development	ELG 04 Moving and Handling	88	112	135		
	ELG 05 Health and Self-Care	23	31	39		
Personal, Social and Emotional Development	ELG 06 Self-Confidence and Self-Awareness	29	42	52		
	ELG 07 Managing Feelings and Behaviour	34	41	47		
	ELG 08 Making Relationships	34	44	52		
Literacy	ELG 09 Reading	44	62	76		
	ELG 10 Writing	61	78	89		
Mathematics	ELG 11 Numbers	33	43	53		
	ELG 12 Shapes, Space and Measures	35	37	42		
Understanding the World	ELG 13 People and Communities	17	23	32		
	ELG 14 The World	7	16	27		
	ELG 15 Technology	33	43	51		
Expressive Arts and Design	ELG 16	15	24	32		

	Exploring and Using Media and Materials			
	ELG 17 Being Imaginative	8	16	23
TOTAL		520	697	864

Pupil: AM		Class: Red		School Year : Reception		
Area of Learning	Early Learning Goal (ELG)	Term 1	Term 3	Term 6		
Communication and Language	ELG 01 Listening and Attention	24	66	95		
	ELG 02 Understanding	11	32	52		
	ELG 03 Speaking	20	38	55		
Physical Development	ELG 04 Moving and Handling	130	188	220		
	ELG 05 Health and Self-Care	22	43	56		
Personal, Social and Emotional Development	ELG 06 Self-Confidence and Self-Awareness	15	45	64		
	ELG 07 Managing Feelings and Behaviour	13	44	61		
	ELG 08 Making Relationships	22	44	61		
Literacy	ELG 09 Reading	16	49	73		
	ELG 10 Writing	31	64	91		
Mathematics	ELG 11 Number	13	37	50		
	ELG 12 Shapes, Space and Measures	14	29	40		
Understanding the World	ELG 13 People and Communities	14	27	45		
	ELG 14	10	28	48		

	The World			
	ELG 15 Technology	5	22	41
Expressive Arts and Design	ELG 16 Exploring and Using Media and Materials	6	26	39
	ELG 17 Being Imaginative	4	13	19
TOTAL		370	795	1110

Pupil: DML	Class: Red	School Year : Reception		
Area of Learning	Early Learning Goal (ELG)	Term 1	Term 3	Term 6
Communication and Language	ELG 01 Listening and Attention	39	85	118
	ELG 02 Understanding	25	56	80
	ELG 03 Speaking	34	66	78
Physical Development	ELG 04 Moving and Handling	130	181	224
	ELG 05 Health and Self-Care	22	54	63
Personal, Social and Emotional Development	ELG 06 Self- Confidence and Self- Awareness	26	59	79
	ELG 07 Managing Feelings and Behaviour	20	39	68
	ELG 08 Making Relationships	28	62	82
Literacy	ELG 09	32	67	95
	Reading			
	ELG 10	48	85	108

	Writing			
Mathematics	ELG 11 Numbers	28	51	66
	ELG 12 Shapes, Space and Measures	28	53	84
Understanding the World	ELG 13 People and Communities	19	35	47
	ELG 14 The World	20	47	74
	ELG 15 Technology	23	39	57
Expressive Arts and Design	ELG 16 Exploring and Using Media and Materials	19	57	87
	ELG 17 Being Imaginative	11	26	41
TOTAL		552	1062	1451

Name: LS		Class: Red		School Year : Reception		
Area of Learning	Early Learning Goal (ELG)	Term 1	Term 3	Term 6		
Communication and Language	ELG 01 Listening and Attention	61	122	129		
	ELG 02 Understanding	39	85	111		
	ELG 03 Speaking	45	95	111		
Physical Development	ELG 04 Moving and Handling	201	281	309		
	ELG 05 Health and Self-Care	37	76	94		
Personal, Social and Emotional Development	ELG 06 Self-Confidence and Self-Awareness	42	78	96		
	ELG 07 Managing Feelings and Behaviour	29	53	85		
	ELG 08 Making Relationships	31	55	85		
Literacy	ELG 09 Reading	50	101	127		
	ELG 10 Writing	99	134	158		
Mathematics	ELG 11 Numbers	71	146	219		
	ELG 12 Shapes, Space and Measures	62	123	155		
Understanding the World	ELG 13 People and Communities	25	52	66		
	ELG 14 The World	38	90	100		

	ELG 15 Technology	34	68	79
Expressive Arts and Design	ELG 16 Exploring and Using Media and Materials	30	72	115
	ELG 17 Being Imaginative	19	30	45
TOTAL		918	1661	2084

Name: OR Class: Red School Year : 2020-21				
Area of Learning	Early Learning Goal (ELG)	Term 1	Term 3	Term 6
Communication and Language	ELG 01 Listening and Attention	24	63	98
	ELG 02 Understanding	15	32	54
	ELG 03 Speaking	41	62	78
Physical Development	ELG 04 Moving and Handling	186	230	253
	ELG 05 Health and Self-Care	24	40	60
Personal, Social and Emotional Development	ELG 06 Self- Confidence and Self- Awareness	29	51	67
	ELG 07 Managing Feelings and Behaviour	16	52	76
	ELG 08	18	46	68

	Making Relationships			
Literacy	ELG 09	39	60	84
	Reading			
	ELG 10 Writing	54	77	104
Mathematics	ELG 11 Numbers	24	47	70
	ELG 12 Shapes, Space and Measures	31	58	96
Understanding the World	ELG 13 People and Communities	22	38	48
	ELG 14 The World	28	51	75
	ELG 15 Technology	15	30	45
Expressive Arts and Design	ELG 16 Exploring and Using Media and Materials	9	28	48
	ELG 17 Being Imaginative	10	18	25
TOTAL		585	983	1349

Commentary

- All EYFS pupils have personalised learning journals evidencing progress and accomplishments.
- The EYFS teachers are using the Baytree adapted Bristol Differentiated Early Years Outcomes to record the small step progress individual learners are achieving within the developmental milestone. (See individual progress above)
- Pupil Progress is recorded 3 times a year and clear progress is evident across all of the ELG for all learners.

Actions

- EYFS and KS1 Lead to collaborate closely with a number of schools and other provisions to develop an assessment system to align with the new EYFS framework.
- Internal and external moderation to be undertaken throughout the year to ensure learners are making best possible progress.

Vulnerable Groups

Entitled to Pupil Premium

Cognition and Learning Reading focussed outcome		
Off track	On Track	Exceeding
2 (13%)	12 (80%)	1 (7%)

Cognition and Learning Mathematics focussed outcome		
Off track	On Track	Exceeding
3 (20%)	10 (67%)	2 (13%)

Communication Expressive focussed outcome		
Off track	On Track	Exceeding
3 (20%)	12 (80%)	-

Communication Receptive focussed outcome		
Off track	On Track	Exceeding
3 (20%)	7 (47%)	5 (33%)

Independence focussed outcome		
Off track	On Track	Exceeding
3 (20%)	11 (73%)	1 (7%)

Physical focussed outcome		
Off track	On Track	Exceeding
-	13 (87%)	2 (13%)

SEMH focussed outcome		
Off track	On Track	Exceeding
2 (13%)	12 (80%)	1 (7%)

BAME

Cognition and Learning Reading focussed outcome		
Off track	On Track	Exceeding
-	7 (70%)	3 (30%)

Cognition and Learning Mathematics focussed outcome		
Off track	On Track	Exceeding
1 (10%)	8 (80%)	1 (10%)

Communication Expressive focussed outcome		
Off track	On Track	Exceeding
-	10 (100%)	-

Communication Receptive focussed outcome		
Off track	On Track	Exceeding
-	8 (80%)	2 (20%)

Independence focussed outcome		
Off track	On Track	Exceeding
-	7 (70%)	3 (30%)

Physical focussed outcome		
Off track	On Track	Exceeding
-	9 (90%)	1 (10%)

SEMH focussed outcome		
Off track	On Track	Exceeding
1 (10%)	9 (90%)	-

Commentary

- Learners identified as Pupil Premium / BAME have made significant progress against their EHCP MTOs. Progress is comparable to those not eligible for Pupil Premium or BAME.
- A greater proportion of learners identified as Pupil Premium / BAME exceeded their MTOs compared to the other learner which evidences the success of the use of the various interventions, including Music Therapy, Intervention Assistant and Sensory OT.
- See Pupil Premium Report for more information of interventions.

Impact of the Intervention Assistant

Class	Name	EHCP area / Focus	Intervention Session	March 21 Judgement	July 21 Judgement	Comments
Red	SRG	SEMH	SEMH communication Group	Off track	On Track	
	RM	Transition back to School		On Track	On Track	
Orange	AP	Transition back to School		Off Track	On Track	
Yellow	RN	Communication Expressive	X2 Weekly Intervention Session	Off Track	On Track	Medical needs have impacted sessions
	BW	Communication Receptive	X2 Weekly Intervention Session	Off Track	On Track	
	ZR	Communication Expressive / BCAS Review	1-1 Weekly Intervention Session	On Track	On Track	Supported with a BCAS review, provided with a new VOCA
	SW	Learning / Engagement Levels	1-1 Weekly Intervention Session	On Track	On Track	Support to raise engagement levels
	AW	Transition into Baytree	X2 Weekly Intervention Session	N/A	On Track	Successfully transitioned into Baytree School and has progressed in all EHCP areas
Green	KH	Communication Receptive	Class Support	Off Track	On Track	In class support communication books and eye gaze
	LMP	Communication Receptive	Class Support	Off Track	On Track	
	HC	Communication	1-1 Weekly Intervention Session	Off Track	On Track	Medical Needs have impacted sessions
	SR	Communication	X2 Weekly Intervention Session	On Track	On Track	
Uphill	AS	Communication access to VOCA	1-1 Weekly Intervention Session	On Track	On Track	
	FS	Communication access to VOCA	X2 Weekly Intervention Session	On Track	On Track	
Purple	RA	Learning / Engagement	1-1 Weekly Intervention Session	On Track	On Track	Engaging in a 1:1 setting / fine motor skills

Worle	MBown	Communication / BCAS	X2 Weekly Intervention Session	Off Track	On Track / Exceeding	Awaiting BCAS Review
Birnbeck	IP	Communication	1-1 Weekly Intervention Session	On Track	On Track	Improvement of Eye gaze use
Steepholm	LC	Communication	1-1 Weekly Intervention Session	Off Track	On Track	
	TO	Communication Expressive	Class Support	On Track	On Track	In class support of communication aids
	ALB	Communication Expressive	Class Support	Off Track	On Track	

Commentary

- Through pupil progress meetings learners were identified as requiring targeted intervention to support to get 'back on track' within a particular area of learning. The newly appointed Intervention Assistant delivered these interventions through 1-1 / group / class support sessions.
- All learners identified as off track in March 21 and then supported by the Intervention Assistant are now On Track to achieve their MTO by their next annual review.
- The Intervention Assistant also successfully supported learners with transitioning back into school from periods of shielding and has been delivering home learning sessions to those learners unable to attend the school environment due to the pandemic. All of which have continued to be on track to achieve their personalised MTOs.
- The Intervention Assistant has also been supporting learners with access to VOCAs and with BCAS assessments and reviews.

1. Do you consider that your child feels safe at school?

Yes: 30 No: 0

2. Please tell us how you consider this could be even better:

- Happy with how it is x7
- If School continued into a college as well, eg 19-25 year provision, or young person would feel safer if they could stay longer x1
- Less accidents x1
- I feel my child is absolutely safe at school x1
- Same staff and familiarity with them x1

3. Do you consider that your child is happy at school?

Yes: 30 No: 0

4. Please tell us how you consider this could be even better:

- He would show distress
- For her to have school all year round with no holidays!! School is her happy place!
- Perhaps adopting a praise points system culminating in prizes & certificates. I don't feel my child gets enough recognition of good work or behaviours through a formal system
- if they had access to a music dj booth.
- Nothing x3
- Have had great communication with the class, so I feel that's a huge difference.
- I am happy but nervous because of pandemic. Wish disabled children like Matthew with chronic lung disease or respiratory issues would be able to have the covid vaccine. They're too vulnerable to not be dealt with.
- The only thing that would make her time with you even more enjoyable is more pool time x2
- Not the fault of the school (as it is due to a lack of space which cant be helped!) but it is a shame there isnt a quiet area children can go for afternoon naps (who need it) away from their class so they can stay in school rather than potentially leave early to go home to nap :)
- I cannot be sure about this as it depends on many factors
- J loves being at school, he'd stay there 24/7 if he could! I can't think of anything specific that could be improved.

5. What do you think your child enjoys most about school?

- Being amongst peers/interacting with others x14
- Routine/Structure x4
- Variety of activities x11
- Music x3
- Everything x2
- Swimming x5
- People being compassionate, the understanding of autism, having fun and interacting with peers
- Developing new skills to enable independence
- The singing, dancing and the routine
- The flat
- Learning new things being encouraged for their abilities

6. Is there anything about school that you think your child does not enjoy?

- The food
- No x11
- Maths
- He can get upset and frustrated but I think that's more his struggle with communication more than anything at school specifically
- Standing frame 😊
- Upset about loud noises/class x3
- When the teacher has meetings or planning future lessons
- learning
- Getting up in the morning to go

7. How satisfied are you with the communication you receive from Baytree School?

5 x21 4 x7 3 x2 2 x0 1x0

8. How satisfied are you with the communication you receive from your child's Class Team?

5 x21 4 x7 3 x2 2 x0 1 x0

9. How satisfied are you with the communication you receive within the Bugle?

5 x14 4 x5 3 x5 2 x6 1 x0

10. How satisfied are you with the communication you receive from school via Tapestry/Seesaw?

5 x14 4 x5 3 x5 2 x6 1 x0

11. How satisfied are you with the communication on the Baytree School social media accounts (Facebook & Twitter)?

5 x12 4 x9 3 x7 2 x0 1 x1

12. How satisfied are you with the communication you receive from school via email/text message/letter?

5 x21 4 x8 3 x0 2 x1 1 x0

13. Please tell us how you consider communication could be even better:

- If I was given copies of all communication and the diary was online/seesaw
- More input on seesaw/Tapestry x4
- Couldn't answer q11 because I didn't know they had a Facebook/Twitter feed
- Keep us updated with covid pandemic and school. Tell us even if there hasn't been any cases or issues. General information
- I'm very happy with all communications x7
- Reminders of special days non uniform etc More consistent with home school diary essentials like general mood that day and toileting is missed sometimes
- The only one thing I would like is to be informed when my child has a health professional appointment as if that takes place at school I have found I am not always informed. It would just be good to be in the loop of things.
- Diary entries do not feel very personal, probably could be written for every child in the same class.
- If there is any weakness (and I'm being really picky here), the social media aspect could be improved, both in quality and quantity

14. Do you consider that the school works in partnership with you and is supportive when your child experiences health issues, difficulties with their behaviour or other areas of concern?

Yes: 29 No: 1

15. Please tell us how you consider this could be even better:

- It couldn't be improved Baytree have gone above and beyond x3
- I have always found the school to be a good partner for my family's wellbeing
- Listen to the ideas of the parents and try and accommodate them
- Usually yes, but shouldn't have to push for my concerns to be taken seriously
- School sends my son home for simple reasons. Despite of knowing he had sensory issues, they send him home if he gets sick once, if he is extremely upset It's a special school and they are expected to deal with kids with special needs and they can't send my son home just because he is upset or got sick as he is distressed. For working single parent it's an absolute nightmare to constantly having to give up work to attend your child who is been sent home for a silly reason
- I think you are learning about J little quirks. I always welcome reports of poor behaviour as that is something I can work with him on. My only suggestion is to reinforce "Actions have consequences" with him as he seems to understand and respond to that

16. Have you been able to find the information you were looking for on the website?

Yes: 20 No: 1 Don't use the website: 9

17. Is there any additional information/sign posting you would like to see added to the website?

- No x4
- Term dates for future years, not just the current year

18. All schools are required to publish a SEN Information Report on their website which sets out the provision and support for pupils with SEN. We are in the process of updating our report which we will send to you via email. We would welcome any feedback on our report and suggestions for making it even better for families:

- Happy with it as is x2
- I think it would be useful to have a contact to discuss this with within the school as I found it very daunting and confusing when I first read it. It is also difficult because every child will have different provision depending on their needs hence why talking to an individual can be really useful!
- I will review and provide feedback

19. Have you engaged with your child's interactive learning journal (Tapestry/Seesaw)?

Yes: 24 No: 4 No Response: 1

20. Have you found the interactive learning journal (Tapestry/Seesaw) has given you a better understanding of what your child has been learning at school?

Yes: 21 No: 3 No Response: 6

21. Any other thoughts about the online interactive learning journals/suggestions for how it could be even better?

- Updated more often x4
- I haven't been able to access Seesaw for the last year even after several tries to reset password
- Slightly more information in the home school diary if time
- Some videos would be a bonus if there is the facility for it :)
- None x2
- We love it. It's great to visualise the activities.
- More photos

22. Are you satisfied with the progress your child has made this academic year?

Yes: 27

No: 0

No Response: 3

23. Please tell us how you consider this could be even better:

- No Covid-19 x2
- I know children have to move to different classes, but I find the year my child moves is the knock back year. It takes a while to settle and then the following year when they stay in the same class that is when she progresses.
- More reporting data. Like in mainstream schools an effort /behaviour grade and an indication of progress towards targets 3 times a year.
- He's missed a lot of school. So hard to say. He refused doing most of the homework so had to keep with simpler things and stuff I know he would not fight us on. Reading, writing and basics
- Getting tablets to be used
- I'm very pleased with progress x3
- Progress this year has been limited, but this is due to interruptions due to Covid and having to shield.
- Adequate.

24. Are you satisfied with the level of information you receive prior to annual reviews?

Yes: 29

No: 1

No Response: 0

25. Please tell us how you consider this could be even better:

- I was given a copy of the final version.
- They are pretty good
- Information was detailed, hard to see how you can improve it x2

26. Do you find the termly targets we send home helpful in informing the next steps of your child's learning?

Yes: 29

No: 1

No Response: 0

27. Please tell us how you consider this could be even better:

- If we had a simple chart with a number or grade of how far the child is progressing towards said target
- More specific , detailed description x2
- No comments x2

28. Tell us your experiences of Covid-19. How satisfied were you with communication from school?

5 x24 4 x3 3 x1 2 x1 1 x1

29. How satisfied were you with learning (including home learning provision/onsite school provision)?

5 x14 4 x11 3 x2 2 x0 1 x1

30. How satisfied were you with the transition back to school?

5 x25 4 x3 3 x2 2 x0 1 x0

31. How satisfied were you with the wellbeing of your child?

5 x24 4 x4 3 x1 2 x0 1 x0

32. How satisfied were you with the proactive measures put in place (including enhanced cleaning, PPE, bubble systems, etc.)?

5 x21 4 x5 3 x2 2 x1 1 x0

33. Anything else you would like to tell us regarding Covid-19 and the support and input you received from Baytree School/please tell us how you consider this could be even better:

- I had no contact at all with regards to my child the school and COVID
- Fantastic communication 👍
- Not sure
- I think given it was an unprecedented new experience most had never dealt with, the school did amazingly well to keep in touch with parents and provide work for children.
- They should offer better support for key workers children
- I have utmost confidence you are doing everything you can to collectively manage the wellbeing of everyone in the school

34. Do you feel our curriculum (including visits out of school and special events in school) fairly represent the different ethnicities, disabilities, sexualities and genders, within our community?

Yes: 27 No: 0 No Response: 3

35. Please tell us how you consider this could be even better:

- Not sure
- They are good in covering these aspects

36. Do you believe all pupils regardless of ethnicity/disability/sexuality/gender have the same wide access to school activities including out of school visits?

Yes: 28 No: 0 No Response: 2

37. Please tell us how you consider this could be even better:

- return to swimming and horseback riding
- My child hasn't long been at school and with Covid has been unable to go on visits so I am unable to comment
- They are already very good

38. Is there anything else you would like to tell us about Baytree School?

- It's a fabulous school!
- A massive thanks to Baytree school, you are totally amazing
- You are all a fantastic team and should all be proud of yourselves for the work that you do with these amazing kids, I will always be so grateful to you all. 💎💎💎THANK YOU BAYTREE 💎💎💎.
- Not really. Overall you're doing very well considering the climate with pandemic
- Always very happy with such a nurturing and fun environment 😊 All staff members are really caring shiny stars thank you
- The school is amazing. Caring and compassionate staff. Always have time to speak to parents. I don't believe you could change anything!
- I would like to take this time to thank Baytree school for all the support given to our son and also us as a family. Fantastic school, friendly, bubbly staff always make you feel welcome. Our son has come on heaps since joining Baytree. Best decision we've made for him

- Keep doing what you are doing, you are a fab school with wonderful employees and I feel lucky and proud my child gets to go there :)
- Thank you for your support this year
- It's amazing
- The moment you step inside you feel safe and at ease every single person is kind and considerate. I've always felt I can talk to class teachers about concerns. My children are happy and learn well done Baytree
- School is over all very good meeting my son's needs but the only issue I gave is school sending him home very frequently. They sent him home if he very distress, anxious, if his bowel constituency is a bit of charts, if he throws up once etc... Every child is different and you would get to know about the child over a period of time,. It's surprising that they still send him home for reasons when he is not at risk or three other children are not at risk because of him
- I am delighted with our choice and the fact J has settled in to Baytree so well this year, despite all the uncertainty around transition and ongoing changes due to lockdowns etc. It's a safe and welcoming environment, J is happy there and positively thriving, and frankly that's all I can hope for.
- I think all staff are doing a brilliant job, especially after the COVID-19 pandemic in 2020 and the easing back this year. Well done everyone.

Pupil Questionnaire results July 2021

1. Are you happy at school?

Yes: 16 No: 1

2. Do you feel safe at school?

Yes: 16 No: 1

3. What do you like at school?

Seeing friends: 8 Lessons: 7 Play: 13 Something different: 3

4. What would you change at school?

Seeing friends: 3 Lessons: 3 Play: 4 Something different:

5. If you were worried, do you know who to talk to?

Yes: 6 No: Don't know: 3

6. What is your favourite lesson at school?

English: 1 Maths: 2 PSHE: 1 PE: 5 Swimming: 7 Music: 10 Art: 6
Science: 3 Something different: 4

7. What do you like to do at playtime?

Friends: 8 Games: 5 Bikes: 0 Sitting quietly: 4

Something different: 4

8. What would you like to do more of at playtime?

Friends: 1 Games: 0 Bikes: 0 Sitting quietly: 3

Something different: 1 Music: 4 Clubs: 2 Toys: 5

Home Learning

1. Did you enjoy home learning?

Yes: 8 No: 1 Don't know: 2

2. What would you change about home learning?

Work: 0 Worksheets: 0 Video call: 1 In person: 1

Resources: 1 More work: 1 Less work: 3

