



Headteacher: Mr Greg Sorrell B.Ed (Hons), M.Ed, Dip SEN

## ***Annual Report to Parents 2017-2018***

Dear Parents,

Welcome to the early stages of our new school year and a special welcome to our new students and their families. It's very rewarding to see how quickly everyone has settled into being back at school and enjoying their new timetables and we currently have 78 students on roll.

This report is all about the last academic year and a lot has happened, including the very sad loss of Headteacher, Dr Drew Anderson, in December 2017. He was only here for less than a term but we think he'd be proud of the school's development since 2017.

We know that you were impressed by our 'End of Year Celebrations'. By all accounts, it was one of the best attended events in the school's short history: an excellent BBQ and live music from students and staff were a delight.

Since our Ofsted inspection in May, we have been on a mission of continuous improvement. Staff have attended training in curriculum, careers and assessment. We have also clarified the role of subject leaders so that they can be even more effective in developing good quality provision in all subjects. We recognise that this is a challenge for such a small school; nevertheless, we want to offer every student the best chance to achieve their potential academically and socially. Please see below some key dates for this academic year, including examinations

Wednesday 17 <sup>th</sup> October	Parents Evening
Friday 19 <sup>th</sup> October	End of half-term
Thursday 22 <sup>nd</sup> November	Coffee Morning and Book Fair
Thursday 20 <sup>th</sup> December	School Pantomime – Cinderella
Friday 21 <sup>st</sup> December	End of Autumn Term
Monday, 7 <sup>th</sup> January	INSET DAY – No school for children
Tuesday, 8 <sup>th</sup> January	INSET DAY – No school for children
Wednesday, 9 <sup>th</sup> January	Spring term starts for children
Thursday, February 7 <sup>th</sup>	Parents' Evening
Friday, February 15 <sup>th</sup>	End of half-term
Monday, February 25 <sup>th</sup>	Spring term re-commences
Thursday, March 28 <sup>th</sup>	Options Evening
Friday, April 5 <sup>th</sup>	Last day of Spring term
Tuesday, April 23 <sup>rd</sup>	INSET DAY – No school for children
Wednesday, April 24 <sup>th</sup>	Summer term starts for children
13 <sup>th</sup> May 2019 – 14 <sup>th</sup> June 2019	GCSE Examinations



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### Academic performance

We know that exams can be stressful for all students and ours may feel anxiety more acutely than most: several were sitting formal examinations for the first time in their lives. Other issues such as unavoidable staff turnover did not help anyone. Nevertheless, up to 29 secondary and sixth-form students took a range of exams including Entry Level Certificates and GCSEs. The new scales range from 9-1 and our students' grades ranged from 8 to 1. The table below shows a wide range of subjects on offer and this year we will be offering even more courses and exams.

### Exam Results Report from June 2018

- 47 GCSE grades achieved in June 2018
- 17 out of 21 students gained a GCSE in English
- 17 out of 21 students gained a GCSE award in Mathematics
- Highest grades achieved:
- GCSE grade 8 in English Language
- 2x GCSE grade 5s in Mathematics: Foundation Tier
- GCSE grade 5 5 in Combined Science: Foundation Tier
- 4 Entry Level Passes
- 46 Entry Pathway Passes

### **GCSE Summary (9-1 Grade Exams) 2017-2018**

Subject	Total	9	8	7	6	5	4	3	2	1	U/NR
English	21	0	1	0	1	1	0	2	9	3	4
Mathematics	21	0	0	0	0	2	3	1	3	8	4
PE	2	0	0	0	0	0	0	0	2	0	0
TOTAL	44	0	1	0	1	1	0	3	14	11	8

This year represented the first year that the grading structure changed. Notable achievements include all who followed their courses and sat the examinations, especially, the 3 students with 5 and above in English language and the 5 students at 4 and above in Mathematics.

### **GCSE Summary (Double Grade Exams) 2017-2018**

Subject	Total	5 5	4 3	U/NR
Double Science	3	1	2	0

This was the first year that the Science Department had entered students in GCSE. The course will now be rolled out to more students as these courses were so successful.



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## **GCSE Summary (A\*-G Grade Exams) 2017-2018**

Subject	Total	A*	A	B	C	D	E	F	G	U/NR
Media Studies	7	0	0	0	0	0	0	3	2	2

## **Entry Level Summary 2017-2018**

Subject	Total	3	2	1	X
English	3	0	2	1	0
Maths	None Entered				
Computing	4	0	1	0	3
ICT	29	6	11	9	3

## **Entry Pathway Summary 2017-2018**

Subject	Total	Entry 3 Certificate	Entry 2 Certificate	Entry 3 Award	Entry 2 Award	Q
Personal and Social Development	11	0	0	0	5	6
Independent Living	17	0	0	0	5	12
Science Today	8	2	0	3	1	2
Total	36	2	0	3	11	20

Subject	Total	Entry 3	Entry 2	X
Food Preparation	1	0	1	0
Solo Music Performance	8	7	1	0
Total	9	7	2	0

We continue to ensure that students have appropriate academic, vocational and personal development opportunities and we look to offer additional courses and programmes to match needs, interests and aspirations.

Students also attended part-time courses at local colleges of further education, for example, Lewisham and Capel Manor where they gained City & Guilds accreditation in 'Animal and Land-Based Studies.'



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Baston Road

Hayes

Bromley

Kent BR2 7AB

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Five students left school at the end of the academic year. Four students left to pursue the FE courses of their choice and one took up an apprenticeship. Students continue to make progress on their individual learning pathways both on-site and at local colleges. We expanded work experience last year to students in Year 10 and above and we are planning to offer more opportunities for more students in 2018/2019. We have also joined the Bromley Education and Business Partnership who will assist us in vetting places for students to work. We would like to thank our business partners and the generous offers of placements from parents.

Each student now has the opportunity to have careers and college advice and guidance from Bromley careers services. We perform informal interviews for each student so that their placement meets the students' needs and ambitions.

Students have also made many visits to the local community and into Central London. Swimming at Biggin Hill Community Pool is a huge success as is the increasing number of students who are supported to use public transport independently. There are sporting fixtures planned throughout the academic year between similar schools in the Kent League. We were also very proud to represent Crystal Palace FC at a national tournament in July that was held on the campus of Manchester City FC.

### **Teaching and learning**

The senior management team has a well-informed view about the quality of teaching and learning in school. This was also identified during our Ofsted inspection as senior managers consider the outcomes of students from lessons observations, walks around the school and analysis of work samples. In this way, we gain an all-round view of the quality of teaching and learning.

The majority of lessons observed were good or better. Teachers engage pupils well and the use of visual prompts is good and tasks are broken down to support students. The best lessons have clear structures and assessment for learning is effective. Teachers who need to develop further are supported by a senior member of staff to overcome identified needs. These support measures have a positive impact on the quality of lessons and students' achievements. For example, improved examination results: results from last year were the highest achieved in school's history.

We appreciate the value of every lesson and encourage students to feel the same way. Typically, engagement in lessons is very positive. This is reflected in happy students and improved attendance rates.

### **Behaviour and personal development**

We are pleased that Ofsted recognised the students' behaviour and personal development as good. The evaluation of listening to the students' voice was equally positive. We always



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seek to promote behaviour and social skills that will enable the students to contribute positively to society whilst of school age and beyond. Occasionally, students need time to reflect on their behaviour and last year there were 5 fixed term exclusions involving 2 students. There was one permanent exclusion and thankfully, these sanctions continue to be rare.

### **Continuous professional development and Safeguarding**

All staff receive comprehensive training all year round. Some training is related to their subjects or skills in supporting learning. The staff receive extensive training in keeping children safe. This includes all our Safeguarding and Child Protection training which is mandatory for everyone working with children, however, training at Baston House exceeds these requirements for all staff. We continue to provide training and ongoing support for staff via the PRICE (Protecting Rights In a Caring Environment) training programme. This training enables staff to 'read' a child's behaviour, account for causes and seek to de-escalate challenging situations. Staff are also trained in last resort physical interventions whereby staff are required to physically intervene to keep the child, other children and staff safe from harm. The use of physical interventions is low at this school.

All staff continue to have access to on-line training programmes where they can access up to 50 courses at any one time. The training content includes, first-aid; identifying vulnerable pupils; mental health; drugs awareness and how to be a more effective subject leader.

Staff meet on a regular basis as a 'multi-disciplinary team' (MDT) to discuss programmes to support students in every aspect of their development. We also depend upon parents to support our work as we design plans to improve students' lives and overall outcomes as detailed in their Education, Health and Care Plans (EHCPs).

Our ethos continues to be on behaviour support and empowerment for students rather than behavioural control. This is a key element in ensuring that our students continue to develop their own coping strategies for life at and beyond school. It also supports their understanding of the many expectations and conventions that will help them to become confident and feel valued in society.

### **Attendance**

We encourage all our students to strive for full attendance, as this will give them the best opportunity to do well academically as there is a direct link between attendance and achievement. We use SIMS, a school management system to record and monitor attendance. Research shows that poor attendance can have an adverse impact on exam performance. The majority of our students attend well, however, if a student requires support to help improve attendance we have strategies to implement, including home visits and MDT involvement. Attendance last academic year showed month on month improvement and



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stood at 86%. This is good considering some students may not have attended school for significant periods prior to their admission at Baston House School.

Reward trips were organised to recognise students with 100% attendance. They were also congratulated during end of term assemblies. Those students who engage most productively in lessons were also recognised.

We have zero-tolerance of bullying and keep records of all reported incidents. We know and Ofsted agrees that students feel safe at Baston House School. We continue to follow the National Campaigns against Bullying and re-enforce the strong messages through tutor groups, assemblies and the curriculum.

### **Achievements of the Student Council**

The school council meets at least termly to discuss issues suggested by students via their council representatives. During the last academic year, the council discussed a wide range of matters such as the memorial bench for the previous Headteacher Dr Drew Anderson, lunchtime facilities, revision classes, the condition of the building, resources and fundraising. Members of the council also formed an interview panel when our new Headteacher, Mr Greg Sorrell, was appointed.

### **School improvements 2017/2018**

What did we do?	This is why we did it.
Improved our attendance strategy	<ul style="list-style-type: none"> <li>• Pupils with regular attendance achieve better</li> <li>• Attendance is improving</li> </ul>
The first residential school trip	<ul style="list-style-type: none"> <li>• First overnight stay without parents for most pupils who developed greater confidence and new skills such as canoeing, climbing and bushcraft</li> </ul>
Introduce external work experience	<ul style="list-style-type: none"> <li>• Vital experience in the world beyond school</li> </ul>
Brought forward the end of the school day	<ul style="list-style-type: none"> <li>• Pupils spend less time in cabs which is good for their well-being and better for the environment</li> </ul>
School roles of responsibility	<ul style="list-style-type: none"> <li>• Enhancing pupils' autonomy and self-esteem</li> </ul>
Daily mile before school	<ul style="list-style-type: none"> <li>• Improving pupils cardio capacity and preparation for the school day</li> </ul>
Regular Multi-Disciplinary Team (MDT) meetings before school	<ul style="list-style-type: none"> <li>• Improved communication between education and therapy promotes better and speedier access to therapy and positive outcomes for students</li> </ul>



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Multi-Disciplinary Team Meetings Restructured	<ul style="list-style-type: none"> <li>To allow school representative attendance to a discussion around the student in a way that allows teachers to get practicable advice and have their implementations followed up and reviewed</li> </ul>
Clinical Governance	<ul style="list-style-type: none"> <li>To facilitate focused discussions to continue our commitment to be constantly improving our service and safeguarding the quality of care we provide</li> </ul>
Coffee mornings including Relationship and Sex Education information	<ul style="list-style-type: none"> <li>Improved contact with parents, especially when addressing sensitive issues</li> </ul>
Reward merit trips	<ul style="list-style-type: none"> <li>Focus on pupils with positive and improving attitudes</li> </ul>
Playground furniture	<ul style="list-style-type: none"> <li>Better conditions for students to relax during breaks</li> </ul>
Established links with Bromley Careers	<ul style="list-style-type: none"> <li>Improved information about work related learning and external support services</li> </ul>
Overnight stay in Manchester to compete in a national football competition representing Crystal Palace FC	<ul style="list-style-type: none"> <li>A fabulous experience of a lifetime for some of our footballers</li> </ul>
Mock interview experiences with staff who are external to the school	<ul style="list-style-type: none"> <li>An insight into what's required for a successful interview with people you've never met before</li> </ul>
Clinical Governance	<ul style="list-style-type: none"> <li>To facilitate focused discussions to continue our commitment to be constantly improving our service and safeguarding the quality of care we provide</li> </ul>
Student Intervention Plans	<ul style="list-style-type: none"> <li>Students seen by the therapy team have a holistic and stepped approach to improving their well-being facilitated by whole team discussion and planning around the child</li> </ul>
Lunch clubs	<ul style="list-style-type: none"> <li>Structured and clear lunch routine for students</li> <li>Decreased behavioural incidents during lunch times</li> <li>Increased extra-curricular and social activities available to students</li> </ul>
Student Leaders interviewed and appointed Baston Ambassador directly meets with SLT monthly	<ul style="list-style-type: none"> <li>Increased 'student voice'</li> <li>Shared pride and responsibility for the school</li> </ul>



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	<ul style="list-style-type: none"> <li>• Greater student understanding of why improvements continue to be made</li> <li>• Students develop sense of responsibility and experience the recruitment process</li> <li>• Increased 'purpose' leading to increase in engagement and attendance</li> </ul>
Improved Early Help support – Appointment of a Family Liaison Officer	<ul style="list-style-type: none"> <li>• Greater number of parents accessing financial benefits they are entitled to.</li> <li>• Increased coffee morning/charity events</li> <li>• Parent 'signpost' for local services and family support</li> </ul>
Introduction of Pupil and Family Support Plans	<ul style="list-style-type: none"> <li>• Evidence of 'MDT' approach and Early Support</li> <li>• Increased home-school communication and support</li> <li>• Improved outcomes for students, involving external agencies</li> </ul>
Updated Academic Assessment Framework for Secondary	<ul style="list-style-type: none"> <li>• Targets for GCSE/Entry subjects on CM.</li> <li>• End of year Attainment and progress data for Secondary students</li> </ul>
Personalised predicted data has been set up for Lower School	<ul style="list-style-type: none"> <li>• Individualised academic targets for every pupil</li> <li>• Accurate progress data</li> <li>• Positive impact on teaching and learning</li> </ul>
Autism Framework in Primary from April, in Secondary from September 2018	<ul style="list-style-type: none"> <li>• 'Soft data' system i.e. personal development for the whole school since September 2018</li> <li>• The school started to monitor progress through the Framework</li> <li>• Clear targets based on EHCP</li> </ul>
Primary School used Oxford Owl Phonics program to improve reading	<ul style="list-style-type: none"> <li>• Reading has improved in Key Stage 2</li> </ul>

Kind regards

Greg Sorrell  
Headteacher