



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

**Headteacher's Report to Parents  
Academic Year 2018-2019**

Dear Parents,

*This report is an overview of the last academic year and an opportunity to share with you a reflection upon the school's development.*

*It was good to see so many parents at our end of year BBQ and sports day. It's days like those that linger long in the memories of children, parents and staff alike. We have some very imaginative and creative staff who are always looking to add something special to our calendar.*

*The students from all year groups have been making more visits off-site than ever before. Perhaps the highlights were the residential stay at Hindleap Warren and the football team's appearance at Manchester City's ground and the overnight stay, all sponsored by Crystal Palace FC.*

*In terms of your children's personal development, it's essential that we provide them with as many social experiences as possible and pitched just right for them at any particular time. We are in the process of rolling our 'independent status' programme which will also help with autonomy and confidence. We never forget that your child's needs are wide ranging and that is why we offer a wide range of social and academic experiences. You can read more about the academic side of life below and the website has detailed information about the curriculum.*

*We've been working very hard on aspects of school improvement so that the quality of teaching is as good as possible alongside enhancements to the curriculum and the premises. Teachers and assistants have programmes of professional development to boost subject knowledge as well as ensuring your children are safe at all times.*

*The Breakfast Club has been a huge success with noticeable gains in students' concentration and readiness for learning. There's always room for more so please just ask.*

*Our successful relationship with TAPA Dance Academy continues to be mutually beneficial and supportive of our residential trips planned for next year to Disneyland Paris, Devon and Hindleap Warren.*

*Please see below some key dates for this academic year, including examinations.*



## BASTON HOUSE SCHOOL

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Friday 13 <sup>th</sup> December	School Pantomime – Jack & The Beanstalk
Thursday 19 <sup>th</sup> December	End of Autumn Term
Monday, 6 <sup>th</sup> January	INSET DAY – No school for children
Tuesday, 7 <sup>th</sup> January	INSET DAY – No school for children
Wednesday, 8 <sup>th</sup> January	Spring term starts for children
Thursday 6 <sup>th</sup> February	Parents' Evening
Friday 14 <sup>th</sup> February	End of half-term
Monday 24 <sup>th</sup> February	Spring term re-commences
Thursday 26 <sup>th</sup> March	Options Evening
Friday 3 <sup>rd</sup> April	Last day of Spring term
Monday 20 <sup>th</sup> April	Summer term starts for children
11 <sup>th</sup> May 2019 – 18 <sup>th</sup> June 2019	GCSE Examinations

*The summer of 2019 saw the largest number of examination entries ever for Baston House School. There were 60 successful exam entries in 8 different GCSEs; 12 at Entry Level; 137 entered the Entry Pathway in Music and Independent Living. 15 students achieved success in BTEC Home Cooking, including one at Level 2.*

*We know that exams can be stressful for all students and ours may feel anxiety more acutely than most. Several sat formal examinations for the first time in their lives and although we provided timely preparation, nerves do kick in and occasional prevent any performance at all. It's true to say that we are proud of all our students irrespective of the grades they achieve: we just want them to do their best and be well prepared for their next stage here, at college, work or an apprenticeship.*

*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. We have already started to offer more qualifications at different levels, for example, GCSE English Literature, Statistics, Functional Skills and more vocational awards such as BTEC Computing, Cooking and ASDAN. When our new specialist facilities are finally finished, we will provide exciting learning experiences in science and design and technology. The tables below show the range of examinations and outcomes from the last academic year.*



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## External Exam Results GCSE

Subject Name	Grade	Number of students
Mathematics: Foundation Tier	X	1
Mathematics: Foundation Tier	U	1
Mathematics: Foundation Tier	1	1
Mathematics: Foundation Tier	2	5
Mathematics: Foundation Tier	3	4
Mathematics: Foundation Tier	4	1
Mathematics: Foundation Tier	5	3
Mathematics: Higher Tier	6	1
Mathematics: Higher Tier	7	1
English Language	X	1
English Language	U	4
English Language	1	1
English Language	2	5
English Language	3	2
English Language	4	1
English Language	5	4
English Language	8	1
Combined Science: Foundation Tier	2-2	1
Combined Science: Foundation Tier	3-2	1
Combined Science: Foundation Tier	4-3	2
Combined Science: Foundation Tier	5-5	1
Biology Tier F	2	1
Business	X	2
Business	1	1



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<b>Business</b>	<b>2</b>	<b>1</b>
Media Studies	U	1
Media Studies	1	1
Media Studies	2	1
Media Studies	3	3
Media Studies	6	1
PE	2	2
PE	2	4

## Entry Level Results

Entry Level Subject Name	Grade	Number of Students
Mathematics Numeracy	X	1
Mathematics Numeracy	1	3
Mathematics Numeracy	2	2
Mathematics Numeracy	3	1
English	X	2
English	U	1
English	2	2

Entry Pathways Subject Name	Grade	Number of Students
Independent Living		
Dealing With Problems Entry 2	P	3
Environmental Awareness Entry 2	P	7
Making the Most of Leisure Time Entry 2	P	6
Managing Own Money Entry 2	P	6
Managing Social Relationships Entry 2	P	5
Working as Part of a Group Entry 2	P	8
Working Towards Goals Entry 2	P	9
Use Technology in Home & Community Entry 2	P	14
Personal Safety in Home & Community Entry 2	P	10



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The Family Entry 2	P	7
Choices and Decisions Entry 3	P	25
Myself Within The Community Entry 3	P	20
Learning About Work Places Entry 3	P	3

## Entry Pathways

Entry Pathways Subject Name	Grade	Number of Students
<b>MUSIC</b>		
Solo Music Performance Entry 3	P	5
Solo Music Performance Entry 3	X	1
Ensemble Music Performance Entry 3	P	6
Composing Music Entry 3	P	1
Appraising Music Entry 3	X	1

## BTEC Results

### **BTEC Full Award Home Cooking Skills Level 1**

There were 15 students in the group. All were entered for BTEC Full Award Level 1 in Home Cooking Skills. 7 were from key stage 4, 7 were from post 16. All were successful.

BTEC Full Award Home Cooking Skills Level 1 grade	Amount of students gaining a grade
Pass	14

### **BTEC Full Award Home Cooking Skills Level 2**

One student from post 16 was entered for level 2. He was the 15<sup>th</sup> member of the group.

BTEC Full Award Home Cooking Skills Level 2 grade	Amount of students gaining a grade
Pass	1



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*Five students left school at the end of the academic year. Three of our students left to pursue the FE courses of their choice and two went into employment.*

*More students than ever attended work experience in a range of interesting places. On one visit I got to see where they turn models into magical special effects for top brands in TV commercials. One student became a newscaster for ITN News, another experienced the world of radio broadcasting and much, much more. We offer opportunities for work experience here at school for students who may be less confident. Bromley Education and Business Partnership also assist in vetting places for students to work. We would like to thank our business partners and the generous offers of placements from parents. Could you offer one of our students a week or two? There's not a lot of paperwork and our new work experience co-ordinator, Ms Ellie Martineau will help you every step of the way. Remember to return permissions for next year's venture into the world of work.*

*We have retained the services of Mr Sterling who provides each student in Year 9 and above with independent careers and college advice and guidance. These older students also have informal interviews to establish a range of potential pathways to match their needs and ambitions.*

*The school has invested significant time and resources into ensuring staff have the knowledge and skills to provide your children with the quality of education they deserve. Staff attend specialist training in the subjects and regularly meet their respective examination boards. The primary staff also keeps their skills sharp in literacy and numeracy. Indeed, these key basic skills are promoted throughout the school. Senior managers monitor progress and report regularly to the headteacher and governors. I am confident that the quality of teaching is good and that the curriculum is improving in range and quality. In addition staff training in subjects, all staff benefit from regular training with our Clinical Team on all matters autism.*

*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 study up to 50 courses at a time of*



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*their choosing. The training content includes, first-aid; identifying vulnerable pupils; mental health; drugs awareness and how to be a more effective subject leader.*

*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 are in the process of adopting a new information management system to record and monitor attendance. We know how crucial attendance and engagement is upon achievement.*

*Attendance last academic year continues to improve and stands at 86%. This is good considering some students may not have attended school for significant periods prior to their admission at Baston House School and a significant number try hard but still struggle to attend every day. The Inclusion Team produce bespoke plans to improve attendance and they do have a positive impact.*

*An increasing number of students have attendance above 95% and they benefit from termly reward trips and receive congratulations during end of term assemblies. Students' engagement in learning is also recognised as a key consideration in effective learning.*

*The student leader roles have been enthusiastically taken up by students. It's important for students to realise that they, too, have something to give to school and their local community. The school council continues to meet and discuss their needs and perspectives. Last year, they discussed improvements to the premises, lunch time clubs and residential trips. New councillors are voted upon and thus giving the students an early taste of democratic elections.*

### School improvements 2018/2019

What did we do?	This is why we did it.
Increased the amount of training available to specialist teachers	<ul style="list-style-type: none"><li>• Staff are up to date with subject developments including changes to the curriculum and examination requirements.</li></ul>
Increased numbers on the residential school trip	<ul style="list-style-type: none"><li>• Enabled more students than ever to experience an overnight stay without parents. Students got to try out archery, canoeing, climbing and abseiling.</li></ul>
Increased external work experience by 300%	<ul style="list-style-type: none"><li>• Essential experiences in new contexts in preparation for the world beyond school</li></ul>
Introduced Breakfast Club	<ul style="list-style-type: none"><li>• Staff and students report that they are more ready for learning and behaviour is improved. It's also a good social start to the day.</li></ul>





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Maintained our drive to improve attendance	<ul style="list-style-type: none"> <li>• Pupils with regular attendance achieve better</li> <li>• Attendance is improving although there's still more to do.</li> </ul>
Increased the number of school leader roles	<ul style="list-style-type: none"> <li>• Encourage the students to contribute to the lives of others</li> </ul>
Increased the number of externally accredited courses for students of all abilities	<ul style="list-style-type: none"> <li>• We ensure that all students can gain as much accreditation as possible thereby preparing them for their next stage</li> </ul>
Updated Academic Assessment Framework in line with revised Curriculum.	<ul style="list-style-type: none"> <li>• Targets for GCSE/Entry/BTEC subjects on Classroom Monitor</li> <li>• Accurate attainment and progress data informing planning and teaching</li> </ul>
Durham University baseline testing for secondary students	<ul style="list-style-type: none"> <li>• To ensure that staff have relevant assessment data that informs each students' curriculum.</li> </ul>
Autism Framework throughout the school	<ul style="list-style-type: none"> <li>• To ensure that we capture the students' 'soft data' i.e. tracking their personal development in line with their EHCP</li> </ul>
Members of the Skills Builder network	<ul style="list-style-type: none"> <li>• We are networked with hundreds of schools nationally as we promote students' personal development skills</li> </ul>
The School is taking part of the WE Schools Community Programme	<ul style="list-style-type: none"> <li>• To engage teachers and students to bring positive change in themselves, the local community and the world</li> </ul>
Implementation of Read Write Inc., IDL Phonics program and a computer-based Literacy Assessment Program to improve reading	<ul style="list-style-type: none"> <li>• Reading has improved in Lower School</li> <li>• Supporting students with lower reading and spelling age</li> </ul>
Implementation of 'Handwriting Without Tears' to improve pupils' handwriting	<ul style="list-style-type: none"> <li>• Improved standards of handwriting</li> </ul>
Playground furniture	<ul style="list-style-type: none"> <li>• Better conditions for students to relax during breaks</li> <li>• Relaxed outdoor dining in the warmer months</li> </ul>
Embedding links with Bromley Careers	<ul style="list-style-type: none"> <li>• Improved information about work related learning and external support services for all students in Y9 and above</li> </ul>
An ever wider range of lunch clubs	<ul style="list-style-type: none"> <li>• Structured and clear lunch routine for students</li> </ul>





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	<ul style="list-style-type: none"> <li>• Fewer 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> <li>• Greater student understanding of why improvements continue to be made</li> <li>• Students develop sense of responsibility and democracy</li> <li>• Increased 'purpose' leading to increase in engagement and attendance</li> </ul>
Family Liaison post appointed full-time	<ul style="list-style-type: none"> <li>• We recognise that our students benefit from parents who feel well supported by school</li> <li>• Better information to parents re: local services</li> <li>• Increased coffee morning/charity events</li> <li>• Parent meetings offered in the early evening to suit working parents</li> </ul>

Kind regards

Greg Sorrell  
Headteacher