

Baginton Fields School

Inspection report

Unique Reference Number	103765
Local Authority	Coventry
Inspection number	355450
Inspection dates	4–5 October 2010
Reporting inspector	Alan Lemon

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Special
School category	Community special
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	99
Of which, number on roll in the sixth form	34
Appropriate authority	The governing body
Chair	Peter Raine
Headteacher	Simon Grant
Date of previous school inspection	5 March 2008
School address	Sedgemoor Road Coventry CV3 4EA
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Introduction

This inspection was carried out two additional inspectors. Fourteen lessons were observed which were taught by 12 teachers. Inspectors met with members of the student council, representatives of the governing body and staff. They observed the school's work, and looked at the analysis of students' progress, planning for individual students, the school improvement plan, and external review of the school's work. Staff questionnaires and 27 parental questionnaires were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The school's rationale for evaluating leadership and management as outstanding when its evaluation of student outcomes and most aspects of provision are good.
- The targets set by school leaders to further raise students' achievement and the quality of teaching.
- The actions needed by leaders to increase the school's capacity for sustained improvement from good to outstanding.

Information about the school

All of the students have statements of special educational needs, the majority for severe learning difficulties. About a third of these students have, in addition, an autistic spectrum disorder. A fifth of students have profound and multiple learning difficulties. A few students have medical conditions, some of which are acute. The range of special educational needs and/or disabilities in Key Stage 5 is the same as that in the rest of the school. The majority of students are White British and over one third are from a wide range of minority ethnic heritages.

The school was federated with two secondary phase special schools in Coventry in January 2009 as a result of a reorganisation proposal to amalgamate these schools into two new special schools to be sited on the campuses of two mainstream secondary schools. A federated governing body has been overseeing reorganisation, although its further progress has been affected by a change to government policy on building new schools. The three special schools have not operated fully in a federation as the sole aim of federation has been preparation for transition to the two new schools.

Baginton Fields School has a number of awards including National Healthy Schools status, Artsmark Gold, Sports Mark, the Eco Schools (Bronze) Award, Financial Management Standards in Schools and Investors in People status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Baginton Fields is a good school which has gained the confidence of parents and carers in how it cares for, educates and prepares their children for the future. The outstanding provision made for students' care, support and guidance draws together very effectively the input of parents and carers, the school and many agencies in the community to ensure students have their needs met. Leaders and managers ensure that the needs of students and their families are given priority, as well as providing the drive for continuous improvement and a good capacity for sustained improvement. Senior leaders' effectiveness is based on rigorous and accurate self-evaluation procedures. Subject leaders also make good use of monitoring to improve provision, though self-evaluation is not always used effectively in Key Stage 5.

Well-developed partnerships have been crucial to much of the school's success and are outstanding. Engagement with parents and carers is also outstanding: the school enjoys their support and helps them in many ways to gain the assistance they need to aid their children at home. The school is very well resourced, which enables it to maintain close oversight of students' medical conditions and the means to manage these very effectively. Safeguarding arrangements are good. The alertness and care shown by staff keeps students safe and ensures that they feel exceptionally secure. This has a very positive effect on their confidence and benefits their learning and personal development.

A particular strength in the curriculum is the emphasis given to helping students develop the skills that are prerequisites for learning and to become as well-equipped as possible for the future. For example, targets in each student's individual education plan focus sharply on the skills and personal qualities that make learning possible. Students know their targets and stay well informed about their progress in relation to them. Listening, taking turns when communicating and appropriate behaviour are some of the personal qualities which develop well. Students make rapid progress in communicating through signing, speaking and listening. Moreover, spiritual, moral, social and cultural development is outstanding. This is clearly reflected in students' outstanding behaviour. Their understanding of good health and capacity for taking care of themselves includes knowledge of what constitutes a good diet and an outstanding awareness of the importance of exercising and keeping fit. The development of students' independence is enhanced by their excellent contribution through helpfulness around school, towards each other, and in supporting charitable causes.

Effective use of assessment builds the staff's knowledge of each student and gives rise to detailed lesson planning, good teaching and very carefully tailored support for learning. Learning and progress are good. Achievement is good and outstanding in mathematics. Across the school, students with severe learning difficulties, including those with autistic spectrum disorders, settle well to work, willingly co-operate and sustain their effort.

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Students with profound and multiple learning difficulties are interested in their activities and engage well in lessons. A close check is kept on progress, and good improvement has been made since the last inspection in using assessment data to analyse students' performance. The school's analysis of progress to aid planning and drive improvement is not as well developed in Key Stage 5 as it is elsewhere in the school.

What does the school need to do to improve further?

- Make use of the school's performance data and analysis of students' progress in Key Stage 5 to better inform self-evaluation, planning and improvement.

Outcomes for individuals and groups of pupils

2

The confidence with which students with severe learning difficulties approach their work gives rise to good learning and progress. They enjoy lessons, and good relationships with staff and each other make interactions positive and learning effective for all students, including those of minority ethnic heritage. Students with autistic spectrum disorders benefit from well-established lesson routines and are clear about the work expected from them. Students find learning fun as they enthusiastically join in with games, songs, rhymes and sensory activities. Students with profound and multiple learning difficulties make good progress as a result of well-planned sensory work in their classes. Repetition of learning is a strong and common feature across the school and for all students this leads to good consolidation of knowledge and skills. For example, singing about 'ten in a bed' in mathematics really helped Key Stage 3 students remember their numbers, and showed that they could count and reliably take one away. Improvement in provision for mathematics has raised achievement, and assessment shows that a significant proportion of students by Year 11 have made exceptional progress from their starting points. Improvement in English, focusing on reading and writing, is underway and there are early indications that this is having a positive impact on achievement as more students than in previous years are making much more progress than expected.

Students enjoy coming to school and attendance is good. Their work and activities are sharply focused on the skills needed for adulthood and the opportunities available to them. Enterprise, work experience and links with schools and colleges all contribute to good preparation for the future. Students learn about healthy living as an integral part of developing independence, and the extent to which they adopt a healthy lifestyle is outstanding. Many identify healthy food items and take part enthusiastically in sports and physical education lessons. Their independence is further enhanced by the many jobs they do to help out in school, which assists them in developing workplace skills, relationships and awareness of the needs of others. They engage in a great deal of fundraising for charities, and this gives many students a wider outlook on life. As a result, they are self-confident, have a strong sense of what is right and good, and act in a friendly, considerate manner towards each other and staff.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	*
Pupils' attainment ¹	
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

How effective is the provision?

Teachers and their assistants work together effectively to promote learning. Their expertise is a good match for the school's range of special educational needs and/or disabilities. Teamwork is strengthened by good planning, which makes clear what pupils are expected to learn and pays close attention to students' individual targets. Staff have a good knowledge of each student through effective on-going assessment. Approaches in teaching are closely matched to students' needs and capabilities, carefully incorporating work that students enjoy, find challenging and are confident to tackle.

The curriculum is aimed well at improving learning and raising achievement. While the implementation of some changes is at an early stage, the recent re-grouping of students according to special educational needs and/or disabilities is beginning to boost learning and progress. A new scheme of work in mathematics, now well embedded, has had a positive impact on students' progress. A similar development has started in English because the analysis of students' performance shows communication is a strength but they could make more progress in reading and writing. The English curriculum has been reviewed to give greater emphasis to reading and writing supported by new approaches and literacy resources. Clubs, after-school activities and sports add considerable enrichment to students' learning.

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Students make tremendous gains in self-confidence and independence as a result of the school's high quality support and guidance. They cope very well with life outside school as a result. This is evident in the way they confidently attend mainstream school and colleges or work experience. A unified and comprehensive approach has been achieved in meeting students' medical, social and emotional needs through very strong partnerships with agencies and students' families.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders, through their considerable experience and expertise, provide clear direction and set high expectations for the school. Clear aims and ambition, inform self-evaluation and drive improvement. Improvement in the use of performance data means that leaders are setting challenging targets for most of the school. Staff are succeeding in meeting or exceeding these and raising achievement. The governing body is committed to the school's increasing success and is kept well informed of its work. Its members challenge the school effectively, as a result, and keep a strong focus on improvement. Much of their time and energy has been taken up more recently on meeting the demands of the reorganisation proposals on which they have been working effectively. Safeguarding is rigorous and staff plan comprehensively around the needs of each student, ensuring risks are assessed and that students are kept safe. The school promotes equality of opportunity and tackles discrimination well. A detailed knowledge of individual students and their performance ensures that no-one is overlooked including students of minority ethnic heritage; all receive equally good opportunities. The school sees itself as a community in the widest sense and works hard to promote community cohesion. The outstanding links with parents and carers and its partnerships are testament to this. Several staff have roles focusing on maintaining and developing the school's involvement with parents and carers. Improving parents' and carers' capacity to support their children at home is a key aim. Speaking events are organised regularly in school, staff offer home visits and advice and also do a substantial amount of work to aid parents and carers in obtaining the professional and financial assistance available to support them. Students attend a variety of lessons in mainstream and other special schools and there is an extensive enrichment programme for those in Key Stage 5 provided by schools, college and community groups. Several strong collaborative professional partnerships ensure medical needs, child protection, behavioural support and careers guidance are developed thoroughly. Leaders have audited rigorously the promotion of community cohesion, identifying strengths and areas for improvement. The impact of this is most felt on students' spiritual, moral, social and cultural development, in particular their capacity to contribute significantly in school,

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but also in the community through their fund-raising. The impact of the school's promotion of community cohesion is not so explicit in terms of its national and global links.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Sixth form

Learning and progress are good as Key Stage 5 students develop their independence and the skills they will need when they leave school. They have opportunities to gain qualifications reflecting their achievements although the range of accreditation offered has varied considerably from year to year. Strong links with schools and colleges mean some students have been able to complete GCSE and vocational courses. Teaching and assessment are good. Lively, stimulating lessons engage the students' with profound and multiple learning difficulties. Other students are challenged by work and activities, and in particular by enterprise projects, when they work together as teams successfully meeting objectives. The curriculum is relevant to students' wide range of special educational needs and/or disabilities. It provides a good variety of subject and work-related options in school, at other schools and in college. The good emphasis on students applying literacy, numeracy and independence skills prepares them well for the future. Leaders are effective in pursuing clear aims in respect of meeting students' needs and preparing them for leaving school. In relation to planning and improvement, the analysis of students' performance and use of monitoring information are too limited. This hinders the school's capacity to evaluate the quality of provision and improve student outcomes.

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These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

Just under a third of parents and carers responded to the questionnaire, which is slightly lower than usual. These parents and carers hold very positive views about the school. All the respondents believe their children are making enough progress; that their children are kept safe and helped to have a healthy lifestyle; they believe that unacceptable behaviour is dealt with effectively. Inspection findings endorse parents' and carers' views in all of these respects. Inspection findings also reflect parents' and carers' views when they say that the school meets their children's particular needs and is led and managed effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Baginton Fields School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 27 completed questionnaires by the end of the on-site inspection. In total, there are 99 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	81	5	19	0	0	0	0
The school keeps my child safe	18	67	9	33	0	0	0	0
My school informs me about my child's progress	17	63	10	37	0	0	0	0
My child is making enough progress at this school	10	37	16	59	0	0	0	0
The teaching is good at this school	16	59	10	37	0	0	0	0
The school helps me to support my child's learning	13	48	13	48	0	0	0	0
The school helps my child to have a healthy lifestyle	11	41	16	59	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	44	13	48	0	0	0	0
The school meets my child's particular needs	19	70	8	30	0	0	0	0
The school deals effectively with unacceptable behaviour	15	56	12	44	0	0	0	0
The school takes account of my suggestions and concerns	14	52	12	44	0	0	0	0
The school is led and managed effectively	19	70	8	30	0	0	0	0
Overall, I am happy with my child's experience at this school	20	74	7	26	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



6 October 2010

Dear Students

Inspection of Baginton Fields School, Coventry, CV3 4EA

Thank you for the welcome you gave us when we visited your school and many thanks to the members of the student council who met with inspectors and talked about feeling safe, staying healthy and the way you help others. Here are some of the good things we found out about your school:

- the extent to which you feel safe, stay healthy and contribute in school and beyond is outstanding
- your behaviour is outstanding
- the progress you are making in gaining the knowledge and skills you will need in later life is good
- the work and activities you do are varied, interesting and enjoyable, often because of the excellent links with other schools, college and community groups
- school staff take outstanding care of you and support you exceptionally well; the very close contact between school and your parents and carers helps enormously
- the headteacher, staff and the governing body work hard to ensure you have the best opportunities to achieve.

Your school could be more effective if:

- greater use was made of information on your progress in Key Stage 5 to drive improvements.

The inspectors hope you keep up your good work and wish you all the very best for the future.

Yours sincerely

Alan Lemon

Lead inspector

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