

# Baytree School

## Inspection report

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<b>Unique Reference Number</b>	109409
<b>Local Authority</b>	North Somerset
<b>Inspection number</b>	356535
<b>Inspection dates</b>	14–15 September 2010
<b>Reporting inspector</b>	Stephen McShane

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

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	3–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	63
Of which, number on roll in the sixth form	66
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mike Usher-Clark
<b>Headteacher</b>	Fiona Richings
<b>Date of previous school inspection</b>	28 January 2008
<b>School address</b>	The Campus Highlands Lane Weston-super-Mare BS24 7DX
<b>Telephone number</b>	01934 427555
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<b>Email address</b>	baytree.spec@n-somerset.gov.uk

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<b>Age group</b>	3–19
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Eleven lessons were observed and all teachers seen. Meetings were held with governors, staff and pupils. Inspectors observed the school's work and looked at policies, records and assessment information. In addition, 34 questionnaires completed by parents and carers were analysed, as well as those completed by staff and pupils.

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

- how effectively the teaching and curriculum are meeting the needs of individuals and different groups
- how well leaders and managers have secured improvements and are clear about the school's current priorities.

## Information about the school

Baytree shares a campus with a primary school and a community facility. It caters for pupils who have severe or profound learning difficulties, a number of whom have additional speech and communication or medical needs. The vast majority of pupils at the school are from a White British heritage. The school makes provision for children in the Early Years Foundation Stage in its Class One. The school had a monitoring visit by Ofsted in January 2009 when it was judged to be making good progress in addressing the issues for improvement and in raising the pupils' achievement. A new headteacher took up post in September 2010. Prior to this, the school had been led by the deputy headteacher for two terms following the sudden death of the previous headteacher in December 2009.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

Baytree is a satisfactory school and pupils make satisfactory progress in their learning. The school has good features. Pupils make good progress in aspects of their personal and social development. The youngest children are doing particularly well in the Early Years Foundation Stage provision. Committed staff throughout the school know and look after pupils very well. A consistently calm and kind approach means that Baytree is a welcoming, pleasant and very safe place to work and learn.

Teaching is satisfactory overall. It is good in some respects but it is inconsistent. Classes are well managed and pupils are often engaged in interesting activities that they enjoy. Too often, however, progress is not good because the activities are not sufficiently well matched to the pupils' needs and abilities. The school now has accurate data on the attainment of each pupil. This information is not being used consistently to inform lesson planning and activities. The quality of questioning and assessment during lessons is variable. The focus of support and feedback to pupils is too often on whether the task is completed or the pupil's behaviour rather than on learning.

Since the last inspection, leaders and managers have ensured that there have been improvements in certain areas such as assessment and aspects of the curriculum. Currently, however, leadership roles are not adequately defined. The impact of this is that, although there are improvements, some ongoing monitoring takes place and staff and governors have a broadly accurate view of their school, evidence is not systematically evaluated and the impact of initiatives on achievement is not always clear. The impact of the new curriculum has not been evaluated to ensure that it has been effective in improving the learning and life chances of pupils.

In recent months, the school community has gone through a difficult time due to the loss of their headteacher who was very well respected and is missed. Governors and senior managers recognise that some improvement activities have stalled. However, due to the sensitive recent management of the deputy headteacher, which has maintained the staff's ongoing commitment, the work of the governing body and the new energy that the new headteacher has quickly brought to the school, it has sufficient capacity to improve further.

### What does the school need to do to improve further?

- Improve teaching so that by September 2011 it is good or better in the very large majority of lessons by:
  - using information from pupils' assessments to plan lesson objectives, success

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- criteria and activities in order to challenge all pupils to make good progress
- improving questioning to pupils and ongoing assessment in lessons so that activities can be amended or built upon
  - ensuring that support and feedback to pupils focuses on learning.
- Evaluate and identify priorities to ensure that the new curriculum is leading to at least good progress in all areas and:
    - is meeting the needs of different groups of pupils of different ages as they move through the school
    - is making best use of time and resources
    - is sufficiently aspirational and challenging.
  - Improve self-evaluation of the school's outcomes and provision so that it is rigorous and systematic.
  - Clarify the roles and responsibilities of different leaders in raising achievement.
  - About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

The school's own data show that all groups of pupils, whatever their disability or special educational needs, make satisfactory progress when measured against their starting points. The vast majority are making the expected progress in acquiring literacy, numeracy and communication skills. Last year, pupils left school with Award Scheme Development and Accreditation Network (ASDAN) awards. In lessons, pupils are diligent and try hard. They were observed satisfactorily developing the early language skills of listening, turn-taking, vocabulary and sentence structure, the literacy skills of sequencing and word recognition, and the scientific skills of observation and prediction. Pupils confidently use a wide range of information and communication technology; pupils with profound and multiple difficulties use switches to indicate their choices, others operate simple word and number programmes on computers, and pupils who are more able use laptops and common software capably.

Interviews with groups and individuals confirmed parents' and carers' views that pupils feel very safe at school. Older pupils said that there was no bullying and if they had a problem they would tell an adult who they were sure would sort it out. Observations of those with more complex needs who require personal care indicate that they too trust the adults who look after them. Pupils have a good understanding of the importance of being healthy; they participate enthusiastically in a wide range of physiotherapy, swimming and sporting activities and are successful in regional sports events. More able pupils talk confidently about the need for a healthy diet and hygiene.

Behaviour overall is good. Pupils are calm, know right from wrong and are respectful of each other. Where individual pupils' behaviour is challenging, the school's record keeping shows that the support is effective in improving it. Many pupils develop

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responsibility through carrying out tasks within school that may lead to work experience. At times, in lessons or break times, opportunities are missed for pupils to develop systematically independence and problem-solving skills or to plan their own learning. The school council has contributed to improvements in lunchtime food, playground equipment and pupils participate in fundraising for various charities. Pupils, whatever their needs, enjoy and participate readily and enthusiastically in a wide range of artistic, cultural and spiritual events.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	*
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

All lessons are planned with resources prepared and adults deployed to support different groups. A variety of activities are on offer and lessons usually proceed purposefully so that pupils remain busy. However, the impact on pupils' learning and progress varies considerably. In the best lessons, expectations are high and work is closely matched to

<sup>1</sup> 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.

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the needs of the individual so that they are keen to do well. Teachers are alert throughout the lesson, questioning and checking understanding so each pupil makes good progress. In one session, for example, as the result of clear, purposeful tasks and adults' persistence with relevant praise, pupils verbalised, signed a response or developed full and complete sentences successfully. In too many lessons, whole-group activities were too vague and required pupils merely to participate. It is unclear how some individual or small group sessions are building effectively on prior learning. Feedback is often limited to praising pupils about their behaviour or their listening.

There is now a curriculum plan in place to ensure that there is adequate coverage of content. A high priority is given to the development of social skills. Specialist techniques such as Makaton signing and TEACCH approaches (Treatment and Education of Autistic and Communication related handicapped Children) are used effectively. A sensory room has recently been developed and effective sessions are helping pupils to develop skills of attention and response. A recently acquired, well-equipped life skills flat means that pupils have the opportunity to practise life skills in a 'real' environment. Enrichment activities, such as residential trips, prove to be memorable for pupils. As yet, however, the curriculum across the school is not sufficiently effective in ensuring that all pupils, whatever their age, are challenged all of the time or that it meets the particular aspirations of individual pupils.

One parent described how school staff are supportive and understanding, another wrote that 'they do a fantastic job looking after my son'. This level of care is clearly evident throughout the school. Staff know pupils well and encourage, cajole and nurture pupils well. Policies and procedures ensure that medical protocols and individual programmes in feeding, physiotherapy or speech therapy are carried out and the good relationships with other agencies ensure that pupils get good specialist support. A regular multi-agency consultation meeting involving paediatricians, psychologists and a range of other specialists is just one example of effective partnership work that supports the most vulnerable pupils.

*These are the grades for the quality of provision*

<p><b>The quality of teaching</b> Taking into account: The use of assessment to support learning</p>	<p><b>3</b>  3</p>
<p><b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b></p>	<p><b>3</b></p>
<p><b>The effectiveness of care, guidance and support</b></p>	<p><b>2</b></p>

**How effective are leadership and management?**

The performance of the governing body is satisfactory. It is efficient and has steered the school successfully in the last few months, including leading a successful recruitment process. Governors are committed to the school, are ambitious and have developed a

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strong team ethos but recognise that at present they do not have the knowledge or systems in place to hold it more effectively to account. Subject action plans, monitoring of teaching, performance management and relevant continuing professional development are all in place. In recent months, systematic self- evaluation, action planning and implementation have slowed. However, even in a very short time, with the help of staff, the new headteacher has quickly identified appropriate priorities for improvement and begun on these.

Partnerships with other agencies make a significant contribution to the opportunities and support pupils receive. Close working relationships with its campus partner school mean individual and groups of pupils have wider play and learning opportunities and both schools share events such as different festivals and 'International Week'. Baytree works closely with other schools to support its assessment moderation and enhance its curriculum offer; for example, older pupils go to Weston College for part of their timetable. The school also has good relationships with social care professionals, and this supports the school in ensuring that child protection practices and safeguarding are of good quality.

The school data show that no group of pupils is underachieving at Baytree. There is no evidence of racist behaviour or discrimination and the curriculum addresses issues of culture adequately. Plans to improve community cohesion are in place and the school has taken steps to build on its high profile work locally with more contacts nationally and globally.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**  
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Children make good progress in their learning. This is due to a well-planned curriculum that ensures coverage of all areas and is adapted according to pupils' needs. Detailed assessment and its use in planning means that the challenge for pupils is pitched appropriately. This is evident in individual plans that result in pupils acquiring some of the earliest skills of vocalising or intentionally reaching for objects. Knowledgeable, sensitive and responsive teaching means that the pace is appropriate for learning and children have the opportunity and confidence to respond. Care and support is of high quality and the very effective transitions into Class One, often with multi-agency involvement and home visits, mean that parents and carers are confident and trusting in the staff. There have been improvements in the provision over the last few years including a better outdoor area. Good links are in place with the mainstream nursery to widen children's experiences. The Early Years leader has correctly identified the priorities of the development of choice and child-initiated learning for future development.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Sixth form

All pupils achieve ASDAN awards and produce portfolios of evidence that are externally moderated with positive feedback on the students' presentation and the knowledge and skills they have gained. The vast majority of students go onto college places locally or residential placements. Since the last inspection, a distinct 'FE Department' has been created and this gives pupils more opportunities for developing life and independence skills. A few pupils who are over 16 years of age are still taught with Key Stage 4 pupils and this means that curricular access is uneven. Teaching is satisfactory. At times, activities do not challenge the most able. Leaders have correctly identified that the curriculum needed improvements. They have researched, planned the best way forward and are now introducing more appropriate courses that better link to subsequent college pathways.

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*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>3</b>
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

## **Views of parents and carers**

All parents and carers who replied to the questionnaire were happy with their children's experience at the school. A number praised the dedicated and supportive staff. A few negative comments received mostly related to issues to do with communication. The school has recognised that, while relationships with parents and carers are positive, it needs to do more to encourage and improve ongoing communication and the ways in which parents and carers can support their child's learning. Other comments expressed were largely individual concerns, and were explored with the school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Baytree 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 34 completed questionnaires by the end of the on-site inspection. In total, there are 66 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	71	9	26	1	3	0	0
The school keeps my child safe	23	68	11	32	0	0	0	0
The school informs me about my child's progress	16	47	13	38	5	15	0	0
My child is making enough progress at this school	17	50	13	38	2	6	1	3
The teaching is good at this school	18	53	14	41	0	0	1	3
The school helps me to support my child's learning	16	47	13	38	3	9	1	3
The school helps my child to have a healthy lifestyle	16	47	15	44	1	3	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)	15	44	13	38	1	3	1	3
The school meets my child's particular needs	18	53	14	41	0	0	1	3
The school deals effectively with unacceptable behaviour	17	50	12	35	2	6	0	0
The school takes account of my suggestions and concerns	17	50	12	35	2	6	2	6
The school is led and managed effectively	16	47	11	32	3	9	1	3
Overall, I am happy with my child's experience at this school	21	62	13	38	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 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](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



16 September 2010

Dear Pupils

Inspection of Baytree School, Weston-super-Mare, BS24 7DX

Thank you for making us so welcome when we visited your school. Thank you for talking to us. We enjoyed watching you in your classrooms, seeing you work in the sensory room and hearing you sing 'He's got the whole world in his hands' at the end of the day. Thank you to the class that made us some cakes.

We found out that:

- Baytree is a satisfactory school
- you are making satisfactory progress, although some of the younger children are making good progress
- the adults care for you very well
- you showed us you know a lot about keeping safe and being healthy
- you behave well and are very kind to each other.

To make your school even better, we have asked your teachers:

- to make sure the work is always just right for you so that you can always do your best
- to keep checking whether you are learning enough during your time at school
- to keep checking that school is working the best it can and change things if it would help you learn more.

You can help by always trying hard. Keep up your good behaviour. It was a privilege to meet you all.

Best wishes

Stephen McShane

Her Majesty's Inspector

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