



BENSHAM MANOR School



Position Statement November 2019



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The Bensham Manor School Difference



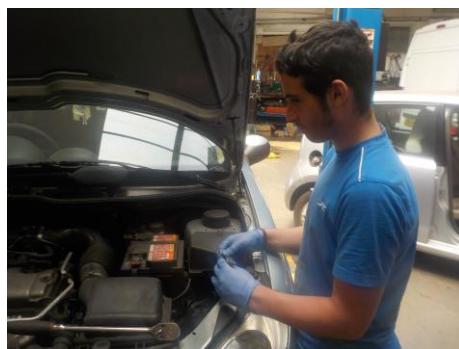
We pride ourselves on placing the child at the heart of our approach to education, ensuring that learning is personalised according to individual needs; this is achieved with the support of a dedicated and skilled team of staff, well supported by our Governing Body, parents and other professionals. Academic achievements are an important part of educational success, but only form one aspect of our ethos and approach; our vision is to maximise every child's potential to ensure each individual leaves us feeling confident, able to live as independently as possible and ready for employment so that they can make a purposeful contribution to society. We do this by equipping each individual with the skills, knowledge and confidence required to progress to the next stage of their life journey. In September 2017 we

became Croydon's Flagship Healthy School. We support other Borough schools introducing or supporting project work about "being Healthy". In January 2018 we maintained our Ofsted Good status following a Short Inspection. In June 2018 we achieved National Autistic Society (NAS) accreditation and in March 2019 Inclusion Quality Mark (IQM) reaccredited Flagship School status and Investors in People (IiP) reaccredited our Gold Award.

Outcomes of Pupils

Given their starting points, the percentage of pupils making and exceeding expected progress is high compared with national figures. Each pupil has individual learning targets. Teachers monitor these regularly to ensure that pupils make the best possible progress in their learning. If a pupil is identified as not making good progress, the staff team will consider how to remove any barriers in order to facilitate learning. As a result, most pupils catch up quickly. Teachers use effective strategies to ensure that pupils who have autistic spectrum disorder are successful in their learning. These strategies ensure that this group of pupils perform tremendously well. We place great value on pupils' social, emotional and mental health. Meticulous records and impact reports show the strong, positive impact therapeutic activities have on pupils' social and personal skills.

Our 43 2019 year 11 leavers sat a total of 487 national accreditations, mainly Entry Level Certificates (an average of 11.3 each) spanning 12 subjects. With levels (grades) from 1 to 3, average scores were particularly strong in English (2.7), Humanities (3), Science (2.8), PE (2.8), and Maths (2.7). 61 GCSEs were sat. There was one 6 and two 5s in Textiles. The overall GCSE points average was our highest ever. Our top student (Kieran) achieved 4 GCSEs above grade 4, 2 BTEC level 1 and 3 Functional Skills level 1 - our best achievement in the last ten years! One of our senior teachers is a specialist assessor with a post-graduate qualification in individual specialist assessment and a CPT3A- (Certificate of Psychometric testing, Assessment and Access Arrangements) therefore, all pupils have the necessary access arrangements in place for public examinations.



Pupils who are funded through the Pupil Premium achieve exceptionally well

- RAISEonline supports our judgement that PP pupils achieve exceptionally well
- The detailed expenditure of Pupil Premium can be found on our website
- There is no variance upon outcomes for pupils in receipt of Pupil Premium.

Pupils are encouraged to read widely and often across all subjects

- Pupils' literacy levels are well-below average on entry and the school takes this extremely seriously. The introduction of a whole-school reading approach with a focus on phonics has radically changed the provision to support the development of these skills. All Key Stage 3 pupils now have an additional one hour and thirty minutes of targeted reading per week. Analysis shows progress is more rapid and sustained for all learners than it was prior to the implementation of this strategy.
- Wider reading is encouraged through pre-planned opportunities within every lesson e.g. shared reading with the principles from our reading programme and a range of activities to support including: library club; book club for the more academically able readers in key stage 3, shared reading sessions in key stage 4, book swaps; modelling from staff and access to real books and reading material throughout the school.



Some of Key Stage 4 at the Globe Theatre

Pupils are exceptionally well prepared for the next stage in their education, training or employment

Students have secured and sustained meaningful placements at college, in education or within the world of work over the last 8 years when they have left the school. The school's success in this area is significantly above that found nationally. Students' success in their future lives is a mark of the superb support they have received during their time at Bensham Manor School

- Personalised learning, combined with a focus on the development of transferable functional skills, successfully supports pupils' growth of confidence and independence at Bensham Manor and beyond.
- Bensham Manor has a high average of entries per GCSE, when compared to other similar schools from the lowest starting points on entry (DFE Performance tables).
- 100% of pupils are allocated appropriate GFE colleges or specialist provisions. We have improved the way we track our leavers, to ensure that we know whether the skills that they have developed at Bensham Manor could have been improved.



Post 16 at Bensham Manor School

Usually 85% of our year 11 leavers transition to college, the Post 16 Department allows our more vulnerable students to continue their education seamlessly at Bensham Manor when they end KS4. It offers a range of study options and students may attend for one, two or three years, depending on their rate of progress and level of need. Learning is targeted to provide a personal pathway, with students' interests and preferred learning style dictating the course they follow. The curriculum balances successfully the need to develop students' independent living Skills, including travel training with the academic aspects of their study. As a consequence, pupils develop a real sense of being valued and being able to make a contribution to their community. Preparation for life is a fundamental and entrenched aspect of the post-16 curriculum. This includes preparation for the workplace, developing entrepreneurial skills and learning how to care for, and be part of, the wider community. Students' social skills, including the ability to interact on a personal level, are very good as a result.



Students are prepared for life after Bensham through regular visits and taster sessions at colleges in the area and also through the link programme developed with Carshalton College. Weekly sessions are timetabled and Bensham staff work closely with tutors. Students are increasingly choosing Croydon College enabling them to become fully involved in their local community. Community involvement is fostered through engagements in local projects.

All students are expected to develop their communication and independence skills through a supervised weekly on or off site work experience placement. This year based at Cherry Orchard in East Croydon, St Aiden's Church and several retail outlets on Addiscombe High Street. Some students continue as volunteers during school holidays. At the end of 2018-19 our seven post 16 leavers gained places at an appropriate college. One went to a residential college.

Areas to develop further:

- Continue to refine the way we monitor, track and assess subjects so that measurement of progress is rigorous and consistent across all subjects in collaboration with Forum of Five (FoF) schools and the Specialist Learning Partnership schools (SLP).
- Extend cross-department moderation arrangements in foundation subjects as well as core subjects to embed common approaches to base-lining and checking accuracy of teacher assessment.
- Afford opportunities for the Core Heads of Department to work alongside all subject leaders to strengthen skills at using a range of data sources to analyse and evaluate impact of provision in their areas.
- Closer monitoring of the target setting process to check that aspirations and expectations for all pupils including the more - able pupils is high and provides an appropriate level of challenge.

Quality of Education

Teaching at Bensham Manor is typically good or better and leads to at least good progress. Common features include: visual and supported communication to ensure accessibility, individualised feedback moderated through our book look, creative and practical approaches; promotion of independence in learning and well established pupil teacher relationships enabling personalised progress, as per our teaching and learning policy. Teachers provide opportunities for older pupils to extend their writing, through correcting errors and redrafting their work. Teachers weave literacy opportunities across the curriculum. Teachers deliver phonics using real objects to enable younger pupils to make links between the meaning of letters and their sounds. Teachers use talk effectively. They model

language so that pupils' vocabulary increases continually. They ask skilful questions that enable pupils to think more deeply.

Teachers allow pupils to rehearse their learning with support so that they can succeed when they try things independently. Pupils' presentation of their work is of a high quality. Pupils' work shows the positive effect of carefully planned teaching strategies on their learning and progress.



Pupils learn well, because teachers know their needs and plan lessons that engage them and make learning interesting. Teachers have high expectations of pupils' conduct during lessons, and pupils respond positively. Pupils' positive attitudes to their learning help them tackle their tasks well, either individually or in groups. Pupils are prepared to have a go and do their best. The climate for learning is positive throughout the school, including in the Post 16. Teachers use frequent examples of how their learning can be reapplied in real life so that pupils' learning of skills to support their independence as young adults is built on continually.

Our current focus areas are ensuring the sharp use of assessment data to plan for exceptional progress over time for all pupils and ensuring that any additional adults are deployed effectively. The school has responded to the needs of children and to latest research to determine the deployment of our Teaching Assistants. Parents are overwhelmingly pleased with their child's progress (Parent Questionnaire 2019), the information they receive about them and the systems and structures in place to support information-sharing.

Where pupils learn in alternative settings e.g. Croydon and Carshalton College link courses, our data, based on first-hand observation, tells us that teaching, achievement and behaviour are at least good and leads to our 100% destinations data. The Year 11 College Link programme, in the autumn term, wins over hearts and minds of parents and carers leading to successful transitions.

Leaders and middle leaders find the joint observation work (lessons and learning walks) with our LA Link Adviser and HTs of Forum of Five partner school to be extremely helpful. Homework is set when staff believe it is timely and will support learning well. A small number of parents like more homework to be set which is agreed with teachers.

Areas to develop further:

- Continue to ensure key skills in communication, reading, writing numeracy and computing are positively promoted across the curriculum and are effectively matched in learning activities.
- Impact reports for SPELL and ADD (interventions to support Literacy and Numeracy)
- Further develop the use of concrete and other resources which enrich maths teaching
- Continue with maths ability groupings so that pitch and pace of teaching can be more finely tuned to support progress for students with different cognitive abilities and learning styles
- Ensure the inter-connectedness of curriculum planning, Personal Subject Targets, Personal Growth Targets and EHCPs.



Behaviour, attitudes and personal development

The behaviour of pupils is outstanding as is their attitude to learning inside and outside the classroom. This is owing to the exceptionally strong ethos and culture of high expectations and promotion of school values. Pupils' behaviour in a range of different teaching groups and settings and their attitudes to staff, including support and administrative staff, is exemplary. Teachers give pupils the strategies to self-regulate their behaviour. Teachers build trusting relationships with pupils, enabling them to debrief after any incident in a non-judgemental way. This allows pupils to reflect on their own behaviour. When this is used consistently over time, it helps pupils to manage their emotions and prepares them well for their future.

Pupils increasingly become highly effective independent learners supporting their learning and the learning of others. This is achieved by a focus on self-help strategies, less reliance on TA support and high expectations from entry. Teachers develop personalised transition plans to ensure that pupils are ready for the next stage of their education. The many different individual pupil needs mean that there are several different pathways.



Our behaviour profile has changed significantly over time with the change in pupil intake. Staff deal with incidents of poor behaviour with a measured approach. Individual behaviour plans are personalised and detailed. Adults follow the school policies to help pupils to exhibit acceptable behaviour. Teachers demonstrate an impressive, calm approach to dealing with any issues that may arise. Members of staff use appropriate de-escalating strategies, including non-confrontational body language, to ensure that situations requiring intervention are resolved effectively. Nine of the twenty two classes are at least 45% class based. The other thirteen follow a very main stream type timetable, moving from lesson to lesson to be taught by subject specialists. There are 5 lessons a day, four before lunch. Teachers demonstrate consistent high expectations of their pupils. This enables pupils to make maximum use of their learning time, which in turn supports their exceptional progress. Transitions around the school are smooth and purposeful as a result, pupils feel safe and happy at Bensham Manor School.



Attendance is consistently above national average at 93.9%.

Our family support worker liaises closely with a minority of pupils and their families to support and increase their attendance. Procedures for dealing with any absence from school are appropriate and robust. Rates of exclusions are significantly below the national average. There have been no permanent exclusions for over 9 years and no FTEs last year. Analysis of behaviour incidents concludes that changing the structure of the day (one lesson after lunch) has contributed to fewer behaviour incidences.

We take anti-bullying seriously addressing issues in PSHE, Tutor Group and special timetabled events and visitors throughout the year. A display in the corridor is a reminder of what it is,

how it makes you feel and what we do about it. Older pupils are actively engaged in mentoring roles to support younger and less able learners. Pupils' welfare and wellbeing have the highest priority. Staff and governors receive regular safeguarding training. All who work or volunteer in the school understand the main risks to pupils' safety and know what to do if they have any concerns. Leaders act decisively when it is necessary to involve outside services to protect a child. They follow up all referrals, determined that pupils who need it receive timely and effective support.

Pupils' courtesy, good manners, respect towards others and pride in themselves and their school are apparent throughout. In the recent parent survey, the majority agreed or strongly agreed that pupils are well behaved and that the school deals effectively with bullying. Pupils have a strong view about bullies and bullying and feel confident that on the occasions when bullying occurs, staff will always deal with it appropriately. Pupils are systematically made aware of what constitutes bullying and how to act should it occur.

School is rigorous in monitoring and responding to all types of disrespectful behaviour and has worked with parents where we know pupils are vulnerable to, for example, cyber bullying. This work commences with Year 7 parents at induction. Pupils are extremely supportive of each other's differing needs and disabilities.

Bensham Early Intervention Team (BEIT), a multi-disciplinary staff group meet weekly and produce summary minutes which are shared with all staff ensuring good communication and a consistent approach to all interventions.

Recent feedback from pupils (pupil questionnaire March 2019) tells us that they are aware of the importance of keeping themselves safe, including on the internet/mobile phones and handling bullying/unkindness. There is also a sense of responsibility to look after each other and consideration for others. They cite outside school travel training and town leave privilege as important. During the college link programme and are taught rules and expectations of further education settings.



Overall absence figures tell us that attendance is better than national average. We have strategies to engage pupils and families with a poor attendance record in primary school which are becoming increasingly effective. Pupils are rewarded for both behaviour and attendance and both pupils and parents are informed of their attendance on a weekly basis via their school diary. As part of induction, new parents receive the message about attendance linking it to pupil progress. Transport (organised by London Borough of Croydon) to and from school can present our pupils with

occasional difficulties. As a result, school offers training for transport providers at least annually and works closely with them on a daily basis to support our pupils so they are safe and ready to learn. We have taken robust action in several cases where concerns have been raised by parents and pupils and where upheld, have resulted in a change of transport provider, driver or escort.

Our full time school counsellor makes a significant impact to our holistic provision supporting pupils and their families. School is open every afternoon running a variety of after school clubs. There is a Youth Club three afternoons and four weeks of holiday clubs throughout the school year run in conjunction with Croydon Youth Service. Year 7 & 8 pupils experience 6 days at "Go Wild "Forest School.



The arrangements for safeguarding are effective. Policies and procedures in place are of the highest order and ensure that staff and volunteers are clear about their responsibility to safeguard pupils. Timely training and frequent updates ensure that school staff have the most up-to-date knowledge of legislation, including how to protect pupils from the risk of extremism and radicalisation. Leaders make certain that training is used well to impact on safeguarding practice and to ensure the safety of pupils. Teachers, support staff and therapists work tirelessly as a team to develop pupils' social skills and resilience. Pupils learn to carry out daily tasks, such as cooking, ironing and using public transport, independently. In physical education (PE), pupils undertake personal challenges that improve their fitness and self-confidence. Students in year 11 follow the demanding Duke of Edinburgh's Award scheme. Pupils perform or work behind the scenes in school productions. The school has been involved in Shakespeare Schools Festival for seven years. Many students take part in lunchtime and after-school clubs. Pupils enjoy trips out of school that enrich their learning.

Areas to develop further

- Achieve attendance target of 95%
- Maximise opportunities to promote online safety. Achieve e-360 award by January 2020
- Continue to develop initiatives and engagements with external agencies to develop positive engagement with hard to reach families.
- Better use of SIMs to provide more holistic individual reports on pupils.

Leadership and Management

A clear and ambitious vision, grounded in high expectations, permeates throughout all aspects of the school's work. All staff are able to articulate the schools key aims and their personal contribution towards achieving it. Leaders and governors are relentless in improving the school. Leaders at all levels have an accurate view of the school's performance. They analyse information meticulously and regularly gather views from parents, staff and pupils. This enables them to plan next steps to improve provision. They seek external views to ensure that their judgements are correct. This means that they identify the correct priorities to move the school forward.

The curriculum has been thoughtfully constructed to ensure that students are able to be successful in an increasing number of academic and vocational subjects. It is enhanced by exacting accelerated reading and numeracy programmes. Curriculum theme days serve not only to increase functional skills but these enrichment and intervention activities supplement the formal taught curriculum and make an exceptionally strong contribution to students' spiritual, moral, social and cultural development. Leaders provide a broad, balanced and relevant curriculum that engages and motivates pupils to learn. There is a strong focus on developing core skills in reading, writing and mathematics, alongside the focus on PE and PSHE. The therapeutic sessions enhance the curriculum and assist in the development of pupils' personal and social skills. The strong focus on PE and Healthy eating supports the link between exercise and improved mental health. Pupils are active most days. We compete regularly against similar schools and Cycling is a popular part of the KS3 curriculum. Teachers facilitate group games at break and lunchtime. Pupils enjoy outdoor learning, Lego, dance, Relaxation, bicycle maintenance, food technology, music and sensory therapy during lunchtime clubs.



A focus on what makes a great Bensham Manor leaver means the curriculum is regularly reviewed to ensure an appropriate balance of academic, vocational and self-help skills. Leaders have clear processes, procedures and policies for strong behaviour management. Behaviour incidents are recorded electronically and routinely analysed to see if patterns are emerging and to improve provision. Documentation shows that incidents of behaviour continue to reduce. The orderly conduct of pupils around school is testimony to this work.



Leaders cater well for pupils' spiritual, moral, social and cultural development. Specialist teachers deliver discrete PSHE sessions and religious education lessons, where pupils learn vital skills as well as following accredited courses. The school prepares pupils exceptionally well for life in modern Britain.

Leaders manage the performance of teachers and teaching assistants thoroughly. There is a strong focus on the development of the staff's

personal skills, to improve the provision for pupils. For example, coaching training for teachers enables them to lead their class teams more effectively.

The school has committed to develop all aspiring middle and senior leaders so that they feel empowered and supported to make an effective contribution to the schools drive for continuous improvement. In the last two years two staff have taken up a headship and deputy headship.

An impact of this enhanced CPD for example has been our ability to continually respond to pupils' needs by extending the provision we can offer and support the Borough's rising population of pupils with EHCPs.

Subject leaders embrace their roles. They liaise with colleagues from other schools to ensure that their judgements on pupils' outcomes are correct. They train teachers in school, checking teaching and pupils' workbooks to ensure that pupils are learning well. All staff spend at least one day a week per year visiting another Special School.



Senior leaders are identified and supported to prepare them for future headship. Two senior staff have become NPQH qualified in the last 5 years. The schools' commitment to quality CPD to improve outcomes for our pupils is a non-negotiable. In addition to the high quality school-based CPD, staff are qualified in EKLAN, Makaton, First Aid, Food Hygiene, Moving and Handling, Team Teach, Mental Health level 2 and NAS (AET) level 2 and 3. Middle and senior managers have led on the school achieving a variety of kite marks including IIP Gold, IQM Flagship status and ELKLAN Communication friendly status. In 2017 we became a Transport for London (TFL) School of Excellence for Cycling and the London Borough of Croydon's Flagship Healthy School.

The school is committed to achieving good or better teaching at all times and therefore systems for monitoring the quality of teaching are prioritised. These systems are highly effective in identifying strengths and underperformance in the staff team. In addition to formal observation and feedback by senior leaders, the school collects evidence of the impact of teaching in other ways, such as learning walks and governor visits. Teachers self-evaluate using a variety of methods. The school tackles underperformance robustly through rigorous practice and increasingly middle leaders are becoming experienced at holding teachers and support staff to account for their performance, managing Support Plans and contributing to professional development. The school knows its strengths and areas for development well. All leaders contribute to a robust on-going cycle of monitoring, evaluation and review.



Bensham's rowing crew two hours into the Great River Race

There is a sustained belief in the capacity of all teachers to learn and improve which is articulated through consistent challenge and extensive support. The school has a very clear appraisal system in line with the latest guidelines, which contributes strongly to school improvement. Those teachers who are post-threshold or in receipt of TLRs hold important leadership positions. All teaching assistants are observed in class at least once a year as part of their PM.

Pupil Premium funds are allocated both strategically and individually to help remove barriers to achievement. In this way, pupils benefit from a personalised approach. As a result pupils achieve at least as well as non-pupil premium pupils, relative to their starting points.

Our partnerships with parents and the wider professional community are excellent and this helps us to secure the best possible outcomes for our children. Parents are overwhelmingly supportive of the school and we have highly effective and thorough policies in place to enhance this partnership- working; induction, communication, tutor progress meetings; transition; homework and SEN. Parents are asked for their views annually.

The benefits of our membership of a Forum of Five (4 other similar special schools in different LAs) and the Specialist Learning Partnership is wide ranging and lends itself to external moderation and best practice sharing. Bensham Manor supports other schools and organisations through the School Alliance “Learning through Challenge”; trains new entrants to teaching and provides accredited qualifications.



Bensham's Band
Article Artz after
performing at the
SEND Strategy Launch

Areas to develop further:

- Prepare for a further increase in pupil numbers September 2020
- Ensure effective use of Classroom Monitor to track and analyse progress in core subjects. This will provide an accurate overview of standards across the school and comparisons between subjects.
- Review post 16 curriculum to meet the requirements of BMS children and its subsequent accreditation, to ensure all pupils are extremely well prepared for the next stage in their learning after Bensham Manor.
- Plan strategically to further improve pupils' chances of accreditation / functional skills awards as the complexity of the needs of the cohort increases and the GCSE pathway is less appropriate.

Governance of the school

All Governors know the school well and support specific aspects of school improvements. For example, three governors are “Adopted” by three classes. They attend some class meetings to hear and take forward the views of pupils in order to improve provision. The governing body keeps a close eye on how well pupils attend and behave. Governors challenge leaders' decisions and proposals vigorously. Governors have high expectations and want the best for the school's pupils. They use special educational needs and/or disabilities funding effectively. The minutes of the full governing body and 3 committee meetings show that they question leaders' reports rigorously as well as ensuring that key actions provide value for money.

Leaders and governors use the pupil premium grant effectively to ensure that disadvantaged pupils have access to additional English, mathematics and therapeutic support. Leaders and governors scrutinise pupils' outcomes to see how effective the funding has been. They link their evaluation of impact to pupils' academic and personal and social skills. The governors recognise the need to plan for succession so that the high levels of support and challenge they currently provide can be maintained and built upon. Governors carry out their statutory duties diligently. They help the headteacher account for the quality of education in the school.