



Baskerville School

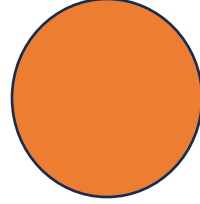
School Improvement Plan 2024/5

Welcome to our School Improvement Plan

Our School Improvement Plan is a central document used by Senior Leadership teams to map out our strategic plans for the development of our school. It is based on a school's established values and sets out the actions and resources needed to achieve the objectives

Leadership and Management

Our priorities for development



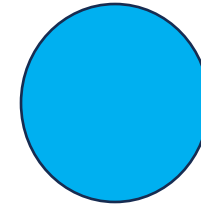
Lead =Allan Lacey

1. Develop a clear and ambitious vision for the school providing high quality education for all our pupils
2. Develop leadership systems to improve teachers' subject knowledge, the methods they use to enhance the teaching of the curriculum and the appropriate use of assessment.
3. To improve how effective we are in engaging with parents
4. Ensure governors share the school vision and monitor impact and progress towards achieving / implementing School Improvement plan offering challenge and support
5. To develop a leadership structure which has clearly defined roles that facilitates the development and improvement of all aspects of the school





Quality of Education



Lead =Wayne Tulloch

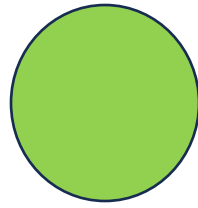
Our priorities for development

1. Ensure all teaching and learning is at least good with 30% outstanding
2. To full embed the curriculum so that is provides all our children and young people the knowledge and cultural capital they need to succeed in life
3. Review and audit accreditations and improve offer to ensure they support student destinations and are personalised and challenging
4. Monitor and ensure Educational Health Care Plans are central to and drive provision
5. Establish assessment and tracking system(MAPP) for all pathways, including subgroups so that fully informs teaching and learning.



Personal Development

Our priorities for development



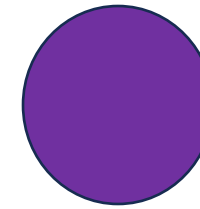
Lead =Ellie Allen

1. To establish the role of the class teacher as the lead pastoral carer of the pupil – being central in the development of their personal well-being.
2. To develop the curriculum so that it broadens pupils' interests, enabling them to discover new interests and talents.
3. To develop long-term independence by ensuring that employability and independent living skills are embedded into the curriculum.
4. Pupils will know how to eat healthily, maintain an active lifestyle and develop strategies to keep mentally healthy thus preventing secondary issues.
5. To ensure that the understanding and appreciation of other cultures and British values are embedded into the curriculum.
6. To ensure the school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society thus maximising quality of life.
7. To ensure the curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.





Behaviour and Attitudes



Lead =Kay Morgan Green

Our priorities for development

1. To refine the Behavioural watch systems so that we are able analyse behaviour incidents appropriately
2. To ensure all physical interventions are recorded and staff / student debriefs take place in a timely manner
3. To improve school attendance to 90%
4. To reduce the amount of persistent absence to 25%
5. To work with pupils to develop strategies to recognise and manage emotions.
6. Ensure that behaviour support plans are up to date, and that staff receive effective guidance in how to implement them consistently.
7. Ensure appropriate activities are in place for pupils during unstructured time (break and lunch time)
8. Ensure clear consequences are in place for persistent challenging behaviour, whilst supporting to address underlying causes.
9. Develop a culture of respect, kindness and responsibility through reinforcing desired behaviours.





Baskerville School Self Evaluation 2024-5

Baskerville School Self Evaluation

Vision Statement

To enable every pupil regardless of the challenges they face to achieve their full potential and prepare them for a happy and fulfilled future life.

Our Core Values

RESPECT

Everyone at Baskerville School is encouraged to respect themselves, one another, and their environment.

RESILIENCE-

Everyone at Baskerville school is supported to adapt to difficult situations that can't be changed and to develop the skills needed to manage stressful situations.

KINDNESS

Everyone at Baskerville School is encouraged to show kindness in their everyday actions, supporting one another and considering others wants/needs.

ASPIRATION/ HOPE

Everyone is encouraged to cherish a desire to achieve more to make their lives happier and more fulfilled.

INDEPENDENCE

Everyone at Baskerville School is encouraged to develop their skills and knowledge to be as independent as possible throughout their lives. Everyone is encouraged to find creative solutions to problems and be an active participant in their learning.



Baskerville School Self Evaluation

School Context

Baskerville School is a 11–19-day special school with Education, Health, and Care Plans (EHCPs) for children and young people with autism or associated conditions.

In September 2024 the school will be at two sites – Key Stage 3 at the main school site at Fellows Lane with Key Stage 4 and 5 being based at Windsor Park Academy. There is also a Post 16 provision at Bourneville College.

There are 194 full-time learners on the roll, 29 girls, 166 boys. The LA commissioned 188 places which means the school is over subscribed.

Learners live in a number locations spread across the Birmingham Area

Journey time to school is characteristically between 20 - 60 minutes.

Admission to the school can be at any age and any point in the school year - however, many admissions are in September.

Characteristically, learners stay at the school for several years – most remain there and leave at 19.

The current key stage breakdown of our population is as follows.

Key stage 3 = 83 learners

Key stage 4 = 48 learners

Key stage 5 = 65 learners (Total)

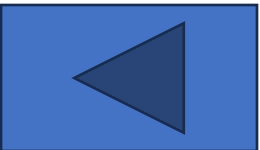
Bourneville College = 20 learners

Around 42% of learners parents categorise themselves as "White".

Around 10% of learners parents categorise themselves as " Pakistani".

Around 6% of learners parents categorise themselves as " Bangladeshi".

Around 4% of learners parents categorise themselves as " Black African".



Baskerville School Self Evaluation

Around 3% of learners parents categorise themselves as " Black Caribbean".

Around 3% of learners parents categorise themselves as " Black - Somali".

There are 26 children where English is there second language

There has been one exclusion within the last two academic years.
Overall attendance is 89.1% (May 2024,). which aligns with national averages for mainstream schools and exceeds rates for special schools nationally.

Whole school's persistent absence rate is 60 children (30%) This is reflected in our current (May 2024) unauthorised attendance rate of 8.8%, which is above the current national average rate of 2.5%, where the majority of our authorised absence is due to which feeds into the high persistent absence rate.

The number of learners receiving free school meals is FSM (Free School Meals): 63 31%(May 2023).

There are presently 4 looked-after children (LAC) who represent 2.17 % of the school population. We also have 1 care leaver in year 14 who represents 0.54% of the school population. (June 2024). 3 children are under the care of Birmingham and 1 under the care of the London Borough of Islington.

Of our July 2023 leavers, 96% stayed in education or entered employment after finishing KS5 (Key Stage 5), above the national average.

Presently, there are twenty-three teachers and tutors, 104 classroom assistants, , five administration staff, a wellbeing practitioner and an SLT (Senior Leadership Team) comprised of the Two Interim Head teachers, Deputy Head teacher, 3 Assistant Headteachers, 3 Curriculum coordinators and 4 Key Stage Leaders.



Baskerville School Self Evaluation

Temporary provision – RAAC mitigation

Baskerville discovered Reinforced Autoclaved Aerated Concrete (RAAC) in September 2023, leading to the closure of the main School building. The school endured a period of significant disruption during the academic year 2023/24, including school closure, part-time timetables, securing and accessing multiple temporary sites, propping classrooms, preparing groundwork and building portacabins.

Baskerville received the confirmation that the school would join the rebuilding programme (SRP) in March 2024. As an interim measure, sixty-five (KS4 and KS5) students have been temporarily relocated to Windsor Olympus Academy to maintain face-to-face learning for all pupils and to facilitate the construction and building programme. Windsor Olympus Academy is a new secondary school serving three hundred year 7 and 8 students. Baskerville has secured sole use of seven classrooms and three specialist rooms. Access to additional learning areas is available through a booking system.

Ninety-nine (Key Stage 3 and complex) students remain on the Baskerville estate. We were pleased to announce that a purpose-built, temporary portacabin with four classrooms and two specialist rooms was completed in June 2024. This now provides adequate learning spaces for students within the KS3 cohort. The temporary arrangements are in place for two years (Sept 2024 - Sept 2026). The Bournville College post-16 provision remains for 30 students working within and beyond Entry Level 3.

The transition and occupation of the Baskerville school within WOA has been relatively successful for most students. However, a small group of students continue to require additional help to access this provision due to the environment/space and tribunal decisions. To address this, SLT have implemented a range of support measures, including additional teaching assistance and pastoral advice.



Curriculum Statement

Intent

At all key stages, the overall intent is that each learner engages, achieves, and makes the most personal progress they can over time to enable them to have the most fulfilling, enjoyable, and independent life possible within the context of their needs.

Since the last OFSTED inspection a thorough curriculum review has taken place to ensure it meets the needs of all our children whilst allowing them to learn new skills, stretch previous knowledge and develop further to be as independent as possible. In September 2024, we decided to use the Equals curriculum as a base to build our own adapted curriculum for our learners.

The curriculum at Baskerville School adopts a child-centred approach. With flexible pathways:, pre-formal pathway, informal pathway, semi-formal pathway, formal pathway, post-fourteen and post-sixteen pathways. The curriculum is barrierless, meaning students can access any area or pathway to provide them with the necessary ambition.

Learners work on 12-month outcomes set with parents/carers at the annual review of EHCP (Education, Health, and Care Plan). The outcomes target vital next steps to achieve and attain. Their progress is monitored every half-term and mapped against their IEPs (Individual Education Plans).

Each learner's next step will be based on their assessed previous skills and knowledge rather than on their age or year group, and it will be highly personalised. Due to the particular special needs of an individual learner, some learners may have an uneven profile, and steps may be broken down and further personalised. The curriculum allows learners to access a broad and balanced curriculum at a differentiated level, meeting statutory requirements.

The following form the foundation of all delivery:

- Communication and understanding
- Embedded English and maths, including phonics where appropriate.
- Personal and social development, including increasing awareness of self, emotions, and relationships with others.
- Independence, including life skills.
- Engagement and enjoyment

Progression is not necessarily about movement up a ladder of skills and knowledge. Lateral progression is essential in applying the skills and knowledge learned, for example, to different contexts and situations, with less scaffolding and support, with other people and in different environments. Retaining the foundations of fundamental skills and knowledge to embed into long-term memory is also essential - knowing, doing, and remembering more. We want all learners to transition into and out of our setting successfully.



Implementation

Each curriculum pathway has its own teaching and learning approach, bespoke to each child according to their need, abilities, and interests. These pathways are barrierless, meaning that learners can move through the models, offering personalised challenges and ambition for all learners.

The curriculum is taught through a thematic approach to ensure our learners are motivated, engaged, and excited about their learning journeys to succeed and reach their potential. Baskerville School provides high-quality teaching and learning. Our half-termly quality assurance process substantiates this, including deep dives, curriculum groups, book scrutiny, lesson observations and learning walks. Teachers carefully assess each learner's abilities. Teachers work with parents/carers and any linked professionals to target the critical steps in priority areas: communication/understanding, personal and social development, and necessary skills. These are agreed through 12-month outcomes set as part of the EHCP process and are reviewed at least termly. Teachers also plan the next individual learner steps in all curriculum areas. Developing intended and sequenced knowledge and skills in all areas informs future teaching by identifying the next steps in embedding these skills or acquiring new skills and knowledge.

Teachers also identify each learner's strategies to access and engage with the curriculum to achieve and progress. All plans are individual to each learner. Strategies include Intensive Interaction, structured visual support, SCERTS (Social Communication, Emotional Regulation, Transactional Supports), Attention Autism, TEACCH style systems, work/reward, sensory diets, multi-sensory delivery, repetition, and overlearning. Teachers use various strategies to support learners in learning and retaining information. In partnership with parents/carers, elements of an NHS health-linked professional therapy programme may be implemented or integrated into the school day, balanced with educational access to the broader curriculum

Learners access phonics and language development at set times four out of five days a week, and their progress is monitored by a Phonics Lead (Ruth Woodford), who provides staff training and monitors and reports on the progression targets of each learner every half-term. As a school, phonics and language development is the gateway to progressive education for all learners.



English and Maths are taught through daily functional skills sessions and timetabled discrete lessons. They are based on carefully assessing learners' abilities and needs and their progressive and sequenced next learning steps. Learners are supported through the whole curriculum where communication and understanding, early literacy and maths skills, knowledge and personal development are integrated into all learning as appropriate. The sequence of learning in all subjects is unique to learners or groups of learners based on their prior knowledge, and engagement in learning is central to all. Maths and English have a bank of resources and activities that can support teachers in the work with each learner.

There are EQUALS work units for other subjects to follow; these are rotated on a three-year rolling programme. The rolling programme allows learners to be grouped in mixed-age classes in each key stage. This, therefore, will enable learners to be grouped in classes based on several factors, e.g., learner needs, abilities, and friendships. The content is carefully planned to facilitate repetition over time. Please see the links below for further information.

Parents/carers are informed about the half-termly theme covered in termly Newsletters and other school communications. The units enable vital skills and knowledge to be worked on in each department within an exciting and motivating context. Each subject has skill and knowledge progression mapped, but each learner will work on their next steps, and teachers will break down into further small steps or widen due to the unique nature of each learner and how they engage and access the curriculum.

The curriculum provides many enriching creative learning contexts. Other wider opportunities, such as school wide projects linked to



Impact

The aim for all learners is that they make continued and sustained progress during their time in school. Leaders have high aspirations for learners and use various assessment tools to ensure they effectively track progress and provide sufficient stretch and challenge.

Their special educational needs impact the progress of all learners in school – the level of this impact will depend on the individual. For example, there are learners who, with the correct support and nurture, can access formal qualifications such as entry-level certificates, Level 1 or 2 qualifications, and GCSE accreditation. These are inappropriate for other learners, especially those with profound and multiple learning difficulties. For this cohort, skill maintenance is recognised as progress (in line with the engagement model), and alternative accreditations have been researched and implemented (further details below).

All learners in school have an individual education plan (IEP) that details short-term targets linked to their longer-term EHCP outcomes. These are reviewed termly by the integrated teaching and therapy team in school and annually alongside family and local authority representatives. Learners make substantial progress towards these highly personalised targets. This progress is tracked as ipsative progress, with learner progress measured against their baselines and rates of progress year on year. This style of ipsative assessment is used across schools as the learner population is diverse. Comparing a learner to their baseline is the most effective measure of tracking that individual's experience, rather than comparison within and between cohorts when populations and groups of similar need do not indeed exist for effective comparison in such a diverse population.

In addition to IEPs, two formative assessment tools are used throughout the year to track progress. For learners accessing subject-specific learning on the semi-formal and formal curricula – iASEND online. For learners accessing non-subject-specific knowledge on the pre-formal and informal curricula – they have personalised learning goals.

Learning goals are individualised targets the teaching and therapy team sets around a learner. They are split into five areas linked closely to the EHCP outcomes: communication and interaction, cognition and learning, sensory and physical, social, emotional, and mental health, and lifelong learning. The duration of a target is not fixed; some are set in response to a specific need (e.g., re-focus on a skill following surgery), and others may run for more extended periods (e.g., a communication skill). This individualised approach enables us to focus on what these learners need for maximum quality of life. Progress is tracked by monitoring how many learning goals are achieved each half term. Progress for this cohort fluctuates due to health needs. Learners can have significant periods of absence due to ill health, requiring the re-learning of skills. As noted above, this is reflected in the recognition of the maintenance of a skill as progress.



Year 10+ learners are offered a range of accreditations. Class teachers carefully consider the accreditations accessed in discussion with their head of department and the assessment lead.

range of examination boards were used in Summer 2023, following research into the most accessible accreditation options for learners. The offer was revised for September 2024.

Some Learners:

- GCSE (AQA) – English, Maths and Science
- Entry Level - 1-3 English, Maths and Science
- Entry Levels - Level 1 BTEC - Art, DT and ICT (KS4)
- Employability, Food Technology, Hair and Beauty – BTEC (Post 16)
- Art Award (tbc)

Progress and achievement in all areas are reported to parents in the annual review meeting and report, IEP reviews, parent consultation events, daily class diaries, termly newsletters and emails/phone calls as needed.

All learning is linked to developing existing and new skills in a broader range of contexts across the community, always supporting transition within and out of the school setting.

More in-depth analysis of learner progress is available in this document's Quality of Education section.



Leadership and Management

The head teacher and senior leadership team have a clear and ambitious vision for providing high-quality education to all learners. They have galvanised staff to share solid and sincere values, policies, and practices. They have a clear and accurate view of the school's self-evaluation so that leaders and teachers understand what needs improvement.

Leaders in Baskerville School ensure teachers receive focused and highly effective professional development.

As a school, we recognise that because of the nature of the behavioural challenges and /or degree of ASD our pupils face the conventional modes of lesson observation are often not applicable. We believe a far more valuable way of looking at the quality of teaching is the outcomes that learners achieve. The externally verifiable fact that the vast majority of our learners make outstanding progress indicates that the quality of teaching is always good and the majority of it is now outstanding. The progress achieved is predominately as a result of collaboration between teachers, teaching assistants, and therapists under the guidance of a knowledgeable and skilful class teacher. This may not be reflected in the conventional methods of whole-class observation- where the emphasis is on the performance of the class teacher and her supporting in a time limited context.

Various adapted CPD (Continuing Professional Development) support these improvements, enabling all teachers and support staff to improve their teaching and learning standards incrementally.

Leaders in Baskerville School have a clear and ambitious vision for providing high-quality education to all learners. There is a common timetable of subjects across the school, with daily lessons in Phonics, English Math's RSE (Relationships and Sex Education) and Science. All learners follow the Equals Curriculum, supplemented/complimented by White Rose, Real PE, Phonics for SEN (Special Educational Needs), and many other enhanced curriculums to provide stretch and challenge for all learners of all abilities. Teachers adapt the curriculum for all learners individually to improve access to learning for all.

Leaders in Baskerville School ensure that all learners successfully complete their programmes of study. All learners have an annual review of their EHCP (Education Health Care Plan), which is contributed to within a multi-disciplinary approach from a range of stakeholders, including parents and carers, teachers, therapists, social and family workers, NHS, and representatives from the Local Authority. IEPs (Individual Education Plans) are agreed for the year and embedded with the short-term outcomes for ECHPs, drawn from the agreed long-term outcomes.

Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a sharp vision and strategy. The headteacher and governors have taken practical steps to ensure that each area of school leadership has improved and is improving further; they are on an incremental journey to outstanding in all critical areas in the school. Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a sharp vision and strategy, that resources are managed well and are increasingly holding leaders to account for the quality of education



Quality of Education

Our curriculum has been developed to ensure it provides opportunities for our learners to be engaged and achieve and supports them to have the most fulfilling, enjoyable, and independent life possible within the context of their needs.

The new curriculum at Baskerville School has been designed to be barrierless for our learners. It is broken into flexible curriculum pathways. This means that a learner is not static in one pathway but instead can be stretched and challenged by accessing elements of each pathway, making it individual to the learner.

The curriculum has been developed from Equals but has been adapted further to meet the needs of our complex populations of learners. The curriculum is taught through a whole school thematic approach, and each teacher considers each learner's needs when planning motivational and exciting lessons.

Our learners access phonics and language development, daily maths and English lessons and adapted Equals work units for other subjects. Learners with profound learning difficulties have a bespoke curriculum with the engagement model embedded.

We endeavour to provide many additional enrichment activities for our learners to support the curriculum, British values and school wide projects linked to citizenship.

The impact of the new curriculum is that all our learners make continued and sustained progress during their time in school.



Phonics, language, and communication development.

All learners access phonics and language development at set times four out of five days a week, and their progress is monitored by our English / Phonics Lead, who provides comprehensive staff training and monitors and reports on the progression targets of each learner every half-term. A significant majority of learners have made progress in a noticeably short period. As a school, we believe phonics and language development is the gateway to progressive education for all learners.

Achievement

Several measures across the different cohorts quantify pupil achievement. Learning Goals, , IEPs and appropriate accreditations are used to monitor pupil progress for all curriculum strands. All learners make progress towards their IEP (Individual Education Plans) targets, which feeds into their EHCP outcomes. These are measured and tracked across the year to enable school staff to monitor the progress of each individual. Our accreditation offer is designed to remove any barrier to the level of challenge offered. Our awarding bodies are AQA and Pearson, and we offer GCSEs, Entry Level Certificates in English, Maths, and ICT (Information Communication Technology), and vocational BTEC Level 1 Introductory study in a variety of subjects. The BTECs are presented to learners as options and delivered across departments to enable learners to mix widely with peers of similar interests. BTECs offered for 2023-2024 included Land Based Studies, Hair and Beauty, Performing Arts, Hospitality and Tourism and Caring for Children. Uptake of GCSE and Entry Level Certificate will depend on the individual learner. All post-14 learners work towards AQA unit awards at an appropriate level (pre-entry through to level 3).

Behaviour and Attitudes

Baskerville School is committed to creating an environment where positive self-expression within a safe environment is at the heart of productive learning. Our approach to behaviour and attitudes echoes our core values of respect, resilience, aspiration and compassion, with an emphasis on respectful relationships. As a school we use and train employed staff within the positive handling strategies of Team Teach. Team Teach physical techniques provide staff with a means of supporting students in a holistic and therapeutic way that promotes safe handling and minimises the risk of injury. Throughout the school year, we internally deliver the Level 2 Team Teach course to all classroom-based staff and 1 day refresher course through our Team Teach trainers who are trained to Intermediate level. We also have a member of the PASS team who has been on the Team Teach Family Engagement training to use the “my family coach” resources to support parents and provide them with an understanding of the Team Teach principles we use in school.



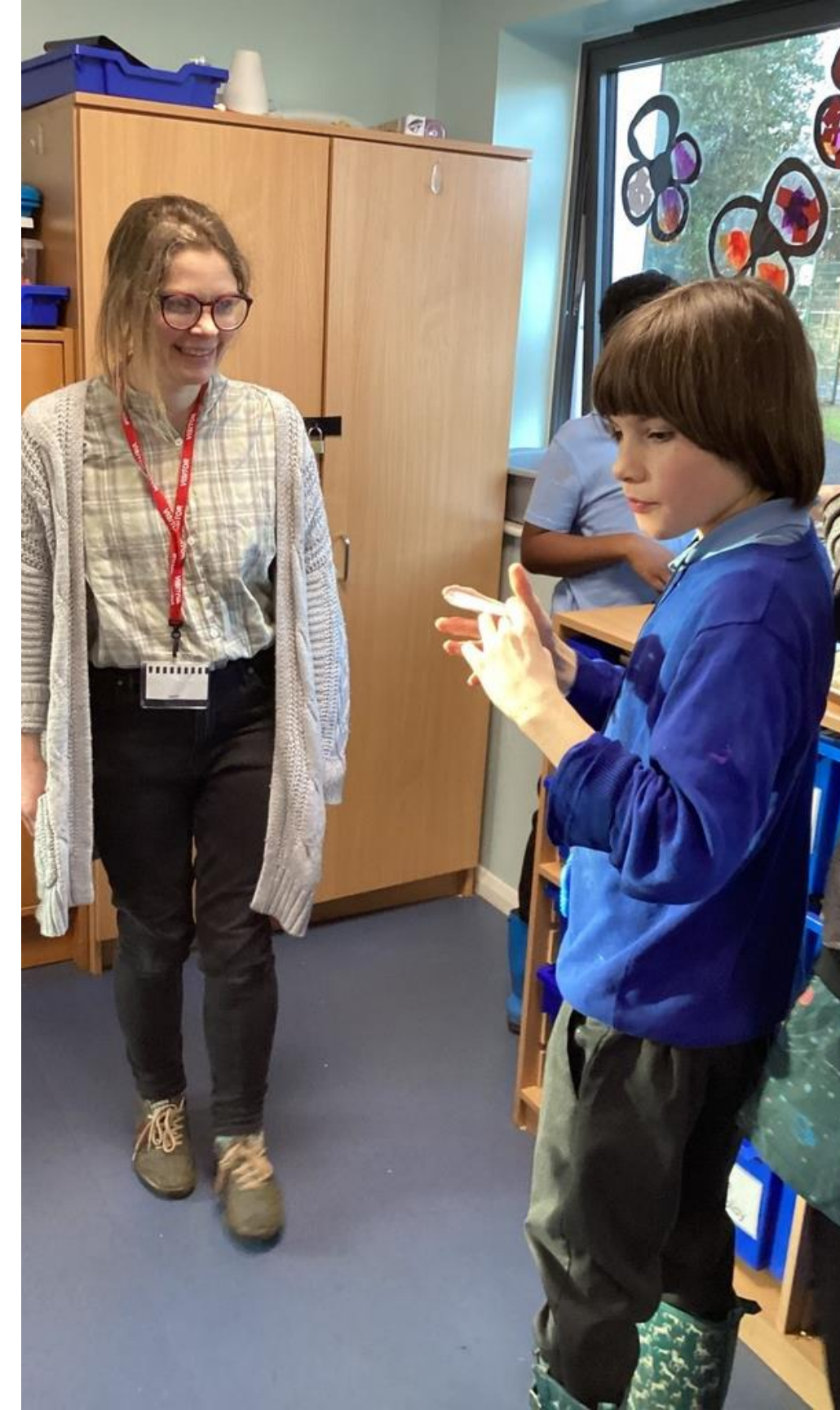
All learners receive Universal support and have individualised strategies to support their needs recorded in documents such as their Risk Reduction Plan and Individual Risk Assessment. These plans are formulated by the class tutor and support staff, but members of the PASS team or Key Stage Coordinator may make contributions as necessary. Staff know to use BehaviourWatch to record behaviour incidents, rewards, ILP targets and interventions and have received training on this system this academic year.

In September 2023 to June 2024; there was an average of 11.5 serious daily incidents of behaviours of concern. Last academic year, 2022 to 2023 there was an average of 8.5 serious daily incidents. Comparing last year to this year so far, this demonstrates an increase in the average number of serious incidents. During the Autumn term this academic year there was a total of 643 serious incidents recorded, compared to 381 serious incidents recorded in Spring term. This demonstrates a reduction in behaviours of concern as this academic year has progressed.

The introduction of specific tools to record incidents has highlighted training needs in regards to specific repeated patterns, which has also seen the introduction of a “real time” SLT support rota meaning that there is constant SLT presence across site; this has been recognised as helpful and positive by the staff group, and the reduction in volume of recorded incidents from Term 1 to term 3 - a reduction of some 40% - shows that as well as the RACCS issue itself being tackled successfully that caused major disruption to the School, the strategies including direct interventions in classrooms on a proactive basis, raised presence of SLT across site, a focus on driving the quality of teaching and learning to engage learners, coaching and support of colleagues as well as the raising of expectation around professional standards and a light touch CPD program that will gather pace in the Autumn term 24/25, we can show that there is improvement in the behaviour and attitude to learning across the student body

Personal Development

The curriculum outlines the coverage of Personal Development across the school. A whole school assembly plan to cover key themes across the year and a curriculum-focused enrichment programme, with in-built opportunities for community visits. Additional opportunities, for example, Careers and Science Weeks, are planned throughout the year. Sharing learning with parents also takes place as part of the enrichment programme. Our school's Christmas performance and Celebration/Achievement assemblies are well attended. External projects, such as Live Theatre's Wintery Tales Police Commissioner's Retirement Evening, ensure the school shares practice with others.



The school council ensures that learner's voice is strong, and learners have many opportunities to participate in debates and voting.

Sixth Form

There are 56 learners in the sixth form (57 for 2024-25). Learners in the sixth form follow a curriculum designed to meet the Preparing for Adulthood outcomes, based upon an adapted Equals curriculum, and access opportunities for e.g. Travel Training, Shopping, Cooking, Physical Wellbeing and Leisure, and Employability both on and off the school site. Learners have opportunities to complete Entry Level to Level 2 accreditation. Additional opportunities are provided for learners; for example, enterprise lessons, community projects, residential experience, access to careers guidance and external work experience placements. Sixth-form attendance average attendance is 85.49% for this academic year.

20 students (26 for 2024 – 25) access the college provision (SCCB- Longbridge Campus) where 12 students (18 for 2024-25) access mainstream courses within industry areas of their choice, such as Motor Vehicle, Engineering, Child Care, Professional Cookery, media & Photography and Music Production. These are across levels 1 to Level 4.

6 Students (9 for 2024 – 25) are part of the hub classroom where they follow a curriculum that meets PFA outcomes and covers areas such as Progression, Independent living, Vocational Studies and Functional Skills. These range from Entry level 3 – Level 2

Students have access to all the college facilities and receive pastoral support from Baskerville staff on site.

Funding regarding LA Post-16 transport has reduced from September 2024. All families receive a personal budget to support transport to school/college. This decision has been controversial on the ground, as some families cannot transport their children to school. Whole School attendance figures will be impacted in these circumstances.



Safeguarding

The school has a safeguarding team of deputy DSLs (Designated Safeguarding Lead) (Designated Safeguarding Lead) led by the Deputy Headteacher, an experienced Designated Safeguarding lead. Incidents of concern are recorded and communicated to the DSL (Designated Safeguarding Lead) and logged on CPOMS, where actions are followed to resolve a concern. Staff receive annual training in safeguarding from the DSL and at key points for new inductees throughout the year. There is a rolling programme of CPD throughout the year.

Staff know who to report their concerns to and are confident in doing so. The safeguarding team refer appropriately and promptly to agencies resourced to provide support. The safeguarding team know about the Channel Pathway and the circumstances in which they would refer students, and this training is disseminated to school staff.

The DSL and deputies have good relationships with the Local Authority Designated Officer in Newcastle (Melanie Scott). Concerns are referred to the LADO (Local Authority Designated Officer) timely and managed with advice and direction from the LADO.

Staff know who to report their concerns to and are confident in doing so. The safeguarding team refer appropriately and promptly to agencies resourced to provide support. The safeguarding team know about the Channel Pathway and the circumstances in which they would refer students.

The DSL and deputies have good relationships with the Local Authority Designated Officer in Birmingham (Salma Shabir). Concerns are referred to the LADO (Local Authority Designated Officer) timely and managed with advice and direction from the LADO.

A mid-year Independent Safeguarding audit identified specific challenges with contextual safeguarding and cultural understandings of collaborative working across the site, given the compartmentalisation that had arisen in part due to RACCS meaning students had been spread across multiple sites before increasingly returning to Baskerville through the Spring term. This led to a detailed and dynamic Action Plan being put in place without delay, and this has now been completed in full. With other changes in School, we are recruiting a new DSL as the current postholder tackles new responsibilities and are fully confident that the Local Authority Audit tool (Section 175) will show the progress made that identifies safeguarding is effective, and a further Independent Audit will be completed in half term 2 Autumn 2024.

A weekly safeguarding update is provided by the DSL team to raise awareness of specific aspects of safeguarding practise, as well as create focus on local issues, resources, and training events to ensure the profile of safeguarding is given prominence across the whole team and within a regular cycle; bulletins received from the LA are shared with the whole school team, and a weekly Safeguarding meeting is held to ensure up to date information shared and action points reviewed to ensure that we can follow up and even escalate where this is required.

A Low-Level concerns policy is in place and is documented in Appendix 8 of the schools Safeguarding Policy. Staff record their Low-level concerns on Confide and have received training on the policy and recording platform. Staff involved in recruitment are appropriately trained, and processes follow the statutory guidance in KCSIE (Keeping Children Safe in Education) 2023. There is a robust and comprehensive single central record that has been internally and externally audited this academic year and is monitored by Governors in line with best practise.

