

# BROOKFIELDS SCHOOL SEF 2015/2016

Ofsted 2016 – Brookfields School is ‘uplifting, ‘enriching’, ‘creative’, ‘innovative’

## Overall Effectiveness

**Brookfields has continued to strive for the very best, individual, rich and relevant education for all our pupils and continues to be an Outstanding School**

### Judgement - Outstanding

- We were delighted to receive our third consecutive ‘OUTSTANDING’ grade from Ofsted in March 2016.
- Continuous development of the school site has ensured areas have been designed to enhance both individual personalised work and ‘life after school’ activities.
- We are currently building a new secure reception / entrance to the school to ensure safeguarding of the pupils.
- Significant funds have been used to create a large new, exciting adventure playground for students in the secondary school.
- Our Creative Arts curriculum was recognised with an award from the Arts Council in September 2015; Artsmark Platinum!
- Our staff are always our greatest resource, Investors in People also recognised this and we were granted the Investors in People GOLD standard in January 2016. Continuous professional development and training are encouraged for all.
- Younger pupils are accessing weekly sessions in the local woods following our success in achieving Forest Schools status. Two members of staff are trained leaders.
- Secondary students make weekly visits to ‘Earth Trust’, a charitable trust that educates people in sustainable living and countryside conservation.
- Staff have been trained in Mental First Aid (MHFA) and are cascading their expertise to others.
- All statutory training for staff is up to date.
- Brookfields is delighted to be a significant partner in the Berkshire Teaching Alliance (BTA), training future teachers to teach in specialist environments such as ours.
- Horticulture, orchard and gardening projects have been extended to offer more opportunities on site.
- The growing, dedicated, professional, enthusiastic and determined staff team work together to achieve the very best outcomes they can for all. Very high level of additional SEN qualifications amongst both teachers and support staff. Masters level SEN funding made available.
- Parent and pupil questionnaires (Summer 2016) consistently demonstrate that the **vast majority** are happy with Brookfields and the progress pupils make.
- Diversity is celebrated. Each and every achievement is valued illustrated in the Annual Reports to families (see News items on website)
- School has commissioned a Music Therapist, Horticultural Therapist, Sensory Processing Consultant, an Independent Careers Advisor, Talentino!, and a Counsellor to improve therapeutic provision, employability and outcomes
- We have become a UNICEF **Rights Respecting School** in order to enhance an awareness of social responsibility in our pupils as well as establishing a sense of community and wellbeing.
- Extended School provision after school and in holidays improve family life through accessing high quality respite.
- Summer 2016 – ongoing refurbishment / decoration of a significant number of areas throughout the school.
- Older students plan, shop for and create lunches for staff on a daily basis working on their enterprise project, ‘Brookfeast’.
- ...is a target not a comment?



### Areas for Development

- Improve teacher work life balance through enhanced technology.
- Investigate alternative funding streams to improve Early Years and Primary premises
- Investigate merits of becoming an Academy, particularly in terms of admissions and capital funding streams
- Improve Safeguarding for pupils by redesigning Reception area to separate pupils and visitors.
- By employing a fundraiser in school we are hoping to benefit from additional funding/grant streams to further develop our site.
- To continue to ensure all leavers engage in further education, employment or apprenticeships no student becomes NEET

## Leadership and Management

### Leadership and Management

#### Judgement - Outstanding

- Succession planning for senior leaders has been beneficial. Current Headteacher to retire December 2016, one Deputy Headteacher has secured the Headteacher role at Addington School from December 2016. Acting Headteacher, temporary, promoted internally and a new permanent and temporary Deputy Headteacher have been appointed. This could be considered a period of transition but equally a period of very exciting change! Brookfields is never a static place to work; it is a school that is ambitious, innovative and ready to be at the forefront of SEN development.
- All key stages have a vision in place and Heads of Key Stages have received leadership training NPQSL, Middle Leader SWALSS. All held to account for pupil progress in their Key Stage.
- New Pay Policy is rigorous, evidence based, focused on the teaching standards and rewards outstanding performance. UPS teachers held to account to provide evidence of wider school contribution.
- Support Staff – new pay and career structure introduced in 2014 and extended in to 2015 to increase retention and offer varied career opportunities.
- SLT recognise developing the key resource, the staff, is pivotal for continued success. CPD programme extensive, targeted and triangulated with SDP, teaching and Learning and Performance Management.
- Coaching using GROW model embedded in Observation system has shown improvement in Outstanding teaching year on year.
- Brookfields is the lead school for ITT for the Berkshire Teaching Alliance (BTA). Graduates started in September 2016. The training programme is in place and being delivered across the schools involved.
- Determination to be at the forefront of SEN development is exemplified by Project SEARCH, MOVE Quality Award (first school in England), CLDD Research Charter Mark, Teaching Alliance School, Reading University PGCE lectures, ‘Planning to meet the needs of CYPLD’ Project module used online nationally and BOBB group member.
- Rigorous Safeguarding of all pupils is ensured through meticulous systems which are constantly reviewed and monitored. All staff and governors have regular training on Safeguarding.
- Parental engagement and feedback, including training, is highly positive and extremely successful. 3 evening 6 week parent courses run per year. See evaluations.
- The governing body is enthusiastic, providing both support and challenge in equal measure to the school’s Leadership team. The governors request information from all aspects of school’s life and many governors visit the school regularly, particularly to their assigned Key Stage.
- Pupil premium grants are focused on individual need and a wide range of both staffing and targeted resources have been purchased leading to improved outcomes for pupils in receipt of PP.



### Areas for Development:

- Impact and effectiveness of support staff, including welfare and retention.
- Curriculum design across the school resulting in new assessment tools to replace old levels.

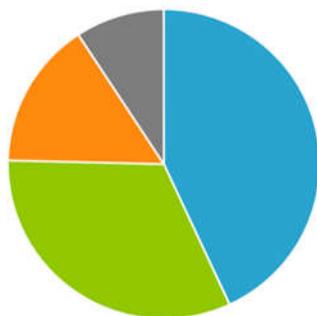
## Quality of Teaching, Learning and Assessment

Judgement - Outstanding

All Observation grids, reports and support plans available on <https://v2.blueskyeducation.co.uk/>

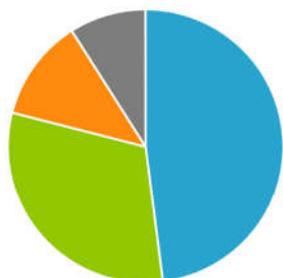
Evidence:

Overall rating



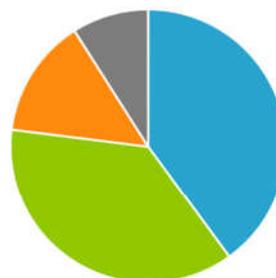
	No of observations	% of observations
Outstanding	28	43%
Good	21	32%
Requires Improvement	10	15%
Inadequate	0	0%
No Rating	6	9%

Teaching



31 Outstanding  
20 Good  
8 Requires Improvement  
0 Inadequate  
6 No Rating

Learning



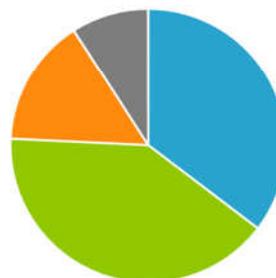
26 Outstanding  
24 Good  
9 Requires Improvement  
0 Inadequate  
6 No Rating

Assessment for Learning



25 Outstanding  
24 Good  
9 Requires Improvement  
0 Inadequate  
7 No Rating

Achievement



23 Outstanding  
26 Good  
10 Requires Improvement  
0 Inadequate  
6 No Rating

### Key Points

- The Teaching and Learning at Brookfields is **OUTSTANDING**. This judgment was validated by Ofsted in March 2016
- The new Observation System put into place in October 2015 was extremely effective. For the first Observation, teachers were not told which lesson would be observed.
- From this first round, 10 lessons were rated 'Requires Improvement' and Support Plans were put into place.
- Those teachers with very few areas for development were not seen in the spring term but those with many areas for development were seen again during the Spring term, as many times as needed.
- This resulted in only 1 lesson rated 'Requires Improvement' by the Summer Term and further support has been put in place for this teacher.
- The new system was generally welcomed by teachers as a supportive process and it also freed up leaders' time to spend coaching and modelling to those teachers requiring more support.
- Pupils benefitted by an increase in knowledge of SEN teaching strategies illustrated by **75%** gaining **Good/Outstanding** this year due to targeted CPD including modelling and coaching.
- Out of a total of **71** observations **32%** lessons were **Good** or better with **43% Outstanding** overall.
- Teachers see observations as developing practice due to the coaching GROW model integrated into the observation process.
- Peer observation is also integrated into the observation cycle.

### Areas for Development:

- Strengthen teaching of reading across the school
- Introduce external peer moderation of Teaching & Learning judgments with BOABB schools and other Special Schools in Berkshire
- Through our partnership with Swiss Cottage, allow other special schools to learn about our practice via Learning Walks
- Embed PLP
- New Observation system with no grades ready for 2017. Concentrate observations into 3 periods for 3 weeks across year for stronger moderation and to train new Assistant Heads.

## Outcomes for Children and Learners cont.

Our numbers on roll rose throughout the year (2015 – 2016) to 234 pupils, of those 30% were girls and 70% boys, 37% of our population were entitled to FSM which is comparable to the national figure of 29.4%. We had 8 Looked After Children on roll and attendance over the year averaged at 93%.

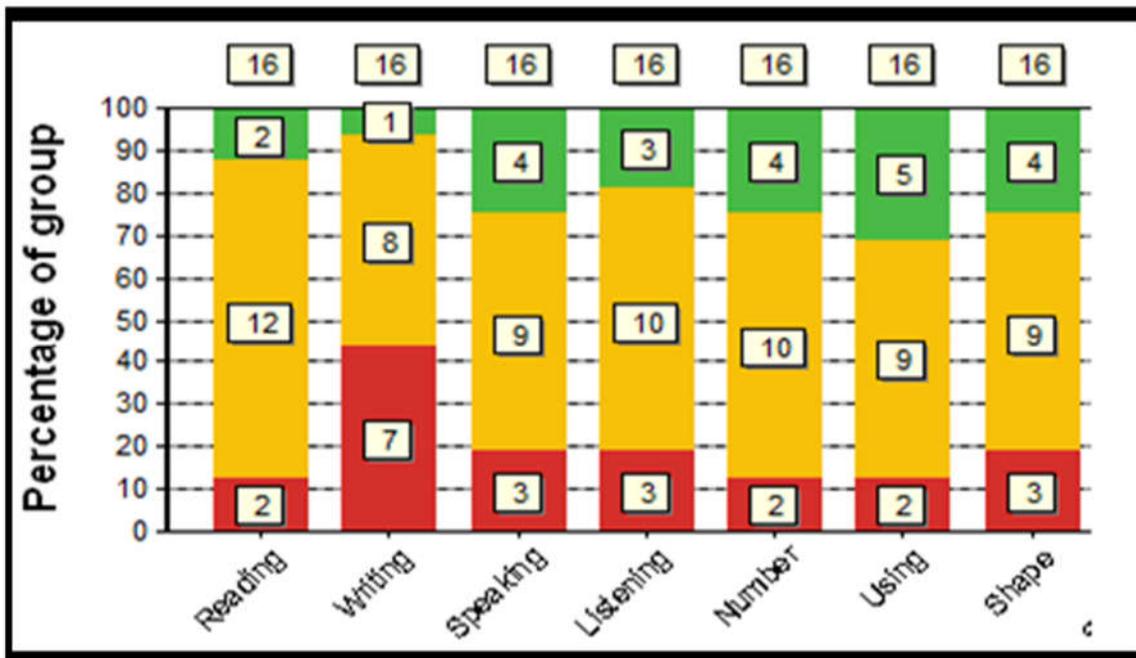
### Data for Years 2, 6, 9, 11 and 14

Key Stage	No in Cohort	% expected progress or above in ENGLISH		% expected progress or above in MATHS	
1	7	Target	80%	75%	
		Result	86%	100%	
		Yr 2pupils have made Outstanding progress with 88% of Individual Areas of Learning being achieved			

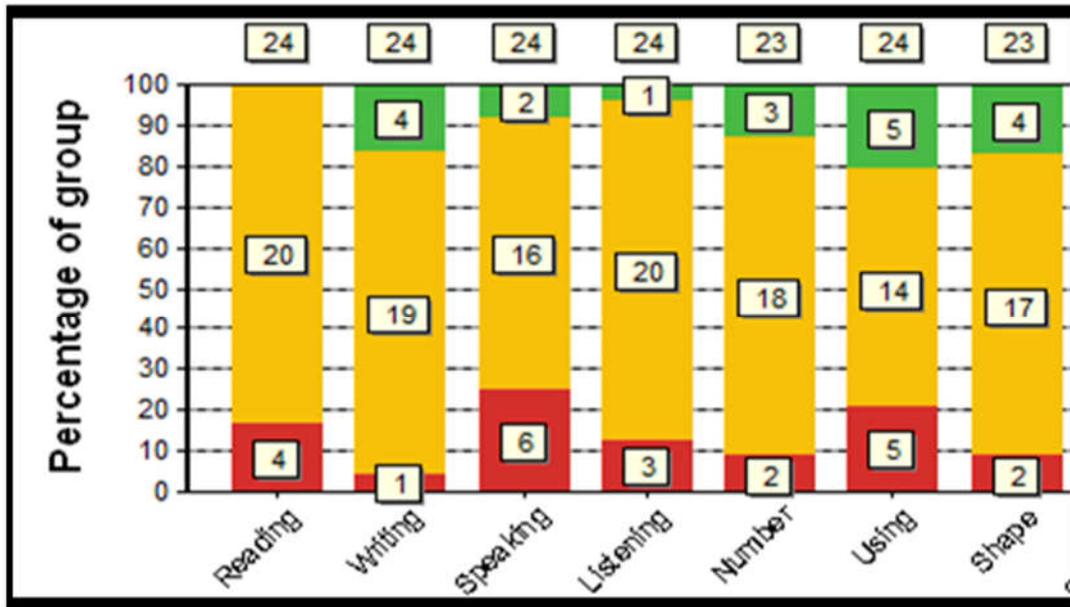
KS	NO	ENGLISH				MATHS			
		% Median		% Upper		% Median		% Upper	
		Target	Actual	Target	Actual	Target	Actual	Target	Actual
2	16	19	13	44	50	13	6	50	63
3	24	54	58	33	25	54	42	29	29
4	4	5	25	11	50	70	25	17	25

KS	ENGLISH		MATHS	
	UQ	Exceed UQ	UQ	Exceed UQ
5	93%	7%	93%	7%

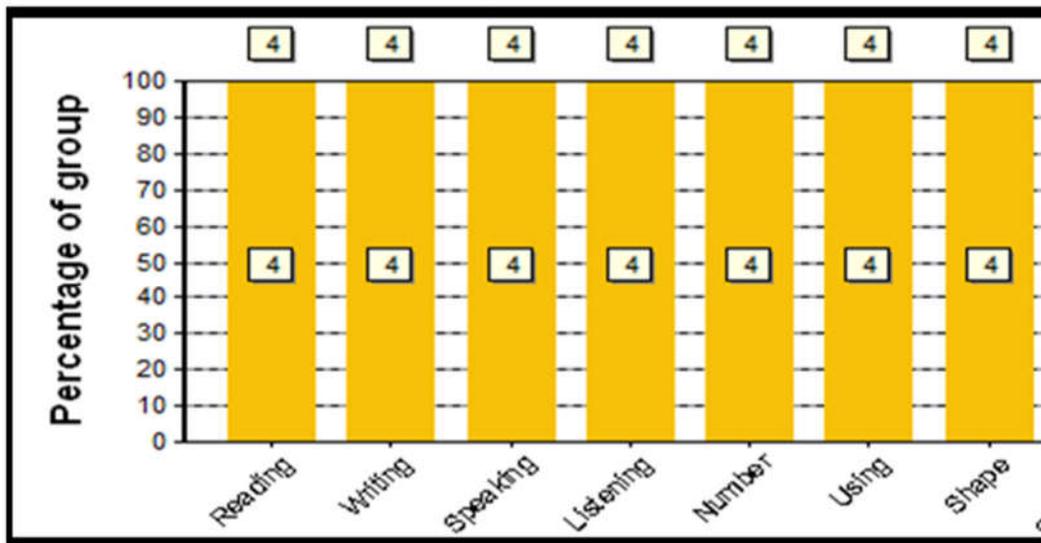
### KS2 Year 6



## KS3 Year 9



## KS4 Year 11



### KEY OUTCOMES

- Progress in Years 2, 6, 9 and 11 is outstanding (see separate report for detailed breakdown)
- In KS2, 3 and 4 total percentage of pupils achieving median or upper quartiles when progress is measured against progression guidance is as follows;  
**KS2 English = 63% KS2 Maths = 69% KS3 English = 83% KS3 Maths = 71%**  
**KS4 English = 75% KS4 Maths = 50%**
- Out of the IEP targets set across the school 84% were achieved
- In 6<sup>th</sup> Form 2 pupils gained supported internships at the Royal Berkshire Hospital (Project SEARCH)
- There are **no** significant gaps in vulnerable groups.
- Progress for pupils in receipt of PP is similar or better than that of their peers overall.
- Progress in areas other than English and Maths is outstanding – see Progress and Outcomes in other Areas

### AREAS FOR DEVELOPMENT

- Continue development of Personal Learning Plans to reflect new IEP/EHCP outcomes
- Redesign Assessment system following the publication of the Rochford Review
- Monitor the introduction of RWI system school wide and particularly its impact on Reading in KS2

### Judgement - Outstanding

#### Evidence:

"Behaviour is exemplary in and out of lessons. The school aims not exclude pupils but instead goes out of its way to provide the right kind of support, even for those pupils who present the most challenging behaviour because of complex difficulties". OFSTED 2016

For 95% of pupils monitoring of behaviour through standard behaviour charts is sufficient, only 5% of pupils having a high number of recorded incidents requiring frequency records to be kept. Of these, all showed consistent individual progress and reduced behaviour incidents over the course of the year. Across all Key Stages, the number of behaviour incidents reduced significantly over the course of the year

A detailed report of Pupil Behaviour and Recorded Behaviour Incidents is available from the ABSS Lead.

#### Key Points

- All members of the Senior Leadership Team plus the Family Support Worker are trained as Designated Persons.
- All staff are trained to Level 1 in Safeguarding within their first term at Brookfields.
- All training for staff and the Designated Leaders for Child Protection is up to date and takes into account recent guidance on the risks of extremism and radicalisation.
- All staff are PROACT-SCIPr-UK® trained to protect themselves and pupils from injury.
- Pupils have a good understanding of the negative impact of homophobic bullying due to us being a Stonewall Champion.
- Pupil wellbeing is paramount to learning and we employ a counsellor for Secondary pupils to access through self, parental or staff referral.
- Pupil knowledge and understanding of the impact of discriminatory language has been increased by staff training in 'Diversity' and through an emphasis on tackling discriminatory language.
- All groups of pupils make Outstanding progress for each strand of their Personal and Social Development Curriculum.
- "Pupils' progress in personal development and social skills is remarkable. They have a wealth of opportunities to learn about different cultures, tolerance, rights, responsibilities and differences between people." OFSTED 2016
- 100% of LAC made expected or above expected progress in Personal and Social Development across ALL strands in 2015/16
- "Comprehensive records related to safeguarding concerns and involvement with local authority children's services are kept up to date and show clearly how meticulous staff have been in monitoring pupils' welfare and sharing information appropriately" OFSTED 2016
- As a Rights Respecting School, pupils show an awareness of social and moral responsibility which is celebrated through our reward systems.
- Pupils access Friendship Groups (Autumn and Spring term) and 4 Emotional Literacy Support Assistants) work with pupils to resolve any friendship or family relationship problems swiftly minimising lesson disruption.
- Pupils use the safe spaces clearly identified around the school when appropriate and can quickly identify Staff- who all wear purple jackets when on the playground- for support
- Posters displayed in all Key Stages remind pupils' who they can talk to should they have a problem
- In all Key Stages, pupil's behaviour improves as the year progresses.
- Due to increase in pupils with SEMH comorbidity, 2 Senior Staff were trained in and have delivered 2 courses of the Mental Health First Aid training to senior and middle leaders and staff working with vulnerable groups.
- The one day Schools Mental Health First Aid training will be delivered to all school staff over the course of the next 2 years
- An new secure drive was established to increase efficient and proportionate response to any concerns raised in relation to safeguarding
- Accuracy of recording and reporting of incidents of challenging behaviour has been improved through the introduction of a simplified system. All staff are introduced to this system on the first day of the school year.
- Transitions of pupils into the school has been improved through Home Visits prior to starting by the Family Support Worker
- Brookfields participated as one of 5 pilot schools in an 'Action Anti- Bullying' project over the course of 2015/16 contributing to the start of a European Wide project to eliminate bullying in schools.



# Early Years' Provision

## Overall Effectiveness

### Judgement - Outstanding

#### Evidence:

- Overall attainment is outstanding with 83% of individual EYFS Areas of Learning achieved.
- Year 2 pupils have made Outstanding progress with 88% of individual Areas of Learning achieved. Shape Space and measure is a particular area of achievement for Year 2 pupils.
- 90% of teaching observations have been at least "Good"
- Teaching and learning is child centred, based on play and meaningful exploration and promotes the Characteristics of Effective Learning
- Parental and family engagement is high because of Home visits, individual transitions, feedback through a child's Learning Journey, monthly Stay and Play sessions and course for Early Years families "All Join In"
- The Key Stage focus on spiritual, moral, social and cultural development ensures pupils experience creativity, diversity and achievement
- Pupils welfare is paramount and Safeguarding is rigorous and effective. Each child has an identified "Key Worker"

## Overall Effectiveness

**Current Judgement: Outstanding****Evidence:**

- Overall attainment in the 6<sup>th</sup> Form in Maths and English is *outstanding* as shown by End of Key Stage data (July 2016) and End of Year data (July 2016)
- There has been year on year *increase* in attainment for Maths and English for most students
- 93% of students attained the UQ in Maths and English
- 7 students *exceeded* UQ
- Teaching is *outstanding* as evidenced by lesson observations (2013/14 – Good = 75%; Outstanding = 25%; 2014/15 – Good = 28% & Outstanding = 69%; 2015/16 = Good = 10%; Outstanding = 80% )
- *All* students leave with accreditation
- Employment outcomes via Project SEARCH

(2012/13 = 78%: 2013/14 = 67%: 2014/15 = 60%: 2015/16 = 22% and 44% working with Optalis to find employment).

The programme has been awarded 3 'Excellent Outcomes in Employment' awards

- Engagement with the community and local businesses is *outstanding*. 6<sup>th</sup> Form students have accessed Worked Based Placements from a choice of 40 businesses

	ASD	SLD	MLD
2013/2014	2%	33%	12%
2014/2015	35%	13%*	48%
2015/2016	41%	26%	33%

(\* the low number is due to a key business pulling out of the programme due to change of policy)

- Students have contributed via SENDIASS to *influence local policy and procedures* (Reading Borough Council – Mission Transition; West Berkshire – Person Centred Reviews; students speaking at conference November 2014 re Employment)
- The number of Supported Internships for students in the 6<sup>th</sup> Form has increased over the last academic year. There are now at least 2 businesses involved in this.
- Family engagement is *good or outstanding*

**Attendance at Annual Reviews**

2015/2016 – 37 Annual Reviews held, attended by 91% of families and 41% of families submitted a written contribution.

**Attendance at progress meetings**

2014/15 86%; 2015/2016 –100%

- Increasing number of pupils with MLD staying on with GCSE's or EL3 has led to the introduction of the CoPE curriculum to continue to offer academic challenge, rigour and progression.
- Level 1 Functional English introduced to 6<sup>th</sup> Form for the first time in 2015/16. 6 Students took the examination, 3 passed and 1 will retake summer 2017. Functional Maths introduced autumn 2016.

Links with Addington School at the beginning of 2015/16 enabled students to take part in several joint social activities. One student from Avenue School joined a 6<sup>th</sup> Form group for social activities every week throughout the year. Links with Willink 6<sup>th</sup> Form due to be re-established starting September 2016. Joint activities with Bradfield College due to start autumn 2016. These links provide valuable opportunities for our young people to mix with other students from different settings, improving social skills and self-esteem.

**Areas of Development for the next 3 years**

- **Increased number of students will access Supported Internships**
- **Increased number of students will gain employment**
- **Students who join the 6<sup>th</sup> Form with either EL3 or GCSE's will gain Functional Skills accreditation.**
- **Develop partnerships with local mainstream 6<sup>th</sup> Forms.**

## Leadership and Management 16 – 19 Provision

### Current Judgement: Outstanding

#### Evidence:

- Teaching is now consistently good or outstanding  
2013/14 – Good = 75% & Outstanding = 25%  
2014/15 – Good = 28% & Outstanding = 69%  
2015/16 – Good = 10% & Outstanding = 80%
- SILSAF (Secondary Independent Livings Skills Assessment Framework) provides an effective framework to measure progress in student's acquisition of independent and living skills showing that most students make good to outstanding progress.

	Town Training		Food Tech		WRL		Social Skills		WEX	
Average Student Competency	2.89	3.52	3.11	3.63	2.45	2.79	2.94	3.52	2.57	3.48
Average Level Increase		0.64		0.52		0.34		0.58		0.91

% Increase	Town Training	Food Tech	WRL	Social Skills	WEX
Students increasing by at least 1 Level	24%	25%	0.0%	23%	37%
Students increasing by at least 0.5 Level	47%	31%	28%	53%	31%

NOTE – an increase in 0.5 of a Level is *good* and an increase of 1 Level is *outstanding*

- Pathway to Employment - Careers at Every Level developed for learners with SLD has increased levels of participation, engagement, increase in Work Based Placements, increase in Life and Living Skills. Students with SLD show an increase in independent skills as evidenced through 'Life After Work' and SILSAF

	Town Training		Food Tech		WRL		Social Skills		WEX	
Average Student Competency	2.7	3.00	2.26	2.77	1.97	2.40	2.21	2.65	1.05	1.46
Average Level Increase		0.30		0.51		0.42		0.44		0.41

% Increase	Town Training	Food Tech	WRL	Social Skills	WEX
Students increasing by at least 1 Level	0%	28%	0%	17%	13%
Students increasing by at least 0.5 Level	50%	23%	80%	39%	37.5%

NOTE – an increase in 0.5 of a Level is *good* and an increase of 1 Level is *outstanding*

- Individual employment pathways developed for learners i.e. Supported Internship at local primary school as Teaching Assistant
- Though continual reflection, development and implementation, the Head of 6<sup>th</sup> Form has had a continued impact of the development of the department. As a result of completing the "Leadership in Special Schools" (SWALLS June 2012) the Head of 6<sup>th</sup> Form has introduced and encourages 'action based research'.
- As the range of students, staying on in to 6th form changes, the 6th form curriculum will also be transformed in order to best meet the needs of our diverse student population. The curriculum is currently being developed and modified as we work towards meeting the needs of our students more effectively, the key focus is to best prepare pupils for life after school and better life outcomes.

#### Area of Development

- Use Action Based Research methodology to develop the provision for an increasing range of students accessing 6<sup>th</sup> Form.

### Judgement - Outstanding

#### Evidence:

- Overall attainment in the 6<sup>th</sup> Form is outstanding in Maths and English as per data End of Key Stage (July 2016) and End of Year data (July 2016)
- There has been year on year increase in students attainment in Maths and English
- 93% of students attained the UQ in Maths and English
- 7students exceeded UQ
- Teaching is outstanding as evidenced by lesson observations (2015/16- Good = 10% & Outstanding =80% )
- All students leave with accreditation
- Employment outcomes via Project SEARCH (2012/13 78%: 2013/14 67%: 14/15 60%: 2015/16 – 22% with 44% *working with Optalis to find employment*). Programme has been awarded '*Excellent Outcomes in Employment*' awards on 3 occasions (International and European)
- Students make good and outstanding progress in independent and living skills as evidenced by SILSAF as a result of extensive learning in the community (see above)
- The Integrated Therapies within the curriculum of the 6<sup>th</sup> Form continues to have a significant and positive impact on student's levels of engagement, attainment and achievement as evidenced by Engagement Profiles, Sensory Integration programmes, MOVE
- Moderated Accredited work judged to be 'exemplary' by ASDAN
- Consistent excellent feedback from ASDAN for student portfolios. Comments from moderators commending student's standard of work and the organisation and presentation of administrative documentation
- Students in the 6<sup>th</sup> Form make outstanding progress with their IEP targets (Autumn 2014 – 92% achieved their targets; Spring 2015 – 81% achieved their targets; Summer 2015 – 100% achieved their targets; Autumn 2015 – 95% achieved their targets; Spring 2016 – 94% achieved their targets; Summer 2016 – 100% achieved their targets;)
- All Teaching Assistants have worked closely with teachers to assess students and to create targets. We recognise the valuable role of the TA and the amount of time they spend with students and input they make to the curriculum. TAs have helped to develop and run some of the major modules in SILSAF, with Town Training and Food Technology being facilitated mostly by TAs.

As the new curriculum is being developed so is a new method of assessment. SILSAF was introduced to assess independent living skills and with the removal of Entry Levels and other courses, along with the introduction of a more bespoke curriculum, an appropriate form of assessment is being developed.

#### Areas of Development for the next 3 years

- All Teaching Assistants will be effective in promoting and enhancing the students learning, achievement and attainment.
- All teaching will be outstanding.
- Develop assessment to monitor student achievement and attainment.

### Judgement - Outstanding

#### Evidence:

- Pupils have a good understanding of the negative impact of homophobic bullying due to the school being a 'Stonewall Champion'
- Students mental health and wellbeing are positively supported through Intensive Connexions Advisor, Counselling, Autism and Behaviour Support Service, ELSA, Mental Health Services such as CAMHS and the Person Centred Approach
- 100% of LAC students made expected or above expected progress in Personal and Social Development across all strands in 2015 / 2016
- Behaviour Support Plans and Positive Behaviour Plans have a significant impact on increasing students engagement and reduce inappropriate behaviours
- Students demonstrate an awareness of social and moral responsibility
- Person Centred approach (e.g. HS, NMc, MA) supports students learning and transition into post Brookfields provision.
- Students with SLD show an increase in independent skills as evidenced through Life After Work and SILSAF
- Some students follow individual programmes or learning pathways to meet their individual needs
- All student are engaged with a number of 6<sup>th</sup> Form activities and initiatives such as planning the Leavers Prom; representatives of the School Council; raising money for national and local charities.

#### Area of Development over next 3 years

- Continue to develop the support for students and their families in their transition from Brookfields School to life after school.

## Outcomes for Children and Learners 16-19 Provision

### Judgement - Outstanding

#### Evidence:

- Most students make outstanding progress in Maths and English as per data End of Key Stage, End of Year data
- 93% of students attained the UQ
- 7students exceeded UQ
- Employment (2012/13 = 78%: 2013/14 = 67%: 14/15 = 60%: 2015/16 + 22% + 44% *working with Optalis to find employment*) via Project SEARCH
- No students NEET for 2013/14 ; 2014/15 or 2015/16
- 100% of leavers 2016 who were learning to travel independently (3) were able to do so at the end of the course (either via LIFT and/or Town Training)
- Increased life aspirations of students and their families (2015/2016 – 37 Annual Reviews held attended by 91% of families and 41% submitted a written contribution)
- There are no gaps in attainment for vulnerable groups.
- Students make substantial and sustained progress in relation to their starting points over time
- Learning outcomes and attainment are effectively communicated and discussed with families on an annual basis as a result of the introduction of 'Achievement Record'
- Students and their families are prepared for the next phase of their lives after Brookfields School
- As a result of in house discussions, local employer survey and taking into account results of national surveys; the curriculum is being developed in order to provide a more relevant and bespoke learning experience for our young people.
- After consultation with colleagues from Reading College, indications are that our new curriculum provides an effective pathway/progression to the programme of study offered by the college.
- Destination tracking for ex-students is now in place.