

# Brookfields School – SEF 2016 to 2017

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

### Context

- Brookfields School has been judged by OfSTED to be Outstanding on 3 consecutive occasions, the last inspection being in March 2016
- Brookfields School continues to strive to be an outstanding school
- Through the provision of a personalised, rich and relevant education Brookfields continues to strive for the very best outcomes for all our pupils
- Brookfields School is a large special school maintained by West Berkshire LA. For 2016/17, there were 227 learners on role. All pupils have a learning difficulty, some have additional needs
- There were 157 male pupils compared with 70 female pupils; FSM 22%; 10 pupils were LAC; 49% ASD, 22% MLD, 18% SLD, 11% PMLD.....etc
- The majority of pupils come from Reading Borough Council (54%), West Berkshire (42%), Slough, Windsor & Maidenhead, Hampshire, Oxfordshire and Wokingham (4%)
- Over the last 2 years, there has been a steady increase in referrals for places at the school. There has been an increase in the number of pupils who have complex medical needs and pupils who have mental health needs
- 68% of pupils are White British; 4% any other black; 4% Indian; 5% Pakistani; 3% White European; 15% Other; 2% refused
- In 2016/17, the school supported 53 mainstream pupil’s through our Specialist Inclusion Support Services. There has been a year on year increase in the request for assistance from mainstream schools
- The school has continued to develop links and partnerships with other special school as well as mainstream schools in the local area and special schools across England (e.g. Addington School, Bettridge Oak Field, Briarwood; Swiss Cottage); with local business (Brookfields Business Network of has 65+ business partners); partnerships with national leaders in SEND (e.g. Richard Aired, Prof Barry Carpenter, Tristan Hooley, CEC, CDI, BASE); we have continued to influence the national agenda for SEND e.g. Careers Education, assessment, vocational curriculum, training and support
- When pupils leave Brookfields School, they either go into employment, gain apprenticeships, enter FE or access Community Resources. No pupils are NEET (Destinations Tracking). School leaders track student leavers to ensure that placements are successful. We do this by talking with parents and with professionals. These professionals provide a bridge for pupils as they transfer into the work place or training

### Overall Effectiveness - Outstanding

- All staff place the learner at the centre. We have created a curriculum which best serves our pupils needs, ensuring learning is relevant and meaningful for all.
- The Senior Leadership Team, with support from Middle Management Leadership Team and Heads of Services/Curriculum, continually drive improvement and development for all pupils
- Distributed Leadership is promoted with leaders throughout the school including Middle Leaders, Heads of Services and Teachers as leaders of their class teams. Teachers lead the provision for their pupils. Teachers reflect on advice from internal and external professionals, such as NHS therapists, EP’s
- All staff are valued as positive role models
- A professional learning community exists. Brookfields school is a reflective organisation, where research is considered and used to inform development across the organisation. This reinforces the schools enquiry led approach
- Rigorous Safeguarding of all pupils is ensured through meticulous systems that are constantly reviewed and monitored. All staff and governors have regular training on Safeguarding. The school was judged to have ‘very effective and secure safeguarding processes in place at all levels’ by West Berkshire Safeguarding Officer and OFSTED 2016
- We continue to have high aspirations for all our pupils. The school team has developed the curriculum and introduced Personal Learning Plans for all pupils, linking the aspirational outcomes from pupils’ EHCP’s to what they are learning and the functional application of skills and knowledge

- Key staff have written, trialed and reviewed a curriculum and assessment systems for specific cohorts of pupils which provides a broad, balanced and relevant learning pathway for all pupils
- Teaching and Learning continue to be graded as outstanding
- All pupils make outstanding progress in achieving their IEP targets and attainment targets
- Pupils make outstanding progress with their achievements and attainment
- The school supports pupil progress and attainment is by employing a range of staff and consultants to enhance the provision of the school, such as a Music Therapist, Horticultural Therapist, Sensory Processing Consultant, an Independent Careers company, Talentino!, and a counsellor to improve therapeutic provision, mental health, engagement, employability and outcomes
- The training staff have received internally and externally, through peer to peer support continues to impact on staff practice, their teaching skills and therefore pupil outcomes eg Level 1 Safeguarding, Mental Health First Aid, ELKLAN Communication Friendly School, Read Write Inc
- Staff are encouraged and supported to develop their professional knowledge and skills e.g. PhD research, SWALSS Leadership programme, Foundation Degrees, NVQ's, participation in national research projects and conferences; shared Learning Walks. This in turn impacts on pupil attainment and achievement
- All graduates who completed our Berkshire Teaching Alliance (BTA) course, all secured jobs. Of those who trained as SEN teachers, all have been employed by local SEN Schools, including us.
- Members of the team have published articles, contributed to blogs, spoken at national conferences, led professional accredited training, audited school provision at the request of Head Teachers, participated in T&L observations at other schools
- 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
- Attendance is good (93.8% 2016/17) and continues to be monitored closely. Compared with the previous year, attendance has increased. There are a number of pupils who have medical conditions that influence their consistent attendance. All measures are taken to improve attendance through the schools recognized multidisciplinary team approach
- The school has continued to develop its provision via school the budget as well as significant fundraising (£113k). Improvements to provision have included new reception enhancing safeguarding; new secondary playground equipment; multisensory room refurbishment; additional sensory equipment; Pangbourne House Life Skills and Business Enterprise Project. Continuous development of the school site has ensured areas have been designed to enhance both personalised learning and 'life after school' activities
- The Parent Questionnaire (Summer 2016) shows that the vast majority are happy with Brookfields School and the progress their child makes
- Families continue to be at the centre of our work through tailored support from ABSS, Family Support Worker and Autism Support Worker; outstanding Family and SIB's courses; Person Centred Integrated Therapy Meetings and Annual Reviews

#### **Areas of Development**

- Improve staff work-life balance through the use enhanced technology to support assessment and reporting
- Continue to investigate additional funding streams
- Contribute to national SEN strategy eg Careers Education, curriculum development, assessment, research, publication of work/articles
- Continue to ensure all leavers engage in Further Education, employment or apprenticeships.
- Further develop the personalised curriculum and assessment for *all* pupils
- Work towards increasing overall attendance
- Support and promote mental health and wellbeing for pupils, their families and staff

## Leadership and Management - Outstanding

- The schools forward thinking Senior Leadership Team drives forward improvement and development
- The staff team at Brookfields School are ambitious, innovative and ready to be at the forefront of SEN development.
- The current Head Teacher was appointed to the substantive role in April 2017 having been Acting Head Teacher for 3 days a week from September 2016
- SLT have reflected on the changing intake and the need to provide all pupils with a relevant, broad and meaningful education. This has led to curriculum and assessment development and continued commitment to support parental engagement
- The new Head Teacher is currently reviewing and revising the 'School Vision and Aims' involving involve all stakeholders
- Recent appointments to key positions on the school have been made – Head of EY, Head of Key Stage 2, Head of Key Stage 4, Head of ABSS, Head of SISS. The Head of 6<sup>th</sup> Form is currently vacant and being covered by one of the Assistant Head Teachers
- 6 new teachers have been appointed to the school, 4 of whom are in their NQT year, 3 of whom have come from our BTA programme
- New Pay Policy is rigorous, evidence based, focused on the Teaching Standards and rewards outstanding performance. UPS teachers are 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 is extensive, targeted and triangulated with SDP, teaching and learning and Performance Management.
- Coaching using GROW model is embedded in T&L observation system has shown improvement in outstanding teaching year on year.
- SLT and governors are committed to attracting, employing and retaining high quality staff at all levels who feel valued.
- The governors continue to work closely with the Senior Leadership Team as a 'critical friend' in all aspects of the school and its development.
- Governors carried out a Skills Audit which was used to inform the recruitment on new governors and highlighting training needs. The Chair of Governors and the Head Teacher have recently recruited to the vacant posts experienced people from the field of education to be members of the Board. 2 new governors have been appointed to the school. There are currently 1 vacancy on the Governing Body
- The Governing Board provides both support and challenge to the school's Senior Leadership Team. The governor's request information about all aspects of school's life. Some governors visit the school regularly
- The school is currently financial secure. The Governors and SLT work in partnership to monitor the short term and long term financial plan, with a focus on making future savings without eroding quality of provision
- Brookfields is the lead school for ITT for the Berkshire Teaching Alliance (BTA). Graduates (10) started in September 2016. The training programme is in place and being delivered across the schools involved. All graduates have secured employment. There are ? for 2017/18 and ??? places available for 2018/19
- Determination to be at the forefront of SEN development is exemplified by the Project SEARCH partnerships; MOVE Quality Award (first school in England); Partnerships with Swiss Cottage, Addington School; CLDD Research Charter Mark; Teaching Alliance School; Reading University PGCE lectures, "Planning to meet the needs of CYPLD"; Project modules used online nationally and 7 year partnership with 5 outstanding special schools (BOABB)
- Pupil Premium Grants are focused on individual need. A wide range of both staffing and targeted resources have been purchased which have led to increased attainment and outcomes for pupils in receipt of PPG

### Areas of Development

- Investigate merits of becoming an Academy, a MAT or a cooperative trust
- Continue to develop partnerships with local SEN Schools pan Berkshire (Schools Partnership Project) as well as nationally (BOABB)
- Review the staffing structure, roles and responsibilities within the context of future budget planning and future income/expenditure of the school
- Newly appointed staff in leadership posts will be supported through mentoring, coaching and accessing appropriate Middle Leadership courses e.g. SWALSS
- The Head Teacher will seek the views of all stakeholders in reviewing and creating a School Vision

- Publish the agreed and defined behaviours of Leaders and Managers at Brookfields School
- Review the way in which the Governing Board fulfills its function

### **Quality of Teaching, Learning and Assessment - Outstanding**

- The quality of Teaching and Learning at Brookfields School is outstanding
- New Observation System put in place Oct 2015; teachers not told which lesson would be observed. 2017 Round 3, teachers given a choice for lesson observation
- From Round 1, 2016/17- 4 lessons rated RI. Support Plans and interventions put in place for those teachers. In Round 2, those with Support Plans were observed. In Round 3, 1 lesson rated as RI (support put in place for this teacher)
- 2016-2017 out of a total of 52 observations 90% graded as strong or above. 63% Very Strong, 27% Strong, 10% Requires Improvement. Important to note that staff leaving Brookfields in July 2017 are not included in this data analysis
- Pupils benefitted by an increase in knowledge of SEN teaching strategies by staff with 90% Very Strong/Strong
- Targeted staff CPD has focused on developing staff knowledge/skills with regards to communication – this has involved whole school ELKLAN training, Read Write Inc, Derbyshire Language Scheme for identified staff
- The GROW coaching model is imbedded and impacts positively in increasing Teaching and Learning outcomes 2017-18
- Teachers use multiple criteria, identified by a range of cognitive indicators to make judgements about pupils' progress. They use a variety of systems and strategies to build in additional progress measures. This helps to ensure that pupils make sufficient and meaningful progress related to their individual needs. Staff build individual pupil success criteria which suit the needs of students well
- Leaders and teachers embed principles of the SEND code of practice to identify desired outcomes for pupils. This enriches pupil centred provision. In turn, this informs a more personalised curriculum
- The vast majority of pupils had accurate PLP's which related to their IEP targets and EHCP Outcomes
- There was clear evidence that pupils' learning was consistently supported through the inclusion of therapeutic advice and targets
- There was clear evidence that pupils behaviour and engagement in learning was sensitively supported through Positive Behaviour Support Plans and Behaviour Support Plans
- There was clear evidence that support staff knew what the targets of lessons were, how the pupils were to be supported and what the next steps might be
- Those pupils who were able to, reported that they knew what they were learning, why and what the next steps would be
- Teachers' knowledge of pupils' strengths and needs informs planning and provision. This ensures that learning is personalised and meaningful for each pupil at their individual developmental stage
- Teachers take responsibility for the provision for learners. Relationships between adults are effective during lessons. This is because their knowledge of the students and fluid communication results in responsive changes to activities. This is enhanced through middle and senior leaders' support via their role as leadership mentors

#### **Areas of Development**

- Strengthen the quality of teaching of maths, reading and speaking & listening skills across all Key Stages
- Strengthen the challenge given to pupils who are attaining at 'higher levels'
- Strengthen marking and annotation of pupil work and the recording of evidence to robustly track progress
- Strengthen the consistent use and monitoring of PLP's
- Continue develop peer moderation of Teaching & Learning judgements with linked schools in Berkshire and partner groups

## Outcomes for Children and Learners - Outstanding

### Key Stage 2 English

#### Percentage of pupils meeting or exceeding targets

	Reading	Writing	Speaking	Listening
Cohort 50	68	80	76	86
MLD 33	73	79	67	79
SLD 17	59	83	76	100
Boys 35	69	83	69	89
Girls 15	66	72	93	80
FSM	86	100	79	92
LAC	N/A	N/A	N/A	N/A
Ethnicity 14	71	71	64	93

#### Statements

- The majority of pupil in Key Stage 2 make outstanding progress in writing, speaking and listening
- Pupils in Key Stage 2 make good progress in reading
- Pupils in receipt of PP make outstanding progress and better progress than their peers with reading
- There are no significant gaps between groups.

### Key Stage 3 English

#### Percentage of pupils meeting or exceeding targets

	Reading	Writing	Speaking	Listening
MLD 27	63	67	75	81
Boys 21	76	76	81	86
Girls 6	33	50	66	83
FSM 2	50	50	50	100
LAC	N/A	N/A	N/A	N/A
Ethnicity 6	100	100	100	100

#### Statements

- The majority of pupils in Key Stage 3 make outstanding progress in English.
- The cohort of girls is small and those who make the least progress are working at the higher levels where due to LD progress is slower.
- The pupil premium cohort consists of 2 pupils. The pupil making less progress has some significant behavioural and mental health needs.

### Key Stage 4 English (Y10 MLD Y10/11 SLD)

#### Percentage of pupils meeting or exceeding targets

	Reading	Writing	Speaking	Listening
MLD 12	66	66	41	93
SLD 7	100	100	100	100
Boys 15	81	79	60	93
Girls 4	75	75	75	100
FSM 7	85	85	57	85
LAC 1	100	100	100	100
Ethnicity 7	71	85	43	86

#### Statements

- The majority of pupils in Key Stage 4 make outstanding progress in reading, writing and listening
- Boys make unsatisfactory progress in speaking
- Pupils in receipt of PP make better progress than their peers.
- There are no significant gaps between groups.

### Key Stage 2 Maths

	Number	U and A	SSM
Cohort 50	70	74	80
MLD 33	66	70	79
SLD 17	70	83	83
Boys 35	69	80	80
Girls 15	74	60	80
FSM	79	84	84
LAC	N/A	N/A	N/A
Ethnicity 14	86	77	93

#### Statements

- The majority of pupils in Key Stage 2 make outstanding progress in maths.
- All pupils make outstanding progress in SSM
- Pupils in receipt of PP make better progress than their peers.
- There are no significant gaps between group

### Key Stage 3 Maths

	Number	U and A	SSM
MLD 27	54	29	50
Boys 21	62	38	50
Girls 6	25	34	50
FSM 2	100	50	50
LAC	N/A	N/A	N/A
Ethnicity 6	67	33	100

### Statements

- Overall progress in Maths in Key Stage 3 is unsatisfactory.
- Boys make better progress than girls.
- Progress has been affected by the implementation of a new formal curriculum and teaching structure which is not yet fully embedded.

### Key Stage 4 Maths (Y10 MLD Y10/11 SLD)

	Number	U and A	SSM
MLD 12	66	66	42
SLD 7	100	100	100
Boys 15	75	73	53
Girls 4	100	100	100
FSM 7	57	71	42
LAC 1	100	100	100
Ethnicity 7	71	70	57

### Statements

- Progress in Key Stage 4 maths is good overall.
- Pupils in receipt of PP make less progress than their peers.
- Progress in SSM is unsatisfactory for pupils with MLD.
- Girls make outstanding progress in all areas.

### Key Stage 2 PSD

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	Interacting	Independence	Attention
Cohort 46	89	82	93
MLD 29	86	85	89
SLD 13	92	69	100
PMLD 4	100	100	100
Boys 32	84	73	97
Girls 13	100	100	84
FSM 13	85	73	92

LAC 0	N/A	N/A	N/A
Ethnicity 14	86	86	100

### **Key Stage 3 PSD**

	<b>Interacting</b>	<b>Independence</b>	<b>Attention</b>
Cohort 37	86	92	75
MLD 28	82	92	75
SLD 9	100	89	89
Boys 28	82	89	75
Girls 9	100	100	89
FSM 4	100	100	100
LAC 1	100	100	100
Ethnicity 9	100	100	100

### **Key Stage 4 PSD**

	<b>Interacting</b>	<b>Independence</b>	<b>Attention</b>
Cohort 35	83	86	80
MLD 22	76	77	77
SLD 13	100	100	84
Boys 25	80	84	76
Girls 10	90	90	90
FSM 11	82	82	82
LAC 1	100	100	100
Ethnicity 12	83	83	75

### **Statements**

Pupils make outstanding progress in PSD across all Key Stages

- There are no significant gaps between strands or groups.

### **Early Years**

- 50% of all pupils met or exceeded their Reading target.
- 50% of all pupils met or exceeded their Writing target.
- 40% of all pupils met or exceeded their Number target.
- 50% of all pupils met or exceeded their Shape target.
- 70% of all pupils met or exceeded at least one target in PSED.
- 40% of all pupils met or exceeded at least one target in PD.
- 50% of all pupils met or exceeded at least one target in C+L.



## 6<sup>th</sup> Form

	English	Maths	Int	PSD Ind	Att
MLD (34)	79	65	52	71	71
SLD (10)	65	100	100	100	100
Boys (30)	80	83	87	87	83
Girls (14)	71	86	86	64	79
Ethnicity (10)	70	80	100	90	90
LAC (2)	100	50	100	100	100

### Statements

- Students in the 6<sup>th</sup> Form make outstanding progress in PSD, Maths
- Boys and students with MLD make outstanding progress in English; girls and students with SLD make good progress.
- Progress in 6<sup>th</sup> form is outstanding with many good areas.
- There are no significant gaps between group

### Other Data

#### Entry Level Accreditation at Key Stage 4

Entry Level	Maths (number of pupils)	English (number of pupils)
1	1	N/A
2	6	4
3	3	8

### Statement

- All students made outstanding progress

#### Functional Skills Results at Key Stage 4

Subject	Reading	Writing	Speaking, Listening and communicating.
Cohort size	5	6	3
Pass Rate	84%	100%	100%

### Statement

- All students made outstanding progress

### **Functional Skills 1 Results in 6<sup>th</sup> Form**

Subject	Reading	Writing	Maths
Cohort size	3	5	2
Pass Rate	100%	100%	50%

#### **Statement**

- All students made outstanding progress

### **Functional Skills 2 Results in 6<sup>th</sup> Form**

Subject	Reading	Writing	Speaking, Listening and communicating.	Maths
Cohort size	2	2	2	1
Pass Rate	100%	100%	100%	0%

#### **Statement**

- All students made outstanding progress in English
- 1 students did not attain Functional Maths Level 1

### **GCSE Art and Design and CoPE**

Pupil 1	Art Grade C
Pupil 2	Art Grade B
Pupil 3	CoPE achieved
Pupil 4	CoPE achieved

#### **Statement**

- All students made outstanding progress

### **Destinations for 6<sup>th</sup> Form Leavers**

College	10
Employment	1
Community Resources	1

#### **Statement**

- No students were NEET

### **Areas for Development**

- Develop the assessment of pupil progress towards meeting their PLP targets and how these are reported at Annual Review meetings
- Participate as a Pilot School in the research of 7 Stages of Engagement and Pre Key Stage Assessments Continue to implement and review the impact of the curriculum and assessment for all cohorts
- Ensure the KS4 Maths curriculum provides breadth to ensure a balanced curriculum to address the weakness in SSM
- Evaluate the new curriculum model termly to see the impact on raising standards for pupils with MLD in PSD

## Personal Development, Behaviour and Welfare - Outstanding

"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".

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

- Our pupils feel safe and cared for. All members of the Senior Leadership Team plus the Family Support Worker are trained as Designated Safeguarding Leads
- All staff are trained to Level 1 in Safeguarding within their first term at Brookfields.
- All training for staff and the Designated Safeguarding Leads for Child Protection is up to date and takes into account recent guidance on the risks of extremism and radicalisation.
- Our Safeguarding training and Safer Recruitment is monitored and audited by West Berkshire (see report January 2017) and the feedback judge the school to be extremely effective in all procedures
- All staff are PROACT-SCIPr-UK® trained
- Students are encouraged to self-regulate their behaviour, with support when needed. Consistent, progressive strategies are employed by staff across the school
- 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."
- 100% of LAC made expected or above expected progress in Personal and Social Development across ALL strands in 2016/17
- "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"
- 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. Four Emotional Literacy Support Assistants work with pupils to resolve any friendship or family relationship problems swiftly minimising lesson disruption.
- Pupils use safe spaces 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 is delivered to school staff
- 'MyConcern' has been purchased 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
- The school establishes positive relationships with parents prior to the child starting at school. The school recognises that families may require varied levels of support throughout their child's learning journey
- 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.

- Pupils and staff are working towards Level 1 of Rights Respecting Schools
- The pupils voice is actively promoted and sought by all staff through active participation in the School Council, Rights Respecting Schools, hosting visitors to the school, speaking at conferences, open evenings and regular meetings with members of the Governing Board
- As with the rest of the school pupil welfare is paramount and supported in EY/KS1 by each pupil having an identified 'Key Worker'
- EY and KS1 focus on spiritual, moral, social and cultural development ensures pupils experience creativity, diversity and achievement and this is strongly reflected in the development of the new EY/KS1 Curriculum
- ALL students are engaged with a number of activities and initiatives such as planning the Leavers Prom, raising money for national and local charities or taking part in the School Council in leading roles (Chair).
- Pupils take a leading role in the Rights Respecting Schools programme

**Areas of Development**

- Utilise SIMS to capture 'Behaviours of Concern'
- Train all new staff in PROACT SCIPr-UK®
- Continue to develop the support for students and their families in their transition from Brookfields to life after school
- Train all staff in the use of MyConcern
- Attain Rights Respecting Schools Level 1