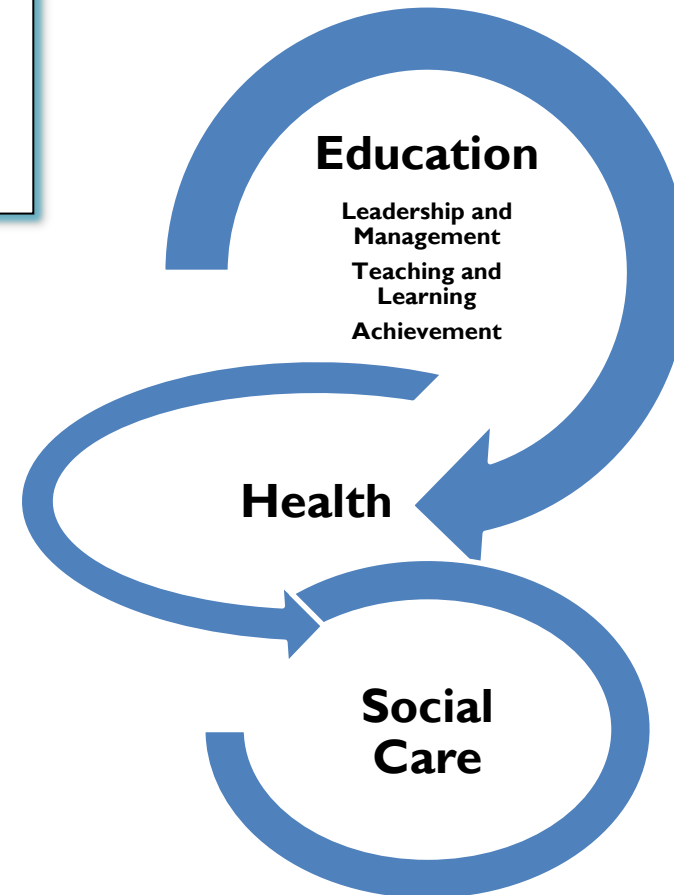




“REMOVING BARRIERS – ENABLING LEARNING”
School Self Evaluation Form 2017-2018



AN OUTSTANDING SCHOOL – MARCH 2015!!!



Please note that the school SEF needs to be read in collaboration with the School Improvement and Development Plan 2016-18 and the Outstanding Ofsted Report of March 2015.

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| 1 | Introduction | The Brook on Broadwaters is now just over five years old with a Good Ofsted in March 2012 and an Outstanding Ofsted in March 2015. The Inclusive community on Broadwaters, including The Brook Special Primary School; The Willow Primary and Children’s Centre and now Broadwaters Forest School goes from strength to strength in their ongoing quest to include all those children, however complex their needs, in a learning environment which totally meets those needs and provides a creative and innovative community of learners. |
| 2 | Key issues from previous Ofsted | “Extend the school’s collaboration with Willow Primary School to include more academic subjects and ensure even better progress for the few more-able pupils in Key Stage 2” |
| 3 | Key Issues from School Improvement and Development Plan. | <p>The School Development and Improvement Plan this year is a two year plan of consolidation and embedding the outstanding work we have done over the last three years. It encompasses the only recommendation from the Ofsted Report of March 2015 and sits alongside the Deficit Reduction Plan and the absence of the Acting Deputy for the Spring Term and Summer term 2017. This does not mean that there are no strategic developments within the plan – see below.</p> <p>We also begin the autumn term 2017 with an Interim Leadership Team as a result of the Headteacher’s retirement; the retirement on health grounds of the acting deputy and the resignation of the second acting deputy as she is moving out of London with her family.</p> <p>Strategic Objective 1: Effectiveness of Leadership and Management (including Governance and Safeguarding)</p> <ul style="list-style-type: none"> ▪ <u>Succession Planning</u> from September 2016 on the retirement of the Headteacher ▪ <u>Embedding</u> new Interim Leadership structure from September 2017 with the least possible disruption to the school and the curriculum but, at the same time, to move the school on to the next phase of its development within Broadwaters. ▪ <u>Considering</u> the recommendations of the External Review to consider “The Future Organisation of the Broadwaters Inclusive Learning Community” ▪ <u>Monitoring</u> of the final stages of the Deficit Reduction Plan, now replaced with planned payments. ▪ <u>Sickness and absence monitoring</u> – new system introduced September 2017 by Interim Deputy and PA to Headteacher ▪ <u>Looking strategically at a changing child population</u> in relation to the building ie balance of PMLD children being replaced by autistic children ▪ <u>Extension and development</u> of school support from The Brook across the LA for primary autism provision and learning difficulties in line with the <u>SEND reforms</u> ▪ <u>To consider the position of the</u> Outreach service, and Virtual CASPA network in the light of the new Leadership Team <p>Strategic Objective 2: Quality of Teaching, Learning and Assessment</p> <ul style="list-style-type: none"> ▪ To examine the recommendations of the <u>Rochford Review</u> published on 16th October 2016 on the statutory assessment at the end of KS1 and 2 for pupils working below the levels of the national curriculum tests. ▪ <u>Address teaching across the board</u> and not simply individual teachers – taking in strengths across the school; inconsistencies across the school and consistent relative weaknesses so that we become absolutely clear that teaching across the board and within each phase is good or outstanding. This will include the evaluation of Curriculum leads and teams; specialist teachers and those SNAs taking on particular specialist areas e.g rebound therapy/forest school. ▪ <u>Evaluating and embedding the curriculum</u> in the light of the initial Brook Framework coming to an end this year and the need to avoid change during this interim year but, at the same time, to ensure that wider new developments are considered. ▪ Introduction of new reading scheme within literacy and examination of comprehension within literacy |

- Augmentative and Alternative Communication (AAC) work in line with iPads
- EYFS Exemplars - Pilot up and running by November in all 7 areas of EYFS - continue collaboration with Local Authority and Willow School to development project
- Extension of better physical evidence of progress eg recording system within workbooks and special books
- Development of Monitoring and Evaluation of Continuing Professional Development in line with value for money and impact across the school.
- Development of new E-Safety Policy and Guidelines 2017/18

Strategic Objective 3: Outcomes for Pupils and Learners

- Further development of Interventions in line with pupil achievement 2016/17 both in groups and for individuals
- Evaluate new PSED Special Interest Friday Clubs 2017/18
- Reintroduce Inclusive Placements with The Willow Primary School taking into account evaluations from teaching staff in both schools.
- As a result of 2016/17 CASPA data interventions targeted are reading; Science; Girls Group; pupils entering from mainstream.; KS2 curriculum.
- Obesity Project in collaboration with PSHE curriculum team/Health team and Parents and Carers - in line with Silver Healthy Schools Award

Strategic Objective 4: Personal Development, Behaviour and Wellbeing - Social, Emotional, Spiritual and Cultural Education (SMSC)

- Emotional Wellbeing Coordinator established and LA audit for emotional wellbeing submitted
- To further develop methods to deal with emotional wellbeing and mental health - emotional wellbeing transposed into our educational framework within everyday activities – why it works and how it works. Emotional Wellbeing Coordinator established and LA audit for emotional wellbeing submitted.
- Collaboration with other professionals and agencies – Educational Psychology on the Publication of a practical workbook for schools on emotional wellbeing which can be lifted out and used in any classroom.
- To enable access and engagement for learning through multidisciplinary working and therapies in the light of new developments within the Health Service at the Whittington Hospital.
- Monitoring the developments around the MDT from The Whittington Hospital

Strategic Objective 5: The Brook on Broadwaters and within the wider community

- Re-focusing on work with parents/carers within The Brook in order for them to focus on supporting their child's learning and to look at Professional attachment relationships for parents and children but also for teachers and parents/children.
- Focussing on their children as children rather than conditions or disabilities
- Piloting evening sessions for parents/carers to include working families
- To continue to develop the Outreach team - as part of our Outreach service, a Virtual CASPA network is now being set up and moderation has now been introduced to several primary schools who now form a hub around The Brook.
- To develop the Website looking at mobile platforms and class sections for parents/carers
- Awards and Initiatives: International Schools Award/Leading Parent Partnership Award – both now due for renewal//Wellbeing Award./Healthy Schools Award

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| 1 | Quality of Teaching, Learning and Assessment | Judgement 1 | <p>We believe teaching at The Brook is Outstanding because:</p> <ul style="list-style-type: none"> • The school had an OFSTED Inspection in March 2015 and was graded as Outstanding • The OFSTED report said <i>“Since the last inspection, the quality of teaching has improved to Outstanding. Teachers and assistant teachers are extremely well trained for their role”</i> • The Appraisal Statement and the typicality judgement sheet for the quality of teaching has been extended and now covers Learning and assessment, data and progress, learning walks, planning and marking and relationships, curriculum leadership. • In 2016/17 teaching was judged to be 59% outstanding and 41% good. • The PSED team have extended and developed our Friday Clubs which moved from two in September 2015 to 14 in September 2016 – these are part of the evaluation process of the PSED curriculum this year. • The Literacy team have provided us with a new reading scheme and various advances into Augmented andCommunication through IT which the pupils really benefit from. • The EYFS team have produced exemplars for SEND pupils across all the areas – these were introduced in November 2016 and judged outstanding by the LA in June 2017. • We looked at outdoor learning and extended the range of outdoor activities to the terraces of KS1 and KS2 – at the same time classes with joint outdoor areas are working and planning together especially around maths and communication. KS1 good practice is also being introduced into KS2 on an EYFS model. • Forest School modelling takes place with one of our SNAs working with 50% of the classes. • Our Curriculum Deputy is part of a Moderation team across special schools in the LA looking at other systems but still feeling that CASPA plus an overall system of moderation is the best way forward. • As part of our Outreach service, a Virtual CASPA network has been set up for mains tream schools to enter their data and moderation has now been introduced to several primary schools who now form a hub around The Brook. • The school has produced documents detailing the Standards for Special Needs Assistants and Standards for School Meals Supervisory Assistants which has helped with the restructure and also is ensuring quality appointments are made. This was borne out in a whole school evaluation of SMSAs on 4.1.16 who are now working with a much higher standard of SMSA. • An increased number of SNAs and SMSAs now have recognised qualifications (NVQ, NNEB and Degree level) • ICT skills audit for SNAs 4.1.16 clearly that there has been an improvement in their skills especially in the areas of recording and reporting pupil progress. • Appraisal targets set for the year clearly focus on improving outcomes for pupils at all levels and include ICT (both adult use of and programmes etc for pupils), Communication and additional training • Learning Walks and “Share and Inspire” sessions have now been extended to include PSHE and Creative Arts and will include Humanities for the first time in 2016/17 with Science following for 2017/18. • CPD for PHSE has been included in the schedule • Inclusive teacher practice has been extended to include the Inclusion Placements with The Willow School which are being presently |
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evaluated. Paired class arrangements also extend their practice.

- An extensive, appropriate CPD programme on a whole school and individual basis emanating from Appraisal for both teachers and support staff and whole school issues.

To continue as an outstanding school we need to: *****

- We are addressing teaching across the board and not simply individual class teachers – taking in strengths across the school; inconsistencies across the school and consistent relative weaknesses so that we become absolutely clear that teaching across the board and within each phase is outstanding and good as well as looking at it for individual teachers.
- Again, as a continually improving school we are addressing Individual Teams eg curriculum leadership teams in relation to CPD and assessing the level of expertise amongst our specialist teachers and those SNAs taking on particular specialist areas eg rebound therapy/forest school.
- To continue to develop the Outreach team
- To acknowledge that we will always have a number of very new entrants to the teaching profession and the need to monitor their needs systematically and thoroughly
- Integrated placements were evaluated in 2017 and shown to still require work and time between the two schools. This process will be set up for 2017/18.

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| 2 | Outcomes for Pupils and Learners | Judgement 1 | <p>We believe outcomes for pupils and learners at The Brook are Outstanding because:</p> <ul style="list-style-type: none"> • CPD on assessment extended to all teachers from external advisor to ensure teachers are clear and skilled in their predictions and levelling of pupils • CPD from lead for ARR meeting with teachers termly to ensure that targets/predictions are accurate and well- informed • Electronic spreadsheet for framework of p-level assessment developed by the school and evaluated as a very useful tool during the CASPA assessments 2015 – in 2016 proved essential.. • Virtual CASPA has now been set up and being used by other primary schools, other schools have bought our excel tracking system for p-levels. • ARR lead on moderation between teachers and across special schools. • An assessment network has now been formed with all assessment leads from special schools/units from Haringey and some from Hackney, looking at moderation and achievement. This will contribute to working with local primary schools. |
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The Brook Primary Special School

This table shows analysis of data from CASPA – comparison versus expectations from 2013 to 2017

Based on 'overall average' for all pupils from Year 1-6

| Year of analysis | Above expected progress | Expected progress | Below expected progress | Notes |
|------------------|-------------------------|-------------------|-------------------------|---|
| 2013 (result) | 14% | 59% | 27% | See previous school development plan for targeted intervention work (work on sensory integration, emotional well-being) |
| 2014 (result) | 42% | 48% | 9% | See interventions notes for information on pupils who didn't achieve targets, why and interventions based on this. |
| 2015 (result) | 23% | 66% | 11% | New Deputy Head- all pupils re-baselined See separate report for interventions |
| 2016 (result) | 25% | 60% | 15% | See separate report for interventions |
| 2017 (result) | 28% | 59% | 13% | |

[See above for Breakdown of Data for SEF \(From CASPA reports\)](#)

Overall distribution of pupils 2013-17

It is interesting to note the changes in distribution of pupil's levels at The Brook over the years, we are moving as a school from having less pupils working between P1-3 and more working at P8-8 and L1 and 2 each year.

| P-level range | 2013% | 2014% | 2015 % | 2016% | 2017% |
|---------------|-------|-------|--------|-------|-------|
| P1i-3ii | 36 | 27 | 26 | 18 | 13 |
| P4-8 | 55 | 60 | 60 | 63 | 67 |
| Level 1 and 2 | 8 | 11 | 12 | 18 | 19 |
| Level 3 and 4 | 1 | 2 | 1 | 1 | 1 |

Groups analysis - Boys and Girls

2015 and 2016 historical data and interventions; Analysis of data in 2015 showed that a higher percentage of boys (91%) compared to girls (77%) made expected or above expected progress (see 2015 progress report). Intervention groups for girls for speaking and listening were set up in 2016, this was successful resulting in girls performing better than boys overall, with slightly more girls meeting expected or above expected progress girls (89%) than boys (83%), this highlighted the importance of the intervention groups and a school focus on girls as a minority group.

2017 results; this year a higher percentage of boys achieved expected or above expected levels (89%) as compared to girls (80%) (Appendix 3). This highlights the need for girls' interventions to run again.

Degree of learning difficulty

When using a base need for comparing progress v expectation all pupils with Profound and Multiple learning disabilities PMLD and Moderate Learning Disabilities MLD all made above or expected progress. (see Appendix 6). All pupils not achieving expected or above expected are in the Severe Learning Difficulty SLD degree of learning difficulty where 81% achieved expected or above expected progress. There has been a similar pattern for the previous 3 years.

Subject Analysis

When looking at subjects (appendix 7) and those achieving expected and above expected progress, there is no significant difference between Language/Literacy (88%), Maths (90%) and Science (91%). What is significant this year is that Science now has the same amount of pupils achieving above expected progress as Maths (31%), a significant difference compared to last year when those achieving above expected in Science was only 13%. This indicates that the schools focus on Science this year e.g. Curriculum walks and a new KS2 Science team lead has led to this result.

More speaking and listening interventions from the speech and language therapy team SALTS were introduced this year such as SMILE therapy and PODD which has led to a positive impact on progress in Language and Literacy, with this almost being level with Maths now.

To continue as an outstanding school we need to: *****

- Girls Intervention Groups to run again as they did in 2015/16.
- Interventions from the SALTS such as SMILE therapy and PODD achieving positive results and to be continued next year.
- Speaking and listening interventions needed
- Continued focus on the new reading scheme to ensure excellent progress in reading next year.
- When breaking data down into year groups it can be observed that in Year 3/4 pupils make less progress following excellent progress Years 1/2. This suggests that the move into the KS2 curriculum needs to be looked into further possibly into extending the EYFS curriculum into Years 3 and 4.
- The other change in Year 3 is the introduction of Science assessment which could be impacting on overall results.
- To introduce robust Moderation strategies across the teaching community within the CASPA and p-level developments. We are now part of a specialist assessment group across both special and mainstream Haringey schools which is working systematically in looking, not only at moderating p-levels across the board but at what a Year 1 equivalent looks like in mainstream and in special schools – this is proving particularly problematical but very interesting. The work is to be extended across borough boundaries.
- To re-introduce Integrated Placements and further develop whole school and paired class inclusive practice.
- To target the use of integrated placements within the progress of the pupils

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| 3 | Personal Development, Behaviour and Welfare | Judgement 1 | <p>We believe that personal development, behaviour, welfare and wellbeing plus access to the curriculum at the school are outstanding because:</p> <ul style="list-style-type: none"> • The emotional wellbeing of the pupils is paramount to the work we do at The Brook • The Health, Social Care and Education agencies working with the school are being constantly developed to improve an already excellent service and embedding this into the work of the school. • Interventions from CAMHS for 15% of pupils • Interventions from FABLE (Families addressing behaviour through learning and enjoyment) for 14% of pupils – run by the school via funding from Big Lottery. Sadly this funding was not forthcoming for another 5 years from Big Lottery and FABLE has had to close. • Interventions for 6% of pupils from the Visual Impairment Service – also run from the school. • Dietitian surgery fortnightly in school • Educational Psychologists surgery fortnightly in school • Markfield – parents/carers partnership surgery fortnightly in school • Very close working relationship on overall school issues such as Emotional Wellbeing and SEND reforms with the educational psychology team. Published work from this group. • Multidisciplinary Team Meetings held fortnightly in school and include the Headteacher/a manager from the Disabled Children’s Team/all physical and emotional therapists in on that day plus teacher should they wish to make a referral. The Child and family Liaison officer clerks this meeting. Evaluations are based on the Signs of Safety system which is also used for Case Conferences in Haringey. • The Head Teacher sits on the Policy and Strategy Group for the Disabled Children’s Team working on overall strategies for safeguarding across the LA • Link Governor reports back from Annual Report on Safeguarding which gives rising figures on CINs and TACs – we had around 100 meetings of this nature during 2015/16 . Some governors have done the Safer Recruitment training. • All staff, including SMSAs, have annual, updated Child Protection and Safeguarding training including this year on the Prevent Agenda. Staff felt it imperative that our children are part of this work. Keeping Children Safe in Education 2016 CPD has also been delivered across the school. • All staff have DBS clearance and are expected to complete the Disqualification by Association form each September in line with Keeping Children Safe in Education which they are also charged to read and sign that they have read the document. • Safety in all aspects of school life is felt to be promoted well and is impacting positively on the pupil’s feeling of well being as reflected in the overall positive behaviour and the inclusive ethos. • All appropriate policy documentation is in place including intimate care and same sex carers; supporting medical conditions; administration of medicines; behaviour and health and safety across the learning community. • Additional Independence Profiles have been introduced this year as a result of PSHE development work • On occasions where pupils do find life difficult for whatever reason, strategies are in place, both personal to the child and on a whole school basis to prevent situations escalating. Record keeping/accident and incident records are crucial and are of a high quality in ensuring the pupils’ safety. • Annual refreshers/training on positive handling through Team Teach are run by our Pastoral Head for all staff. |
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- The joint F&PP group of HTs; SBMs and Premises Management meet weekly to look at all Health and Safety issues. An overarching Health and Safety Committee meets half termly and reports directly to the Finance, Premises and Personnel Committee of the FGB.
- Risks associated with internet are in place and filters used – training on e-safety has been undertaken by the ICT coordinator and some of our parents
- Safe Use of Images is in place for all areas where photography could be used eg the press/the school website/Haringey
- Pupils and staff are actively aware of racism and know it is not acceptable through such work as Black History Month
- Year 6 pupils have a residential adventure week annually where they learn independence and safety and how they can take part in activities alongside their mainstream peers
- 86% of Parents/carers feel that their children are well cared for in school (5 new parents didn't know yet!) November 2014 parent/carer survey plus achievement of LPPA in 2013.
- Incidents of bullying are very rare
- Healthy Schools Bronze Award
- International Schools Award

To continue as an outstanding school we need to:

- Review Equalities Policy Autumn 2017
- Independence Profiles in place
- Review Attendance and Punctuality especially on lateness. **Target of 92.5% attendance for 2015/16 - 89% is current figure.**
- Target interventions around sensory work
- Work on the behaviours of pupils entering special schools from Year 1 onwards and the effect that this has on existing pupils and those coming from mainstream.
- Healthy Schools Award – achievement of Bronze – Silver targeted for 2017 especially around obesity
- Introduce a planned initiative for the provision of after school and holiday provision from January 2018.
- Wellbeing Award 2017/18

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| 4 | Effectiveness of leadership and management | Judgement 1 | <p>We believe the effectiveness of leadership of and management in the school to be outstanding because of the Ofsted Judgement in March 2015 and also because:</p> <p>Leadership:</p> <ul style="list-style-type: none"> • Ongoing monitoring and evaluation of the Deficit Reduction Plan has led to voluntary redundancies; structural changes in leadership and administration, deletion and reduction of teaching and support staff posts. Led by Headteacher and Deficit Reduction Group of Governors together with the LA. We had achieved a deficit of £93,551 by the end of 2016/17 from a deficit of £271,235 at the end of 2015/16 and should achieve a surplus of £71,000 by the end of 2017/18 • SLA taken out with Willow School Business Unit to achieve savings around business management and a level of stability • Strong middle leadership around curriculum development/action planning/learning walks/bank schemes of work/resourcing especially around pilots for ICT/creative curriculum around the needs of the pupils/inclusion/international work. Training is effectively monitored and tailored to the curriculum needs. • Introduction and monitoring of Standards for Special needs Assistants and School Meals Supervisory Assistants in 2015 now used within the appraisal system for all staff – quality and skills of support staff has improved alongside their access to CPD. • Local Offer in place and reviewed September 2016 • HT sits on SEND Reforms Group and on the High Level Funding Group for the LA enabling issues crucial to special schools to be formulated eg new banding systems based on systematic costings in all areas/Inclusion Costs. • Headteacher, together with other special heads; the LA and health looking at commissioning in the light of reduced funding for therapies and school nursing also in line with parent/carer survey June 2017. • Headteacher received OBE for services to special educational needs and disabilities – Birthday Honours June 2017. <p>Governance:</p> <ul style="list-style-type: none"> • Federated Governing Body have developed a robust work plan/committee structure for the ongoing and statutory work across the academic year. • Federated Governing Body spending time in class groups/for particular events/for self evaluation sessions in the Brook/on Learning Walks with curriculum leaders. • Succession Planning Group set up in the light of the retirement of the current Headteacher in July 2017. Robust process in place taking into account the effects of the possibility of reduced funding in 2018 and the effect of that on both the Brook Special School and Broadwaters. This has led to an external review of Broadwaters Inclusive Learning Community which will be consulted on in the autumn term. • Chair of Federated Governing Body received award for excellence from Haringey in 2016. |
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Pupil Premium and PE and Sports Primary Funding:

- Pupil Premium children are making better progress this year than those not entitled to Pupil Premium.

Analysis of data for pupils eligible for Pupil Premium

This shows pupils eligible for pupil premium progress (taken from FSM data CASPA)

| Year N=number of pupils eligible | Above expected progress (those not eligible for comparison) | Expected progress (those not eligible for comparison) | Below expected progress (those not eligible for comparison) |
|-------------------------------------|--|--|--|
| 2012-2013 N=32 | 9% (33%) | 69% (58%) | 21% (9%) |
| 2013-2014 N=34 | 32% (42%) | 59% (47%) | 9% (12%) |
| 2014-2015 N=33 | 21% (20%) | 67% (66%) | 12% (14%) |
| 2015-2016 N= 43 | 21% (23%) | 65% (61%) | 14% (16%) |
| 2016 -2017 N= 38 | 32% (26%) | 61% (51%) | 8% (16%) |

Primary Sports PE funding still enables extended schools sessions to widen and include after school multisports and Rebound Therapy plus swimming classes on Saturday and Sundays.

Parents and Carers including Parents Carer Survey/LPPA/feedback from parents evenings and Annual/Early Days Reviews:

- 95% find the school welcoming and communication extremely good
- 90% feel their children’s needs are being met

- A parent writing about her experience of the Brook - The staff are very helpful and understand the needs of the children they are caring for. Good/excellent communication with teachers. Well organized and always eager to help and assist and support, Much appreciated!
- We now have a very active parent governor who is campaigning for therapies across the LA and has formed a group for our own parents.

Inclusive Practice:

- Ongoing joint events with the Willow – Recycled Fashion Show/ Christmas Lunch/Creative Arts Week/Carnival
- Paired classes and integrated placements
- Joint music and arts classes especially music within Creative Arts Weeks
- All children at all key stages eat together at lunchtimes and play together afterwards
- Governors Day looking at practice across Broadwaters and feeding back to all schools within the community.

Effectiveness of Leadership and management in the wider community:

- Outreach work on an individual basis with schools experiencing difficulties in managing their SEND needs eg Mulberry Primary
- Team Teach delivery of courses to support primary schools – Pastoral Lead
- Outreach support for a hub of primary schools established
- Community developments on Broadwater Farm being challenged eg the redesignation of educational land in the form of Moselle School adjacent to Broadwaters; redevelopment of the Broadwater Farm Estate.
- Headteacher presented with the Tottenham Community Development Award 2017 for outstanding contributions and support for education, youth, sport and community development.

THE EXTENT OF PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Through our values education work and our ethos; our strong multifaith work within the curriculum; the awe and wonder embedded in our lessons/assemblies and our totally inclusive environment the children have a strong sense of SMSC. This is embedded in the school curriculum and planning through such examples as:

- displays in the corridors and classrooms
- creative arts festivals ongoing throughout the year
- Black history month
- Refugee week
- British Values
- assemblies celebrating the range of religious festivals and their links to school life
- Inclusive dining and play across the two schools – where appropriate eg for ASD pupils a smaller dining room and smaller playgrounds are available.
- Pupil Voice and School Council both for the Brook and Broadwaters – have changed playground and school lunch practice. This also to be extended to primary special schools councils.
- Integrated placements and paired classes with the Willow
- ongoing events, visits and projects within and outside the school such as collecting for the Haringey Food Bank; the Commissioners' Takeover Challenge.
- International Work/Global curriculum
- Classroom Profiles for Wellbeing and Independence – we now have data – both for class and individual levels of wellbeing.

To continue as an outstanding school we need to: *****

- Establish firm management systems and structures to continue the work of the school when the Headteacher leaves in August 2017
- Embed the new Interim Leadership structure from September 2017 with the least possible disruption to the school and the curriculum but, at the same time, to move the school on to the next phase of its development within Broadwaters.
- Consider the recommendations of the External Review to consider "The Future Organisation of the Broadwaters Inclusive Learning Community"
- Take the opportunity to establish a firm foundation for the future of The Brook within the Broadwaters Community in a climate of such change for education.
- To develop the outreach/training work on SEN with local primary schools to raise the quality of learning/achievement of the pupils and to develop skills in teachers and support staff.
- Look very closely at any form of fundraising/cost savings even though the financial future of the Brook seems to be becoming secure.
- To secure the FABLE family support service – run parallel to the school – as they were unable to secure further funding from the Big Lottery

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| 5 | Overall Effectiveness | Judgement 1 | <p>We believe the overall effectiveness of the school to be outstanding because:</p> <ul style="list-style-type: none"> • Even in the most difficult of circumstances ie the retirement of the current Headteacher; retirement on ill-health grounds of one of the acting deputies and resignation of the second deputy who is leaving London with her family the school still focused on the future and looks forward to a new era!! • Almost immediately an induction plan was put in place for the new head over the second half of the summer term 2017 – she knows the school and the staff and is aware of the challenge but has already been able to establish a level of trust in the staff group. • Governors leapt into action to support the current head in recruitment of the new team • Governors took the opportunity to restructure the leadership team • Support was requested from the LA and the SIO responded very positively • The newly restructured leadership and administrative teams will provide the positive change in expectations from all staff which will lead to the embedding of the new interim leadership team and any changes should be seen as positive. • Senior and middle leadership teams are already instrumental in challenging underachievement, targeting appropriate interventions and driving forward improvement and additional creative ways of accessing the curriculum for our wide range of need. • The school is very clear about its achievements but also very clear about what it still needs to do. • The school has managed to deal well with the initial deficit reduction plan and is heading now to build a solid, financial base for the future even in such a difficult financial climate.. The Governing Body has been central to this. • The still very new building and its extensive grounds has enabled substantial improvements to the ways in which we offer our learners the best possible access to a very creative and inclusive curriculum • In such a difficult year the progress of the pupils continued to be outstanding – CASPA data Summer 2017. • The curriculum framework is well-established and effective • EYFS is valued as outstanding by the LA • The school has begun its programme of extended activities • The school has an outstanding range of support for and trust from its parents and carers - Parent/Care Survey 2017 • Pupils benefit from teaching all of which is outstanding or good • The work on emotional wellbeing and attachment has resulted in work now taking us into emotional coaching across the whole of Broadwaters. • The clever working between the multi-agency teams including social care has meant that behaviour and safeguarding is outstanding but also access to the curriculum through sensory diets and programmes plus communication programmes and joint baseline working is now impacting well and having a positive effect on progress • Pupils have really positive relationships with their peers from Willow to provide a climate for learning together |
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| 6 | EYFS | Judgement 1 | <p>We believe the evaluation of EYFS is Outstanding because:</p> <ul style="list-style-type: none"> • The EY practitioners build their knowledge of what each child knows and can do by allowing the children to explore and learn effectively within a stimulating environment. They can establish where the gaps are through their detailed and accurate assessment process. The process of following a child and every two weeks, as the 'focus child' allows the staff to identify the achievements of each child in a highly focused manner. All the early learning areas are addressed and this ensures that any gaps in their learning can be addressed. • Teachers plan around pupils interests (focus child) and cover all seven areas of learning doing this. • Through termly tracking of pupils and individual targets, all 7 areas of learning are monitored. Termly record keeping checks of special books are made by SMT to ensure that all areas of the curriculum for each individual child are covered. • A rigorous tracking system of all seven of the early years learning areas for SEN children has been completed and is being piloted by the two reception classes this year and evaluated at the end of the year. The external Haringey moderator has seen it and is pleased that we are developing a system that can give us the tools to evaluate which pupils are doing better in which areas and why - plus the ability to look at whole cohorts and analyse progress. We have other schools/children/s centres showing an interest in wanting to use our system should our pilot year be successful. Success will be judged on effectiveness of use (Thibaut De Wolf and Poly Forbes) and ability to analyse data (Hannah Gibson) • Enabling conditions for rich play and exploration are established, creating interesting themed areas within the learning environment, both indoors and outdoors. The environment allows flexibility of learning by providing stimulating and open-ended resources, including choices and engaging children in their own individual interests. Children have time and freedom to become deeply involved in activities. They are naturally motivated and curious due to the well-organized irresistible and provoking learning environment. The routine and systems are firmly established at the beginning, ensuring that the children feel safe, secure and eager to learn. Symbol/ photo/objects of reference daily timetables are used along with 'first/next' schedules, which help the children understand the structure of the day. The EY planning contains details of all the activities and learning outcomes for the prime and specific areas of learning for each individual child. Although Medium term planning is done at the start of each term, including group and individual objectives and outcomes. Weekly planning is also carried out based on focus pupils and pupils interests, special events and plans are annotated accordingly. • Activities can be planned in advance and also be spontaneous. Staff are creative with the environment they have and for pupils with Autism will often start with a smaller amount of resources out/displays up and build on these as they get to know the pupils. • The environment incorporates many activities/resources based on occupational therapists advice e.g. large balls for rolling on, tight bits of material for swinging in. Pupils sensory needs are central to the environment provided. • The EY practitioners have very high expectations of the children's progress and they are extremely responsive to their needs and developing their abilities. The children's individual profiles for communication, sensory needs and emotional well-being demonstrate this. All profiles are regularly updated. The children have termly targets, which are closely monitored by the EY/KS1 phase leader to ensure that they are SMART and evaluated effectively to inform the new targets • Assessment is based primarily on the practitioner's knowledge of the child, gained predominantly from observation and interaction across a |
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range of daily activities and events. Evidence, as seen in children's special books, learning journeys and daily observations, demonstrate what a child can do consistently and independently in different contexts. Assessments take account of contributions and insights from a range of perspectives, such as teachers, therapists, SNAs and parents/carers. This information is used to inform planning and provision. EY practitioners and Y1 staff meet every June to discuss the progress of each child and to look at their 'P' levels in the areas of communication, maths and literacy. This allows the Y1 staff to have a fully rounded picture of each child in order to plan an appropriate curriculum for their transition into Year 1. The EY curriculum is followed through into KS1 so this makes for a very smooth transition.

- Moderation takes place with the Year 1 teachers and also as part of a borough wide moderation day in the summer term, enabling teachers from all EYFS provisions, including special schools to moderate their HEYP's with one another. This year The Brook was judged outstanding.
- Teachers adapt planning based on observations of pupils and focus child observations. Planning is continually being annotated
- All staff consistently use similar strategies when managing outbursts or challenging situations from the children. These are reviewed and discussed regularly at class team meetings. This information can then be reflected in each child's behavior profile, so that all staff working with the children are aware of any changes in their approach to specific children
- All staff follow health and safety procedures and policies and are very aware of the children's well-being and any safeguarding issues. Staff communication is very clear, open and consistent on such matters
- Close links are established with parents/carers and the transition from nurseries or home is very solid. Both reception teachers attend the transition meetings with the parents and the relevant professionals. Parents/ carers are invited to the school to visit and discuss the provision here at the Brook. Opportunities are created for their children to spend some time in one of the reception classes, before their official start date, so that they can experience the early years setting. An introductory pack is sent home in the summer before they start, containing photos of all the key spaces and people that will be involved in the children's education. Symbol sentences are used to annotate the photos. A staggered intake is organized in September to allow the parents/carers and children to settle in to the new setting at their own pace. In September a detailed Child and Family Profile is completed with the lead with the Child and Family Officer. This provides an opportunity for the school and the family to discuss and exchange all relevant information regarding the school and the child

To continue as an outstanding school we need to: *****

- Build on the department's strength in inducting James Horne as class teacher in Ants Class
- Build on the moderation judgement of outstanding from the LA in June 2017
- Build on the expertise of the new Child and Family Liaison officer to support parents/carers on their entry to The Brook.

