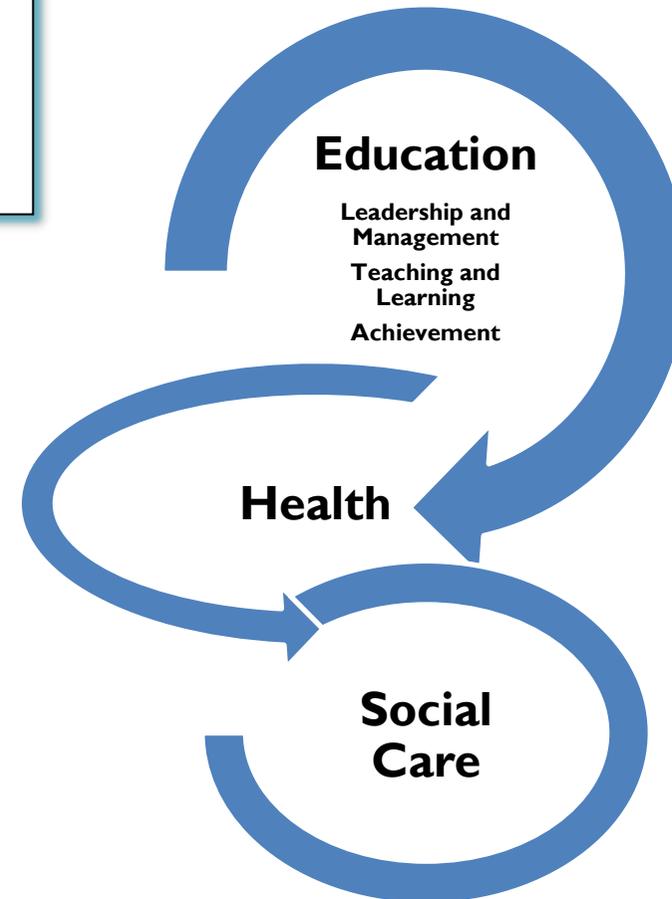




**“REMOVING BARRIERS – ENABLING LEARNING”**  
**School Self Evaluation Form 2015-16**



**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.

1	<b>Introduction</b>	The Brook on Broadwaters is now just over four 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	<b>Key issues from previous Ofsted</b>	“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	<b>Key Issues from School Improvement and Development Plan.</b>	<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 half of the summer term 2016. This does not mean that there are no strategic developments within the plan – see below.</p> <p><b>Strategic Objective 1: Effectiveness of Leadership and Management (including Governance and Safeguarding)</b></p> <ul style="list-style-type: none"> <li>▪ Monitoring and Reduction of the Deficit Reduction Plan</li> <li>▪ Sickness and absence monitoring</li> <li>▪ Extension and development of School support from The Brook across the LA for primary autism provision and other needs in line with Outstanding status and SEND reforms</li> <li>▪ Development of Volunteer Scheme across the Brook</li> <li>▪ Introduction and monitoring of Standards for Special needs Assistants and School Meals Supervisory Assistants</li> <li>▪ Prevent Agenda to be included within CP and Safeguarding planning and Inset</li> </ul> <p><b>Strategic Objective 2: Quality of Teaching, Learning and Assessment</b></p> <ul style="list-style-type: none"> <li>▪ Continue to move all teaching from good to outstanding - all lessons are at least good and the majority are outstanding in the context of providing every pupil with the opportunity to grow personally, socially and academically and to develop a high sense of self confidence and self esteem within a stimulating and caring environment</li> <li>▪ To embed Curriculum Learning Walks and develop additional curriculum areas within the programme</li> <li>▪ To develop and extend Interest Clubs eg Twiddle Club from October half –term 2015</li> <li>▪ To ensure the effectiveness of EYFS Provision</li> <li>▪ To embed Outdoor Learning within the curriculum through Forest School and Horticultural activities</li> <li>▪ To introduce robust Moderation strategies across the teaching community within the CASPA and p-level developments</li> <li>▪ To evaluate and further develop Continuing Professional Development for all staff and to implement Appraisal and Pay Policy for 2015/16</li> </ul>

### Strategic Objective 3: Outcomes for Pupils and Learners

- Development of Interventions in line with pupil achievement 2014/15 both in groups and for individuals
- To introduce Integrated Placements and further develop whole school and paired class inclusive practice.
- To introduce an Independence Profile for all pupils across EYFS and KS1/2

### Strategic Objective 4: Personal Development, Behaviour and Welfare

- Effective, early and ongoing support for **emotional wellbeing** to enable access and engagement for learning through multidisciplinary working, behaviour and safety

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

- Awards and Initiatives: Healthy Schools Award – Bronze and Silver/International Schools Award and Extension of International Schools Award

**ANY OF THE FOLLOWING DOCUMENTATION IN RED IS A CURRENT UPDATE**

1	Quality of Teaching, Learning and Assessment	Judgement 1	<p><b>We believe teaching at The Brook is Outstanding because:</b></p> <ul style="list-style-type: none"> <li>• The school had an OFSTED Inspection in March 2015 and was graded as Outstanding</li> <li>• 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></li> <li>• 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.</li> <li>• The judgements for the end of 2014 to 15 shows nothing was less than good and of the 14 teachers available for appraisal (eg not NQTs), 64% were Outstanding and 36% Good. This is an increase on 2013 to 14 – this will be updated after the current appraisal round for 2015/16.</li> <li>• The final reports in September 2016 of our two NQTs were outstanding and they continued to work at the school.</li> <li>• As a continually improving school we are looking at a new system for assessing the quality of teaching as all our teaching is now Outstanding or Good.</li> <li>• 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.</li> <li>• The Literacy team have provided us with a new reading scheme and various advances into Augmented and .....Communication through IT which the pupils really benefit from.</li> <li>• The EYFS team have produced exemplars for SEND pupils across all the areas – these will be introduced in November 2016 and interest is being shown across the LA and in The Willow.</li> <li>• 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.</li> <li>• Revisions have taken place to the Evaluating Teaching and Learning Document to support improved outcomes.</li> <li>• Even in the absence on maternity leave of our Teaching and Learning Lead the school continued with the moderation exercises with an external advisor and, on her return, she became part of the 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• An increased number of SNAs and SMSAs now have recognised qualifications (NVQ, NNEB and Degree level)</li> <li>• ICT skills audit for SNAs on 4.1.16 showed clearly that there has been an improvement in their skills especially in the areas of recording and reporting pupil progress.</li> <li>• 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</li> </ul>
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- |  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <ul style="list-style-type: none"><li>• 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</li><li>• CPD for PHSE has been included in the schedule</li><li>• Inclusive teacher practice has been extended to include the Inclusion Placements with The Willow School which are being presently evaluated. Paired class arrangements also extend their practice.</li><li>• 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.</li></ul> |  |
|--|--|--|---|--|

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

- We are addressing teaching across the board 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 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

2	Outcomes for Pupils and Learners	Judgement 1	<p><b>We believe outcomes for pupils and learners at The Brook are Outstanding because:</b></p>																													
			<p><b><u>Breakdown of Data for SEF (From CASPA reports)</u></b></p>																													
			Year	Achieving expected & above expected	Achieving below expected	Boys v Girls (making expected and above expected)	End of Key stage date (KS1-2 (3/2/1 ++ levels over the KS))																									
			July 2013	73% (14% above)	27%																											
			July 2014	91% (42% above)	9%	G 47% B 40%	3+ 17% 2+ 50% 1+ 22%																									
			July 2015	88% (18% above)	12%	G 77% B 91%	3+ 60% 2+ 33% 1+ 7%																									
			July 2016	85% (25% above)	15%	G 77% B 91%	3+ 38% 2+ 25% 1+ 38%																									
			<p>2013 and 2014 data was managed by previous Deputy, current Lead for T &amp; L did reports for 2014, 2015 and 2016 which can be seen on the school website and on the drive, these reports have been presented at TLS and provide details of outcomes for groups such as ethnicity, year group performance and subject outcomes and the interventions needed from analysis.</p>																													
			<table border="1"> <thead> <tr> <th>Intervention Group</th> <th>Aims and activities</th> <th>Key Stage</th> <th>Gender</th> <th>Numbers</th> <th>Impact Autumn 2015</th> </tr> </thead> <tbody> <tr> <td data-bbox="548 805 779 901">Girls Group</td> <td data-bbox="779 805 1227 901"><i>Developing confidence/making choices/ expressing preferences/ sharing ideas</i></td> <td data-bbox="1227 805 1415 901">All key stages</td> <td data-bbox="1415 805 1565 901">Girls</td> <td data-bbox="1565 805 1711 901">4</td> <td data-bbox="1711 805 2213 901">Girls are becoming more assertive/ confident within the group and in their classes</td> </tr> <tr> <td data-bbox="548 901 779 1029">Communication and Language</td> <td data-bbox="779 901 1227 1029"><i>Looking at photos/ using who? what doing? to what? sequencing simple three step picture stories/making up short stories.</i></td> <td data-bbox="1227 901 1415 1029">Key Stage 1</td> <td data-bbox="1415 901 1565 1029">More able boys</td> <td data-bbox="1565 901 1711 1029">5</td> <td data-bbox="1711 901 2213 1029">All pupils sequencing pictures to make short stories/ using language and sentence structure</td> </tr> <tr> <td data-bbox="548 1029 779 1300">Writing</td> <td data-bbox="779 1029 1227 1300"><i>Generating nouns/ verbs/ adjectives to describe a character using visual aids as prompts Making 3 to 4 word sentences to describe a character Using sentences to make up a short paragraph on key attributes of a character.</i></td> <td data-bbox="1227 1029 1415 1300">Key Stage 2</td> <td data-bbox="1415 1029 1565 1300">More able boys</td> <td data-bbox="1565 1029 1711 1300">5</td> <td data-bbox="1711 1029 2213 1300">3 out of five of the boys are writing short paragraphs and 5 are writing sentences.</td> </tr> </tbody> </table>	Intervention Group	Aims and activities	Key Stage	Gender	Numbers	Impact Autumn 2015	Girls Group	<i>Developing confidence/making choices/ expressing preferences/ sharing ideas</i>	All key stages	Girls	4	Girls are becoming more assertive/ confident within the group and in their classes	Communication and Language	<i>Looking at photos/ using who? what doing? to what? sequencing simple three step picture stories/making up short stories.</i>	Key Stage 1	More able boys	5	All pupils sequencing pictures to make short stories/ using language and sentence structure	Writing	<i>Generating nouns/ verbs/ adjectives to describe a character using visual aids as prompts Making 3 to 4 word sentences to describe a character Using sentences to make up a short paragraph on key attributes of a character.</i>	Key Stage 2	More able boys	5	3 out of five of the boys are writing short paragraphs and 5 are writing sentences.	Aims and activities	Key Stage	Gender	Numbers	Impact Autumn 2015
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- 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.
- 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.

**Review of Interventions 2015-2016 Report** (Teacher RB Interventions Lead for the Year)

The following table gives a summary of the groups which took place and the impact on pupil progress

Intervention Group	Targeted learning/skills (outcomes on planning)	Pupils Attending	Impact (Data)	
Attention Autism Girls Group FS/KS1	Attention/focus say/sign/approximate words/request/make choice for items Shift attention from own personal involvement and to observing peer/adult involvement during an interactive activities	4 girls	Expected 75% Exceeded 25%	Ov Ab Exp
Chat Books Girls Group KS2	Attention/focus and listening Turn taking and sharing Feeling safe and part of a group of girls Understanding of being a girl Exploring objects and concepts and making choices and using sentence strips and expressing opinions	4 girls	Expected 100% Exceeded	
Language Through Narrative Group K1/2	Colourful semantics work-WHO, WHAT, WHERE? Using language to narrate/comment on their play Include the components- who, when, where, what doing/what's happening to tell a simple story alongside their play Predict what might happen next in a story that	4 boys	Expected 50% Exceeded 50%	

	is read to them and take an interest in the what the adult is writing when they tell their story Begin to help adult write words in their story and to write some words themselves		
Phonics and Handwriting Group	Developing phonics knowledge and handwriting, see pupils individual targets	1 boy and 1 girl	Expected 100% Exceeded
Story writing KS2 group	Using nouns, verbs and adjectives to describe characters Writing sentences using descriptive language Lego therapy	4 boys	Expected 75% Exceeded 25%

All pupils receiving interventions gained their expected or exceeded their predictions, some of these were pupils who had been achieving below expected the previous 1-2 years



**Girls Group**



**Story Writing Group**

**Targeted Individual Interventions 2015-2016 Results and Review**

Pupils listed are those who have not achieved their expected targets between 2013-2015 (2 academic years) on CASPA and have been identified for Interventions

- Review using CASPA data **Achieved expected or exceeded target for the year** **Didn't achieve target, continued intervention needed next year**

Name	Current Class	Subject	Possible reasons	Planned support/intervention	Review of Intervention and Impact*
	Snowdrop	Overall	Lots of time away over the two years	Class level, needs better attendance. 1-1 support in place	<b>P5.4-P6.2 overall exceeded</b>
	Honeysuckle	Overall	sleep problems, time off school	Continued TACS etc CAMHS School intervention required	<b>P7.2-p7.8 expected</b>
	Poppy	Overall	Uncertain Fine motor skill concerns Understanding of language	Intervention required Girls chat group	<b>P6.4-p7.0 expected</b>
	Daisy	Overall	Behaviour concerns	Monitored behaviour and input from Tom	<b>P4.4-p4.8 expected</b>
	Poppy	Overall	Unite is progressing well, however the p-scales not taking into account deaf-blindness	Need new assessment scale-consult VI teacher	Left School
	Daisy	Overall	Medical reasons	MDT, CINS, behaviour support	<b>P4.0-p3.ii.8 below</b>
	Honeysuckle	Overall	Uncertain	Intervention required In class support, home support	<b>P4.4-P4.6 Expected</b>
	Daffodil	Overall	Uncertain-possible class placement issue	PMLD class this year	<b>P3i.2-P3i.6 Expected</b>
	Poppy	Overall	Late starting in the year and behaviour concerns	Continued 1-1 support and TAC meetings	<b>P4.6-P4.8 Below</b>
<b>Specifics</b>					
	Swifts	Listening, number	Uncertain	In class support	<b>P5.0-P5.4 Expected</b>
	Sunflower	Listening, Writing, reading	Medical reasons? Uncertain	Girls KS2 chat book group intervention	<b>P4.8-P.50 Below</b>
	Daisy	Listening,	Home issues	Intervention required	<b>P5.6-P5.6</b>

			speaking, reading,			Below	
	Kingfisher		Listening, speaking, writing		Intervention required Group speaking?	P6.6-P7.4 Expected	
	Nightingales		Listening, speaking	Issues at home	In class support, CINS Group speaking group?	P4.8-P5.2 Expected	
	Snowdrop		Speaking	Issues at home	In class support, TACS	P6.6-P7.0 Expected	
	Honeysuckle		Speaking		Intervention required	P5.2-P5.8 Expected	
	Sunflower		Speaking		Girls KS2 attention autism group intervention	P5.2-P5.2 Below	
	Nightingales		Speaking, writing, reading, number	Medical issues, weight gain making learning difficult	Continued CIN meetings and social services support MDT input and continued monitored dietary programme	P4.2-P4.4 Expected	
	Honeysuckle		Writing, reading, Number, U&A, SSM	Sensory issues	Intervention required CAMHS Behaviour support	P3ii.8-P4.2 Expected	
	Snowdrop		Writing, Number		Intervention required	1C.4-1B.6 Expected	
	Honeysuckle		Reading, number, SSM	Medical issues	Girls KS2 attention autism group intervention	P3ii.8-P4.2 Expected	
	Swifts		Reading	Self Esteem Issues	Boys HA writing group	2c.6-2a.8 Expected	
	Daffodil		Number, U & A, SSM	Medical issues- seizures. Operation meant lots of time out.	Class level support	P2ii.6-P2ii.8 Expected	
	Snowdrop		SSM		Boys HA writing group	2C.6-2B.6 Expected	
	Daisy		SSM	Other concerns around comprehension and	Intervention required	P6.6-P7.0 Expected	

				understanding raised by previous class teacher		
			Daisy	SSM	Medical issues	Monitor for one more year as one very specific area
						P5.6-P5.8 Below
			<p><b>To continue as an outstanding school we need to: *****</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>To re- introduce Integrated Placements and further develop whole school and paired class inclusive practice.</li> <li>To target the use of integrated placements within the progress of the pupils</li> </ul>			
3	Personal Development, Behaviour and Welfare	Judgement 1	<p><b>We believe that personal development, behaviour, welfare and wellbeing plus access to the curriculum at the school are outstanding because:</b></p> <ul style="list-style-type: none"> <li>The emotional wellbeing of the pupils is paramount to the work we do at The Brook</li> <li>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.</li> <li>Interventions from CAMHS for 18% of pupils a rise of 5% since 2014/15</li> <li>Interventions from FABLE (Families addressing behaviour through learning and enjoyment) for 14% of pupils – run by the school via funding from Big Lottery.</li> <li>Interventions for 6% of pupils from the Visual Impairment Service – also run from the school.</li> <li>Dietitian surgery fortnightly in school</li> <li>Educational Psychologists surgery fortnightly in school</li> <li>Markfield – parents/carers partnership surgery fortnightly in school</li> <li>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.</li> <li>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</li> <li>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.</li> <li>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.</li> <li>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</li> </ul>			

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.
- 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 Spring 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

4	Effectiveness of leadership and management	Judgement 1	<p><b>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:</b></p> <p><b>Leadership:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Local Offer in place and reviewed September 2016</li> <li>• 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.</li> <li>• Headteacher , together with other special heads; the LA and health looking at commissioning in the light of reduced funding for therapies and school nursing.</li> </ul> <p><b>Governance:</b></p> <ul style="list-style-type: none"> <li>• Federated Governing Body have developed a robust work plan/committee structure for the ongoing and statutory work across the academic year.</li> <li>• Federated Governing Body spending time in class groups/for particular events/for self evaluation sessions in the Brook/on Learning Walks with curriculum leaders.</li> <li>• 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 both on the Brook Special School and Broadwaters</li> </ul>
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**Pupil Premium and PE and Sports Primary Funding:**

- Pupil Premium children are making almost the same progress as 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%)

**Note- That in the previous three years there are no significant differences between those pupils entitled to pupil premium and those not. The gap has been closed from when the difference was significant in 2013**

- Primary PE funding still enables extended schools sessions to widen and include after school multisports including Boccia 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:**

- 97% find the school welcoming and communication extremely good
- 82% feel their children’s needs are being met
- A parent writing about her experience of the Brook for LPPA states “We, the parents feel, and are more able, to help our children’s

progress....parents' input is given high level concentration. This makes us feel so much more involved in the school"

- Parents/carers are now beginning to show an interest in joining the Federated Governing Body

#### **Inclusive Practice:**

- Ongoing joint events with the Willow – last year Eid Celebrations in the Park – next year Carnival in the community.
- 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 SEN needs eg Mulberry Primary
- Team Teach delivery of courses to support primary schools – Pastoral Lead
- Support for the LA in unit/mainstream ASD work
- Music courses from our specialist music teacher out in the community
- Lead on Connecting Classrooms for six schools from Ghana and Haringey

#### **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

			<ul style="list-style-type: none"> <li>• assemblies celebrating the range of religious festivals and their links to school life</li> <li>• Inclusive dining and play across the two schools – where appropriate eg for ASD pupils a smaller dining room and smaller playgrounds are available.</li> <li>• Pupil Voice and School Council both for the Brook and Broadwaters – this also to be extended to primary special schools councils.</li> <li>• Integrated placements and paired classes with the Willow</li> <li>• ongoing events, visits and projects within and outside the school such as the upcoming work with the Royal Philharmonic Orchestra</li> <li>• International Work/Global curriculum</li> <li>• Classroom Profiles for Wellbeing and Independence</li> </ul> <p><b>To continue as an outstanding school we need to: *****</b></p> <ul style="list-style-type: none"> <li>• Establish firm management systems and structures to continue the work of the school when the Headteacher leaves in August 2017</li> <li>• 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.</li> <li>• 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.</li> <li>• To counter the effects of the recent voluntary redundancies to the quality of work across the school and ensure that the depleted Senior Leadership Team are able to provide an outstanding service</li> <li>• Look very closely at any form of fundraising/cost savings in relation to the Deficit Reduction Plan</li> <li>• To secure the FABLE family support service – run parallel to the school – as they were unable to secure further funding from the Big Lottery</li> </ul>
5	<b>Overall Effectiveness</b>	<b>Judgement 1</b>	<p><b>We believe the overall effectiveness of the school to be outstanding because:</b></p> <ul style="list-style-type: none"> <li>• The brand new building and its extensive grounds have resulted in quite a few headaches but have made substantial improvements to the ways in which we offer our learners the best possible access to a very creative and inclusive curriculum</li> <li>• The newly restructured leadership and administrative teams are providing the positive change in expectations from all staff</li> <li>• Senior and middle leadership teams are 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.</li> <li>• The school has begun its programme of extended activities</li> <li>• The school has an outstanding range of support for all its parents and carers</li> <li>• Pupils benefit from teaching all of which is at least good</li> </ul>

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|  |  |  | <ul style="list-style-type: none"><li>• The work on emotional wellbeing and attachment is already impacting on the behaviour of the children in foundation and key stage 1 where it was first introduced and is now being introduced through inset and coaching into Key Stage 2 and across the whole of Broadwaters.</li><li>• 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</li><li>• Pupils have really positive relationships with their peers from the Willow to provide a climate for learning together</li></ul> |
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6	EYFS	Judgement 1	<p><b>We believe the evaluation of EYFS is Outstanding because:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Teachers plan around pupils interests (focus child) and cover all seven areas of learning doing this.</li> <li>• 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.</li> <li>• A rigorous tracking system of all seven of the early hears 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 date (Hannah Gibson)</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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</li> </ul>
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|  |  | <ul style="list-style-type: none"><li>• Assessment is based primarily on the practitioner’s knowledge of the child, gained predominantly from observation and interaction across a 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.</li><li>• 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 the their HEYP’s with one another.</li><li>• Teachers adapt planning based on observations of pupils and focus child observations. Planning is continually being annotated</li><li>• 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</li><li>• 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</li><li>• Close links are established with parents/carers. 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 for pastoral support. This provides an opportunity for the school and the family to discuss and exchange all relevant information regarding the school and the child</li></ul> |
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To continue as an outstanding school we need to: \*\*\*\*\*

