

# The Brook on Broadwaters Self -Evaluation 2022- 2023

Overall Grade	Summary	School Direction of Travel To reach the next grade we need to:
<b>Leadership &amp; Management</b>		
<b>Good</b>	<ul style="list-style-type: none"> <li>• The school benefits from having a stable leadership team who work together coherently to move the school forward. Leaders ensure that pupils are at the centre of all decision making</li> <li>• Leaders are ambitious for all pupils. They strive to provide a high quality education that is designed to meet the diverse needs of pupils attending the school.</li> <li>• The school received an Ofsted monitoring visit in July 2021. The subsequent report confirms that leaders 'are taking effective action in order for the school to become a good school' and that 'leaders have worked effectively to make significant changes to what pupils learn'</li> <li>• Strong leadership throughout the pandemic meant that it was 'business as usual' for the children. All Y6 pupils continued their learning until the last day of term. However, remaining open, when many staff were absent, has had a significant impact on the school's budget.</li> <li>• Robust financial monitoring has facilitated premises maintenance to take place and a deficit narrowly avoided this financial year.</li> <li>• There is premises' action plan in place to monitor the completion of essential works within the prescribed budgetary allocation.</li> <li>• A pilot system to cap spending on cover so that expenditure can be monitored more rigorously and can inform future budgetary planning has been successful in reducing cover costs and providing a more stable workforce</li> <li>• During the OFSTED monitoring visit the inspector commented that 'The pandemic has not been used as an excuse'. He recognised that leaders have continued to move the school forward during difficult times.</li> <li>• Leaders give careful consideration to what they want pupils to know and learn within each subject. Focused support and CPD has developed middle leaders and they now make highly positive contributions to the running of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimise the impact of financial constraints on effective budget setting by seeking support from LA</li> <li>• Continue to upskill designated colleagues' professional practice so that they can develop their management skills and make a wider contribution to the school community</li> <li>• Implement the newly revised SNA job descriptions so that SNAs are cognisant of their roles and responsibilities and are fulfilling their job roles effectively.</li> <li>• Improve pupils' communication skills by developing staff and pupils' Makaton knowledge in line with the Makaton Friendly Award and to extend the CPD to members of the LNE hub</li> </ul>

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	<ul style="list-style-type: none"> <li>• The school benefits from having a range of expertise within its staff team. This expertise is used to support pupils with a range of issues and challenges.</li> <li>• Job descriptions for all three SNA levels have been ratified following collaboration with Unions, Colleagues and Haringey HR and there is now parity with the SNA workforce both in the Brook and in other Haringey special schools</li> <li>• There has been a strong focus on improving teachers’ phonics knowledge, subject pedagogy and pedagogical content knowledge and on the appropriate use of assessment in order to enhance the teaching of the curriculum</li> <li>• Awareness of the importance of Total communication is rising across the school and Makaton signing of key words has supported specialist curriculum delivery</li> <li>• The practice and subject knowledge of staff, including ECTs, continue to build and improve over time. There are now consistent expectations about what effective teaching looks like for pupils in all classes. Mentoring and coaching has become embedded into practice so that all teachers are able to improve their skills. This includes teachers’ developing their expertise in remote education.</li> <li>• The Brook’s leadership of the Erasmus project and partnership with Connecting Classrooms, has resulted in pupils having greater understanding of diversity through exploring other cultures’ traditions, customs, languages and music. International links with colleagues in other countries has had a positive impact on the global curriculum content and delivery.</li> <li>• The school engagement with parents is highly effective. Parents /carers engage well with the school and support their child’s education. The school holds parent forums and training sessions, ensuring PCRs are held for every family and informal meetings take place whenever necessary to support parents.</li> <li>• 50% of the LPPA award has been completed, despite COVID restrictions, and parental feedback shows positive relationship and parental satisfaction. Where issues have occurred these have been resolved in a timely and appropriate manner without recourse to formal avenues.</li> <li>• Three mainstream schools in receipt of outreach support say that it has been effective in improving SEND delivery and providing strategies for developing pupils’ communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Parent Partnership Award Scheme in order to further improve communication and relationships with parents</li> <li>• Use the expertise within the school team to further expand outreach support to pupils in NLC mainstream schools</li> <li>• Work effectively with the newly appointed Chair of Governors, clerk and other members of the Board to ensure that Governance of the BILC is robust and rigorous</li> </ul>
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- Governance structure has been reviewed and the ensuing streamlining has honed the governing body's skills to provide greater stretch and challenge to leaders. Two new Governors are bringing additional skills to the body and succession planning is at the forefront.
- Governors have changed the way their meetings work. They meet more often in order to look at specific aspects of the school. This means that all governors are now party to all information. This has focussed attention and ensures that discussions are rigorous. Consequently, governors have a positive impact because they know the school well & provide regular support and challenge to leaders.
- Leaders and governors endeavour to ensure that pupils can access a high quality learning environment that is fit for purpose and provides a range of opportunities both inside and away from the classroom. Outdoor areas now provide purposeful learning environments for pupils to practise and generalise skills they have learnt in class.
- Staff say they feel valued and are positive about the changes leaders have made.
- Leaders are aware and take account of staff workload. Paperwork has been streamlined to be more effective and reduce the need for duplication
- Leaders prioritised staff wellbeing during COVID. This included: relaxing of non-essential requirements to allow easier travel on public transport, reducing contact time and individual risk assessments.
- Leaders have an open door policy and are readily available for staff. This means that leaders are able to pre-empt issues before they become significant or impact on working relationships. Leaders work collaboratively with Unions and representatives whenever necessary to ensure they respond to concerns appropriately
- There is a staff code of conduct that all staff are expected to follow. Staff are made aware of policies relating to issues such as staff to staff bullying and know what to do if they have a concern or feel unsafe. All concerns are taken seriously and treated with respect.

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- The school engages consistently with external agencies to ensure that it does everything it can to secure the right support for pupils. CIN/safeguarding /TAF meetings take place regularly with all leaders involved. Fortnightly MAG meetings are held with professionals, special heads from across the authority meet with the LA weekly and meet formally on a monthly basis to receive updates from the LA, Health and Social Care. The head is member of the borough wide steering groups. The school has positive relationships with the police, social care and voluntary organisations. Meetings are needs led and follow a tight agenda
- The school works closely with Social care and has been vocal in escalating cases where action has been sluggish.
- Pupils say they feel safe at school because leaders ensure that safeguarding procedures, including those around safer recruitment, are rigorous.
- Staff have an excellent knowledge of the potential risks that could affect pupils. Regular safeguarding CPD ensures everyone is commensurate with upcoming protocols and issues.
- During COVID rag rating ensured that most vulnerable were closely monitored but all families and pupils were supported during the time.
- Safeguarding is reported on regularly at governing board meetings. The SCR is checked by the Link Governor regularly and the Link Governor works closely with the school's Safeguarding team to discuss courses of action and to quality assure safeguarding processes
- The Moselle demolition was completed on time with no negative impact recorded for pupils or the day-to-day running of the school

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<b>Quality of Education</b>		
<b>Good</b>	<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>• There is a strong consensus across leaders at all levels about the knowledge and skills that pupils need to achieve during their time in school. The school’s curriculum is coherently sequenced to ensure pupils can work towards these agreed end points from their individual starting points.</li> <li>• The school’s spiral curriculum is now embedded in to daily practice. This recognises that one size does not fit all. Pupils are able to access different learning pathways according to their individual learning profiles, which are often ‘spiky’. This means pupils can learn the right things at the right times. They have opportunities to revisit previous learning and connect new knowledge to what they already know.</li> <li>• Pupils access a broad and rich curriculum that is well planned and enables them to gain academic knowledge and skills as well as developing their personal and social abilities. This is now being developed further to ensure it remains the appropriate curriculum for all pupils in the school.</li> <li>• Pupils are developing high aspirations for their future because they access a range of work-related learning opportunities from an early age. This will be extended further over the next few years.</li> <li>• The Humanities scheme of work is now in place for all learners and staff are more confident in its delivery. The Humanities curriculum fortnight has resulted in all pupils gaining AQA certification.</li> <li>• The bespoke, graded, swimming curriculum is embedded and assessment of pupils’ capabilities against the ‘I can’ criteria shows that all pupils have made progress and have received the associated award.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase pupil and parental expectations of future career prospects through expanding the delivery of the World of Work curriculum (in conjunction with myAFK) so that the whole school cohort is incorporated.</li> <li>• Further develop the effective delivery and evaluation of the Humanities curriculum in light of the current OFSTED framework so that a consistent, systemic approach to planning is evident; the curriculum is meaningful and meets the needs of the school cohort and high quality teaching of humanities is evident</li> <li>• Develop the Physical Development curriculum so that it is in line with the new EYFS framework and our spiral curriculum.</li> <li>• Integrate the teaching of Physical Development more widely into all aspects of the so that all pupils make progress in the two areas.</li> </ul>

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## Implementation

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|  | <ul style="list-style-type: none"> <li>• The quality of teaching across the school continues to improve. For the subjects that have been a priority (Phonics/Communication /Science / PSED / RSE ) Teachers have good knowledge of the subject(s) and courses they teach. They present information clearly and check pupils' understanding. This is in the process of being developed for all other subjects.</li> <li>• Subject Leads are more confident in their subjects having collaboratively written the SOW.</li> <li>• A carousel approach to curriculum delivery means that lessons remain focused and purposeful. Teachers have clearly identified learning outcomes and teaching time is better utilised.</li> <li>• Staff know the pupils extremely well and can adapt their teaching because they understand the individual pedagogical needs within their class.</li> <li>• The school's remote learning offer is securely in place and provides pupils who are at home due to COVID related issues with a bespoke home learning offer.</li> <li>• Development of early reading and phonics skills has improved significantly and is in place in all key stages. Reading and phonics now have a high priority in all curriculum subjects.</li> <li>• The school has transitioned from 'Letters and Sounds' to 'Little Wandle Letters and Sounds' phonics programme. Staff have been given extensive training to ensure they understand the new phonics programme and it is being delivered in all phases across the school. .The school will ensure that the new programme is introduced to parents.</li> <li>• A bespoke pre phase 1 phonics programme is in place to meet the needs of approximately 50% of the school who cannot yet access Phase 1.</li> <li>• There is a single phonics programme in place that takes in to account the stage of development that each pupil is at in their early reading. This includes a recognition that reading begins with pupils hearing, recognising and responding to sounds in the environment. This aspect of the phonics programme would benefit from being developed further.</li> <li>• Pupils' enjoyment of reading and of books is developed through story time, sensory stories, reading sessions, class reading all of which are now part of the daily timetable. Processes to ensure pupil's progress in reading is assessed and recorded continue to be developed.</li> </ul> | <ul style="list-style-type: none"> <li>• develop outdoor learning in all areas of the school so that sessions and the environment are more purposeful and provide stretch and challenge</li> <li>• Continue to embed phonics in all aspects of teaching and learning; to embed the Little Wandle programme (after its launch in January 2022) and to introduce parents to the concepts and strategies they can use to support their children</li> <li>• Improve the delivery of our bespoke Pre phase 1 phonics programme to meet the needs of those pupils not yet operating at Phase 1 level.</li> <li>• Further enhance the systematic delivery and assessment of early reading across the school</li> <li>• Further develop our bespoke assessment framework so that science forms part of the pupils' progress trails; external accreditation is gained for all pupils; data highlights gaps in learning for individuals and provides bases for targeted intervention.</li> </ul> |
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- The school wide focus on reading means that pupils are supported to read more widely and across all lessons. They are increasing their decoding and comprehension skills at levels appropriate to their stage of understanding.
- The new, highly detailed assessment system has been successfully developed and implemented across the school. It has been developed so that it clearly links to the subject and pathway plans. This means that it is clear to teachers how the two fit together.
- The assessment system also takes account of the progress pupils are making towards their EHC plan outcomes. The system has been extended to include a wider range of subjects and its use is now embedded in to practice so it is used consistently to show the holistic progress of each pupil over time
- Teachers and leaders make sure that the assessment systems inform the teaching in all classes and identify next steps.
- The use of TAPESTRY is promoting better dialogue with parents about progress and target setting.
- The bespoke Early Years assessment descriptors are now embedded into early years classes. Teachers and support staff are using these to inform and adapt their teaching.
- Expressive and Creative Arts are a strength of the school and interventions with targeted children in art and creative arts has provided opportunities for stretch and challenge.

## **Impact**

- The cohesive sequencing of the curriculum is providing better opportunities for pupils to make the best possible progress from their individual starting points by building on their previous learning.
- Transitions are very carefully planned so that pupils moving both within school and to other schools are well equipped to deal with their next steps in education and make the most of the new learning context that is on offer.

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Overall Grade	Summary	School Direction of Travel To reach the next grade we need to:
<b>Behaviour and Attitudes</b>		
<p><b>Good</b> <i>Moving towards outstanding</i></p>	<ul style="list-style-type: none"> <li>• The school provides a highly positive environment with clear and consistent routines which supports pupils to learn appropriate behaviour.</li> <li>• The school has high expectations for pupils’ behaviour whilst recognising the individual challenges that some pupils have in managing their behaviour.</li> <li>• Positive behaviour for learning is evident in all classes.</li> <li>• Targeted support in the form of sensory circuits for pupils with sensory regulation difficulties has been highly successful in enabling these pupils to extend their time in class and in reducing the low-level disruption during lessons.</li> <li>• OT therapist and therapy assistant continue to have a positive impacted on pupils behaviour for learning.</li> <li>• The importance of movement breaks is understood by all staff and included in personalised learning plans.</li> <li>• Relationships among staff and pupils are highly positive. Staff care about the pupils. They know them extremely well and take the time to get to know and understand their individual needs. This means that they recognise warning signs when a pupil is becoming upset or unhappy and are quick to implement proactive strategies to stop the behaviour escalating.</li> <li>• The RESPECT wellbeing mindset is evident throughout the school. Pupils have bespoke behaviour plans and approaches which all staff understand and apply. This means that each pupil’s behaviour is addressed in ways that suit them and that they learn to manage their own behaviour as quickly as they can from their individual starting points.</li> <li>• 5 members of staff – across the range of job roles are Positive behaviour support practitioners (accredited) Their early intervention input and writing of wellbeing plans in conjunction with class</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to improve staff’s understanding of the reasons underpinning behaviour and well-being</li> <li>• Embed Sleuth and MyConcern across the school in order to monitor behaviour and safeguarding incidents more closely and to implement interventions when appropriate</li> </ul>



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	<p>teams, has ensured that appropriate support is provided to help them calm down and regain control.</p> <ul style="list-style-type: none"><li>• All incidents of behaviour are recorded and data is analysed to identify any patterns so that any hotspots can be addressed. The school is in the process of moving to the Sleuth electronic recording systems so that more in-depth analysis can take place</li><li>• Pupils' attendance at school is good. Attendance is above 90% and was 92% even in COVID times.</li><li>• Exclusions are rare and only ever used as a last resort. Any exclusion is seen as an opportunity for the school to amend its practice in order to facilitate a positive reintegration back into school.</li><li>• The school does not use gaming or off rolling in any form</li></ul>	
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Overall Grade	Summary	School Direction of Travel To reach the next grade we need to:
<b>Personal Development</b>		
<p><b>Good</b> <i>Moving towards outstanding</i></p>	<ul style="list-style-type: none"> <li>• The school is a thriving multi- cultural environment which naturally supports pupils to recognise, understand and respect each other’s differences and to develop positive relationships.</li> <li>• Pupils’ awareness of diversity, arts and cultures, and MFL has developed positively through global citizenship and participation in the ERASMUS project.</li> <li>• The nurturing ethos of the school enables pupils to develop their confidence, perseverance and resilience in a safe and supportive context.</li> <li>• Opportunities such as the Erasmus project and summer clubs ensure that the curriculum provides for pupils’ broader development.</li> <li>• The parents of Y6 pupils who left the school in July 2022 commented on the enormous personal progress that their children have made at the school</li> <li>• Pupils SMSC, including their understanding of fundamental British values is promoted through naturally arising opportunities across the school day and through a planned programme of assemblies and celebrations. This is further supported by a range of external visitors who come into school</li> <li>• The School Council is made up of 13 pupil representatives, one from each of the classes from Foundation through to KS2. Their classmates and class staff elect the reps at the beginning of the academic year to represent the views of the class at the council meetings which take place once a fortnight.</li> <li>• The school has been awarded the Green Eco Flag. This was led by the School Council’s sub committee.</li> </ul>	<ul style="list-style-type: none"> <li>• interweave BAME more effectively throughout all aspects of school life so that pupils’ awareness of diversity and different cultures increases.</li> <li>• Re-establish inclusion with Willow school and other provisions so that pupils can sustain more effective social interaction and learn alongside their mainstream peers.</li> <li>• Further develop pupils’ awareness of recycling, upcycling, conservation and sustainability so that they can transfer their understanding to other aspects of their lives</li> <li>• Provide training, in-class support and plenary sessions so that all children’s wellbeing remains stable</li> </ul>

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- Respecting and developing the pupils' voices is priority. Communication is central to all the school does. There are many pupils who have communication or social interaction difficulties, which means that their voices are not always easily heard. Staff know that they need to advocate for pupils and understand how to do this.
- Opportunities for pupil voice have been successfully extended. Pupil voice is promoted in all aspects of school life. Pupils contribute well to their person-centred reviews and AAC devices are more widely available.
- The school provides high quality pastoral support for pupils and their families. The 'signs of safety' recording systems ensures that staff and the MDT can offer pupils and their families the support they need when they need it.
- 1 member of staff is trained in SOS for aversive eating, the aversive eating strategy has had a positive impact on expanding the dietary intake of targeted pupils.
- The R.E.S.P.E.C.T mindset sits at the core of the school. It focuses on supporting the overall wellbeing of our pupils and their families. Staff work closely with the MDT to provide a range of activities to support pupils' personal development
- The school offers a Nurture Group. This is supported by The Trailblazer's Team of professionals (an external service supporting wellbeing in Haringey schools), we aim to improve pupils' experience in their relationships. Our work's core involves supporting pupils in regulating their emotions better and improving coping with stressful and challenging experiences. As a natural extension, our work also supports pupil communication, engagement with the curriculum, and self-esteem. The long-term aim of this project is to support the current paradigm shift towards an emotionally able curriculum.
- 1 teacher has been trained to deliver 'communication through play'. He is employed as a trainee counsellor with NHS and is using his skills to help those children who have displayed particularly challenging behaviour or emotional distress express themselves through structured play based therapy with the collaboration of the OT assistant. The programme is bespoke to children at the school.

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|  | <ul style="list-style-type: none"><li>• The school's strong focus on pupils' health means that the healthy school approach is evident in all aspects of the curriculum. The school holds the Healthy Schools Silver award.</li><li>• The school's work to improve the awareness of pupil, staff and of parents/carers about keeping safe online is on-going and has proved to be highly successful in raising awareness of the dangers and what can be done about them</li><li>• The re-Introduction of the daily mile had helped pupils to become more active and to self-regulate.</li><li>• The revised PE and PD curriculum has ensured that physical activities are more purposeful and encapsulate both gross and fine motor skills.</li></ul> |  |
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