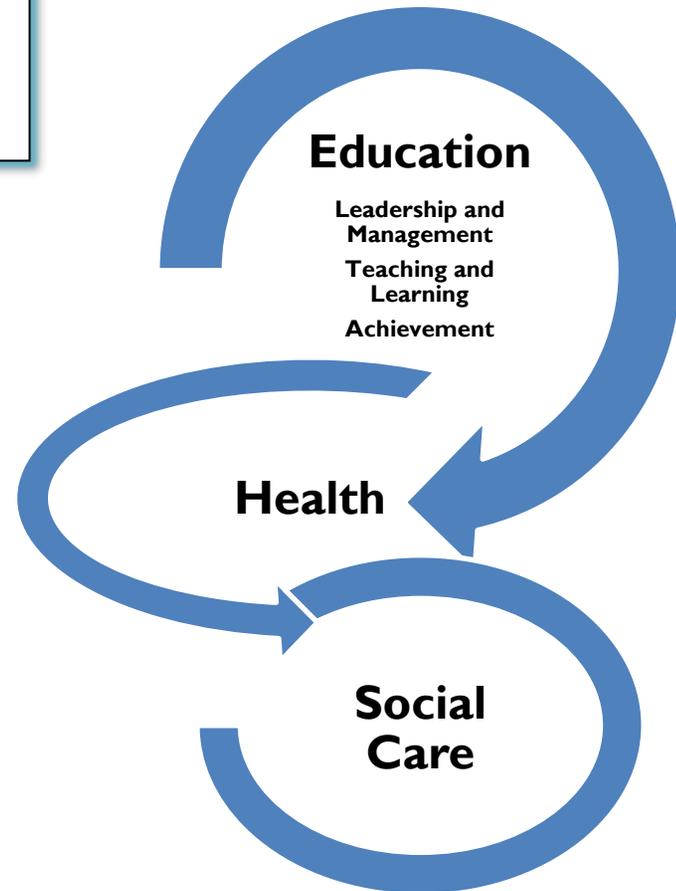




“REMOVING BARRIERS – ENABLING LEARNING”
School Improvement and Development Plan
September 2016- September 2018



AN OUTSTANDING SCHOOL – MARCH 2015





Our vision for The Brook is a simple one – in a state of the art building, fostering an innovative, far sighted inclusive approach, pupils learn together in an aspirational environment, where their very differing educational needs are all met. We are creating an inclusive learning community where:

- outstanding teaching and learning is central to everything we do and is challenging, rewarding and fun.
- the school is full of laughter, light, excitement and enthusiasm
- the curriculum is continuously reinvented by a teaching community which is committed to shaping the learning of our pupils
- communication is central to everything we do - every pupil will leave the school with an individualised system of communication which can be non-verbal, signed; verbal or technological.
- creativity is placed at the centre of teaching and learning, breaking down the barriers between subjects
- staff are skilled, reflective practitioners who are themselves continually learning – professionals committed to achieving extraordinary results for their pupils
- a wide-ranging and highly skilled multidisciplinary team works collaboratively with the school to provide access to the curriculum across the range of pupils
- the environment and curriculum provides every pupil with the opportunity to grow personally, socially and academically to be the best they can be and to develop a high sense of self confidence and self esteem within a stimulating and caring environment.
- there are clear boundaries and systems set for the pupils, which are well communicated and consistently reinforced.
- every child is entitled to enjoy his/her childhood and is kept safe
- the approach across the inclusive campus is holistic and one of collaboration, harmony and trust, creating a safe, supportive learning community.
- the learning community including pupils/staff/parents/carers; governors; friends and supporters are proud of the school and actively work together in partnership to achieve the inclusive vision.
- positive images of and attitudes towards all our pupils are developed in the community in order to access their right be included in that community
- difference and diversity is valued, understood, embraced and celebrated and the whole learning community is respected and valued with any discrimination opposed and rigorously challenged.
- a caring community is based on fair, understanding and compassionate relationships
- when appropriate, equal access is provided for all pupils, staff, parents/carers and other member of the school community to the physical environment of the school
- the school and the pupils are placed firmly within the core of educational provision and at the centre of community life



School Development and Improvement Plan 2016-18

The School Development and Improvement Plan again this year is a two year plan of consolidation and improvement of the outstanding work we have done over the last four years. It sits alongside the Deficit Reduction Plan. We are also looking at the succession planning on the retirement of the Headteacher which could bring a change to the strategic planning, certainly for 2017/18.

Strategic Objective 1: Effectiveness of Leadership and Management (including Governance and Safeguarding)

- Succession Planning from September 2017 on the retirement of the Headteacher
- Looking strategically at the development of MATs or alternative collaboration with other schools either joint special school or mixed special/primary/secondary. This in line with succession planning.
- Monitoring and Reduction of the Deficit Reduction Plan to achieve a deficit of £93,551 by the end of the 2016/17 from a deficit of £271,235 at the end of 2015/16 and a surplus of £71,000 by the end of 2017/18
- Sickness and absence monitoring – new system introduced by Acting Deputy and new School Business Manager
- Looking strategically at a changing child population in relation to the building ie balance of PMLD children being replaced by autistic children
- Extension and development of school support from The Brook across the LA for primary autism provision and learning difficulties in line with the SEND reforms
- 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.

Strategic Objective 2: Quality of Teaching, Learning and Assessment

- To examine the recommendations of the Rochford Review 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.
- Address 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 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.
- Evaluating and embedding the curriculum in the light of the initial Brook Framework coming to an end this year.
- Embed Knowledge and Understanding of the World curriculum – all areas.
- 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

Strategic Objective 3: Outcomes for Pupils and Learners

- Further development of Interventions in line with pupil achievement 2015/16 both in groups and for individuals
- Introduce PSED Special Interest Friday Clubs as interventions 2016/17
- As a result of 2015/16 CASPA data interventions targeted are HANDWRITING/READING/ATTENTION AUTISM AND THE GIRLS GROUP
- 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
- FABLE to establish, as early as possible, internalising strategies for parents/carers to help themselves
- FABLE to continue as part of the Haringey Autism Pathway and develop their services further
- 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: Healthy Schools Award – Silver Award and Obesity Project

NOTE THAT THROUGHOUT THE DOCUMENT EARLY INTERVENTION, WHETHER IT BE EDUCATIONAL; HEALTH OR SOCIAL CARE INTERVENTIONS, AND INCLUSION, IS CRUCIAL TOGETHER WITH ONGOING COORDINATED WORK ON EMOTIONAL WELLBEING AND MENTAL HEALTH. ALONGSIDE THIS FOR 2016/17 GOES COORDINATED WORK WITH PARENTS/CARERS IN RELATIONSHIPS WITH THEIR CHILDREN AND SEEING THEIR CHILDREN AS LEARNERS.

Abbreviations/colour codes used throughout the document:

SEND	Joint EHS (Education, Health and Social Care)
FGB	Federated Governing Body
DWG	Deficit Working Group
SPG	Succession Planning Group
HT	Head Teacher
SLT	Senior Leadership Team
LTL	Lead for Teaching and Learning including ARR
LPC	Lead for Pastoral Care including FABLE
KSL	Key Stage Leaders for Foundation/Key Stage 1 and Key Stage 2
CL	Curriculum Leader(s)/teams
CTs	Teachers
SS	Support Staff
PM	Premises Manager
P&Cs	Parents and Carers
MDT	Multidisciplinary Team including physical and emotional therapies
DCT	Disabled Children's Team (social care)
SBM	School Business Manager
AO	Admin Officer
Int.Team	International Teams
LA	Local Authority
SpH	Special Heads Group

RAG Status:

	green - target on schedule
	amber – target has encountered issues
	red – has encountered significant obstacles



Strategic Objective 1: Leadership and Management (including Governance and Safeguarding)

Strategic Objective and Priority Area:	Activity	Interim Milestones	Lead	Other staff	Start/ end date	Cost	Impact/Success criteria/evidence
Succession Planning	Succession Plan formed on retirement of HT	Elements of Strategic Plan implemented or planned for implementation by July 2017.	Chair of Govs. HTs	FGB	Ongoing from Sept 2016 – July 2017	Recruitment	All members of FGB/staff/LA aware of retirement of HT and the implications.
		Defining criteria and selection of Succession Planning Group	Chair of Govs. HTs	FGB	October 2016		Succession Planning Group established
		Meetings of SPG to define issues and strategic planning for Broadwaters and The Brook	Chair of Govs. HTs	FGB SLTs Staff Parents Carers	Nov/Dec 2016		Strategic Plan in place with secure timelines for action. FGB agree to proposals.
		Action taken on Strategic Development Plan for Succession	Chair of Govs. HTs	FGB SLTs Staff Parents Carers	Ongoing From Dec 2016		Unknown until final decisions taken in relation to strategic plans.
Monitoring and Elimination of Deficit Reduction Plan	Achieve a deficit of £93,551 by the end of 2016/17 from a deficit of £271,235 at the end of 2015/16 and a surplus of £71,000 by the end of 2017/18	Costings reviewed and brought to F&PP and monitored monthly by Deficit Working Group.	Chair of DWG	HT/ SBM/ FGB	April 2016 – April 2018		Deficit reduced to £93,551 in April 2017 Deficit eliminated with a surplus of £71,000 by April 2018. At present we will be down on our in year surplus by at least £32,600 as we took the decision not to take in outborough additional children for H&S reasons. Deficit will therefore be around £126,150.
		Application for funding from Schools in Financial	Chair of DWG	HT/ SBM/	Nov. 2016		Successful bid either to have part of the deficit written off or to cover costings for

		Difficulties		FGB			2016/17 to offset the challenges for the quality of teaching and learning.
		Chair of Govs and members of DWG to continue to meet with the LA to monitor the DRP	Chair of DWG	HT DWG LA	asap		Ongoing meetings to be held and reinstated. Work on these reinstated with Yoke O'Brien, Interim Business Finance Partner – LA.
	Banded Funding and pupil numbers	New Band 4 to be utilized in respect of additional staffing for challenging behaviour.	HT	HT	Sept. 2016		Additional Band 4 introduced and utilized immediately to effect those children with challenging behaviours.
	Funding from other sources	Examine TGSF and other charities for additional funding	SBM HT	HT/ Govs	July 2017		Funding sources established and utilized. No further funding agreed for additional posts lost/international work.
	Sickness and absence monitoring	New excel systems for monitoring S&A established	HT SBM	CoverDep uty	April 2017	Savings set against DRP	Sickness absence levels scrutinised and monitored. Sickness absence levels dropping.
	Evaluation and impact of new staffing structure for SNAs and SMSAs ie 3 SNAs in every class with over 7 pupils/l SMSA at lunchtimes	Monitoring through Business and Phase meetings/	HT	SLT Staff	January 2017		Levels of challenging behaviour diminished Pupil progress Playground and lunchtime activities of a higher quality
	Evaluation and impact of admin team restructure	Ongoing monitoring	SBM	SLT	January 2017		Reception work efficient and empathetic with visitors/pupils/parents and carers/ staff Rationalisation of financial duties successfully completed.
Outreach Support/ Partnerships from The Brook into the LA	Extension and development of school support from The Brook across the LA for primary autism provision and learning difficulties in line with SEND reforms	Building the Hub of primary schools supported by The Brook	LPC	SLT CTs SS	Sept 2016	Cover but charged within the set outreach package costs. Income £500 per day for training £350 per half day	Numbers of SS and CTs from mainstream spending time in Brook class groups Pupil Progress in Hub primaries CTs from the Brook visiting Hub schools to carry out training/advice sessions. Hub meetings established with ongoing agenda for improvement.

	Introduce CASPA Virtual/LA school for interested hub/primary schools across the LA	Hub schools and others use the Virtual School to record and analyse data for pupils working below the national curriculum levels.	LLC LPC	HT	Dec 2016	All costs covered in agreed agreed package.	Virtual/LA school introduced to Hub schools at Hub Meeting Hub schools take up contracts to join the Virtual/LA school Moderation for hub schools Analysis of date for hub schools
	SEND Reforms	SEND Steering Group	Lead for SEN/LA	HTs Parents/ LA Comm/ DCT/ Health			Monitoring and implementing of all aspects of SEND reforms across Health/Education/Social Care
	Eligibility Criteria for EHC Needs Assessments	Working party from across schools/parents organisations/LA	Lead Ed Psych from LA	Schools Markfield LA	Nov '16 Feb '16	None	Eligibility criteria in place for EHC needs assessments in place. In Place Feb 2017.
Safeguarding and Child Protection in line with Keep Children Safe in Education 2016	Prevent Agenda/KCSE to be included within CP and Safeguarding planning and Inset	Inset December 2016 for whole staff including lunchtime staff	HT/DSL		Dec '16 – Feb '16		Staff awareness raised in line with our children – clarity that our children are part of this group Staff absolutely clear of particular issues eg FGM/Prevent.
	CPD	Monitor Governors Training	HT	SEN Gov.	Annually		All governors have a level of training in Safeguarding
	Signs of Safety	Training for DSLs	HT				At present still not rolled out - should be by end of 2017. Beginning to be rolled out in MDT meetings from February 2017.
	Attendance targets	Agreed with Governors	HT	Attendance officer	July '17		Targets by July 2017: Attendance 92.5% Authorised 5.0% Unauthorised 0.5%



Strategic Objective 2: The Quality of Teaching, Learning and Assessment (Life without Levels)
Strategic Objective 2: Quality of Teaching, Learning and Assessment

Strategic Objective and Priority Area 2	Activity	Interim Milestones	Lead	Other staff	Start/end date	Costs	Impact/Success criteria/evidence
Quality of Teaching and Learning overtime.		<u>2011/12</u> Outstanding 33.3% Good 53.3% Satisfactory 13.3% <u>2012/13</u> Outstanding 40.0% Good: 53.3% Satisfactory: 6.6% <u>2013/14</u> Outstanding: 60% Good: 35% <u>2014/15</u> Outstanding: 64% Good: 36% <u>2015/16</u> Outstanding: 56% Good: 44%	HT	LTL/SLT	Ongoing to July '17		<p>The figures for outstanding/good/satisfactory teaching over time have now, over the last five years improved immeasurably.</p> <p>Figures for 2015/16 have gone down for outstanding due to the fact that we have introduced an additional element to the appraisal process for teachers. 64% outstanding seemed too high – introducing additional elements gives us a more realistic figures.</p>
	Address the quality of teaching across the board	Measurement of strengths, inconsistencies and consistent relative weaknesses across the school.	LTL	SLT/CTs	Sept'16 – Jan'17		Inconsistencies and relative weaknesses eliminated across the curriculum and teaching.
		Evaluation of Curriculum leads and teams; specialist teachers and those SNAs taking on particular specialist areas e.g rebound therapy/forest school/Makaton training	LTL	SLT/CLs/CTs/Govs	Sept'16 – Jan'17		Lesson Observations/quality of curriculum action plans/curriculum audits/feedback from class groups on specialist teachers/trainers. Governor observations.
	Evaluating and embedding the curriculum	Knowledge and Understanding of the World curriculum – all areas through	LTL	SLT/CLs/CTs/Govs	Sept'16 – June '17		Quality of Bank and Class SOW for Science and Humanities. Pupils making above expected

		learning walks/CL objectives/ pupil progress July 2017					progress in science rises from 13% in 2016 to 18% in 2017. Governor observations
	Introduction of new reading scheme within literacy/ examination of comprehension within literacy	Interventions for comprehension	LTL	SLT/CTs	Sept '15 – July 2016	Cover	Monitoring of Reading Scheme by CLs Pupil Progress in comprehension and reading
	EYFS Exemplars	Pilot up and running by November in all 7 areas of EYFS	LTL	SLT/CLs	Nov'16	Cover	Pilot up and running Monitoring by CLs and LTL
		Collaboration with Local Authority and Willow School to development project	LTL	SLT/CLs/Asst Head Willow	Jan'17	Income from sales	EYFS exemplars marketed to other schools and across Las. Piloting ongoing until July '17
	Augmentative and Alternative Communication (AAC) work in line with iPads	Purchase Choose it Maker 3 Proloquo2Go in relation to AAC throughout the school	LTL	HT/SLT CT (PMLD)		£66 + Pro2G	2 pupils in PMLD class to pilot the Apps Pilot Proloquo2Go throughout the school with particular pupils
	Extension of better physical evidence of progress	CT to pilot particular methods of recording evidence of pupil progress in special books	CT	SLT/CTs			Extension/systematic methods of recording piloted introduced across the school.
		CT to run CPD session to look at success of methods of recording evidence	CT	SLT/CTs			Extension/systematic methods of recording introduced across the school.
Quality of Assessment	Recommendations of the <u>Rochford Review</u> Oct'16 on end of Key Stage statutory assessment for pupils working below the levels of the national curriculum tests.	Report to TLS Committee 14.11.16 to ensure Goves are aware of the implications.	LTL	SLT/CTs/Goves	14.11.16		Goves clear and well informed of the implications of the Rochford Report. Taken to TLS.
		CPD for teaching staff on Rochford	LTL	CTs	CPD programme		Teaching staff understand the implications in line with CASPA and other methods of assessment.
		CPD and conferences for LTL and HT to gain insight into the consultations around Rochford Report	LTL	HT/SLT	Nov 2016 – July 2017		Clarity as to how the school should move forward confidently in line with the recommendations of Rochford or other evidence.



Strategic Objective 3: Outcomes for Pupils and Learners

Strategic Objective Priority Area 3	Activity	Interim Milestones	Lead	Other staff	Start/ end date	Costs	Success criteria/evidence
Development of Interventions in line with pupil achievement in 2015/16 both in groups and for individuals		<u>Intervention groups planned 2016/17:</u> Girls Groups for KSI/2 Handwriting Reading Attention autism	LTL	HT/CTs	Oct '16 to July '17	Costs cut this year as LTL is doing intervention groups.	2017 July CASPA targets expected or exceeded for individuals in intervention groups. Girls to further develop – achievement expected or exceeded.
Key Stage Differences and Year Groups		From 2016 CASPA results Year 3 pupils are making the least progress. Key Stage 1 to Key Stage 2 progression to be looked at in terms of the curriculum offered ie EYFS extends into Key Stage 2.	LTL	Phase leaders SLT	Sept '16 July '17	Cover	EYFS curriculum introduced as transition to Key Stage 3 Better results should begin for Year 3 pupils from 17/18.
PSED special Friday clubs		Now regarded as Intervention groups and monitored/observed as such.	LTL	HT/CTs/M DT	Oct '16 to July '17		Pupil's targets to be developed in line with Friday Clubs Observations all outstanding or good.
Health and Fitness Project		Project introduced to parents/carers in October 2016	HT	CTs/School Nurse/PE trainer/MD T/Obesity Alliance.	Oct '16 – July '17		Parents/Carers form a group to support each other in tiny steps to reduce their child's weight through working with the whole family. Pupils access to the

							curriculum improves Healthy Schools Silver Award
		Eating and Drinking/exercise programmes introduced to parents/carers	HT	CTs/School Nurse/MDT	Nov '16		Records kept between group meetings of successes/needs of the families
		School begins a campaign to add only healthy foods to snack times and parties.	HT	CTs/School Nurse	Nov '16		Small steps to healthy snacks/party food to be rationed/parents asked only to send in healthy food for parties.
Pupil range – see below for stats.		Monitoring of pupils in line with the decrease in PMLD children. Premises adapted to follow this trend.	HT	SLT Govs SBM	Figures by April 2017	Costings worked through in line with figures	Planning for alterations to the classrooms underway and costings gathered by April 2017.

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



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

Strategic Objective Priority Area 4	Activity	Interim Milestones	Lead	Other staff	Start/end date	Costs	Impact/Success criteria/evidence
Effective, early and ongoing support for emotional wellbeing enabling engagement for learning through multidisciplinary working, behaviour and safety		Emotional Wellbeing Coordinator established and LA audit for emotional wellbeing submitted	LPC	SLT/ MDT/ Govs	Oct'16		School and LA clear of the quality of the work already being done at The Brook.
		Continuing work on emotional wellbeing both on an individual and class basis with the Ed.Pychs.	LPC	SLT/CTs/ Ed Psych./ Govs	Sept'16 – July '17		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		Working closely with the Haringey SEND commissioning team in the light of developments at the Whittington Hospital	HT	LPC MDT Govs	Nov'16		Meetings held with Commissioner and parents/carers to look at the position.
		Additional/alternative ways of delivering therapies	HT	LPC MDT SEND team (LA)	Nov '16		Additional/alternative successful ways of delivering therapies in place across the schools. Developments in place and monitored by LA SEND group and The Brook.



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

Strategic Objective Priority Area 5	Activity	Interim Milestones	Lead	Other staff	Start/ end date	Costs	Success criteria/evidence
Haringey Parenting Plan and Haringey Autism Pathway	Disabled children and their families face distinct and often challenging issues that require a range of dedicated and often specialist responses from public services. The needs of disabled children, young people and their families are unique to them, often complex, and will change over time. The challenge is to understand these needs and develop a system around them that is flexible enough to meet the needs of the person and their families	FABLE to continue as part of the Haringey Autism Pathway and develop their services further	LPC	HT LA MDT DCT	Sept'16		Parents/carers feeling supported by the school and FABLE. Surgeries in place at the school to help this.
	Extension of parenting programmes already running – FABLE run 5 programmes and The Brook runs 2.		LPC	Fable HT	Sept'16 to July '16	Accomm. Cover	Further courses designed for parents/carers are in place during the school year.
Re-focusing on work with parents/carers	<u>FABLE</u> to establish, as early as possible, internalising strategies for parents/carers to help themselves	Focussing on their children as children rather than conditions or disabilities	LPC	Fable FSWs HT DCT	Sept'16	Refreshm ents.	Confident parents/carers who have moved beyond their child's condition. Confident children
		Focussing on their children as children rather than conditions or disabilities	LPC	Fable FSWs HT DCT			As above

		Piloting evening sessions for parents/carers to include working families	LPC	HT	Jan'17		Evening sessions are well attended and welcomed by parents/carers
Surgeries in school	At present: <ul style="list-style-type: none"> • Markfield Centre once per month • Ed.Psychs once per month 	Further surgeries to be set up in school for parents	LPC	HT	Oct'16		Additional surgeries in place by July 2017: <ul style="list-style-type: none"> • DCT • Dietitian
To develop the Website	Establish a user-friendly website with additional material for classes and parents/carers links.	Mobile platforms Parent/carer helplines	HT	IT technician Parent/carers Staff	Nov '16 June '16	Possibly – IT budget	Website updated and parent/carer friendly. All statutory information included.

