

The Brook on Broadwaters Self -Evaluation for academic year 2022- 2023

Overall Grade	Summary	School Direction of Travel To reach the next grade we need to:
Leadership & Management		
Outstanding	<ul style="list-style-type: none"> The school benefits from having a stable leadership team (SLT) who work together coherently to move the school forward. Leaders ensure that pupils are at the centre of all decision making 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. 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' 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. The school has explored additional funding streams (ie premises hire and carpark hire) to offset this loss. 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. Leaders give careful consideration to what they want pupils to know and learn within each subject. Focused support and Continuing Professional Development (CPD) has developed middle leaders who make highly positive contributions to the running of the school. 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 Staff's practice and subject knowledge continues to refine and develop over time. There are now consistent expectations about what effective teaching looks like for pupils in all classes – known as the Brook Bread and Butter. Mentoring and coaching from peers, Upper Pay Scale (UPS) teachers, curriculum leads, the School Improvement Advisor (SIA) and SLT has become embedded into 	<ul style="list-style-type: none"> Reconfigure SLT roles and responsibilities so that the leadership team continue to work together coherently and move the school forwards and new additions to the leadership team are upskilled to carry out their role Provide appropriate coaching and mentoring for 2 new UQT so that they are successful in delivering high quality education to their pupils and maintain an appropriate work/life balance Continue to promote Racial Equity so that equality and diversity are embedded in all aspects of school life Develop organisational processes in conjunction with the LA so that Person Centred Reviews and EHCP statutory requirements are met appropriately To work with the LA SEND department to ensure that the Safety Valve imperatives are met effectively whilst still maintaining high quality provision for all pupils.

The Brook on Broadwaters Self -Evaluation for academic year 2022- 2023

	<p>practice so that all teachers are able to self-evaluate and improve their skills. This includes teachers' developing their expertise in delivering remote education through the use of zoom; offering bespoke packages to individual pupils and providing sensory packs with accompany resources.</p> <ul style="list-style-type: none"> • 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 Person Centred Reviews (PCRs) are held for every family and informal meetings take place whenever necessary to support parents. • The school engages consistently with external agencies to ensure that it does everything it can to secure the right support for pupils. Child in Need (CIN/safeguarding /Team around the Family (TAF) meetings take place regularly with all leaders involved. Fortnightly Multi Agency Group (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 (SEND exec; Start Well; School Consultative Group). 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 the LA SEND department and has been vocal in escalating cases where action has been sluggish. • 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. Wellbeing continues to be a priority. • 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. The leadership team adopts the 'you said...we listened and did' approach. 	<ul style="list-style-type: none"> • To ensure that any premises issues (ie underfloor heating) are dealt with effectively so that pupils' wellbeing and access to quality teaching and learning is not affected • To streamline sickness and absence procedures in conjunction with Haringey HR, so that the policy is followed equitably and staff are supported to come to work • Brook parent Governor to work more closely with SLT and Child and Family Liaison Officer to ensure that the partnership between home and school is strengthened • Governors to create a more robust policy and review system so that policies remain dynamic and relevant • Educational visits procedures to be developed so that offsite visits are more easily assessed under curriculum areas and pupils are exposed to WOW • SLT to work closely in conjunction with the LA and the Willow school to explore the possibility of further
--	--	--

The Brook on Broadwaters Self -Evaluation for academic year 2022- 2023

	<ul style="list-style-type: none"> • 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. The SLT refer to the Local Authority Designated Officer (LADO) for advice with low-level concerns. • 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 and provide regular support and challenge to leaders. Governor's attendance at the annual Governors' Day has a positive impact because it gives staff and pupils direct contact with the Governors and allows Governors to see the school in operation first hand. • 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 the most vulnerable pupils were closely monitored but all families and pupils were supported during the time. • Safeguarding is reported on regularly at governing board meetings. The School Central Record (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. An external LA safeguarding audit showed that the SCR was appropriate maintained, compliant and up to date. • The school benefits from being an international school and pupils' cultural capital and global learning has been enhanced through membership of the ERASMUS project and connecting 	<p>pupil expansion (potentially EYFS) in the foreseeable future</p>
--	---	--

The Brook on Broadwaters Self -Evaluation for academic year 2022- 2023

	<p>classrooms. The school has received the European Quality Mark for its Ocean SOS Project and the International Schools Award.</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • There is a premises' action plan in place to monitor the completion of essential works within the prescribed budgetary allocation. Robust financial monitoring has facilitated premises maintenance to take place despite the current deficit position. • 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 • Job descriptions for all three Special Needs Assistant (SNA) levels have been ratified following collaboration with Unions, Colleagues and Haringey Human Resources and there is now parity with the SNA workforce both in the Brook and in other Haringey special schools. SNAs are now cognisant of their roles and responsibilities, are fulfilling their job role effectively and are value for money • Awareness of the importance of Total communication is rising across the school and Makaton signing of key words has supported specialist curriculum delivery • Makaton delivery has also been extended within the London North East Hub to improve SEND provision in mainstream schools. 	
--	---	--

The Brook on Broadwaters Self -Evaluation for academic year 2022- 2023

	<ul style="list-style-type: none"> Leading Parent Partnership Award (LPPA) has been completed and parental feedback shows positive relationship and parental satisfaction. Where issues have occurred these have usually been resolved in a timely and appropriate manner without recourse to formal avenues. 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. The Moselle demolition was completed on time with no negative impact recorded for pupils or the day-to-day running of the school The school remained open to all pupils during the teachers' strikes 	
Overall Grade	Summary	School Direction of Travel To reach the next grade we need to:
Quality of Education		
Good with outstanding features	<p>Intent</p> <ul style="list-style-type: none"> 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. The school's spiral curriculum is now embedded in to daily practice. This recognises that one size does not fit all. Pupils access different learning pathways according to their individual learning profiles, which are often 'spiky' (i.e. They may be a functional learner in one curriculum area but a sensory learner in another). 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. 	<p>Intent</p> <ul style="list-style-type: none"> Develop the DT curriculum and assessment in line with the Brook spiral curriculum and evaluate it in light of the current OFSTED framework so that a consistent, systemic approach to planning and delivering the curriculum is evident in all classes , meets the needs of the school cohort and shows progress.

The Brook on Broadwaters Self -Evaluation for academic year 2022- 2023

	<ul style="list-style-type: none"> • 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 a dynamic process and is constantly being revised and developed further to ensure it remains the appropriate curriculum for all pupils in the school. • Pupils are developing high aspirations for their future because they access a range of work-related learning opportunities from an early age. • 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. Humanities has also been the basis for the delivery of musical experience by external provider, Halva. • 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. • The world of work programme has expanded to incorporate Key Stage 1 pupils as well as offering experiences to more Key Stage 2 pupils. All year 6 pupils are given the opportunity to visit two places of employment and parental engagement and understanding of the importance of the world of work is increasing. All Person centred reviews now include a discussion on pupils' future prospects with parents. • The Brook curriculum and assessment framework is being accessed by mainstream schools for their pre key-stage pupils and is proving to dovetail appropriately with their peers' activities. <p>Implementation</p> <ul style="list-style-type: none"> • 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. PE, Humanities, Art, Global learning, Maths are also incorporated into this • Subject Leads are more confident in their subjects having collaboratively written the SOW. 	<ul style="list-style-type: none"> • Evaluate the school's current approach to writing and pilot an appropriate writing scheme that is consistent with the current OFSTED framework and ensures that letter formation and creative writing are incorporated at the appropriate developmental level for the cohort. <p>Implementation</p> <ul style="list-style-type: none"> • Continue to embed phonics in all aspects of teaching and learning • Continue to improve the systematic delivery and assessment of early reading across the school s • Provide opportunities for more inclusion within the Willow for the very small cohort of pupils who have aptitude in a particular subject area. • Offer more bespoke parent workshops to target curriculum areas , reading and phonics and online safety
--	--	--

The Brook on Broadwaters Self -Evaluation for academic year 2022- 2023

	<ul style="list-style-type: none"> • 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. • Staff know the pupils extremely well and can adapt their teaching because they understand the individual pedagogical and emotional needs within their class. • The school's remote learning offer is securely in place and provides pupils who are at home due to COVID or other issues with a bespoke home learning offer. • 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. • 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 has introduced the scheme to parents and continues to do this regularly • A bespoke pre phase 1 phonics programme is in place to meet the needs of approximately 70% of the school who cannot yet access Phase 1. • 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. • 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 pupils' progress in reading is assessed and recorded continue to be developed. • The bespoke, 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 Education and Health Care (EHCP) plan outcomes. The system has been extended to include a wider range of subjects and its use is now embedded into practice so it is used consistently to show the holistic progress of each pupil over time 	<ul style="list-style-type: none"> • Develop AQA provision so that the new co-ordinator can ensure that children continue to get their work accredited • Improve the consistency of the delivery of letter formation and creative writing across the school
--	--	---

The Brook on Broadwaters Self -Evaluation for academic year 2022- 2023

	<ul style="list-style-type: none"> • 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. Pupils work is showcased to members of the school and local community. <p>Impact</p> <ul style="list-style-type: none"> • 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. • 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 bespoke assessment framework tracks individual pupils' progress throughout the year. Data analysis ensures that interventions are put in place for pupils who need more stretch and challenge or for whom the gap is widening. 	
--	--	--

The Brook on Broadwaters Self -Evaluation for academic year 2022- 2023

Overall Grade	Summary	School Direction of Travel To reach the next grade we need to:
Behaviour and Attitudes		
outstanding	<ul style="list-style-type: none"> • The school provides a highly positive environment with clear and consistent routines which supports pupils to learn appropriate behaviour. • The school has high expectations for pupils' behaviour whilst recognising the individual challenges that some pupils have in managing their behaviour. • Positive behaviour for learning is evident in all classes and this has increased pupils' learning opportunities. • 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. • The Occupational Therapist assistant's nurture group sessions continue to have a positive impact on pupils' behaviour for learning. • The importance of movement breaks is understood by all staff and included in personalised learning plans. • 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. • The RESPECT wellbeing mind set is evident throughout the school. Pupils have bespoke wellbeing 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. 	<ul style="list-style-type: none"> • Increase rebound therapy capacity • Positive behaviour support team to develop their whole school role and to be able to support colleagues with children's challenging behaviour as it arises • Functional Behaviour Analyses to be embedded in PBS practice to provide the evidence of targeted, additional support. • Develop sustainable and efficient way to record monitor and review PBS practice • Increase parental workshops to support parents with their children's wellbeing

The Brook on Broadwaters Self -Evaluation for academic year 2022- 2023

	<ul style="list-style-type: none"> • Every pupil has a Needs profile which is shared with parents and available to support the pupils when they are out in the community. This profile has been used by Haringey LA to share with other schools. • 5 members of staff – across the range of job roles (SNAs, teachers, SLT) - are Positive behaviour support practitioners (accredited) Their early intervention input and writing of wellbeing plans in conjunction with class teams, has ensured that appropriate support is provided to help pupils calm down and regain control. • All incidents of behaviour are recorded and data is analysed to identify any patterns so that any hotspots can be addressed. The behaviour support recording system, SLEUTH is being used more effectively and more widely so that data analysis informs practice • The continuing use of the Emotionally Able framework created by Ed Psychologists in conjunction with the school has helped staff to identify triggers for behaviour more rapidly and has raised awareness of the holistic nature of behaviour for learning. • Pupils' attendance at school is good. Attendance is regularly above 90% and was 92% even in COVID times. • 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. • The school does not use gaming or off rolling in any form • The introduction of a bubble therapist and continuing provision of rebound and music therapy is having a positive impact on pupils' wellbeing and access to learning. 	
--	---	--

The Brook on Broadwaters Self -Evaluation for academic year 2022- 2023

Overall Grade	Summary	School Direction of Travel To reach the next grade we need to:
Personal Development		
Outstanding	<ul style="list-style-type: none"> 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. Pupils' awareness of diversity, arts and cultures, and Modern Foreign Language has developed positively through global citizenship and participation in the ERASMUS and connecting classrooms projects. The nurturing ethos of the school enables pupils to develop their confidence, perseverance and resilience in a safe and supportive context. Opportunities such as the Erasmus project and summer clubs ensure that the curriculum provides for pupils' broader development. The parents of Year 6 pupils who left the school in July 2023 commented on the enormous personal progress that their children have made at the school Pupils exposure to Spiritual, Moral, Social, Cultural activities, 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 The School Eco Council is made up of 16 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 month The school has been awarded the Green Eco Flag. This was led by the School Council's subcommittee. 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. 	<ul style="list-style-type: none"> To work with Haringey social care to investigate whether extended after school provision is viable following on from the success of the current holiday provision To work with the school nurse and families to address the levels of obesity evident across the school To provide more inclusive opportunities with other special schools and the Willow To improve lunchtime provision so that children develop their independent eating skills more effectively To hold more e-safety workshops for parents to safeguard their children more effectively To identify and train mental health leads to replace current lead following departure

The Brook on Broadwaters Self -Evaluation for academic year 2022- 2023

- 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 Augmentative Alternative communication (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 Multi-Disciplinary Team (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 RESPECT mind set 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), and aims to improve pupils' experience in their relationships. Pupils who attend the session display particularly challenging behaviour and emotional distress and the sessions enable them to express themselves through structured play-based therapy. These sessions have enabled these pupils to cope better with difficult and stressful situations.
- 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.
- 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
- The re-Introduction of the daily mile had helped pupils to become more active and to self- regulate. The revised Physical Education and Physical Development curriculum has ensured that physical activities are more purposeful and encapsulate both gross and fine motor skills.
- Holiday provision for Brook pupils has continued to expand, with all children being given the opportunity to attend sessions, and now incorporates siblings as well as pupils from the Additional

The Brook on Broadwaters Self -Evaluation for academic year 2022- 2023

	<p>Provision centre. This expansion has provided families with much needed respite and has given the children continuity during the school recesses.</p> <ul style="list-style-type: none">• Year 6 pupils attend a two day residential trip at a nearby Outward bound centre. This has been a successful move towards preparing the children – and their families – for adulthood. For many children this is the first time they have stayed overnight somewhere without their families.	
--	---	--