



## Brookfields School Self-Evaluation Summary Spring 2024

Overall Effectiveness		
Context	Areas for improvement	Improvements so far
<ul style="list-style-type: none"> <li>• Post pandemic the recruitment landscape remains extremely challenging. The school has a significant number of unfilled positions.</li> <li>• The school remains significantly over place numbers, PAN 218, POR 230 and pressure on places continues to grow. (200 consultations since September '23)</li> <li>• Two classrooms, teaching kitchen and disabled toilet remain closed due to subsidence</li> <li>• Delays to maintenance and improvement projects led by West Berks and planned for 2019 continue</li> <li>• Place numbers, suitability of buildings and sustainable funding are all pressures.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment for Learning (knowing where a pupil is at, next steps and selection of appropriate pedagogy)</li> <li>• Accountability at every level for pupil progress (how do all staff feed into the teaching, learning and assessment cycle, how is underperformance identified and challenged effectively)</li> <li>• Planning for high quality Personal Development opportunities for all pupils (staff knowing what these opportunities are and how they are sequenced into the curriculum)</li> <li>• These are therefore our SDP priorities</li> </ul>	<ul style="list-style-type: none"> <li>• A new SLT has been established</li> <li>• Head is one year in post, as is our SENCo and we had our second Deputy Head start in January 2024</li> <li>• Curriculum delivery model continues to be developed</li> <li>• New Staffing structure is largely in place</li> <li>• Teaching Assistant pay uplift negotiated and implemented</li> <li>• Enhanced Safeguarding and monitoring processes established across the school.</li> <li>• These are reflected in our Meeting and Training Programme</li> </ul>

<b>Quality of education</b>		
<b>Context</b>	<b>Areas for improvement</b>	<b>Improvements so far</b>
<ul style="list-style-type: none"> <li>• Previously it was identified that the sequential nature of the curriculum was not as strong as it could be</li> <li>• The operational structure of the school did not support sequential learning so Strands are intended to enable staff to track this more readily</li> <li>• We have 37 Agency Staff in place</li> <li>• 2 staff have left due to Stress, not work place initiated but exacerbated by workplace factors</li> </ul>	<ul style="list-style-type: none"> <li>• Effective use of assessment frameworks to identify next steps and underperformance.</li> <li>• Teachers identify the appropriate pedagogical approaches to enhance performance.</li> <li>• Sequential curriculum now needs work particularly looking at the 'so what?' elements of the Topic Web</li> <li>• Collation of information to enable staff to be the best practitioners they can be</li> <li>• Recruitment is challenging and is an area for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school Literacy and Numeracy assessment frameworks created and all pupils baselined on these</li> <li>• New Maths Scheme 'Big Maths' chosen and training delivered to staff.</li> <li>• The SLT and ELT have worked together to ensure the curriculum is appropriately sequenced.</li> <li>• Throughout 22/23 curriculum initiatives were introduced and were rolled out September 23</li> <li>• This still requires development but is our focus for 2024</li> <li>• Pedagogy that would be beneficial for pupils have been highlighted for each Strand</li> <li>• SLT are working on a 'Handbook' to enable staff new to the school to be able to access all pertinent information and resources effectively in order to be able to improve the Quality of Education on offer</li> </ul>

<b>Behaviour and Attitudes</b>		
<b>Context</b>	<b>Areas for improvement</b>	<b>Improvements so far</b>
<ul style="list-style-type: none"> <li>• Visitors to the school comment on the warmth and lived ethos of the school. The SLT identify Behaviour and</li> </ul>	<ul style="list-style-type: none"> <li>• For all staff to consistently follow individual therapeutic support plans</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons are designed to capture engagement and interest, often using individual pupils' interests as hooks into learning</li> </ul>

<p>attitudes as an area of strength across the school.</p> <ul style="list-style-type: none"> <li>Local mental health services are severely under resourced</li> <li>There are 3 pupils who have significantly high needs that the School can no longer meet the needs of, their Local Authorities have been unable to source suitable alternative education placements and these pupils remain the responsibility of the School</li> </ul>	<ul style="list-style-type: none"> <li>For pupils sensory needs to be appropriately identified and provision put in place to meet these needs</li> </ul> <p><i>Whilst these are identified areas of improvement that will be worked on they will not form part of the 23/24 SDP at this time as SLT feel there are other areas of greater priority at this time to focus resources on</i></p>	<ul style="list-style-type: none"> <li>Successful recruitment of PDBA Lead</li> <li>Headteacher has been part of a steering group to support the development of a CAMHS LD provision which came on line 29<sup>th</sup> January 2024</li> <li>Staff are actively planning for positive behaviour, and where pupils show behaviours of concern, this is managed and reduced over time, minimising the impact on the learning dynamic</li> </ul>
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Personal Development		
Context	Areas for improvement	Improvements so far
<ul style="list-style-type: none"> <li>Through discussion with senior and extended leaders the SIA recognised that leaders and teachers are unable to articulate clearly the ways in which personal development is planned for</li> <li>The SIA and SLT acknowledge that Brookfields is actively promoting Personal Development in its daily practice but that this could be more impactful if appropriately planned for.</li> </ul>	<ul style="list-style-type: none"> <li>Strategically planned for opportunities to grow cultural capital to ensure impact is maximised.</li> </ul>	<ul style="list-style-type: none"> <li>The school fosters a climate in which equality of opportunity is supported by a policy to which the whole school subscribes, and in which positive attitudes to gender equality, cultural diversity and special needs of all kinds and all types of protected characteristics are actively promoted.</li> <li>The PSHE lead has conducted a thorough audit of provision</li> <li>Careers provision at the school is nationally recognised</li> <li>No pupils leaving school in 2022 are NEET</li> <li>Personal Development has been a focus which has enthused staff who have a clearer understanding of the purpose of working on PD with and for our students</li> </ul>

Leadership and Management		
Context	Areas for improvement	Improvements so far
<ul style="list-style-type: none"> <li>Two members of the extended leadership team have been on Maternity leave during 22/23 and 2 more are going on Maternity Leave in February and April 2024 respectively</li> <li>The majority of SLT are early into their careers within Leadership at Brookfields.</li> <li>Securing an external AHT and 2 external DHT's has strengthened and complimented the skills of the SLT.</li> </ul>	<ul style="list-style-type: none"> <li>Accountability at every level for pupil progress (how do all staff feed into the teaching, learning and assessment cycle, how is underperformance identified and challenged effectively)</li> <li>ELT are still early into their journey of being able to hold Teachers to account.</li> <li>New members of SLT have brought much to the team but as an SLT we need to embed and then focus on the development of the school over the next few years</li> </ul>	<ul style="list-style-type: none"> <li>Literacy and Numeracy leads able to articulate the vision of their subject area, acknowledge gaps and have plans to close these.</li> <li>Standardised papers have been completed and now form part of the documentation available to all new staff starting at Brookfields. This will be further complemented by the Handbook as it is completed.</li> </ul>

### **Identified actions and next steps**

3 key areas identified as foci for the SDP 23/24:

- Assessment for Learning
- Accountability for pupil progress at every level
- Strategic planning for Personal Development opportunities

Also identified is the need for an enablement strand of the SDP that focuses on Business Development. This should be in two parts; Internal (systems and processes – HR, IT, Recruitment and retention) and External (MAT conversion, funding agreements, premises development).

### **Risks**

In September the SLT will be one member less than they are currently so operational capacity to implement change is going to be impacted.

Outcome of MAT consultation currently not known.

Recruitment landscape continues to be a challenge

### **Glossary**

SLT            Senior Leadership Team

ELT            Extended Leadership Team

SENCo	Special Educational Needs Coordinator
SIA	School Improvement Advisor
PSHE	Personal Social Health Education
NEET	Not in Education Employment or Training
SDP	School Development Plan
MAT	Multi Academy Trust