

Brookfields School Self-Evaluation Summary Summer 2024 Update

Overall Effectiveness		
Context	Areas for improvement	Improvements so far
<ul style="list-style-type: none"> • Post pandemic the recruitment landscape remains extremely challenging. The school has a significant number of unfilled positions. • The school remains significantly over place numbers, PAN 218, POR 230 and pressure on places continues to grow. (360 consultations since September '23) • Two classrooms, teaching kitchen and disabled toilet remain closed due to subsidence • Delays to maintenance and improvement projects led by West Berks and planned for 2019 continue • Place numbers, suitability of buildings and sustainable funding are all pressures. <ul style="list-style-type: none"> ○ Subsiding classrooms have been completed and returned to the school for September 2024 ○ Accessibility project has been cancelled by the LA ○ Expansion project has been cancelled by the LA ○ Intent to Clawback uncommitted carry forward announced by LA 	<ul style="list-style-type: none"> • Assessment for Learning (knowing where a pupil is at, next steps and selection of appropriate pedagogy) • 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) • Planning for high quality Personal Development opportunities for all pupils (staff knowing what these opportunities are and how they are sequenced into the curriculum) <p style="text-align: center;">These are therefore our SDP priorities for September 2023-2024</p>	<ul style="list-style-type: none"> • A new SLT has been established • Head is one year in post, as is our SENCo and we had our second Deputy Head start in January 2024 • Curriculum delivery model continues to be developed • New Staffing structure is largely in place • Teaching Assistant pay uplift negotiated and implemented • Enhanced Safeguarding and monitoring processes established across the school. • These are reflected in our Meeting and Training Programme <ul style="list-style-type: none"> ○ SENCo post created and filled at Assistant Head level ○ Personal Development, Behaviour and Attitudes Lead role (old ABSS role) has been filled ○ Lead for Quality First Teaching and Learning role has been created and filled

Quality of education

Context	Areas for improvement	Improvements so far
<ul style="list-style-type: none"> • Previously it was identified that the sequential nature of the curriculum was not as strong as it could be • The operational structure of the school did not support sequential learning so Strands are intended to enable staff to track this more readily • We have 37 Agency Staff in place • 2 staff have left due to Stress, not work place initiated but exacerbated by workplace factors <ul style="list-style-type: none"> ○ 1 teacher has been unable to attend work since November 2023-this led to a re-allocation of teaching staff to classes ○ Our Maths Lead retired in April and we have been unable to appoint to the role since ○ 2 Strand Leads left to go on parental leave Feb 24 and April 24 respectively ○ 1 teacher returned from parental leave in May ○ 2 teachers left in May and July respectively to go on parental leave ○ 1 Curriculum Lead has left to go on parental leave ○ 1 Strand Lead leaves September 2nd to go on parental leave 	<ul style="list-style-type: none"> • Effective use of assessment frameworks to identify next steps and underperformance. • Teachers identify the appropriate pedagogical approaches to enhance performance. • Sequential curriculum now needs work particularly looking at the 'so what?' elements of the Topic Web • Collation of information to enable staff to be the best practitioners they can be • Recruitment is challenging and is an area for improvement 	<ul style="list-style-type: none"> • Whole school Literacy and Numeracy assessment frameworks created and all pupils baselined on these • New Maths Scheme 'Big Maths' chosen and training delivered to staff. • The SLT and ELT have worked together to ensure the curriculum is appropriately sequenced. • Throughout 22/23 curriculum initiatives were introduced and were rolled out September 23 <ul style="list-style-type: none"> ○ This still requires development but is our focus for 2024 • Pedagogy that would be beneficial for pupils have been highlighted for each Strand • 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 <ul style="list-style-type: none"> ○ Motor/PE and PSHE/RSE Frameworks have been added to Earwig ○ All pupils have been Baselined on 3/4 frameworks ○ All will be Baselined on the last one (PE/Motor) in the Autumn Term enabling us to measure the effectiveness of our Curriculum more robustly going forwards ○ Clarity about what staff require to be trained on has been achieved and an appropriate training timetable written for the year ahead ○ Quality of Teaching of Communication/Literacy across the school was a focus of 'Drop-ins' during the Spring and Summer Terms-coaching and co teaching took place and will continue into the next years CPD and PM cycles ○ 2 pupils took Maths and English Entry Levels and were successful following Internships, in obtaining paid employment

Behaviour and Attitudes

Context	Areas for improvement	Improvements so far
<ul style="list-style-type: none"> • Visitors to the school comment on the warmth and lived ethos of the school. The SLT identify Behaviour and attitudes as an area of strength across the school. • Local mental health services are severely under resourced • 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 ○ CAMHS LD has been developed locally and from February 2024 have been visiting schools to meet with key staff ○ Our EP left the service due to ill-health which impacted on pupil assessment and support for intervention programmes but is returning in September 	<ul style="list-style-type: none"> • For all staff to consistently follow individual therapeutic support plans • For pupils sensory needs to be appropriately identified and provision put in place to meet these needs <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"> • Lessons are designed to capture engagement and interest, often using individual pupils' interests as hooks into learning • Successful recruitment of PDBA Lead • Headteacher has been part of a steering group to support the development of a CAMHS LD provision which came on line 29th January 2024 • 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 ○ Head has been involved with a Special Interest Group led by Louise Michelle Bomber to develop Trauma Informed Policy and Practice across a wider cohort of collaborating schools-this is due to be rolled out over the course of the net academic year and complements the focus for the coming year of psychological safety of staff and pupils and the development of the Therapeutic Thinking Approach ○ With a complete team in place for September 2024 we are confident that the Therapeutic Thinking Model will be able to be embedded this year ○ Additionally, 2 Deputies have undertaken Therapeutic Trainer Training to enhance our ability to implement effectively and for lasting change to occur ○ 2 Enrichment Classes are set up for September 24 to use a Nurture Model and after regulation time in their base, pupils will be supported to access their appropriate chronological/developmental class

Personal Development

Context	Areas for improvement	Improvements so far
<ul style="list-style-type: none"> 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 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. 	<ul style="list-style-type: none"> Strategically planned for opportunities to grow cultural capital to ensure impact is maximised. 	<ul style="list-style-type: none"> 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. The PSHE lead has conducted a thorough audit of provision Careers provision at the school is nationally recognised No pupils leaving school in 2022 were NEET 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 <ul style="list-style-type: none"> Effective training on Personal Development has improved staff understanding of and confidence in delivering lessons utilising pupil motivators This has led to an improvement in pupil attendance at Work Experience sessions to 95% All pupils have been off-site for trips that have related to their Learning Outcomes over the course of the year 67 pupils engaged with off-site Employer Engagement Opportunities over the course of the year The Print Studio is under construction which will give additional enterprise opportunities to pupils in the new Academic Year The Market Garden Store opened this year and pupils have been able to sell produce grown in the school polytunnel to parents/carers and visitors to the school developing their understanding of business

Leadership and Management

Context	Areas for improvement	Improvements so far
<ul style="list-style-type: none"> • 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 • The majority of SLT are early into their careers within Leadership at Brookfields. • Securing an external AHT and 2 external DHT's has strengthened and complimented the skills of the SLT. <ul style="list-style-type: none"> ○ The formation of the Ascendancy Partnership Trust was agreed by the School Community following the appropriate Consultation period ○ This is currently on hold while financial due diligence is repeated in the light of the LA intent to clawback funds. ○ The MAT work has been expensive in relation to the time required from the Head, Finance Lead and Governors ○ SLT are involved with the development of the SEND Strategy for West Berks ○ SLT are involved with the review of the funding formula as part of the DBV project with West Berks ○ We are severely impacted by lack of capacity at our ELT level putting additional pressure on SLT ○ Safeguarding pupils has been a priority for SLT but takes a lot of the DSL and DDSL time 	<ul style="list-style-type: none"> • 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) • ELT are still early into their journey of being able to hold Teachers to account. • 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 	<ul style="list-style-type: none"> • Literacy and Numeracy leads able to articulate the vision of their subject area, acknowledge gaps and have plans to close these. • 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. <ul style="list-style-type: none"> ○ SLT are now at full quota and with the appointment of other Leads for PDBA and QfT&L, some additional capacity should be possible, once all other Leads return from Mat Leave. ○ Clarity of HR Policies should help provide psychological safety for staff and help SLT model accountability for all in a consistent, clear and equitable manner, removing any sense of personal 'attack' when Policy is applied. ○ An effective relationship has been developed with the LADO which means that staff are confident in reporting on to her when it is required ○ Our Senior Family Support Worker leaves to go on placement in September leaving us with a significant gap

Next steps

The key areas worked on this past year will continue to be focused on in 2024/25 with some additions

- Assessment for Learning-PLP focus remains
- Accountability for pupil progress at every level-consultation, evaluation and circulation of HR Policy
- Strategic planning for Personal Development opportunities
- Therapeutic Thinking establishment and embedding

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). This will be covered within Leadership and Management and Finance and Premises as the targets are broken down.

Risks

Though the SLT are now at full quota, we have lost (albeit temporarily) 2 Strand Leads and 2 Curriculum leads, this will need to be absorbed by SLT in the short term and therefore operational capacity to implement change is going to be impacted.

Outcome of MAT consultation was positive, but all Academisation is on hold while the new Government priorities are established.

West Berks expressed intent to clawback our carry forward despite our in-year deficit, threatens our ability to form the trust due to financial due-diligence

Recruitment landscape continues to be an extreme 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