



“Engage, Empower and Inspire”

Our Mission

Together, we will prepare all our pupils for positive and fulfilling lives, as healthy and engaged individuals

Our Vision

As a result of inspirational teaching, personalised support, engagement and empowerment, our pupils will be able to make, communicate and act on safe, increasingly autonomous and informed choices and decisions, to enable them to live positive and fulfilling lives

Our Values

***Ambition* – we transform, innovate, inspire, challenge. We strive to provide our pupils and their families with the highest standard of teaching and learning, championing aspiration and ambition**

***Learning* – we support and promote lifelong learning for all. We evolve our approach to the education and support of pupils, their families and staff through high quality research and innovative practice**

***Partnership* – we collaborate, harness opportunities, engage, empower, share, and work in partnership with pupils, families, schools, organisations and businesses to remove barriers and create opportunity for success**

***Caring* – we keep our pupils and school community safe so that they thrive and develop; we respect and celebrate the individuality and uniqueness with kindness to all our pupils and their families; we nurture, protect and support them on their journey with us as they prepare for life after school**

Context

The SDP targets have been extended to reflect the change the school is going through as it transitions from being led by one Head to being led by Co-Heads this year, prior to the current Heads' retirement from Headship in July 2027. The decision has been made therefore, to consolidate the existing SDP and ensure that the transition is seamless and that the standard of education received by pupils remains high. There is also an expansion at the school being planned and prepared for with a view to coming on-line in September 2027 so effective preparation for this will be key. As always, we have reflected on the previous year and assessed where the school is, at the start of this academic year. This has, in some cases, altered the way in which we expect to approach achieving each of our transition outcomes.

Head of Strands, Heads of Departments/Services and Curriculum Leads are working in partnership with their teams to write specific actions to support the achievement of each target. The breakdown of all of the SDP targets can be accessed on request. What follows on subsequent pages in table form, is a summary of the overarching desired Outcomes (Pink) plus overall targets for 2026-27 (Blue).

These Outcomes have been broken down into specific, measurable, achievable and relevant targets for the year and are summarised below.

Progress via the actions listed in the full SDP will be monitored termly by those leading on the actions required to achieve the targets; SLT and the governing board but also our School Improvement Partner Gill Barrat, and Sara Attra, Director of Education for the Ascendancy Partnership Trust who monitors the Quality of Education across the 3 founding schools within the MAT.

Our 6 priority areas remain as follows: Safeguarding, the Quality of Education, Behaviour and Attitudes, Leadership and Management, Personal Development and Premises and Budget.

Safeguarding

2026-27 target:

- Safeguarding will remain highly effective because all staff demonstrate a proactive culture of vigilance, professional curiosity and shared accountability for pupil welfare.

Quality of Education

2026-27 target:

- Through consistently high-quality teaching and effective use of assessment, all teachers will demonstrate secure curriculum expertise and adapt learning effectively, resulting in sustained improvement in pupil progress, engagement and readiness for adulthood.

Leadership and Management

2026-27 target:

- Leadership capacity at all levels will be strengthened and embedded so that school improvement is sustained through shared accountability, succession planning, and evidence-informed decision making.

Behaviour and Attitudes

2026-27 target:

- Pupils will develop increasing self-regulation, reducing barriers to learning and future participation in society, through the implementation of fully embedded graduated and therapeutic approach will enable

Personal Development

2026-27 target:

- Every pupil will develop the skills, knowledge, independence and self-advocacy, confidence and personal qualities required for their next stage of life commensurate to their needs through preparation for adulthood which will be consistently embedded across the curriculum

Premises and Budget

2026-27 target:

- The school will operate within an agreed and audited financial plan that does not go into overall deficit
- A premises plan will be followed which allows appropriate delivery of priorities including the Expansion Project and retains flexibility for changing needs
- Health & Safety and Financial propriety will underpin all of the financial and premises plans.

Safeguarding

Safeguarding at Brookfields School will continue to be highly effective

- Safeguarding will remain highly effective because all staff demonstrate a proactive culture of vigilance, professional curiosity and shared accountability for pupil welfare.

[Keeping children safe in education - GOV.UK](#)

Performance Criteria

- Staff understand their responsibilities
- Staff carry out their responsibilities in a timely manner

Ethical leadership links

<https://www.ascl.org.uk/ASCL/media/ASCL/Our%20view/Campaigns/Framework-for-Ethical-Leadership-in-Education.pdf>

Selflessness, Integrity, Accountability, Openness, Leadership, Trust, Kindness, Service, Courage

Link to United Nations Rights of the Child

https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf

Articles 1, 2, 3, 4, 5, 6, 19, 23, 28, 29, 34, 36, 37, 39, 41

Link to MAT priorities:

2.3 Create a trust wide effective Safeguarding culture

6.3 To ensure the trust meets the DfE's expectations for [digital and cybersecurity standards](#).

Impact Statement

Safeguarding will be effective because staff at every level follow the right process and procedure in order to keep pupils in their care safe from all types of harm

Quality of Education

All teachers will have effective skills, knowledge, competence and confidence to teach all curriculum subjects within their Strand

Through consistently high-quality teaching and effective use of assessment, all teachers will demonstrate secure curriculum expertise and adapt learning effectively, resulting in sustained improvement in pupil progress, engagement and readiness for adulthood.

Performance Criteria

- All pupils will achieve their Cognition/Maths and Communication/English targets through accessing the appropriate sequential curriculum, so pupils will be ready for the next stage of their education.
- Teaching staff select and utilise the right approach with confidence, at the right time to engage pupils appropriately, enabling them to make good progress
- Pupils will demonstrate high levels of engagement across all lessons.
- The Rainbow standards are clearly adhered to in all areas of teaching and learning, environments and pedagogy support learners in a developmentally appropriate way.

Ethical leadership links

<https://www.ascl.org.uk/ASCL/media/ASCL/Our%20view/Campaigns/Framework-for-Ethical-Leadership-in-Education.pdf>

Accountability, Openness, Honesty, Leadership, Wisdom, Kindness, Service, Courage, Optimism

Link to United Nations Rights of the Child

https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf

Articles 1, 2, 3, 4, 5, 6, 28, 29, 30, 31

Link to MAT priorities:

4.2 Develop a trust wide common language around curriculum pathways and curriculum content and agree a Trust stance on SEND pedagogy.

Impact Statements

- Pupil progress is excellent in every class. We know this because our Pupil progress tracking system is robust and enables the SLT and ELT to meet directly with class teachers to discuss the progress of individual pupils in each class. The Pupil Progress Meetings capture any pupils who are either needing additional support to make progress or are excelling in a particular area that needs to be developed further to enable them to progress
- Parents and other stakeholders are confident in the Strand model
- There is a greater awareness of how memory affects learning for our pupils and the importance of constant opportunities for practice and retrieval of skills and knowledge

Behaviour and Attitudes

Pupils will be prepared effectively for an autonomous, independent and fulfilling life when they leave Brookfields

Pupils will develop increasing self-regulation, reducing barriers to learning and future participation in society, through the implementation of fully embedded graduated and therapeutic approach

Performance criteria

- All leavers will be prepared for their transition to the destination by June of their final year at Brookfields.

Ethical leadership links

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Accountability, Openness, Honesty, Leadership, Wisdom, Kindness, Service, Courage, Optimism

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Articles 1, 2, 3, 4, 5, 6, 12, 13, 14, 15, 16, 17, 19, 23, 24, 28, 29, 30, 31, 41, 42

Impact statement

Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study

Leadership and management

Brookfields' distributed leadership model will be highly effective at all levels, and the new Leadership team will facilitate an increased consistency in the high standards of teaching expected at Brookfields

Leadership capacity at all levels will be strengthened and embedded so that school improvement is sustained through shared accountability, succession planning, and evidence-informed decision making.

Performance Criteria

- All staff will identify their role in improving standards of teaching and therefore outcomes for pupils
- All teachers will use four pillars (assessment frameworks) to set next steps and inform planning to ensure pupil mastery of skills and knowledge
- Training will be appropriate and successfully delivered, enabling all relevant staff to implement knowledge and skills learnt, successfully in the classroom

Ethical leadership links

<https://www.ascl.org.uk/ASCL/media/ASCL/Our%20view/Campaigns/Framework-for-Ethical-Leadership-in-Education.pdf>

Selflessness, Integrity, Objectivity, Accountability, Openness, Leadership, Justice, Service, Courage, Optimism

Link to United Nations Rights of the Child

https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf

Articles 1, 2, 3, 4, 5, 6, 28, 29, 30, 31

Link to MAT priorities:

2.4 Establish and embed aligned systems, processes, and reporting structures across the Trust to ensure consistency, transparency, and data-driven decision-making that supports school improvement and strategic development.

5.1 Enable staff to access high-quality CPD opportunities that support their career aspirations and growth. Embed a culture of staff continuous learning which underpins school improvement and positively impacts students.

Impact Statement

Through robust monitoring, gaps in progress are quickly identified and closed, we know that no cohort is being disadvantaged

Personal Development

Every pupil will leave Brookfields with a hobby or leisure activity for life

Every pupil will develop the skills, knowledge, independence and self-advocacy, confidence and personal qualities required for their next stage of life commensurate to their needs through preparation for adulthood which will be consistently embedded across the curriculum

Performance Criteria

- Pupils at all levels are supported to follow rules and safety guidelines in school.
- All staff use a therapeutic model to support pupils to regulate.
- Personal development opportunities are embedded across the curriculum provision and can be clearly identified by the teaching staff.
- Staff challenge pupils to acquire new hobbies through the curriculum provision offered.

Ethical leadership links

<https://www.ascl.org.uk/ASCL/media/ASCL/Our%20view/Campaigns/Framework-for-Ethical-Leadership-in-Education.pdf>

Accountability, Leadership, Wisdom, Justice, Service, Courage, Optimism

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Impact statement

Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study

Premises and Budget

The school will operate within a premises and budget plan that facilitates the delivery of the goals of the school development plan

The school will operate within an agreed and audited financial plan that does not go into overall deficit

A premises plan will be followed which allows appropriate delivery of priorities including the Expansion Project and retains flexibility for changing needs

Health & Safety and Financial propriety will underpin all of the financial and premises plans.

Performance Criteria

- The Leadership team will set a Budget plan that retains a positive balance.

Ethical leadership links

<https://www.ascl.org.uk/ASCL/media/ASCL/Our%20view/Campaigns/Framework-for-Ethical-Leadership-in-Education.pdf>

Accountability, Leadership, Wisdom, Justice, Service, Courage, Optimism

Link to MAT priorities:

6.4 To ensure that staff in each school have a minimum financial understanding and use financial tools competently. To train school staff so that they reach a minimum expected standard

6.5 To ensure all school leadership to take ownership of the budget management of their schools, including participation in the budgeting process, managing their schools' costs effectively and ensuring that funding from the LAs aligns with expectation. This will ensure schools operate efficiently, whilst maximising resources.

Impact statement

Premises are as 'fit for purpose' as is realistically achievable whilst being delivered within the financial constraints of a balanced budget.

Premises support high quality teaching & learning and are appropriate to the pupils' needs and safety