



“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**

***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**

***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**

Context

The theme of this year's SDP is influenced by the recovery period following COVID19 with its lasting impact on the lives of our pupils, their families, and our staff. We still have pupils who have not returned since the pandemic so being able to re-articulate our values in order to safeguard and educate all within our community, wherever they are schooled, is increasingly important. Our SDP is a 3 year one with a focus on ensuring that the high standards that we expect are being maintained and that our values are being lived out in school on a daily basis. As always we have reflected on the previous year and assessed where the school is, at the start of this academic year. Each of our 3 year Outcomes have been broken down into specific, measureable, achievable and relevant targets for the year and are summarised below.

Head of Strands, Heads of Departments/Services and Curriculum Leads have worked 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 3 year overarching desired Outcomes (Pink) plus targets for 2023-24 (Blue).

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

Our 5 priority areas remain as follows:

Safeguarding

2023-24 target:

- All staff are aware of their personal accountability and responsibility towards all children at Brookfields School and implement policy and practice to ensure the highest possible standards of individual and contextual safeguarding

Quality of Education

2023-24 target:

- All teachers will use the newly reviewed curriculum to implement sequential and coherent planning, providing accurately pitched vehicles and appropriate modes of delivery (pedagogy)

Behaviour and Attitudes

2023-24 target:

- Teachers working with pupils aged 14-19 will develop a robust study programme for individual learners and the ability to resource these effectively, including opportunities for greater engagement with adult community provision to ensure mastery of skills e.g. generalising in different contexts.

Leadership and Management

2023-24 target:

- Leaders at every level are accountable for pupil progress and understand the necessary steps to achieve this at an outstanding level

Personal Development

2023-24 target:

- All staff know what personal development means for pupils at Brookfields school and all teachers successfully plan for and sequence personal development growth opportunities at the appropriate level and style for their strand

Premises and Budget

2023-24 targets:

- The school will operate within a three-year financial plan that does not go into overall deficit
- A premises plan will be followed which allows appropriate delivery of priorities 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 be effective

All staff are aware of their personal accountability and responsibility towards all children at Brookfields School and implement policy and practice to ensure the highest possible standards of individual and contextual safeguarding

[Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://www.gov.uk/publishing/keeping-children-safe-in-education-2023)

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

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

All teachers will use the newly reviewed curriculum to implement sequential and coherent planning, providing accurately pitched vehicles and appropriate modes of delivery (pedagogy)

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

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

Teachers working with pupils aged 14-19 will develop a robust study programme for individual learners and the ability to resource these effectively, including opportunities for greater engagement with adult community provision to ensure mastery of skills e.g. generalising in different contexts.

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

Leaders at every level are accountable for pupil progress and understand the necessary steps to achieve this at an outstanding level

Performance Criteria

- 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

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

Impact Statement

Through robust monitoring and gaps in progress are quickly identified and closed, we know that no cohort is being disadvantaged through our curriculum and next steps are developmentally appropriate.

Personal Development

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

All staff know what personal development means for pupils at Brookfields school and all teachers successfully plan for and sequence personal development growth opportunities at the appropriate level and style for their strand

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 a three-year financial plan that does not go into overall deficit
A premises plan will be followed which allows appropriate delivery of priorities 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 agree a 3-year financial 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

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

By 2025 Therapeutic Thinking will be embedded into the school and visible to all in the school Vision, Ethos, Policy and practice.

Pupils will demonstrate an increased ability to regulate requiring less adult intervention.