

Westbrooke School

School Development Plan 2015/16

Mission Statement:

Working together and celebrating every success

School Aims:

- *To celebrate achievement at every level.*
- *To provide a happy, safe engaging environment for all.*
- *To motivate and encourage learning without fear.*
- *To help children to create and maintain positive relationships.*
- *To provide opportunities and experiences to build self-esteem and confidence.*
- *To develop children's understanding of respect for themselves, others and property.*
- *To create independent learners.*
- *To promote a sense of teamwork across the school community.*
- *To have good speaking and listening skills.*
- *To be able to read and write.*
- *To be numerate.*

Overview

Westbrooke School is a small establishment for children with emotional, behavioural and social difficulties. It is part of the New Horizons Federation, a group of Bexley schools working together to cater for children and young people with SEMH or who are at risk of permanent exclusion. New Horizons Federation promote inclusion in the widest sense.

OFSTED inspected the school in July 2015. Westbrooke received the following grading:

Overall effectiveness – Outstanding (1)

Achievement of pupils – Outstanding (1)

Quality of teaching – Outstanding (1)

Behaviour & Safety of pupils – Outstanding (1)

Leadership & Management – Outstanding (1)

ACHIEVEMENT					
Action (Tasks)	By Whom:	Resources:	Timescale:	Impact:	Evidence:
<p>Ensure a broad and balanced curriculum is covered in all classes with evidence of high quality learning. <i>(Review the timetable for 2015/16; analyse progress data by year group and over time; review further opportunities for embedded literacy and numeracy across all subject areas).</i></p> <p>Curriculum in place for all classes – SLT monitoring planning and work in books to ensure coverage. 100% of pupils accessing whole curriculum. Curriculum has been assessed and is giving good coverage in line with statutory expectations. Staff meetings arranged in June for further development</p>	SLT / relevant subject leaders.	In line with specific topics covered – utilise existing resources and ensure on-going recording of assets / resources to enable sharing across teaching areas.	On-going monitoring by SLT / termly review of curriculum offer.	All classes have equal access to a broad curriculum including the opportunity to learn a MFL (Spanish) at Key Stage 2. There are daily literacy and numeracy sessions and opportunities for creative work through Art and Music as well as structured PE lessons. ICT, literacy and numeracy are embedded in the curriculum. Older pupils have the opportunity to undertake a technology project.	Class timetables. Curriculum Policy. Learning Walks. Lesson observations through the annual monitoring cycle. Pupil and parent / carer feedback.
<p>Close the achievement gap for pupils entering the school with disrupted prior education and previous poor history of engagement in learning. <i>(Identify pupils whose progress rates are not in line with national averages; ensure prior educational data is provided by previous schools; review the systems for the collation of prior educational data and histories; ensure pupils moving from the PRU to Westbrooke are timely and not delayed).</i></p> <p>Baseline assessments in place and providing accurate data and areas for learning development. School tracking system established and pupil progress moderated by all teaching staff & HLTA's Ability setting established to ensure all teaching focussed on filling gaps in pupils learning before ensuring above expected progress</p>	All teaching and support staff (collaborative focus between class teachers and TAs).	Differentiated materials based on baseline assessments for pupils on entry.	On-going with termly reviews to measure progress.	83% of Y6 pupils have made expected progress in reading (2014) with 91% predicted to have achieved this by the end of KS2. Predictions based on current progress data indicate more than expected progress to increase from 40% of pupils in 2015 to 50% in 2016. Intervention programmes are showing the gap closing for pupils in writing where progress has been slower. Progress in Maths shows better than national outcomes in 2015 / 16 (predicted).	Progress data. Teacher assessments (moderated with other local schools). Pupils' work and work scrutiny records. Individual pupil case studies. Monitoring of intervention programmes.

<p>Increase the % of pupils making more than expected progress in writing at the end of KS2 (2016 – current Year 5). <i>(Identify pupils with slower rates of progress and link progress targets to outcomes; further develop individualised programmes of intervention with termly monitoring of progress; ensure best practice is shared across NHF to promote the highest standards of literacy teaching).</i> Intervention groups established – impact of which will be measured by new tracking system at Easter. 100% of pupils making at least expected progress in writing</p>	<p>All teaching staff.</p>	<p>HLTA time allocation for 2015/16 timetable. Use of in-class TA to provide intervention continuum.</p>	<p>June 2016.</p>	<p>Intervention programmes show increased rates of progress for Year 5 to date. Increase in support through new staffing structure to 2 x HLTAs.</p>	<p>Progress data. Individual pupil's work. Pupil's reports.</p>
<p>Increase the number of pupils returning to mainstream for secondary education or accessing some mainstream lessons as part of the Federation's inclusion strategy. <i>(Introduce earlier opportunities for mainstream reintegration and identify pupils by the end of Y5 to ensure appropriate timeliness of support; develop an NHF strategy for primary transition support from specialist to mainstream provision and coordinate planning with the Primary Reintegration Coordinator.</i> Discussed at SLT – new expectations for transfer to mainstream secondary agreed Pupils likely to achieve successful transition into mainstream being identified in EHC reviews in Yr 4 and Yr 5.</p>	<p>Head of School / Primary Reintegration Coordinator (NHF)</p>	<p>Allocation of reintegration support workers to support inclusive experiences and reintegration / transition programmes.</p>	<p>April 2016 – onwards.</p>	<p>40% of Y6 pupils moving to mainstream for Y7 (2015) with transition support planned through NHF Outreach Team.</p>	<p>Exit route information. Follow-up recording through Oakwood School progress data. Exclusions data from secondary schools. Case studies for pupils in Y7 (undertaken through the Outreach Team).</p>
<p>Further develop joint working practices with Oakwood School to ensure smooth transition to accelerate progress and achievement. <i>(Establish regular meetings between key personnel to review approaches to behaviour and learning and to coordinate learning programmes; develop joint activities and learning experiences between Y6 and Y7 pupils; identify key staff to work collaboratively across schools supporting the transition of pupils).</i></p>	<p>Head of Schools (Oakwood and Westbrooke) + Executive HT</p>	<p>Annual calendar of joint meetings between key personnel.</p>	<p>April 2016.</p>	<p>Established transition programme Y6-Y7 in place.</p>	<p>Shared policies across NHF schools. Central staffing providing consistent support for attendance and transition support. Schemes of work for Y6 and Y7 are coordinated by lead</p>

<p>Not achieved to date</p> <p>Further strengthen staff expertise in meeting the needs of pupils with communication and language needs (ASD / speech and language difficulties) in response to the patterns of referrals and pupil profiles. <i>(Work with the Speech and Language Service and ASD Support in establishing a programme of staff development opportunities and link these to PM targets as appropriate)</i> Meeting held with Tracey McDonald (ASD team) regarding staff training</p>	SLT	On-going training for staff through the Speech and Language SLA / Pupil Premium funds. ASD support and training for staff across NHF.	On-going / review June 2016.	Staff have weekly access to speech and language support through existing SLA. Speech and Language programmes are in place for identified pupils.	teachers / Heads of Department. Pupil case studies. Staff Performance Management Records. Pupil progress data triangulated with intervention programmes and lesson observation records.
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QUALITY OF TEACHING

Action	By Whom:	Resources:	Timescale:	Impact:	Evidence:
<p>Maintain 100% of lessons good or better and increase outstanding teaching to be evident in all classes on more than 60% of occasions. <i>(Develop a system of coaching and good practice discussions across classes; plan opportunities for teaching staff to visit other high performing environments to observe specific practices and focused subject areas).</i> Teaching good or better in all classes, observed through learning walks and visits. Evidence of good or better teaching and learning evident in work scrutiny by SLT (Fortnightly) Teaching is outstanding in all areas – evidenced by learning walks, pupil feedback and work monitoring</p>	SLT + all teaching staff	<p>Annual calendar of monitoring and weekly learning walks.</p> <p>HLTA and SLT lesson cover to allow sharing of good practice internally / externally.</p>	On-going	100% of lessons are good with a high proportion of teaching observed as outstanding when triangulated with work scrutiny and progress of pupils (LA and SPA support this judgement to date).	<p>Lesson observations and learning walk records. Pupil progress shows 100% of pupils making at least expected progress over time with more pupils than national average making better than expected progress (35~%+) in reading, writing and Maths. Stakeholder feedback (parents / carers' views). Incident reports and data show decrease in out of lesson exit behaviour over time. Classroom displays.</p>

<p>Develop further the expertise of staff in self-review through offering mentoring support to the PRU primary staff <i>Staffing in place to enable joint working – Head & Deputy visited PRU and fed back.</i> <i>Ongoing due to staffing issues (leadership changes in PSSS Primary etc). Discussions ongoing.</i></p> <p>Contribute to the whole Federation approach to assessment and ensure a consistent approach between Primary PRU and Westbrooke. <i>Deputy Head has developed and shared assessment system with working party – continuing to work to develop continuity in reporting to governors</i> <i>Assessment system has been shared with PSSS & Oakwood.</i></p>	<p>Head of School / PRU Primary Department Coordinator</p> <p>Head of School / AHT Assessment PSSS / teaching staff and HLTAs</p>	<p>Time allocation and cover for teaching staff.</p> <p>Time to attend working group meetings.</p> <p>Funds to purchase Pupil Asset.</p>	<p>January 2016 – onwards.</p> <p>September 2015.</p>	<p>Staff have participated in a whole Federation assessment working group and reviewed different systems for assessment “post-levels”. Head of School has attended LA assessment discussion groups. Cross-moderation and work scrutiny arrangements have been established with local primary schools.</p>	<p>Quality of teaching in the Primary PRU. Feedback from primary PRU colleagues. PM records of Primary PRU teaching staff. PM records of Westbrooke teachers. System in place consistently for baseline and on-going assessment “post-levels”. Marking is consistent and in line with local schools. Monitoring and data systems are well understood and allow for progress rates to be measured accurately.</p>
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BEHAVIOUR AND SAFETY

Action	By Whom:	Resources:	Timescale:	Impact:	Evidence:
<p>Maintain attendance rates at 90%+ on a weekly basis. <i>(Review attendance weekly through SLT Meetings; work collaboratively with the new Attendance Learning Mentors in addressing attendance issues by 9.30am each morning).</i> <i>Attendance for year at 93% - only 2 weeks so far with less than 90% attendance</i> <i>Attendance at over 91% for year.</i></p>	<p>Head of School / Attendance Learning Mentor</p>	<p>SIMS analysis of attendance tools. Support from Thriving Families and Social Care as required. LA transport arrangements.</p>	<p>September 2015 – on-going.</p>	<p>Attendance is consistently around 90% and often significantly above (2014-15).</p>	<p>Registers. SIMS data. Attendance Learning Mentor records. Communication logs. Minutes of multi-agency meetings. Comparisons with prior attendance.</p>
<p>Review current behaviour management policy and systems in line with the NHF good practice approach and within the new staffing structure. <i>(consult with staff on current systems and practicalities within reduced staffing structure; formalise restorative approaches in the new policy; review banding for individual pupils to ensure support is matched to pupil needs).</i> <i>Complete – policy in place</i></p>	<p>SLT with all staff</p>	<p>Training for staff in restorative approaches to further embed current practices.</p> <p>Target banded funding to match</p>	<p>September 2015</p>	<p>Restorative approaches identified through behaviour review as highly effective in Westbrooke – to be formalised in policy and shared across NHF. Behaviour incidents are limited and dealt with swiftly and consistently.</p>	<p>Behaviour Policy. Independent behaviour review (NHF). Staff behaviour questionnaires. Feedback from Behaviour Lead (NHF). Positive Handling Plans and records.</p>

<p>A consistent NHF approach to safeguarding is adopted to allow for the sharing of good practice and access to internal support for all staff and managers. <i>(Annual safeguarding training plan in place; all designated staff access the same level of approved safeguarding training; record-keeping is consistent across the organisation).</i> Complete – Consistent approach through collaborative working</p> <p>Establish electronic monitoring systems for behaviour to enable consistent approach to measuring of behavioural progress and reporting to stakeholders including parents / carers and pupils. <i>(Development of SIMS to record incidents and outcomes; training for staff in SIMS; review of reporting systems in relation to behaviour and, in turn, improved access to management information).</i> Ongoing – working with Oakwood assistant head In place and established</p>	<p>All staff</p> <p>SLT / NHF ICT Support/ AHT Assessment (PSSS)</p>	<p>individual identified needs.</p> <p>Funding for training and INSET allocated time annually.</p> <p>Funding for SIMS training. Time for staff to develop confidence in use of SIMS.</p>	<p>September 2015</p> <p>November 2015</p>	<p>Behaviour for learning is high priority. Training planned for all staff on 3.9.15. Head of School undertaking relevant identified training as designated lead. NHF Safeguarding Liaison Officer in post from September 2015. Support in place through central Inclusion Manager.</p> <p>Recording systems in place which are now ready to be moved towards an electronic system.</p>	<p>Daily Debriefing Minutes from September 2015. Staff annual training records. Safeguarding processes and recording. Feedback from staff. Single Central Record. Stakeholder questionnaires. Pupil feedback.</p> <p>SIMS records. Reports for individual pupils. PHPs. Risk assessments. Data analysis of incidents by class, gender, FSMs, EAL, etc.</p>
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LEADERSHIP AND MANAGEMENT

Action	By Whom:	Resources:	Timescale:	Impact:	Evidence:
<p>Share existing good practice across the Federation schools to develop leadership capacity within the Westbrooke team and beyond. <i>(Head of School to work collaboratively with the new PRU Primary Department Coordinator to establish aspirational systems and procedures in the PRU; Deputy Head at Westbrooke to have the opportunity to lead on specific areas and whole school operational matters).</i></p>	<p>SLT</p>	<p>Time allocation.</p>	<p>October 2015 – onwards.</p>	<p>Closer working relationships are developing between the primary PRU and Westbrooke – NHF SLT vision is being established.</p>	<p>Minutes of NHF SLT Meetings. Restructure document. Independent review of behaviour report.</p>

<p>Staff newly in place – Head & deputy visited PRU & Oakwood – Literacy and PSHE leads working with Federation colleagues</p> <p>Literacy/ Library committee led by Westbrooke literacy co-ordinator meeting regularly and making progress. Restorative Justice group led by Westbrooke PSHE lead meeting regularly, staff training complete or arranged in all areas.</p> <p>Develop professional partnerships with other similar establishments to facilitate a forum for sharing of good practice and opportunities for professional challenge. <i>(Develop links with other PiXL primary schools and special schools in the South East / London)</i> Contact made with Bromley SEN to develop links</p> <p>Develop electronic systems using Pupil Asset and SIMS as well as own systems to provide high quality management information. <i>(Work with NHF IT Support to develop systems which provide information in the most useful way to inform strategic planning and programme delivery).</i> Ongoing through assessment working group</p> <p>Explore opportunities to develop a teaching school focus and support succession planning in the organisation. <i>(Investigate local teaching school partnerships and consider how to develop future successful recruitment strategies; develop training for local schools on behaviour management systems and approaches).</i> Head has applied for National Leader in Education - awaiting response</p>	<p>SLT</p> <p>NHF Assessment Working Group / Head of School / IT Manager (NHF)</p> <p>Head of School / DHT</p> <p>Head of School / EHT NHF</p>	<p>Funding for PiXL. PiXL associate support.</p> <p>Funding for Pupil Asset and SIMS including training as required.</p> <p>Time allocation.</p> <p>Nil</p>	<p>September 2015 – on-going</p> <p>November 2015 – onwards</p> <p>January 2016 –</p> <p>January 2016</p>	<p>Involvement in working group and decision-making reassessment systems.</p> <p>NVR training in place and well received.</p> <p>Early discussions with LA suggest increase in pupil numbers and need to review current school building post-inspection.</p>	<p>Pupil Asset system in place and utilised effectively. All pupil data on SIMS.</p> <p>Programme of training. Strategic plans for recruitment linked to staff PM.</p> <p>Commissioned numbers ensure PRU is appropriately used. Pupils access Westbrooke at the appropriate point and maximise their progress without loss of education time.</p> <p>Banded funding pupil list.</p>
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<p>Work with the LA on matching current provision to local need and engage in future strategic planning to reduce spend on out of borough placements with a view to improvements to the Westbrooke site and increase in pupil numbers if required.</p> <p>Head member of Children & Young Persons Improvement Board – Meeting in April focussing on SEN & Inclusion</p> <p>Review the banded funding allocation to ensure pupils’ needs are adequately met.</p> <p>Ongoing</p>	<p>All teaching staff / SLT</p>	<p>Nil</p>	<p>On-going</p>	<p>Head of School involved in identifying needs with LA as part of funding process.</p>	
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