

SECTIONS	Archers Brook School Summary SEF Summer 2019
Context	<p>Archers Brook School caters for boys and girls with complex SEN and underlying mental health need most often referred to as social, emotional and mental health difficulties, often linked with medical conditions such as ASC, ADHD, learning difficulties and communication problems.</p> <p>Archers Brook residential school is maintained by the local authority and presently provides place funded special education for up to 8 Key Stage 2 pupils and up to 75 Key stage 3- 4 pupils, often being above these numbers. The residential provision (for up to 18 pupils at a time). is available 4 nights a week during term time. Children from Cheshire West & Chester Authority can access the provision 2 nights educationally or as an extended day; anything beyond this is negotiated with Social Care colleagues or the home Authority.</p> <p>Academic achievement for the vast majority of all pupils is outstanding, with all pupils achieving outstanding outcomes (Ofsted 2018). No pupil groups are disadvantaged and CLA/FSM do as well or better than pupils not CLA/FSM.</p> <p>6 of the 82 pupils on roll are CLA, 7 pupils are adopted. A total of 52% of pupils are eligible for pupil premium (40 FSM). Pupil premium is used in line with best practice following identified need that will enhance a child or young person's ability to engage with education and increase their attainment.</p> <p>The large geographical area the school serves is diverse; From Ellesmere Port and Chester to the outlying districts of Northwich, Winsford and Frodsham – the school also supports OOB pupils from Cheshire East, Wirral, Wrexham and Bradford.</p> <p>Ofsted rates the school as Good with Outstanding features.</p> <p>The school believes itself to be Outstanding, but recognises how it can strengthen the drive and commitment to not only sustain the Ofsted rating, but forge onwards to always improve and innovate.</p>

PROGRESS FROM PREVIOUS INSPECTION KEY ACTIONS	Key actions: Ofsted Report (13 th – 14 th March 2018)	Progress –Quantitative statements taken from most recent SIP reports.
	<p>Improve teaching further by ensuring that all pupils, particularly the most able pupils, are fully challenged across all subjects.</p> <p>Strengthen the composition of the governing body and the accuracy with which their meetings are recorded (recommend Review of Governance).</p>	<p>Data is very well understood and used effectively to support learning and target specific areas or young people where there might be concerns. This is very visible within the application of Assessment for Learning. Assessment supports learning and leads to effective accreditation, which is valued, by the students and their future employers or providers or further education/training. Moderation is taken seriously throughout the school and external moderation is used where possible to verify the schools own moderation.</p> <p>The attainment level at final accreditation in KS4 is very good particularly for a school with the population of Archers Brook. The rigorous target setting process and tracking clearly challenges the staff to ensure every student achieves his or her best. There is tenacity to this process which has a major impact on overall achievement.</p> <p>The quality of the Curriculum, Assessment, Target Setting and Monitoring are exceptionally good in this school. The leadership and Management has a real depth, led by and effective Headteacher leaders at all levels show the potential to be leaders of their own schools in the future. This is an unusual quality in the leadership team of a school. (SIP report summer 2018)</p>
OUTCOME FOR PUPILS (attainment, progress and the quality of learning, for individuals,	The school & Ofsted (March 2018) judge Archers Brook to be Outstanding in the category Outcomes for Pupils	
	For our current Y11(2018-19) predicted outcomes from 2017 represent sustained progress which, according to our analysis against teacher target grades (obtained using FFT, CASPA & teachers knowledge of pupils) 3-year	

<p>different groups, particularly SEND pupils)</p>	<p>analysis shows progress above the national average for those pupils with a similar profile, illustrating their Outstanding progress from their individual starting point.</p> <p>The Year 11 results from 2018 again highlight the success of the initiatives now embedded in the revised curriculum and timetable. 11 of the 12 (92%) pupils accessing the school from a cohort of 14 achieved at least a level 1 in both Maths and English, with an average of 9.6 GCSE equivalents gained by these pupils. When all 14 pupils are taken into account the percentage of pupils achieving a level 1 in both English and maths has been broadly maintained (60% in 2015, 89% in 2016, 73% in 2017, 79% in 2018). Pupils not able to educate on site despite our bespoke approach received a tailored response to maximise their learning during their complex circumstances.</p> <p>11 of the 12 (being 9 male and 2 female pupils) are still flowing their courses from the post 16 pathway plans in their transition review. 1 (male) is still actively seeking employment and has been employed.</p> <p>All current 17 Yr11 pupils (2019) have post 16 destinations in education, this is a celebration point.</p> <p>All year 6 pupils sat their SATs in May 2018. The Year 6 results tell us that 4 out of 8 achieved national standards in reading; 1 out of 8 in Grammar and spelling; 1 out of 8 in Mathematics.</p> <p>We predict a similar pattern for this year 6 (2019) given in year tracking and moderation.</p> <p>Archers Brook School operates a 24hr curriculum; pupils are encouraged to take advantage of the extended learning activities after school which can enhance the learning that takes place in the school day (literacy/numeracy sessions) or provide additional accredited qualifications e.g. vocational qualifications and any local group that they may be interested in (Youth clubs, Army Cadets etc). This offers them opportunity to increase attainment and self-esteem as well enabling them to access activities that promote lifelong learning, self-motivation and life skills as well as be supported towards aspirational expectation outside of normal school hours</p> <p>'The school monitors pupil progress across academic, social and emotional areas using a range of measures. From their starting points, pupils achieve outstanding outcomes in each of these areas and develop excellent habits for life.' Ofsted March 2018</p> <p>Headline development priorities taken from School 2018-19 SDP:</p>
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	<ul style="list-style-type: none"> • Develop pathways into post 16 and adulthood & participate in locality 'Building Futures together project' • Attain ASC accreditation ongoing • Literacy/writing whole school focus
<p>TEACHING, LEARNING AND ASSESSMENT (expectations, engagement, motivation, challenge, independence and deployment of staff and resources)</p>	<p>The school judges itself to be Outstanding</p> <p>Teaching is typically at least good, and some lessons are typified as outstanding where pupils' learning is highly individualised and pupils are fully challenged to achieve their potential. Teachers prepare extremely thoroughly and effectively to facilitate outstanding progress through pupils' independent learning. Teachers use highly imaginative teaching strategies, and creative environments to match pupils' needs, consequently, all lessons seen are demonstrably effective in promoting high expectations and have a climate of high levels of pupil engagement and commitment from staff. TAs are deployed to the best effect, being noted as skilled and knowledgeable and able to provide support to teachers in an unobtrusive and effective way</p> <p>'Pupils have positive attitudes towards learning and are enthusiastic in lessons. They are able to explain what they are doing and understand what is expected of them in lessons. Pupils take pride in their work and most try hard to present their work well.' Ofsted March 2018</p> <p>Using their excellent subject knowledge against a backdrop of high expectation, Teachers assess pupils' progress regularly and accurately and discuss assessments with them so that pupils know how well they have done and what they need to do to improve, promoting equality/diversity and consulting with them to accurately design methods of assessment feedback that impact on progress. We've aimed to support pupil understanding of positive methods of engagement by using a range of techniques (moving on from the Dylan William AfL project, enquiry & collaborative learning project to the current Education Endowment Fund Metacognition piece).</p> <p>It is clear from observations, interaction and discussion with pupils/parents that there is an emerging trend for our pupils to develop the capacity to be able to learn from their mistakes; becoming resilient learners. Lesson observations and Learning walks reflect staff challenging and stretching pupils further by ensuring teaching is enlivened with shared, evidence based strategies through developing a reflective learning culture (meta-cognition, EEF CPD targets for teaching staff on-going in 2018-19 and into 2019-20).</p>

	<p>From September 2018 ABS no longer uses CASPA as a means of measuring progress but relies on FFT data with teacher's professional knowledge to assess and record progress in ARBOR.</p> <p>The pupil premium data shows that there are very few discrepancies regarding the difference between whole school, pupil premium and children looked after.</p> <p>'There is a culture of 'everyone a learner' and therefore staff welcome suggestions on how a pupil's learning experience can be improved.' Pearson BTEC external Q&A February 2018</p> <p>Marnie Aston Mental Health Audit Autumn 2018– what we know our school needs.</p> <p>CITA staff development internally and through co-production of HNR action plan.</p> <p>'We are delighted to work with Archers Brook and their pupils on a range exciting projects as we work to bridge the skills gap in West Cheshire & North Wales.' Young Chamber May 2019.</p>
	<p>Headline development priorities taken from School 2018-19 SDP:</p>
	<ul style="list-style-type: none"> • Improve teaching further by ensuring that all pupils are fully challenged • Curriculum enhancement allied to Mental health and Wellbeing • Young Chamber of Commerce project (Youth Enterprise) • Embed ARBOR to monitor progress
<p>LEADERSHIP/ MANAGEMENT (How well leaders demonstrate ambition for pupils, improve teaching and learning, develop staff,</p>	<p>The school judges school leadership to be Outstanding but recognises the need to improve the governance of the school</p> <p>'Leaders have successfully nurtured a strong ethos of care and respect for the pupils in the school.'</p> <p>'Staff morale is high. Teachers and support staff say they are well led and encouraged in their professional development. They feel valued by school leaders and are motivated.'</p> <p>'School leaders have taken the initiative to help develop practice in other local settings' Ofsted March 2018</p> <p>The depth and accuracy of leaders' understanding of the school's performance has sustained the shared vision of excellence, as the Leadership team have ensured relevant training/deployment of resources ensuring that</p>

<p>sustain improvement.)</p>	<p>staff and pupils' skills and attributes and effectiveness of actions are monitored and subsequently supported in a planned response – 'Leaders [then] take effective measures' to target underachievement. Both the accredited academic curriculum and the wider curriculum have been designed to account for the skills of our pupils, staff being able to access continual CPD alongside this well designed curriculum enhancing their skills in line with national developments.</p> <p>In line with maintain high quality provision in a climate of financial austerity we have undertaken a staff re-structure to repurpose the staffing at Archers Brook - taking the opportunity while looking at restructuring to review the school curriculum. New staff are facilitated speedily towards our shared vision through a well-planned induction. We support local teaching schools offering facility for QTS students to access SEN training modules and also support our own staff to train as teachers in our environment.</p> <p>Middle leaders are supported to develop towards leadership pathways being able to lead whole school strategic projects, access NCSL training (such as SLE), the NPQML and shared opportunities between our school and other local SEN schools (such as coaching) as we are committed to a shared ethos through being a soft federation and we have been successful in our bid for receiving TSA status. All Staff enthusiastically participate in our established Teaching and Learning Communities (TLC) to develop consistent Outstanding practise across the school, linked to SDP. This will ensure our staff will have a consistent approach when offering formal TSA Outreach to Mainstream teaching colleagues in our local area and the RSC footprint. This in turn not only promotes our outward looking and reflective nature as leaders of learning but also supports mainstream colleagues to develop.</p> <p>Pupils are supported by high quality aspirational life experiences as part of our residential offer which has been judged as Good or Outstanding in the past 6 consecutive residential inspections. British Values & SMSC and an understanding of being a modern Briton are taught and skilfully mapped throughout the curriculum offer across the 24hours, expanding and nurturing our pupil's individual experiences and understanding.</p> <p>Safeguarding is proven to be effective with pupil welfare promoted by all. Staff are trained at or above expected standards and key staff work with the most complex of cases to ensure effective working/communication with external professionals.</p> <p>'Safeguarding systems are robust, well organised and closely monitored. Strong relationships with other agencies, including social care and the police, allow the school to develop an informed and comprehensive view of pupils.' Ofsted March 2018</p>
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	<p>Links have been established CCSW to engage our workforce in adult education to skill up staff in areas relevant to need (such as Mental health).</p> <p>Governors challenge school leaders and hold them to account during meetings and hold staff accountable through their scrutiny of the 24-hour curriculum/safeguarding, understanding their responsibilities with regard to safeguarding, pay award, the use of Pupil Premium/Sports premium and through fostering a truly positive and critical friendship with the school.</p> <p>A review of Governance undertaken in April 2018 with subsequent action plan written; this has been supportive in driving a successful recruitment drive, ensuring Governors are assured of their ability to strengthen the composition of the governing body and a new Clerk has resolved the accuracy with which their meetings are recorded. Governors are engaged with external Governance trainers to ensure a rigorous approach is undertaken.</p> <p>'The governors continue to offer strong support to the school. They recognise the need to increase the membership of the governing body and have made good progress in this respect' Independent Governance review monitoring visit July 2018</p>
	<p>Headline development priorities taken from school SDP:</p> <ul style="list-style-type: none"> • ABS residential access criteria refreshed and embedded • Governance review action plan undertaken • CITA as part of a self- sustaining system of school development and visionary leadership • Embed ARBOR
<p>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE (including behaviour in lessons & around the school,</p>	<p>The school judges itself to be Outstanding across all indicators.</p> <p>'The behaviour of pupils is outstanding. Conduct in lessons is consistently exemplary and pupils are skilfully supported by adults to maintain this high standard.' Ofsted March 2018</p> <p>Pupils' behaviour towards adults and each other is exemplary. Their pride in the school is shown through their contribution to events such as the CWAC Schools Champion events /Ellesmere Port Art festival/Cultural</p>

<p>attendance & punctuality, attitudes towards others, how well protected from bullying, views of pupils/parents)</p>	<p>Educational Minds and fund raising events where our pupils were fabulous ambassadors. There are many other occasions when our pupils are able to demonstrate their consistently high standards of behaviour – at swimming lesson, during our School fair, parent’s open day, supporting ASC pupils from a local Primary school being just a few. Most notable recently was the hugely successful Charity walk (RNLI) along the coastal path, also the recent Xmas fair and Children in Need events.</p>
	<p>Overall attendance for academic year 17/18 was 86.8% with Ofsted in 2018 commenting ‘Attendance is showing sustained improvement over time and a detailed analysis of attendance data demonstrates that the actions school leaders are taking to improve attendance are effective.’. Current attendance average as of May 2019 is 86.5%, an increase since December.</p> <p>All factors in the PASS survey are improved on the previous year with ‘Preparedness For Learning’ making the highest increase.</p> <p>Bullying and/or discriminatory behaviours are tackled on every occasion by both staff and pupils. Pupils regularly report to visitors: Ofsted inspectors, school improvement consultant and Governors, feeling ‘100%’ confident that their staff will resolve any issue they bring to them’.</p> <p>Parental, staff and pupil views on standards of behaviour is that behaviour is very good. In day to day contact with home parents in the main, report that their child feels heard, is well supported and enjoys being at this school.</p> <p>Parental response from questionnaire/annual reviews is consistently positive. All feedback from parents is considered and acted upon wherever possible</p> <p>Rigorous and robust safeguarding systems are in place to ensure all pupils are safe and secure and aware of how to keep safe. External training through our e-safe system for staff and parents attending well led safeguarding training ensures the highest level of wrap around care is in place for all pupils in our school.</p> <p>All staff are trained to use MAPA, this has impacted on the number of physical interventions reducing by over 70% in the past 4 years.</p>
	<p>Headline development priorities taken from school SDP:</p> <ul style="list-style-type: none"> • Review and refresh rewards system in consultation with all stakeholders

	<ul style="list-style-type: none"> • Promote positive mental health for all in school community • Undertake Stonewall 'Silver award' and 'No Outsiders' projects.
<p>OVERALL EFFECTIVENESS (Spiritual, Moral, Social and Cultural)</p>	<p>'Pupils achieve outstanding outcomes because of the school's focus on their personal development and welfare. The vast majority of pupil's progress into further education, employment or training when they leave school.' Ofsted March 2018</p> <p>The school is highly effective in meeting the full range of needs of different groups of pupils and preparing them for success in the next steps in their educations/lives whilst taking account of their achievement, attendance and behaviour. Our curriculum is designed to support the specific needs of each cohort. We regularly review the qualifications that our pupils can achieve and we consult with our pupils – thus we have a truly bespoke response to need balanced against aspirational outcome. Therefore, many of the external qualifications taken at KS4 are vocational and do not contribute significantly to Progress and Attainment 8.</p> <p>Safeguarding is promoted at the highest level with all members of the school community aware of their role in keeping one another safe and having the tools to do it.</p> <p>Leadership promotes a safe and welcoming environment where young people can reach their full potential. There is member of staff with specific responsibility for this aspect; they actively promote SMSC across the school (training for staff, relevant and accessible activities for pupils); However, all Staff promote active learning in all activities which along with learning about our British culture and the culture of others and where the skills is essential, safe risk taking, as these skills are seen as crucial by our staff in the development of our C&YP.</p> <p>The school is a reflective community and recognises that there are ways in which to further improve these already high standards and further challenge learner. The Governing Body are committed to supporting the school and also challenging leaders through increasing the depth and breadth of their constitution and involvement from an already strong position.</p> <p>We support pupils to develop and apply an understanding of right and wrong in their school life and life outside school, of what it means to be British and to take part in a range of activities requiring social skills. We have effective, planned and cohesive activities across 24hr curriculum that promote pupils' spiritual, moral social and cultural development and readiness to participate as Modern Britons; Not only leading to a positive learning</p>

climate and a sense of learning as a community, but this ensures our pupils feel confident to question others, challenge negative opinions, be tolerant and respectful of the beliefs of others or amend their own opinion