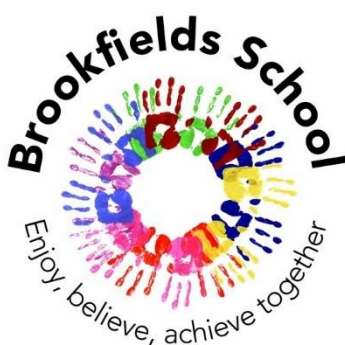


*Enjoy, believe, achieve together*

# Brookfields School



## Strategic Plan 2017-2022

### Version

This version was approved at the governing body meeting of November 2017.

The next review is due by November 2018

## Foreword

We are pleased to present our long-term strategic plan for Brookfields School.

Our intention in developing the plan is to set out and communicate our vision, ethos and long term direction for the school, so that we are all clear on where we are going and what we are trying to achieve.

We are proud of the school's achievements and values and look forward to continuing with

The excellent progress made in recent years to make this a truly outstanding school.

We would welcome any comments or suggestions.

*Clare Williams (Chair of Governors) and Sara Ainsworth (Headteacher)*

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# **1. Plan development and review**

## **1.1 What and who?**

The strategic plan is a high level long-term plan, extending over a period of 5 years, from 2017-2022. It sets out the school's vision, values and long-term strategic priorities. It is aimed at the key stakeholders in the school, children and their parents, staff, governors and other stakeholders.

The plan is developed through discussion by, and consultation with, staff, governors, parents and pupils. It is informed by school self-evaluation. School self-evaluation may also lead to amendment of the plan during the year.

The plan incorporates the school's response to the recommendations made in its last Ofsted Inspection Report (2013).

The strategic plan is complemented by the School Improvement Plan (SIP), a shorter-term operational plan extending over a period of 1 year. The SIP is developed by the school leadership team and sets out in operational terms how the long-term strategy of the school is to be achieved.

## **1.2 Review and revision of plan**

The plan will be reviewed annually at the first Governing Body meeting of the school term. It will be revised every 3 years, whilst maintaining a long-term perspective, extending over 5 years.

## **2 School context, history and development**

### **2.1 Brief description**

Brookfields is a community primary special school situated in Widnes, Cheshire. Our school provides a quality, inclusive and specialist education for pupils with severe and complex learning difficulties and autistic spectrum disorders.

We are extremely proud of our school and are committed to providing the very best possible education for all of our children and young people. We believe in ensuring every child has the opportunity to learn and be successful, by providing them with an exciting and personalised curriculum, committed highly skilled staff and by securing strong partnerships with families and the wider community.

We value the contributions and achievements of all of our pupils and celebrate every small step they make in their time with us. We are dedicated in our belief, that by working together, we can secure a better future for all of our children and that working together with families is vital if we are to achieve the best learning outcomes for each pupil and also the vision, aims and ethos of the school.

### **2.2 History**

Brookfields School opened as a through-age special school in 1981 and following a local authority re-designation in 2008 became a special school catering for nursery and primary aged pupils.

### **2.3 Community**

Brookfields School caters for children with severe and complex needs and currently has 81 children on roll. Pupils can join the school at any age but the majority join in Reception. The majority of pupils are from Halton Local Authority; with the pupils residing in either Runcorn or Widnes. There is just 1 pupil coming from out of borough. 49% of pupils are known to be eligible for free school meals and this is above the national average. This reflects the high level of social deprivation found within areas that the school serves; Halton was 27th in the English Indices of Deprivation (09/15) and 19th in the local authority districts with the largest proportions of highly deprived neighbourhoods in England. The school currently has 2 pupils on roll with EAL.

## 2.4 Performance history, Ofsted rating

March 2013	Outstanding
November 2007	Outstanding
March 2004	Very Good (2)

## 2.5 Background and Current Position

We are confident that our school community is led by a governing body and leadership team who have a clear vision for our school and the ability and experience to secure the commitment of all stakeholders to that vision.

We value all contributions and will make every effort to celebrate our successes.

We will act with integrity and consistently in line with our agreed vision, setting clear goals to structure the strategic intentions. We will reconsider and revise the vision where necessary and encourage a visionary approach at all levels.

Brookfields School is an Outstanding School and maintains the mind-set recognised in our last OFSTED inspection in 2013 of 'Never Standing Still'; however, we are not complacent and seek to ensure that the next 5 years are as productive as possible and that the school continues to move forwards ensuring the very best outcomes for each individual pupil and family. As a community, we have an agreed set of core values and these will form the basis for all our planning and review.

As a leadership team, we have a real sense of responsibility that we will keep abreast of new educational theory and practise and work effectively with all of our partners. Underpinning all our work we shall always ensure we act in the best interests of our children and the community we serve.

## 3 Vision, Mission Statement and Aims

### 3.1 Vision

We are committed to: -

- an inclusive approach to teaching and learning to ensure equal opportunities for all pupils.
- providing a positive, stimulating child centred learning environment, where everyone is valued and respected
- promoting the personal qualities of individuals so that they achieve and contribute to their highest level
- sustaining a high-quality teaching and learning standards
- promoting learning as a lifelong process involving a wide community of people, including parents/carers

Our school will be rooted proudly in its successful past but will be dynamic and forward looking. We will have a school where everyone has a clear sense of where they are now, where they would like to get to and how they are going to get there.

### 3.2 Mission Statement

Enjoy, believe, achieve, together.

### 3.3 Our School Aims

**B**elonging to a place where diversity & difference are celebrated.

**R**espect for each member of our school community

**O**pportunity to participate in a diverse range of activities.

**O**utstanding education for all.

**K**nowledge, skills and enjoyment for all

**F**amilies are supported & seen as collaborative partners.

**I**ndependence to learn and develop for the future.

**E**mootional and social needs recognised & nurtured.

**L**earning together and from each other.

**D**ynamic & constantly evolving school meeting community needs.

**S**afe, stimulating & caring environment for all.

## 4 Strategic Priorities

### 1. To build a culture of success and achievement that ensures that all children make and exceed expected progress

- We believe that all pupils can achieve and be successful
- We recognise that every child matters, and that each pupil should be respected as an individual, of equal status and value, regardless of gender, race, ethnic origin, disability or learning difficulty
- We believe every child should continually aspire to further develop and extend their learning, as well as become confident, independent and resilient learners
- We monitor and evaluate pupil progress data to track pupils' progress and we challenge and address, not just identify, underachievement
- We maintain a focus on narrowing the gap between vulnerable pupils and their peers, as well as challenging the underachievement of all pupils
- We set inspirational, yet realistic, targets for each pupil so that they can make the best possible progress

### 2. To develop an aspirational and inspirational curriculum

- At Brookfields we endorse a Curriculum for Life, a belief that is supported by our parents and all stakeholders
- We provide a curriculum that promotes communication, independence and the development of self-help skills
- We plan a curriculum that is based upon the provision of a breadth of opportunities; a creative and challenging curriculum, with key skills at the core, enriched by visits and experiences
- We create learning experiences which bring together all the areas of the curriculum, and present these in topics which are designed in partnership with the children, which are fun, exciting, relevant and engaging
- We deliver a curriculum that provides highly positive, memorable experiences and rich opportunities for high quality learning; has a very positive impact on all pupils' behaviour and safety; and contributes very well to pupils' achievement and to their spiritual, moral, social and cultural development
- The curriculum and approaches adopted by staff are aimed to nurture the healthy development of each child's emotional health and wellbeing

- The environment at Brookfields provides well researched and specialised approaches, in response to individual pupil need including use of TEACCH, PECS and IABA approaches
- We offer a variety of extra-curricular and enrichment activities to provide opportunity for the personal development of individual pupils, including a range of sport, music, drama and art

### **3. Strengthening engagement between the school, parents and community**

- We work to strengthen partnerships between the school, parents and the local community.
- We maintain the highest levels of support for our pupils and their families
- We are a community underpinned by respect, where everyone feels they have a voice - we hear, listen and respond and inform with timely and effective means of communication
- We consult with stakeholder groups including pupils, governors and parents to measure the impact of initiatives and identify areas requiring support
- We promote the school as a highly valued specialist resource for the benefit of our wider community including outreach and training offer
- We make best use of the network and community links that we have both locally, nationally and internationally

### **4. Developing and embedding sustainable, high quality and robust leadership throughout the school**

- Governors contribute to the strategic direction of the school, ensuring clarity of vision and ethos
- We develop efficient and effective processes for the governing body and support, monitor and challenge the Senior Leadership Team
- We seek out and replicate excellent practice, developing collaboration to stimulate innovative approaches, share best practice and coordinate focused professional development
- We provide leadership opportunities for staff who demonstrate initiative, drive and vision

### **5. Prioritising excellence in staffing**

- We monitor the recruitment, management and retention of staff to ensure high quality and excellent staffing



- We build the capacity of staff to implement a cohesive school wide approach to teaching and learning, including classroom management that supports a creative, engaging and challenging learning environment
- We expect staff to reflect confidently on their own learning and identify their development needs
- We support the development of robust and effective performance management and continuing professional development opportunities for improving teaching, based on the identified needs of staff, as well as the needs of the school
- We have established coaching to support staff in developing their enterprise skills e.g., initiative, risk taking, problem solving and creativity
- We recognise the importance of and therefore value, the health and emotional wellbeing of all staff and strive to have effective systems in place to achieve this

#### **6. Continuing strong financial management**

- We oversee, monitor and implement strong financial controls and achieve best value
- We secure funding to resource our learning community and enable staff and pupils to be successful within a building which is “fit for purpose”
- We make optimum use of both the staff expertise and facilities that we have, and use these as a funding stream to support sustainability of the school

#### **7. Improving the school environment**

- We value the state of repair of the school, its look and feel, so that it reflects our ethos
- We continue to enhance our physical learning environment, both indoors and outdoors to make best use of what we have to meet the pupils needs

#### **8. For the school to meet local demand in regards to pupil numbers and level of need**

- We work with the LA to identify trends in SEN admission and relate this to pupil numbers and specialism of approaches
- We review the structure of the school to ensure organisation matches pupil need (individual and cohort)

***Please note that they these areas are NOT listed in order of priority***

## **5 Implementation, Monitoring and Evaluation**

### **5.1 Implementation of the plan**

The strategic plan sets out the school's strategic priorities and gives long-term direction for implementation.

The annual School Improvement Plan (SIP), describes how this strategy is to be implemented in the short to medium term.

### **5.2 Monitoring**

Each committee of the governing body monitors the development and implementation of the SIP.

The committees report on this to the full Governing Body.

The Headteachers termly reports review the School Improvement Plan as a whole.

### **5.3 Evaluation**

The governing body will use termly and annual reviews through the Heads Report and at Governing Body meetings, the School Improvement Partner and ASIA visits plus external accreditations and Ofsted inspections as tools for evaluation.