

Characteristics of the school (including significant changes since the last inspection):

Spring Brook School is a Local Authority provision for children with statements of social, emotional and behavioural need. Pupils are drawn from all areas of the borough, with only 3 pupils currently that are extra district.

In September 2013 the age range of the school extended from a primary provision to provide education for pupils aged 4 – 16. The primary and secondary provision are on sites 2.6 miles apart.

The pupils have deeply entrenched disruptive behaviours and have a history of high levels of violence and aggression in at least one other primary or secondary school. Some children have accompanying significant Specific Learning Difficulties which, over time, have created deep insecurities around learning. Others have huge knowledge and skill gaps, because of missed opportunities, which have helped to create their insecure feelings about school and learning. Some pupils arrived at the school without a statement but began that process immediately. Some pupils are permanently excluded before arriving at the school.

Deprivation

Many of the families to which our children belong have been supported over long periods of time by various interventions from Social Services and several other agencies but remain socially disadvantaged. On arrival, most of our pupils are disengaged from learning and place little value on academic success.

Pupil roll

Individual cohort sizes vary considerably year on year and within each year group during each academic year. Currently in the secondary setting 17% of pupils are Y11, 23% are Y10, 17% are Y9, 15% are Y8 and 25% are Y7. In the primary setting 32% of pupils are Y6, 16% are Y5, 16% are Y4, 20% are Y3, and 16% are Y2. These fluctuations impact on data analysis making viable comparisons and grouping pupils for learning difficult.

For the first time since the school opened, due to a rising trend in numbers, Spring Brook admitted a cohort of KS1 pupils in September 2012.

September 2016 saw a second KS1 class open due to increased demand for the provision. Many of our current Y2 cohort are working on the EYFS curriculum due to significant gaps in early learning opportunities.

Groups

In the Lower School, the intake is predominately White British (72%) with 12% of pupils of mixed race, 8% Eastern European and 8% of Black African heritage.

In the Upper School, the intake is also predominately White British (90%) with 5% of pupils of mixed race and 5% of Eastern European heritage.

In the Lower school 80% of pupils have a statement of educational need with the remaining 20% pupils (5) undergoing statutory assessment. In the upper school 97% of pupils are in receipt of a statement; 3% pupils (1) are undergoing statutory assessment.

Looked After Children represent 8% of the Lower School cohort and 5% of the Upper School.

Pupil Premium is received for 48% of pupils at the Lower School and 36% of pupils are in receipt of Free School Meals.

Pupil Premium is received for 70% of pupils at the Upper School and 54% of pupils are in receipt of Free School Meals.

Gender

12% of the pupils at the Lower School and 2% at the Upper School are female (4 pupils in total).

Leadership and management - JUDGEMENT: Good

SOURCES OF EVIDENCE IN SUPPORT OF THE JUDGEMENT

The current leadership team was judged by Ofsted in 2014 to be good:

Senior and middle leaders now work as a cohesive team with a shared vision and ambition for the future of the school and this vision is shared very well with all staff across both sites. With the support of governors, leaders have demonstrated a good capacity to ensure recent improvements are sustained and built on to result in better outcomes for pupils.

Upper School: Good, Lower School: Good

- In the academic year 2012-13 the LA reallocated staffing between the Pupil Referral Unit and the amalgamation of an upper and lower school provision of the Spring Brook School. Existing staff from both organisations were automatically slotted into roles or interviewed for their posts, with some posts advertised and appointed externally. The process was completed in August 2013.
- In the predecessor school Kingsland School – Oldham PRU, the previous leadership team was judged by Ofsted in 2011 to be outstanding. From September 2013 the leadership team of the upper school changed with one of the former deputy Headteachers now in post as Headteacher of the all through (primary and secondary) school.
- The outgoing Headteacher of Spring Brook School (Primary) worked in full-time partnership with the new Headteacher of the all-age school since January 2012. The new Headteacher took up post formally on May 1st 2013 so that effective joint planning and development could take place. This term of overlap gave the new Headteacher the chance to get to know the lower school systems, practices, pupils, parents and staff very well indeed in advance of the opening of the new school as well as providing additional support throughout the staffing process for the secondary phase.
- The leadership has worked hard to support staff from both existing schools throughout the period of significant change where some people have been made redundant or have been slotted into jobs in the new all-age school or into different organisations. The impact of the re-structure has been more significant in the upper school and work is already underway to ensure that the stability and high quality achieved in the primary phase is replicated and built upon in the upper school phase. The chair of governors, the incoming and outgoing head teachers, with LA support shortlisted, interviewed and appointed to a number of posts within the structure of the all-age school with a focus on creating the strongest possible team to take the new school forward.
- Following an LA review in May 2014 a decision was taken not to go ahead with the proposed 6th form. As a result of the implications for the school budget with a budget cut of £300,000 the leadership team carried out a curriculum review and restructure. Counselling is now available to pupils at Spring Brook School. Options have been introduced at KS4 in 2015-16 and the school now offers Preparation for Working Life, BTEC PE, GCSE Graphics, GCSE Photography and GCSE 3D Design as well as subjects offered in 2015.
- Further budget cuts in 2015-16, have led to Spring Brook to approach New Bridge Group MAT to become a sponsored Academy, part of the trust. The Academy order has been signed and the conversion date is set for 1st November 2016.
- In addition members of SLT working with New Bridge Group SLT successfully contributed to a free school bid The Spring Board Project – this will be a special Alternative Provision Special Free School for pupils aged 14-19 with SEMH and the majority of the cohort will transfer from Spring Brook School/Academy at the end of KS3.
- All leaders, including members of the Governing Body have consistently high expectations and a shared understanding of what constitutes effective provision for pupils with SEBD. There is a school wide commitment to achieving the highest of standards by delivering the best possible provision for all pupils.
- Monitoring from September 2013 has been extensive and rigorous. TLR post holders and SLT work together jointly to monitor and feedback to staff regarding: planning, behaviour, teaching and learning – both lesson observations and work scrutiny, pupil progress data via half termly pupil progress meetings. All staff both teaching staff and TAs have undergone appraisal and appraisal review meetings. Staff complete project plans for their objectives. Support staff appraisal paperwork has recently been reviewed and improved.
- Daily assemblies focus on school expectations or moral dilemmas, enabling pupils to deepen their understanding in these areas, including how to stay safe in a range of contexts outside of school.

Staffing restructures

Interview records

Governing Body Minutes

Headteacher’s reports to Governors

School Calendar

Monitoring of planning /Monitoring of Behaviour/ Pupil Progress meetings / Work Scrutiny/ School Data/ Appraisal Targets and reviews

School Development Plan

Relax Kids introduced in Dec 2015 at LS – all pupils have accessed a 6 week programme. Relax Kids continue to be delivered by accredited coach at LS. Relax Kids resources shared with nurture groups at US.

AP/Special free school bid. Academy Order

Assembly Rotas

Ofsted report 2011 & 2014

Supervision Meetings/TLR Files

- The previous leadership team was judged by Ofsted in 2011 to be outstanding. From September 2013, all members of the leadership team in post then will have left to promotion or retirement and a new leadership team is in place.
- Effective succession planning has enabled remaining members of staff to receive the coaching and the experience they need to maintain standards during and beyond the transition to all-age school in September 2013. More members of the staff team now have a discrete responsibility for evaluating the quality of provision and for planning for improvement.
- The leadership team has provided a high level of support and challenge to pupils and members of staff, identifying potential weaknesses/barriers early through open and honest dialogue so that effective interventions can be made.
- Monitoring is extensive and rigorous. Teachers regard the high level of scrutiny and accountability as an integral and vital aspect of the schools work.
- Half-termly analysis of progress is used to inform planning for improvement at individual and whole school level. This, together with outcomes of regular rigorous scrutiny allows SLT to ensure that pupils stay on track to meet challenging targets.
- Over the last twelve months, SLT have coached TLRs and other Middle Leaders to use the well-established schools systems effectively thereby securing a more distributed but consistent approach to improvement.
- KS1 leader completed her NPQML award in 2016 and implemented a consistent approach to the teaching of phonics throughout both key stages.
- Including judgements only on the teachers who will be working in the school in September 2013, the profile of teaching has risen to become 'good' overall with some 'outstanding' over the last twelve months. This is a massive achievement and shows that SBS has the capacity to secure outstanding provision into the future.
- Relentless high expectation, rigorous monitoring and focussed support as required has created an environment where pupils make very good rates of academic/ social, emotional and behavioural progress. Behaviour for learning is excellent.
- Robust and extensive appraisal systems have been adopted since September 2012. Progress against appraisal targets is reviewed in line with statutory requirements. Appraisal targets are based on individual staff development needs and linked to the school development plan and school vision.
- Supervision/progress meetings are held with teachers regularly and surface any insecurity around subject knowledge. Modelling and co-planning is provided for any teacher who requires this level of support , quickly enabling them to feel confident and effective.
- When gaps are identified, training/support is secured quickly at individual or whole school level and, as a result, these do not impact negatively on the quality of provision.
- Staff CPD has focused upon: Teaching and Learning – Preparing for Ofsted; Behaviour Training; Data and Assessment; Developing the Role of the TA Training; SEND Changes; individual staff coaching (teachers and SLT); Visits to outstanding SEBD provisions; E-safety; Attachment Theory; Team Teach; Professional Conduct and Child Protection.
- In October changes were made to the pastoral system at the Upper School to ensure that AHTs, Linkworkers, form teachers and class based TAs are working more effectively together to ensure that pupils are well supported, in class and learning and that home –school links are strengthened.
- The governors and headteacher work well together and they know the strengths and weaknesses of the school and have a joint vision for the future. Governors are supportive of the school but are also aware of what needs to be done. They make regular visits to both sites and provide challenge to the headteacher when necessary. Governors take part in ongoing training so that they are aware of current ideas and are invited to attend school in-service training days. The school, including governors, have good relationships with parents, carers and outside agencies.
- Staff across the school have good links with other schools in terms of the transfer of pupils, and also within Springbrook itself between Key Stages 2 and 3.
- Senior staff are always visible around the school and all staff have positive relationships with the pupils. There is a positive ethos on both sites which supports pupils overall development.

Lesson Observation Records

Progress Data/Parental Conversations/Pupil + Parent + Carer Questionnaires

Appraisal Paperwork

Appraisal Targets/SDP

Supervision Meetings/TLR Documentation

Training Log/Staff Meeting File

The quality of teaching, learning and assessment: JUDGEMENT: Good

SOURCES OF EVIDENCE IN SUPPORT OF THE JUDGEMENT

Spring Brook School was visited by Ofsted on 2nd and 3rd December 14:

Leaders and governors have made significant improvements to the quality of teaching and learning in the upper school. They have laid firm foundations for the new provision to ensure there is good capacity to drive the school forward in all areas of its development... The quality of teaching in the lower school at Key Stages 1 and 2 is consistently at least good and sometimes it is outstanding.

Upper School: Good, Lower School: Good

- During Lesson Observations in October 15 75% of teaching in the Upper School was good or better. During Lesson Observations in September 2014 78% was good or better (this figure includes 2 supply teachers). Going forward the school continues to focus on the quality of teaching and learning. I
- In the last Ofsted inspection of the predecessor school (Kingsland School – Oldham PRU 2011), teaching and learning was judged to be good (Ofsted September 2011). In the previous inspection it was recognised that planning had been an area of development and this has continued to be a focus in driving up standards and achieving consistency across the school.
- The previous provision was recognised as providing a diverse curriculum which supported pupils in achieving good outcomes. This continues to be the case with students being able to access on and off-site provision to support their needs.
- Since the upper school opened in September 2013, rigorous monitoring of teaching and learning has been introduced which has enabled the school to baseline the quality of teaching, planning and progress. Staff have had training focused on teaching and learning and target setting to improve pupil progress.
- As the result of rigorous monitoring and high levels of support where required, the profile of the quality of teaching in Lower School has improved steadily over the last 2 years to become consistently good overall with some outstanding elements. During Lesson Observations in September 2014 100% of teaching in the Lower School was good or better. In October 2015 this was 83%. During 2015/2016 academic year, all but one lesson observation was at least good with outstanding features.
- The good teaching across the school enables an increasing number of pupils to narrow the gap to the extent that they reach levels expected of pupils their age nationally.
- Teachers are provided with a detailed profile of the learning needs of the pupils in their classes and use this information to ensure that lessons accommodate the range of needs, interests and preferred learning styles of children within the group. This ensures high levels of engagement and good quality outcomes.
- The work of the teacher with responsibility points for Teaching and Learning in monitoring and supporting outcomes ensures that the expectations of all groups of pupils in school remain consistently high. As a result, good or better outcomes are maintained.
- Teachers are becoming increasingly skilled at using high level questioning during lessons and now have the confidence to reshape tasks where appropriate to ensure good learning outcomes.
- The introduction of the Whole School Marking Scheme across school has enabled teachers to accurately assess learning and progress within a lesson and across a series of lessons.
- Formal assessments are carried out at the end of each term and outcomes of these are used to create class profiles and set targets for accelerated progress. This ensures that accelerated progress is maintained and timely additional interventions can be planned where appropriate.
- Assessment without Levels has been implemented at the Lower School. Prior to last year, our method of assessment was by plotting pupil progress against the APP grids and monitoring the levels/sub levels of progress made each year/key stage. With the introduction of the new National Curriculum, we wanted to use a system that measured progress against the new objectives. We are now using a system of grids that detail the expected end of year objectives for Reading, Writing and Maths. Teachers can enter one of 3 values against each

- Monitoring of planning
- work scrutiny
- lesson observations
- learning walks
- Kingsland PRU Ofsted report September 2011 & SBS Ofsted 2011 & 2014
- Progress Data
- Pupil + Parent Council
- Progress Meetings
- pupil interviews
- TLR supervision meeting minutes
- TLR records
- Lesson Observation Notes
- Progress Data/Book Scrutiny/Lesson Observation Notes
- Progress Data/Progress Meeting Notes

<p>objective: Blank = No evidence of skill (default); 1 = Pupil demonstrates initial evidence; 2 = Pupil can demonstrate the skill independently about 50% of the time; 3 = Pupil can demonstrate consolidation of the objective, using the skill most of the time independently & correctly. The cells are automatically colour coded (RAG), the scores totalled and the progress towards completing all the objectives is shown as a percentage. For Key Stage 1 the year groups are split into Year 1 and Year 2 with distinct objectives for Reading, Writing and Maths. For KS2, children work towards completing objectives by the end of Lower KS2 (Y4) and Upper KS2 (Y6) in Reading and Writing. Progress in Maths is split into Year Groups. Once a pupil has achieved the end of year objectives on one grid, they can progress to the next one. Pupils are baselined on arrival at SBS and this allows us to identify any learning gaps that exist. These can then be taught through interventions and morning work. It is therefore possible to be working across more than one grid at the same time.</p> <ul style="list-style-type: none"> • A Working Party has been established including lower school and upper school staff to establish assessment without levels that will support pupils as they progress from KS1-3. This has highlighted key skills that Upper School teachers feel are essential building blocks for pupils moving on to KS3. As a result, the focus for pupils who are only with us a short time in KS2 has changed so that we can ensure they are best prepared for learning at the Upper School. • Scrutiny of Medium Term Planning in advance of teaching shows that all teachers are using their assessment of prior learning to direct next steps for individuals and groups, thereby ensuring good rates of progression. • The effective use of assessment to plan learning for individuals and groups has had a direct impact on the accelerated rates of progress across KS2 & KS1. • Teachers continuously discuss progress with individual pupils and each term provide all children/parents and carers with a written progress report for all subjects. In reading, writing and maths this includes details of progress from the previous term, targets for the end of the next term and next steps. • Teachers actively coach pupils to assess their own learning and monitor their own progress towards challenging targets. This has a positive impact on rates of progress in all classes and sets them up well for the next stage of their learning. • Teachers plan to develop all pupils' basis skills across the subject range and this promotes progress at accelerated rates. • The topic based curriculum and the quality of teaching enables pupils to re-engage with learning and develop the skills they need to become more independent learners. They are enthusiastic about their learning and work in positive and productive relationships with the adults in school. • Teachers are required to include in their planning details of how the additional adult time will be used to have a significant impact on the learning of individuals or groups. This ensures all pupils have maximum access to group learning and provides additional 1-1 support where needed. • Peer to peer learning is in place in PE - students from Key Stage 4 have the opportunity to lead PE sessions with Key Stage 2 as part of a sports leader award. • Key Stage 3&4 Maths teacher has implemented a range of maths ICT programmes to enhance the maths offer. • Spaces outside the Key Stages 1 & 2 classroom, quiet workspaces and blue rooms, enable students to self-regulate their behaviour and then re-engage with learning quickly. Staff support this process well. • Students are keen and eager to share their books and work with visitors, showing a sense of pride. • The most recently admitted students to the school express how they settle, are accepted and say that they feel supported. 	<p>Progress Meeting Minutes/Staff meeting Minutes/Progress Data</p> <p>Planning Scrutiny Records</p> <p>Progress Data</p> <p>Target Strips/Progress Reports</p> <p>Progress Data/Lesson Observation Notes/Pupil Interviews</p> <p>Progress Data/Planning Scrutiny records/Pupil Workbooks</p> <p>Lesson Observation notes/Progress Data/Behavioural Data</p> <p>Planning Scrutiny records/Lesson Observation Notes/Progress Data/Class Profiles</p>
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The personal development, behaviour and welfare of students JUDGEMENT: Good	SOURCES OF EVIDENCE IN SUPPORT OF THE JUDGEMENT
<p>Upper School: Requires Improvement, Lower School: Outstanding</p> <ul style="list-style-type: none"> The new Secondary phase of Spring Brook School took in its first intake in September 2013. In the predecessor school the Ofsted inspection (2011) confirmed that behaviour was good and pupil safety was outstanding. Where pupils engage in behaviour that disrupts the learning in the classroom and are unwilling to conform to expectations and lose lesson and learning time as a result, teachers are asked to ensure that the time is “paid back” either during the week outside of lesson time or on Friday afternoon during Options Time, prior to attending their chosen option. This encourages pupils to take responsibility for their own behaviour for learning and contribute to the ethos of the school. Behaviour is monitored closely and every term AHTs report back to SLT and governors on behaviour. Assessments used in the school include ones that identify areas for social and emotional skills development. All pupils have where appropriate, specific Therapeutic Interventions. These are provided for pupils to encourage the development of skills essential for successful learning within the community of a school. The school uses the Individual Behaviour Plans to identify areas of strength and weakness for pupils and to show progression in these areas. The IBPs are updated termly and shared with parents. Teaching staff have been trained in Team Teach in order that de-escalation techniques can be employed effectively to manage behaviour and physical intervention can take place where a pupil is a risk. The school also has 7 Team Teach Instructors, who train our own staff and other schools in Oldham on request. Daily assemblies take place encouraging pupils to feel part of the school community and develop actions and behaviours that show tolerance and respect towards the school community and others. Key staff are undertaking training in restorative justice conferences to ensure that pupils begin to understand the impact of poor behaviour and have a sense of consequences for themselves and others. The US Pupil Questionnaire findings in February 2014 were that 100% of pupils felt safe in school and 100% said they knew who to talk to if they needed help or were worried about something. Recent whole staff Behaviour Training involved some refresher training around team teach de-escalation techniques and specific training in implementing the schools’ behaviour policy and positive handling policy consistently and effectively, clarifying roles, responsibilities and accountability at all levels within the upper school. In addition some training around use of RJ approaches to resolving incidents. The training also involved a session led by the SENCo on pupil profiles linked to statements and the drawing up of PHPs/risk assessments for pupils. This was needed to reduce the number of incidents and exclusions. In addition to this All members of staff have completed twelve hours of Team-Teach training and pupils know that adults will physically intervene if necessary to prevent them causing harm. Consequently, pupils feel safe and have increased capacity to respond positively to the guidance of adults creating a safe, well-maintained environment. It is rare for pupils at the lower school to engage in behaviour that disrupts the learning in the classroom. If pupils do have to leave the classroom because they are unwilling to conform to expectations, this time is kept to an absolute minimum and is ‘paid back’ before they leave school. This ‘Lost Learning Time’ approach encourages pupils to make the most of opportunities in lessons and take responsibility for their behaviour. As pupils experience success, make accelerated progress and narrow the gap, they become self-motivated to learn and levels of engagement throughout the school are high. They quickly start to make academic progress and narrow the gap. The high quality and the large amount of work in pupils’ books demonstrate that behaviour for learning is strong across the school. Spring Brook Lower School has not imposed any temporary or permanent exclusion of pupils for six years. Instead, on the rare occasions needed, we have delivered Wave 3 interventions for pupils who are temporarily unable to be educated within the class group because of the unacceptably high risk they present to others 	<p>Behaviour Data including PI data/Lesson observations/KS Leader Behaviour Reports, Muntham House Wheels, IBPs</p> <p>Bespoke timetables for pupils struggling to access the curriculum.</p> <p>Termly reports to governors/SLT.</p> <p>Behaviour Management Monitoring records/staff and TLR Meeting records</p> <p>Assembly Rotas Some staff training on RJ</p> <p>Exclusion Data</p> <p>Behaviour Data including PI data and Muntham House Wheels/IBPs /Pupil Council meeting Minutes/Lesson Observation Notes/Parent Council Minutes</p> <p>Lesson Observation Notes/Progress Data/Scrutiny Evidence/Pupil Books/Pupil Council Meetings</p> <p>Exclusion Data</p> <p>Progress Data/Parent Council Meetings</p> <p>Training Records/PI Data</p> <p>Behavioural data/Council Meetings/progress review Meetings</p>

<ul style="list-style-type: none"> • Spring Brook offers learning opportunities that motivate and engage pupils and it is rare for them to present with the level of behaviour that led to them receiving their Statement of Special Educational Need or Education Health and Care Plan in the first place. By adhering to a focus on learning supported by consistent routines, high expectations and predictable consequences we have created a whole school environment where pupils feel safe and become motivated. • The school operates a daily reward system which motivates by regular extrinsic reward. Pupils also look to more successful longer term benefits like return to mainstream, employment, university etc. These are the goals that drive them so they are ambitious and focussed in their learning. • Spring Brook has a set of 'Behaviour Expectations' that apply to everyone and these are used as a framework for guiding pupils and structuring conversations about expectations in school. These underpin all management of behaviour and pupils effectively use the vocabulary and terminology within these to describe, evaluate and then modify their behaviour. • Behaviour points and rewards system is fully understood by the pupils and they engage with this process. The process allows pupils the ability to make mistakes but get their day back on track ie. Out of 72 points they need to achieve 60 to make the day count. • Use of spaces at Key Stages 1&2 to manage behaviour is positive. Staff will encourage pupils to use these but the pupils do self-regulate and use these areas spontaneously. • Peers were observed giving support to other peers on how to manage behaviour and difficult situations. • Staff sharing break times and lunchtimes with the pupils manages behaviour at unstructured times discreetly and allows relationships to be strengthened outside the classroom. • The number of recorded behaviour incidents and exclusions is decreasing. • There is a strong commitment to measuring non-academic areas through the individual behaviour profiles. • A recent Section 8 inspection about behaviour management and safeguarding (4th May 2016) has not triggered further concerns. <p>Safety:</p> <ul style="list-style-type: none"> • Pupils feel emotionally safe when learning as the direct result of the inclusive and engaging opportunities provided by their teachers and are willing to take the risks they need to make to improve levels of attainment and increase rates of progress. • The LS Pupil Questionnaire findings in March 2014 were that 95% of pupils felt safe in school and 100% said they knew who to talk to if they needed help or were worried about something. • E-safety days and assemblies coach children in how to keep themselves safe on the internet. Parents attend events run by school to learn how to ensure their children are safe when using the internet at home. • Parents are confident that their children are safe at school and are happy for them to be taken on residential trips each year which allows us to provide a wide range of enrichment activities as part of the educational provision in and out of normal school time. • In the last four years, average attendance at the lower school has not dipped below 95% for the academic year. This indicates that pupils enjoy coming to school and that parents/carers value the provision in place for their children and are working in close partnership. • All pupil absences are followed up by a telephone call on the first morning. Pupils who do not arrive on the arranged transport but are not genuinely ill are collected and brought into school as soon as possible. <p>Bullying:</p> <ul style="list-style-type: none"> • Pupils have produced their own Anti-bullying Policy, in addition to the whole school policy. As a result they understand what constituted bullying and the responsibility of everyone within the community to challenge it. This document has been shared with parents/carers. Due to the identified needs of our pupils, instances of bullying are inevitable but pupils know that any reported/observed incidents are investigated and appropriate action taken immediately. 	<p>Pupil Interviews/Pupil Council meeting Minutes/Life Plans</p> <p>Behaviour Expectations/Home-School Agreements</p> <p>Behaviour Data/progress meetings/Pupils Inspection report/Parent Council Meetings</p> <p>Pupil Inspection report/Pupil Interviews</p> <p>Minutes of Parent Meetings/Pupil Council Meetings</p> <p>Minutes of Parent + Pupil Council meetings</p> <p>Reports to Governors/Absence data</p> <p>Attendance Data/Pupil Chronologies/Parent Council Minutes</p> <p>Policy File</p> <p>Incident Log/Pupil Inspection Team report/Pupil Council Minutes</p>
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The outcomes for pupils: JUDGEMENT: Requires Improvement.

SOURCES OF EVIDENCE IN SUPPORT OF THE JUDGEMENT

Upper School: Requires Improvement, Lower School: Good

- The Secondary phase of Spring Brook School took its first intake in September 2013. The pupils transferred from Kingsland School (Oldham PRU) where educational provision for SEBD statemented/EHC pupils had been provided alongside permanently excluded pupils, from mainstream secondary schools and from Spring Brook lower school.
- In the predecessor school attainment was judged by Ofsted in September 2011 to be good and the low starting points of pupils with such needs recognised.
- Since September 2013 the Secondary Phase of the school has adopted a range of measures to support rapid progress in attainment that have been in use in the Lower School Phase. In addition a clear focus on learning with behaviour supported via restorative practices. It is expected that this, in time, will have a positive impact in enabling pupils to make more rapid progress.
- The Secondary Phase curriculum encompasses all areas of the curriculum and additional input is sourced from external providers to provide pupils with the broadest range of skills and opportunities for development. Curriculum Review??
- Half-termly monitoring together with on-going teacher tracking of progress aims to ensure that pupils meet their targets and narrow the gap.
- Most recent analysis of rates of progress July 16:

Kingsland PRU Ofsted report Sept 2011 & SBS Ofsted Reports 2011 & 2014

Progress data /Progress Meetings

Progress files

Appraisal Review Meetings

KS3	English	Maths	Science
Pupil targets are based on the National Curriculum Expectations, represented by 3 levels of progress from KS2 to KS4 (2 sublevels of progress per year).			
Year 7 (6 pupils: 5 male, 1 female)	83 % of pupils (5) achieved their end of year target.	67% of pupils (4) achieved their end of year target.	83% of pupils (5) achieved their end of year target.
Year 8 (6 pupils: 6 male)	67% of pupils (4) achieved their end of year target.	83% of pupils (2) achieved their end of year target.	83% of pupils (5) achieved their end of year target.
Year 9 (9 pupils: 9 male)	11% of pupils (1) achieved their end of year target.	55% of pupils (5) achieved their end of year target.	44% of pupils (4) achieved their end of year target.
KS4	English	Maths	Science
Pupil targets are based on the National Curriculum Expectations, represented by 3 levels of progress from KS2 to KS4 (2 sublevels of progress per year).			
Year 10 (7 pupils: 7 male)	42% of pupils (3) achieved their end of year target.	57% of pupils (4) achieved their end of year target. Maths Number and Measure Level 1 January 2016 – 7 pupils Year 10: 2 x Pass GCSE Maths 6 pupils Year 10: 1 x D, 1 x F 2 x G	14% of pupils (1) achieved their end of year target.
Year 11 (10 pupils: 10 male)	GCSE English – 2 pupils 2 x G FSK/L1 English Level 2– 4 pupils 2 x Pass	Maths Number and Measure Level 1 January 2016 9 pupils Year 11: 2 x Pass, Maths Entry Level 2: 1 x Entry 2 GCSE Maths 7 pupils Year 11: 2 x D, 2 x G, 2 xU	GCSE Science 4 pupils 1 x D, 2 x F, 1 x G

School Data packs

Progress Data

Progress Meetings Appraisal Review Meetings

Year 11 Results (14 pupils)

% achieving 5+ A*-C GCSEs (or equivalent), including English and maths	0%
% achieving the English Baccalaureate	0%
% of pupils making expected progress in English	0%
% of pupils making expected progress in Maths	0%
5 x GCSEs A-C	0%
5.5 x GCSEs A-G	10% = 1 pupil
3.5 x GCSEs	10% = 1 pupil
3 x GCSEs	10% = 1 pupil
2.5 x GCSEs	20% = 2 pupils
No GCSEs	50% = 5 pupils

Spring Brook School Y6 SATs 2016	10 pupils (3 joined in Summer Term)	Spring Brook School KS2 Results – 6 pupils.	2015	2014
Reading	6 entered 1 working below standard 1 pupil achieved the standard 5 pupils did not achieve the standard	% achieving level 4 or above in both Reading & Maths	33%	50%
SpAG	7 entered 3 working below standard 1 pupil achieved the standard 6 pupils did not achieve the standard	% achieving level 4 or above in Reading	50%	60%
Maths	10 entered 2 pupils achieved the standard 8 pupils did not achieve the standard	% achieving level 4 or above in SPAG	50%	30%
See table below for KS1 / KS2 progress for Y6 pupils 2016		% achieving level 4 or above in Maths	75%	70%
		% achieving level 5 or above in Reading	33%	15%
		% achieving level 5 or above in SPAG	0%	20%
		% achieving level 5 or above in Maths	0%	10%
		% making expected progress in English	100%	60%

Progress and Attainment Data

Attainment Data

(Reading & teacher assessed Writing)	Reading/84% Writing (1 pupil who didn't joined at Easter 2015)	
% making expected progress in Maths	67% (2 pupils who didn't joined us in Y6)	60%

Child	Reading		Maths	
	Y2	Y6	Y2	Y6
A	2	91	2	94
B	2	96	2	91
C	1	B	2c	86
D	1	95	2	86
E	2c	87	2	94
F	1	B	1	88
G	2c	B	2c	91
H	2	95	2	104
I	2c	104	2	101
J	1	B	1	82

B = Working below the standard of the test & not entered

 = Working below the standard at the end of KS1

 = Pupils who joined SBS during Y5/Y6

- Half-termly monitoring together with rigorous on-going teacher tracking of progress ensures that pupils meet challenging targets and narrow the gap.
- Analysis of data shows that a significant number of pupils in all groups, including those that are vulnerable, are making accelerated rates of progress, in excess of what is 'expected' and in line with their peers nationally.
- A new method of recording pupil progress due to the move away from levels makes direct comparison with last year difficult in the Lower School, however, 2015 – 2016 data evidences that in KS2, 63% of pupils are making progress at or above expected rates in Reading, 51% in Writing and 48% in Maths.
- Pupils have continued to join the KS1 provision since it was established in September 2012. Children have joined this at various points across the following three years. They have all been significantly behind where they should be for their age on entry. Last year's group made excellent progress at the following rate as well:
In KS1, 100% of pupils made progress at or above accelerated progress in Reading, Writing and Maths.
- **Attainment** Over recent years, standards have risen steadily and many more pupils across all age groups were working at Age Expected Level in Reading, Writing and Maths than ever before in July 2014. Our revised curriculum has taken account of the increased end of year expectations and learning gaps are being plugged with intervention sessions to ensure that pupils do not fall behind whilst continuing to address the requirements of the new curriculum.
Writing continues to present unique challenges to pupils who continue to arrive with us with deeply entrenched anxieties and so progress towards narrowing the gap is slower.
- **Groups and SEN** Provision for pupils is highly individualised and pupils generally make good progress regardless of their backgrounds or previous experiences. Current analysis of data shows 2015- 2016:

- Progress Data/ Progress files
- Progress data /Progress Meetings
- Progress files
- Appraisal Review Meetings
- School Data pack
- Progress Data
- Progress Meetings Appraisal Review Meetings

- **Children in Public Care (2 pupils):**
 Reading: 100% of pupils made at or above expected progress (whole school 70%)
 Writing: 100% of pupils made at or above expected progress (whole school 61%)
 Maths: 100% of pupils made at or above expected progress (whole school 58%)
- **Children in Special Guardianship (3 pupils):**
 Reading: 66% of pupils made at or above expected progress (whole school 70%)
 Writing: 33% of pupils made at or above expected progress (whole school 61%)
 Maths: 66% of pupils made at or above expected progress (whole school 58%)
- **Children from different ethnic groups (7 pupils):**
 Reading: 86% of pupils made at or above expected progress (whole school 70%)
 Writing: 86% of pupils made at or above expected progress (whole school 61%)
 Maths: 71% of pupils made at or above expected progress (whole school 58%)
- **Children with MLD (1 pupil) -** Reading: Average annual progress – 36% (whole school – 106%), Writing: Average annual progress – 95% (whole school – 98.6%), Maths: Average annual progress – 85% (whole school – 115%)
- **Summary of pupil progress – 2015 – 2016** Progress meetings have taken place with all class teachers of pupils Y1 – Y6 and no significant areas of concern were highlighted.
- **Overall:** Progress of pupils is recorded in 3 areas, Reading, Writing and Maths.
 70% of pupils made at or above expected progress in Reading with 48% making accelerated progress
 61% of pupils made at or above expected progress in Writing with 45% making accelerated progress
 58% of pupils made at or above expected progress in Maths with 40% making accelerated progress
- **Looked After Children (LACs)**
 There are two LACs at the lower school (Jul '16) 100% of LACs made accelerated progress in all three areas.