



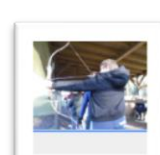
**ANNUAL REPORT  
JULY 2017**



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# THE EDITH BORTHWICK SCHOOL

## ANNUAL REPORT 2017



### About our school

We are a highly successful community all age special school for students aged 3-19 years old with severe and complex learning difficulties including autism. The original Edith Borthwick School was purpose built in Bocking in 1976, and was designated a 'New Model Special School' by Essex Local Authority in 2006. In September 2015 we moved to our brand new, purpose built school in Braintree which offers superb facilities. We currently have a 235 pupil placement capacity.

A key feature of our school is the provision of a high quality education programme tailored specifically for individual needs. Meeting individual needs follows a route of Education Health Care Planning, with personalised plans engaging with a wide range of supporting agencies.

The school has an extended workforce with a large dedicated staff team who constantly strive to ensure that each pupil can maximise their potential. Our wide range of specialist staff and facilities ensures that appropriate support and guidance is available for all students across the full curriculum/age range.

Where appropriate, Parents/Carers are equally well supported with a strong team of Family Key Workers, who provide close working between home and school, and ensure that there is underpinning support to enable joined up learning programmes covering both social and academic aspects.

We take great pride in our learning community, and value the excellent quality of relationships between all members. I look forward to seeing you in school and know that you will find happy students, and a most welcoming environment.

# A WORD FROM THE HEAD



Dear Parents and carers

At The Edith Borthwick School we are always striving to get even better outcomes for every child and young person. It has been a very positive year where the learners have made pleasing progress in all areas. A huge thank you to all the learners for their wonderful attitude to learning and school.

When I first arrived at the school I was struck by the confidence and welcoming nature of the learners at the school and continue to be to this day. The learners do not achieve this by accident, it is through the skilful support and commitment of the staff, therefore I would like to also thank all the staff for their tireless effort, energy and skill.

Edith Borthwick is a unique and special place to work and I have been made to feel very welcome. It is a huge privilege to work in and lead this school and we aspire to ensure the school goes from strength to strength.

Through this report, you will see what we have been working on and the progress we have made. If you have any comments, suggestions or concerns, please do not hesitate to give me a call or email.

Thank you for your continued support for the school.

Many Thanks

Dan Woodman



# CHAIR OF GOVERNORS



Dear Parents and carers

As we approach the end of another year in our amazing school, and my first year as Chair of Governors, everyone involved in the school should look back with pride at the progress made during the year and the position the school now finds itself in. The future looks bright and this is due entirely to the leadership of Dan Woodman, our now not so new head, his committed management team, staff and everyone else involved in making the school such a safe and enjoyable place for our children. My role and that of my fellow Governors is made that much easier when the school functions so well.

The role of the Governor is an important and rewarding one as they oversee the direction and strategy of the school, both challenging and supporting Dan and his team. I became a Governor five years ago, as I wanted to give a little something back to the school that has educated and looked after my son for the last 12 years from the age of 5. He loves school as do the vast majority of the children here, again a huge compliment to all the talented and committed staff involved. If he could go to school for 52 weeks he would!

Unlike many other Schools, our school is well run, financially sound, and definitely on an upward trajectory. I feel confident that next year we will continue to see improvements across the school, which can only be good for everyone involved.

Many Thanks

Paul Trudgeon

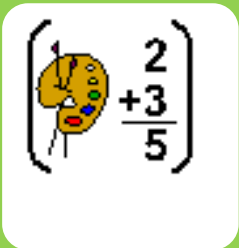
**“UNIQUE AND SPECIAL”**

# WHAT DIFFERENCE HAVE WE MADE?



## Teaching & Learning

- All teaching is good or better - over half of teaching is outstanding.
- Teachers continually develop through use of peer learning partners.



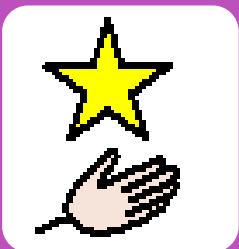
## Curriculum

- The curriculum is widely enriched with exciting and interesting learning opportunities, e.g. residentials, Duke of Edinburgh, Forest School and College provision.
- We have developed whole school skills banks for communication and writing.



## Assessment

- 93% of personal learning targets are met or exceeded, resulting in excellent outcomes for learners.
- We measure what we value, looking at the whole individual rather than just the academic

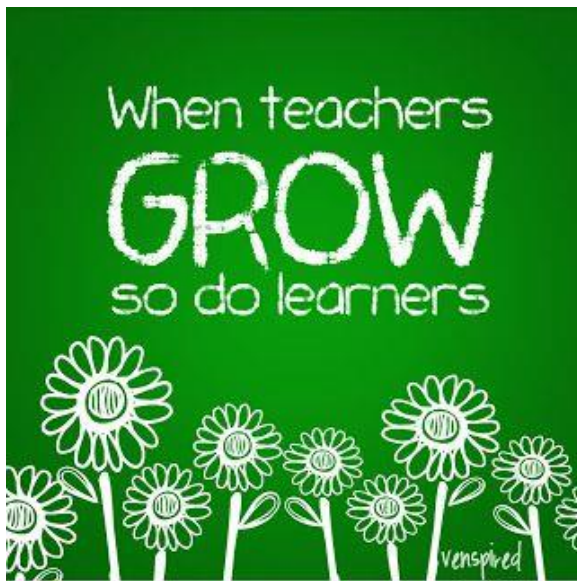


## Integrated Therapy

There are good universal speech and language and sensory strategies in all classes.

Commissioned therapy services have upskilled staff and improve outcomes for learners.

# TEACHING & LEARNING



As a school we firmly believe the way to get the best outcomes for learners is to have great teaching everyday. Therefore it is important for all our teaching staff to continually develop and improve. Key professional development this year has focussed on use of Speech and Language and Sensory strategies in the classroom. This has been led and facilitated by our therapy team and teachers. Further training included Growth Mindsets, how to lead a teaching team effectively, learning outside the classroom and use of holistic assessment tools.

Teachers and Teaching Assistants welcome feedback on how to improve and develop. This year we started 'peer lesson visits'. This is where teachers observe each other teaching and discuss strengths and how to improve. We strongly believe in teacher led improvement and we will continue to use this next year.

The senior leadership team formally observe teaching and therefore have a very accurate view of the strengths of our teaching team and further professional development we may need.

We also undertake regular learning and climate walks focussing on specific areas, e.g. use of sensory strategies, which allows us to review our effectiveness.





# CURRICULUM



We are continually reviewing and amending our curriculum in an attempt to make it irresistible for all learners. This year we have added Rugby Tots, Diddi dance, Yoga and the Duke of Edinburgh Award, as well as increased PAWS therapy sessions and continued access to Rainbow Rural Farm and Altern8 .

We have improved our facilities adding a sunken trampoline, outside classroom, canopies, trim trail, football pitch and horticulture area, enabling our learners to access even more learning!



We have also developed whole school key skills banks for Communication and Writing. This enables all staff to share a common framework and language. The skills banks utilise a number of assessment tools and helpfully bring them into one place.



This year a Key Stage 3 group started to complete their Duke of Edinburgh Bronze award. This involved the learners volunteering, going on an expedition and learning a whole new host of skills!



We are now using the Talentino Careers Development curriculum across the school to prepare our learners for work! You'll hear more about this soon!

# ASSESSMENT



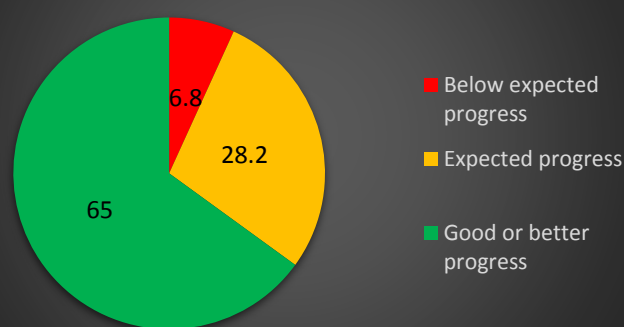
We try to measure what we value therefore we use a number of tools to do this. The main assessment tools we use are progress against personalised learning goals from the EHCP or One Plan, attainment data from B Squared (a package which enables us to assess against P-Levels and National Curriculum steps). We also parental feedback to support this.

The overall picture is very positive.

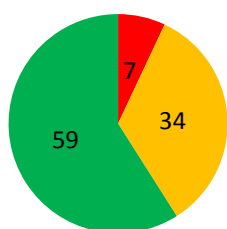
93.2 % of personal learning targets set see expected or better progress.

This is further supported by the parent survey where 98% parents feel their child makes good progress at the school.

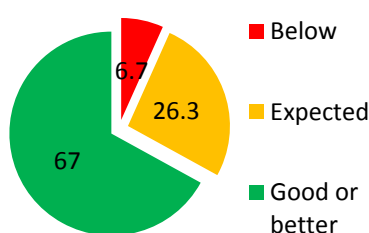
## Progress against EHCP goals



## PPG Learner Progress



## Non PPG Progress



## Closing the Gap

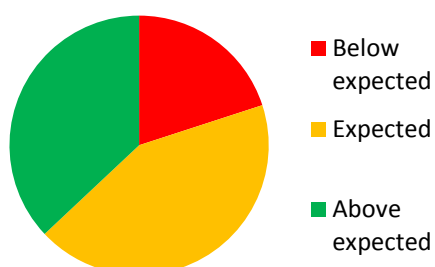
At The Edith Borthwick School it makes very little difference if you are a learner in receipt of pupil premium grant or not. Both groups make equally good progress.

## Core subject progress

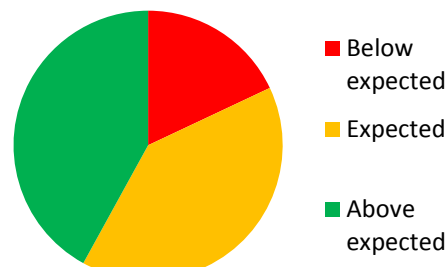
Over 80% of learners make expected or better progress in English and Maths.

Where learners do not show progress with their B Squared data they do against their priority learning targets.

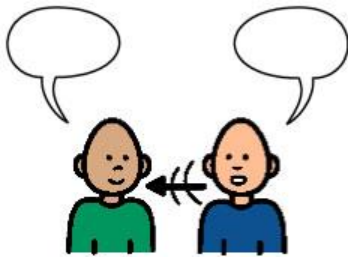
## Maths Progress



## English Progress

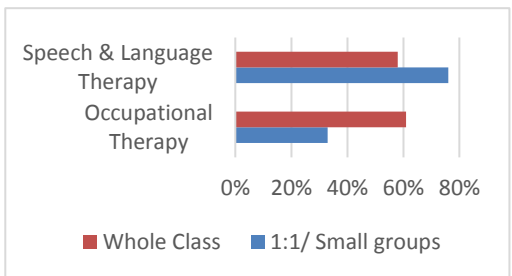


# THERAPY



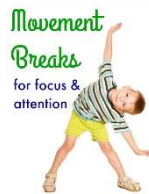
## Increased Access to Therapy

Over the year the Speech and Language team and Occupational therapist have been working hard to see and impact upon more learners:



## MOVEMENT BREAKS

Universal strategies used across all classes



## PECS

More learners using with increased independence



## PARENTAL ENGAGEMENT

Over 50 parents attended sensory strategy training



## COLOURFUL SEMANTICS

Learners in Key Stage 1 using to support language.



## TEACCH

Workstations used more consistently across the school



## TRANSITIONS

Increasingly used to support understanding across the school.



# Attendance Matters

**Our whole school attendance is 93.3%**

We have just missed our 95% target, however we are above the national average for special schools which is 90.9%

EVERY SCHOOL DAY MATTERS – Let's make our attendance even better next year!

Congratulations College 4 for best overall attendance of 98.2%  
Well done to the 8 learners who achieved 100% attendance!  
Amazing effort. We also had 26 learners who were 99% and above!



"All the teachers help us really well. They support us to do our work"

Louis

"Thanks to everyone who has helped me get here. I couldn't have done it without you."

Cade

My favourite thing this year was Soccerability!

Callum

"I'm looking forward to going to college phase, but I'm going to miss school phase!" Clare

"I'm really proud of our garden area, we grew some peas and they tasted good!" Ciaran

"Edith Borthwick is a happy place"

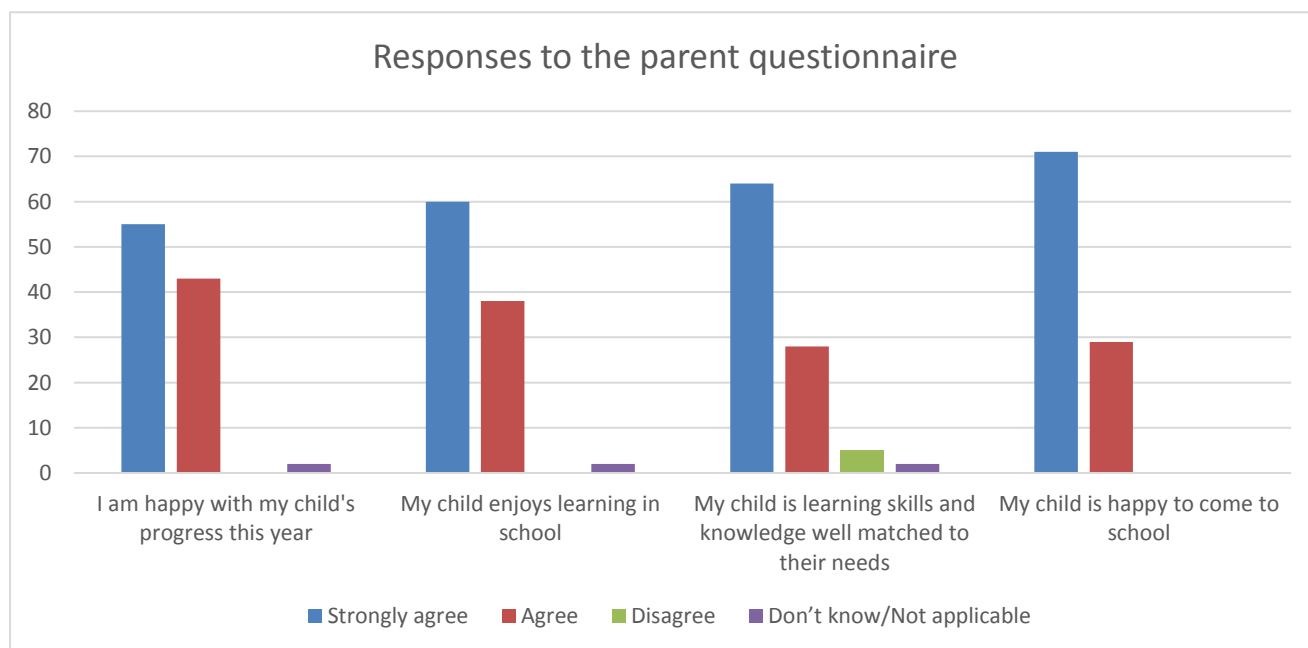
Kirstie

"I am very grateful to Edith Borthwick and all the kindness of the staff." John



# WHAT YOU SAY

I want to thank the school for the efforts of all the teachers that my children have had. My son is making progress and doing things that we never thought he would be able to!



**80 parents responded to the parent questionnaire and this feedback has been invaluable to see our strengths and where we can improve. Your views are valued!**

*Your  
Opinion  
matters*

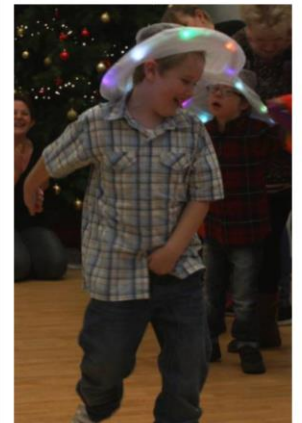
Each year I have worried that his next teacher cannot be as good, but each year they have been at least as good!

# FUN FUN FUN

We have had lots of fun this year – here's just a small selection for you to enjoy!



OUR AMAZING JACK PETCHEY ACHIEVERS!



# VISION & VALUES

**Enabling everyone to reach and go beyond their potential.**

**At The Edith Borthwick School,**

**We**



Our learners and staff embody our vision and values on a daily basis. We wrote our vision in collaboration with all our stakeholders and we believe the values above help us to achieve that.

It is these things that makes The Edith Borthwick School such a special place to learn and work.

We believe in each and every learner that attends the school and truly believe that every single one can have a positive impact in the world and lead a happy and fulfilled life.



**"Be the change you want to see in the world"**

**Gandhi**



# SCHOOL DEVELOPMENT PLAN 2017-18



To develop enhanced teacher/TA standards which support and improve high quality teaching at all levels.

To actively engage all stakeholders in assessment practice and processes.

Extend Leadership provision across the wider community - developing capacity and enriching provision

To further develop social skills, independence and independent living opportunities.

Therapy enriches everyday provision and meets learners communication, sensory, physical and medical needs well.



Our progress against the school development plan is published on the website termly. Go to the website: [www.edithborthwick.essex.sch.uk](http://www.edithborthwick.essex.sch.uk)