

**ANNUAL REPORT
JULY 2018**



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THE EDITH BORTHWICK SCHOOL

ANNUAL REPORT 2018



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

We have reached the end of another academic year and I am always surprised at how fast the time goes!!

I would like to use this opportunity to thank the learners for their amazing attitudes towards learning and school. It is a pleasure for myself and the staff to work with them and develop positive relationships. They give us so many great moments and laughs!

Thanks also to the dedicated staff team who so ably support the learners here. We are lucky to have such a skilled bunch who genuinely care.

We have made some pleasing progress against our development plan this year, further developing and improving teaching, the curriculum and assessment processes. Ofsted saw and validated this too!

We still have lots to work on. We aim to further improve our communication next year and to offer more parent/carer opportunities. We know we need to keep families more informed on progress and will address this too.

Thank you for trusting us to educate, care for and get to know your children. It is a privilege and pleasure.

Many Thanks

Dan Woodman

CHAIR OF GOVERNORS



Dear Parents and carers

As we approach the end of another school year in our now "not so new" building with our "not so new" Head, Dan, we can look back at another year of significant change and progress. With significant change obviously comes an increased risk that not everyone is on board but change is necessary to push the school onwards and upwards to its objective of being an outstanding school. Our OFSTED inspection earlier this term reinforced the fact that we were a good school and we now have a window of opportunity before the next inspection to show we have put in place the extra processes and evidence to show that we are in fact an outstanding school.

I would like to thank my fellow Governors for their unwavering support for the school and for the time they give, when time is so precious to all. Secondly I continue to be humbled by the dedication of all the staff involved in the school and their continued commitment to ensuring all learners not only enjoy being at school but are given every opportunity to develop to their full potential. Parents and Carers of all the learners at our school continue to put their trust into it and hopefully all of them can see that everyone involved does their utmost to ensure that investment of trust is worth it!

Have good holiday

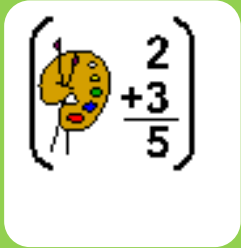
Paul Trudgeon

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, BLINK observations and learning walks.



Curriculum

- The curriculum is widely enriched with exciting and interesting learning opportunities, e.g. Danbury outdoors, the Wilderness Foundation and Work experience
- We have developed whole school skills banks for reading, maths and personal and social development.



Assessment

- 97% of personal learning targets are met or exceeded, resulting in excellent outcomes for learners.
- We are now using Evidence for Learning to enable us to capture evidence against priority targets linked to the EHCP - this means we measure what we value

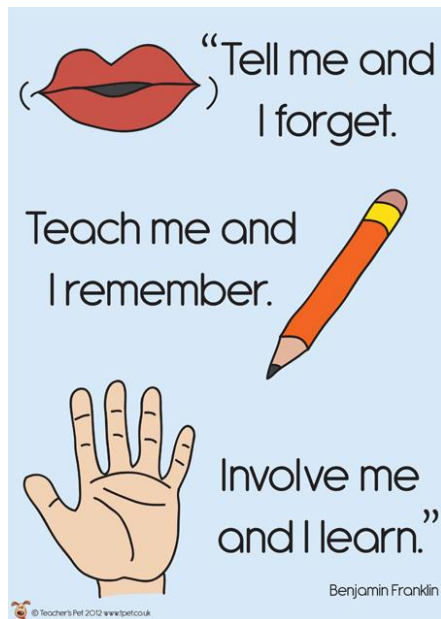


Personal Development and Welfare

We actively seek learner opinion and this influences what we teach everyday, for example it has influenced topic choices, activities and work experience placements.

Their ideas have also influenced the environment, e.g. a picnic area

TEACHING & LEARNING



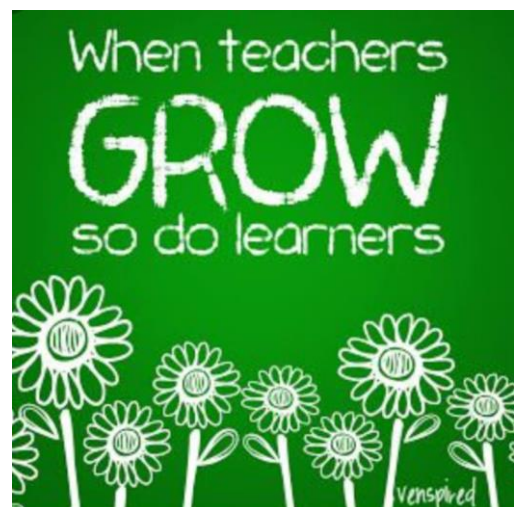
This year we have completed a variety of activities to support teaching and learning, including lesson observations, peer observations, BLINK lesson visits and learning walks.

We look closely at the learning that is taking place in the class and reflect upon how to make it even better.

We are confident that all teaching in the school is good or better and our aim is to make the most of every single moment in school to further improve learning.

The teaching team are always keen to improve and we aim to be better tomorrow than we were today. We have accessed a wide range of professional development including:

- Person centred reviews
- TEACCH
- Increasing independence through use of visuals
- Speech and language – PECS, Augmentative and Alternative Communication.
- Creative development
- Maths – using and applying skills
- Safeguarding
- Using sensory strategies



CURRICULUM



Our aim is to make our curriculum as irresistible as possible. This is why we enrich it with so many visiting professionals and trips. This year has seen a number of residential opportunities, including Under Canvas, and access to new settings such as The Wilderness Foundation and Danbury.

We have also developed our enterprise, and Journey 2 Employment now run the café, sandwich business, KS3 Friday Feast and make Design Technology products to sell.

We have further improved our facilities, now boasting an animal care area, wildlife garden, sensory garden, early years play garden and picnic areas.



We have also developed whole school key skills banks for Reading, Maths and Personal and Social Development. 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 saw a group of 12 students gain their bronze Duke of Edinburgh certificates, presented by James Cleverley MP. 5 more year 9s have just completed their residential and have achieved bronze again! Amazing!



We continue to access a wide range of work experience placements, including Wilderness Foundation, Sconch, PG Bones, Tesco, WH Smith. Thanks to all for their support.

ASSESSMENT



BSquared  **EVIDENCE**
FOR LEARNING

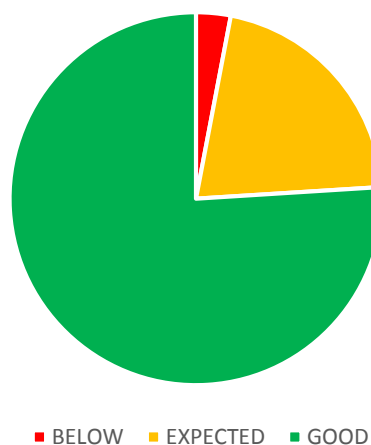
We use Evidence for Learning as a tool to capture personalised evidence against priority targets. This enables us to measure and show progress in all areas.

We will be using Evidence for Learning to produce termly reports next year so that you are more regularly informed about your child's progress.

The overall picture is very positive. 97.2 % of personal learning targets set see expected or better progress.

This is further supported by the parent survey where the vast majority of parents feel their child makes good progress at the school.

PROGRESS AGAINST EHCP GOALS

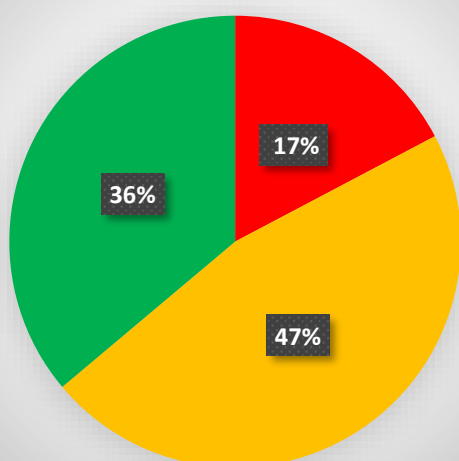


Core subject progress

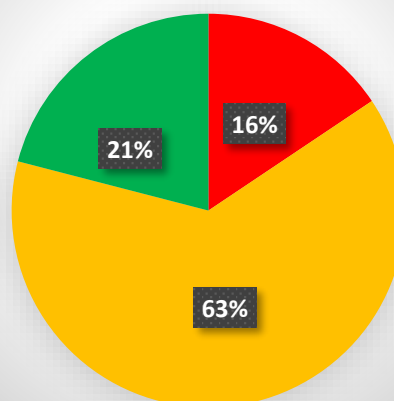
Over 83% of learners make expected or better progress in English and Maths over this year.

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

ALL STUDENTS ENGLISH OVERALL



ALL STUDENTS MATHS OVERALL





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 6 for best overall attendance of 97.5%
Well done to the 11 learners who achieved 100% attendance!
Amazing effort. We also had 22 more learners who were 99% and above!

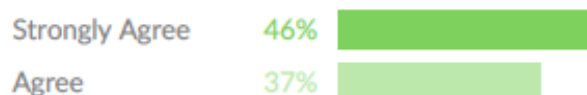


WHAT YOU SAY

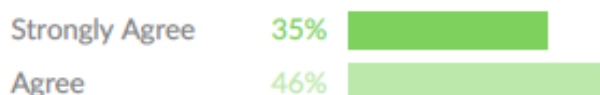
Thanks to all that completed this year's survey. Overall the feedback has been positive, the fact that when asked if their child was happy at the school, an overwhelming majority responded agree or higher and that the vast majority of parents surveyed felt their child feels safe at the school.




My child is taught well at this school



My child makes good progress at this school



 Your opinion Matters

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.



School Development Plan

2018-19



Teaching & Learning

Teaching is increasingly outstanding at all levels

Pedagogy and teaching of complex learners improves



Assessment

All stakeholders use EFL to capture evidence against accurate personalised learning goals

Leadership

The school is more aligned.

Communication improves.

Staff are happy and healthy.

Leaders at all levels are enabled.

Curriculum

Learning is personalised linked closely to well crafted EHCP goals.

Personal Development and Welfare

Behaviour is supported consistently

Attendance improves

TEAM

Together Everyone Achieves More