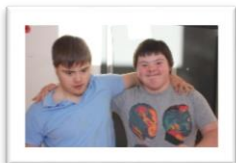


**ANNUAL REPORT
JULY 2019**



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THE EDITH BORTHWICK SCHOOL

ANNUAL REPORT 2019



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 large workforce with a large dedicated staff team who constantly strive to ensure that each learner 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

Another year has sped past and the school continues to make progress. The year has also thrown some challenge and sadness our way, however it shows the resilience and strength of our learners and staff to continue to be positive.

Learners have made good progress this year! It is pleasing to see that nearly all of the learners have made expected or better progress in all their personal learning goals, with the majority of learners making good progress.

We say goodbye to 20 amazing young people at the end of this year and wish them the very best in their lives. Whilst we will miss them, we look forward to welcoming our new learners who will enrich our community.

In a time of political uncertainty and school budget pressure, it is more important than ever that we strengthen as a school community. Together everyone achieves more and I look forward to working more closely with our parents and families over the next year.

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

By the time you receive this report I will have stepped down as Chair of Governors, and I am delighted to say that John Vinter has been elected to take on the role going forwards. John has been the vice chair, a huge supporter and advocate for the school over many years. I have no doubt he will be a huge success in the role.

As Dan, our brilliant head, has already said the year has been, at times, a difficult one. The year started with Rosie, one of our deputy heads, sadly passing away after a relatively short illness and we found ourselves on the end of some fairly inflammatory and I would say unfair press comment. However I continue to be in awe of all of the learners and staff at the school. Their ability and willingness to cope with everything that has come their way and the huge contribution they all make to ensure Edith Borthwick remains a school to be admired must be commended.

As I stated above I have decided to step down as chair at the same time as my son leaves the school; a school he has attended for the last 15 years since the age of 4, a school that has truly given him and us as a family, everything we could have asked for. That is down to all of the governors, staff, learners and parents, who together make the school what it is. An inspiration!

Have good holiday

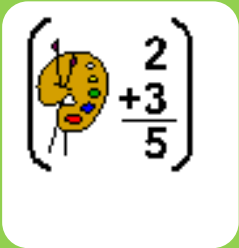
Paul Trudgeon

WHAT DIFFERENCE HAVE WE MADE?



Teaching & Learning

- All teaching is at least good and much is very strong. This can be evidenced through the positive progress our learners make.
- Teachers continually develop through use of peer learning partners, BLINK observations and support from the therapy team.



Curriculum

- The curriculum is widely enriched with exciting and interesting learning opportunities, e.g. Danbury outdoors, the Wilderness Foundation and Work experience.
- We are in the process of developing clear pathways, appropriate to our learners needs, which ensure they access an appropriately broad and balanced curriculum offer.



Assessment

- 97.5% of personal learning targets are met or exceeded, resulting in excellent outcomes for learners.
- Our new Termly learning reports and conferences have aimed to keep families better informed of progress and have allowed us to intervene quicker if required.



Personal Development and Welfare

Learners' feel well known and valued at the school.

Almost every learner enjoys coming to school and thinks they are making progress

[illegible]

They inform the conversations we have about teaching and are reflected upon following BLINK lesson visits, peer lesson observation and learning walks.



1. Learners are engaged in purposeful and meaningful activities.
2. Learners targets are bespoke and accurate.
3. All adults lead and support learning well.
4. Behaviour is positive and well managed.
5. Learner support plans are up to date, well understood and applied.
6. Therapy strategies are well known and applied.
7. Staff make a positive contribution to the wider life and ethos of the school.

Elklan 
aiming high with communication

All of the teachers have this year accessed a full Elkan, communication course and have used the knowledge learnt to ensure we pitch our communication in the optimum way to enable our learners to engage and learn. Ensuring universal communication strategies are embedded has a high impact.

ENRICHMENT



This year has once again seen lots of exciting and fun opportunities to enrich the curriculum. We have facilitated six residential trips, Duke of Edinburgh Bronze expedition, visiting theatre, music, dance and science groups.

Groups have regularly accessed swimming, horse riding, forest school, specialist Sports coaching, Pet therapy, Animal care, Horticulture, Outdoor pursuits, Hawks Farm, the Wilderness Foundation, Rainbow Rural Farm, College and Community Sport! Thanks to all of our supporting groups.

We have enjoyed hosting Culture Day and Sports Day where it was fantastic to see so many parents.



This year saw a group of 5 students gain their bronze Duke of Edinburgh certificates, presented by James Cleverley MP. 9 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, M&S, John Bunyan, Tesco, WH Smith. Thanks to all for their support.

OUTCOMES



BSquared  **EVIDENCE**
FOR LEARNING

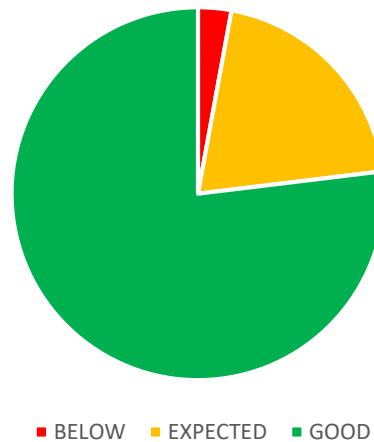
We use Evidence for Learning as a tool to capture personalised evidence against priority targets. This enables us to measure and show progress in all areas.

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. 97.9 % 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



Termly Learning Reports & Conferences

This year we changed our reporting process. Rather than an annual report we now produce termly reports to keep the learner and family more informed about how well the learner is doing and the progress they are making.

We are keen to continue to develop this and would welcome feedback on how to do so. 91% of parents so far feel that the changes have ensured they are better informed and that there are more conversations about progress.

Learner Destinations

This year we have 21 leavers who will be accessing a range of exciting provision/opportunities, including:

- College
- Supported internships
- Motor mechanics course
- Social care specific packages

Good luck to them all!!



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 Class 22 for best overall attendance of 98%
Well done to the 13 learners who achieved 100% attendance!
Amazing effort. We also had 39 more learners who were 99% and above!

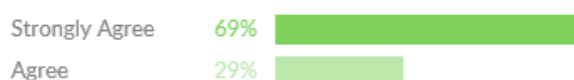


WHAT YOU SAY

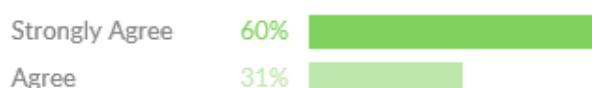
Thanks to all that completed this year's survey. Overall the feedback has been positive, the fact that when asked if their child was happy at the school, an overwhelming majority responded agree or higher and that the vast majority of parents surveyed felt their child feels safe at the school.



My child is well looked after at this school



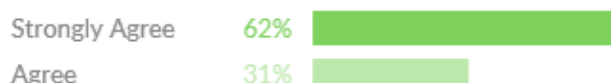
My child makes good progress at this school



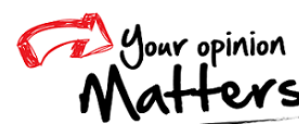
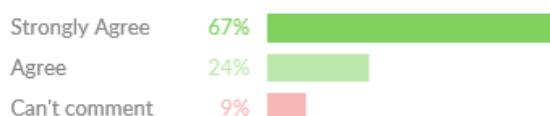
My child is happy at this school



My child feels safe at this school



In the last survey some parents felt that they did not receive enough information about their child's progress. However the school now delivers termly Teacher Learning Conferences to discuss your child's progress and sends home a termly report based on the targets from their One Plan. With these changes in mind do you feel you receive valuable information from the school about my child's progress



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

2019-20



Quality of Education

The curriculum has ambitious intent, is implemented well and has a significant impact on learning.
Optimum support for learning is evident at all times

Leadership

Parent & family partnership is stronger
Leadership is well distributed through the school
High expectations, support and challenge result in even greater progress

Behaviour & Attitudes

Learner behaviour support plans are accurate, detailed and consistently implemented; resulting in exemplary support.

Personal Development

Learners are confident, resilient and as independent as possible.
Learners are very well prepared for their next challenge.

TEAM

Together Everyone Achieves More