

**Brantridge School**  
**Staplefield Place**  
**Staplefield**  
**West Sussex**  
**RH17 6EQ**  
**Tel: 01444 400228 Fax: 01444 401083**  
[www.brantridge-school.co.uk](http://www.brantridge-school.co.uk)

**“Individual Solutions for Special Individuals.”**

**Headteacher: Mrs T. Blythe**  
**Chair of Governing Body: Mr. L. Richards**

## **THE SCHOOL**

Brantridge School is a residential and day school, catering for Primary and Key Stage 3 age children, all of whom have statements of Special Educational Needs, having been assessed with Behavioural Emotional and Social Difficulties (BESD), Social Communication Difficulties (SCD) including those children on the Autistic Spectrum (ASC), those with Asperger’s Syndrome and Specific Learning Difficulties, and those with a diagnosis of ADHD. Most pupils have also exhibited challenging behaviour in their previous schools.

The school is a Non-Maintained Special School, part of the Grafham Grange Special Education Trust Ltd., a registered charity. It caters for up to 41 boys aged from 6 to 13 years (National Curriculum Year 2 to Year 8) from Local Education Authorities throughout London and the South East.

Brantridge has an established reputation for helping the under-achieving and unhappy pupil, and for providing good value for money. It is an essential regional resource for primary aged boys whose overall development is hindered by educational, social, emotional and other, related, factors.

## **LOCATION**

The school occupies an impressive set of buildings, built in the English Country House tradition, set in the Sussex Weald, an area of outstanding natural beauty, between the towns of Crawley and Haywards Heath. Brighton and the Sussex Downs are close by. Brantridge is well placed to draw upon a wide range of leisure, recreational and educational facilities, which are either local or within easy travelling distance between the Sussex Coast and London.

## **ACCESS**

Brantridge School is 35 miles from central London, with excellent access to the nearby M23 / M25 motorways. It is often quicker to reach Brantridge than to travel across London. Trains from London leave London Bridge (45 minutes) and Victoria (50 minutes), passing through Clapham Junction and East Croydon. The nearest station is Balcombe (3 miles). Visitors arriving by train are met and driven to school by a member of staff.

## **AIMS AND ETHOS**

The main aim of the school is to help each pupil fulfil his potential in the hope that he can return to either a day special or mainstream school.

The objectives in fulfilling this aim relate to the individual needs of the pupil and are met within an educational and caring framework.

The school seeks to promote high personal standards of work and behaviour. Emphasis is placed on improving each pupil's self-esteem, self-image and level of confidence.

The staff strive to provide a stimulating and structured learning environment in order to achieve high standards. Nevertheless, due recognition is given to the individual personality, development and experiences of the child, in order that expectations are realistic and achievable.

The school places a high value on the importance of working closely with the family, referring authority and other agencies, to ensure that each pupil develops his true potential.

The school's ethos incorporates principles of structure, continuity and security within which the pupil will be able to maximise his personal, social and educational development.

We recognise the importance of motivating the individual to value academic success and to feel positive about relationships. To this end the school uses an inclusive approach with an emphasis on educational strategies as well as supportive therapies. The school draws upon psychological, psychodynamic and behaviourist models in order to provide a stable framework within which personal growth is achieved.

The main philosophy is based on an understanding of humanistic approaches to psychology, with an emphasis on improving self-esteem.

## **EQUALITY AND DIVERSITY**

At Brantridge School we value our multi-cultural community and celebrate our diversity, creating opportunities for all to contribute, participate and grow. We are committed to ensuring that:

- We treat individuals fairly, with dignity and respect.
- Opportunities are open to all
- We provide a safe, supportive, inclusive and welcoming environment for pupils, staff and visitors.

Our key priorities are:

- To actively promote and maintain a positive school ethos and image that represents our values and commitment to equality, diversity and inclusion
- To ensure that all pupils, staff and visitors are aware of and comply with our equality and diversity policy.

- To provide an accessible physical environment, that meets the needs of our pupils, staff and visitors (please see accessibility plan).
- To provide a supportive, non- threatening yet challenging learning environment across the 24hr curriculum.
- To ensure that the curriculum, activity base and adult learning programmes are representative of our commitment to equality and diversity (please see Equality and Diversity checklists for; adult learning and teaching and learning in the 24hr curriculum).
- Provide extended services which meet the needs of our pupils and their families (Family Support and Inclusion, Therapeutic Services).
- To ensure accurate and effective monitoring of Equality and Diversity at all levels of reporting and policy.

## **SAFEGUARDING**

At Brantridge School we are committed to safeguarding children. We have an important part to play in the delivery and communication of services for children. Section 11 of the children's Act 2004 created a statutory duty to ensure that we safeguard and promote the welfare of children. This duty informs all our structures, routines and processes.

### Every Child Matters

Our school places the five outcomes of Every Child Matters at the heart of the work we do:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well Being

We report to parents and key professionals on a termly basis, individual progress and attainment under these five outcomes.

### Child Protection

Brantridge School is committed to child protection. Ms Bev King (Head of Care) is the designated member of staff for child protection along with Mr Mark Smith (Senior Residential Childcare Officer). Mr L. Richards is the Governor with responsibility for child protection. If you want to speak to any of these people please contact them on 01444 400228.

Brantridge School's Safeguarding and Child Protection policies are available on request from the school office. It is possible to access these policies on paper, electronically or with the support of the Family Support and Inclusion Manager.

## **PREMISES AND FACILITIES**

### **a) Outdoor**

The site benefits from a rural location and has extensive facilities within the grounds. These include:

- Areas of lawn for team games such as rounders, softball, and other games.
- Areas of mixed shrubbery and lawn for free play.
- A hard play surface for ball games, skateboards, scooters, go karts etc.
- An all-weather sports pitch for 5-a-side football, hockey and tennis.
- A variety of adventure trail equipment.
- Playground equipment including swings, climbing tower and seesaw
- A flourishing garden and allotment plot.

### **b) Indoor**

There are 3 general purpose classrooms in the main building. Each classroom has at least two computers; these are linked to a central server. In addition the school has built up-to-date specialist facilities for Information Technology and Design and Technology. The teaching accommodation allows all subjects of the National Curriculum to be taught to lower secondary level (Key Stage 3). A new classroom block contains additional classroom space and specialist facilities for Science and Food Technology. This is the Key Stage 3 curriculum centre.

The recent addition of a designated school library in the main building provides another teaching space and resource as well as the opportunity to promote reading for pleasure.

The school has recently upgraded the facilities for therapy provision. We are now able to offer art psychotherapy, play therapy, counselling and therapeutic support for families. Speech and Language therapy is available to all pupils according to need.

Play and recreation facilities are good. There is a multi-purpose assembly hall and gym, which is also used for table tennis, badminton and short tennis.

### **c) Residential Provision:**

There are a total of 12 bedrooms, arranged in 3 residential areas, according to the age and maturity of the pupils. Each area has its own washing, bathing and toilet facilities, as well as a lounge for play and social use. The younger pupils benefit from the nurturing and supported play environment of the junior landing and at the other end of the school the senior pupils have a fully fitted kitchen and dining room allowing them to develop their independence and life skills.

The accommodation is continually evaluated to ensure that it meets National Minimum Standards, and the School Improvement Plan always includes provision for further improvements. Each of the 3 areas has a room for sleeping-in staff, and there is waking night cover.

The school has its own catering, laundry and sewing facilities. There is a small medical room for the storage and administration of routine medication. The School Nurse supports pupils and parents in accessing full NHS facilities via the school's allocated general practitioner.

**d) Local amenities:**

There are 3 large leisure centres within the locality, all of which have swimming pools. All pupils are taught to swim and have opportunities for leisure swimming. There are a number of adventure playgrounds, outdoor pursuits centres, farms, golf courses and other leisure facilities within easy reach of the school.

The school is developing closer links with the local community, through organised pursuits such as cubs or scouts, gardening and the horticultural society and sports and athletics groups. Opportunities for arrangements to share facilities with other schools are being explored.

## **CURRICULUM**

The aims of the school include giving all pupils their full entitlement to the National Curriculum. All subjects are covered, including the non-statutory components. This ensures, amongst other things, that some pupils are able to be considered for re-integration into mainstream when it is time for them to leave Brantridge.

Particular emphasis is placed upon literacy and numeracy, because pupils often come with deficits in these areas. The National Literacy Strategy, the National Numeracy Strategy and the Alpha to Omega programme are key components in the school's programme of remediation in core subjects.

Science, Maths, Information and Communication Technology, PE and DT are areas of the curriculum which have emerged as strengths for our pupils. The school's statutory assessment results at 11 (end of Key Stage 2) over the last few years have shown good results in Science, compared with pupils nationally. Pupils often leave Brantridge with ICT, PE and DT skills which are in advance of their peers in other schools.

The majority of foundation subjects are taught as separate items on the timetable, but there is scope for topic-based approaches, especially for the Key stage 1 and 2 pupils. Creativity is positively fostered, and the school is justifiably proud of the quality of the pupils' art work, on display throughout the school.

All pupils have an Individual Care and Education Plan incorporating educational and social development targets. The Individual Care and Education Plan is reviewed termly and is linked to annual targets which are set at the Annual Reviews.

Religious education is taught, on a non-denominational basis, ensuring that all pupils are aware of the multi-cultural and multi-faith society in which we live. The school has no affiliation to any religious denomination or religion, and parents have the right to withdraw their child from the RE lessons and from the school's very simple daily act of collective worship if they so wish. Alternative provision will be made if necessary.

Sex education is taught in accordance with the National Curriculum guidelines for Science, and is modified to take account of the age and maturity of the pupils. In addition, within Personal, Social and Health Education (PSHE) there are elements of sex and relationship education. Parents have the right to withdraw their children from the latter, if they so wish.

The curriculum is extended into a wide variety of play and leisure activities. The majority of these are available in the evenings and at weekends, but there are timetabled opportunities for outdoor pursuits, drama and dance. "Out of school" activities include; cycling, horse-riding, trampolining, gymnastics, golf, canoeing and camping. The curriculum is constantly being evaluated in terms of its breadth and range. Every effort is made to ensure that it is relevant, stimulating and balanced. Good use is made of visits to museums, theatres, outdoor activity centres, etc.

## **STAFFING**

The school's ethos is truly multi-disciplinary, with each person contributing to the quality of life, education and care experienced by the pupils. The team approach extends from the education staff, through care staff to all of the domestic and maintenance staff. As far as is possible, every member of staff knows the boys individually and all feel they have a contribution to make.

For 41 pupils, the school has 10 teaching staff and 7 (full time equivalent) learning support assistants. Class sizes vary according to the subject, age and learning needs of the pupils but currently no class is larger than 9.

The school has 14 members of care staff, organised into 3 teams with a Head of Care. Each team has a group leader who forms part of the wider management structure of the school. The Senior Leadership Team is currently made up of Headteacher, Deputy Headteacher and Head of Care.

All teachers, teaching assistants and care workers participate in the school's in-service training, which balances the needs of curriculum knowledge and skills with training in health and safety and care-related skills. This includes essential skills in behaviour management.

A variety of visiting professionals provide advice and support to staff, families and pupils. They include; a Family Support and Inclusion Manager, an Art Psychotherapist, a Speech and Language Therapist, Consultant Psychiatrist, Counselling Psychologist. Educational Psychologists are usually provided by the referring authority.

There is a School Nurse, and NHS medical services are accessed through the local G.P. practice. All new pupils are registered with the practice and receive a medical. Pupils on medication can be monitored by the school's G.P., or via their own consultant. Referrals can be made to the therapists as required.

## **GOVERNORS**

The governing body meets at least once per term and is composed mainly of local people with a real interest in pupils with special educational needs, together with elected staff representatives and 2 parent governors. Their role is varied and each governor is allocated, according to their expertise, to at least one of four committees; (a) finance, (b) health and safety, (c) curriculum, and (d) residential provision. Each committee meets at least once per term, and reports in writing to the full meetings of the governing body.

Governors visit on a rota basis in order to evaluate the work of the school and to familiarise themselves with various aspects of the curriculum and residential provision. The annual governors' report to parents is distributed in the Summer Term.

## INSPECTIONS

The school is subject to inspection by the Office for Standards in Education (OFSTED) and was inspected most recently in May 2011 for an annual Welfare inspection, the school maintained a fourth consecutive judgement of Outstanding. In February 2010 the school experienced its first integrated OFSTED inspection which means that both the educational inspection team and the social care team completed an inspection of the school at the same time. The educational provision was rated as 'Good' and the care provision was rated as 'Outstanding'.

The following aspects of the school were selected as being particularly good:

*The Headteacher 'provides a very clear vision for how the provision should develop and the determination to implement it.'*

*'Safeguarding procedures are exemplary and ensure the school is a safe and secure environment in which pupils make rapid improvement in their behaviour.'*

*'Brantridge is a good school. The boarding provision and the care, guidance and support that staff provide for pupils' personal development are excellent.'*

*'A stable, skilled and committed team of care staff provides a consistently excellent quality of care.'*

*'Teaching is much improved since the last inspection.'*

*'Systems for tracking pupil progress are rigorous and robust.'*

*'All pupils have equal opportunities for success in school and for a better, more productive future.'*

*'The boarding accommodation is well designed, comfortable and recently refurbished. It is maintained to an excellent standard. The provision of activities both on and off site is excellent.'*

Please see Appendix 9 for the post-Ofsted action plan and School Improvement Plan.

Brantridge School is committed to providing a high standard of education and welfare and fully embraces the need for a national inspection regime to ensure that high standards are maintained. We welcome visits from LA inspectors and education officers, and we are always ready to listen to suggestions from parents, carers, social workers and other professionals about how we can improve the quality of our service.

## **ADMISSIONS POLICY**

We will consider for admission any boy aged between 6 and 11 who is:

- Statemented with Special Educational Needs
- Academically underachieving, but with potential to make progress in the right environment.
- Demonstrating behavioural difficulties linked mainly to: social, emotional factors, poor self-esteem, and lack of confidence.
- Diagnosed conditions and learning difficulties such as Autistic Spectrum Conditions (ASC), Asperger's Syndrome or Specific Learning Difficulties.
- Living within an established home base, (which may be the family home, or a stable foster placement, as a basis for home-school liaison work) within reasonable travelling distance of Brantridge School (i.e. London and Home Counties).

### **Consideration will additionally be given to:**

- Diagnosis of Attention Deficit/Hyperactivity Disorder (ADHD), with or without medication.
- Additional investigation in respect of neurological, psychological or psychiatric factors.

It should be noted that the school is able to offer assessment placements for Statement of SEN completion and trial periods. Short-term placements will be considered on their merits.

Brantridge is currently offering a limited number of day boarding placements to pupils and Local Authorities within commutable distance.

### **Admission Process:**

- Statement and associated paperwork sent out by LEA – direct to school.
- Consideration of papers by Senior Management Team – referral checklist initiated.
- Request for additional information, other agency involvement, diagnosis etc.
- Informal visit (parents only)
- Formal “interview” at school (pupil and parents / carers).
- Admission date agreed and notified to LA and parent/carer.
- Pre-admission checklist initiated

Under normal circumstances, each stage in the admission process will take no longer than 1 week. The “interview” represents a firm offer on the part of the school, and is an opportunity for the pupil to meet fellow pupils and key staff.

**BRANTRIDGE SCHOOL**  
**Staplefield Place**  
**Staplefield**  
**Haywards Heath RH17 6EQ**

**Attendance for the academic year 2010/2011**

**Autumn Term 2010**

Authorised Absence = 8%

Unauthorised Absence = 2%

**Spring Term 2011**

Authorised Absence = 5.4%

Unauthorised Absence = 1.3%

**Summer Term 2011**

Authorised Absence = 4.5%

Unauthorised Absence = 0.2%

## NATIONAL CURRICULUM

### End of Key Stage 2 Assessment Results 2011

These tables show the percentage of eligible year 6 children achieving each level in the school in 2009. The number of children in year 6 in 2011 is: 9.

| TEACHER ASSESSMENT |                          |    |    |    |   |   |   |  |
|--------------------|--------------------------|----|----|----|---|---|---|--|
|                    | Percentage at each level |    |    |    |   |   |   |  |
|                    | W                        | 1  | 2  | 3  | 4 | 5 | 6 |  |
| English            | 0                        | 66 | 22 | 11 | 0 | 0 | 0 |  |
| Maths              | 0                        | 33 | 55 | 11 | 0 | 0 | 0 |  |

W = working towards level 1

| TEST RESULTS |                          |               |               |    |    |   |   |
|--------------|--------------------------|---------------|---------------|----|----|---|---|
|              | Percentage at each level |               |               |    |    |   |   |
|              | Pupils disappplied       | Pupils absent | Below level 3 | 3  | 4  | 5 | 6 |
| English      | 22                       | 0             | 33            | 33 | 11 | 0 | 0 |
| Maths        | 0                        | 11            | 11            | 11 | 44 | 0 | 0 |

## ABOUT THE TRUST

Brantridge School is administered by Grafham Grange Special Educational Trust Limited, a registered company limited by guarantee. Company registered number 2919225.

The company is a registered charity number 1039938

The Trustees of the company are: -

Mr W Glover Chair  
Mr T Bailey  
Mr K. Noble  
Mr L Richards  
Dr S Martin  
Mr J Byrne  
Mr Michael Taylor  
Ms Sharon Potter  
Mr Peter Manns

The Chief Executive of the company, company secretary and correspondent with the charity commissioners is Dr. Susan Tresman.

Members of the board of Trustees may be contacted via the Chief Executive at the registered office of the company (see below).

The objects of the company as registered are: -

1. To advance the education of children with special needs by managing schools for children with social, emotional and behavioural difficulties.
2. To promote the special educational needs of children primarily from inner and outer London and the Home Counties in particular but not exclusively by providing advice and counselling to families/guardians of such children so as they may better understand their emotional and behavioural difficulties.

The company employs all staff working at its schools and is responsible for the overall management functions.

**Address:** The Company Office, Grafham Grange, Bramley, Guildford, Surrey  
GU5 0LH.  
**Telephone:** 01483 891100  
**Fax:** 01483 894407  
**Email:** trustadmin@ggset.co.uk

## **Brantridge School**

### **Governing Body**

|                     |   |
|---------------------|---|
| Mr L Richards       | Chair of Governor   |
| Mrs T Blythe        | Headteacher   |
| Mr M Smith          | Elected Representative – Care and TA staff                    |
| Mrs S Norkett       | Elected Representative – Admin., Domestic & Maintenance staff |
| Ms D Harry          | Elected Representative- Teaching Staff                        |
| Mr P Samuels        | Parent Governor   |
| Ms K McNichol       | Governor  |
| Mr A Lees           | Chair, Care Committee   |
| Mrs D Anthony       | Chair Curriculum Committee, LA appointed Governor             |
| Mr Laurence Huxham  | Parent Governor, Chair Budget Support Committee               |
| Mr David Hope       |   |
| Mr Geoff Doe        |   |
| Ms Katie Pettitt    |   |
| Mrs Alison Livesley |   |

### **Senior Management Team**

|                |                    |
|----------------|--------------------|
| Mrs T. Blythe  | Headteacher        |
| Mrs J. Lutton  | Head of Care       |
| Mrs G. Wagland | Deputy Headteacher |

**For a complete list of staff and designated roles, see next page.**

# Brantridge School

## Staff List

### Senior Leadership Team

|               |                    |
|---------------|--------------------|
| Mrs T Blythe  | Headteacher        |
| Mrs G Wagland | Deputy Headteacher |
| Mrs J Lutton  | Head of Care       |

### Teachers

|                 |  |
|-----------------|--|
| Mr P Brett      | Class Teacher Key Stage 3, DT Teacher        |
| Miss K Cowling  | Class Teacher Key Stage 2                    |
| Mrs S Few       | Science Teacher                              |
| Miss D Harry    | Class Teacher Key Stage 2, ICT Teacher       |
| Mrs S Markham   | PE Teacher                                   |
| Ms A Churchyard | Class Teacher Key Stage 2, Music Teacher     |
| Ms F Morgan     | Class Teacher Key Stage 3, PSCHE, FT Teacher |
| Mr K O'Mahony   | Class Teacher Key Stage 2                    |

### Teaching Assistants (TA)

|                 |                 |
|-----------------|-----------------|
| Ms K Haylor     | TA, Key Stage 2 |
| Mrs G Hickman   | TA, Key Stage 3 |
| Mrs J Holland   | TA, Key Stage 2 |
| Miss K Heath    | TA, Key Stage 2 |
| Mrs J Sargent   | TA, Key Stage 2 |
| Mrs D Webb      | TA, Key Stage 3 |
| Miss L McGinnis | TA, Key Stage 2 |
| Mrs E Bodeau    | TA, Key Stage 3 |

### Residential Social Care Workers (RSCW)

|                 |  |
|-----------------|--|
| Mr R Oosterbaan | Senior RSCW, Group Leader Intermediate Landing |
| Mr P Petersen   | Senior RSCW, Group Leader Senior Landing       |
| Mr M Smith      | Senior RSCW, Group Leader Junior Landing       |
| Mr P Appleton   | RSCW, Key Worker Senior Landing                |
| Miss J Andrews  | RSCW, Key Worker Junior Landing                |
| Mrs T Boore     | RSCW, Key Worker Senior Landing                |
| Mrs P Gunnell   | RSCW, Key Worker Junior Landing                |
| Mr D Holden     | RSCW, Key Worker Senior Landing                |
| Mrs L O'Malley  | RSCW, Key Worker Intermediate Landing          |
| Mrs S Pears     | RSCW, Key Worker Intermediate Landing          |
| Mr G Towner     | RSCW, Key Worker Intermediate Landing          |
| Ms D Williams   | RSCW, Key Worker Junior Landing                |
| Ms A Corr       | Waking Night Carer                             |

### Ancillary Staff

|               |                                  |
|---------------|----------------------------------|
| Mr N Briggs   | Premises Manager                 |
| Mr V Frost    | Assistant Premises Manager       |
| Mr M Brewin   | Caretaker, Groundsman            |
| Mr F Kearns   | Catering Manager                 |
| Mr F Bodeau   | Tea time Chef                    |
| Mrs C Hole    | Lunchtime Cook                   |
| Mrs T Coulson | Kitchen Assistant                |
| Ms S Norkett  | Domestic Supervisor, Housekeeper |
| Mrs M Frost   | Domestic Assistant               |
| Mrs E Gibson  | Laundress                        |
| Mrs B Miles   | Domestic Assistant               |
| Mrs P Miles   | Domestic Assistant               |
| Mrs S Pears   | Domestic Assistant               |
| Mrs J Rees    | Seamstress                       |
| Ms S White    | Administrative Officer           |

### Other Staff and Consultancy

|                |                                    |
|----------------|------------------------------------|
| Mrs J Rose     | School Nurse                       |
| Mrs K Courtney | Speech and Language Therapist      |
| Mrs C Johns    | Family Support & Inclusion Manager |
| Mrs L Kornblum | Counselling Psychologist           |
| Mrs F La Nave  | Art Psychotherapist                |
| Dr R McKinnon  | Consultant Psychiatrist            |

## **DIRECTIONS TO BRANTRIDGE**

### **From London / M25**

- 1. Take M25 to M23, or take A23 / M23 out of South London**
- 2. Follow signs for Gatwick Airport**
- 3. Pass Junction 9 (Gatwick)**
- 4. Pass Junction 10 (Crawley)**
- 5. Pass Junction 10a (Balcombe)**
- 6. Pass Junction 11 (Pease Pottage and Services)**
- 7. Take next exit – Signposted HANDCROSS and Nyman’s Gardens**
- 8. At first mini-roundabout take 2<sup>nd</sup> exit (Handcross)**
- 9. At next mini-roundabout take 2<sup>nd</sup> exit (Handcross)**
- 10. Drive through Handcross High Street, follow road to left and pass Nyman’s Gardens entrance on your left.**
- 11. Continue down hill to Staplefield**
- 12. Entrance is a double gateway on your right, after the 40mph sign and the triangular “school” sign. (Just before car park to Jolly Tanners pub)**

### **From Brighton / South**

- 1. Take A23 from Brighton, or join it at any point South of the A272 (Haywards Heath – Petersfield Road)**
- 2. Drive North on the A23, past Hickstead and the junction with A272**
- 3. At junction for Warninglid, road narrows from 3 to 2 carriageways.**
- 4. Continue down hill, past Garden Centre**
- 5. Take first turning on the left after the garden centre (Signposted SLAUGHAM & STAPLEFIELD)**
- 6. Turn right at the T junction and continue under bridge.**
- 7. Drive past the Common (cricket pitch) on your left, to the crossroads.**
- 8. Turn left at crossroads. Drive up hill until level with Jolly Tanners pub.**
- 9. Entrance to school is on your left opposite the pub car-park.**

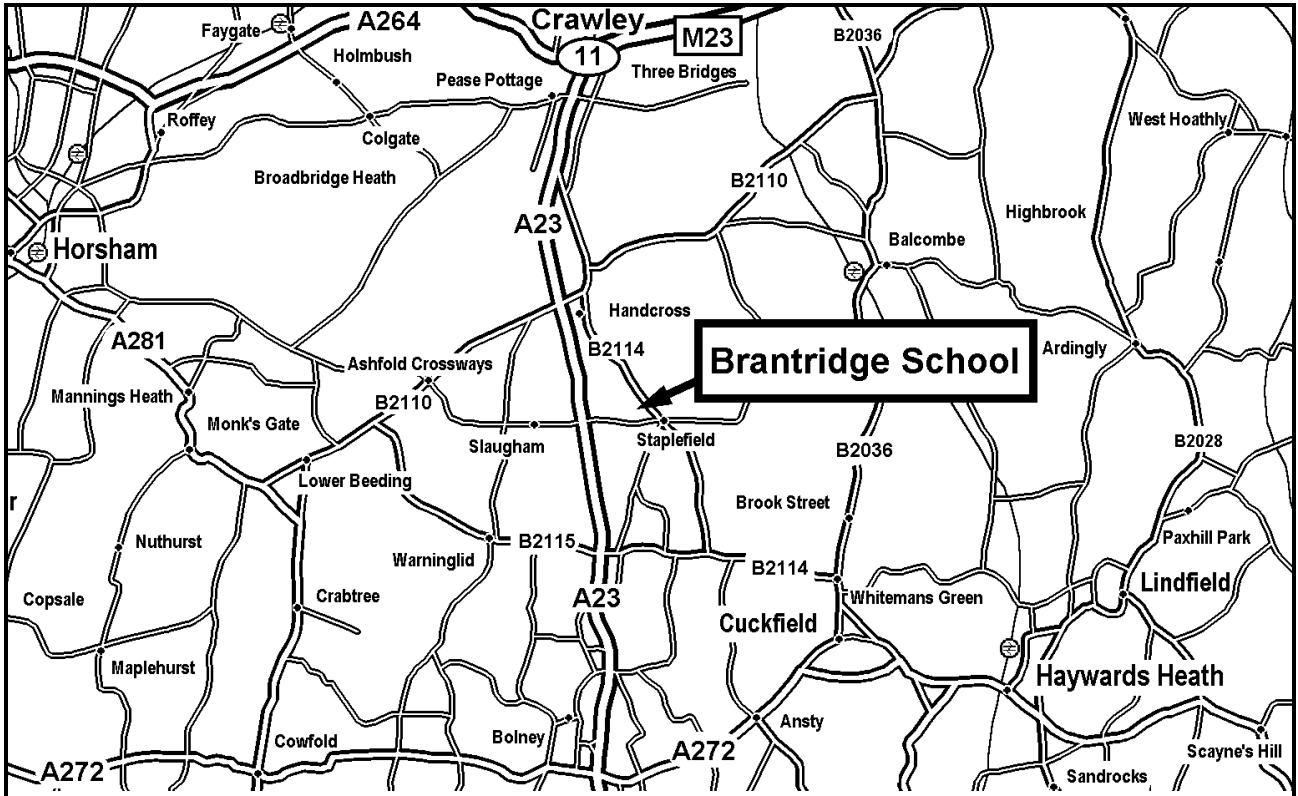


**BRANTRIDGE SCHOOL**

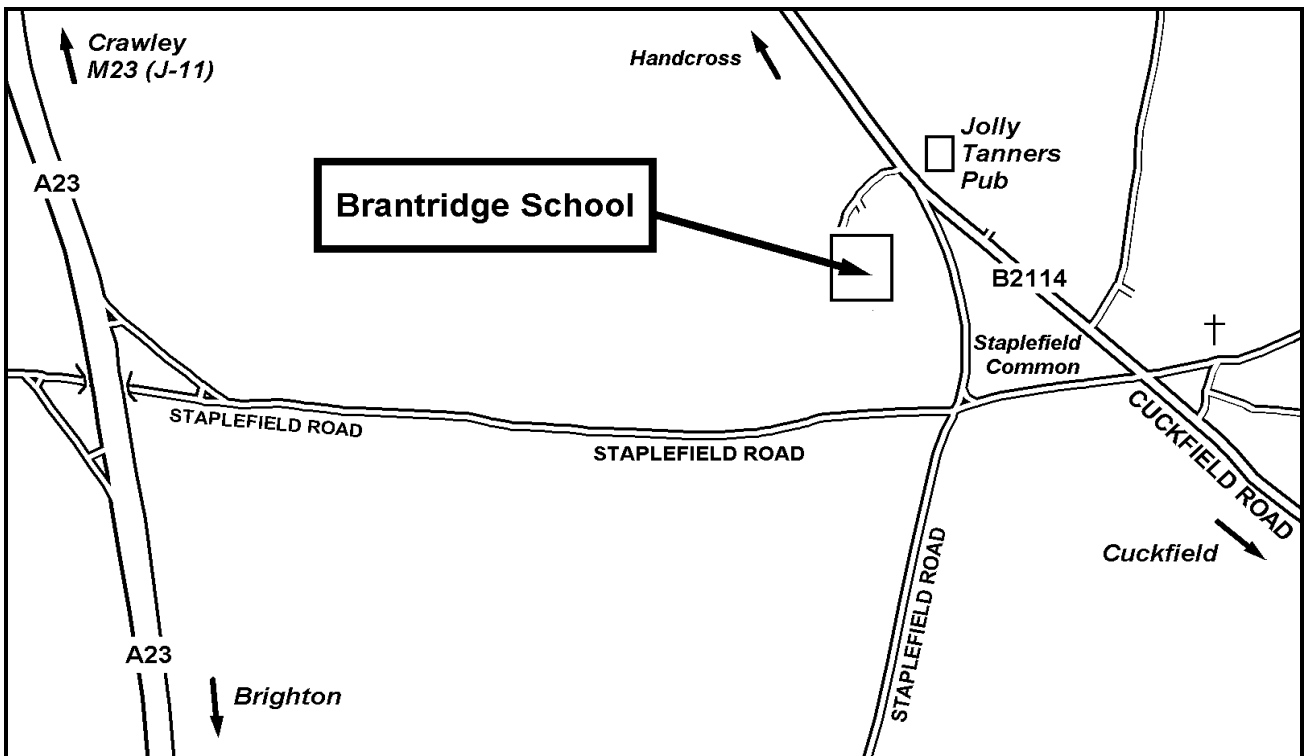
# Brantridge School

Staplefield Place, Staplefield,  
West Sussex, RH17 6EQ

Tel: 01444 400228 Fax: 01444 401083



The entrance to the school is opposite the Jolly Tanners Public House.



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|--|------------|--|-----|--|--|-----|--|
| SMT and Admin Officer to use HRNET database to support operational and strategic management.             | SMT, SW    | Information regularly and systematically inputted to HRNET.<br>Pupils/HR/communication/other agencies. | 1-5 |  | Database training and support for staff.<br>Increased staff access to IT hardware.<br>IT office suite. |     |  |
| Extend the capacity of the Governing body.   | CoG, TB    | New Governors identified and inducted.   | 4   |  | Chair of Governors support.<br>Advertising capability.   |     |  |
| Cement the Independent Visitor role and effectiveness.   | SMT, HOCS  | Additional IV identified and inducted.<br>Review of report format used by IV.                          | 1-5 |  | HOCS support.  |     |  |
| <b>PUBLIC</b>  |            |  |     |  |  |     |  |
| Maintain website with current content and interactive capability.  | SW         | Web based information current on a monthly basis. Parent interaction monitored.                        |     |  | Admin officer time protected.  |     |  |
| Continue to publish monthly newsletters to partner authorities extend to parents via parentmail/website. | SW         | Newsletter catalogue available on website. Feedback gathered.  |     |  | Admin officer time protected.  | 300 |  |
| Review, revise and update staff handbook, prospectus, parent/carer handbook, pupil prospectus.           | SMT        | Current editions available in school and via website.  |     |  | IT Publishing software.  | 750 |  |
| Integrate pupil database into operational working of the school to support communication of achievement, | SMT<br>All | Regular information going to; pupils, parents, LA, governors, other professionals around the child.    |     |  | Database training and support for staff. Increased staff access to IT hardware.<br>IT office suite.    |     |  |

|   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| attainment and progress to appropriate audiences. |  |  |  |  |  |  |  |
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OFSTED ACTION PLAN  
2010 -2013

| AREA                                | OUTCOME   | ACTION   | LEAD                    | TARGET DATE                     | EVIDENCE |
|-------------------------------------|---|--|-------------------------|---------------------------------|----------|
| OUTCOMES FOR INDIVIDUALS AND GROUPS | <ul style="list-style-type: none"> <li>All children to achieve at least two levels of progress within a key Stage</li> </ul>        | <ul style="list-style-type: none"> <li>Implement accurate levelling software</li> <li>Consolidate baseline annual testing</li> <li>Rigorous collation of attainment at entry data</li> <li>Clearly defining pupil groups and what is expected attainment for each group</li> </ul> | GW/CC<br>GW<br>GW<br>GW | 09-10<br>10-11<br>10-13<br>9-10 |          |
|                                     | <ul style="list-style-type: none"> <li>Individualised learning planning for each pupil</li> </ul>                                   | <ul style="list-style-type: none"> <li>Consultation and agreement on planning methods and evidencing</li> <li>Consultation and agreement on target setting and evidencing</li> <li></li> </ul>   | TB/GW<br>TB/GW          | 9-10<br>9-10                    |          |
|                                     | <ul style="list-style-type: none"> <li>School to achieve 'Healthy School's' status</li> </ul>                                       | <ul style="list-style-type: none"> <li>To complete on-line application and fulfil all criteria required for achievement</li> </ul>   | BK                      | 9-10                            |          |
|                                     | <ul style="list-style-type: none"> <li>Collation and analysis on pupil/parent / LEA views</li> </ul>                                | <ul style="list-style-type: none"> <li>Devise, send out and analyse appropriate questionnaires for each group</li> </ul>   | TB                      | 10-13                           |          |
|                                     | <ul style="list-style-type: none"> <li>Demonstrating measurable behaviour outcomes including positive handling incidents</li> </ul> | <ul style="list-style-type: none"> <li>Analysing data from each behaviour management system grades/BEAM/ credits/positive handling/ sanctions /racist incidents/absconding and serious incidents.</li> </ul>   | SMT<br>SW               | 10-13                           |          |

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|  | <ul style="list-style-type: none"> <li>Pupils make a positive contribution to the wider community.</li> </ul>    | <ul style="list-style-type: none"> <li>To have clearly defined 'wider community' on SEF form</li> <li>Define community boundaries</li> <li>Forming/ Developing links with another school to include pupil pen friends/fund raising etc.</li> </ul>   | TB<br>SMT<br>Sch. Coun | 9-10<br>9-10<br>10-11  |  |
|  | <ul style="list-style-type: none"> <li>Pupils make a positive contribution to the immediate community</li> </ul> | <ul style="list-style-type: none"> <li>Peer/ mentoring/ buddying – involving school council to discuss and take on as project – new pupils/playground conflict resolution/reading support.</li> </ul>  | Sch. Coun<br>SMT       | 10-11                  |  |
|  | <ul style="list-style-type: none"> <li>Pupils aware of safety issues and feel safe (in school)</li> </ul>        | <ul style="list-style-type: none"> <li>Annual feedback questionnaires with pupils around safety/safeguarding issues</li> </ul>   | TB                     | 10-13                  |  |
|  | <ul style="list-style-type: none"> <li>Pupils develop independence and life skills</li> </ul>                    | <ul style="list-style-type: none"> <li>Pupils to take part in AQA awards and develop portfolio of assessments and units achieved</li> </ul>  | PP/RO                  | 10-11                  |  |
|  | <ul style="list-style-type: none"> <li>Pupils attendance is good and punctuality is exemplary</li> </ul>         | <ul style="list-style-type: none"> <li>Raise pupil attendance to 96% average.</li> <li>Monitor on ½ termly basis and report to SMT.</li> <li>Communicate with parents/carers and pupils about desired outcomes re attendance.</li> <li>Pupils to be rewarded for and able to self monitor own attendance via credit system.</li> </ul> | SW<br>TB<br>BK         | 10-13<br>10-11<br>9-10 |  |
|  | <ul style="list-style-type: none"> <li>Pupils develop an understanding of further education,</li> </ul>          | <ul style="list-style-type: none"> <li>Developing the AQA units to include further education, training and employment for key stage 3.</li> </ul>  | PP/RO                  | 11-12                  |  |

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|                                 | training and employment.  | <ul style="list-style-type: none"> <li>Initiate Careers Education within the Key Stage Three curriculum.</li> <li>Meaningful transition planning for year 8's.</li> </ul>  | GW<br>SMT/CJ               | 11-12<br>10-11                   |  |
|                                 | <ul style="list-style-type: none"> <li>Pupils develop a sense of enjoyment and fascination in learning about themselves and the world around them.</li> </ul> | <ul style="list-style-type: none"> <li>To develop the curriculum around RE to include trips, assemblies and curriculum enrichment.</li> <li>To forge a link with a local school/farm to enable pupils to experience and develop a perspective on the natural world.</li> <li>Pupils to keep a journal and reflect on their experience of camp.</li> <li>Explore different ideas for camps to encompass other diverse experiences of themselves in other settings.</li> </ul> | GW<br>GW<br>BK<br>BK       | 10-11<br>10-11<br>9-10<br>10-11  |  |
|                                 |   |  |                            |                                  |  |
| How effective is the provision? |   |  |                            |                                  |  |
| The quality of teaching         | <ul style="list-style-type: none"> <li>Pupils quality of learning is enhanced through the use of new technology</li> </ul>                                    | <ul style="list-style-type: none"> <li>Trial spell-checkers/touch typing programmes (including any software to enhance specific learning difficulties)</li> <li>Trial access to personal computers for individuals and measuring the impact of the use</li> <li>Increased use of interactive white-board facilities</li> <li>Teachers plan and assess using IT</li> </ul>  | GW<br>DeH<br>DeH<br>GW/DeH | 10-11<br>10-11<br>10-11<br>10-13 |  |
|                                 | <ul style="list-style-type: none"> <li>Teachers develop excellent subject knowledge.</li> </ul>   | <ul style="list-style-type: none"> <li>Minimum of 1 day per year CPD</li> <li>Visiting other schools and completing observations</li> </ul>  | TB<br>TB                   | 10-11<br>10-11                   |  |

|   |   |  |                                     |                                  |  |
|---|---|--|-------------------------------------|----------------------------------|--|
|   | <ul style="list-style-type: none"> <li>Teachers develop excellent planning and assessment</li> </ul>  | <ul style="list-style-type: none"> <li>Establish cyclical system of lesson by lesson /week by week assessment for planning integrated into lesson content, clear to pupils for self assessment.</li> </ul>   | TB/GW                               | 10-11                            |  |
|   | <ul style="list-style-type: none"> <li>To support pupil attainment and progress in writing.</li> </ul>  | <ul style="list-style-type: none"> <li>Establish resources to support writing across the curriculum; frames, vocab banks, sentence starters, planning maps, choosing time activities that include writing, software.</li> <li>Whole school pupil progress targets relating to writing attainment/progress.</li> <li>'Writing for real life' opportunities across 24hrs- letters, applications, shopping lists, etc.</li> <li>Targeted opportunities to write/record across the curriculum in each lesson of a day (PSHCE, FT, DT, Art).</li> </ul> | GW<br>TB/GW<br>BK<br>Sub.<br>Coord. | 10-11<br>10-13<br>10-11<br>10-13 |  |
| The extent to which the Curriculum meets pupils' needs. | <ul style="list-style-type: none"> <li>Revise KS3 curriculum provision to meet aims for successful learners, confident individuals and responsible citizens.</li> </ul> | <ul style="list-style-type: none"> <li>Establish additional PPA time for teachers to work together on new curriculum design.</li> <li>Use the Standards site/QCA tools to support design, documentation and resourcing.</li> </ul>   | SMT<br>GW                           | 10-11<br>10-12                   |  |
|   | <ul style="list-style-type: none"> <li>Restructure the KS2 curriculum provision to meet the Primary</li> </ul>  | <ul style="list-style-type: none"> <li>Establish additional PPA time for teachers to work together on new curriculum design.</li> <li>Use the Standards site/QCA tools to</li> </ul>   | SMT<br>GW                           | 10-11<br>10-12                   |  |

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|  | Curriculum Review.  | support design, documentation and resourcing.  |   |                                      |  |
| The effectiveness of Care Guidance and support   | <ul style="list-style-type: none"> <li>Articulate the measurable outcomes/impact of care, guidance and support on pupils' experience of school</li> </ul> | <ul style="list-style-type: none"> <li>Annual analyse of 'accessing service to support success'.</li> <li>Identify and correlate support services accessed to attainment and progress.</li> <li>Report annual to Governors (March).</li> <li>Use data to make quantifiable statements in SEF.</li> </ul>                             | TB<br>TB/GW<br>TB/BK<br>TB              | 9-10<br>12-13<br>10-11<br>11-12      |  |
|  |   |  |   |                                      |  |
| How effective are the Leadership and Management? |   |  |   |                                      |  |
|  | <ul style="list-style-type: none"> <li>The leadership and management are effective in embedding ambition and driving improvement.</li> </ul>              | <ul style="list-style-type: none"> <li>Analysis of outcomes for individuals and groups (including ECM), effectiveness of the curriculum, quality of teaching, quality of care.</li> <li>Raise quality of report writing across professional teams.</li> <li>Monitor and feedback to SMT on effectiveness via CEO/Govs/SIP</li> </ul> | SMT<br><br>SMT<br>Govs./CEO/SIP         | 10-13<br><br>9-10<br>10-13           |  |
|  | <ul style="list-style-type: none"> <li>To continue to develop the effectiveness of the governing body in the monitoring the school.</li> </ul>            | <ul style="list-style-type: none"> <li>Recruitment of new governors</li> <li>Annual review of their reporting documents</li> <li>Annual review of the terms of reference of sub-committees</li> <li>Regular review of information provided by the school to the governing body.</li> </ul>   | LR/TB<br>LR/AT<br><br>LR/TB/AT<br>TB/LR | 10-11<br>10-13<br><br>10-13<br>10-13 |  |
|  | <ul style="list-style-type: none"> <li>Measure the effectiveness of,</li> </ul>   | <ul style="list-style-type: none"> <li>Analyse survey of parents/carers regarding the effective engagement</li> </ul>  | TB                                      | 10-13                                |  |

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|  | and continue the engagement with parents and carers.   | <ul style="list-style-type: none"> <li>of the school</li> <li>Analyse parents/carers attendance at reviews/meetings/celebrations/open day etc</li> <li>Increase interactive nature of the schools website to include: homework ideas/ supporting child with reading/health related guidance and advice etc.</li> </ul>                                      | TB<br><br>SMT/SW                     | 10-13<br><br>10-11                           |  |
|  | <ul style="list-style-type: none"> <li>Leadership and management drive clear and focussed acquisition of services/ opportunities for pupils through partnerships.</li> </ul> | <ul style="list-style-type: none"> <li>Audit partnerships we have/ or have had in recent times</li> <li>Analyse effectiveness against outcomes for pupils</li> <li>Identify learning/personal development opportunities not met in school and build targeted partnerships.</li> <li>Repeat analysis on annual basis/ or by individual placement.</li> </ul> | SMT<br><br>SMT<br><br>SMT<br><br>SMT | 10-11<br><br>10-11<br><br>10-11<br><br>10-13 |  |
|  | <ul style="list-style-type: none"> <li>Leadership and Management can articulate the outcomes for groups.</li> </ul>  | <ul style="list-style-type: none"> <li>Analysis of attainment, progress, personal development, ECM and all other above includes outcomes for groups by ethnicity, SEN, socio demographic factors, home locality.</li> <li>This information is anonymously communicated to Governors, parents, local authorities, SIP and SEF.</li> </ul>                    | SMT<br><br>SMT                       | 12-13<br><br>12-13                           |  |
|  | <ul style="list-style-type: none"> <li>Leadership and management are proactive in their promotion of equality and</li> </ul>   | <ul style="list-style-type: none"> <li>Staff accountability is supported by regular equality and diversity training including NVQ L2.</li> <li>Pupil accountability is supported by behaviour management systems,</li> </ul>  | AT<br><br>10-13                      | 10-13<br><br>ALL                             |  |

|                    |  |  |       |              |  |
|--------------------|--|--|-------|--------------|--|
|                    | response to discrimination.  | <p>awareness raising events and consistent role modelling.</p> <ul style="list-style-type: none"> <li>• Pupil and parent specific wishes are taken into account as part of admission process.</li> <li>• Systems to record and analyse incidents and complaints are monitored regularly by governing body and independent bodies.</li> <li>• Parent, pupil, staff, partner feedback is gathered and analysed via surveying.</li> <li>• Equality and Diversity checklist and action plan is reviewed annually.</li> </ul> | 10-11 | SMT/FSI<br>M |  |
|                    |  |  | 10-13 | SMT/Gov<br>s |  |
|                    |  |  | 10-13 | TB           |  |
|                    |  |  | 10-13 | RO           |  |
| Community Cohesion | <ul style="list-style-type: none"> <li>• To clearly evidence community cohesion at school level.</li> </ul>              | <ul style="list-style-type: none"> <li>• Audit community cohesion work at school level.</li> <li>• Compile evidence base and continue to seek opportunities to promote.</li> </ul>   | SMT   | 9-10         |  |
|                    | <ul style="list-style-type: none"> <li>• To extend community cohesion at a local level.</li> </ul>                       | <ul style="list-style-type: none"> <li>• Audit community cohesion at a local level.</li> <li>• Devise action plan to meet community cohesion agenda.</li> </ul>  | SMT   | 10-11        |  |
|                    | <ul style="list-style-type: none"> <li>• To extend community cohesion at a local level.</li> </ul>                       | <ul style="list-style-type: none"> <li>• Audit community cohesion at a local level.</li> <li>• Devise action plan to meet community cohesion agenda.</li> </ul>  | SMT   | 9-10         |  |
|                    | <ul style="list-style-type: none"> <li>• To extend community cohesion at a local level.</li> </ul>                       | <ul style="list-style-type: none"> <li>• Devise action plan to meet community cohesion agenda.</li> </ul>  | SMT   | 10-11        |  |
|                    | <ul style="list-style-type: none"> <li>• To develop community cohesion at a national and international level.</li> </ul> | <ul style="list-style-type: none"> <li>• Audit community cohesion at national and international level.</li> <li>• Devise action plan to meet community cohesion agenda.</li> <li>• Form links with existing organisations that support schools with international community cohesion.</li> </ul>   | SMT   | 10-12        |  |