

Isebrook SEN Cognition & Learning College



Directors' Annual Report to Parents

SEPTEMBER 2015 — AUGUST 2016

**A message from the schools'
directors**



Isebrook SEN Cognition & Learning College

Where the impossible becomes possible

Directors' Report to Parents 2015—16



The Directors are pleased to be able to report on yet another busy and successful year.

We are very fortunate to have a Board of Directors with a wide range of skills and experience, who support our school community. We work together in carrying out our wide range of responsibilities for the benefit of our students, parents/carers and staff, and are constantly striving to improve our impact.

This has been a year of change within the school, there is a growing number of students whose needs are becoming more complex and as such the staffing needs to reflect this. There have been a number of staffing changes, however significantly during the year Denise Williams (Head Teacher) took up a position closer to home and Judy Barton (Business Manager) made the decision to retire in June.

The Board of Directors has also gone through a change and at the end of the year, Roy Burrows made the decision to step down as Chair of the Board of Directors.

We hope that you find this report of interest and would welcome any comments or questions that you may have.

Jane Boyt

Chair of Directors

School Vision, Values and Mission Statement

Our vision is to be a leading light in specialist education, giving our learners the confidence to succeed in an ever changing world.

To help students achieve their best outcome through providing a creative and caring environment for all learners.

At Isebrook, we support the mission through

COMPASSION – ACHIEVEMENT – RESPECT – RESPONSIBILITY

How do school leaders and Directors promote school improvement?

At Isebrook SEN College leaders have the children's safety, welfare and learning at the forefront of all decision-making. Each member of staff and each director is a leader of at least one aspect of the school's life, working as a strong team to improve learning and to raise standards. Student voice, through the Junior Leadership Team (JLT), and parent consultation, through meetings, mean that the whole school community is part of the consultation and decision making process. The Head teacher works with all aspects of the school community to identify priorities, plan and action developments for these and to closely monitor outcomes. The Board of Directors monitors school improvement priorities through regular visits to the school for meetings and lesson observations; it also spends time on scrutiny of documentation and ensures that a rigorous appraisal procedure of the Head teacher and staff is adhered to.

In all we do, the 'Team' ethos at Isebrook SEN College is key to the successful learning of all of our children.



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What have been our successes this year?

Our skilled staff team has been able to take the school forward in a number of ways. This has resulted in developing high standards of learning and teaching and excellent progress made across the school.

- Behaviour across the school continues to be managed extremely well with very few disruptions to learning.
- Our class structures enable all children to be taught in small groups throughout the timetable, supporting all to develop their skills and understanding.

This year we have particularly focussed on:

- Ensuring all leavers have appropriate accreditation to support them into their next stage
- Improving attendance so that students are available to learn
- Implement our “alternative curriculum” to provide motivating and engaging learning outside of the classroom

What are we trying to improve?

- Achievement - Progress in reading, writing and maths will be at least good
- Teaching - Teachers will be able to identify the best methods to support students to make at least expected progress in reading, writing and maths. Using Assessment for Learning strategies teachers will identify barriers to learning and implement strategies to help students achieve.
- Leadership and Management— Develop the school culture of support through consistent and transparent professional development and performance management
- Leadership and Management— Ensure that our curriculum is broad and relevant and offers opportunities for all students to achieve their full potential, especially the most able

Future developments

- New build proposed to open September 2018 to provide Key Stage 4 classrooms, specialist learning environments including media and technology, and further increasing the school capacity
- Closer working partnerships with other schools and organisations:
 - 19-25 provision for students with SEND
 - Collaborative models of working to support governance and financial management



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How well are our pupils doing?

Our end of key stage results show that students at Isebrook SEN College achieve well when compared to national levels.

When students start in Key Stage 3 they join us either from our local primary SEND school, or from mainstream primary schools. The pupils from mainstream schools often have wide range of additional social and emotional needs due to not being successful in the mainstream setting. A lot of work is put in place to enable the pupils to gain / regain their love of learning and this is shown in the progress that all students make.

Due to the focus we give to supporting individual needs and targeting interventions across the school, by the end of year 11 the majority of students have made good to outstanding individual progress.

What are our results at the end Key Stage 4?

Students gain a range of qualifications and awards at the end of Year 11 including portfolio based accreditations such as Laser awards and WJEC Entry Pathways. Students are also entered, if appropriate, for examinations and one of our students gained a GCSE in art.

Students at Isebrook SEN College achieve extremely well in relation to their starting points in Year 7 and as the table shows students perform exceptionally well in English and Maths making outstanding progress. In PSHE students make good progress, this is not outstanding as a significant number of students made below expected progress.

As can be seen from the table an area for development is science, and as such Isebrook has employed a science teacher and put in support to develop the science curriculum to ensure all students have opportunities to succeed.

	Below Expected	Expected	Above Expected
English (23)	0	17%	83%
Maths (23)	0%	30%	70%
Science (20)	75%	10%	15%
PSHE (23)	25%	5%	70%

What are our outcomes for students in Post 16??

Again, based on students aspirations, a range of courses are offered to students in the sixth form. 1 student left mid-way through Year 13 for personal reasons, however all other leavers left at the end of the year with at least one accreditation; including portfolio and examination based accreditation.

All students left Isebrook with positive destinations.



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How are we ensuring that every child gets teaching to meet their individual needs?

Isebrook SEN College has embraced the new SEN Code of Practice and Education Health and Care Plan processes. All students have annual reviews that are based on the principles of Person Centred Planning and as such personalised plans are developed with the student's and family's wishes and aspirations at the heart.

Isebrook SEN College employs a range of staff to meet every child's individual needs:

- Teaching staff with specific qualifications and skills to deliver:
 - Traditional academic qualifications
 - Vocational and wider curriculum
- Pastoral staff trained to support student's emotional needs
- Therapy staff to support student's physical and sensory needs

To meet the wider needs of our students Isebrook SEN College also has service level agreements with:

- CPA Ltd to offer educational and clinical psychology support
- NHFT Speech and Language Therapy to offer enhanced therapy provision
- Northampton College to offer mechanics

How are we working with parents and the community?

Isebrook SEN College acknowledges that the most important support in a child's education is their family. Parent / carer views are sought through formal processes such as; pre and post admission meetings, questionnaires, annual reviews. Two-way communication is also encouraged through the use of daily planners and emails or phone calls. Parents and carers are also encouraged to come into school if they would like to meet to discuss any concerns.

Isebrook SEN College is a strategic partner in the Maplefields Teaching School Alliance, working together to strengthen the support given to other schools through advice and guidance or specific training (such as dyslexia).

What have students told us about the school, and what have we done as a result?

The views of our most important stakeholders, the students, are extremely important and as such there is a Junior Leadership Team (JLT) that is elected each year from nominees within classes (1 JLT member per class). This team has been proactive in promoting safety and as such the school now has 'Student Mentors' and representation on the Northamptonshire Mental Health Participation group.



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Ofsted's view of our school

Isebrook SEN College was inspected in 2014 and was rated as good because:

- Students achieve well
- Behaviour of students is good and the school works to keep students safe
- Teaching is good and improving as a result of effective management
- The work of the senior leadership team is transforming the school

Isebrook was not yet outstanding because:

1. A small amount of teaching has weakness which limits learning
2. Achievement is not consistent
3. Leaders responsible for quality of provision and achievement in subjects are inexperienced and new to role
4. A few courses are not demanding enough for more able students

View our full Ofsted Report at: <http://www.isebrooksen.co.uk>

What have we done in response to Ofsted?

1. Comprehensive CPD package in place to support teachers to identify next steps in their development focussing on areas of weakness and improve the quality of teaching
2. Focus on aspects of teaching, such as Assessment for Learning and individual learning objectives to ensure teaching is focussed on students next steps and maximising progress
3. All middle leaders have been in post for at least 1 year and the school has invested in their professional development so that all undertaken leadership training (NPQML, My Space)
4. A review of accreditation has been undertaken so that a wider range of qualifications are in place to increase demand

More information

If you would like more information on our schools, please don't hesitate to get in touch or visit our website www.isebrooksen.co.uk

Our website provides further information on our school and access to a range of documents. You will also find our Schools SEND Information Report and a link to Northamptonshire's Local Offer

If you would like to contact us you can do so by email or phone, or please arrange a time to meet.

Tel: 01536 500030

email: ioffice@isebrook.northants.sch.uk



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Tel: 01536 500030

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Head Teacher: Kevin Latham

Deputy Head Teacher: Richard Gargon

Chair of Directors: Jane Boyt

Local Authority that work in conjunction with: Northamptonshire

Age Range: 11-18 146 (including Post-16)



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