

Treetops School Profile



Treetops School

Buxton Road

Grays, Essex, RM16 2WU

Telephone: 01375 372723

<http://www.treetopsschool.org>

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| Children's Service Authority: | Thurrock |
| Age range: | 3-19 |
| Number of pupils: | 232 |
| Head teacher: | Mr Paul Smith |
| Chair of governors: | Mr Alan Peaford |

What have been our successes this year?

The school has made significant progress in consolidating and developing its expertise across a range of learning difficulties, particularly in the areas of autism and social and communication difficulties.

The school moved to its new site with brand new state of the art facilities in March 2008. The site is also used as a base for our Portage Service with a further area developed for family support work and work with external professionals.

Since that time, the school has been re-assessed against the Investors in People Standard, which it passed with flying colours (this means the school has now held the award for over 10 years). In March 2010 the school was re-inspected by OFSTED and again was judged to be in the outstanding category.

The curriculum and associated examination opportunities have been extended to allow pupils that are able to take up to 5 GCSE subjects - Art, ICT, Maths, English and Science.

The school's value added score at KS2 to KS4 of 1085 was our highest ever and put us in the top 5% of all schools nationally.

What are we trying to improve?

The school is committed to the development of high quality provision across all ages and ability levels. Parents and friends of the school will be aware that Nursery, Portage and Outreach Services have been moved to join the whole school again on the new site in Buxton Road.

The school has broadened its range of curriculum opportunities for all pupils incorporating a wide range of accredited courses at Key Stage 4 to include GCSEs in Maths, ICT, Science, English and Art, Entry level qualifications in 8 subjects, Trident and the ASDAN Award Scheme.

The school keeps its curriculum under continuous review and will constantly strive to improve the curriculum entitlement for each and every individual in line with the personalised learning agenda.

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How much progress do pupils make?

Treetops School has been placed in the top quartile (top 25%) of all schools nationally in the Key Stage 2 to 4 and Key Stage 3 to 4 value-added league tables since their inception 6 years ago.

In 2008-2009, Treetops was the top performing secondary school in Thurrock with a score of 1085 for Key Stage 2 to 4. This put us in the top 5% of all schools nationally.

The progress made by our pupils obviously compares very favourably in comparison with mainstream schools. The comparison is equally favourable with special schools where we are now the top performing special school in Thurrock and Essex.

How have our results changed over time?

Results have kept us at the top of the local value-added league tables for the last 6 years. Our scores went down slightly in 2006 but have moved to a record high for us in 2009 (see previous sections). All pupils achieved at or above their target grades in all external exams and national curriculum tests and assessments.

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

Pupils are taught in small groups and additional support is targeted for specific purposes planned by teachers and support staff. Tutor Groups are predominately grouped according to age. For literacy and numeracy, however, pupils are placed in ability groups in order for each individual to receive more intensive support at the most appropriate level.

All pupils at Treetops School have their own individual educational plans (IEPs). These are set in consultation with parents and whenever possible the pupils themselves. Teachers and support staff keep the IEPs under continuous review and there are termly meetings to discuss progress with parents / carers.

All pupils are assessed against National Curriculum or P level attainments and these assessments are currently recorded on a national database called PIVATS (Performance Indicators for Value-Added Target Setting). In this way, the school is able to set individualised targets and compare and contrast progress with pupils in other settings. The school is currently transferring its data over to CASPA (Comparison and Analysis of Special Pupil Attainment) following recommendations from OFSTED that it will give us a broader range of comparative information.

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

Pupil views are expressed in a number of ways: through class discussions, through school assemblies, through the IEP and annual review process, through an annual survey (some comments can be seen on display in the School Entrance Hall) and through the School Council.

Pupils tell us that they are very happy at school, that teachers and support staff listen to them and value their views.

Pupils, through the school council, have been responsible for a number of changes including: the introduction of school blazers; new school ties with "colours" for prefects and outstanding achievement in sport or performing arts; lapel badges for school council members and prefects.

Pupils have also been involved in the design of new playground facilities - including a new aerial runway on the senior playground!

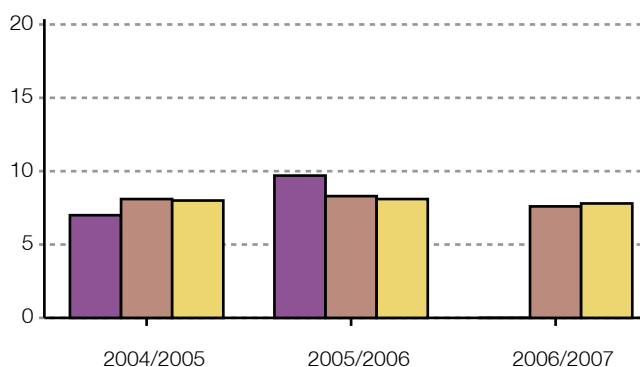
How do we make sure our pupils are safe and well-supported?

At Treetops School we recognise and appreciate the unique potential of every individual. All staff are aware of the needs of all pupils. Equally importantly, pupils are very supportive of each other. Bullying is taken very seriously by staff and pupils and pupils know that they can tell any member of staff if they have any problems (a copy of the school's anti-bullying policy is available on request). School Council members are encouraged and supported in taking a lead role in ensuring the safety and well-being of fellow pupils.

The school sees itself very much as a community with a positive and supportive ethos.

There is an expectation that parents will ensure their child attends school on a regular basis and parents are contacted on the first day of any unexplained absence.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

■ Our school ■ Local schools (Local Authority) ■ All schools

What activities and options are available to pupils?

The school has a full and comprehensive range of sporting activities and clubs which run before school, at lunch-times and after school. These include breakfast club, lunch-time clubs: jogging (Wednesdays); board games (daily); computers (daily); "quiet club" (daily).

After school clubs include: cricket (Tuesdays); art club (Tuesdays) football (Wednesdays and Thursdays); trampolining (Wednesdays); basketball (Thursdays); dance (Fridays)

Treetops has a thriving and very popular Song Club which practises on a weekly basis and performs to huge and very appreciative audiences on a termly basis.

The annual Christmas Production involves every member of the school community and is renowned for its quality and entertainment value.

All pupils also have the opportunity to participate in an annual residential outdoor pursuits experience.

How are we working with parents and the community?

The school sees itself as a true community school, being at the heart of the special needs learning community. Partnership with and support from parents are integral to the success of the school. Parents are invited into the school on a more formal basis every term to discuss their child's progress with their IEP and at least once a year to go through the annual review process.

There are, probably more importantly, a wide range of other activities and opportunities for parents and the wider community to work with the school. These include: monthly coffee mornings; signing workshops; weekly autism support group meetings; other "needs-led" training or information meetings.

The school also has a thriving Friends Association, which organises a wide range of social and fund-raising activities.

What do our pupils do after leaving this school?

Pupils leaving Treetops move on to a range of settings including: open employment; sheltered employment; apprenticeships; specialist post 16 provision; college.

Ofsted's view of our school

This is an outstanding school, highly effective in almost every element of its work. It is a place which families say 'has transformed the lives of both our children and ourselves'. It is led and managed extremely well and provides excellent value for money. The focus on pupils and their well-being is reflected in all aspects of the school's work, including the excellent relationships formed with pupils, families and many community partners. Together they create a genuine 'team around the child', determined to help every pupil to achieve their potential. The school is highly focussed on its vision of being a centre for excellence, supporting not only the pupils within the school to the highest achievement, but also enabling other schools to deliver similarly high achievements through its high quality outreach services. The outstanding leadership of the headteacher and senior team and the excellent support from the governing body have led to the school developing innovative approaches to meet pupils' needs, and prioritising staff's professional development to secure 'best practice' for its pupils. The school is at the forefront of many local initiatives and indeed those further afield. Since its last inspection it has gone from strength to strength, addressing all issues very well, and it has excellent capacity to achieve even more.

The school provides extremely well for pupils' independence, self-esteem, social and communication skills and their right to choices and opportunities. As a result, personal development is excellent. Pupils thoroughly enjoy school and behave excellently. The school is particularly effective in engendering a sense of community, of responsibility for self and others and of mutual respect. Older pupils provide excellent role models for younger ones, helping in their learning and in their play. Pupils know how to look after themselves and understand the importance of a healthy life style. They are extremely well prepared for the next stages of their education and beyond through their high level of personal and academic achievement, careers programmes, work experience and transition arrangements. Parents know the school will 'go the extra mile' in helping them to understand their child's needs, manage their behaviour and support their learning. As a result, learning extends very well indeed into the home and the community.

Pupils' achievements are excellent, because of the highly effective teaching and the opportunities teachers provide for pupils to apply their skills in meaningful ways. The effective curriculum includes a rich range of experiences which contribute very well to pupils' learning. Excellent assemblies, planned opportunities for reflection and wide ranging cultural opportunities support pupils'

understanding of their place in a wider world. Additional activities after school are particularly good and highly valued by families and pupils. Brothers and sisters also often attend. The approach used in the EIC is intensively taught, with passion and commitment, by skilled instructors and teachers. It is highly effective in meeting children's social, communicative and behavioural needs. However these pupils do not always have sufficient opportunity to study the elements of the Foundation Stage and National Curriculum that they should.

This is a school with a determination to 'be the best'. It is challenged and supported extremely well by the excellent governing body. The school tracks pupils' progress particularly well and is continually challenging itself to do better. For example, although it monitors its achievements well, it is seeking ways of analysing and comparing the data it has even more effectively to check on the progress of specific groups of pupils more rigorously.

Date of last inspection: 20-Mar-2007

Ofsted graded our school as outstanding

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for Treetops School](#)

What have we done in response to Ofsted?

At the last inspection, the school had one area identified for improvement.

This was: to develop a more robust way of analysing pupil progress. There is a post-ofsted action plan which details how the school is doing this (available on request). The school is moving from PIVATS to CASPA for data analysis (see previous sections).

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

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