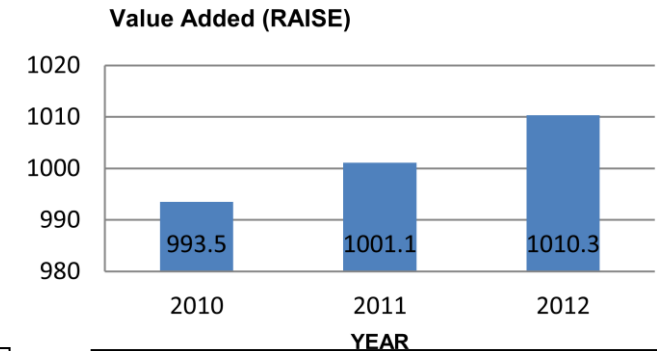
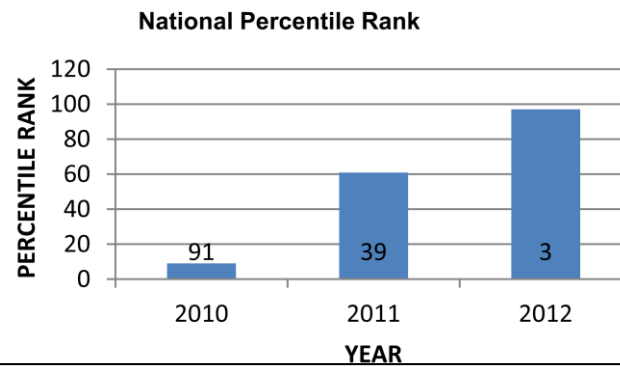
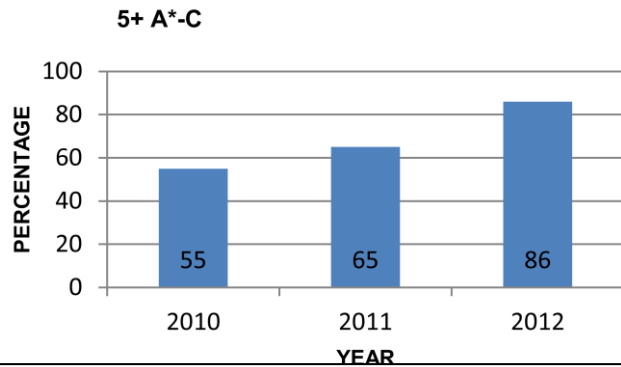


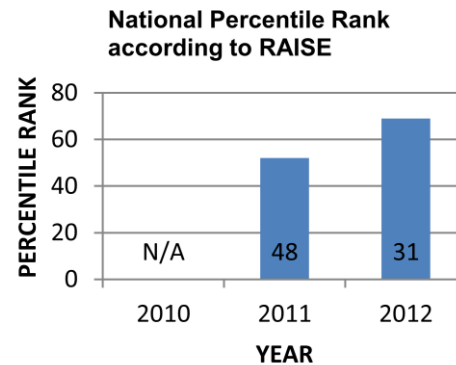
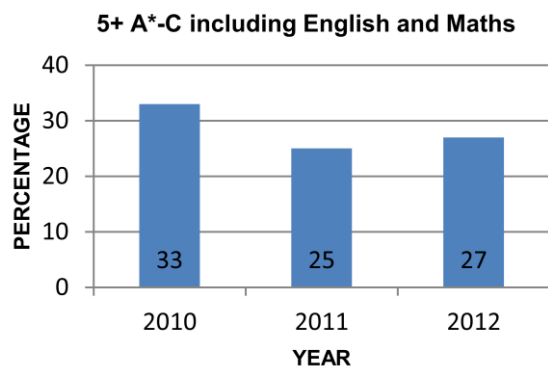
BRYMORE SCHOOL - SUMMARY of SEF

ATTAINMENT/ACHIEVEMENT



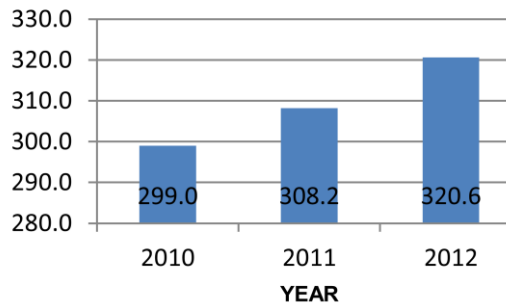
- Rapid rise in 5A*-C grades in two years
- Brymore in top 3% of schools nationally according to progress against FFT estimates
- Rise from bottom 9% (91st percentile) in two years
- Improvements in teaching and learning and data tracking having a clear impact

- When compared to boys VA figure 1012.5 (SIG + according to RAISE)
- Moved from students making less progress than expected to when compared to others nationally in 2010, to boys making significantly more progress in 2012

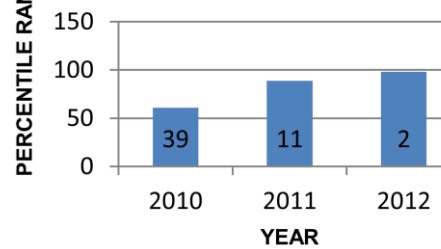


- Brymore in top 33% of schools nationally according to FFT data for progress, rising from bottom 14% of schools in 2010
- 2012 cohort much less able than 2010 on entry
- Brymore in top 31% of schools nationally according to RAISE data

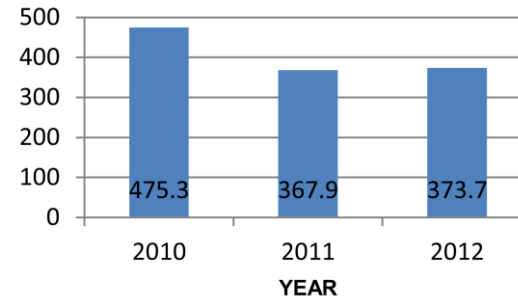
Capped Point Score



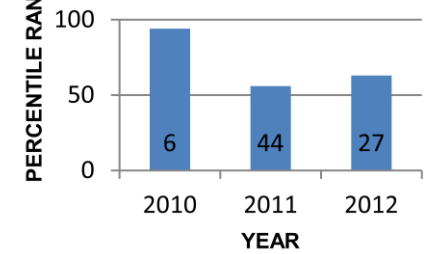
National Percentile Rank (Value added compared to FFT estimate)



Total Point Score



National Percentile Rank (Value added compared to FFT estimate)

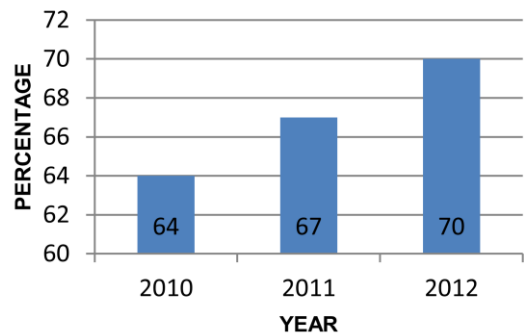


- Capped point continues to rise
- Rise from top 39% schools nationally to top 2% of schools
- Shows improvement in attainment across a range of subjects

- Drop from 2010 due to change from NVQ to BTEC agriculture/horticulture
- Rise in 2012 despite students completing one less subject
- Brymore placed in top 27% of schools nationally according to comparisons with FFT predictions

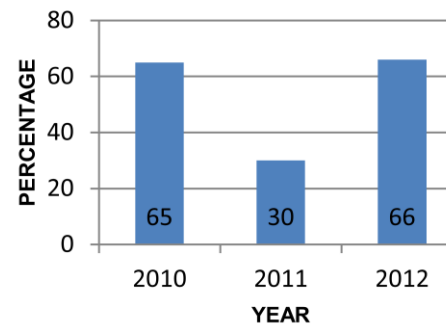
ENGLISH AND MATHS PROGRESS

English Progress (Three Levels)



- Rise despite national drop
- Average point score highest ever
- Excellent conversion of level 3 students (19% above national average)
- SEN and school action+ **SIG+** according to raise
- 9% above national average when compared to boys

Maths Progress (Three Levels)



- Schools highest ever
- New team in place in January (had one and a half terms)
- Excellent conversion of level 3 students (56% above national average)
- SEN students **SIG+** according to RAISE
- Matched national average for boys

NARROWING THE GAP

- Boys 22 points above national average and **SIG+** according to RAISE
- Low and middle ability boys well above national average (only 4 high ability boys)
- Nearly all SEN categories well above national average
- Both SEN without a statement and school action+ students **SIG+** according to RAISE
- Pupil premium students (FSM) below national average
- Pupil premium students below English/Maths VA scores

- All but one subject improved or maintained results from 2011, despite the cohort being the least able in the history of the school
- Significant rises in Maths, Science and DT since 2011
- Science, agriculture, DT and ICT show outstanding attainment
- DT, ICT, agriculture, Horticulture and Science significantly above FFT estimates
- All subjects compulsory to all students

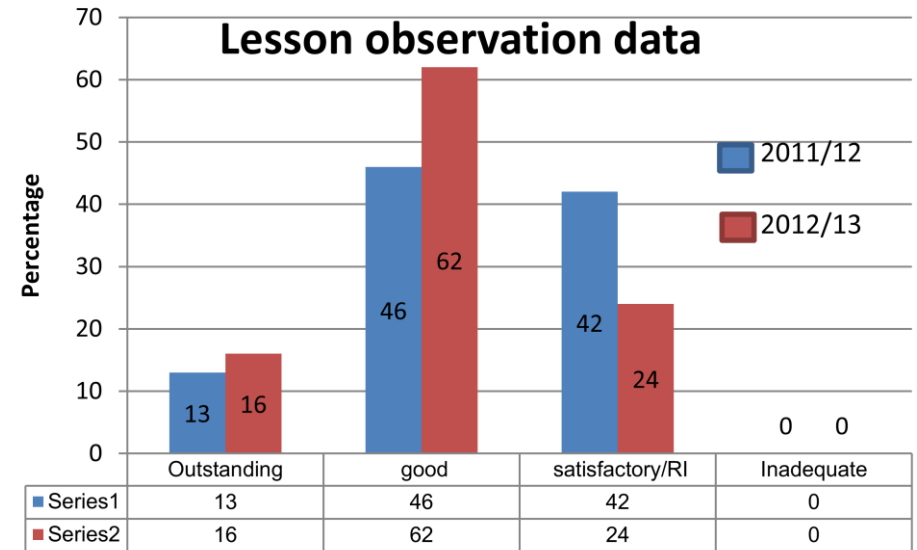
Best 8 VA (including Eng/Ma)

Group	School	National	Difference
Boys	1012.5	990.5	+22 SIG+
Low	1030	998.3	+31.7
Middle	1009.8	999.2	+10.6
High (4 students)	978.8	100.8	-22
SEN without statement	1015.7	977.0	+38.7 SIG+
School action	1019	991.2	+27.8
School action+	1009.2	949.8	+59.4 SIG+
SEN with statement	971.1	974.2	-3.1
FSM (7 students)	949.9	981.6	-31.7
FSM English	994.2	998.3	-4.1
FSM Maths	994.5	998.2	-3.7
CLA	N/A	N/A	N/A

Subject	Entries	A*-C %	FFT estimate	Estimated/Actual difference(A*-C – from FFT)
English	50	34%	42%	-8%
Maths	50	52%	47%	+5%
BTEC 1 st Science	19	100%	50%	+50%
ELB science	18	46%	50%	-4%
BTEC Extended Science	31	94%	N/A	N/A
Agriculture overall	48	92%	50%	+42%
Agriculture BTEC 1st	23	100%	50%	+50%
Agriculture BTEC extended	25	100%	N/A	N/A
Horticulture overall	36	64%*	50%	+14%
ICT	48	96%	52%	+44%
Art	49	51%	57%	-6%
Design/Technology (Resistant materials)	48	78%	40%	+38%

TEACHING AND LEARNING

- Rise in outstanding and good lessons (up to 78% from 59%)
- Drop in lessons requiring improvement (drop to 24% from 42%)
- Improved use of AfL across all subjects
- 90% of staff meetings devoted to INSET concentrating on teaching and learning, including sharing good practice, use of video and peer assessment
- Improved use of data and tracking procedures
- Work scrutinies, student interviews, SLT drop ins and lesson observations all introduced
- Staff performance management targets aligned to school/departmental plans (progress and literacy)



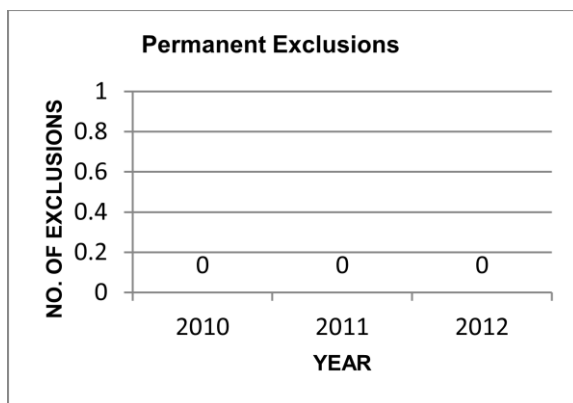
LEADERSHIP AND MANAGEMENT

- Ofsted in March 2012 and November 2012 reported leadership and management as good
- 100% of parents report that the school is well led (Parent view data)
- Distributive leadership key feature of development plan with increased accountability at middle leader level
- Improved leadership and management within boarding due to re-structuring
- School strategic plan, operational plans, departmental strategic and operational plans and performance management targets are all aligned

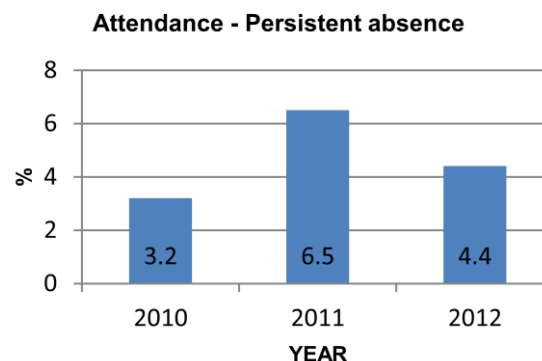
OVERALL EFFECTIVENESS

- The social, moral, spiritual and cultural development of students is good and the range of extra-curricular activities on offer to the students is huge (over 120) with high rates of participation
- The personal development of students through the encouragement of responsibility, resourcefulness and resilience is a strength and has been highlighted by two recent Ofsted inspections
- Relationships between staff and students are extremely positive

BEHAVIOUR AND SAFETY



- Permanent exclusions remain zero despite challenging intake
- Fixed term exclusions risen in 2012, although dropped significantly in 2012/13 (by 60%)
- Ofsted (March 2012 and November 2012) reported behaviour as good
- 95% of parents agree/strongly agree students are well behaved



- Attendance improved from 2011 (RAISE data incorrect)
- Persistent absence dropped from 2011
- Two school partial closures (snow and boiler failure) affected data significantly in 2011
- Absence between lessons is non-existent due to use of lesson monitor
- 2012/13 data showing further improvement

