**BRYMORE SCHOOL - SUMMARY of SEF**

**ATTAINMENT/ACHIEVEMENT**

**Value added (RAISE)**

 2010 2011 2012 2013

* When compared to boys VA figure 1017.4 (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 2013
* Brymore in top 25% of schools nationally according to FFT data for progress, rising from bottom 14% of schools in 2010
* 2013 cohort much less able than 2010 on entry
* Brymore in top 26% of schools nationally according to RAISE data

* Rapid rise in 5A\*-C grades in two years
* Brymore in top 3% of schools nationally according to progress against FFT estimates (estimated)
* Rise from bottom 9% (91st percentile) in two years
* Improvements in teaching and learning and data tracking having a clear impact
* 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 in 2012
* 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

**ENGLISH AND MATHS PROGRESS**

* Top 1% of schools nationally for progress according to FFT
* Highest in Somerset
* Top 23% of schools nationally for progress according to FFT

**NARROWING THE GAP**

* Boys 26.5 points above national average and SIG+ according to RAISE
* Low and middle ability boys well above national average, high also above.
* All SEN categories well above national average
* Both SEN without a statement and school action+ students SIG+ according to RAISE
* Pupil premium students (FSM/CLA) below national average
* CLA and FSM results attributed to one students who only attended the school for 2 weeks in total, educated at a PRU.
* All but Science (ELBS) and Art above FFT estimates

 **Best 8 VA (including Eng/Ma)**

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| --- | --- | --- | --- |
| **Group (size)** | **School** | **National** | **Difference** |
| Boys | 1017.4 | 990.9 | **+26.5 SIG+** |
| Low(12) | 1013.7 | 998.6 | **+15.1** |
| Middle(16) | 1021.9 | 999.2 | **+22.7** |
| High (2) | 1004.5 | 1001.5 | **+3** |
| SEN without statement(15) | 1019.6 | 978.5 | **+41.1SIG+** |
| School action(8) | 1041.1 | 991.4 | **+49.7SIG+** |
| School action +(7) | 995 | 954.2 | **+40.8** |
| SEN with statement(2) | 1069.3 | 975.8 | **+93.5** |
| FSM (2) | 887.4 | 983.5 | **-96.1SIG-** |
| CLA(1) | 715.9 | 949.6 | **-133.7SIG-** |
| White British (29) | 1019.6 | 995.5 | **+24.1** |

 **2013 Results**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject** | **Entries** | **A\*-C %** | **FFT estimate** | **Estimated/Actual difference(A\*-C – from FFT)** |
| English | 42 | 48% | 31% | **+17%** |
| Maths | 42 | 45% | 41% | **+4%** |
| ELB science  | 27 | 15% | 17% | **-2%** |
| Core Science  | 14 | 57% | 40% | **+17%** |
| Agriculture  | 42 | 95% | 40% | **+55%** |
| Horticulture | 42 | 88% | 40% | **+48%** |
| ICT | 42 | 100% | 40% | **+60%** |
| Art | 42 | 31% | 43% | **-12%** |
| Design/Technology (Resistant materials) | 48 | 79% | 35% | **+44%** |

**TEACHING AND LEARNING**

* Rise in outstanding and good lessons (up to 84% from 59%)
* Drop in lessons requiring improvement (drop to 13% 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)

2011

2012

2013

Outstanding Good Requires Imp. Inadequate

**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 171) 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

**LEADERSHIP AND MANAGEMENT**

* Ofsted in March 2012 and November 2012 reported leadership and management as good
* 100% of parents reportedthat the school is well led (Parent view data – Brymore School)
* 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

**BEHAVIOUR AND SAFETY**

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* Attendance improved from 2011 (RAISE data incorrect, reports outboarders only)
* 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
* 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