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| **Overall effectiveness: the quality of education provided in the school - Good** | |
| Outstanding (1) – Ofsted criteria   * Teaching is outstanding and, together with a rich and relevant curriculum, contributes to outstanding learning and achievement, significant growth in students’ knowledge, and excellent attitudes to learning. Exceptionally, achievement may be good and rapidly improving. * Pupils, and particular groups of pupils, have excellent educational experiences at school and these ensure that they are very well equipped for the next stage of their education, training or employment. * There is excellent practice which ensures that all pupils have high levels of literacy appropriate to their age. * The school’s practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including disabled pupils and those with special educational needs. * Best practice is spread effectively in a drive for continuous improvement. * Other principal aspects of the school’s work are good or outstanding. * The school’s thoughtful and wide-ranging promotion of pupils’ spiritual, moral, social and cultural development and their physical wellbeing enables them to thrive in a supportive, highly cohesive learning community. | |
| Good (2)- Ofsted criteria   * Pupils benefit from teaching that is at least good and some that is outstanding. This leads to growth in students’ knowledge, promotes very positive attitudes to learning and ensures that pupils are achieving well. * Pupils and particular groups of pupils have highly positive educational experiences at school that ensure that they are well prepared for the next stage in their education, training or employment. * Pupils’ progress is not held back by an inability to read accurately and fluently. Those pupils who have fallen behind are being helped to make rapid progress in their reading. * The school takes effective action to enable most pupils, including disabled pupils and those with special educational needs, to reach their potential. * Other principal aspects of the school’s work are likely to be at least good. * Deliberate and effective action is taken to create a cohesive learning community through the promotion of pupils’ spiritual, moral, social and cultural development, and their physical wellbeing. There is a positive climate for learning. | |
| **STRENGTHS** | **AREAS FOR DEVELOPMENT** |
| * Teaching is at least good (84% or better) and in many cases outstanding especially in English, design technology, engineering and other practical subjects (source: Ofsted 2012, lesson observation data) * The curriculum is broad and balanced with extensive vocational opportunities and an academic pathway. Vocational learning is often at an industrial standard. The broader curriculum is enhanced by over 170 extra curricular activities/opportunities (source: Ofsted 2012, school and care standards) * All significant groups of students make more than nationally expected progress and social development is a strength (source: RAISE, parent view) * Staff development and coaching is at the heart of school improvement and best practice is shared (source: key documents – staff development cycle, meeting calendar, staff interviews) * Students who join the school struggling to read, with SEN or with low prior attainment perform well above national expectations (source: RAISE) * Students are proud of their school, play an active role in running the school, decision making and are exposed to a wide range of spiritual, moral, social and cultural learning opportunities (source: Ofsted 2012, student surveys, parent view) | * To increase the proportion of outstanding lessons across the school * To continue to develop the curriculum at Key stage 3 ensuring reading, numeracy, writing and communication is developed across the curriculum * To continue to develop curricular links with Bridgwater College * To ensure all students are able to access a more academic pathway at Key stage 4 |
| Graded **good** because although the curriculum is tailored well to the intake of the school, and is extensive especially when taking into account the size of the school, a broader range of academic subjects at key stage 4 would provide a better overall experience. The expansion of the school in September 2014 would allow this | |

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| **Achievement - Good** | |
| Outstanding (1) – Ofsted criteria   * Pupils make rapid and sustained progress throughout year groups across many subjects, including English and mathematics, and learn exceptionally well. * The achievement of pupils for whom the pupil premium provides support at least matches that of other pupils in the school or has risen rapidly, including in English and mathematics. * Pupils read widely, and often across all subjects to a high standard. * Pupils develop and apply a wide range of skills to great effect in reading, writing, communication and mathematics. They are exceptionally well prepared for the next stage in their education, training or employment. * Pupils, including those in the sixth form and those in the Early Years Foundation Stage, acquire knowledge quickly and develop their understanding rapidly in a wide range of different subjects across the curriculum. * The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, those for whom the pupil premium provides support, and the most able is consistently good or better. * The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this. In exceptional circumstances, an outstanding grade can be awarded where standards of attainment of any group of pupils are below those of all pupils nationally, but the gap is closing rapidly, as shown by trends in a range of attainment indicators. This may include attainment in reading | |
| Good (2)- Ofsted criteria   * From each different starting point, the proportions of pupils making expected progress, and the proportions exceeding expected progress, in English and in mathematics are close to or above national figures * Progress across year groups in a wide range of subjects, including English and mathematics, is consistently strong and evidence in pupils’ work indicates that they achieve well. * The achievement of pupils for whom the pupil premium provides support at least matches that of other pupils in the school or is rising, including in English and mathematics. * Pupils read widely and often. * Pupils acquire knowledge and develop understanding quickly and securely in a wide range of subjects. They develop and apply a wide range of skills, in reading, writing, communication and mathematics. This ensures that they are well prepared for the next stage in their education, training or employment. * The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, those for whom the pupil premium provides support and the most able, is generally good. * Where attainment, including attainment in reading in primary schools, is low overall, it is improving at a faster rate than nationally, over a sustained period. | |
| **STRENGTHS** | **AREAS FOR DEVELOPMENT** |
| * Students make rapid and sustained progress across many subjects (source RAISE Value added 1017.4) including English (source: RAISE national percentile rank 4) * Students make close to expected progress in maths. 13% (5 students) below target in 2013, 4% below target (2 students) in 2012 but with positive value added score in 2012 (source: RAISE). Maths national percentile rank 23 according to CVA FFT data. * Students make outstanding progress practically with outstanding outcomes in design and technology (78% C and above), engineering (100%), agriculture (95%) and horticulture(88%). (source: FFT/examination data/RAISE) * Students read........................ * Extended writing and numeracy well developed across the curriculum with good examples of writing in history, agriculture, design technology, and horticulture. Numeracy is well developed in ICT, design technology, agriculture, science, horticulture, engineering and GCSE PE (source: work scrutinies, drop ins, student interviews) * All significant groups of students (group size 5 or more) perform above national expectations with boys, SEN students without statements and school action students significantly so. (source: RAISE) * Attainment is low which reflects the low attainment on entry (Sig – on entry). Ability on intake is falling however attainment at KS 4 is rising (source RAISE).Rapid progress in reading for key students (source: reading age data) | 1. Progress in maths must improve to above national expectations as a minimum. New maths teacher appointed as a replacement as under-achieving students identified as coming mainly from one group 2. Pupil premium data based on 2 students. Current data suggests 9% of students (i.e. ONE boy) below school figure for 5A\*-CEM. Pupil premium students continue to get targeted support (extra English, maths sessions, individual mentoring and support) 3. Reading to be extended to form an essential part of prep for all boys 4. Extensive work on extended writing with Deputy Head working individually with departments. To be further developed. 5. Monitoring of all groups of students will continue every six weeks with targets shared with students and parents. 6. Mentoring introduced every six weeks with written targets also shared with students and parents to target key groups 7. Extending the age range and curriculum planned to attract a broader range of attainment on entry. |
| Graded **good** because achievement in maths not at the required level for outstanding. Although attainment is low this reflects the low attainment on entry (SIG- RAISE) and the achievement is at least good (national percentile rank 26 – RAISE, 2 for FFT) especially as lower ability students are much harder to convert to three levels progress at a national level. Achievement significantly risen over three years (sustained) and SIG+ for boys. | |

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| **Quality of teaching in the school- Good** | |
| Outstanding (1) – Ofsted criteria   * Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, are making rapid and sustained progress. * All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum. * Teachers systematically and effectively check pupils’ understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning. * The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum. * Teachers and other adults authoritatively impart knowledge to ensure students are engaged in learning, and generate high levels of commitment to learning across the school. * Consistently high quality marking and constructive feedback from teachers ensure that pupils make rapid gains. * Teachers use well-judged and often imaginative teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum. | |
| Good (2) – Ofsted criteria   * Teaching in most subjects, including English and mathematics, is usually good, with examples of some outstanding teaching. As a result, most pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, make good progress and achieve well over time. * Teachers have high expectations. They plan and teach lessons that deepen pupils’ knowledge and understanding and enable them to develop a range of skills across the curriculum. * Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations. * Reading, writing, communication and mathematics are taught effectively. * Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged. * Teachers assess pupils’ learning and progress regularly and accurately at all key stages, including in the Early Years Foundation Stage. They ensure that pupils know how well they have done and what they need to do to improve. * Effective teaching strategies, including setting appropriate homework, and appropriately targeted support and intervention are matched well to most pupils’ individual needs, including those most and least able, so that pupils learn well in lessons. | |
| **STRENGTHS** | **AREAS FOR DEVELOPMENT** |
| * 84% of lessons graded since September 2013 have been graded good or better with outstanding teaching regularly seen in English, design technology and engineering(source: lesson observation data, internal and external). * Outstanding teaching has also been observed in agriculture and history.(source lesson observation data, internal and external). * Teaching in maths is consistently good or better (source: lesson observation data, internal and external). * Outcomes in English, design technology, engineering, agriculture, horticulture and ICT are outstanding (source: examination data/RAISE/FFT) * Outcomes in science are consistently good(source: examination data/RAISE/FFT) * All significant groups of students perform above expectations(source: examination data/RAISE/FFT) * Students are set challenging targets and there are high expectations. Lesson planning reflects this(source: lesson observation data, internal and external). * Extended writing has been a key focus for the past year and is well developed in most subjects. Students often read in class and for pleasure. Numeracy forms a key part of the curriculum in many subjects (especially agriculture, ICT, science, design technology, engineering, horticulture and GCSE PE)(source: work scrutinies, students interviews, drop ins) * There is consistent marking across all subjects. At a whole school level students and parents receive numerical and written targets every six weeks. (source: lesson observation data, internal and external). * There is extensive support for students both in class and after school with numerous targeted intervention groups including high ability students. Prep (homework) is extremely productive(source student interviews, parent weekly bulletin) | 1. To further increase the percentage of outstanding lessons through the development of the coaching model, coupled with rigorous monitoring and the relentless drive to raise standards 2. To eliminate required improvement lessons completely 3. To ensure outcomes in maths reflect the quality of teaching 4. To ensure outcomes in history reflect the quality of teaching 5. To continue to monitor and develop assessment and target setting at a subject level 6. To continue to refine written target setting/mentoring at a whole school level 7. To continue to plan for the development of communication, reading, writing and numeracy into the curriculum for 2014 (new year 7 students) 8. To continue to refine and development the quality of support offered to all students, especially targeted groups |
| Graded **good** because not enough outstanding lessons have been observed. In some case outstanding outcomes are not reflected in the quality of teaching in class. | |

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| **Behaviour and safety of pupils- Good** | |
| Outstanding (1) – Ofsted criteria   * Pupils consistently display a thirst for knowledge and a love of learning, including in independent, group and whole class work, which have a very strong impact on their progress in lessons * Pupils’ attitudes to learning are of an equally high standard across subjects, years, classes and with different staff. * Parents, staff and pupils are unreservedly positive about both behaviour and safety. Pupils are keenly aware how good attitudes and behaviour contribute to school life, adult life and work. * Pupils’ behaviour outside lessons is almost always impeccable. Pupils’ pride in the school is shown by their excellent conduct, manners and punctuality. * Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are rare and dealt with highly effectively. * Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs. * All groups of pupils are safe and feel safe at school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety. | |
| Good (2)- Ofsted criteria   * Pupils’ attitudes to all aspects of learning, including in whole class work, group work, or when working on their own, are consistently positive, and have a good impact on the progress they make. * Pupils are properly prepared for each lesson, bring the right equipment, and are ready and eager to learn. * Pupils respond very quickly to staff’s instructions and requests allowing lessons to flow smoothly and without interruption. Low-level disruption in lessons is uncommon. * Pupils’ attitudes to learning are positive across subjects, years, classes and with different staff. * There are few well founded concerns expressed by parents, staff and pupils about behaviour and safety. Pupils understand the importance of good attitudes and behaviour in school life, adult life and work. * There is a positive ethos in, and around, the school. Pupils conduct themselves well at all different times of day, including at lunch time, attend regularly, have good attitudes and are punctual to lessons. * Pupils take pride in their work, their appearance and their school. * Pupils have a good awareness of different forms of bullying. There are few instances of bullying and these are dealt with effectively. * Behaviour is managed consistently well. There are marked improvements in behaviour over time for individuals or groups with particular behavioural needs. * Pupils are safe and feel safe at school and at alternative provision placements and understand how to keep themselves safe. | |
| **STRENGTHS** | **AREAS FOR DEVELOPMENT** |
| * Student behaviour is consistently good across the school (source: Ofsted March and November 2012, parent view, lesson observation data) * Students behaviour in lessons is good and often outstanding (source: behaviour log, lesson observations, parent view) * Student achievement data clear indication that students work hard in lessons (source: examination data, RAISE) * Parental feedback extremely positive with 95% reporting good behaviour in the school (source: parent view) * Students demonstrably show pride in their school and appearance, especially at key events and through active participation in the running of the school * Attendance is good and absence from lessons non-existent (source: lesson monitor) * Bullying is rare, students feel comfortable reporting it and know it will be dealt with firmly (source: student and parent survey) * Students are well managed with high regard for health and safety despite being exposed to a range of experiences different to most schools (source: activity programme) * 97% of parents report their son feels safe at school (source: parent view) | 1. Fixed term exclusions need reducing further. Extensive individual support in place to stop students ‘re-offending’ 2. Attendance of outboarders needs continually monitoring 3. Daily SLT/middle leaders meetings need to continue and focus on patterns of behaviour 4. Individual targeted staff support to be developed where necessary 5. Brymore continues to attract students who have ‘failed’ in their own eyes elsewhere. Intensive support will continue on transfer |
| Graded **good** because behaviour not consistently outstanding across all areas of the school for a grade 1 to be awarded. | |

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| **Quality of leadership in, and management of the school - Good** | |
| Outstanding (1) – Ofsted criteria   * The pursuit of excellence in all of the school’s activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time. * All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school’s performance, and of staff and pupils’ skills and attributes. * Governors, or those with a similar responsibility, stringently hold senior leaders to account for all aspects of the school’s performance. * There are excellent policies underpinning practice that ensures that pupils have high levels of literacy, or pupils are making excellent progress in literacy. * Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by searching performance management that encourages, challenges and supports teachers’ improvement. As a result, teaching is outstanding, or at least consistently good and improving. * The school’s curriculum promotes and sustains a thirst for knowledge and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils’ behaviour and safety, and contributes very well to pupils’ academic achievement, their physical wellbeing, and their spiritual, moral, social and cultural development. * The school’s actions have secured improvement in achievement for those supported by the pupil premium, which is rising rapidly, including in English and mathematics. * The school has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult. * Senior leaders in the school work to promote improvement across the wider system. * The school’s arrangements for safeguarding pupils meet statutory requirements**.** * Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others. * Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the pupil premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils. | |
| Good (2)- Ofsted criteria   * Key leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition. * Teaching is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development. * Self-evaluation is thorough and accurate, and the school’s actions are carefully planned, concerted and effective. * The well-thought-out policies ensure that pupils make at least good progress in literacy. * Governors, or those in a similar position, systematically challenge senior leaders. As a result, the quality of teaching and pupils’ achievement have improved, or previous good performance in these areas has been consolidated. * The school’s curriculum encourages a thirst for knowledge and a love of learning. It covers a range of subjects and provides opportunities for academic, technical and sporting excellence and contributes well to pupils’ academic achievement, their physical wellbeing and their spiritual, moral, social and cultural development. It promotes good behaviour and a good understanding of safety matters. * The school’s actions have secured improvement in achievement for those supported by the pupil premium, which is rising, including in English and mathematics. * The culture of the school is characterised by high expectations and aspirations for all pupils. * The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils. * The school’s arrangements for safeguarding pupils meet statutory requirements. * Governors ensure the efficient management of financial resources. This leads to the effective deployment of staff and resources. | |
| **STRENGTHS** | **AREAS FOR DEVELOPMENT** |
| * High expectations are made explicit through rigorous and ambitious target setting, clear monitoring procedures, relentless tackling of underperformance and a focus of standards across the school (source: Ofsted 2012, school and care standards inspection) * Teaching has improved rapidly following the introduction of performance management and a professional development programme (source: lesson observation data) * Self evaluation takes place at a whole school and middle leader level and is reviewed regularly (source: documentation available) * Literacy is a key whole school focus (source: performance management data, school development plan) * Governors and trustees monitor the performance of the school, staff and students regularly (source governors minutes, governors open day) * The curriculum is extensive with good balance between vocational and academic pathways. The wider curriculum is outstanding with over 170 different activities/opportunities available throughout the year (source Ofsted 2012) * All significant groups of students perform above national expectations (source: examination data, raise) * Parent support and communication is outstanding with 97% reporting they get regular feedback and 100% reporting it is well led (source: parent view) * Safeguarding remains a priority of the school and procedures are good (source: Ofsted 2012) * Financial management of the school is closely monitored by governors and the trustees (source: governors, trustees minutes) | 1. The number of outstanding lessons needs to increase further 2. Self –evaluation needs extending to all areas of the school (such as site team, office team etc) 3. Governors open day to have a tighter focus in 2014 4. Curricular links with Bridgwater College although established, need further developing especially in agriculture, horticulture and engineering 5. New recruitment procedures now in place and must be maintained 6. New financial procedures need to be maintained |
| Graded **good** because further development needed at middle leader level for self-evaluation. New governing body has well established procedures for monitoring that need embedding | |