**BOARDING PROVISION**

**Brymore Academy**

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| **BRYMORE SELF EVALUATION 2015-2016 (BOARDING)** | **Strategic Theme 4 : Care guidance and support (including boarding)** |
| **Ofsted Judgement:**  **Overall effectiveness** | **Grade awarded: 2 Good** |
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| **BRYMORE SELF EVALUATION 2015-2016 (BOARDING)** | **Strategic Theme 4 : Care guidance and support (including boarding)** |
| **Ofsted Judgement:**  **The overall experience and progress of children and young people** | **Grade awarded: 2 Good** |
| **Background**  £3 million has been spent on the boarding accommodation which has been completely updated in the past five years, with the building of two new 50 place boarding houses and the refurbishment of School House to give a total of 150 boarding places. Each year has seen a continuous updating of the décor and furnishings through the houses. The school is nearing capacity as it admitted Year 7 students for the first time in 2014 which has also seen an expansion and re-organisation of the boarding team to include twelve permanent and resident members of staff. | |
| **Evidence collected**  **Grade: 2 Good**  **Observation/Grading justification**  **Quality of relationships/Emotional well- being and progress**  All three houses continue to enjoy high quality relationships between staff and students as well as amongst the students themselves. **90% of boys stated they had a good relationship with their house parent and 96% felt listened to by their house parent. 84% reported that socialising with boys from other year groups helped build friendships.** Students have stated that they have developed strong relationships with staff (96% of boys reported they know they will be listened to by their house parent) primarily because of the continuity of staffing achieved throughout the week. The restructuring of boarding staff hours to allow for greater consistency and continuity has benefited both boys and staff alike, replicating the home atmosphere many non-boarders will experience on a day to day basis. (87% of boys reported that they enjoy the boarding experience and feel part of the boarding family)  House parents and Gap tutors are fully accessible to the boys at any time from 3.45pm onwards (and boys are able to locate support staff through house parents or by referring to the staff duty display on their house notice board and are able to contact all senior boarding staff via their work mobiles in emergencies, with all numbers displayed on all staff accommodation doors) **(90% of students stated they are comfortable with the daily routines and know which member of staff are on duty).** All Houses have an open door policy which boys are welcome and encouraged to come in at any time throughout the evening to talk, whether it is a casual chat or a more confidential problem. (81% of boys stated that they feel comfortable to speak to a member of the boarding staff with any worries or concerns they may have?)  Boarders are encouraged to value and respect one another and individual’s views, this can be seen during house meetings or dormitory catch up meetings where students are able to voice their opinions and allow House Parents to report issues to the Director of Boarding and the student council representatives **(96% of pupils state that they feel listened to by staff and other pupils).**  **Over 95% of students suggest that boarding has substantially increased their independence and confidence and have a clear sense of responsibility.**  Positive behaviour is encouraged and celebrated through the schools reward system and the positions of responsibility that students can aspire to. 98% of students agreed that the Boarding staff have high expectations of them and others boys behaviour, whilst 85% of boys reported that having a position of responsibility at Brymore is important to them.  Positions of responsibility and how they are achieved are shown below:   |  |  | | --- | --- | | **Position** | **Responsibility** | | Head Boy | Ambassador of the school, representing the school at key events, leading all prefects. Selected via presentation to the whole school, interview, staff and student vote. | | Deputy Head Boy/Assistant Head Boy | Ambassador of the school. Overseeing duty teams and student welfare, and standing in for the Head Boy as appropriate. Selected via presentation to the whole school, interview, staff and student vote. | | Senior prefects | Ambassador of the school. Six oversee a duty team of prefects, and one oversees mentoring. Selected via presentation to the whole school, interview, staff and student vote. | | Prefects | Ambassador of the school. Carry out duties as directed by the Senior prefects. Selected via staff vote, and discussion with Senior prefects .Opportunity to act as student mentor | | Head of department | Oversees a duty team in either the farm or gardens. Selected by interview. | | House captain | Ensures all house events run smoothly, and that the house is fully represented. Selected by staff and students. | | Form captain/vice captain | Represents the form, selected by staff/students. | | Student council representative | Represents their form/ boarding house, other students including outboarders and their year group at student council meetings. Chosen via student vote. | | Head of the student council (Vice chair) | Chairs meetings, prepares agendas and represents the student body. Chosen by student vote (student council members only) | | Secretary of student council | Prepares agendas (with chair) and types and distributes minutes. Elected by student vote. | | Sports captain | Represents either his house or school team. Chosen by staff. | | Guides/School representatives | All students have the chance to represent the school as guides for visitors, helping out at key events(such as open day), assisting with car parking or meeting and greeting visitors as required. | | Head of House & Deputy Head of house (boarding) | Take a leading role in house development and supporting the mentor team. Act as role models to all boys and a link between students and staff. | | Boarding House Mentors | Selected by house parents to assist in the running of the houses with a particular focus on mentoring younger pupils |   Students grow substantially in independence and confidence and take on a number of roles and are offered opportunities to demonstrate a clear sense of responsibility; this is achieved by:   * During their morning / evening routines of ensuring that they make their beds, tidy their areas organise their laundry and take responsibility for their own belongings using their safe and lockable cupboard to store valuable belongings. * Taking responsibility for clearing and wiping tables during meal times * All students (including out boarders) carry out farm feeding duties which includes getting themselves up at 6.00am, and working again after school. This is a valuable lesson preparing them for work in the outside world after school. * All students carry out garden duties after school in Years 7, 8 & 9,, which includes looking after and maintaining the school grounds * All students have two bank accounts (activities and pocket money) which they must manage themselves (although monitored by staff and parents) * All students will take part in ringing the rising bell to start the morning routine for the house and also take responsibility for cleaning the boarding house kitchen. * All students have a chance to be a guide for new parents/carers who receive a tour of the school * All students either represent their academic house, or assist in the running of the annual school cross country * All students represent the school at the annual harvest festival and carol service, many carry out readings * All students assist with the running of the school’s annual open day, where over 2500 visitors attend * Students visit other schools to present on the benefits of Brymore * Encouraging all students to maintain fitness and wellbeing by running Chads (school run) at least once a week * Encouraging all student to attend fitness * Positions of responsibility include: boarding house head of house, deputy head of house, duty students, boarding house mentors, form captain and vice captain, sports captain and vice captain (various sports at house and school level), Head of table, library assistant, student council representative, Chair, Vice Chair and Secretary of the student council, Head of Department (farm and gardens), prefects, senior prefects, Deputy Head Boy and Head Boy. * Students involved in all staff appointments including a student panel, leading tours and car parking (instead of car parking how about welcoming guests to the school)   **Educational progress**  There are 16 key pieces of academic data that are monitored by the school including **progress 8, value added data, three levels of progress in English and three levels of progress in maths**. Every year since 2013 boarders have out-performed out-boarders by thirteen of the sixteen categories. They also have lower unauthorised absence (**0.24% compared to 0.7%).** Personal development data shows that boarders account for 59% of the population but have won over **80%** of the key awards for personal development since 2011 as evidenced by our annual leavers’ service.  **Views of students and others**  **91% of boys who expressed a preference said that they had an opportunity to make a difference to boarding**  **Similarly 92% of boys felt able to express their views**  **87% of boys who expressed a preference felt that they enjoyed the boarding experience and felt part of the family**  **94% of boys said they felt happy and safe at school**  **98% of parents said their son was happy at school**  **98% of parents said their son was safe at school**  **97% of parents said their son was well looked after**  **98% of parents would recommend the school**  **Selected comments from parents**  *‘We have a boy whose confidence is now soaring, his academic achievements increasing rapidly & his outlook extremely positive. To hear your child saying he enjoys attending his school & he loves being there is beyond superb. If he's happy, he's enjoying learning & therefore working to the best of his abilities. We cannot ask for anymore.*  *What we would like to thank you for, is that XXX is still able to continue to grow without losing his wonderful childhood innocence - something that is incredibly rare in today's secondary school environment. We could not be happier that our son is maturing mentally within the confines of your care. As a school you are beyond outstanding & as a teaching team you are exceptional. Your pastoral care is second to none & we appreciate the hours put in by your staff in delivering a complete nurturing care for the good times & taking the appropriate steps for the bad….. You are a unique & indispensable school who offer a wonderful opportunity to those boys who would be lost & floundering in other mainstream schools. You quite literally turn young lives around & guide them in the right direction.’*  *‘It has been 4 years since we first met and you agreed to take XXXX in to Brymore*    *I would like to say a few thank you’s in writing for taking my very frustrated and failing 13 year old son and turning him into a young man who is nearly standing on his own 2 feet*  *Lastly, the biggest thank you goes to (his House parent)—he has been unbelievable*    *He has kept him out of trouble—kicked him out of bed—given him responsibility—helped him with homework —even climbed trees with him at college—the list is endless*    *All with the tireless aim of helping him achieve and build his self-esteem so that he can be independent one day*    *This is all the more important as XXXX continues to struggle at College and we attempt to plan his final year in education*    *In Summary, Brymore is un-paralleled in its ability to inspire both staff and pupils to achieve what would otherwise be called ‘ludicrous ambition’ in a normal environment ‘*  *‘ XXXX, I know, has been difficult, challenging, complex, highly frustrating and gone through some difficult times whilst at Brymore. I simply can not fault the efforts of staff at Brymore, and the help, care and support offered to XXXX and to us as a family. You have all gone above and beyond, this will sound very strong and it's meant to, but I actually think you may have saved my son. Had he gone to the college (locally) I am sure we would of lost him by now’* | |
| **Evidence sources**   * Student survey’s * Parent surveys * Ofsted parent view * Boarding handbook * Behaviour, racist incident, bullying and safeguarding logs * OFSTED reports * Minutes or notes from the Student Council meetings * Information display boards * Activities program * Minutes or notes from house meeting * Minutes or notes from Boarding meetings * Can you quote people who have visited? | |

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| **BRYMORE SELF EVALUATION 2015-2016 (BOARDING)** | **Strategic Theme 4 : Care guidance and support (including boarding)** |
| **Ofsted Judgement:**  **The quality of care and support** | **Grade awarded: 2 Good** |
| **Commentary** | |
| **Evidence collected**  **Grade: 2 Good**  **Observation/Grading justification**  **Induction/links with educational staff**  *All data from induction surveys 2014/15 and 2015/16*  A clear induction program exists which has continue on from the foundation set in 2012-13, which includes 2 induction days in June and an induction week during the first week of term. The induction and support process is then continued through the mentoring program delivered by house parents and assisted by mentors, in the delivery of 10 specific personal development sessions weekly specifically targeting areas required for new students to help settle and ease boys into boarding life.  The induction process is a very important step into Brymore life and **84% of new students agreed that this has aided them into settling into their new school**. All parents are invited back at the end of the first week to a barbeque to meet staff and ensure the smooth transition of the new students. Parent feedback concerning the induction process was positive, regarding the benefits it has for both themselves and their son, with **89% suggesting this process has allowed for a positive start at Brymore**, **90% stated that information had been communicated effectively.** All parents / carers of new pupils are contacted within the first 3 weeks of the term by their House Parent, who will provide a verbal progress report on how they have settled and any issues or concerns they may have **(89% of boys believed that their sons first 2 weeks at Brymore had been a positive one).**  **Parent comments include –**   * **The induction was a great first experience for my son** * **He really enjoyed his 2 day induction and now feels more at ease.** * **We were given all the relevant information and now feel confident for September** * **Both staff and older pupils were very helpful during our visit** * **Our son now feels confident about starting his new school and has made friends already.** * **He is really looking forward to starting, it been great for his confidence.**   **Pupil comments include –**   * **It really helped me settle in when I was nervous** * **I was not worried about returning in September as I knew boys already.** * **The staff and boys were very friendly.** * **Awesome, I really enjoyed both days.**   Any key incidents that happen within the houses are recorded on SIM’s and dealt with as necessary initially by House Parents and if required by the Director of Boarding/Head of Boarding.) 85% of boys agreed that the general behaviour of others in boarding is good and allows them to feel safe.. The SIM’s behaviour/incident report is then reviewed by SLT every morning at 8.15am with individual incidents discussed within the meeting and actions minuted and reviewed. Key issues discussed with all staff every morning and minutes circulated for those unable to attend. Successive Ofsted inspections (both boarding and school), have reported behaviour as good. **95% of parents report that behaviour is good (Ofsted parent view) and 88% report that bullying is dealt with effectively. With 92% of boys reporting they feel confident that the Boarding staff will tackle any bullying that occurs.**  In order to promote a positive atmosphere each house rewards one pupil from each year group within the house for being boarder of the week, they receive a prize, certificate and a choice of additional prizes for achieving this award. At the end of each term all pupils from all 3 houses that have achieved boarder of the week are put into a draw, with 4 names selected and these boys are taken by a member of the boarding team for a meal. Each house also awards dorm of the term to one dormitory, with each winning dormitory from the houses enjoying a specific treat at the end of the term. All boys have the opportunity to gain reward stamps for positive behavioural choices and being helpful around the house, on collection of 5 stamps a prize is awarded and collecting 10 stamps boys enjoy breakfast in their houses served by their house parent. Each house enjoys an end of term treat for example in December a Christmas style buffet, at Easter every student has a small Easter chocolate bunny, and in the Summer term a BBQ or buffet **(97% of students have indicated that positive behaviour is rewarded and recognised within the school).**  In order to ensure emotional well being every dormitory and individual student has a compatibility risk assessment in place, and key students have care plans. These are used to build up an individual picture for each pupil within the house, containing medical and personal information that will aid House Parents and pastoral support staff to provide a more individualised approach for boys in their care. All relevant staff have an input in the process and provide the required information specific to their role, providing the most detailed and up to date plan. Student care plans can be found electronically on the school system which provide all SEN specific information and intervention strategies for any behavioural or social issues boys may have. These support plans also include a boarding specific section which allows house parents to detail pastoral targets and interventions that are in place, indicating time frames and evaluation information. These plans are reviewed regularly and amended accordingly. A pastoral group meet each week and a range of strategies could be used to support students including:   * Talkabout (improving social interaction through group work) * Quiet boxes/lego/feelings book – to support students with emotional needs * Visual timetables/posters/clues to support with organisation/dressing * Individual student mentors or buddies for those feeling lonely/homesick * Weekly dormitory meetings * Homesickness group and individual work with the Boarding Pastoral Manager * Social skills work (group and individual) with the Boarding Pastoral Manager * Mentoring (work with a key adult) * Individual work/support from matron * Counselling (provision increased to accommodate need) * Referral to outside agencies such as CAMHS, Somerset Direct SIDAS SARSAS Stonewall GETSET etc   **97% of boys report that their house parent will listen to them** and the relationships built by the house parents are seen as the first level of support for all students. 96% of boys reported that they have someone in school to speak to if they are worried about a friend.  **98% of parents (Ofsted parent view) state that their son is happy at school**  **98% of parents (Ofsted parent view) state their son is safe at school**  **97% of parents (Ofsted parent view) state their son is well looked after at school**  **Keeping in touch with family and friends**  Boys are allowed access to mobile phones at all times except during lessons, meal times and prep, (year 7, 8 and 9s phones are collected in and stored in the house office at lights out). There is a pay phone within each house for those without a mobile, which also allows parents to ring into the payphone. If required boys can use the office phone within each house office. Boys are able to access the school wifi and social communication sites such as facebook, facetime and skype to contact home or communicate with friends in a more personal way. **92% of parents report (Ofsted parent view) that they receive valuable information about their son’s progress from the school.**  **The quality of residential accommodation**  Since September 2012 all 3 houses have been refurbished and are well maintained by maintenance staff. Any issue of damage or repairs required are reported on the electronic maintenance log which is held centrally on the staff shared resources, which allows access to all staff involved and clear instant communication between the pastoral team and maintenance team. In 2015 two of the three houses were re-decorated throughout. In addition each week house parents carry out a health and safety check of their house, working through the H&S checklist (that are filed) reporting any potential issues and concerns to the site team through the maintenance log. This well maintained environment allows boarders to relax within the common rooms and watch TV on a selection of sofa’s and at the weekends can select from nearly 200 DVD’s and enjoy a film night (**88% of pupil reported they feel that they have had a significant input into the refurbishment of their living accommodation**). Each house has a pool table, table tennis table and a selection of board games. All of the dorms in the houses have multifunctional beds; an internet access point each, and their own study area for independent studying. The internet is turned off at 9pm to ensure that students get settled quickly and to prevent them from accessing any inappropriate material. All bedding is provided by the school as is a full laundry service. A student house improvement team (HIT) help raise funds to improve the houses and boys have a voice on how the money is spent dependent upon the needs and suggestions put forward by each house, previous items include purchasing surround sound system, Xbox, canvas pictures for the hallways, bean bags and wall art around all of the houses. **94% of boys feel that their boarding house is well organised and runs smoothly.**  Boys eat all meals in a purpose built dining hall where food is prepared by the catering manager and a dedicated team. Boys meet regularly with the catering manager and have access to unlimited fruit, vegetables and salad at most meals. Boys also have use of a fully equipped kitchen within their own boarding house.  **The range and choice of activities**  An extensive activity program is planned for each term including both weekday and weekend activities. The program is designed to include homely familiar options that boys may normally participate in at home for example; DVD nights, card games, board games and puzzles and Xbox alongside activities such as external trips to the cinema, paintballing, day trips to the beach, bowling and sporting events. **91% of boys reported that they feel Brymore offers a wide range of different and interesting activities.** There is a weekday and weekend activities program displayed (on notices and electronic information screens) allowing boys to plan ahead and stay in at weekends where there may be activities on that are of real interest to them. This information is also shared with parents via a weekly bulletin. The activity program is also designed to build friendships between boys **(83% of boys agree this has helped build friendships)** and to strengthen relationships between staff and students with **88% of boys stating that they have got to know staff supervising the activities better and feel that staff now know them more**. Also there is an extensive weekly activities list ranging from sporting activities, recreational pursuits and vocational courses which takes place on set evenings some of which are free, others are at an additional cost**. 94% of boys stated that they have been given the opportunity to experience different and new activities at Brymore.**  The range of extra curricular activities is extensive and are designed to broaden the interests of the students, to allow specialisation where necessary to a high standard, to encourage team work and individual success. These include:   |  |  |  | | --- | --- | --- | | **Sport**  Rugby  Cricket  Hockey  Athletics  Triathlon  Road bike training  Cross-country  Football  Baseball  Softball  Tennis  Rowing  Swimming  Soft ball  Fitness training  Weights  Circuits  Volleyball  Chads  Golf | **Outdoor education**  Fishing  Land yachting  Shooting  Hill walking  Paint balling  Ferretting  Orienteering  Dry slope skiing  Climbing  Mountain biking  Quantock challenge  Archery | **Arts**  Theatre trips  Author visits  Book club  Story telling (visits)  Music tuition  Digital photography  Art club  Public presentation (speaking)#  Word of the week  Thought of the day  YFC poetry/story telling competition  Designing the school Christmas card^ | | **Spiritual**  The message (Christian reflection group)#  Daily assembly with hymn  Harvest festival (local church)  Christmas carol concert (local church)^  Remembrance service (local church)^  Thought for the day  Smiles for Christmas campaign | **Land based**  Farm duties  Garden duties  Ploughing matches  Stock showing  Farm visits  Hedge laying  Students have own plot#  Apple juice making#  Bee club (with Quantock bee keepers)  Honey making  Flowers/vegetables/hanging baskets sold through school shop#  Meat/eggs sold through school farm shop#  Countryside management# | **Technological**  Baking#  Coppersmithing#  Bike Maintenance  Blacksmithing(introduction/advanced)#  Engineering (introduction and advanced)  Welding# | | **Entertainment/social**  DVD nights  Card games  Board games  Virtual horse racing  House ‘meals’  Shopping visits  Beach visits | **Trips/visits**  Ski trip  London trip  Blood brothers  Rugby sevens/premiership  Shopping trips  Beach visits  County cricket matches  Team growers (strawberry farm)  Yeo Valley  Burnham Life boat station  Farm visits  Eden project | **Visiting groups/speakers**  Royal marines challenge day  Goals and opportunities evening (colleges/employers)  Visiting authors  Book fair  Young farmers club# including:  Falconry  Police dog handling  Air ambulance  Wool spinning  Gun safety  Somerset YFC  Ferretting  Paramedic  Breeding hens and bantams  Local police  Stock judging | | **Events (where parents are invited)^**   * Open day (2500 visitors) * Christmas carol concert (all parents) * Harvest festival (all parents) * Cross country (all parents – soup/food provided) * Sports day (all parents – refreshments provided) * Swimming gala (all parents – refreshments provided) * Presentation afternoon (all parents invited – refreshments available) * Leavers service (Year 11/12 parents invited – refreshments available) * Induction hog roast – year 7 parents invited * Rugby sevens – all parents invited/refreshments available * All sporting fixtures – parents informed * Parents chads hill run – all parents invited * English/maths focus days – all year 11 parents invited | **Raising academic achievement**  English focus days (whole day revision)  Maths focus days (whole day revision)  English focus days – parent support  Maths focus days – parent support  Design and technology support days  Set ‘0’ maths – gifted and talented  Prep support run by learning support team  Mentoring – identified students  Study skills group  Literacy support  Social skills  Language and communication group | | |  | |   **Taking into account views of boarders**  Brymore has a student council who feedback progress made to the whole school via assembly **(70% of boys strongly agreed / agreed that the student council allowed them to put forward ideas and for actions to take place).** The council is also divided into sub-committees to look at specific areas of the school including: technology group, food group, activities group, boarding group (house improvement team) and the school development group. The boarding group oversaw the spending of nearly £3000 last year which was re-invested back into boarding facilities.  Within the Junior boarding house there are dormitory catch up meetings with the house parent, where boys are invited to sit down and discuss any issue / concerns and what has been going well in an open and honest environment. **80% of boys suggested that they were able to express their views and ideas to help improve the boarding experience.** Boys are also give the opportunity to raise any concerns during weekly house meetings and put forward ideas for both the student council and house parent to consider, this can also be achieved through speaking with council representatives and using the student council suggestion box which is checked weekly. **96% of boys feel listened to by their house parent.**  The school carries out numerous surveys and questionnaires throughout the year to gauge students views including   * Safeguarding and behaviour * Food survey * Activities and relationships * Leadership and securing views   Boys have access to the Whisper reporting system should they have any individual concerns.  **Care Plans**  The use of care plans has been reviewed and all procedures have been fully revised since the last care standards inspection in March 2016. Seventy six care plans have been developed as of 6/6/16. All relevant staff have had training on the completion of care plans. | |
| **Evidence sources**   * Induction process parent questionnaire and feedback responses * Pupil induction questionnaires * Maintenance and Health & Safety log * Boarding handbook / Induction handbook * Pupil feedback * Care plans * Compatibility and individual risk assessments * School handbook * School website | |

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| **BRYMORE SELF EVALUATION 2015-2016 (BOARDING)** | **Strategic Theme 4 : Care guidance and support (including boarding)** |
| **OFSTED Judgement:**  **How well children and young people are protected** | **Grade awarded: 2**  **Good** |
| **Commentary** | |
| **Evidence collected**  **Grade:2 Good**  **Observation/Grading justification**  **Identification of risks**  School risk assessments and procedures are ‘good’ as reported by Ofsted in April 2016. All individuals now have a risk assessment which identifies any risks they may pose to themselves or others and in particular their compatibility. All dormitories have a compatibility risk assessment in place which identifies potential risks and steps taken to reduce them. Students who present a potentially high risk have individual risk assessments completed which are electronically linked to the compatibility plans so relevant staff are able to access easily.  As of 6/6/16:   1. Compatibility risk assessments carried out for every dormitory (21 in total) 2. Presenting need risks identified for all students in dormitories (79 in total) 3. Generic risk assessments completed for sexualised behaviour, depression, eating disorders and (1000 when applied to individuals) 4. Seven individual risk assessments created for individual boys (4 pastoral and 3 medical)   The school has a number of potentially hazardous areas, and runs real work activities such as tractor driving, all these activities have undergone a full risk assessment. All students are informed of the potential risks, encouraged to take responsibility and risk assessments are undertaken by staff prior to the activities beginning.  **Child protection**  All staff have undergone level 1 safeguarding training in the past 12 months, with two house parents and the Head of Boarding being level 2 trained. Three staff are level three trained including the Director of Boarding.  There are forms for staff to pass on a cause for concern on a particular student. These are discussed between the CP team and actions are decided upon. They are entered into the log book and placed into the CP file for each student. The CP team monitor the amount and level of forms and take necessary preventative action if necessary. The Headteacher and governors also monitor the referrals made. There are safe guarding posters throughout the houses and the school which show clearly who they can speak to both in and out of school. **81% of boys reported they know how to contact the children’s commissioner.** Every year the school delivers a safeguarding assembly, designed to show who the CP team are and what types of things to look out for. The mentoring program delivers specific personal development sessions that are focused on keeping individuals safe and awareness of e-safety and who to talk to if concerned. Each common room has a noticeboard dedicated to contact information for external helplines and agencies that boys can contact if / when required. **100% of boys report that they know how to keep themselves safe on the internet.**  CCTV has been installed throughout the campus recording up to 30 days of coverage. The images can be viewed by the boarding team, allowing a clear oversight of the campus from within the houses. There are cameras located on the entrances of each boarding house, allowing all individuals that enter and leave the building to be monitored by staff.  **Promoting positive behaviour**  There are clear policies in place for safeguarding, anti-bullying and safer recruitment. Ofsted (April 2016) reported that there is no bullying in the school. **88% of parents report that the school deals effectively with bullying and 97% of boys report that they feel bullying will be dealt with by boarding staff.**  Care plans and risk assessments are in place for any student with a presenting need and a team of staff (pastoral support group) meet weekly to review the supportavailable. A clear PSHRE programme, supported by PD sessions in the boarding house, addresses issues such as bullying, homophobic behaviour, racism and sexism  Behaviour data is monitored forensically and patterns and trends identified. Individuals experiencing difficulties receive a comprehensive support package identified above. **95% of parents report that the school ensures behaviour is well managed.** Data reveals an improving picture regarding behaviour incidents and exclusions year on year. | |
| **Evidence sources**   * Pupil survey * Induction survey * Pupil interviews * Ofsted inspection * Boarding handbook * Maintenance and Health & Safety log * Child protection file and log * H&S weekly checks and log * Behaviour, racist incident, bullying and safeguarding logs | |

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| **BRYMORE SELF EVALUATION 2015-2016 (BOARDING)** | **Strategic Theme 4 : Care guidance and support (including boarding)** |
| **Ofsted Judgement:**  **The impact and effectiveness of leaders and managers** | **Grade awarded: 2**  **Good** |
| **Commentary** | |
| **Evidence collected**  **Grade:2 Good**  **Observation/Grading justification**  **Aims, objectives and supervision**  There are clear aims articulated in the schools strategic planning document and boarding handbook.  Clear boarding procedures have been established with clear roles for House Parents and all boarding staff as outlined in their job descriptions. The Head of boarding is part of the schools Senior Leadership Team and the Director of Boarding attends the morning briefings with the SLT.  There are currently a minimum of eleven staff on duty every evening for 140 boarders, not including additional staff that run activities and support prep. This gives a ratio of 1:13. Overnight there are a minimum of eight staff located on site, two in each boarding house, the Head of Boarding and a member of the Senior Leadership Team who is on call. All house parents are permanently resident as are the farm manager and Gap Tutors, who are not included in the ratios. Three members of the leadership team reside on site, with at least two present every evening.  Boarding is an integral part of the school and its importance is reflected in the management structure:  Headteacher - resident on site for part of the week/weekends  Deputy Headteacher – fully resident throughout the week and weekends  Head of Boarding– oversees boarding and fully resident  Director of Boarding – leads on day to day issues and fully resident  Senior Duty Master – Runs many activities and fully resident  House parent(School house) – leads on raising academic achievement and fully resident  House parent (Kemp house) – leads on the student welfare and fully resident  House parent (Reid house) – leads on personal development and fully resident  Pastoral manager – leads on personal development and fully resident  4 x Gap Tutors – Assist in the running of the houses and activities alongside House Parents and fully resident  **Monitoring/Line management/Staff development**  The strategic plan for boarding is integral to the school strategic plan and is shared with all boarding staff. The strategic plan has formed the basis of all performance management targets for house parents and Gap tutors, and are reviewed at line management meetings to assess progress toward both strategic plan and individual targets. This had provided all staff with an increased knowledge and understanding of strategic themes and reasons behind specific targets.    The senior leadership team meet daily to discuss any issues raised within boarding, and weekly meetings are held between the Director of Boarding and House Parents / Gap Tutors and daily feedback from house parents is provided during breakfast and evening duty. Electronic behaviour and incident logs are available and updated for appropriate boarding and school staff daily. This data is monitored by SLT daily and governors at least once a term.  Each house parent now is responsible for leading the pastoral team in one of the following 3 areas –   1. Student Welfare 2. Academic Achievement 3. Personal Development   This has enabled the development of leadership within boarding and facilitates best practice through a new model of distributed leadership, with each house parent specializing within their selected area. The Director of Boarding works alongside each house parent in the development of their area (daily contact and progress reports are provided if required), with each house parent feeding back on progress / developments at the weekly house parent meeting. Using this approach has freed up capacity for the DOB and other senior staff to work alongside staff providing support and guidance in their personal / professional development. Weekly line management meeting have been established between Head of boarding and the director of boarding and senior matrons, Director of Boarding and House Parents, and additionally line management meetings between house parents and Gap Tutors have also been scheduled weekly. **(100% of boarding staff agreed that regular line management meetings have provided “structure and specific focus” to their work.**  Weekly line management meeting have been established between the head teacher and the Head of Boarding which has created an opportunity for boarding to be discussed at a strategic level, monitoring and planning for future development. This has allowed the HOB to become more aware and involved in whole school developments, which can be disseminated and relevant information passed to boarding staff (strengthening the link between night and day sections of the school.)  The Headteacher and Deputy Headteacher carry out one duty a week which allows for careful monitoring and there is a governor whose identified responsibility is boarding who carries out three monitoring visits a year. House parents monitor each other through ‘house swaps’ 6 times per  A weekly meeting between the Director of Boarding and the Assistant Headteacher also takes place where behaviour, welfare concerns and safeguarding issues are monitored and reviewed.  A comprehensive staff development programme is in place which is driven by the strategic plan, the presenting needs of the students and the professional development needs of staff. | |
| **Evidence sources**   * Line management minutes / action plans * House parent meeting minutes * Staff rota * Student council minutes / agenda * Pupil interviews * OFSTED reports * Boarding handbook | |