

Brymore Academy Strategic Plan (2014-2017)

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**MISSION STATEMENT**

We will ensure that the students of Brymore achieve success by:

* Providing an outstanding learning experience
* Working with staff to insist there are the highest expectations
* Developing effective partnerships ensuring Brymore is outward facing
* Creating a safe and supportive environment

**Core values**

The Key strategic aims of **Bridgwater College Trust** drive the strategic planning at academy level and are:

* To deliver exceptional and inspirational teaching, learning and assessment across the Trust
* To raise the achievements and aspirations of all students across the Trust
* To ensure a clear and purposeful strategic direction across the Trust
* To ensure the long-term financial health of the Trust

The core values underpin the mission statement and the work of the school, driving the strategic aims and operational plans for the future.

Brymore will provide:

* A centre of excellence in the four vocational cornerstones of agriculture, horticulture, engineering and sport
* High expectations and aspirations for all students to enable them to reach their full potential
* Clearly defined progression opportunities to post 16 learning and beyond
* A learning culture which promotes traditional values of resilience, resourcefulness and responsibility and promotes entrepreneurialism
* A safe and supportive residential experience which encourages respect for others and self -development through the nurturing of personal and social skills and participation in a wide range of experiences
* A staff culture that promotes the highest standards through rigorous self- assessment and continuous improvement

**The context**

Brymore has had to react to a number of external drivers both locally and nationally in a time of change for all schools. It has also undergone a period of disruption, change and upheaval internally largely as a result of poor examination results and therefore being designated a National Challenge School in 2009, a negative safeguarding review carried out by the Local Authority (2010) and a subsequent drop in student numbers. The Senior Leadership Team has been replaced since May 2010 which now consists of the Headteacher, Deputy Headteacher (Teaching and Learning), Assistant Headteacher (Student Welfare) Assistant Headteacher (SENCo) and the Head of Boarding The governing body was also reformed in October 2010 with a trust established (by Bridgwater College and the Local Authority) to monitor the future development of the school. This has been re-formed again in 2013 as the school, gained academy status. Seven million pounds worth of building work has taken place in the last seven years comprising of new boarding accommodation and teaching facilities. A further £600 000 of investment went into a new dining hall in 2015 with further refurbishment of the Horticulture facilities completed in early 2016. In September 2013 Brymore became a sponsored academy (with Bridgwater College acting as the sponsor), joining Bridgwater College Multi-Academy Trust. Brymore admitted Year 7 boys for the first time in September 2014.

**External drivers**

Government policy (Review of vocational education)

The removal of some vocational qualifications and their relative contribution to the league tables (first reported in 2014) has placed additional and significant pressures on Brymore which has been delivering land based qualifications for over 60 years. Agriculture and horticulture represent the very heart of the schools ethos and the school has a national reputation of excellence in these areas. Both subjects also deliver excellent examination results which enable the students to progress and follow their chosen career path in Year 12 and beyond. Removing these subjects from the curriculum would destroy the very essence and the unique appeal of Brymore which serves not only a need nationally but a significant employment sector within South West England. The decision was therefore been taken in 2012 to continue to deliver both subjects, to the majority of students, despite the clear ramifications regarding league tables that have resulted. Their removal has affected many key figures and the early effect was clear:

1. 5A\*-CEM – difference of 13% in 2014 with results of 17% compared to 30% (i.e. 1% below FFTD to 12% above)
2. Value added score of 1006.3 compared to 1052.1 (i.e. 43rd percentile to at least top 5% of school nationally)

Brymore campaigned the government hard with over 2500 people signing the petition and gaining the support of many MP’s. David Laws (School’s Minister) visited the school, Elizabeth Truss(minister for schools) agreed to visit the Headteacher following the issue being raised in parliament, Michael Gove (Secretary of State for Education) contacted the school and David Cameron specifically mentioned Brymore in a speech when visiting Bridgwater. The Headteacher met three other MP’s and the case was taken up by Radio 4 on numerous occasions, The Guardian, BBC news, Hugh Fearnly-Whittingsall and Jimmy Doherty. Brymore therefore continues to offer these subjects to all boys (and 100% took both in 2014) because of their importance to the land based industry, which Brymore serves.

The Local Authority/Academy conversion

Brymore plays an active role in ‘Family B’, a group of schools grouped together to help raise standards as part of the Somerset Challenge. Brymore is also linked with the Lillian Bayliss School an outstanding provider in London as part of this initiative. Brymore currently receives a £250,000 (approximately) rural technology grant from the EFA each year which would continue initially (the outcomes of the spending review are thought to diminish this in the future) although it is by no means certain. Falling numbers in the recent past have put the school in a vulnerable position financially with the expansion to take Years 7 and 8 vital for its future. Ministerial approval of nearly £1.4 million (including support from the LA) has helped secure the future of Brymore by providing the start-up funding necessary to plan for the arrival of Years 7 and 8. Student numbers have started to rise significantly due to the enhanced status of the school following improved examination results. Brymore is now heavily over-subscribed.

Bridgwater College

Bridgwater College, as the principal college of further education locally, and through the outstanding provision of land based studies at the Cannington Centre, is the obvious partner for Brymore to work with to enhance the experience and future aspirations of students. The schools developing Year 12 can only be delivered through collaborative work with Bridgwater College. The proposed move of the sports provision from Bridgwater to Cannington can only benefit the students of Brymore and help enhance sport at the school. The further strengthening of the relationship through sponsored academy status, along with that of the three other academies within the trust, Hamp Academy, West Somerset College and Bridgwater College Academy, has been beneficial with shared services and strategic planning.

**Key performance Indicators**

* Introducing more choice within the curriculum
* Raising student numbers
* Raising standards of attainment
* Upgrading resources to excellent facilities
* Achieving financial stability
* Getting the staffing right and fostering a culture of self-improvement
* Clear systems in place to aid school development
* Ensuring an outstanding boarding experience

These key performance indicators were identified by the Trustees and Governors in February 2011, and again in October 2012 and, along with the core values, determined the school targets and helped form seven strategic aims.

**2014/2015 2016/17**

1. To achieve 50% 5A\*-C including English and maths (FFTD - 26%) 1. To achieve 60% A\*-C in English and Maths

2. To achieve 90% 5A\*-C (current measure) 2. To achieve a A8 score of 5.00

3. To achieve 80% 3 levels progress in English 3. To achieve a P8 score of +0.6 in English

4. To achieve 80% 3 levels progress in maths 4. To achieve a P8 score of +0.6 in maths

5. To achieve a value added score of 1020(or equivalent) 5. To achieve a VA score of 1040

6. To recruit over 50 students into Year 7 and 9 6. To achieve good in Ofsted care standards

7. To increase student attendance to 95.5% 7. To increase attendance to 96%

8. To reduce persistent absence to below 2.5% 8. To reduce persistent absence to 2.0%

**2015/16**

1. To achieve 50% 5A\*-C including English and maths (FFT20 – approx. 40%)

2. To achieve 80% 3 levels progress in English

3. To achieve 80% 3 levels progress in maths

5. To achieve a value added score of 1020(or equivalent)

6. To achieve a progress 8 score of +0.2

6. To recruit over 58 students into Year 7

7. To increase student attendance to 96%

8. To reduce persistent absence to below 2%

 **Strategic Aims**

1. To ensure all lessons are good or outstanding
2. To deliver a dynamic and vocationally relevant curriculum where students can specialise in agriculture, horticulture, engineering or sport
3. To ensure all students are set and meet challenging targets (FFTD +1 or 3 levels progress)
4. To attract and retain the highest calibre of staff who share the values of the school and put the students first
5. To raise the profile locally and nationally of the Brymore experience so as to ensure that Brymore becomes the preferred choice for students of all abilities who wish to specialise in one or more of the four cornerstones
6. To foster responsibility, resilience and resourcefulness through the schools holistic learning experience
7. To ensure the financial health of the school through efficient and effective use of its resources
8. To ensure an outstanding boarding experience

These strategic aims drive the tactical development plan for the school. Seven strategic themes have been identified identified each with their own operational plan.

Strategic Themes

* Raising achievement (Strategic aim 3)
* Teaching and learning (Strategic aim 1)
* Curriculum (Strategic aim 2)
* Care, guidance and support (Strategic aim 6)
* Leadership and accountability (Strategic aim 4)
* Boarding (Strategic aim 6 and 8)
* Securing the future of the school (Strategic aim 5)

Each strategic theme has been broken down into key tactical objectives.

**Strategic theme 1: Raising achievement**

* To ensure all groups of students (SEN, pupil premium, ability etc) make at least expected progress
* To ensure all students make 3 levels progress in English and maths
* To improve the quality of writing and literacy of students
* To develop an effective mentoring system
* To improve the provision for all students through effective teaching and learning
* To develop a learning support strategy that focuses on raising achievement
* To improve teaching and learning through the use of AfL and the consistent application of the schools assessment policy
* To ensure all staff have access to high quality CPD
* To ensure there are consistently high standards across all lessons
* To ensure all lessons are at least good, with a significant increase in the number of outstanding lessons
* To ensure self-evaluation at a school and departmental level is effective

**Strategic theme 2: Teaching and learning**

* To align the school strategic and operational plan, with departmental strategic and operational plans and individual performance management targets for staff

**Strategic theme 3: Curriculum**

* To ensure clear options exist within the curriculum with identified pathways
* To ensure outstanding curricular provision in technology, agriculture, horticulture and sport
* To ensure clear progression routes exist for students entering year 12 and beyond
* To ensure all students are able to reach their full potential through a relevant and challenging curriculum from year 7 to Year 12
* To ensure Brymore students develop the skills and attributes to function successfully in the adult world.
* To produce a future proof curriculum plan that meets the needs of learners and the school

**Strategic theme 4: Care guidance and support (including boarding)**

* To improve behaviour across the school
* To ensure Brymore at least meets and in many cases exceeds the boarding minimum standards
* To develop clear communication and recording systems
* To develop SEAL across the school
* To ensure safeguarding procedures are outstanding
* To reduce exclusions

**Strategic theme 5: Leadership and Accountability**

* To develop effective PM procedures
* To ensure all staff have clear roles and lines of responsibility
* To develop robust MER procedures
* To improve communication systems
* To build capacity through distributed leadership
* To ensure recruitment meets targets set (28 boarders/22 out-boarders)

**Strategic theme 6: Boarding (see separate tactical plan)**

* To ensure outstanding outcomes for boarders
* To ensure outstanding quality of boarding provision and care
* To ensure outstanding boarders safety
* To ensure outstanding leadership and management of boarding

**Strategic theme 7 : Securing the future of the school**

* To increase student numbers
* To ensure the financial security of the school
* To develop a clear identity for Brymore
* To develop strong partnerships

Each strategic theme has an operational plan, however due to the scale of the changes required, further operational plans exist. Boarding has a separate tactical plan, and four operational plans, one for each theme. Each plan is led by a member of the Senior Leadership Team, supported by another member of the team as outlined below:

1. Raising achievement Vicky Davis/Bex Jones
2. Teaching and learning Vicky Davis/Mark Thomas
3. Curriculum Vicky Davis/Bex Jones
4. Care, Guidance and Support Luke Winter/Rob Watts
5. Leadership and Accountability Mark Thomas/Vicky Davis
6. Boarding Rob Watts/Mark Thomas
7. Securing the future of the school Mark Thomas

Additional operational plans:

1. Learning support Bex Jones/Mark Thomas
2. Departmental Operational plans HoD’s

**Brymore: Tactical Development Plan (2012/15) REVIEW**

|  |  |  |  |
| --- | --- | --- | --- |
| **Major Strategic Theme** |  **Strategic Aims** | **Lead person** | **Timescale** |
| **Raising achievement** | 1. To ensure all groups of students (SEN, pupil premium, ability etc) make at least expected progress
2. To ensure all students make 3 levels progress in English and maths
3. To improve the quality of writing of and literacy of students
4. To develop an effective mentoring system
5. To improve the provision for all students through effective teaching and learning
6. To develop a learning support strategy that focuses on raising achievement
 | NA/VCD | See operational plan |
| **Teaching and learning** | 1. To improve teaching and learning through the use of AfL and the consistent application of the schools assessment policy
2. To ensure all staff have access to high quality CPD
3. To ensure there are consistently high standards across all lessons
4. To ensure all lessons are at least good, with a significant increase in the number of outstanding lessons
5. To ensure self-evaluation at a school and departmental level is effective
6. To align the school strategic and operational plan, with departmental strategic and operational plans and individual performance management targets for staff
 | VCD/MT | See operational plan |
| **Curriculum** | 1. To ensure clear options exist within the curriculum with identified pathways
2. To ensure outstanding curricular provision in technology, agriculture, horticulture and sport
3. To ensure clear progression routes exist for students entering year 12 and beyond
4. To ensure all students are able to reach their full potential through a relevant and challenging curriculum.
5. To ensure Brymore students develop the skills and attributes to function successfully in the adult world.
6. To produce a future proof curriculum plan that meets the needs of learners and the school
 | VCD/RJ | See operational plan |
| **Care guidance and support (including boarding)** | 1. To improve behaviour across the school
2. To ensure Brymore at least meets and in many cases exceeds the boarding minimum standards
3. To develop clear communication and recording systems
4. To develop SEAL across the school
5. To ensure safeguarding procedures are outstanding
6. To reduce exclusions
 | NA/RW/LW | See operational plan |
| **Leadership and Accountability** | 1. To develop effective PM procedures
2. To ensure all staff have clear roles and lines of responsibility
3. To develop robust MER procedures
4. To improve communication systems
5. To build capacity through distributed leadership
 | MT/VCD | See operational plan |
| **Boarding****(see separate Tactical plan)** | 1. To ensure outstanding outcomes for boarders
2. To ensure outstanding quality of boarding provision and care
3. To ensure outstanding boarders safety
4. To ensure outstanding leadership and management of boarding
 | RW/MT | See operational plan |
| **Securing the future of the school** | 1. To increase student numbers
2. To ensure the financial security of the school
3. To develop a clear identity for Brymore
4. To develop strong partnerships
 | MT/RJ | See operational plan |

**Brymore: Tactical Development Plan (2015-18)**

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| --- | --- | --- | --- |
| **Major Strategic Theme** |  **Strategic Aims** | **Lead person** | **Timescale** |
| **Raising achievement** | 1. To ensure all groups of students (SEN, pupil premium, ability etc) make at least expected progress
2. To ensure all students achieve a P8 score of 0.50+ in English and maths
3. To improve the quality of writing, literacy and numeracy of students
4. To develop an effective mentoring system
5. To improve the provision for all students through effective teaching and learning and targeted intervention
6. To develop a learning support strategy that focuses on raising achievement
 | VCD/RJ | See operational plan |
| **Teaching and learning** | 1. To improve teaching and learning through the use of AfL and the consistent application of the schools assessment policy
2. To ensure all staff have access to high quality CPD
3. To ensure there are consistently high standards across all lessons
4. To ensure all lessons are at least good, with a significant increase in the number of outstanding lessons
5. To ensure self-evaluation at a school and departmental level is effective
6. To align the school strategic and operational plan, with departmental strategic and operational plans and individual performance management targets for staff
 | VCD/MT | See operational plan |
| **Curriculum** | 1. To ensure clear options exist within the curriculum with identified pathways
2. To ensure outstanding curricular provision in technology, agriculture, horticulture and sport
3. To ensure clear progression routes exist for students entering year 12 and beyond
4. To ensure all students are able to reach their full potential through a relevant and challenging curriculum
5. To ensure Brymore students develop the skills and attributes to function successfully in the adult world.
6. To produce a future proof curriculum plan that meets the needs of learners and the school
 | VCD/RJ | See operational plan |
| **Care guidance and support (including boarding)** | 1. To improve behaviour across the school
2. To ensure Brymore at least meets and in many cases exceeds the boarding minimum standards
3. To develop clear communication and recording systems
4. To develop SEAL across the school through effective care plans and a clear tutorial programme
5. To ensure safeguarding procedures are outstanding and all risk assessments are fit for purpose
6. To reduce exclusions
 | RFW/LFW | See operational plan |
| **Leadership and Accountability** | 1. To develop effective PM procedures
2. To ensure all staff have clear roles and lines of responsibility
3. To develop robust MER procedures
4. To improve communication systems
5. To build capacity through distributed leadership
 | MT/VCD | See operational plan |
| **Boarding****(see separate Tactical plan)** | 1. To ensure outstanding outcomes for boarders
2. To ensure outstanding quality of boarding provision and care
3. To ensure outstanding boarders safety
4. To ensure outstanding leadership and management of boarding
 | RFW/MT | See operational plan |
| **Securing the future of the school** | 1. To increase student numbers
2. To ensure the financial security of the school
3. To develop a clear identity for Brymore
4. To develop strong partnerships
 | MT | See operational plan |

**STRATEGIC THEME 1- Brymore Operational Plan: Raising achievement 2015/2016 Review**

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| **Objective (Tactical)**What do you want to do? | **Action**How are you going to do it? | **Deadline**(Date) | **Success criteria**What will it look like? | **Lead** | **Resources/ Costings/ Calendar** |
| 1. **To ensure data is used effectively across the school**
 | **1.Work with staff to use data frequently and purposefully**1. HOF to continue to produce departmental SEF.
2. Department Development Plan to continue to be in place for each academic year.
3. Regular line management meetings with all staff focusing on data analysis
4. Head to repeat meeting in January focusing on TIM

e) Schedule RAP meeting in first 3 weeks and using Y10 Summer 2 data, identify key students in English and maths.f) Following Autumn 1 data collection, HOD agree key students in their subject who need additional mentoring. Attend next SDP meeting for Raising Achievement to present who they are and how they are being supported at Faculty level. (Key Student department sheet to be used)g) Work scrutiny of Y11 (to include key students identified at meeting) in December 2015. | w/b 05/10/16October half termw/b 10th November 2015w/b 1st December 2014 | Departmental SEF completeDevelopment Plan complete for each departmentList of Y11s identified earlierHOD will have presented key Y11s at RAP and strategies to boost their progress.Progress of Y11 students through books/work | MT/HODHOD & LMIA, VCD, AA JTA, MTLM meetngsHODSLT | LM SEF – by week beginning 06/10/14LM Dev Plan – by Oct half termRAP group meeting on calendar for w/b 22nd SeptemberCalendar SDP for Raising Achievement w/b 10th November– agenda item: Key students in Department and RA strategies for each one.Work Scrutiny on SLT agenda w/b 1st December 2015 |
| 1. **To ensure all students make 3 levels progress in English and Maths**
 | 1. **Implement Raising achievement strategies** **in English and Maths.**
2. Continue traffic lighting of students in maths for breakfast/after school including Set Zero and C/D borderline students.
3. Continue to run Raising Achievement sessions in English and Maths on last day of term for parents.
4. Increase number of mock exams throughout the academic year.
5. Research & introduce exam weeks for Yr7, 8, 9
6. Create exam collapse calendar by January 2016 and release to staff so all are aware
7. Run Raising Achievement days before exams for all exam subjects.
8. Organise for coursework subjects to finish in April, allowing students to focus on exams.
 | Start w/b 16th SeptemberEaster holidays and May half termCalendar mocks in November, February, April, May, JuneJune 2015Sept – Jan 2016 | Extraction groups in MathsSuccessful daysStudents are able to work independently at home – work packsRegular whole school mocks and feedback – up to date picture of where students are.All staff aware of how much time they have, able to plan accordinglyCoursework deadlines met in Agri, Horti & ICT. Catch up sessions in Autumn and Spring term. Thus students able to focus on exams in April/ May/ June | IA/IHIA/JTA/VCDIAJTAVCD, RW, NJ, EG | COST – BE to tutor key students in mathsCOST – resources and lunch for parentsCALENDAR – Raising Achievement Days in Feb, April and MayPhotocopying costs – Department.Timetable doubles for these subjects or back to back lessons.Photocopying costs |
| 1. **To develop an effective mentoring system**
 | 1. Streamline the mentoring system to make it more achievable and effective
2. Review Course Information booklets and update.
3. Produce Countdown to Exams calendar for Y11
4. Mentor high tariff students on a weekly basis (see LS plan)
5. Monitoring of Mentoring Weeks: review impact of Mentoring
 | Sept 2015-By September 29th 2015From September 2015Mentoring Week) | Revised mentoring calendar effective and well receivedY11 and Y10 Course Information booklets completeCountdown calendar published and shared with Y11 parentsWeekly mentoring in place | VCD/LFWLWLWLW | Couse Information book photocopying costsCountdown calendar copying costs |
| 1. **To improve the provision for all students through effective teaching and learning**
 | See Learning support Plan |    |  |  |  |
| 1. **To develop a learning support strategy that focuses on raising achievement**
 |  See Learning support Plan |  |  |  |  |

**STRATEGIC THEME 1- Brymore Operational Plan: Raising achievement 2016-18**

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| **Objective (Tactical)**What do you want to do? | **Action**How are you going to do it? | **Deadline**(Date) | **Success criteria**What will it look like? | **Lead** | **Resources/ Costings/ Calendar** |
| 1. **To ensure data is used effectively across the school**
 | **1.Work with staff to use data frequently and purposefully**1. Ensure ‘life after levels’ is launched an in use in all departments, with regular assessments to monitor progress
2. HOF to continue to produce departmental SEF.
3. Department Development Plan to continue to be in place for each academic year.
4. Regular line management meetings with key staff focusing on data analysis
5. VCD to repeat meeting in January focusing on TIM

e) Schedule RAP meeting in first 3 weeks and using Y10 Summer 2 data, identify key students in English and maths.f) Following Autumn 1 data collection, HOD agree key students in their subject who need additional mentoring. Attend next SDP meeting for Raising Achievement to present who they are and how they are being supported at Faculty level. (Key Student department sheet to be used)g) Work scrutiny of Y11 (to include key students identified at meeting) in December 2016. | w/b 05/9/16October half termJan 2017w/b 10th November 2016w/b 1st December 2016 | Departmental SEF completeDevelopment Plan complete for each departmentList of Y11s identified early onHOD will have presented key Y11s at RAP and strategies to boost their progress.Progress of Y11 students through books/work | VCD/HODHOD & LMIA, NC, VCD, JTA, MT, LM meetngsHODSLT | LM SEF – by week beginning 06/10/16LM Dev Plan – by Jan 17RAP group meeting on calendar for w/b 22nd SeptemberCalendar SDP for Raising Achievement w/b 10th November– agenda item: Key students in Department and RA strategies for each one.Work Scrutiny on SLT agenda w/b 1st December 2016 |
| 1. **To ensure all students make 3 levels progress in English and Maths**
 | 1. **Implement Raising achievement strategies** **in English and Maths.**
2. Continue traffic lighting of students in maths for breakfast/after school including Set Zero and C/D borderline students.
3. Continue to run Raising Achievement sessions in English and Maths on last day of term for parents.
4. Increase number of mock exams throughout the academic year.
5. Research & introduce exam weeks for Yr7, 8, 9
6. Create exam collapse calendar by January 2017 and release to staff so all are aware
7. Run Raising Achievement days before exams for all exam subjects.
8. Organise for coursework subjects to finish in April, allowing students to focus on exams.
 | Start w/b 16th SeptemberEaster holidays and May half termCalendar mocks in November, March, JuneJune 2015Sept – Jan 2016 | Extraction groups in MathsSuccessful daysStudents are able to work independently at home – work packsRegular whole school mocks and feedback – up to date picture of where students are.All staff aware of how much time they have, able to plan accordinglyCoursework deadlines met in Agri, Horti & Engineering. Catch up sessions in Autumn and Spring term. Thus students able to focus on exams in April/ May/ June | IA/IHIA/JTL/VCDIAJTLVCD, RW, AA, LLW | COST – BE to tutor key students in mathsCOST – resources and lunch for parentsCALENDAR – Raising Achievement Days Photocopying costs – Department.Timetable doubles for these subjects or back to back lessons.Photocopying costs |
| 1. **To develop an effective mentoring system**
 | 1. Keep the streamlined mentoring system and ensure it is achievable and effective
2. Review Course Information booklets and update.
3. Produce Countdown to Exams calendar for Y11
4. Mentor high tariff students on a weekly basis (see LS plan)
5. Monitoring of Mentoring Weeks: review impact of Mentoring
 | Sept 2016-By Dec 2016From September 2016Mentoring Week) | Revised mentoring calendar effective and well receivedY11 and Y10 Course Information booklets completeCountdown calendar published and shared with Y11 parentsWeekly mentoring in place | VCD/LFWVCDVCDLWLWLW | Course Information book photocopying costsCountdown calendar copying costs |
| 1. **To improve the provision for all students through effective teaching and learning**
 | See Learning support Plan |    |  |  |  |
| 1. **To develop a learning support strategy that focuses on raising achievement**
 |  See Learning support Plan |  |  |  |  |

**STRATEGIC THEME 2- Brymore Operational Plan: Teaching & Learning (2014/2015) REVIEW**

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| **Objective (Tactical)****What do you want to do?** | **Action****How are you going to do it?** | **Deadline****(Date)** | **Success criteria****What will it look like?** | **Lead** | **Resources/ Costings/ Calendar** |
| 1. **Work with staff who require improvement**
 | * VCD to establish a clear plan of action for working with teacher A and B.
* Focus: Challenge and Progress and behaviour management.
* Timetable of lesson observations, spread across SLT/ key staff
 | **September/October 2014** | * Regular lesson observations reveal improvement from RI to ‘good’ over time.
* Reduction in level 1,2 & 3 incidents in both areas
* Student interviews show improved attitude to learning and greater sense of being challenged from boys
 |  | **Cover;**  |
| 1. **Encourage pupil progress through formative assessment and TIM**
 | * VCD to produce an impact report on the introduction of TIM
* Staff sent to the Taunton Academy to see TIM & DIRT in action, share resources
* Successfully launch a pilot of TIM
* Discuss outcomes of pilot & next steps
 | July 2014Sept 2014November 2014 | * Staff using DIRT time as a matter of course
* Staff pick up shortcuts to help reduce workload and make marking more effective
* Pupils respond well to TIM & DIRT time
 |  |  |
| 1. **Literacy across the curriculum – encouraging wider reading at KS3, literacy mats**
 | * JTA to produce an impact report on Literacy Across the Curriculum (See IR)
 | **July 2014** | **(**See IR for details) |  |  |
| 1. **Prep**
 | * VCD/LG to produce impact report for Prep 2014/15
 | July 2014 | (See IR for more details) |  |  |

**STRATEGIC THEME 2- Brymore Operational Plan: Teaching & Learning 2016-18**

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| --- | --- | --- | --- | --- | --- |
| **Objective (Tactical)****What do you want to do?** | **Action****How are you going to do it?** | **Deadline****(Date)** | **Success criteria****What will it look like?** | **Lead** | **Resources/ Costings/ Calendar** |
| 1. **Work with staff who require improvement**
 | * Continue to provide support for key staff. VCD to support 4 key staff, through regular meetings, observations and feedback
* Change the methodology – staff observing each other, not all VCD. Specifically develop MC, NC, HLJ, JTL, CT as observers
* Identify staff for others to observe – CT, HLJ, JTL, AA, MC
* VCD to maintain links via school networks for key staff with other schools
* VCD and AA to work with JA, NQT to develop high quality teaching
* VCD and NC to work with BW to improve subject knowledge and classroom management
 | **September 2016-****Sept 2016****Sept 2016****Sept – July 2016** | * Regular lesson observations reveal improvement from RI to ‘good’ over time.
* Reduction in level 1,2 & 3 incidents in 4 areas
* Student interviews show improved attitude to learning and greater sense of being challenged from boys
* Staff happier
* Improvement over the year
* Improvement over the year
 | **VCD****VCD****VCD****VCD****VCD, AA****VCD, NC** | **Cover;**  |
| 1. **Encourage pupil progress through formative assessment and TIM**
 | * VCD to continue working on targets from TIM impact report, focus on embedding best practice
* Key staff identified to lead on TIM & DIRT in action, share resources (CT?)
* Pupils trained in TIM
 | Sept 2016-Oct 2016 | * Staff using Triple R time as a matter of course
* Pupils respond well to TIM & Triple R time
 | **VCD****VCD/CT?** |  |
| 1. **Literacy across the curriculum – encouraging wider reading at KS3, literacy mats**
2. **Focus on improving the literacy levels of the lowest attainers**
 | * Ensure all staff are aware of the focus on literacy and ‘buy in’ to cross curricular responsibility
* Improve standards of writing in workbooks – expectation of minimum standards consistent in all areas, monitored through regular work scrutinies
* Launch regular ‘literacy’ meetings for all staff, led by JTL and CD
* Revise, improve literacy provision for all
* Use advice from Janet Brennan to introduce national testing and effective intervention
* Measure the impact of literacy provision
* Revise the curriculum to ensure lowest attainers get targeted support
 | **Sept 2016****Sept 2016 – July 2017****Sept 2016-** | **(**See IR for details) | **JTL****VCD/JTL/CD****VCD, JTL, CD****JTL/ CD****VCD** |  |
| 1. **Prep**
 | * Lead staff in developing homework ‘projects’ which can be ongoing for an extended period of time
* Support the investigation of electronic management systems such as Firefly
 | Sept 2016 |  | **VCD****VCD/LW** |  |
| 1. **Assessment**
 | * Ensure all subjects are using ‘life after levels’ effectively, with data management systems in place to track progress
* Ensure these systems tie into SIMS, can be recorded efficiently and meaningfully
* Work with parents to launch the new system of recording and explain its relevance
 | Sept –Oct16Sept – Oct 16Oct – Dec 16 |  | **VCD****VCD/CW****VCD** |  |

**STRATEGIC THEME 3 - Brymore Operational Plan Curriculum (2014/2015) REVIEW**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Objective (Tactical)****What do you want to do?** | **Action****How are you going to do it?** | **Deadline****(Date)** | **Success criteria****What will it look like?** | **Lead** | **Resources/ Costings/ Calendar** |
| * **Create a map of SMSC across the school, focusing on the delivery of the 3 Rs (resilience, responsibility, resourcefulness)**
 | LW ask staff to map whereabouts they contribute to SMSC in their subject. LW and VCD to work on Assembly/ tutorial themes to map SMSCTutorial programme introduced with clear lesson plans for each theme and week, linked to the assembly themes. Tutors take turns to plan one tutorial for others.LW to monitor the delivery of tutorials through ‘drop ins’ and regular supportPHSRE curriculum revised in line with gaps highlighted by the audit in July 2015 | **July 2014****September 2014****Sept-July 2015** | **Central map of what is covered where when. Gaps identified. PHSRE planned to fill these gaps.****Good quality delivery of tutorials highlighted through drop ins** | **LW** |  |
| **Staff plan Yr8 curriculum** | Staff given time on INSET to plan curriculum for Yr 8 | **January 2015** | Curriculum for Yr8 planned and shared by June 2014 | **VCD** | **Cost of resources** |
| * **Develop closer curriculum links with Bridgwater College in Agri/Horti**
 | Joint ‘Farm/ Gardens’ group formed and working closely with BC to develop the curriculum | **Sept 2014** |  | **RJ** |  |
| * **To develop a clear CAG strategy**
 | * To develop a clear CAG strategy

a) To identify destination routes of past studentsb) To produce comprehensive CAG materialsc) To review goals and opportunities eveningd) To invite past students to raise aspirations |  |  | **VCD** |  |
| * **Increase aspiration through a widening of the academic curriculum – triple sciences, languages, English Literature**
 | * Science department launch triple science in September 2014 as an after school session
* VCD to liaise with BC college to co-ordinate a twilight French lesson for Yr7, once a week
* JTL/VCD to introduce English Literature with Yr10
 | **Sept 2014** |  | **LW****VCD****VCD/JTL** |  |
| * **Review mentoring**
 | * LW and tutors to meet regularly to review mentoring scheme as part of a pastoral programme of meetings
 | **Sept – July 2014/15** |  | **LW** |  |

**STRATEGIC THEME 3 - Brymore Operational Plan Curriculum (2016-18)**

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| --- | --- | --- | --- | --- | --- |
| **Objective (Tactical)****What do you want to do?** | **Action****How are you going to do it?** | **Deadline****(Date)** | **Success criteria****What will it look like?** | **Lead** | **Resources/ Costings/ Calendar** |
| * **KEY FOCUS: ASSESSMENT, Life After Levels**
 | * Ensure all subjects complete entrance testing with Yr7, 8, 9
* Launch ‘Life after levels’ and monitor its effectiveness in all subject areas, through Sept INSET, regular monitoring of data drops
* Ensure parents are clear about what this system means as well as 1-9 through letter sent in October and parent consultation evening in November
 | **Sept-Oct 2016****Sept16****Oct16, Nov16** | Successful data on all pupils in all subjects used to track progressParents clear about the new system of assessment | **VCD****VCD** |  |
| * **Maintain map of SMSC across the school, focusing on the delivery of the 3 Rs (resilience, responsibility, resourcefulness)**
* **Monitor quality of tutorial provision through regular ‘drop ins’**
 | Update SMSC map as themes/ curriculum changes | **Sept 16 -Ongoing** | **Central map of what is covered where when.** **Good quality delivery of tutorials highlighted through drop ins** | **LW** |  |
| **Staff revise pathway to GCSE from Yr7, with a literacy focus****VCD to meet with all HoDs to discuss end of course assessments** | Staff given time in November to plan writing tasks and end of unit assessments for Yr 7, 8, 9Staff Meeting – curriculum focus | **Nov 2016****Sept 2015** | Staff clear plan of action to meet need for students to be exam ready by KS4 | **VCD** | **Cost of resources** |
| * **Research the impact of new measures/ changes to GCSEs on exam board choices**
* **Establish a clear policy for life after levels at Brymore – how we grade students, measure progress etc.**
 | * Look at VCerts – how these fit into the ebacc
* Ensure ECDL continues, make sure we have a replacement when it no longer counts. Early entry for Yr10?
* Clear deadlines set for coursework subjects
* Audit of number of exams in each subject (no surprises)
* Consult with staff on plan for KS3 exam week – end of Spring term?
* INSET day in November focus on
1. LIFE AFTER LEVELS in practice – review how we assess and measure progress at KS3
* PIXL conferences to continue to be attended by subject staff to ensure we are up to date with the best exam board choices and resources for the new GCSEs
 | **October 2016****September 2016****October 2016****Staff mtgs,** **Sept 16 -**  |  | **VCD****VCD****VCD****VCD****VCD****VCD** |  |
| **To develop the best facilities and the highest aspirations for students studying Agriculture & Horticulture** | * Farm Group continues to develop resources to upgrade farm facilities & focus on high standards of learning
* Gardens group continues, with same focus
* LLW to take the lead in planning an innovative curriculum, in conjunction with KM, newly appointed Agri teacher and farm team
* LLW to explore the new Land Based qualification and see if we can adapt them to Brymore
 | **Sept 16 -** |  | **MT****LLW****LLW** |  |
| * **To develop a clear CAG strategy**
 | 1. To identify destination routes of past students
2. To invite past students to raise aspirations
 | **By Dec 16** |  | **RJ****HB** |  |
| * **Maintain aspiration through a wider academic curriculum – separate sciences, English Literature**
* **Work TOGETHER to create a joined up approach across subjects, which recognises the way each subject impacts on the others**
 | * Science department maintain separate science in Options
* JTL/VCD/MC to continue English Literature with Yr10/11
* Maths continue Set Zero
* Start KS4 in Yr9 in History, English, Maths, Science, PE, Geog, ICT, Agri, Horti, DT?
* Greater emphasis on exams and extended writing at KS3 – ready for KS4
* Yr7,8,9 exam week
* Yr11 countdown organised
 | **Sept 2016****Discussion continued in September** **INSET focus** |  | **LW****VCD****VCD****VCD/JTL** |  |
| * **Review mentoring**
 | * LW and tutors to meet regularly to review mentoring scheme as part of a pastoral programme of meetings
 | **Sept – July 2016/17** |  | **LW** |  |

**STRATEGIC THEME 4 - Brymore Operational plan: Care, guidance and support (including boarding) (2013/2014) - REVIEW**

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| --- | --- | --- | --- | --- | --- |
| **Objective (Tactical)****What do you want to do?** | **Action****How are you going to do it?** | **Deadline****(Date)** | **Success criteria****What will it look like?** | **Lead** | **Resources/ Costings/ Calendar** |
| 1. To improve behaviour across the school
 | 1. To improve behaviour across the schoola) Review tracking for behaviour log to allow all relevant searches and monitoring to take placeb) Ensure behaviour Log is used by key staff and reviewed regularly (HOH,HP,SLT,DB,LM)c) Drop into lessons - timetabled drop in for SLT to support behaviour across the schoold) To develop use of SIMS gateway to allow behaviour incidents to appear on log in. To visit CFCS to see it in action1. To revise lesson monitor to record evenings/Sat pm

1a To develop a SIMS system that is unified for day and evening incidents1. Ensure Behaviour log generates required reports and train all staff in its use
2. Level 1&2 incidents go to the Office. Level 3s go straight to HOH for investigation. HOH responsible for communicating Level 3s to houseparent

1b To reduce fixed term exclusions and increase pastoral support following behavioural incidents1. Organise whole staff Level 2 training on managing students with attachment difficulties and devise follow up procedures centred around key students
2. Organise Level 3 training for individuals working around those students
3. Improve Mentoring system (see Raising Achievement plan)
4. Increase use of Pastoral Support Plan following fixed term exclusion. HOH, houseparent and associated SLT to review 2 weeks 6 weeks and 12 weeks after issue checking that strategies employed are having desired impact.

2. Review and revise the reward system.a) Proposed policy producedb) Rewards system launched.Original system maintained with addition of badges and certificatesIntroduce rotation of points collation throughout the half term: Week 1 - Y9, Week 2 - Y10, Week 3 - Y11 students report their tutor group totals to the Office for sustained accumulation of points/rewards3. To review and develop student leadershipa) Prefect meeting cycle establishedb) Prefect duty teams established and to meet with duty staffc) To review prefect systemCurrent SSLT system to be maintainedd) Student council electede) Student council meeting cycle established1. Terms of reference and meeting protocol established
2. Review of student council

RWa to lead on Student Council training DB in the first half term before DB takes it overh)To establish other forms of student voice and protocols such as suggestion boxes, house meetings etcContinue with bi-weekly Student voice newsletter1. To produce student leadership procedures as part of parent/student handbook

Review current information and amend accordinglye) To streamline behavioural reporting systems. All teaching and support staff to be trained to directly input behavioural incidents on to SIMSf) HOH to receive training to improve the monitoring of Absence and Behaviour within their House.g) Tutors to have regular conversations with their tutees in response to behaviour incidents.h) The rights of a child to become an integral part of the tutorial programme. Tutorial programme to include aspects of team building, social skills and building positive relationships. I) Follow up from behavioural incidents and reintegration meetings to be put on a centralised systemj) Half termly pastoral staff meeting to discuss student behaviour. Repeat offenders identified and support plan put in place (lead by tutors/HOH) | Sept 2012Sept 2012 Sept 2012Oct 2012Sept 2012Sept 2013Sept 2013September 2013September 2013September 2013Sept 2012Oct 2012 Ongoing throughout the yearSept 2012Sept 2012Sep 2012 Sept 2012Oct 2012 Sept 2012 September 2013Sept 2014Sept 2014Start Sept 2014 - ongoingSept 2014 –ongoingDec 2014Nov 2014 | Behaviour log used effectively and consistency achieved across the schoolIncreased SLT presenceChanges possibly made to the systemSIMS utilised more effectivelyLesson monitor in placeBehaviour Log reports used daily by HOH and BoardingDay and evening staff aware of incidentsStaff will have more understanding of attachment difficulties and more strategies in dealing with key studentsCreation of teams around the studentMentoring for every student x6 a yearPSP leads to improvement in personalised support for student and reduction in fixed term exclusionsRewards system evaluated and analysedStudent voice group consulted on rewardsMore regular presentation of awards throughout the year and more opportunities to report points to CT Prefect system establishedElections taken place and student council in placeSuccessful training of DBStudent Council continuedClear procedures part of student/parent handbookAll teaching staff and support staff directly inputting behavioural incidents instead of using the paper systemHOH checking SIMS home page each dayLearning walks identify follow up from behaviour and attendance conversations.Reduction in repeated incidents of negative behaviourStudents aware of their rights and the rights of others. Learning walks observe the delivery of Social skills and the use of team building activities.System in place to monitor points made in reintegration meeting. Record of when resolved.Tracking of unresolved behaviour incidents on SIMS (No issue to be unresolved for over 7 days)Up to date monitoring of key students involved in behaviour incidents. Support plans in place for every students that has received two level 3 in a term (Prevention of 3 strikes exclusion) | DODODO/VCDDO/CG/CT/PCDO/RW/PCMT/NA HOH and boardingStaff and HOHNA/SANANA/DODONADODORWa/DBDORWaNALFWLFWLFWLFWLFWHOHLFW | TimeElectronic system fit for purposeVisit to CFCSTime to organise SIMs and run trainingCost of EP to train staffLM of HOHStaff meetingAmended policyCT - Certificate production, tutors to organise the collation of pointsMeetings on calendarBadges Photos/meetings on calendar |
| 1. To ensure Brymore at least meets and in many cases exceeds the boarding minimum standards
 | a) DO/RW to go through minimum standards with boarding staff during INSET day in September.b) In line management meeting with House-parents RW to go through minimum standards and Ofsted criteria for minimum standards/ safeguarding.c) RW to create an audit sheet with minimum standards on it and safeguarding criteria. Staff to complete and provide evidence by Sept 2012.Now needs reviewing in light of NMSd)RW meet with House Parents to go through the results of the audit and prioritise the order in which to tackle each area - come up with a calendared plan of what to do when (boarding development plan), starting immediatelyLink to appraisal and review effectivenesse) To review the induction processRW to review againAdditional risk planning of implications of larger Induction 2014 to be completed by SLT | Sept 2012  Sept 2012By Sept 2012By Oct 2013W/B 23rd Sept 2012Sept 2012  | Power point developed and delivered Understanding of the new standards by all necessary staff - staff input into auditStaff input into auditCreate a priority list of action of development for the boarding house and safeguarding Development plan produced awareness of the boarding team of that plan and of the priorities that need to be addressed.Boarding staff appraisal linked to responsibilityInduction procedures produced | DODODO/RWRWDO/RWRWDO/RWMT/VCD/NA | p/pointnew standards from websiteaudit sheetpriority listdevelopment plan -key dates on calendar |
| 1. To develop clear communication and recording systems
 | a) DO to meet with RW and Matron and LC on a weekly basis.b) Improve communication between day and night staff to transfer information effectively to each other.RW and DO to attend SLT briefingHOH to attend SLT briefing c) To improve communication with parents for positive and negative behaviour (part of reward and behaviour policy)Review logging of phone calls in boardingTeaching and LS staff to log phone calls to any student at Deputy Head stage of behaviour review Introduce Student Support Plan as Linked Document on SIMS to centralise all information and planning around the child: key information on transition/strategies, Learning Support information and Boarding Care planStore Pastoral Support Plan in a similar wayWeekly meetings between RW and LFW to develop communication systems. Consistency with the reporting systems from the boarding team and day staff.SIMS used to record behaviour incidents day and night. Follow up system to be used effectively.  | Sept 2012Sept 2012Sept 2012Sept 2014 | Meetings establishedElectronic use of behaviour log visible to key staffDaily updates on behaviour and other pertinent care issuesIncreased and improved communication in placeStudents at risk of PEx have a comprehensive log of parental contactCentralised information on each student accessible for all staff. All staff able to cross-reference their work with others in the schoolWeekly meeting to be held, day and night systems to complement each other.House parent s notified of any attendance concerns or behavioural incidence that have occurred that day. | DODO/RWHOH/RW/DO/SLTDORWVCD to triggerNA to lead | P/pointTraining  |
| 1. To develop SEAL across the school
 | a) DO to write a curriculum for PHSE/R.E. for September 2012.NA to review with DO in LMDO to train selected staff and students in Restorative Justice. Introduce RJ proforma.Staff to begin using RJ as a matter of course.NA to review with DO in LM and request minutes of RJ held following key incidentsSEAL to become an integral part of the tutoring programme, the assemblies and the PSHRE programme. SMSC to be tracked and on across the schools. Aspects that are not met or need improvement will be targeted in the tutorial and mentoring programme.Vertical tutoring programme introduced to support social and emotional development | Sept 2012By Sept. 2012Sept. 2012October 2012October 2012October 2014 | Scheme of work incorporating RE/PHSE RJ on the C3 form, training delivered and practised across the schoolSMSC Mapped across school, every SMSC and SEAL criteria met. Regular activities both within and outside the classroom to support SEAL. | DODODODOLFW | SoWRJ referral formsRJ referral forms |
| 1. To ensure safeguarding procedures are outstanding
 | a) DO to review the Safeguarding Action Plan - for the first year by Sept 2012. b) Safeguarding on every meeting agenda where relevantc) Student leadership - mentoring To have established a list of those suitable for mentoring.1. To establish a training programme to give theoretical and practice solutions to be a mentor - maybe looking at House parents to involved in the same training
 | By Sept 2012Sept 2012 | Priorities listed and how to be actioned detailed.Trained mentors/students leadersInternal and external training provided - Leadership and mentoring skills developed of both staff and student leaders | MT/DODODO/NA/RWHP’s | Action planList of studentsCertificates of training |
| **Priorities for next year/Next steps*** Improve use of PSP for students with more than 2 exclusions.
* Review effectiveness of Induction 2014.
* Implementation of Vertical Tutoring: opportunities to review rewards system, chance for tutors and HOH to have an input in to support plans, need for House meetings.
* SMSC to guide the planning of PSHRE, Assemblies and tutorials. Aspects of SMSC to be integral to lessons across the school.
* Improve links with boarding including improved consistency of the systems used for behaviour and attendance.
 | **Impact*** There have been no permanent exclusions between 2009 and 2012 with one in 2013/14
* Days lost for fixed term exclusions dropped by 26% between 2012 and 2013
* Two Ofsted inspections (March 2012 and care standards in November 2012) reported behaviour as good
* 95% of parents on parent view agree/strongly agree students are well behaved with no parents disagreeing/strongly disagreeing
* 100% of parents report their child felt safe at the school
* 97% felt their child was happy
* Behaviour log now used across the school (day/boarding)
* Behaviour of all reviewed by SLT/HoH/DoB every day – intervention immediate
* Reward system re-launched (badges in place)
* Prefects/SSLT introduced
* Student council elected
* Student mentoring established
* Boarding team meet every week – NMS reviewed
* Better communication on a daily basis between day and evening staff ensuring that behaviour is reviewed and actioned promptly.
* Attachment training delivered and clear evidence of groups of staff working around key students.
* Rewards: badges and Student of the Week seen as aspirational by boys – VT provides chance for tutors to review this.
* SSLT recruitment shows clear drive and determination of current Y10 to be part of student leadership.
* Support plans in place and being utilised
 |

**STRATEGIC THEME 4 - Brymore Operational plan: Care, guidance and support (including boarding) (2014-2017)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Objective (Tactical)****What do you want to do?** | **Action****How are you going to do it?** | **Deadline****(Date)** | **Success criteria****What will it look like?** | **Lead** | **Resources/ Costings/ Calendar** |
| 1. To improve behaviour across the school
 | 1. To improve behaviour across the schoola) Review tracking for behaviour log to allow all relevant searches and monitoring to take placeb) Continue to ensure behaviour Log is used by **all staff** and is reviewed regularly.c) Drop into lessons - timetabled drop in for SLT to support behaviour across the schoold) LFW to timetable high challenge areas and share with SLT.1a To fully embed the SIMS system into the day and boarding systems1. Ensure all staff create Behaviour logs and tutors and HOH can generate required reports.

1b To reduce fixed term exclusions and increase pastoral support following behavioural incidents**Use of a Pastoral Support Plan following two fixed term exclusion.** HOH, houseparent and associated SLT to review 2 weeks 6 weeks and 12 weeks after issue checking that strategies employed are having desired impact.2. Review and revise the reward system.Original system maintained with addition of badges and certificatesMaintain SIMS achievement record**3. To embed student leadership across years and boarding****a) Prefect meeting cycle established****b) Prefect duty teams established and to meet with duty staff**4. **Student council elections to be held as a part of VT programme****e) Student council meeting cycle established**1. **Terms of reference and meeting protocol established**
2. **RW and LFW to meet student council regularly.**

**h) To establish other forms of student voice and protocols such as suggestion boxes, house meetings**.e) To embed behavioural reporting systems. All teaching and support staff to be trained to directly input behavioural incidents on to SIMSf) HOH to receive training to improve the monitoring of Absence and Behaviour within their House.g) Tutors to have regular conversations with their tutees in response to behaviour incidents.h) The rights of a child to become an integral part of the tutorial programme. Tutorial programme to include aspects of team building, social skills and building positive relationships. I) Follow up from behavioural incidents and reintegration meetings to be put on a centralised system. Tutor, HOH and relevant SLT invited to reintegration meetingsj) Consistently attended half termly pastoral staff meeting to discuss student behaviour. Repeat offenders identified and support plan put in place (lead by tutors/HOH) | Sept 2016Sept 2016 OngoingOctober 2015Oct 2015Sept 2016July 2016September 2016December 2015September 2013September 2016 - onwardsSeptember 2015 ongoingSeptember 2016Sept 2014 – OngoingSept 2014 ongoingSept 2014 - ongoingSept 2014 –July 2016October 2015Sept 14 - Ongoing | Behaviour log used effectively and consistency achieved across the schoolIncreased SLT presenceChanges possibly made to the systemBehaviour Log reports used daily by HOH and BoardingDay and evening staff aware of incidentsMentoring for every student x6 a yearPSP leads to improvement in personalised support for student and reduction in fixed term exclusionsSIMS will enable:Rewards system evaluated and analysedStudent voice group consulted on rewardsMore regular presentation of awards throughout the year and more opportunities to report points to CT Elections taken place and student council in place.Regular meetings, Half termly feedback of changes made or ongoing concerns in Assembly.Raised awareness of the student councilAll teaching staff and support staff directly inputting behavioural incidents instead of using the paper systemHOH checking SIMS home page each dayLearning walks identify follow up from behaviour and attendance conversations.Reduction in repeated incidents of negative behaviour. Every student is aware of their rights and the rights of others. Learning walks observe the delivery of Social skills and the use of team building activities.Tracking of unresolved behaviour incidents on SIMS (No issue to be unresolved for over 7 days)Up to date monitoring of key students involved in behaviour incidents. Support plans in place for every students that has received two level 3 in a term (Prevention of 3 strikes exclusion)Use of positive behaviour management in lessons (using the rights of a child to help manage behaviour) | LFWLFW/VCDLFWLFWLFW/RW/JLW/RJLFW/RJLFWLFWLFWRWLFWLFW | TimeSIMS used effectivelyCalendar hot spotsStaff meetingAmended policyTime (office to monitor achievement points)Cost Printing of coloured certificatesMeetings on calendarBadges Photos/meetings on calendarMoney for rewardsEdmodo and SIMS handbooks generated |
| 1. To ensure Brymore at least meets and in many cases exceeds the boarding minimum standards
 |  |  |  |  |  |
| 1. To develop clear communication and recording systems
 | a) RW and Matron and LC on a weekly basis.b) RW and LFW to attend SLT briefingHOH to attend SLT briefing c) To improve communication with parents for positive and negative behaviour (part of reward and behaviour policy) Review logging of phone calls in boarding**d) Trial Edmodo for prep, parent and student votes.**Teaching and LS staff to log phone calls to any student at Deputy Head stage of behaviour review **Embedding practice:****Student Support Plan as Linked Document on SIMS to centralise all information and planning around the child: key information on transition/strategies, Learning Support information and Boarding Care plan****Store Pastoral Support Plan in a similar way (linked documents on SIMS)****Weekly meetings between RW and LFW to develop communication systems. Consistency with the reporting systems from the boarding team and day staff.** | Sept 2014Sept 2014OngoingOctober 2015**December 2015** | Meetings establishedIncreased and improved communication in place**Students at risk of PEx have a comprehensive log of parental contact**Centralised information on each student accessible for all staff. **All staff able to cross-reference their work with others in the school****Weekly meeting to be held, day and night systems to complement each other.****House parent s notified of any attendance concerns or behavioural incidence that have occurred that day.** | RWRWHOH/RW/SLTLFWLFWLFW/RJ/RW |   |
| 1. To develop SEAL across the school
 | SEAL to become an integral part of the tutoring programme, the assemblies and the PSHRE programme. SMSC to be tracked and on across the schools. Aspects that are not met or need improvement will be targeted in the tutorial and mentoring programme.Sharing of good practice: Vertical tutoring sharing of good practice (SLT involvement in tutor activities) | Sept 2014ongoingDecember 2015 - ongoing | SMSC Mapped across school, every SMSC and SEAL criteria met. Regular activities both within and outside the classroom to support SEAL.Consistency in tutorial delivery, monitoring of attendance and behaviour and mentoring comments | LFW/MTLFW | Regular tutor drop ins by SLT |
| 1. To ensure safeguarding procedures are outstanding
 | a) LFW to review the Safeguarding Action Plan - for the first year by December 2015 b) Student leadership - mentoring To have established a list of those suitable for mentoring.1. To establish a training programme to give theoretical and practice solutions to be a mentor - maybe looking at House parents to involved in the same training
 | December 2015September 2016 | Priorities listed and how to be actioned detailed.Internal and external training provided - Leadership and mentoring skills developed of both staff and student leaders | MT/LFWLFW/VCDLFW/RWHP’s | Action planCertificates of training |
|  | **Impact*** **Significant reduction in fixed term exclusions, despite increase in pupil numbers**
* Ofsted inspections reported behaviour as good
* 94% of students feel we that we help them to understand and respect people from other culture
* 100% of parents would recommend Byrmore
* 100% of boys feel safe at school
* Behaviour log now used across the school (day/boarding) Ongoing and improving (More regular monitoring required)
* Behaviour analysis important component in achieving Good ofsted grade
* Student specific behaviour management and intervention due to monitoring of SIMS behaviour record
* Behaviour of all reviewed by SLT/HoH/DoB every day – intervention immediate/rapid
* Reward system re-launched (badges in place)
* Prefects/SSLT improvement in team organisation and independence
* Student mentoring continue (regular academic mentoring)
* Boarding team meet every week – NMS reviewed
* Open communication on a daily basis between day and evening staff ensuring that behaviour is reviewed and actioned promptly.
* Rewards: badges and Student of the Week seen as aspirational by boys – VT has provided chance for tutors to review this. This needs reviewing, obvious merits are being used (improved system
* SSLT recruitment shows clear drive and determination of current Y10 to be part of student leadership. Even higher uptake of students this year. Most of the year has applied for a role.
* PSP In place and combine the BSP, PSP and SEN provision, intervention and Impact Care plans have combined these documents
 |
|  | **Priorities for next year/Next steps*** **PSP to include all information from BSP, PSP and SEN provision (Linked to SIMS)**
* **Improve consistency of the vertical tutoring programme: Tutors and HOH to have an input in to support plans, need for House meetings.**
* **Continue to improve links with boarding**
* **Fully embed the use of SIMS for behaviour and attendance analysis.**
* **Increased one to one mentoring time with Tutors (Tutorial to include time to discussion emotional wellbeing and student concerns)**
* **Collaborate with RW and JF to introduce the Brymore Wings programme (to include leadership and social development)**
* **Edmodo introduction across a number of departments (increased prep monitoring by tutors, staff and parents**)
* **Mentoring to include a period where staff can get to know their tutees, how they are developing and concerns.**
* **School council to be an integral part of student voice (Combining day and night concerns)**
* **6 week social skills programme to be used all year, alongside ongoing social skills for the boys that need it. Different set up/course used.. SA leads, but could use more allocated time.**

**Next Year*** **Improve consistency of the vertical tutoring programme: Tutors and HOH to have an input into the care plans.**
* **Tutors to trigger reward certificates (improved distribution of rewards), raised profile of tutor group awards received.**
* **Meet as a safeguarding team twice a week (once a week minimum) to discuss ongoing concerns, new students and set actions.**
* **Reinforce the “Expectations”. Ongoing support for staff, however increased expectation of staff to ensure expectations are met by all groups. Including the presentation of the planner for every lesson.**
* **Consolidate good practice in regards to safeguarding and student support.**
* **Increased frequency of learning walks (including more analysis of boys sent out of class, referred, sent to LFW etc)**
 |

**STRATEGIC THEME 5 - Brymore Operational Plan: Leadership and accountability (2014/2015) - REVIEW**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Objective (Tactical)****What do you want to do?** | **Action****How are you going to do it?** | **Deadline****(Date)** | **Success criteria****What will it look like?** | **Lead** | **Resources/ Costings/ Calendar** |
| 1.To develop effective appraisal procedures (focus impact on student progress) | Revise appraisal proceduresStaff meeting in September go through appraisal procedures. MT complete appraisal of all teaching staff MT to present recommendations to governing BodyMT to review progress of students with all staff following each data drop (to include data, work scrutiny, attitude to learning) | June 2014 Sept 20144th Oct 2014Oct 201415th Oct 201417th Jan 20157th Mar 20151st May 201513th Jun 2015 | Procedures in placeAll Staff aware of appraisal proceduresAppraisal documentation completedConsistent approachSharper focus on progress | MTMTMTSLT/ LM’s | Staff meeting Sept 2014Full Gov. Body meeting Oct 2014 |
| 2.To ensure all staff consistently follow agreed working protocols | Rationale and working protocol document launched in first INSET day in SeptemberCore principles for staff agreed. Accountability framework produced.All staff accept:* Every boy really does matter
* There is an expectation of the highest standards
* Their role is vital in improving organisational efficiency

SLT go thorough document and middle leaders responsibilities in line management meetingsTo produce a calendar of staff development – individualised following appraisal | Sept 2014Sept 2014/On goingSept 2014Sept 2014Reviewed Oct 2014 | Document agreed and in placeAll staff following protocolsCoherent staff development programme in place based on need | MTMTMTMT/VCD | Inset day Sept.Line man. meetingsINSET day/staff meetingStaff meeting calendar |
| 3.To ensure robust MER procedures | SLT produce calendar for line management meetings SEF’s, Departmental plans and reviews carried out according to calendarSee T&L and Raising Achievement plan for detailed monitoring throughout the year. To establish ‘area’ reviews for identified teams: Departments/ Office/site/boarding/care/Learning support/Technicians/groundsLaunch Inset dayTo establish external inspection visits/support for moderation purposes and to provide challenge* To book INCITE
* To establish links with Lillian Bayliss School in London
* To establish links with Taunton Academy
 | September 2014September 2014Sept 2014June 2014June 2014June 104 | Calendar on SLP and shared with all staffProcedures produced and shared with staffContinuous improvement culture establishedExternal programme of accountability established | MT/VCDVCDMTMT | Meeting calendar |
| 4.To build capacity through distributed leadership | To establish three School Development Teams to work with SLT:* Teaching and Learning
* Raising achievement and welfare
* Business and General purpose

To identify key staff to work on identified Impact reports:TIM, LAC, Challenge and progress, Leadership and accountabilityTo ensure existing teams feel part of the school vision and to re-enforce core principles/working protocols throughHalf termly meetings established attended by SLT for:* Office team
* Site team
* Boarding team
* Learning support team
* Technicians
 | Sept.2014Sept 2014/On goingFrom Sept 2014 | Greater staff involvement/awareness of key decisionsGreater staff involvement Improved team workAll staff mindful of core principles in day to day working practice/feel valued | MTMTMT/SLT |  |

**STRATEGIC THEME 5 - Brymore Operational Plan: Leadership and accountability (2015/2016)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Objective (Tactical)****What do you want to do?** | **Action****How are you going to do it?** | **Deadline****(Date)** | **Success criteria****What will it look like?** | **Lead** | **Resources/ Costings/ Calendar** |
| 1.To ensure all staff consistently follow agreed working protocols | To improve communication through:1. Improved bulletin with deadlines included for following week (2 week bulletin)2. Improved use of staff notice board3. Use of staff meeting time for business as well as staff development, with agenda’s updated and staff contributions welcomed4. Common agenda items for LM meetings | Sept 2015/On goingSept 2015Sept 2015Sept 2015 | All staff following protocols/Greater consistency | MTMT/VCD | Inset day Sept.BulletinNotice boardINSET day/staff meetingStaff meeting calendar |
| 2.To ensure robust MER procedures | SLT produce calendar for line management meetings SEF’s, Departmental plans and reviews carried out according to calendarSee T&L and Raising Achievement plan for detailed monitoring throughout the year. To establish ‘area’ reviews for identified teams: Departments/ Office/site/boarding/care/Learning support/Technicians/KitchensLaunch Inset dayTo ensure existing teams feel part of the school vision and to re-enforce core principles/working protocols throughHalf termly meetings established attended by SLT, led by key staff for:* Office team (CT)
* Site team (PC)
* Boarding team (RW)
* Learning support team (RJ)
* Technicians (MT)
* Kitchens (JR)

To establish external inspection visits/support for moderation purposes and to provide challenge* To embed links with Lillian Baylis School in London
* To join PixL or challenge partners
* To develop links in Family B
 | September 2015September 2015Sept 2015From Sept 2015Sept 2015 | Calendar on Outlook and shared with all staffProcedures produced and shared with staffContinuous improvement culture establishedGreater staff involvement/awareness of key decisionsGreater staff involvement Improved team workAll staff mindful of core principles in day to day working practice/feel valuedExternal programme of accountability established | MT/VCDVCDMTMTMT/VCD | Meeting calendar£3000 – part of Somerset challenge |
| 4.To build capacity through distributed leadership | To establish three School Development Teams to work with SLT:* Raising achievement and welfare (MT,VCD,JTL,IA,AAT,LW)
* Business and General purpose (MT,PC,JE +GW)

To continue to establish Impact reports:TIM, LAC, MathsTo ensure existing teams feel part of the school vision and to re-enforce core principles/working protocols (see above) | Sept.2015Sept 2015/On goingFrom Sept 2015 | Greater staff involvement/awareness of key decisionsGreater staff involvement Improved team workAll staff mindful of core principles in day to day working practice/feel valued | MTMTMT/SLT |  |
| 5. To improve long term strategic planning | To produce the following:1. Business development Plan2. Site development Plan3. Consumables (including ICT) Plan4. Staff shadow structure | Sept 2015Sept 2015Sept 2015Sept 2015 | Clear plans I place and agreed by Governors | PCPCPC/MTMT | Costings to be included |

**STRATEGIC THEME 7- Brymore Operational plan: Securing the future of the school (2012/2015) -REVIEW**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Objective (Tactical)****What do you want to do?** | **Action****How are you going to do it?** | **Deadline****(Date)** | **Success criteria****What will it look like?** | **Lead** | **Resources/ Costings/ Calendar** |
| 1. **To increase student numbers**
 | 1. **To ensure Brymore is successfully marketed.**
2. To establish a marketing strategy
3. To identify key roles and responsibilities
4. To review Brymores presence at shows
5. To identify areas for direct marketing
6. To continue to develop the Brymore brand

**See 3 below** | Sept.201326th Sept.26th Sept.22nd October26th Sept. | A clear marketing strategy exists which is successful in raising numbers | MT/LW | Brochures/Open mornings/Primary visits/Shows |
| 1. **To ensure the financial security of the school**
 | 1. **To review all aspects of the school budget, along with the staffing review (see leadership and management). To include:**a) Teaching staff budgetb) Support staff budgetc) General school budgetd) Boardinge) Farmf) Gardens2. **To produce a three year financial plan aligned with the school development plan**3. **To ensure all operational plans are fully costed** | See Leadership and management plan for timescales26th Sept22nd October | Three year financial plan in place aligned to the school development planAll operational plans are in place and costed. | MT/GCMT/GC | Full governors |
| 1. **To develop a clear identity for Brymore**
 | 1. **To review the status of the school**
2. To establish a core group to lead on UTC status
3. To produce UTC development plan
4. To identify key targets for development
5. To produce a timeline for implementation
6. To review other means of changing the school status/enhancing current status
 | 6th Sept.6th Sept.6th Sept.6th Sept.22nd Oct. | UTC operational plan in place and/orAlternative plan established | MT/VCD/LB | 14th September – Lord Baker visit |
| 1. **To develop strong partnerships**
 | 1. **To continue to develop links with Bridgwater College**
2. To establish clear Year 12 arrangements regarding registration, funding, accreditation and curriculum.
3. To develop clear curricular links pre 16 with joint delivery.
4. To established a shared vision for Brymore students from 13-18.
5. **To establish a partnership with EDF energy**
6. **To develop links with the German technical colleges (engineering)**
7. **To foster a relationship with schools/education in The Gambia**
8. **To establish links with primary schools**
9. **To further develop links with the local community**
 |   22nd Oct.22nd Oct.22nd Oct.12th Sept.12th Sept22nd Oct. | Year 12 policy and procedures in place.Pre 16 students attend Cannington as part of agriculture/horticulture BTec.UTC sponsorship/engineering centre establishedStudent exchange set upStudent visits organisedTaster days on the calendarStrategy established | MTMT/EG/RWMTVCDMTMTMT | Gov.s – curriculum -17th October |
| **Priorities for next year/Next steps*** Produce a three year strategic plan to develop the farm, gardens and workshops to include attracting investment.
* To continue to raise the profile of the school nationally
* To secure financial security
* To continue to develop the letting potential of the school
* To ensure Brymore is over-subscribed for boarders and outboarders in all years.
 | **IMPACT*** Student numbers risen from 146 to 195 (Sept. 2013- Sept.2014)
* Oversubscribed for Year 7 outboarders and year 9 boarders
* Increased national presence with features in The Guardian, Radio 4 (twice), Farmers Weekly, Farmer and Grower, Horticulture monthly. Supported by Jimmy Doherty and Hugh Fearnley- Whittingstall. Visit by David Laws (MP) and support from Tessa Munt (MP), Ian Liddel Grainger (MP). YFC granted a meeting with Prince Charles in recognition of support of farmers on the levels.
* Increased local and regional presence through numerous local press articles, television and radio fetures
* Re-branding and new materials produced
* Three year budget shows clear financial security. Increased income through lettings, catering provision and efficiency savings
* Year 12 established
* Other community links established: Open day attracts 2 500 visitors and over 50 local businesses, winter fayre established attracting 30+ businesses, catering provision for three primary schools established, hosting The Bridge centre (PRU), hosting primary area x-country and cycle cross, combined cricket provision with Cannington village, regular support of farmers at Moorland on the Somerset levels, working with local business, Cannington in Bloom, supporting the Toby Buckland Garden festival.
 |

**STRATEGIC THEME 7- Brymore Business Development Plan: Securing the future of the school (2015/2017)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Objective (Tactical)****What do you want to do?** | **Action****How are you going to do it?** | **Deadline****(Date)** | **Success criteria****What will it look like?** | **Lead** | **Resources/ Costings/ Calendar** |
| **1.To increase student numbers/ Local presence**  | 1. To continue developing local presence through news stories/features
2. To expand opportunities to host local primary schools
3. To target primary schools with marketing materials
4. Ensure that all publications that are released have gone through SLT for proof reading.
 | OngoingOngoingSept. 2015Ongoing | Regular press releases in newspapers and social media.Arrange for MT to visit local schools to continue to raise awareness of Brymore within local primary schools.Clear policy that all publications are submitted to SLT for approval before release.Farm, Garden and DT days for primary schools  | PCO/LWPCO/LW/MT/Farm/Horti/ DT |  |
| 1. **To ensure financial security**
 | 1. To continue to develop the letting potential of the school and its facilities.
2. To continue to tighten financial controls
3. To develop the earning potential of the farm and gardens ( to re-invest)
 | OngoingOngoingOngoing | Increased letting incomeIncreased savingsIn placeEnhanced provision | MT/PCMT/JEMT/PC/Farm & Gardens Board |  |
| 1. **To continue to develop strong partnerships (To develop a clear identity)**
 | 1. To develop opportunities to host local primary schools through the farm, gardens, workshops and sport
2. To develop stronger links with local business – key focus in operational plans for farm, gardens, sport and workshops via Brymore Brand.
 | September 2015September 2015 | Increased links with primary schools established – PCO already created links with Wembdon, Somerset Bridge, Otterhampton, Stourgursey.Create better working relationship with local business to market Brymore produce | PCO/MT/LW/HoD’sPCO/MT/LW/HoD’s | Calendar dates identified |
| 1. **ICT Development Plans**
 | 1. Review staff use of ICT within curriculum.
2. Review staff use of SMART Boards within classrooms.
3. Possible cloud base server system or equivalent.
4. Development ICT future plan
5. Development of new Photocopier system
6. New telephone system
 | September 2015 – Ongoing | Complete review of all ICT usage at Brymore to develop a 5 year plan in line with the school curriculum. Discussions with Crispin associates regarding new photocopiers | SLT/HoD’s/HP/JSPCO/MT | TBC |
| 1. **Revenue development**
 | 1. Increased numbers for Primary Catering
2. Increase external catering options
3. Brymore Sponsorship from industries
 | July 16OngoingAugust 16 | Increase number of primary schools that we cater for within local area. Add Brymore Catering to the SCC recommended list.Increased advertising through the Brymore website and raising Facebook profileCreate a list of potential working partner companies.PCO – To arrange meetings with MD’s to discuss plans. | PCO/JR/MTPCO/LWA/JRPCO/MT/Farm & Garden Boards |  |
| 1. **Site Development plans**
 | 1. Replacement of Elliot Buildings.
2. Renovation or demolition of old Dining hall
3. Swimming pool – Renovation or demolition
4. Renovation of Brymore Ponds
5. Whole School Redecoration
6. Possible Introduction of Biomass Boiler
7. Repair of Kemp & Reid Roof
 | OngoingTBCTBCAugust 16OngoingSeptember 2015 Ongoing | CIF Funding application Jan 16PCO – to investigate possible funding.PCO – Investigating possible funding streams.Natural England Funding – Application due sub Sept 15.3/5 year decoration rotationWorking with Forest Fuels Biomass looking at funding.PCO to discuss next steps forward with MT/Governors | PCO/MTPCO/MTPCO/MTPCO/MTPCO/MTPCO/MTPCO/MT/Governors |  |

**Brymore Tactical Development Plan: Boarding (2016/18)**

|  |  |  |  |
| --- | --- | --- | --- |
| Major Strategic Theme |  Strategic Aims | Lead person | Timescale |
| 1. The overall experiences and progress of children and young people
 | * 1. To introduce BSA boarding skills awards program to selected students and year 7s that allows both pupils and staff to monitor, track and develop an individual’s progress towards SEAL and the ECM agenda.
	2. Embed a pupil driven student voice system throughout boarding, ensuring individuals and groups are able to make significant contributions to boarding’s operation and development.
	3. Increase the range and diversity of opportunities for pupils to become involved in new experiences to develop socially, physical, emotional and psychological health, whilst providing opportunities to gain success and achievement across a range of different environments.
	4. Provide increased opportunities to strengthen friendships and a sense of community throughout the houses, whilst developing a strong affiliation for their residential environment.
	5. Ensure that communication and consistency across all houses and to all stakeholders is maintained and developed to be a significant strength across all areas.
 | JLJL/RWEHJFRW | See operational plan |
| 1. The quality of care and support
 | * 1. Plan and deliver an induction program that maximises the opportunities for pupils to settle and engage in Brymore life as quickly and effectively as possible, both prior to arrival and during their initial few months.
	2. To develop the range of support and intervention types / groups used across boarding to promote individuals health and wellbeing including mental and emotional health.
	3. Provide opportunities for all pupils to undertake a lead role(s) of responsibility within boarding, with a focus of promoting student voice / views and the 3 R’s.
	4. Increase the range and diversity of activities program to develop social and spiritual awareness.
	5. Promote and maintain an ethos that students are constantly and centrally involved in the planning and reviewing of their care and future development.
 | RWJL/KTJLEHRW | See operational plan |
| 1. How well children and young people are protected
 | * 1. Carry out a full review of policies and procedures for child protection and safeguarding; countering bullying, including racism, homophobic and cyber-bullying, health and safety; and for children missing from school in line with national guidelines.
	2. To promote an ongoing personal development program for all houses that highlights and details how young people can be protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism, radicalisation and other forms of discrimination.
	3. Complete a review of all risk assessments and ensure all future requirements of any risk assessments are complete, amended, shared and reviewed considering all presenting needs, allowing effective responses are made as a team.
	4. Continue to develop and promote the use of positive behaviour management strategies and effective de-escalation techniques that are specific to the individual are used throughout boarding
 | RWJLRWJL | See operational plan |
| 1. The impact and effectiveness of leaders and managers
 | 4.1 Update and sharing with staff of NMS document to ensure theory is in fact reality. 4.2 Development of a robust and continual monitoring process of all boarding provision (key focus safeguarding) to include both external and internal monitoring, feedback and evaluation.4.3 Ensuring training and development program meets the specific needs of students and staff individually, which is regularly evaluated to ensure it impacts positively on practice.4.4 Continued development and review of weekly line management meetings and supervision if required to promote collaborative team work, consistency and stability. 4.5 Effective implementation of REACH boarding software to aid communication and accountability. | RWRWRWRW/JLRW | See operational plan |

**Boarding : STRATEGIC THEME 1 - Brymore Operational Plan Boarding :** **Outcomes for Boarders (2014/2016)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Objective (Tactical)****What do you want to do?** | **Action****How are you going to do it?** | **Deadline****(Date)** | **Success criteria****What will it look like?** | **Lead** | **Resources/ Costings/ Calendar** |
| **1 - To create and implement a pilot system for year 7’s that allows both pupils and staff to monitor, track and develop an individual’s progress towards SEAL and the ECM agenda.** | * LW/JF and RW to create a program using Edmodo detailing success and assessment criteria.
* Introduce program across year 7 as pilot scheme for 2015 /16
* 6 x 1-1 sessions with all pupils across the year to review progress.
* Link program to all elements of school life to allow maximum success potential.
* Specific prep sessions per term set aside for self assessment / 1-1 meetings
 |  Oct 2015 | * Year 7 Pupils self-assessing their own social / emotional/ physical development and target setting.
* Increased self-awareness of personal areas of strength and weakness.
* Increased motivation to succeed and challenge themselves in all areas of personal development.
* Visual presentation of personal development over 5 year period.
 | JF / RW /LW | Edmodo program / booklets |
| **2 - Embed a pupil driven student voice system throughout school day + boarding, ensuring individuals and groups are able to make significant contributions to schools operation and development.** | * Continue to develop existing and new focus groups of student voice (Council / HIT / Food group / Activities Group / school site group / boarding group).
* Development of social media platform to feedback student voice.
* Ensure items raised in groups are publicly available and update feedback provided within specific time frame via assembly / notice boards / social media.
* Publically (in school /to parents) celebrate termly actions / change that has been driven by pupil voice via news letter section / social media
 | Oct 2015Nov 2015On-goingOn-going | * Multiple focus groups established and driven by pupils for pupils.
* 2 x scheduled meetings per half term. 1 x assembly per half term feedback.
* Feedback for selected groups to be published via notice boards / assemblies / online within set time frame.
* Pupils taking and increased responsibility for their school facilities / activities / direction.
* Pupils becoming more forthcoming with ideas in a realistic manner and channelled correctly.
 | LW/ RW | Badges for groups |
| **3- Increase the range and diversity of opportunities for pupils to become involved in new experiences to develop physical, emotional and psychological health, whilst providing opportunities to reach their full potential** | * Increase the range of activities available that are not sport focus, but focus of creativity and emotional development.
* Provide opportunities to visit external attractions / shows within the program.
* Develop smaller focused activity groups to allow for greater interaction and socialisation in a relaxed setting, targeted groups individuals according to needs.
* Celebrate success more publically and creation of a culture that embraces success and effort.
 | Nov 2014Oct 2015Oct 2014Nov 2015On-going | * Increased range of activities that are not driven by physical ability, focus on creativity / social interaction.
* Create opportunities for individuals to relax and undertake activities previously unknown to them.
* Pupils with increased cultural awareness and heightened social awareness when in groups.
* Increased personal confidence and self-esteem to try new ventures and celebrate success both personally and publically.
* A more balances extra-curricular activities program to cater for both key stages and varied interests.
 | DB / LG | Costs of external trips (subsidised by school?) Purchasing of new equipment.Staff training |
| **4- Provide increased opportunities to strengthen friendships and a sense of community throughout the houses, whilst developing a strong affiliation for their residential environment.** | * Introduce an inter house competition format to be delivered throughout the year.
* Promote a house identity through décor within the houses and ensuring accommodation is individualised.
* Provided opportunities for intra house competitions and social events to socialise as house / family.
* Provide opportunities to undertake charity work for local community through the houses. Houses to select a charity each for the year.
 | Nov 2015Nov 2014Dec 2015Jan 2014 | * Pupil displaying a strong sense of allegiance towards their boarding house and individuals within it.
* Termly inter house completion across a variety of activities competing for a boarding cup.
* Development of a healthy sense of competitiveness amongst boys within houses, with an understanding of boundaries and being respectful in defeat.
* Continued house improvement and creative thinking to individualise personal space and communal areas.
 | RW/LG |  |

**Boarding : STRATEGIC THEME 1 - Brymore Operational Plan Boarding :** **Outcomes for Boarders (2016/2018)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Objective (Tactical)****What do you want to do?** | **Action****How are you going to do it?** | **Deadline****(Date)** | **Success criteria****What will it look like?** | **Lead** | **Resources/ Costings/ Calendar** |
| **1.1 To introduce BSA boarding skills awards program to selected students and year 7s that allows both pupils and staff to monitor, track and develop an individual’s progress towards SEAL and the ECM agenda.** | * JL to research and establish appropriate program specific to students’ age and specific needs.
* Introduce program across selected year 7, 8 and 9s as pilot scheme for 2016 /17
* Selected prep sessions designated for delivery of program throughout year.
* Link program to all elements of school life to allow maximum success potential.
* Specific prep sessions per term set aside for self-assessment and evaluation / impact
 |  Jan 2017Mar 2017Mar 2017Mar 2017 | * Year 7 Pupils self-assessing their own social / emotional/ physical development and target setting.
* Increased self-awareness of personal areas of strength and weakness.
* Increased motivation to succeed and challenge themselves in all areas of personal development.
* Once completed boys supporting new students through the program.
 | JL | BSA boarding skill award content |
| **1.2 Embed a pupil driven student voice system throughout boarding, ensuring individuals and groups are able to make significant contributions to boarding’s operation and development.** | * Continue to promote and establish existing student voice platforms to provide multiple opportunities to share views.
* Development of social media platform to feedback student voice.
* Ensure items raised in groups are publicly available and update feedback provided within specific time frame via assembly / notice boards / social media.
* Publically (in school /to parents) celebrate termly actions / change that has been driven by pupil voice via newsletter section / social media
 | Oct 2016Dec 2016OngoingOn-going | * Multiple focus groups established and driven by pupils for pupils.
* 2 x scheduled meetings per half term. 1 x assembly per half term feedback.
* Feedback for selected groups to be published via notice boards / assemblies / online within set time frame.
* Pupils taking and increased responsibility for their school facilities / activities / direction.
* Pupils becoming more forthcoming with ideas in a realistic manner and channelled correctly.
 | LW/ RW | Badges for groups |
|  **1.3 Increase the range and diversity of opportunities for pupils to become involved in new experiences to develop socially, physical, emotional and psychological health, whilst providing opportunities to gain success and achievement across a range of different environments.** | * Increase the range of both weekday and weekend activities available that are not sport focus, but focus of creativity and emotional development.
* 6 x theme nights that are focused on specific cultural / spiritual themes which are used within houses throughout the week.
* Provide opportunities to visit external attractions / shows within the program.
* Develop smaller focused activity groups to allow for greater interaction and socialisation in a relaxed setting, targeted groups individuals according to needs.
* Celebrate success more publically and creation of a culture that embraces success and effort through social media and rewards program.
 | Nov 2016Oct 2016Sept 2016Nov 2016On-going | * Increased range of activities that are not driven by physical ability, focus on creativity / social interaction.
* Create opportunities for individuals to relax and undertake activities previously unknown to them.
* Increased cultural awareness and tolerance of boys.
* Pupils with increased cultural awareness and heightened social awareness when in groups.
* Increased personal confidence and self-esteem to try new ventures and celebrate success both personally and publically.
* A more balances extra-curricular activities program to cater for both key stages and varied interests.
 | EH | Costs of external trips (subsidised by school?) Purchasing of new equipment.Resources for theme nights.Staff training |
| **1.4- Provide increased opportunities to strengthen friendships and a sense of community throughout the houses, whilst developing a strong affiliation for their residential environment.** | * Expand the development and use of inter house competition format to be delivered throughout the year that accommodates academic, physical and creative abilities.
* Create a strong house identity through creation of house shields / colours / moto.
* Provide opportunities to undertake charity work for local community through the houses. Houses to select a charity each for the year.
* Provision of opportunities for boarding staff to socialise and build positive relationships / experiences through selected activates / house meals / trips with small groups of boys within houses.
 | Nov 2016Nov 2014Jan 2017Dec 2016Dec 2016 | * Pupil displaying a strong sense of allegiance towards their boarding house and individuals within it.
* Students associating with house ethos, values and staff, strengthening friendships across year groups.
* Termly inter house completion across a variety of activities competing for a boarding cup.
* House charities selected and specific events run throughout year to support chosen charity.
* Development of a healthy sense of competitiveness amongst boys within houses, with an understanding of boundaries and being respectful in defeat.
 | RW/JF |  |
| **1.5 Ensure that communication and consistency across all houses and to all stakeholders is maintained and developed to be a significant strength across all areas.** | * Implement and use all pastoral monitoring features of REACH across all houses, promoting continuous use of specific features by both parents and students to aid effective communication.
* House reviews and feedback for HP to monitor and review each house x3 per year.
* Student feedback and views gathered x 6 per year through boarding group meetings with DOB, focusing on consistency across houses and future development required.
* Use of meeting gold to detail all boarding meeting agendas and actions required, reviewed on a 6 week cycle.
 | Dec 2016July 2017 July 2017Sept 2016 | * Students and parents using REACH for all leave requests and confirmation of leave.
* Use of incident reports / all leave aspects / behaviour monitoring and analysis by all staff.
* Specific feedback and development opportunities provided to each house from half termly observations.
* Actions taken and feedback through house meetings and student council assemblies on items raised during boarding group meetings.
 | RW | **Annual cost of REACH** |

**Boarding : STRATEGIC THEME 2 - Brymore Operational Plan :**  **Quality of Boarding provision and Care (2014/2016)**

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| --- | --- | --- | --- | --- | --- |
| **Objective (Tactical)****What do you want to** **do?** | **Action****How are you going to do it?** | **Deadline****(Date)** | **Success criteria****What will it look like?** | **Lead** | **Resources/ Costings/ Calendar** |
| **1-Plan and deliver an induction program that maximises the opportunities for pupils to settle and engage in Brymore life as quickly and effectively as possible, both prior to arrival and during their initial few months.**  | * Two day induction program prior to arrival at start of academic year.
* Develop a 2 week, year group focused induction program at the start of academic year that eases into Brymore life, providing full experience.
* Establish and maintain effective communication link between house and parents (phone contact a minimum of twice within initial 4 weeks + progress postcard).
* Create and deliver a range of opportunities for each individual to succeed and celebrate this within 2 weeks.
* Pupil and parent evaluation of induction process to be carried out.
 | June 2014Sept 2014 / 15Oct 2014Sept 2014Oct 2014 / 15 | * Increased retention rate within term
* Positive feedback from pupils and parents from evaluation.
* Formation of strong friendship groups / year group identity.
* Development of strong connections to houses and school by new intake.
* Reduction in behaviour incidents within first term 2015
 | JL |  |
| **2- To ensure high quality links and methods of communication are maintained and further developed between boarding and day supporting pupil’s academic and personal progress.** | * Increased use of and analysis of SIM’s data by staff in accordance with behaviour monitoring program.
* Merging of selected practices onto one platform for all staff to use.
* Review of prep setting system and monitoring by LW/RWA/VCD/LG. Pilot use of Edmodo with selected teaching staff.
* HoB and DoB to be present in staff briefings.
* DoB to meet weekly with AHT (Raising achievement / welfare) + 2nd I/C learning support to review safeguarding files and CFC cases.
 | Sept 2015Jan 2015Oct 2015Sept 2015Termly  | * Both teaching and boarding staff effectively inputting data onto SIM’s, and understanding analysis / reports.
* All staff to use universal monitoring systems throughout.
* Boarding staff to have more detailed knowledge and informed conversations with pupil’s progress, allowing individualised support.
 | RW /LW | SIM’s training and support. |
| **3- Boarding and academic staff to work closely together to monitor and review academic progress with a particular focus on quality of prep completed, allowing parents to view and monitor prep set and completed.** | * Electronic prep setting system that can be available on Edmodo to provide info to all parties involved.
* Prep guidelines for staff on frequency and volume of prep for year groups.
* Systematic monitoring of prep setting by SLT.
* Increased use of electronic system to highlight poor quality / lack of prep completed.
 | Oct 2015Oct 2015On-goingOct 2014 | * Parents able to download resources for individual prep tasks.
* Specific information about prep available online.
* Increased attainment by pupils.
* Reduction in behavioural incidents recorded in prep.
 | **LW/LG/JL** | Staff training on electronic recording systems.Website development |
| **4 -Provide opportunities for all pupils to undertake a lead role(s) of responsibility within boarding, with a focus of accountability and celebrating success when completed.** | * Implementing the mentoring system.
* Use of duty teams within the house.
* Development of head / deputy head of house
* Creating opportunities for each individual to succeed and for it to be celebrated.
* Pupil survey on leadership and what it means to them.
* Mentoring review 1 x half term + group and individual training from JF.
 | Oct 2014Sept 2015Oct 2014Dec 2015Oct 2015 | * Increased pupil confidence and willingness to undertake responsibility.
* Increased awareness of accountability of actions by pupils.
* Increased understanding of leadership styles and methods
* Pupil evaluation and positive outlook on leadership.
 | **JF** |  |
| **5- Continued development and implementation of well-focused, detailed and rigorously implemented care plans that have a highly beneficial impact on outcomes for individuals.** | * Review of previous years care plans.
* Prioritisation of pupils for care plan completion.
* Individual meetings with pupils to set targets / discuss care plan
* Timeline for reviewing of plans
* PSP + BPS + SEN needs plans to be completed within one central document
 | Oct 2014Oct 2014TermlyNov 2014Sept 2015 | * Highly personalised care plans shared with pupils.
* Focused target setting to develop personal progress.
* Specific intervention strategies.
 | **JL + HP** |  |

**Boarding : STRATEGIC THEME 2 - Brymore Operational Plan :**  **Quality of Boarding provision and Care (2016/2018)**

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| --- | --- | --- | --- | --- | --- |
| **Objective (Tactical)****What do you want to** **do?** | **Action****How are you going to do it?** | **Deadline****(Date)** | **Success criteria****What will it look like?** | **Lead** | **Resources/ Costings/ Calendar** |
|  **2.1 Plan and deliver an induction program that maximises the opportunities for pupils to settle and engage in Brymore life as quickly and effectively as possible, both prior to arrival and during their initial few months.** | * Two day induction program prior to arrival at start of academic year that plans for presenting needs / proposed dormitory plans to aid friendship development prior to September start.
* Develop a 2 week, year group focused induction program at the start of academic year that eases into Brymore life, providing full experience.
* Delivery of PD sessions weekly through mentoring program x 12 weeks.
* Establish and maintain effective communication link between house and parents (phone contact a minimum of twice within initial 4 weeks + progress postcard within 2 weeks).
* Create and deliver a range of opportunities for each individual to succeed and celebrate this within 2 weeks.
* Pupil and parent evaluation of induction process to be carried out.
 | June 2017Sept 2016Sept 2016Oct 2016Oct 2016 | * Increased retention rate within term
* Positive feedback from pupils and parents from evaluation.
* Formation of strong friendship groups / year group identity.
* Development of strong connections to houses and school by new intake.
* Reduction in behaviour incidents within first term 2015
 | JL |  |
| **2.2 To develop the range of support and intervention types / groups used across boarding to promote individuals health and wellbeing including mental and emotional health.** | * Use of specific intervention groups based on specific needs Social group / homesickness / individual mentoring. Evaluated and monitored by pastoral manager and fed into relevant care plans
* Prioritisation of pupils for care plan completion.
* Individual meetings with pupils to set targets / discuss care plan
* Timeline for reviewing of plans
* Continued use of student care plans (weekly meetings when required) based on presenting needs and data from dormitory compatibility plans risk assessment.
* Bi weekly dorm check ins with house parents to review and discuss social and emotional developments
 |  July 2017OngoingOngoing  | * Specific and individual progress made and detailed regarding presenting needs.
* Reduction in level 1 and 2 incidents s within houses.
* Positive response increases within targeted surveys regarding wellbeing and personal health.
* Termly impact reports present to SLT and feedback to boarding team regarding intervention groups.
 | JL / KT |  |
| **2.3 Provide opportunities for all pupils to undertake a lead role(s) of responsibility within boarding, with a focus of promoting student voice / views and the 3 R’s.** | * Implementation of the mentoring system (reviewed in May 2016).
* Use of duty teams within the house.
* Continued development of head / deputy head of house roles to ensure regular opportunities to take leading role and feedback to students in houses.
* Creating opportunities for each individual to succeed and for it to be celebrated using the boarding rewards program and shared on social media eg individuals leading on inter house competitions.
* Pupil survey on leadership and what it means to them.
* Mentoring review 1 x term + group and individual training from JF.
 | Oct 2016Sept 2016Dec 2016Dec 2016Jan 2017 | * Increased pupil confidence and willingness to undertake responsibility.
* Increased awareness of accountability of actions by pupils.
* Increased understanding of leadership styles and methods
* Pupil evaluation and positive outlook on leadership.
 | **JF** |  |
| **2.4 Increase the range and diversity of activities program to develop social and spiritual awareness.** | * Increase the range of both weekday and weekend activities available that are not sport focus, but focus of creativity and emotional development.
* Provide opportunities to visit external attractions / shows within the program.
* Develop smaller focused activity groups to allow for greater interaction and socialisation in a relaxed setting, targeted groups individuals according to needs.
* Celebrate success more publically and creation of a culture that embraces success and effort through social media and rewards program.
 | Nov 2016Oct 2016Sept 2016On-going | * Increased range of activities that are not driven by physical ability, focus on creativity / social interaction.
* Create opportunities for individuals to relax and undertake activities previously unknown to them.
* Increased cultural awareness and tolerance of boys.
* Pupils with increased cultural awareness and heightened social awareness when in groups.
* Increased personal confidence and self-esteem to try new ventures and celebrate success both personally and publically.
* A more balances extra-curricular activities program to cater for both key stages and varied interests.
 |  |  |
| **2.5 Promote and maintain an ethos that students are constantly and centrally involved in the planning and reviewing of their care and future development.** | * Half termly feedback from student council members to all houses.
* Weekly house meetings fed into relevant student groups.
* Half termly reviews of care plans with students, gaining feedback and future actions put forward and discussed by student.
* Dormitory check ins to be feedback to individuals when required detailing relevant actions / developments
* X 6 surveys completed with action plans created and feedback to houses, reviewed 3 times per year for progress update.
* Termly meeting with HOH and DHoH with HOB to review progress and discuss and concerns raised (feedback to boarding staff)
 | Ongoing  | * Positive student engagement in care plans creating and review process.
* 85% strongly agree / agree within surveys regarding having opportunity to develop their environment.
* Regular and sustained attendance at dormitory check ins across houses.
 | **RW** |  |

**Boarding : STRATEGIC THEME 3 - Brymore Operational Plan Boarding :** **Boarders’ Safety** **(2014/2016)**

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| **Objective (Tactical)****What do you want to do?** | **Action****How are you going to do it?** | **Deadline****(Date)** | **Success criteria****What will it look like?** | **Lead** | **Resources/ Costings/ Calendar** |
| **1-Carry out a full review of policies and procedures for child protection and safeguarding ; countering bullying, including racism, homophobic and cyber-bullying, health and safety; and for children missing from school in line with national guidelines.** | * RW and JL to review all policies and procedure in accordance with national guidelines.
* JL to carry out mini OFSTED inspection with focus on CP and Safeguarding procedures.
* Update all policies and procedures and share with staff / pupils.
* Research and visit other boarding schools and create a link with SBSA school.
* Formal / structured approach to house monitoring through ‘house swaps’ review, evaluate, review.
 | Jan 2015Sept 2014Dec 2014Dec 2015Nov 2015 | * Identification of areas of weakness / development.
* Formation of specific plan to address and improve highlighted areas.
* To be judge outstanding in this area.
* Reduced incidents of bullying.
* Effective use in practice by staff of procedures.
 | **RW/JL** |  |
| **2-To promote positive and proactive behaviour management strategies and celebrate success across boarding.** | * Reinforcement and CPD on positive behaviour management use.
* Continue to develop positive reinforcement and success within boarding (ie boarder of week / dorm of the term / rewards stamps).
* Introduce visual representation of success for individuals in houses.
 | Nov 2014Dec 2014Feb 2015 | * Pupil focus on positive behaviour and benefits of displaying it.
* Reduced behaviour incidents
* Increased confidence
* Calm atmosphere within houses
* Increased positive behavioural awards
 | LG/JL |  |
| **3-To monitor and update the out of bounds procedures and policies to reduce incidents occurring.** | * Review and update current policy and procedures.
* Research existing practices at boarding schools.
* Develop new procedures / policy with pupil input.
 | Dec 2015Dec 2015Dec 2015 | * Pupils fully aware of out of bounds areas.
* Clear and concise consequences.
* Reduction in pupils going out of bounds.
* Visual maps within houses displaying areas out of bounds.
 | RW |  |
| **4-All senior boarding staff to have undertaken a minimum of level 1 CP training** | * Boarding staff to undertake minimum level 1 CP training.
* Refresher CPD to be delivered to staff with level 1.
 | Dec 2014Dec 2014 | * All staff trained to level 1.
* Greater awareness and understanding of CP issues.
* Staff following correct procedures for all CP incidents
 | JL | Level 1 CP training |
| **5-Update policies and procedure on restraint and ensure CPD opportunities for all staff provided on this topic.** | * Review current restraint policy and procedures.
* Research and undertake CPD opportunity’s
 | Feb 2015Mar 2015 | * Increased confidence of staff to effectively use restraint if required.
 | RW | Cost of training |
| **6-Implementation of the Whisper system allowing pupils to report any concern, and have confidence that it will be tackled promptly and effectively.** | * View SHARP system in practice at a school.
* Consult with pupils on intention to introduce system and gain views.
* Training for key staff in use of system.
* School launch and review of system.
 | Jan 2015Dec 2014Jan 2014Feb 2015 | * Increased confidence of pupils to report incidents
* Reduced incidents of bullying.
* Improve understanding of current issues affecting individuals and groups within school.
* Provide prompt responses, investigations and actions to incidents being reported
 | JF/JL | Cost of Whisper system |

**Boarding : STRATEGIC THEME 3 - Brymore Operational Plan Boarding :** **Boarders’ Safety** **(2016/2018)**

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| --- | --- | --- | --- | --- | --- |
| **Objective (Tactical)****What do you want to do?** | **Action****How are you going to do it?** | **Deadline****(Date)** | **Success criteria****What will it look like?** | **Lead** | **Resources/ Costings/ Calendar** |
| **3.1 Carry out a full review of policies and procedures for child protection and safeguarding ; countering bullying, including racism, homophobic and cyber-bullying, health and safety; and for children missing from school in line with national guidelines.** | * RW and JL to review all policies and procedure in accordance with national guidelines.
* JL and KN to carry out mini OFSTED inspection with focus on CP and Safeguarding procedures.
* Update all policies and procedures and share with staff / pupils.
* Research and visit other boarding schools / care homes and create a link with BSA school focus on safeguarding procedures and practices.
* Weekly meeting between AHT, DOB to review and update safeguarding folders, and action weekly CFC updates as appropriate.
* Half termly update re safeguarding procedures and practices during boarding meeting
 | Jan 2017Dec 2017Jan 2017Dec 2017Sept 2016Oct 2016  | * Identification of areas of weakness / development.
* Formation of specific plan to address and improve highlighted areas.
* To be judge outstanding in this area.
* Reduced incidents of bullying.
* Effective use in practice by staff of procedures.
 | **RW/JL** |  |
| **3.2 To promote an ongoing personal development program for all houses that highlights and details how young people can be protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism, radicalisation and other forms of discrimination.** | * Half termly themes that focus on personal awareness of detailed topics delivered through house meetings / dorm check ins / specific prep sessions
* Group discussions / delivery through BSA boarding skill award within selected prep sessions.
* PD sessions delivered in combination with mentoring program.
* Termly focus to be discussed when appropriate during care plan meetings if relevant.
* Personal awareness survey regarding topic areas.
 | Jan 2017Feb 2017 | * Group discussions and 1-1 conversations regarding specific topics.
* Reduction in homophobic/ racists incidents recorded.
* Increased personal awareness displayed and confidence to speak with peers / staff and report any concerns.
* 85% strongly agree / agree with key indicators on safeguarding survey regarding topic areas
 | RW/ JF |  |
| **3.3 Complete a review of all risk assessments and ensure all future requirements of any risk assessments are complete, amended, shared and reviewed considering all presenting needs, allowing effective responses are made as a team.** | * Dormitory compatibility plans reviewed, amended and shared at start of academic year + as and when movements occur alongside dormitory move request procedure.
* Review and update of all risk assessment within boarding, added to student risk file. Termly review carried out by DOB and HOB
* EVC training for activities coordinator, to oversee all activities RA in combination with DOB.
* Dormitory compatibility plans projected risk rating of 9+ to trigger immediate need for student care plan, targeting presenting need identified in RA.
* Continued CPD / training for all boarding staff for completing and understanding risk assessments and reducing risk within boarding environment.
 | OngoingDec 2016Jan 2017Ongoing Jan 2017 | * All boarding staff confident and competent to complete and review compatibility plans based on presenting needs.
* Training EVC within boarding team.
* Complete and updated RA for boarding / medical / student specific.
* Reduced dormitory movements in year.
* Reduction in behaviour incidents within dormitories.
 | RW | **Cost of RA training (SCIL)****EVC training** |
| **3.4 Continue to develop and promote the use of positive behaviour management strategies and effective de-escalation techniques that are specific to the individual are used throughout boarding** | * Promotion and continued use of restorative justice approach within boarding, using RJ meetings / conferences (update through CPD of RJ approach and resources).
* Continued use of boarding rewards system to promote positive behaviour, integrated with behaviour data from school day to ensure consistent approach between both (introduction of long term targets on collective group basis ie total house achievement points etc)
* Boarding staff to undertake team teach escalation training to develop skill set and knowledge of different techniques used specific to boy’s needs.
* External review of practices and sharing of good practice with partner care home through monitoring visits.
 | Oct 2016Oct 2016Dec 2016Dec 2016 | * Change in working practice through positive impact of specific training.
* Reduction in behaviour incidents recording within boarding.
* Reflective approach taken by boys, focus on harm caused not blame (self reflection of behaviour).
* Survey data re safeguarding / behaviour reflective positive view on behaviour and feeling safe (85% + strongly agree /agree)
 | RW / JL |  |

**Boarding : STRATEGIC THEME 4 - Brymore Operational Plan :** **Leadership and management of Boarding (2014/2016)**

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| **Objective (Tactical)****What do you want to do?** | **Action****How are you going to do it?** | **Deadline****(Date)** | **Success criteria****What will it look like?** | **Lead** | **Resources/ Costings/ Calendar** |
| **1-Departmental review of consistency across all houses regarding standard practices identified.**  | * Standardise expectations and key routines within boarding meetings.
* House swap for staff to review and experience other houses, formal process with evaluation and action plans
* Independent review of boarding houses by external individual(s)
* Line management meetings 1 x week
* Pupil surveys 6 x per year using electronic program.
* House SEF completed 3 x year to feed boarding SEF
 | Oct 2014Termly DEC 2015On-goingDec 2015June 2016 | * Consistent approach for standard practices across all 3 houses.
* Pupil and parent view that all houses are consistent in their approach.
* House parent self reflection and evaluation of performance.
* High standards of accommodation and practices maintained and improved.
* House inspections both internal and external.
 | RW |  |
| **2-Update and sharing with staff of NMS document to ensure theory is in fact reality.** | * Specific NMS to be discussed at boarding meeting, reviewed then evaluated.
* House parents to take active role in contributing to NMS information.
* Areas of responsibility to form key components of NMS evidence.
* Termly review of NMS and updates.
 | Jan 2016On-going | * Sound understanding by all staff of NMS document and evidence folders.
* Distributive responsibility for NMS to aid theory into practice across houses.
* HP to continually add and amend NMS document when required to keep it current.
* Live working document allows for continued self-evaluation and development across all aspects.
 | RW |  |
| **3-All boarding staff / matrons to be line managed / performance management using new school system** | * Staff to be provided with specific boarding related targets.
* Provided opportunity to self-assess and identify areas of development
* Line management meetings 1 x week
 | Sept 2015 | * Clear and focused targets to aid performance.
* Individualised support and guidance to develop specific areas identified.
* Increased opportunities to identify CPD requirements.
* All SLT aware of appraisal procedures
* Appraisal documentation completed
* Line managers aware/able to complete appraisal of staff
 | RW/JL |  |

**Boarding : STRATEGIC THEME 4 - Brymore Operational Plan :** **Leadership and management of Boarding (2016/2018)**

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| --- | --- | --- | --- | --- | --- |
| **Objective (Tactical)****What do you want to do?** | **Action****How are you going to do it?** | **Deadline****(Date)** | **Success criteria****What will it look like?** | **Lead** | **Resources/ Costings/ Calendar** |
| **4.1-Update and sharing with staff of NMS document to ensure theory is in fact reality.** | * Specific NMS to be discussed at boarding meeting, reviewed then evaluated.
* 3 x review and updates shared with boarding governor and SLT
* House parents to take active role in contributing to NMS information
* Areas of responsibility to form key components of NMS evidence.
 | Jan 2017On-going | * Sound understanding by all staff of NMS document and evidence folders.
* Distributive responsibility for NMS to aid theory into practice across houses.
* HP to continually add and amend NMS document when required to keep it current.
* Live working document allows for continued self-evaluation and development across all aspects.
 | RW |  |
| **4.2 Development of a robust and continual monitoring process of all boarding provision (key focus safeguarding) to include both external and internal monitoring, feedback and evaluation.** | * Termly monitoring visits from boarding governor to review key areas from OFSTED framework and feedback, with action plan / time frames.
* Continued development and use of termly house review system, with key focus each term.
* External reviewing and sharing of good practice with care home / BSA school / Bridgwater College, with key focus taken from strategic plan.
* Spot monitoring check by HOB against specific Ofsted criteria x 6 per year.
* Termly update of NMS self-evaluation document with progress and actions feedback to SLT termly.
* 6 x student survey and 2 x staff surveys measuring developments within boarding and changes in practice required.
 | Dec 2016OngoingFeb 2017OngoingOngoing  | * Whole staff input into developments and evaluation that is focused and specific to needs of individuals and boarding as a whole.
* Targeted line management meeting and PM targets based on monitoring feedback.
* Increased accountability throughout
* Clear progress report of strategic plan with impact to date detailed.
 | RW |  |
| **4.3 Ensuring training and development program meets the specific needs of students and staff individually, which is regularly evaluated to ensure it impacts positively on practice.** | * Review of training program and impact report to identify key areas of focus for academic year.
* Termly update of training program, driven by line management meetings (staff requests) and presenting needs of students.
* X 2 training survey completed to measure impact of training and changes to working practices.
* Annual performance management completed with detailed focus of training needs identified and researched.
 | Nov 2016OngoingJan 2017Oct 2016 | * Changes in working practices identified by staff through training and increased knowledge / confidence.
* Reduced turnover of staffing with higher confidence and job satisfaction cited.
* Distributive leadership model possible due to increased ability and knowledge of staff throughout boarding
* Increase in staff self-reflecting and able to evaluate own and others practice constructively and in a focused / targeted manner.
 | RW | Training cost for individuals or group sessions. |
| **4.4 Continued development and review of weekly line management meetings and supervision if required to promote collaborative team work, consistency and stability.** | * Staff to be provided with specific boarding related targets driven by Ofsted strategic plan and specific needs of individuals
* Provided opportunity to self-assess and identify areas of development through weekly line management meetings and annual performance management meeting
* Supervision opportunity offered to staff who feel appropriate.
* Half term review of line management meetings / records by HOB and shared with HT.
* Weekly line management of all boarding staff completed and recorded on required pro forma.
 | Sept 2015 | * Clear and focused targets to aid performance.
* Individualised support and guidance to develop specific areas identified.
* Increased opportunities to identify CPD requirements.
* All SLT aware of appraisal procedures
* Appraisal documentation completed
* Line managers aware/able to complete appraisal of staff
 | RW/JL |  |
| **4.5 Effective implementation of REACH boarding software to aid communication and accountability.** | * In house + external training provided to demonstrate all key features of reach to boarding and admin staff.
* Sims integration with Reach and initial set up configuration to ensure specific to Brymore needs.
* Initial assembly and house awareness presentation provided to boys demonstrating leave request features of reach.
* Launch of Reach to all students for weekend and weekday leave
* All boarding staff to use pastoral management features to record and monitor pupil progress and behaviour management (in combination with Sims)
* Review of Reach and feedback to Reach support for future developments and amendments to Brymore platform
* School day use of reach for any movement of students off site to ensure total accuracy and up to date location of all students.
 | Sept 2016Aug 2016Sept 2016Sept 2016Nov 2016Dec 2016Oct 2016 | * Reach fully integrated with Sims to avoid double input of data.
* Detailed and specific information gained from both students and parents regarding leave requests displayed for all staff to access.
* Increase responsibility and access for all boys to access reach across multiple platforms to manage their leave requests.
 |  | Annual cost of Reach |

**ADDITIONAL OPERATIONAL PLAN – Learning support (2014/15) REVIEW**

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| **Objective (Tactical)**What do you want to do? | **Action**How are you going to do it? | **Deadline**(Date) | **Success criteria**What will it look like? | **Lead** | **Resources/ Costings/ Calendar** |
| 1. **To ensure that the Learning Support Team are effective in their support of students through deployment and quality of support provided**
 | **1. Timetable LSAs**a) Timetable LSAs to Faculty areasb) Timetable Y9 ILI and Corrective reading into 7Y and 9Y Englishc) Ensure that provision is timetabled for students out of GCSE History and establish a literacy group to come out of one Option block.e) Timetable Forest School sessions (Y9,) in addition to Y7 Forest School (already timetabled on carousel)f) FT to work with CSI on literacy interventions and GS on establishing Morning Readers.g) LS meeting to be timetabled on a Monday after school.1. **Strengthen links between HOD and LSAs.**
2. LSAs to plan and use differentiated materials they have produced throughout year including during any observations.
3. Share these as appropriate through the team.
4. Create a central LSA resource bank on staff drive to share resources amongst team.
5. Provide opportunities in LS meetings to show resources.
6. **Effective work of the team**
7. FT to train SA on how to observe staff and give feedback
8. SA completes observations to support and develop the team.

c) Each member of the team to receive Performance Management review in line with MTs document.d) Training of Forest School Leader -JB to complete this course**4. Mentoring and Vertical Tutoring**a) Continue to utilise members of the team in Mentoring Weeks.b) Key staff to become tutors in line with new system in school.c) Continuation of mentoring with high tariff students 1-1 during assembly: adjust students as necessary. | September 2014OngoingThroughout 2014-2015September/October 2014Throughout 2014December 2014Ongoing throughout the year | Learning Support team to have a two week timetableGeneration of new resources.Bank of resources on staff resourcesSA will be able to observe the LS team twice throughout the year.Learning Support will have been observed and have had feedbackJB to be have achieved Forest School Leader awardMembers of the LS team are tutors.1-1 mentoring in place for key students during assembly time. | NA/FTLearning Support team with their HODFT/SAFT and other HODJBLS Team who are tutorsJB, GS, SA | FT to review timetable of support and adjust accordingly once the first two weeks have run.Photocopying of new resourcesMembers of the team who are tutors need the flexibility to be able to come out of assembly to work 1-1 with boys. |
| **2. Ensure students receive appropriate funding and interventions**  | **1. Baseline test Y9 and ensure we have accurate starting data**a) Administer CATS to all students on Induction Days – multiple tests for new year groups (2014)b) Salford Test students under 85 (CATs verbal) and set up agree literacy interventions/inform parents. Complete the SWST (through English lessons for Y7 &Y9). Share results with Helen Bradford (LRC)Jo Rundle to agree with Ian Ashton (Head of maths) any boys needing Rapid Maths in Y7c) Complete Annual Reviews Timetable AR into the year and when information is needed by.d) Plan Consultation Meeting, Kathy Smith time, Jo Dennis time, Michelle Sercombe for those students requiring additional support.e) Review new Y7 and Y9 – ascertain who needs re-applying for High Needs funding and any in year audits.**2. Review intervention groups** a) Y7 and Y9 set 3 English – ILI/CRb) Option group – Corrective readingc) DHH and MM – LRC lesson and a supported lessond) Any Entry Level certification in Y11 | July 2014Sept 2014Sept 2014 following baseline assessmentSeptember 2014Throughout Autumn termAutumn term 2014January-March 2015 | CATs completed and scores given to staff on registersLiteracy interventions running in 7Y and 9Y English within 2 weeksAnnual Review cycle set up and adhered to Early referral to LSS and EP to assist with funding applicationsSuccessful High Needs application/reapplicationsComplete RA after 10 weeks ILI and at February half term for CR | NA & SACSI/FTJR/IAFTFT and SAFT/SACSIFT | Cats tests £8.50 x 90 studentsCost of Corrective Reading scheme books and ILI resources to be determined following testing |
| **3. Develop teaching of students with SEN at Brymore** | **1. Ensure staff have training and key reminders.**a) Attachment training reminders/key messagesb) Autism training for staff through a staff meetingc) Training on new Code of Practice and Local Offer**2. Make the teaching of SEN students higher in profile**a) Re-issue SEN register to staff and transition notes for two new groupsb) At LS meetings, discuss which Y7 and Y9 need a support plan and divide between the team to give relevant SEN information (students with statements/EHC plans and those who are High needs funded have support plans plus any others).**3 Improve the use of Room 14 as the centre of Learning Support and the Office as a base for Learning Support staff to work**Discuss with MT plans for that room in 2015 | Autumn term 2014W/b 8th SeptThroughout LS meetings in Autumn first half termThroughout the year | Staff meeting for key reminders re attachment and autism training.Staff understand key changes of Code of PracticeAll staff will have SEN register and transition notesSupport plans in place and shared with staff. Opportunity for tutor/HOH and boarding to complete any relevant information.Clear plan of where interventions will happen in 2015 | FTSAFT, SA and teamFT, SA, CSI | Staff meeting (to be agreed with VCD/MT)SEN slot on September INSET day |
| **4. Ensure that the work of the Learning Support Department is well documented and marketed** | 1. Review existing SEN policy and rewrite, presenting to Governors for ratification.1. Update Local Offer at 2 key points in the year. Send to parents of key (4-5) SEN students for feedback.
 |  June 2014 By November2014 | SEN policy updated June 2014Local Offer updated | NAFT and SA |  |

**ADDITIONAL OPERATIONAL PLAN – Learning support (2015/17)**

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| **Objective (Tactical)**What do you want to do? | **Action**How are you going to do it? | **Deadline**(Date) | **Success criteria**What will it look like? | **Lead** | **Resources/ Costings/ Calendar** |
| 1. **To ensure that the Learning Support Team are effective in their support of students through deployment and quality of support provided**
 | **1. Timetable TAs*** 1. Timetable TAs to subject areas
1. Timetable mentoring/ intervention work and monitoring record keeping for all TAs
2. Timetable Read write Inc fresh start into yrs 7 and 9.
3. LS meeting to be timetabled on Friday week 2 lunchtimes to ensure full attendance and cohesive thinking/action.
4. **Strengthen links between HOD and LSAs.**
5. Work with HODs to ensure they enable TAs to work proactively by including them in half termly planning.
6. TAs to ensure they know in advance half termly schemes, especially assessments.
7. TAs to know the SEN needs of their classes and to help plan and use differentiated materials/strategies as schemes develop.
8. TAs to share these as appropriate through the team meetings.
9. HODs to identify entry level courses where appropriate and provide schemes/resources for delivery by TAs.
10. **Effective work of the team**
11. Disseminate training on attachments disorders, working memory, dyslexia, ASD, Talkabout to all TAs, from other TAs.
12. Train all TAs in the use of Sims and relevant linked records on Sims.
13. External agency to train TAs on delivering SCL support
14. RJ to train SA on how to observe staff and give feedback
15. RJ and SA completes drop-ins/ observations to support and develop the team.
16. Each member of the team to receive Performance Management review in line with MTs document.
17. Fortnightly meetings to include sharing good practice
18. Training on new Code of Practice and Local Offer

**4. Mentoring and Vertical Tutoring**a) To develop a timetabled SEN mentoring programme as an intervention for students b) To keep records of mentoring on new Pupil Profiles.c) To provide timetabled TA support in Tutor groups where needed. | July 2015 and ongoingOngoingThroughout 2015-2018Ongoing throughout the yearOngoing throughout the year | Learning Support team to have a two week timetable, all contracted hours clearly identified with purpose.Learning support team will have a cohesive departmental view.TAs will become knowledgeable in certain subject areas and staff and TAs will begin to develop a differentiated bank of subject resources/strategies.SA will be able to observe the LS team throughout the year.TAs will have been observed and have had feedbackTAs will successfully be running targeted intervention sessions and keeping recordsTAs are part of the tutor systemMentoring is timetabledNumber of SEN students mentored increasesMentoring is recorded and monitored | RJTAs with their HODRJ/SARJ/SALS TeamRJ/SATAs | RJ to review timetable of support and adjust accordingly as the academic year progresses and student needs are monitored.TimetableMeeting and training time (timetabled)Training and timetabling |
| **2. Ensure students receive appropriate funding and interventions**  | a) Administer literacy and numeracy testing to all new students. Retest half termly to review progress. Use online phonics diagnostics to plan intervention.b) Read Write Inc programme delivered to all year 7 and 9 with reading age 9 or below. Progress monitored Christmas/ Easter/ Junec) Literacy intervention and social intervention groups delivered during assemblies for KS3d) SEN students identified on class registers using colour codinge) Unified Pupil Profiles created for SEN students and those identified with pastoral and boarding needs. Shared with staff and linked to Sims.f) KS3 Numeracy interventions reviewed. HLTA timetabled to deliver appropriate interventions. g) HODs to contribute to Form 8 Pupil Profiles intervention notes to provide Form 8 evidence.h) Create SEN calendar and ensure relevant information is collated and ready for annual reviews and funding applications.i) Hold Consultation Meeting, Kathy Smith time, Jo Dennis time, Michelle Sercombe for those students requiring additional support.e) Review new Y7 and Y9 – ascertain who needs re-applying for High Needs funding and any in year audits.f)Work with HODs in English/Maths/Science/ Geog to develop Entry level courses | July 2015 and ongoingSept 2015 and ongoingJan 2015July 2015 - ongoing | Online testing completed. Scores updated to SEN register, Sims and pupil profiles.Read Write Inc runs and is monitored.Targeted interventions running and monitoredSims registers are alteredIEPs/Pupil profiles and BSBs are unifiedForm 8s are well evidencedDeadlines are met Links with support services are strongSuccessful High Needs application reapplicationsStudents will successfully follow appropriate curriculum. | RJ/CWCSi/HLJRJ/SA/TAsRJ/CWRJ/LFW/RFWJR/IHHODs/RJ/SARJ/SARJ/SARJ/SARJ/SA/HODs | Online package £400Staff training and photocopyingTimetabling/trainingResources |
| **3. Develop teaching of students with SEN at Brymore** | **1. Make the teaching of SEN students higher in profile**a) SEN register to be reformatted as pupil profiles, connected to pastoral and boarding profiles.b) LS meetings share good practice and highlight students in further need. TAs develop excellent knowledge of SEN register.c) SEN Students to be highlighted on class registers on SIMS.**2) Develop effective training and communication.** See points 2 and 3 in “1.To ensure that the Learning Support Team are effective in their support of students through deployment and quality of support provided”. | Summer 2015 and ongoingSummer 2015 and ongoingSeptember2015 and ongoingJuly 2015 and ongoing | All staff will have and be able to access SEN register and pupil profiles.Review meetings will have easy access to shared information.Pupil profile support plans in place and shared with staff. SEN/Pastoral/Boarding teams working collaborativelyClear plan of where interventions will happen in 2015 | RJ/SA/LFW/ RFW | SEN slot on September INSET day and ongoing meeting time |
| **4. Ensure that the work of the Learning Support Department is well documented and marketed** | 1. Review existing SEN policy and rewrite, presenting to Governors for ratification.1. Update Local Offer at 2 key points in the year.
 |  Autumn term 2015Ongoing | SEN policy updated June 2014Local Offer updated | RJRJ/SA |  |