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**Brymore Academy**

**Development Plan**

**2017-2018**

**Context**

In September 2013 Brymore became a sponsored academy (with Bridgwater College acting as the sponsor), joining Bridgwater College Multi-Academy Trust. Initially the relationship was one of support and accountability largely on a strategic level. The development of the trust has been much more dynamic in the past year with shared services including leadership, strategic and day to day management in key areas including finance, premises, health and safety, HR, safeguarding, SEN and ICT. Sharing good practice in teaching and learning and raising achievement will be a focus for this year. Brymore was formerly a 13-17 school but admitted Year 7 boys for the first time in September 2014 and is now over-subscribed.

Seven million pounds worth of building work has taken place in the last eight 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.

**“Every Child Achieves”**

The overarching strategic intent of the Bridgwater College Trust is to ensure that *every* child in *every*

Academy achieves by attending an Academy that:

* positively impacts on their life chances as a result of making *outstanding* progress academically.
* provides rich and diverse opportunities which stretch individuals, raise their aspirations and broaden their horizons.
* prepares young people well for the next stage in their learning and personal development.
* has an unconditional positive regard for children and young adults making them feel valued and included.
* nurtures their personal development in a safe environment where students develop an advanced understanding of their responsibilities to themselves and others.

The Bridgwater College Trust is a high performing Multi-Academy Trust because…

1. The overarching vision and ambition of the Trust is being realised on a daily basis in each of the Academies. All of the Academies within the Trust are at least ‘Good’ with many being ‘Outstanding’- our ambition, to ensure that every child makes outstanding progress academically, is seen in outcomes and is sustained over time.
2. The Trust is regarded as a centre of excellence for teaching, learning and assessment. It is the recruitment, continued professional development and retention of exceptional teaching talent and support staff that enables the Trust to secure its key strategic intent of ensuring that every child achieves.
3. The Trust’s continued school improvement strategy is built around an evolving pool of talented Academy leaders and teachers who know the impact of their work, the difference that they are making and how they are identified within succession plans. The Trust has a talent management plan that has matured and includes staff at all levels across the Trust. Senior leaders have worked in more than one Trust Academy and middle leaders and the best teachers are deployed across the Trust to sustain and deepen impact.
4. The Trust and individual Academy improvement is a symbiotic process whereby Academy improvement is delivered and supported by the Trust and the Trust priorities are delivered by the Academies. This co-dependency facilitates greater capacity for improvement than individual Academies could achieve alone.
5. The Trust has highly developed processes in place for assessing where each Academy is in terms of its improvement journey as a result of effective peer and external review and is able to intervene responsively where improvements are needed.
6. Governance arrangements, at Trust level and locally, are highly effective as a result of clearly delegated and retained responsibilities of the Board, CEO and LGBs. Accountability routes are clear and run directly from the Board into each classroom.
7. The BCT regularly audits the skills of the Board and senior teams to identify and address skill deficits, plan for succession and training.
8. The Trust has significantly improved all of its schools to the extent that those that were once weak now have the capacity and strength to support new schools joining the MAT or schools beyond the Trust.
9. The Board has in place effective structures that ensure that current risks are well managed and mitigated and that there is a 3-5 year risk anticipation plan in place which is under regular review.
10. All of the Academies are having a positive impact on the wider communities that they serve as a result of access to enhanced facilities and extended services that reach beyond just formal education.
11. The Trust has expanded in size and as a result is a significant presence across Bridgwater and the surrounding wider community directly responsible for the education of 5000 students.
12. The Bridgwater College Trust is regarded as a Trust of ‘Best Practice’ and is held in high regard for the quality of the education it provides.

**Core values**

The Key strategic aims of **Bridgwater College Trust** drive the strategic planning at academy level.

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

Our core values are that 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

**Overall effectiveness of Brymore Academy (from the SEF)- Good**

There has been a significant and sustained improvement in achievement throughout the past six years with the legacy value added score for boys reaching 1034 (SIG+) in 2015/16. Subsequent progress 8 scores have been strong (0.3 in 2015/16) with another positive result expected or +0.06 this year. No significant group (in terms of size) of boys underachieve (although in 2017 PP and high ability boys have) with SEN/low ability students doing especially well (also SIG+ in 2015/16). There has been a marked improvement in teaching and learning as demonstrated by the increase in outstanding and good lessons across the academy. Brymore continues to be held in very high regard by parents (parent view and own survey data) and we are now one of the most over-subscribed schools in Somerset with applications going from 18 boys 4 years ago to well over 90 last year for outboarder places. Two recent Ofsted inspections have reported that behaviour is good and that the school is well led.

The spiritual, moral, social and cultural development of pupils is strength with over 170 different activities/opportunities offered throughout the year. Boys are given unprecedented levels of responsibility in the school on a day to day basis. Student voice is a key driver for actual change.

In 2017 an Ofsted monitoring visit reported effective safeguarding procedures. We therefore judge ourselves to be good in all areas.

**Priorities for 2017-2018 based on Self-evaluation.**

The key academy improvement strands can be seen below with key strategic aims identified.

**Academy Improvement strand 1: To secure improved attainment and achievement across the Academy and to close the gap for all groups**

*Strategic aims*

* To ensure all groups of students (SEN, pupil premium, ability etc) make better than expected progress
* To ensure all students make more than expected progress in English and maths
* To improve the quality of writing, literacy and numeracy 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

**Academy Improvement strand 2: To ensure that all teaching is at least good across the academy**

*Strategic aims*

* To ensure all lessons are at least good with good quality literacy input and effective, impactful assessment
* To ensure progress at KS3 and 4 is ‘good’ in all areas, exemplified by pupil assessment & KS4 outcomes
* To ensure all staff have access to high quality CPD
* To ensure there are consistently high standards across all lessons
* To ensure self-evaluation at a school and departmental level is effective
* To ensure literacy outcomes improve as a result of targeted interventions
* To align the trust, school strategic and operational plans, with departmental strategic and operational plans and appraisal targets for staff

**Academy Improvement strand 3: To provide a relevant curriculum that provides opportunity to excel and a rich and varied experience for all**

*Strategic aims*

* To ensure clear options exist within the curriculum with identified pathways for all
* 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 11
* 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

**Academy Improvement strand 4: To ensure all boys receive the care, guidance and support necessary to thrive in the adult world**

*Strategic aims*

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

**Academy Improvement strand 5: To ensure a culture of high expectations, and a drive to put the boys first permeates across the academy**

*Strategic aims*

* To develop effective appraisal 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 (30 boarders/40 out-boarders)
* To ensure the school is financially secure
* To ensure the health and safety of boys, staff and all stakeholders.

**Academy Improvement strand 6: To ensure all boys receive an outstanding boarding experience**

*Strategic aims*

* To ensure the overall experiences and progress of boys is outstanding
* To ensure how well children are helped and protected is outstanding
* To ensure the effectiveness of leaders and managers in boarding is outstanding
* To ensure the safeguarding of boarders welfare is outstanding

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| **Academy Improvement Strand 1** | | **To secure improved attainment and achievement across the Academy and to closing the gap for all groups** | |
| **Lead Member: MT**  **Lead Governor: BH**  **Other colleagues**: VCD,LW,RW,JTL,IA,NC | **Ofsted Key Judgement: Good**  Effectiveness of Leadership and Management  Quality of teaching, learning and assessment  **Outcomes for pupils**  Overall effectiveness  The overall experiences and progress of children (boarding) | | |
| **Rationale**  Achievement at Brymore has consistently been good or better for the past seven years recently through positive progress 8 scores (+0.3 in 2016) or previously through strong legacy value added scores. In 2016 all groups of boys achieved positive value added scores with low ability boys significantly above the national expectations. PP boys have closely matched or out-performed other boys and SEN boys also do well. This has been achieved through effective assessment and feedback and a focus on literacy at a whole school level and through targeted support at an individual level. This approach will continue and the curriculum will continuously be reviewed to ensure we are maximising the life chances of the boys at Brymore. | | | |
| **Key Performance Indicators**   * The progress 8 score for the school will be +0.3 or better * All groups of boys will have a positive progress 8 score with no significant gaps in achievement * All subjects will achieve a positive progress 8 score | | | |
| **Tasks to be completed** | **By whom** | | **By when** |
| HOD to produce SEF and development plan and present to SLT/MT | HOD’s/MT | | October 2017 |
| Extend and schedule RAP meeting (to include HOD’s in En/Ma/Sci/Gg/Hi) – 5 times per year | VCD | | September 2017 |
| Appraisal for every teacher completed by MT with focus on data and assessment | MT | | 31st October 2017 |
| Review meeting/work scrutiny scheduled with all teachers and all books | MT | | January 2018 |
| Formal work scrutinies and drop ins to continue – identified in staff development cycle | All SLT | | September 2017 – cycle shared with staff |
| Key Year 11 students identified for academic mentoring | MT | | October 2017 |
| Update the TIM impact report, with key targets, a timeline of actions and measurable impact, to be collated over the year | VCD | | September 2017 |
| Update the LAC/ numeracy impact report, with key targets, a timeline of actions and measurable impact, to be collated over the year | VCD/JTL/CT | | September 2017 |
| Plan a deliver raising achievement sessions for parents | VCD/JTL/IA | | March 2018/May 2018 |
| Create countdown calendar to include breakfast sessions, revision sessions and deadlines and share with parents/boys | VCD | | January 2018 |
| Plan academic mentoring support for all students through mentoring weeks, feedback stickers, reports | LW | | September 2017 schedule planned  October 2017 – first week scheduled |
| To produce a learning support plan focussing on raising achievement | MC | | September 2017 |
| Resources required/Costs | Progress stickers - £200 pa  Raising achievement days - £500 pa | | |
| **Leadership and Governance Review of actions/Impact** | | | |
| **September**  Provisional progress 8 data now released (position in LA):  P8 +0.10 (8th)  Disad. -0.16 (4th)  Low PA +0.45 (1st)  Midd -0.01 (10th)  High -0.21(15th)  SEN +0.08 (3rd)  Eng +0.11  Ma -0.22  EBacc 0.00  Open +0.36  Departments SEF’s produced however they will be reviewed once accurate subject level data is released  Key Year 11 identified – VCD to produce bespoke support package  Work scrutinies started with focus on stretch and challenge – initial findings are:  80% ‘good or better’ lessons  In many cases, where practical lessons observed, not possible to identify marked books, therefore theory lessons need to be visited to see this.  In 73% lessons upper ability students identified, however data not always available and this did not always correlate with ‘stretch & challenge’  20% showed evidence of extended writing (practicals an issue here) and this should improve over time  87% showed evidence of extension tasks – this needs embedding  60% showed evidence of TIM, needs embedding with new staff and book scrutiny for practical subjects  27% showed evidence of marking for literacy – again, needs targeting  27% showed use of literacy mats – again needs revisiting. In many cases, subjects had them but not on display  67% literacy resources on display. Work needed here.  IN 80% lessons, most able said they felt stretched and challenged. Note maths here – discussion had with maths team and VCD and solutions put forward for developing this area  80% showed evidence of stretch and challenge in activities, thinking exercises, responsibility given etc.  87% lessons pupils fully engaged. In 2 lessons variable, both with new staff. Work with VCD on this should help to improve level of engagement over time  SEP review booked for 21/11/17 and Peer review booked on 9/11/17 – key focus to be middle/high ability boys, stretch and challenge and maths | | | Amended actions   * Upper ability boys to form key part of T+L action plan. Also target for drop ins and mentoring * Maths – key focus for DH * VCD to produce bespoke support package for identified Year 11 focussing on high/middle ability * Target maths (stretch & challenge) and Geography (quality of assessment) |
| December | | | Amended actions |
| April | | | Amended actions |
| July | | | Amended actions |

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| **Academy Improvement Strand 2** | | **To ensure that all teaching is at least good across the academy** | |
| **Lead Member**: VCD  **Lead Governor**: RG  Other colleagues: JTL, MC, LFW | **Ofsted Key Judgement: Good**  Effectiveness of Leadership and Management  **Quality of teaching, learning and assessment**  Outcomes for pupils  Overall effectiveness | | |
| **Rationale**  *Good teaching and learning is at the heart of Brymore’s ambition to remain a ‘good’ school. Both Ofsted and the National commissioner have praised the quality of teaching and learning and in particular, the quality and consistency of assessment across classrooms. This has been a major focus since 2012, with the introduction of TIM in 2014 and much development time devoted to sharing of good practice, ‘open’ work scrutinies and consistent monitoring via ‘drop ins’, lesson observations and book collections. In 2015 Ofsted identified improving literacy as a focus for low attaining boys and, with the changes to the new GCSEs this has become a major focus. A ‘good’ school is a collection of ‘good’ classrooms and thus much development time is devoted to establishing a consistent quality of teaching and learning by working closely with key staff. In 2017, the science department worked closely with the Deputy Headteacher to improve the quality and consistency of marking, raise aspirations and improve the consistency of teaching and learning across the department. Over the past three years, work has also been done within English, maths, Horticulture, Art, PE and ICT. In all cases outcomes have improved and this method of targeted input continues to influence future development plans.* | | | |
| **Key Performance Indicators**   * 100% of lessons are ‘good’ or better, featuring good quality literacy input and effective, impactful assessment * Progress at KS3 and 4 is ‘good’ in all areas, exemplified by pupil assessment & KS4 outcomes * Literacy outcomes improve as a result of targeted interventions | | | |
| **Tasks to be completed** | **By whom** | | **By when** |
| Update the Staff Development Cycle for 2017, focusing on literacy across the curriculum and TIM | VCD | | September 2017 |
| Update the TIM impact report, with key targets, a timeline of actions and measurable impact, to be collated over the year | VCD | | September 2017 |
| Update the LAC impact report, with key targets, a timeline of actions and measurable impact, to be collated over the year | JTL | | September 2017 |
| Entry testing of all Yr7 pupils on literacy and numeracy, using standardised, nationally recognised testing | JTL/ IA | | September 2017 |
| Relaunch ‘Accelerated Reader’ for KS3, ensuring it is regularly monitored and effective for all | VCD/ JTL | | September launch  Monthly monitoring September - July |
| Ensure that identified pupils are given targeted literacy intervention which is faithful to the programme and measurable for impact. Monitor interventions through lesson observations, data analysis and meeting with staff | MC/ VCD/ JTL | | Interventions launched by September 2017. MER conducted in October, December, February, May, July. |
| Ensure the launch of touch typing for KS3/ 4 pupils in need of scribes | VCD/ MC | | VCD to meet with MC in September 2017 – monitor the impact of the programme throughout the year |
| Embed TIM best practice, through fortnightly Staff Development meetings, regular work scrutinies and lesson observations  Pupils trained in TIM | VCD | | September 2017 – July 2018  October 2017 |
| Ensure that productive use is being made of the school bank of ipads, to raise literacy levels. Share best practice across schools, as outlined in the Somerset Improvement bid of 2017 | VCD/ JTL/ MD | | Sept 2017 – July 2018 |
| Work with staff who require improvement. Support plans in place, where necessary | VCD | | First meeting by September 16th (end of first week) |
| Observe all staff teaching to establish an ‘overview’ of T&L/ areas to target. Encourage peer observations within and across departments | VCD | | All staff observed teaching by October 2017. Second round of ‘drop ins’ in January 2017. Further round in March 2017.  Subject leaders to have observed their team by December 2017 |
| Meet regularly with maths, science, geography to focus on raising achievement | VCD | | Meeting cycle established in September 2017 |
| Meet regularly with Horticulture, Art to focus on behaviour management | VCD | | Meeting cycle established in September 2017 |
| Meet regularly with ICT, new HoD to monitor new course and drive ipad initiative | VCD | | Meeting cycle established in September 2017 |
| Meet regularly with new staff – science and English to ensure they are supported | VCD/ JTL/ NC | | Sept - |
| Monitor the launch of ‘Show my Homework’ | VCD/ LFW | | September 2017. Monthly monitoring throughout the year. |
| Resources required/Costs | Cover for lesson observations/ peer observations within departments  Cost of Triple R stamps £100  Cost of Accelerated Reader,£1000 Quick step £500, ipad apps £200  Cost of touch typing programme £200  Cost of photocopying TIM stickers, literacy mats, resources £200  Cost of external providers – ipad training £1000 | | |
| Leadership and Governance Review of actions/Impact | | | |
| December | | | Amended actions |
| April | | | Amended actions |
| July | | | Amended actions |

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| **Academy Improvement Strand 3** | | **To provide a relevant curriculum that provides opportunity to excel and a rich and varied experience for all** | |
| **Lead Member**: VCD  **Lead Governor**: RG  **Other colleagues**: LFW, JTL, MC, MT, RW, MB | **Ofsted Key Judgement: 2**  **Effectiveness of Leadership and Management**  Quality of teaching, learning and assessment  Outcomes for pupils  Personal development, behaviour and welfare  Overall effectiveness | | |
| **Rationale**  *Brymore has traditionally offered a vocational curriculum designed to meet the needs of pupils who often find academic studies challenging and/ or who have been disaffected in the past. In 2012, the curriculum was revised to offer more aspirational courses, both academically and vocationally. Since 2012 we have introduced an Options system, enabling boys to have greater choice and to take an academic path, should they wish. This coincided with the removal of Land Based subjects from the league tables, followed by the introduction of new school measures, making it necessary to ensure that boys were able to choose Land Based if they wished but also to fill the buckets required for P8. Since 2012 we have introduced new subjects such as GCSE PE, Geography, separate sciences, English Literature, Art and Engineering.*  *In 2014 Brymore introduced Yr7 pupils for the first time, which led to the planning of the Yr7 curriculum, in keeping with the ethos of the school. This was followed by planning the Yr8 curriculum for 2015. At KS3 students studyl national curriculum subjects as well as Agriculture, Horticulture and Forest School in Yr7. The school also fulfils the statutory requirements for RE. Pupils at KS3 are assessed using the ‘Emerging, Developing, Securing, Mastering’ template and each subject area has developed their own assessment criteria for measuring progress. These ‘progress grids’ are featured in the KS3 Assessment booklet which is given to parents with the first data drop in the new year.*  *In 2017 we will introduce Business Studies, short course GCSE RE and the new, recognised Land Based City and Guilds diploma, replacing KS4 Agriculture and Horticulture. GCSE PE will be replaced by BTEC in Sports Leadership as this best suits the needs of our boys. All boys are expected to choose one Humanities subject, in addition to Double Science to meet the requirements of the EBacc slot. ICT and DT will also change courses, to meet the new requirements and all subjects will now move to the 9-1 GCSEs.*  *The Brymore curriculum goes way beyond the classroom, with many activities on offer after school, in the evenings and at weekends, ranging from mountain biking, blacksmithing and Tai Kwondo to cooking, baking, remote control car racing and lego building. In addition, Saturday afternoons are dedicated to activities, with boys choosing from a range of options including gardening, rugby, board games, study club etc. There are usually up to 82 activities on offer in a Brymore week and parents are encouraged to promote these via a weekly parent bulletin which publishes activities in advance.Yr11s receive taught revision sessions via breakfast sessions and extra prep sessions in the evenings.*  *Since 2015 there has been a great emphasis on developing the social, emotional well-being of boys through a range of interventions designed to target social skills, self-esteem and so on. These interventions take place in small groups or with individuals in the day and evening and sit alongside literacy and numeracy interventions.* | | | |
| Key Performance Indicators   * 1 Achieve a positive P8 in 2018 * 2 Lesson observations, pupil questionnaires and interviews show pupils are happy and engaged in their work * Tracking of destination routes show boys going onto their required courses Post 16 | | | |
| **Tasks to be completed** | **By whom** | | **By when** |
| Update the map of SMSC across the school, focusing on the delivery of the 3 Rs (resilience, responsibility, resourcefulness) | LFW | | September 2017 |
| Embed a collective approach to LAC across all areas, using the LAC impact report, regular staff development meetings focusing on marking for literacy, establishing a literate environment and dyslexia friendly teaching | JTL, VCD, MC | | Lesson observations completed by October 2017.  Audit of literacy resources in classrooms conducted by JTL in the Autumn term  Standardised literacy tests (Sept) create a diagnostic profile for incoming year 7s, which is used to launch interventions by October 2017. Impact measured at key points throughout the year.  Accelerated Reader relaunched in September 2017 and monitored throughout the year |
| Monitor the launch of new courses at KS4, including the City and Guilds in Land Based, BTEC Sports Leadership, Business Studies, the new ICT course and the 9-1 GCSEs in Science, History, Geography, Art, & DT | VCD | | Sept 2017 – July 2018  Lesson observations, work scrutinies, staff meetings, meeting with departments |
| Monitor the use of ‘life after levels’ assessment at KS3. Triangulate this with work seen in books via lesson observations and work scrutinies. Monitor progress. | VCD | | Sept 17 – July 18  Lesson observations, work scrutinies, staff meetings, meeting with departments |
| All Departments to use baseline assessments for Yr7 from which to monitor progress | All/ VCD | | VCD to check all assessments have been completed and marked by September 2017. Check that progress has been made in January and July. |
| To develop the best facilities and the highest aspirations for students studying Agriculture & Horticulture | MT, Farm Group, Gardens Group | | Meetings timetabled from September 2017 – July 2018. |
| Resources required/Costs | Cost of literacy resources for classrooms £500  Cost of Accelerated Reader £1000  Cost of Activities  Cost of social, emotional interventions: Pastoral Support Workers  Cost of literacy interventions (English TA & Literacy Co-ordinator)  Cost of improvements/ developments in the Farm & Gardens  Cost of new books/ resources for new GCSE courses £1000 | | |
| Leadership and Governance Review of actions/Impact | | | |
| December | | | Amended actions |
| April | | | Amended actions |
| July | | | Amended actions |

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| **Academy Improvement Strand 4** | | **Improving care, guidance and support across the school** | |
| Lead Member: LW  Lead Governor: BH/AD  Other colleagues: RW, JBL,MC | **Ofsted Key Judgement: 2**  Effectiveness of Leadership and Management  Quality of teaching, learning and assessment  Outcomes for pupils  **Personal development, behaviour and welfare**  Overall effectiveness  The overall experiences and progress of children (boarding)  **How well children are helped and protected (boarding)**  The effectiveness of leaders and managers (boarding) | | |
| **Rationale**  *Boys attend Brymore at least six days a week and often complete long days (up to 14 hours) and therefore spend a significant amount of their time with us. We have high expectations of the boys and place significant demands on them outside of the classroom where they are expected to help run the school through farm and garden duties, assisting at break and lunchtime, in boarding houses and helping run school events. Boys are also expected to keep up to date with fitness and Chads and have significant leadership responsibilities. The ability of the boys on entry is consistently in the 99th percentile and we accept boys who have often failed elsewhere. As with other boarding schools we are dealing with a number of boys with attachment issues, mental health concerns and over 50% of the boys have additional needs. Boys therefore need high quality support and guidance supported by robust monitoring and tracking systems. The school (and BCT) place safeguarding as a priority and changes in its leadership and day to day management continue to evolve as we strive to ensure all boys receive outstanding care. Behaviour in the school is good with firm discipline (Ofsted, 2015, 2017) as commented on by all visitors, boys and parents however we are determined to reduce permanent exclusions to 0, despite a zero tolerance on the use of drugs and bullying.* | | | |
| **Key Performance Indicators**   * To reduce permanent exclusions to 0 * To reduce fixed term exclusions by 33% * To improve attendance to over 96% * To ensure 100% of parents report their child is happy and safe at school * To ensure 100% of boys report they are happy and safe at school | | | |
| **Tasks to be completed** | **By whom** | | **By when** |
| To review 2016/17 behaviour log and ensure key students have targeted support | LW | | September 2017 |
| To continue daily monitoring of behaviour and monitor patterns every two weeks  To produce a drop in timetable where additional support is identified | LW  LW | | September 2017  25th September 2017 |
| Establish daily behaviour briefings and weekly pastoral meetings | LW | | September 2017 |
| To review behaviour data and identify targets every half – term. | LW/MT | | October 2017 |
| To ensure targeted interventions are in place and effective: to include anger management, conflict resolution, sexualised behaviour, improving self-esteem and attachment issues | LW | | September 2017 |
| To evaluate the success of targeted interventions through the use of quantative and qualative data. | LW | | January 2018 |
| To develop a tutorial, boarding and PSHRE programme that focusses on developing self-esteem, personal development, team building, social skills and building positive relationships. | LW,RW | | September 2017 |
| To ensure best practice in vertical tutoring programme is shared | LW | | November 2017 |
| Develop a MER process to ensure a consistency across care plan and student support plan documents which are detailed, usable and concise. (to be embedded/linked to SIMS) | LW | | October 2017 |
| To establish closer links between pastoral team, boarding and SEN teams through weekly meetings and joint planning at an individual level. | LW,RW,MC | | To review October 2017 |
| To launch and continue to focus on basic expectations with staff and boys and consistently re-visit to establish the required culture | LW | | September/November/January/February/April INSET days |
| To review reward system to include higher awards (beyond platinum) and revise totals needed for each stage. | LW | | October 2017 |
| To further celebrate student voice through ‘you said; we did’ posters and feedback from student council in assembly | LW | | October 2017 |
| To ensure all first day absence calls are made before 9.30am | LW | | September 217 |
| To develop a behaviour and attendance impact report | LW | | November 2017 |
| To develop a safeguarding impact report with clear measureable targets. | LW | | September 2017 |
| Resources required/Costs | New badge stock and design - £1000 pa  Safeguarding training costs to be finalised | | |
| Leadership and Governance Review of actions/Impact | | | |
| December | | | Amended actions |
| April | | | Amended actions |
| July | | | Amended actions |

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| **Academy Improvement Strand 5** | | **To ensure a culture of high expectations, and a drive to put the boys first permeates across the academy** | |
| Lead Member: MT  Lead Governor: CoG  Other colleagues: VCD,LW,RW,BCT | **Ofsted Key Judgement: Good**  **Effectiveness of Leadership and Management**  Quality of teaching, learning and assessment  Outcomes for pupils  Personal development, behaviour and welfare  Overall effectiveness  The overall experiences and progress of children (boarding)  How well children are helped and protected (boarding)  **The effectiveness of leaders and managers (boarding)** | | |
| **Rationale**  *The school has undergone significant change over the past seven years where it consistently achieved results below the floor standard, was financially in a deficit budget year on year and was struggling to recruit boys. The school now regularly achieves strong achievement scores (attainment is low largely due to very low attainment on entry), with English and maths regularly placing in the 4th/5th percentile nationally for progress. The school has expanded rapidly from 118 students to nearly 300 in four years whilst becoming part of Bridgwater College Trust in 2013 with the trust itself expanding rapidly in the past year so that it now provides direct leadership and management of finance, premises, HR, ICT, safeguarding, SEN and health and safety. This was not only necessary for efficiency savings, but due to economies of scale and the increasing rigour and standards expected in some areas, Brymore simply did not have the personnel, or the capacity to recruit to the standard required. Therefore the leadership and management at a school level concentrates of services that directly affect young people, such as raising achievement, boys welfare and support and boarding. The drive is therefore to continue the culture of high expectations of staff and boys, where boys come first. It is also to ensure Brymore contributes to and benefits from being part of Bridgwater College Trust.* | | | |
| **Key Performance Indicators**   * To ensure safeguarding is effective as reported by both Ofsted inspections * To ensure boys continue to make good progress academically (progress 8 +0.3 or greater) * To ensure Brymore is at least good in all Ofsted categories in both the school and boarding inspections * To ensure we continue to retain and recruit excellent staff * To achieve expected numbers of 30 boarders and 40 out-boarders * To deliver a balanced budget * To continue to achieve high parental support (98% or better recommending the school) | | | |
| **Tasks to be completed** | **By whom** | | **By when** |
| To ensure a clear accountability programme is in place which reflects and is consistent with other schools within the trust (to include lane management, appraisal and staff development) | MT | | September 2017 |
| Appraisal of all teaching staff carried out with consistent targets relating to achievement and assessment | MT | | 31st October 2017 |
| Peer review established for T+L with identified focus areas through BCT and Family B | MT | | September 2017 |
| To produce a staff meeting cycle that focusses on sharing best practice across all key areas | VCD/LW/RW | | September 2017 |
| To continue to focus on key targets through the use of impact reports: LAC, numeracy, assessment, teaching and learning, behaviour and attendance, safeguarding | MT | | November 2017 |
| To ensure all staff have completed statutory and required training (safeguarding, prevent, health and safety etc) | MT | | October 2017 |
| To improve accountability at all levels through focussed LM meetings with clear agenda’s, SLT meetings minuted via meeting gold and work scrutiny/ drop ins established. | MT | | Review November 2017 |
| To establish a cycle of external moderation and inspection of key areas to include:  Teaching and learning (BCT/Family B/SEP)  Farm (NFU)  Gardens (NT)  H+S (BCT)  Boarding (BC/governors/BCT/SEP) | MT/BCT | | October 2017 |
| To produce a 3-5 year business development plan (including lettings) | MT/BCT | | December 2017 |
| To produce a 3- 5 year site development plan | MT/BCT | | December 2017 |
| To produce a 3-5 year ICT development plan | MT/BCT | | December 2017 |
| To consult with parents regarding 5 day week | MT/VCD | | September 2017 |
| To financially model 5 day week | MT/LN | | October 2017 |
| To review timeline and key actions for 5 day week following consultation and financial modelling | MT | | October 2017 |
| To continue local marketing strategy and target regional/national/international market through production of marketing strategy | MT/LW | | September 2017 |
| To continue to explore and seek joint development opportunities, collaborative working and opportunities for efficiency saving across BCT | MT/PE | | July 2018 |
| To identify link governors and establish a governance monitoring schedule | CoG/MT | | October 2017 |
| Resources required/Costs | See site development plan/financial forecast/ICT plan/H+S plan for specific costs (to be continually reviewed)  Cover costs - £1000 for peer reviews – to be re-claimed via Family B  NFU review - £1000 (every two years) | | |
| Leadership and Governance Review of actions/Impact | | | |
| December | | | Amended actions |
| April | | | Amended actions |
| July | | | Amended actions |

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| **Academy Improvement Strand 6** | | **To ensure all boys receive an outstanding boarding experience** | |
| **Lead Member**: RW  **Lead Governor**: BH  **Other colleagues**: LW, JBL, MT | **Ofsted Key Judgement: Good**  Effectiveness of Leadership and Management  Quality of teaching, learning and assessment  Outcomes for pupils  **Personal development, behaviour and welfare**  Overall effectiveness  **The overall experiences and progress of children (boarding)**  **How well children are helped and protected (boarding)**  **The effectiveness of leaders and managers (boarding)** | | |
| Rationale  *Boys and parents continue to report the positive experience that boarding provides with many testimonials from parents stating that Brymore has made a significant difference to their son. Parental and student surveys consistently report high satisfaction rates and Brymore delivers a strong extra- curricular experience with 70-80 activities being put on a week. Whilst boys continue to report they are safe the school has rightly focussed on the findings of the previous full boarding inspection and subsequent monitoring visit, namely ensuring risk assessments and care plans are robust and consistently applied and that medical procedures are effective. A key driver has been to improve communication and procedures across the school and boarding so that boarding is integral to the school and not isolated. It I a demanding role and change has been rapid, therefore the focus this year is to develop consistency and embed good practice.* | | | |
| Key Performance Indicators   * To ensure safeguarding is effective as reported by both Ofsted inspections * To achieve at least a 85% positive response in all key survey data * To be graded good by Ofsted * To reduce behaviour incidents in boarding by 33% * To ensure medical practices are at least good | | | |
| **Tasks to be completed** | **By whom** | | **By when** |
| To introduce BSA boarding life skills award to develop specific life skills / community development and awareness | RW | | January 2018 |
| To increase the range and variety of community based and spiritual activities. | RW/EH | | Review January 2018 |
| To increase frequency and quality of communication between day and boarding staff across 3 main areas – academic progress / identification and implementation of individual support required / celebrating of success and achievements of individuals and groups | RW/LW | | November 2017 |
| Introduction of self-medication for identified boys and increased focus on independent management of personal health and wellbeing. | RW/VP | | September 2017 |
| Increased focus on development of skills and strategies promoted to individuals to manage their own conflicts and difficult feelings through development of positive relationships and development of coping mechanisms – through targeted interventions | RW/LW | | September 2017 |
| Increased awareness by boys of external support available (independent listener awareness increased). | RW | | November 2017 |
| Develop a MER process to ensure a consistency across care plan and student support plan documents which are detailed, usable and concise. (to be embedded/linked to SIMS) | LW | | October 2017 |
| Continued focus on boys keeping themselves safe / social boundaries / acceptable behaviour, included targeted focus on sexualised behaviour – boarding/tutorial/PSHRE programme and targeted intervention | LW/RW | | September 2017 |
| Targeted support and guidance to all boys to manage anger and conflict management to enhance feelings of being safe and respecting personal boundaries – intervention group set up and monitored. | RW/LW | | November 2017 |
| Consistent approach and regular reviews of safeguarding / reporting of incidents to promote good practice across all staff, continued and regular CPD opportunities. (see safeguarding action plan\_ | LW | | Review October 2017 |
| Increased frequency of feedback gained from parents / carers regarding the boarding provision clear schedule in place | RW | | November 2018 |
| Increase the opportunities for students and staff to work proactively with the local community including neighbours, faith groups, leisure organisations and local businesses to support children to use the facilities and to develop a sense of belonging, security and purpose. | RW | | January 2018 |
| Ensure that feedback from surveys / suggestions and complaints are where appropriate shared more effectively with students using a range of delivery methods on a more consistent basis, increasing all survey data to a minimum of 85% + strongly agree /agree. | RW | | November 2017 |
| Maintain a minimum of 1:14 staff / student ratio, with a focus on maintaining and recruiting suitably trained and experienced staff to meet the needs of all students. | MT | | Review January 2018 |
| Continue to embed and focus upon identifying and supporting specific needs of individuals and groups through the use of individual risk assessments / dormitory compatibility plans / care plans and intervention program. | RW | | September 2017 |
| To ensure that there is an identified refurbishment programme for all boarding areas – see site development plan | MT/BCT/RW | | January 2018 |
| Resources required/Costs | Intervention costs already accounted for  Refurbishment costs – approximately £2500 per dormitory  BSA life skills training costs - £500 | | |
| Leadership and Governance Review of actions/Impact | | | |
| **September**   * BSA life skills award begun W/B Sept 18 (16 boys selected by LW / CG based upon presenting need / SDQ data). Weekly sessions delivered and entry data collected via google forms, combined with weekly observations entered on sims (intervention section) * House charity groups / information notice boards created and shared with all pupils. Charity representative have met and fund raising has begun. EH planned and shared spiritual activities for year with boarding staff / boys and awaiting feedback. * Self medication RA and procedure approved and shared with all boarding staff (19/9/17). Trial students within Reid house selected, both parents / boys in agreement with terms and expectations. Self medication trial begun Reid house (26/9/17) daily monitoring by VP and SB. * Targeted intervention groups (BSA life skills / Understanding anger / Induction of new students) in place WB (18/9/17) including entry data and weekly observations saved on sims. * Independent listener poster published in all houses including dedicated phone number and e mail address. Introduction and awareness assembly for IL planned with key visitation dates planned throughout the year. **96%** of new year 7s reported they know who they can speak to if concerned. Safeguarding survey shared with all boys 2/10/17 (awaiting data). * SLT care plan and Risk assessment QA for all boarding Cat 1 pupils (awaiting results). Interventions data and recording transferred to Sims, Boarding Pastoral Manager provided CPD for this to all House parents and HOB, monitoring sims based W/B 25/9/17. * Personal boundaries and expectations outlined to all boarding houses W/B 11/9/17 by house parents. DSL and DDSL delivered personal safeguarding sessions to all boarders yr 7 – 10 with specific focus on sexualised behaviour / personal safety 22/9/17. Year 7 weekly personal development sessions delivered by House parent W/B 11/9/17 including PANTs program and PD session personal boundaries / golden rules and keeping yourself safe and secure. Personal safeguarding prep sessions delivered (Friday prep) by prep staff, program begun W/B 25/9/17. * Safeguarding – agreed by MT / RW / LW that best practice learning lessons from past, where possible DDSL will investigate all significant safeguarding concerns / reports after initial disclosure to a boarding member of staff, providing consistency and reduce risk for error with house staff running investigation when on duty and undertaking their daily duties.. * Data collection / survey schedule for academic year completed and shared with boarding team and SLT (including 3 opportunities to gather feedback from parents). Year 7 parent induction survey shared and completed by 45 parents using google forms.   **98% Strongly agreed / agreed** The induction days held in June benefited their son prior to starting at Brymore?  **96% Strongly agreed / agreed** The information was well communicated about the induction process?  **96% Strongly agreed / agreed** They felt their son had enjoyed his first week at Brymore?   * Staffing ratios of a minimum 1:14 maintained through staffing rota. 2 x House Tutors appointed, new AHP appointed within Reid house. * Boarding dormitories refurbishment initial planning meeting held between RW / MR / AS on 26/9/17. Actions agreed and awaiting feedback from AS to share with boys and boarding staff. | | | Amended actions   * BSA life skills award to be rolled out to all year 7s in January as part of year 7 prep program and personal development. * Review of self-medication trial at end of term 1a, with view of rolling out to school / Kemp houses term 1b. |
| April | | | Amended actions |
| July | | | Amended actions |