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**Self evaluation**

**2017-2018**

In December 2014 Sir David Carter, now the Natiopnal Schools Commissioner, visited Brymore to analyse performance data, the SEF and complete a learning walk with the Headteacher. His feedback was clear. He was ‘blown away by the quality of teaching and learning’ that he saw across the school and recognised the quality of the vocational education being delivered. Subsequently he reported to the Headteacher that he quotes Brymore in many of his key note speeches, including those to Ministers; noting that you need to visit a school to make a true judgement.

This is Brymore. Probably one of only a few schools in the country that made a decision that it knew would make it look less successful than it actually is in the league tables. A school that takes some boys other schools have given up on. A school that expects boys to get up at 6am giving them responsibility to actually help run the school. A school that expects boys to run 2 miles and complete a fitness session each week. A school that expects them to make outstanding progress academically and just as importantly personally. A school that, according to the last Ofsted inspection, and current parent view data, 98% of parents would recommend. A school that Prince Charles asked after in 2014 when visiting Moorland having visited previously; that David Cameron commended in 2014 when visiting Bridgwater and that regularly features in national media. A school that is unique. A school that puts the boys first.

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| **BRYMORE SCHOOL SELF EVALUATION 2013-2014** | **Overall judgement: 2****Good** |
| **Context**Brymore has been established for over sixty years and first opened as a boy’s technical school in 1952 specialising in rural technology. Its ethos and values have remained largely unchanged throughout that time and the motto ‘Diligentia et Labore’ typifies the Brymore way. The development of the 3 ‘R’s of resilience, resourcefulness and responsibility is at the heart of everything and we see the development of the boy as a whole as key. This ethos is shared by staff, governors, trustees, parents and most importantly the boys themselves.Brymore is part of Bridgwater College Trust becoming an academy in September 2013 and is sponsored by Bridgwater College an outstanding, local post 16 provider. Brymore is a state boarding school for boys aged 11-17. There are 307 boys on roll and it has expanded rapidly almost doubling in size in four years where it is now heavily oversubscribed for outboarders. There are a high proportion of boys with SEN (around 50%) and the intake is consistently in the 99th percentile nationally for prior attainment.The recent past proved difficult, with a damaging safeguarding review and low attainment forcing the school to become a National Challenge School with Bridgwater College as the strong partner (along with the Local Authority) in 2010. At the time a new Senior Leadership Team was appointed, with many organisational changes resulting in rapidly improving results in English and Maths with excellent (legacy) value added scores and now strong progress 8 scores despite many boys studying agriculture and horticulture which do not count in the league tables. Indeed our ethos has always been about putting the boys first rather than chasing a league table position. As a small school with a consistent history of good progress, Brymore typically attracts students with SEN (50% of the intake) with attainment on entry placing the school in the **99th percentile** meaning the profile of the intake is skewed with a high proportion of low ability boys making it more challenging to raise attainment to national averages. The size of the school also reduces curricular choice and is financially expensive to run with a farm, workshops, horticultural facilities, boarding provision and many old buildings. The financial health of the school is delicate, although it benefits from the extra robustness of being in a MAT. By joining Bridgwater College Trust Brymore has benefitted from the strong strategic direction provided by the trustees and governors; improved economies of scale, joint procurement and staffing appointments which have also improved the quality of leadership and management in key areas such as finance, premises, health and safety, safeguarding, HR and ICT. By extending the age range in 2015 the school has been able to provide a more balanced curriculum, with a more academic pathway, as well as having two more years to raise the attainment of individual boys.The school continues to enjoy an outstanding reputation nationally within the land based industry with Prince Charles asking after the school on a recent visit to Somerset, having visited previously at his own request. We are one of only a handful of schools to be warded a RHS level 5 award for horticulture which recognises our work with the local community.The school regularly features in national/regional media which have included The Guardian, Farmers Weekly, Radio 4 (the today programme, Farming today and Gardeners’ question time), BBC news, Sky news, Westcounty news, The Gardner, Countryfile, Salvage Hunters and other local press. However the removal of agriculture and horticulture from the league tables from September 2014 has significantly affected the schools position in the performance tables, something that has been acknowledged at a ministerial level. David Laws (Former Minister for Schools) and Sir David Carter (National Schools Commissioner) have both visited the school and commented favourably on the learning seen with Michael Gove (Former secretary of state) and David Cameron ( Former Prime Minister) both acknowledging the effect that the removal of agriculture and horticulture from the league tables has had on Brymore. The reputation of Brymore locally is also strong with over 80 applicants for 30 outboarder places. Brymore has a strong presence in the local community providing support to many local charities, businesses and events including Cannington in Bloom, Sedgemoor Market, Blackmoore by candlelight, the army cadet force, the Salvation Army and provided support to local farmers following the Somerset floods in 2014. |

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| **BRYMORE SCHOOL SELF EVALUATION 2015-2016** | **Overall Effectiveness: 2****Good** |
| **Executive Summary*** Sustained improvement in attainment with A\*-CEM rising from 30% (2014), 39% (2015), 50% (2016) and 42% in 2017. Currently **34th percentile** for VA and **12th percentile** for CVA (SIG+)
* **Progress 8 score of +0.06** (to rise when validated data available). Currently FFT **percentile rank of 42** for VA and **5** for CVA (SIG+). Third year of positive P8 scores
* Sustained rise in legacy value added score from 1006 (2014), 1005/975 (2015), 1034 (2016) and 1016.8 (2017)
* Good progress scores in English. Progress 8 score of 0.08 Currently FFT **percentile rank of 42** for VA and **4** for CVA (SIG +).
* English Language average point score of +0.43 (SIG+) and English Literature +0.40
* Sustained results well above FFTD in English, +23(2014), +11(2015), +23(2016), +13 (2017)
* In 2016 exceptional progress results in maths. Progress 8 score of 0.62 (SIG+ in FFT). FFT **percentile rank of 4** for VA and **3** for CVA
* Positive Progress 8 score for Open bucket (+0.33) with national percentile rank of 27 for VA and 5 for CVA (SIG+)
* 83% of lessons observed judged ‘good’ or better
* Work scrutinies and peer review in Autumn term reveal consistent use of TIM and marking for literacy
* Feedback from students shows 98% feel teaching is ‘good’
* Strong and clear vision that is aligned to that of BCT but also reflects the unique nature of Brymore which is regularly shared with parents and boys via comprehensive newsletters (every six weeks), facebook and the website, whole school events, assemblies four times a week and through the student council and senior student leadership team
* 98% of parents would recommend the school and report it is well managed and led
* Leadership and management of key areas have been strengthened through trust wide appointments, notably premises management, financial management, health and safety, HR, ICT, SEN, Safeguarding with Geography to be launched in January 2018
* Significant and sustained improvements in examination results since 2011
* Attendance at extra-curricular clubs is high. Parental engagement with extra-curricular events is strong
* Over 70 different extra-curricular activities available each week providing enrichment
* Over 80+ applications for 30 outboarder places and 35+ applications for 30 boarder places in 2018
* SMSC and careers excellent through use of external and internal support
* Extensive safeguarding training for key staff, with all staff trained in basic awareness
* Attendance: Average whole attendance is above the national average.
* Incidents of Racism are low and are reducing year on year, all incidents of racism are challenged
* Homophobic incidents are low, all incidents of Homophobia are challenged.
* Low level of repeated bullying (Level 3 incidents)
* 100 % of drop ins, behaviour was deemed good or outstanding
* 98% of Brymore Academy students say that we care for pupils that are sad or worried
* Boys regularly report 90%+ satisfaction rates across many aspects of school life through repeated surveys
* Comprehensive and varied weekday and weekend activities program financially viable and reinvestment into equipment driven by student voice and feedback.
* Regular opportunities to gain student feedback and sharing of actions / feedback through half termly surveys / fortnight dorm catch ups / 1-1 meetings / student council.
* Continued opportunities / promotion of independence according to individual needs through variety of leadership roles within boarding / mentoring program / duties / personal safeguarding program / intervention program / care plans
* Individual risk assessment and care plans are student centred and individual needs identified and actions taken to reduce risk, regular review cycle and triangulation between staff/ parents / students in place.
* Well co-ordinated and robust safeguarding and reporting system in place and used consistently, with regular CPD updates for all boarding staff
* Mentoring and induction program providing support and stability at KS3.
* Regular views (half termly surveys) and thoughts sought and gained from students across all areas of boarding/school and provided specific actions and feedback based on surveys / student council resulting in changes in practices and routines.
* Multiple opportunities for staff to meet and discuss their personal progress and house / student / boarding specific items through regular individual and team meetings including 1-1 supervision.
* Plans to address individual students needs are comprehensive and detailed involving specific support across both day and night school and parents / external agencies where required, regularly reviewed and updated depending upon varying needs and progress.
* Open and honest environment promoting self-reflection and reviewing of practices through house drop ins and regular 1-1 meetings to discuss progress and impact of individuals
* CPD and training program driven by needs identified through line management meeting and varying needs displayed within each boarding house.
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| **BRYMORE SELF EVALUATION 2017-2018** | **Strategic Theme 1 : Raising achievement** |
| **Ofsted Judgement: Outcomes for Learners** | **Grade awarded: 2 - Good** |
| **Prior attainment** | **Nat. rank****VA CVA** | **2017** | **2016** | **2015** | **2014** | **2013** |
| Year 11 | 99 | 25.1 | 25.2 | 23.9 | 23.7 | 24.3 |
| **Attainment at KS4** |  |  | **(FFT)** |  | **2014 (with Ag/Ho)** | **2013** |
| A\*-C in En and ma | **34 12** | 42% | 50% | 39% | 30% | N/A |
| Attainment 8 | **88** | 3.8 | 4.5 | 3.45 | 3.95 | N/A |
| **Value added** | **Nat. rank****VA CVA** | **2017** | **2016** | **2015 (old method)** | **2014 (with Ag/Ho)** | **2013** |
| Best 8 | N/A | 1016.80 | 1034 | 975.9/1005.1 | 1006.3 (1052.1) | 1013.5 |
| Progress 8 | **42 5** | +0.06 | +0.3 | -0.22/+0.04 | -0.08 | N/A |
| English(P8/VA) | **42 4** | +0.08 | 0.36 | 1000.3(48) | 1002.6(16) | 1003.9 |
| Maths(P8/VA) | **70 58** | -0.24 | 0.62 | 1002.7(12) | 1002.7(14) | 999.2 |
| EBacc | **50 11** | -0.02 | -0.13 |  |  |  |
| Open | **27 5** | +0.33 | +0.42 |  |  |  |

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| **Closing the gaps –Progress 8 (FFT aspire)** |
| **Above** National median **(groups)** | Low (+0.15), Middle (+0.03), Not PP/FSMever(+0.13), Male (+0.06), SEN support(+0.04), EHC plan (+0.14), No SEN (+0.06), White (+0.02) |
| **Below** national median **(groups)** | High (-0.35),PP/FSMever(-0.16) |
| **Closing the gaps(average point score)** |
| **Above** national median **English groups** | All (+0.43), Boys(+0.43), Low(+0.55), Not FSMever(+0.45), No SEN(+0.43), SEN supp(+).43), EHC plan(+0.18), Middle(+0.41), PP/FSMever(+0.31) |
| **Below** National median **English groups** | High (-0.23) |
| **Above** National median **maths** groups | Middle (+0.08) |
| **Below** National median **maths** groups | All(-0.25), Boys(-0.25), High(-0.66), Low(-0.32), PP/FSMever(-0.32), PP/Not FSMever(-0.22), SEN sup(-0.67), EHC plan(-0.32), No SEN(-0.09), White(-0.22) |

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| **Prior attainment groups versus PP (Progress 8)** | **Overall(47/11)** | **Low(29/10)** | **Middle(13/0)** | **High (5/1)** |
| Overall | 0.06/-0.16 | +0.15/-0.13 | +0.03/NA | -0.35/-0.50 |
| P8 **English (PP)** | +0.08/-0.40 | +0.18/-0.33 | -0.04/NA | -0.18/-0.59 |
| P8 **Maths (PP)** | -0.24/-0.56 | -0.25/-0.07 | -0.06/N/A | -0.64/-1.10 |
| P8 E.Bacc (PP) | -0.02/-0.3 | +0.10/-0.23 | -0.12/NA | -0.47/-0.63 |
| P8 Open (PP) | +0.33/-0.06 | +0.44/+0.06 | +0.28/NA | -0.15/+0.10 |

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| **FFT Subject perf. A\*-C/4 vs target** | **Nat.% rank (av.pt.score)** | **2017** | **2016** | **2015** | **2014** | **2013** |
| **English Lang** | 13 | 56%(+13) | 70%(+23) | 44%(+11) | 48%(+23) | 48% |
| **English Lit** | 19 | 60%(+10) | 70%(+25) |  |  |  |
| **Maths** | 67 | 50%(+2) | 56%(+8) | 60%(+8) | 43%(+4) | 45% |
| **Science**  | 34 | 45%(+3) | 45%(0) | 87%(+32) | 59%(+10) | 57% |
| **Science (additional)** | 22 | 50%(+12) | 38%(-6) | 25%(-19) | 72%(+30) |  |
| **Science (further add)** | 62 | 73%(+19) |  |  |  |  |
| **History** | 72 | 31%(-8) | 29%(-7) | 35%(-1) | 22%(-5) | 15% |
| **DT** | 6 | 82%(+30) | 61%(+20) | 79%(+38) | 72%(+43) | 78% |
| **Art** |  27 | 67%(+29) | 78%(+5) | 80%(+21) | 8%(-42) | 31% |
| **PE** | 31 | 58%(+4) | 62%(+10) | 50%(+1) | 5%(-36) | N/A |
| **Agriculture** | N/A | 100% | 100 %(+55) | 79%(+27) | 89%(+43) | 95% |
| **Horticulture** | N/A | 100% | 75%(+30) | 89%(+34) | 89%(+43) | 88% |
| **Engineering** | 1 | 100%(+22) | 100%(+37) | 87%(+46) |  |  |
| **ICT** | 84 | 100%(+5) | 86%(+12) | 0%(-41) | 0%(-41) | 100% |
| **Geography** | 63 | 22%(-5) | 25%(-11) |  |  |  |

Indicates significantly above national median/expectations Indicates above national median/expectations

Indicates below national median expectations Indicates significantly below national median/expectations

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| **BRYMORE SELF EVALUATION 2017-18** |
| **Ofsted Judgement: *Outcomes for learners*** | **Grade awarded: *2 (Good)*** |
| **Key Data***See above* |
| **Strengths*** Sustained improvement in attainment with A\*-CEM rising from 30% (2014), 39% (2015), 50% (2016) and 42% in 2017. Currently **34th percentile** for VA and **12th percentile** for CVA (SIG+)
* **Progress 8 score of +0.06** (to rise when validated data available). Currently FFT **percentile rank of 42** for VA and **5** for CVA (SIG+). Third year of positive P8 scores
* Sustained rise in legacy value added score from 1006 (2014), 1005/975 (2015), 1034 (2016) and 1016.8 (2017)
* Good progress scores in English. Progress 8 score of 0.08 Currently FFT **percentile rank of 42** for VA and **4** for CVA (SIG +).
* English Language average point score of +0.43 (SIG+) and English Literature +0.40
* Sustained results well above FFTD in English, +23(2014), +11(2015), +23(2016), +13 (2017)
* In 2016 exceptional progress results in maths. Progress 8 score of 0.62 (SIG+ in FFT). FFT **percentile rank of 4** for VA and **3** for CVA
* Positive Progress 8 score for Open bucket (+0.33) with national percentile rank of 27 for VA and 5 for CVA (SIG+)
* In 2016 excellent pupil premium results. Pupil premium progress 8 score of +0.50 in English, +0.58 in maths, +0.29 in E.Bacc, +0.42 in Open.
* All but two significant groups achieved above national expectations -Low (+0.15), Middle (+0.03), Not PP/FSMever(+0.13), Male (+0.06), SEN support(+0.04), EHC plan (+0.14), No SEN (+0.06), White (+0.02)
* All but two subjects above FFT expectations with **English Language 13th** percentile, **DT 6th** percentile and **Engineering 1st** percentile and all SIG+
* Strong average point scores in English language, English literature, science, additional science, DT, Art, PE, Engineering.
* Exceptional and sustained results in agriculture and Horticulture
 |
| **Targets/Areas for development*** High ability boys underachieved across the school in all buckets
* Maths progress 8 score dropped dramatically from a position of strength to an area of concern with all groups except middle ability boys underperforming
* ICT achieved strong level 4+ scores (100% and FFT percentile rank of 1) but poor average point scores (84th percentile)
* History and Geography achieved low percentile ranks for average point scores (72 and 67) and below FFTD
* Further additional science above FFTD by 19% but low percentile rank for average point score (62). Group made up of high ability or upper middle ability boys
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| **BRYMORE SELF EVALUATION 2017-18** |
| **Ofsted Judgement: *The quality of teaching, learning and assessment*** | **Grade awarded: *2 (Good)*** |
| **Key Data*** 83% of lessons observed judged ‘good’ or better
* Work scrutinies in Autumn and Spring term reveal consistent use of TIM and marking for literacy
* Feedback from students shows 98% feel teaching is ‘good’
* Progress data for 2017 shows all but two subjects better than FFTD
* Weaker areas identified. Support plans in place.
* Significant and sustained improvement in results over time.
* Significant and sustained improvements in T+L over time - from 59% in 2011, 78% in 2012/13 to 84% in 2013/14, 88% in 2014/15, 87% in 2015/16 and 83% in 2017/18

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| **Subject** | **No. staff (10% T/T or more)** | **Progress over time** | **Comments** |
| English | 4 (plus one on maternity) | Outstanding | Consistently above FFTD targetNat. percentile rank - 13 |
| Maths | 3 | Good | Consistently above FFTD targetNat. percentile rank - 67 |
| Science | 3 | Good | Above FFTD target Nat. percentile rank-34/22 |
| DT/Engineering | 3 | Outstanding | Consistently above FFTD targetNat. percentile rank-6/1 |
| Agriculture | 2 | Good/Outstanding | Consistently above FFTD target |
| Horticulture | 1 | Good/Outstanding | Consistently above FFTD target |
| History | 1 | Good | Below FFTD targetNat. percentile rank-73Outcomes at KS3 good |
| Geography | 2 | RI | Below FFTD targetNat. percentile rank-63 |
| ICT | 1 | Good | Attainment strongNat. percentile rank-84 |
| Art | 1 | Good | Consistently above FFTD targetNat. percentile rank-27 |
| PE/Games | 3 | Good | Consistently above FFTD targetNat. percentile rank-31 |
| Drama | 1 | Good |  |
| Music | 1 | Good |  |
| Forest school | 1 | Good |  |

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| **Strengths*** Outcomes strong in English, science, art, PE, agriculture, horticulture, DT, engineering and forest school
* Consistent approach to CPD – all staff
* Weaker areas identified. Support plans in place. Results over time show the impact of support plans, leading to significant improvement in the quality of teaching and progress of students, notably in English, maths, PE, Art and science
* Good quality assessment in place across all areas
* Reading culture established through Readathon, Accelerated Reader, regular library lessons etc.
* P8 scores compare favourably with other schools
* Robust external monitoring – governors, Lilian Bayliss Technical School, RSC, NLE/Somerset challenge, SEP, Peer review
* Robust internal monitoring through ‘drop ins’, lesson observations, work scrutinies, meeting with key staff
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| **Targets/Areas for development*** Consistency of assessment in all areas, notably Geography
* Progress in maths, Geography, History,ICT and further additional science
* Behaviour management in Art and Horticulture
* Stretching the ‘top end’, improving the progress of upper ability boys
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| **BRYMORE SELF EVALUATION 2017-18** |
| **Ofsted Judgement: *The quality of Leadership and management*** | **Grade awarded: *2 (Good)*** |
| **Key Data*** Outcomes consistently good with significant and sustained increases over time (see outcomes section)
* Outcomes in all but two subjects above FFTD
* Outcomes for all but two groups have positive P8 scores
* 98% of students go on to take up their chosen course Post 16

**Ofsted Parent view results show:**95% students happy at school92% feel safe at school89% feel their child is making good progress94% feel their child is well looked after at the school91% feel their child is well taught at this school96% feel that the behaviour in the school is good (Oct17)96% feel the school is well managed and led94% would recommend the school to another parent* Lesson observations reveal pupils engaged and happy in their learning. Behaviour in 98% lessons observed in October 2017 is good or outstanding.
* Attendance at extra-curricular clubs is high. Parental engagement with extra-curricular events is strong
* Over 70 different extra-curricular activities available each week providing enrichment
* Over 80+ applications for 40 outboarder places and 35+ applications for 30 boarder places in 2018
 |
| **Strengths*** Strong and clear vision that is aligned to that of BCT but also reflects the unique nature of Brymore which is regularly shared with parents and boys via comprehensive newsletters (every six weeks), facebook and the website, whole school events, assemblies four times a week and through the student council and senior student leadership team
* Leadership and management of key areas have been strengthened through trust wide appointments, notably premises management, financial management, health and safety, HR, ICT, SEN, Safeguarding with Geography to be launched in January 2018
* Significant and sustained improvements in examination results since 2011
* Sustained improvement in teaching where the percentage of good/outstanding lessons observed has risen from 59% in 2011, 78% in 2012/13 to 80% in 2013/14, 83% in 2014/15, 87% in 2015/16. Outcomes (better than FFTD) now good or better in all but two subjects
* The number of lesson that require improvement (or satisfactory) has dropped from 41% in 2011 to 13% in 2015/16
* Significant increase in student numbers so that the academy is now over-subscribed in many year groups (from 16 applications to 87 applications for outboarders in three years). This is now sustained so we are oversubscribed for boarders and outboarders
* Ofsted inspection in 2015 reported leadership and management as good
* Ofsted parent view (2017) revealed 96% of parents felt the school was well managed and led
* Strong accountability at governor and trust level (monitoring visits each term)
* Strong monitoring, evaluation and review procedures through detailed department self evaluations and impact reports
* Regular and rigorous assessment shared with boys and parents regularly
* Broad and balanced curriculum supported by extensive extra-curricular opportunities with over 70 activities per week
* SMSC and careers excellent through use of external and internal support
* Extensive safeguarding training for key staff, with all staff trained in basic awareness
* Performance management aligned to whole school targets and consistently applied
* Wide range of extra-curricular provision – from Lego Club to Blacksmithing (see Parent Bulletin)
* Quality of vocational curriculum – results in DT, Engineering, Agriculture, Horticulture in the top 5% nationally consistently over three years
* Quality of teaching and learning in English and maths praised by parents, students, external visitors (e.g. Sir David Carter)
* Curriculum tailored to the needs of lower ability boys. Impact evidenced by P8 score of 0.46 for low ability boys in 2017. Progress data from 2017 shows 100% of low ability students make expected progress in all year groups.
* Quality and range of interventions for SEMH, pastoral support is extensive and well monitored
* Aspirational curriculum: introduction of English Literature, Engineering, Business Studies, separate Sciences
* The curriculum is constantly evolving in time with changes at a national level: move to BTEC sport, new 9-1 GCSEs, introducing Business Studies in 2017, introducing TLM ICT, introducing Technical Award in Land Based Studies in 2017.
* Have become a satellite centre for Bridgwater College City and Guilds, working collaboratively with an outstanding college to deliver vocational excellence
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| **Targets/Areas for development*** To continue to explore opportunities to align leadership and management across the trust
* LAC – across all areas
* Impact of interventions to be monitored closely
* Ensuring the curriculum continues to meet the demands of new measures
* ‘Stretch & Challenge’ for upper ability students – introduce set 0 in maths at KS3, ‘book club’ for most able, ‘lead learners’ in science – monitor progress of upper ability throughout KS3 & 4
* New GCSEs 1-9
* Quality of assessment at KS3, ‘life after levels’ – national, standardised testing to benchmark progress – look at GL assessments. How do we quality assure our assessment of progress? Trust alignment, moderation across schools
* Accelerated Reader needs embedding
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| **BRYMORE SELF EVALUATION 2017-18** |
| **Ofsted Judgement: Personal development, behaviour and welfare** | **Grade awarded: *2 (Good)*** |
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| **Exclusion data by academic year and SEN catergories.**

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|  | **Academic year** |
| **SEN Need** | **2016/2017** | **2015/2016** | **2014/2015** |
| **Education, Health and Care Plan** | 2 | 2 |  |
| **No Special Educational Need** | 10 | 5 | 3 |
| **SEN Support** | 50.5 | 5 | 2 |
| **Statement** | 5 | 8 | 8 |
| **{None}** | 6 | 7 | 0 |
| **School/Early Years Action+** |   |   | 0 |
| **Total** | **73.5** | **27** | **13** |

**Exclusion data year by year comparison.**

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| --- | --- | --- | --- | --- | --- |
| **Whole Year** | **Days** | **Sessions** | **Pupil Numbers** | **Exclusion per child per year** | **Pro rata (like for like)** |
| **2012 to 2013** | **110** | **220** | **137** | **0.80** |   |
| **2013 to 2014** | **96.5** | **193** | **144** | **0.67** | **115.62** |
| **2014 to 2015** | **91** | **182** | **192** | **0.47** | **154.16** |
| **2015 to 2016** | **105** | **210** | **251** | **0.42** | **201.53** |
| **2016 to 2017** | **135** | **269** | **283** | **0.48** | **227.23** |

**Fixed Term Exclusion.** Days lost to FTE for Boarding incident 64 Days lost to FTE for day incident 34Days lost to FTE exclusion total 98 **Permanent Exclusions**2 Permanent exclusions**Attendance data by groups by academic year**

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| --- | --- | --- | --- |
|   | 14/15 | 15/16 | 16/17 |
|  Persistently absent  | 7 | 22 | 20 |
| Student numbers (School report SIMS) | 145 | 213 | 222 |
| % Persistent absence | 4.83 | 10.33 | 9.01 |
| Permanent exclusions  | 4 | 1 | 2 |
| Attendance  | 95.26 | 95.45 | 95.26 |
| Authorised absence  | 4.45 | 4.27 | 4.12 |
| Unauthorised | 0.28 | 0.28 | 0.61 |
| Persistently absent >15% |  |  |  |

Brymore Academy average attendance equals 95.26% compared with a national average for secondary schools of 94.8%, despite Saturdays attendance percentage of 90 %. Persistent absence percentage equals 22 students with 229 students attending Brymore Academy which is an average of 9.61 %, compared with a national average of 10.3 % (in 2015/2016 and 11.1% in 2014/2015). **Student punctuality**2350 minutes lost due to lateness over the academic year, this averages to 12.36 minutes per day.**Bullying and Responding to aggressive language**98% of students say that Brymore Academy care for pupils that are sad or worried97% of students agree we deal with Bullying well4 Racist incidents (Verbal) (6 in 2015/2016)4 incidents of Homophobic language being used (4 in 2015/2016)1 incident of abuse towards a member of staff (Verbal)2 Level 3 bullying incidents (11 in 2015/2016), 11 level 2 bullying incidents and 12 level 1 bullying incidents.**Safeguarding (CFC reports)**Over 110 CFC’s in 2016 to 2017 (concerns raised about home life or historic incidents)**SDQ**Over 90 % of all students have completed an SDQ**Observed behaviour from behaviour for learning drop in data.**96.3 % of completed work in lessons is either good or outstanding100 % of lessons observed behaviour for learning was good or outstanding92.5 % Students are taking pride in their work92.6 % Initial judgement for behaviour for learning grade 1 or 2, 7.4% grade 3 |
| **Strengths*** Attendance: Average whole attendance is above the national average.
* Incidents of Racism are low and are reducing year on year, all incidents of racism are challenged
* Homophobic incidents are low, all incidents of Homophobia are challenged.
* Low level of repeated bullying (Level 3 incidents)
* 100 % of drop ins, behaviour was deemed good or outstanding
* 98% of Brymore Academy students say that we care for pupils that are sad or worried
* Less than 13 minutes lost to tardiness per school day
* Lower than national average persistent absence average
* Days lost to Fixed Term Exclusions (per student has reduced significantly over the last 4 academic years)
* Use of the SDQ for targeted support and improved well being
* Approx. 6 times more achievement points than behaviour points (regular praise and rewards for positive behaviour)
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| **Targets/Areas for development**1. Continue to reduce Fixed Term Exclusions, whilst maintain high standards of behaviour
2. Continue to support students to improve their attendance, the schools target must be to reach at least 96% attendance. Continue to follow the EWO guidance on enforcing sanctions for poor attendance
3. Increase the frequency of drop ins and continue to monitor behaviour for learning
4. Submit a termly pastoral questionnaire to monitor wellbeing and a feeling of safety
5. Although we only have one young carer, the school must continue to support the EWO in its aim to prosecute for persistent absence.
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| **BRYMORE SELF EVALUATION 2017-18 (Boarding)** |
| **Ofsted Judgement: *The overall experiences and progress of children*** | **Grade awarded: *Good*** |
| **Key Data*** **88%** strongly agree / agree their relationship with my House Parents is good
* **91%** strongly agree / agree they have been given the opportunity to experience different and new activities at Brymore
* **92%** strongly agree / agree feel that Brymore offers a wide range of different and interesting activities
* **94%** strongly agree / agree the communication received from boarding staff is clear and regular.
* **84%** strongly agree / agree feel that they have the opportunity to make a positive contribution to the running and future developments of their boarding house.
* **90%** strongly agree / agree they are able to express their views and ideas to help improve the boarding experience.
* **86%** strongly agree /agree they are able to take on a position of leadership / responsibility within boarding if they choose to.
* **86%** strongly agree / agree the student council allows them to put forward ideas and for actions to take place.
* **81%** strongly agree / agree they feel involved in decisions that affect their boarding house.
* **100%** of parents strongly agree / agree that the induction program benefited their son when starting Brymore.
* **100%** of parents strongly agree / agree that their son enjoyed their first week at Brymore.
* **96%** strongly agree / agree they enjoyed their first 2 weeks at Brymore.
* **86%** strongly agree / agree the general behaviour of others in boarding is good and allows me to feel safe.
* **93%** strongly agree / agreethey feel safe in their boarding house
* **97%** strongly agree / agree theyknow how to keep myself safe and have a good understanding of “unsafe” situations.
* **90%** strongly agree / agree they know they will be listened to by their House Parent.
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| **Strengths*** Boys regularly report 90%+ satisfaction rates across many aspects of school life through repeated surveys
* Comprehensive and varied weekday and weekend activities program financially viable and reinvestment into equipment driven by student voice and feedback.
* Regular opportunities to gain student feedback and sharing of actions / feedback through half termly surveys / fortnight dorm catch ups / 1-1 meetings / student council.
* Continued opportunities / promotion of independence according to individual needs through variety of leadership roles within boarding / mentoring program / duties / personal safeguarding program / intervention program / care plans
* Induction program and personal development sessions.
* Student centred approach flexible to individual needs promoted through routine, boundaries, privacy, self-reflection and support from peers and staff to achieve in all aspects of life.
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| **Targets/Areas for development*** Specific life skills / community development awareness (BSA boarding life skills award).
* Increased range and variety of community based and spiritual activities.
* Increased 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.
* Introduction of self-medication and increased focus on independent management of personal health and wellbeing.
* 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
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| **BRYMORE SELF EVALUATION 2017-18** |
| **Ofsted Judgement: *How well children are helped and protected*** | **Grade awarded: *Good*** |
| **Key Data*** **31** individual boarding student risk assessments and care plans created actioned and ongoing review cycle
* **13** boarding staff completed Team Teach de-escalation training.

House observations – Kemp / Reid / School **Term** **2** – staff expectations of students Outstanding 40% / Good 60%. **Term 3** Outstanding 66% / Good 33%. **Term 2** – Judgements of behaviour + atmosphere Outstanding 40% / Good 60%. **Term 3** Outstanding 83% / Good 7%* Spot check of a student(s) asked who the DSL is? **Term 2** – 100% correct. **Term 3** - 83% correct

**Term** **2**– staff expectations of students Good 80% / RI 20%. **Term 3** Outstanding 14% / Good 86%. **Term 2** – Judgements of behaviour + atmosphere Outstanding 20% / Good 60%./ RI 20%. **Term 3** Outstanding 85% / Good 15%* Spot check of a student(s) asked who the DSL is? **Term 2** – 80% correct. **Term 3** - 86% correct

**Term** **2** – staff expectations of students Good 67% / RI 33%. **Term 3** Good 100%. **Term 2** – Judgements of behaviour + atmosphere Outstanding 25% / Good 50%./ RI 25%. **Term 3** Outstanding 43% / Good 57%* Spot check of a student(s) asked who the DSL is? **Term 2** – 100% correct. **Term 3** - 86% correct
* **97%** strongly agree / agree they know what the consequences of poor behaviour are in their House
* **95%** strongly agree / agree that boarding staff have high expectations of students’ behaviour.
* **97%** strongly agree / agree they know how to keep myself safe and have a good understanding of “unsafe” situations.
* **91%** strongly agree / agree they feel confident that the Boarding staff will tackle any bullying that occurs.
* **97%** strongly agree / agree they know how to keep myself safe when using the internet.
* **99%** strongly agree / agree they know and follow the fire alarm rules.
* **93%** strongly agree / agree they have someone in school to speak to if they are worried about a friend.
* **96%** strongly agree / agree they are able to talk to a member of boarding staff if they want to discuss any concerns
* **96%** strongly agree / agree they are able to talk to a member of boarding staff if they want to discuss any concerns?
* **93%** strongly agree / agree they know where to find information and contact information for support / advice from adults outside of the school if they need it
* **89%** strongly agree / agree they feel valued by my House Parents.
* **89%** strongly agree / agree they can get support and advice from other boys in the school if they need it.
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| **Strengths*** Individual risk assessment and care plans are student centred and individual needs identified and actions taken to reduce risk, regular review cycle and triangulation between staff/ parents / students in place.
* Well co-ordinated and robust safeguarding and reporting system in place and used consistently, with regular CPD updates for all boarding staff
* Mentoring and induction program providing support and stability at KS3.
* Personal safeguarding workshops delivered weekly.
* Staff induction and training program.
* Comprehensive risk assessment and monitoring of trips / boarding environment / activities regularly reviewed and updated.
* Intervention program and individualised support flexible and targeted.
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| Targets/Areas for development* Increased awareness of external support available (independent listener awareness increased).
* Consistency across care plans and review process to ensure document is detailed, usable and concise.
* Continued focus on boys keeping themselves safe / social boundaries / acceptable behaviour, included targeted focus on sexualised behaviour.
* Targeted support and guidance to all boys to manage anger and conflict management to enhance feelings of being safe and respecting personal boundaries.
* Introduction of self-medication to promote independence across all houses.
* Increase and strengthen links with local community and public services eg community police / ambulance services to raise awareness and understanding.
* Consistent approach and regular reviews of safeguarding / reporting of incidents to promote good practice across all staff, continued and regular CPD opportunities.
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| **BRYMORE SELF EVALUATION 2017-18** |
| **Ofsted Judgement: *The effectiveness of leaders and managers*** | **Grade awarded: *Good*** |
| **Key Data*** Half termly student surveys and action plans completed and shared with staff / students
* Weekly boarding meeting held involving all key boarding staff, discussing future developments / areas of focus / feedback (see weekly boarding minutes).
* Fortnightly ‘catch up meetings’ between house staff / DOB-HP and HOB – DOB/PM / Senior matron to review progress and set short term work streams (see catch up meeting notes)
* HOB line management meeting with all boarding staff every 8 weeks (see line management notes)
* Half termly supervision lead by PM for all HP/AHP and senior matron, specific feedback provided to HOB and DOB.
* Dormitory compatibility plans completed for all houses identifying potential risks and support required using all available information and data available.
* Half termly ‘House drop ins’ completed by all boarding staff within all houses providing specific feedback and recommendations (see drop in feedback)
* 86% strongly agree / agree that their boarding house is well organised and runs smoothly.
* 89% strongly agree / agree that House Parents and other staff deal well with poor behaviour in boarding.
* 91% strongly agree / agree their boarding house is well presented and is kept tidy and clean.
* 78% strongly agree / agree they are able to report damages and they are fixed within a reasonable time once reported.
* 97% strongly agree / agree that they use all the facilities available within the house eg Common Room / Kitchen / Wifi / Toilets / Showers
* 31 individual boarding student risk assessments and care plans created actioned and ongoing review cycle in place for boarders identified **through specific behaviour patterns / information from outside agencies / specific high risk incidents.**
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| **Strengths*** Regular views (half termly surveys) and thoughts sought and gained from students across all areas of boarding/school and provided specific actions and feedback based on surveys / student council resulting in changes in practices and routines.
* Multiple opportunities for staff to meet and discuss their personal progress and house / student / boarding specific items through regular individual and team meetings including 1-1 supervision.
* Plans to address individual students needs are comprehensive and detailed involving specific support across both day and night school and parents / external agencies where required, regularly reviewed and updated depending upon varying needs and progress.
* Open and honest environment promoting self-reflection and reviewing of practices through house drop ins and regular 1-1 meetings to discuss progress and impact of individuals
* CPD and training program driven by needs identified through line management meeting and varying needs displayed within each boarding house.
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| **Targets/Areas for development*** Increased frequency of feedback gained from parents / carers regarding the boarding provision.
* 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.
* 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.
* 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.
* 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.
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