

Self-Evaluation of Leadership and Management

Rated **OUTSTANDING** by Ofsted January 2019

SCHOOL OF THE YEAR - Pride of Bracknell Awards 2019

All staff work very hard; continuing to embrace the Headteacher's drive and determination for excellence. Along with the Headteacher, the senior leadership team (SLT) have very high expectations of staff who respond consistently, showing their commitment to the students and the very clear ethos of the school by running before and after school, weekend, residential and holiday sessions and leading and supporting an ever increasing programme of trips and visits. *99.5% of staff agreed or strongly agreed that the school is well managed. Staff survey, April 2020.*

It is extremely important to the Headteacher that all new staff working in the school are able and follow the same high expectations agenda as the existing staff. *"The headteacher, ably supported by the leadership team, has been highly effective in improving the school since it became an academy."* Ofsted 2019. Staffing and recruitment is a continuous priority for the SLT and as a result it does not reflect the national or local picture. The school is fully staffed with specialists in all subjects and the vast majority of staff are solely teaching their specialist subject. This has been facilitated by a strong focus on Initial Teacher Training; retaining PGCE students alongside offering Schools Direct, assessment only routes into teaching and Teach First. Graduates are also employed on a bespoke scheme of training.

Furthermore, the Headteacher has recognised the importance in increasing capacity within the leadership team and retaining outstanding middle leadership talent, there have been a number of Associate Senior Leadership Team positions for Middle Leaders. All of this has led to real stability in staff retention, particularly at leadership level. In January one of the Deputy Headteachers gained a headship post and the school successfully recruited a replacement who started in June 2020. In the interim the Headteacher appointed a consultant Deputy Head with vast experience of Executive leadership. This resulted in a continuation of strong senior leadership.

Staff retention is significantly enhanced by an extensive package of staff wellbeing initiatives. For example, 1:1 and group supervision from an external professional, a school multi-gym, weekly staff draw for ironing and food prizes, attendance prizes and recognition awards, including the whole staff Oscars event. Regular Wellbeing Weeks provide a focus on opportunities and guidance for wellbeing, provision of healthy food lunches, ensuring no after school meetings and an embargo on evening emails. *98.5% of staff agreed or strongly agreed that they were proud to be a member of the school. Staff Survey, April 2020.*

The school has an incredibly strong governing body. *"Governors and trustees are highly knowledgeable about the school. They receive detailed and comprehensive information about the school from school leaders. Governors know the school's strengths and weaknesses, and they*

challenge leaders appropriately about pupils' progress" Ofsted 2019. It offers the school support while the chair of governors robustly holds senior and middle leaders to account. Together with leaders at all levels, the governing body has established an ethos that enables students and staff to achieve. This can be seen in the minutes from the full governing body and committees (student, staff, and finance and buildings); SIP; and high quality policies. Governors understand the school's priorities for improvement. Strong succession planning means that a highly experienced governor will assume the role of Chair from September 2020, with the current Chair remaining involved in the life of the school in a voluntary capacity.

All leaders, led by the Headteacher, have a clear vision and relentless focus on the continuous improvement of students' outcomes and behaviour, developing students' spiritual, moral, social and cultural responsibility.

The progress gap between outcomes of all students and those who are disadvantaged is broadly in line with national averages. Close monitoring of the interventions and their impact for students who attract Pupil Premium and Catch-Up funding is led by an Assistant Headteacher, alongside the Heads of Year and core Heads of Department.

As a result of the behaviour strategy and clear, consistently enforced expectations and standards the number of fixed term exclusions (FTE) continues to significantly fall (See SEF P,D,B&W). *96% of staff agree or strongly agree that leaders support staff well in managing behaviour. Staff survey, April 2020.*

The impact of middle leadership is evident. Heads of Department have a keen sense of the achievement of their students, relative to national progress indicators in the same subject area. The school's robust support of middle leaders, through bespoke training has been effective at raising standards. In 2019/2020 10 middle and senior leaders have completed qualifications such as NPQML, NPQSL and two staff have completed MAs in Teacher Learning Leadership. Across the summer term 2020 middle and senior leaders have worked intensively in strategic Trust-wide teams to develop and share best practice. These teams will continue into 2020/21.

The extensive and exciting building programme phase 1 was completed in December 2019 with a seamless transition into the new school building. Phase 2 (demolition) continues to be managed very effectively with no negative impact on student learning or behaviour. The school is calm and students feel safe. *"As a result, pupils' behaviour is exemplary, both in lessons and around the school site. Pupils listen attentively to teachers. Pupils are self-disciplined when moving around school, and they respect their school environment. Lack of litter and graffiti exemplifies how well they care for their school"* Ofsted 2019.

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The ethos of the school supports students to manage their own behaviour around school and in lessons. The calm environment continues outside of the school, significantly enhanced by the daily 'walk around' of the local community by all members of the Senior Leadership Team. This is regularly commented on by both residents and local businesses.

Communication is key to the very strong relationships that exist between all stakeholders. Feedback is received on a weekly basis from staff, parents and students, and this is published in Parent News along with the actions that have been taken in response. This is regularly praised and very much appreciated by members of the community. Throughout the period of lockdown during the Covid-19 pandemic the school continued to update stakeholders on a weekly basis via an extensive publication "Brakenhale at Home".

Staff development work is of a high quality. As well as traditional INSET days this is delivered through our Teacher Learning Community (TLC) sessions once every six weeks. In addition, TeachMeets (TM) were introduced weekly, to focus on an aspect of pedagogy. Delivery of CPD was maintained throughout lockdown with high levels of engagement from staff. All staff development work is focused around the imperative that it must develop teaching, enhance learning and therefore improve outcomes. Leaders within the school lead at national level in a variety of specialisms. The impact of this is that the school has a reflective workforce who are eager to continuously improve. *"Leaders have created an extremely positive learning culture in the school. Staff value highly the regular opportunities for further training founded in educational research."* Ofsted 2019

The process of appraisal of all staff is now well established with a robust system in place.

Brakenhale continues to attract a large number of families and is now the community school of choice. In 2019/2020 552 preferences were expressed through the admissions procedure for 210 places in year 7. The school's focus on KS2 to KS3 transition continues to be a high priority across all primary schools, focusing with purpose on High Expectations and Challenge in order to embed early the school's positive ethos and community spirit. Initiatives include the introduction of a Year 5 day alongside Year 6 transition days, very successful Open Evening and mornings, as well as remote KS2 transition roadshows during the Covid-19 pandemic and the face to face (online) meetings with all Year 6 staff, parents and students.



Self-Evaluation of Teaching, Learning and Assessment

Rated GOOD by Ofsted January 2019

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The focussed schedule of lesson observations (Developmental Drop Ins - DDIs) is an integral part of the monitoring of Learning and Teaching across the school. Each member is observed by SLT nine times across the academic year. This has significantly increased the consistency and quality of teaching which is now of a very high stand. *"Leaders' monitoring of teaching is highly effective. Teachers value their discussions with leaders following the 'developmental drop-ins' to improve the quality of teaching. Subject leaders have a very clear understanding of their subjects' strengths and areas that need further development. As a result, learning is improving across all subjects"* (Ofsted 2019).

The DDI process of lesson observation is strengthened by the joined-up-thinking and intrinsic links to pedagogical, research-based staff training led by the Headteacher and Assistant Headteacher prior to the Covid-19 global pandemic: weekly TeachMeets to share excellent practice among the teaching staff; half termly Teacher Learning Communities. As part of the strategy, individual feedback and weekly Learning and Teaching updates. Over lockdown, using forward-thinking digital platforms we established a comprehensive and accessible CPD program to continue to up-skill all staff that followed the Learning and Teaching strategy, which also included the introduction of the Book Club. This CPD offering has enabled staff to review, explore and extend their pedagogical knowledge and understanding. *"Staff value highly the regular opportunities for further training founded in educational research. Accordingly, the quality of teaching is improving swiftly"* (Ofsted 2019).

72% of staff strongly agree/agree that their teaching has improved as a result of the CPD in the school and/or Trust and 99% - Staff Survey March 2020.

All teachers have a deep understanding and knowledge of the areas they teach. 93% of parents believe that their child is 'taught well at Brakenhale'. *Ofsted 2019*

A Whole School Literacy Improvement Plan (LIP) was designed and put in place. The profile of general and Disciplinary Literacy (DL) has been raised across all teaching staff with expectations that this is part of their role as a teacher explicitly communicated. The Whole School Literacy Lead has attended CPD at the Greenshaw EEF Research Centre. This training commenced in 2019 with a focus on the importance of using strategies to explicitly teach tier two and three vocabulary; this was fully embedded in all departments in 2020 and evidenced in Medium Term Plans, Knowledge Organisers and exemplars within the Shared Literacy Drive.

In addition, a Literacy Lead team, made up of representatives from all departments, is established and meets once per term with the Literacy Coordinator to reflect on best practice and collaborate on new initiatives such as the Word of the Week, a Literacy Mark scheme and Living Literacy infographic.

Staff performance is closely monitored, and support is provided by a member of MLT or SLT where standards do not meet our high expectations.

The curriculum has been developed so that it is broad and balanced. This enables students to access a wide range of subjects at all Key Stages. Curriculum leaders have mapped their curriculum areas to ensure new knowledge and skills are built on prior knowledge; thus allowing students to develop deep learning of knowledge and skills.

All ability profile students have access to a range of vocational and academic qualifications, including following the English Baccalaureate. This year, 100% of Year 9 parent feedback stated that they found the Options process informative and useful.

The vocational options are varied and complemented by a partnership with Farnborough College of Technology's 14-16 Programme. *"Leaders have broadened the number of subjects that pupils are able to choose for their GCSE qualifications. Pupils are guided to follow courses most suitable to them, taking account of their strengths and weaknesses."* Ofsted 2019

Our observation and performance management structures are directly linked to the Teachers' Standards framework. All teachers have an objective based on their learner outcomes and a common whole school objective focusing on pedagogy and pastoral care.

A comprehensive and accessible Online Induction Program, which involves an array of online content alongside virtual and face-to-face seminars, has been developed to meet the needs of all new starters at all levels of responsibility. The program supports new staff and mentors throughout the 6 months' probation period and ensures that staff are fully informed and equipped to be highly effective when they take up their role at Brakenhale.

NQTs and second year teachers are effectively supported, with an increasing number of NQTs and ITTs joining the school. There is an extensive NQT and ITT induction and training programme in place with a clear focus on developing successful teaching strategies. Links with Teach First have also been established and the first cohort will start in Sept 2020.

Parents are provided with information regularly throughout the year how well their child is progressing, either through a parents' evening or a school grade report.

"93% of parents said that their child makes good progress." Ofsted 2019

"94% of parents said that their child is taught well." Ofsted 2019

Self-Evaluation of Outcomes for Students

Rated GOOD by Ofsted January 2019

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Outcomes in the 2019-20 year were determined by a combination of a school Centre Assessed Grade (CAG) and the Government algorithm based on historical results and available national data. The highest of these two calculations was given to the students. Brakenhale School uses 4Matrix to provide estimated progress scores. In light of Covid-19 school performance tables will not be published.

Key Stage 4 results showed major improvements in headline measures and a strong performance in many subject areas. Key Stage 5 outcomes were outstanding and continued the recent upwards trajectory in performance in the sixth form.

At Key Stage 4, our internal Progress 8 was +0.55, a large increase from the previous year's score of -0.03. Attainment 8 for 2020 was 46.27, compared to 42.8 in 2019 and 40.4 in 2018.

The number of pupils achieving 4+ in Maths and English was 64% compared with 55% the previous year and the same subjects at 5+ was 36% compared with 31% the previous year.

The number of students achieving 5 grades above 4 including English and Maths was 63% compared to 54% in 2019. Results in English improved by 1% to 76%, compared with 75% of students achieving 4+ in 2019. 69% of students achieved 4+ in Maths, 9% higher than the previous year.

Disadvantaged students internal Progress 8 score in 2020 was +0.33, an improvement compared to 2019 which was -0.41 with 51 students counting in this measure, out of a cohort of 165.

It should be noted that there were 15 additional students who didn't count on the performance tables due to not having KS2 results. The majority of these students have arrived into the country after the KS2 SATS were taken.

The performance of boys was +0.16, a significant increase on any previous results that the school has obtained. Looking at prior attainment of the students there were 77 low prior attaining students, scoring a Progress 8 score of +0.54. The school is pleased with the performance of this group but notes that there remains a large gap between boys and girls. The gap between boys and girls remained significant with girls scoring a Progress 8 of +0.97 with the gap being 0.81.

Our 48 middle prior attaining students achieved a Progress 8 score of +0.49 and our 23 high prior attaining students scored a Progress 8 score of +0.46.

A particular strength is the performance of our EAL students. Our 24 students included in this measure achieved higher percentages than all of the above mentioned measures with Progress 8 coming in at an impressive +1.17.

At Key Stage 5, Brakenhale School continued to show success in both A Levels and Vocational qualifications, with the 2019-2020 ALPs score of 2 (2018-19 ALPs score went from a 5 to a 3). There has been a significant improvement across the last 5 years when the school had an ALPs score of 8.

There was a large increase to 49% in A*-A Grades (D*-D in Btecs) compared with 20% the previous year. A*-B grades were 73% and A*-C grades were 89%, both increasing from the previous year.

The A*-E pass rate remained at 100% for the sixth consecutive year.

The number of students staying at Brakenhale School into the sixth form was 88, continuing the high numbers to remain with us for Post-16 education.

The staff survey, April 2020, shows that 99.5% of all staff either agreed or strongly agreed that the school challenges all students to make at least good progress.



Self-Evaluation of Personal Development, Behaviour and Welfare

Rated **OUTSTANDING** by Ofsted January 2019

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Students have positive attitudes to learning. Disruptions to learning are rare due to an increased focus on high quality learning and teaching and routines and a clear behaviour policy.

Staff have a very positive view of the behaviour of the students at Brakenhale, and of the way the school's leadership team manage this. In the staff survey of April 2020 93% of respondents agree or strongly agree that behaviour is consistently managed; 93% agree or strongly agree that behaviour in the school is at least good; and 71% of respondents strongly agree that the students are safe in school.

The decline in fixed-term exclusions across the last three years is further evidence of the impact of the robust and consistent behaviour management, routines and expectations held by all staff and leaders. There were no permanent exclusions this academic year following a significant year on year decline. Exclusions have fallen from 173 incidents in 2016/17 to 86 in 2018/19. Brakenhale has a lowest number of exclusions and one of the lowest number of isolations, relative to the other schools in the Trust.

The school strives for a disruption-free learning environment, so has improved the support available for students who are struggling to meet expectations in lessons. This is staffed by senior leaders and the number of students using this facility is relatively low when compared to other Trust schools.

We have adopted a robust and brave approach to issues such as substance misuse, including a half termly sweep of the premises and surrounding area by a trained drugs dog and its handler.

A break- and lunch-time provision has been created for students, significant teacher duty presence, student leadership opportunities (Student Ambassadors and Head Students team), clarification of student conduct expectations. Furthermore a focus on the positive through the House system, golden tickets as part of Standards Week, queue busters, Headteacher student of the week and reward trips and activities.

2019/2020 saw the continuation and growth of three major projects introduced in the previous year. The Diana Anti Bullying award through which a group of students have been trained as anti bullying ambassadors who provide support for their peers. Secondly, the Prefect system; a prestigious position given to a number of students across Year 9 to Year 11 in which the high expectations of the school are embodied and upheld. Finally, the Combined Cadet Force (CCF) has recruited over 65 students from Year 8 to 13 and has been locally recognised. Additionally, the introduction of the Year 7 Library scheme has enabled students to access positions of responsibility as librarians and the school now

offers Bronze, Silver and Gold Duke of Edinburgh Award.

Attendance is a close focus for the school, through increased awards and praise in tutor groups and assemblies, the school has a dedicated attendance officer and along with the family liaison officer conducts regular home visits to encourage attendance. We issue fixed penalty fines where absolutely necessary, but seek to work alongside families to improve students' attendance. Attendance was above national average prior to the coronavirus Covid-19 global pandemic.

The Careers programme is established and effective. All years 7-13 receive careers education which is strategically planned across the school. All Gatsby national expectations are embedded within Careers provision. All students have had encounters with employers and higher education institutions. This has provided a significantly enhanced programme for all students.

This year has seen a focus on sustainability and our impact on the environment. The Eco-Group has done work in the local community, planted trees on the school site, organised recycling bins. Furthermore, the school has facilitated a variety of speakers including those from Oxbridge and Russell Group Universities. Other opportunities have been the creation of the Year 10 Aspire group, Brilliant Club, Study Higher speakers, AQA Unlocking Potential programme, and the Wheeler Programme through Wellington College. We have had presentations from leading blue chip companies e.g. DHL, visits to innovation centres e.g. Microsoft, Cisco and 3M. A further new initiative is the relationship with Panasonic as our Enterprise Advisor. The Brakenhale Careers Convention was incredibly successful and has seen an increase in the attendance of high quality employers, further and higher education organisations. In addition Years 11, 10 and 9 have had inspiring workshop drop down days, enhancing the curriculum.

The Identity Group - Students stated emphatically that the school encourages them to respect people from other backgrounds and to treat everyone equally. The identity group is well established and successfully supports our school community. The group has led whole school assemblies about LGBTQ+ issues, and have established a strong LGBTQ+ Community that regularly engages in whole school community activities. Throughout lockdown this focus continued with regular columns in Brakenhale@Home and an online festival to celebrate Pride month. We have a designated intervention officer who follows up on any incidence of discrimination. We are committed to challenging intolerance and promoting respect and equality through assemblies and our whole school ethos. Staff believe that the school deals with any cases of bullying of students effectively, 94.7% strongly agree/agree in the April 2020 survey.

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Where individuals have acute needs, their behaviour improves through a combination of Individual Learning Plans, intervention work from our Student Support team and outside agencies. The arrangements for safeguarding are highly effective. A culture of safeguarding permeates throughout the school. School leaders ensure that policies and procedures are comprehensive. As a result, students feel very safe. The nurture group (Bridge) continues to be a model of good practice to other local outstanding schools who have adopted our model.

Our PSHE programme continues to go from strength to strength. The curriculum is flexible, accommodating contemporary issues such as gun laws and knife crime, radicalisation and online safety as the need arises. The response to this from staff and students has been overwhelmingly positive. Our programme is responsive to current issues and information is shared in a timely manner to educate our community around current issues. During lockdown we produced resources to support the Black Lives Matter movement.

Students are equipped to be active citizens in wider society in a variety of ways. For example, all students participated in student council elections in a formal setting, with the local MP adding to the process by talking to all students about democracy. Students continue to participate in the Mock Trial Competition where students gain valuable knowledge and experience regarding British Law. British Values are regularly discussed both within the curriculum and at year group and whole school events. The PREVENT agenda has been shared with staff and students and work on this is ongoing as we recognise this is a continuous area of focus. A wide ranging assembly programme, and visits from actors and athletes to police, poets and Paralympians, is in place.

Our staff training and wellbeing provision included educational psychologists and systemic family support workers to offer workshops on anxiety, self-harm, and autism and ADHD. Our online training system, EduCare enables all staff to complete a variety of courses, including PREVENT and Child Protection, which are mandatory and monitored. In addition, recently the school has participated in a project with Canine Assisted Learning and as a result will now be using this strategy as part of our regular interventions. In addition, the school is training our own dog for this programme. We have also set up links with a local 'Forest school' of which a number of our students now regularly attend.

Where possible in 19/20, all students have been given the opportunity to attend residential trips designed to build character, resilience and widen horizons. The Covid pandemic meant that some students were unable to attend their planned residential. In addition, our most vulnerable

Year 9 students were taken to a 5-day outward bound residential trip in December 2019.



Self-Evaluation of 16-19 Study Programmes

Rated OUTSTANDING by Ofsted January 2019

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Progress

Progress at Post 16 continues to be very strong.

Our A Level results this year showed our greatest improvement as a Sixth Form, achieving a comfortable ALPS 2, putting us in the top 10% for A Level progress nationally. In 2015, the Sixth Form achieved an ALPS 8 for progress, and by 2017 it had risen to an ALPS 3 prior to our ALPS 2 this year. This shows a significant and sustained improvement over a 5 year period. For BTEC qualifications, our 2010 (QCF) courses achieved an ALPS 3 with a total of 53 entries across 7 courses.

Including equivalences, 22% of grades achieved by our students were A* (including D*). Our A* - A figure (including D* - D) was 49%, A* - B (D* - D + B) was 73%, and our A* - C (D* - M) figure was 89%. 100% of our students achieved an A* - D (D* - P) grade. This is broadly in line with the 2019 results, with the Sixth Form achieving 75% A*-B, 94% A* - C, and 100% A* - E. This shows good consistency in achieving top grades, with the Sixth Form cohorts being of a much bigger size now with different starting points - this is reflected in our ALPS 2 for A Level, and ALPS 3 for BTEC (QCF).

Many individual subject areas performed extremely well, with Art, Media and Music all achieving ALPS 1, putting them in the top 1% nationally with regard to progress. additional ALPS 'red ratings' were achieved by Biology, Computer Science, Geography, History, Psychology, BTEC Sport, Business Studies (BTEC and A Level), D&T, Maths, BTEC Applied Science, BTEC Music, and BTEC Travel and Tourism; this no doubt contributed to the overall success of the Sixth Form with regard to final outcomes and progress scores. Weaker performance was observed in our 'blue rated' subjects of French, Economics, BTEC Performing Arts (Extended Certificate and Subsidiary Diploma). Economics achieved an ALPS 8, which is an area to address with the subject achieving ALPS 9, 7, 6, 6, 8 over the last 5 years. One possible explanation for the poor performance across all of our ALPS blue subjects is again down to class sizes, and as such the data should be treated with some caution. The biggest class size in these subject areas was 3 (Economics).

65.7% of student outcomes were either on or above their target grade, whereas 17.7% of student outcomes were below their target grade by 1 grade. 6.3% were below their target grades by more than 1 grade. The students that achieved below their target grades tended to be targeted either As or Bs, and as such attention should be focused on turning Cs into Bs, and Bs into As for the 2021 exam series. This was reflective of having a cohort of higher achievers at GCSE and Level 2 qualifications.

Students did not sit AS Levels this year as we move to the linear model of delivery; internal data looks strong.

Pastoral and learning support

The school has put considerable investment into the development of the Sixth Form. A dedicated team including Post 16 RSL, Head of Sixth Form, Assistant Head of Sixth Form, and Sixth Form administrator are all in post to support the students.

An Admin assistant monitors attendance and since this has started there has been a considerable improvement in punctuality and attendance. Attendance in Year 12 and 13 for 2017 /2018 stood at 94% and in 2018/2019 it has been 95.2%. Obviously the attendance figures of 2019/2020 are difficult to analyse with any accuracy after March. Up to March 2020 out attendance stood at 95.75%, which shows a further increase in attendance from 2018/2019, and is above the national average.

Further analysis has been made of students' Attitude To Learning (ATL) grades and Homework (HWK) grades this year. At AP2 in February, 57% of our ATL grades were 1's (Outstanding) across year 12 and 13, and 35% were 2's (Good). Only 7% of ATL grades were 3's or 4's - showing very good engagement in lessons across the year groups. 54% of HWK grades across year 12 and 13 were 1's, whereas 34% of HWK grades were 2's. 12% of HWK grades awarded were 3's or 4's. This still shows good engagement in home learning overall, but is another area that we have identified as something we can continue to improve on.

The tutoring programme has been evaluated and the Sixth Form moved towards a vertical tutoring system from September 2017, with 5 specialist tutors who mentor, support and deliver PSHE.

There is a considerable team in place to support the students if necessary. There is access to an on-site Student Support team including Family Intervention Officer, Attendance Officer, Learning Mentors. A programme of anxiety intervention carries across the year.

Students use their attendance percentage and progress report grades to earn Privilege Passes which allows them to leave site early. This has proven very popular with students. Students are extremely complimentary about the sixth form. They feel highly valued and respected.

The school has developed strong working relationships with external agencies including social services and CAMHS.

Curriculum

There is a range of study programmes available – BTEC L3 and A-Level mix is very popular to meet the needs of our learners.

GCSE English and Maths are timetabled for re-take opportunities.

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From September 2020 students will be offered the opportunity to study the EPQ, Arts Award or Level 3 Sports Leaders as a way of enhancing their skills portfolio.

Links to higher education establishments and widening participation

There is a range of activities available, these include the following;

- Summer Schools being widely advertised and promoted- it is not uncommon for students to attend the UNIQ summer schools offered by Oxford.
- The Reading Scholars and Surrey Summer School scheme is used to widen access.
- A Trip to Royal Holloway Open Day for all of the Year 12 took place in June 2018 and 2019.
- Oxford University visited in September 2017 and 2018 and have mentored students across 2018/2019.
- All Year 12s attended the Reading Blue Coat School UCAS Fair in April 2018 and May 2019.
- 90 Year 13 students visited the 'What University' event in Wembley in October 2019.
- Microsoft held an interview day for Year 13 in October 2019 but unfortunately are not able to be booked for 2020 due to COVID-19.
- Work experience is offered to all students but 24 targeted vocational students have completed a programme.
- Stuart Kingsley, a financial advisor and former Brakenhale student visits throughout the year to deliver lectures to students regarding tax, savings and other useful financial elements.
- Students are now signing up to the VESPA platform to aid with A Level mindset.

Enrichment

All students are required to do 100 hours over 2 years helping in departments across the year, and this is tracked via our 'VCS' scheme - which rewards students based on how many hours they complete of 'Volunteering and Community Service'.

There was a World Challenge trip to Croatia in July 2018 and Morocco was planned for 2020.

The Head Students Leadership team were introduced in April 2016 and are developing ideas on how to widen enrichment. They have more visible in the last year including representing the school at the Wellington College leadership conference and the Queen's visit to Bracknell.

A wide range of subject trips took place including – Houses of Parliament, Imperial War Museum, Stratford and British Museum, Various Stage Productions.

The Student's Union was formed in 2019 to replace the SSLT, with great success. Students are engaged and continue to contribute to the running and development of the Sixth Form. The student 'tuck shop' was also rebranded as 'Refuel', and continues to be very popular as a student leadership opportunity.

Employability

The school has worked hard to improve the employability of students. This has included apprenticeship events – Knowledge Academy, QA Apprenticeship talks, Elevate Apprenticeship Fayre.

Adviza continues to offer Sixth Form specific support.

A bespoke coaching and mentoring program has been introduced providing weekly 1:1 student meetings with an outside specialist.

Destinations

There have been no NEETS in the past 5 years.

Students achieve a wide range of apprenticeships with leading national and international companies such as Cyber Security with transport for London.

Students achieve places in a wide range of universities. In 2018 40% of university applicants had Russell Group offers although many chose to attend alternative universities such as Royal Holloway, Reading and Sussex. In 2019 the number of university applicants rose from 17 to 47.

In 2019 one student has achieved a place at Oxford University for the first time in the school's history.

In 2020, students secured degree level apprenticeships including a 'Digital and Technical Software Developer' course at Fujitsu, and a 'Chartered Management' course at Unilever. Students continued to receive offers from Russell group universities, but again, most chose to attend establishments closer to home. 10% of our students went on to Russell Group universities - this is again an area that we have identified as something to develop and increase.

