

Frederick Bremer School Self-Evaluation 2023-4 (January 2024) - Summary Version



Current evaluation (Summary) :

Frederick Bremer is an exceptional and unique community school, where their unwavering inclusive values permeate every aspect of their work. Pupils are known, nourished and nurtured to 'be the best they can be' and relationships are at the heart of the school. Our culture is actively grown, and we are continuing to embed our climate of 'high challenge, low threat'.

Our curriculum is carefully considered to enable our pupils to 'know more, do more and go further', across both the classroom and beyond. Our enrichment programme is embedded and inclusive.

Pupils are exceptionally well supported through the extensive pastoral support and the trauma informed approach of the school. As a result, pupils enjoy attending school and are proud of being part of the school community.

Pupils are guided by specialist staff across both the teaching and support teams. Staff are committed to the vision and values of the school, and enjoy working at Frederick Bremer. Leaders at all levels are highly skilled, and supportive of their teams, which means that well being is taken seriously. The Senior Leadership Team have an extensive range of skills and experiences which enables them to lead the school with authenticity and confidence. They are excellent teachers as well as experienced school leaders. School leaders are well supported by an effective Governing Body, who hold leaders to account for school standards.

The school is regarded locally as an outstanding provider of mainstream education for pupils with SEND. As a result, over 10% of our pupils have an EHCP which is one of the highest for mainstream secondary schools in the country. Our pupils are supported by our specialist staff to thrive within mainstream, and this is supported by a large team of SEND professionals (including 5 qualified SENDcos).

This is a **strongly good** school, moving rapidly to outstanding. We are an excellent inclusive community school, where relationships are our strength and our inclusive culture is tangible. Pupils are known, nourished and nurtured to 'be the very best they can be'. We are proud of our diversity, and our commitment to pupils who need additional support is at the heart of our practice. Our vision permeates every aspect of our work.

Summary of Updates

Executive Summary (School Standards)

Current Strand evaluation:

Quality of Education: Intent, Implementation and Impact: GOOD

Behaviour and attitudes: GOOD

Personal development: OUTSTANDING

Leadership and Management: OUTSTANDING

Progress since the last inspection (Feb 2019): Short inspection which confirmed the school continued to be good. The recommended next steps for leaders and Governors were:

- the consistency of middle leaders continues to improve



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Current evaluation: Our middle leaders are very strong, experienced, and consistency is embedded. Inter and intra departmental variance has greatly reduced and outcomes are strong and improving. Strong succession planning & effective recruitment is in place to ensure that standards remain high and are sustainable.

- pupils with SEND are supported to improve their attendance and outcomes
Current evaluation: Frederick Bremer has one of the highest % of pupils with EHCPs in the country for mainstream secondaries. Pupils with SEND have high levels of engagement with the school - their attendance is high (above national average for pupils with EHCP by 7% (FFT July 23, and in line with national for all pupils). All EHCP pupils leave with GCSEs (usually at least 5) and transition successfully onto post 16 pathways.

Note: Frederick Bremer school has a very high level of pupils with EHCPs (10%, compared with a national average of 2% for secondary schools) and 17.1% SENK.

- progress and attainment in mathematics and science improve.
Current evaluation: Outcomes in Maths and Science have improved significantly at both grade 4 and 5 as a result of effective leadership and intervention strategies (both internal and external) - only years with nationally held examinations are shown in this table to provide accurate comparison over time.

	2023	2022	2019	2018	2017
Maths %4+	70.45%	63.91%	64%	60%	62%
Science % 4+	59.9%	48%	54%	57%	41%
Maths %5+	48.3%	45.56%	47%	34%	34%
Science % 5+	40%	37%	35%	32%	

Post Pandemic Strategy and Impact

- Year 1** - rebuilding the face to face relationships and system confidence in the school (focus on SEMH systems) (2021-22)
- Year 2** - growing our trauma informed approach to enable learners to thrive in a 'high challenge low threat school culture' (2022-3) (focus on trauma informed systems)
- Year 3** - embedding our culture to enable the highest levels of success across the school (2023-4) (focus on academic systems/QoE)

Post Pandemic Strategy

Frederick Bremer was open throughout the pandemic, offering a blend of face to face and online learning. We are on our 3rd year of post pandemic planning, and the following are key strategies we are focussing on:

- Building on our trauma informed culture and behaviour strategy
- Growing our SEMH support, and inclusion team and referral strategy
- Training teachers and leaders who have had limited experience of examination preparation
- Developing a comprehensive well-being strategy for staff
- Further developing our confidence in e-technologies to improve communication and 24/7 learning access
- Embedding our attendance and punctuality strategy, so our attendance returns to pre-pandemic levels
- Closing knowledge gaps with a focus on long term memory strategies using the learning scientist model
- Acknowledging gaps in reading comprehension and fluency and closing them

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9. Rebuilding face to face relationships with parents/carers

Impact of our SIP 2022-3

Our SIP for 2022-3 was focusing on embedding the 2nd wave of our post pandemic strategy, which aimed to embed our 'high challenge, low threat' school culture. This focussed on ensuring that our culture and climate would enable pupils to thrive and building on our trauma informed approach to improve behaviour.

Our 3 key priorities were to:

1. Engage our pupils intellectual curiosity through a rich and stimulating curriculum within and beyond lessons (enrichment, trips, home learning) (*What we learn*)
2. Ensure that pupils to develop more resilience and stamina in their learning techniques through embedding the key principles of the learning scientist model from Year 7 (*How we learn*)
3. Develop our marking and feedback strategies to enable our pupils to make responsive and rapid progress (*How we know we are learning*)

And that this would be measured by:

<p>1. <u>Outcomes in every subject in line or above national</u></p> <p>IMPACT: This has been mainly achieved in the majority of subjects, with most in line or above national average for attainment. Maths is 10.7% above at 4+(was below NA in 22) and English was 5.4%. Science remains slightly below for combined, but a significant improvement on 2022 and 2019. There is still some variation in progress outcomes that are being targeted for improvement, particularly in the 'open' bucket.</p>
<p>2. <u>There is an increase in pupils leaving Frederick Bremer with strong/good passes in English and Maths</u></p> <p>IMPACT: 66.5% achieved the basic standard in English and Maths (4+) - up 5% on on 2022 and 5.5% on 2019. 43% achieved basic strong in English and Maths (5+) up 2% on 2022 and in line with 2019.</p>
<p>3. <u>Attendance is at, or above, national</u></p> <p>IMPACT: Attendance has been consistently above national across the academic year for all pupils and key groups (FSM, SEN, EHCP)</p>
<p>4. <u>Exclusions are reducing, and are used sparingly</u></p> <p>IMPACT: Exclusions continue to be used sparingly, the trend is significantly down on previous years.</p>
<p>5. All stakeholders continue to evaluate FB as a safe and happy school.</p> <p>IMPACT: Our stakeholder feedback continues to support the view that FB is both safe and happy. Our vision and values are clearly embedded, pupils and staff are happy here and enjoy being at school</p>
<p>6. The school is outstanding across all strands</p> <p>IMPACT: The school remains strongly good, and is moving to outstanding. Intra-subject variability is improving but there are still gaps in QOE which are being addressed.</p>

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Current evaluation (January 2024)	
Our areas of strength	Our focus areas
<ul style="list-style-type: none"> ■ The vision and values are embedded and the culture of the school is evident ■ Relationships - pupils like attending school and attendance is above national ■ Personal Development - Pupils feel safe at the school. The school has an emphasis on educating the whole child, and a trauma informed approach ■ Teaching and Learning is consistently good ■ The school is calm and safe ■ Behaviour is good ■ The support for pupils with SEND is very strong, and they are enabled to access mainstream progression routes because of the support they receive ■ Safeguarding is outstanding, and pupils are proactively kept safe in the school ■ Leadership & Management: staff are well supported, grown and developed to be the very best professionals they can be ■ Leadership is impactful, and Governors are forensic in holding leaders to account ■ The wellbeing of pupils and staff is taken seriously, and effective strategies lead to strong attendance and positive relationships in the school ■ Attendance - Above London and National for FSM/EHCPs/SEN and in all year groups ■ Pastoral support to improve behaviour thus reducing exclusions ■ Outcomes are improving across the school, and especially in Maths and Science, through effective curriculum development and leadership ■ Progress improved significantly from 2022 to 2023 and the disadvantage gap narrowed. 	<p>The impact of the curriculum changes are not yet fully evident:</p> <ul style="list-style-type: none"> ■ More of our high prior attaining pupils should be achieving the highest grades ■ Whilst improving significantly and rapidly (from 24th percentile 2022 to 42nd percentile 2023). progress outcomes for pupils are not consistently above national across all subjects and there is variation in progress from starting points <p>Implementation</p> <ul style="list-style-type: none"> ● Continue to embed quality assurance to ensure the curriculum has the intended impact ● Increase challenge across the curriculum ● Improve the quality and use of assessment at Key Stage 3 to close knowledge gaps and provide strong foundations for progress <p>Behaviour</p> <ul style="list-style-type: none"> ● Corridor behaviours, whilst generally good, need to become more self regulating and less managed by Senior Staff ● The High Challenge, Low Threat school culture needs to continue to be embedded to eliminate passivity in lessons <p>Leadership</p> <ul style="list-style-type: none"> ● Accountability is evident at Senior and Middle leadership. We need to develop greater accountability for learning at teacher and pupil level ● Retention and recruitment have become a new challenge, and we need to develop strategies to grow and retain the very best professionals

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Key contextual information:

Frederick Bremer School is an average sized 11-16 community school with 880 pupils. We are very diverse and multicultural. The key demographic features are:

- We serve a disadvantaged population, with 27% FSM and 33.8% PP
- 32% of pupils do not have English as a first language.
- Boy:girl ratio is 65:35 (due to 3 local girls schools) but the trend is slightly increasing for numbers of girls
- 16% of pupils have a known SEN need (SEN K) compared to a national average of 12.6%.
- We have very high numbers of pupils with EHCPs (**94=11%** and rising), which is **5 x** national average for mainstream secondary and one of the highest in the country for a mainstream school (30th nationally). This has risen significantly over the last 5 years.
- We have 26 pupils in our ASC Resourced Provision, however this is not a withdrawal provision - all SEND pupils attend mainstream lessons and EHCP pupils are fully included in the life of the school
- We have 9 pupils currently educated off site (dual rolled): 7 SEMH, 2 Alternative Provision
- The school is oversubscribed, with the majority of pupils admitted in Year 7 having been placed on the basis of EHCP or sibling. In Sept 2023, we had a waiting list of over 155 pupils.

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Current Breakdown of Pupils with EHCPs	
2022-3	2023-4
Year 7 = 18 (10%) Year 8 = 15 (8.3%) Year 9 = 16 (8.9%) Year 10 = 12 (6.6%) Year 11 = 14 (8%)	Year 7 = 26 (15%) Year 8 = 16 (9%) Year 9 = 16 (8.9%) Year 10 = 16 (8.9%) Year 11 = 20 (11%)

****Our detailed SEF is available on request to be the school****