



Braunton Academy : Self Evaluation Form(SEF). March 2014

The context of the school

Our Ofsted report in September 2010 stated that:-

- 'The quality of teaching and learning is good';
- 'Braunton School and Community College is good and improving' ;
- and 'The school is a welcoming and positive community where students feel safe, enjoy their learning and achieve well.'

Key Ofsted recommendations from 2010:-

1. Develop partnerships with contrasting schools within the UK

We continue to be outward-looking and we are now actively engaging with Kingsley Academy in Hounslow; a school with a contrasting ethnic profile and context. Our International School status has been recently been re-accredited and we continue to build more links with other countries and engaging more students in our growing international programme of reciprocal visits and exchanges. This has impacted well on our students who show a good awareness of national and international issues(ref Student voice)

2. Rigorous monitoring and using the assessment information for different student groups to ensure that learning opportunities fully meet the needs of all students.

Our data assessment tracking and monitoring systems for all groups has improved with a Red Amber Green system to focus interventions and we have on-going training at all levels to ensure staff use the data to develop well targeted interventions to maximise student progress.

3. Ensure that systems for monitoring and supporting teaching and learning result in the very best practice being seen more consistently across the curriculum.

Sharing practice between colleagues is establishing well across the entire curriculum. There are now very formal systems in place through 'Blue Sky' to systemise the entire performance management and its linkage with CPD and the sharing of best practice. Sharing practice is routine in the curriculum, pastoral and strategic leadership meetings.

We recruited two young Heads of Department in MFL and History in 2012, and two NQTs in Science and Maths in 2013. In consequence, our teaching staff profile has changed with more teachers in the school in the first half of their careers. This has created a new energetic dynamic that has been beneficial to the learners especially with regard to the extra-curricular offer.

We became a converter Academy school in April 2012 attracted by the freedom to be in control of our destiny. We still enjoy a close relationship with our LA but it is on our terms with better service levels more tailored to our needs. We outsource to other providers too. We have appreciated the less bureaucratic processes to get refurbishments and new- builds in place through the EFA. We have much better financial accountability with a greater dynamic to bid for additional funds to benefit our learners. In a time of austerity we have made the very best use of our resources and Braunton Academy certainly has an improved learning environment and a greater range of facilities compared to 2010.

We are very proud to have achieved the following since 2010:-

- HMI subject inspection Geography in November 2011 graded 'good';
- The Geography Schools Quality Mark - Gold award 2012;
- The award of LiP silver in July 2012 is an endorsement of our good progression as a professional learning organisation;
- In January 2013 we were informed by the Minister of State for Education that we were in the top 100 best improving schools in terms of English and Maths GCSE and three other GCSEs in all ability areas.
- 'Happiness and wellbeing' externally validated LA accreditation July 2013;
- Re accreditation of the 'International Schools Award' to 2016.
- Our student destinations data is excellent with the fifth best data set in the Devon Local Authority area with 98% of students leaving us moving into further education, sixth form or apprenticeships. NEETs are comparatively very low (0.8% in 2013). Ref CSW data 2014.
- We have developed our vocational curriculum since 2010 to include land based study in association with Bicton College. We have selectively used alternatives to GCSE to engage lower ability learners with BTEC Science, ASDAN AoPE and City& Guilds IT. These programmes have improved attainment in the lower ability and SEN cohorts notably in 2012 and 2013.

Our extra-curricular offer continues to expand to include:-

- UniClub with a Cambridge University residential added to our range of higher education work
- Duke of Edinburgh award
- Science and Technology Engineering and Maths (STEM) clubs
- Increased enrichment work with local businesses and the Rotary Club.
- Increased enrichment in the Arts through our Beaford Arts academy scholarship and GT programme and our Artist in residence programme.
- Y6-7 Transition GT and Interested programmes that have attracted many Y6 pupils from our local learning community.

The following improvements to our site since 2010 are:-

1. New LTA standard tennis courts for school and community use funded from a bid to the LTA and matched from other local sources.(£300,000)
2. Refurbished technology areas and a new roof on the technology block which was funded by a successful bid to the EFA of £250,000
3. A new outdoor learning environment with enclosed horticultural spaces including raised beds, poly-tunnel, workshop and outdoor classroom. This was part funded by a successful lottery bid of £10,000
4. A new Multi Use Games Area (MUGA) funded in part by a successful bid to Fullabrook wind farm of £10,000
5. Supported, as an Academy partner, Caen Street Community Primary, on their journey to success, out of special measures, to become a high performing school.
6. Supported the Learning Community with a wide range of subject development and outreach at KS2.

A majority of secondary schools in Devon have 'academised'. Our local partnerships are still strong with sharing of best practice at the top of all of our agendas. However, there is more of a local competitive edge emerging, with some high cost marketing strategies adopted by some local secondary schools.

Our entry ability profile has changed since the last Ofsted inspection with a dip in the overall KS2 entry score to slightly below the national average in 2012 and 2013 (27.5 ref Raise 2013). In these years the profile of ability groups has also changed with a tripling of the lower ability cohort from 2011 to 2013 and a small decline in the number of upper ability students for the outgoing Y11 groups (Raise 2012) .

This trough in the ability profile has moved as a wave through the school over the past five years There is now a rise seen in the entry profile seen, notably, in the current Y8 and 9 which is 28.3 and 28.6 respectively.

There was a significant gender skew in the 2011-12 Y11 and especially in the 2012-13 Y11 cohort where there were 65% boys and 35% girls.

This profile change and gender skew posed a significant challenge for Braunton Academy especially with regard to the low literacy levels in a significant proportion of the intake in these cohorts, particularly for the outgoing 2013 cohort. Strategies for tackling this change included the development of a skills based nurture programme for 40 students in that cohort (called QUEST) in Y7-9 coupled with increased intervention in English/literacy and Maths and the tactical use of alternative qualifications at KS4 such as BTEC Science.

Internal data post mock GCSE examinations is very encouraging and predicting for the 2014 Y11 cohort 78% A*-C attainment in English with 73% progress rates. We are using English iGCSE for most students and Maths are predicting 78% A*-C with 73% progress rates. Overall 5A*-C EM GCSE is predicted to be 61%.

Pupils' achievement

Suggested grade: **Good (2)**

Evidence that supports this judgement

Ref Raise on line validated 2010-12, Raise un-validated 2013 and internal progress data sets, exam analysis, Minister of State letter January 2013 and Careers SW 2013 data.

From each different starting point, the proportions of pupils making expected progress, and the proportions exceeding expected progress, in English and in mathematics are close to or above national figures.

- In January 2013 we were informed by the Minister of State for Education that we were in the top 100 best improving schools in terms of English and Maths GCSE and three other GCSEs in all ability areas.
- Braunton Academy is predominantly a GCSE school and, where our Raise data includes 'equivalent' courses, it does not reflect the attainment and progress of our school appropriately. We have sustained significantly above average performance in GCSE capped since the measure was introduced and in total GCSE points score also in 2012 and in 2013.
- FFT forecast data accessed in April 2013 on the new best 8 point scores bench mark DfE models put us in the 'significantly above' category for our 2010-2012 when compared to local and national data projections.
- In 2013, on a GCSE only basis, our 5A*-C EM (52%) indicator within 1% of the national average.
- Our Maths progress and attainment data provide clear evidence of sustained improvement moving significantly above the national averages in 2012(80%) and above average in 2013 (73%) with boys outperforming the girls on this measure by a small margin.
- Our English progress has been consistently rising since 2010 to be 67% in 2012 and 69% in 2013 when the 'bar was raised' in year which led to a dip in many schools locally and nationally. However, the grade boundary in OCR English rose again in 2013 to the point where it has risen by an entire grade boundary. This impacted on our more marginal male dominated 2013 cohort and caused a dip in the key headline attainment indicator. However, the 3 levels progress measure in English increased to 69%. Boys English progress has risen since 2011 to reach 65% in 2013 and girls progress also risen since 2011 to reach 76% in 2013.
- In recent years there has not been a large gender gap and boys achievement was a strength in 2012(ref FFT 2012).. However, girls attainment and progress in both English and Maths has been strengthening in 2012 and overall outperforming the boy dominated cohort by a large margin in 2013.
- Boys outperform the girls on overall progress measures and girls outperform the boys on attainment indicators.
- The overall headline 5A*-C EM (all qualifications) went below target from an expected 60% to 52% in 2013. We were expecting our best ever headline result on this attainment indicator and for English student progress to meet our 75% target. Our internal data predictions for English were forecasting 66% A*-C based on January 2013 exam board moderated assessments and applying the 'old.. 2012' grade boundary. However, the grade boundary shift upwards in June 2013, pushed that attainment marker down to 58% resulting in this headline dip which affected marginal boys more on the 5A*-C EM headline. With 65% boys in the cohort it skewed our headline data.
- Internal data post mock GCSE examinations is encouraging and predicting for the 2014 Y11 cohort 78% A*-C attainment in English with 73% progress rates. We are using English iGCSE for most students and Maths are predicting 78% A*-C with 73% progress rates. Overall 5A*-C EM GCSE

only 61%.

Progress across year groups in a wide range of subjects, including English and mathematics, is consistently strong and evidence in pupils' work indicates that they achieve well.

- Output data across a vast majority of Departmental areas is at least national average with over *half* of them exceeding the national average data and in DT-RM, Biology, Statistics, English literature and PE it is significantly higher than the national average.
- 2013 data is significantly above 3 year average data in 9+ subjects versus 8+ over 3 years. for VA, CVA and A*-C and there are 2- significantly underperforming areas in 2013 versus 6- over 3 years.(ref FFT SEF- subject summary)
- Overall VA in 2013 held its position on our best improved GCSE year in 2012, with a rising 3 year trend in evidence on most E Bacculaureate indicators.
- Our overall mean VA data in the E Bacculaureate has shown a steady rise since 2011
- 999.8 ; 2012 1000.5 and 1000.9 in 2013.
- Maths point score(40.9) is also significantly above the national average in both 2012 and 2013
- Science 3Levels + progress for GCSE data (64%) exceeds the local(54%) and national averages(49%) Similarly, Science 4 levels + progress for GCSE data(35%) exceeds the local averages (27%) and the national average (25%)
- Science for all VA 1002.2 which is significantly higher than the national average and is on a 3 year steadily rising trend.
- Science 2A*-C 71% rising trend.. best result in 2013.
- Science point score 43.4 also significantly above national average
- MFL points score 43 for and boys VA at 1002.5 are both significantly above the national average.
- Humanities VA has risen from 998.2 in 2011, to close to the national average, 999.9, in 2013
- Students are given FFT D linked targets. Internal progress data, which is collected systematically through the year for all year groups, subjects and vulnerable or disadvantaged groups, shows that a large majority of students are on track to meet or exceed their targets.
- Students from other ethnic groups perform well across the curriculum and above national and school averages and there is a rising trend albeit from a small cohort.

For pupils for whom the pupil premium provides support, the proportions are similar to, or above, those for other pupils in the school or are improving.

The achievement of pupils for whom the pupil premium provides support at least matches that of other pupils in the school or is rising, including in English and mathematics.

- This headline 5A*-C EM GCSEs only, was 35% in 2013 , 3% higher than national average.
- 12% of Pupil premium students gained E Baccalaureate, 2% above the national average with an in-school gap of -2%. This is 12% above 2011 data.
- A large rise was seen in the headline 5A*-C EM with equiv. compared to 2011 and with those achieving a C grade in English and Maths in the pupil premium cohort. 2013 data is also markedly better than 2011(+10%) and is in line with national averages with an in school gap of -17%.
- Pupil premium value added in E Baccalaureate significantly exceeded both national and school means in both Science (1004) and MFL(1006.4) and exceeded the school and national mean in Humanities (1001.9). Science, MFL and Humanities point scores for pupil premium students is above the school and national average with a positive gap in Science and MFL.
- Pupil premium students achieving English and Maths(A*-C) has risen since 2011 and in 2012 and 2013 was 41% which is in line with national data.
- English pupil premium 3L+(and the gap) English 71% vs 67%(+4) 3 year rising trend and English point gap -4.9%
- English pupil premium value added was 997.2 in 2013 up by 2.6 since 2011.
- Student progress in Maths was higher, by +7%, in the disadvantaged groups in 2012 this was significantly higher compared nationally and locally. In 2013 this indicator is still much higher than 2011.
- Maths Pupil premium value added score was 998.6 in 2013 , 0.4 above national average for pupil premium and 5 points higher than 2011.
- Maths grades average point score is 1.9 greater than national average and the in school gap has closed by 3.2 points since 2011.
- The Pupil premium cohorts are showing a sustained rise in their performance in a number of key indicators validated in the 2012 and 2013 Raise data compared to 2010 and 2011..
- This gap in points score between advantaged and disadvantaged students was much smaller in comparison to local and national averages in 2012(-18.8) and shows a 4 year positive correlation to 2013.
- Pupil premium point score with equivalents was 269 vs 313 in 2013 for all and the gap (rising vs 2010/11 -109 pts in 2010 to -18 in 2012 and -44 in 2013)
- Pupil premium point score GCSE only was 240 with the gap closing in school by 37 points. It is 26 points above the 2013 national average.
- Pupil premium students 5A*-C EM GCSE are currently predicted to be between 45% and 53% for 2014 which is based on January 2014 mock exam data.

Pupils read widely and often

All students in KS3 follow a homework programme that focuses around wider reading. They have opportunities throughout the year to work on reading projects that allow them to explore all types of fiction, non-fiction and media texts.

All students in Year 7 and now Year 8 are enrolled on Accelerated Reading. At the end of last year we had our first 'Millionaire's Draw' for those students who had read more than a million words over the year. Growth reports show that a majority of students have made significant gains in reading ages and spellings.

Students in Year 7 and 8 who need extra support with reading are paired with Year 10 students for a twice weekly reading session in the library called 'Reading Partners'. A majority of students are gaining ground with their reading ages and big improvements are seen in spelling ages in a vast majority of students receiving specialist 1:1 intervention.

Quiet reading is a routine part of the tutor activity programme. The library is used well by students as a place for research and reading for pleasure. We enter national competitions such as the Carnegie Shadowing Programme and bring in children's authors whenever possible. Library borrowing data shows that 38% of students have borrowed more than 10 books over the last year.

The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, those for whom the pupil premium provides support and the most able, is generally good.

Small cohorts of students will vary in ability profile, however, in larger SEN cohorts our data is positive, on or above the SEN national average in terms of progress in English and Maths and attainment.

Overall School Action VA trend is strongly rising year on year since 2011

Low ability Eng VA 1003.7

SEN statement Eng VA 1003.4

SEN no statement Maths VA 1002.8

SEN School action Eng 3L+ 3 year VA +16%

SEN Statement Eng VA 3 year trend +26%

SEN School action Maths 3L+ 3 year CVA +14%.

SEN all subgroups in a vast majority of data sets VA for EBacc is above the school and national mean.

SEN in Science non statemented / school action Science VA 1005 significantly above national averages.

Systematic lesson observations support this claim too with a large majority of lessons judged at least good. Case study evidence of small SEN and Pupil premium cohorts shows good attainment and progress. Some of our best achieving male and female students were on pupil premium in 2013. 59% of pupil premium students met or exceeded their FFT D set targets.

Pupils acquire knowledge and develop understanding quickly and securely in a wide range of subjects. They develop and apply a wide range of skills, in reading, writing, communication and mathematics. This ensures that they are well prepared for the next stage in their education, training or employment.

The extended learning days; enrichment activities with visiting expertise in a wide range of subject areas; My Independent Learning Opportunity(MILO); International School linked learning and the many competitions we enter; all nurture and showcase the wide skills students are developing or have developed.

Our Careers South West output 'destinations' data is strong year on year. It is consistently above Devon and National averages. The most recent data set was the fifth best in Devon in 2013 with 98% of students moving onto further education or apprenticeship/good quality work based learning.

Since 2010 , two students have secured have secured prestigious 6th form scholarships at Eton College in Maths and Science due to the strong foundations for learning given by Braunton Academy. One of these students was awarded the Science prize in 2013.

Year on year the feedback from a vast majority of employers who host our Y10 work experience programme is good or better in a wide range of skills including communication, IT , numeracy and the soft skills including the PLTS that are highly valued by employers.

What we need to do next to secure outstanding for achievement:-

- Continue to improve English language attainment and progress need to rise well above the national averages for all groups with particular focus on middle ability boys.
- Continue to increase our attainment in both Geography and History to well above the national average.
- Expand the number of students opting for a MFL and ensure that attainment here sustains at well above the national average.
- Ensure that the gap between the most advantaged and least advantaged students continues to narrow and close completely within the next three years.

We do have a good range of outstanding data sets but not enough to fully match the outstanding criteria. Technology subjects, Biology, Statistics, English literature, MFL and PE consistently achieve outstanding results year on year. Science has good and improving data sets.

Where are there areas that need improvement that fall below ‘good’ and what are we doing about it?

HMI inspected Geography in 2011 and the report judged the Department to be ‘good’. The Department also met the standard for the Schools Quality Mark at Gold level in 2012. The team is well-led and teaching is of at least a good standard in our systematic observation and review programme. The cohorts have tended to be skewed a little towards the lower ability students by the options process and the literacy demand of the subject is high. A Rapid Attainment Plan (RAP) is in operation in the Department with a focus further on engaging the learners more in assessment, examination technique and developing pedagogy to overcome any literacy barriers. VA is steadily improving in humanities especially for lower ability students.

We have developed our Science curriculum in the last three years and have had a RAP plan operating to continue to drive up achievement. Our 2013 data, with 71% gaining 2A*-C is now on or above the national average and the triple sciences is significantly above national average in Biology. VA has rapidly improved since 2011 and is significantly above national average at 1002.

The English Department has developed a RAP, following two years of in year National grade boundary changes. This plan includes the introduction of iGCSE. Decisions will be made at an appropriate time to determine the entry pathway for the current Y11. We have decided not to go for early or multiple entry as we believe that it is not beneficial to our students. Current 2014 data from mocks is forecasting 78% A*-C. We are recruiting a new full time English teacher from September 2014.

Our English Baccalaureate data has doubled in the last three years. In 2011 we could not recruit a suitably good Head of Department, the candidate field was very weak and we had to temporarily appoint a German teacher who fulfilled only a co-ordinating role. In 2012 we successfully recruited a Head of MFL from a much stronger field and the Department is now prospering. Consequently, there is a lag in the system, however, the results for this key indicator doubled in 2013 from 7% to 14%. It should be noted that MFL has enjoyed significantly above average performances year on year albeit from smaller than average cohorts. We anticipate significant rises in this key indicator as the MFL team gain traction with increasing numbers of students opting for MFL over the next 3 years.

A RAP was put in place for IT in 2012 and this has been highly successful with a dramatic turnaround in one year. The results were back to the national average in 2013 on A*-C but more work needs to be done accessing top grades. In addition we have developed a new Computing GCSE which promises to be a success going forward.

The Drama Department cohorts can be quite small that can be prone to data skews. A RAP has been put in place with a switch in examination board, improved AfL, a greater focus on examination preparation and a more robust approach to moderation.

Our vocational pathway, which caters for around 15% of our KS4 cohorts, is highly appropriate for the students’ need. However, this pathway can suppress our ‘best 8 VA data’ but it motivates and engages this cohort of students to progress onto appropriate KS5 courses as evidenced by our excellent destinations data from Careers South West with Careers South West data (Feb 2014) showing 98% of our young people progressing onto further education, sixth form or apprenticeships.

We are proud to be a highly inclusive school with a very low incidence of permanent exclusions. We are successful at taking on managed moves from other schools. However, this can suppress our VA data but we believe that this is the right approach as it improves life chances. Vulnerable students are given a suitable alternative curriculum, extended work placements and personal support using a range of agencies that leads to post 16 progression with a very low NEET’s %(0.8% in 2013 and 0% in 2012).

The quality of teaching

Suggested grade: Good (2)

Evidence that supports this judgement

Teaching in most subjects, including English and mathematics, is usually good, with examples of some outstanding teaching. As a result, most pupils and groups of pupils currently on roll in the school, including some disabled pupils, those who have special educational needs, and those for whom the pupil premium provides support, make good progress and achieve well over time.

- 98% of lessons observed in 2012-13 were judged to be good or better, 24% were good with outstanding features and 17% were outstanding. This is consistent with the 2011-12 data but the bar has been raised with regard to judgement criteria.
- Observations and the subsequent feedback are moderated by pairs of observers which provides good CPD. OFSTED criteria are employed to standardise judgements.
 - This good teaching supports good student progress.
 - Where underperformance is identified through FFT, Raise Online, or MTAs, programmes are put in place to support renewed progress including *student intervention programmes* or *departmental Rapid Attainment Plans*.
 - Where lessons have fallen below 'good' a Professional Support Plan has been instigated. (See *Case Studies*)
 - Learning Walks conducted by the Principal and SIP confirm this overall judgement and in the 2011 Geography HMI inspection reported we were 'astute observers'.
 - On October 8th 2013 all the SLT received high quality observation, learning walk and feedback training from OFSTED trained Babcock LDP advisers. The outcomes of this training are being rolled out to the middle leaders and all teaching staff. The training has validated our judgements of lessons to ensure that we remain 'astute observers'.
 - Teachers' focus on the quality of their teaching has been further enhanced by the recent implementation of Blue Sky software which has led to self-assessment against the standards.
 - CPD engages a wider range of teachers in showcasing their teaching and learning which means that best practice is being shared more systematically. (See *CPD records and plans*).

Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.

- Teachers use FFT D targets for all students at KS4 and monitor progress towards those targets regularly. Underperformance is a trigger for interventions.
- At KS3 prior attainment data is employed to set targets for each year which again is tracked through the MTAs with interventions for those at risk of failing to meet their end of year targets.
- Lesson observations and learning walks reveal that teachers do plan lessons with clear objectives and varied teaching and learning strategies.
- We have placed significant emphasis on the development of skills and competencies (PLTS) with the appointment of a TLR responsibility post to oversee this work. This work is linked closely to many of the celebration of achievement and rewards strategies we have (*planners, postcards, vouchers, assemblies, KS3 Presentation Evening*).
- The skills are an integral part of *curriculum challenge days* and other events such as the *Year 10 Business Employers' Forum*.
- Students' skills sets are well developed by the time the young people progress onto KS5 with all students moving onto appropriate courses or employment with training post 16(*Careers SW data 2012-13*)

Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.

- CPD sessions have focused on 'Active Questioning' techniques and lesson observations reveal that teachers are able to ask higher order questions to promote learning.
- Observations show that staff are flexible and will adjust their lesson plan when misconceptions arise.
- Student voice reveals that staff re-explain using alternative strategies.
- The outcomes and recommendations from Student voice on their learning is routinely fed back to staff to inform their subsequent planning e.g. *students said that staff needed to be more explicit about setting of HW questions and allow time for students to record the tasks set. Students also said that they valued more opportunities for group work which informed our CPD to give staff more strategies for collaborative work and the type of questioning opportunities that arise.*

Reading, writing, communication and mathematics are taught effectively.

- Whole school training in these areas has taken place in both 2012/13 and 2013/14 to maintain a whole school focus and to develop more consistent approaches.
- The profile of literacy and mathematics has been raised.
- A highly successful Rapid Attainment Plan in 2011-12 transformed maths progress and attainment at GCSE.
- A Literacy Across the Curriculum Co-ordinator has been appointed to lead on developments in literacy.
- Literacy Ambassadors from each subject area meet to develop ideas and materials, e.g. *the introduction of spelling challenges in tutor time and a marking for literacy policy.*
- There are a good range of reading interventions to support weak readers with good gains seen in reading and spelling ages. (see *ALN data and P7 in this SEF*)
- There is a strong public speaking tradition, because we provide a good range of opportunities in the Academy. We have a strong track record of success, year on year, in local competitions run by the Rotary Club.
- The English Department engaged our Y9 with the BBC news report in 2012 with a student led televised report that had great impact on the Academy and the local community. This will continue in 2013-14.
- Accelerated Reader has been in place for over a year with promising impact data in 2013.

Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.

- All teachers in the school are teaching in subjects they were trained to teach or in subjects where they have significant experience. Strong subject knowledge is evident in the lesson observation analysis.
- The ALN department has changed the way support is organised since the last inspection. We now have a core team of TAs providing a great depth of experience. Training and a robust probationary induction programme and performance review for TAs is now well established.
- TAs are proactive in offering support to a wider range of students in the classroom employing the 'helicopter model' of support.
- Students are rewarded for adopting good Behaviour for Learning strategies at the end of each reporting cycle. This contributes significantly to progress being made in lessons and the purposeful ambience of lessons as evidenced through formal SLT/HoD led learning walks, parent tours, governor monitoring and lesson observations.
- A wide range of learning experiences are available to students outside the formal classroom. We hold two 'curriculum challenge' days each year where the normal timetable is suspended for cross-curricular projects.
- There is also a full programme of clubs, trips, competitions, guest speakers, work experience for Year 10, University visits, MILO projects, homework club, international exchange

programmes etc. (See *Evolve records, student bulletins/news stories on line or in the local press*).

- International School Status (Gold) allows us to offer our students a wide range of experiences in Europe and further afield. We have Comenius school partners in a number of European countries and have had a Comenius assistant for two years. HMI commented on how this work promotes our SMSC dimension in school from student voice evidence .

Teachers assess pupils' learning and progress regularly and accurately. They ensure that pupils know how well they have done and what they need to do to improve.

- Teachers use prior attainment data to set targets using FFT data.
- Formal Mid Term Assessments are completed three times each year with individual teachers, departments, the SENCO and pastoral teams involved in tracking and acting on underperformance for individuals. (*Dept SEF files, MTA data*).
- The monitoring of student progress is in-built into our appraisal system.
- Accuracy of data input is analysed versus output data. There is increasing consistency and accuracy across the Departments.
- Pupil premium students data targets are displayed in the staffroom and the SSAT VENN system is used to strategically plan targeted interventions.
- The quality of AfL feedback from teachers on student learning evidenced by exit data from consultation evenings is valued by the vast majority of parents/students.(*see exit questionnaires from consultation evenings*)
- Tutors discuss targets with students to celebrate what they have achieved and what they need to do to improve.

Effective teaching strategies, including setting appropriate homework, and appropriately targeted support and intervention are matched to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons.

- Bespoke intervention programmes exist for those students deemed at risk of not making good progress. These are provided by the 'Skills Centre', literacy and numeracy TAs, pastoral mentoring programmes and Paired Reading.
- Departments group students according to curriculum need and offer pathways of learning to suit students' interests and aptitudes at KS4. (*See KS4 curriculum options, destination data and NEETS data*).
- The school has introduced the 'Show My Homework'(SMHW) software package to support independent learning following a full review of homework involving students, teachers and parents. 2013/14 will be the second full year of implementation.
- Parental concerns about homework setting, both quality and quantity, have significantly declined since the introduction of SMHW.
- SMHW tracking data indicates that homework is being set regularly and more evenly across the year groups.
- We have also now employed TA staff to provide an after-school homework club in the library, in addition to the lunch time club based in the additional learning needs room.
- Both clubs have a good range of IT access and printers to remove any technology or resource barriers that the student may encounter at home.
- The library is well frequented at break and lunch time. Data tracking also shows that more students are now using the library after school with a higher proportion of Pupil Premium students accessing the resource.
- A significant number of teaching staff spend time at break, lunch time and after school giving students extra help if they need it.
- A good range of revision clubs or coursework clinics are on offer as part of the examination preparation programme at KS4 and some of these take place at weekends or in holidays.
- The Y7-11 Family Learning programme feature study skills, learning to learn techniques and how to use home learning time to maximum effect. Parent feedback is very positive following

these sessions which are calendared at key times through the year.

- Learning tips and study skills are available on the website in several key locations.
- The website analytics data show that these resources are regularly accessed.

What we need to do next to secure outstanding for teaching and learning:-

- We are actively share outstanding practice through the CPD workshops and through learning walks to ensure that there are a greater number of outstanding lessons.
- Feedback and assessment continues to be a focus of whole school training and an on-going programme of work scrutiny.
- Further developments to the use of Show My Homework in terms of sampling the quality of tasks and greater involvement of parents will be taking place in 2013/14. This will offer greater quality assurance.
- A more co-ordinated approach to the PLTS skills linking students' work in this area more closely with their reports and the Learning from Experience initiative.
- We will be launching a formal observation programme for tutor time in 2013/14 to replace informal monitoring and to promote sharing of good practice through paired observations.

Behaviour and safety

Suggested grade: [Good (2)

Evidence that supports this judgement

Climate for Learning - *Students attitudes to learning are consistently positive and low level disruption in lessons is uncommon. There are few well-founded concerns from parents, staff and students about safety and behaviour.*

- 97% of parents indicated that Braunton Academy has high expectations in relation to behaviour with the large majority (80%) explicitly indicating that behaviour is good
- Work scrutiny of students work -sampled indicate that in the vast majority of subjects, students take pride in their work. Our evolving curriculum (such as QUEST, the MILO project and KS4 Work Related POS) with a clear focus on teaching and learning has meant that students of all abilities are motivated to learn
- Lesson observations demonstrate that almost all staff routinely demonstrate the key features of good and outstanding lessons enabling learning to progress and for behaviour not to be an issue.
- Feedback from past students, and student teachers indicate that their experiences at Braunton have been positive and enjoyable, based on working with the students

Parents' staff and students views of behaviour and safety. *There is a positive ethos in the Academy and students behave well, have good manners and are punctual to lessons*

- Visitors to the Academy comment on the politeness of students and engagement of students in lessons during learning walks and visits to the canteen etc
- Staff view behaviour as good and consistently well-managed. Overwhelmingly staff are proud to work at the Academy and feel that students are safe and that cases of bullying are dealt with effectively.
- Over the past 5 years, the Academy has very low permanent exclusions rates compared to our neighbouring schools and has recognised success in turning students around on Managed Moves. Our inclusivity impacts on our overall VA.
- The standard of uniform is very good
- The Skills Centre provides in-house intervention to individuals and selected groups of students successfully running courses on relationships and identity, dealing with emotions, peer pressure and behaviour
- Students demonstrate exemplary behaviour and attitudes while representing the Academy on work experience, community work, and trips/visits.
- Students of all groups regularly celebrate achievement through the PLTS Rewards scheme, achievement lunches, assemblies and celebration ceremonies. Letters, certificates and postcards are sent home recognising excellent/ improved attendance, achievement and behaviour
- Data indicates a good improvement in staff-student relationships in the last three years. The Academy has fully embraced restorative approaches in conflict resolution and incidents between students and staff are dealt with effectively.
- The Academy has just been awarded the Happiness and Well Being Award

Safety and Mutual Support – *Students feel, and understand how to feel safe*

- Overwhelmingly students feel safe at Braunton Academy, know how to keep themselves safe and know how to receive support from the Academy and beyond.
- The PHSE and tutoring curriculum, assemblies, and enrichment activities support students in their understanding of how to stay safe
- The Senior Learning Team patrol outside school in the mornings, ensuring punctuality and an orderly start to the day. Approximately 30 students regularly attend our Breakfast Club helping students to feel safe from the time they arrive
- The Academy has been very proactive in promoting e-safety with all students attending sessions delivered by Peter Bower from SWGFL. E-safety sessions for parents have been run by Peter and form a regular part of our family learning soirees. E-Safety is a regular theme in our new Computing POS and the SWGFL E-Safety SOW is being delivered as part of the tutoring programme
- Safeguarding issues are dealt with effectively. There are 4 staff trained at level 3 with plans to train two more in 2013. Pastoral staff are kept fully trained and regularly attend courses to keep them up to date.
- The College has excellent links with external support agencies and recognises the vital school-home link by involving parents in their child's welfare. Contact and engagement with parents is a fundamental tenet of our pastoral support.

School Systems – *The Academy's strategies are applied consistently and incidents are swiftly addressed. There is an active highly effective approach to identifying and tackling bullying*

- All incidents are recorded on SIMS behaviour log by dedicated pastoral staff ensuring consistent recording. Staff use an email form to record incidents. House coordinators immediately investigate incidents and liaise with HOH in resolving incidents, contacting parents and following up after the event.
- There are a range of reporting mechanisms including drop boxes, an email bullying line and a dedicated mobile. In addition to adults, there are peer mentors available
- The Academy has excellent relationships with local Community Police Officers, who visit regularly to run assemblies, sessions and take part/lead in restorative processes.

Bullying – *There are few instances of bullying. Students have a good awareness of different forms of bullying*

- There is a strong support system in place to deal with bullying, with five dedicated and well-trained House Co-ordinators, staff from the Skills Centre, and a mentor working with Heads of House and other staff. There are also peer mentors in year 9
- The vertical tutoring system at each Key Stage enables students to form relationships and friendships across age boundaries
- Parents are fully involved and updated when their child is bullied or is involved in bullying.
- Homophobic and racist comments are rare. Students involved in this type of behaviour must attend an intervention in the Skills Centre.
- Restorative approaches linked to a zero tolerance approach to bullying, show that reoffending is rare once brought to our attention

Attendance

- Overall attendance has been close to the national average at 6.6% with girls absence rates being higher than boys.
- Persistent absence rates for boys and girls are relatively low compared to national data with an improving trend notably with girls.
- Overall attendance and persistent absence for FSM ever 6 is above the school and national averages, however small sample sizes can distort the data set. In 2012-13 cohort there was one total school refuser with a full case study evidencing multi agency interventions.
- Overall attendance and persistent absence data for SEN School Action close to the school mean and better than the national average. Overall attendance and persistent absence SEN Action plus and Statemented students are very close to national average but small sample sizes has distorted the data.
- Attendance for EAL students is excellent albeit from a small sample size.
- EWO is very proactive in following up and dealing with persistent absence and we engage the Parent Support Adviser with troubled families where school attendance is an issue.
- Attendance is given a high profile with certificates are given regularly in assemblies and annual trophies awarded.
- Privileges are given weekly to the best House .
- 100% attendance awards are given in the final celebration assembly with book vouchers given as a reward.

What we need to do next to secure outstanding for behaviour and safety:-

- When staff are absent the Academy acknowledges that low level disruption is more likely. Reduced staff absence this year with closer monitoring of cover lessons, robust use of sanctions and on-going training to cover supervisors and supply staff has mitigated this risk.
- Despite our e-safety focus, students engagement with social-networking technologies out of hours needs closer parental supervision. A planned “teenage issues” project presented by targeted students will help to bring in targeted parents into the Academy
- Continue the relentless focus on overall attendance with a special focus on girls attendance and disadvantaged students.
- External exclusion rates were above the national average again last year, although the number of students on repeat exclusions has continued to drop. Increased use of internal exclusion as an alternative sanction will help bring down our exclusion rates.

Leadership and management

Suggested grade: Good (2)

Evidence that supports this judgement

Key leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition.

- The Academy Improvement Plan(AIP) conveys our ambitious vision and high expectations for the development of the Academy in an uncomplicated way. It is structured using the key OFSTED priorities and it is monitored each term and RAG rated. The AIP is the springboard for Departmental plans which employ the same ambitious structures.
- The School actively supports and promotes staff ambition with the development of leadership roles with internships to Middle Leadership Team and SLT, opportunities to network with partner schools (*NORDAB, Braunton Learning Community, DASH*). Middle leaders have been supported to follow SSAT programmes and Leadership Pathways. There is also a greater understanding of the bigger leadership picture from middle leaders. This enables middle leaders to understand their role in taking forward the vision of the Academy
- Our leadership, administration and governance support and support in a range of subjects in addition to our Maths and Computing specialism including: Art; Music; Drama; Geography; STEM and PE has been valued by our family of primary schools. Our nominated Academy partner, Caen Community Primary School, has benefited from addition access to our facilities and expertise this school is a strong local performer now emerging from Special Measures over two years ago. (*See letters of support*)
- The impact of this has been to create a continuous feed of new leadership capacity. Staff have stepped in and stepped up to competitively apply for, and succeed in, key distributed leadership roles. This sustains our ambition for all of our students. .
- Our high expectations for students can be seen in our behaviour codes (including our *ICT Users' Agreement*) and our ambitious target setting
- Our use of data has improved significantly. Accountability is built in at all levels in plans that target interventions incisively. Students are more able to see how to progress and better able to articulate how they will get there.
- The Challenge Agenda is developing well as we work to raise aspirations (see *UniClub, visits to Universities, G & T activities*). The impact can also be seen in lessons, the extra-curricular programmes, our tutor programme, through assemblies, through the website, parental communications and family learning events, e.g. *Parents' Post*.

Governors, or those in a similar position, systematically challenge senior leaders.

As a result, the quality of teaching and pupils' achievement have improved, or previous good performance in these areas has been consolidated.

- Governors have established 'portfolio' groups to review and challenge SLT and lead professionals on key OFSTED areas. Members of SLT support these groups and respond to issues and challenges posed by Governors.
- The impact of portfolios has been good with robust drilling down of the issues with sharper, informed challenges at Governors meetings and higher quality meetings overall.(See minutes and Portfolio reports)

- A Governors Achievement portfolio group monitors pupil premium performance. This features on the FGB agenda as a standing item and within the Principal's report. This had led to well informed challenges on the progress and attainment data.
- Governors provide additional capacity to our KS4 careers and vocational learning programmes. This impacts on their understanding of the issues and challenges facing young people.
- Greater accountability and challenge has led to a greater awareness of teaching quality.
- Governors were engaged in the development of an improved homework policy in 2012. and in the development of a new approach to work scrutiny. Two Governors worked with SLT and HoDs on half day work scrutiny sessions giving the Governors a better handle on the quality of students written work and the feedback given.
- Senior students sit on the Governing body and feedback their views to the governors on their experience as learners. Governors are very responsive to their views and key actions arise from their input, e.g. *refurbishing of changing rooms; improved salad bar; revision sessions better co-ordinated and refinement of uniform issues.*

Teaching is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development, which are closely matched to the needs of the school and staff.

- Our high expectations of staff can be seen in our focus on the Teachers' Standards, codes of conduct (including our *ICT policy*), CPD programmes, meetings' cycle, appraisal systems, performance support programmes. The recent introduction of Blue Sky has added further rigour to our professional development as a staff.
- We have an established appraisal system, now enhanced by Blue Sky, and have consulted with staff on the introduction of the new Pay Policy.
- We are able to identify good practice through lesson observation and we invite a wide range of staff to lead CPD sessions to promote strategies and techniques to enhance our provision. (*CPD Record for 2012/3 and plans for 2013/14*) Bursaries will be offered in 2013/14 to develop aspects of practice to share with the whole staff building in an action-research culture in school.
- We hold the 'Investors in People' Silver Award which validates the quality of our CPD and staff appraisal systems. The impact of this is that staff morale is high and they have a clear sense of purpose, with all roles, including administration, linked in some way to supporting students learning, well-being and their care.
- Under-performance is identified and tackled. For teachers who are struggling to maintain 'good' in their teaching we implement *Performance Support Programmes (PSP)* which involve time release to observe others, mentoring and additional CPD and observations.
- Any issues relating to professional standards of conduct, are tackled immediately with the full engagement of our conduct policy.
- Where specific departmental results are below expectations, we instigate Rapid Attainment Plans (see *Maths, English, Geography, Science, Drama and ICT plans*) and we commission external guidance from our SIP and subject advisers. The impact of these plans has been good. In Maths in 2012 results lifted to significantly above national data the 2013 data remains well above national averages. In 2013 our IT A*-C results doubled to 71% and science improved to 71% 2A*-C from 61%, in 2012.
- We have an established programme of lesson observations many of which are paired observations between middle and senior leaders or pairs of middle leaders to promote standardised judgements. Observations inform the SIP and CPD activities e.g. *Active Questioning, written and verbal feedback.*
- Learning walks with external advisers help to validate our judgements and further training was undertaken in October 2013 with OFSTED trained colleagues to strengthen quality assurance. The impact of the training has changed our learning walk practice which enables student progress to be more accurately measured.
- We recognise the need to focus on written feedback and have a rolling programme of work scrutiny involving governors and middle leaders. Feedback is given to the whole staff. (*Sept '12 training*)

The school's curriculum encourages a thirst for knowledge and a love of learning. It covers a range of subjects and provides opportunities for academic, technical and sporting excellence and contributes well to pupils' academic achievement, their physical wellbeing and their spiritual, moral, social and cultural development. It promotes positive behaviour and a good understanding of safety matters.

- We have a broad and balanced curriculum and have been able to offer a good range of academic and vocational qualifications at KS4. To support the EBACC we offer 4 sciences (including Computer Science) and 2 MFLs. We have links with Petroc and Bicton College to support vocational pathways. We also offer additional after school opportunities to cater for individual needs and interests, e.g. *Italian, graphics, early entry French & German*.
- Our status as an International School (Gold) provides staff with opportunities to develop their leadership and management skills in a European and wider context. Teachers work collaboratively with colleagues from other countries to develop and implement learning opportunities for our students. (*International School Records*)
- The Academy's formal and informal curriculum provides opportunities for students to develop their understanding of aspects of SMSC (see *SMSC audit for 2012/13*) as does its International School Status and its recent links with Kingsley Academy in Hounslow. (See *Curriculum Policy, EVOLVE records, student bulletins, the school's website and Parents' Post*) We will be introducing new developments to our PLTS programme in 2013/14 and will introduce 'Learning from Experience' which will allow students to track their SMSC and skills development.

The well-thought-out policies ensure that pupils make at least good progress in literacy.

- Literacy is recognised as a priority with CPD time being allocated in 2012/13 and 2013/14 (*CPD records*) to develop whole school approaches. A literacy Co-ordinator has also been appointed to manage the implementation of development plans in these areas. Departments all have a nominated Literacy Champion.
- A tutor time spelling programme is now in place.
- There are webpages dedicated to literacy and numeracy with parent and student guidance available.
- The SEN team and one to one TAs in literacy and numeracy provide well targeted early intervention.
- Students are trained to support reading through the reading partners scheme.
- There is good evidence of high impact on improving reading ages and spelling ages.

The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils.

- The school works hard to engage parents from transition onwards and this is an outstanding programme with excellent feedback from the primary staff, parents and students. (See *Transition Plans*)
- We have a wide range of opportunities for parents to engage with teachers and tutors and have established a comprehensive range of communication methods to reach parents (*Parents' Evenings and evaluations, Parents' Post, Weekly Bulletins, the Website, Email (95%), postcards & letters of commendation, targeted letters of invitation, KS3 and KS4 presentation evenings, attendance protocols, parents' forums, family learning workshops*.)
- In 2013/14 we will be launching a SIMS communication package to build on this work still further.
- Parent feedback is positive, this creates a climate in which learners are supported to display good attitudes to learning and respect the school.
- Students are motivated by the rewards systems and as a consequence are very keen to be ambassadors of the school in a wide range of roles.
- Parents and students from disadvantaged groups value what the school offers. They access the provision available with regard to subsidised trips, staff expertise, mentoring and material support.

- The Parent Support Adviser has good evidence of troubled families engaging positively with her support.

The school's actions have secured improvement in achievement for those supported by the pupil premium, which is rising, including in English and mathematics.

- Our validated data shows positive impact on student attainment and progress in both English and Mathematics with a reducing gap trend in evidence over the last three years. In Maths 2012 pupil premium students outperformed (+7%) the other students by a significant margin and the best 8 GCSE point score was narrowed versus 2011 and 2010.
- Pupil premium resourcing and planning is explicitly shared on the school's website.
- Strategic development of the Pupil Premium plan sits within the SLT. A pupil premium co-ordinator is in post and ensures that all aspects of the plan are monitored and evaluated.
- Good practice is now emerging with pictorial methods being applied to raise awareness of students' needs.

The school's arrangements for safeguarding pupils meet statutory requirements.

- The school's arrangements for safeguarding students is of a good standard and meet statutory requirements.
- Bullying is tackled effectively with a range of staff who are skilled in anti-bullying strategies. Students regularly have input on being safe on line.
- As a consequence, students feel safe at school and enjoy their learning here. Students are keen to support each other as mentors, buddies, prefects and through restorative processes.
- Safe recruiting is of an outstanding quality.

Governors ensure the efficient management of financial resources. This leads to the effective deployment of staff and resources.

- The management of our finances is a strength. We look for best value and adopt a prudent approach to planning and managing our budget.
- We commission external bid writers and have a good record of success in terms of bids for external funding which was 7% of our income in 2012. This has enhanced our learning facilities and extracurricular range.
- The SLT and the Governors regularly scrutinise the budget monitor and a contingency fund is being built up to support the school's development in the future.
- Restructuring of the SLT and administration roles, and distributing leadership since 2010 has reduced staffing costs and has developed leadership capacity from within.

Self-evaluation is thorough and accurate, and the school's actions are carefully planned, concerted and effective.

- The SEF has very high impact in that it informs future strategic and operational planning at all levels.
- The SEF process is on-going and regularly revisited. It is a living document.
- Self-evaluation is a well embedded feature of the school with events routinely scrutinised by the wider staff led by the SLT.
- All parents events are evaluated in a standard format and we run an Ofsted style annual questionnaire which informs our SEF and our forward planning.
- Students' views are evaluated on every aspect of the school from the quality of teaching through to the quality of food in the canteen.
- The student councils provide us with an excellent feedback forum and senior students feedback to Governors.

- Staff are very responsive to feedback and there is plenty of evidence of this responsiveness. e.g parents wanted a better appointments system for parent consultation, the school responded by instituting an on line booking system.

What we need to do next to secure outstanding for leadership:-

- Further development of whole school approaches to literacy are planned for 2013/14 with Literacy Ambassadors meeting regularly to secure progress in departments.
- Continue to communicate high ambition by the transference of good practice amongst middle leaders.
- Develop and pilot a new approach to Departmental and House reviews so that they align more to the model of an HMI subject inspection.
- Improve the monitoring of the tutoring programme to establish more consistent routines.
- Continue our work with Governors to consolidate the early gains made by working in the portfolio model.
- Continue to look for new opportunities to distribute leadership necessitated by a reduction in the number of staff on the leadership spine in 2013.

Overall effectiveness, including the promotion of the pupils' spiritual, moral, social and cultural development

Suggested grade: Overall effectiveness 'good' with 'outstanding' for SMSC

Overall school effectiveness

Internal data post mock GCSE examinations is encouraging and predicting for the 2014 Y11 cohort 78% A*-C attainment in English with 73% progress rates. We are using English iGCSE for most students and Maths are predicting 78% A*-C with 73% progress rates. Overall 5A*-C EM GCSE is predicted to be 61%. Current Y10 are well on track to meet their targets in 2015 with an overall 95% on target on above.

Students are extremely well prepared by Braunton Academy for the next phase of their learning with all progressing onto advanced courses, vocational programmes or employment with quality training. Our student destinations data is excellent with the third best data set in the Devon Local Authority area with 98% of students leaving us moving into further education or apprenticeships with 0.8% NEETs. Ref CSW data 2014

Our student progress and achievement has been sustained and is on or above average in a majority indicator areas with examinations boards raising the grade boundaries with a student profile that has tipped below the national average in recent years, with a marked increase in lower ability students in our profile.

We have narrowed the gap between the most and least advantaged in the school's community and have effective plans in place to reduce it further and mock results are encouraging.

As a consequence of effective CPD and Performance Management, the quality of learning has significantly improved as teachers have confidently adopted a more engaging active learning repertoire with a culture for sharing best practice.

Where there is underperformance, we have an effective track record in putting in place Rapid Attainment Plans that have secured measurable impact. This is evidenced by rapid Maths improvement since 2011 and Science and IT improvements in 2013.

By developing our leadership capacity at all levels in the Academy, we have become able to sustain improvements at a time of falling pupil numbers with significant staffing reductions.

There is an increasingly rich offer of learning opportunities and experiences within and beyond the formal curriculum.

Braunton Academy is a safe, secure and happy community of learners and is held in high esteem in the locality and beyond.

SMSC Outstanding

SMSC is a crucial and valued aspect of a student's life that permeates across all levels of our academy community. It is central to our values and is confirmed by how we live them. It is planned and demonstrated through our effective House system and developed through all curriculum areas and a wide range of student opportunities both within and outside the national curriculum.

Evidence of the success of SMSC can be found in the externally validated awards which Braunton Academy has achieved since the last Ofsted inspection. The academy is the first in Devon to achieve 'The Happiness and Well-Being Award' in July 2013.

We also hold the British Council International School (GOLD) accreditation through to 2016 in recognition

of our 'outstanding development of the international dimension in the curriculum'.

We achieved Investors in People at 'silver' standard in 2012 which relatively few schools nationally have attained.

Further supporting evidence can be found in our outstanding destinations data with 98% of our students progressing onto further education or apprenticeships and very low NEET figures (0% 2012 and 0.8% in 2013) from Careers South West (CSW) which was in the top 5 in Devon Local Authority and well above the national averages. Feedback from employers following work experience, for the vast majority of students, is very positive with regard to student attitudes, skills and personal qualities.

In addition, we can demonstrate very positive student attitudes to many aspects of school life through our Pupil Attitudes School Survey (PASS) data and through the development of students as leaders.

SMSC is supported by our links and partnerships with a range of individuals and organisations. These include North Devon Academic Board, Braunton Learning Community, Kingsley Academy (Hounslow), Braunton Rotary club, CSW, post 16 providers, local employers, visiting experts, local politicians and charities.

We are immensely proud of the contribution our students make to Braunton Academy, at a local level, nationally and internationally in a good range of pursuits, competitions, charitable fund raising and personal achievements.

There is a strong evidence base to support our claims.

Why the school's overall effectiveness is not the grade (above/below)

Overall effectiveness is good because:-

- Student progress and achievement remains 'good'.
- Quality of teaching remains 'good'.
- Behaviour and attendance remains 'good'.
- Leadership and management remains 'good'.