Ysgol Branas School
Annual Report
2018-2019
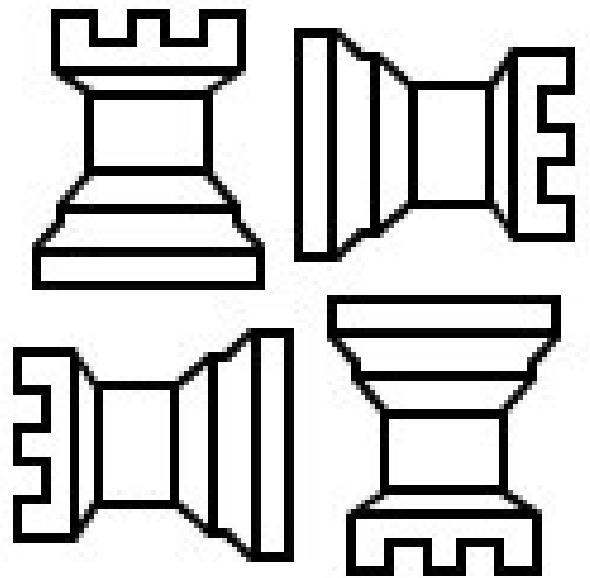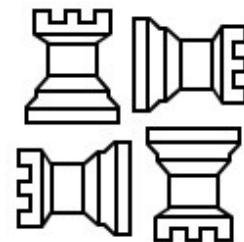
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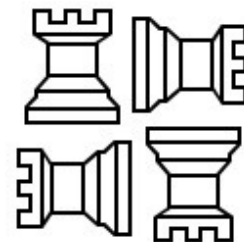
SCHOOL DETAILS

Name: Branas School

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Headteacher: Mary Hughes MA (Ed) BSc (Hons) MRSC CCMDP

PROPRIETOR DETAILS

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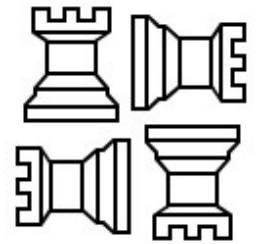
About the school
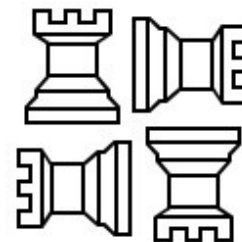
The School supports the following mission statement:

"We provide a safe and inclusive learning environment that nurtures mutual respect and encourages reflection so that our pupils develop the knowledge skills and confidence to enable them to achieve their potential in all aspects of their lives.

Our Values:

- **Aspiration** : We encourage each other to be the best we can be
- **Curiosity**: We never stop learning and wondering about the world
- **Independence**: We think for ourselves and determine our own future
- **Innovation**: We look for new and creative solutions to problems
- **Reflection**: We learn from our experiences
- **Tolerance**: We value difference and respect other people's opinions
- **Trust:** We believe in the honesty and reliability of others

Our Aims:

- All pupils will undergo an initial 6-week assessment in order for us to fully understand them and their needs for effective learning;
- Everyone in Branas Isaf supports and challenges pupils to invest in education as a priority for a successful placement;
- All pupils are supported and challenged to achieve at least 95% attendance in school;
- All pupils are supported and challenged to engage in creative learning experiences appropriate to their needs, and supported by an accurate individual learning plan;
- All pupils are supported and challenged to achieve nationally recognised academic awards in core subjects;
- All pupils are supported and challenged to achieve accreditation in a wide range of subject areas ;
- All pupils are supported and challenged to become independent learners;
- All pupils learn how to keep themselves safe, and build positive relationships with those around them;
- All pupils are enabled to take part in decisions that shape their lives, the school and the community in which they live;
- All pupils are supported to demonstrate the behaviours needed to stretch themselves and cope with the challenges of learning;
- All pupils are enabled to attend and participate in regular therapy sessions;

- All pupils learn strategies to manage their feelings and know where to go for help when things are difficult;
- All pupils will have the opportunity to participate in work experience and work related learning opportunities;
- All our pupils learn the skills to interpret data and apply mathematical concepts;
- All our pupils learn the skills to use digital technologies creatively and safely in preparation for the world in which they will live;
- All pupils are supported and challenged to lead healthy, active lifestyles and be prepared to make a positive contribution to society as adults.

Our Pupils

All young people in Branas School have a history of harmful behaviours and social, emotional and mental health needs often accompanied by a range of additional learning needs.

Most of the pupils have had interrupted histories in education and care. There are a wide variety of attainments on admission. All have fragile self-esteem and demonstrate difficulties with authority and a lack of trust in adults. Many have experienced loss and trauma, leading to attachment difficulties. As a result, many experience difficulties in forming and maintaining appropriate, positive relationships with others and have a limited ability to work cooperatively.

Pupils are:

- aged 11 to 18;

- boys only;

- placed within the residential setting of Branas Isaf;

- residents from placing authorities throughout the United Kingdom;

- all present a range of harmful behaviours;

- most are in receipt of an EHC plan or a Statement of SEN.
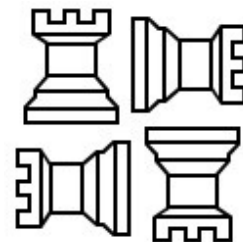
Inspection information

Branas School had an Annual Monitoring Inspection from Estyn, on behalf of the Welsh Government, in November 2018. Prior to this, the last inspection was in February 2017. The strengths identified during this inspection were:
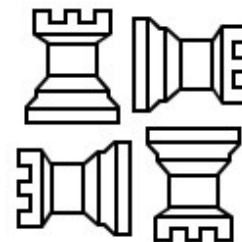
Strengths

- Most pupils make good progress in their learning and many key stage 4 pupils gain a wide range of qualifications. Over time, nearly all pupils improve their self-esteem, tolerance of others and their behaviour.

- There is an appropriate focus on pupils' learning and progress with useful schemes of work across subjects. Most teachers plan stimulating learning activities that meet pupils' individual needs well.

- The school has developed effective procedures for the assessment of pupils' literacy and numeracy. It identifies pupils' specific needs accurately and provides a range of helpful interventions.

- The headteacher provides strong and purposeful leadership to the school. She has a clear understanding of the school's strengths and areas for improvement. Since her appointment, she has implemented a wide range of improvement activities such as learning walks, regular meetings with care and other staff, and more accurate identification of individual pupils' learning needs.

- Close work between the school and other staff ensure that regular communication usefully informs teachers' planning. This is having a positive impact on pupils' behaviour and has led to a significant reduction in the incidents of poor behaviour at the school.

There were several areas of improvement identified and two recommendations were left:

Areas for development

- The school regularly reviews pupils' progress in relation to their individual targets. Teachers have a good understanding of individual pupils' learning and emotional needs. However, they do not consistently make good use of the information about pupils' learning needs when planning lessons.

- Although planning for pupils to develop their skills across the curriculum is improving, pupils do not have enough opportunities to practise and develop their skills, especially in numeracy and information and communication technology (ICT) across the curriculum.

Recommendations

The school should:

R1 Ensure that teachers use information on pupils' ability and progress when planning lessons to meet pupils' learning needs

R2. Further strengthen the provision for pupils to develop their skills across the curriculum, including in vocational, enrichment and outdoor activities

Progress since last inspection

Recommendation 1: Ensure compliance with the Independent School Standards (Wales) Regulations 2003

Since the last annual monitoring visit, the school has made strong progress to ensure compliance with the Independent School Standards (Wales) Regulations 2003. The school now meets all of these regulations.

Recommendation 2: Ensure that the development of pupils' literacy, numeracy and ICT skills (ICT) is co-ordinated across the curriculum, including through vocational courses and outdoor education activities

The school uses suitable national frameworks to support its planning for the development of pupils' literacy, numeracy and ICT skills. Curriculum leaders are developing useful guides and resources to support teachers in the planning and delivery of these skills across all subjects. Pupils have started to benefit from more regular opportunities to practise and extend their literacy and numeracy skills across subject areas, and enjoy the activities offered, such as taking part in the school literacy marathon.

Planning for ICT across the curriculum, and the co-ordination of skills across the programme of enrichment activities, vocational courses and outdoor pursuit activities, remains underdeveloped.

Recommendation 3: Develop a formal framework to assess the progress that pupils make in their attendance, behaviour and learning whilst at the school

The school has sound systems and processes in place to assess the progress pupils make in their attendance and behaviour. Consistent use of a structured points system enables staff to reward and motivate pupils' positive behaviours. Information from the points system is used well to monitor pupils' progress over time and across the range of learning experiences. This helps the school plan changes in provision to support pupils to make further improvements and reduce unnecessary risks. Analysis of this data is beginning to provide staff with helpful information about patterns of behaviour to support teachers' planning.
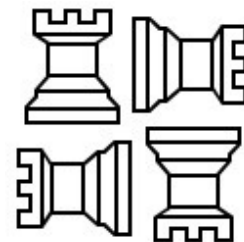
Assessment of pupils' individual learning needs is effective. Targets in individual plans are agreed with pupils and staff, and shared with parents to ensure that the next priorities for learning are understood by all. Targets are well-monitored and reviewed regularly to ensure pupils' progress.

Information from half-termly progress reports and bi-monthly multi-agency meetings on pupils' progress are used well to inform planning for each pupil.

It is too early to evaluate the impact of the new formal framework to assess the progress that pupils make in their learning whilst at the school.

Recommendation 4: Address the issues in safeguarding identified during the annual monitoring visit

The school has taken suitable actions to address the issues in safeguarding identified during the last annual monitoring visit. For example, the revised policies for anti-bullying, behaviour, the use of physical intervention, educational visits, and safeguarding and child protection are applied consistently and implemented effectively.

The revisions to the roles of leaders and staff and to how pupil behaviour is risk-assessed, recorded and monitored, helps to ensure continuity in key areas of safeguarding such as the use of physical interventions. Staff training to support them in their roles is comprehensive, and valuable provision is also made for both staff and pupils to reflect on serious incidents in a dedicated area.

The revised systems and processes, coupled with enhanced changes to curriculum and pastoral provision, have made a positive contribution to improvements in pupils' behaviour, particularly in the reduction of challenging incidents.

Recommendation 5: Establish a robust quality assurance cycle that has a clear focus on pupil progress and outcomes

The headteacher, supported by the head of education, is developing suitable procedures to quality assure the work of the school. She has introduced learning walks, book scrutiny and undertaken lesson observations as part of the cycle of activities. It is too early to evaluate the impact of these new arrangements.

Formal processes to monitor and collect information about individual pupils' progress provide the school with good quality information to inform individual targets. However, the links between these procedures and teachers' planning are not strong enough. This means that information about pupils' progress does not consistently inform teachers' planning.

Arrangements to quality assure the effectiveness of teachers' planning, their literacy and numeracy interventions and to moderate teacher assessments of pupils' work are in the early stages of development.
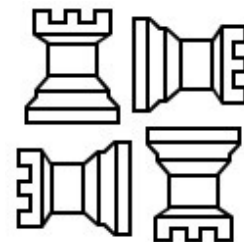
Admissions

Branas school is approved to offer places for 25 pupils, but the places in school are limited by the places available in the feeder homes. Branas has supported the pupils who are at college from Ashfield House and has also offered a bespoke programme of education for a 17-year-old pupil who has been residing at Bythnod.

On the last day of the summer term, the admissions register showed that the school had 21 pupils. The cohort composed:

- Year 8 – 1 pupil

- Year 9 – 3 pupils

- Year 10 – 8 pupils

- Year 11 – 9 pupils

The pupils are all Looked After Children and live in residential care within Branas Isaf. The Local Authorities placing the learners are: Blackburn with Darwen, Blackpool, Bristol, Hampshire, Hertfordshire, Knowsley, Leeds, Oldham, Reading, Rhondda Cynon Taff, Rochdale, Somerset, South Gloucestershire, Southampton Staffordshire, Torfaen, Warrington, Worcestershire, Wrexham

16 of the pupils are accommodated under a Section 31 Full care order, 3 pupils are accommodated under Section 76 and 2 pupils are accommodated under Section 20.

Of the 21 pupils on role at the end of term, only 4 pupils do not have an EHC Plan or Statement of SEND. Of these 4 pupils, one is awaiting the results of an EHCP assessment and one other pupil is in the process of information gathering for an assessment. As a result, 90% 0f the pupils at Branas School have a documented Special Educational Need.
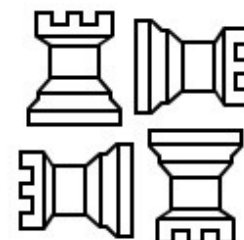
Attendance

Branas School prides itself on it's attendance, being a testimony to good partnerships with home and providing a motivating and engaging education for the pupils.

Name	Admission Date	Leaving Date	Destination	% Attendance	% Unauthorised Absence	% Late
Pupil 1	01/09/2016	19/07/2019	Post - 16 in Home Authority	96.0	0.0	3.3
Pupil 2	07/03/2018		Remained at Branas (Y12)	93.9	1.1	0.8
Pupil 3	08/02/2017	19/07/2019	Returned to Home Authority	88.0	10.2	18.7
Pupil 4	05/09/2018	12/04/2019	Placement Move (Woodlands)	91.0	0.4	0.0
Pupil 5	16/01/2019			98.6	0.0	0.3
Pupil 6	01/09/2016			97.3	0.0	1.4
Pupil 7	10/04/2018			98.7	0.0	4.2
Pupil 8	29/04/2019			95.3	0.0	1.5
Pupil 9	06/09/2017	19/07/2019	Post-16 Placement from Branas	98.6	0.6	4.0
Pupil 10	10/07/2017		Returned to Home Authority	98.1	0.5	5.6
Pupil 11	06/09/2017	19/07/2019	Post-16 Placement from Branas	93.5	2.0	2.1
Pupil 12	21/6/2019			100.0	0.0	3.3
Pupil 13	02/10/2017	26/04/2019	Independent Living (18yr)	100.0	0.0	4.1
Pupil 14	02/07/2018			98.9	0.0	2.0
Pupil 15	01/09/2016			98.9	0.0	3.0
Pupil 16	20/01/2017	19/07/2019	Remained at Branas (Y12)	75.5	23.7	4.6
Pupil 17	22/01/2018	19/07/2019	Post-16 Placement from Branas	96.9	0.0	5.7
Pupil 18	05/09/2018			100.0	0.0	1.1
Pupil 19	05/09/2018	19/07/2019	Post-16 Placement from Branas	95.2	1.7	3.3
Pupil 20	3/6/2019			97.1	0.0	0.0
Pupil 21	24/1/2019	19/07/2019	Post-16 Placement from Branas	96.9	0.0	0.0
Pupil 22	05/09/2018			98.1	0.0	1.5
Pupil 23	09/01/2018	19/07/2019	Post-16 Placement from Branas	94.6	1.4	0.0

Branas school has overall excellent attendance figures, 95.3% for the 2018-2019 academic year, but 1 learner showed persistent attendance issues. As a result he is now repeating Year 11 with a view to gaining improved outcomes to support his college applications and future aspirations.

One student (pupil 21) who had significant issues with attendance in 2017-2018 completed the year with a 96.9% attendance which is a testament to the hard work of the education and care teams.
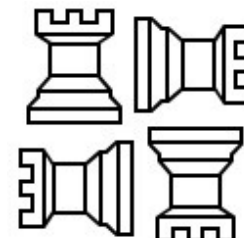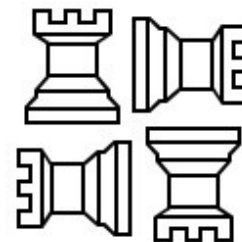
Attainment

2016-2017 Results

	Subject & Level	Grade
Candidate 1	GCSE ENGLISH LANGUAGE GCSE	G
	ICT GCSE Short Course	F
	Science	F
	Maths GCSE	G
	Maths Entry Level	Level 3
Candidate 2	GCSE ENGLISH LANGUAGE GCSE	D
	ICT GCSE Short Course	F
	Science GCSE	D
	Maths GCSE	E
	Maths Entry Level	Level 3
Candidate 3	GCSE ENGLISH LANGUAGE GCSE	F
	English Entry Level	Level 3
	Maths GCSE	F
	Maths Entry Level	Level 3
Candidate 4	GCSE ENGLISH LANGUAGE GCSE	U
	ICT GCSE Short Course	U
	Science GCSE	U
	Maths GCSE	U
	Maths Entry Level	Level 2
Candidate 5	GCSE ENGLISH LANGUAGE GCSE	G
	ICT GCSE Short Course	U
	Maths GCSE	U
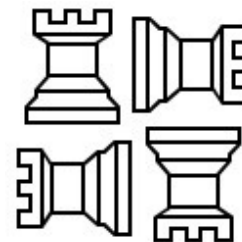
2017-2018 Results

	Subject & Level	Grade
Candidate 1	English Entry Level	Level 3
	Functional Skills Maths	Pass
Candidate 2	English Entry Level	Level 2
	Functional Skills Maths	Pass
Candidate 3	English Entry Level	Level 2
Candidate 4	English Entry Level	Level 2
Candidate 5	English Entry Level	Level 2
	Welsh Entry Pathways	Pass
Candidate 6	English Entry Level	Level 3
	Functional Skills Maths	Pass
Candidate 7	English Entry Level	U
Candidate 8	English Entry Level	Level 3

2018-2019 Results (Year 11 only)

	Subject & Level	Grade
Candidate 1	5 X AQA UNIT AWARDS	PASS
	GCSE ENGLISH LANGUAGE	3 (three)
	GCSE ENGLISH (Spoken Language Endorsement)	Merit
	ENTRY LEVEL MATHEMATICS	ENTRY 3
	ENTRY LEVEL STEP UP TO ENGLISH	ENTRY 3
	BTEC PRINCIPLES OF APPLIED SCIENCE	LEVEL 1
	GCSE RELIGIOUS STUDIES	E
	JOHN MUIR DISCOVERY AWARD	N/A
Candidate 2	8 X AQA UNIT AWARDS	Pass
	GCSE ENGLISH LANGUAGE	3 (three)
	GCSE ENGLISH LITERATURE	3 (three)
	GCSE MATHEMATICS	5 (five)
	GCSE ENGLISH (Spoken Language Endorsement)	Pass
	ENTRY LEVEL STEP UP TO ENGLISH	ENTRY 3
	BTEC PRINCIPLES OF APPLIED SCIENCE	LEVEL 2 PASS
	GCSE RELIGIOUS STUDIES	E
	FUNCTIONAL SKILLS ENGLISH	LEVEL 1
	DIGITAL EMPLOYABILTY	Entry Level 3
	JOHN MUIR DISCOVERY AWARD	N/A
Candidate 3	9 X AQA UNIT AWARDS	PASS
	FUNCTIONAL SKILLS MATHEMATICS	LEVEL 1
	ENTRY LEVEL STEP UP TO ENGLISH	ENTRY 3
	BTEC PRINCIPLES OF APPLIED SCIENCE	LEVEL 1
	FUNCTIONAL SKILLS ENGLISH	LEVEL 1
	JOHN MUIR DISCOVERY AWARD	N/A
Candidate 4	5 X AQA UNIT AWARDS	PASS
	ENTRY LEVEL STEP UP TO ENGLISH	ENTRY 2
	SCIENCE	ENTRY 3
	PERSONAL AND SOCIAL EDUCATION	ENTRY 2
	COMPUTER SCIENCE	ENTRY 1
	FUNCTIONAL SKILLS ENGLISH	LEVEL 1
	GCSE ENGLISH LANGUAGE	2 (two)
	GCSE ENGLISH LITERATURE	U
	ENGLISH (Spoken Language)	Merit
	FUNCTIONAL SKILLS MATHEMATICS	LEVEL 1
	ENTRY LEVEL STEP UP TO ENGLISH	ENTRY 3
	BTEC PRINCIPLES OF APPLIED SCIENCE	LEVEL 1
	GCSE RELIGIOUS STUDIES	U
	JOHN MUIR DISCOVERY AWARD	N/A

Candidate 5	8 X AQA UNIT AWARD	PASS
	FUNCTIONAL SKILLS ENGLISH LEVEL 1	PASS
	FUNCTIONAL SKILLS MATHEMATICS LEVEL 1	PASS
	ENTRY LEVEL STEP UP TO ENGLISH	ENTRY 2
	ENTRY LEVEL SCIENCE	ENTRY 3
	ENTRY LEVEL SCIENCE	ENTRY 1
	ENTRY LEVEL MATHEMATICS	ENTRY 3
	ENTRY LEVEL COMPUTER SCIENCE	ENTRY 2
	GCSE ENGLISH LANGUAGE	4 (four)
	GCSE ENGLISH LITERATURE	3 (three)
	ENTRY LEVEL MATHEMATICS	4 (four)
	GCSE ENGLISH (Spoken Language Endorsement)	Merit
	ENTRY LEVEL STEP UP TO ENGLISH	ENTRY 3
	BTEC PRINCIPLES OF APPLIED SCIENCE	LEVEL 2 PASS
	GCSE APPLIED SCIENCE	C
	GCSE RELIGIOUS STUDIES	D
	GCSE ART, CRAFT AND DESIGN	E
	DIGITAL EMPLOYABILTY -	ENTRY 3
	JOHN MUIR DISCOVERY AWARD	N/A
Candidate 6	8 X AQA UNIT AWARDS	PASS
	GCSE ENGLISH LANGUAGE	3 (three)
	GCSE ENGLISH LITERATURE	2 (two)
	GCSE MATHEMATICS	3 (three)
	GCSE ENGLISH (Spoken Language Endorsement)	Pass
	ENTRY LEVEL STEP UP TO ENGLISH	ENTRY 3
	BTEC PRINCIPLES OF APPLIED SCIENCE	LEVEL 2 PASS
	GCSE RELIGIOUS STUDIES	F
	GCSE ART, CRAFT AND DESIGN	U
	FUNCTIONAL SKILLS ENGLISH	LEVEL 1
	JOHN MUIR DISCOVERY AWARD	N/A
Candidate 7	11 X AQA UNIT AWARDS	PASS
	ENTRY LEVEL STEP UP TO ENGLISH	ENTRY 1
	ENTRY LEVEL PERSONAL AND SOCIAL EDUCATION	ENTRY 2
	ENTRY LEVEL COMPUTER SCIENCE	ENTRY 1
	ENTRY LEVEL STEP UP TO ENGLISH	ENTRY 3
	ENTRY LEVEL MATHEMATICS	ENTRY 2
	BTEC PRINCIPLES OF APPLIED SCIENCE	U
	FUNCTIONAL SKILLS ENGLISH	U
	JOHN MUIR DISCOVERY AWARD	N/A
Candidate 8	5 X AQA UNIT AWARDS	PASS
	ENTRY LEVEL STEP UP TO ENGLISH	ENTRY 2
	ENTRY LEVEL SCIENCE	ENTRY 2
	ENTRY LEVEL PERSONAL AND SOCIAL EDUCATION	ENTRY 3
	ENTRY LEVEL COMPUTER SCIENCE	ENTRY 2
	FUNCTIONAL SKILLS ENGLISH	U

	ENTRY LEVEL MATHEMATICS	ENTRY 3
	ENTRY LEVEL STEP UP TO ENGLISH	ENTRY 3
	BTEC PRINCIPLES OF APPLIED SCIENCE	LEVEL 1
	GCSE ART, CRAFT AND DESIGN	U
	OCR DIGITAL EMPLOYABILTY	ENTRY 3
	JOHN MUIR DISCOVERY AWARD	N/A
Candidate 9	6 X AQA UNIT AWARDS	PASS
	FUNCTIONAL SKILLS MATHEMATICS	U
	ENTRY LEVEL STEP UP TO ENGLISH	ENTRY 3
	ENTRY LEVEL MATHEMATICS	ENTRY 3
	BTEC PRINCIPLES OF APPLIED SCIENCE	LEVEL 1
	FUNCTIONAL SKILLS ENGLISH	LEVEL 1
	DIGITAL EMPLOYABILTY	ENTRY 3
	JOHN MUIR DISCOVERY AWARD	N/A

In addition, the Y8-10 pupils gained the following qualifications:

- OCR Digital Employability , Entry Level 3 – 10 pupils

- AQA Functional Skills Mathematics, Level 1 – 2 pupils

- AQA Functional Skills English, Level 1 – 2 pupils

- AQA Maths, Entry Level 2 – 2 pupils

- AQA Maths, Entry Level 3 – 1 pupil

- AQA ENTRY LEVEL STEP UP TO ENGLISH, Entry Level 2 – 7 pupils

- AQA ENTRY LEVEL STEP UP TO ENGLISH, Entry Level 3 – 4 pupils

- Agored Cymru Personal & Social Edducation, Level 1 – 8 pupils

- AQA Personal & Social Educaion, Entry Level 2 – 6 pupils

- WJEC Applied Science, Entry Level 1 – 3 pupils

- WJEC Applied Science GCSE – 1 pupil (E)

- OCR Computer Science, Entry Level 1 – 2 pupils

- John Muir Discovery Award – 10 pupils
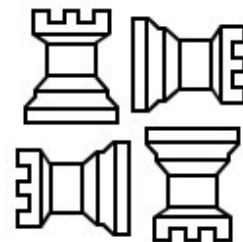
Assessment

Branas School is currently an examinations centre for AQA, WJEC/Eduquas. OCR, Edexcel and ASDAN. The school was accepted to be an Edexcel Centre at the start of this academic year.

The school currently follows the programmes below:

- English – AQA Functional Skills Levels 1 and 2 and GSCE

- English Literature – AQA GCSE

- Maths – AQA Entry Level, AQA Functional Skills Levels 1 and 2 and GSCE

- Science - WJEC Entry Level, WJEC Single Award GSCE and BTEC Level 1/2

- Information Technology – AQA Entry Level, OCR Entry Level 1 – Level 1 Digital Employability

- Art – WJEC GCSE and AQA Unit Awards

- Design Technology - AQA Unit Awards

- PSE / PSHE – AQA Entry Level, Level 1 and Level 2 Awards

- Welsh 2nd Language - WJEC Entry Level

- GCSE RELIGIOUS STUDIES – WJEC Short Course GCSE

In addition, the school offers the ASDAN Bronze, Silver, Gold Personal Development Programme, a variety of ASDAN Short Courses which can be tailored to the individual's interests and the John Muir Award.

Further Accreditations

The school is currently awaiting information relating to the application for a Bronze Eco-Schools Wales award. It is anticipated that this process should be completed in the Autumn Term in order for us to move forward towards the silver award. The school is also now a Bronze Level Organisation member of NASEN (National Association for Special Educational Needs) and has achieved the Bronze "Rights Respecting School" award from UNICEF.
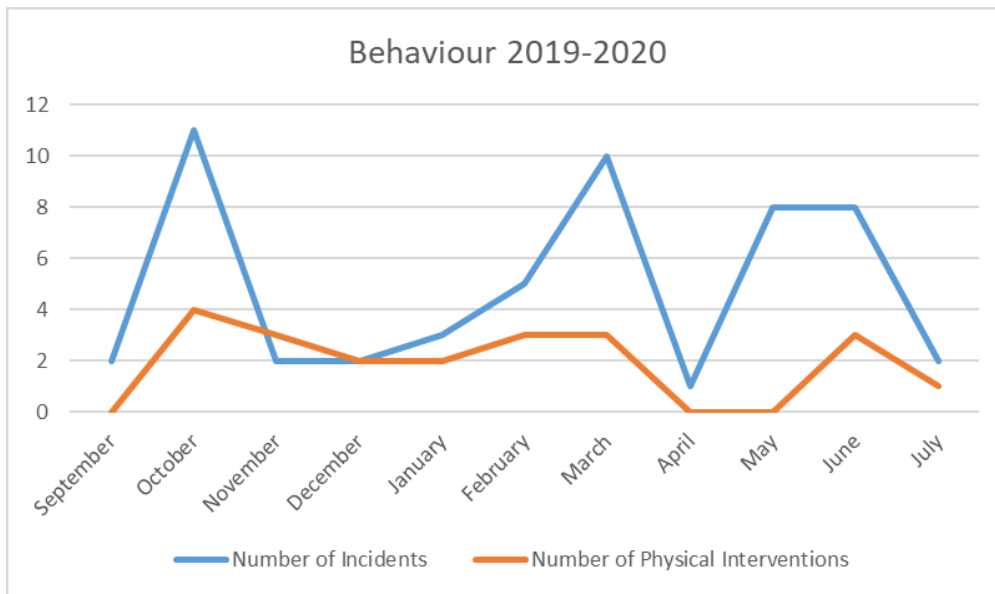
The school is also currently looking at the following awards:

- Total - 'Better Energy Award'

- British Dyslexia Association - Dyslexia Quality Mark

- ACE Informed School
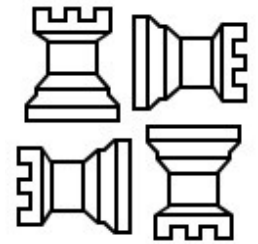
Behaviour

Behaviour has been tracked again thorough the academic year with the intention of spotting trends and identifying areas for improvement. Trends were seen at key


Additional tracking methods have been used this year, which have allowed us to drill down to times of the day, days of the week, subjects, behaviours seen and trigger behaviours. This evidence supports the focus in school on academic resilience and social skills, as these are the key triggers for incidents in school.
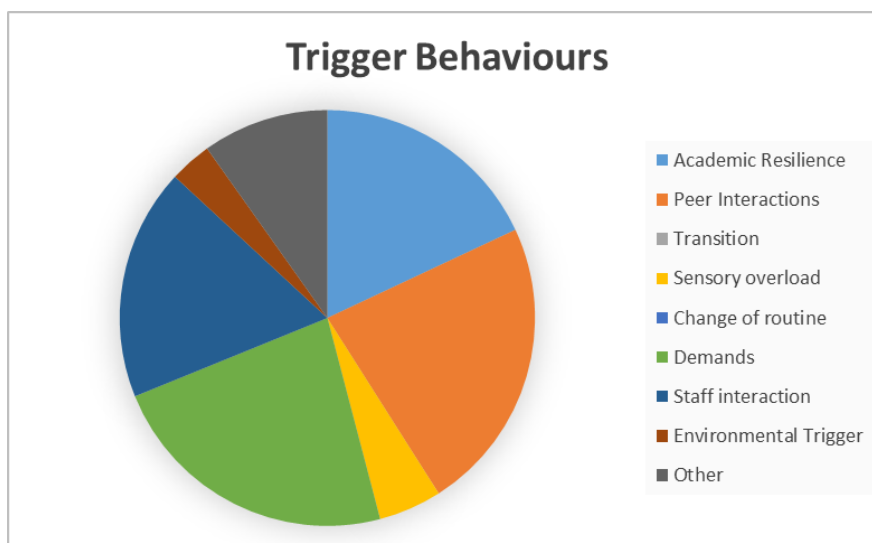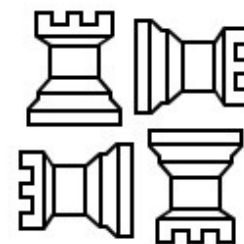
Again you can see a general down turn as the academic year progresses. The Physical Interventios in school only involved a small handful of pupils.

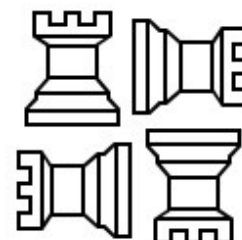## Number of Pupils having Behaviour Incidents
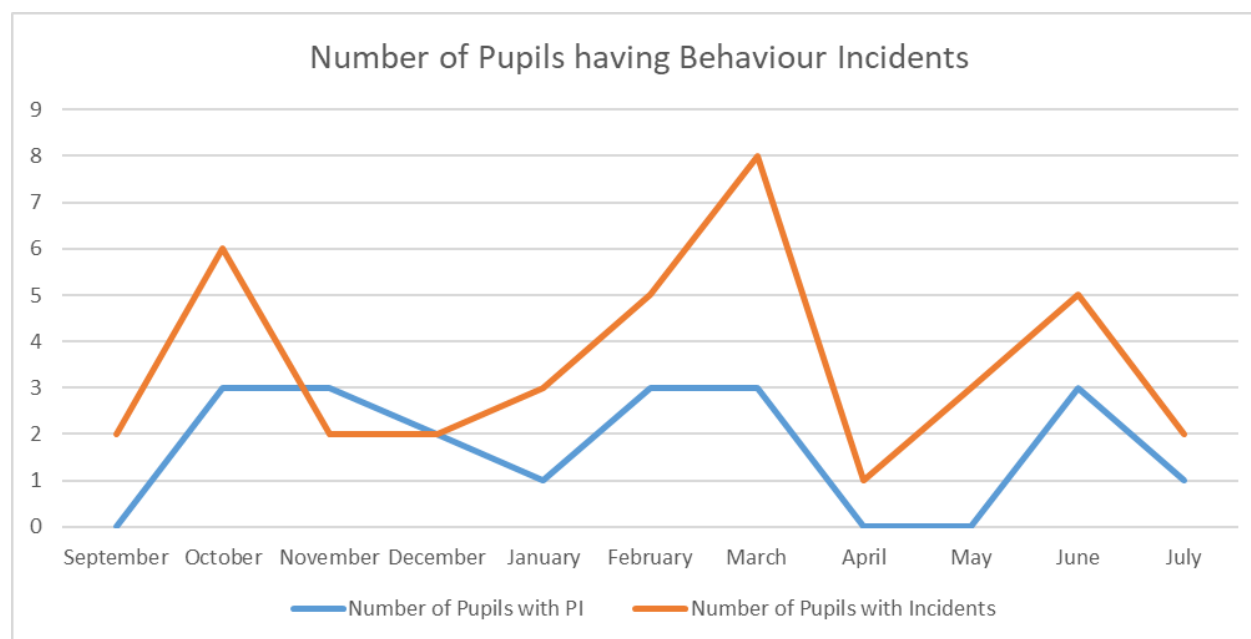
Towards the end of the academic year, we implemented a new online system for recording behaviour points which will allow us to further explore triggers and look at how to reduce incidents further.

Behaviour Points

Branas School operates a reward based system of points within the lesson to encourage good behaviour. Last year, the collation of the points has moved from a class based system to a House based system which has proved popular with the pupils. The winning House each half term gets a prize and pupils with high numbers of points personally are also rewarded.

Tracking these points throughout the year enables the school to look for patterns in behaviour in certain lessons and link these to triggers for poor behaviour which we can work on as a staff team. During the 2018-2019 academic year a new reward system was introduced which had a huge impact on the low level behaviours seen in school. The pupils worked through "Levels" to gain their rewards and at the first opportunity over 75% of the pupils moved up to the first level.
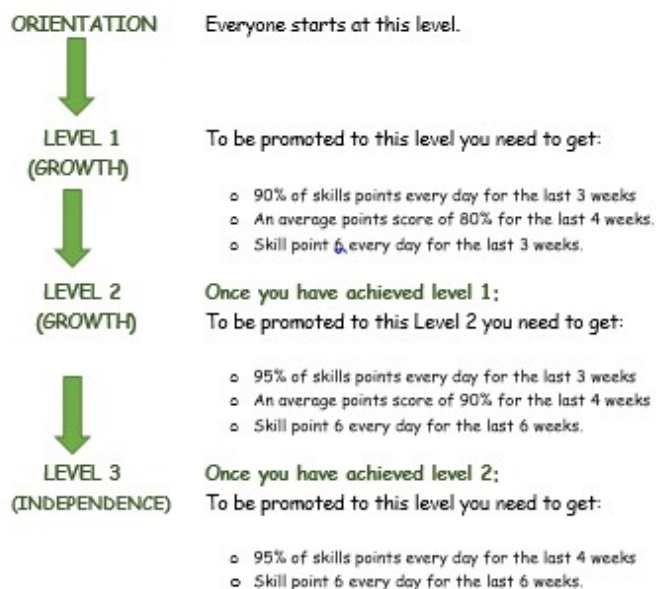
BRANAS SCHOOL POINTS SYSTEM

		Point	What it means to me?
👍	Point 1	On time and ready to learn	You are on time and you are ready to work.
(15)	Point 2	On task and completes work or activity for 15 mins	You work well for the first 15 minutes on the lesson, making sure you participate fully.
(15)	Point 3	On task and completes work or activity for 15 mins	You work well for the second 15 minutes on the lesson, making sure you participate fully.
(15)	Point 4	On task and completes work or activity for 15 mins	You work well for the third 15 minutes on the lesson, making sure you participate fully.
🧑‍🤝‍🧑	Point 5	Cooperates with staff	You cooperate with all staff using respectful words and actions. This means that you are following instructions and do not interrupt others or violate other people's personal space.
SAFE ZONE	Point 6	Safe words and actions	You are not aggressive or destructive and you do not threaten yourself or others. You do not use inappropriate words or go anywhere which is not allowed.
☺	Point 7	Individual target behaviour	This is a target we will set together based on something that you need help with.

Behaviour Points and House Points are added to the Weekly Quiz scores (used to promote general knowledge and inspired interesting conversations and discussions among staff and pupils about current affairs) and also scores for events such as Sports Day or other House competitions.

Awards and Rewards are given for pupils to praise good behaviour and celebrate success as much as possible within the school.

HOW THE POINTS ADD UP

The number of points you get will determine which Level you are at in school. People who manage to earn promotion to higher levels will be able to choose better rewards and access more in school.

ORIENTATION   Everyone starts at this level.

⬇

LEVEL 1 (GROWTH)   To be promoted to this level you need to get:

- 90% of skills points every day for the last 3 weeks
- An average points score of 80% for the last 4 weeks.
- Skill point 6 every day for the last 3 weeks.

⬇

LEVEL 2 (GROWTH)   Once you have achieved level 1:
To be promoted to this Level 2 you need to get:

- 95% of skills points every day for the last 3 weeks
- An average points score of 90% for the last 4 weeks
- Skill point 6 every day for the last 6 weeks.

⬇

LEVEL 3 (INDEPENDENCE)   Once you have achieved level 2:
To be promoted to this level you need to get:

- 95% of skills points every day for the last 4 weeks
- Skill point 6 every day for the last 6 weeks.

As you move through the levels, the rewards available to you increase.

You can never drop a level once you have achieved it, but you might have to restart your counting if you have a blip.
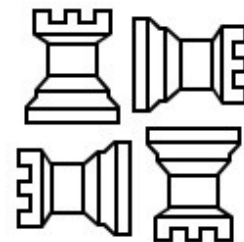
School Trips

Over the past Academic Year, Ysgol Branas has run a variety of trips, enrichment activities and educational visits. The following places are just some of those which have been visited by pupils over the last academic year.

- Brenig Reservoir & Cycling
- Centre for Alternative Technology
- Chester Zoo
- Chirk Castle
- Conwy Castle
- Conwy Valley Water Centre
- Elephant Rock (Nant Gwynnant)
- Imperial War Museum
- Ironbridge Museums
- Liverpool Docks
- Liverpool Museum
- Llanberis Slate Museum
- Llandegla Fisheries

- Llyn Crafnant
- Llyn Gerioinydd
- Llyn Padarn
- Llyn Tegid
- Loggerheads Country Park
- Maritime Museum
- Powis Castle
- The Great Orme Mines
- Sea Fishing (Porthmadog)
- Theatre Clwyd (Pantomime)
- Trefor Quarry
- Welsh Mountain Zoo

Branas school has also had activities run by some external agencies over the last academic year such as:

- North Wales Fire & Rescue – Phoenix Project
- Denbighshire Music
- Commando X Fit
- Llandegla Fisheries – Fly fishing lessons

Branas School also presented its first ever Pantomime this year, with over half of the school taking part in "Dick Whittington and his Crazy Cat". The performance was a great success and the school plans another production in the Autumn term.

It is anticipated that the enrichment activities will continue to offer a wide range of opportunities for the pupils to close the gap between the generally disadvantaged Branas pupils and those in Mainstream schools.
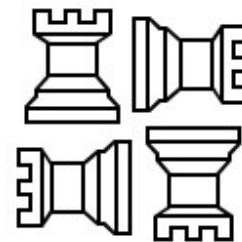
Plans for the future

The current Headteacher has been in position for 18 months and it is clear that the school is on a journey towards improving to enable the best provision for the pupils. Estyn saw improvements in the leadership of the school, stating *"The headteacher provides strong and purposeful leadership to the school. She has a clear understanding of the school's strengths and areas for improvement. Since her appointment, she has implemented a wide range of improvement activities such as learning walks, regular meetings with care and other staff, and more accurate identification of individual pupils' learning needs."*

In addition to driving the standards in line with Estyn recommendations, all the pupils at Branas have had significant difficulties with education before attending Branas School and it is their resilience and social skills which remain at the forefront of the educational ethos at Branas.

As a result, the key areas of focus for the school development in 2019-2020 will be:

Priority 1: Improve Literacy, Numeracy & Digital Competence skills
- To increase staff awareness of literacy, numeracy and digital competence within their subjects.
- To continue to embed literacy, numeracy and digital competence into the schemes of work for all subjects, including enrichment and activity programmes.
- To increase the standard of literacy, numeracy and digital competence across the school.
- To include literacy, numeracy and digital competence skill sessions for all staff, including care where required.

Priority 2: Improve the quality of teaching
- To ensure that all lessons are good or excellent.
- To progress the lesson observation and drop in programme to enable sharing of best practice
- To enhance the peer observation programme and collaborate more with other schools.
- Improve the use of digital technologies in the classroom by developing teacher skills. (skills audit and training)

Priority 3: Improve the level of baseline testing & tracking
- To ensure all pupils are baseline tested on arrival in all subjects
- To implement a whole school tracking system to check progress at termly intervals
- To implement a resilience and attitudes to learning tracking system
- To ensure follow up testing done at appropriate intervals
- To ensure all teachers are using the results of baseline testing to inform teaching.

Priority 4: To continue ensure that safeguarding and child protection is at the forefront of every member of the school.
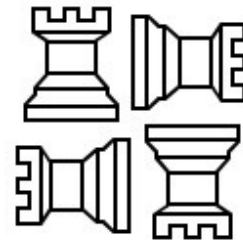
- To continue to have high quality and regular child protection training.
- To ensure that all appropriate members of staff have received prevent training to ensure that staff are made aware of the most up-to-date guidance available to protect students.
- To review school digital technologies and the designated member of staff responsible for these.
- To continue to operate suitable and up-to-date policies and protocols for all areas where we are able to safeguard children

Priority 5: To prepare for the implementation of the new ALN bill in 2020
- To ensure all staff, including care and therapy teams, are aware of the changes in the ALN transformation in Wales.
- To plan and prepare for new IDPs for pupils from Welsh Authorities and continue implement effectively English EHC Plans.
- To train at least 2 members of staff in "people centred outcomes" in preparation for new plans.

Quality Assurance

The Quality Assurance Framework for all CareTech school is implemented by CareTech's Head of Education (Declan Tuer). This prescribes the school monitoring activities and includes formal lesson observations, paperwork audits, scrutiny of pupil work, supervision of all staff and monthly reporting through the Head Teacher's Monthly Monitoring Report.

All teachers have been observed during the year. All policies have been reviewed with staff according to the Policy Review schedule.

The Head of Education chaired two Head Teacher meetings between the CareTech school Headteachers. At these meetings, Headteachers:

- Shared good practice particularly with regard to the Thrive Approach, Literacy interventions, and Numeracy interventions
- Discussed the strategic development of the CareTech schools
- Agreed standard success criteria for demonstrating performance against the CareTech performance indicators
- Agreed the Core Induction Training programme for new teaching staff
- Discussed the use of common documentation for IEPs and IBPs
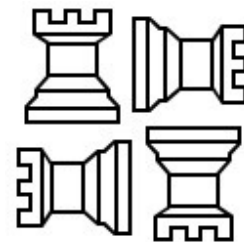
In addition, the Headteachers of Hidelow Grange School and Ysgol Branas have been working to align policies and practice across the two schools. This has included working on common documentation such as Progress reports, End of Term reports, IEPs and IBPs or Positive Handling Plans. A Governance Board has been formed with the purpose of providing confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance.

The governance teams have four core functions:

- Ensuring clarity of vision, ethos and strategic direction;

- Holding school leaders to account for the educational performance of the school and its pupils, and the performance management of staff;

- Overseeing the financial performance of the school and making sure its money is well spent; and,

- Ensuring that the school operates effectively as part of the wider service provision.

The purpose of this framework is to provide an overview of the necessary structures and competencies surrounding governance, and apply them to the governance teams in place for each school, or group of schools within CareTech Children's Services.

Ysgol Branas School has a schedule of improvement which will take place through the year which is published in advance to ensure all aspects of quality assurance are covered in a timely manner. Quality Audits during the academic year have been scored as follows:
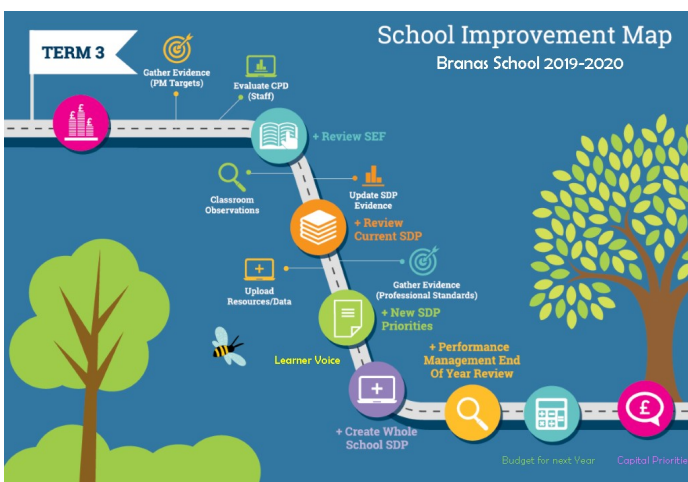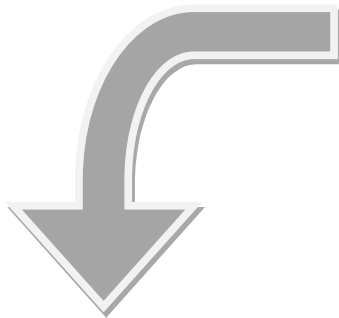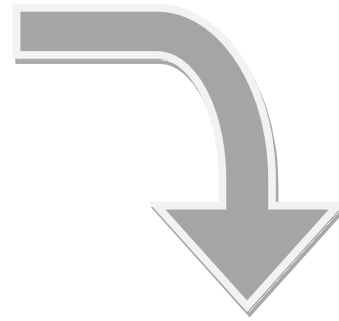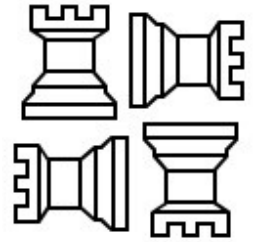
Safeguarding Audit
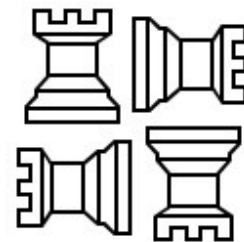October 2018 – 62%
June 2019 – 71.5% ↑

Additional Learning Needs Audit
Initial Audit Report – "Sound"

Quality Review
October 2018 – 62%
June 2019 0 71.5% ↑

Appendix – Staff Team

Mary Hughes
Headteacher

Mary has worked in Education for over 25 years and has been in a Senior Leadership position for the past 10 years in another school, moving to Branas to take up the Headship in January 2018. Mary has an Honours Degree in Chemistry, being a Member of the Royal Society of Chemistry, a Postgraduate Certification in Education (Science) and a Master's Degree in Educational Leadership. Mary has had considerable experience leading and manage the academic side of a school, including, but not limited to; monitoring, maintaining and improving academic standards within the school; managing systems for tracking pupils' academic progress; academic performance management; responsibility for Safer Recruitment; managing the collection and analysis of value added data; producing analysis of external examination results for stakeholders, maintenance and updating of the school development plan; whole school self-evaluation; curriculum development and writing the whole school timetable. Mary also has extensive experience in teaching pupils with Additional Learning Needs and has a Level 7 certificate in teaching dyslexic learners. In addition, Mary has experience with the school inspection framework, working alongside both Estyn and CSSIW and is a member of the Institute and Records Management Society. Mary is the Designated Safeguarding Lead for the School having completed the Level 3 DSO training alongside Prevent Training and has also undergone recent training in Attachment and Loss, Self-Harm and the RAID© course Challenging Behaviour Training.

Huw Griffiths
Deputy Head Teacher. PSE/Physical Education

Huw is employed to teach PSE & Physical Education at Branas School. In 2008, after studying full-time at Glyndwr University, Huw graduated with a 2.1 Hons Degree in Sports and Exercise Science – Coaching Studies. He gained my D32/D33 NVQ Assessor's Award in 2001 whilst working for the Soccer Skills in the Community Scheme and in 2010, after two years of part-time study, I gained the prestigious UEFA Coaching Licence.

His career to date has been linked to sport and sports development to which he is deeply committed. Early in his career he taught football, rugby and general sports skills in primary and secondary schools in the Wrexham and Deeside areas, both as part of the school curriculum and as extracurricular activities. Whilst working for himself, SSCCS and the Football Association of Wales, he's taught/delivered sports related courses to students at secondary schools and colleges, to those on youth based schemes and on soccer skills courses.
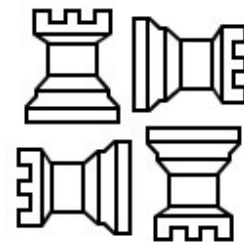
In whatever capacity he is teaching or coaching, Huw understands the need to set challenging yet achievable goals for students/players and is very aware that the teaching/coaching methods he adopts must reflect the needs of the individual.

Jane Hughes
English

Jane holds a BA Hons 3D Design, BTEC 3D Design and PGCE Design and Technology.
Jane currently teaches English and GCSE ENGLISH LITERATURE to all students and endeavours to ensure her pupils reach their potential.

Jane also plays an active part in the school enrichment programme, working with the pupils on the school allotment and also regularly taking pupils on educational visits.

Lawrence Gallagher
ICT

Holds BSc and PGCE and currently teaches ICT across the school, having previously taught Science, Maths and PSE in addition. Lawrence strives to help his students get the most out of school based learning by encouraging socialisation, sportsmanship and team spirit and constantly motivating students so making schooling an enjoyable and prosperous part of their life.

Jane Corlett
Maths

Jane has a Cert. Ed. in Biological Sciences and a BA (Hons) Business which was completed part-time in 1997 whilst continuing to teach. From 1997 onwards she undertook a variety of Supply posts alongside some voluntary work. Jane also completed a part time Post Graduate Diploma course in Environmental Decision Making in 2007. In 2009 Jane was awarded an Undergraduate Certificate in Mathematics by the Open University and in 2010 completed a Chemistry course (EQ5) building on previous knowledge. Prior to her employment at Branas school, Jane's first teaching post was Withensfield School, Wallasey – teaching Science along with some English and History. Jane has also worked at two other schools, Ridgway High School and Hilbre High School.
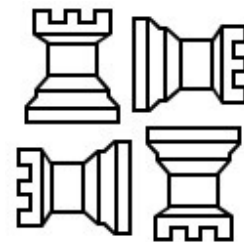
Stephen Myers-Whittaker
DT and Art

Stephen has a BA (Hons) Graphic Design & Communication and teaches Art and DT at Branas School. Stephen has a PGCE in Art & Design, National Certificate of Art & Design Foundation Studies, GNVQ Business Owner Management. Prior to working at Branas, Stephen worked at Hawarden High School as Teacher of Art, PSHE & Welsh Bacc and Teacher of Graphic Products at Christleton High School, Chester.

**Alison Hughes**
Science / Geography / 1:1 Support

Alison has a B.Ed (Hons) Special Education (with Outdoor Ed) from Manchester University and has a postgraduate diploma in Cognitive Behavioural Psychotherapy.
Prior to working at Branas, Alison enjoyed working in mainstream/specialist education and care settings for many years, initially working within the open and secure units of a children's home, gaining invaluable experience in managing crisis and challenging situations with young people and those around them, with honesty, respect and a sense of humour. Alison has a love of the outdoors and is a qualified Yoga teacher.

Luis Prtak
Literacy and Humanities (2 days per week)

Luis is currently employed to teach 1:1 Literacy and Numeracy Intervention Programmes and to deliver Enrichment Activities. He has previously taught Maths, English, Science, History, Geography and organised Enrichment Activities at Branas since 2010.

Luis has a First Class Honours Degree in Production Engineering and has been a Commercial Director, Managing Director and has run his own successful I.T. Company. He has been a volunteer with Scope, delivering outdoor activities to children with Cerebral Palsy, and Colomendy Outdoor Education Centre since 1985. He has worked in Education since 1990 as a Learning Support Worker with KS1 and KS2 children with Autism and Moderate to Severe Learning Difficulties. He obtained a PGCE in Design and Technology in 2007 and a holds a Postgraduate Certificate in Mathematics Education. He has taught DT, (Resistant Materials, Product Design, Graphic Design, Food Technology, Textiles), Art and Design and Mathematics to GCSE and A Level in mainstream schools in the UK and English in Romania. He has also been a Chair of Governors, delivered Road safety and Cycling Proficiency Training in primary Schools and been a Dragon Sports organiser.

David McSorley
Outdoor Education Instructor
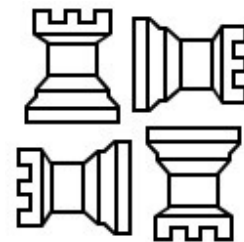
Dave has previous experience spanning over a number of years of working in the field of Residential Child Care. David has been a Registered Manager previously at two of the Children's Homes within the Branas Isaf Organisation before transferring to his current role. David holds NVQ4 Care, NVQ4 Management, NVQ – D32/D33 Assessor (A1) and IOSH Managing Safely qualification. David provides outdoor pursuits to the young people at Branas School as part of the enrichment programme one day per week.

David holds the following Outdoor Qualifications:

- MLTB – Mountain Leader Award – Summer
- SMLTB – Mountain Leader Award – Winter
- BMC – Mountain Instructor Award – Training Only
- BMC – Single Pitch Supervisor Award
- NCA – Local Cave & Mind Leader Award – level 2 (North Wales & Derbyshire)
- BCU – Level 4 – Inland Assessor Grade 4 – Inland Level 3 Coach - Sea Kayak Assessor Grade 2 – Sea kayak Advanced Proficiency Award – Inland Kayak Proficiency Award – Sea Kayak Proficiency Award – Open Canoe
- RXA – Level 4 Powerboat Award – Level 2 National Dinghy Certificate