



Headteacher Report

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September 2019

Bradford AP Academy Central

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School Improvement Plan (SIP) Update

Please see below the overview of the 2018-19 SIP. For a more in-depth overview of progress made towards the priorities, please refer to the full SIP.

Priority 1: Leadership and Management

- 1.1 Work with the Exceed Trust to academise.
- 1.2 Support others as a National Support School (system leadership).
- 1.3 Continue to improve leadership skills for all staff.
- 1.4 Continue to improve infrastructure to support improved effectiveness.
- 1.5 Lead the transition to the Bradford's new commissioning model to best benefit BAPAC.

Good progress has been made. BAPAC has become a converter academy with the Exceed Academy Trust and is fully integrated within the Trust. There has been a lot of change within the strategy for SEMH and inclusion within Bradford during the last academic year. The offer for BAPAC has altered as a result of this and we are well placed to seize possible opportunities that arise. The profile of BAPAC remains high within Bradford and BAPAC is well represented in a number of relevant forums. The proposed sponsorship of Bradford District PRU will not take place following due diligence, which has meant that system leader input was not required. In addition, BAPAC has continue to build leadership capacity.

Priority 2: Teaching, Learning and Assessment

- 2.1 Continue to improve the literacy offer.
- 2.2 Continue to improve the numeracy offer.
- 2.3 Continue to improve the non-core offer.
- 2.4 Continue to improve the practical offer.
- 2.5 Continue to improve TL&A via professional development

Positive progress has been made. The English and maths schemes of work have been developed further this year and fully support the NC and 'life without levels'. Staff have been supported to improve areas of TL&A that have been highlighted from self-evaluation. Work has been done to develop the non-core curriculum further and this includes extending modules to support extended writing and PSHCE. Self-evaluation indicates that further PSHCE modules for the non-core offer will enhance the curriculum further. The practical offer has been extended and is meeting need.

Priority 3: Personal Development, Behaviour and Wellbeing	
3.1	Enhance safeguarding by introducing CPOMS to better record and share information.
3.2	Continue to improve attendance.
3.3	Review and enhance systems to manage behaviour.
3.4	Continue to improve the offer for SMSC development and British values by improving the extra-curricular offer.
<p>Positive progress has been made. CPOMS was introduced effectively in the autumn term. This was embedded quickly and two audits by the Headteacher and Named Safeguarding Governor have confirmed that this is effective and has enhanced safeguarding. The change in the cohort, that is now referred to BAPAC, has meant that there has been an increase in persistent absence and non-attendance. Strategies have been developed to include home visits by the SSPO and BLPs. During the summer term home tuition has been trialled, which is aimed at engaging the young person and ultimately getting them to come into the centres. The review and improvement of behaviour management systems has been implemented and practice is effective. Community links are in place and the use of ELS funding has allowed for pupils to access more extra-curricular activities to develop British values and PSHCE.</p>	
Priority 4: Outcomes for Pupils	
4.1	Review and enhance the curriculum offer to support extended placements.
4.2	Continue to implement new procedures for assessing and reporting pupil progress.
4.3	Review the assessment and identification of social emotional and behavioural difficulties to enhance the reporting of strategies to support improved provision.
4.4	Review and improve the re-integration support that is available for pupils returning to mainstream schooling (to link in with the Alternative Provision Innovation Fund Grant).
<p>Good progress has been made. The curriculum was reviewed to support the changing needs of learners being met. This resulted in changes to support longer placements, which improved the offer. The rapid change in cohort has meant that further changes have been made during the year and further developments will continue. Renaissance software was successfully introduced and is effective at monitoring progress. Adaptations to the English and maths schemes of work have been made to support Renaissance and life without levels. Following review of Boxall Profiling, to assess attitudes and behaviour, it was decided not to pursue this. The APIF project has successfully been introduced and is now at the half way stage. Progress towards the KPIs is in-line with expectation.</p>	

Listed below are the priorities that form the School Improvement Plan (SIP) for 2019-20. These have been highlighted from self-evaluation and support the continued improvement of BAPAC. Each priority has been broken down into separate objectives that support their completion. This is documented in the full SIP.

The Quality of Education

- 1.1 Review the curriculum to support the confirmation of its intent, the effectiveness of its implementation and evidence of its positive impact.
- 1.2 Review and enhance the curriculum offer to support extended placements.
- 1.3 Implement the new staffing structure to support improved access to, and implementation of, the curriculum for all pupils.

Behaviour and Attitudes

- 2.1 Review the systems for behaviour management, to incorporate evidence from the Education Endowment Foundation (EEF) Guidance Report on Improving Behaviour in Schools.
- 2.2 Review the attendance policy with a view to implementing strategies to improve attendance for persistent absence (PA) and non-attendance pupils.
- 2.3 Develop the home liaison offer to support improved safeguarding, attendance and engagement with hard to reach pupils and families.

Personal Development

- 3.1 Review and develop the SMSC curriculum offer to support pupils to become more resilient.
- 3.2 Review and improve careers education offer to support progress towards the Gatsby Benchmarks.
- 3.3 Review the extra-curricular offer to support an increased take up in participation.

Leadership and Management

- 4.1 Support others as a National Support School (system leadership).
- 4.2 Continue to support the return and retention of young people in schools via the Alternative Provision Innovation Fund (APIF) project.
- 4.3 Continue to deliver targeted high quality continuous professional development (CPD) for all staff.
- 4.4 Review workload with a view to implementing strategies to reducing it in order to support staff wellbeing.
- 4.5 Continue to develop and implement new procedures for assessing and reporting pupil progress.

Leadership and Management

We believe leadership and management is good with outstanding features

Academisation

Bradford Alternative Provision Academy Central (BAPAC) became a converter academy on 1st March 2019. During the second half of the academic year, BAPAC has integrated into the Exceed Academies Trust to benefit from the support and infrastructure that has been available.

Governance

The governance structure for BAPAC changed in March, following academisation. The scheme of delegation allocates responsibility to Trustees for finance and strategic decision making and the Local Advisory Board (LAB) for the operational governance. In line with the scheme of delegation, the LAB is in the process of building from seven members pre academisation, to nine members post academisation. This has included the addition of a new parent and staff governor.

The new governance structures are effective at communicating the vision, ethos and strategic direction for BAPAC as well as monitoring educational performance, staff performance and finances. Relevant policies are in place to define practice and expectation. A systematic review schedule means that policies are updated regularly to maintain compliance and relevance.

Leadership at all levels

The leadership structure supports the promotion of a strategic vision for all staff and this maximises the capacity to deliver school improvement. Appraisal objectives allow for leadership skills and experience to be developed at all levels, with staff being encouraged to develop their leadership skills to support their own personal development as well as that of BAPAC.

Safeguarding

Self-evaluation confirms that BAPAC is a safe environment and all safeguarding measures are in place.

Policy is reviewed on a regular basis and changes to legislation and best practice guidance have been incorporated into the Child Protection Policy and other supporting policies and documents.

CPOMs was introduced at the start of the 2018-19 academic year and this has supported the effective recording and secure transfer of information relating to the safeguarding and behaviour of pupils. The use of CPOMS is now embedded and this has improved record keeping and efficiency.

The Designated Governor for Safeguarding carries out regular audits with the Headteacher to monitor safeguarding procedures. The safeguarding audits monitor practice, including the Single Central Record and the use of CPOMS. These have been supportive and have facilitated for reflection and improvement in practice.

BAPAC attend the Bradford Safeguarding Network meetings and the Trust Designated Safeguarding Lead meetings. These support positive practice and compliance and facilitate for an up-to-date understanding of local and national developments.

Monitoring of Standards

Self-evaluation is well embedded and effective at monitoring standards. Progress over time, pupil progress and TL&A are all scrutinised systematically. The Senior Leadership Team (SLT) use the data that this creates to reflect on practice and standards and improve performance.

Termly triangulation meetings are held with teachers to reflect on performance. These review progress towards appraisal objectives and highlight areas where colleagues can be supported to improve performance.

Termly updates to the Self-Evaluation Form and regular Headteacher Reports, presented to the LAB and Trustees, allow for the performance of BAPAC to be scrutinised by stakeholders, thus creating accountability.

Self-evaluation and research guide the strategic direction for school improvement and the School Improvement Plan (SIP) allows for improvement to be communicated and monitored effectively. The 2018-19 SIP was delivered effectively and met the stated objectives. The 2019-20 SIP is now in place and will support an effective improvement journey during the academic year.

Continuous Professional Development (CPD)

CPD has a clear focus on curriculum implementation and pupil outcomes and is informed by research and self-evaluation. As a result, training is bespoke and effective at meeting specific need. During the course of the last academic year, training was delivered to the whole staff team on the following topics:

- Non-Core lessons extended modules
- Observing outstanding practice at Exceed schools
- Cybercrime
- Safeguarding (general)
- Mathematical Talk & Questioning
- Fire awareness
- Good and better in non-core lessons
- Engaging activities in maths
- Renaissance update on practice
- On-line safeguarding
- Practical curriculum development
- Safer working practice (delivered by Exceed)
- Mathematical reasoning and problem solving
- New English modules
- Life without levels in maths

In addition to whole school training, colleagues have undergone CPD that supports their roles within BAPAC and the delivery of initiatives highlighted in the SIP. Two colleagues have applied to undertake National Professional Qualifications in Middle Leadership and Headship in the coming year. The NPQ courses will be funded by Opportunity Area grants.

Appraisal

Appraisal has been used effectively to highlight teachers' specific areas for development and targets improvement in these areas. This utilises data from lesson observations, work scrutinies and outcomes for pupils to aid target setting and scrutiny of individual staff performance. As part of the setting of objectives, all teachers were set one objective that focused on an area for development highlighted in their summer lesson observation. This has been effective in supporting relevant professional development and raising standards.

Progress towards teacher objectives for 2018-19 are being reviewed during September and new objectives for the coming academic year will be in place before 31st October. Non-teaching staff follow a cycle that runs from January to December and the process of review and objective setting will run during November and December. Interim monitoring of progress towards objectives is positive and no staff are undergoing capability procedures.

Alternative Provision Innovation Fund (APIF) Project

During the academic year, the APIF Project was successfully initiated. This included successful recruitment of staff, planning for delivery and the effective introduction and delivery of the project. At the halfway point of the project, progress to meet all the KPIs is on schedule. Regular reporting to the DfE and the Project Board takes place to support accountability and feedback is positive.

Initiatives to be introduced during this academic year will include, a behaviour inclusion assessment tool, which will support schools to self-evaluate their practice, relating to the inclusion of young people who present challenging behaviour or who have SEMH issues. The project will then support the school to carry out action planning to improve their offer within specific areas identified. In addition, an E-passport is being developed to support the effective transition of a young person from school to BAPAC and then onto their next educational setting. This will support improved communication and record keeping, benefitting assessment and inclusion.

School-to-School Support

Capacity to offer school-to-school support has been impacted by the input required to deliver the APIF Project. This has seen a day a week of NLE time been allocated to the project.

During the summer term, Level 1 School Improvement Support (SIS) was delivered for the Priory Centre in Wakefield, as part of the DfE initiative to target NLE support. This resulted in the creation of an action plan to highlight areas for improvement and support that is available to achieve this.

Reducing unnecessary workload

This is an area that the SLT have been mindful of when making decisions and reflecting on new initiatives. The reduction in workload is included in the 2019-20 SIP.

Risk Register

To support the Trust in monitoring and reducing risk, a risk register has been created for BAPAC.

Quality of Education

We believe the quality of education is good with outstanding features

Curriculum Intent

Over time the offer, that BAPAC makes, has been refined to best meet the needs of our learners. The curriculum intent is based on delivering knowledge, skills and attitudes that our pupils require to be successful and progress onto the next stage of their education and within society. The SLT have been proactive in defining and sharing the vision for curriculum intent with the whole staff team to allow for effective implementation.

During the course of the academic year, the cohort of pupils that attend BAPAC has changed from short 'turnaround placements' that were referred from the Behaviour and

Achievement Collaboratives (BACS), to longer placements for permanently excluded pupils who often have SEMH needs and Educational Health and Care Plans (EHCPs). To meet the needs of this new cohort, the curriculum has been reviewed and the intent to offer opportunities for pupils who are on extended placements has been communicated to staff. The process of curriculum review to allow the offer to evolve and meet need is ongoing and the confirmation of curriculum intent is an objective within the 2019-20 SIP.

Curriculum Implementation

BAPAC is very effective at implementing the curriculum offer for pupils. Practice has been improved and refined to allow all staff to delivery of the curriculum to a high standard and meet the individual needs of all pupils.

Self-evaluation and current research has supported development of curriculum delivery to improve practice. The Extended Leadership Team (ELT) have created schemes of work and resources to support staff. In addition, regular CPD, bespoke to the needs of BAPAC, has allowed staff to improve their skills and knowledge in delivering the curriculum offer.

During the course of the year, lesson observations and work scrutinies have taken place to monitor curriculum delivery. This linked with pupil outcomes has confirmed that all teachers are performing at a good or better standard, with 50% of teachers being outstanding practitioners.

Curriculum Impact

Outcomes for pupils are very positive and reflect effective implementation of the curriculum. This includes academic progress and improvements in behaviour and attitudes that support successful progress within society. Some of these are highlighted below:

- For a seven-week period, 69% of pupils made progress in-line with that of the top half of pupils nationally in English. Furthermore, 64% of pupils made progress in-line with that of the top quartile nationally. In Maths, for the same seven-week period, 64% of pupils made progress in-line with that of the top half nationally and 60% of pupils made progress in-line with that of the top quartile nationally.
- Pupils from all groups, including those who receive Pupil Premium, have SEND or are disadvantaged, achieve at similar levels to the whole cohort.
- Pupils take part in reading as part of their daily routines. For a typical seven-week period, 80% of pupils made six months or better progress in reading age and 66% made twelve months or better progress.
- For an average seven-week period, pupil attitudes to their self and school (PASS) improve by an average of 30%.
- 87% of pupils, who were referred to BAPAC, due to being permanently excluded or at serious risk of permanent exclusion, returned to mainstream education. From this cohort, 60%* of these were still in mainstream education six months later.

*Not a full data set due to some young people returning to school less than six months ago.

Behaviour and Attitudes

We believe behaviour and attitudes are good with outstanding features

Behaviour

Behaviour on both sites is generally calm, with pupils being managed effectively. As the year progressed, the number of pupils on roll, who had been referred due to permanent exclusion, increased rapidly. By the end of the academic year, the LA was commissioning all places for permanently excluded pupils. In addition to the permanent exclusion referrals,

there has been a significant increase in the number of pupils with an EHCP, or a draft EHCP on roll. This has created an increase in the level and diversity of need. The rapid change in cohort has been challenging to manage, but effective systems and high quality practitioners have maintained the expected standards.

There were 13.5 days lost to exclusions during 2018-19. This represents an increase compared to 8.5 lost during the previous year and reflects the change in cohort. On a number of occasions, internal exclusions have been used effectively to avoid exclusion. In these cases, pupils attend the other site so that restorative justice and targeted learning, relative to any negative behaviours, can take place.

Last year also saw an increase in the number of incidents relating to behaviour. These included 134 incidents and 180 serious incidents. This is in comparison to 90 behaviour incidents and 92 serious incidents in 2017-18.

Bullying incidents

There are low rates of bullying. The curriculum supports bullying prevention work, with any incidents of bullying, in all its forms, being dealt with effectively by staff. During the 2018-19 academic year all parents and 98% of pupils felt that BAPAC dealt effectively with any incidents of bullying. During the year there have been 12 bullying incidents.

Attendance

During 2018-19, attendance has been impacted by a significant cohort of pupils that have been out of education, or at the fringes of education, for long periods. As a result, attendance was 69% for the year. This represents a fall compared to previous years, when attendance has been over 85%. The attendance figures for BAPAC compare favourably to national figures for PRUs and AP, although the recent decline in attendance is a real cause for concern.

During 2018-19, pupils who left BAPAC recorded attendance that was 12 percentage points better whilst at the AP academy compared to attendance at their previous school.

BAPAC has always worked hard to promote a positive attendance culture. This year, due to the change in cohort, we have increased the number of home visits from our Safer Schools Police Officer (PCSO) and, during the summer term, we have used teachers and BLPs to visit certain pupils to carry out home liaison and tuition in an attempt to re-engage them.

Home liaison is an area of work that we are developing as a matter of urgency to better meet the needs of the changing cohort. This will be developed during the coming year. One challenge will be to fund the resources that will be required to deliver an effective home liaison offer.

Attitudes

One important aspect of the work carried out at BAPAC is supporting pupils to reflect on, and make improvements in attitude. Impact is measured using a Pupil Attitudes to Self and School (PASS) assessment that measures nine specific strands relating to this area. During 2018-19, for an average seven-week period, pupils show a dramatic 30% average improvement in this score. The figures for the nine strands measured are highlighted in the table below:

	Feelings about school	Perceived learning capability	Self-regard	Preparedness for learning	Attitude to teachers	General work ethic	Confidence in learning	Attitude to attendance	Response to curriculum demands
Entry	35%	37%	44%	25%	50%	44%	42%	34%	40%
Exit	76%	60%	57%	65%	88%	73%	69%	71%	58%
% Point Improvement	41	23	13	40	38	29	27	37	18

Personal Development

We believe personal development is good with outstanding features

Spiritual, Moral, Social and Cultural (SMSC) activities

The curriculum continues to offer numerous opportunities for pupils to access SMSC activities that support modern British values. These include guest speakers as part of an organised programme, trips and visits, curriculum initiatives that support drug awareness, STEM, gangs and knife crime awareness etc., charity fundraising and sports tournaments with other PRUs. In addition, extra-curricular clubs are offered to support pupil engagement.

One highlight of the year saw the hosting of the Anne Frank Exhibition. This was a great experience and allowed pupils to train as peer educators that then acted as tour guides for visiting PRUs and primary schools. This not only allowed pupils to gain knowledge and understanding of the holocaust, but also allowed pupils to develop skills and confidence in presenting and working with others.

Last year also saw the fourth annual BAPAC residential to the Lake District taking place. This was well supported and allowed a disadvantaged group of pupils to experience camping and outdoor activities. To support the funding of the residential, a number of fundraising activities took place with pupils throughout the year. These included weekly bun making and sales, bag packing at local supermarkets and a charity stall at the Saltaire festival.

Careers Education

During 2018-19, support has been made available, as part of the Opportunity Area initiatives, to develop careers guidance. This has included support to review the careers offer, using the Gatsby Benchmarks, and input to develop the curriculum offer. This improvement work will continue into the new academic year and is an objective in the 2019-20 SIP.

Essential Life Skills (ELS) activities

During the summer term, BAPAC benefitted from Opportunity Area funding to offer additional extra-curricular activities that support ELS. These have been very effective and pupils have taken part in motor vehicle workshops, trampolining, music workshops, fishing, boxing,

scuba diving and construction courses. The activities have been well received by the young people involved.

Human Resources

Staffing

Two teachers gained new positions and left at the end of the summer term. In addition, a Behaviour Learning Practitioner (BLP) has also resigned, with a view to retiring.

Following the departure of the Business Manager in January, there was a period of flux due to issues with recruiting a replacement. During the second half of the summer term a cover arrangement, using 2.5 days of Business Manager support from Harden Primary School, was initiated. This has been effective and the arrangement has been made permanent for the new academic year.

To support maintenance and compliance testing, a caretaker roll has been created to cover both sites. This will involve ten hours a week across the sites. Some adjustments have been made to the existing site staffing arrangements and the role has been split between the two centres, to support recruitment. Both posts have been filled and the new arrangements will commence in September.

Staffing model

Due to financial pressures, the staffing model has been reviewed to reduce costs. The decision to carry this out was not taken lightly, but it was felt that this was the only viable solution to balance the budget.

The two teachers that left at the end of August have not be replaced and this means that the restructure has been possible without the need for redundancy. Each site will now operate with three teachers instead of four. To support the reduction in teachers, a BLP on each site will be enhanced to Higher Level Teaching Assistant (HLTA) status to manage a small group of pupils who find it hard to engage.

The BLP who has retired will not be replaced. This allows us to operate with eight BLPs, which is in line with the agreed staffing model. The retirement of the BLP means that we will not have to carry out a redundancy process in December as planned.

Policies

The generic Exceed policies have adopted by the LAB. In addition, new policies on Equality and Diversity, Safer Working Practice and Appraisal have been added to the central policy list to support staff.

Staff wellbeing

As part of the Trust, BAPAC have access to the Health Assured, an employee assistance programme. This gives all staff access to a 24/7 helpline to access support and advice on personal problems or issues.

Staff absence management (SAM)

The SAM software is being prepared for introduction in September. This will support the effective management and support of staff absence. This will bring BAPAC in-line with all other Trust schools.

Finance

Budget

The initial 2019-20 budget predicted a considerable in-year overspend, that will become greater in the following years. This was untenable and reductions in expenditure were required. To support the creation of a balanced budget, the staffing model was reviewed and a restructure has been implemented. This has been possible without the need for any redundancy.

Because of the staffing restructure, the budget is now balanced for 2019-20. The following two years show an in-year deficit, but this is offset by the historic surplus that has been carried forward from previous years. Continued monitoring and review of the budget will be required, with a view to increasing income streams or reducing costs, so that the in-year deficits that are currently predicted for 2020-21 and 2021-22 can be rectified.

Estate

Fire Risk Assessment

Before academisation a fire risk assessment was carried out for both sites. The subsequent reports have been converted into action plans and work is being carried out to support compliance. The caretakers are addressing the smaller maintenance and housekeeping areas of work in-house. The significant pieces of work contained within the action plan, are being addressed by the council as part of the conversion agreement. The council has now carried out site visits and the work will be carried out in the autumn term.

Site inspection

The Chief Estates Officer, has carried out site visits to look at maintenance and future projects for both sites. These will be prioritised within the Trust's schedule of works. An intermittent roof leak at the Jesse Street site will be a priority for action. Future improvement projects highlighted included the division of the quiet and storerooms at JS, to create two quiet and two storage rooms. In addition, development of the Design Technology (DT) room at JS will allow for an improved DT offer on that site.

Inventry system

Both sites will have Inventry systems installed to monitor people entering and leaving the building during the autumn term. This will bring BAPAC in-line with other Trust schools.

Good News

ELS activities

As highlighted earlier, the additional funding that has been received from the Opportunities Area for ELS activities has been used effectively to allow a large majority of pupils to take part in activities designed to develop life skills experiences.

Anne Frank Exhibition

BAPAC have been invited to deliver the Anne Frank Exhibition again in the autumn term. This will be the fourth time that this has happened and will allow our pupils to benefit from the fully funded opportunity.

Summary

The climate for alternative provision and SEMH in Bradford has been very volatile during the past year. There has been a considerable increase in the number of young people referred due to permanent exclusion, along with a significantly high number of young people on roll with full and draft EHCPs, due to the SEND Team not meeting compliance rates and the lack of specialist SEMH provision being available. This has had a significant impact on BAPAC and colleagues have worked very hard to deliver an effective offer.

The council has been taking action to address this, which has seen the SEND Team benefitting from recruitment and the initiation of a plan to create more specialist places for SEMH. This is predicted to have an effect during the autumn term, although any impact on the movement of pupils has not been evidenced yet.

Overall, data for the year has been relatively positive, taking into account the changes in cohort. The area that is a concern is the rate of attendance. This is seen as a priority by the SLT and resources have been invested to affect this. Currently this is having minimal impact and the sustainability of the resources allocated will be challenging within the new staffing model.

The lack of continuity caused by the lack of Business Manager support from January has now been addressed. The challenges and increased workload, that were present as a result of this, are predicted to ease as we move through the new academic year.

The changes to the staffing structure, made to support financial stability, will create challenge to our ability to maintain high standards and support an effective offer. The SLT are confident that these changes met effectively to maximise our effectiveness moving forward.

There is still a need to gain clarity from the LA around the offer that they require BAPAC to make and the funding model to support this. Work is being carried out to resolve this, but there is still a need for clarity to support stability for BAPAC.