



**BRADFORD
AP ACADEMY**

Central

Self-Evaluation Form
January 2020

Context

Bradford Alternative Provision Academy Central (BAPAC) takes pupils from the secondary age range from the whole of Bradford. It comprises of two separate sites, Aireview and Jesse Street, who work together as one single Alternative Provision (AP) Academy.

Since academisation to the Exceed Multi-Academies Trust in March 2019, Bradford Council is the sole commissioner of places. The 50 commissioned places provide provision for KS3 and 4 permanently excluded young people. Young people referred to BAPAC characteristically exhibit disruptive and challenging behaviours, often because of underlying social, emotional and mental health (SEMH) issues.

Pupils that attend BAPAC will receive an offer that best meets their needs. These include the following placement types:

- Short-term 'turnaround placements', which last for an average eight to ten-weeks before the young person returns to a new school.
- Medium-term 'assessment placements', which last for approximately twenty to twenty-four weeks whilst the young person is assessed for an Education and Health Care Plan.
- Long-term placement, where the young person will remain until the end of KS4 and participate in courses relevant to their long-term future.
- Non-attenders, who refuse to attend an allocated provision and receive support to re-engage with learning routines and positive attendance habits.

During a placement, individual pupil needs are assessed to support the personalisation of learning. A structured curriculum is delivered through high quality teaching, with specific attention being given to the SEMH needs of learners and any other underlying special educational needs.

The intense intervention that BAPAC offers creates an environment where behaviours and attitudes can be supported and improved. This allows pupils to re-engage with education and experience success. This in turn fosters confidence and self-belief within the pupils and makes it possible for them to undertake a change of educational trajectory. Because of the calm, focused and supportive setting, pupils experience accelerated academic progress and reach academic levels more closely aligned to those of their peers.

The staffing structure comprises of a Headteacher and a part-time Operations Manager. Each site has an identical structure, which consists of a Head of Centre, three teachers (one with a TLR), five Behaviour and Learning Practitioners (BLPs), an Administrator and facilities staff.

The last Ofsted inspection took place in February 2015, before BAPAC became a converter academy. The inspection judgement was outstanding in all areas. This judgment reflected the improvements that had been made since the previous inspection.

Following on from the last Ofsted inspection, BAPAC has support other PRUs and APs to raise standards and impact on young people in a wider context. Because of this work, BAPAC was awarded National Support School (NSS) status in 2016. The Headteacher is a National Leader of Education (NLE) and other colleagues are Specialist Leaders of Education (SLEs).

In 2018, BAPAC applied to the Alternative Provision Innovation Fund (APIF) to deliver a project to support reintegration into mainstream schooling. BAPAC was one of nine organisations that were successful out of 296 applications nationally. Over a two-year period, £362K of DfE funding will be accessed by BAPAC to deliver the project.

Areas of Judgement	Self-evaluation (January 2019)
The quality of education	Good with outstanding features
Behaviour and attitudes	Good with outstanding features
Personal development	Good with outstanding features
Leadership and management	Good with outstanding features
Overall effectiveness	Good with outstanding features
The Quality of Education	Self-evaluation judgement: Good with outstanding features

Supporting evidence:

Intent

- 1.1 All leaders have a shared vision of a curriculum that is intent on delivering knowledge, skills and attitudes that our pupils require to be successful and progress in society.
- 1.2 All staff are motivated to deliver an offer that will enable all pupils to take advantage of the opportunities, responsibilities and experiences of later life.
- 1.3 Curriculum development in recent years has been driven by the desire to meet the needs of the evolving cohort. This has included focusing on delivering knowledge and skills to allow for all pupils to maximise learning and personal development.
- 1.4 Curriculum review, and subsequent improvements in curriculum design, have allowed for the standard of outcomes to be maintained at a high level. This has continued over time and has continued to meet the changing needs of different cohorts.
- 1.5 Literacy, Numeracy and TL&A Co-ordinators have excellent subject knowledge and are able to develop and share a curriculum intent that meets the needs of all our pupils.

Implementation

- 1.6 The curriculum has been developed so that its implementation is accessible to all and supports pupils to take advantage of the opportunities, responsibilities and experiences of later life.
- 1.7 The curriculum offer is designed to develop the skills that will support pupils to make rapid progress and be more able to succeed in the next stage of their educational journey.
- 1.8 Highly developed schemes of work allow for effective lesson planning. As a result, curriculum implementation is consistent and effective in meeting the needs of all pupils. This allows accelerated progress for all groups of pupils.
- 1.9 During the 2018-19 academic year, lesson observations and work scrutiny confirmed that teaching, learning and assessment (TL&A) was good or better. Self-evaluation highlights that 50% of teachers are outstanding practitioners.
- 1.10 All teachers have high expectations and individual target setting and lesson planning supports this.
- 1.11 The Marking and Feedback Policy is implemented consistently by all staff. Work scrutiny highlights that all teachers are good or better at using assessment and giving informative feedback. This supports pupils' understanding of how they are performing and how they can improve further. There is clear evidence that pupils use this information effectively to support further learning and progress.
- 1.12 All teachers differentiate lessons and set work that is appropriate to individual pupil ability. Support and intervention is used effectively to maximise pupil access and learning.
- 1.13 Behaviour and Learning Practitioners (BLPs) provide precisely targeted support that has real impact on the quality of learning.
- 1.14 Peer lesson observations are well embedded and these have had a positive impact on standards. This collaborative and developmental practice has supported improvements in the quality of education.
- 1.15 All staff take part in joint staff training, with both sites working closely together to share good practice. This has had a positive impact on implementation of the curriculum.
- 1.16 Communication with parents, schools and other stakeholders has been developed to maximise the effectiveness of placements. This includes a weekly report that disseminates information about progress relating to individual targets and advice on how to progress further.
- 1.17 An achievement culture is well established and the celebration of success is embedded within daily practice. This allows for improved engagement with learning and the curriculum.
- 1.18 Pupil Premium is used effectively to support disadvantaged young people. The effective use of this resource means that progress for this cohort is in line with the whole school cohort.
- 1.19 A raft of support is available for each individual pupil. As a result, the progress of all groups of pupils falls in line with that of the whole school cohort.
- 1.20 The 'Pupil Charter' supports modern British values and allows pupils to formally recognise their SMSC achievements during their placement.

Outcomes

The outcomes for pupils that attend BAPAC reflect effective implementation of a curriculum offer that supports positive access to learning and progress. For the academic year 2018-19, these included:

- 1.21 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.
- 1.22 Pupils from all groups, including those who receive Pupil Premium, have SEND or are disadvantaged achieve at similar levels to the whole cohort.
 - 1.23 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.
 - 1.24 For an average seven-week period, pupil attitudes to their self and school (PASS) improve by an average of 30%.
 - 1.25 86% 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.
 - 1.26 Lesson observations and work scrutinies give clear evidence of the effective teaching of reading, writing, communication and mathematics. This is supported by data that shows outstanding pupil progress in these areas.
 - 1.27 93% of parents felt their child had made good progress at BAPAC during their placement, 96% of pupils also felt the same. In addition, all parents felt that their child was happy during their placement, all of pupils also felt the same.
 - 1.28 There is clear evidence that pupils, who are behind the levels of expected achievement begin to diminish the difference in their academic levels.

Areas for development:

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

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

Behaviour and Attitudes	Self-evaluation judgement: Good with outstanding features
Supporting evidence:	
<p>2.1 The environment at BAPAC is safe, calm, orderly and positive. Staff have created an ethos where pupils feel valued and realise that they can achieve within education and society.</p> <p>2.2 The Positive Behaviour Policy, along with high expectations and consistent routines have created an environment where pupils are able to understand, accept and adhere to the expected norms for appropriate behaviour.</p> <p>2.3 Systems for rewards and sanctions support positive behaviour and encourage pupils to take responsibility for monitoring and managing their behaviour.</p> <p>2.4 Staff are trained in Team Teach. This incorporates de-escalation techniques to support young people who are going into crisis and displaying aggressive behaviour. The ethos of this methodology is based on de-escalation and staff are skilled to support young people being brought around and returned to learning.</p> <p>2.5 The pastoral and behavioural needs of all pupils are met effectively. Support mechanisms, including, risk assessments and positive handling plans, are used to support access to learning and encourage positive behaviour.</p> <p>2.6 Behaviour for learning was graded as good or better in all lessons observed during 2018-19.</p> <p>2.7 There is a very low level of pupil exclusion with only 13.5 days being lost to exclusion during 2018-19. During the autumn term 2019, only 3 days have been lost.</p> <p>2.8 Attendance is a priority and the Attendance Policy supports consistent efforts to promote improved attendance.</p> <p>2.9 Attendance is traditionally above 85% with any variation largely linked to specific cohorts. During 2018-19, attendance has been impacted by a significant change to the cohort that are referred to BAPAC. Many of these have been out of education for long periods of time. During 2018-19, attendance was 69%. During the autumn term 2019, attendance ran at 58%.</p> <p>2.10 During 2017-18, pupils who left BAPAC recorded attendance that was 12 percentage points better whilst at the AP compared to attendance at school.</p> <p>2.11 Numerous strategies are employed to support improved attendance for pupils. These have been developed to best meet the needs of the changing cohort. If pupils are not engaging with BAPAC, home visits to support education and engagement are made as part of a planned intervention. This will include home education that targets re-engagement and attendance at our sites.</p> <p>2.12 To support pupils to be successful and progress in society, the curriculum intent has a strong focus on improving behaviour and attitudes. This is implemented within specific lessons, but is also a constant focus throughout the school day.</p> <p>2.13 During 2018-19, for an average seven-week period, pupil attitudes to their self and school (PASS) improve by an average of 30%. This is clear evidence of the positive impact on behaviour and attitudes.</p> <p>2.14 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.</p> <p>2.15 Communication and support from families is very important in maintaining a shared vision for the success of pupils. Regular phone contact is made with families to celebrate success and share concerns. In addition, pupils and parents receive a weekly written progress report to support communication and highlight progress or concern.</p> <p>2.16 Referral Forms, End of Placement and Fair Access Panel (FAP) reports allow stakeholders to work closely with BAPAC to set specific targets that will support improvements in pupil behaviour and attitudes. This supports preparation for the next stage in their education.</p> <p>2.17 BAPAC has a dedicated Safer Schools Police Officer. This is very positive and supports the offer surrounding safeguarding, behaviour and attitudes.</p>	
Areas for development:	
<ol style="list-style-type: none"> 1. Review the systems for behaviour management, to incorporate evidence from the Education Endowment Foundation (EEF) Guidance Report on Improving Behaviour in Schools. 2. Review the attendance policy with a view to implementing strategies to improve attendance for persistent absence (PA) and non-attendance pupils. 3. Develop the home liaison offer to support improved safeguarding, attendance and engagement with hard to reach pupils and families. 	

Personal Development	Self-evaluation judgement: Good with outstanding features
Supporting evidence:	
<p>3.1 BAPAC has created curriculum that is intent on giving our pupils opportunities for personal development. We are aware that this is essential to prepare them to meet the challenges that are often present within their homes and community environments. In doing so, we deliver relevant experiences and opportunities to allow all pupils to learn how to better engage with modern British society and prepare for adulthood.</p> <p>3.2 All staff promote an inclusive ethos, where the needs of the whole community are accepted and supported. This is evident in all aspects of school life.</p> <p>3.3 The solution focused approaches that are employed support reflection, conflict resolution and the understanding of difference. These allow a respectful environment to prevail and supports the school community to thrive together and develop the qualities required to succeed in society.</p> <p>3.4 Systems for rewards and sanctions support positive behaviour and motivates pupils to take responsibility for monitoring and managing their own behaviour. In addition, opportunities are utilised to allow pupils to reflect on how their behaviour impacts on outcomes.</p> <p>3.5 There are low rates of bullying. The curriculum supports bullying prevention work, with any incidents of bullying, in all its forms, being dealt with by staff. During the 2018-19 academic year all parents and 98% of pupils felt that BAPAC dealt effectively with any incidents of bullying.</p> <p>3.6 BAPAC has a dedicated Safer Schools Police Officer. This is very positive and supports the offer for personal development.</p> <p>3.7 The 'Pupil Charter' supports modern British values and allows pupils to formally recognise personal development and spiritual, moral, social and cultural (SMSC) achievements during their placement.</p> <p>3.8 The 'Resilience Tracker' supports pupils to reflect on and record actions relating to resilience. These include experiences relating to helpful communications, self-care and positive social behaviour.</p> <p>3.9 A comprehensive network of outside agencies support curriculum delivery for personal development. This gives an improved offer in topics such as drugs and alcohol, sexual health, health and safety, careers education, staying safe and charity work.</p> <p>3.10 The curriculum promotes understanding of wellbeing and numerous opportunities have been created for pupils to learn about topics such as online and offline safety, including risks from criminal and sexual exploitation, substance misuse, gang activity and knife crime. External agencies and employers support this programme.</p> <p>3.11 The curriculum allows pupils to recognise the dangers of inappropriate mobile technology and social media use.</p> <p>3.12 All pupils access careers education as part of a structured programme. This supports understanding of careers opportunities and the requirements of specific careers choices. External agencies and employers are used to support this programme.</p> <p>3.13 The curriculum supports understanding of healthy relationships, sex education and sexual health by using the expertise of external agencies to deliver within this area.</p> <p>3.14 Both sites have a mental health champion who is able to support and advise on mental health issues. This facilitates for mental health first aid and additional support to be accessed when required.</p> <p>3.15 The curriculum promotes healthy lifestyles including healthy eating, active lifestyles and sport and uses every opportunity to develop SMSC experiences and British values within this. This is enhanced with extra-curricular opportunities for pupils to participate in sport and recreational activities.</p> <p>3.16 Targeted intervention is delivered to specific individuals to support the needs of the most vulnerable pupils. This supports wellbeing and safeguarding, as well as facilitating for improved access to the curriculum.</p> <p>3.17 Staff promote spiritual development and use every day experiences and events to promote understanding and reflection about pupils' individual beliefs and that of others. This supports the promotion of a respectful and enquiring culture.</p> <p>3.18 Opportunities are created for pupils to socialise and develop moral and social skills that are needed to live effectively in modern Britain. Staff are skilled in supporting the development of these skills and promote conflict resolution when required.</p> <p>3.19 The common ethos and curriculum supports cultural development. Opportunities are given for pupils to take part in cultural trips and visits to experience different elements of culture that are present within society.</p>	
Areas for development:	
<ol style="list-style-type: none"> 1. Review and develop the SMSC curriculum offer to support pupils to become more resilient. 2. Review and improve careers education offer to support progress towards the Gatsby Benchmarks. 3. Review the extra-curricular offer to support an increased take up in participation. 	

Leadership and Management	Self-evaluation judgement: Good with outstanding features
Supporting evidence:	
<p>4.1 Trustees are effective in their governance. The vision, ethos and strategic direction for the MAT is communicated effectively and the articles of association give clear guidance on the roles and responsibilities for the governance of BAPAC.</p> <p>4.2 The Local Advisory Board (LAB) is effective in its governance. This has allowed for the vision, ethos and strategic direction to be communicated effectively.</p> <p>4.3 Governance provides robust challenge and support. This includes systematic monitoring of the vision, ethos and strategic direction, educational performance, staff performance and finances.</p> <p>4.4 Relevant policies are in place to define practice and expectation. A systematic review schedule means they are updated regularly to maintain compliance and relevance.</p> <p>4.5 The Senior Leadership Team (SLT) leads by example and sets high standards in the pursuit of excellence. The ethos and intent for improvement is ambitious and is shared across the whole academy.</p> <p>4.6 The Extended Leadership Team (ELT) create capacity for curriculum intent to be impended effectively. This co-ordinated approach to improving standards has allowed for curriculum implementation to be driven with vigour.</p> <p>4.7 All staff are included in academy improvement initiatives and have a shared vision and ambition to make a difference for every pupil that attends BAPAC.</p> <p>4.8 Pupil Premium and SEN funding is used effectively to benefit these groups of pupils. Excellent outcomes are secured for all groups and the LAB are robust in their scrutiny of the progress and outcomes of disadvantaged pupils.</p> <p>4.9 Continuous professional development (CPD) is informed by research and self-evaluation. Training is driven by the desire to improve curriculum implementation and pupil outcomes. As a result, it is bespoke and effective at meeting specific need.</p> <p>4.10 Performance management is used effectively to highlight teachers' specific areas for development and target improvement in these areas. This is data driven and reflects objectives set out in the SIP to improve standards.</p> <p>4.11 The curriculum is innovative and has been developed to support the needs of all the pupils that attend BAPAC. There is a clear focus on developing English and maths as well as knowledge, skills and attitudes that our pupils require to be successful and progress in society.</p> <p>4.12 Curriculum review has supported improvements to meet the needs for the evolving cohorts of pupils that attend BAPAC. Effort is made to balance academic improvement with knowledge and skills that will support successful behaviours and attitudes in the school setting.</p> <p>4.13 The 'Pupil Charter' supports modern British values and allows pupils to formally recognise their SMSC achievements during their placement.</p> <p>4.14 The 'Resilience Tracker' supports pupils to reflect on and record actions relating to resilience. These include experiences relating to helpful communications, self-care and positive social behaviour.</p> <p>4.15 There are positive relationships with schools and parents. All partners are included at every stage of a placement and feedback is very positive from them.</p> <p>4.16 The Alternative Provision Innovation Fund (APIF) project has been very effective at supporting positive relationships with parents and schools. This has had a positive impact on practice within Bradford and supports inclusion for young people with challenging behaviour.</p> <p>4.17 BAPAC is fully compliant with all safeguarding legislation and guidance. All staff act in the best interests of all pupils and prioritise the wellbeing and safety of the whole school community.</p> <p>4.18 CPD gives all staff the knowledge, skills and understanding to be effective in keeping pupils safe. This includes being able to identify pupils who have been harmed, or are at risk of harm, and help them by making effective referrals for support.</p> <p>4.19 Relevant staff are trained as Designated Safeguarding Leads. In addition, the Single Central Record, safer recruitment and allegations etc. are all managed to a high standard to maintain a safeguarding culture that is vigilant and proactive.</p> <p>4.20 BAPAC has been awarded National Support School (NSS) status. The Headteacher is a National Leader of Education (NLE) and other colleagues are Specialist Leaders of Education (SLEs).</p> <p>4.21 In 2017-18, BAPAC supported Bradford District PRU with areas for improvement that were highlighted in their Post Ofsted Action Plan.</p> <p>4.22 In 2018, BAPAC applied to the APIF to deliver a project to support the reintegration into mainstream schooling. BAPAC was one of nine organisations that were successful out of 396 applications. Over a two-year period, £362K of DfE funding will be made available to BAPAC to improve the retention rate of young people returning</p>	

to mainstream education.

4.23 In 2019, BAPAC delivered Tier 1 School Improvement Support (SIS) for the Priory Centre in Wakefield as part of the DfE initiative for NLE support.

Areas for development:

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

Overall Effectiveness	Self-evaluation judgement: Good with outstanding features
<p>Supporting evidence:</p> <p>5.1 Pupils who attend BAPAC have a positive experience. This allows the young people who have been permanently excluded from mainstream schooling, to be positively re-engage with education and begin to develop the knowledge, skills and attitudes that that they require to be successful and progress within society.</p> <p>5.2 In the four key Ofsted areas, the self-evaluations judgements are consistently good, with all areas having outstanding features.</p> <p>5.3 Safeguarding is a priority, with practice at BAPAC being fully compliant with all safeguarding legislation and guidance. All staff act in the best interests of all pupils and support the wellbeing and safety of the whole school community.</p> <p>5.4 There is a clear intent to impact on the personal development of all pupils. This is implemented effectively to allow all pupils, including those from disadvantaged backgrounds, to prepare for the challenges that are often present within their homes and community environments. In doing so, we deliver relevant experiences and opportunities to allow all pupils to learn how to better engage with modern British society and become prepared for adulthood.</p> <p>5.5 The ethos at BAPAC is very inclusive and all staff are committed to offering the best possible opportunities for all our pupils. The needs of all pupils are assessed and this allows for individual needs to be addressed through effective planning and differentiation. As a result, the outcomes of all cohorts of pupils are very positive.</p>	
<p>Areas for development:</p> <p>1. Continue to implement priorities that are highlighted within the SIP.</p>	