



**BRADFORD
AP ACADEMY**

Central

**Self-Evaluation Form
May 2019**

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. Provision is for 50 places (25 on each site) for Key Stage 3 and 4 pupils who have been permanently excluded, or who are at risk of permanent exclusion. BAPAC is committed to providing a safe, caring and stimulating environment for pupils. This allows for our young people to re-engage with learning and either return to mainstream schooling or successfully move to a more specialist setting that will meet their assessed need.

Since academisation to the Exceed Multi-Academies Trust in March 2019, Bradford Council is the sole commissioner of all places. These places are used to provide provision for permanently excluded young people. Any vacant places are offered to the Behaviour and Attendance Collaboratives (BACs), for young people who are at risk of permanent exclusion. Young people who are referred to BAPAC characteristically exhibit disruptive and challenging behaviours, often as a consequence of underlying social, emotional and mental health issues.

Pupils attend BAPAC for either short term 'turnaround placements' that last for an average eight to ten-weeks, or a medium term 'assessment place' that lasts for approximately twenty to twenty-four weeks. In some cases, this can be longer. During this time, the learning needs of each individual pupil is accurately assessed to support personalisation of learning. A structured curriculum is delivered through high quality teaching, with specific attention being given to the social, emotional and mental health needs of learners and any underlying special needs. All education takes place on site and no pupils attend alternative provision.

The intense intervention that BAPAC offers creates an environment where behaviours and attitudes, which are often engrained can be managed effectively. 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 the pupil to undertake a change of educational trajectory. As a result of the calm, focused and supportive setting, pupils experience accelerated academic progress and reach academic levels that are more closely aligned to those of their peers.

During the 2018-19 academic year, the increase in permanently excluded young people who attend BAPAC, and the challenges that Bradford council are facing in providing appropriate specialist SEMH provision for young people with EHCPs or draft EHCPs, has led to a change in the pupil profile. Work is being carried out develop the offer that is being made so that it best meets the need of this evolving cohort.

The staffing structure comprises of a Headteacher and an Office Manager. Each site has an identical structure, which consists of a Head of Centre, four Teachers (one with a TLR), five Behaviour and Learning Practitioners (BLPs), an Administrator and facilities staff.

The last Ofsted inspection, in February 2015, judged the provision to be outstanding in all areas. This judgment reflected the improvements that had been made since the previous inspection and verified self-evaluation judgments that had been made.

Following on from the last Ofsted report, BAPAC has started to look at ways to support other PRUs/APs to raise standards and impact on young people even more. 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 made available to BAPAC deliver the project.

Judgement	Ofsted (Feb. 2015)	Self-evaluation (May. 2019)
Leadership and Management	1	1
Teaching, Learning and Assessment	1	1
Personal Development, Behaviour and Welfare	1	1
Outcomes for Pupils	1	1
Overall Effectiveness	1	1

Leadership and Management	Self-evaluation judgement: 1
<p>Supporting evidence:</p> <ul style="list-style-type: none"> • In February 2015, Ofsted graded the standard of Leadership and Management as outstanding at BAPAC. Self-evaluation continues to support this judgement. • The Senior Leadership Team (SLT) leads by example and sets high standards in the pursuit of excellence. The agenda for improvement is energetic and ambitious and has been effective in driving standards forward. • The work of the Extended Leadership Team (ELT) has allowed for the capacity to improve to be enhanced. As a result of this co-ordinated approach, improvement initiatives have been driven with vigour. • The Local Governing Board (LGB) is effective in its governance. This has allowed for robust challenge and creative deployment of staff and resources. • Pupil Premium and SEN funding is used effectively to benefit these groups of pupils. Excellent outcomes are secured for all groups and the LGB are robust in their scrutiny of outcomes. • 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. • The LGB set appropriate challenge and hold the SLT to account at all levels, including the appropriate use of finances. • Policies are in place to define practice and expectation. These are reviewed and updated regularly to maintain their effectiveness. • There is a clear focus on improving standards of teaching, learning and assessment (TL&A). This is evident in the Academy Improvement Plan (AIP). Leadership, at all levels, drives this forward and promotes shared ownership for improving standards. • Numerous training initiatives have been introduced to improve standards in TL&A. These are generally led by staff and support areas highlighted during self-evaluation. As a result, they are bespoke and effective at meeting specific need. • Appraisal 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 AIP to improve standards. • The curriculum is innovative and has been developed to support the needs of the pupils that attend BAPAC. There is a clear focus on developing English and Maths as well as skills that will support a successful return to mainstream education. • Curriculum review has supported improvements to meet the evolving needs cohorts of pupils that attend BAPAC. Effort is made to balance knowledge and engagement linked to academic improvement with skills that will support successful behaviours and attitudes in the school setting. • The 'Pupil Charter' supports modern British values and allows pupils to formally recognise their SMSC achievements during their placement. • 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. • BAPAC has a dedicated Police Safer Schools Officer. This is very positive and supports the offer surrounding safeguarding and all aspects of SMSC, including British values. • Staff have regular training on safeguarding. This has included work on radicalisation, female genital mutilation (FGM) and child sexual exploitation, and has facilitated for staff to be confident in the way in which they support pupils. • 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). • In 2017-18, BAPAC supported Bradford District PRU with areas for improvement that were highlighted in their Post Ofsted Action Plan. • In 2018, BAPAC applied to the Alternative Provision Innovation Fund (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 to mainstream education. 	
<p>Areas for development:</p> <ul style="list-style-type: none"> • Continue to develop leadership skills for staff to develop them as 'future leaders'. • Continue to be outward facing by working in partnership with others. 	

Teaching, Learning and Assessment	Self-evaluation judgement: 1
<p>Supporting evidence:</p> <ul style="list-style-type: none"> • In February 2015, Ofsted graded the Quality of Teaching as outstanding at BAPAC. Self-evaluation continues to support this judgement. • During the first two terms of the 2018-19 academic year, all lessons that were observed were good or better. Self-evaluation highlights that 38% of teachers are outstanding practitioners. This was also the case in 2017-18. • Highly developed schemes of work allow for effective lesson planning. As a result, the specific needs of all pupils are met and the progress of all groups is accelerated. • Pupils from all groups, including those who receive Pupil Premium, achieve at similar levels to the whole cohort. • All teachers have high expectations and individual target setting and lesson planning supports this. As a result of this, pupil progress is accelerated. • All teachers use assessment for learning effectively to gauge learning. They are able to reshape tasks and explanations and use intervention and support to maximise pupils' access and learning. • 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. • All staff are confident and effective at engaging pupils by imparting knowledge and understanding to motivate and support learning. • Effective structures, and their consistent application, support the skilled staff team to manage behaviour effectively. As a result, behaviour for learning was graded as good or better in all lessons observed during the first two terms of 2018-19. This was also the case in 2017-18. • 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. • 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. • Behaviour and Learning Practitioners (BLPs) provide precisely targeted support that has real impact on the quality of learning. • 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 TL&A. • 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 standards. • The impact on standards, that initiatives in TL&A have had, has been evidenced in lesson observations, work scrutinies and academic outcomes for pupils. • Pupil exit questionnaires and pupil attitudes to self and school (PASS) data highlights that, during their placement, pupils' attitudes towards learning improve greatly. This is also evidenced during lesson observations. • Communication with parents and schools 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. • There are low rates of bullying. The curriculum supports bullying prevention work. Any incidents of bullying, in all its forms, are dealt with effectively by staff. 	
<p>Areas for development:</p> <ul style="list-style-type: none"> • Literacy, Numeracy and TL&A Co-ordinators will continue to drive improvements in standards. • Continue to review and improve the curriculum to support improved outcomes for pupils. 	

Personal Development, Behaviour and Welfare	Self-evaluation judgement: 1
<p>Supporting evidence:</p> <ul style="list-style-type: none"> • In February 2015, Ofsted graded the standard of Behaviour and Safety of pupils as outstanding at BAPAC. Self-evaluation continues to support this judgement. • The environment is safe, calm, purposeful and stimulating. Staff have created an ethos where pupils feel valued and realise that they can achieve within education. • There is a very low level of pupil exclusion with only 13.5 days being lost to exclusion during the first two terms of 2018-19 and only 8.5 days being lost to exclusion during 2017-18. • Attendance is traditionally above 85% with any variation largely linked to specific cohorts. During the first two terms of 2018-19, attendance has been influenced by the number of pupils referred that have been out of education for long periods of time. For the first two terms of 2018-19 attendance was 72%. In 2017-18, attendance was 86%. The attendance figures for BAPAC compare favourably to national figures for PRUs and AP. • Numerous strategies are employed to support improved attendance for pupils. During 2017-18, pupils who left BAPAC recorded attendance that was 13 percentage points better whilst at the Academy compared to attendance at school. • During the first two terms 2018-19, for an average seven-week period, pupil attitudes to their self and school (PASS) improve by an average of 29%. During 2017-18, the figure was also 29%. This is clear evidence of the positive impact on attitudes and behaviour. • Behaviour for learning was graded as good or better in all lessons observed during the first two terms of 2018-19 as well as in 2017-18. • Systems for rewards and sanctions support positive behaviour and encourage pupils to take responsibility for monitoring and managing their own behaviour. • Pupils, parents and schools receive a weekly written progress report to highlight progress and any areas of concern. • Referral Forms, End of Placement and Fair Access Panel (FAP) reports allow for the referring school to work closely with BAPAC to set specific behaviour targets that will support improvements in pupil attitudes and behaviour. • The Single Central Record is maintained to a high standard. • During the 2017-18 academic year all parents and 95% of pupils felt that their child felt safe during their placements at BAPAC. • 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 2017-18 academic year all parents and 96% of pupils felt that BAPAC dealt effectively with any incidents of bullying. • The curriculum supports positive behaviour and creates opportunities for pupils to reflect on attitudes and behaviours that will support successful reintegration back to mainstream schooling. • In 2017-18, 92% of pupils, who were referred to BAPAC, due to being at risk of permanent exclusion, returned to mainstream education. From this cohort, 78% of these were still in mainstream education six months later. • Staff are trained in Team Teach. This incorporates de-escalation techniques to support young people who are displaying aggressive behaviour. • BAPAC has a dedicated Police Safer Schools Officer. This is very positive and supports the offer surrounding safeguarding and all aspects of SMSC and British values. • There is a comprehensive network of outside agencies that support the curriculum. This gives an improved offer in topics such as drugs and alcohol, sexual health, health and safety, and homelessness. In addition, individual work is carried out to support the needs of the most vulnerable pupils. • The curriculum supports pupil engagement with practical subjects including sport and uses every opportunity to develop SMSC experiences and British values. • The 'Pupil Charter' supports modern British values and allows pupils to formally recognise their SMSC achievements during their placement. 	
<p>Areas for development:</p> <ul style="list-style-type: none"> • Continue to use strategies to support an improvement in attendance. 	

Outcomes for Pupils	Self-evaluation judgement: 1
<p>Supporting evidence:</p> <ul style="list-style-type: none"> • In February 2015, Ofsted graded achievement as outstanding at BAPAC. Self-evaluation continues to support this judgement. • During the first two terms of 2018-19, for a seven-week period, 65% of pupils made progress in-line with that of the top half of pupils nationally in English. Furthermore, 58% of pupils made progress in-line with that of the top quartile nationally. In Maths, for the same 7-week period, 60% of pupils made progress in-line with that of the top half nationally. In addition, 57% of pupils made progress in-line with that of the top quartile nationally. • During the 2017-18 academic year, for a typical seven-week period, 86% of pupils made two levels, or better progress in English and 94% did the same in Maths. Also, for the same period during the 2017-18 academic year, 69% of pupils made four levels, or better progress in English and 82% did the same in Maths. • Pupils from all groups, including those who receive Pupil Premium achieve at similar levels to the whole cohort. • The level of progress that pupils make has consistently been high during the past three academic years. • All pupils are set challenging targets for achievement; this supports the rapid gains that pupils make. • All staff are aware of pupils' individual targets and strategies to support individual achievement. • An achievement culture is well established and the celebration of success is embedded into daily practice. • Pupils take part in reading as part of their daily routines. During the first two terms of 2018-19, for a typical seven-week period, 77% of pupils made six months or better progress in reading age and 64% made twelve months or better progress. During 2017-18, for a typical seven-week period, 84% of pupils made six months or better progress in reading age and 72% made twelve months or better progress. • The curriculum offer is designed to develop the skills that will support pupils to make rapid progress and be more able to succeed in a mainstream environment. • Curriculum development in recent years has been driven by the desire to meet the needs of the evolving cohort. This has included knowledge and skills input to allow for the time spent at the Academy to maximise learning and personal development. • Curriculum review and subsequent improvements in curriculum design have allowed for the high standards in outcomes for pupils, both academically and attitudinally, to be maintained as the cohorts of pupils evolve. • During the 2017-18 academic year, 98% of parents felt their child had made good progress at BAPAC during their placement, 96% of pupils also felt the same. In addition, 98% of parents felt that their child was happy during their placement, 95% of pupils also felt the same. • In 2017-18, 92% of pupils, who were referred to BAPAC, due to being at risk of permanent exclusion, returned to mainstream education. From this cohort, 78% of these were still in mainstream education six months later. • Literacy, Numeracy and TL&A Co-ordinators drive Academy improvement in these important areas. This has had a huge impact on standards. • Pupil Premium is used effectively to support progress for this cohort. The effective use of this resource means that progress is in line with the whole academy cohort. • A raft of support is available for each individual pupil. As a result of this, the progress of all groups of pupils falls in line with that of the whole Academy cohort. • There is clear evidence that pupils, who are behind the levels of expected achievement begin to diminish the difference in their academic levels. 	
<p>Areas for development:</p> <ul style="list-style-type: none"> • Literacy, Numeracy and TL&A Co-ordinators will continue to drive improvements in standards. 	

Overall Effectiveness	Self-evaluation judgement: 1
<p>Supporting evidence:</p> <ul style="list-style-type: none"> • In February 2015, Ofsted graded the Quality of Teaching as outstanding at BAPAC. Ongoing self-evaluation continues to support this judgement. In addition, evidence since the inspection supports further improvements in the standard of TL&A. • In February 2015, Ofsted graded all key areas as outstanding at BAPAC. Ongoing self-evaluation continues to support this judgement. • During the first two terms of 2018-19, for a seven-week period, 65% of pupils made progress in-line with that of the top half of pupils nationally in English. Furthermore, 58% of pupils made progress in-line with that of the top quartile nationally. In Maths, for the same 7-week period, 60% of pupils made progress in-line with that of the top half nationally. In addition, 57% of pupils made progress in-line with that of the top quartile nationally. • During the 2017-18 academic year, for a typical seven-week period, 86% of pupils made two levels, or better progress in English and 94% did the same in Maths. Also, for the same period during the 2017-18 academic year, 69% of pupils made four levels, or better progress in English and 82% did the same in Maths. • During the autumn term in 2018, all lessons that were observed were good or better. Self-evaluation also highlighted that 38% of these were outstanding practitioners. This was also the case in 2017-18. • Pupils from all groups, including those who receive Pupil Premium achieve at similar levels to the whole Academy cohort. • Robust self-evaluation has highlighted that all principle aspects of the Academy's work is good or better, with the majority being outstanding. This is supported by an external consultant verification. This self-evaluation has been used effectively to support further improvement planning. • The curriculum is innovative and has been developed to support the needs of the pupils that attend BAPAC. There is a clear focus on developing English and Maths and skills that will support a successful return and retention in mainstream education. • The curriculum supports opportunities with practical subjects including sport and uses every opportunity to develop SMSC experiences and modern British values. • The 'Pupil Charter' supports modern British values and allows pupils to formally recognise their SMSC achievements during their placement. • 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 2017-18 academic year all parents and 97% of pupils felt that BAPAC dealt effectively with any incidents of bullying. • Safeguarding is at the forefront at all times and pupil safety and welfare is lead and managed effectively. 	
<p>Areas for development:</p> <ul style="list-style-type: none"> • Continue to implement priorities that have been highlighted within the AIP. 	