**CONSTANCE BRIDGEMAN CENTRE: REVIEW FINDINGS 11.03.2019**

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| **What we looked at:**   1. **Pupils’ attainment, progress and learning**   **Specific Areas of Enquiry:**  **How effective and personalised are vocational and technical courses?**   * Does the current curriculum enable young people to have aspirations? * Are students ready to embark on vocational and technical courses? How does the school know this? * Do students feel empowered by the school’s curriculum to be able to make the choices for vocational and technical courses? * What are the statistics from the school implying about students’ readiness for vocational and technical courses?   **Evidence**   * Interview with the DHT * Interview with students * Statistic and data from the school * SEF * SDP  1. **Effective teaching/ Building capacity and professional development**   **Specific Areas of Enquiry:**   * 1. **How effectively does the curriculum lend itself to enabling the school to meet the complex needs of students?** * How strong is the emphasis on personal, social and emotional development? * How is this taught? * Doe the school vision encompass this? * Are staff able to articulate this without prompts? * Do pupils understand this and the rationale behind this? * Is it making a difference to outcomes? What are these?   1. **How effectively does the school engage with wider services to remediate behaviours of students which results in them being referred to CBC?** * What are the challenges for these students? * Is the school aware of these challenges? * What does the school do to ensure students are able to overcome these challenges? * Does the school work with external agencies to ensure additional support and intervention are available to students? * Who are these agencies? * What is the impact of their involvement? * What do students say about the involvement of the outside agencies? * How is the impact of external agencies reviewed and measured? * Is the school effective in enabling students to overcome their barriers in life and subsequently on academic success?   **Evidence**   * Interview with the HT & DHT * EP Support document for CBC * SEF * SIP * Interview with 2 students (1 male and 1 female) individually * Safeguarding policy * Attendance data * Learning walk and observations * Any other documentation from the school and reports about external agencies support  1. **Looking forward: Leadership across and through the school**   **Specific Areas of Enquiry:**  **How effectively does the design of the curriculum balance and support the PDWB alongside the academic?**   * How do leaders ensure that there are high aspirations for students who are emotionally vulnerable? * What does the curriculum look like? Is there a balance between PDWB and Academic? * Does the curriculum prepare students for the next steps in their life? Both for independence and safety as well as well as academic aspirations/ career aspirations? * How do staff promote the balance? What are their views on the curriculum that they are working with? * Are staff consulted on the design of the curriculum? * Does the curriculum lend itself to being personalised to meet the needs of individual students? If so, how?   **Evidence**   * Interview with the HT and the DHT * Discussion with 3 staff * Learning walk * Curriculum overviews * PSHE curriculum * Work with external agencies? * Data for end of Key stage * Statistics of students’ onward journeys and next steps. |
| 1. **Pupils’ attainment, progress and learning**   **What we found:**  **Our Impact:**   * Leaders at all levels are able to articulate the intent of the curriculum and its impact on students’ outcomes, especially with the aspect of Personal Cevelopment and wellbeing * The design of the curriculum is aimed at enabling these vulnerable young people to have the necessary strategies to cope with their lives * P4C was introduced and is having a positive impact on the strategies to apply when dealing with issues they face on a daily basis, but the deeper learning which challenges their thinking * HT is an advocate of P4C and is one of 2 PRUs in the UK to have achieved a bronze award * Large emphasis in curriculum on making moral choices, reasoning (pausing rather than reacting can save lives), thinking, analysis and logical choices, critical thinking as to what they can take on their lives, ethical dilemmas. * Such a variety of strategies and techniques makes it difficult to measure impact of each individually; however these do make a difference for the students * Staff know the vision as * All are trained in P4C level 1 * The wellbeing/personal development is in the school learning plan for school * Shared in the Evernote plan. * Notes on classes shared by Tony with staff. * Philosophy film club run by English teacher * Educational links with Redbridge College. * They felt they had been provided with clear support from staff at CBC which included careers advice along with the writing of CVs and interview technique. These students spoke about staff providing additional support in organising work experience visits and visits to post 16 provision. The students also described how some of the key skills in their next steps were covered by the Business Studies curriculum. * The students felt that P4C and PSHE in form time supported them in their personal development. They also recognised the impact of Karen, through literacy support, provided key support with their writing and her positive critical assessment of their work was identified as being helpful. * Students were aware that school reports and parents evening were important aspects of gaining feedback as to where they were achieving and areas where they could improve. |
| * **Effective teaching/ Building capacity and professional development**   **What we found:**  **Our Impact:**   * Leaders and staff at all levels articulate the benefits of the P4C curriculum impact on students’ outcomes * The focus on personal devlopment spans beyond the national curriculum through invitations to external agencies such as the Police services, firearms unit, young offenders team, gangs unit, Educational Psychologist, CAMHS * The school has made application bids for ‘Sugar Tax Funding to access greater opportunities for students * There is a behaviour mentor on site – natural talent but needs focused and formal training. * HT supports with behaviour management training for staff at Redbridge College but would like support reciprocated back. * EWO follows up attendance issues as necessary * The CBC has particular routines and protocols to ensure that children stay in school eg. HT and DHT are on duty to usher students back in for a timely start after a break, cooking dinners for the students to ensure they stay on site at lunchtimes. * Speaking to students, it is evident that they are able to express their views and articulate their feelings or attitudes to things. * They are able to speak about how they have changed mindset/behaviour since starting at the CBC. They are able to speak about how the CBC has helped them to achieve. * During the interview, only one child was very quiet. He had only started a week earlier and was still building his relationships. The other children in the group were able to give him advice about what he could do to settle in and to improve his own attitude and behaviour. * All of the students said they would speak to their form tutor or other staff if pastoral issues arose, because of the excellent relationships they have with colleagues at CBC. They were not aware of any opportunity to receive counselling. * One of the students conveyed she was on the school council but ‘hadn’t had a meeting for a while’. She expressed ideas for a Prom for the students at CBC and also suggested that perhaps the core curriculum of English, Maths and Science could be taught in the morning with the creative and practical subjects in the afternoon. * The students certainly had a rapport with each other and they felt they had bonded as a group. (They were orange form group). They relayed that they support each other with their studies and issues that arise. One student conveyed that while they do mix with other students at CBC and do get along with them, they wouldn’t want them in their class because of disruption. They feel that a positive attitude and good GCSEs were vital ingredients for success. * The students like that they are able to go out of CBC every Monday for vocational opportunities and cited the following as examples of activities they had undertaken:   - Redbridge gym  - Power league  - Badminton  - Lambourne End Activities Centre |
| * **Leadership across and through the school**   **What we found:**  **Our Impact:**   * Curriculum provision is relevant and engaging for students. * Leaders are aspirational and know their students well, as well as what subject engage and disengage them * There is evidence of a broad and balanced curriculum taking into account the vulnerabilities of the young people who attend this unit. The balance is reflected in curriculum delivery between the academic and the PDWB * Staff have ownership of the programmes of study in their subject specialism. Staff have the freedom to plan lessons/activities/events which they feel will be applicable for their students * New commitments are embraced by staff. * P4C interventions observed were engaging and gave students the opportunity to reflect and think outside their comfort zones * Self-reflection - One pupil stated ‘’ Discussions like this help us to think about our own lives.’’ * Curriculum delivery is difficult due to varying abilities of the students; however the staff are skilled in manipulating their teaching to encourage discussion and participation. Staff are attuned to encouraging the students who lack motivation and also address issues relating to developing self-confidence in the young people they teach. Excellent relationships observed where mutual respect was observed * Morning lessons include Maths, English, Biology * Afternoon activities include art, cooking, music, sports. Some of these lessons are delivered off site at the sports centre * During the interview, children spoke of their achievements and accomplishments with pride and an emotional connection. eg passing a Maths mock test, serving their meals on their allotted day, pleasing their teacher with their class work. * They were able to reflect on their journeys so far and tell me what they had planned to do once they left the CBC. Late joiners (Spring term in Y11) – have separate classes to teach functional skills. * Students can speak about their futures and how they see them. They have aspirations which are shaped by the adults who work at the CBC. * Children were able to speak about how the CBC has supported them and why they like it there. They spoke of staff support and how the staff don’t treat them differently but try to understand them. They spoke of freedom and being allowed to make mistakes and learning from them through reflections and discussions. * One student interviewed explained her journey from mainstream to the CBC going through the RAP first. She spoke of how she had changed attitude – more respectful, attending school for whole days and more regularly, knowing boundaries of behaviour and consequences of sanctions etc, She explained that she has started to change the way she thinks about the future and even though she doesn’t know what she wants to do, she knows that she needs to work hard to get there. |
| **What we celebrate and want to share:**   * **Students have aspirations despite their current context** * **Students are aware of their behaviours and their impact on others** * **Strength of guidance and support provided by staff in enabling the young people to achieve** * **Students are constantly immersed in guidance from teachers and staff** * **Work placements result in students having real-life experiences** * **93% of Year 11s go on to College** * **Unity and togetherness of the staff** * **Trust and strength of the relationships. Staff know their students** * **Emphasis on reflection through P4C** * **All staff buy into the vision of the school** * **Links with extended services** * **Provision makes a difference to students both academically as well contributing to the deficit in PDWB** * **Success experienced by students to overcome their barriers ‘capture their demons’** * **Career progression for students** * **Assessment is tightly monitored and followed/tracked** * **Curricular provision has a balance between academic and PDWB** * **Staff take ownership of the curriculum** * **Personalised approach to delivery so that students buy into the learning** |
| **What we recommend:**   * **Improve the extended services such as - Therapeutic hands-on care, art therapist, enhanced Ed Psych allocation, language and literacy mentors, improved social services intervention** * **Aspirational speakers to come in and talk to students especially former stadents of the PRU who have achived success as a result of their attendance at CBC** * **Greater family intervention alongside the work of the school in formulating career pathways for students** * **Engagement of students in broader and wider extra curricular opportunities eg. Water-skiing, climbing, hiking etc** * **Further promote good attendance of students** * **Formalise assessment of the PDWB** |

The Review Team would like to thank all the staff and pupils at Constance Bridgeman Centre.