



THE CONSTANCE BRIDGEMAN CENTRE

PEER REVIEW

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THE CONSTANCE BRIDGEMAN CENTRE (CBC): REVIEW FINDINGS PROFORMA

What we looked at

Our Impact: Pupils' attainment, progress, and learning

- Do pupils, including those in specific groups, make progress?
(there are 5 girls at the CBC)
- Are the systems put in place by CBC to measure the progress of pupils' having an impact? The new measures consider a wide range of factors as well as attainment.
- Are pupils well prepared for the next stage in their learning with respect to moving on at the end of key stage 4.
- What impact has there been on progress and attainment with the admission of more challenging pupils.
- How effective have the measures been to improve levels of attendance.

Theme: Looking Outward – Building Coalitions for Improvement

Parental and family engagement

- What are the extend of relationships with parents?
- How are parents involved in the work of the CBC?

Community engagement

- What links are in place with local schools and colleges?
- How effective are these links?
- What other links are in place with other organisations within the community?



Partnerships, collaboration, and system leadership

- Does the CBC have any formal partnerships?
- Are these partnerships bringing benefits to the CBC?

Evidence

Our Impact:

- Staff interviews
- Senior leader's interviews
- Class Teachers
- Learning Walks
- Data
- Lesson observations
- Student interviews
- Examination of attendance records
- Observation of entry procedures.
- Observation of behaviour at change over points, break and lunch time
- Look at curriculum to see if it is supporting the learning
- Examine exclusion records
- NEET figures and destination data

Looking Outward – Building Coalitions for Improvement

- Staff interviews
- Senior leader's interviews
- Records of interaction with parents
- Discussions with colleagues in other schools
- Interviews with social worker/psychologist



- Evidence from meetings

What we found:**Our Impact: Pupils' attainment, progress, and learning**

Students are offered a range of qualifications including English, Maths, Science (Biology), Food, Art, P4C and PE. Most qualifications are GCSEs except for Business (BTEC), Art (award) and P4C currently not accredited but this process is underway. The Centre quite rightly wants students to leave with appropriate academic qualifications. Students are given clear guidelines on examination preparation. Year 11 students interviewed can state current levels as an outcome of their mocks. ARBOR is used to track progress and data is entered at end of unit assessments. The ARBOR system is based on a Year 9-11 GCSE structure. Students have a baseline test when they enter the centre, but the centre does not have as much information as they would like from the school excluding the student. Teachers worked hard with students to prepare them for examinations or support them with relevant coursework. There didn't appear to be any difference in progress between boys and girls. The number of girls at the centre is limited. Students were not always aware of their targets. Teachers find planning difficult as they must cope with poor attendance by some students and a regular introduction of new students.

The measures put in place by the centre to measure the progress of students is having an impact. The new measures consider a range of factors other than attainment. Student social and emotional wellbeing is also measured, the CBC use a Zones of Regulation system. The zones are prevalent in all classrooms and students and staff were able to explain their purpose. All stakeholders identified the system as an effective means of communication to convey emotional wellbeing. Evidence of impact is, at this time anecdotal, however it is reported that since its introduction the frequency of incidents has decreased. Incidents are tracked monthly.

Both groups (girls and Yr10 boys) felt that they had made progress with their behaviour as it had improved, or their issues/outbursts were less frequent. This opinion was also shared by the LSAs that we interviewed. Teachers have high expectations of behaviour which includes manners like saying please and thank you and model this back to the students. LSAs are particularly involved with supporting student's behaviour and have good relationships with them. They know them well! LSAs felt that the students mature a lot in their two years at the centre. Students felt the 1:1 sessions were having a positive impact.

The design of the building has had a positive impact on behaviour and the leadership team must take credit for the thought that went into this. Whilst we were there a potentially difficult situation was managed extremely well and was aided by the measures put in place in the new building. The start to the day is very good because of the thorough procedures of the centre. It is a feature of the centre that all issues are dealt with calmly and this helps de-escalate difficult situations. There are very effective systems in place to manage students' behaviour throughout the day. These systems are followed consistently by all the staff in the setting.



Students and staff talked about seeing the careers advisors but not as often as they would like. Like all educational establishments the funding for this has been cut and Connexions don't have the capacity to offer any additional hours. We discussed looking at current staff and training someone up in this area – Mayfield has offered support with this. However, most students had an idea of what they wanted to do at the end of year 11 and had an awareness of how this might be achieved. Some of the students were very ambitious. The work experience programme had not been a success this year and it may well be that alternative arrangements need to be looked at in forthcoming years. Do all the students need to go out at once? Could the centre deal with a small number of employers who had a better understanding of the ends of the students?

It is inevitable that the admission of more challenging pupils will have a negative impact on attainment as behaviour can impact on the learning of all. The closure of the JBC has had an impact on both CBC and RAP as places are limited but the need for such placements is increasing. Nevertheless, staff work hard to manage behaviour to minimise the impact this has on others. Induction processes are robust and staff comment that they feel safe and supported. One member of staff commented 'If an incident happens it gets dealt with straightaway and we are made aware of the outcome' A significant problem is that the centre is asked to take difficult students where there is often very little information available. The centre is quite rightly doing its best to ensure that these students are not admitted until a full risk assessment has been completed.

The rewards system for attendance is valued by students and staff and there have been some improvements. However, the complex needs and issues that the young people have mean that, on its own, the impact will be marginal. There is a 'ghost group' of students who rarely attend. No system is likely to impact on this. Nevertheless, it is important to recognise and reward those that are making the effort as it could prevent them from slipping in to bad habits. Students explained that attendance is highly publicised and is a key aspect of assembly. Persistent absence remains an area of development, at the CBC first day calls are made, and persistent absence is targeted in a bespoke manner. Students are encouraged to work together to improve attendance, tutor group awards serve as motivation towards this. It seems that every effort is made to secure improvement

Theme: Looking Outward –

Parental and family engagement

Inevitably this is a difficult area as many of the students lacked parental involvement in their education. Academic review days are offered to parents and staff report these are well attended. Students interviewed reported that whilst they had not experienced a review day to date they consider they and their parents would attend. Tutors make weekly contact home each Friday to summarise academic and social progress for that week. If there were any area that the teacher was not confident in discussing, the deputy headteacher or headteacher would discuss this with the parents instead. There is extensive evidence of parental feedback on display at the CBC. Staff and students discussed accessing the curriculum



outside school hours. Students referred to my maths and a CBC online platform. Both staff and students were clear that there are additional resources supplied to all. Students are offered extensive support from teachers outside the curriculum hours should they so wish. One student explained that several colleagues had been most supportive in helping him to access higher grades and this was by providing him with extra materials to extend his learning. Staff also commented that whilst additional support is offered students often fail to return completed work. Overall students spoke about staff being most supportive of their learning.

Community engagement

CBC works in limited partnership with New City College, currently students are afforded the use of the gym facility within the college. Colleagues report that developing this relationship is ongoing and there have been attempts to make use of the Science facilities both by making use of college equipment in CBC and students making use of the laboratories on the campus, to date neither plans have come to fruition. It is worthwhile to continue to develop these links to try and get a better curriculum offer for the students particularly with respect to vocational options. A member of the CBC team is working to further develop link with the college and there has been a tea party in the CBC with New City College staff in a bid to develop this partnership further. CBC has forged strong links with many local Redbridge Schools essentially via the Redbridge Inclusion Panel. Students in mainstream and the CBC have benefitted from these links and this is due to the dedication of the Headteacher at CBC. However, it is of concern that once the student is excluded from school they often arrive at the centre with insufficient information. It would benefit the centre if there was a clear handover process. This would hopefully secure better outcomes for all concerned. CBC works closely with many external agencies as well as outreach workers including an Educational Psychologist, Social Worker, Nurse, Police Liaison Officer as well as a Diverse Voice group. A range of services and professionals support students. These professionals are quickly to feel welcome at the CBC and consider themselves as part of the team. CBC has established strong links with extracurricular providers. Students speak passionately about the opportunities they are afforded in addition to the curriculum offer at the centre. A wide range of experiences are offered and feed into the rewards programme including rock climbing and paintball.

As previously mentioned it may be worthwhile the centre looking at developing some careers expertise of its own. This may help with a fresh look at the work experience programme as staff were of the view that it doesn't currently serve the interests of the students.

Partnerships, collaboration, and system leadership

Formal links established by CBC include the Redbridge Inclusion Panel, The Seven Kings Peer Review Group, and BEP. BEP may be helpful in solving some of the work experience issues. Closer links with Redbridge Schools may be useful to consider establishing further subject-based links with local mainstream schools to enable further development of the curriculum offer by working in partnership at a subject level to develop resources etc



The centre has a very open approach to working with other organisations and professionals. These can be seen in the part played by CBC in the Seven Kings Peer Review Group where they are working with 9 other local schools. The Head of centre has provided Inset at 3 of the campuses at New City College, those being Redbridge, Tower Hamlets and Hackney. The centre is always looking to innovate and develop, and this is illustrated by the placement 1 day per week at the centre of an Educational Psychologist. She spoke about the centre being 'forward thinking'. Although it is early days, evidence suggest that the programme is having an impact on student behaviour. She also stated how welcome she had been made to feel and how she feels a part of the centre. Similar views were expressed by the social worker who had a placement at the CBC.

What we celebrate and want to share:

- Relationships between staff and students and amongst staff are excellent. More than one person described the centre as 'a family' Leadership is excellent and very well respected by all.
- Communication is excellent. Day to day systems are clearly understood.
- Staff feel safe in the building.
- The effort made by the centre since we did our last review to provide a wider measure of student progress is impressive.
- Students had bought into the rewards scheme.
- Great efforts had been made to build partnerships and productive relationships with a variety of groups.

What we recommend:

A review of

- The provision for more able students to ensure that it meets their needs. The centre is catering for a wide range of ability.
- The curriculum provision to ensure that it gives the best opportunities for all students. This will involve looking at appropriate vocational provision
- The way in which work experince is organised to see if there can be an improvement in the offer to students.
- Careers provision within the centre. As resources from outside for careers continue to diminish lit may be worth giving someone from within the centre the opportunity to take some responsibility for the provision.
- Procedures for the entry of students into the centre. Could a formal handover be considered where a member of the school making the



exclusion visits the centre prior to the admission of a student? This would allow for a better exchange of information and better outcomes for the students.