



Headteacher Report September 2020

Headteacher Report

The following report informs governors on progress made during the 2019-20 academic year. This relates to the four areas of the Ofsted framework and headings corresponding to operational aspects of the organisation. In addition, there is an update on the current operational situation.

School Improvement Plan (SIP)

2019-20 SIP

Please see below the overview of the 2019-20 SIP. For a more in-depth overview of progress made towards the priorities, please refer to the full SIP.

School Improvement Plan 2019-20 Overview	
Priority 1: 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.
Good progress has been made. A new Mission Statement is in place and this supports a shared vision for BAPA. Four distinct cohorts have been defined and a new Curriculum Policy confirms the intent, implementation and impact for the curriculum offer. Recruitment, CPD and curriculum development has taken place to support the new curriculum statement and staff have a shared vision. Further work is required to refine practice and support further improvements so the curriculum is embedded and fully meets the diverse needs of our cohort.	
Priority 2: 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.
Evaluation and reporting:	
The Behaviour Policy is effective and this is reflected in the calm and respectful atmosphere that is present at BAPA. Attendance and home engagement is now supported by a staffing structure that includes an AP and HE Manager, three Key Workers and a Home Tutor. Recruitment has taken place and it is felt that the impact of the new team, to support this area of our work, will benefit students during the new academic year. This area for improvement will remain a priority in the coming academic year and will support students within the new curriculum offer and on return from the COVID lockdown.	



Priority 3: 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.
<p>Good progress has been made and the curriculum supports the recognition and development of resilience for all students. In addition, careers education has been improved, with excellent progress being made towards the Gatsby Benchmarks. This includes the Careers Co-ordinator gaining a Post Graduate Certificate in Careers Leadership at level seven. Further work will continue to develop the careers education offer during the coming year. Extra-curricular activities will also be maintained in the SIP for 2020-21, as progress in this area was inhibited due to COVID restrictions.</p>	
Priority 4: 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.
<p>BAPA has continued to support other organisations and has delivered Headteacher mentoring for Craven PRS and Tier 1 DfE support for The Priory PRU in Wakefield. The APIF project was successful completed, with the KPIs being met. CPD has been effective in supporting school improvement and has reflected the bespoke needs of colleagues and the requirements of the SIP. Initiatives have been implemented to reduce staff workload. These have included the introduction of Schoolcomms to reduce the weekly reporting workload, improved SOWs, subscription to PiXL and the recruitment of HLBLPs to support workload reduction relating to planning and preparation. In addition, assessment has been improved to support students to evidence, reflect and target further learning. Assessment will be maintained as a focus during the coming year to allow it to become embedded and link into the new SOWs.</p>	

SIP 2020-21

Listed below are the priorities that form the SIP for 2020-21. These have been highlighted from self-evaluation and support the continued improvement of BAPA. 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 Continue to improve the curriculum to support the confirmation of its intent, the effectiveness of its implementation and evidence of its positive impact.

- 1.2 Continue to enhance the curriculum offer to support extended placements, including registering as an exam centre and embedding the quality assurance process for external providers.
- 1.3 Implement the new staffing structure to support improved access to, and implementation of, the curriculum for all students in all cohorts.

Behaviour and Attitudes

- 2.1 Support students to effectively engage with education following disruption in attendance and social interaction.
- 2.2 Review the attendance policy with a view to implementing strategies to improve attendance for persistent absence (PA) and non-attendance students.
- 2.3 Develop the home liaison offer to support improved safeguarding, attendance and engagement with hard to reach students and families.

Personal Development

- 3.1 Review and develop the SMSC curriculum offer to support the confirmation of its intent, the effectiveness of its implementation and evidence of its positive impact.
- 3.2 Review and improve the 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 Continue to support others as a National Support School (system leadership).
- 4.2 Continue to support the effective transition of students to their next educational settings by introducing the Student Inclusion Record (SIR).
- 4.3 Develop the use of Key Workers to support effective transition of students to their next educational settings, further enhance safeguarding and improve attendance.
- 4.4 Continue to deliver targeted high quality continuous professional development (CPD) for all staff.
- 4.5 Continue to develop and implement new procedures for assessing, recording and reporting pupil progress.

Operational Update

Summer 2020

On-site Provision

From 15th June, wider opening took place and on-site provision was available for Y10 and Y11 students as well as vulnerable and key worker students (V&KW) students. This was delivered on both sites to support social distancing. Full risk assessments guided practice and adaptations to sites and practice, along with staff training, created COVID secure environments.

Educational offer for students were not attending site

For the students not scheduled to attend, home learning was delivered using home learning packs and on-line learning platforms. In addition, families were asked about their learning, so further resources could be made available to support access and progression.

Students who attended other alternative provisions were also issued with educational resources and work via their specific provision. This supported the courses that they were following and maintain continuity.

The small cohort of students who received home tuition continued to receive visits from home tutors. The tutors dropped off and collecting student work. This not only gave access to learning, but also maintained contact with some of our most vulnerable students.

Welfare calls

In addition to maintaining access to learning, the other priority was to effectively monitor the safety and welfare of all students. This was carried out through regular welfare calls. All students were categorised within different risk levels and received either two or three calls per week dependent on their categorisation. The calls were carried out by a team of colleagues and the Designated Safeguarding Leads (DSLs) were immediately alerted to any concerns relating to safeguarding or welfare. The aim of the calls was to establish contact with the family, as well as the child, to make sure that all parties within the family were safe. A weekly welfare call supervision meeting was held virtually to review any cases that were causing concern and devise strategies to manage them.

Provision of meals

Students who were entitled to free school meals (FSMs), were issued vouchers using the government Edenred scheme that provided £15 per week to exchange in a supermarket of choice. The scheme was extended to provide vouchers for the summer holiday period.

As part of the welfare calls process, families were asked about their access to food etc. If any have expressed an issue, they were signposted to resources and support and in some cases food parcels were delivered by staff.

External examinations

Estimated grades for Y11 students who were registered to sit external exams were submitted. This was logistically challenging, as students were registered at different exam centres.

Progression to post-16 destinations

Work to support transition to post-16 destinations was a focus for the Alternative Provision and Home Engagement (AP&HE) Manager. Reducing the number of students that leave us and become not in education, employment or training (NEET) is priority. Y11 students received up to three careers interviews and follow up work delivered by the AP&HE Manager, as well as on-site input post wider opening.

Statistics show that only 54% of all pupils, who completed key stage 4 in state-maintained AP over the last three years, were recorded as sustaining a positive destination sixth months after their GCSEs, compared to 94% of their mainstream peers. Progression this year will be even more challenging and the government have provided additional funding to support transition during the autumn term. BAPA are using this funding to allocate Key Worker time to support and coach students to maintain placements to reduce the risk of them becoming NEET.

Autumn 2020

The Tier system for reducing provision in the case of increased COVID cases

The government have issued guidance on a four-tier system that will be implemented if cases increase in local areas. This would see different levels of school closure, depending on the severity of the number of cases etc. It should be noted that AP will be required to remain open at all levels of the tier model, to support the vulnerable young people who attend such provisions.

Full opening in September

To support the safe wider opening of the sites in September, a great deal of preparation took place. As was the case for the wider opening in June, a comprehensive COVID-19 RA was created. This was again supported by the creation of a document that gave guidance and confirmed procedures for staff. All staff took part in site specific training and following the preparation, the Trust were able to 'sign off' the Estates Checklist for both sites.

The full opening follows official government guidance and the 'bubbles' have become larger, allowing each site will become a single bubble. This has supported the logistics around the management of movement within the buildings. Social distancing and personal hygiene are still paramount to the reduction of risk around transmission.

Provision for students who are not able to attend

To maintain education and learning for students who are unable to attend for COVID related issues, such as their bubble is self-isolating, a 'Plan B' has been created. This will involve home learning packs and on-line resources being provided for students. To support this, the Trust have access, through the DfE to laptop computers for any student who does not have access to a computer or internet. These will become available if any bubble has to self-isolation.

Preparations are progressing to support teachers to deliver on-line lessons in the event of students having to self-isolate. Training is being arranged through the Trust and a teacher on each site will receive additional training to support colleagues in the effective use Microsoft Teams to deliver this offer.

Leadership and Management

We believe leadership and management is good with outstanding features

Leadership at all levels

Leadership growth has continued during the course of the year. The governance has continued to offer support and challenge and the strategic direction, initiated by Trustees, is led effectively by the Local Advisory Board. This includes clarity of vision, ethos and strategic direction, as well as holding leaders to account on educational performance, performance management and financial management.

The SIP has been effective in guiding school improvement objectives. Recent review of progress made towards the targets was very positive and the majority of initiatives have been achieved. The impact of COVID-19 and the subsequent lockdown has impacted

negatively on a number of projects being completed, but these are being recommenced and closed off in the autumn term.

The appointment of a full time Operations Manager and an AP&HE Manager has prompted the decision to increase the Senior Leadership Team (SLT) from three to five people. This has allowed for a wider input of views, sharing of vision and capacity for improvement.

Middle leaders have also developed their skills and experience during the year. A colleague has embarked on the National Professional Qualification for Middle Leadership course. In addition, they have also been successful in a grant application to carry out research into resilience within BAPA. Furthermore, another colleague has been very effective in their leadership of careers education and has gained a Post Graduate Certificate in Careers Leadership at level seven.

Central Trust initiatives

As we have moved into our second year within the Trust, I feel that we have benefitted further from the infrastructure and support mechanisms that are available. This not only allows us to feel confident in our compliance with our legal obligations and accountability, but also gives us security and support to carry out the activities that we know have impact on our students' lives.

On a practical side, Trust initiatives that support the effective management of compliance include; the centralised facilitation of risk registers, buildings surveys, fire registers, Inventory entry/exit management, Staff Absence Management (SAM), performance management and network meetings. This list is not exhaustive, but gives a flavour of the centralised approach that supports effective working.

In addition to the infrastructure to support schools, the informal support has also been invaluable. Being part of a group of likeminded colleagues who have the same moral purpose is refreshing. Furthermore, the strength that comes from the network of support, where everyone is able to work together to find solutions is reassuring. This has been emphasised in recent months where most days have brought new challenges to solve.

Quality of Education

We believe the quality of education is good with outstanding features

New offer

At the end of the 2018-19 academic year, there was still a lack of clarity around the offer that the LA required from BAPA to meet the needs of the young people being referred. To address the ambiguity around the provision required, BAPA acted to create a clear vision to support curriculum intent. The new offer broke down into four linked offers to meet the diverse needs of the new cohort of permanently excluded students. Formulating a clear vision for our offer has allowed it to be shared effectively with staff and stakeholders and has guided school improvement strategy.

Within the four offers, the need to offer provision for KS4 vocational AP and for young people who were not engaging in education was required. These were in addition to the turnaround and assessment offers that we were experienced in delivering. The recruitment of the AP&HE Manager has allowed for dedicated leadership within these new areas. This linked

with the commissioning of APs, to deliver courses that meet the vocational and behavioural needs of this cohort, mean that we now have a strong offer in all four offers.

New Ofsted framework

The launch of a new Ofsted framework for September 2019 created new challenges for all schools. The new framework was a radical change of philosophy and meant that schools needed to change practice to a new way of working. It was felt that BAPA was well aligned to the new framework, but the amount of work required to adapt practice would be significant.

During the academic year, staff training has taken place to support understanding of the changes and the demands that will place on all staff moving forward. Significant change has been made to the curriculum and the English and Maths Co-ordinators have worked tirelessly to develop new schemes of work for staff to follow. This curriculum development has been accelerated by time presented during lockdown and the completion of the schemes, which include new assessment processes to support the framework, has started to be implemented in September. In addition to the core subjects, work is being carried out to align the non-core offer to the Ofsted framework. Work is ongoing to create additional PSHCE resources and these will be rolled out after the new English and Maths schemes of work are embedded.

The new curriculum also supports the teaching of GCSE English and Maths to students, who sit their exams at BAPA, rather than returning to school or attending an AP. The new staffing model supports the delivery of GCSE and plans are in place to register BAPA as an exam centre.

As part of the Ofsted Framework, the way in which schools are inspected has also changed. The quality of education is the main area that dictates a schools outcome. The main way in which Ofsted inspect this is by carrying out 'deep dives'. These are in-depth investigations into pre-agreed areas of practice and involve the interrogation of numerous evidence sources. All staff may be questioned as part of the investigation and staff are being supported to prepare for this new type of inspection. Preparation was hampered last year due to lockdown, but these will be resumed in the autumn term, and a deep-dive in Maths is scheduled for the second half term.

AP and HE

During the past year, there has been a growth in the need for AP places. This has meant that there was a need to create an effective infrastructure to support AP students. This is in place and all students are supported within their specific AP setting. Due to the improved leadership within the AP offer, Y10 students, who will not be returning to mainstream education, have been supported to choose the best pathway for them in Y11. This resulted in a cohort of students who will attend an AP that best meets need. These include college places at Bradford and Keighley and smaller providers such as James and The Training and Skills Centre. 16 students have embarked on AP courses in September.

As the academic year progressed, a cohort of students who were refusing to engage and attend emerged. To support them, home engagement time was allocated to support their education and to attempt to re-engage them back into attending. Liaison took place with Tracks (Home Education Service) and training was scheduled to take place during the summer term to improve practice and support colleagues to better engage this cohort. The COVID-19 lockdown has meant that this has been postponed, but training for the Home Engagement Team will take place in the autumn term.

GCSE exam results

The change in cohort, to permanently excluded students, meant there are a number of Y11 students who take external exams with us. Some students sit their exams at their AP and some sit them at BAPA. In 2019-20, BAPA was not registered as an exam centre, so students were registered through Oastlers School. BAPA is in the process of applying to become an exams centre for 2020-21.

In the inaugural year of delivering external exams, 16 Y11 students accessed qualifications. These were split as follows; 7 with BAPA, 4 with Bradford College, 3 with Keighley College, 1 with TSC and 1 with Calderdale College. In addition, 1 student was on a RAP placement at Grange and did not sit any qualifications due to just having given birth.

The following information should be noted:

- All Y11 students who were exclusively on BAPA roll or at our AP secured at least 1 qualification. This included 2 students who had never attended BAPA due to receiving home tuition and being permanently excluded immediately prior to lockdown. (One student who was on a RAP place at Grange did not achieve any qualifications due to her giving birth immediately prior to the exam period).
- 12 students accessed at least 1 GCSE these ranged from grade 6 to grade 1. It was pleasing to see grade 4s in English and / or Maths from the full range of providers.
- Nationally only 5% of permanently excluded young people achieve a grade 4 in their core subjects. 25% of BAPA students achieved a grade 4 in Maths and 19% in English.
- 4 were working below this level (including 2 who never attended BAPA).
- There is one LAC child in the cohort and another child became LAC during lockdown. Both of these secured GCSEs in English and Maths alongside other qualifications.

Behaviour and Attitudes

Behaviour

Behaviour on both sites has been positive throughout the year, with young people being managed effectively in line with the Positive Behaviour Policy. The challenges that the new cohorts present often require high levels of support and intervention and the highly skilled staff teams are delivering this effectively.

Data for the year is unreliable because it only relates to the end of March. Within this time span however, there were 6 days lost to exclusion. This compares with 13.5 days lost for the same duration in 2018-19. Behaviour incidents totalled 66 and serious incidents totalled 106, which again represented a reduction compared to the previous year (behaviour incidents 134, serious incidents 180).

Bullying incidents

Historically there are low rates of bullying. This trend has continued during 2019-20 with only 9 incidents of bullying, in any of its forms, taking place. Again, comparisons to the previous year are unreliable, but the rate of bullying is broadly in line with previous years (bullying incidents 12).

Attendance

The attendance for 2019-20 was taken for the period until lockdown. From that point onwards, attendance was not recorded using attendance registers, but daily attendance information was forwarded to the DfE. Attendance for 2019-20 was 57% and this is lower than previous years. The reason for this is the change in cohort from short-term prevention places to fixed term exclusion places. These included a significant number of students who have significant SEMH needs or were disaffected and had not been engaging with education for sustained periods of time.

To support improved attendance, the staffing structure has been developed to focus more resources into working with students and families to impact on attendance rates. Compared to September 2019, there is now an AP and HE Manager, three Key Workers, and a 0.6 Home Tutor. In addition, an additional day of SSPO time has been secured meaning that we have a Police Constable on site for three days a week. The improvement of attendance is included in the SIP and it is felt that the additional resources that are now available will have an impact on attendance.

Team Teach training

All staff are trained in Team Teach. This uses de-escalation and physical intervention techniques to support young people to reduce the times that they enter crisis and their safe management whilst in crisis.

Safeguarding team meetings

The additional colleagues highlighted in the attendance section also add capacity to enhance the safeguarding offer. A weekly meeting is now held with the Headteacher, Heads of Centre, AP&HE Manager, Key Workers and SSPO to review all safeguarding cases and work together in a solution focused manner. The new system, that was initiated in September, has streamlined practice and has improved communication.

Personal Development

Careers Education

Careers education is an area of the curriculum that BAPA did not overtly deliver when young people were referred for short 8-10 week placements. This was because careers education was covered in the students own schools. Now that students attend for longer placements, often taking them to the end of Y11, BAPA needs to deliver careers education. The careers offer has been developed during the academic year and much progress has been made towards meeting the Gatsby Benchmarks. These moved from 27% to 67% during 2019-20 and work is ongoing to increase the score during the coming year.

Resilience

Work to develop resilience education has been very effective. A resilience tracker is in place to support students to record 'resilience experiences', allowing for reflection and class discussion to take place. This is very positive and supports skills that are often lacking in our young people.

None-Core Subjects

Recently, more modules introduced to the non-core curriculum have aimed to address topics that are relevant to the young people that attend BAPA and the challenges that they may come across in their local communities. This reflects the intent of the SLT to give our young people relevant skills to be successful in society. In addition, the new modules have been very effective in engaging our pupils and have supported positive behaviour for learning.

Adventure Recreation Activities

The calendar for adventure recreation activities ran effectively until lockdown. Young people get the opportunity to take part in the various adventure activities on Friday mornings. The activities include rafting, high ropes activities, fishing, archery, mountain biking, climbing, survival skills and kayaking. These allow young people to experience new activities and gain experiences in areas such as teamwork, resilience, problem solving etc. It is planned to restart the adventure recreation activities in the autumn term and the Adventure Recreation Team are liaising with the council to gain COVID secure status before they commence.

Trips and visits

Trips and visits were delivered until lockdown to support access to cultural experiences. Every week a class group have the opportunity to take part in a cultural visit. The venue for the visit is chosen by the class teacher and will often be a local museum etc. to link into an area of the curriculum that has been studied in recent weeks. Trips and visits have currently been suspended to support COVID prevention.

Visiting speakers

To support the PSHCE offer, a number of speakers are invited to deliver assemblies on relevant topics. These include sexual health, health and safety in the workplace, young people and homelessness, safety around electricity, awareness of county lines and gang related issues and charity work that includes guide dogs and the Dogs Trust. The use of visiting speakers was suspended due to lockdown. The suspension will continue to support COVID security.

Wednesday Club

All pupils are able to participate in extra-curricular activities on Wednesday afternoons. These include practical activities and give pupils the opportunity to participate in practical projects as well as socialising with peers.

Sports tournaments

Pupils have the opportunity to take part in regular sports tournaments between other PRUs, which include football and pool. These are very well received by pupils and allow them to represent their school and experience competition, which is often their first experience of

this. Sports tournaments were suspended due to lockdown. The suspension will continue to support COVID security.

Anne Frank project

During the week commencing 25th November BAPA hosted the Anne Frank Exhibition, which was fully funded. The project taught a group of pupils to become peer educators. This group then acted as tour guides for the exhibition so they were able to show visitors around the exhibition and answer questions etc. All Trust schools were invited to visit the exhibition and the schools that attended were very positive in their feedback.

In addition to the exhibition, follow up work was carried out with the peer educators to allow them to carry out a piece of creative work to allow them to tackle prejudice and discrimination. The result of this was a short film targeted at year six pupils. The completed film will be shared with the Trust schools.

Human Resources

New staffing structure

To support the growth in student numbers, the offer and subsequent staffing model has been developed to best meet need. As highlighted earlier, the AP&HE area of our offer was a new venture and this has needed to evolve to become effective and fully meet need. The AP&HE Manager is now in place to lead this offer and this now means that we have a rounded offer that will meet the needs of any young person that is referred to us. To support the more diverse and often extreme needs of our students, three Key Worker posts have been created. These roles are solution focused and will deliver support for students and families to allow them to engage effectively. This will involve re-integration to their next educational setting, support engagement with education and support safeguarding, to include attendance.

On the sites, the budget situation for 2019-20, meant that we had to reduce the teachers on each site from four to three. The maintenance of an effective delivery model was facilitated by the creation of Higher Level Behaviour Learning Practitioner (HLBLP) posts that have proven to be very effective. The main issue with the model implemented in 2019-20, was that it reduced any flexibility and had hidden cost related to supply cover being required more often. The new staffing model will revert to four teachers and this will be staggered to employ four on one site from September, with the other site moving to four in January. This will effectively deliver GCSE in the core subjects on-site and will meet capacity as the year progresses.

The successful HLBLP posts have been adapted to increase their impact and there will be a HLBLP to manage behaviour and a HLBLP to deliver a practical subject and educational visits on each site. The evolution of these posts will support improved practice, as well as creating more capacity for Heads of Centre and teachers for planning and preparation.

The recent recruitment of a Police Constable for three days a week into the Safer Schools Police Officer role will support the wider work that we carry out with students and families and will enhance the safeguarding offer.

Finance

Budget 2020-21

Although the LA commission 50 places at BAPA for 2019-20, there were 57 students on-roll in September 2019 and this number increased rapidly throughout the autumn term meaning that we had to inform the LA that we had no more capacity to admit young people in February when the roll reached 75. During the lockdown period, there were 74 students on roll. The increase in the number of students has had a significant impact on our budget and during the year, we have accrued a significant budget surplus.

To support the increase in student numbers and the offer that we need to provide for them, a great deal of reflection and budget planning has taken place. This has included a staffing restructure to best use additional income to meet need. This year the LA has increased the number of places that they are commissioning from 50 to 65. This supports financial security and supports effective financial planning. The income projection for 2020-21 has been modelled on the same growth in student numbers as 2019-20. The projected income from this supports the additional costs predicted. As a result, a balanced budget submission has taken place for 2020-21.

During the course of the year, a number of projects are planned to improve the fabric and infrastructure of the sites. The funding for this work will be taken from the budget surplus from previous years and will improve the offer that made. The cost of this work, that is highlighted later in the report, will still leave a surplus to carry forward into future years.

Estates

Improvements in 2019-20

During the academic year, a number of improvements were made to support effectiveness and compliance within the sites. These included:

- The fire safety work, that had been highlighted in the due diligence carried out for academisation, was completed by the council. This was considerable in nature and involved fire prevention work on both sites.
- An electronic admission system, Inventory, was installed on both sites to monitor and record entry and exit from the buildings. This supports safeguarding and health and safety.
- Decoration to the entrance corridors for both sites was carried out to create an efficient welcoming impression on entry to the buildings.
- Termly maintenance audits to highlight and track the condition of the sites and support the completion of maintenance work that supports compliance and improved fabric of the buildings.

A number of other projects were planned to take place, but these were impacted by COVID restrictions. It is now planned to implement them in 2020-21.

Building improvements planned for 2020-21

To support the change in student cohort and the increase in staffing, a number of building improvements have been planned for 2020-21. These include:

Aireview

- Replace and improve the noticeboards in the hall area.
- Develop the staffroom to create a staff work area within it.
- Improve and redecorate the quiet room.
- Create a second quiet room.

Jesse Street

- Replace and improve the noticeboards in the hall area.
- Develop the staffroom to create a staff work area within it.
- Develop the storeroom to create an exams office, server room and quiet room.
- Develop the quiet room to create an office, cleaner store and a quiet room.
- Convert the cleaners store into a storeroom.
- Develop and improve the Design and Technology room.

General

Alternative Provision Innovation Fund (APIF) Project

The APIF Project concluded at the end of the summer term. Over the two year span of the project, a lot has been achieved, although the challenges created by the changes in the way in which the LA have commissioned places for AP, the changing inclusion agenda within schools, as well as the COVID-19 pandemic, have all impacted on the intended objectives and the delivery of the project.

Although the number of young people who have successfully been re-integrated into mainstream schools and who have maintained a place is lower than was predicted, the work that the APIF Team have carried out has supported improvements in practice within the city. During the duration of the project, the championing and development of inclusive practice has had a real impact and has challenged a number of agendas that have acted as barriers to inclusion.

Work, that has been ongoing during the summer term, has focused on the delivery of Behaviour Inclusion Self-evaluations that were successfully piloted ready for a roll out in schools. Unfortunately, this work was curtailed by COVID-19, but the methodology and the infrastructure to deliver the self-evaluations will be a legacy that can be used to support inclusive practice in the management of behaviour.

In addition, a Student Inclusion Record was created to support the secure transfer of records relating to young people who have been permanently excluded or have had a managed move. This piece of work evolved during the project and DfE funding was used to develop software that allows young people to be tracked and provision monitored as they progress on their educational journey. This will create more accountability and support effective working to that aids inclusion. The software has real capacity to underpin effective practice and expand further. The future success of the software will be influenced by the LA embracing it and schools being influenced to utilise the opportunities that it will bring.

On completion of the project, the three Key Workers had their contracts renewed with BAPA, with their roles being extended to better meet the needs of students. The skills and experience, that they possess, will be a real asset in supporting transition, attendance and safeguarding.

I would like to take this opportunity to thank the APIF Team and especially the APIF Manager for their hard work and commitment to driving inclusion during the project. It should be acknowledged that the APIF colleagues have made a positive difference for the young people and families in Bradford.

Name and rebrand

During the autumn term, preparation is taking place to support the change of name from Bradford AP Academy Central to Bradford AP Academy. This will link into a number of branding improvements to support a co-ordinated corporate image. These will include a new domain name and email addresses, new stationary, changes to the logo, changes to the brochure and the website. The project will be coordinated to allow for a specific launch date, where the changes will all become live simultaneously.

Summary

The word unprecedented has been used a great deal this year, but it is the most effected way to describe the exceptional circumstances that unfolded during the 2019-20 academic year. As the autumn term progressed, the clarity of the new BAPA offer was translating into a focused vision for school improvement and excellent progress was being made. The events of the spring term soon changed this agenda from strategic improvement to problem solving and crisis management. The challenges that we faced were met with professionalism and a resolve to support all stakeholders. The experience that an AP Academy has in working with students and families in crisis was a definite asset during the second half of the year, as our solution focused skills were very transferrable into the new way of working.

During the lockdown and wider opening phases, BAPA was mindful of the increased risks that our cohort potentially faced relating to wellbeing and safeguarding. An offer that focused on supporting students and their families became the most important aspect of our work and the infrastructure, which was set up to manage this, was very effective. Furthermore, the on-site offer for V&KW students was maintained throughout the lockdown period, with Y10 and Y11 students also attending as the wider opening took place in June.

As we have moved into the new academic year, BAPA has made a full opening and all necessary RAs and preparations are place to support COVID secure environments. Preparations are ongoing to deliver on-line learning, in the event of bubbles collapsing and students being required to self-isolate.

Behind the disruption and impact of COVID restrictions, the school improvement agenda has continued to move forward. Although the period of lockdown meant that the initiatives and improvements, that were planned for the second half of the year, were unable to be shared with staff, planning and preparation has continued and colleagues have used the time, when working at home, to develop more resources and plan for their implementation.

As a result, BAPA is ready to introduce additional resources to support the wider educational needs of the new cohorts. These are being introduced during the autumn term and are highlighted in the SIP. The curriculum improvements, as well as the new staffing structure to support the AP and HE offer and the planned improvements to the buildings mean that the new academic will be both challenging and exciting. Following on from a period of uncertainty around the commissioning of places and the desired offer from the LA, there is now a clear vision for our organisation and a motivated and energetic agenda is in place to deliver the planned improvements.

As we move through the year, the impact of COVID will be led managed within the evolving government guidelines to maintain the safety of the whole school community. Every effort will be made to sustain the school improvement agenda and this will be managed in conjunction with any COVID constraints to maintain the momentum that has built during the past year.

Trevor Loft
30th September 2020