



**SEF**  
**2018-19**

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## Key Documents

1. Knowing Our School
2. Knowing Our Curriculum
3. Pupil Premium Review
4. PASS Survey
5. IDPR

## School Contextual Information

*“Apple want to change the world through the use of technology. We want to change the world so that all our children and young people can contribute and be valued as members of their communities. We may be a small trust in the North of England but Apple started in a garage in California. Shooting for the moon is just fine.”*

*Graham Quinn, CEO New Bridge Group - SSAT publication (2018)*

1. New Bridge School was established on two sites (New Bridge School and New Bridge Learning Centre) in 2004 following the merging of the three existing secondary special schools. Following extensive consultation the school converted to a single academy trust in September 2012 and latterly to a multi-academy trust in March 2015. The subsequent growth of the school has been driven both by our belief that all pupils, whatever their background or ability, will be successful and valued, and the commitment of our Members and Trustees to our mission statement, *‘Learning Together, Learning for All, Learning for Life’*. The school, as part of the MAT, has an annual audit and the overall financial position for the school is stable. New Bridge is a National Support School and benefits from being part of the Everyone Learning Teaching School Alliance, led by Hawthorns School, a teaching school within the New Bridge MAT.
2. The main school building was commissioned utilising a targeted capital funds bid. The build strategy enabled the children and young people at New Bridge direct access to facilities including a swimming pool, a theatre, retail outlets and recording studios. Subsequently a new academy, Hollinwood, opened on the same site and key staff undertook a best practice review both in terms of the building and complimentary curriculum design. The young people now also benefit from access to large gyms, a soft play centre, purpose built classrooms and training facilities. The design process has been used as best practice by the New Schools Network.
3. New Bridge School provides education for 372 children and young adults aged 11-19 with a wide range of special educational needs ranging from moderate learning difficulties to profound and multiple learning difficulties, including severe and complex learning difficulties. We provide for pupils with additional needs arising from physical disabilities, sensory impairments and specific conditions including Autistic Spectrum Condition. The school has a strong reputation amongst local families and the community and demand for places is high as the school continues to grow. In anticipation of further growth in numbers, an extension to the New Bridge School site to accommodate pupils beyond its original 300 place capacity is due to be completed for September 2019.
4. The school currently operates on two sites:
  - New Bridge School, catering for 241 secondary pupils aged 11-16, is sited in the Hollinwood area of Oldham.
  - New Bridge Learning Centre, catering for 93 students aged 16-19, is situated approximately 3 miles away in the Fitton Hill area of Oldham.

In addition, the school has internal outreach provision located at 3 other sites:

- Medtia Square in Oldham town centre provides a learning space and hub for 38 students from our 16-19 population who access work-based learning through our innovative work experience programmes at various locations within Oldham. Students on our *Pre-internship Programme* undertake supported work placements, at their host employer’s workplace, for up to 18 hours a week,

alongside classroom based training at Media Square. Pupils from three of our 14-19 Curriculum Pathways are also based at Media Square.

- Students on our *Bridging the Gap Programme* are based entirely on site with their employer with the support of job coaches. During the current academic year we have 2 students on placement at The Royal Oldham Hospital and 2 on placement at Manchester Metropolitan University.
5. The progress of our young people is even more remarkable given that Oldham is ranked 34th out of 326 areas in England on the most recent Index of Multiple Deprivation and has previously been identified as one of the most deprived borough in the England. National data sets clearly show that many children in Oldham fall behind others with disadvantaged pupils and students often making the least progress. There are many other contributory factors that affect the chances of Oldham children achieving good outcomes including growing up in poverty, growing up in a disadvantaged area, gender (girls outperform boys across the borough), language and cultural backgrounds (a diverse population with a significant number of "new overseas arrivals"). We maintain extremely high aspirations for all our pupils; the school has a "no excuses" culture and ethos that breaks down previously accepted norms. Our Pastoral Team and teaching staff work very closely with families and a range of external agencies and multi-disciplinary professionals to understand and remove barriers to learning to ensure positive outcomes for each of our pupils.
  6. At New Bridge School all young people have now transferred to an Education, Health and Care Plan (EHCP).
  7. The school operates for 48 weeks per year, closing only for two weeks at Christmas and two weeks at the end of August.
  8. The majority of young people that attend reside in the metropolitan borough of Oldham (91.5%). However a number attend from out of borough:
    - Rochdale (1.6%)
    - Tameside (2.6%)
    - Manchester (2.6%)
    - Other – Bolton, Calderdale, Derbyshire, Peterborough, Stockport (1.6%)
  9. Boys make up approximately 64% of the population.
  10. 45% of the young people come from BME backgrounds – the majority from Pakistani and Bangladeshi heritage families.
  11. 29% of pupils speak English as an additional language.
  12. 55% of young people have the support of Pupil Premium.
  13. 4.2% are looked after by a Local Authority.
  14. Pupils' attainment on entry to the school varies widely ranging from low level learners to pupils capable of accessing GCSE qualifications. Two previous students started a university course in 2017.
  15. Our ever-evolving and outstanding curriculum is a strength of the school, recognised as such in previous Ofsted best practice reports. It is the result of continuing innovation and development to ensure it is fit for purpose. It is designed to support our young people to develop a core foundation of knowledge and skills that will enable them to

attain the highest level of recognised qualification appropriate to them and prepare them for further study, training, volunteering and employment. The result is an offer that is incredibly popular with children and their families as it allows them to access a highly personalised curriculum tailored to their individual needs and linked to their desired outcomes and destination. In addition, by developing our own in-house solutions, we presently have no requirement to use off-site (outsourced) provision to meet the learning needs of our pupils and students.

16. The next stage of our curriculum development is our One to One iPad project which will transform our approach to teaching and learning for the 21<sup>st</sup> century and further secure our ambitions to offer a world class education for our learners. The project will see us engage in a unique partnership with Apple Inc. to provide every single child and member of staff with one of the latest Apple iPads. It will support us in our aim to break down the range of barriers to learning faced by our pupils and further enhance the inclusiveness of our classrooms by combining with other cutting-edge technology such as virtual reality to increase access to learning. We believe the project will support our teaching teams to further personalise the learning experience for each pupil and collaborate across the school. As the needs of the pupils that arrive at New Bridge School continue to change we anticipate that technology will play a significant role in enabling us to continue to respond innovatively to each child's needs.

*"It was great to meet you and the team and hear all the amazing things you are driving at New Bridge and Hollinwood."*

*Matthew Cocks - Education Director: Apple Europe and Asia (2018)*

17. New Bridge School was one of six schools that participated in a national research project led by SeeAbility, an organisation that champions better eye care for people with learning disabilities. The project saw 84 of our pupils receive eye tests and resulted in 40% being prescribed glasses. This finding was consistent with other schools in the project and highlighted the need for high quality eye care for pupils in our schools. In November 2018, following completion of the project our CEO was invited to join an NHS Learning Disability Stakeholder Group. Their intention is to improve access to eye health services for *all* people with a learning disability, the first priority being children in special schools (of which it is understood there are circa 100,000 attending 1,000 schools). It has also been confirmed that the Framework for Delivering Sight Tests in Special Schools (prepared with input from the previous Working Group) has recently been approved by the Primary Care Delivery and Oversight Group (PCDOG). The impact of our small-scale study is going to have a profound effect on all children who attend special schools.
18. New Bridge School has been at the forefront of research and policy in relation to 'Prevent and Learning Disabilities' through our work with various government departments to shape national policy around the implementation of PREVENT. We have commissioned a Professor of Forensic Psychiatry from the University of Manchester, a Consultant Forensic Psychiatrist and academic lead for the Offender Health Research Network, to explore the impact of PREVENT on individuals with learning disabilities, and provide guidance and training to special schools. The school was invited to speak at the national 'Channel Chairs Conference', to highlight the need to change policy to accommodate learning disabilities within PREVENT, an event every local authority Channel coordinator attended. Our research and work around PREVENT and special education has been presented at JTAC (Joint Terrorism Analysis Centre) to all its analysts within the division at the Home Office. Our expertise within this area has been utilised to upskill practitioners within the UK governments de-radicalisation programme and at the

Intervention Providers symposium at the Home Office. New Bridge School has also been a point of contact for the UK government around terrorism and Autism, providing briefings to the Director General of CONTEST, the UK's counter terrorism strategy and special education.

*"The work and expertise offered by New Bridge, around their front line experience of PREVENT within special education has been extremely valuable."*

*Head of PREVENT Policy, Home Office (2018)*

19. The school is currently engaged in the Books Beyond Words Social, Emotional and Mental Health Project. This national two year project has been convened by Professor Sheila the Baroness Hollins, Chair and Founder of Books Beyond Words, and is directed by Professor Barry Carpenter CBE, OBE, Director, Books Beyond Words. It's aim is to evaluate the impact of the Books Beyond Words on the social, emotional and mental health needs of children and young people with learning difficulties.
20. The organisation's work has been showcased in many articles and publications including Disability Today and Down's Association magazine. Most recently we featured in The RoSPA Leisure & Education Journal in an article highlighting the high standard of training and qualifications provided on our Hortus 14-19 Curriculum Pathway and its impact on students' learning and vocational skill development in preparation for employment.
21. The organisation has been presented with a number of prestigious awards including:
  - School Sports Mark Gold Award
  - Arts Mark Award
  - National winners for 'Best Advertisement'
  - Regional Enterprise winners for team enterprise
  - The England Rugby League Player Development Award

We are currently involved with the Curious Minds Cultural Educational Challenge which will lead to Arts Mark Gold.

22. The school has been Invited to be a key member of the Local Cultural Education Partnership steering an agenda that supports the New Bridge School pupils and students into employment within the arts and cultural sector.
23. Innovation in response to identified need, has led to the development of a number of specialist class groups that enable us to provide a bespoke curriculum that is tailored to the educational needs of these pupils:
  - 3 Nurture Groups, two covering Key Stages 3 and 4 and one in Key Stage 5 to meet the social and emotional needs of these pupils.
  - Interactive Bases at both the school and the Learning Centre designed to meet the needs of pupils and students with profound and multiple learning difficulties and associated complex medical health needs.
  - An Autism Base on the school site and an Entitlement Base at the Learning Centre designed to meet the needs of pupils and students with complex learning difficulties and disabilities, who are on the autism spectrum and present with associated challenging behaviours.
  - 14-19 Curriculum Pathways provides pupils and students in Key Stages 4 and 5 with the opportunity to access vocational skill development and accreditation



in sports and leisure (Activ8 pathway), IT (Digit4ll pathway), horticulture (Hortus pathway) and performing arts (Lumenus pathway).

- Our Employability Pathways have enabled us to provide our young people at Key Stages 4 and 5 with internal and external graduated work experience programmes based on their particular strengths and interests. The pathways give each child the opportunity to gain externally accredited qualifications and develop the transferable skills required to move into paid employment or future work placements and training.

24. During 2017-18, we piloted a further specialist groups with 3 new Communication Groups across Key Stages 3 and 4 to support pupils' skill development in this area. The impact was very positive and as a result we have continued the Communication Groups this year. Across all subject areas, it resulted in a 31% increase in the number of pupils that exceeded expected progress and a 19% reduction in the number making satisfactory progress. This improvement was noticeable in lessons taught by subject specialists as well the Communication Group teacher suggesting that pupils were generalising the skills developed in their 'static' groups to other subjects. Feedback from parents also highlighted the success of the pilot:

*"We feel that this last year the static group format has been superb. In fact we would go as far as to say this has been the best year J has had at New Bridge so far. The fact that no time is wasted moving from class to class means that he can spend more time being productive and ultimately getting more out of class time ... J has made huge progress in many areas but communication is the stand out area. His use of his communication book has improved dramatically, as has his signing, he has become far more spontaneous with his signing, communicating his thoughts, rather than just responding to yes/no questions. This dramatic improvement has to be in main due to the consistent approach a static group situation provides."*

*Parent (2018)*

25. Our Employability Matrix, including our Pre-Internship Pathway and Bridging the Gap scheme, ensured that a larger than average number of young people go on to paid employment and supported employment plus college. In 2017-18, a total of 91 pupils and students in Key Stages 4 & 5 accessed placements across 18 local and regional employers.
26. As our Employability Matrix has continued to grow it has produced a number of successful outcomes. In 2017-18 these were:

**Bridging the Gap outcomes:**

- 2 gained full time paid employment
- 5 achieved Level 1 ASDAN Employability
- 6 went on to our Future Finders post-19 supported internship programme.

**Future Finders outcomes:**

- 3 students moved onto paid employment
- 5 moved onto independent volunteering
- 1 moved onto supported volunteering
- 1 went onto further education
- 11 achieved Level 1 City & Guilds Employability

The number of our students securing employment continues to be above the national average.

27. The development of the Digit4All Pathway has been enriched with a range of learning experiences outside of the classroom through a number of technology-based projects we are involved in:
- **BBC News Report** - Our three IT pathway groups come together each year at our Media Square site for the annual BBC News School Report, a national project that helps our young people gain a better insight into how the news is presented to us. Pupils gain a theoretical knowledge and practical understanding of how to gather news stories, interview members of the public and write news stories which they then broadcast live to air on the BBC website using our green screen studio.
  - **New Bridge TV Channel** – Our New Bridge TV Channel was launched to capture and share the variety of events and activities that go on in our school. The videos are all filmed and edited by our Digit4All Pathway students including ensuring the videos are updated and broadcast via our TVs in the school's reception area via a Raspberry Pi device.
  - **Young Enterprise Programme** – The Young Enterprise Programme is a nationwide scheme which we have been involved in for the last two years. The programme prepares our young people for the working world by providing them with the opportunity to apply the knowledge and skills they have learnt in a real world enterprise setting. Last year our post-16 Digit4All pathway group set up and ran their own video production and printing enterprise called 'UniTe' through which they learned about the different aspects of running a commercial enterprise. Our students were involved in everything from developing initial product concepts such as mobile phone case printing and logo design through to production, marketing, and invoices, banking, etc.
28. Engagement of our Key Stage 5 Digit4All Pathway with the Young Enterprise programme has seen our students develop their confidence, improve their social and communication skills, gain leadership and teamwork skills. All students were shareholders in their company, UniTe, and received a share of the total annual profit made, which last year was approximately £3000. Our students have won several awards for their enterprise skills presented as part of the Young Enterprise Programme. Over the last two years the team won *Best Company Presentation*, *Best Company Advertisement*, *Best Use of IT in a Company*, and in summer 2018 the team won the top award, *Best Company of the Year*.
29. Participation in sport is high and the school has achieved a School Sports Mark Gold Award for participation in sports. Approximately a third of pupils and students took part in local, regional and national competitive sporting events during 2017-18. Sports and awards included:
- Cricket (Runners up – 2<sup>nd</sup> place)
  - Table cricket (4<sup>th</sup> place)
  - Wheelchair basketball (Regional champions)
  - Rowing (Gold medal winners)
  - Football (boys and girls)
  - Tag rugby (Runners up – 2<sup>nd</sup> place)
  - Power chair football (Runners up – 3<sup>rd</sup> place)
  - Basketball (Runners up – 2<sup>nd</sup> place)
  - Athletics (Gold medal winners).



Our engagement with the Manchester City Football Club City in the Community project has further increased opportunities for our young people by enabling us to create both a girls' disability football league in which we have established two teams.

30. Participation in expressive arts is also high with our pupils and students accessing a range of cultural activities both in school and out of school through collaboration with a variety of cultural partners. During 2017-18 opportunities have included:
- Touchdown Dance workshops in school
  - Collaboration with Oldham Theatre Workshop
  - Participation in the Oldham Coliseum Secondary Schools' Partnership
  - Theatre visits
  - Local gallery exhibitions
  - Royal Exchange Theatre SEND Festival
  - Live Music Now workshops in school
31. The school has a strong history of participation in the Duke of Edinburgh Award programme. In 2017-18, 34 pupils and students from across Key Stages 4 and 5 successfully completed the Duke of Edinburgh Award. Outcomes included:
- 17 students successfully achieving Bronze Award.
  - 14 students successfully achieving Silver Award.
  - 7 students successfully achieving Gold Award who were presented with their award at Buckingham Palace.

## Effectiveness of Leadership and Management

Grade: 1

32. New Bridge School has a Head of School who has been in position since January 2018. New Bridge Learning Centre has a Head of School who has been in position since January 2016.
33. New Bridge School has a very clear leadership and accountability structure. The Chief Executive Officer, who is also a National Leader of Education, provides the necessary support and is presently based at the New Bridge School site.
34. New Bridge School receives support from a significant and experienced Directorate Team with responsibilities for Standards (Curriculum, Progress and Achievement, Pastoral and Standards), Equality and Diversity, Employability, Extended Schools, Training and Development, Safeguarding, Mental Health, Human Resources and Finance. All are uncompromising in their pursuit of excellence for our young people and staff team.
35. The school is supported by a Director of Equality and Diversity, who is one of a very small number of Home Office approved Intervention Providers. He is the single point of contact for any prevent related issues (SPOC). His role ensures that any issues that relate to radicalisation and extremism are dealt with effectively and immediately. He is also responsible for implementing LGBT friendly policies and ensuring we are compliant with the Equalities Act. This ensures that none of our young people are disadvantaged as a result of being in one of the 9 protected characteristics mentioned within the aforementioned Equalities Act. Specific data is available in Local Governing Body board minutes.

36. A member of the school Senior Leadership Team been appointed as Careers Leader for New Bridge School following selection to be a National Careers Leader by the Careers and Enterprise Company. He is the only Careers Leader within the Greater Manchester Combined Authority Careers Hub, who is based within a SEND school. The Careers Leader has implemented a development plan to ensure that the school will achieve all 8 Gatsby Benchmarks by 2020.
37. In 2017, the Trust appointed a central English Advisor and a central Maths Advisor. In 2018, Central Team Advisors were appointed for Living Skills, ICT and Expressive Arts. Alongside our Directorate team, these advisors work closely with school-based staff to support teaching and learning and the development of our curriculum offer. This has allowed us to support talented individuals within the school to take on teaching roles. It has also enabled us appoint teachers without QTS into teaching roles and in doing so, bring into school the skills of talented individuals with high levels of industry experience in areas such sport, performing arts and social care. Both strategies have helped us to enhance the quality of teaching and learning and our curriculum offer.
38. This appointment of Curriculum Advisors was closely followed by the expansion of the Curriculum Lead team to include all curriculum areas. Curriculum Leads have a defined role in influencing and improving the standards of teaching and learning. Curriculum Leads contribute to termly reports that are submitted to the Internal Standards Board. The boards consist of a member of the Local Governing Body, the Head of School and a Director from the MAT.
39. Curriculum policies are reviewed and monitored by the Academic Board through discussion with Curriculum Leads. Annual review of all subject policies ensures we continue preparing pupils for the opportunities, responsibilities and experiences of life after school in modern Britain.
40. The teaching staff are effectively supported by the Pastoral Team. The team consists of 9 newly appointed Pastoral Leads across the three sites, each with responsibility for a cohort of pupils. This team works closely with teachers and families and a range of external agencies and multi-disciplinary professionals to holistically manage a range of pastoral issues including attendance, conduct, contact, intervention sessions and reflection periods. As Designated Safeguarding Leads, they also work with Social Care to support early intervention, Child in Need and Child Protection processes.
41. Pastoral Leads contribute to termly reports that are submitted to the Internal Safeguarding Board. The boards consist of a member of the Local Governing Body, the Head of School and a Director from the MAT.
42. Child protection and adult safeguarding is deeply embedded. The school ensures that all statutory requirements are met and vulnerable pupils protected. Timely actions are taken to follow up on child protection issues. All staff are very much aware of the procedure to follow and the urgency of raising a concern. This is because Senior Leaders ensure constant promotion through staff meetings and compulsory annual update training for all. This is supported by a designated Governor with responsibility for child protection.
43. The recent introduction of the Child Protection Online Management System (CPOMS) system across the school will further enhance our ability to safeguard our children and young people. In addition to enhancing accurate recording and secure storage of safeguarding information, the system allows us to analyse safeguarding data to identify emerging trends. This provides us with a clear evidence base on which to develop

collaborative interventions with families and external agencies and professionals which respond to these trends as they arise.

44. The school ensures all pupils and students are kept safe and is rigorous in its approach to child protection and safeguarding. The Single Central Register is fully compliant and reflects that full checks on all members of staff currently employed in the school are in place. All policies are clear and adhered to.
45. Young people are encouraged to express their views on the curriculum and its delivery, via the School and Student Councils and yearly surveys. Our elected School and Student Councils routinely debate key issues and offer advice to the Leadership Team and Local Governing Body.
46. Parents also have the opportunity to express their views via questionnaires, coffee meetings, focus groups, working parties and the annual review process. A Parents' Group has been running at the Learning Centre since 2017 and now meets at least twice a term at parent request. This has provided parents and carers with a safe forum to share concerns, discuss pertinent issues and highlight potential options and solutions. Feedback from these meetings suggests that parents and carers feel less isolated. A wide range of speakers have attended to provide information and advice including representatives from Positive Steps, transitions Nurse Practitioner team, Touch Solicitors and the Miocare Group (adult respite service provider). We are currently exploring opportunities to begin a similar group on the school site.
47. As part of the development of our new Dashboard assessment system, we updated our reporting system to ensure our parents clearly understood the progress their child has made and their next steps in learning. Feedback from families indicates the reports gave them a clear understanding of both the academic and pastoral achievements of their child. 78% of parents stated that they received valuable information from the school about their child's progress. 79% of parents believed their child was making good progress. 83% of parents believed their child was taught well. Further development to strengthen our reporting system has been identified for this year.
48. The recent staff survey showed that the New Bridge School team felt we needed to improve communication across the school and in particular wanted to be better informed of future plans. In response the MAT appointed two senior admin colleagues into the roles of External Communications Manager (website, Twitter, Facebook etc.) and an Internal Communications Manager (year planner, minutes etc.). Outcomes of these appointments have been successful. Staff, Governors and Trustees have reported feeling better informed with regard to school events and developments.
49. Appraisal systems are embedded and in place for all teachers. Arrangements are well publicised and understood. A good example of how we disseminate excellent practice can be found in the "exemplar" lesson video shorts that are used by Curriculum Leads at New Bridge School to highlight key areas of good practice.
50. Job chats were introduced during the last academic year to provide as a means allowing the newly appointed Heads of School the opportunity to meet with individual staff, gather their views on their professional development and develop an understanding of their sense of well-being. The chats provided a rich source of information from which to plan staffing arrangements and class groupings for current year that create win-win solutions which meet the needs of our pupils whilst also providing professional development opportunities and a sense of well-being for each staff member. Feedback from staff on arrangements for the current year were positive and they have welcomed being informed

and involved in the development of these aspects of the school. A current priority is to increase the number of staff engaging with these chats to support planning for next year.

51. Training is a strength of the school. The Everyone Learning Team, which encompasses our Training and Development Team, ensures CPD is sharply focused on improving individuals. All training is routinely measured in relation to its impact on young people. For example, the emphasis on Team Teach has had a massive impact on ensuring our young people at New Bridge School feel safe, secure and are able to learn. As a result the use of restrictive physical intervention (RPI) is consistently low; on average, over the last two years, only 8% of pupils and students have required this approach on at least one occasion to keep them safe.
52. In addition to induction training, all compulsory training has been completed by all staff and includes: health and safety, fire safety, moving and handling, online safety, epilepsy awareness, feeding and swallowing and safeguarding.
53. The school benefits from the support of the Everyone Learning Teaching School, which encompasses our Training and Development Team and offers a huge breadth of development opportunities and accreditation relevant to the individual stage in their career progression; this ranges from those in the earliest stages of their career who can undertake an Apprenticeship via our relationship with our external provider Aspire to more experienced staff aspiring to be senior leaders or headteachers who can undertake one of the National Professional Qualifications. There is also a wealth of support for NQTs and RQTs with the links we have with other schools to develop best practice and introduce any new learning into the school.
54. The recruitment of Apprentices has been tremendously effective. It has allowed all staff to understand the parameters in which we work. The majority (over 90%) of Apprentices have been successful in achieving the Apprenticeship accreditation and have moved to substantive positions.
55. As a school within a MAT we recognise the opportunities for professional learning that school to school support offers staff within our school and across the Trust. A feature underpinning the success of the Trust and its continuing growth has been the support schools have given each other. Where one school has identified that it does not have the relevant expertise to address an identified need, other schools have responded by sharing this expertise where it is a strength in their setting. During the past year, school to school support has led to curriculum development in PE and Music, collaborative arts performances and sporting event and successful transitions for individual pupils into New Bridge School.
56. Last year, the Trust engaged in a peer to peer review in partnership with the Schools, Students and Teachers Network (SSAT) which led to the development of a new Trust structure of peer to peer reviews. New Bridge School will engage in this process during the current academic year drawing on the breadth of experience from a wider skilled team across the Trust to carry out a focused review of areas we have identified for further school improvement. This opportunity will support the professional development of school leaders involved at all levels.
57. In line with the growth of the wider Trust, leadership and management of business and finance support has been reviewed. This has led to the appointment of a new Financial Director for the Trust working alongside the school to ensure we continue to ensure our staffing strategy aligns with financial plan and future growth. As a result we have been able to expand the skills within our workforce at a time when many schools are facing

redundancies. Extending the business support in our school continues to be a priority as we modernise systems and streamline processes to improve administration and increase stakeholder engagement.

58. Our HR team support all staff in relation to ensuring fair and safe working practices. They have been instrumental in ensuring all New Bridge School staff earn at least the living wage. Members of the HR team are based on each so that they can develop relationships with staff and provide supportive, early intervention for any issues that arise.
59. The school has used many academy freedoms to support workforce innovation. All staff benefit from TOIL (Time off in Lieu) thereby allowing holiday clubs to be staffed by staff familiar to the pupils and familiar with their needs. The school has unique progression routes for TAs allowing them to fast track through each level. Our outstanding teachers (without Qualified Teacher Status) can benefit from a unique Upper Pay Spine allowing them to further develop excellent teaching and learning opportunities.
60. All areas for development are placed within the yearly School Focus. The School Focus is informed by four agreed strategic intents. All staff, young people, families, Governors and Directors are involved in and contribute to planning and implementing improvements. Each of our sites (School, Learning Centre) has its own specific areas for development pertinent to that setting. These are set out in the respective site's School Focus document.
61. Objectives from the School Focus are evaluated through key performance indicators. Data analysis is extremely well developed and embedded and information is routinely used to inform future planning. An evaluation of our 2017-18 School Focus can be found in our Knowing our School document.
62. Outstanding practice is sustained by a continuous review of systems and practices, embracing new initiatives and learning from other schools and organisations. Partners play a significant role in evaluating our effectiveness e.g. Oldham Careers Service re: destinations, LSCB re: child protection and adult safeguarding, Oldham LA re: mental wellbeing.
63. The school culture celebrates achievement, challenge, commitment, punctuality and good attendance. A shining example is our annual "Sports Awards" which attract over 200 young people and their families and many high profile sports stars.

### **Members, Trustees and Local Governance**

64. There are 4 members of the MAT who have responsibility for ensuring that the Trustees are appointed and fit for purpose.
65. The Trustees all have an individual portfolio based around their areas of expertise. All complete an annual competency audit. The trustees chair a relevant board at a local governing body level. There are Standards, Safeguarding (child protection), Safeguarding (other), Business, Personnel and Audit boards. The Trust has a very clear scheme of delegation.
66. The MAT routinely manages a risk register. These highlighted areas within the MAT allow us to see areas that may require further scrutiny.



67. The trustees routinely undertake a full audit. The trustees undertake a full audit schedule throughout the year and their final judgement is reported to the appropriate local governing board. Trustees are confident to challenge with knowledge and authority; issues are very well addressed and statutory responsibilities are expertly fulfilled.
68. During 2017-18, the school implemented a pilot of a revised accountability structure to ensure that all community stakeholders were in receipt of timely information and could therefore offer strong support and challenge to senior leaders in school. A successful outcome of the pilot was to establish key principles for information sharing. This has led to the establishment of Internal Management Boards and reporting systems that will support the Senior Leadership within school, the Local Governing Body and the Trustees in planning the future direction and strategy of both the school and wider Trust.
69. Governors contribute to all school developments. They advised two Derbyshire governing bodies in relation to their conversion to becoming MATs in 2017.
70. The school's judgement is that local governance is outstanding. The strength of the governing body and its ability to provide a high level of challenge and support lies in the governors' considerable collective experience and expertise and knowledge of the school and its context. Governors are actively involved with the school through attendance at regular meetings and school events including parents' evenings and school performances etc. Local Governors sit alongside the young people on the School and Student Councils and attend all School and Student Council meetings.
71. All meetings are conducted well and minutes are taken. Governors reflect upon their own effectiveness, using, for example, Academy Conversion guidance materials.
72. All the Trustees, Local Governors and MAT Leadership Teams have successfully completed the Local Authority's Safer Recruitment in Education Training. They all complete an annual business and pecuniary interest document. This ensures compliance with the Business and Pecuniary Interest policy guidance.

## The Quality of Teaching, Learning and Achievement

Grade: 1

*"The assessment system, devised by MAT leaders and used across the MAT, is a highly efficient tool. It enables staff to identify precisely any gaps in pupils' learning and identify how pupils learn best. Staff can use this information skilfully to plan subsequent teaching. The system contributes significantly to pupils' excellent academic, personal and social progress."*

*Ofsted (2018)*

73. New Bridge School welcomed the opening afforded by the changes to the assessment framework as it provided us with the stimulus to design a system to set targets within our highly personalised curriculum and track the progress of individual pupils towards the desired destinations and outcomes for each child. The result of this work has been the development of our pioneering 'Dashboard' system which we believe is an outstanding feature of the school.
74. The Dashboard is an original creation designed and built by an experienced team of staff across the New Bridge MAT in consultation with pupils, families, staff and stakeholders. It was created as a tool to assess each pupil on the point of entry, inform



next steps in learning, monitor progress in academic and non-academic 'Learning for Life' areas (Communication, Personal Qualities, Positive Behaviour, Independence, Staying Safe) and record centrally wider information about each pupil including their engagement, attendance and achievements. Collating assessment information in this way enables us to use it to improve outcomes for individual pupils.

75. The development of the Dashboard served as an exercise in determining accurate expectations for the progress of our learners. The Dashboard draws on progression guidance adapted from a range of existing sources including National Curriculum End of Year Expectations, P-Level guidance, a range of accreditation criteria, some aspects of the Rochford Review and elements of The Preparing for Adulthood from the Earliest Years (PfA Review). Based on the progression guidance the Dashboard indicates whether a pupil is making *exceeding*, *expected*, *developing* or *emerging* progress in a given area against a series of 'I can' statements. Using Dashboard to carry out assessment of learning allows us to collate information holistically about each pupil and produce a pen portrait of the pupil that can be understood by pupils, their families, staff and stakeholders and provides an evidence base for intervention to ensure the best possible outcomes for each individual on leaving the school.
76. Audit of assessment practices through learning scrutiny and learning walks have highlighted teachers have high expectations and use Dashboard data as part of an assessment *for* learning cycle that ensures all pupils are sufficiently supported and challenged. This is seen in lesson planning, where work is differentiated and well matched to the needs of the learners. Precise target setting, using Dashboard data was evident and this was used to support quality feedback. Discussions with pupils during lesson observations and scrutiny of pupils' work shows that use assessment as learning enables pupils to understand how to improve and what they need to do to achieve. Different examples of good practice were noted in a range of subject areas. Additional steps have been identified to further strengthen the consistency of assessment practice and our use of precision language to provide quality feedback.
77. In 2017/18, the number of lessons we judged to be 'good' or 'outstanding' was 83% over a cycle of 3 lesson observation per teacher. We continue to support the development of staff skills in the area of teaching and learning. During this year we had one member of staff successfully complete the Assessment Only Route to gain QTS and three staff successfully complete their NQT induction year.
78. All lesson observations are undertaken by two senior staff and peer moderated by Curriculum Leads and senior internal / external staff and are further moderated by a retired HMI on an annual basis. All observations are followed by constructive feedback and challenge to support improvement. Where necessary, intervention plans are implemented with individuals to support improved impact on pupils' learning.
79. A rigorous process of appraisal is in place for all teachers that actively involves them in planning their professional development. Challenging but realistic appraisal targets are set and these are reviewed at a midway point in the year. These are then finally evaluated at the end of academic year and communicated to Trustees and Local Governing Bodies. This process continues to sustain improvements in the quality of teaching to the point that it remains good or outstanding over time.
80. Lesson observations across the full curriculum and all year groups show that teaching assistants are well deployed in the vast majority of lessons and that they make significant contribution to the activities and demands made of pupils. Lesson observation feedback forms have developed to routinely articulate developmental areas for teachers.

81. All teachers are monitored as part of a subject faculty and all have a Curriculum Leader that monitors progress, undertakes lesson observations and submits a subject development plan. Each subject leader provides a report about the quality of teaching, on a termly basis, to be presented at the school's Academic Board, made up of a team of governors and senior leaders.
82. All pupils and students have access to an appropriately differentiated broad and balanced curriculum. At the centre of this is our core curriculum of English, Maths, Living Skills and ICT which all pupils and students throughout all Key Stages study. This is enriched by access to Science and the foundation subjects of the National Curriculum for all pupils at Key Stage 3 and on an optional basis from Key Stage 4 onwards. Further details can be found in our Knowing our Curriculum document.
83. Our English team is currently implementing the Teach Your Monster To Read scheme and the Reading for Inference programme. This intervention is intended to further develop reading skills such as phonics skills, inference and deduction and targets a number of pupils across Key Stages 3, and 4 who are working at the equivalent of National Curriculum End of Year Expectations at Key Stage 2. This has been in response to a small dip in the number of pupils who made expected or above progress in Reading. The intervention programme seeks to develop their understanding of texts through various techniques including questioning, discussion and relating texts to the world around them and ultimately improve their reading age.
84. Our Maths team are currently involved in a number of Maths Hub projects. This is following a highly successful project we led last year which sought to develop an understanding of the SEND needs of lower attaining learners with autism and/or SEMH and how this affects their learning in Maths. The project resulted in 76% of pupils and students making expected progress or above in Maths. This year's projects will focus on developing working partnerships between mainstream and SEND schools; teaching assistant subject knowledge enhancement; and developing multi-sensory approaches to Mathematics.
85. During 2017-18 the Living Skills Department piloted a bespoke Living Skills Pathway designed to meet the needs of a small group of learners at Key Stage 4. Due to its success it has been continued in 2018-19. The curriculum design was based around the three key areas of Living Skills, Self, Home and Travel, and enabled English and Maths teaching and learning to be embedded within functional and meaningful activities both within school and in the local community. It also enabled them to reinforce these skills through their wider curriculum offer of ICT, Cooking, Music, Dance, Drama, PE, Swimming, Art and the Duke of Edinburgh's Scheme. In line with their current learning needs and intended destinations, contextualising the curriculum in this way has enabled us to provide real opportunities for these pupils to develop confidence and competence in the communication, social interaction, problem-solving, independence and organisational skills that will enable them to engage with and be involved in daily living experiences throughout their lives both within the home and local communities at the highest possible level. Within the Food Technology aspect of Living Skills all pupils made expected progress or above (with the exception of 1 pupil due to medical reasons).
86. Whole school progress data indicates positive outcomes. On average, 76% of pupils and students made expected progress or above across all curriculum areas. This figure takes in account the progress of our lowest level learners within our Interactive Bases, Autism Base and Entitlement Base, a high proportion of whom made emerging or satisfactory progress. Ongoing work is underway to review our Dashboard assessment system to ensure we can evidence the small steps in progress made by these learners including exploring how we link in the progress made against individual EHCP

outcomes. Further pupil progress information can be found in our Knowing our Curriculum document.

87. The success of our Employability matrix has led to further expansion to ensure all Key Stage 4 and 5 pupils have the opportunity to access one of our internal and external graduated work experience programmes:
  - 'Preparing for Working Life' – currently 5 students accessing this programme
  - 'Experiencing Working Life' – currently 23 students accessing this programme
  - 'Pre-internships' – currently 14 students accessing this programme
  - 'Bridging the Gap' – currently 4 students accessing this programme
  - 'Future Finders' (post-19 only)
88. Outcomes for our work experience programmes are strong. In 2017-18, of students completing our Bridging the Gap programme 2 gained full time paid employment, 8 achieved Level 1 ASDAN Employability and 6 went on to our Future Finders post-19 supported internship programme.
89. There has been an increase in the number of pupils with complex needs leading to the expansion of bespoke provisions. Our Nurture Base provisions have been extended at the school and Learning Centre to cater for an increased number of students with additional social, emotional and mental health needs.
90. The school provides an extensive "extra-curricular offer" including before and after schools clubs, Scouts, youth clubs, sports teams, theatre/sporting visits, proms, residential visits etc. available to all. 75% of our pupils took part in the Year 8 residential to Disneyland Paris. 91% took part in the Year 11 residential to Haven. 80% took part in the Year 13 residential to The Calvert Trust in the Lake District.
91. The Duke of Edinburgh's programme has been in place since 2014 and currently offers Bronze, Silver and Gold Awards. It has been developed and expanded to provide inclusive residential opportunities that reflect the full range of needs of our students from those with complex learning difficulties and disabilities in our Autism Bases and Interactive Bases to those engaged in our specialist pathways and employability programmes. In 2017-18, 34 pupils took part in the programme including 6 students from our bespoke Key Stage 5 Interactive Base who all successfully took part in the Bronze scheme.
92. Homework is set, as and when it is felt appropriate, within English and Maths and this has been shown to contribute to pupil progress.
93. The school reports upon the young people in cohorts (by ethnicity, gender, Looked After Children etc.) to ensure data is used to accurately inform future planning. Due to a range of factors, cohort size, lack of national guidance, differing moderation systems etc. all interpretation of data is handled sensitively and with a degree of realism. Information is presented to families through parents' evenings and reports in the summer terms. It is also scrutinised and monitored (termly) through a rigorous Trustee and Local Governing Body Standard's Board.
94. The school has invested in dedicated staff to ensure the process of transition onto the new Education and Health Care Plans (EHCP) is high quality and pupil focused.

95. The school runs person centred meetings for all the EHCP reviews. These are routinely attended by the young person, families, key professionals and other stakeholders. Feedback is collated and reported to the relevant local governing body board. This process allows our pupils and students, parents/carers and staff the opportunity to discuss the young person's overall academic progress and their social, emotional and behavioural well-being.
96. Annual reviews are carried out to inform progress and discuss learners' future destinations. Areas for development are identified and progress and development is celebrated through this process. The EHCP Officer now shares with Form Tutors and Pastoral Leads information relating to the actions and outcomes that have been agreed at the review.
97. Engagement with families is a strength of the school. Attendance at parents' evenings is high. Likewise, events such as coffee mornings, sports days and drama performances throughout the year ensure families and school staff are working very much in partnership. Feedback from our most recent parents' evening included:

*"I love the way the event was organised. Gave me an opportunity to see staff in the classrooms where my son learns. I saw examples of his work. Also because staff are spread out across the school you could have a quiet private conversation. I could also speak to his TA and Pastoral Lead which was an added bonus."*

*"Thank you so much for your work towards my son as there's more improvement with him."*

*"We have had a very pleasant parents evening. Timings and organisation ran very smoothly. Plenty of time for discussion. Very happy with pupil and parents. Thank you!"*

*"We are really pleased with our daughter's progress this year and are happy with the school and teachers. Thank you!"*

*"Parents evening made me aware of my child's abilities and how he performs in lessons. This was useful as I now know my child's strengths and weakness."*

98. Transition is a key time for our families. In response to yearly increases in our Year 7 intake we continually review our transition processes to ensure they meet the needs of pupils and their families. Following work undertaken last year, we enjoyed another successful intake with parents commenting positively on the impact of the transition process at our autumn parents' evening:

*"All the teachers were brilliant and the staff on meet and greet very informative, caring and effective. My son has the right support, very grateful to everyone. Thank you!"*

*"Very happy to see the teachers. Lovely school and very impressed. Thank you for looking after my daughter."*

99. All families are asked to comment on the performance of the school using our Parent View questionnaire which is sent out to families annually as part of their child's annual review process. Of the parents who completed these questionnaires during 2017-18, the following comments were included:

*"My child cannot wait to get on the bus in the morning to come to school"*

*"I am extremely happy with my child's progress in this school and the way the school works."*

*"This school has been really good for my child. My child is making really good progress."*

*"My child has made great progress at New Bridge School and has good relationships with teachers and friends."*

*"We are very happy with the progress my child has made since attending New Bridge School and the close relations we have with the Pastoral Lead on my child's wellbeing and care".*

*"As a parent I am very pleased that my child is happy to come to school every day. My child has made fantastic progress, they are more confident now in different aspects of everyday life. Fantastic teaching, pastoral team very supportive and always valuable information from the school about my child's progress. I am grateful got all support, thankyou very much."*

*"My child loves school and has developed excellent relationships with friendly, caring staff. Couldn't ask for more in a pastoral level. Glad we chose New Bridge as opposed to a mainstream secondary school."*

*"New Bridge School have been absolutely amazing managing my daughter over the last few months. We cannot stress enough just how grateful we are as a family!"*

*"My son has a great bond with his form teacher, she truly has helped my son so much!"*

100. The school utilises all relevant technologies to communicate its work. Over 300 people regularly read the weekly Heads of Site's blog and over 200 read the Medtia Square blog on the school website, giving the young people ownership of their work and ensuring families are kept informed and involved. The New Bridge School Facebook page has over 1500 followers and links posted on the page typically reach 1000+ people (sometimes significantly more). Parents are able to keep updated and share news of their child quickly and easily with their family and friends and leave comments. These social media channels also ensure we contact families effectively regarding urgent matters e.g. school closure, residential updates etc.
101. Pupil voice has been further promoted through School Council and Student Council meetings involving governors and the Head of School / College. These Councils have been influential in making changes on each site; last year they lobbied to ensure that we offered a Halal meat option at lunchtime where previously all Halal options had been vegetarian. The Governors supported this request and the kitchen facilitated this by ensuring that when there is a meat option there are both Halal and non-Halal options. The Councils determine which charities the school supports, ranging from small local charities including the Oldham Refuge and Oldham Foodbank to nationwide fundraising events such as Red Nose Day, MacMillan Cancer Support and Children in Need. The young people played a key role in the interviews for the appointment of the Head of School and took part in the interview process, devising their own questions and putting these to each candidate. A current focus is the development of the school



uniform to include blazers, shirts and ties for those young people who wish to wear them. This has now been approved by the School Governors following their consideration.

## Personal Development, Behaviour and Welfare of Pupils

Grade: 1

102. Our Pastoral and Care Teams play a vital role in ensuring pupils are available for and can engage in learning. Our Pastoral Team works closely with pupils and their families and school staff to support pupils' social and emotional development and mental health needs. This frequently involves collaborative work with a range of external agencies and multi-disciplinary professionals including social care, safeguarding teams, educational and clinical psychologists, health authority colleagues (particularly Healthy Young Minds), counsellors, attendance officers, community police officers and POINT (Parents of Oldham in Touch).
103. The Pastoral Team also works in partnership with our own Care Team and health care professionals to address the physical health needs of our pupils. Our Care Team, overseen by our Director of Care, is responsible for ensuring pupils' medication and personal care needs are met on a daily basis. School nurses, physiotherapists and occupational therapists are based on site during the school week and host clinics for pupils and their families. Our own Hydrotherapy and Rebound Therapy Team are currently exploring opportunities to increase access to these therapies in partnership with the physiotherapy team.
104. As a school we have access to support from other NHS professionals such as sexual health and mental health advisers as and when required. Through our partnership with a local dentist, families struggling to access dental care for their child can make a referral through the school and receive specialist support. Equally, through our partnership with SeeAbility, families can receive ongoing support for their child's eye care including eye tests at regular clinics held on site.
105. As a result of the targeted support of our Pastoral Team, there is a strong ethos of independence, maturity, respect, self-awareness and acceptance amongst the student body. Pupils' behaviour is exemplary both in and out of lessons across all sites. It is also appropriate within the wider school grounds, the community and when representing the school on visits and trips. Outside of lessons, pupils demonstrate a high degree of maturity for their age and ability. They are well-mannered and respectful. Pupils listen to others' opinions and learn from them. They dislike any kind of discrimination and are quick to challenge it either themselves or by contacting a member of staff. This is evidenced by extremely low incidents of any type of bullying (all data available in minutes from local governing body meetings).
106. In recognition of the ever changing nature of the Pastoral Team role and the increasing demands from external partners and our own accountability structures, we carried out a review of our Pastoral Team structure. Following a period of restructure, we were able to appoint 9 new Pastoral Leads and realign their roles more clearly around attendance, behaviour and safeguarding whilst also maintaining the quality of pastoral care. This is evidenced in feedback from families indicating they are consistently happy with the pastoral care that their child receives:

*"Without the Pastoral Lead's support, I really do not know how my child and myself would have coped"*



*“My Child loves school and has developed excellent relationships with friendly, caring staff. Couldn’t ask for more on a pastoral level. Glad we chose New Bridge as opposed to a mainstream secondary school.”*

*“The Pastoral Lead is a fabulous teacher who puts my child on the right track in life (like her Mum does).”*

*“We are very happy with the progress my child has made since attending New Bridge School and the close relations we have with the Pastoral Lead on my child’s wellbeing and care.”*

107. New Bridge School is currently part of a Trust wide implementation of a Mental Health and Emotional Well-Being Action Plan with the aim of increasing awareness and understanding of mental health amongst both pupils and staff and further developing systems and training to support identification of and response to the mental health needs of our pupils. So far this has included the following strategies:

- Access on-site to professional counselling for pupils.
- Mental health awareness sessions, assemblies and workshops delivered in school by MIND.
- Participation in the national Time to Talk – Time to Change: Mate in Your Corner campaign during tutorial time and PHSE sessions and followed up with support for the national Time to Talk.
- Use of the Action for Happiness Kindness Calendar as an alternative to advent calendars as a means of promoting emotional well-being.
- Exploring mental health and well-being in more detail with pupils during National Children’s Mental Health Week.
- Participation in the Department for Education (DfE) funded programme, Peer Support for Children and Young People’s Mental Health and Emotional Well Being which will see us develop a peer mentoring programme. A group of pupils will be trained to support the mental health and well-being of their peers.
- Staff training to deliver The Well-Being Toolkit - a training programme to build knowledge and skills in supporting the emotional health and mental well-being of children and young people
- Staff training to become Mental Health First Aiders - an internationally recognised training course, designed to teach people how to spot the signs and symptoms of mental ill health and provide help on a first aid basis. There are 7 staff who are MHFA trained across the three sites.
- At KS5 a member of the the Pastoral Team is the designated staff member for Mental Health & Well-being and leads on support strategies around self – harming. We are in the process of developing an assessment & monitoring tool to highlight trends and inform early interventions.
- Collaboration with NHS Educational Psychologists to develop appropriate interventions around mental health, well-being and resilience.
- Committing to completion of the Mental Health in Schools Award.

108. The impact of this work has increased awareness and understanding of mental health as indicated by an increase in the reporting of mental health concerns by staff. Staff report feeling more confident recognising when pupils are experiencing a reduction in mental wellbeing and taking steps to intervene early to provide targeted support or involve external agencies where required. The work has also had a direct impact on staff working with pupils who are self-harming, enabling them to implement alternative strategies by working as part of a multi-disciplinary team.

109. The school runs a daily Breakfast Club, targeted at pupils and students who, for whatever reason, have not had breakfast in a morning. Annual review of the club enabled us to reduce running costs by 50% in partnership with Oldham LA and ensure it continues to target pupils and students who need it most. Currently 62% of pupils and students accessing the club benefit from Pupil Premium funding.
110. Pupils' perceptions of the school and their learning experience are extremely positive. Our annual pupil survey indicated that across Key Stages 3, 4 & 5, pupils had a high level of satisfaction in each of the areas explored. Further details can be found in our PASS Survey Reports.
111. School rules are visually reinforced throughout the school and a points system that rewards behaviour and readiness to learn is in place at the school site.
112. Achievements including positive behaviours are routinely celebrated in year group and whole-school assemblies and our "postcard home" initiative is a significant motivator for Key Stage 3 pupils. The class based points system provides a positive reward scheme which recognises good work, behaviour and attitude.
113. The school has three Nurture groups. This provision supports those who need this safe, secure environment for a range of social, emotional and behavioural reasons and who would otherwise struggle within the wider body of the school.
114. The expertise of the Nurture group staff ensures a "safety net" for these pupils. In English and Maths they make similar progress to the rest of the school. Pupils in the Nurture group follow a bespoke curriculum. The Boxall Profile is used as an assessment tool to monitor the personal, social and emotional progress of young people in the Nurture group.
115. The social and emotional programme is aimed at targeting those pupils who are struggling with a wide range of social, emotional and behavioural difficulties. The behaviour team work in partnership with the local authority Educational Psychology and Clinical Psychology team and a privately sourced professional counsellor. Group and individual sessions include therapeutic sessions, counselling and Lego Therapy. All sessions are monitored by both staff and pupils to assess the impact on pupil well-being.
116. The recent introduction of the Child Protection Online Management System (CPOMS) system across the school has further enhanced our ability to provide proactive and targeted interventions to individual pupils and groups of pupils on a needs-led basis and monitor their impact and outcomes. All incidents are now recording chronologically in a paperless and secure systems. This information is available to share as part of a multi-disciplinary team safeguarding intervention. It also enables us to monitor trends in safeguarding incidents and provides an evidence base for intervention and impact.
117. As part of our review of Pastoral Support systems, we carried out a whole school review of the use of behaviour support plans. An outcome of the review indicated the need to redesign the existing format to strengthen its focus on identifying the function of the behaviour and how best to support de-escalation, crisis management and post incident learning and reflection in order to teach a functionally equivalent alternative behaviour. This has led to a new format and the addition of a Behaviour Support Lead, to the Pastoral Team, to support staff to develop individual behaviour support plans and monitor their impact.

118. In response to the review we are in place for highlighted pupils to ensure there is a consistent approach to helping pupils effectively and safely manage their emotions and behaviours. These are monitored and updated by staff teams as appropriate. Review of CPOMS incidents indicates that post incident learning and reflection is taking place following incidents in which pupils have required support to re-engage with learning or resolve disagreements between pupils. A current priority is ensuring that strategies is documented in all behaviour plans in addition to those involving RPI.
119. Some young people require restrictive physical intervention (RPI) to keep them safe. Where RPI is required, this is detailed in their behaviour plans and there is a well-established and transparent system of recording and reporting. All staff have intermediate Team Teach Training, delivered and updated by our own internal tutors, who keep up to date with legal requirements and developments. RPIs are consistently low; on average, over the last two years, only 8% of pupils and students have required this approach on at least one occasion to keep them safe. Work has been undertaken during the last year to incorporate structured opportunities for post incident learning and reflection following RPI.
120. There are very low numbers of fixed term exclusions (11 during 2017-18) and there have been no permanent exclusions since the school opened.
121. In all observed lessons there is an indication that there are no concerns relating to pupil/student safety.
122. There is a robust online-safety policy and an e-safe award available for all young people. It addresses cyber-bullying, bullying through social media and prejudice-based bullying related to SEN, sex, race, religion and belief, disability, sexual orientation or gender reassignment.
123. In line with current government legislation, including the Prevent Strategy, online safety and cyber-bullying, all staff and pupils have completed compulsory training.
124. The school has adopted a “managed” as opposed to a “locked” ICT system. We have monitoring and filtering software installed on our network to ensure all our learners are safe and secure. At the same time we allow learners managed access to online content such that we allow them to practise safe. All pupils have the opportunity to study a course of lessons covering a range of areas on e-safety. The course covers:
- Our school e-safe rules
  - Types of e-safety risks
  - Malware, SPAM and other viruses
  - Keeping information private
  - Reporting a problem
  - Safe use of technology and social media (chatrooms, emails, texts, etc)
  - Recognising grooming and sexting
  - Understanding privacy settings, fake profiles and the law
  - Knowing about copyright
125. Pupils who successfully complete the course and pass achieve our in-house ‘E-safe Award’, which allows them to use their personal devices within the school setting. This means they must carry a card with them that confirms competence to use any mobile device safely in school and allows them access to certain privileges such as being able to access their social media accounts during certain times. We believe this risk-reward

strategy is allowing our learners to become more respectful and safer users of technology within school and thus better prepare them for when they are out of school. It also allows them to be more proactive in managing e-safety related safeguarding issues. Young people who do not gain the E-Safe Award do not have these privileges. 143 young people received the award during 2017-18.

126. Monitoring of e-safety incidents noted an increase during the last year. Our analysis indicates this is because our staff team is increasingly in touch with the way our young people are using technology and staff and pupils are more aware of the methods to report concerns. This is supported by evidence which demonstrates increasing staff awareness around e-safety issues and how to report concerns. Consequently, because we have been increasingly able to intervene and provide additional support to targeted pupils, we have noted a similar increase in the number of pupils and students successfully completing the E-Safe Award. We conclude that this is the positive impact of working closely with pupils, staff and parents to address concerns raised.
127. We are very proud of our innovative approach to tackling this important issue. As part of our in-house award, and with the support of parents, we believe that the course is giving our learners the skills in education to help them tackle the issues they face in the wider-world. Our SHARP (School Help and Report Page) on our website (<http://newbridgeschool.net/sharp-school-help-and-report-page/>) provides pupils and families with a range of information around e-safety as well as understanding how to report a problem. The website also includes links to a range of other useful resources online.
128. The social, moral and cultural development of every individual is deeply embedded into the ethos of the school. This can be witnessed in every aspect of our curricular and extra-curricular activities through which we promote social, moral, spiritual and cultural values, including British Values. Pupils gain knowledge and understanding of these values primarily through our PSHE and PSED curriculum and also through assemblies and our termly Super Learning Days which form an integral part of school life. These days promote the sharing of thoughts and ideas and community cohesion by enabling pupils to explore issues within and across faiths. It also provides the opportunity for them to learn about, understand and respect different religions, beliefs, values and traditions, and their influence on individuals, societies, communities and cultures. Other ways in which these values are promoted include:
- Duke of Edinburgh Award Scheme
  - Student voice through pupil evaluations, worry box, open door policy, School Council (pre-16) and Student Councils (post-16)
  - Educational visits and residential trips
  - Celebration of charitable regional and national events e.g. Remembrance Day, MacMillan Cancer Support, Comic Relief, Children in Need, Oldham Family Refuge
  - Our Buddy Programme which promotes care and respect for others

The impact of this work has been successful is that there were no PREVENT referrals during the last academic year.

129. Regular discussions with the young people indicate a very high level of satisfaction with their levels of safety in school. On the very rare occurrences of bullying, the school's zero tolerance policy operates very successfully.

130. Our “buds” and “buddies” system enables all young people to train in supporting others and it is seen very much as a revered status to be a buddy. Currently 36% of pupils have some sort of “buddy” status.
131. Attendance has been over 89% for the past three years. The proportions of pupils who are persistently absent are those with greatest medical need. Pastoral support plans are designed to support and facilitate learners struggling to re-engage in school. These plans offer reduced timetables to those learners struggling to attend school on a full time basis. The plans require the school, the learner (where possible), the parents and multi-agency professionals to work together and communicate regularly. The team around the child responds to individual needs; key professionals offer specialist support to address and tackle barriers to learning and development.

## Outcomes for Pupils

Grade: 1

*“New Bridge has become my home over the last 5 years and is somewhere I will treasure my whole life. The support is phenomenal along with understanding of special needs. I've made lifelong friends and experiences that will last a lifetime. I always got told I'll never do GCSEs or succeed but now I've departed new Bridge with 4 GCSEs, sport qualifications and Duke of Edinburgh Gold. Thank you to all the staff and pupils for a wonderful 5 years it's been amazing, I'll come back to visit or maybe get a job there but to new parents wanting their child to come here I say do it and don't look back it'll be the best choice you would ever make!”*

*Past pupil (2018)*

132. As a result of our innovation around curriculum and assessment, the impact on outcomes and destinations for our young people is a strength of the school.
133. The creation of the Dashboard prompted us to formally specify the desired destinations and outcomes we identify for our pupils. This Dashboard enables us to set targets linked to these destinations and outcomes and prompts us to continually review our curriculum to ensure it facilitates the best possible outcomes for our pupils and students. We have identified seven destinations which we believe reflect aspirational yet realistic outcomes for our young people when they leave us:
- **Being independent** - Living independently, paid employment 16+ hours or more, University, HE.
  - **Working with support in my community** - Living in semi supported living, living away from home, occasional paid work (bank etc.), volunteering, accessing community facilities.
  - **Volunteering in my community** - Maybe living with family or with support in community, accessing community placements, with support volunteering in local businesses etc.
  - **Playing a part in my community** - Access day provision, with support to have the skills to independently live within a home setting, with support access community clubs etc.
  - **Taking control** - Having the aptitude and skills to stay within the local area/community. You will be supported by named adults and you will make independent decisions about your choices.



- **Taking part** - Having the aptitude and skills to stay within the local area/community – with support you will access “safe” environments that are chosen for you.
  - **Being involved** - Having the aptitude and skills to stay within the local area/community. This will inevitably be supported by named adults who will make decisions in the best interest of the young person.
134. Using our Dashboard we have tracked the progress of our pupils and students towards these destinations and determined their outcomes on leaving the school. Assessment of our leavers in 2018 indicates that:
- 35% were described as Being Independent
  - 5% were described as Working with Support in my Community
  - 16% were described as Volunteering in my Community
  - 21% were described as Playing a Part in my Community
  - 16% were described as Taking Control
  - 5% were described as Taking Part
  - 2% were described as Being Involved
135. In the last 3 years no young person has become NEET in part due to the creation of an appropriate post-19 provision.
136. All pupils and students have access to external accreditation at an appropriate level. We currently offer the following recognised qualifications:
- Functional Skills
  - Entry Level Awards and Certificates
  - GCSEs
  - Open Awards
  - City & Guilds Vocational Qualifications
  - The Duke of Edinburgh’s Award (Bronze, Silver and Gold)
137. There is an expectation, in all core areas, that the majority of young people will engage in external accreditation at the end of Key Stage 4 and pupils have access to a wide variety of examinations. Students also engage with further accreditation at Key Stage 5.
138. In 2017-18 those who entered achieved a pass rate of 100% in functional skills Maths Entry Level and 100% pass rate Maths GCSE 9 - 1.
139. In 2017-18 those who entered English Functional Skills Entry Level achieved an 80% pass rate.
140. In addition, 100% pass rates were achieved in a Science Entry Level, ICT Entry Level, PE Entry Level, Creative iMedia, Art & Design GCSE and Creative Media and Performing Arts.
141. Outstanding achievement extends beyond subject areas with the young people making excellent progress in their social and employability skills through the wide range of opportunities on offer which develop these.
142. A Year 10 student has been selected to train with Paralympic GB swim team, and is currently attending weekly training sessions at Manchester Aquatics Centre.



143. Participation in the expressive arts is also high and the school has achieved the Arts Mark. We are currently involved with the Curious Minds Cultural Educational Challenge which will lead to Arts Mark Gold. Pupils and students from our Lumenus Pathway are currently touring a performance piece to local primary schools. The piece, written and produced by our Lumenus group, focuses on the positive message of 'everyday superheroes'.
144. A Year 10 student has successfully passed the ABRSM Gold Award for music playing the clarinet.
145. Young people who attend New Bridge have been awarded a number of prestigious awards in the last year including:
- A National Special Achievement Award (British Education Awards 2018)
  - Sir John Moore Award for Young Enterprise
146. Comments from one of recent school leavers, some of our parents and a work placement provider further illustrate the aspirational outcomes we achieve for our pupils:

*"New Bridge has become my home over the last 5 years and is somewhere I will treasure my whole life. The support is phenomenal along with understanding of special needs. I've made life long friends and experiences that will last a lifetime. I always got told I'll never do GCSEs or succeed but now I've departed new Bridge with 4 GCSEs, sport qualifications and Duke of Edinburgh Gold. Thank you to all the staff and pupils for a wonderful 5 years it's been amazing, I'll come back to visit or maybe get a job there but to new parents wanting their child to come here I say do it and don't look back it'll be the best choice you would ever make!"*

*"My son attended New Bridge from Year 10 til Year 14 and is now part of Future Finders project. I am so proud of him and feel that New Bridge have supported and challenged him to become more independent and realise that he can go out into the real world and make a valuable contribution."*

*"Our daughter has spent over 4 years at New Bridge. She has made remarkable progress in all aspects of her life and this is thanks to the incredible hard work of all the staff working with her. She loves school and has benefitted so much (as we as parents have) from the outstanding extra curricular offer. Thank you so much for your continued efforts to help her to be the best she can be!"*

*"My son went all the way from Year 7 to Year 14 at New Bridge and the staff were absolutely brilliant with him. He had so many opportunities and they encouraged him to do things he would never had tried with us – all the little things that most children can do without thinking but that he struggled with. It was great knowing he was safe, happy and learning with people who cared. We are really grateful for all their support over the years, he has now grown into a lovely young man who is very proud of being as independent as he can be and trying new things."*

*"We have two students doing work experience with us at the moment. They are both fantastic and lovely to work alongside. Watching a young person grow in confidence and settle into their role within your business is so rewarding. The staff at New Bridge are really well organised, approachable and always on hand to offer support. If you have a business and are considering providing a placement opportunity for a young person, please do."*

## 16-19 Study Programmes

Grade: 1

147. The majority of our students enter the 6<sup>th</sup> Form following Year 11. We also receive requests for new admissions into the 6<sup>th</sup> Form provision at the Learning Centre. Some Key Stage 4 pupils are based out of cohort at the Learning Centre in order to meet specific needs.
148. Key Stage 5 students are primarily based at the Learning Centre including those accessing the Hortus 14-19 Curriculum Pathway. The Activ8, Digit4ll and Lumenus 14-19 Curriculum Pathways and our Employability Programmes are based at the Media Square site.
149. The focus in the 6<sup>th</sup> Form is on progress towards the most appropriate future destination for each student when they leave the college. This is supported by a broad curriculum offer which is highly popular with students and their families that offers a varied range of vocational and academic subjects based on three strands; Leisure, Employability and Academic. These sit alongside the core curriculum that focuses on Maths, English, ICT and Living Skills. There is a significant emphasis on increasing individual independence in preparation for adulthood by building on each student's strengths secured in Key Stage 4 whilst also targeting areas that require further development in line with the aspirational destination of the particular student. Students can also continue with the Duke of Edinburgh's Award.
150. Our Key Stage 5 Interactive Base provides a creative curriculum offer for students with profound and multiple learning difficulties. The curriculum is personalised according to the needs of each individual and is focused on three strands; engagement, response and communication.
151. Our Key Stage 5 Entitlement Base (E-Base) provides a carefully structured curriculum offer for students with complex learning difficulties and disabilities and Autism who benefit from the stability, structure and routines promoted within the Base. The curriculum is personalised according to the individual needs of each individual and is focused on communication, independence and self-regulation.
152. In Key Stage 5 we continue our 14-19 Curriculum Pathways offer for young people with a high skill base in a specific area with our Activ8, Lumenus, Digit4ll, Hortus and Pre-Internship programmes based at either the Learning Centre or Media Square sites.

All students undertaking these vocational programmes access extended pathway time, which is supported by further guided learning in the core subject areas of Maths, English, ICT and Living Skills. A strong emphasis is placed on developing knowledge and skills in these core areas in parallel with vocational work placements to contextualise students' learning and ensure they are able to make a smooth transition into either one of our employment programmes, supported or independent voluntary work or paid employment.

Both the vocational programmes and the core subject areas are all externally accredited.

153. Our Key Stage 5 Bridging the Gap programme is a critically acclaimed immersive extended supported employment course that offers our young people the opportunity to gain externally accredited qualifications and develop the transferable skills required to move into paid employment. We currently have students based full time at The Royal Oldham Hospital and Manchester Metropolitan University. Bridging the Gap is seen as a nationally recognised model to move young people with disabilities into paid employment and has been featured in many national publications including Disability Today and Down's Association magazine. A recent quote from a parent highlights the impact of our work in this area:

*"I would never have believed my daughter could get a job but because I trust the staff, they gave me the confidence to back off. She has learnt more than I dreamed she could – how to be independent and work as part of a team... she now has an apprenticeship!"*

154. No young people were described as NEET (Not in Employment, Education or Training) in 2018. This is because our innovative 14-19 Curriculum Pathways and Employability Programmes, especially Bridging the Gap, ensure that a larger than average number of young people go on to paid employment or future work placements.
155. There is a very strong pastoral system in place at Key Stage 5. The Pastoral Team works in partnership with Form Tutors to ensure there is a wraparound support structure in place for students particularly around safeguarding issues. Teams work closely with relevant Social Care agencies and have a working knowledge and understanding of specific age-related safeguarding issues such as honour-based violence and forced marriage protection orders. As a result of the support given by the staff team, students at risk have been kept safe, and their attendance and engagement with education maintained.
156. The Pastoral Team continue to develop a solid working knowledge of the processes and complications faced by families as students move from Children's to Adult services. Working in close partnership with Local Authority agencies they are able to ensure a successful transition for all students.
157. The Pastoral Team work in partnership with Further Education colleges and organisations to provide a supported transition for students leaving New Bridge Learning Centre. Highly specialised pastoral staff also have insight into Social Care provisions and processes and Adult Services provisions and funding entitlement.
158. The Learning Centre curriculum has been adapted to respond to the specific needs of individual students where there is a highlighted need. During 2017/18 there was an 80% increase in the number of students becoming homeless. Consequently bespoke 'Independent Life Skills' lessons were put in place for those students at risk of becoming, or who have already become homeless. The content of these lessons was also informed by student voice. Targeted pastoral interventions and support for all the above ensured no students became NEET.
159. The effect of the curriculum on students' attainment is shown by the increasing number who access subject courses at local Further Education colleges on leaving New Bridge School rather than attending SEND specific options. (Figures for this vary from year to year because of the needs of specific cohorts of young people but measured against similar schools nationally, this is outstanding practice.)

160. Our post-16 curriculum was subject to a HMI National Adviser Review (Disability and Special), the findings of which were subsequently published in the Ofsted Best Practice Guide. The extract below is taken from the report:

*“New Bridge School Learning Centre successfully raises the aspirations of disabled students and their families by offering an excellent range of Key Stage 4 and sixth form pathways that caters for a variety of special educational needs. Highly effective routes to employment and apprenticeships as well as opportunities which enable students to make outstanding progress in becoming more independent, mean that post-16 students are extremely well prepared and motivated to move on to the next step in their education or training.”*

161. Our annual Year 13 Calvert Residential enables students of all abilities to take part in a range of outdoor activities, Students are encourage to try all activities regardless of ability in order to reach their full potential. Students take part in a wide range of activities including horse-riding, canoeing, climbing, archery, bushcraft and adapted bikes. These activities help raise confidence and self-esteem in addition to developing a range of personal, social and life skills. Student feedback from our recent residential included:

*“I enjoyed the activities like canoeing, cycling, dell scrambling, night walking and walking up the mountain, I never thought I’d be able to do so much!”*

*“It was good helping others when we went shopping in Keswick and at meal times, getting the drinks for my table. The food was delicious, I tried everything. The bedrooms were brill.”*