

The quality of teaching, learning and assessment

Current judgement: Outstanding

Evidence that supports this judgement:

- Outcomes for children and young people are outstanding and these are in validated across a strong and wide ranging evidence base.
- In the year 2017-18 – 88% of the lessons observed were judged as good or outstanding. During the year 2016-2017 overall lesson observation judgements deemed that all teaching was good; and 70% of lessons are judged as outstanding over the same period. The year 2015-2016 all teaching was deemed good or better with 45% judged as outstanding.
- We know our judgments on teaching are accurate because of moderation with curriculum leaders, senior leaders, the link inspector as well as external consultants. These observations form part of our observation process.
- Our curriculum meets the complex needs of our children & young people. Schemes of work, since the last inspection has been reviewed in accordance with the new national curriculum. Themed schemes of work are in place for Key Stages 1-4 which are designed to motivate and engage students, providing opportunities so that there are cross curricular links. Literacy, Numeracy and SMSC are embedded across the curriculum to support individualised targets, which are evaluated termly. Our curriculum was reviewed and validated as ‘highly effective in meeting the needs of our pupils’ by peer leadership mentoring groups and the school’s improvement partner, as well as outstanding Head Teachers from other special schools.
- Discrete SMSC and Fundamental British Values sessions are tailored to meet the children and young peoples’ abilities and are delivered weekly by class teachers and there is smaller group work with a more specialist teacher.
- Children and young people receive enhanced curriculum opportunities linked to sensory integration, including Sherborne, yoga, food technology, interactive storytelling, rebound therapy, TAC PAC , Aromatherapy, ‘Messy Play’, sensory circuit, horticultural studies and a broad range of Physical activity including swimming, circuit training, rugby/ football and off site gym visits. This enhances the engagement of children and young people with their curriculum experience.
- Our Performance Management system is highly effective, as evidenced by our Link Inspector. This is linked to the organisational strategic plan, the teaching standards and self-evaluation activities. Regular Performance Management reviews, in line with our schools and children’s home guidelines and policies, take place and are linked to career stage expectation audits based on teachers and the professional standards (objectives linked Professional Development, Leadership and Pupil Progress for all staff). The targets are cascaded down from the School Improvement Plan and strategic objectives which form the Vision Statement.
- In relation to succession planning, Career Stage Expectation audits have been developed to demonstrate career progression within specific roles and support in identifying developmental personalised targets for CPD. Staff say they feel that their training and development needs are met because it is linked with the School Improvement Plan and the school priorities, and succession planning / leadership initiatives (*taken from staff survey*).
- Pay and opportunities are inherently linked to performance.
- We have been awarded the Investors in People Gold Champion, which directly relates to outstanding People Development.
- EFQM (European Foundation for Quality management) said our staff learning and development is a Role Model Practice within Europe.
- Strong community links and community projects such as ‘clean for the Queen’ and local work experience opportunities which benefit the local community and the environment prepare our pupils well for adulthood. These include developing independent living skills, community inclusion and for some preparation for employment (see outcomes for children and young people – Pupil Data Booklet).
- Parents response rates over the last 2 years has been high (50%-75%). 100% of parents reported in 2017 that they felt their child was making good progress.100% of parents reported that they felt teaching was good over the previous 2 years.
- We have a robust baselining process which ensures a wide range of key assessment information is collated when the young person comes into the school. This information is discussed and shared during a multi-agency professionals meeting, with parents, carers and previous school placement. An IEP is in place within the first week

of arriving at Bradstow (see baseline process map). This is reviewed weekly for six weeks to ensure the young people have starting points which are accurately identified to maximise their opportunity to make rapid progress.

Areas of development over the next 3 years

- To further develop the process for teachers who require support.
- To facilitate further peer observations with other schools to triangulate judgements and share best practice.
- Assessment- developing a bespoke assessment system which will assess attainment in relation to ‘outcomes we value’. It is identified that this process will occur following a full curriculum review and will be linked to preparing for adulthood outcomes.

Outcomes for Children and Young People

Current judgement: Outstanding

Evidence that supports this judgement:

- Children and young people make outstanding progress across all key stages from their individual starting points (see separate data booklet).
- We know our data and judgements are accurate as we use input from a range of professionals to validate our assessments. We incorporate data and information including academic progress and attainment; personal social & emotional information; health & wellbeing; behaviour data analysis; speech and language therapy data and Occupational Therapy assessments.
- The data for the different cohorts has been scrutinised and there are no significant gaps in vulnerable groups and their attainments. This is evidenced in our data booklet.
- Challenging IEP targets are achieved across the school, ranging from 70% to 95% achievement rate in the years 2015-18. This is evidenced on our pupil data booklet.
- During the year 2017 – 2018 challenging Annual review targets were consistently met with an average success rate of 90%. These targets are linked to the outcomes from the EHCP.
- Personalised communication and learning resources are created to enable each young person to access and engage with high levels of progression in speaking and listening across the school.
- Triangulation and moderation occurs with other SEND schools with similar cohorts of children and young people to moderate and validate our robust assessment processes.
- Termly tracking for children and young people with teachers, the data manager and Heads of department ensures robust and highly individualised action plans are in place for the very few children and young people who are making below expected progress or may be experiencing difficulties in any given area of their progression and development.
- We monitor and use outcomes we value to assess progress e.g. independence, healthy lifestyles, access to the community, transition into adulthood

Areas for Development over the next 3 years:

- Developing a ‘dashboard’ whereby the comprehensive range of information currently held on the schools different databases can be centralised to reflect the progress in all areas of a young person’s attainment and EHCP.
- Improve Annual Review targets to align further with the EHCP key stage outcomes

Key outcomes 2017/18

- Children & young people continue to make outstanding progress across all the key stages (see separate booklet for a detailed breakdown).
- In 2017/18 in key stage 3 all young people made above or exceeded key stage targets in English and 90 % of young people made above expected/ exceeded progress in Maths. 10% (1 young person made expected progress in maths in this year)
- In 2017/18 in key stage 4 91% of young people (1 young person made expected progress) made above expected/ exceeded key stage targets in English. 100% of young people made above expected progress or exceeded key stage targets in maths.
- In key stage 5, 94% of young people made above expected or exceeded their targets for English and maths. (9%

KS2	Lower Quartile	Medium Quartile	Upper Quartile	Exceeding Upper Quartile	Total	% in UQ	% in Ex	% in UQ or Ex (meeting or exceeding target)
English	No data in Range							
Maths								
KS3	Lower Quartile	Medium Quartile	Upper Quartile	Exceeding Upper Quartile	Total	% in UQ	% in Ex	% in UQ or Ex (meeting or exceeding target)
English	0	0	2	8	10	20%	80%	100%
Maths	0	1	0	9	10	0%	90%	90%
KS4	Lower Quartile	Medium Quartile	Upper Quartile	Exceeding Upper Quartile	Total	% in UQ	% in Ex	% in UQ or Ex (meeting or exceeding target)
English	0	1	4	6	11	36%	55%	91%
Maths	0	0	5	6	11	45%	55%	100%
KS5	Lower Quartile	Medium Quartile	Upper Quartile	Exceeding Upper Quartile	Total	% in UQ	% in Ex	% in UQ or Ex (meeting or exceeding target)
English	0	1	8	10	19	42%	53%	94%
Maths	0	1	5	13	19	26%	68%	94%

of young people (1 young person) made expected progress in maths and English.

Key Outcomes 2016/17

- Children & young people make outstanding progress across all the key stages (see separate data booklet for a detailed breakdown).
- In 2016/17 all our young people in key stage 3 have met or exceeded their key stage targets.
- In 2016/17 only three young people were included in the key stage 4 cohort data. Two out of the three met or exceeded their targets for English where all young people met or exceeded their targets for maths.
- In key stage 5, 90% of young people met or exceeded their targets for English and all young people met or exceeded their targets for maths.

KS2	Lower Quartile	Medium Quartile	Upper Quartile	Exceeding Upper Quartile	Total	% in UQ	% in Ex	% in UQ or Ex (meeting or exceeding target)
English	No data in Range							
Maths								
KS3	Lower Quartile	Medium Quartile	Upper Quartile	Exceeding Upper Quartile	Total	% in UQ	% in Ex	% in UQ or Ex (meeting or exceeding target)
English	0	0	3	3	6	50	50	100
Maths	0	0	1	5	6	16	83	100
KS4	Lower Quartile	Medium Quartile	Upper Quartile	Exceeding Upper Quartile	Total	% in UQ	% in Ex	% in UQ or Ex (meeting or exceeding target)
English	0	1	1	1	3	33	33	66
Maths	0	0	2	1	3	66	33	100
KS5	Lower Quartile	Medium Quartile	Upper Quartile	Exceeding Upper Quartile	Total	% in UQ	% in Ex	% in UQ or Ex (meeting or exceeding target)
English	1	0	2	7	10	20	70	90
Maths	0	0	1	9	10	10	90	100

Key Outcomes 2015/16

- Children & young people make outstanding progress across all the key stages (see separate data booklet for a detailed breakdown)
- In 2015/16 92% of young people are making above expected or exceptional progress in key stage 3 in English and maths.
- In key stage 4 89% are making above expected or exceptional progress in English and maths.
- Out of the 17 young people who completed key stage 5, 6% were in the upper quartile and 94% made exceptional progress in English. 94% made exceptional progress in Maths.

KS2	Lower Quartile	Medium Quartile	Upper Quartile	Exceeding Upper Quartile	Total	% in UQ	% in Ex	% in UQ or Ex (meeting or exceeding target)
English	No data in Range							
Maths								
KS3	Lower Quartile	Medium Quartile	Upper Quartile	Exceeding Upper Quartile	Total	% in UQ	% in Ex	% in UQ or Ex (meeting or exceeding target)
English	1	0	5	6	12	42	50	92
Maths	1	2	3	6	12	25	50	92
KS4	Lower Quartile	Medium Quartile	Upper Quartile	Exceeding Upper Quartile	Total	% in UQ	% in Ex	% in UQ or Ex (meeting or exceeding target)
English	1	0	3	5	9	33	56	89
Maths	1	0	0	8	9	0	89	89
KS5	Lower Quartile	Medium Quartile	Upper Quartile	Exceeding Upper Quartile	Total	% in UQ	% in Ex	% in UQ or Ex (meeting or exceeding target)
English	0	0	1	16	17	6	94	100
Maths	1	0	1	15	17	6	88	94

Key Outcomes 2014/15

- In 2014/15 the 3 young people made exceptional progress in key stage 3 in English and maths.
- In key stage 4, 44% were in the upper quartile and 56% made exceptional progress in English. 89% exceeded or made exceptional progress in maths during the same year.
- In key stage 5, 29% met their end of key stage target with 71% achieving the upper quartile in English. In maths all of the young people made exceptional progress in the same year.

KS2	Lower Quartile	Medium Quartile	Upper Quartile	Exceeding Upper Quartile	Total	% in UQ	% in Ex	% in UQ or Ex (meeting or exceeding target)
English	No data in Range							
Maths								
KS3	Lower Quartile	Medium Quartile	Upper Quartile	Exceeding Upper Quartile	Total	% in UQ	% in Ex	% in UQ or Ex (meeting or exceeding target)
English	0	0	0	3	3	0	100	100
Maths	0	0	0	3	3	0	100	100
KS4	Lower Quartile	Medium Quartile	Upper Quartile	Exceeding Upper Quartile	Total	% in UQ	% in Ex	% in UQ or Ex (meeting or exceeding target)
English	0	0	4	5	9	44	56	100
Maths	0	1	6	2	9	67	22	89
KS5	Lower Quartile	Medium Quartile	Upper Quartile	Exceeding Upper Quartile	Total	% in UQ	% in Ex	% in UQ or Ex (meeting or exceeding target)
English	0	4	0	10	14	71	0	100
Maths	1	0	0	14	14	0	100	100

Personal development, behaviour and welfare

Current judgement: Outstanding

Evidence that supports this judgement:

At Bradstow we have a firmly held and well tested approach to promoting Positive Behaviour Support. In addition to subjects taught in the curriculum, we maintain a strong Social, Moral, Spiritual and Cultural element in school life and are confident in compliance with government requirements that we promote British Values. Under-pinning all our work is preparing children for the opportunities responsibilities and experiences of later life. We have clear objectives for all our children and young people. We support the development of communication skills which is a critical concern for many of our young people.

We aim to generate confidence, self-worth and interdependence skills: many of our young people find interaction with others to be a real challenge due to their autism and need develop skills to share life with others. To enable young people to manage anxiety and relationships is a key to enhancing their chances of a happier life, increase opportunities and safer interactions with other people. For these reasons we celebrate diversity and ensure everyone takes part in cultural activities. We create opportunities for problem solving and aim always to create in our young people the resilience to cope with adult life beyond Bradstow School.


- School improvement partner (August 2016) supports a strong evidence base that there is:
- an effective individualised programme for each child and young person, a gentle teaching ethos and a unique 24 hour curriculum from 5-19 which provides excellent education and therapeutic support to pupils
 - A strong focus and outstanding practice in the personal development and well-being of pupils and staff meeting a wide range of very complex pupil needs and in the
 - Preparation of pupils for next steps, including securing stable placements, post school and for adult life).
 - Young people have a robust and supportive transition process into adult services for the young people and their families leading to successful onward placements
- We have a rigorous and robust staff induction programme (reflected by staff surveys and feedback from Induction) in the management of behaviour and provide mentors for all staff to ensure practice is reflective and developmental, and provide weekly training refreshers sessions for staff linked to behavioural support. The impact of this is reflected in consistency of approach and highly effective management of the often extremely complex and challenging needs of our pupils.
- A range of feedback from visitors and professional working with the school reflects that the 'gentle teaching approach is highly effective and results in outstanding management of pupils' behaviour in and around the school and that our process of reflective practice enables staff groups to review their support with the young people in order to be more effective.
- Behaviour is monitored closely through a range of monitoring activities across the whole school and data across all areas is brought together to identify and address links to behaviour incidents where they arise.
- There is strong evidence and data that shows that children and young people at Bradstow make rapid progress in their personal, social and emotional skills as well as in the more academic areas.
- Children and Young People are supported and challenged to participate in learning effectively through trusting and respectful relationships. Parents have reported two years running that they feel that their child is treated respectfully (100%).
- Bradstow is a Unicef Rights Respecting School that has just been awarded Gold Award status.

- Feedback from parents and professionals working with the school reflects that:
 - Individualised Positive Behaviour Support Plans (Interaction Plans)
 - Functional assessments
 - Risk assessments and reducing restrictive practice plans
 - Communication profiles to support behavioural development and wellbeing
 - Discrete SMSC, online safety and British values sessions tailored to students abilities delivered weekly by a specialist teacher
 - Individualised health care plans and passports which integrate Children’s Home regulations and Standards (holistic and integrated planning)
 - Individual Wikis to support EHCP and care planning, **are all highly effective** in supporting pupils behaviour and attitudes to maximise their access to opportunities for learning and independence

Areas of development over next three years:

- Continuing to enhance the Children’s Home Regulations and Standards.
- Implementation of development programme to enable the use of Wikis for all young people (see Action Plan and SIP).

Pupil attainment range for Maths and English September 2017 - 2018

 <p>Bradstow School Attainment Range by Key Stage</p>		
Key Stage/Subject	Lower End	Upper End
Key Stage 2		
English	P5	NC1
Maths	P3	NC1
Key Stage 3		
English	P4	NC1
Maths	P3	NC1
Key Stage 4		
English	P3	NC3
Maths	P4	NC2
Key Stage 5		
English	M3	E3
Maths	M4	E3
Data Accurate as of 05/11/18		

Leadership and Management

Current judgement: Outstanding

The effectiveness of Leadership & Management is outstanding and this is clearly demonstrated by the conclusions of our regular external regulatory inspections and external audits against published standards managed by OFSTED, EFQM and Investors in People, for example. The development of leaders and succession planning at all levels of the staffing structure is a key aspect of our learning and development programmes, which build on our rigorous approach to Performance Management and Supervision. These programmes of professional development are also frequently the requirements for advanced qualifications, for example, QCF. Not only is this a demand of our regulatory systems, but it is also the way in which we deliver high quality performance against our strategic demands. We review and refine the systems of the school on a regular basis. Leaders and managers are expected to role model the values and behaviours we have all agreed and adopt a model of Servant leadership. Change is a way of life in education and social care – we expect all our leaders and managers to positively embrace and respond to these learning opportunities when it is required.

All staff have Performance Management objectives set by line managers (supervisors) as part of their Performance Management Cycle, encompassing 3 core objectives (children and young people's progress, leadership skills and professional development). These objectives cascade down from the Bradstow Improvement Plan (SIP) and the objectives or priorities set for the Head Teacher by the Governing Body, and onwards through senior leaders and middle managers to their people. All strategic activity is subject to regular review and improvement. The objectives or priorities of the school are communicated in a variety of different ways to all staff e.g. The High Five, Bradstow Improvement Plan Summary and whole community staff meetings. There is a structure in place to support upward and downward communication. Both Governors, and union representatives, are involved in understanding and feeding back comment, for example, on school restructuring and on the Children's Home structure. We all, at whatever level, aim to meet and exceed the needs of children and young people as well as the structures of the school.

We have self-funded a new residential building to improve the provision for our children and young people, and will then implement the refurbishment of the main building to provide high quality CPD suites, therapist provision and administrative spaces. Thus we have significantly improved the quality of residential accommodation and also the working environment for our people. We have developed a variety of residential packages which has led to the increased intake of Wandsworth children and young people, and made provision for an increased intake of Kent placements. We deliver outreach, professional development and expertise beyond our community. We are a registered Cache centre and offer accreditation for CPD for external schools and organisations. Increasing staff numbers and registration as a children's home have given us an increasing focus on people development and wellbeing (reward and recognition). Restructuring departments has also increased efficiency and extended skills to reflect the changing needs of the school and its sustainability.

The schools has obtained the following national and international awards and recognitions :

These awards and external feedback from a range of agencies , LA officers and external consultants and visitors demonstrates that Leadership and Management across the school is outstanding with the following main themes emerging :

- “Strong leadership and management by the head teacher who leads by example with a strong vision, and whose drive and high expectations are understood and shared by all staff.”
- Bradstow is proud to be an Investors in People (IiP) Champion / Gold Standard. We have been an IiP Accredited school since March 2001. We believe there is a direct correlation between the emotional wellbeing and personal development of our staff and that of the children and young people in our care. We have implemented a range of initiatives and encourage staff to be dynamic and flexible whilst remaining calm and compassionate. By

valuing our staff we can empower the delivery of extraordinary levels of care and education. Our most recent assessment was in January 2016.

- We were EFQM Excellence Award Finalists twice, in 2009 and 2010, winning three prizes (Customer Focus; Leading with Vision, Inspiration and Integrity and Succeeding through People) in total. We have continued to work with the Excellence Model, which supports our management and improvement structures. The continued growth of the school and its development rests on the foundation of the Excellence Model. Our Role Model activities rest on the Fundamental Concepts of Excellence.
- We have been EFQM Excellence Award Finalists again in 2016 and Bradstow School has again been a prize winner, winning two prizes for Adding value for customers, and Sustainability for the future.
- Strong and highly supportive senior leadership team who strive and work determinedly to secure continual improvement.
- Staff who understand, share and promote the strong vision of the school, its ethos and values, and who are fully committed to the young people, families and whole school community.
- Detailed and comprehensive school improvement plan which is based on priorities identified through effective monitoring and evaluation.
- Effective Performance Management and Supervision processes which staff value and which identify areas for development as well as exciting opportunities for staff which supports retention and recruitment.
- Robust and strategic monitoring and evaluation cycle with whole school systems and processes embedded throughout all areas of school.
- Effective Use of objective external evaluations and awards to validate their judgements of effectiveness and to ensure they are accurately identifying priorities
- A dynamic self-improving school which is ably and rigorously monitoring its performance and identifying areas for development on an ongoing basis securing continual improvement and striving for excellence in all it does.
- Highly effective provision, leading to highly effective practice in managing CYPs' very complex behaviour and development resulting in 'outstanding' behaviour and attitudes to learning, to school and other children and young people.
- Depth and breadth of curriculum and extended 24 hour curriculum which is creative and innovatory, meeting the wide range of children and young people's needs, providing excellent preparation for the next steps and adult life as evidenced through the progress pupils make across a range of indicators.
- Strong evidence of the development of CYPs' spiritual, moral social and cultural development reflected throughout the school culture and environment.
- Integrated communication and language development, therapeutic support and provision and leadership of this area is a strength of the school.
- A carefully structured and comprehensive induction/ CPD programme is in place and staff speak highly of the support and opportunities they have received whilst at Bradstow School.
- Staff attitudes and commitment and the stability of staffing in a highly challenging environment which is impressive.
- No staff bullying or racist incidents over many years.
- A range of effective partnership working across other schools and organisations.
- Effective leadership training for all senior and middle leaders on Prevent and radicalisation and delivered training for all staff. Bold and innovatory attempts to promote British Values and address the 'Prevent' agenda in relation to pupil's levels of understanding and comprehension through assemblies and in the everyday delivery of the curriculum – and as evidenced in focussed lesson observations and in their success in the many and various external awards and accreditations, Gold Investors in People. Enhanced healthy schools status, Rights Respecting School etc.

Evidence that further supports this judgement:

- Teaching that is consistently good or outstanding
- Students make substantial and sustained progress in relation to their rigorously identified starting points within key Stage 5.
- Students have sustained post 19 placements due to intensive transition processes (2012/13- 100% still in placement 3 years after transition; 2013-14 100% of young people still in designated placements 2 years after initial placement; 2014-15 57% of young people still in initial placement one year after initial transition).

Governance

- School has committed governors who strongly support and also challenge the school to retain its outstanding performance.
- The Head teacher’s Report to Governors is comprehensive and informative.
- Governing Body minutes reflect that Governors receive quality and accurate information and a schedule of governing body visits are undertaken throughout the year and reported back to full governing body meetings.
- Governors are undertaking a self-audit and have commissioned a review of governance from the LA scheduled for summer 2017 to ensure their practice is continually challenged to ensure maximum effectiveness.

Safeguarding

- Safeguarding in Bradstow continues to be judged as Outstanding. The safeguarding practice was judged as outstanding in the school’s last Ofsted Inspection of the Residential Care in January 2017. The school undertakes regular reviews of safeguarding and is robust in its monitoring of practice across the school and Children’s Home.
- We are part of a European research project looking at Safeguarding in residential settings led by Ann Craft Trust.

Areas of Development over the next 3 years

- Develop further opportunities for work based experiences in the local community.
- Develop an assessment system to measure attainment in preparing for adulthood skills such as life skills and independent living.
- To further develop the collaborative school improvement work to enable the school to moderate and evaluate their judgements effectively.
- Audit and review of governance to ensure performance and effectiveness is maintained
- Progress the identified areas for development as exemplified in the schools improvement plans and self-evaluations.

Bradstow School 6th form (16-19 department)

Current Judgement: Outstanding

Overall Effectiveness

Evidence:

- Overall attainment in the 6th form is outstanding as demonstrated in End of Key stage data (July 2017) and end of year data (July 2018).
- There has been a year on year increase in the number of young people exceeding Bradstow schools expectations which follow a levels progress throughout key stage 5 in English. English and Maths is embedded within the curriculum and throughout a variety of real life experiences. The assessment system reflects this approach and enables assessment to occur around our curriculum offer.
- Teaching is outstanding as evidenced by lesson observations (2015/16- 50% Outstanding & 25% Good; 2016/17 – 70% outstanding & 22% Good; 2017/18 – 42% outstanding & 29% good).
- All students leave with ASDAN ‘Towards Independence’ accreditation (up to 5 modules each year).
- An increase year on year of young people accessing work experience opportunities off site; 2016-17 58% of Young people accessing off site work experience opportunities; 2017-18 70% of young people accessing work experience off site.
- Pupils and families make an active choice to stay on into the 6th form from year 11 (2016-17 100%; 2017-18 100%).
- Young people categorised as SLD attending college taster sessions one weekly (2016/17-38% of young people in key stage 5 attending college link programme; 2017/18-43% of young people in key stage 5 attending college link programme; 2018/18 – 65% of young people in Key Stage 5 attending college link programme). This provision has now been expanded. There are now two cohorts accessing a variety of courses. One course is aimed at young people working below entry level 1; the other is aimed at young people working at or above entry level 1.
- All young people access work related learning on site (horticulture, woodwork and arts sessions).
- Highly successful transition arrangements to support post 19 providers with sustained placements(2015-2016 80% of young people still in provision identified post 19 after a successful transition; 2016-17 100% of young people remain in placements identified post 19 6 months on).
- Family engagement is outstanding attendance at annual reviews (2015/16 – 22 Annual Reviews held, attended by 100% of families; 2016/17 – 26 Annual Reviews held, attended by 84% of families; 2017/18- 22 Annual reviews attended by 91% of families)

Areas of Development over the next 3 years

- Further activities within the community for young people to access throughout the 24 hour curriculum.

**Bradstow School 6th form (16-19 department)
Personal development, Behaviour and Welfare**

Current grade: Outstanding

Evidence that supports this judgement:

- Individual mentoring plans and individualised risk assessments have a significant impact on increasing children and young people’s engagement and reduce inappropriate/ challenging behaviours.
- CYP mental health and wellbeing are positively supported through the behaviour mentoring team provided in house at Bradstow and liaising with services such as CAMHS.
- Person centred approach to all young people in terms of targets and mentoring programs for all young people to support their needs.
- Person centred approach to transition to adult services from Bradstow
- Integrated approach to behavioural support that provides consistent responses to young people’s behaviour alongside internal processes which monitor behavioural progress termly
- CYP are supported to demonstrate and understand social and moral responsibility through every day learning opportunities, the PSHE curriculum, departmental and whole school assemblies.
- Students follow individualised learning program or pathways to meet their needs
- Young people are proactively engaged in decision making and the promotion of their voice through student councils, raising money for local charities and carrying out community projects through work experience opportunities.

Areas of development over next 3 years

- Continue to develop reflective practice throughout the school to reflect on practice with all young people and routines throughout the 24 hour curriculum to make improvements.
- Continue to reduce restrictive practice throughout the homes and classes.

**Bradstow School 6th form (16-19 department)
Leadership and Management**

Current Judgment: Outstanding

Evidence:

- Teaching is outstanding or good.
- In 2017/18 – 71% of teaching was judged as outstanding or good.
- In 2016/17- 92% of teaching was judged as outstanding or good.
- In 2015/16- 89% of teaching was judged as outstanding or good.
- Children and young people make substantial and sustained progress in relation to their starting points within key stage 5
- CYP have sustained post 19 placements due to intensive transition processes

Areas of Development over the next 3 years

- Review careers provision using the Gatsby profile
- Further develop SRE education throughout the upper school
- Introduce aspirations days information into transition planning process at annual reviews.

**Bradstow School 6th form (16-19 department)
Quality of Teaching, Learning and Assessment**

Current Judgment: Outstanding

Evidence:

- Overall attainment in the 6th form is outstanding as demonstrated in End of Key stage data (July 2016) and end of year data (July 2017).
- A substantial number of CYP have exceeded UQ targets set (1 levels progress over key stage 5). 2014/15-67% exceeded targets in maths, 22% exceeded targets in English; 2015/16-86% of young people exceeded targets in English and maths. In 2016-17, 82% of young people exceeded targets in English and 86% exceeded targets in maths.
- All children and young people leave with accreditation in ASDAN's towards Independence modules.
- The Integrated Therapies within the curriculum of the 6th Form continues to have a significant and positive impact on children and young people's levels of engagement, attainment and achievement as evidenced by progress towards communication, behavioural and annual review targets.
- Moderated Accredited work judged to be exemplary by ASDAN; Comments from moderators are consistently commending the standard of work produced by young people at Bradstow and the presentation of administrative and workbooks.
- Young people make outstanding progress in independent and living skills as evidenced by increased community access, work experience opportunities and ASDAN modules, young people have extensive learning opportunities in the community.

Areas of development over next 3 years

- Develop and utilise an assessment system which measure achievement in core 6th form areas such as life skills and work experience.
- Increase level of outstanding teaching by at least 25%.

Bradstow School 6th form (16-19 department)
Outcomes for Learners
Current judgement: Outstanding
Evidence:

- Overall attainment in the 6th form is outstanding as demonstrated in End of Key stage data (July 2016) and end of year data (July 2017).
- There has been a year on year increase in the number of young people exceeding Bradstow schools expectations which follow a levels progress throughout key stage 5 in maths.
- Live data demonstrates outstanding outcomes for young people in Key stage 5 in English and Maths (see tables in overall effectiveness section).
- All young people leave with ASDAN 'Towards Independence' accreditation (up to 5 modules each year).
- An increase year on year of young people accessing work experience opportunities off site; 2016-17 58% of Young people accessing off site work experience opportunities.
- Young people categorised as SLD attending college taster sessions one weekly ((2016/17-38% of young people in key stage 5 attending college link programme; 2017/18-43% of young people in key stage 5 attending college link programme)
- All young people access work related learning on site (horticulture, woodwork and arts sessions).
- No young people NEET for 2015/16, 2016/17 or 2017/18.
- 100% of leavers 2015 were learning to travel with support (2014/15 88% of leavers were accessing a travel training program). In 2017-18 all young people in the Post-16 department were accessing the Secondary Independent Living Skills Assessment Framework (SILSAF) which includes travel training.
- There were no gaps in attainments/ variations in trends of data related to cohorts (i.e. girls/ boys, LAC/ Non LAC, ethnicity).
- Young people make sustained and substantial progress in relation to their starting points over time.
- Learning Outcomes and attainment are effectively communicated by the annual review process and parent consultations.
- Young people and their families are prepared for the next phase of their lives after Bradstow School with intensive transition process and transition planning from the beginning of key stage 4 into year 14.
- Increased aspirations of young people and their families(2015/16 – 22 Annual Reviews held, attended by 100% of families; 2016/17 – 26 Annual Reviews held, attended by 84% of families)

Areas of development over next 3 years

- Develop increased work based placements in a variety of roles within the community.
- Develop a role for life skills and work experience within the school.