



THE CONSTANCE BRIDGEMAN CENTRE

PEER REVIEW

TUESDAY 11th FEBRUARY 2020

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THE CONSTANCE BRIDGEMAN CENTRE (CBC): REVIEW FINDINGS PROFORMA

What we looked at

Our Impact: Pupils' attainment, progress, and learning

- How effective are rewards systems on student outcomes?
- How well prepared are the students for education/employment beyond CBC?
- How effective are systems in place to monitor attendance? What impact is attendance having on student outcomes?

Looking outward: Parental and family engagement

- Does the school leadership prioritise parental engagement and what has been the impact of processes or systems for monitoring the success to engage with parents and families?
- Do families have a positive relationship with CBC and are they active partners with the school in support of pupils' learning?
- Are there meaningful opportunities for parents and families to engage in their children's learning?
- Does the school gather and respond to feedback from parents and the community, including understanding barriers that might impede parental engagement?

Looking outward: Community engagement

- Are there planned events to engage community organisations in meaningful support to enrich pupils' learning opportunities?
- Is there effective two-way communication between the school and community organisations in support of additional opportunities for pupils to learn beyond the school day.

**Evidence****Our Impact:**

- ◆ Staff voice
- ◆ Student voice
- ◆ Learning Walks
- ◆ Scrutiny of Data
- ◆ Lesson observations
- ◆ Observation of behaviour in corridors
- ◆ Attendance data
- ◆ Headteacher's Spring term report
- ◆ School self-evaluation

Looking Outwards:

- ◆ Staff voice
- ◆ Pupil Voice
- ◆ Learning Walks
- ◆ Classroom observations
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What we found:

- **Our Impact: Pupils' attainment, progress, and learning**
How effective are rewards systems on student outcomes?

Most students seemed keen to be rewarded with the 30p vouchers (which can be spent at the tuck shop) - but on speaking to other students their view on this was mixed - some pupils don't care about getting the vouchers, some really do and value receiving it. Students say that students who don't care 'have stuff' going on outside of school which is financially more rewarding.

Most students that were spoken to agreed that the chance to earn Amazon vouchers is motivating but there was a consensus that again some of the more hard to reach students are not interested. As part of this discussion it was also mentioned that some students may see the Amazon



vouchers as a longer term reward, that is unachievable for some and the 30p may be easier to achieve but not valuable enough - this raised the question as to whether there could be an intermediate addition to the rewards available, something more achievable in the shorter term with more value to those students? Although the students themselves struggled to suggest what this could be in conversation, colleagues thought that, with the number of students in the setting, it would be valuable and not too arduous to give each student a chance to voice their opinions on all aspects of the reward system. The information collected may provide suggested refinements / options for those students not currently feeling motivated by the rewards already in place.

The students spoken to were offered the chance to suggest any reward ideas they thought might work in terms of motivating students. Some suggestions included: hours spent learning in school then earning 'flexitime' that could be spent out of school when they found it difficult to be there or earning time to go on trips. They did speak positively about rewards going towards the chance to go on a possible residential trip. This was met with universal approval! All pupils said being sent a certificate home was a powerful way of celebrating their success and they would like more of this as it 'proves' that they are being good and doing the right thing in school. This was being done in some areas but was not done in a formal way. Students spoke favourably of staff communicating with parents and carers about positive progress, but it seems that this is not consistent, checked or logged. The certificate may be a more tangible way of doing this. There were no brand new rewards that the pupils suggested needed to be implemented immediately to make a big difference - nothing they thought was imperative to change things to be much better than they already are, although they may need more time to think on this

Looking outward: Parental and family engagement

- How well prepared are the students for education/employment beyond CBC?

Pupils all said that the adults in this school are one of the biggest things that make a difference to them - they spoke with real enthusiasm and affection about how the adults share themselves as people rather than just playing the role of teacher, how adults are prepared to properly listen to the students and treat them with care and respect etc and if they knew as students they can be 'difficult to deal with' the adults give them a chance and more time than they've received in any other setting. The relationships the adults have with the students is one of the most motivating aspects of student life at the CBC. Having visited CBC on several occasions this is a feature of the school.

All pupils saw the CBC as a stage in their lives and that they would move on afterwards having made progress and ready to build on their successes. There was a general aspirational feeling amongst the students that they would be moving on to other things 'I need my GCSEs' 'I might go Uni later...like Miss did'. All students spoken to see the CBC as a place that they 'needed', and they had been given something that they hadn't at mainstream schools. Gary organised relevant work experience placements for the students. They were also able to take part in projects like the food bank initiative.

Some students and several adults spoke about Gary's role in spending 1:1 with the students talking about individual's feelings - colleagues on



the review team wondered if he could tease out from the pupils any ideas with regards to evolving the reward system?

- How effective are systems in place to monitor attendance? What impact is attendance having on student outcomes?

Lots of data is kept on attendance, which is clearly a focus for the school and is improving. It is a driving focus of their rewards systems. Use of the Arbor system which collects lots of data – when students arrive and leave etc. Daily calls are made for non-attenders. Poor attendance was clearly impacting the quality of the project work students are doing in both food and photography. In interviews students indicated they would actively avoid some subjects. This negatively impacts on their attendance. Students indicated they didn't like food and maths lessons – this was not connected with the teachers but with the subject itself. Students then went on to say that teachers were honest and open, and they could connect with as people. They were positive about all staff at CBC.

Looking outward: Community engagement

- Does the school leadership prioritise parental engagement and what has been the impact of processes or systems for monitoring the success to engage with parents and families?
- Do families have a positive relationship with CBC and are they active partners with the school in support of pupils' learning?
- Are there meaningful opportunities for parents and families to engage in their children's learning?
- Does the school gather and respond to feedback from parents and the community, including understanding barriers that might impede parental engagement?

Parents consultations take place once a year and although the students spoken to appreciate the chance for their teachers to say positive things about them to their parents, many had mixed opinions on having their parents in school but did respond well to the idea of validation in terms of a meeting. A question arose around whether the parent / teacher meeting could be organised in a different way so that the students did not have to be concerned about the other students interacting with their parents? It was said that parental questionnaires are done each year and that the responses received are all looked at. A question arose around whether, if the format of parent consultations is being reconsidered, if it would be possible to further investigate ideas around how the parent community may be engaged further. There was also a suggestion that somehow the rewards system could be linked to the parent's consultations.

Looking outward: Community engagement

- Are there planned events to engage community organisations in meaningful support to enrich pupils' learning opportunities?



- Is there effective two-way communication between the school and community organisations in support of additional opportunities for pupils to learn beyond the school day.

Pupils spoke of chances they get to be out in the community: college, NRH and this seemed to link closely with motivation as students didn't want to lose this opportunity (along with not wanting to lose the use of the common room too).

What we celebrate and want to share:

- Excellent relationships between staff and students.
- Students feel safe in the school. Entry procedures are thorough and carried out in an appropriate manner.
- Communication is excellent. All staff are aware of what is happening in the centre on a day to day basis.
- The atmosphere is calm and purposeful. Any issues are dealt with immediately.
- Students take pride in being at CBC and the majority felt they got a better education than when they were in a mainstream school.
- Students were well prepared for the next stage in their education

What we recommend:

A review of

- The rewards system. There was an inconsistency amongst staff and students of the value of the different systems. Different groups placed different values on the various rewards. We feel that it would be useful to survey all students and staff asking them to comment on all components of the current system. We feel it would be beneficial to formalise some other activities. These would include each teacher sending home a monthly certificate with a follow up telephone call explaining the reason for it. It may also be helpful to involve the students more in the process by asking them to vote for a student of the month. In addition we thought it might be useful to having a student of the year to raise the status of the rewards system. This could be presented at Lunch time in the Bistro
- Students are well prepared for life beyond CBC. The centre uses connexions and staff at the centre to support the students in preparing cv's and visits to College. We did not have information as to the success of students who go to college but we suspect it may be difficult for them to make a return to 'mainstream education'. We would support the view that the centre looks to developing a sixth form provision to give the students more time to develop and be better prepared for the next steps in their education.
- Figures show that attendance has improved significantly this year. It was commented that this may be 'cohort related'. A lot of



information is gathered on attendance. We suggest that this could be presented in a little more detail in the Headteacher's report. The figures could be broken down to show any patterns that may be developing. Boys/girls, days of the week, months of the year, subjects may all have an impact but this is not shown.

- The centre needs to decide what priority it places on parental engagement. It does not form part of the school improvement plan. The centre has worked hard to try and develop more positive arrangements with parents. In addition to the parents evening and the events arranged by the centre they have an open door policy. We suggest that a survey is done with parents to obtain feedback and this is repeated at any future events. We also suggest that as part of the induction to the centre there is a follow up call made to parents one month afterwards to check on progress and to get some sort of evaluation on the process from the parents. We also suggest that the centre looks to make some record of calls made home by the tutor to ensure that these are being made and there is a brief note of outcomes.
- It was noted that there are a number of community organisations that the school works with. These should be regularly evaluated to ensure that they are providing the service that the school wants and additional opportunities are investigated.