



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

## **Report following monitoring**

**Level of follow-up: Special measures**

**Bridge Achievement Centre  
Stephenson Street  
Newport  
NP19 0RB**

**Date of visit: March 2022**

**by**

**Estyn, Her Majesty's Inspectorate for Education and  
Training in Wales**

## Outcome of visit

The Bridge Achievement Centre is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the PRU from the list of PRUs requiring special measures.

## Progress since the last inspection

### **R1. Improve leadership to ensure that there is a strong, strategic vision for the PRU**

Despite continued disruption due to staff and pupil illness, the PRU has made improved progress in strengthening leadership. The leadership team now includes a lead role for English and teaching and learning as well as the new role of additional learning needs co-ordinator and safeguarding lead. These roles have increased capacity, allowing leaders to focus more strategically in their working. The new roles have quickly started to have a positive impact, for example through a new English scheme of work and targeted support and guidance for Year 11 pupils preparing for examinations.

In light of the additional two leadership posts, the roles and responsibilities of the leadership team have been successfully reviewed. As a result, each of the six PRU sites has a senior leader identified as their key line manager. This change is having a positive impact on pupils' learning. Operationally, this is increasing collaborative working and communication between the sites and provides a strong sense of stability for staff.

The strong working relationship between the school improvement partner (SIP), local authority and PRU leaders effectively supports the increased pace of sustained improvement by leaders. Consequently, leaders have a clear vision for the PRU, which is successfully communicated and shared by all staff and stakeholders. This is promoting a culture of increased team working, where staff morale is high and roles and responsibilities are clearly understood by all staff.

Quality assurance processes continue to improve with effective monitoring and evaluation of impact by leaders. Leaders have an accurate understanding of the current PRU priorities, how to address them and the next steps for continued success.

The performance management process has been refined to reflect the changes in the monitoring and evaluation of teaching and learning through the improved lesson observation processes. As a result, leaders address staff under performance swiftly, identify professional learning opportunities and share good practice with all staff.

The management committee is an integral part of the life of the PRU. Members provide support and challenge to leaders, supported by robust evidence. This allows

for high levels of professional dialogue to support ongoing progress and improvement at the PRU.

## **R2. Improve procedures for quality assurance and improvement planning to focus on pupil progress and the standards they achieve**

The leadership team has strengthened quality assurance processes to focus on pupil progress and the standards they achieve. Leaders evaluate the impact of these processes on the quality of teaching and pupils progress well. In turn, these processes are successfully supporting the capacity of staff to improve pupil standards and well-being overall.

Leaders use a broad range of quality assurance procedures effectively, including data analysis, lesson observations, learning walks, scrutiny of pupils' work and gaining pupils' views. As a result, senior leaders are able to identify and target priority areas for improvement, such as developing pupils' skills.

The reviewed and improved lesson observation process is robust and provides leaders and staff with relevant information to improve the quality of teaching and pupil progress effectively. Leaders have further developed the system for tracking and monitoring pupil progress. Pupil progress against individual targets is effectively tracked on a half termly basis. This information is helping teaching staff to become more effective in planning personalised activities to meet pupil individual learning and well-being needs.

Nearly all staff engage keenly in the culture of professional learning at the PRU. There are beneficial opportunities for staff to share teaching ideas and practice. As a result, improvements in the quality of teaching teaching impact positively on pupil progress. There are regular valuable opportunities for staff to discuss their performance and progress with leaders individually. As a result, staff understand their accountability for pupil standards and well-being. These discussions lead to relevant professional development opportunities.

## **R3. Address the shortcomings in safeguarding procedures identified during the core inspection**

Senior leaders at the PRU have developed a strong safeguarding culture across all sites. Procedures are robust and clearly communicated to all staff with a suitable programme of safeguarding training in place for current staff. All new staff have safeguarding training as part of their induction programme. Training for all staff also includes wider safeguarding issues such as child criminal and sexual exploitation, harmful sexual behaviours and the use of the peer on peer sexual harassment toolkit. As a result, staff confidence and understanding of safeguarding are strong.

Regular safeguarding audits, led by senior leaders, are in place across all six sites. Outcomes of these audits are effectively evaluated and used to inform further training needs well. On a few occasions, audits are usefully supported by the member of the PRU management committee with responsibility for safeguarding.

The use of an electronic system to record safeguarding concerns is available to all staff. The use of this system provides consistency in reporting staff concerns. All concerns are monitored on a daily basis by the PRU designated safeguarding lead (DSL) and appropriate and timely actions taken in response to the concerns raised.

The electronic system is beginning to be used to analyse trends in concerns. All pupil information is securely stored electronically with access limited to the DSL and deputy DSL. All staff safeguarding training, Disclosure and Barring Service (DBS) and recruitment checks are held on a central tracking system, which is reviewed regularly by the DSL or deputy DSL to ensure that all staff meet the necessary requirements.

The inclusion of the centre manager in the local authority's vulnerable learner working group is effectively supporting multi-agency working. The centre manager is establishing stronger links with other service providers such as health colleagues and secondary school leaders. These meetings provide opportunities for effective sharing of information and a co-ordinated approach to the support identified by different agencies. In addition, the centre manager has recently set up partnership working with the local authority Children's Services to provide additional support and advice to strengthen safeguarding at the PRU.

Incidents of pupil behaviour are recorded and tracked using a management information system. This data is analysed, and trends identified to target support for pupils well. The introduction of the pupil bespoke learning plans includes pupil behaviour targets where appropriate. There is growing evidence of increasing pupil engagement and decreasing incidents of pupils' behaviour attributed to the improvements in teaching and learning and use of these bespoke plans.

#### **R4. Reduce the variability in the quality of teaching across the PRU and strengthen the planning and provision for skills**

Leaders have continued to strengthen the quality assurance processes across the PRU, which are effectively addressing the quality and consistency of teaching.

The revised lesson observation process is providing leaders with high quality information, allowing them to identify areas for improvement swiftly and precisely. The process has been condensed into a shorter time frame, which provides staff with more immediate and in depth feedback, placing pupils at the centre of the process. Leaders more accurately identify where additional support and guidance are required and provide this in a timely manner. This is supporting improvement in the quality and consistency of teaching well.

Pupils' personalised plans are well established across the PRU. Most pupils access their plans independently in lessons. These plans are supporting pupils' development and progression in skills effectively. Staff use the results of assessment well to tailor learning experiences closely to individual pupils' identified needs and abilities. These plans provide an appropriate balance of activities to address pupils' social, emotional and subject learning. Staff regularly refine pupils' plans to reflect the progress that pupils make and adapt their teaching accordingly to ensure that pupils have opportunities to practise and develop their skills during lessons. The consistent use of the personalised plans by most staff and pupils is contributing to strengthening a consistent approach to teaching across the PRU well.

Teachers and support staff know the needs and abilities of their pupils extremely well and respond respectfully and sensitively to pupils' needs. Nearly all staff continue to provide pupils with effective oral feedback throughout lessons across the school day. Most staff are skilled in providing feedback that supports pupil progress and reminds

pupils of next steps. The strong working relationship between staff and pupils contributes positively to how well pupils respond to feedback. This impacts positively on pupils' progress, motivation and well-being.

Roles and responsibilities of the leadership team have been successfully reviewed. Each site has a named senior leader who visits the sites regularly each week. This is positively supporting all staff. In addition, this is providing staff with consistent support to strengthen consistency and quality in teaching and learning across the sites.

Nearly all staff support pupil behaviour consistently and follow the behaviour policy well. Staff confidence in challenging pupil behaviour is leading to significant improvements. The points system to gain rewards is well understood by all pupils. Staff are increasingly consistent in the delivery of the points system and pupils respond positively to this approach. As a result, incidents of pupil behaviour interrupting learning are reducing.

Leaders continue to strengthen the professional development opportunities for all staff. These successfully strengthen pedagogy and deepen staff understanding of pupil needs and abilities.

#### **R5. Enhance the curriculum and the learning opportunities at key stage 4 to enable pupils to follow their desired learning pathways**

Over time, the qualification pathways available to all Key Stage 4 pupils have significantly increased. This broader range of qualifications is available to pupils across all six sites, with a minimum offer of five qualifications available to all pupils. In addition, pupils can access two options from a broad range and, in total, the PRU currently has 15 qualification pathways available.

Option booklets provide pupils with clear information to support their option choices well. These are amended each year to ensure that pupil needs and interests are appropriately met. Destination menus provide pupils with valuable information on the range of post-16 destinations available to them and the necessary qualifications required to access these destinations. This provides pupils with clear information and is beginning to raise pupil aspirations for post-16 destinations.

Qualification pathways are delivered through pupils' bespoke plans. This allows pupils to access their chosen qualification pathways at a suitable level. PRU leaders ensure that Year 10 pupils are able to continue with their chosen qualification pathway consistently throughout Year 11.

The recently refined tracking system provides staff with valuable information to monitor the progress of pupils. Senior leaders monitor pupil progress well and work with staff to use the data analysis to inform their planning and support for pupil progress more consistently. Leaders have raised their expectations of staff and these high expectations are effectively shared with pupils. Leaders have high staff and pupil expectations and encourage pupils to be aspirational in their time at the PRU.

The strong working partnership between Careers Wales and staff at the PRU supports pupils well to plan their qualification pathways, and to achieve their chosen destinations. The PRU has strengthened its involvement with the local college and other training providers to improve the range of options on the destination menu for pupils. As a result, over the last four years, there has been a significant reduction in

the number of pupils not in education, employment, or training (NEET) when they leave the PRU. The PRU continues to track pupils on their destination pathways and, where necessary, provides support and advice to providers if pupils begin to become disengaged.

#### **R6. Improve punctuality and attendance and strengthen the procedures to monitor attendance across the PRU**

The PRU has continued to use a worthwhile range of strategies to tackle poor attendance. These include contact with parents on the first day of absence, home visits, close liaison with specialist agencies such as the education welfare service and a reward programme for pupils. In addition, the PRU has reduced the threshold for sending letters to parents and carers about attendance and continues to promote the importance of regular attendance effectively .

Leaders have successfully implemented a new online system for the efficient recording of attendance and behaviour points. This has enabled a more accurate recording of attendance and punctuality by staff across all sites. This is overseen consistently by the learning coach, who promptly follows up any issues with pupils, parents and carers.

The behaviour points system includes points for good attendance and punctuality. Pupils respond positively to the use of this system and understand well the reasons for each point. Pupils value their weekly rewards and are motivated to achieve them.

Not all pupils attending the PRU are entitled to local authority provided transport. This was identified as a further barrier to improving consistency in attendance and punctuality for around half of the pupils. In response to this, the PRU is funding transport for a few pupils to assist them in attending regularly. As a result, for those provided with transport by the PRU, most of these pupils show an improvement in attendance, with a minority showing a 20% or greater increase.

Many pupils make appropriate progress in their personal attendance compared to their previous school. However, many pupils on a part-time tuition timetable or those attending alternative providers do not make enough progress. The persistent absence of a minority of pupils is having a negative impact on their standards and well-being. However, it is difficult to evaluate attendance further due to the issues created by the pandemic.

The PRU has continued to show a reduction in the amount of time lost through fixed-term exclusion. There have been no permanent exclusions since the core inspection in 2018.

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