

Breckenbrough School



The Vision

“Always putting the individual needs of the students first”

**Completed by: Simon Bannister, Headteacher. James Shutt, Deputy Headteacher.
Agreed by Governing Body: Alison Clarke. Chair of Governors.**

The context of Breckenbrough:

Breckenbrough School is a non-maintained residential Special School. The school is a limited company by guarantee governed by a registered charitable trust school with a Quaker (Society of Friends) Foundation.

The Quaker ethos at Breckenbrough School underpins all we aspire to build in our students: respect, tolerance, equality, understanding and forgiveness. We deliberately avoid punishment and forced discipline, believing that resolution of conflict can come about through behaviour modelling and restorative practice. Our aim is to nurture and sustain the intellectual, social and emotional development of students, towards a fulfilling and independent adulthood. We achieve this through an inclusive, effective and caring community, encompassing empathy, trust and respect for all its members.

Students on Roll: 68. 14 students have residential status with capacity for 24 residential placements.

All students have an EHCP. 80% have ASC listed as their primary need.

Other complex needs include ADHD, Pathological Demand Avoidance, Attachment and Reactive Attachment Disorder, SEMH, Dyslexia, Dyspraxia and Dyscalculia.

Students are referred to the school and come on roll at various stages in their education, often without any prior attainment or having completed KS2 SATS.

Breckenbrough works in partnership with the Friends School Council (FSC) and NASS, and in a consultancy basis with North Yorkshire County Council.

Since the previous Section 5 inspection in November 2014, there have been two changes in the Chair of the Governing Body (2015 and January 2018) and a change in Headteacher in September 2017.

A Section 8 inspection took place in April 2018 with AFI's detailed below.

An Ofsted inspection of our residential provision under the social care common inspection framework was carried out in October 2019, with the school being judged outstanding in all areas.

Our most recent set of results compared to national figures**Results: Summer 2021**

A Level Results	A* in EPQ	
AS Level Results	A in Maths	
	A in Photography	
	A in French	
	C in Further Maths	
	C in Chemistry	
	C in Biology	
	C in Physics	
	C in Computer Science	
BTEC Level 3	D in EPQ	
	Merit in BTEC Sports Science	
GCSE	% 9-4	% 9-5
Overall GCSE Results	71%	61.8%
GCSE Core Subjects	74%	55.1%
Foundation GCSE Results	N/A	
'Basics' Measure	71%	
Attainment 8		
All Students Nationally 2018: 46.5%	SEN with EHCP Nationally: 13.5%	Breckenbrough 2021: 43.1%
Value Added in 2020	Overall: +1.0	Core: +0.8
Value Added in 2021	Overall: +0.3	Core: +0.4
Entry Level Certification	English: L3 100% Maths N/A Science N/A	
Attendance		
Attendance for 2019/20: 86.7%		
Attendance for 2019/20 incorporating Integrated Starts: 91.9%		

Attendance for 2020/21: 69.5%
 Attendance for 2020/21 incorporating Integrated Starts: 72.8%
 Percentage of Persistent Absentees in 2020/21: 78% (2019/20: 35.7%)
 Percentage of Persistent Absentees minus integrated starts in 2020/21: 75% (2019/20: 21.4%)
 National average for PA students with an EHCP in 2019: 23.8%
 National average for PA students in Special Schools in 2019: 30.1%

Exclusions

Exclusions in 2018/19: 12
 Exclusions in 2019/20: 11
 Exclusions in 2020/21: 2

Overall effectiveness: the quality and standards of education	1	2	3	4
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Quality of Education

Summary:

The quality of teaching, learning and assessment is continually improving within school and we are primed to progress to the next level, though progress has been hampered by the disruption of the pandemic. The progress of the coaching model continues to be instrumental in taking the quality of teaching and learning forwards.

An area of improvement continues to surround the attainment of our higher ability students, especially in KS3, which remains a focus within the School Improvement Plan for the Academic team.

The quality of social education remains outstanding and has been judged so by Ofsted in our previous four social care inspections. The most recent inspection in October 2019 listed no action points.

In terms of holistic outcomes, Breckenbrough students achieve excellent outcomes by the conclusion of their time in school, as evidenced by the success rate in students making the transition from the school and being both academically and socially prepared for the next stage of their life.

From a relative baseline, our students achieve excellent academic outcomes, though there is a dip between cognitive ability when placed against their complex needs. This is at its most pronounced in KS3, specifically in the higher ability bracket. There are clear reasons for this (deficits in social/emotional intelligence, gaps in learning due to issues in previous placements, puberty and maturation) but we continue to maintain the highest expectations for all our learners and are on a continuous drive for improvement in this area.

“Students make remarkable progress in this school. Many have very complex needs and previous schools were unable to help them achieve their potential. The school helps students to aspire to succeed and to thrive in the wider world. “

Ofsted Residential Inspection October 2019.

Behaviour and Attitudes

Summary:

Every student at Breckenbrough experiences high levels of anxiety and low self-esteem, which can result in challenging behaviour and have been exacerbated by the pandemic. Every student at Breckenbrough wants to learn and wants to be a successful. Considering that every student has an EHCP detailing their complex needs, physical interventions and serious incidents are very low. This is as a result of the care and understanding of a committed staff team. The students feel safe, listened to and understood. As a result, anxiety reduces, positive experiences and interactions increase and behaviour modifies and improves.

The Quaker ethos of conflict resolution, restorative practice and non-punitive measures connects with where our young people are placed on the Autistic Spectrum and underpins all the progress in supporting our students with their personal development, behaviour and welfare.

Personal Development

Summary:

According to the testimony of parents, the personal development of our students is by far the biggest impact the school has as an educational provision. It is proven and evidenced that our students take profound steps to achieve the second key goal of developing strategies and mechanisms to thrive in the neurotypical world, though the pandemic been detrimental in limiting the opportunities usually available for personal development. When they graduate from the

school, every student is always able to acknowledge the significant level of their personal development during their time at Breckenbrough.
"Students enjoy significantly enhanced social and family relationships. One parent said that not only had their son got his life back, but so had their whole family."
Ofsted Residential Inspection October 2019.

Leadership and Management

Summary:

The leadership team complement one another with their individual skill sets, personalities and previous experiences. Importantly, the team lead by example, are accessible to both staff and students and are always available to support, which complements the ethos within the school, especially with regards to equality. Our Ofsted Residential Inspection from October 2019 provides evidence to support this self-evaluation

Our Governing body also demonstrate a 'hands-on' approach to their role, being far more familiar with the school than perhaps would be expected or experienced in other schools. However, improvements are ongoing in ensuring their knowledge and awareness of developments in school is rigorous enough in holding leadership to account and governance has been impacted upon by the restrictions imposed and being unable to regularly visit the school site.

We have identified that we need to continue to develop and strengthen middle leadership within the school and have restructured the staff accordingly, whilst also seeking to empower middle leadership as both a team and within their specific roles.

Effectiveness of the Post-16 provision

Summary:

Post-16 provision at Breckenbrough continues to develop and improve. The introduction of the ILS Hub in September 2017 has improved the delivery of independent living skills within the cohort, whilst also boosting academic achievement through supported study sessions. This is evidenced by our A/AS Level results from 2018, 2019, 2020 and this summer.

Our students are achieving in their chosen pathways, with off-site provision continuing to have a positive impact in supporting the cohort in gaining their chosen qualifications. The support provided by our outreach team in working with these providers is absolutely integral to their success, which is acknowledged and recognised by the students, their parents, the provisions and our LA's.

We have effective systems in place to support and manage our students through the transitions process in spite of the barriers we have experienced due to the pandemic.

Our current 5 Key Strengths are:

1. The Quaker ethos and how this is applied alongside our in-depth knowledge of every student's individual needs.
2. There is a strong culture of safeguarding, as evidenced in every inspection report over the past three years.
3. On the whole, our students feel safe and happy, believe they are listened to, have a voice, and that any concerns are addressed swiftly and effectively (including bullying).
4. Our holistic approach to educating our students is effective in developing life skills, strategies and coping mechanisms in preparation to make a successful transition from Breckenbrough.
5. Our broad, flexible curriculum, including bespoke timetables and various off-site learning opportunities.

Ofsted Recommendations from Section 8 Inspection, April 2018:

1. Improve the quality of teaching, learning and assessment to accelerate pupils' progress by:
 - a). embedding the new recording systems and using progress information to set challenging targets for pupils based on their starting points.
 - b). ensuring that learning is closely matched to pupils' needs so that they make at least good progress.
2. Strengthen the policies and procedures that govern the management of risks to pupils during the school day.
3. Work closely with pupils, parents and guardians to improve attendance and reduce persistent absence.

School Improvement Priorities for 2021/22

Academic Team

- To continue to embed and advance evidenced-based curriculum development, ensuring all students enjoy consistently good progress and outcomes for both face to face and/or remote teaching.
- To empower and inspire the Academic Team to provide the best possible outcomes for each individual student as they continue to reflect, develop and expand their own professional practice.
- To improve and widen the student experience of equality, equity, critical challenge and cultural capital; ensuring a culture of high expectations and celebration of excellence.
- To develop a supportive and coherent recovery transition for new Y7 students and their teachers.

Social Education Team

- To improve the outcomes for all students across the 24 hour curriculum
- To empower and inspire the Social Education Team to provide the best possible outcomes for each individual student.
- To monitor and develop the TSP system through termly analysis of its function and performance.
- To identify a model of social practice which aligns the theoretic approach to support SocEd teams practice delivery.
- To review the evening activities to ensure they are aligned to promoting TSP outcomes.

SEN Team

- Development of knowledge of communication skills through Elklan Accreditation and staff development
- To embed communication and learning skills in the classroom environment through the use of the SEN register, and staff development and support (Wave 1)
- To embed and further progress Wave 2 and 3 interventions to meet the additional needs of each individual student, through the development of the therapeutic hub, and additional therapeutic interventions, such as Lego therapy and Canine therapy.

Support Team

- Construction of the Therapeutic Hub
- Continuing supporting the development of Blue Sky linked with HR procedures and policies
- Introduce land and estate management software

Safeguarding

- To ensure that we maintain and develop the outstanding culture of safeguarding across the 24-hour curriculum for all Breckenbrough students
- To empower all staff to fulfil their duties under KCSIE Sept 2021 and are compliant with the required safeguarding training needs specific to the schools Residential Special School status
- To develop the safeguarding half termly meetings to promote staff attendance from different departments.
- To ensure compliance with KCSIE 2021 and Child Protection policy requirements for curriculum safeguarding delivery.

Leadership and Management

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The vision for the school is putting the individual needs of the students first, regardless of individual roles and responsibilities. The Quaker ethos provides the foundation for this vision: equality, respect, transparency, tolerance, forgiveness and conflict resolution. This ethos is embedded and practiced throughout the staff team.

The staff understand and apply this vision consistently, with regular INSET providing both explicit and implicit reinforcement of what is required at Breckenbrough.

There has been a pattern of low-morale within certain members of the staff team and the factors behind this have been identified with the leadership team working hard to address these, though the impact of the pandemic remains a central theme within the feedback received. In November 2021, a well-being strategy was devised and a staff consultation group initiated in order to provide an improved degree of support across the whole staff team.

The vision is communicated to all parents from the very first visit to the school, with our ethos being a key element in choosing Breckenbrough to educate their sons.

94% of the parents who completed Parentview in October 2019, agree or strongly agree that the school is well led and managed.

94% of the staff who completed the survey in October 2018, strongly agreed or agreed that that they understand and support the Quaker ethos and vision of the school.

Ofsted Residential Inspection October 2019: "Senior leaders inspire members of staff and act as role models. They are available to the staff team for advice and support. Senior leaders listen to and respect the opinions of the staff team. Because of the approach of the senior team, students are cared for by staff who feel valued and are invested in the school."

We are proud ourselves on our 'one team' ethos, with social education, academic, SEN and support crossing over with the needs of the student placed firmly in the middle. Ofsted Residential Inspection October 2019: "Leaders and managers encourage an ethos of aspiration and achievement throughout the school. Members of staff help students to understand and meet their potential. The staff team is ambitious for students and encourages them to develop high expectations for themselves. Because of this approach, students believe in their own abilities and achieve success."

School Improvement Plans set out the agenda and structure for continual improvement.

Improvement plans are shared with progress evaluated once each term during Governing Committee meetings and the full board meeting.

Self-reflection is a core element of the school and an element of the Quaker ethos, with both staff and students expected to reflect and evaluate throughout their time at Breckenbrough.

Ofsted Residential Inspection October 2018: 'The leadership team's improvement plans demonstrate its awareness of strengths and areas it wishes to develop. The leadership team continually strives to improve practice using recent research that relates to the needs of specific students. The leaders are involved with initiatives that help them to keep up to date with positive practice. The leadership team is well supported in monitoring progress by strong oversight from the governing body.'

Preparing our students with the qualities, skills and strategies to flourish in a neurotypical world is one of our core aims as a school. British values and the Quaker ethos complement one another, with our students learning the values of equality, tolerance, forgiveness and respect.

Ofsted Section 8 Inspection April 2018: 'You regularly reinforce well-established Quaker values, closely linked to British values. You model expected behaviour.' In addition, our Ofsted Residential Inspection from October 2018 states that 'the students learn a range of life skills, which help them to transition successfully into college, work and university. The students feel their time here helps them significantly to prepare for life after school.'

The school has made substantial progress over the past 4 years in improving the quality of teaching, learning and assessment, though there is no doubt that the pandemic has impacted upon where we wish to be at this point. The performance management process has been strengthened with the shift to professional development, professional growth and the degree of accountability raised where and when necessary. The ethos and expectations for working within the school are listed in the opening section of every job description for every member of staff.

Professional development objectives are specific, structured and focused on both the individual staff member's needs and the needs of the school as a whole. CPD requests are discussed within SLT meetings to ensure transparency and fairness in responding to each request.

An SEN register, which details all the interventions being delivered to close the gap, was introduced in summer 2018 and has been further developed throughout the past two academic years. Each student is supported as an individual, with Academic Mentors and Keyworkers fulfilling effective roles in supporting students who are underachieving. Every student is supported by a core group with meetings organised should any concerns be raised about welfare or progress.

Communication between leadership, Governors, parents and other agencies is strong, though has been affected by the pandemic due to a reduction in the usual face-to-face meetings and conversations which used to be commonplace. The introduction of a weekly Parentmail each Friday is one method being undertaken to remedy this.

Our parents understand that they can contact a member of staff at any point and they will be listened to and responded to. In addition, parents and other agencies are regular visitors to the school, understand our ethos and are supportive in forming a 'team' to support each particular student.

100% of parents who completed the survey in October 2019 agree or strongly agree that the school communicates well with them and that the school responds well to any questions or concerns they raise. 94% of the parents who completed Parentview in October 2019 agree or strongly agree that the school is well led and managed.

A core element of the Quaker ethos is equality, and a core element of the Breckenbrough ethos is to respect and celebrate our differences. Leadership, Governors and the whole staff team model this ethos, which is reciprocated by the students.

Our safeguarding procedures are outstanding; a judgement shared by Ofsted during the residential inspections of November 2017, October 2018 and October 2019.

Ofsted Section 8 Inspection April 2018: 'You and your governors have continued to prioritise pupils' safety and the leadership team have ensured that safeguarding arrangements are fit for purpose.' Ofsted Residential Inspection October 2018: 'Safeguarding procedures are effective. The students are kept safe and they feel safe. The staff follow a proactive approach to monitoring potential safeguarding issues. The staff share information about the students effectively throughout the day. The staff who are designated as safeguarding leads monitor this information and act immediately to prevent harm to students. The staff undertake a wide range of training, which gives them the knowledge to identify wider risks that could affect the students, such as radicalisation and criminal exploitation.'

However, a recommendation from the Section 8 inspection advised the school to 'Strengthen the policies and procedures that govern the management of risks to pupils during the school day.' In September 2018, we introduced a safeguarding school improvement plan in order to continue to develop and improve as a provision. On the basis of some post social care inspection feedback, we also introduced a Cause for Concern format in June 2018, which is providing consistent communication of any matters that need consideration from the safeguarding team and may need elevating towards the relevant professionals.

Safeguarding Figures for 2020/21

Number of Cause for Concerns: 105

Number of Referrals: 4

These figures indicate the value and importance of this new system in providing an effective filter in line with our safeguarding policies and procedures.

100% of Parents in a survey conducted in October 2019, agree or strongly agree that their child is happy and feels safe at Breckenbrough.

The Governing body are committed to supporting the school, have a clear understanding of our aims and ethos and play an active role within leadership, however improvements continue to be made in how progress in school is shared and communicated with Governors. The Governors attend regular training sessions throughout each year, demonstrating a desire to develop and a commitment to Breckenbrough. Feedback from these sessions is overwhelmingly positive, though the focus of these sessions is under evaluation. A member of the Governing Body is designated with the role of safeguarding link.

Ofsted Residential Inspection October 2019: "The school is very well supported by its governing body. Governors visit the school regularly. They complete statutory responsibilities and get to know the students. Governors have an excellent understanding of the progress that students make and whether they are safe."

Action required to improve the effectiveness of leadership and management:

1. Develop and establish the well-being strategy and the staff consultation group to support colleagues across the whole school.
2. Continue to evaluate and improve the current structures within school to ensure whole school improvement, where progress and outcomes are rigorously monitored.
3. Continue to embed the whole school shift from Performance Management to Professional Development and Professional Growth via the Blue Sky platform.

Quality of Education	1	2	3	4
Our 24-hour curriculum is sufficiently broad and flexible in order to meet the varied needs within our cohort, often with outstanding outcomes for students, especially with regards to their social				

development. The 24-hour curriculum is inclusive, with every non-residential student having the opportunity to access extended evenings to meet their needs and personal interests.

100% of the parents who completed the survey in October 2019 agree or strongly agree that we have high expectations for their child, that there is a good range of subjects available and that the school supports their wider personal development.

96% of the students who completed the survey agree or strongly agree that they are taught well, with 88% agreeing or strongly agreeing that they are making social progress.

The quality of education has been impacted upon by the pandemic. The disruption in face-to-face learning experiences coupled with the anxieties of our cohort and their difficulties in accessing remote learning ('home is home, school is school') have inevitably affected outcomes during the past 18 months.

Teaching & Learning

A series of learning walks and focused work scrutiny conducted by the Senior Leadership Team, Associate Leadership Team and external consultants demonstrates that the quality of Teaching & Learning at Breckenbrough is good and better in some areas and subjects.

The majority of staff demonstrate a good understanding of their students and are able to evidence a comprehensive understanding of their complex needs and how they meet those needs in their lessons. Student Support Plans are being used across the Academic Team to support teaching and learning, as evidenced during the ALT learning walks which take place as part of the monitoring calendar.

In a minority of cases, teachers cannot always evidence an understanding of Student Support Plans and specific complex needs in lesson planning or in exercise books. In these cases, the staff clearly know their students well and have fostered positive relationships, but may have not had clarity in terms of their specific complex needs. It is also important to note that whilst the majority of lessons are good, more progress could be made in some lessons.

The best lessons have a clear focus with shared expectations and differentiated activities.

Teachers understand both the complex needs of students and their baseline expectations and can discuss or evidence this.

Some teachers rely on differentiation by outcome and lessons being led by teacher questioning and answer. In some cases, students struggle to work independently and rely heavily on teacher input to make progress. There have also been a couple of examples where there has not been expected progress evident given the point we are at in the academic year.

Upon the unsuccessful conclusion of an informal plan, one member of staff agreed a settlement rather than progress into formal developing performance and practice procedures, leaving post in January 2020.

Given the daily challenges our students face and the negative experiences many have had in education before joining us, it is inspiring to see a school full of students happily learning in class, building relationships and learning how to work together, and trusting the staff who clearly care about them. SLT and ALT observed high expectations in terms of engagement, conduct and literacy and the students were well behaved and well-motivated.

In summary, our strengths in teaching and learning are:

- Excellent attendance compared to previous settings. Students clearly want to be in lessons.
- High levels of engagement compared to previous settings. Students are enjoying being in class and enjoying their learning.
- Positive learning environments. There is a real sense of students and teachers working together.
- Good progress being made. Students' exercise books and files showed students improving in their depth of understanding and range of knowledge.

Social Education

The 24-hour curriculum continues to be a strength, with a clear focus on the individual needs of each and every student and there is equal value placed on academic education and social education in terms of our expectations and the outcomes for all students. However, the national restrictions with the pandemic have greatly reduced the curriculum opportunities for our cohort within the local community.

The Tracking Social Progress model (TSP) introduced in 2015, evidences the holistic progress and outcomes our students achieve. Version 3 of the TSP was launched in January 2020 and will be embedded throughout the previous academic year. In the Ofsted report from November 2018, the inspector noted "the confidence and self-esteem of the students improve because the

staff team helps the students to understand the world around them. The students experience an exceptionally nurturing approach from the staff. This approach creates strong relationships between the students and the staff. The relationships are firmly built on trust and respect. The students' emotional well-being improves significantly because of the highly positive approach that staff use."

Assessment, Progress and Outcomes

Individually, we have some amazing success stories. Compared against the national data for students diagnosed with Autism, our students have higher levels of achievement. In previous years, our Pupil Premium students do better on average than our non-Pupil Premium students, though this can fluctuate year on year depending on the cohort. Improvements in the collection and analysis of data is improving our accuracy in judging the progress our students are making.

We have narrowed the gap between the academic achievement of non-residential students compared to those with a residential placement to the point where this is no longer a factor, though residential students continue to make better social progress compared to non-residential students.

The GL Progress Tests in English and Maths have been rolled out through the entire cohort now and provide a more accurate and contextual baseline from which to measure student progress. At present, we are still using both GL and the dwindling data from NC SATs tests to provide a progress measure and a half termly value-added judgement for teachers.

The 24-hour curriculum continues to be a focal point for school improvement, especially moving into 2020/21. During a previous SCCIF inspection in November 2018, the inspection report acknowledged that "the students benefit tremendously from the on-site education. The seamless approach between the school and social education enables the students to learn consistently through the 24-hour curriculum." This is clearly a strength of the school but also something we are constantly evaluating and striving to improve.

Therapy and Interventions

Psychological interventions, including CBT, are delivered by the school psychologist and embedded within the curriculum. Upon making the transition from the school, many students attribute an aspect of their success at the school being the work undertaken with the psychologist, specifically in understanding their condition, how they process the world around them and the strategies needed to thrive in the neurotypical world.

Up until the end of 2018/19, occupational therapy was delivered in partnership via consultancy but is now embedded within the whole school timetable via our onsite Occupational Therapist. Occupational therapy is having an influence in the development of techniques and strategies necessary for sensory regulation.

Speech and Language is delivered via our onsite Speech and Language Therapist, with handwriting programmes and social and communication programmes also timetabled and delivered based on need. The progress and impact of all interventions is recorded on the SEN register. 100% of parents during the survey conducted in October 2019 agree or strongly agree that the school provides the SEND support their child needs to succeed.

Action required to improve the Quality of Education:

Teaching & Learning:

1. Develop strategies to enable students to work independently, specifically within subject areas where the delivery is predominantly teacher-led.
2. Continue to improve the quality and consistency of output within student work books and the feedback provided to support progress.

Social Education:

1. Continue to develop the delivery of ILS through structured, accredited programmes and qualifications.
2. Continue to develop the role of CEOP ambassador with an additional focus on working with parents/carers with regards to online safety.
3. Develop the TSP to provide data outcomes in line with key reporting points across the school calendar.

4. Ensure the new Pupil Progress platform has all the relevant TSP assessment data ready for first reporting point.

Assessment, Progress and Outcomes:

1. Manage the smooth transition from FROG over to Pupil Progress platform whilst introducing staff to the new KS4 assessment trackers.
2. Work with all departments to ensure summative assessments are rigorous yet achievable resulting in reflective scores and leading to improved and targeted intervention work in class.
3. Analysis of data during the year to continue be embedded across all departments through use of Monitoring & Evaluation calendar, meetings outlining priority interventions to be chaired by Deputy Head and AHT T&L.
4. Begin to collate data based on predictions at KS4 and KS5, focusing on the gaps between predictions versus actual results.

Therapy and Interventions:

1. Continue to develop the tracking and recording of all interventions, specifically the impact and outcomes relating to those listed within EHCP.
2. Develop the delivery of occupational therapy and speech and language therapy by embedding it within the school timetable via CPD for staff and the development of on-site resources.

Behaviour and Attitudes	1	2	3	4
<p>During the past five academic years, we have reduced the number of serious incidents and physical interventions:</p> <p>Number of PI/SI 2016/17: 62 Number of PI/SI 2017/18: 36. Number of PI 2018/19: 32 Number of PI 2019/20: 18 Number of PI 2020/21: 9</p> <p>Ofsted Residential Inspection October 2019: "The management of challenging behaviour is extremely good. Members of staff consistently follow individualised behaviour management plans. This results in a significant reduction in serious and low-level incidents. Students whose behaviour prevented them from learning in previous settings make substantial progress in all areas of their development. Restraint is not used as a form of behaviour management. Staff only physically intervene with students to ensure their immediate safety. This gives a powerful message to students that they have autonomy over their actions. As a result, students develop improved self-awareness and they learn to manage their own behaviour." 100% of the parents completing the survey in October 2019 agree or strongly agree that the school supports the students with their behaviour.</p> <p>Ofsted Section 8 Inspection April 2018: 'Physical intervention and exclusion rates are low and all serious incidents are recorded and monitored appropriately.'</p> <p>Students comment that they are respected by staff and treated as an equal.</p> <p>Ofsted Section 8 Inspection April 2018: 'You and other leaders support and manage behaviour effectively. You regularly reinforce well-established Quaker values, closely linked to British values. You model expected behaviour. You use a clear 'restorative' approach to help pupils work together to solve issues. Pupils who require additional interventions for their behaviour have comprehensive support plans.'</p> <p>The students have numerous support mechanisms within school, including sessions with the school psychologist, mentoring and key working sessions, and access to outside agencies as part of their individual EHCP's. We have extended our range of structured therapeutic input within school with the addition of an Occupational Therapist in 2018 and a Speech and Language Therapist in October 2020.</p> <p>Ofsted Residential Inspection October 2019: "Students benefit from a wide range of professional expertise in school. This includes psychological, nutritional and occupational therapy input. All support is individualised. It is led by the students and available when and for as long as it is needed. As a result, students are helped to make sustained progress in all areas of their development."</p> <p>Our core belief in restorative practice and seeking to resolve any conflict underpins how the whole staff team support every student should an incident have occurred. A key element of our</p>				

practice is to establish firm lines of communication between all parties involved in order for the process to be fair and transparent. This is a focal area at present, as some of the cohort and our families can sometimes struggle to understand our approach, especially when perceptions of an incident collide with our student's strong sense of justice.

100% of the parents completing the survey in October 2019 agree or strongly agree that their son is happy and safe at Breckenbrough.

Incidences of bullying, abuse and racism are infrequent and are addressed swiftly and effectively. The majority of our students have been the victim of bullying in previous schools, which can sometimes result in these experiences being transferred onto peers within Breckenbrough.

Number of incidents citing bullying recorded on Schoolpod:

2016/17: 211

2017/18: 178

2018/19: 78

2019/20: 65

2020/21: 50

10% of the parents completing the survey in October 2019 strongly agree that the school deals effectively with bullying, with 90% stating that their child has not been bullied.

Action required to improve behaviour and attitudes:

1. Continue to develop the systems of conflict resolution and restorative practice and the students' and parents understanding of these.
2. Continue to develop and promote the core group supporting every student so swift and effective interventions can take place when behavioural concerns emerge.
3. Continue to develop a consistent response with regard to attendance and engagement interventions via the A+E policy.

Personal Development	1	2	3	4
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The personal development of our students is a core strength of the school, underpinned by our ethos and model of working. Based on Maslow's Hierarchy of Need, every student arrives at the school on the strata of seeking safety and security, having never experienced this in previous academic settings. Our first goal is to build trusting relationships with a new student, reducing anxiety, which in turn leads to a feeling of security in being in a provision that understands or is willing to understand their specific needs. Our students feel safe to share their thoughts with trusted staff members on all aspects within society, knowing they will not be judged but be supported in developing their understanding. Ofsted Residential Inspection October 2018: 'The students grow in confidence and start to form their own identity. The students thrive in an environment that understands them as individuals and where diversity is celebrated.'

Every student has a core team comprising of a mentor and keyworker, who provide the wrap around care and support, whilst also tracking, recording and reporting on personal development.

The TSP provides regular data on personal and social progress based on a scale tool and self-evaluation by the student. The report from October 2018 stated that the school has 'robust systems for monitoring social educational progress. This enables them to track each individual and work with the students to identify what is going well and which areas they need to develop.'

During a parent survey in October 2019, 100% of parents agree or strongly agree the school supports their child's wider personal development. Of the parents undertaking the survey whose child has residential status, 100% agree or strongly agree that the boarding experience helps their child's progress and development.

Over the past two academic years as a school with an all-male cohort, we have had a focus on developing our student's understanding of their roles and responsibilities with regards to females, alongside other diverse groups. The publication of the report on sexual harassment in schools has further emphasised the need for our cohort to develop safe and healthy attitudes towards others, regardless of gender, age, religion or ethnicity.

Whilst personal development is a strength of the school, the pandemic has had an impact on this by restricting the many opportunities our students have usually had access to, including the actual school environment at various points during the past 18 months. This academic year, we are at a point where we are re-establishing protocols, links and opportunities to support our student's personal development.

Action required to improve personal development:

1. Re-establish protocols, links and opportunities within the 24-hour curriculum.
2. Continue to develop the coordination and delivery of mentoring in school.
3. Continue to establish the Smart School Council as a representative and democratic student voice.

Effectiveness of the Post-16 provision

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Outcomes, both academic and social, were outstanding for post-16 learners, with our cohort's achievements supporting their transitions and preparation for adulthood. However, of all the cohorts in school, our Post 16 cohort suffered significantly as a result of the pandemic. The disruption with the academic curriculum (including examinations), the restrictions on transition visits and the narrowing of the ILS curriculum along with intermittent access to the school environment have all taken their toll. As a result of these factors, the mental health of our oldest students became a clear focal point in September 2020 when the 'new normal' was first touted. In 2021/22, we are now working hard in re-establishing the programmes and practice that have delivered outstanding outcomes for Post 16 students.

We have established roles in outreach support, currently undertaken by four members of staff, with the responsibility for supporting our students in accessing off-site placements whilst also providing consistent social education in the Annex.

Each student has a bespoke programme, incorporating academic qualifications, the development of independent living skills, work experience and other off-site vocational placements. Individual programmes are further enhanced by some students accessing academic study at local colleges. Our FE links were expanded to include an additional college in 2020/21 and there is no established college route for our students based in the North-east. All programmes have clear transition routes with an emphasis on preparation for adulthood.

Ofsted residential inspection October 2019: 'Members of staff help students to prepare for the future. Students develop practical and social skills needed to lead successful, independent lives when they leave the security of school. Students become more confident and their self-esteem improves. Some students attend college in the community and others begin to travel independently for the first time. For many students, this is evidence of excellent progress from their starting points.'

We have an established trend of our Post-16 offer being delivered as a three-year programme, with a high percentage of our students struggling in Y12. Through investigating each individual situation where this has occurred, we believe that the transition for 'pupil to student' is a gulf, especially with regards to independent study and the expectations in progressing to adulthood. Y12 can be a transitional year for the majority of our students, with programmes featuring an element of level 2 qualifications in order to strengthen their attainment to be able to progress onto higher-level qualifications. This approach also provides the necessary time and input needed to address the impact on a student's emotional well-being during this phase, which has never been more important in the recovery following the pandemic.

The introduction of the Unifrog platform in 2017 has had a significant impact in supporting the cohort in effectively planning their transition and career pathway post-Breckenbrough, with the leadership and guidance from our onsite Careers Advisor being instrumental in this process.

Of the Post-16 students who completed the survey in July 2017, 100% strongly agreed or agreed that they are being taught well.

In the five years prior to the pandemic, 100% of our Post-16 students progressed into a new placement upon leaving Breckenbrough. Ofsted residential inspection November 2017: 'The students prepare well for their transition to adulthood. They are equipped with the academic and social skills they need to move successfully into employment or higher education.'

Our aftercare charity, Beyond Breckenbrough, supports all our students through the next stages of their careers and also offers invaluable emotional support from staff who have fostered and maintained strong relationships long after their time finished in school.

Action required to improve the effectiveness of Post-16 provision:

1. Re-establish and continue to improve the provision within the Annex Hub, with a continued focus on ILS programmes and accredited qualifications, such as ASDAN, alongside focused study support from the Academic team.
2. Consolidate the new outreach support team including cohesive timetables of off-site support alongside the delivery of ILS programmes within the Annex.
3. Continue to re-establish our procedures and protocols in support of transitions following the impact of the pandemic.