TWO BRIDGES ACADEMY SELF EVALUATION 2025/26

Updated: SEPTEMBER 2026

Context	Two Bridges Academy is a specialist provision for pupils aged 2-19 with SLD and PMLD. Pupils may have coexisting conditions such as ASC or complex medical needs. 2025/26 is our second phase of opening with 77 pupils on roll. For this period: • 100% of pupils have special educational needs and/or a disability: **9% SLD; 4% PMLD; 48% ASC; 29% SLCN; 7% MLD; 3% OTHER** • 100% of pupils have an EHCP and are expected to be working at early stages of development throughout their school life. • 50% pupils are pre-verbal or non-verbal • 22% pupils have English as an additional language • 31% pupils are disadvantaged (40% Pupil Premium / 43% FSM). • 66% are White British • Class sizes are small and adult: pupil ratios are high. • Our intake comes mainly from South Gloucestershire but we can also admit pupils from neighbouring authorities. Most children travel to and from school by school transport supported by a passenger assistant. • Our new building has some ongoing defects and snagging issues due to the construction company going into administration 48 hours after the building was handed over.

Current School Self-Evaluation Judgement				
	Safeguarding	Met	**Inclusion**	Expected
	Curriculum & Teaching	Strong	**Achievement**	Expected
	Attendance & Behaviour	Expected	**Personal Development**	Strong
	Early Years	Expected	**Post 16**	Expected
	Leadership & Governance	Expected		

Overall effectiveness	Two Bridges Academy has established a highly effective, values-led culture that permeates all aspects of our provision. Ambitious leadership, robust systems and a commitment to continuous professional development have ensured a consistently high-quality experience for pupils, families and staff. Our specialist, holistic curriculum is exceptionally well aligned to the diverse needs of pupils, supporting strong attendance, meaningful engagement and excellent outcomes across all areas of development. Pupil and parent voice is overwhelmingly positive and reflects the strength of our pastoral provision, with families valuing the nurturing and inclusive approach that underpins our work. Effective multi-agency collaboration further enhances our offer, ensuring that pupils receive coordinated support and are enabled to achieve success across their academic, social, emotional and personal development.
Key Strengths	• An ambitious, well-sequenced and highly personalised curriculum that is closely aligned to pupils' EHCP outcomes and delivered by a skilled team of specialist staff. • Strong and effective leadership is underpinned by extensive expertise and a deep understanding of the complex needs of the emerging school community. As the school enters its final phase of opening, leaders demonstrate a clear strategic vision and a steadfast commitment to ensuring that culture, systems, provision and staffing are firmly established to support sustainable growth, high-quality education and positive outcomes for all pupils. • A strong culture of safeguarding is embedded across the school, supported by rigorous procedures, effective multi-agency collaboration and a shared commitment to pupils' welfare. Leaders have firmly embedded systems and highly effective multi-agency working promotes pupils' safety, wellbeing and achievement. • Comprehensive staff induction and ongoing professional development, results in high-quality teaching, strong inclusive practice, and the timely identification of need alongside effective targeted interventions. • A strong culture of collaboration among staff ensures that pupils benefit from engaging learning experiences, consistent practice and a coordinated approach to meeting their individual needs. • Exceptional transition arrangements ensure that pupils and their families feel supported, valued and well prepared at every stage of their journey with the school. Robust systems enable the school to identify, plan for and respond to individual needs from the outset, ensuring that appropriate preparation, provision and adaptations are in place for every pupil. • Outcomes for pupils are consistently expected or better across all curriculum areas reflect our high expectations for every pupil. • A highly effective relational approach to behaviour, founded on trust, understanding and consistency enables bespoke support successfully addresses pupils' underlying needs. • Highly positive pupil and parent feedback reflects the strength of the school's pastoral care and the nurturing, inclusive environment that leaders have established. • Effective partnership working with families, professionals and external agencies ensures that pupils receive coordinated and consistent support and are enabled to thrive academically, socially and emotionally.

SAFEGUARDING: MET	
Summary	The complex needs of our pupil cohort mean they particularly vulnerable, requiring a highly responsive, proactive and coordinated approach to support, safeguarding and provision. Therefore, establishing a strong culture of safeguarding and ensuring that all staff are equipped with the knowledge, skills, and confidence required to protect our pupils has been a key priority for school leaders in our opening phases. Through the implementation of comprehensive training programmes and robust safeguarding systems, leaders have developed a highly skilled and proactive staff team. Staff consistently demonstrate a strong understanding of their safeguarding responsibilities and a steadfast commitment to ensuring that all children are safe, supported, and able to thrive.
Key Strengths	• Our Child Protection policy underpins a very strong culture of safeguarding. Safeguarding is consistently prioritised by leaders, staff and governors who demonstrate a commitment to keeping pupils safe. The policy is comprehensive accessible and reviewed annually. • Safeguarding is overseen by the Designated Safeguarding Lead, a Deputy DSL and the local governing body. Our DSL attends the Enable Trust Safeguarding Strategy Group which promotes cross-school peer review, policy alignment and constructive challenge to ensure robust oversight across the Trust. Leaders review safeguarding cases and incidents to inform improvement in our systems policy and training while safeguarding audits, learning walks and staff surveys are routinely carried out to uphold high standards. • Leaders and governors routinely monitor safeguarding practise through regular scrutiny of records training and safeguarding updates ensuring that safeguarding remains a visible and strategic priority across the school. Safeguarding is a standing agenda item within leadership and local governing body meetings. • A planned and responsive programme of training and support ensures staff develop a secure understanding of how vulnerability may present. Lessons learned from incidents complaints concerns and external reviews are systematically analysed and used to strengthen safeguarding practise across the school. • Training records confirm that all staff have read understood and engaged with *Keeping Children Safe in Education* (KCSIE). Staff understanding is tested through surveys and follow-up discussions ensuring safeguarding knowledge is embedded in practise. • Behaviour recording systems encourage staff to analyse underlying causes and contributing factors rather than focusing solely on presenting behaviours as a result safeguarding responses are informed proportionate and individualised. • Relationships with families are exceptionally strong and characterised by trust openness and professional challenge when required. This enables leaders to identify concerns early provide appropriate support and increase family engagement with early help and wider support services improving outcomes for pupils and families. • Safeguarding systems are highly effective consistently implemented and understood by all staff creating a strong culture of vigilance across the school. • Daily monitoring of CPOMS enables leaders to evaluate the quality of safeguarding practise identify trends and address any emergent training needs promptly as a result staff practise continually improves and remains aligned with statutory expectations.

	• Staff demonstrate consistently high levels of professional curiosity and vigilance. Observations safeguarding records and daily practise show that staff do not make assumptions and are alert to subtle changes in behaviour engagement attendance or emotional regulation that may indicate a safeguarding concern. • Staff are actively involved in collaborative problem solving and safeguarding discussions reflective debriefs are routinely undertaken for following incidents ensuring learning is embedded and practise is continually strengthened. • Preventative safeguarding education is embedded throughout the curriculum enabling pupils to develop age-appropriate knowledge resilience and self-protective behaviours. Safeguarding concepts including healthy relationships consent personal boundaries online safety and risk awareness at all through highly personalised approaches that match pupils' communication and cognitive needs. • Pupils attend regularly, engage positively and demonstrate that they feel safe secure and valued within school community. They confidently approach staff to share worries or seek support, demonstrating the strength of relationships and the effectiveness of the schools safeguarding culture. • Consistent routines are embedded across school day providing predictability and emotional security as a result pupils are better able to regulate, engage in learning and develop positive relationships. • Robust transition arrangements are in place for all new pupils. Leaders proactively engage with previous settings and professionals to ensure safeguarding information is transferred effectively and support networks remain intact. • Families provide frequent positive feedback e.g. through annual reviews and parent consultation meetings, regarding the quality of support communication and care their children receive this reflects the strong relationships established between home and school.
Impact	• Staff at every level understand that safeguarding is everyone's responsibility, are vigilant to potential concerns and demonstrate consistently high levels of professional curiosity. • Pupils attend regularly (87.3% attendance for 25/26) engage positively and demonstrate that they feel safe secure and valued within the school community. • Pupils and families feel listened to supported and involved in decision-making. • Safeguarding concerns are identified and acted upon early, resulting in timely support and better outcomes for pupils and their families. • Multi-agency working is highly effective leaders maintain strong professional relationships with external agencies and contribute constructively to meetings reviews and planning processes.
Next steps	• Extend and embed the DDSL team and provide training, supervision and support. • Further develop the Safeguarding governor monitoring role and establish strong relationships with DSL and DDSL team.

INCLUSION: EXPECTED STANDARD	
Summary	Inclusion is central to our vision and curriculum offer. Our pupils benefit from a highly personalised, therapeutic and ambitious provision that enables them to access a broad range of meaningful opportunities and experiences. Through the systematic identification and removal of barriers to learning, pupils feel safe, valued and understood, engage positively in school life, develop independence and make strong progress from their individual starting points.
Key Strengths	• Robust transition processes including pre-admission visits consultations and information from previous settings and external professionals ensure adaptations are in place from the start. Baseline assessments identify the strengths and abilities of all new pupils. • Leaders have developed a bespoke, holistic curriculum that is closely aligned to pupils' EHCP outcomes while remaining sufficiently flexible to be personalised to individual needs. This ensures that teaching and learning are responsive, relevant and ambitious for all pupils. • Learning opportunities during child-led times provide opportunities for staff to assess how effectively pupils generalise and apply their skills independently in a range of real-life contexts. • The learning environment has been thoughtfully designed and adapted to meet the diverse needs of pupils, enabling them to access learning successfully and develop greater independence. Classrooms are spacious, well organised and carefully structured to minimise unnecessary visual stimulation, creating calm and purposeful learning spaces. Throughout the building, a range of sensory rooms, therapeutic spaces and calming areas support pupils' individual sensory and emotional regulation needs. As the school enters its final phase of opening, strategic plans for further site development demonstrate a strong commitment to continuous improvement, enhanced accessibility and the ongoing refinement of the learning environment to ensure it remains responsive to the evolving needs of the school community. • Strong leadership and oversight of EHCP provision ensure that statutory requirements are met effectively. Our SENDCo, who is a member of the senior leadership team, works closely with local SEND partners and maintains a clear understanding of the school's provision. This ensures that support is appropriately matched to the needs of the designated cohort. Provision is implemented consistently and reviewed regularly to evaluate its impact and ensure that it continues to meet the evolving needs of pupils. • Leaders work proactively with a range of external agencies to ensure that children known to social care receive timely, coordinated and effective support. Strong partnerships with social workers, families and multi-agency professionals enable the school to respond quickly to emerging needs and safeguard vulnerable pupils. • Leaders make highly effective use of both internal and external specialist expertise. In-house educational psychologists, speech and language therapists, occupational therapists and wider therapeutic professionals work collaboratively with our team to provide additional support and to build expertise within the team. • Leaders maintain a clear understanding of the individual circumstances of children known to social care and ensure that their educational, emotional and wellbeing needs are prioritised. Close working with the virtual school ensures that children can access meaningful enrichment opportunities that broaden their experiences or prepare them for adulthood. Regular communication and robust information sharing support effective decision-making and help pupils remain engaged in education.

	• Highly trained and skilled staff promote inclusion using their detailed knowledge of individual pupils to engage, motivate and support learners effectively. Adapted teaching approaches and targeted interventions ensure that barriers to learning are identified and addressed, allowing pupils to make progress from their individual starting points. • Our whole school tracker has been developed to triangulate attendance, behaviour, well-being and academic progress allowing identification of pupils to be prioritised for intervention and enabling leaders to evaluate the impact of provision. This ensures resources are deployed where they have the greatest impact. • Our evidence-informed Pupil Premium strategy is closely aligned to the identified needs of our cohort. Targeted interventions and support are successfully reducing barriers to learning and narrowing attainment gaps for disadvantaged pupils. • Pupil Premium funding is strategically targeted to address pupils' communication and sensory needs, ensuring they are calm, regulated, and ready to learn and engage in school life. Investment in specialist sensory provision has enhanced pupils' access to learning and supported their emotional well-being. This includes the development of sensory spaces designed to meet a wide range of needs, such as a ball pit, a swing, a sensory immersion room, and a sensory circuits space. These resources provide pupils with opportunities to regulate, develop sensory integration skills, and engage more successfully in learning throughout the school day. • Pupil voice is gathered formally through the School Council, as well as through ongoing interactions and observations of what pupils tell us, communicate, or demonstrate is important to them. This approach is particularly important for our cohort, as pupils express their views in a variety of ways. Leaders and staff value these contributions and use them to inform decision-making, curriculum development, and the planning of provision, ensuring that pupils' interests, preferences, and aspirations are reflected in their school experience. • Our SENDCo has proactively undertaken a comprehensive evaluation of Alternative Provisions within the local offer to assess their suitability and quality. This ensures that, were it to be required, appropriate provision is available to meet the educational, social, emotional and welfare needs of our cohort, demonstrating a commitment to securing the best possible outcomes for pupils. • Enrichment activities and community-based learning ensure that pupils are not disadvantaged by socioeconomic circumstances. Leaders work proactively with the virtual school and external partners so that vulnerable learners access enrichment cultural experiences and preparation for adulthood alongside their peers.
Impact	• Targeted use of Pupil Premium funding reduces inequalities in access, engagement and achievement. Our disadvantaged pupils achieve positive outcomes and make progress at broadly the same rate as their peers in all areas, participating fully alongside their peers. • Over- time pupils are increasingly engaging in co-regulation and developing effective self-regulation strategies leading to improved engagement and participation. Early cohorts demonstrate strong progress in this area. • Staff accurately identify and respond to individual needs, adapting teaching effectively to reduce barriers to learning and maximise pupils' engagement, participation and progress. • Evidence
Next steps	• Develop and implement an Inclusion strategy and action plan.

	• Whole school focus on therapeutic engagement to strengthen inclusion further by ensuring unstructured/child-led times are used purposefully to extend learning beyond the classroom.
CURRICULUM AND TEACHING – STRONG STANDARD	
Summary	Our cohort of SLD, PMLD & ASC pupils require a holistic curriculum that goes beyond the academic and is aligned with the areas of need outlined in EHCPs. We have developed a curriculum that equips pupils with knowledge skills and experiences required for future learning, increased independence and preparation for employment and adulthood. Pupils are well prepared for each new stage of their education and for their life beyond school.
Key Strengths	• Our curriculum is designed to ensure pupils' EHCP outcomes can be achieved and is delivered through three learning pathways, each of which has a clearly defined progression route. A spiral, thematic approach, with integrated opportunities to develop communication and independence strengthens pupils' ability to apply and retain knowledge and skills across different contexts and provides opportunities for them to revisit, reinforce and deepen learning over time. Opportunities for pupils to apply and generalise skills are deliberately planned across different contexts. • Personalised learning goals (PLGs) are linked directly to EHCP outcomes ensure clear connections between curriculum provision, individual priorities and long-term aspirations. • Preparation towards adulthood begins from the earliest stages of education. Self-care independence and life skills are taught from Early Years through to post 16. • Careers education is embedded across all phases of the curriculum through overviews, vocational themes, dedicated careers weeks and learning experiences that support preparation for adulthood. This ensures pupils develop an understanding of future opportunities that is appropriate to their needs and aspirations. • The curriculum is ambitious, highly adaptive and designed specifically to meet the needs of our cohort. Staff carefully adapt learning while maintaining high expectations ensuring pupils can access challenging and meaningful learning experiences. • Teachers create learning environments that are highly accessible, communication rich and responsive to sensory, physical and emotional needs. • Classrooms are thoughtfully organised, communication rich and equipped with specialist resources, including sensory equipment and adaptive seating. This enables pupils to engage more successfully and sustain participation in learning. • Consistency in communication approaches and positive behaviour support strategies across the school create a predictable and emotionally safe environment for pupils. Staff work closely with therapists and external professionals to deepen understanding of pupils' needs and strengthen adaptive and therapeutic practises. • A sharp focus on Reading, underpinned by systematic approaches to phonics, sight reading, fluency and comprehension, ensures that pupils develop the communication and literacy skills needed to access learning with increasing independence. Bespoke reading pathways, including our Functional Language and Reading Approach (FlaRA), enable pupils to acquire, retain and apply key reading skills through carefully sequenced

	teaching, repetition and overlearning. Highly engaging and motivating literacy experiences foster a love of stories, books and texts, with pupils consistently demonstrating enthusiasm and enjoyment when participating in reading activities. • Texts are matched to phonic knowledge, using the Rhino Readers scheme, which provides opportunities for pupils to apply the skills they are learning at an appropriate level. • Communication is a significant strength of the school and a priority for all pupils because it ensures strong foundations for academic learning, and personal development. Leaders have worked alongside our SALT to develop a clear progression route and a tiered delivery approach which enables pupils to engage successfully in learning, develop strong relationships and make sustained progress across all areas of development. • Classroom staff demonstrate an in depth knowledge of their pupils and successfully employ strategies such as repetition, over learning and personalised learning to motivate pupils to engage, consolidate and embed learning over time. Purposeful enrichment activities, linked to curriculum themes, are planned each term to provide highly engaging, real-life learning experiences. These opportunities enable pupils to apply and generalise their knowledge and skills in meaningful contexts, while promoting engagement, motivation and deeper learning. • Assessment is closely aligned with planned EHCP outcomes for each pupil. Priority Learning Goals (PLGs) in each area breakdown these outcomes to ensure progression towards these. Assessment of PLGs, alongside professional development meetings, Development Drop-ins (DDIs) and work scrutiny closely inform curriculum planning, classroom practise and professional development. • The curriculum continues to evolve in response to the emerging needs of our cohort. At this phase of the school's development, three TLR holders provide strategic leadership for identified priority areas, driving curriculum development, monitoring implementation and ensuring provision remains ambitious, relevant and responsive to pupils' needs.
Impact	• Leaders strategic oversight of curriculum, assessment and teaching has resulting in consistently strong outcomes for pupils. End of year assessment indicates that the percentages of pupils making expected or better progress, was **98% for Cognition & Learning** (Explorer Pathway learners); **98% for Maths (SSM) and 95% for Maths (N); 100% for English (Reading and Writing);** and **99% for Communication and Interaction,** reflecting the effectiveness of curriculum design, adaptive teaching and targeted interventions. • The curriculum successfully combines academic achievement with other key areas of EHCPs and preparation for adulthood. End of year assessments show that the percentages of pupils making expected or better progress in non-academic areas was: **100% in Physical & Sensory**; **92% in Self-care and independence**; and **94% in Social, Emotional and Mental Health**. • High-quality adaptive teaching and carefully coordinated specialist support ensure pupils with complex SEND, disadvantaged pupils and those facing additional barriers access an ambitious curriculum alongside their peers. Leaders can demonstrate that pupils increasingly sustain engagement with learning because barriers are identified and addressed quickly.
Next steps	• Increase capacity for SLT monitoring programme to include generalisation of skills through work sampling observation and pupil voice. • Redistribute subject co-ordination roles for new staff cohort. • Extend curriculum development team to include a TLR role for leading C&L / CLL.

	• Inclusion leader in place to extend access to opportunities for pupils to apply skills in real-life and community settings.
ACHIEVEMENT: EXPECTED STANDARD	
Summary	Our assessment system is designed to capture holistic developmental progress, recognising that pupils may make progress at different rates and across different areas of learning. Priority Learning Goals (PLGs) linked to EHCP outcomes are central to this approach. Through ipsative assessment and clear progression frameworks, we identify and celebrate small steps of progress across all areas of development, while ensuring appropriate challenge and meaningful communication with families.
Key Strengths	• Achievement is underpinned by a carefully sequenced curriculum that enables pupils to build knowledge, skills and understanding progressively throughout their time at Two Bridges. Leaders have developed a clear progression framework that supports pupils to succeed academically, physically, socially and emotionally. Teachers use systematic assessment information to identify gaps in learning, inform their planning, adapt teaching and provide targeted intervention where required, ensuring pupils continue to make strong progress regardless of their starting points. • Three learning pathways have clearly defined progression frameworks that support leaders and staff to identify, assess and monitor pupils' progress over time. These frameworks ensure that learning is appropriately sequenced, provide clear next steps for development, and enable staff to recognise and celebrate small but significant steps of progress towards pupils' EHCP outcomes and long-term aspirations. • Leaders use a range of indicators to monitor pupils' progress over time. These include progress data analysis from the Insights programme, attendance data and safeguarding information, alongside monitoring information from scrutiny of Evidence for Learning (EFL); formal and informal observations of classroom practice and professional development meetings. As a result, leaders have a clear understanding of the adaptations, interventions and approaches that are having the greatest impact on pupils' learning and development. This enables identification of priorities for improvement and refinement of provision and ensures that all pupils are supported to achieve successful outcomes. • Achievement is continually reviewed through moderation activities, assessment analysis, learning conversations, Development Drop-Ins, curriculum reviews and annual EHCP reviews. Leaders use this evidence to evaluate the effectiveness of teaching, identify priorities for professional development and continually strengthen curriculum implementation. As a result, leaders maintain an accurate understanding of pupils' progress and attainment, enabling them to make informed decisions that improve outcomes, address emerging needs and ensure that provision remains responsive to the needs of the cohort.

	• Ensuring strong foundations for learning is a key strength of the school. Communication and Reading are prioritised because they enable pupils to access the wider curriculum and maximise their independence. As a result, these areas have been a major focus throughout the school's opening phases, with dedicated leadership capacity and resources allocated through TLR holders to drive improvement, develop staff expertise and ensure a consistent approach across the school. • Preparation for Adulthood is embedded throughout the curriculum and underpinned by a clearly defined progression framework for self-care and independence, which enables staff to assess and monitor progress over time. Pupils of all ages engage in a wide range of practical activities and real-life experiences that provide cumulative challenge, allowing them to practise, apply and generalise their skills in safe and supportive contexts. This approach builds confidence, promotes increasing independence and reflects the school's ambition for every pupil to be as independent as possible and fully prepared for the next stage of their education, life and future aspirations. • Post-16 students work towards AQA Unit Awards from Pre-Entry Level to Level 1, focusing on the development of functional literacy, numeracy, communication and employability skills. These units are carefully matched to our curriculum pathways, ensuring that learning is relevant, personalised and focused on preparing pupils for their individual next steps. Participation in the Duke of Edinburgh's Bronze Award further develops resilience, confidence, social skills and personal responsibility, ensuring that pupils are well prepared for life beyond school.
Impact	• Leaders have established a curriculum and assessment model that enables pupils to achieve highly across academic, personal and EHCP outcomes. Our end of year assessment demonstrates that the majority of pupils make expected or better progress in both academic and other areas reflecting consistently strong achievement from individual starting points: **98% for Cognition & Learning** (Explorer Pathway learners); **98% for Maths (SSM) and 95% for Maths (N); 100% for English (Reading and Writing); 99% for Communication and Interaction; 100% in Physical & Sensory**; **92% in Self-care and independence**; and **94% in Social, Emotional and Mental Health**. • Progress and achievement for pupils across different groups, including vulnerable and non-vulnerable pupils, boys and girls, and those with SLD, PMLD and ASC, are broadly similar. This reflects the effectiveness of the school's highly personalised approach, targeted interventions and adapted teaching strategies in reducing barriers to learning and enabling all pupils to make strong progress from their individual starting points.
Next steps	• Develop a Bank of exemplar EHCP outcomes clearly aligned to progression framework levels. • Expand assessment system to ensure a range of indicators of attainment and progress are available.

ATTENDANCE AND BEHAVIOUR: EXPECTED STANDARD	
Summary	During Two Bridges opening phases, leaders have intentionally created an environment that promotes good attendance, positive behaviour and readiness to learn. Pupils with SLD, PMLD and ASC have particularly benefited from predictable routines, consistent approaches and a calm, well-

Key Strengths	structured environment that reduces anxiety and supports regulation. As a result, pupils feel safe, secure and ready to engage in learning, enabling them to develop positive learning behaviours, build trusting relationships with staff and make sustained progress over time. • Leaders work collaboratively with families, providing an appropriate balance of support and challenge to promote good attendance and reduce barriers to learning. Attendance patterns are reviewed regularly to identify trends, inform decision-making and ensure timely intervention where concerns arise. Strategies are tailored to individual circumstances and reflect the complex and diverse needs of the cohort. As a result, families feel supported and engaged, and pupils are better able to access the consistency of education that is essential for their learning, wellbeing and progress. • Leaders have established a strong relational approach to promoting positive behaviour, underpinned by a deep understanding that behaviour is a form of communication for many pupils within our cohort. Staff seek to understand the function and underlying causes of behaviour, recognising that pupils may communicate unmet needs, anxiety, sensory differences or difficulties with communication through their actions. Functional Behaviour Analysis (FBA) is used to identify triggers, patterns and underlying needs, enabling appropriate, proactive support strategies to be implemented. All staff have received training in Functional Behaviour Analysis, ensuring a consistent and informed approach across the school. As a result, pupils are supported effectively to develop self-regulation, reduce barriers to learning and engage positively in school life. • A clear behaviour policy outlines the school's graduated and tiered approach to behaviour support. Staff receive regular training in positive behaviour support strategies and de-escalation techniques to ensure a consistent, proactive approach across the school. The School Support Team provides responsive, on-call behaviour support, with experienced HLTAs modelling effective practice, coaching colleagues and building staff confidence and expertise. As a result, behaviour support is implemented consistently across the school, helping pupils to understand and respond to high expectations, develop positive behaviour patterns and access learning successfully. • Positive Behaviour Support Plans (PBSPs) are in place for pupils who require them. These are developed in collaboration with parents and carers to provide a clear, stepped approach that focuses on understanding the underlying causes and triggers of behaviour, alongside proactive and de-escalation strategies to reduce the likelihood of incidents. As a result, pupils are better supported to regulate their emotions, engage in learning and develop positive behaviours over time, while the frequency and intensity of behaviours that pose a barrier to learning are minimised. We are currently trialling Pastoral Support Plans (PSPs) that bring together behaviour, wellbeing and attendance support within a single, holistic document. • Engaging teaching and effective curriculum implementation are central to the school's approach to promoting positive behaviour. Teachers plan and deliver learning that is carefully matched to pupils' needs, interests and developmental stages, with activities that are appropriately paced, motivating and purposeful. Lessons are designed to maximise engagement, reduce barriers to learning and provide the right level of challenge and support. As a result, pupils participate with confidence, demonstrate enjoyment in their learning and develop positive attitudes to school. High levels of engagement contribute to improved behaviour, sustained attention and increased readiness to learn. • Leaders have adapted provision to respond effectively to pupils requiring different levels of behaviour support. Staffing, resources and learning environments are deployed strategically to ensure that pupils with the most complex needs receive intensive and personalised support. Currently, nine pupils access significantly enhanced provision through smaller group sizes, increased adult support and highly personalised timetables tailored to their individual needs throughout the day. This flexible approach enables pupils to remain engaged in learning, develop their ability to self-regulate and experience success, while ensuring that support can be adjusted as needs change. As a result, pupils receive the right level of intervention at the right time, helping them to access education safely, positively and successfully.

Impact	• Leaders respond swiftly to any incidents of bullying or discrimination, including those related to protected characteristics. Incidents are investigated thoroughly, appropriate restorative work is undertaken and patterns are analysed to inform future practice. Pupils demonstrate that they feel safe, know who to speak to if they have concerns, and trust adults to resolve issues effectively. • Parents typically report that their child enjoys school and wants to come each day. Overall attendance is typically between 85-90%. • Pupils demonstrate that they understand what positive behaviour looks like. Overt time they develop strategies for self-regulation. • Pupil voice, parental engagement and professional feedback consistently demonstrate confidence in the school's behaviour and attendance systems. • Behaviour, attendance and wellbeing systems contribute directly to pupils' readiness to learn, strong engagement and successful preparation for adulthood. • Staff provide the pupils with role models for positive behaviour and consistently demonstrate skill and confidence in managing complex behaviours.
Next steps	• Increase the capacity of the SLT, school support team, and curriculum development team, and establish a range of coordinated, multifaceted approaches that promote positive behaviour and effectively prevent and address challenging behaviour. • Implement updated behaviour policy. • Roll out pastoral support plans • Evaluate current attendance response strategies, pinpoint improvement areas, and determine how increased SLT capacity can strengthen these approaches.

PERSONAL DEVELOPMENT AND WELLBEING: EXPECTED STANDARD

Summary	Prioritising Personal Development is paramount for our pupil cohort, providing the foundations for emotional regulation, engagement and future success. Two Bridges has developed a clearly sequenced and well-structured Personal Development offer that is highly responsive to pupils' social, emotional, mental health, communication and learning needs and is embedded into school life, as well as explicitly taught. Staff have been equipped with the knowledge, skills and understanding required to deliver this provision consistently and effectively. As a result, pupils are beginning to be able to regulate their emotions, building trusting relationships with staff and engaging positively in learning. These improvements are strengthening pupils' resilience, confidence and independence, preparing them for success in school, at home and beyond.
Key Strengths	• A teacher-led curriculum development project has successfully adapted our PSHE (Jigsaw) and RSHE provision to ensure it is fully inclusive and responsive to the needs of all pupils, including those accessing the pre-formal Explorer Pathway. Carefully sequenced adaptations enable pupils to engage with key concepts in ways that are meaningful and appropriate to their stage of development. The accompanying progression framework has also been enhanced to strengthen the early foundations of personal development, ensuring all pupils begin to build the knowledge, skills and understanding required for future learning and independence. • Personal Development explicitly develops pupils' understanding of safeguarding, personal safety, choice-making, consent, healthy relationships, personal boundaries and emotional regulation. Personal development learning is explicitly designed to develop pupils' understanding of safeguarding, personal safety, choice-making, consent, healthy relationships, personal boundaries and emotional regulation, enabling them to make informed choices, communicate their needs and keep themselves safe. Opportunities to reinforce and apply this learning 'in the moment' are maximised when real-life situations arise, helping pupils to generalise their understanding and use these skills in a meaningful context. • Staff have received targeted training to support the confident delivery of RSHE content. This training has been effectively disseminated across class teams, ensuring a consistent understanding and approach across the school. As a result of high-quality training, collaborative planning and ongoing professional dialogue, staff demonstrate increasing confidence in delivering RSHE and are skilled in adapting content in real time to meet individual pupils' needs, interests and levels of understanding. This ensures that learning remains relevant, accessible and meaningful for all pupils. • Preparation for adulthood is a defining feature of the school's curriculum. Pupils progressively develop independence through practical experiences including travel training, shopping, cooking, money management, road safety, community participation and work-related learning. Community-based experiences provide authentic opportunities for pupils to generalise learning beyond the classroom and develop the confidence required for adult life. • A clear intent of the curriculum is to support pupils in developing the ability to self-occupy meaningfully and independently over time. As a result, pupils become increasingly able to manage unstructured time in safe, purposeful and fulfilling ways. • Learning relating to Spiritual, Moral, Social and Cultural (SMSC) development, Fundamental British Values, protected characteristics and cultural diversity is embedded throughout curriculum planning, particularly through the Jigsaw programme, thematic learning and assemblies. British Values closely align with our school values of respect, integrity and trust, which are consistently modelled by staff in their daily interactions with pupils and one another. A child-friendly values poster has been developed to support pupils' understanding of these principles and promote a shared language across the school community. As a result, pupils are developing an age- and stage-appropriate understanding of respect, difference, inclusion and belonging, supported by approaches that are responsive to their communication and learning needs. • Pupil voice is gathered through the School Council, annual review processes, leaders' observations and ongoing monitoring of classroom practice. Leaders also recognise and respond to the views that pupils communicate through their behaviour, engagement and interactions, ensuring that the voices of all learners, including those with complex communication needs, are heard. Feedback is actively considered in strategic planning and

Impact	curriculum development. For example, pupils' preferences and interests have informed plans for the phased development of the outdoor learning environment over the next three years. As a result, pupils understand that their views, choices and experiences are valued. • A teacher-led curriculum development project has strengthened our Careers provision, establishing Post-16 vocational themes, whole-school Careers Weeks three times each year and meaningful opportunities for pupils to explore future pathways, aspirations and real-world experiences. These developments support pupils to broaden their understanding of work, community participation and preparation for adulthood in ways that are relevant to their individual needs and interests. The impact and sustainability of this work will be further enhanced through the introduction of a TLR2 Careers Lead role from 2026/27, providing strategic oversight and driving the continued development of careers education across the school. • Careers education begins early, with a vocational element incorporated into each termly theme across the Primary and Secondary phases. This helps pupils to make meaningful connections between their learning, future aspirations and preparation for adulthood. Leaders work closely with the West of England Careers Hub and use Compass+ to monitor provision, evaluate impact and ensure ongoing alignment with the Gatsby Benchmarks. Secondary and Post-16 pupils receive impartial, high-quality careers guidance that supports them to make informed decisions about their future pathways. Post-16 students also benefit from employer encounters, workplace visits and work experience opportunities, enabling them to develop realistic aspirations, build employability skills and gain a greater understanding of education, employment and training opportunities available to them. As a result, pupils are increasingly well prepared for their next steps and are developing the knowledge, confidence and independence needed for adult life. • Leaders have established a highly ambitious personal development curriculum that prepares pupils well for adult life. As a result, 92% of pupils make progress in self-care and independence and our first P16 leaver was able to progress successfully to a Further Education college, one year before their expected leaving date, demonstrating the effectiveness of the school's preparation for adulthood strategy. • Pupils consistently report that they feel safe, supported and valued. They confidently identify trusted adults and demonstrate an increasingly secure understanding of healthy relationships, online safety and personal safety because the curriculum is continually adapted to reflect emerging safeguarding priorities. • Community-based learning, enrichment activities, trips, Duke of Edinburgh, work experience and wider enrichment opportunities enable pupils to apply learning successfully beyond the classroom. Consequently, pupils demonstrate increasing confidence, independence and resilience in unfamiliar environments and are well prepared for adulthood. • Careers education is developing ambitious aspirations and realistic understanding of future pathways. Employer encounters, workplace experiences and personalised careers guidance are equipping Post 16 students to begin to prepare to make their choice about the next appropriate step in education, employment or training.
Next steps	• Further develop our Personal Development offer focusing on pupil wellbeing through trauma informed practice. • Develop the role of Trust CEIAG HLTA role for context of Two Bridges. • Plan whole school progression for accreditation for each learning pathway. • Plan KS4 accreditation.

EARLY YEARS: EXPECTED STANDARD	
Summary	Whilst we currently have only two Reception-aged pupils, most of our cohort are working at very early developmental stages. As a result, an Early Years approach benefits pupils across all phases of the school. Our provision is carefully designed to provide strong foundations for learning, with an equal emphasis on both academic development and personal growth. Through a nurturing, play-based and highly individualised approach, pupils develop the communication, social, emotional and self-regulation skills that underpin future learning, alongside the early literacy, numeracy and cognition skills needed for academic success. This ensures that pupils are well prepared to engage with the wider curriculum and make meaningful progress from their individual starting points.
Key Strengths (see also Curriculum & Teaching)	• A significant strength of the Early Years provision is the carefully adapted learning environment, which has been designed to meet the sensory, communication and developmental needs of pupils. Classrooms provide calm, low-stimulation spaces that promote engagement, emotional regulation and readiness to learn, while ensuring that learning resources remain readily accessible and purposeful. Dedicated outdoor learning areas and sensory spaces further enhance opportunities for exploration, physical development, sensory regulation and communication. The environment has been thoughtfully designed to reduce unnecessary transitions and maximise learning time. Some classrooms include integrated hygiene and toileting facilities, enabling staff to meet pupils' personal care needs efficiently and with minimal disruption to learning. In addition, small workrooms provide quiet spaces for focused teaching, intervention and targeted group work, allowing staff to tailor support effectively to individual needs. Collectively, these adaptations create a highly nurturing and enabling environment that supports pupils to feel safe, regulated and ready to learn, while promoting independence, communication and sustained engagement in learning. • Pupils in the Early Years join mixed-age classes where careful consideration is given to class composition and dynamics. Robust transition processes ensure that leaders gather detailed information about each child's strengths, needs, interests and preferences from a range of sources, including families and previous settings. This enables pupils to be placed in the most appropriate learning group from the outset, supporting successful transitions, positive relationships and engagement in learning. • Our thematic Primary curriculum underpins the Early Years provision, with pupils initially following the pre-formal Explorer pathway. Teachers adapt approaches to meet pupils' age, stage and individual needs. Predictable routines, alongside the consistent use of visuals, song cues and Makaton, support the development of early communication skills. Staff provide targeted support for transitions through visual cues, timers, clear routines and appropriate processing time, helping pupils feel secure, engage in learning and develop increasing independence. • Strong foundations for learning are a key strength of the school's provision and are prioritised for pupils in the Early Years and for older learners who continue to work at early developmental stages. The curriculum places a strong emphasis on communication, interaction, emotional regulation, personal development and independence, recognising that these are the essential building blocks for engagement, learning and future success. • As in the wider school, the Early Years curriculum and daily routines place a strong emphasis on developing pupils' understanding of safety. Through consistent routines, direct teaching and learning opportunities throughout the school day, pupils are supported to develop awareness of personal safety, boundaries and safe choices. Staff provide clear modelling and guidance, helping pupils learn to make choices, communicate preferences and develop increasing independence. This contributes to pupils feeling safe, confident and well prepared to engage with the wider curriculum and daily life.

Impact	• Baseline and regular summative assessments ensure that learning goals are accurately matched to each pupil's individual needs and starting points. Progress towards targets is tracked rigorously through assessment records and learning journeys, enabling precise evaluation of outcomes and timely adjustments to provision, teaching and support. • As in the wider school, achievement in Early Years is continually reviewed through moderation activities, assessment analysis, learning conversations, Development Drop-Ins, curriculum reviews and annual EHCP reviews. Leaders use this evidence to evaluate the effectiveness of teaching, identify priorities for professional development and continually strengthen curriculum implementation. As a result, leaders maintain an accurate understanding of pupils' progress and attainment, enabling them to make informed decisions that improve outcomes, address emerging needs and ensure that provision remains responsive to the needs of the cohort. • Dedicated carers support pupils in the Early Years to ensure that their personal, physical and sensory needs are met. This includes toileting and intimate care, delivery of physiotherapy and sensory regulation programmes, and appropriate supervision and interaction to ensure safe and meaningful participation in learning and play. Leaders have carefully planned staffing and adult-to-pupil ratios to meet pupils' complex needs, ensuring that all statutory requirements are met and that barriers to learning are minimised. • Regular communication with parents ensures strong home-school partnerships and continuity of support. Families receive updates through class emails, Evidence for Learning, parental consultations, class pages on the school website, end-of-year reports and annual reviews. Information is shared proactively to promote consistency between home and school, while staff remain responsive to parent feedback and requests. Where appropriate, personalised resources, such as communication boards and visual supports, are provided to help pupils transfer skills across different environments and maximise progress. • Leaders have established a curriculum and assessment model that enables pupils to achieve highly across academic, personal and EHCP outcomes. Our end of year assessment demonstrates that the majority of pupils make expected or better progress in both academic and other areas reflecting consistently strong achievement from individual starting points: **100% of EY pupils made expected or better progress in four out of 5 curriculum areas (Cognition & Learning, Communication & Interaction, Physical & Sensory, and Social, Emotional & Mental Health),** demonstrating the strength of teaching and learning in Early Years. • Our Early Years provision is fully integrated within the school's whole-school approach, ensuring continuity in learning, curriculum delivery and support as pupils move into Key Stage 1. The skills, routines, communication strategies and approaches established in the Early Years are built upon progressively, enabling pupils to experience a seamless transition and sustained progress from their individual starting points. This consistency helps pupils feel secure, maintain engagement and continue to develop the foundations needed for future learning and independence. • Parents speak positively about the progress, achievements and personal development of their children. Feedback indicates that families value our nurturing approach, effective communication and the strong emphasis placed on pupil safety and wellbeing. Parents report that their children are happy, feel safe and make meaningful progress. • Embed play-based therapeutic engagement and structured learning opportunities that build foundational skills. • Implement cross school moderation programme.

Next steps	

POST 16 PROVISION: EXPECTED STANDARD	
Summary	Our Post 16 provision opened earlier than planned in response to a local authority need for additional specialist placements. Leaders have developed a curriculum that meets the needs of the current cohort while establishing three learning pathways to ensure provision remains appropriate for pupils progressing through the school. This provides a coherent and ambitious preparation for adulthood offer that can grow alongside the school.
Key Strengths	• The Post16 curriculum is highly ambitious and sharply focused on preparing students for adulthood, employment and their next stage of education or training. A well-sequenced and coherent curriculum enables students to build knowledge, skills, independence and self-advocacy over time. Curriculum content is carefully tailored to the complex needs of the cohort and is closely aligned to EHCP outcomes, ensuring learning is meaningful and purposeful. to achieve strong outcomes and be exceptionally well prepared for their future destinations. • The Post 16 curriculum consists of four strands (Employability and Skills; Independent Living Skills; Health; Community). And three learning pathways (Towards Community Participation, Towards Independence and Towards Education and Employment). Students on different pathways will have a tailored approach that provides a range of experiences, while focusing on areas most relevant to their individual need and aspirations in terms of Preparation for Adulthood. • The Post 16 curriculum is underpinned by four curriculum strands: **Employability and Skills, Independent Living Skills, Health, and Community**. These are delivered through three clearly defined pathways: **Towards Community Participation, Towards Independence, and Towards Education and Employment**. The pathway model ensures that provision is carefully matched to students' individual needs, strengths and aspirations. Students access a broad range of meaningful experiences while focusing on the areas of Preparation for Adulthood that are most relevant to their future outcomes. This highly personalised approach ensures that students make strong progress and are exceptionally well prepared for their next stage of education, employment, training or adult life • The programme of study includes English and Mathematics, work-related learning and RSHE. These core elements are integrated throughout the curriculum, ensuring that students develop the literacy, numeracy, personal, social and employability skills required for successful adult life. Learning is purposeful and applied in real-world contexts, enabling students to transfer their skills confidently across education, work and community settings. Post 16 students work towards AQA Unit Awards from Pre-Entry Level to Level 1, focusing on the development of functional literacy, numeracy, communication and employability skills. These units are carefully matched to our curriculum pathways. • A qualified Careers Adviser provides personalised careers advice and guidance for all Post 16 students. This supports students to identify their strengths, interests and aspirations, which inform individual transition planning and curriculum pathways. Students benefit from visits to potential destinations, including colleges, training providers and community settings, enabling them to make informed

	choices about their futures. These experiences ensure onward destinations will be carefully matched to individual needs and aspirations. • Our Post 16 teacher has successfully led a curriculum development project to strengthen the school's Careers provision. As a result, Careers education has been planned to build towards the employability strand of the P16 curriculum through which students develop workplace skills through a structured programme of employer encounters, workplace visits and meaningful work-related learning. They access both group and individual work experience opportunities, enabling them to develop confidence, independence and an understanding of the expectations of the workplace. As students progress through Post 16, these experiences become increasingly personalised and are tailored to their strengths, interests and aspirations. A Careers progression framework has been developed to support accurate assessment of progress to inform planning for students' next steps.
Impact	• Leaders have established a curriculum and assessment model that enables Post 16 students to achieve highly across academic, personal and EHCP outcomes. Our end of year assessment demonstrates that the majority of students make expected or better progress in both academic and other areas reflecting consistently strong achievement from individual starting points: **100% for Communication & Interaction, Cognition & Learning and Physical and Sensory; and 85% for Self-Care & Independence and Social, Emotional & Mental Health**, reflecting the effectiveness of curriculum design, adaptive teaching and targeted interventions in Post 16. • In addition, **71% of students have been awarded 12 or more AQA Unit Awards, including 42% who have achieved 16 or more**, demonstrating sustained progress across a broad range of curriculum areas and the successful development of key knowledge, skills and independence over time. • Students in Post 16 speak positively about their learning and value being part of the Two Bridges community. They demonstrate positive attitudes to learning, engage well in activities and take pride in their achievements. Students particularly value the opportunities to contribute to school life through positions of responsibility and on-site work experience, which help to develop their confidence, independence and employability skills. • Students in Post 16 have demonstrated increasing confidence and resilience when accessing the community beyond Two Bridges through work experience placements, community volunteering, trips, DOE practice expeditions, visits to colleges and community learning placements and travel training. They were collectively able to secure a modestar shift grant for the school after giving presentations to an awards panel. This demonstrates the effectiveness of the school's preparation for adulthood curriculum. Students confidently apply their communication, independence and self-advocacy skills in a range of unfamiliar contexts, contributing positively to their communities and achieving meaningful outcomes. • Our first Post 16 leaver was able to progress successfully to a Further Education college one year before her expected leaving date, demonstrating the effectiveness of the school's preparation for adulthood strategy.
Next steps	• Implement P19 preparation for Y14 cohort. • Establish Post 16 specific staff training and CPD.

LEADERSHIP AND GOVERNANCE: EXPECTED STANDARD	
Summary	During its first two years, Two Bridges Academy has operated with a small senior leadership team comprising a Headteacher and Deputy Headteacher, both experienced SEND leaders and practitioners appointed from within Enable Trust. Together, they have established a provision that is closely aligned to the needs of the pupil cohort and developed a skilled, knowledgeable and appropriately qualified staff team capable of meeting pupils' complex needs. The systems, structures and strategic direction required to build a new school have been established, ensuring compliance while maintaining a relentless focus on pupils' wellbeing, achievement and personal development. A culture in which pupils are at the heart of decision-making and where inclusion, ambition and high expectations underpin all aspects of the school's work has been firmly embedded. There is a clear and ambitious plan to build on the successes of the school's initial phases of development. As the school grows, leaders are focused on strengthening leadership capacity, further developing curriculum and specialist provision, extending opportunities for collaboration and outward-facing practice, enhancing parental engagement, and broadening the professional development programme to further build staff expertise. This will ensure that the school remains responsive to pupils' needs while continuing to drive improvement, innovation and excellence.
Key Strengths	• Positive professional relationships underpin the culture of the school and exemplify its vision and values. During the school's initial phases of development, leaders have invested significant time in establishing the operational foundations of a new school while maintaining a highly visible and approachable presence. Through an open-door policy, leaders are accessible to families, staff and external stakeholders, fostering trust, collaboration and a strong sense of community. This positive culture has created a strong sense of belonging and psychological safety, enabling both pupils and staff to flourish. As a result, staff work effectively together, parents feel connected to the school, and stakeholders are confident that their views are valued and contribute to the school's ongoing development. These relationships have been instrumental in supporting the successful growth of the school and ensuring that stakeholders feel listened to, respected and actively involved in its future direction. • Leaders work alongside staff to develop a shared understanding of high-quality practice, including the effective use of child-led learning opportunities. Through coaching, professional dialogue, modelling and collaborative reflection, leaders support staff to recognise and maximise teachable moments that emerge from pupils' interests, motivations and communication. This shared approach strengthens engagement, promotes pupil agency and ensures learning remains meaningful, personalised and responsive to individual needs. • As a new school, leaders have adopted a phased and strategic approach to school improvement, carefully balancing the demands of compliance, the establishment of effective systems and processes, and the need to maintain sustainable capacity. Leaders are proactive and responsive, adapting priorities as the school grows and new challenges and opportunities emerge. A comprehensive programme of self-evaluation, monitoring activities and analysis of pupil outcomes enables leaders to accurately identify strengths and areas for development. • Leaders are committed to promoting staff wellbeing and managing workload effectively. Dedicated professional time at the end of each day enables staff to complete essential tasks, engage in school improvement activities, participate in professional learning and collaborate with colleagues. Additional time and support are provided where projects or areas of responsibility require greater capacity. Regular professional development meetings provide opportunities for staff to celebrate successes, reflect on practice and share constructive feedback. Staff are encouraged to contribute to school development through professional dialogue, professional development meetings and annual wellbeing

	surveys. A staff wellbeing action plan is in place to address the priorities identified through the feedback obtained in our first opening phase and this will be extended as leadership capacity grows. • Governor development is carefully tailored to the context of the school, recognising the needs of a newly established governing body and the evolving nature of school governance. School leaders and staff contribute to governor development through training sessions, presentations and the sharing of evidence relating to the impact of school improvement initiatives. This ensures governors are developing a secure understanding of the school's provision, priorities and areas for further development. • Governors have a strong understanding of the school's context and provide an appropriate balance of support and challenge as the school continues to grow. Regular monitoring visits are strategically planned to align with school priorities, minimise workload and maximise meaningful professional dialogue. Through visits, reports and discussion with leaders, staff and pupils, governors gain first-hand insight into the school's effectiveness and use this information to hold leaders to account for the quality of education, pupil outcomes and the implementation of the school's improvement priorities. As a result, governance is becoming increasingly effective in supporting the school's strategic development and long-term success. • Leaders have established a whole-school tracking system that triangulates key information from attendance, behaviour, safeguarding, wellbeing and assessment data. This enables the timely identification of emerging concerns, patterns and barriers to learning, ensuring that pupils receive appropriate support at the earliest opportunity. The information is used strategically to inform decision-making, allocate resources effectively and evaluate the impact of interventions.
Impact	• The school vision and values are understood by all staff and practice is consistently aligned with these. Positive relationships have been established with all members of the school community, including families and external agencies. There is a strong sense of consistency and shared purpose across the school, which contributes positively to pupils' wellbeing, engagement and achievement. • Leaders have created a coherent, evidence-informed school improvement model where monitoring, evaluation and professional development are fully aligned. This has directly impacted practice and outcomes for pupils with very strong end of year progress results across the school in all subject areas. • Leadership ensures that pupils' wider development receives the same strategic focus as academic achievement. Leaders can demonstrate that 92% of pupils make progress in self-care and independence, while pupils are becoming increasingly resilient, emotionally regulated and confident through a carefully sequenced preparation for adulthood curriculum. • Leaders have a comprehensive understanding of pupils' needs and can respond proactively to improve outcomes, engagement and wellbeing. • Professional development is highly responsive to evidence gathered through formal and informal learning conversations, Development Drop Ins (DDIs), moderation, curriculum reviews and assessment. As a result, teachers continually refine their practice, adaptive teaching is consistently strong and assessment accuracy is secure across the school. • Governors hold leaders effectively to account and provide Trustees with clear assurance that strategic decisions are improving outcomes for pupils.

Next steps	• Further develop collaborative planning, moderation and professional learning opportunities. • Identify training to support SLT/Curriculum development team and school support team. • Staff wellbeing focus led by AHT • Implement and review leadership tiers to inform planning for 27/28 • Further develop LGB monitoring roles linked to new distributed leadership roles. • Further develop our parent engagement /SPACE programme

EVIDENCE TO SUPPORT SUMMARY EVALUATION	
Ofsted inspection report	n/a
Overall effectiveness	Evidence For Learning & Insights Data Analysis Development Drop In's Schedule (DDI's) Staff Appraisal linked to DDIs Moderation SIP visit reports / summaries EHCP Parent and pupil views Parent voice through questionnaires, annual review and parent events Pupil Voice through School Council Gatsby Benchmarks / Compass+ evaluation Edurio Questionnaire (Staff experience and Wellbeing Survey)

Safeguarding	Policies: Safeguarding and Child Protection Policy; Recruitment Policy; H&S Policy; Educational Trips and Visits Risk Assessments and PBSPs Curriculum: - PSHE & RSE CPOMS records SCR checks Governor monitoring reports Safeguarding newsletters Minutes of Trust Safeguarding group meeting 175 Audit report
Inclusion	EHCPs / Audit of provisions / Annual Reviews SEND policy Assessment Policy Progress reports / EFL and Insights Therapies, external professionals and specialist Interventions Pupil and parent/carer survey responses Staff CPD programme Pupil Premium strategy
Curriculum and teaching	Curriculum Documents TLR3 action plans for Careers, Reading and PSHE/RSE. Subject co-ordination actions plans Teacher Planning SLT monitoring records DDIs /Professional Development records Learning walks

Achievement	EHCP audit / outcomes /PLGs Progress reports Progression Documents Attainment records – spreadsheet. P16 Accreditation records Moderation notes
Attendance and behaviour	Policies Arbor and CPOMS Whole school tracker Pastoral Support plans Attendance meeting notes DDI records Parent meeting records
Personal development and wellbeing	Curriculum Documents TLR action plan (PSHE and RSE) Monitoring records Training records Jigsaw Handbooks Explorer pathways progressions documents
Leadership and governance	SDP RAP Governor monitoring plans and records LGB meeting minutes CPD and training for governors ET Governor development day

Early years	Curriculum documents Progress reports DDI records EFL records - monotoring
Post 16 provision	Curriculum documents Progress reports / AQA unit awards evidence Links with employers and work experience placements. Compass+ evaluation