

Inspection of Bromley Trust Alternative Provision Academy

Hayes Lane, Bromley, Kent BR2 9EA

Inspection dates: 7 and 8 February 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils get a fresh start here, particularly after previous difficulties in mainstream education. Leaders work effectively to improve pupils' attendance. Staff build positive professional relationships with pupils. Pupils said that staff were kind and they trusted them to deal with any concerns. There is little or no bullying. If it happens, teachers deal with it quickly. Leaders do not tolerate any derogatory language. As a result, pupils are kept safe and get on well with each other. They enjoy collecting rewards.

Staff have high expectations of pupils' work and behaviour. Pupils behave well and remain focused in lessons. Pupils' attendance and achievement are celebrated, including through reward trips. Leaders provide breakfast for pupils each morning. Many pupils spend breaktime and lunchtime in conversation with staff.

Pupils are well prepared for their next steps. Teachers support pupils to develop essential literacy and numeracy skills. Secondary-age pupils are taught important life skills such as cooking and financial management. They gain academic qualifications. Pupils enjoyed spending time with Tilly and Sadie, the school's therapy dogs.

What does the school do well and what does it need to do better?

Leaders identify gaps in pupils' knowledge and skills at the time pupils join the school. This helps teachers to plan for pupils' individual needs. In the primary phase, leaders prioritise support for pupils' reading, English and mathematics development. In the secondary phase, pupils follow a broad curriculum which meets the ambition of the national curriculum. Teachers ensure that pupils gain knowledge and skills that prepare them well for future learning. For example, in English, pupils have a wide experience of literature, including plays by Shakespeare.

Typically, teachers check what pupils understand and identify any knowledge that pupils need to go over again. Sometimes, they do not select activities that consolidate pupils' learning. Where this is the case, pupils do not develop deep, subject-specific knowledge.

Leaders ensure that pupils are supported by a range of specialist therapists. For example, pupils benefit from speech and language therapy, play therapy and rap therapy. Teachers use selected strategies appropriately to support pupils' learning, including using signs and symbols to develop the communication skills of younger pupils.

Leaders identify the needs of pupils with special educational needs and/or disabilities (SEND) quickly. They support pupils with SEND effectively so that they catch up on learning. Teachers provide adapted resources to help pupils, including with their writing. All staff cater for pupils' individual needs carefully.

In the primary phase, the reading curriculum is well planned and sequenced. Pupils begin by learning individual letters and their sounds. They move on to blending sounds into words. Pupils access books that match the sounds that they are learning. They enjoy story times with their teachers. In the secondary phase, teachers prioritise the teaching of vocabulary. However, secondary pupils' wider reading opportunities are not fully in place. Leaders do not ensure that the support for a minority of weaker readers in the secondary phase is matched closely to these pupils' needs.

Teachers encourage pupils to improve and manage their behaviour. Low-level disruption in lessons is rare, so pupils get on with learning, and the teaching of the curriculum is rarely interrupted.

Leaders support pupils' wider development exceptionally well. For instance, some pupils have opportunities to develop their skills and knowledge in home maintenance and horticulture. Pupils go on many visits, including to the Science Museum and the Imperial War Museums. They are encouraged to raise money for charities. The personal, social and health education curriculum is planned very well to meet pupils' needs. Primary-phase pupils are taught about the importance of being a good friend. Pupils in the secondary phase are taught about relationships, including the danger of toxic relationships. Pupils are exceptionally well prepared for future education and employment. Careers lessons are enhanced by employer workshops and visits to local colleges. Pupils have ambitious plans for their futures.

Leaders engage well with staff, parents and carers. Staff said that leaders are mindful of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained to recognise the signs that a pupil might be at risk of harm. They understand the safeguarding risks to pupils in their local area. Leaders work closely with external agencies to help pupils and their families. They are tenacious in following up referrals made to external authorities. Leaders carry out the appropriate checks on staff to ensure they are safe to work with children. Pupils are taught how to keep themselves safe, including online. Pupils learn about the importance of consent in an age-appropriate way.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teachers in the secondary phase do not select activities that build up pupils' knowledge and skills securely. This limits the development of pupils' subject-specific knowledge and understanding. Leaders should ensure that all

teachers are skilled to select activities that build and consolidate a deep body of pupils' knowledge and skills.

- Leaders do not ensure that pupils' wider reading opportunities in the secondary phase are fully in place. The support provided for a minority of weaker readers in the secondary phase is not consistently strong. Leaders must ensure that all pupils in the secondary phase are supported to develop their reading fluency and love of reading.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141116
Local authority	Bromley
Inspection number	10255275
Type of school	Alternative provision
School category	Academy alternative provision sponsored
Age range of pupils	5 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	104
Appropriate authority	Board of trustees
Chair of trust	Christine Whatford CBE
Headteacher	Rob Freeman
Website	www.bromleytrustacademy.org.uk
Dates of previous inspection	19 and 20 September 2017, under section 5 of the Education Act 2005

Information about this school

- Since the last inspection, the school has appointed a new headteacher and a new head of secondary school.
- The school caters for pupils with social, emotional and mental health needs. Many pupils have education, health and care plans. Some pupils arrive at the school with undiagnosed SEND needs and gaps in their learning.
- Since 2018, the school has run an outreach service with the support of the trust. This supports over 100 pupils who currently attend mainstream education.
- The school makes use of part-time alternative provision at the Bromley campus of London Southeast Colleges.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with leaders responsible for the quality of education, behaviour and attendance, personal development and safeguarding. They spoke to the leaders of the outreach service run by the school and the trust.
- Inspectors carried out deep dives in early reading, mathematics, creative arts and English.
- Inspectors also considered the curriculum in other subjects.
- Through discussions with leaders, staff, pupils and the governing body, inspectors considered the effectiveness of safeguarding.
- Inspectors met with a group of parents.
- Inspectors spoke to members of the local governing body and the trust, including the chief executive officer. They met with the deputy chief executive officer and representatives from the local authority.

Inspection team

Lisa Strong, lead inspector	His Majesty's Inspector
Ann Pratt	Ofsted Inspector
Ian Rawstone	His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023