



ASSESSMENT REPORT FOR CO-OP ACADEMY DELIUS

Date of Assessment Visit: 12th July 2024

Initial Assessment

INTRODUCTION

Co-op Academy Delius is a generic primary special school, providing education for pupils aged 3 to 11 years with clearly identified special educational needs, including Autism, complex health needs, and physical needs. Bradford Council is the admission authority and places pupils at Delius following a consultation request to the academy. Most pupils will be admitted on the basis of an Education, Health & Care Plan (EHCP). There is a waiting list for places at Delius.

There are 172 pupils on roll, across 2 sites: the BD3 site with 14 classes, and the BD7 site with 3 classes. The Academy is in central Bradford, in an area with a high rate of unemployment. Bradford District is ranked 5th most income deprived and 6th most employment deprived local authority in England.

The curriculum is delivered on a pathway approach across school. There are 5 pathways (named on the theme of space), ranging from an early years pathway, to a pathway that can access more formal learning. The pathways are designed to ensure they meet the children's needs and learning style. The last OFSTED Inspection in September 2023 rated the Academy as Good.

Delius is part of Co-op Academies Trust, the school shares the Co-operative values: Do What Matters Most, Be Yourself Always, Show You Care, and Succeed Together.

This report is based upon:

- 1) A completed Self-Evaluation Form (SEF) submitted in advance by the school.
- 2) Examination of selected evidence submitted prior to the assessment.
- 3) Examination of the school website.
- 4) An assessment visit undertaken by Beverley Thomas on 12th July 2024, during which the following key members of staff and stakeholders were interviewed:
 - Headteacher – Emma Hardaker
 - Careers Leader, Assistant Head Teacher – Aimee Helie
 - A tour of the school, during which the assessor was able to meet and speak with teachers and teaching assistants delivering lessons
 - Observation of lunch time activities
 - A focus group with three pupils from the BD7 site (online)
 - Phone call with a parent



1. Leadership and Management of CEIAG (Gatsby Benchmark 1)

Rating – Meeting the Assessment Criteria of this principle.

Fully Meets

- Aimee Helie (Careers Leader and member of SLT) is the strategic lead for Career Related Learning (CRL) and an Assistant Head Teacher with responsibility for CRL, parental engagement, wellbeing, PSED (lead) and CPD (lead). Aimee is timetabled Mon-Tue and undertakes her other duties Wed-Fri.
- Aimee is supported by Emma Hardaker (Head Teacher), and staff across the whole school, to embed CRL into the curriculum, and support with off-timetable events. Emma talked about how they believed that all the children at Delius should have every opportunity to access CRL, regardless of their individual needs and long-term life expectations. Over the last two years, the CRL offer has exceeded their expectations, and she was incredibly pleased that all the staff were involved.
- There is a comprehensive CRL policy with strategic aims informed by the Co-op vision, and the needs of the children. It includes a statement of learner entitlement.
- The detailed CRL development plan (2023-24) was produced with support from the Trust director of CRL, Jo Sykes, and is aligned with the eight Gatsby Benchmarks.
- Pete Edwards is the CRL Link Governor and Aimee meets annually with the governing board to update them on the programme.
- As part of the Co-operative family of schools, the SLT are committed to delivering high quality CRL as a long-term priority for the school. There is a draft 3-year Strategic Plan 2024-27. This outlines the aims to explore the possibility of developing a bespoke 'Skills Builder' package; have dedicated twice (rather than one) annual Career CPD time to empower staff and develop knowledge and understanding; continue to develop a CRL hub for the specialist schools in the Trust to quality assure learning; further increase parental understanding of CRL programme and continue to develop the Parent Offer for CRL.
- The CRL programme outlines school activities, and school trips to organisations and visitors.
- CRL is embedded across all areas of the bespoke four-year curriculum. Delius ensures all the experiences are adapted to enable all the children to access them.
- Delius has a partnership with Bradford College. Beauty, sewing, maths and English lessons are provided at the school for parents. Training is offered to parents, e.g., lessons on using Makaton, toilet training, and the Cygnet training course for parents with children who have Autism Spectrum Conditions.

Areas for Development/ Action Plan

- Finalise and implement the strategic plan 2024-27.
- Ensure the CRL Policy and Programme is accessible to parents on the school's website (link is broken).

2 Learning about Work – Content of the Careers Curriculum (Gatsby Benchmarks 1, 2, 4, 5, 6, 7)

Rating – Meeting the Assessment Criteria of this principle.

○ Fully Meets

- CRL is delivered via PSED and RE, in off-timetable activities such as World of Work (WOW) week (for the whole school), on community trips (all trips include some discussion about job roles encountered at different organisations), via visitors delivering activity sessions in school (Stunning Starts and Fab Finishes), and in the subject lessons for the Astronauts Pathway.
- Visitors are sourced by asking parents who are professionals/employees to come to school and by securing staff family and friends contacts. Visitors delivering sessions have included a hairdresser, a plumber, a football coach, Police, Yorkshire Ambulance Service (YAS), the Fire Service, nurses, and a cleaning company.
- All the sessions are interactive and adapted so all students can access them. The plumber brought in big tubs of butter cream for the pupils to learn how to use a trowel (as there was a real risk some pupils might eat the plaster). The cleaning company brought in a cleaning kit and taught the pupils how to clean the school windows. They also set up a car wash on site, so the pupils could try this out. YAS brought in a flight simulator which the pupils could use.
- Activities are designed with a range of learning goals in mind, i.e., with car washing, one of the objectives was to help the pupils be unafraid when visiting a carwash with their parents. The police officer brings in high vis jackets and hats which the children enjoy trying on. This activity is to help them learn about what the Police do and also to build a positive relationship with them – some children have challenging home situations which often involve interactions with the Police.
- In RE pupils were learning about donation and visited a Sikh temple to see food being given out. This activity was linked to the community fridge next to the school. Next year some pupils will do work experience there.
- Work Experience Wednesday happens during WOW week. Children have special jobs for the day, for example working with the school chef to prepare food.
- The assessor watched pupils in class who were running a school shop. Every day a different pupil runs the shop while the other pupils practice requesting (using their preferred method of communication) and paying for items.
- Aimee is also working with SkillsHouse Bradford, on employer engagement. SkillsHouse are supportive and will organise a 'pre-visit' and ensure any encounters are bespoke for the children's needs. For example, they are arranging a "digger experience" and trip to a building site, followed by two workshops: on women working in construction and women in graffiti - pupils will build a wall, then work with local artists to graffiti it.
- Community trips have included Morrisons, YSP, Eureka, Bradford Science and Media Museum, and Cartwright Hall. Bradford Science and Media Museum are also coming into school to deliver sessions while the museum. The pupil's Academy Council (student leaders) have been consulted on the accessibility of the exhibits at the museum. They also did this for Cartwright Hall.
- The CRL programme includes arts/creative/sport opportunities. Two local artists have been into school to deliver a session. Project Resurgence will deliver two hours per week of ballet classes, and at the end of the programme, pupils will perform at the Northern Ballet. A wheelchair rugby player and a football coach have both delivered sessions.
- There are opportunities for pupils to develop their skills and confidence outside lessons in after-school clubs, e.g., Dance, Music, and Forest School.
- There are fantastic facilities at Delius designed to support the delivery of teaching in different settings, enabling teaching to be adapted to the needs and personal learning goals of the students. There is a Immersive room (recently adapted to become an Indian Restaurant so pupils could role play serving, being a chef, etc.), a swimming pool, a Gamelan room, a trampoline room and the Sparkle Suite which is used if pupils have life limiting health conditions, or traumatic health experiences, as a calm space to spend quality time with their family, or other trusted adults.
- Year 6 pupils are prepared for transition to high school with organised visits to the schools, and a representative from the high school will meet them at Delius. Year 6 pupils also go on a residential

to Nell Bank in Ilkley and take part in activities designed to promote independence and confidence, i.e., and orienteering walk.

- Year 6 pupils also have a graduation ceremony, with parents and family invited.

Areas for development / Action Plan

- Continue with proactive approach to develop employer engagement across a wider range of industries with the support of SkillsHouse.
- Consider extending work experience day in school to Year 5.

3. Training Co-ordination of Professional Development of staff managing and delivering CEIAG

(Gatsby Benchmark 1 and Quality in Careers Criteria 1.1(iii))

Rating – Meeting the Assessment Criteria of this principle.

Fully meets

- The Trust CRL lead (Jo Sykes) provides advice and support, as well as organising the network meetings to showcase ideas and good practice.
- Aimee spoke about the support from within the Trust for CPD, and opportunities to share good practice at Trust network and training events. The CRL expertise Aimee has developed at Delius will be shared with the two new Co-op Special Schools in the Trust.
- Teaching staff have had training on CRL – what it is, and why it is relevant for pupils at Delius. Staff who initially doubted the relevance of CRL have been won over by the positive impact.
- The teacher and teaching assistants who the assessor met were very positive and confident about how CRL is delivered within and outside the curriculum.
- Aimee shares the plans for CRL developments, and activities with staff at CPD meetings. Dominic Senior, a teacher, said that there are opportunities to suggest ideas at the CPD meetings and that staff at all levels were involved.

Areas for development / action plan

Further embedding CRL to ensure the sustainability of the programme.

4 Quality Assurance and Impact Measurement Arrangements for CEIAG (Gatsby Benchmark 1)

Rating – Meeting the Assessment Criteria of this principle.

○ Fully Meets

- The Trust CRL lead (Jo Sykes) carries out regular audits. Provision has been audited using the Co-op CRL Audit tool (using the Gatsby Benchmarks), and via feedback and evaluation, e.g., using the Whole Class Feedback Sheets, to assess the quality of learning and areas for development.
- Review and evaluation procedures are in place, involving pupils, teachers, and external partners (employers visiting the school and organisations the pupils visit). Feedback from all the employers has been positive and they want to return to Delius.
- Aimee tracks all activities that pupils attend on spread sheets to ensure that every child has an opportunity for meaningful experiences.
- Emma explained that they use an app called Evidence for Learning to measure impact. The app has CRL tags. This is where the pupils' progress and learning are recorded.
- After WOW week pupils are supported to feedback by staff who complete a feedback form based on their observations of how the pupil engaged and whether they enjoyed it or not.
- There are termly EHCP reviews for pupils. Photos are used to record what pupils have been doing, with descriptions of what they have learnt and how they benefited from experiences. Each pupil has three personal learning goals (PLGs) per year, one per term. For some pupils, a PLG might be as simple as lifting their head or putting their own T-shirt on after swimming. Targets for Year 6 pupils are shared with secondary schools who continue to work on them until it is an appropriate time to develop new targets.
- Delius exploring idea of introducing experience portfolios, working with SkillsHouse who can issue badges for achievements.
- Pupils spoke very enthusiastically about World of Work week, and the visitors who come in to talk about their jobs. "Loved it.," "Really nice and fun.," "Amazing and beautiful." They spoke about jobs they would like to do, and the type of work happening in their area (building, road works, college). Two pupils in Year 6 said they had visited high schools.
- Aimee talked about how they (the staff) had learnt how parents wanted to engage with school by making positive memories rather than just focusing on the formal reviews of their children's development. Parents want to come to school to see what their children are good at and what they can do, which they are often surprised about. So, they have adapted to accommodate this.
- Aimee consulted the parent's group about CRL and asked them to consider being involved (to talk about their jobs or provide contacts for visitors).
- The parent spoken to felt that activities the school organises were good. She said they had plenty of advance notice and parents were asked about being involved. After events, feedback, pictures, and videos are shared. From her perspective she felt the school raises pupil's ambitions; her daughter is talking more, and more clearly and she is being supported to transfer to the BD7 site where the teaching will be more stretching because she is ready for it. She said staff were always friendly and ready to offer support and advice.

Areas for development / action plan

n/a

Conclusion

CRL provision is continuing to develop at Co-op Academy Delius, and based on the evidence provided the school has achieved the C+K Primary Careers award. The award will be subject to two short annual reviews and a full review in July 2027.

The assessor would like to thank Aimee Helie and colleagues for arranging an enjoyable assessment day.

Strengths to note:

- There is strong leadership and strategic direction from the Trust, the Head Teacher and Aimee Helie.
- Pupils enjoy the CRL activities in the curriculum, supplemented by World of Work Week, visiting speakers, and Community visits.
- There is evidence of the positive impact on children's personal development.
- There is excellent support for transition.

Areas for development include:

- Implement the strategic plan 2024-27. This will further embed CRL and ensure the sustainability of the programme.
- Continue with proactive approach to further develop employer engagement across a range of industries with the support of SkillsHouse.
- Consider extending work experience day in school to Year 5.
- Ensure the CRL Policy and Programme is accessible to parents on school's website (link broken).

Assessor: Beverley Thomas

Date: 12/07/2024