



ORMISTON
BRIDGE
ACADEMY

High quality alternative
provision in **Hammersmith
and Fulham**

The background of the page is a photograph of a brick wall. In the upper right corner, a basketball hoop with a red rim and a white backboard is visible. The wall is made of yellowish-brown bricks. A dark blue rectangular box is overlaid on the lower two-thirds of the image, containing white text.

Ormiston Academies Trust: alternative provision academies

As part of our family of 43 schools, we have four alternative provision (AP) academies and managed intervention centres that serve the most vulnerable pupils in their local and wider communities. We serve the needs of children who, for whatever reason, have found mainstream education a challenge, which closely aligns with the Trust's sole purpose and values.

Our AP schools are supported by a large education team and led by an education director.

When schools find that they can no longer support the behaviour needs of some pupils, they can access AP for a period and attend full time to continue their education. The overall aim is for the young person to return to mainstream, but for some it is a place where they complete their education. This means that high quality AP needs to support the behaviour needs of pupils, whilst delivering a high-quality curriculum.

Our AP schools work in collaboration with mainstream schools in their local areas and are an integral part of the local authority inclusion offer, supporting pupils with additional needs and SEND.



As a trust, we bring scale, expertise and resource, and the AP school staff bring a wealth of knowledge.

The work that is being carried out across our AP schools is already informing planning for the future across the trust.



Principal's welcome



Keziah Raphael
Principal

Welcome to Ormiston Bridge Academy. We are a secondary (Year 7 to Year 11) alternative provision school based in the London borough of Hammersmith and Fulham. We are committed to motivating, supporting and inspiring students to re-engage with their education.

Our mission is to provide quality education to children, equipping them with the skills and knowledge to make progress academically, socially and emotionally. We believe that success for our young people comes because of our specialist approach, we are interested in activities that develop all our young peoples' capabilities.

Our aim is to re-engage our children on their academic journey; to develop a passion for lifelong learning, improve their potential for employment, develop their ability to have successful and healthy relationships all whilst ensuring that they have the knowledge and skills to be the best version of themselves.

We can accommodate up to 50 secondary-aged children, which enables us to build strong working relationships with our students and their families. The environment of our school is caring, supportive and inclusive. We are proud of our strong links with external professionals and agencies and work closely with them to affect change in our young peoples' lives, ensuring our work is holistic and therefore creates success by any means for all.

Keziah Raphael
Principal



Introduction

Mission statement

Providing quality education to students, equipping them with the skills and knowledge to make progress academically, socially and emotionally.

What we do

Many of our students arrive disenfranchised from education. They have often missed a lot of school, and many have significant pastoral issues outside of school and consequently have been unable to experience success within the constraints of a mainstream model.

Many of our students arrive with barriers to school and learning and require a mixture of academic and pastoral support alongside the curriculum we deliver. Due to the significant barriers that our students have faced, many arrive with gaps in learning.

These gaps can be linked to poor attendance, entrenched poor behaviours, special educational needs and disabilities (SEND) for learning. Our successful approach intends to engage all students in education and to provide them with lifelong skills.

School leadership

Our leadership team aims to promote and inspire the positive culture and ethos of our school. All are highly experienced in the areas of pastoral support, curriculum, behaviour and inclusion and hold national professional qualifications within their fields of expertise.

We hold our students to the same expectations of a mainstream setting such as attendance to lessons and sitting formal exams. However, we are more than simply a school due to our high staff to student ratio and the range of mentoring, intervention and therapies which we can provide. Small class sizes enable the learning in the lessons to be targeted to the needs of the individual students and back fill any learning gaps necessary to understand the new concepts being met.

A team of learning support professionals is always available to provide both academic and pastoral support - whether that is within a classroom, as a one-to-one academic session or a regular mentoring session.

Our staff are highly experienced in re-engaging young people who have become disillusioned by education. We aim to provide a new educational experience for students where the needs of the learner are at the centre of the work we do.

Enrichment is fundamental to the work we do with the students and we regularly have speakers and professional bodies who visit the academy to engage them with workshops. The leadership team are always available to learners and take an active part in the day to day experiences of all students.

Our vision

We work as one team to provide every young person, whatever their previous barriers with the belief and motivation to be successful with learning and their wider lives.

Our values

Safe, Inclusive, Aspirational

- Our values ensure students feel safe.
- We ensure all of our children feel included.
- We work hard to make sure our students can aspire to achieve more.





Learning at Ormiston Bridge Academy

The atmosphere at Ormiston Bridge Academy is welcoming and inclusive. Students are supported to engage with learning and are provided with support and break out spaces to deal with the challenges that they may face without affecting the whole school. We aim to support all students in reigniting a passion and excitement for learning and the development of self-awareness for students to begin to manage their own behaviour and make better choices.

At Ormiston Bridge Academy, our staff spend the whole day with the young people, ensuring that there is structure from the moment the students enter the building until they leave. Staff and students experience everything together through activities such as eating together every day. We ensure soft landings for children who may have had a challenging evening/morning outside of school, we establish dynamic mentoring/PSHE whenever a challenging issue faces our school community and we offer exciting enrichment alongside our academic offer.

At induction, we consider our young peoples' education experiences to date, their social emotional health and mental health, their family situation and experiences and their SEND needs prior to joining our school. Through this we capture an in-depth picture of need and can create bespoke educational and pastoral experiences for all our students. We share the story of the child with the whole team to ensure that our approaches are always joined up and consistent. The induction process helps build strong relationships with learners and their families. This approach to induction to our school has also ensured a consistency of message between us and the family for students.

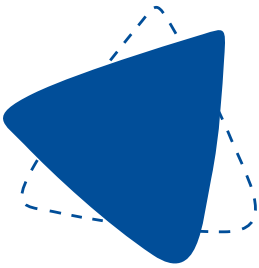


Curriculum

It is a common misconception that the qualifications earned in an alternative provision (AP) setting are in some way different to those earned in a mainstream school. Rest assured, students in AP will sit the same exams, take the same tests, and will be required to submit the same coursework as their mainstream counterparts. The level of challenge and dedication a student needs to succeed is the same. Our curriculum is designed to create a balance between subjects that are academic, creative and physical.

Our core subject offer of GCSEs includes English language and English literature, maths, science (dual award) and citizenship studies as well as regular PSHE/RSE lessons. Alongside this we deliver art, PE and business studies and learners choose one of these to specialise in, in Year 11.





Personal development

Many of our students arrive disenfranchised from education. They often have missed a lot of school and many with significant pastoral issues outside of school and have been unable to experience success within the constraints of a mainstream model.

Many students arrive in crisis and require a mixture of academic and pastoral support alongside the curriculum we deliver. Due to the significant barriers that our students have faced, many arrive with gaps in learning.

These gaps can be linked to poor attendance, SEND needs and entrenched poor behaviours for learning. Our approach to personal development intends to engage all learners in education and to provide them with lifelong skills.

The academy has three pastoral groups

- Key Stage 3 (mixed, Years 7-9)
- Year 10
- Year 11

The pastoral team play a huge part in the nurture, health and wellbeing of our students. We are dedicated to supporting our students and their families through in school support and working closely with outside agencies.

Our personal development curriculum is as important as the taught curriculum. We teach PSHE to all students weekly, with dedicated timetabled time in order to deliver a model that allows each student to reflect on themselves and those around them and prepare them for life outside the school.

We also measure our impact via behaviour and attendance progress.

Students are tracked against improving attendance from baseline, reduction in exclusions and behaviour concerns, alongside their progress with character skills such as; working with others, meeting expectations, self-control, confidence and skills for learning. Reintegration rates for our students are good, with a number of our students returning to mainstream schools or moving on to specialist provision following the EHCP process.





School governance

The Local Governing Body (LGB) reviews and reports on the academy's performance and holds the principal and senior team to account for academy performance. The LGB board is chaired by a local vicar who is able to support the principal to ensure that all the young people that attend the school receive the highest quality support and learning.

The Ormiston Bridge Academy LGB board is made up of the principal, a staff governor, up to five community governors (which can include representatives from commissioning schools) and two parent governors. If you would like to volunteer and be part of supporting the school and its students please do contact the school office who will help guide you.

Admissions

Through discussion with parents/carers and the local authority (LA), schools will refer your child to OAT. Parents/carers will then have the opportunity to tour the school, meet the staff and meet the principal to see what a great school we have and be able to answer as many questions as they like.

Before inductions can begin, schools **must** send the following information in order for us to be able to plan in detail the best support and curriculum that the young person can have:

- OAT learner transfer form completed, with full details outlining the reason for the referral
- Completed IEAP
- Attendance data
- Behaviour log
- SEND Information
- Exclusion record
- All supportive interventions that have been put in place by the school
- EHA (if appropriate with paperwork confirming that this has been offered)
- Key Stage 2 data (or baseline data at point of admission)
- List of GCSE subjects studied (to include options for Key Stage 4 learners)
- Latest subject attainment data
- Last school report



Our sponsor

We are a national education charity, underpinned by our founder, Peter Murray's (Ormiston Trust) belief that every child should be given a chance to thrive. We serve students from many communities, all with their unique character, strengths, and challenges. Our sole purpose is:

“to provide OAT students with excellent learning opportunities, inside and outside the classroom.”

We are ambitious for the over 30,000 children and young people we are responsible for as they all deserve to be given every chance to succeed. Whether the students attend our primary, secondary, special or alternative provision academies we are determined that every pupil we serve will be given the opportunity to realise their dreams and aspirations.

For us to achieve this we know we must work in partnership with others. Children and young people live in families of different types, located in diverse communities. Our role is to provide a haven in which our students can thrive regardless of the context in which they are growing up. We are proud to be an outward-facing organisation committed to deepening and extending our work with others locally, regionally and nationally.

We believe that strength and impact are maximised by working as one team – from which comes our commitment to **achieving more together** – underpinned by **our values**, which inform all that we do.

- **Anyone can excel: unwavering belief that everyone can achieve**
- **Enjoy the challenge: perseverance pays dividends**
- **Share what is best: we achieve more from working together**
- **Be inclusive: celebrating our diversity and practising equity**

Find out more at www.ormistonacademiestrust.co.uk.



How to refer

Ormiston Bridge Academy has been established to deliver education programmes (on behalf of the local authority (LA)) to children and young people who are out of school for a variety of reasons.

We are responsible for:

- All H&F students who are permanently excluded from school.
- The support of children and young people who are at risk of exclusion from school and managed move to us.
- Short term intervention placements (up to 12 weeks)
- Provision of specific individual pupil programmes commissioned by special education needs section procedures.

Who can refer?

1. Mainstream schools.
2. LA officers in the special education needs section.
3. LA admissions team via FAP.

Places at OAT London academies are commissioned by local authorities and the young person's home school. Please contact your home local authority or school to discuss further.

Please see the link below for the OAT London referral forms.

<http://www.oatlondonacademies.co.uk/key-info/admissions/>

For Hammersmith and Fulham referrals, please send completed referral forms to **info@obramail.co.uk**.





Managed Intervention

Managed Intervention Centres (MICs) offer a managed intervention programme with placements of up to five weeks. These placements support pupils whose behaviour in school continues to cause concern after having exhausted the school's internal interventions. The intervention aims to support pupils in addressing negative patterns of behaviour in order to return to their mainstream schools successfully. We work with pupils to develop their ability to identify triggers and strategies to help deal with these.

School support placements

In order to support periods of transition (for example managed moves between mainstream schools), MICs can offer short term placements of up to five weeks for mainstream students.

Six-day plus exclusions

MICs provide full-time educational support to learners from the sixth day of a fixed term exclusion or from day 1 for a looked after child (LAC).

The MIC is located on Woodlawn Road in a separate building situated on the Ormiston Bridge Academy site.

KS3 and KS4 students: will be taught by qualified subject specialist teachers. Alongside this, all pupils will have access to a range of interventions and support.

Referral process – managed intervention and support placements

School completes the **referral form** and emails to managed intervention (MI) – managed intervention may contact school to request additional information.

A minimum of **two** different contact numbers for parent(s)/carer(s) **must** be provided. Preferably email addresses are also included.

(Incomplete information on the referral form may delay the placement start date)



School to arrange a meeting date and time with managed intervention, parent and school contact *(contact may be made by school or by MI)*.

Please note: three days' notice is required.



Induction meeting at managed intervention- student and parent/carers must attend, representatives from school are welcome to attend. Contracts signed by all/behaviour targets agreed and baseline assessed Student attends managed intervention from that day.



Placement

- Attendance sent to school daily/absence phone calls made.
- Weekly updates on student attendance, punctuality, behaviour and progress.
- Any safeguarding concerns or referrals notified to DSL immediately.
- Visits from school/outside agencies welcomed and encouraged.
- Exit interview and review of behaviour targets takes place.



Feedback report and/or reintegration meeting with managed intervention, school, and parent.

- Referral process- six-day plus exclusions.
- School completes the referral form and emails to managed intervention.
- **Attach suspension letter** (with dates and length of suspension).

Must be sent on the **first** day of the suspension. *(Incomplete information on the referral form may delay the placement start date)*.



School to arrange a meeting date and time with managed intervention and parent/carers to occur on sixth day of exclusion *(contact may be made by school or MI)*.



Induction meeting at managed intervention with student and parent/carers, representatives from school are welcome to attend. Contracts signed by all/behaviour targets agreed. Student attends managed intervention from that day.



Placement

- Attendance sent to school daily/absence phone calls made.
- Weekly updates on student attendance, punctuality, behaviour and progress.
- Any safeguarding concerns or referrals notified to DSL immediately.



Student voice

“ *It's going great at The Bridge. It's like nowhere I've worked before. The students all report that they feel safe and understood and I get that feeling.. it's nurturing and containing. Lovely team and students.* **CAHMS art therapist**

“ *Overall a fantastic alternative provision one I enjoyed working alongside only for a brief time but one I hope to visit again in the future. The staff should be proud of themselves for building a warm caring community within the school and I expect them to help their students develop further and achieve amazing things.* **St Giles Trust youth worker**

“ *I also want to say a big thank you to all the school staff for being so supportive and patient; I had misconceptions about the school before my daughter started there but now I think it is a good school with a warm supportive environment. Thank you.* **Year 11 parent, 2020-21**

“ *I just wanted to write and thank you and your staff for actually caring about my children!* **Year 10 and 11 parent, 2020-2021**

“ *Thanks for working so closely with a few of my staff members. They have had great things to say about you and the support you provide.* **Family support worker**

“ *Thank you so much for your time you are an amazing team and I really admire what you do.* **SLT, Burlington Danes**

“ *Thank you so much for having me at The Bridge, it is an incredible place. I have so much respect for the whole team and the work that you do.* **English teacher, West London Free School**



Contact us

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www.oatlondonacademies.co.uk/academies/bridge

Please note: Keziah Raphael is currently on secondment with Ormiston Academies Trust, Jon Kulas is acting Principal at the academy.

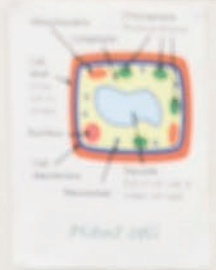


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Mrs Green



Plasma Cell



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ACHIEVING MORE TOGETHER

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