

April 2026

As we continue to grow in numbers, our work across centres has been relentless in ensuring that our Alternative Provision (AP) model evolves to meet the needs of all our young people, partner schools, and Local Authority requests.

Throughout the Spring term in Secondary, teaching staff have worked incredibly hard to ensure that our young people are prepared for and successfully sitting their NCFE Level 1 and 2 qualifications. The first set of results has been very encouraging, and the cohort of 2026 is already well on track to surpass the achievements of 2025. Alongside this, colleagues have been focused on curriculum development, carefully reviewing the qualifications and specifications we offer. This work is rooted in our commitment to preparing our young people effectively for their next steps into the post-16 world.

We are also delighted to share that we are now an accredited and approved centre for VTCT. This opens up further opportunities to broaden our vocational offer and provide even more pathways for our learners. Our construction site continues to develop, with bespoke trade pods being built to support hands-on learning in areas such as brickwork, joinery, plumbing, and painting and decorating. Despite this exciting growth, our focus on the day-to-day essentials in attendance, behaviour, and engagement remains unwavering.

To support our continued development, we have welcomed two outstanding new colleagues: Zoe Ashton as SENDCo and Alex Iles as English teacher and Music/PD/Careers Lead. Both bring valuable senior leadership experience, further strengthening the quality of provision for our young people. We also look forward to welcoming Tokeer in the Summer term, who will be joining us in Bolton as our new Humanities and PD teacher. We have also welcomed quality assurance visits from several Local Authorities, including Bolton, Manchester, and Salford. The feedback has been extremely positive and validates the dedication and hard work of the entire team.

As we continue to grow, we warmly invite schools to visit our sites, see our provision in action, and engage in quality assurance with us. Please do get in touch to arrange a visit at your convenience.

Jason Whittaker
Head of Secondary/Post-16



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SUCCESS IS THE SUM
OF SMALL EFFORTS
REPEATED DAY IN
AND DAY OUT



This term has been nothing short of powerful, with our young people making real, visible progress and our service continuing to grow from strength to strength. As we come to the end of another busy and rewarding term, it feels important to take a moment to reflect on just how much has been achieved across the service.

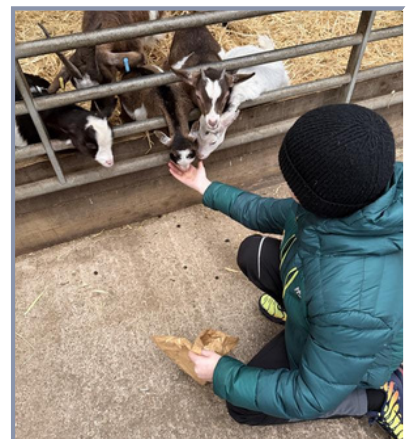
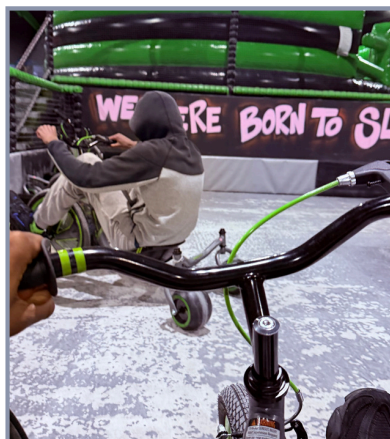
This term has been full of energy, growth, and positive engagement, with young people continuing to build confidence, develop new skills, and take meaningful steps forward in their individual journeys. The consistency, care, and commitment shown by staff has been a real strength, and it's clear to see the impact this is having in the progress and smiles we see every da

We've seen some fantastic sessions taking place across all areas of the provision, from creative and enrichment activities to community-based experiences and life skills development. It's been particularly encouraging to see young people trying new things, pushing themselves outside of their comfort zones, and building positive relationships with both peers and staff. These moments big and small are what truly define the success of what we do.

A key development as we move into the next phase of our provision is the introduction of AQA Unit Awards. This marks an important step forward for the service, strengthening our ability to recognise and evidence the progress our young people are making every day. These awards will allow us to formally capture individual achievements, celebrate success, and provide young people with meaningful accreditation that reflects their journey. We are confident this will add real value to their experience, further build confidence, and support clearer pathways into future education, training, or employment.

Looking ahead, we're really excited about what's coming next. We'll be continuing to build on the structure and quality of our sessions, with a stronger focus on clear pathways, measurable outcomes, and meaningful progression for every young person. There will be more opportunities to achieve accredited outcomes, more tailored sessions linked to individual goals, and an ongoing commitment to making our provision engaging, supportive, and impactful.

Overall, the service continues to go from strength to strength. With new referrals coming in, growing opportunities, and a team that consistently shows resilience and dedication, the future is looking incredibly positive. Thank you to everyone, staff, young people and families for being part of that journey.

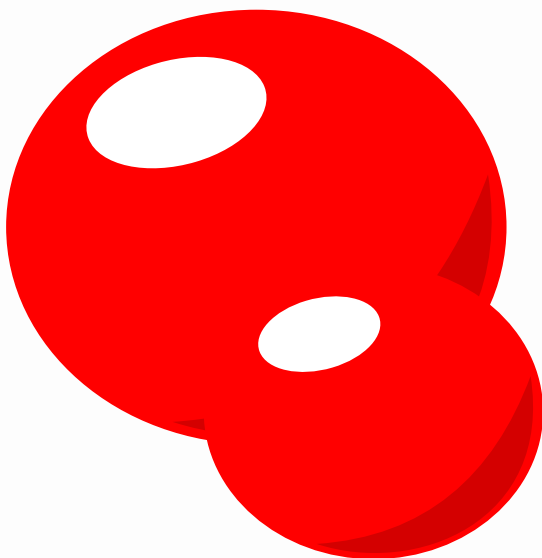


Red Nose Day



Our young people engaged positively in marking Red Nose Day on Friday 20th March. Our focus this year was centred on raising awareness rather than funds, giving students the opportunity to better understand the meaning and impact behind the day. It was encouraging to see learners take part with maturity and curiosity, showing genuine interest in the causes supported and the difference such initiatives make to communities both locally and globally.

Throughout the day, students participated in a range of purposeful activities, including baking themed cakes, completing structured worksheets, and engaging with informative videos exploring the charities involved. These sessions created space for discussion, reflection, and the development of empathy, while also building valuable life skills such as teamwork and communication. The day was a great example of how we can promote cultural capital in a way that is accessible, engaging, and relevant to the needs of our young people.



Staff also embraced the occasion, helping to create a positive and unified atmosphere across the provision. Colleagues were encouraged to wear red and don Red Nose Day noses, which added a sense of fun and visibility to the day while reinforcing the importance of the event. This collective approach supported engagement, sparked conversations, and helped ensure the day was both memorable and meaningful for everyone involved.



PRIMARY

Science Week

Week commencing 9th March, the primary provision hosted a Science Week in which pupils across Key Stages 1 and 2 participated in a range of investigations and engaging “wow” moments designed to promote enthusiasm for the fascinating world of scientific enquiry.

Key Stage 2 pupils explored themes such as astronauts and space travel, culminating in the design, construction, and testing of their own Mars Rovers, with a particular focus on parachutes and air resistance. They also investigated the power of microwaves, observing how they can be used to bake a cake in just 60 seconds.

Meanwhile, Key Stage 1 pupils created their own bubble-blowing devices, experimenting with colour and air pressure. They also made predictions about which objects would sink or float, with the added challenge of altering the shape of materials to enable them to float.

To conclude Science Week, a group of pupils had the opportunity to visit the Science and Industry Museum and Manchester Museum, further enhancing their knowledge and skills across a range of scientific topics.



New Building

This term has marked an important milestone, as both the staff team and young people have successfully transitioned into our new primary building in Walkden. This facility is a fantastic, modern resource, designed to support up to 40 young people per day from a range of local authorities.

The provision includes six dedicated learning spaces, a large indoor area, a sensory shed, and a secure outdoor environment. Collectively, these features enable us to deliver the highest quality provision to meet the diverse needs of our young people.

We warmly welcome visitors to come and view our new site, to experience the environment first-hand and gain a clear understanding of the opportunities and support we are able to offer



We celebrated World Book Day with a fantastic day of creativity, enthusiasm, and a shared love of reading. Staff fully embraced the occasion by dressing up as characters from *The Wizard of Oz*, sparking excitement and conversation across the school. Throughout the day, they also shared their favourite book titles with students, helping to inspire curiosity and encourage reading for pleasure.

A range of engaging activities took place across each classroom to promote a love of reading. In lessons, students explored how to choose the right book for their interests, helping them to build positive reading habits. Maths lessons took a creative twist, with students measuring the volume of books and calculating how many could fit into a given space—proving that reading can be linked to every subject. In English, students considered the many benefits of reading and used persuasive writing techniques to convince their teacher to join a library, producing some thoughtful and compelling arguments.



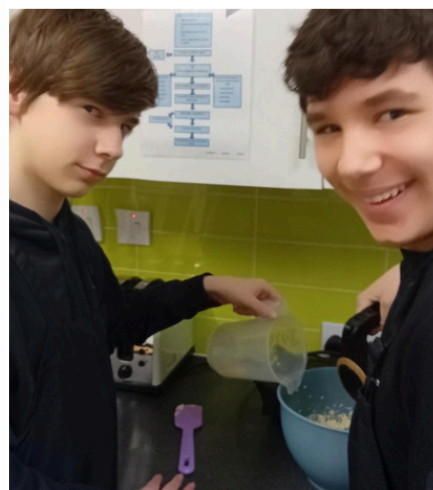
The day ended with a whole-school quiz, where students worked together to solve clues and identify popular book titles and authors. There was a real buzz of excitement as teams competed, and the winning group were delighted with their prizes. Overall, the day was a great success, reinforcing the importance of reading and inspiring students to continue exploring books beyond the classroom.

SEN INFORMATION

My name is Zoe and I am delighted to introduce myself as the newly appointed SENDCo at JEP. With seven years of experience in SEND leadership across both mainstream and specialist settings, I bring a deep commitment to ensuring every young person receives the support they need to thrive. I am passionate about inclusion and driven by the belief that all learners deserve the opportunity to fulfil their potential. I am excited to begin this role at JEP and to champion inclusive, personalised support that empowers every young person, whatever their starting point.

At JEP, we work with a very high proportion (over 90%) of young people who have a recognised special educational need or disability (SEND). This means they require support that goes beyond the universal offer. The largest group we support falls within the Social, Emotional and Mental Health (SEMH) category of need.

Many of our young people also have an Education, Health and Care Plan (EHCP). We collaborate closely with professionals across the Local Authorities we serve to ensure each young person has the right package of support in place, enabling them to work towards and achieve the outcomes set out in their EHCPs.



Our provision offers a flexible, nurturing environment where young people with SEND can access personalised support that meets their individual learning, social, and emotional needs. With smaller class sizes, specialist staff, and bespoke curriculum pathways, our young people benefit from a pace and approach that helps them feel safe, understood, and able to succeed.

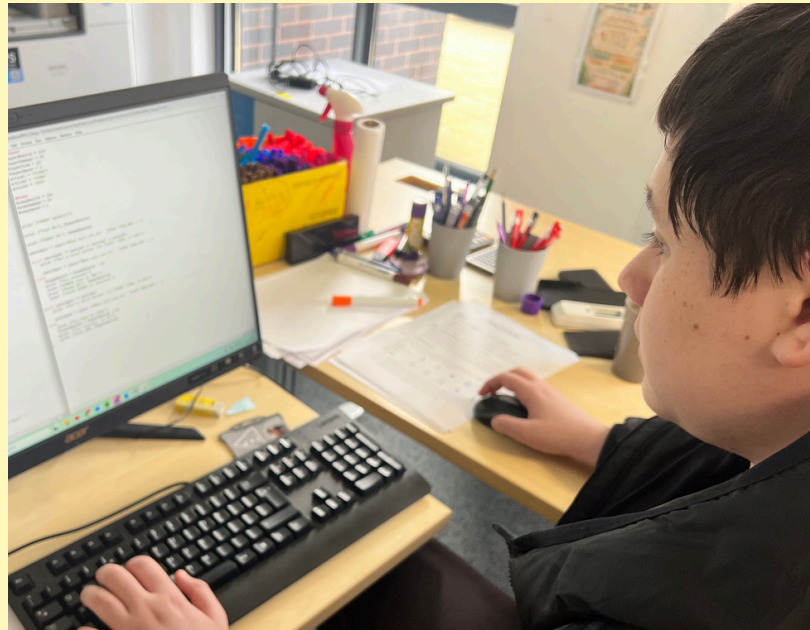
We focus on building confidence, developing key life and learning skills, and supporting positive relationships, enabling young people to re-engage with education in a way that celebrates their strengths. By providing structured routines, therapeutic interventions, and consistent, compassionate guidance, JEP helps young people with SEND make meaningful progress both academically and personally.

Rewards

Celebrating Positive Choices: Building a Culture of Recognition at Our School

At JEP, we are committed to creating an environment where every young person feels valued, supported, and motivated to succeed.

Through the JEPWAY initiative, we recognise and celebrate the positive choices our students make each day, helping to foster a culture built on encouragement, consistency, and what we call “deliberate botheredness” — showing students that their efforts truly matter.



Recognising Success Every Day

We believe that small, positive actions deserve meaningful recognition. That's why our daily rewards system ensures the young people are acknowledged regularly for their efforts and behaviour. Staff celebrate achievements through positive phone calls home, postcards, and direct communication with families, strengthening the connection between school and home.

In classrooms, recognition boards highlight student success in real time, while raffle tickets are awarded for top JEPWAY scores. Each morning ends with a celebration moment, where the young people are recognised in a raffle draw, reinforcing the value of making positive choices consistently.

Beyond the classroom, our celebration wall showcases achievements, creating a visible reminder that effort and good decisions are noticed and appreciated across the JEP community.



Embedding a Positive Culture in Every Classroom

Central to our approach is fostering a culture where young people feel they belong and are genuinely cared for. Our recognition boards and celebration walls are not just displays — they are tools that help embed positivity into everyday classroom experiences. By consistently noticing and rewarding effort, staff demonstrate that every young person's contribution matters.

This culture of “deliberate botheredness” ensures that no achievement goes unnoticed. Whether it's excellent effort, improved behaviour, or acts of kindness, we take the time to recognise and celebrate it.

