

Report to Local Advisory Board (LAB)

13th March 2017

Teaching Learning and Assessment Report to the LAB

	Meeting	
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	Item Number	TBAP(17)
Title:	Head of School Report to the LAB – Quality of Teaching , Learning and Assessment	
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1. Introduction

As we enter term four of the academic year 2016-17 I am pleased to report on the quality of teaching, learning and assessment to date.

There have been many changes in the reporting and assessment cycle this academic year and we are in a transitional phase of collating information on learner progress. Even with curriculum planning, the move to the new 1-9 GCSE Specifications has meant making accurate predictions is more difficult at the current time and we have to think flexibly about how to offer the best possible provision for our learners.

After an extremely successful Challenge Partners Review in November 2016 that suggested Beachcroft AP Academy as securely outstanding in all areas, we also received a Section 8 OFSTED visit the week before the Christmas holidays. The positive report highlighted assessment as our main area to work on as we work through life without levels and the changing landscape of qualifications and content. Whilst we did not receive the 'outstanding' grade, we were still very happy with the progress made from the last Ofsted in 2013. We have now laid the firm foundations to move the school forward and to continue on the upward trajectory it is on.

2. Quality of Teaching

Our focus on the quality of teaching over time means that we draw together information from sources other than single observations including, assessment data, learner books, learning walks, teaching and learning coaching sessions (leverage leadership) and behaviour assessments. This changing culture of lesson observation has enabled us to gather a much better picture of the day-to-day quality of teaching. We have also had our evaluations confirmed by an external Challenge Partner review in November 2016 and Ofsted in December 2016.

'Leaders make accurate judgements about the quality of teaching and learning in the school. They understand precisely where the strengths and weaknesses lie and put credible plans in place to tackle any weaknesses swiftly' (BCAPA Ofsted 2016)

Our analysis covers both the primary and secondary phases. We are confident in reporting that 50% of the teaching staff (6/12) are working at a very high standard and are teaching consistently 'good' and sometimes 'outstanding' lessons. Furthermore, they have been able to transfer their own excellent practice to other teachers in the Academy through coaching and learning and teaching development. 40% of the teaching staff are working at a strong level (consistently 'good') One teacher is receiving extra support to help improve their consistency in delivery of lessons. The other teacher is an NQT and is benefitting from a tailored package of support such as team teaching, planning support and mentor input.

As a result of our collaborative approach (The TBAP Way) lessons are now typically very well structured throughout the Academy and there is a growing culture of high expectations and challenge. Our data shows a year on year improvement of good and outstanding practice being seen in the Academy.

Learning Walk Data 2016-2017

General learning walks do not support *all of the teachers all of the time*. Although it does give an almost summative snapshot of what is happening across the school at any given time, there is difficulty in addressing development needs at the pace that is needed. *The real value of observation & feedback is not to evaluate a teacher, but to develop their practice so that their pupils learn better.*

Good or Outstanding							
Week	Learner Progression	Learner Challenge and personalisation	Teaching ensures progression	Questioning and Feedback Detailed focus for T1	Use of Resources	Behaviour for Learning	Literacy and Numeracy
19/09		4/5		3/5		4/5	
26/09		5/6		4/6		5/6	
03/10		5/6		5/6		6/6	
10/10		3/3		3/3		3/3	
		17/20 85% good or better		15/20 75% good or better		18/20 90% good or better	

At BCAPA the analysis of lesson observation data shows different needs. Even if there is a whole school focus, individual teachers have very specific development needs. Leverage Leadership identifies and addresses these needs very quickly. As a result from the Leadership Pilot from last year, we have now introduced this form of coaching to all teaching staff. The impact of this will be evaluated in term 5 but there is already some progress seen in some individual teachers as a result. We focused on one area in detail each term during the learning walks and have given feedback to individual staff. They have found this way of working less invasive and more beneficial to their practice. This is another layer of supporting teachers to improve their practice regardless of what their current standards of practice are like.

2.1 Summary data

Good or Outstanding							
Week	Learner Progression	Learner Challenge and personalisation Detailed focus for T2 and T3	Teaching ensures progression	Questioning and Feedback	Use of Resources	Behaviour for Learning	Literacy and Numeracy
07/11		2/4		3/4		3/4	
14/11		4/5		3/5		4/5	
	*CP Reviews	*Ofsted	*Mock exams	*End of term Activities			
09/01		2/3		2/3		3/3	
16/01		3/4		4/4		3/4	
30/01		1/2		1/2		2/2	
06/02		2/2		2/2		2/2	
		14/20 70% good or better		15/20 75% good or better		17/20 85% good or better	

Yr 11 Headline Data – Whole school (GCSE & BTEC)		
Target Data	Number/% Cohort 20	Target
5 A*- C (English & Maths)	0	>National Avg. (1.4%) TBAP target – 20%
5 A*- G (English & Maths)	15/75	40%
5 A*- G	15/75	85%
5 A*- G (Including 'C')	3/15%	12.5%
5 A*- G (Including 2 'C')	0	0
5 A*- G (Including 3+'C')	0	20%
100% Accreditation	20/100	100%
(*Real time GCSE already achieved)	*10/50	

Group Performance	5 A*- G	5 A*- C
Year 11		
FSM (7)	71% (5)	0
Pupil Premium (9)	78% (5)	0
Statement (2)	50% (1*)	0
LAC (0)	-	0
EAL (2*)	50% (1)	0
Boys (17)	82% (14)	0
Girls (3)	33% (1**)	0

Yr 10 Headline Data – Whole school (GCSE & BTEC)

Target Data	Number/% Cohort 13	Target
5 A*- C (English & Maths)	0	>National Avg. (1.4%) TBAP target – 20%
5 A*- G (English & Maths)	12/92	40%
5 A*- G	13/100	85%
5 A*- G (Including 'C')	1/8	12.5%
5 A*- G (Including 2 'C')	1/8	0

5 A*- G (Including 3+'C')	0	20%
100% Accreditation (Real time GCSE already achieved)	13/100 7/54	100%

Group Performance	5 A*- G/1-9	5 A*- C/5-9
Year 10		
FSM (3)	100% (3)	0
Pupil Premium (6)	83% (5)	0
Statement (1)	0	0
LAC (0)	-	0
EAL (0*)	-	0
Boys (9)	89% (8)	0
Girls (4)	75% (3)	0

2.2 Support in place for learners

To enable this to be delivered a number of key initiatives have taken place:

- An Intervention Roadmap has been created which maps out every planned intervention for every single learner in year 11. This means we now have a co-ordinated and planned approach which has 'buy in' from all key stakeholders, whether it is in school or after school 1:1 or personalised timetables.
- Academic Mentoring presentations continue to inform everybody about the development needs of individual learners.
- BTEC Drop down days and 1:1 folder work with LSPs will ensure that all SEN learners are on track for at least 5 A*-G equivalents as well as a general 50% increase in learners on track for L2 accreditation.

3. Learner Progress Update

Early entry GCSEs

We have made good progress where exam performance is concerned so far this year and the summary of planned June entries below demonstrates the breadth of the offer and the number of successful outcomes already achieved.

A large number of our Year 11 and 10 learners took the iGCSE English Language exam in November 2016.

In year 11 there were a total of five passes out of eight entries (1D, 2E, 1F, 1G). The three non passes were due to two non attenders and one late start year 11 learner that was entered for the qualification on the 100% exam route).

Taking into account the WJEC English L1/L2 Certificate exams that the current year 11s took in summer 2016 (whilst they were in year 10), real time accreditation in English stands at A*-G

In year 10 there were a total of seven passes out of nine entries (1E, 4F, 2G).

	Year 11 Summer 2017 Entries	Year 10 Summer 2016 Entries
GCSE		
English	19	*
English Literature	19	
Maths	20	13
Core Science	21 [^]	13
Additional Science	6	
Art	10	
ICT (Short Course)	20	
Citizenship (Short Course)	6	
PE (Short Course)	7	
BTEC		
Sport and Leisure L1	3 ^{**}	
Home Cooking (L1 and L2)	10 ^{***}	
FS Level 1 (ongoing)		
English		
Maths		
ICT		
FS Level 2 (ongoing)		
English		
Maths		

Primary progress

Progress can be described as 'good' in the primary phase. There are currently 6 learners attending and while many are not at age related expectations there is clear progress from starting points as evidenced by learner folders and results from assessments. This was reflected in the Ofsted report where progress in primary was cited as a particular strength.

Progress across Key Stage 3

Evidence from learning walks and work scrutiny shows that learners are progressing well. We are conducting a 2nd data drop from the 13th March which will allow us to compare progress effectively for groups of learners. Currently, new summative assessments are being devised so that we can establish an all round picture of progress.

4. Curriculum Development and Enrichment

Primary

The personalised approach offered at Beachcroft Primary AP Academy enables all learners to be successful and to access and engage fully with the curriculum. As well as delivering a full and creative curriculum learners also have weekly Behaviour for Learning sessions which support individuals to take responsibility for their learning and which promotes a positive relationship with themselves, others and the curriculum, this is also referred to throughout each day to ensure learners are confident in recognising their strengths and areas for development.

We provide specific personalised teaching which enables learners to make accelerated progress and support them to develop a love for learning. To ensure learners meet their full potential we use a range of interventions which include the use of blanks levels of questioning, , Read, Write, Inc (phonics), personalised planning and resources, speech and language input and targeted 1:1 support. In addition, learners also have access to therapeutic services including Art therapy and Drama therapy.

Secondary

At BCAPA we offer a broad curriculum that provides an element of choice underpinned by a strong core. This enables us to prepare learners for a return to mainstream without compromising on potential outcomes for those who complete their examinations here. This year we added Citizenship to the KS4 offer as well as Health and Social Care. There are a total of 28 lessons

Year 7 & 8	Year 9	Year 10	Year 11
3 x English	4 x English	4 x English (1 lesson is taught as creative writing enrichment)	4 x English
4 x Maths	4 x Maths	4 x Maths	4 x Maths
3 x Science	3 x Science	3 x Science	3 x Science
1 x ICT	1 x ICT	2 x ICT	2 x ICT
4 x Opening Minds (inc Literacy)	4 x Opening Minds	1 x PSD/Guided Learning	1 x PSD/Guided Learning
2 x Enrichment	2 x Enrichment	2 x Enrichment	2 x Enrichment
1 x Circle time	1 x Circle time	3 x Options(3 in each) = 9	3 x Options(3 in each) = 9
2 x Art	2 x Art	2 X PE	2 X PE
2 X Food Technology	2 X Food Technology	1 x Numeracy	1 x Numeracy

3 x PE	3 x PE		
1 X Creative Writing	1 X Creative Writing		
1 X MFL	1 X MFL		
1 x Guided Learning			

5. CPD Summary

5.1 Local CPD

We continue to run a wide variety of local CPD sessions, mainly delivered on a Thursday afternoon. This year we have run workshops on differentiation and questioning, creative writing, effective marking and feedback and use of the LSP. Sessions are well attended and feedback is extremely positive.

5.2 Trust Wide CPD

We also continue to benefit from Trust Wide initiatives and external CPD sessions.

- Members of the Senior Leadership Team have taken part in 3 external Challenge Partners reviews which we all feel is some of the best CPD you can get. The Director of Access and Inclusion has also been supporting a local mainstream school with behaviour and Inclusion.
- Our Maths lead, in his role as Specialist Leader of Education, has offered targeted support to another AP provider in regards to assessment and curriculum matters in Maths
- Both of our Maths and English leads have attended PiXL subject conferences which have allowed them to keep up to date with the changing national picture
- Three of our Learning Support Professionals have successfully completed and passed their Advanced Level Apprenticeship in Specialist Support for Teaching and Learning in Schools. This was delivered through ACT (Apprenticeship Connect Training) and supported by the TBAP TSA

6.

6.1 Monitoring and Self Evaluation

Due to the current change in our assessment processes and the recent areas for improvement highlighted by Ofsted, we have changed our current self evaluation of teaching, learning and assessment to 'Good'

Our main focus is assessment, where we are establishing a Trust wide new assessment practice.

6.2 Progress against Ofsted Targets for Improvement

The recent Ofsted has given us a solid platform to keep on improving the quality of provision we offer here at BCAPA. We were disappointed that we did not achieve the 'outstanding' status but given the current transition period with assessment across the whole trust we feel this is a fair reflection of where the school is currently.

We were pleased that progress in literacy was recognised as part of our waved intervention package

'Pupils make excellent progress in their reading as a result of carefully planned interventions. Two thirds of pupils made double the amount of progress expected in their reading age within six months of joining the school.' (Ofsted 2016)

Furthermore, Ofsted conducted a thorough look at the learners' books and folders and identified good progress. This was a validation of our own work scrutiny over the past year.

'Scrutiny of pupils' work in books shows that, over time, they make good progress. Primary-aged pupils do especially well, making very strong progress and demonstrating a pride in their work.'
(Ofsted 2016)

6.3 External Reviews / Improvement Partners

We continue to be member of Challenge Partners and feel that this is an excellent external scrutiny of our work here at BCAPA. However, given the discrepancy between the Ofsted judgement and the Challenge Partner estimates we are looking to refine the process at our next review.

Based on the Ofsted recommendations and our ongoing work on the TBAP Progress 5, we will be focussing much of the next review on this area.

6.4 Visitors

This year we have welcomed:-

- a delegation from Grey Court School who were looking in to how AP provision works. This was a very successful visit with excellent feedback
- Challenge Partners in November for 3 days
- Ofsted in December
- Representatives from Howdens to open the new Kitchen funded by the TBAP Foundation