

Report to Local Advisory Board (LAB)

November 2016

General Report to the LAB

	Meeting	General
	Date	21/11/16
	Item Number	TBAP(14)
Title:	Head of School Report to the LAB – General Update	
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1. Introduction

As we enter term two of the academic year 2016-17 I am pleased to report on progress and achievements to date.

2. Learner Achievement and Progress

Examination results at The Bridge AP Academy (BAPA) were the best we have seen across GCSE subjects and BTEC courses. Our learners achieved remarkable outcomes with 215 GCSE or equivalent passes in total.

KS4 Summary Data

We are currently awaiting results of the Learning Progress Check, which is due in the week beginning 21st November 2016. However information collated from the October Learner Portfolio Checks suggests that learners are making good progress. In most subject areas, feedback and comments were used to develop understanding. Furthermore, a variety of activities were clearly being used to engage learners in subject content. Current learner work had been displayed in classrooms and the use of pictorial evidence was present in folders to demonstrate understanding and progress.

YEAR 10 PROGRESS CHECK SUMMARY

SUBJECT	STRENGTHS	Areas for improvement
English	Books were marked up to date and feedback evident. Work quantity was consistent with attendance	Learner absence needs to be documented and strategies in place to manage this.
Maths	Work consistent with attendance and a range of activities were present. Marking was precise and opportunities were taken to further progress.	Assessment tasks to generate evidence of sustained learning.
Science	Range of activities used to generate engagement. Most books are marked and up to date.	Some books are behind with marking. More questioning in books to develop challenge. Greater focus on literacy and numeracy
Music	Video evidence of all activities. Tracker in place to explain activities	Tracker needs to be up to date. Learner dialogue needs to be evidenced.
Humanities	No portfolio presented.	No portfolio presented.
Sport	Presentation was good. Targets clear.	Greater continuity for next steps to show progress over time. Evidencing non attendance.
Media	Range of tasks present with clear learner engagement. Good presentation.	Marking could be more specific and offer greater challenge for some learners.
Art	Bespoke learning demonstrated by individual project work. Range of activities present	No evidence of written feedback. Evidencing of verbal dialogue and progress.
Food	Pictorial evidence of practical activities. Marking is up to date.	Greater emphasis on written evaluation of practical activities. Comments in books need to promote progress by explaining what went well and how to improve.
History	Range of activities present. Marking is up to date and a focus on literacy is evident.	More questions used to challenge learners. Allocate time within lessons for learners to respond to feedback.

	Comments on learner absence have been made.	
Sociology	Range of resources and activities are evidenced in books. Work is marked with feedback given on each task.	More questions used to challenge learners. Allocate time within lessons for learners to respond to feedback.
ICM	Learner work presented on walls. Large body of work for each learner with a wide range of activities. Up to date feedback. Progress tracker used at the front of the book.	Feedback to learners could offer greater challenge for some learners. Greater differentiation of tasks.
PSE	Work is marked and up to date. Feedback on answers enables learners to make progress.	More activities need to be used to allow learners to respond in different ways to the subject content. Greater use of questions to promote challenge.
ICT	A good amount of work was produced Work was marked and presented well Learners demonstrated good progress through completing tasks and moving onto next tasks	Learners who were absent were not documented on portfolios which meant small portfolios were not accounted for Dialogue between teacher and learner could be developed.
Hair and Beauty	Folders were ordered and well presented A variety of tasks were evident with lots of sheets printed and started	Marking could be more explicit Worksheets need to be finished and presented to a high standard to meet assessment objectives.

Table of outcomes of Learner progress check T1 2016-2017

Yr 11 Headline Data – Whole school (GCSE & BTEC)		
Target Data	Number / % Cohort 19	Target
5 A*- C (English & Maths)	0 / 0	>National Avg. (1.4%) TBAP target – 20%
5 A*- G (English & Maths)	10 / 62.5%	40%
5 A*- G	10 / 62.5%	85%
5 A*- G (Including 'C')	3 / 19%	60%
5 A*- G (Including 2 'C')	1 / 6%	45%
5 A*- G (Including 3+'C')	0 / 13%	20%
100% Accreditation	100 / 100%	100%

KS4 Headlines and areas for improvement

Year 11 are not currently on target to exceed the TBAP target of 85% A*- G. We currently have no students who are predicted 5 A*-C and this will be the focus of our action plan for the coming year alongside the improvement of outcomes for the new vocational areas. We have introduced a new curriculum offer to replace many BTEC courses which will improve the outcome detailed above. These include an extended Arts award to replace Music, a VTCT Hair and Beauty course and The Jamie Oliver Cooking course with the aim of improving the Food Technology results. The above courses have been chosen to support learners and enable those taking up places later in the year to achieve. In changing the curriculum offer, we hope to maintain a broad and balanced curriculum which meets the needs of our current cohort.

We have a full time supply Construction instructor and Hair and Beauty instructor, both of whom have significant experience of delivering their courses, as a result, learner engagement has already significantly improved.

KS3 Summary Data

We have introduced a new model at Key Stage 3. This is based on the Kaleidoscope model and follows a nurture group philosophy. The focus of the work is in preparing the learners for learning through developing their learning habits and working to improve their social and emotional responses to the demands of school. This model was introduced in September 2016 in order to support progress made at Key Stage 3 and to prepare learners for the increased demands at key stage 4.

Progress is measured through achievements earned per lesson and is tracked across the week, taking into account days missed through absence. Achievements are accrued through attendance, engagement, behaviour, completion of work, remaining in the lesson. Points are also deducted for poor behaviour/work rate which results in lost learning time; where tasks are revisited and completed. Through the table below, learners can be seen to make good progress in the middle of T1 and sustain this until the end of the term, with dips in the last week of term.

	Harry	Darnell	Klemei	Lamar	Liam	Devante	Jahmarr	Bradley	Omar	Jaden	Wayne	Overall total
Weekly												
Week 1	0%	0%	84%	56%	78%	31%	0%	63%	##	0%	3%	32
Week 2	0%	0%	73%	43%	57%	45%	48%	52%	##	70%	27%	44
Week 3	10%	0%	83%	65%	65%	6%	52%	60%	##	94%	29%	48
Week 4	25%	0%	69%	64%	82%	0%	15%	62%	##	85%	69%	100
Week 5	0%	0%	58%	76%	58%	0%	91%	75%	0%	83%	56%	72
Week 6	21%	0%	42%	21%	75%	0%	46%	58%	0%	42%	17%	24

Table of KS3 progress across term 1

2.1. Exams and Accreditation

We made good progress where overall exam performance was concerned last year and the summary below demonstrates the breadth of the offer and the number of successful entries achieved.

GCSE SUBJECTS	A*	A	B	C	D	E	F	G	U	Total Entries	Result A*-G	Result A*-C
English	0	0	0	10	6	3	5	0	0	24	100%	42%
English Lit	0	0	0	2	1	5	6	2	1	17	94%	12%
Maths	0	0	0	1	6	5	1	3	7	27	74%	4%
Science	0	0	0	4	3	6	11	1	2	24	87%	4%
ICT	0	0	3	6	10	2	1	0	0	24	100%	41%
Hums	0	0	0	0	3	1	2	0	0	6	100%	0
Art	0	1	1	2	1	1	0	0	0	6	100%	67%

BTEC SUBJECTS	Entry Level 3	Level 1	Level 2 (NB: some BTECs are worth 1, 2 or 3 GCSE equivalents)	Unit accreditation	Total Entries
Sport	0	3	16	0	19
Music	0	0	18	0	18
Drama	0	1	4	0	5
Other subjects	0	0	0	1	11
PSE	0	12	4	0	16

Learners in Years 7 to 11 also achieved a total of 385 AQA awards in English, Art, Music, Science, Opening Minds, ICT, Sport, PE, DT and Health & Safety.

Our current Year 10 and 11 learners sat the iGCSE English examination in November 2016 where we hope to secure accreditation on the old style legacy GCSE. We are looking forward to receiving the results in January 2017 when we expect the majority to take the first step towards their 5 A*-G minimum target. Attendance to the exams was 78% and suggested good commitment to achievement at KS4.

2.1 Progress and Interventions

Since September 2016 there have been significant changes in how progress is measured. We have introduced interventions in support of the Progress 5 measures, which take into account the vast array of interventions and support offered to our cohort of learners. These measures are:

- Attendance and punctuality
- Curriculum
- Literacy and numeracy
- Behaviour
- Therapeutic intervention.

Staff have been working on developing baseline and progress measures based on key performance indicators required to be successful at the end of key stage 4. The first data collection will take place this November (week beginning 21st November 2016) and will enable us to identify gaps in learning and further tailor teaching to meet individual learner needs.

2.2 Progress Mentoring (Academic mentoring)

Progress Mentoring has been redesigned in line with Progress 5 measures. Year Team Leads have taken a lead in designing an approach which focuses on the five most underachieving learners in Year 10 and Year 11 and will hold regular meetings to address underperformance and track this weekly over the course of a term.

Year Team Leads will identify the target cohort and share strategies with the whole staff at the beginning of each term in order to promote a joint focus on re-engagement. The template being used to deliver Progress Mentoring has been sent to all staff to ensure uniformity of delivery and content when trying to re-engage learners. As a result of this work, every member of staff has been given current information about KS4 learners of concern and will be aware of whole school approaches towards strategies to support them in line with Progress 5 measures.

3 Reintegration

A smaller number of learners have been reintegrated into mainstream schools and academies than is typical this year. This is linked to a changing cohort and smaller numbers of learners being identified as suitable for reintegration. However, a number of identified learners are in the process of being reintegrated. This is a three-stage process. Firstly, considerable work is undertaken to identify learners suitable for reintegration. Whilst at BAPA, this includes the close monitoring of their behaviour, attendance, achievements and attitude to learning. Once thresholds have been met learners are moved to Childerley (6-8 weeks) where further assessments of their suitability are undertaken. It is also during this period that mainstream settings are identified for each learner. If/when each learner's time at Childerley is deemed successful they are at this stage reintegrated into their mainstream setting.

A number of learners are currently at various stages in the process, an overview of which can be seen below.

Learner	Year	Stage within the process	Date
SM	10	Working towards behaviour, attendance, achievement and attitude to learning thresholds at BAPA.	Oct 16
SW*	10		Jun 16
CR	10	Working towards suitability thresholds at Childerley.	Oct 16
EL	10		Sep 16
GMcN	10		Oct 16
OR	10		Sep 16
None at present		Reintegrated into mainstream school.	

*Reintegration managed by out-of-area local authority.

4 Quality of Teaching

There has been an excellent start to this academic year so far with regard to the quality of teaching. Classroom progress checks demonstrate good or better delivery in all but a handful of areas and we will invest resource to deliver further improvement before the next round of observations, particularly where teaching outcomes require improvement. We have also been able to deploy our SLEs to support teaching development at partner schools in the Trust and expect to see improved outcomes as a result of this work during round two observations in both November and May.

4.1.1 Monitoring of Teaching

Headline summary

Ofsted Grade	Number of Lessons	Percentage
Outstanding	12	35%
Good	19	56%
Requires Improvement	3	9%
Inadequate	0	0

Three observations were conducted but not graded as per requests by staff in line with DfE current guidance.

The Learning Entitlement data summary below suggests that following lesson observations our focus will be: marking, assessment for learning and learner understanding of their next steps. This will tie into Progress 5 measures. This work has begun with CPD due to be delivered on 10th November and reviewed again in the next observation round.

Ofsted	Grades
Overall	12 19 3

Focus	Grades
Appropriate Dress <small>info</small>	26 3 3 5
Assessment For Learning <small>info</small>	9 16 7 4
Behaviour for Learning <small>info</small>	15 12 5 5
Challenge/ Level of Work <small>info</small>	12 14 6 5
Environment for Learning <small>info</small>	10 14 8 5
Learner Progress <small>info</small>	9 18 4 5
Learners are Aware of Levels, Targets & Grades <small>info</small>	3 21 6 5
Literacy & Numeracy Evident <small>info</small>	14 13 4 5
Marking <small>info</small>	10 14 7 4
Starter Activity <small>info</small>	16 9 3 9
Success Criteria & Learning Outcomes <small>info</small>	8 14 8 7
Teaching <small>info</small>	13 15 4 5
Use of Data to Inform Planning <small>info</small>	13 13 5 5
Use of Support/Resources <small>info</small>	15 15 6

5 SEN

There are currently 11 Learning Support Professionals (LSPs) on the main site, nine of whom are full time permanent members of staff and two are agency workers. This is currently complemented by a volunteer working part-time with the Integrated Curriculum Model team. Two requests to recruit have been submitted to Human Resources in order for the academy to have its full complement of full-time support staff.

The LSPs work within a wave structure and each wave has a Wave Leader who is responsible for managing a team of LSPs. The Wave Leaders also provide cover. One of the agency staff is utilised to facilitate the TBAP alternative to exclusion (TATE). This is ensuring time spent in TATE by learners is purposeful with high quality learning taking place. TATE is available for use by other academies within TBAP.

The role of the LSP is now predominantly to provide interventions for a specific group of learners. Each learner is allocated to a wave depending on his or her level of need. Learners making good progress will be allocated to Wave 1 whilst learners who have more complex needs are allocated to Wave 2. All learners with a statement/EHCP are allocated to Wave 2. Within each wave the intervention is needs led and based on progress data, reading and spelling ages and SNAP profiles. The intervention can be in class support, group work or 1:1 targeted support outside of the classroom.

The TBAP SEN Support Professional is no longer based at BAPA but continues to provide some support to the Director of Access and Inclusion (DOAI). The areas supported include Annual Reviews, Testing for Access arrangements, Educational Psychology referrals etc.

All LSPs have completed a staff skills audit, which has enabled the academy to exploit their wide and varied experience in order to deploy them effectively to meet the needs of learners. This has also helped to identify future training needs within the team. The TBAP Speech and Language therapist has delivered training to all LSPs in order to equip them with the knowledge and understanding required to support learners in this area. All LSPs have also completed Restorative Justice training and are able to work with learners in this respect.

5.1 Learners with a Statement of SEN or an EHCP.

There are currently 2 learners on roll with a statements/EHCP one of whom is in Year 10 with the other in Year 11. All Annual Reviews are up-to-date.

5.2 Referrals for Educational Psychology Intervention (REPI)

Four learners have been referred for Educational Psychology support. We have two Educational Psychologists this academic year. Their allocation will be used to support new referrals for Education and Health Care Plans (EHCPs), transition of learners from statements to EHCPs and training for LSPs.

5.3 Testing for Access Arrangements

Years 10 and 11 learners have been tested for examination access arrangements. Where appropriately identified, arrangements are in place for learners requiring them. As new learners are inducted they will also be tested if their reading age is two years or more below their chronological age.

5.4 Literacy Intervention Programme

Where appropriate, Lexia continues to be utilised to support the development of learners' literacy. However, the licence for this expires in November 2016. This will be replaced by the delivery of Sound Training interventions. With literacy running as a thread throughout the whole curriculum, high quality training has been provided to facilitate the provision of two literacy champions. Sound Training will be delivered to all learners across the academic year in order to raise levels of literacy. This will be complemented by the use of guided reading, handwriting support, in-class English support and 1:1 Coursework support.

6. CPD Summary

9 CPD events have been completed since the start of this academic year. The majority of these events were whole staff events, 3 of which were organised by the TBAP Teaching School Alliance (TSA). This suite of development opportunities have included Specialist Motivational Speakers, Pupil Asset Training and Carousel Sessions run by Specialist Leaders of Education from within the TBAP

Trust, (topics ranged from online learning to coaching and leadership styles). All CPD has been very well attended and in most cases members of staff were able to choose the CPD events that they attended. A small number were supported by their line managers to attend sessions that best reflect their performance management needs. CPD is now supported and agreed at a TBAP level to encourage staff to share good practice in house and across the trust before looking to external providers. To this end, only one subject leader has been on an external course to support delivery and this session was rated as very good.

Three days at the beginning of the year were allocated to PM and departmental planning, this was well received by staff, and in response to feedback from last year; these days were rated as good overall. The breakdown of the evaluation on these CPD days is as follows:

CPD grade	Number	Percentage
Outstanding	13	28%
Good	24	53%
Requires Improvement	7	15%
Inadequate	1	2%

7 Curriculum

We continue to offer a broad curriculum that provides a suite of academic and vocational subjects underpinned by a strong core offer. This enables us to prepare all learners for suitable pathways during their time at BAPA and Post 16. This year we have added Sociology and History to our GCSE options and have removed Resistant Materials. The examination board for Food Technology has also been changed to enable us to deliver more practical sessions. We have increased the number of lessons for science to accommodate the delivery of the larger GCSE specification. The following table outlines the structure of the offer by year group.

KS3	Year 10	Year 11
4 x Literacy	4 x English	4 x English
4 x Numeracy	4 x Maths	4 x Maths
2 x Science	5 x Science	4 x Science
4 x PE	3 x ICT	2 x ICT
4 x Opening Minds	2 x PSD	2 x PSD
4 x enrichment	1 x Guided Learning	1 x Guided Learning
	9 x Options	9 x Options

The range of options available at KS4 is detailed here:

GCSE	GCSE Alternatives	Level One
Humanities	Construction	College Option
Art & Design	Music	Motor Vehicle
Sociology	Hair & Beauty	Maintenance
History	Food Technology	FS Maths
PE		FS ICT
Media		
Business studies		
ICT		
PSE		

7.1 Enrichment Activities

Points, Prizes & Rewards: The Bridge AP Academy uses the ViVo Miles Points system, which continues to work well within the school. Learners can save points over the course of an academic year to purchase items for themselves or to donate to charitable causes.

The Jack Petchey Award: The JPA awards continue monthly. Since September 2015, six learners and one member of the staff team have earned the award for their positive performance and contribution to school life. At the time of writing 1 learner had been awarded this academic year (2016-17) and two more are to be chosen in time for the November 2016 data returns. As usual we will be representing the Bridge AP Academy recognising and celebrating the achievement of the winners at the annual award ceremony being held at Kensington Town Hall in January. Photographs continue to be published on the blog and internally on the schools Jack Petchey notice board. As reported in the last report the Bridge AP Academy had successfully applied to the Jack Petchey Foundation (JPF) Table Tennis Donation Scheme sponsored by Sport England and as a result, the school has been awarded some new table tennis equipment in support of the enrichment club. A member of the PE team and two learners have taken part in the national coaching programme in support of the initiative.

Enrichment activities continued to be offered across the school. We continually canvass learners regarding activities they want to engage in and staff with regards the activities they can offer. Activities currently include: dance club basketball, volleyball through the Let Me Play Team, football club delivered by Fulham Football club, chess club supported by the Chess in Schools organisation, table tennis, ICT film club and the Music Club ‘Fire in the Classroom’ which promotes performance and production skills. Staff delivering the Inclusive Curriculum Model at Key Stage 3 learners continue to use enrichment activities to support positive behaviour. Activities undertaken thus far include go-karting and Oxygen Free Jump trampolining and continue to develop and promote physical activity, group dynamics & individual social skills.

Wider Enrichment Activities: Across the wider school we have continued to seek and promote activities that are relevant to our learners with a wider social relevance. We have been able to offer successful sessions facilitated by the **Outside Chance** organisation that deliver workshops that take young people through the consequences of gang involvement, crime in general and a visual trip through HM YOI Feltham. We have been able to host a team from the Red Thread charity, part of Imperial College Healthcare NHS Trust who was able to deliver a presentation on youth violence from a hospital perspective. Later this month we host a team from the **Met Police’s SCO19** team. They will deliver a *Taser* related presentation, followed by further visits to deliver workshops on the work of SCO19 generally and, a guns/gang violence presentation called Makepeace.

We are currently negotiating with **EqualTeach C.I.C.** to deliver workshops to our Yr. 10 cohort that link with the English and Citizenship curriculums and helps to:

- promote the spiritual, moral, social and cultural development of pupils, including the new requirement to promote Fundamental British Values
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life
- meet the requirements of the new Prevent duty
- meet their duties to eliminate discrimination, advance equality and foster good relations under the Equality Act (2010)
- assist pupil safeguarding and community cohesion

8 Personal Development, Behaviour and Welfare

Admissions (pupil number)

Year	Total roll	Key Stage Totals
7	0	
8	4 (5) (1 in AP)	
9	10 (16) (6 in AP)	KS3 - 14 (21)
10	26 (30) (4 in AP)	
11	25 (32) (7 in AP)	
Totals		KS4 - 51 (62)

Attendance data and interventions (Sept. 2016 - 4th Nov. 2016)

%	Y7	Y8	Y9	Y10	Y11	Total
Attendance	N/A	63.55%	76.14%	68.38%	73.75%	70.95%
Authorised Absence	N/A	9.35%	6.82%	13.14%	12.59%	11.42%
Unauthorised Absences	N/A	23.55%	16.01%	17.83%	13.67%	16.31%

There have been 13 home visits carried out since the last report and have one pending for this new academic year 2016-17. A detailed breakdown of attendance outcomes data can be found above. Attendance continues to be a limiting factor where the achievement of persistent absentees is concerned and as a consequence we had referred 26 learners to the Localities Team (Now Early Help) in the academic year 2015-16. For the academic year 2016-17 we have thus far referred one learner. The parents of three learners have already been prosecuted for failing to ensure regular school attendance since the start of this academic year 2016-17 based on the respective learner's historical school attendance performance. We currently have two additional parents subject to legal action.

Behaviour data and interventions

• **Racist incidents**

Date	Number of incidents	Learner characteristics	Interventions
Term 1 2015-16	4	4 individual learners	Each of these learners has been spoken to individually by a member of the SLT. Parents have been informed on each occasion
Term 2	7	3 individual learners, 1 repeat offender	Professional networks have been informed. One learner had shown no improvement and has changed placement due this and other concerns.
Term 3	3	2 individual learners, 1 repeat offender	Parents continue to be informed and one learner has taken up a place at the TBAP Residence.
Term 4	2	2 individual learners,	Each of these learners has been spoken to individually by a member of the SLT. Parents have been informed on each occasion
Term 5	5	4 individual learners, 1 repeat offender	Each of these learners has been spoken to individually by a member of the SLT. Parents have been informed on each occasion
Term 6	2	2 individual learners	Each of these learners has been spoken to individually by a member of the SLT. Parents have been informed on each occasion
Term 1 2016-17	2	2 individual learners	Each of these learners has been spoken to individually by a member of the SLT. Learners have mediated and apologised to staff involved
Total	25		

- Bullying**

Date	Number of incident	Learner characteristics	Interventions
Term 1 2015-16	20	11 individual learners, 4 repeat offenders	Each of these learners has been spoken to individually by a member of the SLT. Professional networks/parents have been informed. Learners continue to be worked with regarding addressing offending behaviour via formal and informal mentoring sessions. Parental meetings have taken place to support learners' behaviour during this period.
Term 2	8	8 individual learners	Learners during this comprise those from KS3 & KS4. Each of these learners has been spoken to individually by a member of the SLT. Professional networks/parents have been informed. Learners continue to be worked with regarding addressing offending behaviour via formal and informal mentoring sessions.
Term 3	14	6 individual learners, 4 repeat offenders	Each of these learners has been spoken to individually by a member of the SLT. Professional networks/parents have been informed.
Term 4	7	3 individual learners, 2 repeat offenders	Professional networks/parents have been informed. One learners had shown no improvement and has changed placements due to this and other concerns
Term 5	8	6 individual learners, 2 repeat offenders	Learners during this period continue to be supported by the Opening Minds curriculum model. Professional networks/parents have been informed. One learner had shown no improvement and has changed placements due to this and other concerns
Term 6	6	4 individual learners, 1 repeat offenders	Each of these learners has been spoken to individually by a member of the SLT. Parents have been informed on each occasion
Term 1 2016-17	14 (15) (1 in AP)	8 individual learners, 3 repeat offenders	The majority of the incidents have taken place in the newly established ICM classrooms. Incidents are being managed via a system of time out, de-socialisation periods and communication with parents/carers and on-going support to learners perpetrating such behaviour.
Total	79		

- **Sexual Assault**

(Items in this section are currently recorded in SIMS under sexual misconduct. Future reports will be presented via a more specific and itemised recording of actual sexual assault).

Date	Number of incident	Learner characteristics	Interventions
Term 1 2015-16	1	1 individual learner	<i>Learner spoken to on each occasion.</i> Professional networks/parents have been informed.
Term 2	1	1 individual learner	<i>Learner spoken to on each occasion.</i> Professional networks/parents have been informed.
Term 3	3	2 individual learners, 1 repeat offender	<i>Learners spoken to on each occasion.</i> Professional networks/parents have been informed.
Term 4	2	1 individual learner	<i>Learners spoken to on each occasion.</i> Professional networks/parents have been informed.
Term 5	5	3 individual learners, 2 repeat offenders	<i>Learners spoken to on each occasion.</i> Professional networks/parents have been informed.
Term 6	6	5 individual learners, 1 repeat offenders	<i>Learners spoken to on each occasion.</i> Professional networks/parents have been informed.
Term 1 2016-17	14	6 individual learners, 2 repeat offenders	<i>Learners spoken to on each occasion.</i> Professional networks/parents have been informed.
Total	32		

- **Radicalisation**

Date	Number of incident	Learner characteristics	Interventions
Term 1 2015-16	0		
Term 2	0		
Term 3	0		
Term 4	1		<i>Learners referred to Prevent. Follow on referral not made to Channel.</i> <i>Professional network informed</i>
Term 5	0		
Term 6	0		
Term 1 2016-17	0		
Total	1		

9 Therapeutic Interventions

Since the last report there have been further changes in the therapy provision at Bridge. The final set of interviews for therapists took place on Tuesday / Wednesday 18th/19th October and as a result the complete therapy team is now in place. The chart below shows the therapy provision for Bridge. Christine Samuel will join the team on 28th November and Jack Morgan will start on 3rd January.

TBAP Therapy Services November 2016		
Provision	Therapists	Specialism
BAPA	Jimmy Lyons 0.4 Christine Samuels 0.4 Jack Morgan 0.4 Agatka Warzsa 0.4	Music Counselling / Psychotherapy Music Complementary Therapy

Key: Senior Therapist; New Starters; Existing provision

In term 1 of 2016/17 only Jimmy Lyons and Agatka Warzsa have been offering sessions at Bridge. To Nov 4th the following table shows sessions attended. Only one session has been missed because a young person has refused to attend, the others are related to absence from school or exclusion.

Table 1

Term	Intervention	No of students engaged	No of sessions offered	No of sessions attended
Term 1 and 2 September - December 2016	Music Therapy	8	36	18
	Speech and Language therapy 1:1 Interventions			
	Art Therapy			
	Drama Therapy			
	Complementary Therapy	11	43	17
	Counselling / Psychotherapy			
	Therapeutic inductions	5	5	5
Induction Groups	3	6	6	

There have been 2 referrals at Bridge for SaLT support but these have not been appropriate as the learners' needs were being met through group interventions with their peers.

Table 2015-16 Interventions

Term	Intervention	No of students engaged	No of sessions offered	No of sessions attended
Term 1 and 2 September - December 2015	Music Therapy	8	76	42
	Speech and Language therapy 1:1 Interventions	3	8	6
	Cranio-Sacral Therapy	9	67	32
	Therapeutic inductions	11	11	11
	Counselling	6	32	27
Term 3 and 4 January - March 2016	Music Therapy	7	61	42
	Speech and Language therapy 1:1 Interventions	8	42	37
	Cranio-Sacral Therapy	7	47	21
	Therapeutic inductions	24	23	23
Term 5 April - May 2016	Music Therapy	7	37	18
	Speech and Language therapy 1:1 Interventions	10	55	35
	Cranio-Sacral Therapy	9	46	17
	Therapeutic inductions	4	5	5

10 Safeguarding

Safeguarding continues to be a key feature of the work we undertake with the vulnerable learners who attend the Bridge AP Academy. To support safeguarding efforts and to further assist in the early identification of any developing trends, we have introduced here and across the Trust Welfare Concern forms accessible through SIMS. These forms will support in reporting concerns that are not quite Child Protection issues but matters which warrant recording/reporting. Child protection issues are reported in the normal way through direct dialogue and email correspondence between staff and the Designated Safeguarding Lead.

The table below highlights the current safeguarding landscape across the school.

Safeguarding concern	Sept 15 – July 2016	Sept 2016 – to date
CP		13
CiN		6
LAC		5
CSE Nominal's		1
Localities/Early Help Involved		17
Adolescents at Risk		2
Youth offending service involved		17
Multi Systemic Therapy Involved		1

11 Links with Parent /Carers

The work that Ziah Raphael had begun as assistant head has now been taken over by Dave Clark as assistant head with responsibility for access and inclusion. Dave has taken over the responsibility for managing the SEN schedule and links with parents/carers and professional agents. Similarly he has taken over the responsibility for the reintegration schedule of learners initially to the Childerley before possible placement back into the mainstream setting.

There have been 538 recorded communications with parents via SIMS InTouch for the academic year 2015-16 and 89 for the academic year 2016 -17. There have been 3,042 outgoing communications by members of the staff team to families since September 2015 and 415 for the academic year 2016 -17. These communications are made to support behaviour management, to provide information about events. Routine communications recorded by SIMS InTouch include:

Attendance issues - 432

General teacher parent communications - 369

A range of further issues have been communicated by parents to the learner services team including family bereavement, serious illness and individual concerns about young people's behaviour at home and in the community. The team members have also attended a range of professionals' meetings this term:

Structure of Meeting	Academic Date 2015-16	Academic Date 2016 to date
Child Protection (CP)	9	3
Child in Need (CIN)	25	2
Core Group Meetings	7	9
Team around family (TAF)	12	2
Parental meetings	8	3
Meeting with Family Coach	13	0
PEP		0
External specialist: Street Outreach Service (SOS) meetings	11	0
Youth Offending Service	3	1
Early Help	7	1
Adolescent at Risk	2	1
Other	2	0

12 Leadership, Management and Quality Assurance

12.1 Changes to the Leadership Team

Natalie Wismayer has been appointed to the post of Interim Head of School following the departure of Andre Bailey at Easter. Ziah Raphael holds the post of Interim Director of Learning with Dave Clark leading on Access and Inclusion.

12.2 Monitoring and Self Evaluation

Performance management targets have been drafted and reviewed for all members of staff and I am pleased to report that all staff targets continue to be linked to the school development plan or the teacher/ support staff standards.

CPD is planned for the BAPA staff team on Thursday 10th November where the first stage of our SEF review will take place. Subject teams will have the opportunity to contribute to the whole school Self Evaluation in Bluewave Swift; our online management software.

12.3 Progress against Ofsted Targets for Improvement

“In line with emerging planning, ensure that The Bridge Alternative Provision Academy takes the lead in the development of alternative provision academies throughout the Tri-Borough area in order to raise the standards of provision for young people who need an alternative to mainstream school.”

We continue to make great strides where support of partner schools is concerned.

Our 9 Specialist Leaders of Education have provided a range of support interventions alongside the BAPA leadership team at partner schools and those in the Trust.

Details appear in the table below.

Staff	School	Support
EH	Aspire Academy	Safeguarding Review
	Hackney Boxing Academy	Safeguarding Review
	TBAP	Safeguarding Review
	TBAP	Behaviour Management
DMC	TBAP	Curriculum Planning
AT	TBAP	OM Curriculum support
SS	QPR	Curriculum support
	The West London Free School	SEND
	TBAP	Safeguarding
	Chelsea Academy	SEND
YS	TBAP	Team Teach
YD	TBAP	Team teach
HW	TBAP	English Curriculum Support
NW	TBAP	Effective Feedback
AB	TBAP	Systems support
	RBKC	AP Head PM Review
VB	TBAP	PE Curriculum Support

External Reviews / Improvement Partners

Our Challenge Partners' Review is scheduled in Term 3 and we currently have two trained Challenge Partners reviewers on the Senior Leadership Team who will conduct reviews during the academic year.

13. Visitors

The flow of visitor to the school continues as our reputation spreads. The following table lists key visits this term.

Visitor	Organisation/Place
Ian Heggs	Tri-borough Director of. Schools Commissioning
Mandy Lawson	Tri-Borough SEN Commissioner
John Timpson	CEO of Timpsons
Simon Dean	CEO of Challenger Troop
Anne Hyde	Investors in People
Darren Preston	Fulham Football Club
9 x Swedish Headteachers	Sweden
Fealicia Greensted	Met Police
Alexia Featherstonhaugh	TBAP Governor

14. Partnerships

We continue to work with Partners in Excellence (PiXL) to improve outcomes for our learners. Stephanie Bond and Hannah Wallwork (Subject Leader of English) have attended the most recent PiXL conference to develop the curriculum and approached to reformed GCSE's. We continue to liaise with Andrew Burton (Head of School at Beachcroft AP Academy) who is leading on PiXL for the Western region of TBAP academies.

As part of our ongoing partnership with the LA Youth Offending services Learning Support Professionals have been trained in the Restorative Justice approach by expert trainer Luke Roberts. This was an extension of the MOPAC bid work which placed a Young People's Life Coach/Victim's support worker within the school. Staff members are now trained in the use of restorative practices in school and supporting the implementation of 'reset' conversations between staff and learners.

We have also been invited onto the recently established MsUnderstood Steering Group that met recently on 4.10.16 and aims to examine the local authority response to develop their response to peer-on-peer abuse.

Partnerships continue with the Education Development Trust who is currently supporting us in our efforts to attain the Investors in Careers Award.

Additionally we have been invited to partake in the Youth Offending Service Partners meeting, Chaired by Melissa Caslake – Director of Family Services, with an aim of sharing information developments and implications regarding the youth offending arena from a local and national perspective.

I am pleased to announce that we have re-established our links with the Safer Schools Police team which has allowed us to secure a new Police Officer Sean Smith in school who has replaced the retired Natalie Wright.