



LAB Meeting July 11th 2017 (4:00pm – 5:00pm)

Present:

Julie Sadler – H.O.S. CBAPA

B.Forshaw – D.O.L. CBAPA

Ahmed Khadi – S.S.M. CBAPA

Laura Oxley – EIO TBAP Cambridge

Rob Campbell – not present

Anna Whalandt – Apologies

Spring term monitoring report

- Snapshot of term progress

RAG rating

- Achievement and expected progress was discussed as well good practice (ie English) as an example.
- Most important thing about RAG rating is that actions are taken if anything is RAG rated in red
- D.O.L. to look at progress and what strategies to use in order to promote good practice and teaching
 - o Learning walks
 - o More specific issues to be looked at based on reports from this term
- M.S. asked whether progress was based on teaching specifically or learners' actual progress in a particular subject.
- It was agreed that they both were being looked at
 - o Maths was discussed as an example of RAG rating in RED
 - Looking at sustainability
 - Teaching at a good/needs improvement
 - Result: teacher is to be put on support program for next year

Progress shown

- Exclusions are reducing (an example of a general improvement trend)
 - o M.S. – questioning the amount of student at high FSM and whether there was a pattern?

- It was agreed that students are being referred as a result of exclusions etc to social services and other outside resources.
- Attendance (71% in the spring) and is now at 77%
 - It was discussed that perhaps a better comparison could be to this time last year
- Work experience
 - 10-11 students
 - Learner voice is being considered when finding work experience
 - Increase in social interactions outside of the school and in the community
 - Apprenticeships have also been given as a result of good work

Main Report (LAB)

M.S. (questions/concerns)

- Agreeing that there has been significant improvement in attendance
- What are the projected numbers for the 2017-2018 school year?
 - A.K. and J.S. agreed that there have been issues with the CSS in London
 - Last year that this time there were 12 learners, while this year there are 21
 - Improvement in referrals
 - Good numbers compared to other TBAP schools
 - Dual/single registration
 - Currently 2 learners, soon to be 1 learner on dual, otherwise all are single registered
- It was suggested that there could be subgroups (p.7)
 - Learner profiles as a case study of their progress
 - There could be a separate section for interventions and what support is offered
 - Helpful to show where to improve on students interventions/what is working and what is not
- Offsite learners
 - J.S. and A.K. agreed that they needed time to be offsite
 - It was never a discussion about them returning
 - Behaviour was worsening

- Could not provide the right environment for them onsite
 - J.S. and L.O. agreed that the fair access panel felt it would not be successful to bring them back to school at that time
- Interventions (p.8)
 - Necessary to map out which interventions (ie: behaviour, attendance, academics etc)
 - Maps, flo-charts, as proof for when Ofsted (next year)
 - J.S. brought up the complexity of students at CBAPA and that they require many different interventions regularly
 - i.e. external tutors, agencies etc
- Child sexual exploitation
 - Are there any students at risk?
 - A.K. – Yes
 - What is being done?
 - External agencies
 - Onsite therapist
 - Working with parents
- Gangs
 - A.K. actively involving:
 - Local authority
 - PCSOs
 - Police
 - YOS
 - It is documented in their files as well as on SIMS
 - SIMS – is it confidential?
 - There are ways to make this type of sensitive information confidential on SIMS
 - Staff training days are dedicated to gang related issues and safeguarding that is needed/procedures/protocols
 - Smartlog – What is it?
 - Logged on Bluewave Swift package
 - Online test (certification)
 - Keeping children safe in education
 - Linked to the single central record

- J.S. – mentioning that three members of staff are trained/one yet to be trained at a level 3 in September
- TBAP Trust audit
 - Internally done by head of CSS (Everol Halliburton)
- Pointed out site issues
 - Mainly lunch (in process of fixing issues)
 - TBAP documents to be used/or not
 - Recently came out as a final draft that will be sent to all
 - Action points still to be sent
- External audit – Is it a possibility?
 - SSM as the lead
 - Confident as a safeguarding lead
 - M.S. - Files to be shared if it is of any use to for Ofsted for an external audit
 - Context – for quality assurance with other schools (not just TBAP) simply as an example of good practice
 - J.S. – external audit was suggested but eventually decided against due to internal audit already put in place
- Appendix – Structured conversations
 - Wave leaders organize it (Matt Hema) ever term
 - Meeting is with Parent/Child/Learner guide
 - Academic, behaviour targets, exclusions, policies such as attendance
 - Wellbeing as a topic
 - Full-time therapist will be onsite as of next year
 - This will be relayed to parents (when necessary)
 - Pupil progress over time
 - Available every half term
 - All students have these in place

B.F. – Discussed progress throughout the school based on raw data from this year compared to last year

- On track to achieving GCSE

- Last year 45%
- This year 95%
- 5 GCSEs
 - Last year 35%
 - This year 48%
- Sound training showed 60% improvement since we began earlier this year
 - Girls outperforming boys
- SEN or pupil premium progressed the least across the board

M.S. – No breakdown shown in report for SEN or pupils with special needs (other than behaviour)? Access arrangements?

- Perhaps a breakdown of attendance (in which SEN or special needs are a subgroup)
- Generally linking SEND to attendance
- M.S. also suggested that due to lack of progress for this specific group, perhaps teaching can be improved based on progress for SEN/pupil premium students

J.S. – Agreed that these can be looked at over time for our school, but currently we have not looked in depth into this type of subgroup – something to consider

M.S. – Data is only hard data, what about looking at soft data?

J.S. – mentioned the progress in terms of expectations for teaching staff, learning walks etc.

- Violence and aggression is a definite improvement and a priority which has been tackled this year
 - Next step is to interrogate the data and use it in different ways to improve teaching, etc

SDP

M.S. – what is the way forward based on the RAG ratings?

- J.S. – the D.O.L. is in charge of looking at the data
 - looking at patterns on SIMS

- Pass surveys
- Staff surveys
 - All members to look at the year as a whole and see what most needs improvement
 - New SDP to come out next week based on the year
 - SDP is allocated to different staff members to share the workload

Training

- An overview of all training for staff is kept on file
- Charts on basic training is also kept
- Network meetings
- Morning briefings

J.S. closed the meeting with the mention of staff turnover.

- Confident in current SLT going into next year
- Confident in replacing key staff members with adequate candidates before the end of this year