



1. Executive Summary

Highlight key strengths and areas for development from this year's staff survey.

The 2015-16 Keele University survey continued the trend at LAPA of positive staff responses to working there. Here are some of the key points:-

- 100% of teachers and 100% of support staff say they enjoy their work most of the time.
- 100% of teachers agree that staff morale is high
- 100% of teachers and 89% of support staff would recommend the school to others as a good place to work
- 100% of teachers believe that the school has a distinct mission and ethos
- 100% of support staff say they are thanked and have their work recognised by teachers
- 100% of teachers feel that the CPD provided by TBAP and LAPA is of high or very high quality
- 100% of support staff have been involved in discussions about their professional needs
- 100% of teachers feel they are successful teachers for the most part
- 100% of both teaching staff and support staff think that the Senior Leadership Team provides good leadership for the school, is highly visible and approachable, maintains good relations with staff

The areas for development centre on the learners, with only 30% of support staff and only 25% of teachers being satisfied with learners' behaviour in the school. This is a drop from last year's survey when the figures were 50% and 44% respectively. This is a reflection of the increased level of challenge shown by pupils at LAPA in the last 12 months as we continue to face the challenge of our learners' increased involvement in gang-related activity. Only 30% of support staff and 38% of teachers find the pupils respectful.

It is, nevertheless, pleasing to record such overall positive responses from staff in the context of the incredibly challenging job they do. LAPA continues to undergo necessary change:

- a new timetable was introduced in January 2016 to allow for an extra year 11 class created to accommodate an increase in the number of year 11s who joined us
- the recruitment of five new permanent members of staff, while welcome in that it will stabilise staffing in the long term, has had a destabilising effect as they replaced reliable long term supply teachers
- there have been significant behavioural issues to contend with over the last 12 months which are influenced by circumstances outside of Latimer AP Academy. This relates to the increase in gang-related activity in the local area, and which involves many of our learners
- development as an innovation hub for alternative provision to explore alternative

2. Key Actions

Key Actions you have taken this year to address areas for development

We have had to contend with significant change over the last 12 months interns of timetabling and staffing. However we continue to be optimistic about the role we play in our learners' lives.

In order to further influence the behaviour of learners we have:-

- Re-launched tutor time both at the start and end of the day introducing themes for discussion
- Delegated responsibility to form tutors for the arranging and running of trips at end of term
- Engaged more effectively with our police liaison officer who now attends morning briefings
- Introduced “playtime” during period 6 on Friday afternoon. This is a response to the need of our learners, of all ages, to engage in proper play, something which many will not have experienced. This is linked to Erikson’s Stages of Development.
- Introduced a drop-in forum for parents on the last Thursday of each term. We invite professionals from other agencies to be in attendance to support parents / carers, many of whom cannot cope with their own young people
- We are reviewing arrangements with the agencies we work with. These have become more effective as a result of the strategy meeting held in April 2015 but these arrangements are due for a review

In addition we have had open discussions about plans for the future of Latimer AP Academy. We have also taken the lead in developing LAPA in exciting new ways by, for example taking the lead in developing a model of assessment consistent with the DfE’s Life after Levels model. We are also developing as an innovation hub school with a view to developing innovative practice across TBAP and into other alternative provisions. This is in partnership with the Innovation Unit.

3. Outcomes

Evidence of positive outcomes

- following a period when attendance had dropped below 80%, mainly as a result of issues beyond our control, it has now started to improve and is now above 80% again
- very positive feeling about period 6 playtime where Monopoly is a firm favourite
- excellent feedback from the wellbeing afternoon

4. Staff Morale and Wellbeing

What have you done to date.....?

- we participate in the TBAP wellbeing committee which focuses explicitly on the health and wellbeing of staff
- as a result we have introduced wellbeing afternoons where staff are required to switch off after school and engage in relaxing activities
- we have introduced mindfulness for staff every week which is run by one of our therapists after school
- we had a very enjoyable and well-attended Christmas party and Secret Santa
- several staff involved in their own learning at many levels including GCSE

.....and what have you got planned ?

- Further wellbeing afternoons
- End of term TBAP party / barbecue
- A review of LAPA’s strategy in the coming months to address the growing complexity of the issues our learners have to contend with