



Report to Local Advisory Board (LAB)

27th November 2014

General Report to the LAB

Meeting	
Date	27/11/14
Item Number	TBAP(14)

Title:	Head of School Report to the LAB – General Update
Responsible TBAP Leadership team member:	Tony Meehan
Prepared By :	Tony Meehan

1. Introduction

Progress has been achieved at LAPA over the past year on a number of levels, not least the smooth conversion to academy status in April. The consultation process was thorough and transparent and all staff felt their concerns were adequately addressed. Examination results were on par with the previous year when LAPA secured the highest Average Points Score for PRUs in inner London. The LAPA staff team continues to work hard to meet the needs of its learners.

1. Learner Achievement and Progress

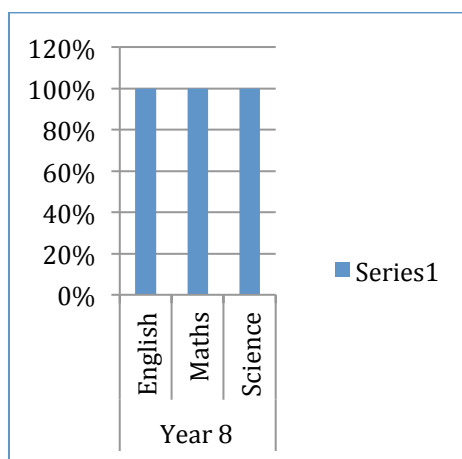
Achievement has been reported upon in the Achievement Report in LAB meeting of September 2014

1.1 Exams and Accreditation

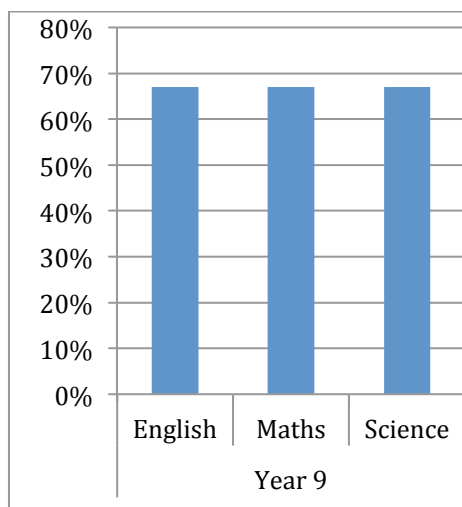
The range of courses and accreditation available to our learners has increased yet again this year as learners are now offered Functional Skills (FS) in English, maths and ICT. We use Edexcel online for all three which allows us to enter learners for exams on demand. Our vocational offer has been limited due to the unsatisfactory and expensive offer from the College of North-West London (CNWL). We are able to offer a limited number of places in construction and Hair and Beauty at Bridge AP Academy.

1.2 Progress and Interventions

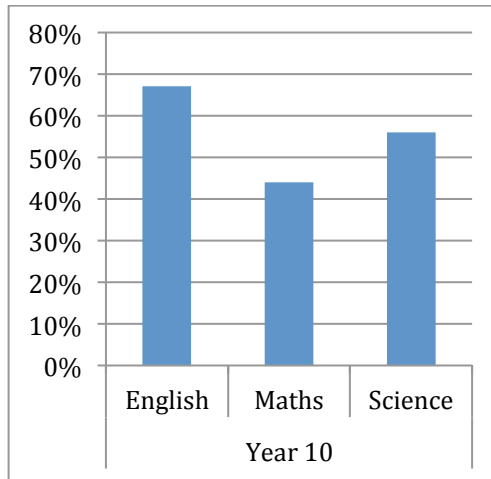
Based on data provided for the first term's assessments of learners in years 9, 10 and 11 the following points can be made:-



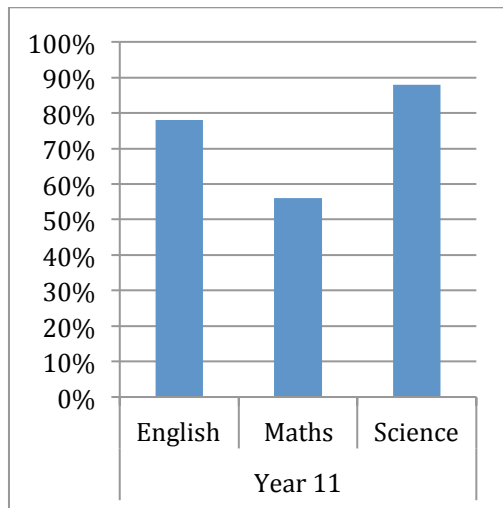
% of pupils on track to attain or exceed expected CATs target		
Year 8		One learner
English	Maths	Science
100%	100%	100%



% of pupils on track to attain or exceed expected CATs target		
Year 9		Four learners
English	Maths	Science
67%	67%	67%
The data excludes two newly arrived learners for whom we have no tracking data		



% of pupils on track to attain or exceed expected CATs target		
Year 10		Nine Learners
English	Maths	Science
67%	44%	56%
The data excludes two newly arrived learners for whom we have no tracking data		



% of pupils on track to attain or exceed expected CATs target		
Year 11		Nine Learners
English	Maths	Science
78%	56%	88%
The data excludes four newly arrived learners for whom we have no tracking data		

In the cases of those learners who are not on track to meet their target grades, intervention measures are already in place to address any gaps in learning. We continue to adopt a highly personalised approach to ensure the needs of our learners are met in terms of their education. We are very flexible and use a number of strategies to ensure they feel secure in their learning. These include:-

- Targeted use of literacy programmes – Lexia and the Reading Challenge
- Early entry for GCSE maths for KS4 learners and for some year 9 learners
- Entry at key points in the year to Functional Skills English, maths and ICT for all learners
- Option to complete online courses, Nutrition and Health and Equality and Diversity – accreditation can be gained at any point in the year
- Use of PiXL resources – Huddle and walk and talk-through GCSE papers
- After school revision and catch-up classes – this option is becoming increasingly popular
- Strategy for Success which will target those subjects where learners are most likely to achieve success
- Where possible 1:1 support is provided on a short term basis at the Day Provision Unit (DPU) adjoining St Mark’s Children’s Home
- We have one learner taking part in a reengagement programme at an Alternative Provider, Fairbridge, aimed at helping this particular learner to develop her social skills. This is an aspect of this young person which we believe is a barrier to her learning. The course is six weeks long and we look forward to having her back at LAPA in the New Year.

1.3 Reintegration

The following re-integrations to mainstream or special schools have taken place this year:

- DC - Holland Park
- DB - Burlington Danes
- TA - Aspire
- AH - Aspire
- FD - Aspire

1.4 Any other relevant achievements

In March 2014 LAPA secured a judgement of Outstanding in the review carried out by Challenge Partners. This follows on from the OfSTED inspection of July 2013 when a judgement of Good was achieved.

In March 2014 LAPA hosted its annual visit of students from the University of Groningen in the Netherlands. Head of School Tony Meehan and Student Services Manager, Suneeta Marecheau, gave a talk about the work at LAPA, our philosophy and this was followed by a lively question and answer session which was also contributed to by the learners chosen to represent LAPA.

Following a successful interview in July 2014 Kate Maidment-Young, LAPA's Director of Learning became a Specialist Leader of Education (SLE) whose specialism is coaching teaching staff. Her record at LAPA is excellent and Kate has already visited other schools to help them improve their teaching and learning.

2. Quality of Teaching

2.1 Monitoring of Teaching

Please see the detailed outcomes of lesson observations from the last twelve months below in appendix 1. The member of staff who was judged to have given an inadequate lesson was a long term supply teacher and has since moved on. Staff who did not perform to the standards we expect, i.e. good or better, will be provided with support in the form of coaching from the Director of Learning.

2.2 SEN

The Director of Access and Inclusion delivered a presentation to parents and TBAP colleagues from other parts of the organisation on the new SEND code of practice. The presentation was well received by both parents and colleagues alike. This is now being presented to our learners through PSHE / Citizenship classes.

1.1 CPD Summary

Team Teach training – all staff trained, refresher training took place in September 2014

LAPA staff continue to benefit from a programme of high quality CPD delivered by staff from across TBAP. The range of courses is considerable and includes:

The Use of SIMs	Working with Parents	Action Research
SEND*	Behaviour for Learning	Attachment Theory
Anger Management*	Using the Learning Support Professional	The Use of Data to Personalise Learning

Leadership Styles	Assessment Models and Systems within AP	Securing Good or Better Teaching
Love of Learning – Mind Sets*	Online Learning	Personal Learning and Thinking Skills
Coaching in a School Setting*	The use of ICT	Social Media
<ul style="list-style-type: none"> • These courses are delivered by LAPA staff <p>In addition the Head of School has delivered Resilience training for staff based on the work of Carol Dweck, Art Costa and Albert Bandura</p>		

Enrichment

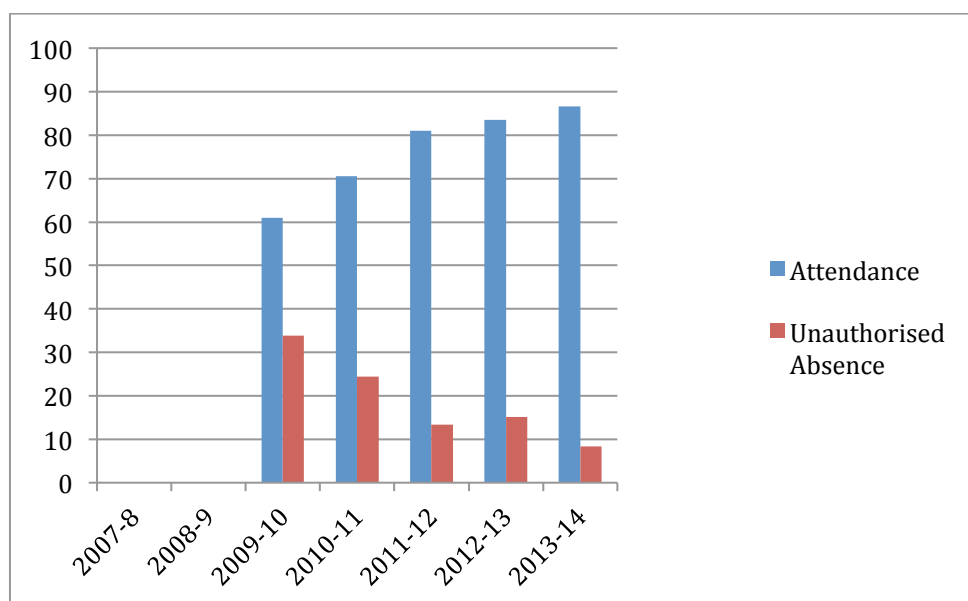
- Debate Mate has got off to a good start with TBAP again joining forces at the Latimer building to be mentored in the art of debating.
- Latimer celebrated Black History Month with assembly and events linked to the BHM.
- We had two very successful events in October and November: MacMillan World’s Biggest Cake sale and International Food Day with all staff and learners participating to generate a strong sense of community at LAPA
- We have secured a partnership with a company called RealTimeArts to work on a music project with our learners, who have their music and singing recorded and turned into a personalised CD.
- Trips this year have included visits to London Zoo, Battersea Dogs’ Home

2. Behaviour and Safety

2.1 Admissions (pupil number)

See appendix 2

Attendance data and interventions



Year	Attendance	Unauthorised Absence
2007-8		
2008-9		
2009-10	60.9	33.8
2010-11	70.5	24.4
2011-12	81	13.4
2012-13	83.5	15.2
2013-14	86.6	8.4

2.2 Therapeutic Interventions

Music therapy – all, although increased learner numbers means that learners will not access this weekly as had been the case previously

Psychotherapist – works with learners on a 1:1 basis or in small groups

Clinical Psychologist – case discussions and family work

Educational Psychologist – case discussions and strategies for supporting the learning

3. Leadership, Management and Quality Assurance

The School Self Evaluation Form (SEF) is being updated and will be available for review by the end of term.

3.1 External Reviews / Improvement Partners

Challenge Partnerships review took place in March 2014. The outcome was outstanding.

Planning for the next review on 28th – 30th January is in hand to ensure a positive outcome.

3.2 Visitors

We have welcomed a range of visitors to LAPA in the past year. These have included TBAP trust board members: Paul Dix, Alexia Featherstonhaugh and Philip Rham. We have also hosted visitors from various local authorities and other AP providers from Sussex and Wales to discuss the work we do in LAPA as part of TBAP.

3.3 Partnerships

QPR – the club continues provides support for our PE and sport provision along with longstanding partners **Westway**

We have created a partnership with **University College London** to be part of neuro-scientific research. UCL will carry out brain scans on some of our learners while they carry out certain tasks. The aim of the research is to try to discover how the brains of young adolescent boys who have engaged in anti-social or criminal behaviour behave under certain conditions

The Dallaglio Foundation – we benefit from the expertise of two excellent rugby coaches who have made our learners enthusiastic about rugby. Our first tournament takes place on Thursday 20th November at Osterley Park. We look forward to our year 10s returning with trophies.

Lyric – another performance under the TBAP banner is planned for the 2015. This performance will probably be part of Key Stage 4's GCSE assessment.

PiXL – we continue to benefit from this partnership as we take advantage of the sharing of resources and expertise.

The Muse Gallery – contact has been made with the Muse Gallery to explore the possibility of another spectacular event on a par with the previous successful ‘Hoodies’ and ‘Conceal and Reveal’ LAPA learner exhibitions held at the gallery.

Challenge Partnerships – we expect a visit from Challenge Partners in January 2014. Preparations are already underway.

Virtual School – we are continuing to develop our partnership with the Virtual School to assist their exam arrangements. Although their results count in favour of LAPA, we have not reported them in our final exam analysis.

TBAP- we have benefitted immensely from this partnership, particularly with regard to systems, policies and processes. We have increased the breadth and depth of the curriculum with the introduction of Modern Foreign Languages (MFL) including Japanese, BTEC Drama, construction and hair and beauty.

Appendix 1

Classroom Observations Analysis

Observations from between December 2013 and November 2014, showing Only observations signed off by observer, showing Only Subject/Focus areas that contain grades

Subject	Grades	Total	Not Signed
Art and Design	3	3	0
English	2 1	3	0
Humanities	1 2	3	0
Information and Communication Technology	1	1	0
Mathematics	1 2 1	4	0
Science	2 1	3	0

Ofsted	Grades	Total	CPD Nds/Evts
Overall	9 5 1	15	0/0
Focus	Grades	Total	CPD Nds/Evts
Appropriate Dress	3 7 2	12	0/0
Assessment For Learning	7 1 1 1 1	11	0/0
Behaviour for Learning	6 2 2 1	11	0/0
Challenge/ Level of Work	6 3 1 1 1	12	0/0
Environment for Learning	2 5 2 1	10	0/0
Learner Progress	4 4 1 1	10	0/0
Learners are Aware of Levels, Targets & Grades	4 4 1 1	10	0/0
Literacy & Numeracy Evident	3 6 1	10	0/0
Marking	4 4 1	9	0/0
Starter Activity	4 1	5	0/0
Success Criteria & Learning Outcomes	6 2 1	9	0/0
Teaching	5 4 1 1	11	0/2
Use of Data to Inform Planning	6 1 1	8	0/0
Use of Support/Resources	2 4 1 1 1	9	0/0

Appendix 2

Ethnic Breakdown

Black - African	3
Black Caribbean	8
Information not obtained	2
Moroccan	0
Other ethnic group	4
Other mixed background	2
White - British	9
White and Black African	1
White and any other ethnic group	3
White and Black Caribbean	6
White Eastern European	1
Arab	1
Iranian	1
Iraqi	1
Kurdish	1
White Other	2
White Irish	1

Gender Breakdown: 34 males 12 females

Previous Schools:

ACTON HIGH SCHOOL	1
Beachcroft PRU	3
Burlington Danes	2
Chelsea Academy	5
CSS - Commissioning & School support	3
Fulham Cross	2

Henry Compton	1
Holland Park School	5
Hurlingham and Chelsea School	2
Lady Margaret's	0
Moat School	1
Phoenix High School	2
St Thomas More	1
The Bridge Academy	7
Avondale	1
Sion Manning	2
Oxford Gardens	1
West minster City	1
Kingston PRU	1
Acton High School	1
Gunnersbury	1
TLG	1
Out of UK	1
Chiswick	1