

Report to Local Advisory Board (LAB) 9th March 2015

Report on the Quality of Teaching

	Meeting	
	Date	09/03/15
	Item Number	TBAP 5
Title:	Head of School Report to the LAB - Quality of Teaching	
Responsible TBAP Leadership team member:	Tony Meehan	
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Teaching and Learning Update LAPA

March 2015

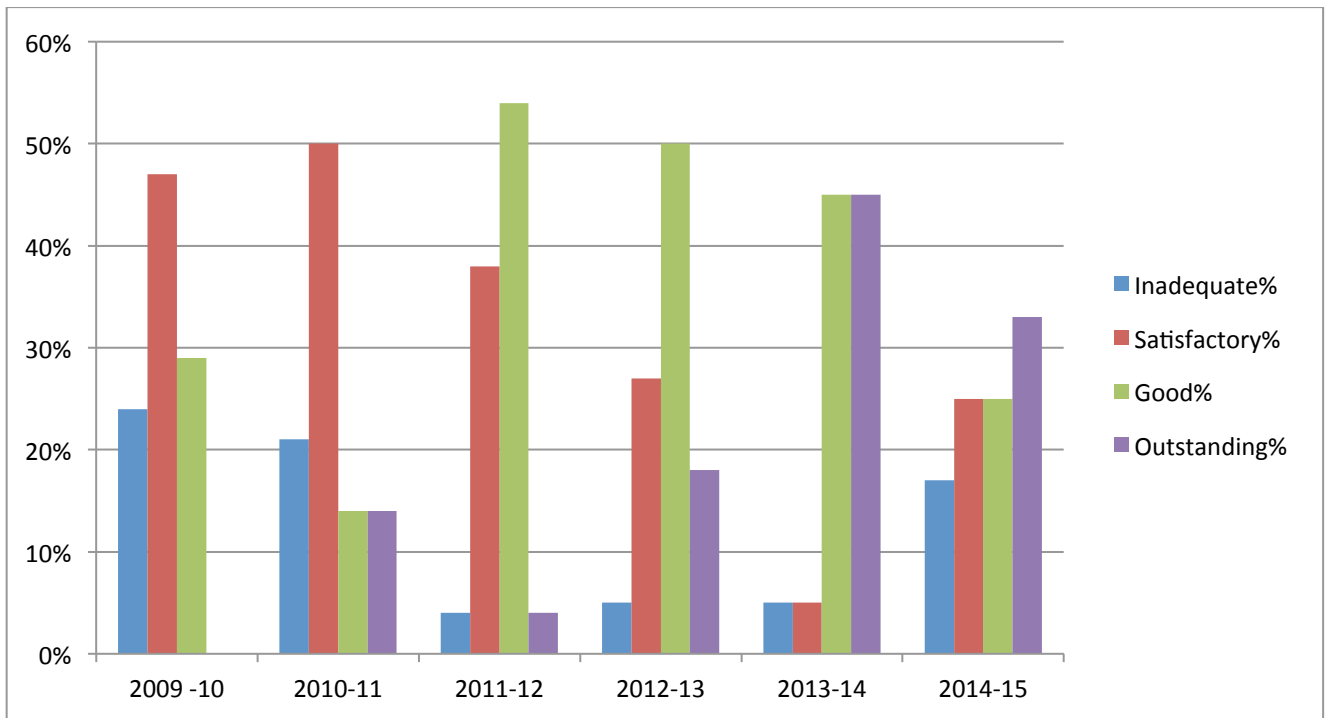
Challenge Partners Quality Assurance Review took place on 29th and 30th January 2015. This was a rigorous but supportive review with very positive outcomes for LAPA, particularly around the progress we have made in Teaching and Learning and emphasised the sustained progress we have made since both our last Challenge Partnerships review of March 2014 and our OfSTED inspection of July 2013.

During the review a total of 4 lessons were observed with one judged as outstanding, two as good and one as requiring improvement. Progress data and marking and assessment was scrutinised and, as a result of the overall progress and attainment of our learners, and the rigour of both our own lesson observations and tracking systems from September 2014, we were judged to be Outstanding. As can be seen from the table and graph below this reflects the continuing improvement in teaching and learning over the past five years.

	Inadequate %(no)	Satisfactory %(no)	Good %(no)	Outstanding %(no)	Total
2009 -10	24% (4)	47% (8)	29% (5)	0	17
2010-11	21% (3)	50% (7)	14% (2)	14% (2)	14
2011-12	4% (1)	37.5% (9)	54% (13)	4% (1)	24
2012-13	5% (1)	27% (6)	50% (11)	18% (4)	22
2013-14	5% (1)	5% (1)	45% (9)	45% (9)	20
2014-15*	17% (9)**	25% (3)	25% (3)	33% (4)	12

* up to January 2015 Challenge Partners Review

** both inadequate lessons were delivered by the same long term supply IT teacher who has been moved on.



Key headlines of success from CP report

At the time of writing the finalised, validated version of the Challenge Partners report of January 29th and 30th review had not been received; however key points from the draft version agreed with LAPA senior management acknowledged the following:

School improvement strategies :	Outstanding
Achievement is:	Outstanding
Quality of teaching:	Outstanding
Area of excellent practice:	Confirmed

“The quality assurance review found indicators that Latimer AP Academy appears to have moved beyond the good grade as judged by Ofsted in the school’s previous Ofsted report of June 2013 and is working within the Outstanding grade.”

“Judgements made about the quality of teaching reflect the quality of pupil learning. When teaching is less than good teachers are provided with the TBAP ‘coaching model’ ”

“Teaching is well differentiated by learning tasks, resources and teaching strategies. Good questioning is often used to engage learners.”

‘There is astonishingly strong evidence of effective teaching and high achievement within a display of extended writing linked to an Art/English project. This is based on ‘Writing for Wellbeing’, which enables pupils with very troubled backgrounds to illustrate their experiences and feelings’

“The quality of teaching and learning has improved over time and now the majority is good or better and this was reflected in the learning taking place in the lessons observed during the review. Outstanding practice is evident in a number of areas.”

“Staff-pupil relationships are exceptionally strong. As a result pupils feel safe and secure and able to take risks with their learning. Staff work hard to build pupil self esteem and personal confidence.”

‘Exceptionally well detailed pupil records are maintained and these show the wide range of pupils’ needs and the positive responses that they make as a result of the teaching and support services provided by the school’.

Key to the rapid improvement in teaching and learning has been the further implementation of enhanced monitoring and tracking systems which mean that teachers are able to identify and respond to dips in progress and additionally maintain high expectations for their learners.

Following on from the 2014 Challenge Partners review, the Director of Access and Inclusion has ensured learners are now retested to assess progress from their reading age data on entry , allowing for more accurate data, better differentiation and more effective use of interventions.

In addition to the tracking and monitoring of students data, all staff attend bi -termly case discussion meetings, led by a multi systemic therapist, to generate strategies to best enable identified learners to access both the curriculum and social and emotional learning. This holistic approach to supporting young people to become confident learners was highly praised by the review team and is instrumental in the impressive fact that there are no significant differences in outcomes across groups, with the exception of pupil premium learners, who significantly exceed expectations. This success is further highlighted in the fact that the school were finalists at the Pupil Premium awards in 2014.

K Maidment
26 February 2015