

Report to Local Advisory Board (LAB)

23th November 2015

General Report to the LAB

Meeting	
Date	23/11/15
Item Number	TBAP(14)

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

1. Introduction

As we enter term two of the academic year 2013-14 I am pleased to report on progress and achievements to date.

2. Learner Achievement and Progress

Our focus on learning and attainment delivered a 7% improvement in 5 A*-G GCSE outcomes last year (68%) and we have set ourselves the target of 85% including 20% A*-C grades for the current academic year. Work is well under way to achieve this and our first data capture of the year at the end of term 1, although slightly behind where we would like to be, is a very good foundation on which to build.

KS4 Summary Data (as at 13-11-15)

Yr 10 Headline Data – Whole school (GCSE & BTEC)		
Target Data	Number/% Cohort 11	Target
5 A* - C (English & Maths)	0	>National Avg. (1.4%) TBAP target – 20%
5 A*-C	0	
5 A* - G (English & Maths)	4/36%	40%
5 A* - G	4/36%	85%
5 A* - G (Including 'C')	2/18%	60%
5 A* - G (Including 2 'C')	1/9%	45%
5 A* - G (Including 3+'C')	0	20%
100% Accreditation	100%	100%

Yr 11 Headline Data – Whole school (GCSE & BTEC)		
Target Data	Number/% Cohort 27	Target
5 A* - C (English & Maths)	0	>National Avg. (1.4%) TBAP target – 20%
5 A*-C	4/15%	?
5 A* - G (English & Maths)	13/48%	40%
5 A* - G	14/52%	85%
5 A* - G (Including 'C')	8/30%	60%
5 A* - G (Including 2 'C')	7/26%	45%
5 A* - G (Including 3+'C')	5/19%	20%
100% Accreditation	25/93%	100%

KS4 Headlines and Areas for Improvement

Learners in Year 10 have made an extremely positive start to their GCSE and BTEC courses. Headline figures indicate that 9% of learners will achieve 5 A*-C and 100% 5 A*-G. Teachers are reporting 100% A*-G for all core subjects with 50% of learners on or above target in English at this early stage in the course. 1-1 interventions have been put in place to support those who are under target. Maths has also made a strong start to the year with 75% of learners on or above target.

In the option subjects, Art leads the pack where 100% of learners are currently above target. In addition, BTEC Sport report 66% of learners to be above target. BTEC Music and Humanities are all reporting a good start to the year with almost all learners currently on course to achieve their target grades.

In Year 11, headline figures currently show 33% of learners on target for 5 A*-C with 63% on target for 5 A*-G based on them making 5 sublevels of progress over the key stage. Maths have made a strong start to the year with 60% of learners on or above target and are taking measures to provide targeted intervention to lower end learners to further support their achievement. In English, learners have completed a November GCSE entry to secure early accreditation for those ready and prepare them for final examinations. Science has seen a dip in performance as a result of staffing changes, which the leadership team is working hard to resolve. Recruitment is underway to find an experienced subject lead and a senior leader is overseeing performance until the search is complete.

In the option subjects, 91% of learners are on or above target in BTEC Sport and 80% in music. Art reports 86% of learners on or above target also. There are certain subject areas, which require further intervention so that learners can hit their targets, such as RM, Construction and Business and these will be delivered later in term 2.

KS3 Summary Data

KS3 – Year 7 & 8 Headline Data – Whole school - Term 1: 8 learners								
Level	Current Performance (no./%)				End of Year CATS Predictions (no./%)			
	Eng	Maths	Sci	ICT	Eng	Maths	Sci	ICT
6	0	0	0	0	0	0	0	0
5	0	8%	0	0	58%	67%	75%	9%
4	25%	58%	50%	18%	42%	25%	25%	64%
3	75%	34%	25%	82%	0	8%	0	27%
2	0	20	8%	0	0	0	0	0

KS3 – Year 9 Headline Data – Whole school - Term 1- 8 learners								
Level	Current Performance				End KS CATS Predictions			
	Eng	Maths	Sci	ICT	Eng	Maths	Sci	ICT
6 ^K	0	0	0	0	0	0	0	0
5 ^S	31%	24%	12%	6%	50%	55%	62%	69%
4 ³	25%	59%	56%	62%	44%	41%	38%	31%
3	44%	17%	32%	32%	6%	4%	0	0
2 ^H	0	0	0	0	0	0	0	0

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KS3 Headlines

There has been pleasing progress with our D groups (year 7 & 8) since the start of term. The majority of learners have made expected levels of progress in all core subjects for this stage in the year. In English 23% of learners are currently on target to achieve at or above their expected end of year levels.

In Year 9 progress has again been rapid. 69% of Year 9 learners are on or above target in English with 37% of them making one or more level of progress in term one in ICT. Science and Maths are reporting slower progress but at this stage of the year there are no reports of serious concern.

2.1. Exams and Accreditation

We continued to make 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.

Qualification	No. subjects	Number of Entries
GCSE	10	147 (121 passes average 4.3 per learner)
BTEC	4	28 (17 equivalent Grade C passes)
Entry Level	1	3
Functional Skills	2	21

Learners in Years 7 to 11 also achieved a total of 138 AQA awards in English, Art, Music, Science, Opening Minds, ICT, Sport, PE, DT, Careers and PSD.

Twelve Year 10 learners sat their English IGCSE exam in November and 21 Year 11 learners have sat their English WJEC GCSE exam. Behaviour in the exam room has been exemplary and we expect a significant majority to make progress towards their 5 A*-G minimum target.

2.2. Progress and Interventions

Since September 2015 there has been a continued drive to ensure Year 11 Performance targets of 85% 5 A*-G and 20% 5 A*C are met. A new electronic Intervention Roadmap has been created which maps out every planned intervention up to term 3 and alerts the relevant members of staff when actions and planning needs to take place. This means that all relevant staff members are aware of the duties and actions that need to take place to ensure learner success.

The English lead has trained more of our Learning Support Professionals (LSPs) to support Year 11 learners with their Controlled Assessment interventions. This programme has built capacity within the LSP waves and has enabled children to work with named individuals to support the production of higher quality coursework.

The use of the Raising Standards Data Sheet (RSDS) has been standardised across every subject team with templates being produced in T1 that enable data to be tracked across the year in a single spreadsheet. The headline data is now reported termly to enable forensic examination of learner performance over time.

The Academic Mentoring process has been refreshed to ensure that daily presentations have a specific focus that provides a termly snapshot of individual learner performance. New templates have been shared with staff to ensure more uniform delivery and content. In term 1 a general report covering academic progress, attendance, behaviour and target setting was delivered. We are now well into the term 2 cycle where the focus has been sharpened to give all staff a better understanding of current academic performance and upcoming interventions; where necessary targets have been refreshed following meetings with the learners.

2.3. Reintegration

Two learners have been successfully attending the reintegration programme since September 2015. This programme is run on Mondays with an Educational Psychologist and a Learning Support Professional. Progress during the reintegration period is monitored through learner's attendance, behaviour and achievement (both to Monday sessions and to school as a whole). Through the reintegration programme learners are prepared to re-enter mainstream and to consider any barriers that they may face. Weekly updates are fed back to SLT who liaise with parents, carers, outside professionals and suitable mainstream schools, to ensure learners are kept on track and meet the target of reintegration within eight weeks. One learner attended the reintegration programme at the end of last academic year and started at The Enterprise School in September 2015. Progress, once transferred to mainstream, is monitored through regular meetings with the transfer school.

Learner	Year	Destination School	Date
IF	10	Fulham Enterprise Studio	Sept 15
GBr	8	Hammersmith Academy (waiting list)	Pending
GB	9	Richmond Park Academy	Pending
HB	8	Chiswick Community School	tbc
AS	8	Fulham College Girls	tbc
SM	9	Fulham College Boys	tbc
JP	9	TBC	tbc
BA	9	TBC	tbc
RF	10	TBC	tbc
AA	10	Fulham College Boys	tbc
JP	10	Fulham College Boys	tbc

Our new assistant head Ziah Raphael has taken responsibility for reintegration this year and is currently working with the Educational Psychologist to review the reintegration process and update policy to ensure a greater number of successful outcomes.

2.4. Any other relevant achievements

We have been fortunate to be involved in a number of art-led projects this term in addition to a KS3 residential and some other notably successful activities:

London Fire Brigade	Two Yr11 learners successfully completed the Life Fire course at the Wembley Fire Station
Jamie's Farm	Yr8 learners attended a 3 day residential at Jamie's Farm
October Gallery	Yr11 Art classes attended the gallery in October and revisited for the Black History Month Event with 3 learners speaking live and hosting a TBAP stand at the DfE's Black History Month event.
Bush Theatre	Workshops for art students in Yr 10 and Yr 11
'Go Karting'	Yr10 took part in an achievement trip to test their driving capability
Piano lessons	Peripatetic lessons for 7 learners every week to raise the standard of performance
Arts award	4 Learners are undertaking the Arts award in song writing and singing

3. Quality of Teaching

It has been an excellent start to the year so far with regard to the quality of teaching. Lesson Observation and Learning Entitlement data demonstrates 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 a number of temporary members of staff in place at present and subject leads are working to embed consistent delivery protocols so that learners know what to expect when they enter each classroom and lessons are well planned and resourced.

3.1. Monitoring of Teaching

Headline summary

Ofsted Grade	Number of Lessons	Percentage
Outstanding	9	47.4
Good	9	47.4
Requires Improvement	1	5.3
Inadequate	0	0

The Learning Entitlement data summary below suggests that following lesson observations we need to review learner understanding of their grades and targets which is not unusual at this time of year. This work will be undertaken shortly and reviewed again in the next observation round alongside the use of success criteria.

Focus	Grades
Appropriate Dress <small>info</small>	
Assessment For Learning <small>info</small>	
Behaviour for Learning <small>info</small>	
Challenge/ Level of Work <small>info</small>	
Environment for Learning <small>info</small>	
Learner Progress <small>info</small>	
Learners are Aware of Levels, Targets & Grades <small>info</small>	
Literacy & Numeracy Evident <small>info</small>	
Marking <small>info</small>	
Starter Activity <small>info</small>	
Success Criteria & Learning Outcomes <small>info</small>	
Teaching <small>info</small>	
Use of Data to Inform Planning <small>info</small>	
Use of Support/Resources <small>info</small>	

3.2.

SEN

There are currently 12 Learning Support Professionals (LSPs) on the main site, eight of whom are full-time, permanent members of staff and four are agency workers. The LSPs continue to work within a wave structure and each wave has a wave leader who is responsible for managing a team of LSPs. The wave leaders have been allocated a different wave this academic year to ensure that we increase capacity so that they can take on a wider range of roles and activities. The wave leaders also provide one day of cover and our HLTA provides the fourth day. Four of the LSPs cover 'The Alternative to Exclusion' (TATE) post, timetabled for one day each, Tuesday to Friday. Two LSPs provide support for learners attending Ealing Hammersmith & West London College studying motorcycle or car maintenance.

The role of the LSP continues to provide intervention for named learners. Each learner is allocated to a wave on induction depending on his or her level of need. For learners making good progress they will be allocated to Wave 1, for those who have more complex emotional or social needs or those requiring higher literacy support, Wave 2 and for learners with statements or reading ages 5 years below their chronological age, Wave 3. Within each wave the intervention is needs led and based on progress data, reading and spelling ages and Special Needs Assessment Profiles. The intervention might be in class support, group work or 1:1 withdrawal.

The TBAP SEN Support Professional continues to assist the access and inclusion lead with the administration of all matters SEN i.e. annual reviews, testing-for-access arrangements, educational psychology referrals etc. and we have introduced bi-annual reviews to ensure targets are discussed and updated more regularly.

LSPs continue to be attached to specific core subject areas for calendared meetings and they report back to the lead LSPs in regard to any specific issues regarding SEN. All BAPA permanent LSPs have completed a Speech and Language support CPD and three members of our current staff achieved level-3 accreditation. Speech & language sessions can now be delivered as part of our routine intervention offer.

Each intervention is recorded in the management information system (SIMS) as an SEN 'event' which allows us to monitor the number of interventions delivered using a range of new reports. These metrics are used to assess the quality of outcomes by SEN wave and by individual child.

Learners with a Statement of SEN

There are currently 8 learners on roll with statements and all annual reviews are up-to-date. We have two allocated educational psychologists this academic year. Their allocation will largely be used to support the continued work of converting statements to Education and Health Care Plans (EHCPs). Where we identify learners with particular need their time will be used for evaluations and support. At present we have one outstanding Referral for Educational Psychology Intervention (REPI).

Testing for Access Arrangements

Year 10s have been completed and Year 11s will be finished by the middle of November. Most learners have been tested for examination access arrangements as part of their induction into TBAP. Learners are submitted for access testing if their reading age is two years or more below their chronological age. Examination readers, scribes and extra time have been approved where it is deemed necessary.

3.3. Continuing Professional Development (CPD) Summary

The establishment of the TBAP Teaching School Alliance (TSA) CPD pathways has enabled us to deliver an increasing number of professional development opportunities using in-house resources. During the TBAP conference at the start of the year staff from The Bridge AP Academy delivered a range of sessions that were extremely well received by colleagues from across the Trust; a further 7 sessions will be delivered this term. In addition to the TSA provided opportunities there have been 5 approved CPD events sourced externally since the start of the academic year.

A TBAP TSA pathway has been chosen by every member of staff and comprises four pre-defined sessions per year. The suite of development opportunities was published by Sarah Hardy and her team last June and has been made available to teachers and support staff from TBAP and the wider alliance. Modules have been written and quality assured in-house and are delivered by accredited Specialist Leaders of Education (SLEs) who have themselves been drawn from TBAP ranks. The following table demonstrates that over 90% of attendees rated the quality of delivery as good or better; 87% rated the effectiveness of meeting their CPD needs as good or better and 87% rated the anticipated impact value as good or better.

Initial Evaluation Criteria	Grades			Total
Quality of Delivery	Attendees	Events	216 234 41	496
Effectiveness in Meeting CPD Needs	Attendees	Events	181 251 55	496
Anticipated Impact Value	Attendees	Events	176 256 57	496

3.4. Curriculum

We continue to offer a broad curriculum that provides an element of choice underpinned by a strong core. This enables us to prepare learners for a return to mainstream without compromising on potential outcomes for those who complete their examinations here at BAPA. Last year we added humanities to the KS4 offer and this year we have added business studies. The following table outlines the structure of the offer by year group.

Year 7 & 8	Year 9	Year 10	Year 11
3 x English	3 x English	3 x English	3 x English
3 x Maths	3 x Maths	4 x Maths	4 x Maths
2 x Science	2 x Science	3 x Science	3 x Science
1 x ICT	1 x ICT	2 x ICT	2 x ICT
5 x PE	2 x PE	2 x PSD	2 x PSD
8 x Opening Minds	5 x Opening Minds	1 x Guided Learning	1 x Guided Learning

1 x Guided Learning	1 x Guided Learning	9 x Options	9 x Options
1 x Circle time	1 x Circle time		
	5 x Enrichment		
	1 x PSD		

The range of options available at KS4 is detailed here:

GCSE	Btec	Level One
Humanities Food Technology Art & Design Resistant Materials Drama PSD	Construction Music Business Studies Hair & Beauty Health & Social Care Sport	MFL – French & Spanish Nutrition & Health Business Enterprise Equality & Diversity College Option Motor Vehicle Maintenance
Other Accreditation AQA – All subject areas Functional Skills – English, Maths, ICT MFL – GCSE Home Languages where appropriate		

3.5.

Enrichment

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 and 3 learners have already been recognised for their positive contributions across the school since the start of the academic year. Photographs are published on the blog and internally on the school notice board. At the tail end of the last academic year a member of the Learning Support Team also won a Leaders Award for their positive contribution to school life. Involvement in another extended part of the award scheme saw the school successful in the bid to the Jack Petchey Foundation (JPF) Table Tennis Donation Scheme sponsored by Sport England. As a result, the school has been awarded some new table tennis tables and related merchandise, to establish an enrichment club. One staff member and a learner have been invited to take part in a national coaching programme in support of the initiative

Enrichment activities are routinely offered across the school with between 6-12 learners involved in each activity every day. Activities include: chess club, boxing club (which learners and staff can access after school), basketball, volleyball, table tennis, soccer skills and ICT. This academic year we have added music, craft and enterprise and a range of GCSE/ BTEC catch up classes. The year 9 enrichment offer is delivered every Friday and continues to engage learners in new experiences. It

serves a dual purpose, offering physical activity whilst developing group & individual social skills. Activities this term included: Oxygen Free Jump trampolining, Horse Riding and "The Nuts Challenge" Army assault course.

4. Behaviour and Safety

4.1. Admissions (pupil number)

Year	Total roll	Key Stage Totals
7	0	
8	13	
9	14	KS3 27
10	10	
11	24	
Total	61	KS4 34

4.2. Attendance data and interventions

As at 6th November 2014

%	Y7	Y8	Y9	Y10	Y11	Total
Attendance	0.0	81.46	81.74	84.22	81.7	82.21
Authorised Absence	0.0	5.22	6.91	3.27	3.67	4.48
Unauthorised Absences	0.0	9.57	8.00	7.57	11.32	9.58

There have been 3 home visits carried out since the last report and 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 have referred 7 learners to the Localities Team.

4.3. Therapeutic Interventions

TBAP has now appointed a Therapeutic Services Lead to manage the strategic, developmental and operational work of therapists at The Bridge AP Academy and across TBAP as a whole. Jackie Lindeck came into post on October 12th and is currently carrying out a comprehensive review of the current therapy provision, consulting with staff and learners to plan the delivery of services across The Trust. Jackie is due to submit a business plan in December that will outline the structure for therapeutic provision going forward. Through this process The Bridge AP Academy will build a responsive, evidence-based and effective therapy service, which focuses on delivery, outcomes and impact. The referral processes for therapeutic services will also be restructured to ensure clear pathways to access services with learner voice being present within the referral process.

Staffing structures within the team are being re-assessed and Jackie plans to replace the current consultancy model with a permanent staff who are present during all hours that learners are on site at the school. To this end, a Speech and Language Therapist has been appointed this term and will provide sessions as outlined on individual learners statements/ EHCP's commencing December 2015.

The Access and Inclusion Panel continues to meet fortnightly which brings together a range of in and out of house professionals to discuss, monitor and intervene with learners who are vulnerable, at risk or statements of SEN/ EHCPs. Therapeutic services are discussed and evaluated fortnightly through this process.

4.4. Links with Parent /Carers

Ziah Raphael was appointed assistant head with responsibility for access and inclusion to replace Rita Rogerson who has moved to take up her new role at the TBAP Residency. Ziah has maintained the established schedule for annual reviews and works with the parents and carers of all learners with a Statement of SEN or an Education Health and Care Plan (EHCP). There are currently 8 such learners on roll and the Annual Review cycle is up to date. Ziah is also in regular contact with parent/ carers of learners embarking on reintegration (2 at present) and those with children working with the Educational Psychology Service. An enhanced support plan has been agreed with parents for the two learners who have been referred to the service so far this term.

There have been 1700 recorded communications with parents by members of the staff team since the start of the year. This communication is made to support behaviour management, to provide information about events. Routine communications recorded in SIMS include:

Exams - 551

Attendance issues - 471

General teacher parent communications - 737

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:

- Child Protection (CP) - 3
- Child in Need (CIN) - 5
- Core group meetings -7
- Team around family (TAF) 3
- Parental meetings - 1
- Meeting with Family Coach 3
- PEP – 1
- External specialist: Street Outreach Service (SOS) meetings - 3

5. Leadership, Management and Quality Assurance

5.1. 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 are now explicitly linked to the school development plan or the teacher/support staff standards.

There is a CPD session for the BAPA staff team on Thursday 19th November at which 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. In the meantime, a priorities list has been put in place to allow the leadership team to focus in or areas of work that are critical to our delivery of the 2020 Vision.

5.2. 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 develop and share capacity with our partners across the Trust and beyond. Most recently we have seen a number colleagues move to take up leadership positions at Beachcroft AP Academy (Andrew Burton: Head of School); The TBAP Residence (Rita Rogerson: Head of School) and The TBAP 16-19 Academic AP Academy (Gemma Dixon: Interim Head of School). Following these staffing changes we have moved quickly to appoint two new Assistant Heads and both Vicky Browning and Dave Clark will join the leadership team in January.

Our Specialist Leaders of Education continue to provide a range of support interventions alongside the BAPA leadership team at partner schools and those in the Trust. This is monitored and quality assured by Sarah Hardy, Head of the TBAP Teaching School Alliance. Details appear in the table below:

Staff	School	Support
EH	Octagon AP Academy	Staff supervision
	TBAP Cambridge	SLT Support
	TBAP Cambridge	Team Teach
	TBAP	Safeguarding
GD	TBAP	Timetable setup
	TBAP	Post 16 AP Teaching
	GD	An Introduction to SIMS
SS	TBAP Cambridge	Leadership Support
	TBAP	ASD
	TBAP	SEN Wave Leadership
SB	TBAP	Surviving Your NQT Year
	TBAP	School Direct NQTs & Mentors
HW	TBAP	School Direct NQTs & Mentors
JB	TBAP	Early Teaching Career Development
RR	TBAP	EHCPs & Introduction to TBAP SEND
NW	TBAP	Cover Supervision
EH	TBAP	Team Teach
AB	TBAP	Running Reports in SIMS

TBAP 16-19 Academic AP Academy

The Development of the new TBAP 16-19 Academic AP Academy continues, under the leadership of the interim Head of School, Gemma Dixon. Gemma is working closely with the leadership team at The Bridge AP Academy to deliver her five major areas of development, as follows:-

Staffing

A curriculum development group for the school has been set up, comprising eleven staff drawn from TBAP secondary AP Academies. Two thirds of all staff have now completed IB-approved training workshops, as required for IB authorisation. The majority of the remaining teachers will have completed IB workshops by December 2015, with the exception of Marcin Radizul (Mathematics) and Amy Smith (Theatre). Training has been arranged for these two staff in February 2016. The development group meet termly to work collaboratively on the development of the new curriculum, with an in-school development day planned for early January. Recruitment of a Director of Learning and a Student Services Manager is scheduled for the New Year.

International Baccalaureate Authorization

We have recently been advised that we have accepted as a candidate school. Moreover, the IBO have agreed to look to have us authorised by September 2016. This represents a significant milestone, as we have successfully requested accelerated authorisation, and it has been agreed in principle. As a Trust, we are far from the typical IB candidate school, and we are grateful to Peter Fidczuk, IBO UK Standards Lead, for advocating strongly on our behalf to the authorisation team in The Hague.

Commissioning and Admissions

The Department for Education has approved our admissions policy. We are now working alongside four boroughs, Wandsworth, Hounslow, Brent and Ealing to identify groups of young people who might benefit from a place at the school. We have received a very positive reception to the offer so far. The commissioning process continues to evolve. Post-16 provision for AP learners is a new pathway, and as such, local boroughs do not have established routes and funding which can be readily identified. We are working with local boroughs to identify possible solutions, and have raised this matter directly with the DfE.

The School Site

Hammersmith and Fulham have agreed the use of the Gresswell Street building, which is currently occupied by HAFAD, as an interim site. HAFAD will be vacating by the end of the year. The EFA have agreed that the TBAP Trust will oversee renovations of the buildings, and their technical advisor has been out to make a site visit.

DfE Milestones

The DfE considers us to be on track to meet our milestones in good time to allow for signing of our funding agreement by early April. Upcoming key deadlines include submission of an education brief and key policies to our education adviser, and completion of our public consultation early in 2016

Gemma's work has not gone unnoticed and she has just won an ASCL leadership award because,

"...the judging team felt that your strong demonstration of high levels of leadership through your role and secondment, and particularly your work to put together a successful free school bid, along with training and recruiting staff and your modelling of outstanding practice makes you a worthy winner."

We are proud of and delighted for Gemma who is a fabulous advert for the professional development work we do here at the Trust.

5.3. External Reviews / Improvement Partners

Our Challenge Partners Review is scheduled on 30th November and we have been working hard to get the necessary data in place to maintain our record as an outstanding provider. In line with our Ofsted development targets we have focussed on the following area of excellent practice:

The delivery of systems for schools to school support and the implementation of the TBAP AP Academy Model; 'The TBAP Way'

We hope to demonstrate the link between our school support systems and improvements in the performance of our partner schools in the Trust and beyond.

On 2nd October Challenge Partners published the work of Penny Barratt (The Bridge School) and The Head of School at The Bridge AP Academy detailing Assessment in Special Schools & AP Settings post National Curriculum levels. This work was the culmination of a cooperative review of good practice at a number of Special and AP settings across the country and is available on the Challenge Partners website: <http://challengepartners.org/publications/view/17#.VkoAD4RByAQ>

5.4. Visitors

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

Visitor	Organisation	Date
Claudia Mollidor & Catherine Crick	IPSOS MORI	15-09-15
Senior leadership Team	Larwood Residential School, Stevenage	18-09-15
Mark Payton	Haymarket Media	21-09-15
John Snow	Channel 4	16-10-15
Toby Pearson	Jamie's Farm	05-11-15
Natalie Davidson, Paul Gillis, Tim Pinkney	Bishop Auckland School SLT	06-11-15
Isabelle Trowler	DfE, Govt. Chief Social Worker	17-11-15

5.5.

Partnerships

We continue to work with Partners in Excellence (PiXL) to improve outcomes for our learners. This term Maureen Joseph (Acting Maths Lead) and Steve Speck (Assistant Head) have attended PiXL conferences to develop subject leadership and data management capacity respectively.

The Head of School represents the Trust on the Challenge Partners SEN Board and at the Local Authority Special Heads and Heads of Resource Unit meetings every term. These meetings provide opportunities to influence development for learners in AP on a national and local level.