



## Report to TBAP Trust Board (LAB)

22<sup>nd</sup> March 2016

### General Report – TBAP 16-19 Academic AP Academy

	<b>Meeting</b>	
	<b>Date</b>	22/03/16
	<b>Item Number</b>	???. Pls advise
<b>Title:</b>	Head of School – General Report to the Board	
<b>Responsible TBAP Leadership team member:</b>	Gemma Dixon	
<b>Prepared By :</b>	Gemma Dixon	

## **1. Introduction**

The following report seeks to advise the board on the final stages of preparation for the TBAP 16-19 Academic AP Academy, leading up to a successful opening on the 5<sup>th</sup> of September, 2016.

## **2. Final Free-School pre-opening milestones:**

As a newly open Free School, we met a number of key milestones during terms 5 and 6, prior to the funding agreement being signed.

### **2.1. Governance and funding agreement documents:**

The articles of association for the school, and the schools funding agreement were updated in line with the most recent DfE guidance, and subsequently signed off.

A Local Advisory Board has been convened for the school, with members drawn from a range of backgrounds, including university, further education and the parent community. A full description of the LAB, including and pen portraits of all members forms Appendix A of this report. The LAB met informally in July 2016, and will meet for the first time this September.

### **2.2. Readiness to open meeting:**

Key members of the Free School team, including Seamus Oates, Paul Dix, Nathan Crawley-Lyons, George Crosbie, attended our Readiness to Open Meeting (ROM) at the DfE in June. Based on a report prepared ahead of time by the Head of School, all aspects of the school were scrutinised, including plans for teaching and learning, behaviour and safety, financial viability and site plans. We received very positive feedback from the ROM, and were given leave to move forward to opening.

### **2.3. Ofsted Pre-Registration Visit:**

Rieks Drivjer visited us in June, and conducted a pre-registration Ofsted visit. During the visit he met with representative stakeholders from the school, conducted a site visit and reviewed policies and plans for the school. I am pleased to report that we successfully passed the inspection, and Ofsted confirmed that our new school was likely to meet all registration requirements for independent schools. The feedback we received informally during the day was very positive, especially with regard to the curriculum offer and pastoral arrangements.

### **2.4. Funding Agreement :**

As a result of meeting the final milestones outline above, the funding agreement for the TBAP 16-19 Academic AP Academy was signed on the 3<sup>rd</sup> of August. We have been registered on Edubase with the unique registration number 142873

## **3. Staffing and Curriculum Development:**

The post-16 development group has been in place since June 2015. Drawing teaching staff from three TBAP London-based AP Academies, the development group worked across academic year 2015-16 to develop the curriculum of the new school, based around the offer of an International Baccalaureate Diploma Programme (IBDP). As our new academic year begins, the same team are delivering teaching at the TBAP 16-19 Academic AP Academy.

### 3.1. Staffing:

The following staff are delivering teaching on a part-time basis at the new school when it opens in September:

Name	Subject
Stephanie Bond	English Language and Literature
Aisha de Lizerazo	Spanish <i>ab initio</i>
Bridget Kirk	Psychology
Emma Gregory	Social and Cultural Anthropology/ Sports, Health and Exercise Science
Nasrin Islam	Biology
Adam Hallsworth	Chemistry
Marcin Radziul	Mathematics
Sophie Buc Khac	Mathematical Studies
Jemma Bird	Music
<b>SUPPLY</b>	Visual Arts
Trevor Bird	Theory of Knowledge
Gemma Dixon	Biology (Higher level)

Since our last report, we have recruited Kelli Mac Sorley as our Student Services Manager, and Shanice Burke as our Librarian. We have also recruited two new Learning Support Professionals, Ekim Bireoglu, who joins us from the Civil Service, and Yassin Duale, who joins us from Portobello Road

We will recruit an Art Teacher to fill the vacancy arising from Victoria Rolfe departure.

### 3.2. Staff Development:

All members of the team completed IB-specific workshops last year, with the exception of Shanice Burke, who will complete her IB training in October. We have also been fortunate to develop informal relationships with other IB maintained schools, who have hosted our teaching team for visits. The opportunity to see the delivery of their IB subjects in the classroom was a very valuable experience for the teaching team. Our teaching team continue to remain in contact with their host-schools, and we look forward to continuing to work with Hockerill Anglo-European College and Westminster Academy in the future .

All members of the development group met termly last year, to review progress and complete training together. In addition, the team met for two development days led by external workshop leaders to complete training on specific aspects of the IBDP.

The teaching team will continue to meet twice termly now the school is open in order to jointly review learner progress and to collaboratively plan the IBDP curriculum.

### **3.3. Staff Well-being:**

Aisha de Lizarazo has been appointed as our wellbeing representative. Aisha will report to SLT on a regular basis. As we start to implement systems and processes will be routinely consult on workload with Aisha before implementation, and will also formally review impact on staff workload, via Aisha. Aisha will also arrange a range of wellbeing activities and opportunities in consultation with the staff team,

### **3.4. Authorisation as an IB World School:**

We hosted Fiona Clarke (IBO Regional Office, The Hague) and John Storer (UWC Waterford Kamhlaba, Swaziland) in June for a 2-day IB verification visit. The verification team observed lessons, met all of the teaching team, learners, parents, members of the LAB and well as members of the trust. Feedback from the team was very positive, and they were impressed by the vision for our school, and the inclusivity of TBAP practice. They have suggested that we submit an application to present at the IBO regional conference in 2017, to showcase our work to other IB schools.

We received formal notice that we are an authorised IB World School, and may offer the International Baccalaureate Diploma Programme in July. The verification report contained no matters to attend to, which is unusual. Instead we were given a series of recommendations to review and address before our review visits, five years hence. We also received eleven commendations on various aspects of our practice, including our supportive and inclusive ethos. A copy of the verification report accompanies this document.

IBO typically insist that a school takes at least two years to complete the implementation and authorisation process. We became authorised within twelve months of our originally submission for candidacy. This achievement represents a significant amount of hard work and effort from the development team, and other members of the trust.

Finally, we are the very first alternative provision school to be authorised to offer the IBDP in the UK, or within our region, Europe, Asia and Africa. There has been significant interest in our school from both within the IB community and also outside. We were covered in SchoolsWeek in May. We will be welcoming press officers from IBO to our newly-opened school in October.

## **4. Site:**

Plans for our site are now well-developed. Our school site will follow a two-phase process, with the school opening in a temporary site in September 2016, whilst a new, permanent, site is built for us, ready for opening in September 2017.

### **4.1. Temporary Site:**

The Gresswell Street building has been developed for us as a temporary site. Despite some delays, we were able to open to students on the 12<sup>th</sup> of September as planned. Whilst we are still awaiting delivery of more resources, and some furniture, we have been able to run our planned induction week as planned, with great success.

One key issue with our site remains the issue of access control, especially as we are sharing a campus with The Bridge AP Academy. Mario Muir, TBAP Facilities Manager continues to work with contractors to solve this issue.

#### **4.2. Permanent Site:**

A new, bespoke, building will be created for the school, as part of the overall redevelopment of the TBAP-campus in Fulham. Members of the development team have already had significant input during staff-consultation over the plans for the building. We look forward to working with LSI on this exciting project.

### **5. Enrolment:**

#### **5.1. Internal Applicants:**

We currently have twelve learners enrolled who have been to TBAP West KS4 provisions.

#### **5.2. External Applicants:**

We currently have five learners enrolled who have been educated outside of TBAP. Two young people come from Ealing, one from Brent and two from Hammersmith and Fulham.

# Appendix A

## TBAP 16-19 Academic AP Academy – Local Advisory Board (LAB)

The TBAP 16-19 Academic AP Academy LAB acts at a local level to provide support and challenge as a critical friend to Head of School. The LAB reports back to the TBAP Trust Board,

### **Composition:**

The membership of the LAB includes:

- two parent members elected by parents of pupils registered at the Academy
- two community members [appointed by the Directors]
- Head of School

### **Function of the LAB:**

The LAB will hold at least three meetings in every school year, with the primary focus to be one of the three areas listed below; however the LAB can offer its views to the Directors on any matters affecting the Academy.

The LAB will review and report to Directors on the Academy's performance in the following three areas:

- Achievement
- Teaching
- Behaviour and Safety

### **Community members of the Lab:**

#### ***Mr George Crosby:***

George's early career was as an electrical fitter and draughtsman in Rosyth Dockyard. He entered teaching in the mid 1970s as a science teacher but quickly found his home in alternative education working in and then heading a truancy scheme in the ILEA.

Following the abolition of the ILEA in 1990 George set up and led the Pupil Support Service within the Royal Borough of Kensington and Chelsea providing both off-site and in-school support for learners whose behaviour was causing concern. He was responsible for the roll-out of the Behaviour Improvement Programme in RBKC and many of the innovative services set up with this grant remain today funded by the schools they support. For over 10 years George was also the Exclusions' Officer as well as a school improvement advisor for a number of schools.

He joined TBAP in 2012 as Head of Commissioning and School Support where he remained until retiring in 2014.

Since retirement he has worked as a consultant with a number of alternative education provision providers.

***Dr Sterghios A Moschos:***

Dr Sterghios A. Moschos, M.S.B. obtained his BSc (HONS) Molecular Biology at University of Portsmouth in 1999 and PhD in Pharmaceutics at the School of Pharmacy, UCL in 2004. His post-doctoral work at UCL and subsequently at the National Heart and Lung Institute, Imperial College, focused on the detection, mechanistic study and therapeutic manipulation of RNA biomarkers and mediators of disease, including antiviral biodefence applications in collaboration with [dstl]. Recruited to spearhead respiratory oligonucleotide therapeutics research at Pfizer UK, he pioneered needle-free RNA therapeutics for systemic disease and applied his expertise to liver diseases such as viral hepatitis. Since 2011 he is a Reader of Industrial Biotechnology and Biochemistry at the University of Westminster, where he directs the industry-focused Westminster Genomic Services unit. His impact-focused research has catalysed initiation of first in human studies for novel antiviral drug modalities and development of the first, quantitative, molecular diagnostic system suitable for use in the field- a product generated as part of the Department for International Development's response to the 2014 Ebola outbreak in West Africa. He is presently working on novel diagnostic technologies for blood-borne and respiratory diseases and is exploring innovative approaches to achieving genetic therapy for lung disease.

***Susan-Brightman Charles:***

I am mother to Jordan Brightman-Charles. Jordan is a 16 year old young male whom was diagnosed with High Functioning Autism around the age of approx. 7 years old. Jordan previously attended St Cecilia's C of E school in Southfields but was permanently excluded from May 2014. Jordan was placed back under the system of schools in Hammersmith and Fulham. Jordan came to Bridge Academy in March 2015; this has been a blessing in disguise as Jordan has not felt misunderstood as he did at his previous school. I am employed as a Finance Manager for a Marketing Company called HeyHuman based in Fulham. I have been with the company for 13 years.