

Report to Local Advisory Board (LAB)

7th March 2016

Report on the Quality of Teaching, Learning and Assessment

	Meeting	
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	Item Number	TBAP 5
Title:	Head of School Report to the LAB – Quality of Teaching, Learning and Assessment	
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1. Introduction

As we enter term four of the academic year 2015-16 I am pleased to report on the quality of teaching to date.

2. Quality of Teaching

Since the last report to the board there have been a number of initiatives that have been carried out in order to continue our drive to improve the standards of learning and teaching.

Our focus on the quality of teaching over time means that we draw together information from sources other than single observations including, assessment data, learner books, learning walks, teaching and learning coaching sessions (leverage leadership) and behaviour assessments. This changing culture of lesson observation has enabled us to gather a much better picture of the day-to-day quality of teaching. We have also had our evaluations confirmed by an external Challenge Partner review in January.

As a result, we are confident in reporting that 50% of the teaching staff (5/10) are working at a very high standard. Furthermore, they have been able to transfer their own excellent practice to other teachers in the Academy through coaching and learning and teaching development. The other 50% of the teaching staff are working at a strong level with elements of excellent practice. Two of these staff are very early on in their teaching career and are still very much developing their craft and experience and on occasions may teach lessons which could have been better. However, as a result of our collaborative approach lessons are now typically very well structured throughout and there is a growing culture of high expectations and challenge.

Since the first round of routine observations in Term 1 we have intervened to support one of our NQTs. She needed a very specific programme of support to enable challenge for KS4 learners and was put on the TBAP Learning and Teaching Programme (LTP) as well as the Leverage Leadership pilot. This teacher was again observed in the Challenge Partner quality review and her practice was deemed to be excellent.

During the recent Challenge Partners QA Review there were seven paired lesson observations. The practice of four of the seven teachers observed was judged to be at an outstanding level. Two of the teachers were evaluated to be operating within the 'good' level'. The one 'requires improvement' judgement was not indicative of historical performance and based on a ten minute observation of a pupil who was disrupted on the way to school and we were able to demonstrate that the member of staff concerned had delivered at least consistently good lessons since joining the team.

The next round of routine lesson observations will take place in Term 5 and will include observations of our Learning Support Professionals (LSP).

Our permanent staffing has also improved since the last report. All teaching staff at BCAPA are now permanent except for the Humanities/Opening Minds teacher who is a 'good' long term agency member of staff.

The recent permanent appointment of Joy Akiri as Food Technology/Home Cooking teacher and the promotion of our PE teacher Brad Little to Leader of Non – Core Learning means that the distributive leadership structure of teaching and learning is now complete.

2.1. Exams and Accreditation

We have made good progress where exam performance is concerned so far this year and the summary of planned June entries above demonstrates the breadth of the offer and the number of successful outcomes already achieved.

Alternative Accreditation & Functional Skills

So far, this academic year ten year 11 learners (77%) have already achieved a total of 13 GCSEs, 2 Functional Skills qualifications and one at Entry Level. Two learners have additional qualifications from the last academic year which include BTEC Performing Arts and Construction. The priority for 100% accreditation includes immediate entry Functional Skills exams for new Year 11s and those not yet passing GCSE English or Maths.

Early entry GCSEs

A large number of our Year 11 learners took English and Maths GCSEs in November 2015. The English team achieved a total of nine passes (2E, 4F, 3G); Maths achieved a total three passes (1D, 2E).

Year 10s were also entered for the WJEC Level 1 & 2 certificates of which there four passes (1E, 3G).

GCSE	Year 11 Summer 2016 Entries	Year 10 Summer 2016 Entries
English	14	7
English Literature	12	
Maths	14	7
Science	13	
Additional Science	1	
ICT (Short Course)	13	
Art	9	
Drama	1	
BTEC		
Sport L1	6	
Sport L2 Extended Certificate	2	
Construction	2	
Hair and Beauty	1	
Home Cooking (L1 and L2)	8	
FS Level 1 (ongoing)		
English	4	
Maths	10	
ICT	14	
FS Level 2 (ongoing)		
English	10	
Maths	8	

2.2 SEN Teaching

Our Wave intervention model was established 12 months ago and is now fully embedded throughout the school. We have 2 Wave Leaders as middle leaders for 5 Learning Support Professionals (LSPs) delivering one-to-one interventions in 2 Waves; Wave 3 for learners with Statements of Special Educational Needs and those with reading ages of 3.5 years lower than their chronological age requiring intensive support and Wave 1 for those needing a lower level of more specific support. The Wave intervention system was a pivotal part of confirming 'inclusion' as our Area of Excellence in our Challenge Partners review of 2014-15. In our most recent Challenge Partner review in February 2016 our Area of Excellence was confirmed as 'LSP deployment' further supporting the exemplary practice in this area.

The interventions that are delivered include an academic support group or 1:1 in-class, literacy and numeracy support: Lexia, handwriting, guided reading and Manga High; and pastoral support: mentoring and anger management. Additionally, peripatetic TBAP staff deliver more specialised interventions such as Therapeutic Support (counselling and cranio-sacral therapy), careers and post-16 support. In addition, our Educational Psychologist delivers CBT (Cognitive Behavioural Therapy) sessions to learners preparing for reintegration to mainstream settings. All interventions are recorded on our events log within SIMS to enable us to track the support given to learners in a holistic way (see appendix 1).

Wave leaders have a day-to-day responsibility for the deployment of LSPs and this is reported to the DOAI on a weekly basis and feedback to SLT fortnightly.

Headline Impact is summarised as follows:

READING	ENGLISH	MATHS
<ul style="list-style-type: none">84.2% of learners have made expected levels of progress in reading64.8% of learners have made 2 x expected levels of progress or moreRate of progress compared to expected progress is 3.3.	Percentage of learners currently making expected levels of progress: D group: 50% Year 9: 40% Year 10: 12.5% Year 11: 92%	Percentage of learners currently making expected levels of progress: D group: 25% Year 9: 0% Year 10: 63% Year 11: 62%

Next steps in Wave Interventions:

- Focus on numeracy interventions at KS3 from Term 4 2015-16 to help improve the percentage of learners making expected levels of progress in Maths
- Increased support in-class for learners in Year 10 in English lessons during preparation for early entry GCSE

2.3 Subject Teaching Interventions

Since September 2014 there has been a relentless drive to ensure Year 11 performance targets of 85% 5 A*-G and 20% 5 A*C are met. At BCAPA, we have set a higher aspirational target of all our learners to achieve 5 A*-G equivalent.

To enable this to be delivered a number of key initiatives have taken place:

- An Intervention Roadmap has been created which maps out every planned intervention for the whole year. This means we now have a co-ordinated and planned approach which has 'buy in' from all key stakeholders.
- The Raising Standards Data Sheet (RSDS) has been given a bigger profile and now allows BTEC and Foundation Learning teams to effectively report on progress in their areas
- Academic Mentoring has been re-launched with a renewed focus on improving the presentation that Academic Mentors make to staff on a daily basis. These presentations inform everybody about the development needs of individual learners.
- A full programme of subject interventions has taken place with excellent outcomes so far. In particular, in Science controlled assessment intervention has seen 100% of learners on track for a GCSE. The Maths team have used PiXL interventions to produce a question level analysis document for every learner so that progress is clear and learners explicitly know their next steps. This is complemented with the rigorous use of PLCs
- BTEC Drop down days have ensured that all SEN learners are on track for at least 5 A*-G equivalents as well as a general 50% increase in learners on track for L2 accreditation.

2.4 Teacher Support Interventions

The TBAP Learning and Teaching Programme (TBAP LTP) continues to provide a structured support framework for teaching staff in order to develop the quality of learning and teaching across TBAP. Specialist Leaders of Education (SLE) support was provided for our Art NQT and this has supported the development of this member of staff

We have also piloted a new method of teaching and learning development through 'Leverage Leadership'. This model recognises that adults can really only improve in 1-2 areas at a time and that the most effective coaches narrow their focus to the highest leverage action-steps and nothing more.

In term one a Middle Leader was identified to take a Lead on leverage leadership with the Director of Learning. The DoL met with the Middle Leader about the rationale behind this form of teaching development and how it can impact learning. Practice coaching sessions with the Middle Leader were held with regards to the development of different areas of practice. This included his observation and participation in Term 1 lesson observation feedback

At the start of Term 2, T1 lesson observation data to focus on choosing staff for Leverage Leadership pilot. After discussions, two members of staff were identified with their areas of development and

how to move forward in small manageable steps. Initial meetings with a mentee were set to discuss areas of development and set informal mini-targets (fortnightly) so mentees have an awareness of the process.

In term 3, the pilot was formalised by using the tracking sheets and monitoring the processes. Mentor and mentee evaluated and reflected on the process and progress made. This included team teaching sessions and modelling AfL with one teacher in the lesson and for the other, providing support for subject specific 'moving on comments' and accurate levelling.

Now, as we start term 4, we have identified another two more members of staff to include in the pilot with very different development needs. One teacher has a focus on differentiation and the other again, for marking and feedback. If the second round of the pilot is successful, we intend to introduce it to the rest of the school in term 5.

The leverage leadership way of improving learning and teaching was recognised in our recent Challenge Partners Review:

"The 'leverage leadership' coaching model has had a positive impact on the structure of lessons, the use of resources and the quality of questioning. External support, such as that provided by PIXL has supported improvements in the monitoring of assessment" (CP Jan 2016)

3 Learning Walks

We aim to carry out at least two learning walks every week; during which two members of staff undertake a range of observations in every classroom. The walks are designed to ensure the delivery of the TBAP Learning Entitlement; a set of minimum expectations that every child can expect in every classroom.

3.3 Learning Walk Data Outcomes

Learning Walk data from T1 –T3 showed:

26/30 (87%) lessons observed in learning walk showed good or better pupil engagement
25/30 (83%) lessons observed in learning walk showed good or better environment for learning
29/30 (97%) lessons observed in learning walk showed good or better behaviour for learning.
24/30 (80%) of learning walk data showed that books were marked.

Lessons observed in learning walk also show evidence of the TBAP Way being implemented to allow for lesson structure. 57% of the data showed teachers following the TBAP way. 20% showed that observers were unclear in the walk whether there was the structure or not due to the time they walked in. 23% of the time there was no evidence of the TBAP way. This area has been a work in progress and the raw lesson observation data shows that after term 1, the proportion of lessons displaying the TBAP Way increased substantially.

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 BCAPA. This year we added Geography to the KS4 offer as well as Hair & Beauty. The following table outlines the structure of the offer by year group. There are a total of 28 lessons.

Year 7 & 8	Year 9	Year 10	Year 11
3 x English	4 x English	4 x English	4 x English
3 x Maths	4 x Maths	4 x Maths	4 x Maths
3 x Science	3 x Science	4 x Science	4 x Science
1 x ICT	1 x ICT	2 x ICT	2 x ICT
4 x Opening Minds	4 x Opening Minds	1 x PSD	1 x PSD
2 x Enrichment	2 x Enrichment	2 x Enrichment	2 x Enrichment
1 x Circle time	1 x Circle time	3 x Options(3 in each) = 9	3 x Options(3 in each) = 9
2 x Art	2 x Art	2 X PE	2 X PE
2 X Food Technology	2 X Food Technology		
4 x PE	2 x PE		
1 X Creative Writing	1 X Creative Writing		
1 X MFL	1 X MFL		
1 X Drama	1 X Drama		

The range of options available at KS4 is detailed below:

Option 1	Option 2	Option 3
GCSE/Other MFL	GCSE Art	GCSE Art
GCSE Geography	BTEC Cooking	BTEC Cooking
BTEC Hair & Beauty	BTEC Sport/GCSE PE	BTEC Sport/GCSE PE
BTEC Construction	GCSE Geography	GCSE Additional Science
Other Accreditation Vision to Learn L1 AQA Unit Awards – All subject areas Functional Skills L1 & L2 – English, Maths, ICT Drama GCSE/BTEC Performing Arts – TBAP offer Motor Vehicle Maintenance L1 & L2 – TBAP offer at College		

5 Continuing Professional Development (CPD)

There have been some significant changes in the way that CPD is managed at BCAPA in response to the developing Teaching School Offer and the improvement of performance management target setting. All CPD is linked to the TBAP development plan and requests are scrutinised by the leadership team at fortnightly meetings. There is now a routine assumption that CPD can be delivered using the expertise we have in-house. Where this isn't possible external opportunities are authorised but the TBAP Teaching School is now the first point of call.

5.1 CPD Summary

20 approved CPD events have been completed since the start of the academic year. The majority of these events were made up of the TBAP Teaching School Alliance (TSA) Pathways. This suite of development opportunities has been written and quality assured and is delivered by accredited Specialist Leaders of Education (SLEs) who have themselves been drawn from TBAP ranks. Topics range from online learning to coaching and leadership styles. The modules are available to all members of staff as part of the TBAP TSA offer and have been very well attended. Development needs were analysed collaboratively between the staff member and their line manager and the right pathway was chosen.

80% of all CPD since September 2016 has been evaluated as 'good' or 'outstanding'