



TBAP West Report
Academic Year 2015 /2016 – Nov 2016
General

Meeting	TBAP Directors Board meeting
Date	06/12/2016
Item Number	

Title:	General Report	
Responsible TBAP Executive Leadership team member:	Krishna Purbhoo Executive Headteacher TBAP West	
TBAP West Regional Leadership Team	Natalie Wismayer	Head of School BAPA
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	Tony Meehan	Head of School LAPA
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	Gemma Dixon	Head of School 16- 19 AcAPA

Executive Summary

It is with great pleasure that I present this General Report, which covers the last 12 months, on all TBAP academies in TBAP West region. This report provides a narrative to the reports presented by TBAP East Academies. Behaviour and Attendance data is summarised in the Confidential Report.

KS4 predictions: Yr. 11 Headline Data – Whole school (GCSE & BTEC) predictions

	BAPA	BCAPA	LAPA
Target Data	19 learners	10 learners	12 learners
5 A*- C (English & Maths)	0	0	0
5 A*- G (English & Maths)	62.5%	70%	100%
5 A*- G	62.5%	90%	100%
100% Accreditation	100%	90%	100%

Comments:

BAPA: With a lower ability cohort this year there are currently no learners predicted to achieve 5 A*-C/5-9 grades. Interventions are in place to help learners achieve target grades in core and non-core qualifications including GCSE. To ensure that learners achieve maximum accreditation, the vocational offer has been tailored to suit the needs of the current cohort with Extended Arts Award, Hair and Beauty VCTC and Jamie Oliver Cooking added to the offer this year.

BCAPA: For Year 11 we hope to achieve at least 100% **GCSE** accreditation this year. Qualifications will include iGCSE and GCSE English, GCSE Maths, GCSE Core Science, BTEC Home Cooking Skills L1 and BTEC Sport and Leisure.

LAPA: 100% of learners are on target to achieve 5 A*-G/ 9-1 grade GCSEs this year. Additional after school lessons are offered to support learners with core subjects and sessions are attended regularly by a number of learners.

Primary: CAPA and BCAPA

Primary provision at BCAPA continues to be developed adopting best practise from CAPA with support from Janet Packer during term 1. During Term 2 Andrew Burton, Head of School BCAPA and Janet Packer will further embed primary provision within the roles and responsibilities the of the BCAPA SLT. BCAPA is working closely with the Inclusion Team Primary (ITP) to develop a continuum of support from mainstream classrooms to on-site at BCAPA and Andrew is working with primary headteachers in Westminster to match provision to local requirements.

A series of meetings is underway with heads of school and members of the TBAP executive team to review current staffing structure and to ensure that key staff from both schools and the central team (ITP) have sufficient capacity to support on-going developments.

Progress Summary

As reported to the Trust Board in September TBAP has adopted *TBAP Progress 5* as our basket of KPIs with which to measure progress. At the time of writing, staff are being supported to record progress to date using Pupil Asset, our new tracking software. Progress data will be input from Monday 21st November for subsequent analysis.

TBAP Progress 5 measures are:

1. Progress in subjects
2. Attendance and Punctuality
3. TBAP Behaviour Analysis Tool
4. Literacy and Numeracy Interventions
5. Therapy and Enrichment

Interventions: Primary interventions include highly personalised programmes to ensure learners access and engage with the curriculum. Interventions are integrated into the classroom and include literacy support using Read, Write Inc. (phonics training) as well as therapeutic interventions such as speech and language therapy.

At secondary phase, a range of literacy interventions are in place across the TBAP trust. Sound Training, a new literacy package, is delivered to small groups by 'champions' at each of our Secondary AP academies. In addition, support for individuals is provided by the Wave teams delivering literacy and numeracy programmes such as Manga High (numeracy) Stepping Stones; Reading Wise; guided reading and online writing programmes. TBAP has moved the WRAT 4 literacy assessment to be taken at point of entry as this also allows for early assessment for exam concessions and enables AP academies to plan for any necessary access arrangements at the start of the placement.

Reintegration: Our Trust-wide target is an aspirational 30% and where possible, reintegration is progressed particularly at Key Stages 2 and 3. Often learners in Key Stage 4 remain with us and are supported to achieve great outcomes as reported to the Trust Board in September this year.

CAPA: Current data indicates that reintegration is at a predicated 20% and is likely to rise during the academic year.

BCAPA: (Primary) 7 places are available for short-term dual registered placements with reintegration the planned outcome post-placement.

BCAPA: (Secondary) Two reintegrations have been successful so far this year equalling the total for 2015-16. One more is underway and another being planned.

LAPA: Due to the complexity of needs of learners no reintegration was possible in 2015-16. To date this year, one learner has reintegrated and two more are taking part in reintegration programmes jointly managed by CSS at the Goldbourne Managed Intervention Centre.

BAPA: Four learners are working towards reintegration with support from CSS and two more have been identified and will receive mentoring and support as a precursor to moving to the Childerley Managed Intervention Centre.

Enrichment: All AP academies deliver a broad range of enrichment activities intended to help learners reengage with learning and for those not fully able to access the classroom, such as those at the TBAP Residence, to develop resilience, self-esteem, motivation and confidence: the skills and attributes necessary for success both at school and to be economically productive citizens. Enrichment regularly includes residential trips (Jamie's Farm); outdoor adventurous activities (Challenger Troop); participation in theatre workshops and talent competitions (Lyric Theatre); swimming; rugby training (run by The Dallaglio Foundation); Let Me Play – football coaching (delivered by Fulham FC)

Teaching, Learning and Assessment: Formal lesson observations are underway this term and *learner classroom checkpoints* continue at all AP Academies to assess 'typicality' with regard to the quality of teaching and learning. The Quality of Teaching Learning and Assessment across the Trust receives external quality assurance through annual Challenge Partners QA reviews. Where teaching requires improvement SLE's from across the trust are deployed to deliver targeted support and teachers can access the *improving teacher programme* delivered by our TSA. Additional school-to-school support is accessed through our links with partner schools in the Tri-borough area (Wendell Park - Primary and Paddington Academy - Secondary).

LAPA: at our most recent Challenge Partners review the quality of Teaching Learning and Assessment was found to be outstanding, validating the school's own self-evaluation.

NB. Data available later this term following completion of formal lesson observations
Current available data shows:

CAPA	100% good or better and 83% outstanding
BAPA	91% good or better and 35% outstanding.
BCAPA	90% good or better and 50% outstanding
TBAP Residence	100% good or better
16-19 AcAPA	100% good or better

Continuing Professional Development (CPD): All staff are engaged on CPD pathways delivered by our TSA with a range of modules offered. In addition, bespoke CPD has been delivered in our more diverse settings; for example at the TBAP Residence: addressing the National Minimum Boarding Standards and at the 16-19 AcAPA: International Baccalaureate (IB) Category 1 training, which included a 3-day residential as well as additional on-site CDP delivered by IB consultants.

Our Secondary AP Academies have a regular Thursday p.m. CPD slot and cover and has been used to deliver LSP training (level 3); whole school literacy; behaviour for learning and leadership training.

Our 2-day TBAP conference at the beginning of term offered a mix of inspirational speakers and practical workshops covering our key Trust-wide school development themes of Success by Any Means, Starting at Great and Precise Inclusion. The event was very well received by staff and provided staff from across the Trust valuable networking opportunities.

Admissions:

	BAPA	BCAPA	CAPA	LAPA	AcAPA	TBAP Res.
Number on roll*	62	46	-	35	-	-
Number on roll	87	52	16	57	17	6

- **Not including learners currently supported by CSS**

Attendance: Trust wide Target – 85%

BAPA	71%
BCAPA	77%
CAPA	87%
LAPA	78%
16-19 ACAPA	70%
TBAP residence	100%

With the exception of The TBAP residence where learners board, all AP Academies have a small number of learners who are either improving their attendance from very low levels or are persistent non-attenders (PNAs). In each case, AP Academies follow the TBAP

attendance policy and work closely with partner agencies to support better engagement in education; when deemed appropriate, AP Academies will seek legal intervention, issuing fixed penalty notices and a referral for court proceedings. Each AP Academy tracks attendance rigorously and evidences impact of multi-agency interventions. In the future we will look to report a headline figure for each school alongside an adjusted figure showing attendance with identified PNA's removed. For each PNA an account of current interventions and impact will be reported at Local Area Board meetings.

Behaviour: Detailed reports on learner behaviour can be found in the Confidential Report to the Trust Board. Learner behaviour is reported to Local Advisory Boards and is broken down into the following categories: racist incidents; bullying; sexual assault (misconduct); radicalisation.

PASS data for AP Academies is currently being analysed.

Therapeutic interventions: Therapeutic interventions are delivered on site by the therapy team. Interventions include:

Bowen Technique Therapy involving hands-on neuro muscular therapy helping to reduce stress, pain and to improve concentration, motivation and general behaviour.

Counselling and psycho-therapy

Drama therapy

Art therapy

Speech and language therapy

At The TBAP residence all learners receive one 1 to 1 and one group session every week as part of their personalised programme.

Links with parents: At the TBAP Residence, parents are offered a six week family therapy programme delivered in London during learner placements. Parents are supported with transport to attend family days, mid-programme celebration and the end-of-placement graduation event. Weekend programmes of tasks and activities are designed for each family to try when learners are at home thus helping to build positive relationships at home.

As well as our cycle of parents forum and structured conversations, staff make home visits to address behaviour and attendance issues when necessary.

Monitoring; Self-evaluation and external reviews: Each AP Academy reviews their SEF and SDP annually ensuring that areas for improvement are addressed and that progress against the Trust wide 2020 Vision is evaluated. As mentioned above, all AP Academies undergo external review from Challenge Partners on an annual basis.

At the time of writing BCAPA will be next to receive a QA review on 21-23rd November 2016. QA reviews are planned at BAPA and CAPA in March next year.

We do not have external review established at the TBAP Residence, however last term we commissioned an external consultant to advise on embedding National Minimum Boarding Standards and to provide CPD to all staff.

At the 16-19 AcAPA we are working with the International Baccalaureate Schools and Colleges Association, Challenge Partners and with local independent schools in the Tri-borough to source appropriate school-to-school support and to provide opportunities for external review. At the time of writing, AcAPA is expecting their first DfE free school monitoring visit.

Visitors/Partnerships: Details of all visits and partnerships can be found in LAB reports for each of the AP Academies.

Visitors to TBAP West AP Academies this year include:-

- Ian Heggs (Director of Education)
- Mandy Lawson (Tri Borough Assistant Director SEN and Disabled Children)
- Swedish Headteachers group
- Representatives from Tri-borough multi-agency partners who attend our monthly inclusion panels at each AP Academy
- Fulham FC
- John Timpson (Timpsons)

Current partnerships include:-

- Hackney Boxing Academy
- Chelsea FC; Fulham FC
- the Metropolitan Police and Youth Offending Service (PIP Project)
- Headteacher groups for Primary, Secondary and Special schools across the three boroughs Childrens Social Care
- CAMHS
- Anna Freud Centre