



## Report to Local Advisory Board (LAB)

6<sup>TH</sup> March 2017

### Teaching, Learning and Assessment Report to the LAB

<b>Meeting</b>	LAPA LAB
<b>Date</b>	06/03/17
<b>Item Number</b>	TBAP(17)

<b>Title:</b>	Head of School Report to the LAB – Quality of Teaching, Learning and Assessment
<b>Responsible TBAP Leadership team member:</b>	Tony Meehan
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## **1. Introduction**

As we enter term four of the academic year 2016-17 I am pleased to report on the quality of teaching, learning and assessment to date.

## **2. Quality of Teaching**

Staff at all levels are encouraged to be creative in their lessons, try new initiatives and share good practice. That this is beneficial has been confirmed by teachers who have reported using strategies shared during CPD.

### Learning walks

Other initiatives that are contributing to the continuing improvement in teaching include regular learning walks, both formal and informal. These are carried out by members of SLT that enable teachers to receive constructive feedback and advice over and above that which follows two formal lesson observations in an academic year.

A culture of 'open door' to classrooms has meant that staff now welcome each other to their lessons. This has developed peer to peer support with many ideas and much of the creativity coming from these staff.

Areas for development have been identified and also shared with staff in 1:1 coaching and line management meetings. Progress has then been evidenced through further observations, work scrutinies and discussions with learners and teachers.

### Lesson Observations

This academic year, formal lesson observations and feedback took place with all teaching staff during term 2 either by the DOL or jointly as part of the Challenge Partners review. All staff have evidenced progress against the areas identified and now need time and support to embed strategies long term. A particular focus is to further develop questioning to deepen student understanding, learning and progress.

Since September 2015, both graded and non-graded lesson evaluations have shown a significant improvement in the quality of teaching at Latimer. This is mainly down to the shift from 'observing to judge to observing to advise' on a more regular basis since January 2016.

Due to issues in recruitment, two supply teachers joined us in October 2016. One is an ICT teacher and the other replaced a member of staff that left to be Head of School at another TBAP site. He is teaching English and Citizenship. Both members of staff are being supported by peers and the DoL in the planning and delivery of lessons but remain our main areas of development where teaching is concerned.

English, Art and Maths are the subjects we would identify as our main strengths.

### 3. Learner Progress Update

#### Progress Summary (Sept – Feb half term)

Our system (Progress 5 via Pupil Asset) has started with the curriculum and is built simply to track and identify the gaps in pupils' learning. The main point of this is to make a judgement on whether a learner has made progress or not in terms of the curriculum.

The following data is the *average* percentage progress made by learners against the total KPIs under each criteria. PP and Non PP are included as the average progress made by the total number of these learners against *all* criterions.

Pupil Asset is now being used by staff on a more regular basis to support their planning, marking and assessments.

D1	Developing	Extending	Expert	PP	Non PP
English	7.3%	4.7%	0	7.5%	6.7%
Maths	5.3%	3.5%	3.1%	9.3%	13.3%
Science	4.3%	3.4%	2.4%	7.1%	7.1%
ICT	15%	0	0	12.5%	25%

Y9	Developing	Extending	Expert	PP	Non PP
English	6.7%	20%	0	26.7%	N/A
Maths	2.9%	10%	2.9%	12.9%	N/A
Science	14.2%	9.5%	0	19%	N/A
ICT	25%	25%	0	37.5%	N/A

Y10	Developing	Extending	Expert	PP	Non PP
English	10%	11.1%	13.3%	13.3%	20%
Maths	3.7%	4.9%	2.4%	6.6%	18.6%
Science	13%	7.2%	0	17.4%	13.1%
Art	43.7%	12.5%	0	50%	43.8%

RE	60%	0	0	35%	62.5%
PE	37.2%	35.8%	0	20%	42.9%

<b>Y11</b>	<b>Developing</b>	<b>Extending</b>	<b>Expert</b>	<b>PP</b>	<b>Non PP</b>
English	26.4%	16.2%	0	35.2%	36%
Maths	4.7%	5.8%	4.7%	17.4%	12.8%
Science	17.4%	21.7%	0	18.8%	15.6%
Art	39.8%	18.8%	12.5%	56.2%	37.5%
RE	51.6%	25%	0	50%	53%
Sociology	12.5%	20%	0	25%	25%
PE	38.1%	28.6%	0	59.6%	23.8%

#### **4. Curriculum Development and Enrichment**

Timetables and social arrangements are carefully planned for students and prepare students for their next stage/phase of education, employment, further study. Regular curriculum review, development and innovation occur. Sampling of student's work/achievements shows curriculum matches students' aspirations and potential. There is also a clear 'Curriculum' partnership between TBAP and mainstream schools.

At KS3 we offer an Opening Minds curriculum to enable our learners have a broader view of learning and the application of learning. Incorporated into this model is a focus on Community Values (British Values). We have also introduced a Project-Based-Learning (art) approach for KS3 to try to reach those learners who are most disengaged. The PBL model fits well into the OM model.

At KS4 we have been creative in organising the curriculum to meet the diverse needs of our learners and offer a wide range of opportunities to gain accreditation – GCSEs, VCerts, and Functional Skills. This year we have added sociology, history and RE to our GCSE offer. Some of our learners are currently studying 10 GCSEs or more including Additional science and English literature.

Many of our learners have attended community based learning outside of the classroom such as to London Zoo, City Farm, Natural History Museum, Science Museum and the LIFE skills course run by the London Fire Brigade.

Since September 2015, our curriculum offer is as follows:

<b>Subject</b>	<b>KS3</b>
English	4x45 mins
Maths	4x45 mins
Science	4x45 mins
PE	2x45 mins
PSHE	1x45 mins
Opening Minds	5x45 mins
ICT	2x45 mins
Project based learning	4x45 mins
Enrichment	1x45 mins
MFL/Spanish	1x45 mins

<b>Subject</b>	<b>Year 10</b>
Maths	4 x 45 mins
English	4 x 45 mins
Science	4 x 45 mins
PE	2 x 45 mins
ICT	3 x 45 mins
Enrichment	1 x 45 mins
Art	2 x 45 mins
Citizenship	1 x 45 mins
PSHE	1 x 45 mins
Option A: MFL RE	2 x 45 mins
Option B: Construction History Art	2 x 45 mins
Option C: GCSE PE Citizenship Sociology Hair and Beauty	2 x 45 mins

<b>Subject</b>	<b>Year 11</b>
Maths	4 x 45 mins
English	5 x 45 mins
Science	4 x 45 mins
PE	2 x 45 mins
Art	3 x 45 mins
Citizenship	1 x 45 mins
PSHE	1 x 45 mins
Option A: MFL RE	2 x 45 mins
Option B: GCSE PE Hair and Beauty Sociology	2 x 45 mins
Option C: GCSE ICT History	2 x 45 mins
Option D: Citizenship GCSE ICT Construction	2 x 45 mins

## 5. CPD Summary

CPD is increasingly bespoke, with staff training based on school priorities and the key areas for development identified by analysis of teachers' main strengths and weaknesses as evidenced in the individual lesson observation evaluations. Teachers are also visiting other TBAP sites and mainstream schools to further develop their practice. They have benefited from regular opportunities for professional development and this had led to considerable improvements in the quality of teaching across school.

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) modules. This suite of development opportunities has been written and quality assured in-house 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. In most cases members of staff were able to choose the CPD events they attended from a broad selection. A small number were supported by their line managers to attend sessions that best reflect their performance management needs.

Evaluation Criteria	Outstanding (no/%)	Good (no/%)	Requires Improvement (no/%)	Inadequate (no/%)
Quality of Delivery	56/45.2%	65/52.4%	3/2.4%	0
Effectiveness in Meeting CPD Needs	54/43.5%	66/53.2%	4/3.2%	0
Anticipated Impact Value	49/39.5%	68/54.8%	7/5.6%	0

## 6.

### 6.1 *Monitoring and Self Evaluation*

We judge Teaching and Learning to be outstanding. The Director of Learning has taken the lead in all lesson observations. Other co observers are usually SLT line managers and evaluations feed into performance management reviews, ensuring teacher professional development and accountability. Many lesson evaluations are carried out by two observers to ensure consistency and to develop teachers' evaluation and feedback skills.

Art, English, maths and science are real strengths at Latimer. The experienced staff have demonstrated high quality teaching and learning over time. This is evidenced through formal lesson observations, work scrutinies and learner progress checks via Pupil Asset. Staff teaching a second subject is also a key strength within the team. This has allowed us to expand the curriculum. For example, the PE teacher also teaches history at KS4 and the maths teacher teaches RE at KS4.

We are aware of our weaknesses and have worked creatively to find short and long term solutions. We continue to have no qualified ICT teacher in post. A long term supply teacher has worked hard to ensure learners achieve an accreditation in ICT at KS4. As a fallout from the failed decant, recruitment was a major concern last year and affected achievements in ICT. The timetable has recently been rewritten so some learners have access to GCSE ICT with a qualified teacher from another TBAP school.

Engagement and outcomes in Citizenship have been successful in the past but our citizenship teacher is currently on maternity leave and we are plugging the gap this year with another long term supply teacher. He has also had to pick up an English class as the original teacher has been recently promoted to another TBAP school.

Other factors to consider:

- Project based learning has been introducing at KS3 and is delivered by an art teacher. She has recently returned from long term (2 years) sickness but has settled well and is continued to be supported.
- There has been an ongoing review of Period 5 & 6. This was originally a double enrichment period but has now become a single lesson period 6.
- Only one of our teachers is a full time teacher. All others have responsibility across TBAP. For example, teaching at the 16-19 AP provision or leading the ITT programme.

## 6.2 Progress against Ofsted Targets for Improvement

Our priority this year has been literacy. We now have the staff to deliver intervention and have a 3 pronged approach at the moment, delivering Sound Training, Reading Wise and Guided Reading.

OBJECTIVE	ACTION	DEADLINE	LEAD PERSON	IMPACT
Literacy and Numeracy	Appoint a Literacy Lead for Latimer.	JANUARY 2017	DM	Improvement in reading ages from starting points and baseline data.
	Identify a senior link for leading the strategic delivery of literacy following new interim appointment.	JANUARY 2017		
	Identify groups of learners using appropriate data in order to put in place a provision map of intervention.	FEBRUARY 2017		
	Review impact following 12 weeks of interventions.	APRIL 2017		
	Revise delivery of literacy and numeracy interventions.	APRIL 2017		

## 6.3 External Reviews / Improvement Partners

The Challenge Partners Quality Review took place on the 17th-19<sup>th</sup> October 2016.

### Overall Review Evaluation

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 and is working within the Outstanding grade.

**Outcomes for Pupils is:** Outstanding

**Quality of Teaching, Learning and Assessment:** Outstanding

**Area of Excellence:** Relationships with Outside Agencies



#### **6.4 Visitors**

We recently hosted some student teachers from Pimlico Academy arranged via the TBAP TSA.

#### **6.5 Partnerships**

We have strong links with outside organisation who enjoy working with our learners and who help foster community values, including:

- Dallaglio foundation – rugby and mentoring
- Young Women's Advocate at Women and Girls Network
- DebateMate
- Brook Charity
- Insight