

## Report to Local Advisory Board (LAB)

24<sup>th</sup> November 2014

### General Report to the LAB

<b>Meeting</b>	
<b>Date</b>	24/11/14
<b>Item Number</b>	TBAP(14)

<b>Title:</b>	Head of School Report to the LAB – General Update
<b>Responsible TBAP Leadership team member:</b>	
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## 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 20% improvement in 5 A\*-G GCSE outcomes last year (57%) 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 represents a reasonable return on our investment to date.

### KS4 Summary Data

Yr 10 Headline Data – Whole school (GCSE & BTEC)		
Target Data	Number/% Cohort 14	Target
5 A*- C (English & Maths)	0	>National Avg. (1.4%) TBAP target – 20%
5 A*-C	5 / 36%	
5 A*- G (English & Maths)	0	40%
5 A*- G	13 / 93%	85%
5 A*- G (Including 'C')	11 / 79%	60%
5 A*- G (Including 2 'C')	8 / 58%	45%
5 A*- G (Including 3+'C')	8 / 58%	20%
100% Accreditation	100%	100%

Yr 11 Headline Data – Whole school (GCSE & BTEC)		
Target Data	Number/% Cohort 14	Target
5 A*- C (English & Maths)	0	>National Avg. (1.4%) TBAP target – 20%
5 A*-C	6 / 21%	?
5 A*- G (English & Maths)	0	40%
5 A*- G	22 / 76%	85%
5 A*- G (Including 'C')	18 / 62%	60%
5 A*- G (Including 2 'C')	9 / 31%	45%
5 A*- G (Including 3+'C')	9 / 31%	20%
100% Accreditation	29 / 100%	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 36% of learners will achieve 5 A\*-C and 93% 5 A\*-G. Teachers are reporting 100% A\*-G for all core subjects with 86% of learners on or above target in English. Maths has also made a strong start to the year with 57% of learners on or above target. In the option subjects Drama leads the pack where 100% of learners are currently on or above target. In addition, Art, BTEC Sport, BTEC Music, Business 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 21% of learners on target for 5 A\*-C with 76% on target for 5 A\*-G. English have made huge strides to improve the quality of

the Controlled Assessment aspect of the course. After a three-week intervention programme, 50% of learners now have English Controlled assessment at C grade or above. 5 learners achieved an A grade which is testament to the amazing work that has been done by Natalie and her team since the start of term. Maths are currently reporting 93% A\*-G with 36% of learners having made at least 2 sub-levels of progress since Year 10. Current grades in Science and ICT are also positive with 97 and 79% of learners expected to achieve an A\*-G grade respectively.

In the option subjects, 100% of learners in BTEC Sport and Drama are currently working towards target. In addition, 71% of learners in music are currently above target and this is a result of the targeted intervention that has already occurred this term. There are certain subject areas, which require further intervention so that learners can hit their targets, such as RM, and Food 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	0	0	0	1 / 13%	1 / 13%	1 / 13%	5 / 63%
4	2 / 25%	3 / 37%	2 / 25%	5 / 63%	5 / 63%	4 / 50%	4 / 50%	3 / 38%
3	4 / 50%	3 / 37%	6 / 75%	3 / 37%	2 / 25%	3 / 37%	3 / 37%	0
2	2 / 25%	2 / 25%	0	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	0	0	0	0	0	1 / 13%	0	0
5	1 / 13%	3 / 37%	2 / 25%	0	1 / 13%	1 / 13%	5 / 63%	2 / 25%
4	3 / 37%	4 / 50%	6 / 75%	4 / 50%	5 / 63%	5 / 63%	3 / 37%	6 / 75%
3	4 / 50%	1 / 13%	0	4 / 50%	2 / 25%	1 / 13%	0	0
2	0	0	0	0	0	0	0	0

#### KS3 Headlines

There has been pleasing progress with our D groups (year 7 & 8) since the start of term. 50% of the learners have made above expected levels of progress in English and Science for this stage in the year. In Maths and ICT 25% 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. All Year 9 learners are above target in English with 75% of learners in Maths also on or above target. Science and ICT are reporting slower progress but at this stage of the year there are no reports of serious concern.

## 2.1. Exams and Accreditation

We made good 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	11	146 (129 passes average 4.6 per learner)
BTEC	5	25 (33 equivalent Grade C passes)
Entry Level	2	10
Functional Skills	2	2

Learners in Years 7 to 11 also achieved a total of 385 AQA awards in English, Art, Music, Science, Opening Minds, ICT, Sport, PE, DT and Health & Safety.

In September we selected a group of 16 learners to sit the iGCSE English examination early. 14 learners completed the examination in November and we are looking forward to receiving the results in January when we expect the majority to take the first step towards their 5 A\*-G minimum target.

## 2.2. Progress and 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 and a number of key initiatives have already taken place. An Intervention Roadmap has been created which maps out every planned intervention up to term 3. This means we now have a co-ordinated and planned approach, which has 'buy in' from all key stakeholders.

The English lead has trained and developed our Learning Support Professionals (LSPs) to support Year 11 learners with their English Controlled Assessment work. This was a hugely successful initiative that has not only contributed to improved outcomes but has also developed the skill set of our support staff.

The use of the Raising Standards Data Sheet (RSDS) has been expanded to include BTEC and Foundation Learning. These teams can now report more effectively on progress in their areas as part of routine data analysis.

Academic Mentoring has been re-launched with a renewed focus on improving the presentation that Academic Mentors make to staff on a daily basis. Presentations are now standardised and must follow the following format:

1. **Introduction** - introduce the learner (brief) – Highlight Key Indicators (SEN status and need, FSM, Pupil Premium, EAL, LAC)
2. **Attendance** - Including lesson attendance
3. **Progress** - Current performance / predicted grades / targets
4. **w.w.w./ e.b.i.** What has worked well with the learner? (strategies) / what is there still to improve? What has held them back from making progress? (e.g. behaviour/ lack of focus/ no support with SEN/ lack of resources etc.)
5. **Next Steps** - what still needs to be done for the learner to reach their potential? How can staff help?

As a result of this work every member of staff has been given up-to-date information about every year 11 learner since the start of term. We will repeat the cycle after term 2 assessment week when new performance data is published.

### 2.3. Reintegration

There has been a considerable amount of work completed to prepare learners for reintegration this term and there are currently six learners attending specialist classes involving CBT with out link Educational Psychologist. They are listed below in the shaded sections.

Learner	Year	Destination School	Date
AO	10	Burlington Danes	Jan '14
NN	10	Fulham College Boys' School	Jan '14
SM	9	Chestnut Grove	April '14
AA	8	Fulham College Boys' School	May '14
DP	10	The Limes College	May '14
JW	9	Oasis Academy (Kent)	July '14
BA	8	Undecided	Dec '14
RB	9	Undecided	Dec '14
PD	10	Twyford School	Dec '14
IF	9	Fulham College Boys' School - ASD Unit	Dec '14
JL-J	10	Hammersmith Academy	Dec '14
IM-S	10	Fulham Cross	Dec '14

### 2.4. Any other relevant achievements

We have been fortunate to be involved in a number of drama-led projects that are listed below. The Old Vic collaboration is particular exciting as they have never worked with an AP provider before and will be building the project from scratch!

Film Collaboration 'Selfie' with SPID Theatre	Theatre in education company supporting learners to plan and make a film about their lives and experiences.
Collaboration with The Old Vic Theatre	A year-long collaboration including visits and bespoke educational opportunities at the theatre and beyond.
SPID THEATRE – 'iAm'	Performance drama with the BTEC group
ONLY CONNECT – 'Backstory'	This group of ex-offenders delivered a hard hitting message about crime and punishment and the value of a good education
LYRIC PANTOMIME - 'Dick Whittington and his Cat'	Our annual Christmas panto extravaganza is always a favorite

### 3. Quality of Teaching

There 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 also been able to deploy our SLEs to support teaching development at partner schools in the Trust and expect to see improved outcomes as a result of this work during round two observations in May.

#### 3.1. Monitoring of Teaching

Headline summary

Ofsted Grade	Number of Lessons	Percentage
Outstanding	16	57
Good	10	36
Requires Improvement	2	7
Inadequate	0	0

The Learning Entitlement data summary below suggests that following lesson observations we need to review marking and learner understanding of their grades and targets. This work will be undertaken shortly and reviewed again in the next observation round.

Ofsted	Grades	Total	CPD Needs	CPD Events
<b>Overall</b>		40	0	0
<b>Focus</b>	<b>Grades</b>	<b>Total</b>	<b>CPD Needs</b>	<b>CPD Events</b>
<a href="#">Appropriate Dress</a> ⓘ		41	0	0
<a href="#">Assessment For Learning</a> ⓘ		41	0	0
<a href="#">Behaviour for Learning</a> ⓘ		40	0	0
<a href="#">Challenge/ Level of Work</a> ⓘ		41	0	0
<a href="#">Environment for Learning</a> ⓘ		41	0	0
<a href="#">Learner Progress</a> ⓘ		41	0	1
<a href="#">Learners are Aware of Levels, Targets &amp; Grades</a> ⓘ		39	0	0
<a href="#">Literacy &amp; Numeracy Evident</a> ⓘ		41	0	0
<a href="#">Marking</a> ⓘ		39	0	0
<a href="#">Starter Activity</a> ⓘ		40	0	0
<a href="#">Success Criteria &amp; Learning Outcomes</a> ⓘ		40	0	0
<a href="#">Teaching</a> ⓘ		39	1	0
<a href="#">Use of Data to Inform Planning</a> ⓘ		41	0	0
<a href="#">Use of Support/Resources</a> ⓘ		40	0	0

### 3.2.

#### SEN

There are currently 15 Learning Support professionals (LSPs) on the main site, thirteen of whom are full time permanent members of staff and two are agency workers. The LSPs now work within a wave structure and each wave has a wave leader who is responsible for managing a team of LSPs. The wave leaders 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.

The role of the LSP is to now provide intervention for a group of named learners. Each learner is allocated to a wave 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 needs, Wave 2 and for learners with statements or very complex issues, Wave 3. Within each wave the intervention is needs led and based on progress data, reading and spelling ages and SNAP profiles. The intervention can be in class support, group work or 1:1 withdrawal support.

A new Inclusion policy has been written in response to the change in the SEN code of practice. The policy has been distributed to staff and parents/carers for consultation. Learners were given the opportunity to comment during the week beginning 10/11/14. The final policy will be redrafted from the 21<sup>st</sup> November in preparation for ratification by the TBAP board in the first week of December.

The TBAP SEN Support Professional continues to assist the TBAP Director of Access and Inclusion (DOAI) with the administration of all matters SEN i.e. Annual Reviews, Testing for Access arrangements, Educational Psychology referrals etc. 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.

The TBAP Assistant Headteacher has arranged the delivery of CPD commencing November 2014 for all TBAP LSPs to enable us to deliver speech and language support in the classroom across all trust schools. He has also compiled a CPD needs analysis of all BAPA LSPs to identify future training needs within the team. This process will be repeated when partner schools are ready to implement their own SEN waves.

#### Learners with a Statement of SEN

There are currently 20 learners on roll with statements and all Annual Reviews are up-to-date.

#### Referrals for Educational Psychology Intervention (REPI)

Five learners have been referred for Educational Psychology support. We have two Educational Psychologists this academic year. Their allocation will be used to support new referrals for Education and Health Care Plans (EHCPs), transition of learners from statements to EHCPs and training for LSPs.

### Testing for Access Arrangements

Years 10 and 11 learners have been tested for examination access arrangements as they are admitted and readers, scribes and extra time have been approved where it is deemed necessary. As new learners are admitted they are also be tested if their reading age is two years or more below their chronological age.

### Literacy Intervention Programme

The Director of Access and Inclusion and the Assistant Head teacher have put in place interventions for literacy support for all learners and includes Wordshark – computer based word recognition software, Guided reading, Handwriting support, Lexia - a computer based phonics and reading program, In class English support and 1:1 Coursework support.

### 3.3. CPD Summary

29 approved CPD events have been completed since the start of the academic year. The majority of these events were made up of the new 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. A small number were supported by their line managers to attend sessions that best reflect their performance management needs.

CPD grade	Number	Percentage
Outstanding	5	17%
Good	19	65%
Requires Improvement	5	17%
Inadequate	0	0

### 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	3 x Maths	3 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	1 x PSD	1 x PSD
8 x Opening Minds	6 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	2 x Foundation Learning	2 x Foundation Learning
	4 x Enrichment		
	1 x PSD		

The range of options available at KS4 is detailed here:

<b>Foundation Learning</b>	<b>GCSE</b>	<b>Btec</b>	<b>Level One</b>
Construction Sport Leisure Bike Maintenance Food Carpentry Music MFL Hair & Beauty Gardening Yoga	Humanities Food Technology Art & Design Resistant Materials Drama Project Qualification	Construction Music Business Studies Hair & Beauty Health & Social Care Sport	MFL – French, Spanish, Japanese Nutrition & Health Business Enterprise Equality & Diversity PSD  <b>College Option</b> Motor Vehicle Maintenance
<b>Other Accreditation</b>			
AQA – All subject areas			
Functional Skills – English, Maths, ICT			

### 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 2 learners have already been recognised for their positive contributions across the school since the start of the calendar year. Photographs are published on the blog and internally on the school notice board.

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 can access after school, basketball, volleyball, tennis, table tennis soccer skills, ICT, & Japanese. 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 have included Falconry and Archery and Horse-riding.

#### 4. Behaviour and Safety

##### 4.1. Admissions (pupil number)

Year	Total roll	Key Stage Totals
7	2	
8	8	
9	8	KS3 18
10	12	
11	16	
Total	46	KS4 28

##### 4.2. Attendance data and interventions

As at 6<sup>th</sup> November 2014

%	Y7	Y8	Y9	Y10	Y11	Total
Attendance	100.00	81.90	93.00	95.36	84.79	88.74
Authorised Absence	0.0	7.62	3.18	0.87	6.32	4.39
Unauthorised Absences	0.0	10.32	3.69	3.68	8.77	6.75

There have been 4 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. The refer2 of which is where the family have relocated to another borough and the parent had failed to inform us of their new address. They have now been successfully located with the support of Localities intervention and the learner's have been placed in a School in their neighbouring borough and taken off our roll.

##### 4.3. Therapeutic Interventions

BAPA Therapeutic Services is currently operating on less than half the staffing resource outlined in the school structure. This is the result of maternity leave and long-term sickness absence. We have responded with 3 temporary appointments that will be managed day-to-day by the TBAP Director of Access and Inclusion until such time as the absent staff members return or the planned restructure takes place.

#### Therapeutic Services Re-structure

A proposal has been written to appoint a TBAP Therapeutic Services Lead to manage the strategic development of therapeutic interventions at our schools and services. We will also appoint a TBAP Therapeutic Services Team Lead to manage the operational work of therapists in schools.

The TBAP Director of Access and Inclusion, Rita Rogerson, will be meeting this term with the Business Development Operations Manager, Nathan Crawley-Lyons, with the aim of the re-structure taking place in term 3 or 4.

#### **4.4. Links with Parent /Carers**

The TBAP Director of Access and Inclusion, Rita Rogerson, meets at least annually with parents/carers of learners with a Statement of SEN/Education, Health and Care Plan (EHCP). There are currently 20 such learners on roll and the Annual Review cycle is up to date. She is also in regular contact with parents/carers of learners embarking on reintegration (6 at present) and learners who have been referred to the Educational Psychology Service (currently 3).

There have been 577 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 (e.g. exams) and to inform parents about attendance issues.

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 in Need (CIN) - 6
- Child Protection (CP) -3
- Team around family (TAF) 4
- Parental meetings - 2

#### **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 20<sup>th</sup> 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.

##### **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 have made great strides where support of partner schools is concerned. The Head of School has supported the recruitment and induction of new Heads for Beachcroft AP Academy and Octagon AP Academy. He continues to provide day-to-day support through a mixture of face-to-face, email and telephone communication.

We have appointed 9 Specialist Leaders of Education who have provided a range of support interventions alongside the BAPA leadership team at partner schools and those in the Trust. Details appear in the table below

Staff	School	Support
EH	Phoenix High School	Behaviour Management CPD
	British Council	Behaviour Management CPD
	Octagon AP Academy	Behaviour Management CPD
	Beachcroft AP Academy	Behaviour Management CPD
ABu	Octagon AP Academy	Teaching & Learning post observation support
SS	TBAP	SEN
	TBAP	Safeguarding
	TBAP	Learner Support Professional
	TBAP	Elklan speech and language therapy
JB	Beachcroft	Creative Arts Support
VR	Octagon AP Academy	Creative Arts Support
DM	Latimer AP Academy	Teaching & Learning post observation support
RR	Beachcroft	SEN support
	TBAP	Recruitment
	TBAP	Inclusion Network Management
AH	TBAP	Team Teach
AM	TBAP	Data collection and analysis
AB	TBAP	Systems support

### 5.3. External Reviews / Improvement Partners

Our Challenge Partners Review is scheduled in term 3 and we have been working with the team to develop an SEN review that makes use of our expertise to support colleagues in mainstream and special school settings. Reviews have been completed at Southfields School in Wandsworth and East Point Academy in Lowestoft. The head of school has been working with the Special/ AP hub leaders to draft a data use policy that will support schools to develop monitoring protocols in light of changes to curriculum measures introduced by the current administration. This document will be published at the AP/ PRU conference organised in conjunction with the Mayor of London's office.

### 5.4. Visitors

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

Visitor	Organisation	Date
Lord Tom McNally	YJB	16-09-14

Dave MacNamara & Ian Heggs	Tri-borough	17-09-14
Sarah Renton	Trainee Ed. Psych	18-09-14
Sam Kelly	PiXL	22-09-14
Laura Lewis	Mossbourne Academy	08-10-14
Tracey Ydlibi & Alison Weaver	Head teachers - Nethergate	16-10-14
Debbie Woodgate	YJB	21-10-14
Amanda Webb-Heath & Simon Whitney	Suffolk County Council	05-11-14
C.I. Simon Causer	Met Police	7-11-14
Sean Cahill	Policy Advisor. Cayman Islands government	18-11-14
Alexia Featherstonehaugh	TBAP Governor	20-11-14