Report to Local Advisory Board (LAB)
6TH March 2017

Teaching, Learning and Assessment

Meeting	
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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

2.1 Summary Data

Since introducing Pupil Asset as a progress reporting system for all learners at BAPA, we have taken a multi-faceted approach to evaluating the quality of teaching across the school. The judgement that we make is informed by daily lesson 'drop ins', outcomes and progress evident in learner portfolios against KPIs in Pupil Asset. Formal termly learner portfolio checks, bi-termly lesson observations and conversations with both learners and teachers about the progress that they are making in their lessons supplement this.

One round of formal observations has been undertaken in Term 2 and lessons were written up into Blue Wave swift in accordance with a trust wide proforma, focusing on progress. As a result of this monitoring, 1 teacher (out of 24) was referred to the TBAP Teaching School Alliance to further develop their practice. Part of this process has involved this teacher attending 5 weekly CPD afternoons with the National Teaching School on their 'Developing Outstanding Teachers' programme.

Through the multi-faceted approach to the quality of teaching SLT have agreed that 17 (71%) of teachers typically deliver good or better lessons. 7 (29%) are receiving differentiated levels of support to develop their practice. The next round of observations in T5 should reflect the work that is being done to develop staff delivery. Therefore headline summary currently reads as follows:

	71%	17
	29%	7 (2 supply teachers incl)
	0%	0

2.2 Support in place to raise quality

When assessing the quality of Teaching, subject areas have been considered for their strengths and areas for development. The consequent findings are detailed below:

Department	Strength	Area for Development
English	Planning, feedback, Consistency	Differentiation Marking at ks3
Maths	Planning and regular feedback	Differentiation and targeting for least able learners
ICT	Individual pathways and effective feedback	Dialogue and peer assessment
Media	Planning engaging tasks and resources	Feedback
History/Sociology/Humanities	Delivery and relevant topics	Stretch, link to assessment objectives, consistency in delivery
OM/ICM	Variety of tasks and good amount of work produced	Embed effective feedback
Hair and Beauty	Good questioning and work related learning	Embed scaffolding and tracking and effective feedback
Music	Individualised lessons effective feedback	Use of tracker to record progress
Art	Individual personalized learning	Structure of lessons
Construction	An area for development	Embed scaffolding and tracking and effective feedback
Food	An area for development	Development of planning to learn rather than do
PE	An area for improvement	Embed scaffolding and tracking and effective feedback
PSD	An area of improvement	Differentiation/variety of engaging resources and tasks
Science	(Currently two supply in post)	Consistency in practice and differentiated tasks

Therefore, 65% (9) of subject areas are currently delivering consistently good or above lessons in order to ensure all learners make progress. 35% (5) subject areas have been identified for targeted support to develop their delivery.

In direct response to the above, permanent jobs will be secured for a science teacher, an art teacher, a construction teacher and a hair and beauty teacher by the end of T4. In stabilising our staffing further, curriculum areas will be better supported to deliver consistently well planned and structured lessons, accelerating progress. In addition to the above, SLT are taking a two tiered approach to CPD to support all teaching staff to develop and receive support. In T3/4 SLT will deliver the following whole school CPD

Overarching CPD needs for whole school T3/4 Teaching and Learning Priorities
Embed effective feedback for progression across all departments – through regular LPC conversations to SLT LM
TBAP Way for developing departments – Cons, PE, Art, PSD, Hair and B – 20.2.17
Differentiation – CPD whole Thursday afternoon and ongoing monitoring – 2.2.17
Improve weekly contact and support from SLT LM and feedback in SLT meetings fortnightly and DOL scrutiny
Weekly workshops held by SLT to support subjects to develop learner portfolios - ongoing
Conversations between teachers, subject areas and with DOL now started regarding progress - ongoing

In order to fully embed the whole school responsibility for consistently excellent teaching we have recently introduced a mutual coaching support program. This will support teachers to work across subject areas to share and develop practice on an ongoing basis. Each term teachers will be re-paired and provided with a focus to work together on. Teachers will be expected to observe each other once per term informally and share and develop their teaching practice through this process.

3. Learner Progress Update

The Bridge staff have now written Key Performance Indicators for each subject area in conjunction with teachers across TBAP to ensure moderation of these indicators. All subject areas have begun the assessment journey by adding baseline data for every learner for every subject. This allows both subject areas and SLT to develop a better picture of the strengths and areas for development for every learner in our school. This being continually updated as a form of ongoing assessment and replaces a termly data drop.

An overview of formative assessment per subject area from the first round of base lining indicates the following:

Progress as recorded in Pupil Asset per year group

Y11	Art and Design			
% of course covered	87.5%	75%	50%	25%
Number of learners who have achieved % of the course	2 out of 6	2 out of 6	1 out of 6	1 out of 6

Y10	Art and Design			
% of course covered	75%	50%	25%	12.5%
Number of learners who have achieved % of the course	1 out of 5	1 out of 5	2 out of 5	1 out of 5

Art and Design Summary Findings:

Year 11

1. 66% in y11 in Art have covered 75% or more of the course
2. 16% in y11 in Art have covered 50% of the course
3. 16% in y11 in Art have covered 25% of the course

Year 10

1. 20% in y10 in Art have covered 75% of the course
2. 20% in year 10 have covered 50% of the course
3. 40% in year 10 have covered 25% of the course
4. 20% in year 10 have covered 12.5% of the course

Y11	ICT									
% of the course covered	65%	60%	55%	35%	30%	20%	15%	14%	13%	8%
Number of learners who have achieved % of the course	1 out of 20	2 out of 20	1 out of 20	1 out of 20	2 out of 20	2 out of 20	8 out of 20	1 out of 20	1 out of 20	1 out of 20

Y10	ICT				
% of the course covered	52.9%	23.5%	17.6%	11.8%	5.9%
Number of learners who have achieved % of the course	1 out of 19	1 out of 19	1 out of 19	5 out of 19	11 out of 19

ICT Summary Findings:

Year 11:

1. 20% in y11 in ICT have covered 50% or more of the course
2. 15% in y11 in ICT have covered 25% or more of the course
3. 65% in y11 in ICT have covered 8% or more of the course

Year 10:

1. 5% in y10 have covered 50% or more of the course
2. 5% in y10 have covered 25% or more of the course
3. 90% in y10 have covered 5.9% or more of the course

Y11	English				
% of the course covered	60 %	55.3%	40%	33.3%	0%
Number of learners who have achieved % of the course	1 out of 22	10 out of 22	7 out of 22	2 out of 22	2 out of 22

Y10	English							
% of the course covered	66.7%	60%	53.3%	46.7%	40%	33.3%	6.7%	0
Number of learners who have achieved % of the course	7 out of 23	5 out of 23	1 out of 23	1 out of 23	3 out of 23	2 out of 23	1 out of 23	3 out of 23

Y9	English
% of the course covered	80%
Number of learners who have achieved % of the course	7 out of 7

Y8	English
% of the course covered	73.3%
Number of learners who have achieved % of the course	3 out of 3

English Summary Findings:

Year 11

1. 50% of learners have covered 50% or more of the course
2. 40% of learners have covered 25% or more of the course
3. 10% of learners have covered 0% of the course

Year 10

1. 56% of learners have covered 50% or more of the course

2. 26% of learners have covered 25% or more of the course
3. 4% of learners have covered 5% of the course
4. 14% of learners have covered 0% of the course

Year 9

1. 100% of learners have covered 80% of the course

Year 8

1. 100% of learners have covered 70% of the course

Y 11	Science					
% of the course covered	34.8%	26.1%	21.7%	17.4%	8.7%	4.3%
Number of learners who have achieved % of the course	2 out of 21	4 out of 21	4 out of 21	3 out of 21	3 out of 21	5 out of 21

Y 10	Science					
% of the course covered	21.7%	17.4%	13%	8.7%	4.3%	
Number of learners who have achieved % of the course	1 out of 24	4 out of 24	4 out of 24	6 out of 24	9 out of 24	

Y 9	Science			
% of the course	14.3%	11.9%	9.5%	4.8%

covered				
Number of learners who have achieved % of the course	2 out of 8	3 out of 8	1 out of 8	2 out of 8

Y 8	Science	
% of the course covered	23.8%	19%
Number of learners who have achieved % of the course	2 out of 3	1 out of 3

Science Summary Findings:

Year 11

1. 28% have covered over 25% of the course
2. 72% have covered 5% of the course

Year 10

1. All learners in y10 have completed under 25% of the course

Year 8 and 9

1. All learners have completed under 25% of the course

Over the coming term staff at The Bridge will be trained to further engage with the data surrounding their Pupil Asset subject overviews. Staff will be asked to submit termly reports relating to progress which will allow the SLT to gain a greater over view of progress and next steps per subject per term. From the data above, T4 will focus on supporting the science department to prepare learners at ks4 for exams. Due to long term staff sickness and supply this is the area of most concern as learners build towards exams. BAPA have recently appointed an experienced science teacher who will start directly after Easter and this will support learners to progress against their KPIs in pupil asset much more rapidly. KPIs are still being reformed for other subject areas(maths, music and sport) and progress data is to follow.

4. Curriculum Development and Enrichment

We continue to offer a broad curriculum that provides an element of choice underpinned by a strong core offer. This enables us to prepare learners for a return to mainstream without compromising on potential outcomes for those who complete their examinations at BAPA. This year we have added

Sociology and History to our GSCE options and have removed Resistant Materials. The examination board for Food and Hair and Beauty has been changed to enable us to deliver more practical sessions. We have increased the number of lessons for science to accommodate the delivery of the larger GSCE specification. The following table outlines the structure of the day and offer by year group.

Monday – Friday

SECONDARY	
8.45 – 9.15	Breakfast Club
9.15 – 9.30	Registration with Learning Guides
9.30 – 10.15	Lesson 1
10.15 – 11.00	Lesson 2
11.00 – 11.15	Break
11.15 – 12.00	Lesson 3
12.00 – 12.45	Lesson 4
12.45 – 1.35	Lunch
1.35 – 2.20	Lesson 5
2.20– 3.05	Lesson 6
3.05 – 3.15	**Registration with Learning Guides**

NB: On Thursday learners leave at 1.15

THE KEY STAGE 4 OFFER

KS3	Year 10	Year 11
4 x Literacy	4 x English	4 x English
4 x Numeracy	4 x Maths	4 x Maths
2 x Science	5 x Science	4 x Science
4 x PE	3 x ICT	2 x ICT
4 x Opening Minds	2 x PSD	2 x PSD
4 x enrichment	1 x Guided Learning	1 x Guided Learning
	9 x Options	9 x Options

The range of options available at KS4 is detailed here:

GCSE	GCSE Alternatives	Level One
Humanities	Construction	**College Option**
Art & Design	Music	Motor Vehicle Maintenance
Sociology	Hair & Beauty	FS Maths
History	Food Technology	FS ICT
PE		
Media		
Business studies		

KEY STAGE 3 OFFER

We offer a nurture curriculum at key stage 3 which is called the Inclusive Curriculum Model. This enables learners to develop behaviours that support learning as well as addressing academic, social and emotional needs alongside the core curriculum.

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast 9-9.45am	1-1 mentoring/coaching Lunch orders Drink, toast	1-1 mentoring/coaching Lunch orders Drink, toast	1-1 mentoring/coaching Lunch orders Drink, toast	1-1 mentoring/coaching Lunch orders Drink, toast	1-2 mentoring/coaching Lunch orders Drink, toast
Action / nurture 10.00-10.45	PE activity / Nurture	Votes for Schools PE activity – whole group	PE activity / Nurture	PE activity – whole group	Opening Minds
Steps 10.45-11.15	English	English	English	English	Enrichment OM, DT, Art, Food Tech, Trip
Break 11.15-11.30	Break	Break	Break	Break	Break
Steps 11.30-12.00	Maths	Maths	Maths	Maths	Enrichment OM, DT, Art, Food Tech, Trip
Lunch 12.00-12.45	Lunch	Lunch	Lunch	Lunch	
Creative learning time 12.45-1.25 1.25-2.00	Science / Opening Minds	Opening Minds / Opening Minds	Science / Opening Minds	CPD	Enrichment OM, DT, Art, Food Tech, Trip
Reflection time 2.00-2.30	Review of targets, assessment of personal behaviours, end of day	Review of targets, assessment of personal behaviours, end of day	Review of targets, assessment of personal behaviours, end of day		
Detention / Lost learning 2.30-3.15	Detention / Lost learning	Detention / Lost learning	Detention / Lost learning		
Debrief 3.15-4.00	Debrief – all staff	Debrief – all staff	Debrief – all staff		

As part of ICM, learners attend enrichment activities every Friday, places regularly visited are as follows:

Little Bourne equestrian farm	Little Bourne equestrian farm	Hare field Ub9 6pu

Go Nuts Assault course/Falconry	Nuts Challenge Camelot Events	Surrey RH5 4RW
Jamie's Farm Once per year	Toby Mean well Education Manager	Lower- ewnddud farm
Canoeing	Canal side activity centre	Ladbroke Grove W10 5AY
West way climbing wall	West way sports centre	Ladbroke Grove
Swimming	Putney Leisure Centre	Putney London
Assault Course	Hilling don Activity Centre	UB9 6JN
Trampolining	Flip Out	Wands worth
Go Karting	Team sport Go	Acton
Ice Skating/Tenpin Bowling	Queensway	Queensway W2 4qp
London Tombs	London Tombs	Tooley St SE1 2SY
Skiing	Snow Zone	Milton Keynes MK9 3XS
Residential	JCA Condover Hall	Shropshire

We also offer a range of enrichment activities in school on a daily basis including:

- Chess in schools
- Let me dance
- Let me play
- Football
- Table tennis
- FIFA club
- Girls Group

5. Continuing Professional Development (CPD)

CPD is managed at The Bridge in alliance with the TBAP Teaching School and serves to ensure the improvement of performance in all areas of school life. All CPD is linked to the TBAP 2020 Vision and by extension the development plan. Individual requests are scrutinised by the leadership team at fortnightly meetings and if CPD can be delivered using the expertise we have in-house, this will be accessed before sourcing external opportunities. Staff from The Bridge AP Academy continue to play a significant role where capacity building throughout the Trust is concerned regularly delivering CPD across TBAP sites.

16 CPD events have been completed since the start of this academic year. Three were trust wide and organised by 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, CPD is recorded and evaluated in Blue Wave Swift in accordance with Performance Management of all staff.

The TSA offer is comprehensive with CPD pathways meeting the development needs of staff at all levels. CPD delivered at BAPA addresses more generic development and training needs such as Safeguarding, Team Teach or specific foci on teaching and its development. At BAPA, 10 CPD afternoons or days have been delivered so far this year. Thursday afternoons are now dedicated to CPD and this supports the leadership team to dedicate time to developing and supporting teaching practice. Since September two members of staff have undertaken one day professional development courses with external providers and the decrease is reflective of the amount of CPD we are now able to deliver from within the trust. The following summary of staff evaluations suggests we are delivering development opportunities that the vast majority find of value.

CPD grade	Number	Percentage
Outstanding	3	19%
Good	10	75%
Requires Improvement	1	6%
Inadequate	0	0

5.1. Local CPD

CPD has been delivered following identification of development needs of staff and teams in response to classroom and portfolio checks as well as in line with school-wide projects such as the new assessment system. Details are included in the response to the monitoring of the quality of teaching and learning in point 2.2.

5.2 Trust Wide CPD

This is detailed above.

6.1 Monitoring and Self Evaluation

A combination of Learning Walks, Portfolio checks and formal observations form the basis of our monitoring cycle, the outcomes of which are detailed in 2.1 along with support plans to improve performance.

6.2 Progress against Ofsted Targets for Improvement

We are currently awaiting our inspection report which will inform our new targets.

6.3 External Review/Improvement Partners

Our Challenge Partners Review is scheduled for 13th March. In response to our last review, CPD has been delivered on effective feedback and differentiation by the Director of Learning. The Head of School has also delivered CPD to new staff/ refreshers on The TBAP Way of structuring lessons to maximise engagement, progress and outcomes.

6.4 Visitors

Five VIP visits have taken place since September 2017. The Ministry of Justice have visited twice and TBAP Trust board members, Sue Coleby and Andrew Yates visited as VIPs. In order for them to gain information on good practice with SEN learners, BAPA also hosted visited for Huntingdon Headteachers and the Harlow Aspire AP Free School. All visits have been well received and visitors have met with learner ambassadors from the school. Learners have spoken very positively about their experiences at The Bridge AP Academy and have enjoyed representing the school.

6.5 Partnerships

BAPA work with a wide range of services and professionals; both statutory and non-statutory to support learners within school and their wider communities.

BAPA have established positive relationship with the following organisations:

- Fulham Football Club who provides enrichment activities and support the Physical Education curriculum on and offsite.
- Localities Service (now Early Help) – continue to support learners who have been referred for family support related issues and attendance.
- We have arranged for the Westminster Integrated Gangs Unit to deliver on sexual health at BCAPA and follow on with session at BAPA on sex and relationship education.
- Children and Young People Services.
- Education Welfare Officer.
- Youth Offending Service/Client/Workshops/CPD.
- Youth Offending Service- Early Intervention and Triage.
- Tri-Borough Prevent- delivering workshops around radicalisation.
- Challenge Troop delivering enrichment activities for KS3 and 4.
- LIFE Fire training/awareness programme.
- LIFE Work Skills training/awareness programme.

- Street Outreach Service (SOS- attached to H&F Youth Offending Team(YOT)) work with targeted young men to change their offending behaviour.
- Early Help Forum.
- Let Me Play – positive activities for young people delivered daily at break times.
- Chess in Schools and Communities – delivering Chess enrichment activities.
    - Multi-Systemic Therapy (MST.)
    - Child Adult Mental Health Services (CAMHS)
    - Chelsea Football Club sponsor our breakfast club
    - New links have been established with QPR football club
    - Vivo Miles- Support our behaviour management system.
    - Jamie's Farm.
    - Achieve High Team - Gangs intervention work.
    - FSCP Children's Services
    - Virtual Schools
    - PAN Intercultural Arts
    - St Giles trust
    - 'Directions Group'- Ex offenders who *deliver workshops and mentoring to young people about the consequences of their actions.*

Police

We are developing relations with local police. Our Safer School Officer PC Graham Brown is new to his role. At present he supports with managing behaviour and responding to issues or concerns raised by the public or partner schools. He also generates referrals for preventative support for BAPA learners. The coming terms will see PC Brown deliver group sessions to KS3 learners as part of the role, in order to develop better relationships between the learners and the Police.

YOS

34.1% of BAPA learners are currently involvement with the Youth Offending Service. We continue to support the work of the YOS in the efforts to reduce the rates of reoffending and safeguard learners. Regular meetings take place with YOS teams to share information regarding known learners to YOS. We regularly attend panel meetings that take place and attend Risk & Vulnerability meetings. We regularly attend the DETER panel meetings that take place and Risk of Serious Harm (ROSH) meetings. We also attend the Team Around the Family (TAF) and Adolescent at Risk meetings that they facilitate. We offer our rooms to the YOS after school to meet with learners who may struggle to make their YOS appointments due to location.

The latest data received from the YOS names 33 learners currently engaged with this service.

BAPA- Learners known to Youth Offending Service (33)

	No. Learners known to YOS	% of Cohort
Whole school	33	34.1
Year 9	9	9.3
Year 10	13	13.4
Year 11	11	11.4
Male	28	28.9
Female	5	5.2

Links with Parent /Carers

- The Bridge Admission Interview
- Parent LAB representative
- Return from FTE's meetings
- Structured Conversation at the beginning of every half term give parents the opportunity to liaise with teaching staff and identify ways to support their child at home. These also gives the parents the opportunity to voice any concerns they may have to the learning guide / tutor.
- Progress evenings
- Internet Awareness Session
- Text – Information sharing
- First Day Calls – We continually use the Truancy Call/SIMS IN-TOUCH System to inform parents and carers of learner absence and important events on the school calendar.
- Weekly call from Learning Guide- for updates behaviour and achievements