

Report to Local Advisory Board (LAB)

3rd December 2015

General Report to the LAB

Meeting	
Date	23/11/15
Item Number	TBAP(15)

Title:	Head of School Report to the LAB – General Update
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1. Introduction

Please see the following report on the progress and achievements of learners at Latimer AP Academy for Term 1 of the academic year 2015-16.

I have the pleasure of reporting that our Challenge Partners Review of 11th – 13th November was very successful with reviewers finding Latimer AP Academy ‘Outstanding in all areas’.

2. Outcomes for Learners

2.1 Exams and Accreditation

We have been set ambitious targets for the coming academic year. Our focus for year 11s is 85% of learners to achieve five A*-G grades, including English and maths, and 20% to achieve five A*-C grades including English and maths. Both targets are significantly above the national average for Alternative Provision schools. Already this year, Year 10s and 11s have sat their early entry maths exams and functional skills in maths and ICT.

It is noteworthy that many of our Year 11s have already achieved qualifications having completed courses in year 10 or have taken early entry examinations. These are:

- Four learners with grade F in maths, one with grade G
- Two learners with Functional Skills in maths (level 1)
- Two learners with BTEC drama (level 2)
- Two learners with Nutrition and Health (Level 2)
- One learner with Preparation for Working Life (Level 1)

And one learner who achieved an A* in Arabic

Additionally it must be noted that two members of staff achieved a grade C and B respectively in Spanish.

2.2 Progress and Interventions

Current progress for Year 11s is based on term 1 data drop is:

5 A*-C inc E&M	5 A*-G inc E&M	5 A*-G	5 A*-G (inc 1 A*-C)	5 A*-G (inc 2 A*- C)	5 A*-G (inc 3 A*-C)	100% Accreditation
8% (1)	92% (12)	92% (12)	62% ((8)	23% (23)	8% (1)	100% (13)

Currently we run afterschool sessions during the week for English, maths and science. Some learners are open to this offer and attend regularly. We anticipate that attendance will rise in the new year as learners become aware of the fact that they will be leaving. Evidence from analysis of last year's attendance at afterschool sessions demonstrate clearly that the four learners who took advantage of these sessions were the closest to achieving their target grades and overall achieved better than those who did not attend the sessions. Waved interventions are in place to identify areas where the learners may need individual support

2.3 Reintegration

Between September 2014 and the present time four learners were successfully integrated to mainstream or other appropriate provision:

Name	Destination	Date
DB	Phoenix	19/12/2014
FD	Walmer Rd	06/11/14
AH	Aspire	25/09/14
CS	St Thomas More	

2.4 Enrichment activities

I am pleased to report that we continue to offer a wide range of enrichment opportunities to our learners. All activities are selected to ensure our learners have positive experiences which will open their eyes to and help them feel entitled to participate in the wider society.

In June, five LAPA learners spent four days at Jamie's Farm and had a very positive experience. All of the learners appreciated the change of scenery and lifestyle and reported on having had a wonderful time there; with two of the learners requesting to do their work experience there.

We organised several excursions including Richmond Park, Ruislip Lido, Swimming and Rock Assembly; with 2 of the learners requesting to do their work experience there. Although, in the beginning, challenges were raised of students' lack of willingness to participate in trips and outside school activities, the learners have enjoyed the opportunities to see, learn and engage with different activities.

For the last two years, we have been working closely with Dallaglio Foundation offering a two hour rugby session, where our learners develop essential skills by promoting their confidence and self-esteem. This will also involve in learners taking part in Rugby tournaments.

Our Years 10 and 11 learners are offered weekly work-related lessons, where the focus is on work experience placements relevant to our learner's skills and profile, future pathways, preparation for college applications and interviews.

Consistent to our learners' needs, we offer short term placements at the Day Provision Unit (DPU) and Plan B, an alternative provider to support our learner's positive engagement with their learning. This term one learner has successfully completed a week placement at DPU. Despite the initial refusal to attend, the learner completed the placement and was able to produce work and focus on learning on her return to Latimer AP Academy.

Plan B ensures that every young person has access to learning relevant to their needs and potential. Currently, one learner attends Plan B education.

We are pleased that the Dallaglio Foundation are back this year to continue the excellent work they initiated with our learners last year coaching rugby and offering mentoring to some. The level of engagement of LAPA learners has increased significantly this year and we look forward to our first tournament of the year in December. It is particularly pleasing to see so many of our girls taking part so readily.

We are currently hosting the renowned Paddington Arts group on a weekly basis. The group is led by Chris Preddie OBE and helps our learners deal with the dilemmas they face in the local area such as conflict resolution, gang-related activity and crime.

Over the past year we have engaged a number of organisations to support the work we do at LAPA:

- Synergy: Theatre group and workshops addressing issues faced by young people in modern society
- Young Women's and Girls' Network: supporting female learners at risk in abusive relationships
- Westway Leisure Centre: use of coaches and sports facilities in the local area
- The Lyric Theatre: once again some of our learners participated in a very well-received joint TBAP production at the Lyric Theatre in front of an enthusiastic audience of friends, family, staff and invited guests. The importance of prestige events like this cannot be underestimated as it allows our learners to have a fuller understanding of what they are capable of

2.5 Any other relevant achievements

At LAPA we are proud to see ourselves as a learning organisation in its truest sense; this year four members of staff sat their maths GCSE along with the young people and one sat her GCSE English. For one member of staff it was the first exam she has ever taken.

3. Teaching, Learning and Assessment

3.1 Monitoring of Teaching

The first round of lesson observations in October 2015 resulted in all lessons being recognised as outstanding (28%) or good (72%). This was reinforced in the Challenge Partners Review of 11th - 13th November when teaching, learning and assessment were judged to be outstanding. In line with Ofsted policy no individual lessons were given a score as has been the case in previous Ofsted frameworks however, it was clear from the paired observations carried out during the review that the quality of teaching had risen even in the short time since the round of lesson observations in October, hence the judgement of outstanding in this area.

Ofsted Grade	Number of Lessons	%	Challenge Partners
Outstanding	2	28	Overall judgement
Good	5	82	Outstanding
Requires Improvement	0	0	
Inadequate	0	0	

3.2 SEN interventions

The waved interventions have started and learners are being identified to ensure they are being provided with targeted interventions which meet each learner's needs. We are currently using the room to which we have access to at the Day Provision Unit at St Mark's Children's Home in the borough as a place to work intensively with learners. There is evidence of this having an impact as learners engage better when they return and in one case a learner's progress in English and maths improved significantly following a prolonged period when no progress at all was made.

3.3 CPD Summary

Across TBAP CPD of high quality continues to be offered to all staff. The offer is designed to meet the needs of all staff and overwhelmingly the feedback is positive. LAPA continues to play an active part in delivering across TBAP. the following table is an overview of the feedback from all staff for the CPD offered since September 2014 up until August 2016, blue being outstanding.

CPD Event Evaluations Analysis

Showing All Filtered Events, CPD Events from September 2014 to August 2016.

Initial Evaluation Data

Initial Evaluation Criteria	Grades				Total
Quality of Delivery	102	79	1		193
Effectiveness in Meeting CPD Needs	80	85	24	4	193
Anticipated Impact Value	74	92	26		193

	Total	% Total of Planned Attendees
Completed Evaluations	193	57%
Not Attended	17	5%
Not Evaluated	126	38%
Number of Planned Attendees	336	

3.4 Curriculum

Our curriculum offer has grown again this year with the introduction of Modern Foreign Languages (MFL) as a GCSE. Currently a number of our learners are taking Spanish. Additionally drama is offered as a BTEC to our year 10s and 11s. Currently we offer:

- English, maths, science, citizenship, Spanish and art to GCSE level
- Construction, Hair and Beauty (both at BAPA) and drama to BTEC level

We are exploring a number of other bespoke courses for our learners to meet their needs, such as Motor Vehicle Mechanics and Moped Maintenance. Additionally all learners receive lessons on Work Related Learning.

4. Personal Development Behaviour and Welfare

The behaviour of our young people is good and is often outstanding. We continue to have to deal with issues which originate outside of school. A recent fatal stabbing of a 17-year old boy in Harrow unsettled our learners as he was the cousin of one of our learners and was well known by most of our other learners. Support was offered to the learners if they wanted. Our therapeutic offer is considerable (see below) and the intervention of the professionals we have at our disposal helped calm the situation.

The welfare of our learners remains paramount. Many of our learners are highly vulnerable and to that end we engage with a number of organisations to support us to keep them safe and help them develop awareness of how they can keep themselves out of harm. Our ultimate aim is to help them thrive in the wider society. (See partnerships)

4.1 Admissions (pupil number)

Students on roll at LAPA

Year 8: 2

Year 9: 2

Year 10: 7

Year 11: 13

New students pending: 5 (4 year11/ 1 year 9)

4.2 Attendance data and interventions

Attendance 77%

Pupil A has not returned back from summer holidays; all reasonable enquiries from school have been made including two home visits. Early Help continues the enquiries

Pupil B – refusal to attend, attendance 19%, inability of the outside services, including Family Coach have failed to convince pupil B to return to school

Pupil C – historic poor attendance. Home visits carried out and Social Services have been involved

Pupil D - two weeks off school following dental operation and then bereavement

With these pupils excluded from the figures attendance stands at 80.5%

Recently, students with outstanding matters with police and involved in criminal activities have affected attendance (*Pupils E and F* have been arrested on the way to school)

4.3 Behaviour data and interventions

Tate referrals: Three students since the beginning of the year (*JB, RH, CF*)

One student DPU for a week as an intervention designed to address behaviour and lack of engagement issues.

4.4 Therapeutic Interventions

This was acknowledged as an Area of Excellence in the recent Challenge Partners review. The review team were impressed with the way we used our therapeutic team to work with learners and staff to provide a comprehensive level of support to the young people. They were particularly impressed with how the Case Discussions around individual learners provided a deep understanding of the challenges faced by them.

- Music Therapy – two days per week, this is very popular with learners and there is excellent take-up and engagement

- Clinical Psychologist – one day per week, working with individual learners and with staff in Case Discussions
- Psychotherapist – one day per week, working with individual learners
- Touch Therapist – one day per week, working with individual learners and staff
- Case discussions – Area of Excellence

4.5 Safeguarding and Partnerships

Many of our learners are highly vulnerable so it is important that we engage strategically with other professions.

We are aware of increased involvement of students in criminal activities (class A drug dealing, gang affiliations), and of sexual violence against young women. In April 2015 a strategy meeting involving the professional services within the Tri-borough was held to address the concerns raised by the Head of School about these issues. The outcomes were clear and we were advised that we would have an on-site police officer to support us with our learners. To date this has not happened. We have a designated police liaison officer who drops in from time to time to keep abreast of matters within the school and sometimes passing on information pertaining to our learners. This however is not what was agreed and the Head of School is liaising with the Executive Headteacher about this matter.

On a positive note we have had greater input from the services into LAPA's Inclusion Panel drawing a wider range of professionals together to help support our learners.

Currently we have:

- One referral to social care pending
- Four students subject to a child protection plan
- Two Children in Need
- Two who have social care involvement
- One adolescent at risk
- There have been three referrals to Early Help this year and four home visits made.

CSE

In term 1, the SSM attended two Hammersmith and Fulham, Child Sex Exploitation meetings (CSE) to map out the persons of concerns and victims along with the support and interventions offered to young people. As learners are moving across TBAP schools; it is deemed useful to have access to cross-referencing.

Latimer AP Academy has also made links with Women and Girls Network, an organisation focusing on female young persons who have or may suffer sexual violence, gang related and domestic violence, FGM. One of our learners has been referred due to concerns over consent and domestic violence (within peer groups).

YOT

In Term 1, the SSM has with Arman Ali, Youth Justice Education social worker, to establish a working relationship and a steady flow of information between YOT and Latimer AP Academy.

The SSM attended the Kensington and Chelsea, Risk of Harm Management panel (ROHM) meeting during Term 1. This panel focuses on High and Medium risk of serious harm of young people known to YOT. It is helpful to identify young learners that are at risk in order to improve our practice and safeguarding processes. Two of our ex-students and the brother of a current student have been part of recent agendas.

Prevent

Brief Prevent training has been offered to all members of staff in the beginning of the academic year as part of the TBAP Safeguarding conference. The SSM has contacted Simon McTurk, Prevent Support Officer, in order to identify relevant sessions and explore future opportunities for our young learners. We are in the process of accommodating Imam Asim to deliver Faith on the Frontline engagement session. We have also put Latimer AP Academy forward to participate in the Second Wave Theatre Project once up and running.

Currently, there are no suspected cases of radicalisation within Latimer AP Academy.

Police

The working relationship with the police is very good, although there is a need for a school-based liaison officer due to the increased gang-related activity at Latimer AP Academy and in the surrounding neighbourhood. The school liaison police visits Latimer AP Academy regularly and police have been on hand as requested to deal with potential issues after school.

Police will offer sessions to our learners around social media and joint enterprise. Also, Latimer AP Academy will run a Knife Arch and Detection dog operation to act as a deterrent to possible, future activities.

Smoking

The SSM has been working closely with the school nurse to address smoking at school and identify ways to support our learners giving up smoking. Part of the strategy that the school would like to follow is weekly sessions between our learners and a specialist. The SSM has contacted Neil Carmichael, Smoking Cessation specialist at St. Charles Hospital to address our concerns and plan a strategy to support our learners.

The SSM has also contacted QUIT organisation in order to explore available support for young people.

Latimer AP Academy is working closely with Insight to address substance misuse among our young learners. 4 of our learners have weekly sessions with an allocated worker, who comes into Latimer every week.

Street Doctors

The SSM has contacted *Street Doctors* to offer sessions to the learners this academic year. The sessions are around providing the skills to young people to administer life saving first aid to those in need.

Team around the Family

Latimer AP Academy regards highly the holistic perception of a young person's wellbeing taking into consideration the family context and background.

Latimer AP Academy has conducted the first Inclusion Panel for this academic year, which is every term. Professionals from Police, YOT, CAMHS, Family Safeguarding, Early Help, School nurse have been invited and this panel aims to form a constant and stable group to share information and identify support for young learners and their families.

The SSM has met with representatives from YOT, Police, Early Help and ACE team to establish a working relationship between Latimer AP Academy and services.

4.6 Links with Parent /Carers

We have excellent relationships with parents / carers as evidenced by the last parent / carer survey, carried out in January 2015 (we are currently surveying parents for 2015-16) when 86% rated the relationships as good or outstanding. It needs to be noted that there will almost always be parents who have a negative opinion of what we do at Latimer and our experience tells us that this is often down to their refusal to accept that their child should be in a PRU in the first place.

In July we created a forum to bring parents / carers and staff together in to have an open discussion about the issues faced by our learners on a daily basis. The aim of this is to bring to the surface these issues, to work together to resolve them as best we can. Feedback about both of the sessions held so far has been overwhelmingly positive. One parent commented: "it feels as if you care about our kids more than we do". It was suggested at the last meeting in October that we bring the learners as well into the next forum. We are exploring this.

5. Leadership, Management and Quality Assurance

It was reassuring to be found to be Outstanding in all areas in the recent Challenge Partners Review which took place 11th-13th November 2015. Once again this proved to be a rigorous process looking at all aspects of LAPA. This is the third time in three years that we have been adjudged outstanding.

5.1 Monitoring and Self Evaluation

For the third year running LAPA was judged to be Outstanding in all areas in the scheduled Challenge Review.

5.2 Progress against Ofsted Targets for Improvement

We continue to improve against all of the targets set by Ofsted in its last inspection:

Extended writing was evident in the recent review and continues to be monitored to ensure this aspect of literacy continues to be developed in our learners.

Lessons are well planned and all staff are aware of reading ages of all learners and adapt their practice to take individual starting points into account.

Punctuality, although it has improved, remains an area we need to focus on. Our main concern is a handful of learners who come to school late on a regular basis. These have been identified by the SSM and we will address this problem directly with the families.

5.3 External Reviews / Improvement Partners

Challenge Partners Review 11th-13th November 2015: Outstanding in all areas

5.4 Visitors

None so far this academic year

5.5 *Partnerships*

We have built up a very rich network of partnerships over the years, many of which have been mentioned in this report. We tend to group our partnerships in three categories:

- TBAP: we benefit from our working within the TBAP family of schools and have benefitted from this partnership on a number of fronts including systems, policies and processes, shared leadership capacity and wider curriculum offer, particularly the vocational courses offered at BAPA and drama and MFL. We have also benefitted from partnerships developed at Bridge AP Academy such as the Lyric Theatre, Stable Relationships and Paddington Arts
- Professional partners such as YOT, Social Services, the Police etc
- Partnerships we have developed ourselves over many years. These include The Dallaglio Foundation, the Jack Petchey Foundation and the Muse gallery.

Co-ordinating these groups and ensuring the content and message they deliver is appropriate for and meets the needs of our learners is critical and requires that we monitor and evaluate them to ensure they are of the highest quality.