

Head of School
Report to Local Advisory Board

Academic Year 2014 – 2015

Julian Clauson PGCE BA MA NPQH
Head of School
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1. Introduction

This is my first Local Advisory Board Report. I took up this post on 13th October 2014 and replaced the outgoing Head of School on 3rd November.

My first priority is ensuring that all TBAP systems are being systematically implemented and, where they are not, to plan and implement graduated change.

My second priority is to assess the extent in which staff are clear about their roles and Performance Management Targets to deliver accurate accountability and professional development.

My third priority is to review the development planning and reformulate the key areas going forward, consult with staff and implement a reassessed plan with SMART Targets, clear milestones and useful evaluation points.

Since starting I have been impressed and grateful for the TBAP SLT induction and ongoing support mechanisms.

I think I have made a good start but I am aware that there are significant challenges ahead.

2. Learner Achievement and Progress

2.1 Exams and Accreditation

A significant proportion of our KS4 learners sat public examinations in English and Maths this November. Yr11 students who had failed to attain a grade C or above this summer re-sat EdExcel GCSE Mathematics. In English, our more able Year 11 students, and three Year 10 Learners sat the WJEC Level 2 Certificate in English Language. A technical oversight meant that our learners were not entered for the iGCSE as planned, and an alternative accreditation was sought at the last moment. WJEC results are published on the 8th of January; we will review our strategy with regard to Level 2 English accreditation at that point. Our KS4 learners were supported in the run to the examinations with after-school exam clinics and half-term revision sessions.

2.2 Progress & Intervention

The focus on Maths and English for Year 11 has resulted in a range of interventions including early-entry for public examinations, targeted on-to-one tuition, early entry for on-line, on-demand functional skills accreditation, after-school tuition twice a week and half-term revision sessions.

In science, one-to-one sessions are planned for students who are currently failing to make progress. All Year 11 students are being prepared for GCSE entry, but selected students are also completing selected entry-level units alongside in a bid to secure an accreditation for every Year 11 learner in science this year.

The core and non-core middle leaders have introduced the raising standards data sheet this year to subject leads. The RSDS sheet allows for forensic examination of the progress data generated for term 1 and has formed the basis for review meetings between middle leaders and subject leads. In conjunction with the Director of Learning, the RSDS sheet has been used to identify key learners, and groups of learners for further intervention work.

A 'war room' display of all Year 11 progress to date is planned for a communal staff area to provide staff with a visual overview of the current progress of our Year 11 cohort.

2.3 Reintegration

One student has been reintegrated into mainstream this term. The placement continues to be a success. No other students are currently ready for reintegration although the reintegration system is well publicised amongst students.

2.4 Any other relevant achievements

This term has seen our year-long 'First-Story' project get under way. First Story is a charity which seeks to engage young people in creative writing. Schools host a

'writer in residence' for regular sessions over a year, with the aim of producing a published book at the end of the project. After a very popular assembly introducing Anthony, our resident street-poet, a small group of learners, from all year groups are engaging well with this project.

Debate Mate was a successful project last year and is just starting up for this academic year with two Year 8 students and a Year 10 learner having gone to the initial meeting last week.

All students participated in a series of workshops on various aspects of sexual health and healthy relationships last term. The workshops were bespoke to BCAPA learners and delivered by Youth international.

Approximately two thirds of learners at BCAPA took part in a very successful trip to OAPA, run by the TBAP Drama department, to see a short play and take part in a subsequent workshop, run by Only Connect.

Finally, two of our year 10 learners went to a PiXL 'Young Lawyers' event at the Oval, since our last report. Both learners engaged well and benefitted from this experience.

3. Quality of Teaching

3.1 Monitoring of Teaching

There has been a good start to the year so far with regard to the quality of teaching; during the most recent performance management observations found to be 80% good or better. Staff identified as requiring improvement will receive bespoke coach via the TBAP 'Good or Better' program.

Ofsted Grade	Number of Lessons	Percentage
Outstanding	2	40%
Good	2	40%
Requires Improvement	1	20%
Inadequate	0	0

The learning walk is now well-embedded, with all members of staff having carried out at least one walk. Review of the data generated suggests that staff are delivering the TBAP lesson entitlement consistently, which is broadly in line with the data generated from our recent round of lesson observations

3.2 SEN

Learning Support Professionals

BCAPA currently has 4 permanent LSPs and 2 agency LSPs. This term a further advertisement was published to secure permanent LSP posts but we were unable to appoint. Their work is managed on a day-to-day basis DOAI LSPs were redeployed in line with new TBAP job descriptions from September 2014. This has led to a broadening of the LSP roles and expanding of skill set for LSP's. Further training of LSP's is underway to support development of 1:1 interventions for students. 1 LSP currently performs the entire on-call rota. The timeout room, In class support and 1:1 interventions are shared equally across the team.

The TBAP SEN Support Professional continues to assist DOAI with the administration of some aspects of SEN i.e. Annual Reviews, Testing for Access arrangements.

DOAI delivered CPD in September 2013 to all TBAP staff re: 'Developing the Practice of Learning Support Professionals in the Classroom to Ensure Best Outcomes for Learners. DOAI will be delivering CPD to all TBAP LSPs in the coming months, in order to continue to support them in enhancing their practice in the classroom.

In class support has reduced significantly since the end of the last academic year. Support in the classroom is primarily deployed to core subjects and statemented students with some provision for subjects with a high health and safety risk. This represents 14% of all LSP deployment. See Fig1 for full breakdown of deployment.

LSP deployment 2014		
	Total number of possible deployments (excluding absence and structured conversations)	Percentage deployment
TATE	9	1.4
IT	54	8.4
COVER	62	9.7
Mentoring	0	0
Lexia	0	0
Accelerated reader	8	1.3
In class support	92	14.4
One: one	0	0
Social skills lessons	28	4.4
IT lessons	20	3.1
New student Induction	16	2.5
Reflection Room	112	17.5
Supporting JR	72	11.3
Lunch Duty	20	3.1
Driving PE Bus	20	3.1
On call	112	17.5
Child protection meetings	15	2.3
TOTAL	640	

Learners with a Statement of SEN

There are currently seven learners on roll with Statements and all Annual Reviews are up-to-date. Three of these learners have been identified as requiring support from the Speech, Language, Communication Needs (SLCN) team, this issue has been raised with TBAP DOAI and the possibility of arranging some Speech and Language development time is being investigated

The EP has seen six students since September to provide additional guidance on teaching and learning strategies. This has involved in class observations, reports and 1:1 sessions to support staff with complex needs learners. There is no intention to put forward any students for EHC plans.

The Westminster Link has been established for the transfer of EHC plans and work will begin this term for year 11 learners who will be transferred into the new system. Families/carers have been informed of the EHC changes, the academy offer is published and families/carers have been invited in for a presentation. Learners' views are being elicited through assemblies and tutor time activities.

A new inclusion policy has been written by TBAP DOAI and is undergoing consultation with all stakeholders.

School Testing for Access Arrangements

Years 10 and 11 learners continue to be 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 will also be tested if their reading age is two years or more below their chronological age. All testing is up to date and learners are receiving the support they are entitled to.

Literacy Intervention Programme

Following the loss of LSP staff in the summer and demands on LSP time the Lexia program has not been running in academy for all learners in KS3. This continues to supplement some learners' learning and is being targeted so that the maximum impact can be achieved given the resources available. There is no literacy lead currently in academy however we are in the process of training 1 LSP to support this strand of intervention.

Accelerated Reader training has taken place and is being launched this term with learners. This will form the basis of whole academy reading approach.

3.3 CPD Summary

I am currently reviewing CPD.

3.4 Curriculum

The curriculum has changed slightly this year to bring us into line with TBAP and to allow for greater sharing of planning etc. across the organisation.

Opening Minds: The Opening Minds team is developing new projects and themes, including Magic and Identity and Diversity. These are being introduced alongside a more effective assessment model using updated competencies and level ladders. Oliver Dunn the TBAP Thematic Curriculum Leader is starting a project, working with local schools to ensure that Opening Minds delivers effective coverage of the KS3 National Curriculum.

English: All of our current Year 11 have been prepared for iGCSE; despite the error this November, it is still envisaged that all learners will take the iGCSE, to keep us in line with the remainder of TBAP. In addition to this, some learners will enter for the EdExcel Level 2 certificate in English literature this summer. Finally, level 1 and level 2 Functional Skills qualifications will be offered to learners who may struggle to secure a GCSE this summer.

Maths: All learners will be entered for the EdExcel Linear course; some learners will also be entered for Functional Skills level 1 and or level 2 awards if they look unlikely to secure a GCSE pass. Selected Year 11 learners are also working towards a GCSE in Statistics.

Science: All Year 10 and Year 11 learners are working towards a linear GCSE in Core Science. It is proposed to enter a selected few Year 11 learners for the Additional Science GCSE this summer as well. Finally, some learners are also

completing Entry Level Certificate units on a rolling basis over Year 11 to ensure that all of the current cohort achieve accreditation in Science this year.

ICT: All KS4 learners are working towards a level 1 or level 2 pass in functional skills ICT.

Food: All KS4 learners are working towards a BTEC in Home Cooking this year. This will be the first time that this subject will gain accreditation at BCAPA.

Citizenship: Selected KS4 learners are working towards a short-course GCSE in citizenship this summer. The intention is for the current Year 10 learners to go on to work towards the full qualification during Year 11.

Drama: All learners have at least one period of Drama per week. All KS4 learners are working towards a Level 1 BTEC in Drama. A couple of KS4 learners are part of the wider TBAP Drama group, having participated in the Lyric performance last year, and are working towards a Level 2 BTEC in Drama.

Art: All learners at KS4 are entered for a GCSE in Art. A project under consideration for this year is collaborating with a well-renowned artist to create a soundscape as part for the Year 10 learners 'Cities' unit.

Craft and Enterprise: All KS3 learners and some KS4 learners do one period per week of C&E, with a view to selling their products at a later date. This is a new project to BCAPA.

PE: All learners, across both KS3 and KS4, do at least one double period of PE a week. All KS4 learners have the option to complete a BTEC in Sport, with some learners completing an entry level in sport as an alternative accreditation.

MFL: All learners at BCAPA are receiving MFL teaching, across KS3 and KS4, in Spanish, Japanese and Mandarin Chinese. Ultimately, learners are working towards ABC awards in Speaking and Listening. The MFL department have also identified a number of native foreign language speakers who may be capable of achieving GCSE.

3.5 Enrichment

Points, Prizes & Rewards:

The number of achievement point learners have achieved has doubled in the last half term. This is due to an increase in the visibility of the achievement and rewards system. Assembly is now providing weekly opportunities for certificates and achievement points are shared daily with learners. The end of term rewards trip (Skiing) and go- karting) were very popular with almost all learners gaining a place on one of the trips.

The ViVo Miles Points system will be launched this term. Learners can save points over the course of each academic year to purchase items for themselves or to donate to charitable causes.

The Jack Petchey Award:

I am currently in conversation with the Jack Petchey Foundation to clarify that we are accessing this award to our best advantage.

Enrichment activities:

Under review.

4. Behaviour and Safety

4.1 Admissions (pupil number)

Year	Total roll	Key Stage Totals
7	1	
8	2	
9	3	KS3:6
10	6	
11	11	
Total	23	KS4:17

4.2 Attendance data and interventions

As at **24.10.14 (Term 1)**

	Year 7	Year 8	Year 9	Year 10	Year 11	Whole School
Attendances	N/A	90%	78%	78%	74%	77%
Authorised Absences	N/A	7%	9%	8%	6%	7%
Unauthorised Absences	N/A	0%	10%	11%	13%	13%

Whole school attendance comparison

Whole school attendance	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
2012 /13	77%	76%	69%	75%	74%	78%
2013 /14	78%	75%	76%	75%	77%	78%
2014 /15	77%					

There have been nine home visits carried out during Term 1. Three have been successful and we have managed to bring the learner to school. We have a designated EWO onsite three days a week who monitors the whole academy's attendance and targets PNA's (persistent non attendees), delivering interventions and working with the families/carers i.e. family/carers coaching. At the moment we have a cohort of four PNA's who are tracked and progress monitored on a daily basis.

4.3 Therapeutic Interventions

Staffing: Hannah Krasnodebska continues to offer 'Healthy Touch' to both learners and their families/carers on Tuesdays. David Brooks has now joined the team on Mondays to support learners with counselling sessions. Esme Folley has now been appointed to attend on Tuesdays to deliver music therapy.

CAFS (CAMHS): No further referrals have been made to CAMHs. Training for the new CAF format has been identified for the new DOAI to attend moving into the New Year.

Links with Families/Carers:

Structured Conversations

Structured Conversations between learners' families/carers and the Learning Guides will now take place every term (3 times per year) in line with TBAP partner academies. The meetings continue to provide opportunities to discuss performance data and to set new Individual Education Plan (IEP) targets and/or to review existing targets. Attendance for Term 1 was as follows;

Year 11: 8 Learners with their families/carers out of a possible 9
Year 10: 3 Learners with their families/carers out of a possible 6
KS3: 3 Learners with their families/carers out of a possible 5

A number of families/carers contacted Learning Guides to explain that they wouldn't be attending the term 2 'Structured Conversations' because they had already had a recent face-to-face meeting with the Learning Guide. All outstanding structured conversations were completed for Term Learner targets are published in tutor rooms.

Communication Log 14th November 2014

	Year 7	Year 8	Year 9	Year 10	Year 11
Letter		3	3	3	3
Other		2	0	0	0
Telephone		24	34	19	42
Total		28	37	22	45

Communication with families/carers continues to be strength. This is reflected in the strong attendance by families/carers to structured conversations and the willingness of families/carers to support the academy's application for the Inclusion Quality Mark.

5. Leadership, Management and Quality Assurance

5.1 Monitoring and Self Evaluation

Performance Management:

See introduction.

5.2 Progress against Ofsted Targets for Improvement

Ofsted Target progress is under review

TARGET	Progress	Judgment
Most teaching is good rather than outstanding.		
Teachers sometimes miss opportunities to ensure learning activities are matched to each individual student's needs.		
Not all middle leaders identify clearly enough how to improve the subjects for which they are responsible.		
Marking does not always show students how to improve.		

**Challenge Partners Quality Assurance Review Written Report
20th – 21st March 2013**

“QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES

School Improvement Strategies: Outstanding

Achievement is: Good

Quality of Teaching: Good

Area of Excellent Practice: English: Confirmed

Overall Review Evaluation

The Quality Assurance Review found indicators that Beachcroft School appears to be at the top of the Good grade as judged by Ofsted in the school's previous Ofsted report 20–21 March 2013 and is working towards Outstanding.”

5.3 External Reviews / Improvement Partner

Inclusion Quality Mark was achieved by on 7th November after a huge effort from all staff. We await the final report but passed the IQM with a number of outstanding features.

5.4 Visitors

There have been no significant visitors since September and we are introducing a new Visitors Recording and Comment Log to track and gain feedback.

5.5 Partnerships

I am currently reviewing Partnership arrangements and investigating potential future ones.

