

Report to Local Advisory Board (LAB)

7th March 2016

Report on the Quality of Teaching, Learning and Assessment

	Meeting	
	Date	07/03/16
	Item Number	TBAP 5
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

Since the last report to the board there have been no observations carried out at the Bridge AP Academy (BAPA) as part of the routine cycle however, a number have been completed as part of the Challenge Partners Quality Assurance Review. Teaching at the school is at least 'Good' and is likely to be 'Outstanding'.

Since the first round of routine observations in Term 1 we have intervened to support one teacher who was graded 'requires improvement'. Our Learning and Teaching Programme (LTP) has delivered a cycle of coaching and planning support to enable identified staff to improve the consistency of their delivery so that learners experience good or better teaching from them on a consistent basis. The next round of routine lesson observations will take place in Term 5 and will include observations of our Learning Support Professionals (LSP). At this point we will be in a position to report on the effectiveness of the LTP interventions using data from observations and the learning walk. We will also be better placed to analyse the impact of staffing changes on the overall quality of teaching.

During the recent Challenge Partners QA Review there were seven paired lesson observations. Four of the seven observations were judged as 'good' or better (57%); three were judged 'requires improvement' (43%). The three 'requires improvement' judgements were not indicative of historical performance and we were able to demonstrate that the three members of staff concerned had delivered consistently good lessons since joining the team. In fact, these three members of staff had been judged 'good' or better for every observation over a two-year period and the overall judgement for the school was confirmed as outstanding.

Our focus on the quality of teaching over time means that we draw together information from sources other than single observations including, assessment data, learner books, displays and behaviour assessments. It enables us to gather a much better picture of the day-to-day quality of teaching. There is work to do on the consistency of these outcomes across school teams but a good start has been made and there is now a clearer focus on progress from starting points.

As a result the headline summary reads as follows and should be viewed as a snapshot of performance that is indicative of the overall picture:

Ofsted Grade	Number of Lessons	Percentage
Outstanding	10	47.6
Good	10	47.6
Requires Improvement	1	4.8
Inadequate	0	0

We have been working without a full complement of teaching staff although appointments in Maths, English and Science have recently been made. The new staff will take up these posts between April and September. Supply staff currently fill positions in Maths, English, Science, Business, Construction, PSD, Health and Social Care, Equality and Diversity and Sport; there are currently two Learning Support Professionals working on a temporary basis. Two additional assistant heads, Dave Clark and Vicky Browning, have been appointed to join the senior leadership team. Additionally, Dawn McLean (previously TBAP teaching and Learning Lead has been appointed as Interim Head of School at The Octagon AP Academy. Carlan Edgar (previously Lead LSP Wave 2) has been appointed as Student Services Leads at Cambridge AP.

2.1. Exams and Accreditation

We have made good progress where exam performance is concerned so far this year and the summary of planned June entries below demonstrates the breadth of the offer and the number of successful outcomes already achieved.

GCSE	Entries	BTEC	Entries
English Year 11	27	Sport	10
English Year 10	15	Music	5
English literature (Yr11)	13	Construction	10
Maths	27	Hair and Beauty	3
Science	27	Health and Social Care	2
ICT	27		
Humanities	7	Alternative Qualifications	
Business	4	Equality and Diversity	1
Art	6	PSD	27
Drama	2	Nutrition and Health	1
MFL	2		
Resistant materials	5		
Food technology	12		

AQA awards & Functional skills

Since September 2015 a number of learners have accessed Unit Awards and Functional Skills qualifications:

Of the current year 11 cohort 41% of learners have successfully completed the reading strand of Functional Skills with the same number successfully completing the writing strand; 30% was successfully able to access both. 10% of learners have successfully accessed the Functional Skills qualifications in mathematics with a programme in place to enter a selected sample of learners. In ICT a number of learners have accessed a range of unit award or similar entry-level/ level-one qualifications. 15% of year 11 learners have attained three or more unit awards in this area. 18 learners have attained the eDDC (eDigital Competence Certificate) award in word processing. Outside of the core curriculum 32% of learners have

accessed the AQA Unit Award Scheme. 83% of these learners have attained multiple awards with one year 11 learner receiving 11 awards in total. Whilst unit awards do not count towards point scores at the end of the academic year they help to establish a culture of achievement and will continue to feature as an important part of our accreditation picture.

Early entry GCSEs

A small number of our Yr 10 and Yr11 learners took English GCSEs in November 2015. This broke down into 23 passes in Year 11 (2C, 5D, 1E, 8F, 4G) and 7 passes in Year 10 (2D, 2E, 3F).

2.2.

SEN Teaching

Learning Support Professionals (LSPs) deliver one-to-one interventions in 3 waves; high, medium and low needs. Delivery of interventions has stabilised following a number of staffing redeployments and in T2 and T3 and a minimum average of 9 intervention sessions per day have been delivered to learners. In T3, 227 interventions were delivered. Five new LSPs have completed Lexia training and are now able to deliver reading interventions; of these four can deliver Manga High numeracy support.

The system for reporting interventions in SIMS is now embedded and wave leaders are able to run a variety of reports to monitor the quantity and quality of interventions delivered. Termly analysis of these reports, against raising standards data, allow us to monitor the success of the delivery of interventions and their impact on learners' progress in Maths and English.

Headline Impact is summarised as follows: (Equivalent 2014-15 data appears in brackets)

WAVE	READING	ENGLISH	MATHS
1 (26 learners)	35% have made progress (84%) 21% have made 1 year or above (43%) 7% have made 2 years or above (31%)	15% are on or above target in English 23% have made at least 1 sub level of progress 8% have made at least 2 sub levels of progress	8% are on or above target in maths 3% have made at least 1 sub level of progress
2 (18 learners)	66% have made progress (70%) 26% have made 1 year or above (40%) 13% have made 2 years or above (20%)	11% are on or above target 11% have made at least 1 sub level of progress 11% have made at least 2 sub levels of progress	0% are on or above target in maths 5% have made 1 sub level of progress 22% have made at least 2 sub levels of progress
3 19 learners	41% have made progress (71%) 41% have made 1 year or above (57%) 12% have made 2 years or above (35%)	10% are on or above target in English 10% have made at least 1 sub level of progress 5% have made at least 2 sub levels of progress	10% are on or above target in maths 5% have made at least 1 sub level of progress 10% have made at least 2 sub levels of progress

Reading age analysis

48 reading test updates were completed this term.

All learners have received at least one literacy intervention producing the following summary of results:

- 33% made significant progress in their reading scores (more than 6 months from starting point since last measure)
- 6% raised their reading age by 3 years or above
- 8% raised their reading age by 2 years or above
- 8% raised their reading age by 1 year or above

Most significant progress:

- DF increased his reading age by 3.4 years
- TW increased his reading age by 3.2 years
- PH increased her reading age by 3.3 years
- TMH increased his reading age by 2.3 years.

We are pleased with progress to date and will continue to carry out a review at the end of each term in order to better develop and improve this area of our work.

2.3.

Subject Teaching Interventions

Since September 2015 there continues to be a relentless drive to ensure Year 11 performance targets of 85% 5 A*-G and 20% 5 A*C are met. To enable this to be delivered a number of key initiatives have taken place.

- An Intervention Roadmap has been created which maps out every planned intervention for the whole year. This means we now have a school wide co-ordinated and planned approach to ensure interventions do not overlap or conflict with other curriculum requirements.
- The English team continues to train and develop new Learning Support Professionals (LSPs) who support Year 11 learners with their English Controlled Assessments. This was a successful initiative delivered first last year and it has again contributed to improved outcomes by enabling new and existing staff to improve their understanding of curriculum requirements.
- The Raising Standards Data Sheet (RSDS) has been improved to reduce the time it takes to input and calculate data. A new measure of non-GCSE courses has been included to enable these subjects to review and analyse learner progress.
- Academic Mentoring has been reviewed and updated. A template has been created for every term to ensure the presentation focuses on the main key issues for each learner as specific times of the year and that data is shared on each learner's development and progress towards their terminal examinations.

- A programme of subject interventions has taken place with excellent outcomes so far. English controlled assessment intervention has seen 16% of learners demonstrating measurable progress towards their target grade. The Maths department continue to use PiXL interventions to produce a question level analysis document for every learner so that progress is clear and learners explicitly know their next steps. Offsite interventions in BTEC Sport have had taken place with more taking place this term. ICT have delivered 1.1 support which has improved the current attainment grade for 7 learners. Interventions have also been delivered in music which now has a predicted 100% pass rate at grade C and Business for which we are awaiting the results of a recent examination.

2.4. Teacher Support Interventions

Since September 2014 the new support programme for teachers has been further embedded. The TBAP Learning and Teaching Programme (TBAP LTP) provides a structured support framework for teaching staff in order to develop the quality of learning and teaching across TBAP. It was clear that we already had the expertise within the organisation rather than rely on outside agencies to deliver the outcomes we desire. The programme has been designed to not only increase the capacity of individuals to perform better and teach consistently good or better lessons but also to increase the capacity of outstanding teachers to coach and mentor others.

We are currently supporting 1 teacher at BAPA using internal staff to help deliver the programme. This is in conjunction with regular visits by SLE's to support the whole staff development and leadership of Cambridge and Wisbech Alternative Provision Academies

3. Learning Walks

We carry out two learning walks every week during which two members of staff undertake a range of observations in every classroom. Learning walks are at present completed by a member of the Senior Leadership Team and a Middle Leader/ teacher/ Learning Support Professional. The walks are designed to ensure the delivery of the TBAP Learning Entitlement; a set of minimum expectations that every child can expect in every classroom. A new learning walk proforma was created in February 2015. It is currently being used by SLT and middle leaders however, a broader range of staff will have the opportunity to take part once quality assurance has been embedded.

3.1. Learning Walk Data Outcomes

Data taken from the previous term confirms that 47 lessons were observed between October and December 2015. The comparison with previous data (2014-15) indicates a decrease in the consistency of marking over the period of time (from 86% to 68%). To amend this issue there will be a focus on marking in term 5 with additional CPD to ensure new staff members, in particular, receive suitable support. There has also been a slight fall in the percentage of learners that are aware of their current levels or grades (73% to 68%). This too has been traced to a need to provide supportive CPD to temporary and new members of staff who reported that they were unaware of some routine policies that were covered as part of the September conference.

The diagram below details delivery of The Learning Entitlement as measured during routine lesson observations:

Focus	Grades	Total
Appropriate Dress <small>info</small>		23
Assessment For Learning <small>info</small>		22
Behaviour for Learning <small>info</small>		23
Challenge/ Level of Work <small>info</small>		23
Environment for Learning <small>info</small>		23
Learner Progress <small>info</small>		23
Learners are Aware of Levels, Targets & Grades <small>info</small>		22
Literacy & Numeracy Evident <small>info</small>		23
Marking <small>info</small>		22
Starter Activity <small>info</small>		23
Success Criteria & Learning Outcomes <small>info</small>		23
Teaching <small>info</small>		23
Use of Data to Inform Planning <small>info</small>		23
Use of Support/Resources <small>info</small>		23

Our continuous drive to improve behaviour has led to an increase in the quality of behaviour for learning in lessons ('at least Good' from 87% to 98%). This increase may have been caused due to improvements to the learning environment (from 80% to 98%) and developments in teaching and learning which led to increased levels of engagement (94% graded good or better) in lessons. An area that needs to be challenged and developed across the curriculum is the use of the TBAP way protocol as only 38% of the lessons observed were seen using it in line with agreed policy. Further training will follow to ensure the percentage increases in the near future.

4. Curriculum

Our curriculum offer is currently the broadest we have ever delivered across both key stages. At key stage four learners have the opportunity to leave with up to 14 GCSE's or BTEC equivalents as well as a range of entry and level-one qualifications. We have further extended the offer across TBAP this year and there are currently

learners from Beachcroft AP Academy, The Octagon AP Academy and Latimer AP Academy attending BAPA to access BTEC Construction and Hair and Beauty.

The Bridge AP Academy: number of lessons per week			
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	3 x ICT	3 x ICT
5 x PE	2 x PE	2 x PSD	2 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		
	4 x Enrichment		
	1 x PSD		

The range of options available at KS4 is detailed here:

GCSE	Btec	Alternative Qualifications	Level One
Humanities Food Technology Art & Design Resistant Materials Drama	Construction Music Business Studies Health & Social Care Sport	Nutrition & Health Equality & Diversity PSD	MFL – French, Hair & Beauty BTEC College Option Motor Vehicle Maintenance
Other Accreditation AQA – All subject areas Functional Skills – English, Maths			

5. Continuing Professional Development (CPD)

There have been some significant changes in the way that CPD is managed at BAPA in response to the developing Teaching School Offer and the improvement of performance management target setting. All CPD is linked to the TBAP 2020 Vision and by extension the development plan. Requests are scrutinised by the leadership team at fortnightly meetings. There is now a routine assumption that CPD can be delivered using the expertise we have in-house. Where this isn't possible, external

opportunities are authorised but the TBAP Teaching School is now the first point of call. Staff from The Bridge AP Academy continue to play a significant role where capacity building throughout the Trust is concerned.

5.1. CPD Summary

27 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 from a broad selection. A small number were supported by their line managers to attend sessions that best reflect their performance management needs.

The TSA offer is comprehensive with CPD pathways meeting the development needs of staff at all levels. That said the following summary of staff evaluations suggests we are delivering development opportunities that the vast majority find of value.

CPD grade	Number	Percentage
Outstanding	10	37%
Good	14	52%
Requires Improvement	3	11%
Inadequate	0	0

5.2. The Teaching School Alliance

The Head of School was line-managing the Head of the TBAP Teaching School Alliance (TSA) until the confirmation of the TBAP executive restructure in January. Some progress has been made where teaching expansion is concerned. We are currently developing 1 Newly Qualified Teacher (NQT) at BAPA. Our NQT is performing above expected NQT standards and is consistently delivering good and outstanding lessons in English.

Alongside the NQTs we are developing 3 School Direct Initial Teacher Trainees (ITT) at BAPA (teaching Science, MFL & PE). All of the ITTs are making progress and support plans are in place to enable them to be on track to pass the Post Graduate Certificate of Education to achieve Qualified Teacher Status (QTS). At present the ITTs are engaged in a mainstream school teaching placement. During this period their teaching load is being delivered by temporary staff with subject specific support from SLT where it is available.

The TSA has to date delivered 28 days of Specialist Leader of Education (SLE) and National Leader of Education (NLE) deployments since September 2015. This involves expert members of staff visiting other schools to provide professional

development to staff teams or individuals. Our SLEs have delivered a range of support including internal TBAP safeguarding reviews and targeted Teaching and Learning support, alongside longer term support for TBAP Cambridge and Wisbech. External work has included CPD at different schools across London, presenting at conferences and structured visits from other Alternative Provision Providers and colleagues from Japan who are attempting to set up AP provision for the first time. The Head of School has also been supporting EPIC Learning with leadership coaching and performance management and will shortly complete a Teaching & Learning review for Syon Manning School.