

## Report to Local Advisory Board (LAB)

23rd November 2015

### General Report to the LAB

	<table border="1"> <tr> <td><b>Meeting</b></td> <td></td> </tr> <tr> <td><b>Date</b></td> <td>23/11/15</td> </tr> <tr> <td><b>Item Number</b></td> <td>TBAP(14)</td> </tr> </table>	<b>Meeting</b>		<b>Date</b>	23/11/15	<b>Item Number</b>	TBAP(14)
<b>Meeting</b>							
<b>Date</b>	23/11/15						
<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>							
<b>Prepared By :</b>	Andrew Burton (Head of School)						

## Table of Contents

1. Introduction
  
2. Outcomes for Learners
  - 2.1. *Exams and Accreditation*
  - 2.2. *Progress and Interventions*
  - 2.3. *Reintegration*
  - 2.4. *Enrichment activities*
  - 2.5. *Any other relevant achievements*
  
3. Teaching, Learning and Assessment
  - 3.1. *Monitoring of Teaching*
  - 3.2. *SEN interventions*
  - 3.3. *CPD Summary*
  - 3.4. *Curriculum*
  
4. Personal Development Behaviour and Welfare
  - 4.1. *Admissions (pupil number)*
  - 4.2. *Attendance data and interventions*
  - 4.3. *Behaviour data and interventions*
  - 4.4. *Therapeutic Interventions*
  - 4.5. *Safeguarding*
  - 4.6. *Links with Parent /Carers*
  
5. Leadership, Management and Quality Assurance
  - 5.1. *Monitoring and Self Evaluation*
  - 5.2. *Progress against Ofsted Targets for Improvement*
  - 5.3. *External Reviews / Improvement Partners*
  - 5.4. *Visitors*
  - 5.5. *Partnerships*

## 1. Introduction

As we enter term two of the academic year 2014-2015 I am pleased to report on progress and achievements to date.

## 2. Learner Achievement and Progress

Our focus on learning and attainment delivered a 10% improvement in 5 A\*-G GCSE outcomes last year (50% of our learners achieved 5A\*-G) with a significant achievement of the Average Point score increasing from 103 in 2014 to 125 this summer (an increase of 21%).

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 – Term 1

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	0	1.8%
5 A* - G (English & Maths)	3/60%	10%
5 A* - G	100%	10%
5 A* - G (Including 'C')	0	-
5 A* - G (Including 2 'C')	0	-
5 A* - G (Including 3+'C')	0	-
100% Accreditation	80%	100%

**Table 1.1**

Yr 11 Headline Data – Whole school (GCSE & BTEC)		
Target Data	Number/% Cohort 14	Target
5 A* - C (English & Maths)	0	>National Avg. (1.1%) TBAP target – 20%
5 A* - C	0	1.8%
5 A* - G (English & Maths)	9/81%	10%
5 A* - G	9/81%	10%
5 A* - G (Including 'C')	10/91%	-
5 A* - G (Including 2 'C')	0	-
5 A* - G (Including 3+'C')	3/27%	-
100% Accreditation	10/91%	100%

**Table 1.2**

Yr 10		%	English Progress towards CATS	Yr 11		%
GCSE grade	CATs pred'	Current		GCSE grade	CATs pred'	Current
A*-C	40%	0%		A*-C	20%	0%
D-G	60%	100%		D-G	80%	80%

**Table 1.3**

Yr 10		%	Maths Progress towards CATS	Yr 11		%
GCSE grade	CATs pred'	Current		GCSE grade	CATs pred'	Current
A*-C	A* - C	0%		A*-C	18%	0%
D-G	D - G	100%		D-G	82%	91%

**Table 1.4**

Yr 10		%	Science Progress towards CATS	Yr 11		%
GCSE grade	CATs pred'	Current		GCSE grade	CATs pred'	Current
A*-C	0	0		A*-C	9%	0
D-G	100%	100%		D-G	91%	81%

**Table 1.5**

### **KS4 Headlines and areas for improvement**

#### **Year 10**

Learners in Year 10 have made an extremely positive start to their GCSE and BTEC courses. Headline figures indicate that 100% of the learners are on track for 5A\*-G. The offer of options at KS4 has meant that pupils have more interest in their studies. Art is reporting 100% 5 A\*-G with some learners on the border of grade C. Further headlines are as follows:

- 100% currently working at D – G in Maths.
- Possibility of 100% **GCSE** accreditation by end of the year.
- 67% on track or above in Art
- 100% on track A\*-G in Science

#### **Year 11**

55% of pupils are on target for Maths with 91% currently working at A\*-G. In addition, the first round of Functional Skills Level 1 Maths exams were carried out, of which one pupil has already passed. 100% SEN pupils on track for 5 A\*-G with 70% in Art. Three learners are working towards achieving a Distinction in the BTEC Sport Extended Award (worth 2 GCSEs)

## KS3 Summary Data

Yr D		%		English Progress towards CATS	Y9		%	
Level	CATs pred'	Current	Level		CATs pred'	Current		
5+	0%	0%	5+		0%	N/A		
5	0%	0%	5		33%	0%		
4	61%	14%	4		67%	33%		
3	29%	71% 14% (L2)	3		0%	67%		

Table 1.6

Yr D		%		Maths Progress towards CATS	Y9		%	
Level	CATs pred'	Current	Level		CATs pred'	Current		
5+	0%	0%	5+		29%	14%		
5	29%	0%	5		29%	0%		
4	43%	57%	4		43%	57%		
3	29%	29%	3		0%	29%		
2	0%	14%						

Table 1.7

Yr D		%		Science Progress towards CATS	Y9		%	
Level	CATs pred'	Current	Level		CATs pred'	Current		
5+	0	0	5+		33%	16.5%		
5	0	0	5		6.5%	16.5%		
4	67%	0	4		67%	50%		
3	33%	100%	3		0	33%		

Table 1.8

We have made 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 have started the process of achieving accreditation earlier this year. Results have already come through for Functional Skills Maths showing that one learner has passed. These have been scheduled fortnightly.

Three Year 11s were tested for access arrangements for public exams and qualified for readers in the November and forthcoming series of exams. The whole KS4 cohort (except one learner) sat the WJEC November English Language Certificate L1/L2 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. Half of the year 11 cohort also sat the Edexcel GCSE Mathematics exam. The rest of the cohort has been entered for the Edexcel iGCSE in January. This combination of FS and GCSE entries will ensure 100% A\*-G accreditation in English and Maths by January 2016.

### **2.2 Progress and Interventions**

Since September 2015 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 Core Subject Lead has trained and developed the core team to accurately baseline in KS3 and KS4. Key members of LSP staff have also been trained to support Year 11 learners with their English work. This hugely successful initiative has not only contributed to improved outcomes but has developed the skill set of our support staff last year and with 10% A\*- C and 70% A\*- G in English GCSE last year.

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

Our termly Progress Report has also been redesigned to showcase 'progress over time' more effectively. This has allowed us to deliver more specific, targeted interventions on group or individual level

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 include information on CATs predictions and progress in subjects over time. Up-to-date attendance and punctuality is shown with PASS data. A discussion of the learner, their interests, priorities and targets enables mentors to give strategies and set short term goals.

Reports from the last data drop have now been given to academic mentors and the second cycle of mentoring sessions has started.

The Wave system is now fully embedded across the school and the tables below outline the interventions that have taken place this academic year.

	<b>Lexia</b>	<b>Manga High</b>	<b>In class support</b>	<b>Mentoring</b>	<b>Handwriting</b>	<b>Careers meeting</b>
<b>Number</b>	47	14	336	20	8	6

**Table 1.9**

The Wave system has been in place at BCAPA since March 2015 and reading age data was taken from all learners in order to assess the impact of the literacy interventions that have been running; 7% have closed the gap between chronological and reading ages by 3 years, 53% by over 2 years, 20% by over 1 year and 13% by over 9 months

### 2.3 Reintegration

There has been a considerable amount of work completed to prepare learners for reintegration this term. 3 learners have successfully completed a reintegration report and are currently in receipt of intensive mentoring through our Wave system to prepare them for mainstream, this, alongside the offer of Therapeutic support with weekly counselling drop in sessions, is available to them. They are listed below and shaded in grey. We have also managed to successfully move some Year 11 learners on to more suitable environments with one pending in year 10 to complete their KS4 studies within AP as reintegration to mainstream is not an option and they are shaded yellow below.

<b>Learner</b>	<b>Year</b>	<b>Destination School</b>	<b>Date</b>
SC	9	Quintin Kynaston	September 2015
AC	10	Paddington Academy	October 2015
TT	9	Undecided	November 2015
RGO	9	Undecided	December 2015
AA	9	Undecided	December 2015
YA	11	Walmer Road	October 2015
JO	11	Aspire	October 2015
TF	10	Aspire (tbc)	November 2015

### 2.4 Any other relevant achievements

Following the success of the First Story programme last year with three learners we reviewed this process. We felt as SLT that it was expensive and had little impact on raising the profile of literacy across the school. In order to engage more learners in a similar way and raise the profile of literacy across the school we arranged our first 'Beachcroft Writes' day on the 21st October 2015. The curriculum was collapsed and five spoken word artists ran workshops including "Street fighter Poetry", "The History of Hip Hop" and "The Power of Words". Learners responded incredibly well to the workshops - particularly Chris Preddie OBE (whom is known to our learners through various projects) and Kingpin. We are collating learners' work, editing it and hope to produce an anthology to launch on World Book Day 2016. The behaviour was outstanding across the school and all learners were engaged; each producing at least one written piece during the course of the day.

### 3 Quality of Teaching

It 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 allocated certain members of staff with SLEs to support teaching development at partner schools in the Trust and trialling the Leverage Leadership pilot with two members of staff.

#### 3.1 Monitoring of Teaching

##### Headline summary

Ofsted Grade	Number of Lessons	Percentage
Outstanding	3	33%
Good	4	44%
Requires Improvement	2	22%
Inadequate	0	0

Table 1.10

The teachers that required improvement were one agency member of staff and an NQT whose lessons were classified as good in the summer term. Two members of staff still need to have their lessons observed (SLT – last round of observations were outstanding. If their lessons are classified as at least ‘good’ then the % of good or better teaching will be 82%).

#### 3.2 SEN

There are currently 5 Learning Support Professionals LSPs at BCAPA, four of whom are full-time permanent members of staff and one is an agency worker. The LSPs now work within a two-wave structure and each wave has a Wave Leader who is responsible for managing a team of LSPs.

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 and learners with statements or very complex issues are allocated to Wave 3. Within each wave the intervention is needs-led and based on progress data, reading and spelling ages and CATs data. 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 Director of Access and Inclusion (DOAI) with the administration Annual Reviews and Testing for Access arrangements.

##### **Learners with a Statement of SEN**

There are currently 8 learners on roll with statements and all Annual Reviews are either up-to-date, or diarised for completion by Christmas.



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

We have a new educational psychologist commencing work with BCAPA this academic year and our allocation is 9 days. This will be used to support new referrals for Education and Health Care Plans; currently one (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 has put in place interventions for literacy support for all learners and includes Guided reading, Handwriting support, Lexia - a computer based phonics and reading program, In class English support and 1:1 Coursework support. Clicker 6: word processing software that develops reading, writing and speaking and listening has also been introduced.

## **3.3 CPD Summary**

10 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	0	0
Good	7	70%
Requires Improvement	0	0
Inadequate	0	0

**N.B - 3 CPD sessions still require evaluations – Table 1.11**

## **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 BCAPA. This year we added Geography to the KS4 offer as well as Hair & Beauty. The following table outlines the structure of the offer by year group. There are a total of 28 lessons.

The range of options available at KS4 is detailed here:

Year 7 & 8	Year 9	Year 10	Year 11
3 x English	4 x English	4 x English	4 x English
3 x Maths	4 x Maths	4 x Maths	4 x Maths
3 x Science	3 x Science	4 x Science	4 x Science
1 x ICT	1 x ICT	2 x ICT	2 x ICT
4 x Opening Minds	4 x Opening Minds	1 x PSD	1 x PSD
2 x Enrichment	2 x Enrichment	2 x Enrichment	2 x Enrichment
1 x Circle time	1 x Circle time	3 x Options(3 in each) = 9	3 x Options(3 in each) = 9
2 x Art	2 x Art	2 X PE	2 X PE
2 X Food Technology	2 X Food Technology		
4 x PE	2 x PE		
1 X Creative Writing	1 X Creative Writing		
1 X MFL	1 X MFL		
1 X Drama	1 X Drama		

**Table 1.12**

Option 1	Option 2	Option 3
GCSE/Other MFL	GCSE Art	GCSE Art
GCSE Geography	BTEC Cooking	BTEC Cooking
BTEC Hair & Beauty	BTEC Sport/GCSE PE	BTEC Sport/GCSE PE
BTEC Construction	GCSE Geography	GCSE Additional Science
<b>Other Accreditation</b> <b>Vision to Learn</b> <b>AQA</b> – All subject areas <b>Functional Skills</b> – English, Maths, ICT		

**Table 1.13**

### 3.5 Enrichment

Enrichment activities are routinely offered across the school with between 6-12 learners involved in each activity every day. Activities include Boxing club which learners can access after school, Basketball, table tennis soccer skills, and ICT. This academic year we have added a range of GCSE/BTEC catch up classes. We also run Friday activities which have included rock-climbing and go-karting

## 4 Personal Development Behaviour and Welfare

### 4.1 Admissions (pupil numbers)

#### Admissions (pupil numbers) Nov 15

Year	NOR – Nov 15	KS3	KS4	Boys	Girls	No of Statements
2015- 16	34	15	19	26	8	8

*Table 1.14*

### 4.2 Attendance data and interventions

#### As at 13.11.2015

%	Y7	Y8	Y9	Y10	Y11	Total
<b>Attendance</b>	100.00	75.29	82.52	82.32	74.16	81.43
<b>Authorised Absence</b>	0.0	6.37	5.23	4.75	7.57	5.96
<b>Unauthorised Absences</b>	0.0	18.34	10.13	11.03	18.26	12.63

*Table 1.15*

### **4.3 Behaviour data and interventions**

A summary of the behaviour interventions are detailed below:

- The cycle of Team Teach/Safe Touch refresher training has continued with staff attending training programmes delivered over two days.
- Anger management training has also been delivered to the Learning Support Professionals to their work with the learners.
- Whole school mentoring training delivered to the LSPs this academic term as part of the staff development programme.
- Dream Arts: an all-girls' workshop covering topics around CSE (Child Sexual Exploitation) and SRE (Sex & Relationships Education)
- Localities Service (now named Early Help) – Delivering workshops covering ASB/Crime/ Gang culture.
- MOPAC Projects: inter-school football programmes linked to presentations by motivational speakers.
- TBAP behaviour policy is now fully embedded at BCAPA and remains the driving force underpinning current practice.

### **Pastoral / Waved Interventions**

All BCAPA learners have been allocated to Wave 1 (low needs) or Wave 3 (High needs) according to a full data analysis of CATs, reading and spelling ages, SEN need (Statements), SNAP, PASS, IEPs and current progress in core subjects. All LSPs are also allocated a Wave and are responsible for the delivery of all interventions for a small group of learners within that Wave. All LSPs have been trained in the delivery of all interventions: Lexia (phonics), Manga High (Numeracy), Mentoring, Anger Management, Accelerated Reader (Literacy), Handwriting and Elklan (Speech and Language support). However, within each Wave there is a specialist in each area: pastoral support and mentoring, Literacy, Numeracy and behaviour and learners have been allocated to LSPs with this in mind, as well as taking relationships into account to maximise the success of interventions.

We are now starting to see the impact of our waved intervention programme. In October, 15 learners had their reading ages retested with 93% of them reducing the gap between their chronological age and their reading age by at least 1 year.

### **4.4 Therapeutic Interventions**

#### ***Therapeutic Services Re-structure***

A TBAP Therapeutic Services Lead, Jackie Lindeck, has been appointed to manage the strategic development of therapeutic interventions at our schools and services. She is in the process of restructuring the Therapeutic Services which will also include a Speech and Language Therapist. BCAPA will have access to this service according to SEN needs outlined on Statements/EHCPs as well as a Music Therapist, once one is appointed two days a week.

## 4.5 Safeguarding

In Term 1 2015, a thorough safeguarding review was conducted by Alexia Featherstonehaugh (A TBAP Trust Director and Youth Magistrate). The review covered all aspects of safeguarding and provided external verification of the processes that we have in place at TBAP.

### Sexual Exploitation

BCAPA has continued to support the work of the local authority around issues of sexual exploitation. This has involved the mapping and identification of victims and perpetrators. Those identified are listed in the tables below. In support of this work we have engaged the sex and respect programme and dream arts to deliver SRE lessons to KS3 & 4 female learners.

#### BCAPA Westminster – Sexual Exploitation Mapping – Perpetrators (1)

	Name	DOB	Yr Group	Current provision
1.	SL	29/9/2001	9B	BCAPA

Table 1.16

#### BCAPA Westminster – Sexual Exploitation Mapping – Victims (3)

	Name	DOB	Yr Group	Current provision
1.	TT	20/12/2001	9B	BCAPA
2.	TT	15/9/99	11C	BCAPA
3	GN	24/7/2001	10B	BCAPA

Table 1.17

### Radicalisation

As a school we have facilitated a range of events supported by the local Prevent team including:

1. A series of table top sessions with Yr 10 & 11 learners focusing on the conflict in Syria facilitated by Prevent.
2. Prevent workshop for whole staff team, raising awareness of potential signs of grooming for extremism.

## Gang Interventions

We continue to work with the Westminster IGU (Integrated Gangs Unit), who supports pupils at risk of gang involvement. Referrals are made and the learners are assigned a one to one mentor

We have also had sessions facilitated by our own police liaison officer (RM) who has brought in guest speakers to speak with the student body on such matters as anti-social behaviour, crime, gang culture and joint enterprise.

## YOT

We continue to support the work of the YOT in the efforts to reduce the rates of reoffending and safeguard learners. 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) meetings which they facilitate.

We continue to offer our rooms to the YOT to facilitate sessions with our learners who have difficulties attending appointments. The sessions happen after school and the YOT fully appreciate our support.

### BCAPA Westminster & H&F – On YOT Referrals

	Name	DOB	Yr Group	Current provision	Borough
1.	SL	29/9/2001	9B	BCAPA	H&F
2.	GN	24/7/2001	10B	BCAPA	Westminster
3	TMT	12/05/2000	11B	BCAPA	Westminster
4	TT	15/9/99	11C	BCAPA	Westminster
5	JK	14/10/1999	11A	BCAPA	Westminster

**Table 1.18**

## Child Protection

Currently on roll at the BCAPA we have 1 learner on the CP register, 2 on the Child in need register and 3 are looked after (LAC). We continue to support our learners through attendance at Child Protection Conferences and reviews, Core Group meetings and personal Education planning meetings for our LAC learners

### 4.6 Links with Parent /Carers

Links with parents and carers continue to be positive. 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. We also carry out Friday phones calls to every student giving parents an overview of their child's week. Postcards home can also be sent to reinforce pupil achievement. At the start of every term we carry out structured conversations where parents are invited in to discuss with Learning Guides their child's progress and any issues they may be facing. We conduct parent surveys analysing feedback in order build upon the parental engagement and participation.

In addition, the Director of Access and Inclusion, Yasmin Stevens, meets at least annually with parents/carers of learners with a Statement of SEN/Education, Health and Care Plan (EHCP). There are currently 8 such learners on roll and the Annual Review cycle will be up to date by the end of term 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 BCAPA staff team on Thursday 19<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**

We believe that we are making very good progress against the Ofsted targets for improvement recommended to us at our last Ofsted. The main focus for us at BCAPA has been the quality of learning and teaching. This has consisted of a two-fold approach with Teachers and Learning Support Professionals. The 'TBAP Way' has been introduced to teachers as a vehicle to improve the quality of delivery within the classroom. Teachers have created a set of teaching tools for themselves which they deliver in a set format across their lessons. This has meant that our learners are now more prepared for what will happen in their lessons and has consequently improved behaviour and learning outcomes. We have also worked closely with our LSPs to ensure that they have close links with the teachers and learners they support. The Wave system facilitates this joint approach and has meant that the quality of LSP support either in or out of the classroom has been significantly improved.

### **5.3 External Reviews / Improvement Partners**

Our Challenge Partners Review is scheduled for early in Term 3

### **5.4 Visitors**

We have received no external visitors in Term 1 to date.

### **5.5 Partnerships**

BCAPA continues to work with a range of agencies in support of the learners' community. These include both statutory agencies and a range of voluntary services. Currently we have positive engagement facilitated through:

- Localities Service (now named Early Help) – Delivering workshops covering topics such as sexual exploitation, family and relationships, ASB/crime/ gang culture, media associations, hidden harm.
- EPIC Youth Projects International – sexual, relationship education.
- Dream Arts – An art-based therapy workshop with confidence-building and teamwork at the forefront.
- YOT- Working with targeted individuals on Intensive Supervision and Support (ISS) programmes, substance misuse and anti social behaviour
- Turning Point – Drug awareness 1: 1 sessions. Learners are referred and seen on a weekly basis to discuss consequences of addiction.
- Prevent – delivering workshops around radicalisation.
- Integrated Gangs Unit (IGU) is a K& C / Westminster Service
- Early Help (K&C)
- Working with men
- Families Forward
- Multi-Systemic Therapy (MST)
- Child Adult Mental Health Services (CAMHS)
- FSCP Children’s Services
- Virtual Schools
- On site education welfare officer twice a week, supporting school, pupils and families with attendance.