

Report to Local Advisory Board (LAB) 9th March 2015

Report on the Quality of Teaching

	Meeting	
	Date	09/03/15
	Item Number	TBAP 5
Title:	Head of School Report to the LAB - Quality of Teaching	
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1. Introduction

This is my second 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 that the staff is 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.

As we enter Term 4 of the academic year 2014-15 I am pleased to report on the progress of Teaching. BCAPA has been through a period of change this year with several significant movements of staff. There will be further change in Art, English and Food Technology.

2. Quality of Teaching

Outstanding	(28.6%)
Good	(28.6%)
Requires Improvement	(42.9%)
Inadequate	(0.0%)
Avg Grade	Good

Use the Options button to change the time period or add filters for analysing observations.

Subject	Grades	Total
Art and Design	info	2
English	info	1
Mathematics	info	1
Unspecified	info	3

Ofsted	Grades	Total	CPD Needs	CPD Events
Overall	info	7	0	0

Focus	Grades	Total	CPD Needs	CPD Events
Appropriate Dress ⓘ	info	7	0	0
Assessment For Learning ⓘ	info	7	0	0
Behaviour for Learning ⓘ	info	7	0	0
Challenge/ Level of Work ⓘ	info	7	0	0
Environment for Learning ⓘ	info	7	0	0
Learner Progress ⓘ	info	7	0	0
Learners are Aware of Levels, Targets & Grades ⓘ	info	7	0	0
Literacy & Numeracy Evident ⓘ	info	7	0	0
Marking ⓘ	info	7	0	0
Starter Activity ⓘ	info	7	0	0
Success Criteria & Learning Outcomes ⓘ	info	6	0	0
Teaching ⓘ	info	7	0	0
Use of Data to Inform Planning ⓘ	info	7	0	0
Use of Support/Resources ⓘ	info	6	0	0

2.1 Monitoring of Teaching

Of the three teachers whose lessons were judged 'requires improvement' (RI) one has left and two have received coaching and support from TBAP Specialist Leaders of Education (SLEs). Through Learning walks, SLE feedback and other informal observations these teachers lessons are now judged 'good'.

The Learning Support Professional (LSP) team has undergone an audit of skills in T3, and we are now moving towards the TBAP wave model of support. This will enable us to appoint team leaders and to support LSPs with delivery of targeted support for all learners in literacy, numeracy and emotional/behavioural needs.

Learning Walks are carried out 3 times per week by all members of the Senior Leadership Team to ensure that all aspects of teaching (including displays, classroom organisation, Behaviour for Learning) are meeting expected standards across the school.

Work scrutiny has been carried out in T3, and all teachers have been advised of ways of improving marking. TBAP network meetings ensure that best practice is shared across all TBAP schools.

2.2 SEN

EHCP transfers

Year 11 initial meeting will be completed by the first week of March. This will enable us to meet the Tri-borough deadline. All learners have engaged and have plans for post 16. Applications to college have also commenced.

Waved interventions

Yasmin Stevens, Interim Director of Access and Inclusion has been working closely with Steve Speck to bring the deployment of LSPs in line with systems at BAPA. The Wave system has been adapted to reflect the number of staff and learners; Wave 3 will address the learners with a Statement of SEN or EHCP and learners with reading ages 4 years or more below their chronological age. Wave 1 will address other needs that require specific interventions. All learners have been assigned to a wave and within that, an LSP. LSPs have received training in delivering Speech and Language support (Elklan), Lexia, Accelerated Reader, Manga High, Mentoring, Handwriting, Anger Management and training in delivering Mindfulness is planned for Term 5. These interventions will run alongside Therapeutic services to ensure that the needs of each learner are being met. This will be monitored using SIMS by the DOAI until two wave leaders are appointed by the end of term 4.

Literacy Programme

The Literacy intervention sessions will be divided into two sections: Lexia and Accelerated Reader. AR will track and develop all learners' reading ages through reading a range of fiction and non-fiction texts; our library of resources for this is something we have invested in in our recognition of the importance of reading and literacy levels. The Lexia Programme is targeting all learners with a Statement of SEN or EHCP and other targeted learners with reading ages 2 years or more below their chronological age. Raising learners' reading ages is a priority; on average our learners have a reading age of 3 years below their chronological age and this has an impact on their attainment and progress in all subjects.

All LSPs have completed 3 full days of training in Elklan, which has equipped them with the skills to address the language and communication needs of learners. However, more specialist support for profound speech and language needs is being sought from a qualified therapist within Tri-borough.

Numeracy Programme

All LSPs have been trained to deliver Manga High as an intervention for all learners needing support in Numeracy. All learners also have access to MyMaths and this can also be used as an intervention with KS4 learners if more appropriate.

We appointed two primary trained teachers this academic year; a teacher of English and Mathematics and a teacher of Opening Minds. Their expertise in differentiation at the upper KS2 level are being used to develop a Thematic curriculum to benefit all of our KS3 learners.

Yr11 Interventions

Academic mentoring was launched in term 3 and all learners in Year 11 have been assigned a member of staff to discuss their progress in all subjects and set targets. Each learner has now met at least once with their mentor and their intentional post 16 destination is pivotal in the mentoring and target setting process.

Within the wave system, coursework support is available for all KS4 learners in English Language and other interventions are available to all learners as detailed above.

Therapeutic services

David Brooks, our therapist, is running various support across the academy:

1.'Rock & Water' which uses an increased body awareness that then raises emotional awareness. It is labelled as emotional education (particularly anger) addressed through activity and physical learning. It uses Martial Arts concepts and once students start this it has been quite successful. I have the program but also have testimonies from staff and students from the last two years.

2.The second program aims to address issues around relationships, gender and sex with our young people, mainly KS4 learners.

Specific sessions for year 11 prior to exams on managing anxiety and maximising study etc. This includes looking at healthy coping strategies for these young people

2.3 CPD Summary

2014 TBAP Conference Day 1	02/09/2014
TBAP Teachmeet	03/09/2014
TSA PLTS	03/09/2014
TSA Good or better	03/09/2014
TSA CBT	03/09/2014
TSA Attachment theory	03/09/2014
TSA Anger management	03/09/2014
TSA Online learning	03/09/2014
TSA Social Media	03/09/2014
TSA Behaviour for learning	03/09/2014
TSA Working with parents	03/09/2014
TSA Coaching	03/09/2014
TSA Love of Learning	03/09/2014
Fire Marshall Training	08/09/2014
TBAP Modules Coaching 2	09/10/2014
TBAP Modules Behaviour for learning 2	09/10/2014
TBAP Modules Good or better 2	09/10/2014
TBAP Team Building	03/11/2014
Fire Marshall Training	25/11/2014
TBAP CPD: Outstanding use of LSP	15/01/2015
TBAP CPD: Assessment Models and Systems in AP	15/01/2015
TBAP CPD: Introduction to SIMs	15/01/2015
TBAP CPD: Securing Good or Better Teaching	15/01/2015
TBAP 2020 Vision Day	23/02/2015

Performance Management is being completed for all staff (but requires some adjustment due to change of roles) and this has identified training needs for all. Training to date includes Pixl training for teachers, Challenge Partners training for Head of School, Lexia and Elklan training for all LSPs.

2.4 Curriculum

The Curriculum remains the same since the beginning of the year and is currently under review. The key focus is to enhance our ability to offer each learner a 'bespoke' set of subjects which respond to their requests, needs and abilities. It is intended that the outcome will prove effective with learners who can achieve considerable breadth of GCSEs and with learners whose needs and abilities are narrower.

2.5 Enrichment

Enrichment is mostly delivered through our Friday afternoon 'Options' sessions which include sport, dj-ing, cooking, chess, magic lessons, film and catch-up.

Learners have also attended First Story (a weekly creative writing class), Debate Mate (a national programme developing students' ability to debate a range of topical issues) and a TBAP drama workshop leading to performance work at The Lyric, Hammersmith.

Eight Key Stage 3 learners spent three days on Jamie's Farm, a therapeutic residential centre in Wiltshire. One Year 11 was also invited (free of charge) to be a mentor following his highly successful time on a previous occasion.

Further Enrichment sessions are planned at London Zoo and more opportunities are currently in negotiation.