

## Executive Report

### TBAP West

Academic Year 2016 /2017 – March 2017

### Teaching, Learning and Assessment

<b>Meeting</b>	TBAP Trust Board
<b>Date</b>	28/03/17
<b>Item Number</b>	TBAP ( )

<b>Title:</b>	Executive Headteacher report to the TBAP Trust Board – Quality of Teaching , Learning and Assessment
<b>Responsible TBAP Leadership team member:</b>	Krishna Purbhoo, Executive Head TBAP West
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## 1. Introduction

I am pleased to report on the quality of teaching, learning and assessment to date for the academic year 2016-17.

## 2. Quality of Teaching

We have implemented a new approach to assessing the quality of teaching this year. Moving away from a reliance on single 'formal' lesson observations to provide a grade, senior leaders now employ a number of strategies and review a range of evidence in detail over the course of each term. Learner portfolio checkpoints are used each term to review the progress learners are making and to ensure high standards of marking and feedback are maintained across the curriculum. Learning walks in all academies are being used effectively to share best practice and further embed an open-door culture around supporting improvements in teaching learning and assessment. Schools report a positive attitude from teachers to this more comprehensive assessment of the quality of teaching.

Regular 'drop-ins' to classes during each week allow senior teams to monitor the typical standard of teaching in each class and therefore ensures a more secure judgment to be made about teachers strengths and areas for improvement.

Our revised policy and approach to developing teaching learning and assessment at all TBAP Academies has been validated externally by Challenge Partners Quality Assurance reviews in terms 1 and 2 respectively at Latimer AP Academy and Beachcroft AP academy. In addition, our assessment methodology was subject to close scrutiny during Beachcroft's Ofsted Section 8 inspection and our most recent Ofsted Section 5 inspection of Bridge AP Academy.

*'Leaders make accurate judgements about the quality of teaching and learning in the school. They understand precisely where the strengths and weaknesses lie and put credible plans in place to tackle any weaknesses swiftly.'*  
(Ofsted Sec 8 Beachcroft AP Academy –Dec. 2016)

*'The quality of teaching, learning and assessment is good. The school's information shows that effective teaching over time has enabled pupils to fill in the gaps in their learning and to acquire new skills.'*  
(Ofsted Sec 5 Bridge AP Academy- Feb. 2017)

*'Staff have a secure and detailed knowledge of each student's learning needs .....Teacher subject knowledge is secure in the large majority of subjects and students respond well to this by being engaged in their learning in lessons.'*  
(Challenge Partners QA review Latimer AP Academy- Oct. 2016)

However, there is still room for further improvement. Following our recent inspection at Bridge AP Academy we have been asked by Ofsted to build on our current practise by making greater use of peer to peer coaching to ensure that teaching in all subjects enables learners to make 'rapid progress'. I can confirm that across academies in TBAP West, informal lesson observations are being used effectively to support teachers to improve aspects of their practice by observing colleagues. In addition, at Courtyard AP Academy and Beachcroft AP Academy significant improvements have been

made to raise quality of teaching using Leverage Leadership mentoring programme and our senior team at Bridge are currently designing a peer to peer coaching programme to be rolled out during the summer term. Academies are able to access, via the TBAP Teaching School Alliance, external support such as the Developing Outstanding Teachers programme and through our partnership with the Pimlico SCITT: the Improving Teacher Programme.

## 2.1 Summary Data

	BAPA	LAPA	BCAPA	CAPA	AcAPA
	71% (100% @TBAP Residence)	75%	90%	100%*	80%
	29% (7 staff incl. 2 supply teachers Both receiving differentiated levels of support to develop their practice)	25% (3 Staff. One permanent member of staff supported with marking. Two supply members of staff supported with planning and behaviour management and have shown rapid improvement.	0% (2 staff -One receiving support to help improve consistency in delivery. One teacher (NQT) and has a tailored package of support incl. team teaching, planning support mentoring.		20% (2 staff Coaching triad system in place for all teaching staff
	0	0	0	0	0

\* CAPA maintain high standards of teaching with 83% judged as outstanding and 17% at least Good

## 3. Learner Progress Update

In the Secondary phase, subject teams from across the Trust continue to refine Key Performance Indicators (KPIs) for each subject and close collaboration is helping to ensure KPIs are commonly used throughout TBAP and that judgements about progress are moderated. All academies have entered baseline assessment data using Pupil Asset and are now analysing data output. With some of our Secondary AP Academies more advanced in their use of Pupil Asset, we are utilising their expertise across the region to ensure Directors of Learning and Heads of School are using the new software effectively. We are confident that teaching staff understand how to assess progress against new KPI's and how to input data on an ongoing basis. Reassuringly, at Latimer AP Academy, an analysis of Progress 5 academic data demonstrates our new assessment and tracking system is now fully operational and more importantly, that that learners continue to maintain rates of progress in relation to their year group.

By the end of the academic year we expect Secondary AP Academies to be reporting progress across the region in a similar format to that below.

Latimer AP Academy Yr11 learner progress analysis Term 2 2016-17					
	% progress against KPIs in each criteria			% making progress against all criteria	
	Developing	Extending	Expert	Disadvantaged	Non- Dis.
English	26.4%	16.2%	0	35.2%	36%
Maths	4.7%	5.8%	4.7%	17.4%	12.8%
Science	17.4%	21.7%	0	18.8%	15.6%
Art	39.8%	18.8%	12.5%	56.2%	37.5%
RE	51.6%	25%	0	50%	53%
Sociology	12.5%	20%	0	25%	25%
PE	38.1%	28.6%	0	59.6%	23.8%

At our Academic AP Academy, progress towards predicated grades is assessed against the IB 1-7 grade scale. In relation to the standard of teaching, our DfE monitoring visit in Term 2 found that:

*'In lessons seen teachers demonstrated good subject knowledge. Generally teachers are using a wide range of strategies including modeling and open questioning. Students were generally engaged, willing and ready to learn. They were provided opportunities to work independently, and in larger discussion groups'.*

*'Small group teaching provides highly tailored and differentiated support'.*  
(DfE monitoring Academic AP Academy –Nov. 2016)

To ensure that assessment judgments receive external moderation, Academic AP Academy is developing links with two local IB schools: Westminster Academy and Godolphin and Latymer, an independent girl's school in Hammersmith. The Academic AP Academy is also part of the wider IB schools' network

Primary teaching, learning and assessment remain a strength across TBAP West. Courtyard AP Academy and Beachcroft Primary AP continue to assess using a range of tools such as Progress in Maths Assessment (PUMA) and Progress in Reading Assessment (PIRA). Both assessments to enable thorough 'gap' analysis and ensures teachers' planning is personalised. The result is learners making excellent progress regardless of their starting point.

Following our Section 8 inspection at Beachcroft Ofsted reported that:

*'Primary-aged pupils do especially well, making very strong progress and demonstrating a pride in their work.'*

*(Ofsted Sec 8 Beachcroft AP Academy –Dec. 2016)*

#### **4. Curriculum Development and Enrichment**

Across the region AP academies offer a broad curriculum. Changes this year see the introduction of more accreditation opportunities: Sociology and History at Bridge; Citizenship and Health & Social Care at Beachcroft. Latimer have added Sociology, History and R.E. as GCSE's as well as delivering project-based learning (PBL) currently delivered during Art lessons for non-GCSE groups. Full details of the curriculum offer at each AP academy can be found in their respective reports to Local Advisory Boards and on the TBAP website.

Community-based learning and enrichment continue as significant features of the curriculum offer at all AP Academies. Latimer AP Academy has offered learning opportunities at London Zoo, City Farm and Natural History Museum.

Key stage 3 learners at Bridge AP Academy access enrichment on Fridays. Their activities include: canoeing, assault course, skiing, trampolining and climbing. At Key stage 4 daily enrichment activities include: Chess in schools; Let me dance; Let me play football; Girls (fitness) group. Primary learners also have arranged exciting and engaging opportunities such as cinema trips, a trip to the theatre to watch a pantomime. Learners also access weekly BMXing.

All Academies have published their respective curriculum offer on their local academy websites in line with DfE compliance guidelines.

#### **5. Continuing Professional Development (CPD)**

High quality CPD remains a strength. Through structured CPD closely linked to prioritise across the Trust, Leaders at all levels engage in collaborative working with colleagues within the West region as well as across the wider Trust. Directors of Learning, Heads of School and executive leaders have met regularly over the academic year to drive forward the development of TBAP Progress 5. Two offsite leadership days brought together Heads of School, the executive team and TBAP Trust board members and were extremely well received. Our autumn term meeting resulted in a comprehensive review of TBAP 2020 Vision ensuring continued shared-ownership of our Trust-wide development plan. In February we met to review the curriculum offer at all schools. We were able to share best practise at a senior level and consider how the 'TBAP offer' in future years can deliver a broad and balanced curriculum to best meet the needs and abilities of our learners now and prepare them to be economically viable citizens going forward.

Academies in the West region are using outcomes from the day to shape curriculum planning for 2017-18.

CPD sessions on Thursday afternoons are used to deliver academy-specific training to teachers and non-teaching staff related each academy's school development priorities as well as trust wide priorities such as Safeguarding delivery of literacy interventions and. Staff at all levels continues to access CPD Pathways.

As mentioned above, targeted CPD continues to be used effectively to address issues of underperformance and to improve quality of teaching.

AP academies in the West region report that more than 90% of staff consider TBAP CPD to be good or outstanding.

What external reviewers said about CPD in the West region:

*The school benefits from access to continuing professional development, involvement in initial teacher training and the opportunities from being part of the TBAP Multi- Academy Trust and the TBAP Teaching School Alliance.  
(Challenge Partners Latimer APA- Oct 2016)*

*Staff benefit greatly from the trust's extensive training and development programme to improve their practice.  
(Ofsted Sec 5 Bridge AP Academy- Feb. 2017)*

## **6.1 Monitoring and Self Evaluation**

All AP Academies maintain rigorous data driven monitoring and self-evaluation processes. Each Academy regularly reviews the Self Evaluation Form (SEF) and their School Development Plan (SDP). Progress and outcomes data is regularly used to hold to account staff at all levels and informs our robust cycle of performance management. Subject department self evaluation is now supported by data derived from Pupil Asset. Data drives developmental planning and is well managed by Directors of Learning and Heads of School at Academies in the West region.

## **6.2 Progress against Ofsted Targets for Improvement**

All academies have addressed targets resulting from Ofsted Inspections that took place before this academic year. (Please refer to Academy LAB reports for details.)

This year following our Section 8 inspection, Beachcroft AP academy has the following areas highlighted for improvement:

*Leaders and those responsible for governance should ensure that pupils' outcomes are improved by:*

- 1. Using the information gained to ensure that provision is sharply focused on the key priorities for each pupil.*
- 2. Bringing together and refining systems for tracking and measuring pupils' progress with regard to academic achievement, behaviour, attendance and the impact of therapies*

Progress 5 assessment and Pupil Asset enables us to bring together the strands identified by Ofsted, in a single termly report. Data analysis during the summer terms will indicate for every learner, what

has been learnt in each subject and to what depth, areas of the programme of study that have not yet been taught and aspects that are not yet fully understood and require consolidation.

In February this year Ofsted set the following areas for improvement for Bridge AP Academy:

*Further improve leadership and management and the quality of teaching by ensuring that:*

- 1. The school's new assessment system is fully established*
- 2. The school's coaching programme for teachers is intensified so that more pupils are enabled to make good or better progress*
- 3. Pupils who are now persistently absent attend school more regularly*
- 4. Pupils become less reliant on adults to support their learning.*

Our actions to date are as follows:

1. As stated above, we are operational with TBAP Progress 5 recording and reporting, with additional CPD in using Pupil Asset planned for staff at levels.
2. The Director of Learning is implementing a peer to peer coaching programme, as well as maintaining targeted support to improve the quality of teaching where necessary.
3. A significant piece of work is underway, led by the Student Services Manager and Head of School at Bridge AP Academy, to ensure non-attenders and their families are supported to better engage with Academy staff. We will use fixed penalty notices where appropriate or refer to Early Help teams for a multi-agency approach. Curriculum revision also gives us opportunities to offer a greater range of vocational programmes.
4. To facilitate improved engagement in the wider curriculum, further development of our Integrated Curriculum Model (ICM), will ensure that learner's social, emotional and learning needs are being met and learners are taught the skills they need to become effective learners.

### **6.3 External Review/Improvement Partners**

Challenge Partners QA reviews:

October 2016- Latimer AP Academy

November 21<sup>st</sup> 2016- Beachcroft AP Academy

Ofsted Section 8 and Section 5 inspections:

December 2016- Beachcroft AP Academy Section 8 (Grade- Good)

February 2017 - Bridge AP Academy Section 5 (Grade- Good)

In addition, Challenge Partners Quality Assurance Review at Courtyard AP Academy is scheduled for 15<sup>th</sup> March and we are expecting our Section 8 inspection at Latimer AP Academy this year.

### **6.4 Visitors**

- Trust Board members visits to Bridge, Courtyard and Latimer
- Foundation Trust member visit to TBAP Residence

VIP visits remain a regular feature at Bridge AP Academy:

- Swedish Headteacher delegation
- Ministry of Justice and Charlie Taylor
- Huntingdon Headteachers
- Harlow Aspire Headteachers
- Diverse Academies Learning Partnership Executive Team

## 6.5 Partnerships

Across the West region our Academies actively seek to engage with external services, 3rd sector organisations and charities, to support learners within school and their wider communities.

Multi Agency Partners:-

- Children and Young People Services.
- Early Help Service (formerly Localities) – continue to support learners who have been referred for family support related issues and attendance.
- ACE team – Attendance and exclusion/ referral
- Youth Offending Service/Client/Workshops/CPD.
- Youth Offending Service- Early Intervention and Triage.
- Tri-Borough Prevent- delivering workshops around radicalisation.
- Multi-Systemic Therapy (MST.)
- Child Adult Mental Health Services (CAMHS)

Examples of partnerships from across the West Region (further details can be found in Academy LAB reports) :

- Fulham Football Club
- LIFE Fire training/awareness programme.
- LIFE Work Skills training/awareness programme.
- Street Outreach Service (SOS H&F YOT behaviour.
- Let Me Play – positive activities for young people delivered daily at break times.
- Chess in Schools and Communities – delivering Chess enrichment activities.
- Jamie's Farm.
- Achieve High Team - Gangs intervention work.
- FSCP Children's Services
- PAN Intercultural Arts
- St Giles' Trust
- 'Directions Group'- Ex offender/ Mentors .
- Westminster Integrated Gangs Unit- sexual health and sex and relationship education.
- Dallaglio Foundation – rugby and mentoring
- Young Women's Advocate at Women and Girls Network
- The BRIT School
- Albert and Friends Instant Circus

## Police

Safer Schools Officers are regularly on site at Beachcroft AP Academy and Latimer APA academy. The Executive Headteacher and Head of School, at Bridge AP Academy are currently working with senior officers in the Hammersmith and Fulham to identify suitable candidates for the role of Safer Schools Officer at Bridge. This year, two officers have started in the post but for personal reasons, neither has remained long term.