



TBAP Residence
Broadfield Park

Report to Local Advisory Board (LAB)

21st November 2016

General Report to the LAB

	Meeting	
	Date	21/11/16
	Item Number	TBAP(16)
Title:	Head of School Report to the LAB – General Update	
Responsible TBAP Leadership team member:	Amy Smith – Head of Residence	
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1. Introduction

The TBAP Residence: Broadfield Park opened its doors to learners in January 2016. During the last academic year the TBAPRes staff team have positively worked with 4 cohorts of learners (as described below) from across the Tri-Borough Provisions. The TBAPRes delivery model has evolved in response to learners' needs over the course of the last academic year and continues to do so this academic year so as to ensure that outcomes for learners are the best they can be. As we enter Term Two of the academic year 2016-17 I am pleased to report on progress and achievement to date.

2. Outcomes for Learners

2.1 Exams and Accreditation

Upon opening it was decided that all learners who attend the TBAPRes would leave the Residence with at least 1 nationally recognised accreditation. This target has been achieved.

TBAPRes learners have achieved the following accreditation: -

- 100% of learners that attended the TBAP Residence achieved 1 nationally recognised qualification.
- 89% of learners achieved a BTEC Level 1 Award in Performing Arts – equivalent to 1 x D-G GCSE grade. Of this 89%, 1 learner was from Year 11, 1 learner was from Y10 and 6 were from Year 8. The 1 learner who did not complete this qualification left before the end of the cohort.
- 100% of learners achieved the Kingfisher and Open Awards Angling Accreditation.
- 100% of learners achieved accreditation for the work completed during the Challenger Troop programme.

The target of at least 1 nationally recognised accreditation will continue during the 2016-17 academic year.

2.2 Progress and Interventions

The TBAPRes programme's central focus is as an intervention to support learners who are either in or on the edge of care, and/or involved in the youth justice system. TBAPRes aims to provide learners with the support they need to re-engage with their education. It focuses on facilitating improved behaviour, educational achievement and family relationships as well as reducing youth offending and reducing the number of young people entering care.

2.3 Reintegration

All learners who attend TBAPRes are reintegrated after their programme has finished. The original plan was for learners to be reintegrated back into their home schools; however the last cohort proved so successful that several learners were reintegrated into mainstream schools/colleges. We aim to ensure that learners are reintegrated into the most suitable place for them after their programme has finished.

Learner	Home School	Cohort	Reintegrated to
BB	BAPA	1 & 2	BAPA
DG	BAPA	1, 2, 3 & 4	Owlswick School
SC	LAPA	2	LAPA
JL	LAPA	2, 3 & 4	College
HH	BCAPA	2	BCAPA
MF	PRC	3 & 4	Hurlingham Academy
JR	BAPA	3 & 4	Chiswick School
JB	BAPA	3 & 4	PRC/College/Work Ex
GB	LAPA	3 & 4	LAPA

2.4 Enrichment activities

As a residential provision, enrichment activities are integral to our programme but activities of particular note are: -

- BRIT School Collaboration resulting in a performance written and performed by TBAPRes learners and Y12 BRIT School learners
- Weekly workshops delivered by Chris Preddie OBE
- Weekly workshops delivered by Paddington Arts
- Weekly sessions delivered by Graffiti Kings
- 6-week Music programme delivered by Rhythmix
- Challenger Troop Parent/Learner Days and Overnight Termly Residential

2.5 Any other relevant achievements

It should be noted that learners superseded expectations that were set prior to opening as it was only planned for learners to reintegrate back into their home schools. The achievement of several learners was so vast that mainstream reintegration was possible.

3. Teaching, Learning and Assessment

3.1 Monitoring of Teaching

All teaching at TBAPRes last year was judged to be 'Outstanding'.

3.2 SEN interventions

The TBAPRes programme is a bespoke intervention that caters for each learner's individual needs. When learners arrive at the Residence they take part in an induction period where their needs are assessed in conjunction with SEN information provided by the Home School. This information is then used to tailor a personalised programme unique for each learner. This programme is regularly evaluated by staff to ensure that learners are being given every opportunity to succeed.

3.3 CPD Summary

The majority of CPD time was involved with the set-up and ongoing evaluation of TBAPRes. In addition staff did the following CPD in addition to the TBAP TSA CPD programme: -

- BSA – National Minimum Boarding Standards
- St. John's Ambulance – First Aid
- Level 2 Food Hygiene Certificate

- Team Teach
- Drugs Awareness
- Evidencing the NMS

3.4 Curriculum

The TBAPRes Curriculum operates over a 24-hour period and everything that learners experience whilst staying at the Residence is educationally based. There is a core 'School' curriculum that operates over an extended day between 9.15am and 4.30/5.30pm. This curriculum aims to engage learners back into education by using creative techniques immersing learners in the curriculum encouraging them to experience learning in a new way. The 'Home' curriculum provides learners with a variety of enrichment opportunities but also focuses on teaching learners Life Skills. Ongoing mentoring throughout the 24-hour period supports learners to consider and reflect upon the impact of their positive and negative choices.

It should be noted that both the 'Home' and 'School' curriculums are bespoke for each cohort of learners and as a result changes each cohort.

An example 'School' curriculum: -

	Monday	Tuesday	Wednesday	Thursday	Friday
9.15am-9.30am	Registration Activity	Registration Activity	Registration Activity	Registration Activity	Registration Activity
9.30am-10.00am	Lexia/My Maths	From Another Perspective	Languages	Boys 2 Men	Lexia/My Maths
10.00am-10.30am	Documentary		KS3 Maths Or KS4 Option		Group Play
10.30am-11.00am		Catch Up 1-1s			
11.00am-11.15am	Break	Break	Break	Break	Break
11.15am – 12.15pm	Albert and Friends Instant Circus	KS3 Drama Or KS4 English	KS3 Option Or KS4 Maths	KS3 English Or KS4 Life Skills	KS4 Mentoring Or KS3 Motor Mechanics
12.15pm-12.45pm		Challenger Troop (with packed lunch)	Lunch	Challenger Troop (with packed lunch)	Lunch
12.45pm-13.30pm	Lunch		Skiing		Lunch
Afternoon Activity	Fishing	Or KS4 Gym		Or KS4 Gym	Home Time

'Home' enrichment activities include: -

- Swimming
- Trampolining
- Cinema Trips
- Boxing
- DJ Technology
- Football
- Cooking

4. Personal Development Behaviour and Welfare

4.1 Admissions (pupil number)

Cohorts between January 2016-July 2016

Learner	Year	Home School	Cohort
BB	8	BAPA	1 & 2
DG	8	BAPA	1, 2, 3 & 4
SC	11	LAPA	2
JL	10	LAPA	2, 3 & 4
HH	8	BCAPA	2
MF	8	PRC	3 & 4
JR	8	BAPA	3 & 4
JB	10	BAPA	3 & 4
GB	8	LAPA	3 & 4

Cohorts between September 2016-Current

Learner	Year	Home School	Cohort
JR	9	BAPA	1 & 2
JP	10	BAPA	1 & 2
SW-P	11	BCAPA	1 & 2
HH	9	BCAPA	1 & 2
AM	9	BCAPA	1 & 2
AR	11	CSS	Emergency Placement

4.2 Attendance data and interventions

Learners have 100% attendance based on the nature of the intervention.

4.3 Behaviour data and interventions

Racist incidents

None

Bullying

TBAPRes has a zero-tolerance attitude towards bullying because learners are both learning and living on the site. It is very important that they feel safe at all times. Incidents of bullying are addressed during PSHE sessions, Mentoring and Group Therapy sessions.

The following incidents have occurred since January 2016: -

- May 2016 - 3 learners received 1-day F/T exclusion for an incident of bullying
- May 2016 – 1 learner received 1-day F/T exclusion for an incident of bullying
- September 2016 - 1 learner received 1-day F/T exclusion for an incident of bullying
- October 2016 - 3 learners received 1-day F/T exclusion for an incident of bullying

Sexual Assault

None

Radicalisation

None

4.4 Therapeutic Interventions

A key component of the TBAPRes offer is an intensive therapeutic input for both learners and parent/carers. BB-C as the TBAPRes Lead Therapist coordinates all of the therapeutic interventions that take place as well as working with each learner therapeutically. Each learner engages in at least one 1:1 session and one group session per week. In addition, parents/carers are required to attend weekly sessions in London with our Family Therapist, Steven Radley. It should be noted that the take-up for the parent/carer sessions is over 85%, which is very pleasing to see and testament to the hard work of BB-C.

4.5 Safeguarding

All staff have taken part in at least two Safeguarding CPD sessions since January 2016. AS delivered a refresher session in September 2015. Safeguarding is a central discussion point in every TBAPRes staff meeting, which is vital due to the school and home nature of the provision. There are clear procedures in place for entering learners' bedrooms, etc. which are adopted by all staff.

4.6 Links with Parent/Carer

Working closely with Parents/Carers is key to the success of the TBAPRes intervention and as a result we have forged excellent links with the families of all learners. During every cohort parents/carers attend at least three events at the Residence including the Learner/Parent dinner, Family Day, Mid-Cohort Celebration, End of Cohort Graduation. These events have proved extremely successful and significantly impacted on learner progress. In additions, we continue to have strong links with parents/carers once learners have left TBAPRes resulting in the appointment of our first parent representative, Tammy Gravesande.

5. Leadership, Management and Quality Assurance

5.1 Monitoring and Self Evaluation

We continue to work closely with Ipsos Mori on the research project that they have been commissioned to write by the DfE. They will continue to visit us throughout this academic year with the final report being published towards the end of 2017.

In addition, the TBAPRes staff team continue to carry out termly review days so as to evaluate our practices, procedures and policies. This is vital particularly in the infancy of TBAPRes so as to ensure that we continue to ensure the best outcomes for learners.

5.2 Progress against Ofsted Targets for Improvement

We are busily preparing for the imminent Ofsted National Minimum Standards (NMS) for Boarding Schools inspection, which we anticipate to take place in early 2017. The recent visit from a Consultant experienced in the NMS has identified priorities and we are working together as a team to ensure that these priorities are addressed. We also continue to update all documentation required for any Education Ofsted inspection that may take place.

5.3 External Reviews / Improvement Partners

We have worked closely with Sam Milsom, an external consultant, in reviewing the NMS, which applies to the boarding aspects of the provision. He continues to support us in reviewing the documentation required to support the NMS.

We hope to work with an education consultant in the coming months that can carry out a review of our School Curriculum. This is important as our delivery model and methods are very forward thinking and innovative and it will be extremely helpful to gain an outside perspective prior to an Education Ofsted inspection taking place.

5.4 Visitors

We had a visit from the Tri-Borough Directors in October 2016 where we presented the TBAPRes model.

5.5 Partnerships

We continue to work closely with all of the external professionals working with each of our learners. These professionals include Social Workers, YOS, Family Support Workers and Home Schools. We have developed collaborative working practices and clear communication so that we can all work together so as to fully support our learners and their families. We will continue to build these working relationships and a current priority is the changes that we have made with our referral process. Professional partnerships are one of the key aspects to the intervention so as to ensure that we are working together to support learners to gain the most from their time at TBAPRes.