

Report to Local Advisory Board (LAB)

21st November 2016

General Report to the LAB

	Meeting	
	Date	21/11/2016
	Item Number	TBAP
Title:	Head of School Report to the LAB – General Update	
Responsible TBAP Leadership team member:	Andrew Burton (Head of School)	
Prepared By :	Andrew Burton	

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 2016/2017 I am pleased to report on progress and achievements to date.

2. Outcomes for Learners

The data below provides a summary of our outcomes and progress for the previous 3 years:

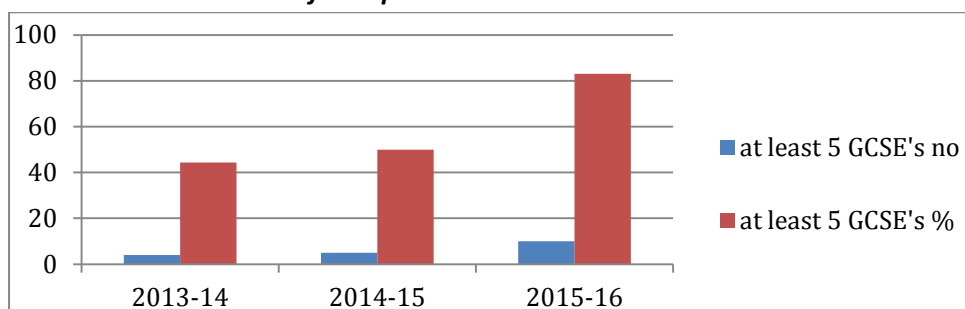
Subject	2013/2014			2014/2015			2015/2016		
	A*-C or eqv	A*-G or eqv	Av grade	A*-C or eqv	A*-G or eqv	Av Grade	A*-C or eqv	A*-G or eqv	Av Grade
English GCSE	22%	55%	1.7	10%	70%	1.6	9%	92%	2
Maths GCSE	11%	55%	1.4	0%	60%	1.5	17%	100%	2.7
Science GCSE	11%	55%	1.6	0%	70%	1.0	17%	100%	3.0
ICT GCSE	n/a	n/a		n/a	n/a		0%	43%	1.6
Art GCSE	37%	87%	3	29%	100%	3.2	33%	100%	3.4
BTEC Sport	100%	100%		100%	100%		40%	100%	
BTEC Food	n/a	n/a		10%	30%		50%	75%	
Arabic GCSE	n/a	n/a		n/a	n/a		100%	100%	
BTEC Performing Arts	n/a	n/a		n/a	n/a		100%	100%	
BTEC Construction	n/a	n/a		n/a	n/a		0%	25%	
Functional Skills Maths	n/a	n/a		0%	50%		10%	80%	
Functional skills ICT	n/a	n/a		n/a	n/a		0%	50%	

Outcomes and Progress

- Achievement has risen over the past 3 years with current outcomes standing at 83% A*-G GCSE incl. equivalents (national 10%) and 9% A*-C GCSE inc equivalents (national 1.2%)
- In addition, 100% of learners in 2015/2016 left with at least one GCSE or equivalent.
- 66% of learners left with at least 1 A*-C or equivalent.

	at least 1 GCSE		at least 5 GCSE's		at least 1 GCSE's A-C		at least 5 GCSE's A-C		Accreditation		APS
	no	%	no	%	no	%	no	%	no	%	
2013-14	8	88.9	4	44.4	3	33.3	1	11.1	8	88.8	98.4
2014-15	9	90	5	50	4	40	1	10	10	100	125.4
2015-16	12	100	10	83	8	66	1	9	12	100	160
national				10.5				1.2		78.8	81.9

KS4 Headlines and areas for improvement



Current Year 10

Yr 10 Headline Data – Whole school (GCSE & BTEC)		
Target Data	Number/% Cohort 10	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)	7/70%	10%
5 A* - G	9/90%	10%
5 A* - G (Including 'C')	0	-
5 A* - G (Including 2 'C')	0	-
5 A* - G (Including 3+'C')	0	-
100% Accreditation	9/90% on track	100%

Current Year 11

Yr 11 Headline Data – Whole school (GCSE & BTEC)		
Target Data	Number/% Cohort 12	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)	10/83%	10%
5 A* - G	10/81%	10%
5 A* - G (Including 'C')	2/16%	-
5 A* - G (Including 2 'C')	0	-
5 A* - G (Including 3+'C')	0	-
100% Accreditation	12/100% (8/67% actual GCSE)	100%

Year 10

Learners in Year 10 have made a positive start to their GCSE and BTEC courses. Headline figures indicate that 90% of the learners are on track for 5A*-G/1-9. The offer of options at KS4 has meant that pupils have more interest in their studies.

- Possibility of 100% **GCSE** accreditation by end of the year to include qualifications in iGCSE English, GCSE Maths, GCSE Core Science, BTEC Home Cooking Skills L1 and BTEC Sport and Leisure.

Year 11

92 % of pupils are on track for 9-1 Maths with 50% in the current cohort already accredited with iGCSE or GCSE maths from summer 2016. 100% of learners are on track for 5A*-G with 50% already accredited with WJEC L1/L2 Certificate in English. In addition, 92 % of learners are on track for A*-G in Core Science GCSE and Short Course ICT.

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 early this year as well. 67% of the current year 11 learners are already accredited in Edexcel iGCSE Maths or the WJEC L1/2 Certificate in English or both (with 50% accredited in each subject)

The current year 10s and selected year 11s sat the Cambridge iGCSE English exam in November and this will ensure that potential hard to reach or at risk learners are accredited earlier on.

Another strategy for ensuring that our learners make the most of the fast changing landscape of GCSE assessment is the decision to enter all year 10s for Core GCSE Science. This specification will expire in summer 2017 and the new Combined Science specification worth 2 GCSE will be the offer for KS4 Science. This will be very challenging for our new learners (as well as those in main stream) but in terms of accessibility, it will affect learners in our educational setting with substantial gaps in their Science knowledge from achieving well. Learners will of course still be entered for the new combined specification or single Biology/Chemistry/Physics in summer 2018 depending on their personal strengths.

2.2 Progress and Interventions

We continue to have a relentless drive to ensure Year 11 Performance targets of 85% 5 A*- G/ 1-9 and 20% 5 A*-C/9-5 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.

In terms of assessment, descriptors showcase 'progress over time' in a more meaningful and qualitative way. This has allowed teachers to plan and deliver more specific and targeted lessons. For the Academic component of progress 5, the assessments for KS3 will be based on descriptions instead of numbers or levels. The first 'data drop' on pupil asset is due mid November.

We are now starting to report under our new measure of TBAP Progress 5. This is a measure that allows us to recognise the progress of learners in all areas and measure the impact of all the work we do with learners, in and out of the classroom. The 5 areas we will report on are:

1. Progress in subjects

Our new assessment system Pupil Asset is very nearly ready to go 'live'. All subjects have met as part of the TBAP network and devised their own progress frameworks.

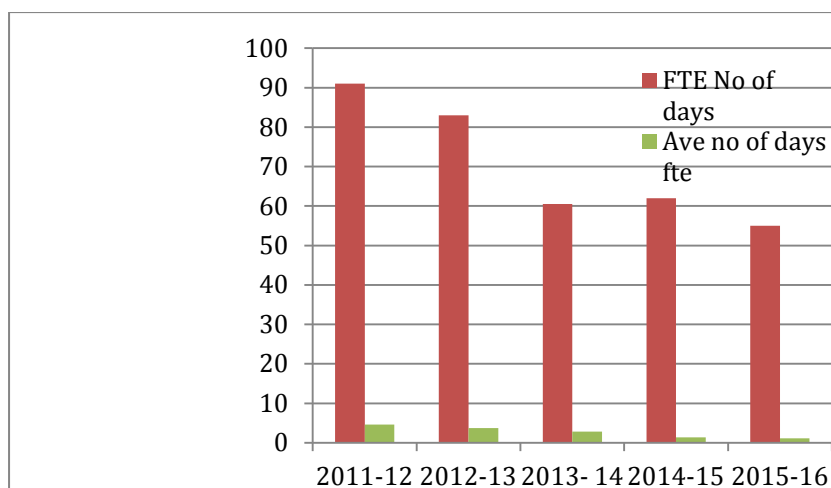
2. Attendance and Punctuality

We will now start reporting on % progress of learners from term to term.

3. Behaviour Analysis

Learners make good progress with their behaviour while they are with us. We use SIMS behaviour and achievement points to track progress. Rewards such as VIVO and enrichment trips are also used to incentivise learners to take control of their own behaviour. From now on, we will be using a combination of the B4L framework and SIMS points to show progress with behaviour.

Our 5 year trend for loss of days to exclusion is good:



4. Literacy and Numeracy Interventions

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

	Lexia/guided reading	English coursework support	In class support	Mentoring	Handwriting
Number	6	11	41	37	1

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; in the first 6 months of literacy interventions, 85% of learners have made expected levels of progress in their reading and 67% have made 2x expected levels or greater, in 12 months, 92% of learners have made expected levels of progress with 50% making 2x expected levels of progress or greater.

5. Therapy and Enrichment

Progress in Therapy will be evidenced by the 3 termly report compiled by the lead therapist as well as individual case studies. The main progress so has been in Speech and Language Development with all learners demonstrating considerable progress in their target areas

2.3 Reintegration

There has been a considerable amount of work completed to prepare learners for reintegration this academic year. Three learners have successfully completed their trials at mainstream and one has successfully transferred to Aspire in QK, all are reported to be achieving well. Other learners are identified for reintegration in KS3 and are working with their linked LSPs to prepare them for mainstream as part of the Waved intervention mentoring sessions. This, alongside the offer of Therapeutic support with weekly counselling drop in sessions, is available to them as well as CBT delivered by our Educational Psychologist, Sara Darchicourt as part of a programme called the Friends programme, focussing on reintegration, resilience and transition. The table below outlines the destinations for all learners, YH is pending a transfer to another borough so his mainstream trial will commence in January 2016 as he has successfully completed his time at The Westminster Education Centre.

Learner	Year	Destination School	Date	Status
SC	10	Quintin Kynaston	September 2015	Unsuccessful
AC	11	Paddington Academy	October 2015	Successful
TT	10	Quintin Kynaston	November 2015	Unsuccessful
RGO	10	Quintin Kynaston	December 2015	Successful
YH	10	Undecided	November 2016	Pending
AS	10	Paddington Academy	July 2016	Successful
AJ	8	Paddington Academy	September 2016	Support being given
TF	11	Aspire (tbc)	November 2015	Successful

2.4 Any other relevant achievements

3 Quality of Teaching

3.1 Monitoring of Teaching

50% of teaching we would rate as excellent on a daily basis. 40% is at least good on a daily basis. We have taken great strides to address 'typicality' – learners are now receiving a consistently better diet of learning and teaching. The 1 teacher requiring improvement has show the capacity to deliver some good lessons but needs support. He will be put on the QTS programme.

Since the previous Ofsted we believe there is more consistently *outstanding* practice across the Academy. Where teaching is not 'good' (10%) we have used SLE support and our new leverage leadership model.

3.2 SEN

There are currently 7 Learning Support Professionals LSPs at BCAPA, six 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.

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 up-to-date, with all EHCP transfer meetings diarised for completion by Christmas for learners in years 6, 9, 10 and 11. There are two learners pending an EHCP assessment in secondary and one learner currently going through assessment in primary.

Referrals for Educational Psychology Intervention (REPI)

We have a two educational psychologists commencing working with BCAPA primary and secondary this academic year and our allocation is 18 days. This will be used to support new referrals for Education and Health Care Plans; currently two learners, transition of learners from statements to EHCPs, CBT for learners on reintegration, and training for LSPs using VIG. VIG (Video Interaction Guidance) is an intervention through which a practitioner uses video clips of authentic situations to enhance communication within relationships. VIG works by engaging clients actively in a process of change towards developing better relationships with others who are important to them. LSP will focus on how they deliver 1:1 interventions. They are also working with two parents in primary using VIG to improve their relationships with their children.

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.

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. Two

members of staff have completed Sound training and will deliver small group interventions for literacy using this programme.

We are now starting to see the impact of our waded intervention programme. In October, 16 learners had their reading ages retested with 92% of them reducing the gap between their chronological age and their reading age by at least 1 year and 50% reducing the gap by two years or more.

3.3 CPD Summary

In September 2016, Beachcroft AP Academy took part in a 4 day period of CPD across the trust. Two days were spent locally where we delivered safeguarding and learning and teaching modules. The final two days were spent at Goldsmiths University where various key notes and workshops took place. The week was extremely successful and set the staff up well for the coming year.

We continue to offer local CPD on a Thursday afternoon at BCAPA. This term we have held:

-Instructional Leadership workshops delivered by an external Head of School from Ark Conway. This forms part of 9 sessions to be delivered which encompass coaching, lesson observations and delivery of feedback. This is supporting our main School Development priority of improving the quality of learning and teaching.

-Behaviour for Learning sessions for staff to better understand the new B4L framework.

-Whole School Literacy training including Sound Training

-Learning Support Professionals qualification meetings. Three of our LSPs have now completed their Level 3 LSP qualification.

In addition, all staff are committed to a personalised TBAP TSA pathway for the year. These include:

- leadership, coaching, literacy, therapy

Current evaluations show all CPD graded at 'good'

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 Citizenship to the KS4 offer as well as Health and Social Care. 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
4 x Maths	4 x Maths	4 x Maths	4 x Maths
3 x Science	3 x Science	3 x Science	3 x Science
1 x ICT	1 x ICT	2 x ICT	2 x ICT
4 x Opening Minds (inc Literacy)	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	1 x Numeracy	1 x Numeracy
3 x PE	3 x PE		
1 X Creative Writing	1 X Creative Writing		
1 X MFL	1 X MFL		
1 x Guided Learning			

Table 1.13

4 Personal Development Behaviour and Welfare

4.1 Admissions (pupil numbers)

Year	NOR – Nov 15	KS3	KS4	Boys	Girls	No of Statements
2016-17	36	14	22	27	9	6

Table 1.14

4.2 Attendance data and interventions

As at 3.11.2016

%	Y7	Y8	Y9	Y10	Y11	Total
Attendance	N/A	93.42	73.41	77.10	73.10	76.94
Authorised Absence	N/A	3.07	13.21	6.89	5.31	8.43
Unauthorised Absences	N/A	3.51	13.38	16.00	21.58	14.64

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.
- Paddington Arts: Spoken Word and Creative Writing.
- Hungerford Substance Misuse / SRE sessions delivered weekly to pupils.
- IGU (Integrated Gangs Unit) – Delivering workshops covering ASB/Crime/ Gang culture.
- 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

From September BCAPA have therapists on site for three days a week. This will enable therapists to become part of the staff team and will improve communication and information sharing. Senior therapists feedback to the Inclusion Panel and attend local SLT meetings. There is a regular update at morning briefing. This is part of the new therapy re-launch across TBAP. ***Last year there was considerable impact demonstrated in Speech and Language Therapy as shown in our case studies.*** The aim is to ensure a larger number of our young learners benefit from targeted therapy provision at BCAPA.

Operational

- Improving communication between staff and therapists so that wherever possible young people are available for their sessions.
- Young people will only access one therapeutic intervention at a time
- Having therapists on site for more than one day a week. This means they will have the opportunity to be with the young people and form relationships outside of the therapy room. By being more 'familiar' we hope that young people will feel more comfortable going to their sessions.
- Meeting with young people and their families at Induction and making sure that they know that they can access therapy if they want to. By increasing the knowledge of what is on offer we hope that therapy will become more 'normalised'
- Having therapists present at structured conversations and available to meet with parents and young people as appropriate
- Running modular induction groups at each provision so that young people become part of a group when they first arrive and get to know the therapists who are on site
- Having referral forms that give us background information about the young person, then meeting with them in the first instance to set clear aims and timeframes for therapy
- Regular reviews with young people and feedback to the staff working with them so that we can see how effective the interventions are and change things if they are not working.

Measuring impact:

- All therapists will be expected to report on outputs and outcomes three times a year. In December, March and July
- There will be one register for each provision on which all therapists who are delivering sessions at that site will keep up to date records of the number of sessions offered; attended and reasons for non-attendance
- The referrer will complete the CYPRM at the point of referral and again at the end of therapy and scores will be compared
- Therapy will be delivered in blocks of 6–12 sessions at the end of which there will be a review with the young person and with the learning guide / year group lead as appropriate. Wherever appropriate parents will also be invited to attend
- Young people will be asked to sign a contract as therapy commences agreeing to attend a specified number of sessions and identifying the aims of therapy.
- For primary learners a referral to therapy will involve the therapist meeting with the parents who will then also be invited for review meetings

- At the point of review young people will be asked to complete a feedback form and the referrer will be asked to provide feedback on the impact the therapy is having on the young persons' overall progress.
- Therapists will be expected to make contact with external agencies when therapy commences and to attend or provide feedback to any external meetings concerning the young person.
- From session to session therapists will use the Short Warwick Edinburgh Mental Wellbeing Scale to touch in with the young person and to see how they are feeling from week to week. These scores will be fed back to school staff at the end of each block of sessions.

Therapeutic Services Re-structure

BCAPA have a range of therapeutic interventions for learners.

- Verity Blakeman, BCAPA lead therapist and Art therapist
- Emma Jones, Speech and Language Therapist
- Agatka Warza, Complimentary therapist (information below)
- A Drama Therapist will be starting in December 2016

Currently 20 learners are receiving therapy in some form each week as well as 6 learners who are currently in our therapy induction group. Learners attend weekly group sessions during their first 6 weeks at BCAPA to ensure that therapy is a familiar part of school and this also enables Verity to identify any learners needing further support early on so referrals can be made.

Bowen Technique Therapy

- Hands-on, non-invasive neuro-muscular therapy
- Gentle rolling movements are performed over muscles, tendons, ligaments and nerves
- The moves act as signals prompting the body to make the necessary changes to restore balance and heal
- Suitable for people of all age groups and medical conditions
- Works on physical, emotional and psychological levels
- Deeply relaxing – releases stress at a deep level

Benefits reported include:

- improved ability to deal with stress and the effects of trauma
- improved sleep
- increased energy and motivation
- increased attention span and improved concentration
- increased confidence and self-esteem
- improved behaviour and social interactions
- feeling happier and calmer
- better posture, balance and coordination
- enhanced motor control
- relief from pain
- improved respiratory, digestive and immune function

Some examples for which Bowen Therapy may be helpful include:

Allergies, ADD, ADHD, Anger, Anxiety, Asthma, Autism, Bed-wetting, Bereavement, Cerebral Palsy, Chest infections, Clicky Hips, Concentration, Constipation, Croup, Depression, Dyspraxia, Eczema, Family Breakdown, Fatigue, Glue-ear, Growing Pains, Hay Fever, Headaches, IBS, Insomnia, Migraines, Muscular-Skeletal Issues, Panic Attacks, Psoriasis, Sinusitis, Speech difficulties, Stress, Stomach pains, Trauma

4.5 Safeguarding

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 Emily from the Hungerford project is delivering SRE workshops to whole school.

BCAPA Westminster – Sexual Exploitation Mapping – Perpetrators (1)

	Name	DOB	Yr Group	Current provision
1.	SL	29/9/2001	10B	BCAPA

Table 1.16

BCAPA Westminster – Sexual Exploitation Mapping – Victims (3)

	Name	DOB	Yr Group	Current provision
1.	TT	20/12/2001	10A	BCAPA
2.	MR		10B	BCAPA

Table 1.17

Radicalisation

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

1. Prevent workshop for whole staff team, raising awareness of potential signs of grooming for extremism booked for 15/12/16.

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.

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.	JB	16/11/2002	9A	BCAPA	Westminster
2.	SC	01/9/2001	10A	BCAPA	Westminster
3.	SL	29/9/2001	10B	BCAPA	H&F
4.	AM	29/6/2002	10B	BCAPA	Westminster
5.	SW	11/9/2000	11A	BCAPA	Westminster
6.	IL	17/7/2001	11C	BCAPA	Westminster
7.	DB	26/5/2001	11C	BCAPA	Westminster

Table 1.18

Child Protection

Currently on roll at the BCAPA we have 2 learners on the CP register, 6 on the Child in need register and 1 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 is up-to-date

5. Leadership, Management and Quality Assurance

5.1 Monitoring and Self Evaluation

Performance management targets have been written and reviewed for all members of staff. Last year the vast majority of staff met or exceeded their PM targets as part of their review.

5.2 Progress against Ofsted Targets for Improvement

The main areas that were identified by the previous Ofsted inspection were directly related to the quality of Learning and Teaching and the quality of leadership and management. Please find the main actions summarised in the table below:

Ofsted Feedback	What have we done?	Impact?	BRAG B – 1 G – 2 A - 3 R - 4
Learning and Teaching			
1. Most teaching is good rather than outstanding	<p>-reduced the number of supply staff. All but one teacher now on full time TBAP contract</p> <p>-Invested in TBAP CPD. All staff on CPD pathway for the year.</p> <p>-local CPD has focussed on improving learning and teaching.</p> <p>-Leverage Leadership coaching model introduced to focus on core areas of a teachers practice</p> <p>-TBAP Way introduced to improve consistency of delivery for learners</p>	<p>50% of teaching we would rate as excellent on a daily basis. 40% is at least good on a daily basis. We have taken great strides to address 'typicality' – learners are now receiving a consistently better diet of learning and teaching.</p> <p>Since the previous Ofsted we believe there is more consistently <i>outstanding</i> practice across the Academy. Where teaching is not 'good' (10%) we have used SLE support and our new leverage leadership model.</p>	

<p>2. Teachers sometimes miss learning opportunities to ensure learning activities are matched to each individual student's needs</p>	<p>-CPD training on questioning and differentiation (for LSPs and Teachers)</p> <p>-TBAP Way introduced to improve consistency of delivery for learners</p> <p>-Leverage Leadership coaching model introduced to focus on core areas of a teachers practice</p> <p>-Learning Walks/observations with specific focus on challenge/differentiation</p>	<p>LSP's are now more confident with interventions and the standard of interactions is a lot higher (See Jan 16 CP report)</p> <p>Differentiation is a key aspect of working with our learners. We are improving in this area – learning walks and observations show effective differentiation across the whole Academy.</p>	
<p>3. Marking does not always show students how to improve</p>	<p>-Next Steps Feedback introduced</p> <p>-Regular work scrutiny which allows middle managers to challenge underperformance</p> <p>-Our focus at the moment is ensuring that learners are given time to act on the feedback given</p>	<p>Book looks show greater consistency in next steps marking.</p> <p>We have made good strides with evidencing actions from feedback but this is on-going and we are not there yet</p>	
<p>4. Make lessons more exciting by reducing the number of printed worksheets</p>	<p>-TBAP Way introduced. This sets out the expectations for each individual lesson. It is up to the teacher to plan the lesson and key is sharing this with the learners so they know what to expect.</p> <p>- Use of exciting and relevant resources instead of worksheets is encouraged for all teachers.</p>	<p>All subjects now follow TBAP Way. Learning walks and observations improvements in planning and consequently behaviour.</p> <p>There is still an element of 'worksheet' based learning - we are encouraging our staff to take more risks and encourage more</p>	

		<p>independent/group learning –there have been some noticeable improvements (as evidenced by lesson observations) but the challenge remains to ensure that this is the case in all lessons</p> <p>Results for 2016 were our best ever and this is directly related to the improvements in learning and teaching</p>	
<p>5. Ensure students are encouraged to extend their learning</p>	<ul style="list-style-type: none"> -Questioning techniques encouraged (Blooms common language) -Debate Mate programmes setup for KS3 -Enrichment activities such as Jamie’s Farm used to broaden learning experience -creative writing workshops for Key Stage 3 	<ul style="list-style-type: none"> - evaluations from learners about Debate Mate are very positive. - enquiry-based learning is becoming more common in lessons but is still developing. 	
<p>Leadership and Management:</p>			
<p>6. Not all Middle Leaders identify clearly enough how to improve the subjects they are responsible for</p>	<ul style="list-style-type: none"> -Middle leadership in place. (Head of Core and non-core) -regular line management meetings following Fixed Agenda to ensure triangulation and sharing of key data. -Middle leadership have received leadership training (PiXL Middle leaders course, NPQSML) 	<ul style="list-style-type: none"> -improved outcomes in non core subjects (Food, PE, Art) as a result of improved leadership of these areas. -core area benefitting greatly from PiXL tracking processes and have delivered with 2016 GCSE outcomes -greater partnership between teachers and 	

	-2 Wave Leaders appointed who each lead a team of LSP's	LSPs as part of the restructure. (Interventions have meant that reading ages have improved significantly (2x expected progress))	
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5.3 External Reviews / Improvement Partners

Our Challenge Partners Review is scheduled for 21st November 2016

5.4 Visitors

In term 1, we hosted 6 teachers from Grey Court School who were visiting to see how Alternative Provision is run in our borough. It was a very successful visit and feedback very positive. This was the first major visit conducted by BCAPA and we look forward to many more.

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.
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We are currently providing Specialist Leader of Education support to:

The Boxing Academy – Our Maths lead is conducting a programme of support with their Maths Department

Chelsea Academy – Our Director of Access and Inclusion carried out a behaviour audit in term 1

We have also been hosting a senior leader from Bishop Auckland Post 16 provision since the start of term. This is proving very successful for the senior leader and for us as well.