

## Report to Local Advisory Board (LAB)

9<sup>th</sup> March 2015

### Report on the Quality of Teaching

<b>Meeting</b>	
<b>Date</b>	09/03/15
<b>Item Number</b>	TBAP 5

<b>Title:</b>	Head of School Report to the LAB – Quality of Teaching
<b>Responsible TBAP Leadership team member:</b>	Andre Bailey
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## 1. Introduction

As we enter term four of the academic year 2014-15 I am pleased to report on the quality of teaching to date.

## 2. Quality of Teaching

Since the last report to the board there have been no observations carried out at the Bridge AP Academy (BAPA) as part of the routine cycle however, a number have been completed as part of the Challenge Partners Quality Assurance Review. Teaching at the school is outstanding.

Since the first round of routine observations in Term 1 we have intervened to support two teachers who were graded 'requires improvement'. Our Learning and Teaching Programme (LTP) has delivered a cycle of coaching and planning support to enable the identified teachers to improve the consistency of their delivery so that learners experience good or better teaching from them on a consistent basis. The next round of routine lesson observations will take place in Term 5 and will include observations of our Learning Support Professionals (LSP). At this point we will be in a position to report on the effectiveness of the LTP interventions using data from observations and the learning walk.

During the recent Challenge Partners QA Review there were nine paired lesson observations. Seven of the nine observations were judged as 'good' or better (78%); two were judged 'inadequate' (22%). The two 'inadequate' judgements were not indicative of historical performance and we were able to demonstrate that the two members of staff concerned had delivered consistently good lessons since joining the team. In fact, both members of staff had been judged 'good' or better for every observation over a two-year period.

Our new focus on the quality of teaching over time means that we draw together information from sources other than single observations including, assessment data, learner books, displays and behaviour assessments. It enables us to gather a much better picture of the day-to-day quality of teaching.

As a result the headline summary reads as follows and should be viewed as a snapshot of performance that is indicative of the overall picture:

Ofsted Grade	Number of Lessons	Percentage
Outstanding	21	66
Good	9	28
Requires Improvement	2	6
Inadequate	0	0

We currently have a full complement of teaching staff. This includes the recent permanent appointment of Allison Towers as TBAP Thematic Curriculum Lead and Jo Sunderland as Opening Minds teacher; a supply teacher is currently engaged in the Maths department. Everol Halliburton has been promoted to the position of TBAP

Student Services Lead on a permanent basis and Dawn McLean has been seconded to the role of TBAP Learning & Teaching Lead for 12 months in the first instance.

## 2.1. Exams and Accreditation

We have made good progress where exam performance is concerned so far this year and the summary of planned June entries below demonstrates the breadth of the offer and the number of successful outcomes already achieved.

GCSE	Entries
English	25
English literature (Yr10)	15
Maths	25
Science	25
ICT	30
Humanities	4
Art	14
Drama	2
MFL	1
Resistant materials	5
Food technology	13
<b>BTEC</b>	
Sport	8
Music	5
Construction	12
Hair and Beauty	3
<b>NOCN London Level 1</b>	
Award/Certificate	25

### AQA awards & Functional skills

So far this academic year 47 learners have achieved a total of 60 AQA unit awards across a range of subjects. We have an on-going programme of Edexcel Functional Skills assessments in English Reading and Writing, and Maths. Since December we have been targeting the Yr11 learners for whom a GCSE pass is not secure. So far six learners have achieved Level 1 passes in the English assessments and one in Maths.

### Early entry GCSEs

A small number of our Yr11 learners took English and Maths GCSEs in November 2014. The English team achieved a total of 12 passes (2D, 8E, 2F); Maths achieved one pass at grade C.

## 2.2. SEN Teaching

Since September our support staff restructure has afforded us the opportunity to deliver one-to-one interventions in 3 waves; high, medium and low needs.

We have designed a system for reporting interventions in SIMS has now been embedded and wave leaders are able to run a variety of reports to monitor the quantity and quality of interventions delivered.

Wave leaders have also been given greater flexibility to develop timetables to enable increased delivery of interventions. This has been extremely effective in mitigating the effect of absenteeism on intervention delivery, which increased by 58% (248 sessions to 427) between T2 and T3 following the change.

Headline Impact is summarised as follows:

WAVE	READING	ENGLISH	MATHS
1	84% have made progress 43% have made 1 year or above 31% have made 2 years or more progress	77% are on or above target in English 35% have made at least 1 sub level of progress between t2 and t3	35% are on or above target in maths 9% have made at least 1 sub level of progress
2	70% have made progress 40% have made 1 year or above 20% have made 2 years or above	36% are on or above target 30% have made at least 1 sub level of progress	60% are on or above target in maths 10% have made 1 sub level of progress
3	71% have made progress 57% have made 1 year or above 35% have made 2 years or more progress	64% are on or above target in English 23% have made at least 1 sub level of progress between T2 and T3	21% are on or above target in maths 17% have made at least 1 sub level of progress

#### Reading age analysis

40 reading test updates were completed (including 12 new learners who have yet to received a full series of interventions) between term 2 and then end of term three.

28 learners have received two terms of literacy intervention producing the following results:

- 78% made significant progress in their reading scores
- 11 % made no progress
- 11% achieved a lower reading score

Of those that made progress:

- 32 % raised their reading age by 2 years or above
- 46% raised their reading age by 1 year or above

Greatest progress.

- DF increased his reading age by 3.4 years
- JB increased his reading age by 3.2 years
- PH increased her reading age by 3.3 years
- TH increased his reading age by 6.9 years.

We are delighted with progress to date but will carry out a review at the end of term 4 in order to better understand the effectiveness of this work.

### **2.3. Subject Teaching Interventions**

Since September 2014 there has been a relentless drive to ensure Year 11 performance targets of 85% 5 A\*-G and 20% 5 A\*C are met. To enable this to be delivered a number of key initiatives have taken place.

- An Intervention Roadmap has been created which maps out every planned intervention for the whole year. This means we now have a co-ordinated and planned approach which has 'buy in' from all key stakeholders.
- The English department have trained and developed our new Learning Support Professional (LSPs) to support Year 11 learners with their English Controlled Assessment. This was a hugely successful initiative that has not only contributed to improved outcomes but has also developed the skill set of our Support Staff.
- The Raising Standards Data Sheet (RSDS) has been given a bigger profile and now allows BTEC and Foundation Learning teams to effectively report on progress in their areas
- Academic Mentoring has been re-launched with a renewed focus on improving the presentation that Academic Mentors make to staff on a daily basis. These presentations inform everybody about the development needs of individual learners.
- A full programme of subject interventions has taken place with excellent outcomes so far. In particular, English controlled assessment intervention has seen 60% of learners achieve a C grade or higher. Maths have used PiXL interventions to produce a question level analysis document for every learner so that progress is clear and learners explicitly know their next steps. Offsite interventions in BTEC Sport have had good impact with nearly 50% on target to achieve their 4 GCSE equivalents.

### **2.4. Teacher Support Interventions**

In September 2014 a new support programme for teachers was introduced. The TBAP Learning and Teaching Programme (TBAP LTP) provides a structured support framework for teaching staff in order to develop the quality of learning and teaching across TBAP. It was clear that we already had the expertise within the organisation rather than rely on outside agencies to deliver the outcomes we desire. The programme has been designed to not only increase the capacity of individuals to perform better and teach consistently good or better lessons but also to increase the capacity of outstanding teachers to coach and mentor others.

To date, the programme has been used successfully to help support 5 teachers at the Octagon AP academy. After an intensive period of support, 4 of the 5 teachers improved their performance as verified by the Challenge Partners review. We are

currently supporting 4 teachers at two of other sites by using our own Specialist Leaders of Education (SLEs) to help deliver the programme.

### 3. Learning Walks

We aim to carry out at least two learning walks every week during which two members of staff undertake a range of observations in every classroom. The walks are designed to ensure the delivery of the TBAP Learning Entitlement; a set of minimum expectations that every child can expect in every classroom.

#### 3.1. Learning Walk Data Outcomes

Current data demonstrates that work undertaken to ensure consistency in marking shows a slight improvement from 82% good or better to 86%. Changes in subject teams to improve learner awareness of targets and grades has had a much bigger impact and demonstrates an improvement from 54% good or better to 84%. New protocols developed in the English department have accelerated this significant improvement. Literacy and numeracy across the curriculum remains stubbornly static where learning walk data is concerned and a review of expectation across department teams will be undertaken before the end of term 4.

Focus	Grades	Total	CPD Needs	CPD Events
<a href="#">Appropriate Dress</a> ⓘ		30	0	<a href="#">0</a>
<a href="#">Assessment For Learning</a> ⓘ		30	0	<a href="#">0</a>
<a href="#">Behaviour for Learning</a> ⓘ		30	0	<a href="#">0</a>
<a href="#">Challenge/ Level of Work</a> ⓘ		30	0	<a href="#">0</a>
<a href="#">Environment for Learning</a> ⓘ		30	0	<a href="#">0</a>
<a href="#">Learner Progress</a> ⓘ		30	0	<a href="#">1</a>
<a href="#">Learners are Aware of Levels, Targets &amp; Grades</a> ⓘ		28	0	<a href="#">0</a>
<a href="#">Literacy &amp; Numeracy Evident</a> ⓘ		30	0	<a href="#">0</a>
<a href="#">Marking</a> ⓘ		30	0	<a href="#">0</a>
<a href="#">Starter Activity</a> ⓘ		30	0	<a href="#">0</a>
<a href="#">Success Criteria &amp; Learning Outcomes</a> ⓘ		29	0	<a href="#">0</a>
<a href="#">Teaching</a> ⓘ		29	1	<a href="#">0</a>
<a href="#">Use of Data to Inform Planning</a> ⓘ		30	0	<a href="#">0</a>
<a href="#">Use of Support/Resources</a> ⓘ		29	0	<a href="#">0</a>

### 4. Curriculum

Our curriculum offer is currently the broadest we have ever delivered across both key stages. At key stage four learners have the opportunity to leave with up to 14 GCSE's or BTEC equivalents as well as a range of entry and level-one qualifications. We have further extended the offer across TBAP this year and there are currently learners from Beachcroft AP Academy, The Octagon AP Academy and Latimer AP Academy attending BAPA to access BTEC Construction and Hair and Beauty. The timetable for 2015-16 will further embed this exciting part of our Trust-wide curriculum development.

The Bridge AP Academy: number of lessons per week			
Year 7 & 8	Year 9	Year 10	Year 11
3 x English	3 x English	3 x English	3 x English
3 x Maths	3 x Maths	3 x Maths	3 x Maths
2 x Science	2 x Science	3 x Science	3 x Science
1 x ICT	1 x ICT	2 x ICT	2 x ICT
5 x PE	2 x PE	1 x PSD	1 x PSD
8 x Opening Minds	6 x Opening Minds	1 x Guided Learning	1 x Guided Learning
1 x Guided Learning	1 x Guided Learning	9 x Options	9 x Options
1 x Circle time	1 x Circle time	2 x Foundation Learning	2 x Foundation Learning
	4 x Enrichment		
	1 x PSD		

The range of options available at KS4 is detailed here:

Foundation Learning	GCSE	Btec	Level One
Construction Sport Leisure Bike Maintenance Food Carpentry Music MFL Hair & Beauty Gardening Yoga	Humanities Food Technology Art & Design Resistant Materials Drama Project Qualification	Construction Music Business Studies Hair & Beauty Health & Social Care Sport	MFL – French, Spanish, Japanese Nutrition & Health Business Enterprise Equality & Diversity PSD  <b>College Option</b> Motor Vehicle Maintenance
<b>Other Accreditation</b>			
<b>AQA</b> – All subject areas			
<b>Functional Skills</b> – English, Maths, ICT			

## 5. Continuing Professional Development (CPD)

There have been some significant changes in the way that CPD is managed at BAPA in response to the developing Teaching School Offer and the improvement of performance management target setting. All CPD is linked to the TBAP development plan and requests are scrutinised by the leadership team at fortnightly meetings. There is now a routine assumption that CPD can be delivered using the expertise we have in-house. Where this isn't possible external opportunities are authorised but the TBAP Teaching School is now the first point of call.

## 5.1.

### CPD Summary

29 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 from a broad selection. A small number were supported by their line managers to attend sessions that best reflect their performance management needs.

The TSA offer is still in its infancy and there is development work to be done to better fit the offer to the needs of individual staff members. That said the following summary of staff evaluations suggests we are delivering development opportunities that the vast majority find of value.

CPD grade	Number	Percentage
Outstanding	9	25%
Good	22	61%
Requires Improvement	5	14%
Inadequate	0	0

## 5.2.

### The Teaching School Alliance

The Head of School is line-managing the Head of the TBAP Teaching School Alliance (TSA) and excellent progress is being made where teaching expansion is concerned. We are currently developing 2 Newly Qualified Teachers (NQT) at BAPA and supporting another at Beachcroft AP Academy. Two of the NQTs are performing above expected NQT standards and one is meeting standards and developing with support. Where teaching performance is concerned our NQTs are consistently teaching good and outstanding lessons in English and MFL. In Mathematics the picture is less consistent and there has been some 'requires improvement' teaching but a support package is in place and this member of staff is meeting NQT threshold standards.

Alongside the NQTs we are developing 3 School Direct Initial Teacher Trainees (ITT) at BAPA (teaching Science, Drama & English) and one at LAPA (teaching Maths). All four are meeting the expectations of their respective universities and all four are on track to pass the Post Graduate Certificate of Education to achieve Qualified Teacher Status (QTS). At present the ITTs are engaged in a mainstream school teaching placement and school reports to date confirm that they are all delivering good quality teaching outcomes.

The TSA has to date delivered 25 days of Specialist Leader of Education (SLE) and National Leader of Education (NLE) deployments since September 2014. This involves expert members of staff visiting other schools to provide professional development to staff teams or individuals. Our SLEs have delivered a range of



support including internal TBAP safeguarding reviews and targeted Teaching and Learning support, alongside NQT mentoring and School Direct reviews. External work has included CPD at local children's homes, Teaching and Learning reviews within London and Ipswich and Headship mentoring. We now have 11 designated SLEs, working at both primary and secondary level 8 of whom are at BAPA.