



Report to TBAP Trust Board (LAB)

22nd March 2016

General Report – TBAP 16-19 Academic AP Academy

	Meeting	
	Date	22/03/16
	Item Number	
Title:	Head of School – General Report to the Board	
Responsible TBAP Leadership team member:	Gemma Dixon	
Prepared By :	Gemma Dixon	

1. Introduction

The following report seeks to advise the board on the pre-opening progress of the TBAP 16-19 Academic AP Academy to date.

2. Free-School pre-opening phase milestones:

As a school opening under the Free Schools programme, we are required to meet a number of milestones during the pre-opening phase prior to the funding-agreement being signed. We are working towards the funding agreement being signed by May 2016. The key milestones to be met include:

2.1. Admissions policy:

Our admissions policy requires sign off by the Department for Education (DfE) legal team. After several rounds of review and revision, I am pleased to advise that we have had our admissions policy and application from approved.

2.2. Governance and funding agreement documents:

The articles of association for the school, and the schools funding agreement are required to be updated in line with the most recent DfE guidance. We will shortly be sending a revised governance plan to the DfE for review and sign-off.

2.3. Education brief and key policies:

An extensive education brief, outlining the model for the school's curriculum, staffing, ethos, assessment and operational management was submitted to the DfE in December 2015, and has subsequently been signed off. The safeguarding policy will be sent in for review once it has been reviewed and revised during the current round of preparation of the TBAP Staff Handbook. The assessment policy for the school will be submitted by for review once it has been finalised in light of feedback received during our IB Consultant visit (see section 3.3).

2.4. Section 10 consultation:

Our Section 10 consultation period is drawing to a close. We held a public meeting on 25th February, which was attended by both local residents and parents. We have also received positive feedback from parents and staff across the tri-borough. Once the consultation period closes, we will submit a brief report to the DfE.

2.5. Financial Planning:

We have prepared a break-even financial plan, illustrating the school's financial viability, which we are confident will be signed off by the DfE.

2.6. Applications and Referral Commitments:

We have received a good number of applications from year 11 learners across our London-based AP Academies. We are now working to attract applications from young people in a number of neighbouring boroughs, including Brent, Hounslow, Ealing and Wandsworth. As part of this process we are seeking to agree referral commitments from the relevant boroughs.

3. Staffing and Curriculum Development:

The post-16 development group has been in place since June 2015. Drawing teaching staff from three TBAP London-based AP Academies, the development group has been working to develop the curriculum of the new school, based around the offer of an International Baccalaureate Diploma Programme (IBDP).

3.1. Staffing:

The following staff are members of the post-16 development group, and will be delivering teaching on a part-time basis at the new school when it opens in September:

Name	Site	Subject
Stephanie Bond	BAPA	English Language and Literature
Aisha de Lizarazo	TBAP	Spanish <i>ab initio</i>
Bridget Kirk	LAPA	Psychology
Emma Gregory	BAPA	Social and Cultural Anthropology/ Sports, Health and Exercise Science
Nasrin Islam	BCAPA	Biology
Adam Hallsworth	LAPA	Chemistry
Marcin Radziul	BAPA	Mathematics
Sophie Buc Khac	LAPA	Mathematical Studies
Jemma Bird	BAPA	Music
Victoria Rolfe	BAPA	Visual Arts
Amy Smith	TBAP Res	Theatre

We have recently appointed Trevor Button to the post of Director of Learning. Trevor comes to us with a great deal of experience in the post-16 sector. He will take up the role of IB Coordinator, and will also deliver some teaching in the school.

After an unsuccessful round of internal recruitment for the post of Student Services Manager, we have advertised the post externally. We are confident that we will have filled this post by Easter.

In the upcoming term we will recruit four Learning Support Professionals and a school librarian.

3.2. Staff Development:

All members of the development team have now completed their IB-specific workshops. The great majority have also had the opportunity to observe their subject being delivered in another IB School, which has been a very positive experience.

Trevor Button and the newly appointed Student Services Manager will complete their IB-specific training during the summer term.

All members of the development group meet termly to review progress and complete training together. In addition, we have two upcoming development days with external workshop leaders where we will complete training on specific aspects of the IBDP.

3.3. Authorisation as an IB World School:

In order to offer the IBDP, we have to become an authorised IB world school. The process of authorisation is typically takes two years. In autumn 2015, we successfully negotiated an accelerated time-line for authorisation with the International Baccalaureate Organisation, and are due to be authorised by summer 2016.

We are currently a candidate school, and are approaching the end of our consultancy phase. Our IBO-appointed consultant, Sue Austin, recently spend two days with us on an official consultant visit. Over the two days she met with members of the development team, prospective students, parents, the Executive Head and the Chairman of the Board. We are waiting for the formal visit report. However, Sue's informal feedback was very positive. In particular, she praised the degree of preparation work that had been completed by the team on the curriculum. Sue took some of our planning documents away with her to use with other IB practitioners as an example of best-practice, which is very pleasing.

We will formally request authorisation by the 1st of April, and expect a visit from an authorisation team in late June or early July 2016.

4. Site:

Plans for our site are now well-developed. Our school site will follow a two-phase process, with the school opening in a temporary site in September 2016, whilst a new, permanent, site is built for us, ready for opening in September 2017.

4.1. Temporary Site:

The Gresswell Street building, currently occupied by HAFAD, has been identified as the temporary site for our school. We have secured agreement that the site will transfer to us in good time for interim works to be completed, ready for opening in September. We have recently completed a site-visit with LSI and agreed the specifics of the accommodation required for September.

4.2. Permanent Site:

A new, bespoke, building will be created for the school, as part of the overall redevelopment of the TBAP-campus in Fulham. Members of the development team have already had significant input during staff-consultation over the plans for the building. We look forward to working with LSI on this exciting project.

5. Applications and referrals:

Prior to the funding agreement being signed, we need to receive a significant number of applications and referrals from prospective students to demonstrate the viability of our new school.

5.1. Internal Applications:

After a series of meeting with year 11's at TBAP AP Academies across London, we have received twelve applications. These visits are ongoing, and it is expected that this number will rise.

5.2. Referrals:

We have received a number of consultative referrals for young people within the borough with Education, Health and Care Plans (EHC plans). We have indicated that we might be a suitable placement for three of these young people to date. We anticipate receiving more referrals in the future.

5.3. External Applications:

To date, we have had one confirmed referral from Ealing Borough. This falls significantly below our target of 18 applications from outside the tri-borough area. I am working closely with George Crosby to increase the number of applications from out of borough. We are considering a range of strategies, including approaching the inclusion managers of mainstream schools, as well as targeting other alternative provisions and special schools in our target boroughs.