



Report to Local Advisory Board (LAB)

21st November 2016

General Report to the LAB

Meeting	General
Date	21/11/16
Item Number	TBAP(16)

Title:	Head of School Report to the LAB – General Update
Responsible TBAP Leadership team member:	Tony Meehan
Prepared By :	Tony Meehan

1. Introduction

Please see the following report on the progress and achievements of learners at Latimer AP Academy for Term 1 of the academic year 2016-17.

I have the pleasure of reporting that our Challenge Partners Review of 17th – 19th October was very successful with reviewers finding Latimer AP Academy ‘Outstanding in all areas’. Our last Ofsted inspection was in July 2013 when we secured a judgement of ‘Good’. Since that inspection we have been visited by Challenge Partners on four occasions and judged to be Outstanding on each occasion.

2. Outcomes for Learners

2.1 Exams and Accreditation

We have been set ambitious targets for the coming academic year. Our focus for year 11s is 85% of learners to achieve five A*-G grades, including English and maths, and 20% to achieve five A*-C grades including English and maths. Both targets are significantly above the national average for Alternative Provision schools. In the first week after the half term both learners and staff will be sitting early entry maths and English GCSEs

2.2 Progress and Interventions

Year 11 Headline Data – Whole school (GCSE)		
Target Data	Number / % (Cohort 12)	TBAP Target
5 A*- C (English & Maths)	0	20%
5 A*- G (English & Maths)	12 /100%	40%
5 A*- G	12 /100%	85%
100% Accreditation	100% predicted	100%

Currently we run afterschool sessions during the week for English, maths and science. Some learners are open to this offer and attend regularly. We anticipate that attendance will rise in term 3 as learners become aware of the fact that they will be leaving. Evidence from analysis of last year’s attendance at afterschool sessions demonstrate clearly that those learners who took advantage of these sessions were the closest to achieving their target grades and overall achieved better than those who did not attend the sessions. Waved interventions are in place to identify areas where the learners may need individual support; however we currently have two Learning Support Professional (LSP) vacancies to be filled.

2.3 Reintegration

We are currently taking active measures to develop our links with mainstream schools within the tri-borough and one learner has been accepted into Burlington Danes Academy and two learners have entered our reintegration programme which is being run in conjunction with CSS. By Christmas we expect all three to be successfully reintegrated in mainstream provision.

2.4 *Enrichment activities*

I am pleased to report that we continue to offer a wide range of enrichment opportunities to our learners. All activities are selected to ensure learners have positive experiences which will open their eyes to the world around them and help them feel entitled to participate in the wider society.

Key Stage 3 learners now benefit from regular Community-based learning outings every week. These outings are planned and designed so that learners experience simple pleasures such as walks in parks, visits to museums and other local places of interest.

Again in June, seven LAPA learners spent four days at Jamie's Farm and had a very positive experience. All of the learners appreciated the change of scenery and lifestyle and reported on having had a wonderful time there.

We organised several excursions including to Richmond Park, Ruislip Lido, Swimming, trampolining and Rock Assembly. Although, in the beginning, concerns were raised about students' lack of willingness to participate in trips and outside school activities, the learners have enjoyed the opportunities to see, learn and engage with different activities.

We continue to develop our close relationship with The Dallaglio Foundation offering a two-hour rugby session, where our learners develop essential skills by promoting their confidence and self-esteem. This will also involve in learners taking part in Rugby tournaments. Dallaglio also provide valuable mentoring for our year 11 learners and provide access to employment workshops with a number of well-known companies.

Over the past year we have engaged a number of organisations to support the work we do at LAPA:-

- Synergy: Theatre group and workshops addressing issues faced by young people in modern society
- Young Women's and Girls' Network: supporting female learners at risk in abusive relationships. Given the serious concerns we have had about CSE over the last 18 months this organisation has provided invaluable support and advice to our learners. We are looking to set up a girls' group in the coming weeks with their support to help and advise our female learners and all staff on CSE.
- We have weekly visits from Insights (substance misuse) and the school nurse to work with our learners. Their relationship with the young people is key and much of their time is spent engaging with learners in the corridors, playground or the lunch room.

Any other relevant achievements

We continue to encourage staff to develop as learners and during the recent early entry examinations in English and maths several staff joined pupils in taking their GCSEs.

3. Teaching, Learning and Assessment

3.1 Monitoring of Teaching

The first round of lesson observations in was postponed due to the early Challenge Partners Review of 17th - 19th October. During the review teaching, learning and assessment were judged to be outstanding. In line with Ofsted policy no individual lessons were given a score as has been the case in previous Ofsted frameworks however. A schedule of observations of those staff who were not observed teaching has been made and these will take place in the coming weeks.

3.2 SEN interventions

The waved interventions continue to be the vehicles for ensuring learners are identified for targeted interventions to meet their learning needs. We are currently using the room to which we have access to at the Day Provision Unit at St Mark's Children's Home in the borough as a place to work intensively with learners. There is evidence of this having an impact as learners engage better when they return and in one case a learner's progress in English and maths improved significantly following a prolonged period when no progress at all was made. It needs to be noted that our Director of Access and Inclusion Monique Berry has taken maternity leave and has been replaced by Dawn McLean. We have another position yet to be filled as Sarah Iroegbu, one of our LSP Wave Leaders has also recently taken maternity leave. (Dawn's report)

3.3 CPD Summary

TBAP now designs and delivers much of its CPD in-house through the TBAP TSA or locally. The training is comprehensive and targeted at helping us meet the needs of our complex learners. As can be seen from the evaluations below for training delivered since September 2015 staff are of the opinion that these sessions are judged to be overwhelmingly good or outstanding.

CPD Event Evaluations Analysis

Initial Evaluation Data

Initial Evaluation Criteria	Grades			Total
Quality of Delivery	56	65	3	124
Effectiveness in Meeting CPD Needs	54	66	4	124
Anticipated Impact Value	49	68	7	124

	Total	% Total of Planned Attendees
Completed Evaluations	124	37%
Not Attended	10	3%
Not Evaluated	198	60%
Number of Planned Attendees	332	

3.4 Curriculum

Our curriculum offer has grown again this year with the introduction of four new GCSEs at LAPA: History, RE, PE and Sociology. These are taken as options for both KS4 year groups. Currently we offer: English, maths, science, citizenship, art, history, PE, RE and sociology to GCSE level. We have not been able to fill our ICT position for some time however we do offer functional skills in ICT to KS4 groups.

Construction and Hair and Beauty (both at BAPA) and Motor Vehicle Mechanics and Moped Maintenance (MacBeth Street) are also offered, however these are not popular with our learners due to the fact that they have to travel away from LAPA to attend the courses. Even when they are taken there by minibus and escorted by a member of LAPA staff they refuse to attend. This is a matter for further discussion.

Additionally, all learners receive lessons on Work Related Learning.

Our KS3 curriculum now offers Project Based Learning (PBL). This combines very well with Opening Minds to provide our learners with an innovative approach to their learning, of which the Community-based Learning is but one strand.

4. Personal Development Behaviour and Welfare

The behaviour of our young people is good and is often outstanding. This has been acknowledged by Challenge Partners every year for the past four years. It is fair to say that the majority of behavioural issues with which we contend have their origins in events outside the school. We have become skilled in dealing with family concerns which impact on the day to day running of the school and we encourage all parties to come to us for mediation in the case where we cannot resolve matters with the pupils themselves.

Our therapeutic offer is considerable (see below) and the intervention of the professionals we have at our disposal is used to calm such situations.

Many of our learners are highly vulnerable and to that end we engage with a number of organisations to support us to keep them safe and help them develop awareness of how they can keep themselves out of harm. Our ultimate aim is to help them thrive in the wider society. (See partnerships)

4.1 Admissions (pupil number)

Students on roll at LAPA

Year 7: 0

Year 8: 4

Year 9: 9

Year 10: 9

Year 11: 15

New students pending: 2 (1 year11/ 1 year 10)

4.2 Attendance data and interventions

4.3 Behaviour data and interventions

Tate referrals: One student since the beginning of the year for 1 week

Three students to DPU as an intervention designed to address behaviour and lack of engagement issues.

4.2 Attendance data and interventions

Attendance 78.1%

Pupil A has not returned back from summer holidays; all reasonable enquiries were made and Mum has now informed us of her decision to home educate.

Pupil B – refusal to attend, attendance 20%. Following extensive meetings and interventions by LAPA staff, Pupil B has now agreed to return to school and will take part in extensive mediation processes with other learners

Pupil C - first bereavement, then safeguarding issues around bullying. Is now placed at Portobello Road

Pupil D – historic poor attendance. Pattern emerging: not attending on Thursdays and more recent events outside of school issues which are preventing attendance. Home visits arranged. Social Services have been involved

With these pupils excluded from the figures attendance stands at 84.8%

4.3 Behaviour data and interventions

- **Racist incidents**

Racist incidents are very rare at LAPA, however any sign that this may become an issue is addressed with the learners and their families directly

- **Bullying**

Likewise bullying is rare at LAPA and is dealt with directly with the protagonists and their families. We are skilled in recognising where bullying is taking place and intervene discreetly to ensure the victim. There have been 17 reported cases of bullying since September. It needs to be acknowledged that bullying cases are more often picked up by staff vigilance rather than pupils reporting their concerns.

- **Sexual Assault**

There has been one allegation by another pupil of a sexual assault by another learner while on a school trip. Police have been involved but the matter is pending. The alleged victim has been supported by LAPA staff.

- **Radicalisation**

One referral was made to Prevent in May 2016 as a result of a pupil shouting, "Isis", and concerns about his general behaviour. Following conversations with the mother of the boy, no further action was taken.

4.4 Therapeutic Interventions

Our therapeutic offer acknowledged as an Area of Excellence in the Challenge Partners review of November 2015. The review team were impressed with the way we used our therapeutic team to work with learners and staff to provide a comprehensive level of support to the young people. They were particularly impressed with how the Case Discussions around individual learners provided a deep understanding of the challenges faced by them.

- Music Therapy – now increased to four days per week, this is very popular with learners and there is excellent take-up and engagement. The increased capacity means that nearly all learners will have access to this service.
- Clinical Psychologist – one day per week, working with individual learners and with staff in Case Discussions
- Complementary Therapist – one day per week, working with individual learners and staff
- Case discussions – Area of Excellence in November 2015. Our Clinical psychologist researches the family background of a learner to provide a deeper understanding for behaviours exhibited. This leads to collective agreement on bespoke strategies for the learner.

4.5 **Safeguarding**

Given the high level of vulnerability of most of our learners it is important that we engage strategically with other professional agencies.

We were aware of increased involvement of learners, particularly our year 11 cohort that left in June 2016, in criminal activities (class A drug dealing, gang affiliations), and of sexual violence against young women. These are matters which have less resonance with our current cohort but which, nevertheless, are still issues confronted by our young people. Our work with the Young Women's Advocate has been invaluable in providing support for our learners. We have a designated police liaison officer who drops in from time to time to keep abreast of matters within the school and provides a very high level of support

Our Inclusion Panel, which meets every term, is very effective calling upon a wider range of professionals together to help support our learners.

Currently we have:

- One referral has been made to social services on Tuesday 1st November
- Two learners subject to a child protection plan
- Three Children in Need
- Eight further learners who have social care involvement
- One adolescent at risk
- Three learners who have Early Help practitioner involvement
- One Looked After Child

CSE: In term 1, one pupil was referred to another TBAP school as a result of fears of grooming in the local area. This matter has also been referred to the relevant services to follow up.

Prevent: Comprehensive Prevent training was delivered to all members of staff on Thursday 3rd November 2016. We are still in the process of accommodating Imam Asim to deliver Faith on the Frontline engagement session. We have also put Latimer AP Academy forward to participate in the Second Wave Theatre Project once up and running. Currently, there are no suspected cases of radicalisation within Latimer AP Academy.

Police: The working relationship with the police is excellent. The school liaison police visits Latimer AP Academy regularly and police have been on hand as requested to deal with potential issues after school. Police will offer sessions to our learners around social media and joint enterprise. Also, Latimer AP Academy facilitated a Knife Arch operation to act as a deterrent to possible, future activities.

Smoking: The incidence of smoking has fallen since last year when it was a worrying feature of the daily lives of the majority of our learners. Our approach, once we had exhausted the usual punitive strategies, has been to engage with learners and work with them to ascertain why they wish to continue smoking has been much more effective. The SSM has been working closely with the school nurse to address smoking at school and identify ways to support our learners giving up smoking.

Latimer AP Academy is working closely with Insight to address substance misuse among our young learners. Some of our learners have weekly sessions with an allocated worker, who comes into Latimer every week. (see above)

Street Doctors

The SSM has contacted *Street Doctors* to offer sessions to the learners this academic year. The sessions are around providing the skills to young people to administer life saving first aid to those in need.

Team around the Family

Latimer AP Academy highly regards the holistic perception of a young person's wellbeing taking into consideration the family context and background.

We have created a Latimer Health and Wellbeing panel to address the wider health and wellbeing concerns. Like the inclusion panel this forum allows professionals to share practice and expertise and helps them coordinate their approaches

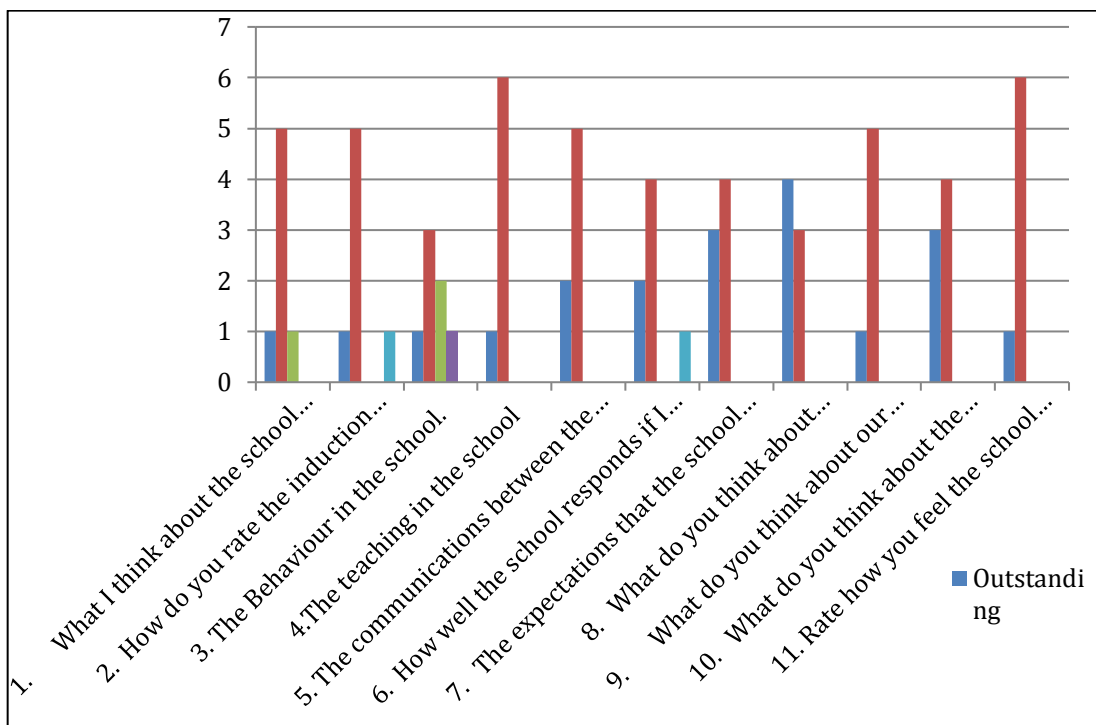
The SSM meets regularly with representatives from YOT, Police, Early Help and ACE team to establish a working relationship between Latimer AP Academy and services.

4.6 Links with Parent /Carers

Links with parents/carers are excellent. Of the seven who took part in the last survey in January 2016, these are the headlines:

- 86% think the school is good or outstanding
- 100% think our capacity to keep their children safe is good or outstanding
- 100% believe communication with the school is good or outstanding
- 100% believe leadership and management is good or outstanding
-

While it is concerning that only seven parents agreed to take part in the survey, the results above and below reflect the annual trend at LAPA. Parents and carers acknowledge we do our very best with very challenging learners.



We continue our efforts to engage with our parents and carers knowing that without their support we will not be as successful as we have been over the years. On Wednesday 2nd November we held a **year 11s parents' forum** to focus on how we can help families to do all necessary to make sure their children are successful. Unfortunately only two parents attended. The forum is a way of engaging parents and carers in an open discussion to address a range of their concerns and it is an approach we will continue to pursue.

5. Leadership, Management and Quality Assurance

5.1 Monitoring and Self Evaluation

See above and see report from Challenge Partners attached

5.2 Progress against Ofsted Targets for Improvement

Ensure that the good teaching is improved still further by:

- making sure that staff have up-to-date information on students' reading ages
 - This has been addressed. Staff have comprehensive information about each learner to inform the teaching
- insisting that they use this information when they plan work and check that specific text and vocabulary are well understood by all students
 - see above
- encouraging more opportunities for students to write at length in lessons across all subjects
 - Again, this issue has been addressed within the scope of our literacy policy
- ensuring that planning in mathematics concentrates systematically on developing students' understanding of how they reach solutions
 - This continues to be the focus of developing our learners as independent learners able to apply their learning

Intensify efforts to improve the students' punctuality to school, particularly for Key Stage 4 students, by:

- exploring ways in which to vary the structure of the school day
 - Already many of our year 11 learners attend after school sessions most afternoons. There remains a group of hard-to-reach learners whose punctuality remains a cause for concern
- finding further incentives to motivate students to get to school on time.
 - Breakfast club has had an impact on learner punctuality, however there remains a group of hard-to-reach learners whose punctuality remains a cause for concern

5.3 External Reviews / Improvement Partners

See above and see Challenge Partners report attached

5.4 Visitors

Our annual visit this year from Groningen University staff and students did not take place for internal reasons at the university. Instead, in October I went there to deliver a seminar along with Dave Brooks, a former colleague at LAPA. The seminar was very well received as we described the inclusive nature of our work within TBAP. Our presentation was described as 'inspiring' by students.

We are expecting visits from a contingent of educationalists from Brazil who wish to explore the innovative nature of the work we do in TBAP/LAPA. This was postponed at the last moment by the Brazilian team.

5.5 *Partnerships*

See above

Appendix 1

SEN Updates

NAME	SEN Current status
MH	H&F CAMHS/Psychotherapy
MF Mum requesting EHCP	RBKC EP Natalie Fletcher/H&F CAMHS Emilie Cassell RBKC CAMHS
TRL EHCP	Attending Portobello Road/ AR due 27/01/2017
GB EHCP Pending	EP Natalie Fletcher/not attending LAPA
FC EHCP	(AR due 10/06/16 – will email details) DMc to get clarification from MB that it took place
CF EHCP	AR due 22/03/2017 Emma Jones: TBAP Speech & Lang.
WBH	Referral made to TBAP Res.
TM	Emilie Cassell: RBKC CAMHS
EL	Emilie Cassell: RBKC CAMHS Emma Jones: TBAP Speech & Lang.
RB	Emilie Cassell: RBKC CAMHS
TB	Requested counselling
DC	RBKC: EP Natalie Fletcher
LM	Refusing to attend LAPA