



IQM Centre of Excellence



Centre of Excellence

School/College Name: The Bridge A.P. Academy

School Address: Finlay Street, London, SW66HP

Tel No: 02076108340

Headteacher's/Principal's Name and Email Address: Abailey@tbap.org.uk

IQM Coordinator's Name and Email Address: kraphael@tbap.org.uk

School Website: www.tbap.org.uk

Number of students on roll: 90

Review Date: 8/12/15

Assessor: Barry Gilhooly

School context description: Raise-online, Ofsted Data Dashboard, performance tables etc (school to update accordingly).

100% accreditation

At the Bridge A.P. Academy we achieved our aim of 100% accreditation with all year 11 learners leaving with a qualification at level 1 or above. The results can be seen in the table below.

Measure	No of learners	%	National 2013-14
At least 1 GCSE or equivalent	27	96%	57%
5 or more GCSE's or their equivalent	18	64%	12%
At least 1 GCSE A*-C or their equivalent	19	79%	
5 or more A*-C's or their equivalent	2	7.1%	1.8%
Accreditation achieved	27	96%	57%
Average Point Score	27	135 APS	51.2 points

This was modelled across all of our initial TBAP academies. We sponsored a new academy in April (The Octagon – North London) and this new centre achieved slightly lower accreditation. The overall accreditation for all the schools can be seen in the table below.

Measure	No of learners	%	National 2012-13
At least 1 GCSE or equivalent	58	95%	57%
5 or more GCSE's or their equivalent	37	61%	12%
At least 1 GCSE A*-C or their equivalent	34	56%	
5 or more A*-C's or their equivalent	5	8%	1.8%
Accreditation achieved	60	96%	57%
Average Point Score			51.2

Year Review

Element	Development Points and Future Plans as identified by school in previous report (school to fill in)	Actions Taken (school to fill in)	When & By whom Include various mechanisms e.g. staff meetings etc.
1	<p>Provide robust testing</p> <p>Embed waved interventions</p> <p>Support post sixteen SEN transition</p> <p>Implement standardised literacy support.</p> <p>Restructure therapeutic services</p> <p>Speech and language training for LSPs</p> <p>CPD pathway creation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Work has been done with one of our local community schools with a specialism of language to ensure that we have the ability to meet the needs of our EAL learners. <input type="checkbox"/> SEN waved delivery has been successfully implemented with academic, literacy and pastoral data all showing a marked improvement. This model has been implemented and embedded at two of our academies and implemented at the remainder. <input type="checkbox"/> All of our year 11 statements were converted to EHCPs with the support of Barnardos <input type="checkbox"/> A new literacy coordinator has been appointed with responsibility to raise literacy levels through classroom activities and specific 1.1 / small group interventions. <input type="checkbox"/> Therapeutic services have been partially restructured. We now have a new therapeutic lead, two therapists, one cranio-saccial therapist and a new speech and language therapist across the trust. 	<p>Meetings with Fulham Cross staff.</p> <p>CPD / LM meetings</p> <p>Work with SEN officer</p> <p>Sept 2015</p> <p>Sept 2015</p> <p>July 2015</p> <p>Sept 2015</p>

20/20 vision	<input type="checkbox"/> All LSPs have completed the speech and language support course with three of our staff achieving a level 3 qualification.	Summer 2015
	<input type="checkbox"/> CPD menu / pathway for LSPs has been completed and the first training session has been delivered.	Spring 2015
	<input type="checkbox"/> The 20/20 vision has been written including a new 5-year development plan.	Summer 2015
Expansion of provision	<input type="checkbox"/> The bid for the academic free school was successful and an interim head has been appointed. The school will deliver the IB and staff has been undertaking training to deliver this successfully.	Ongoing
	<input type="checkbox"/> The residential unit will be opening at the end of 2015. A site in Crawley has been purchased and building work is underway. Staff have been recruited and training is currently taking place.	Jan 2015
SEN learner profile	<input type="checkbox"/> SEN learner profile is still being developed.	
Testing for access	<input type="checkbox"/> Testing for access arrangements now takes place during induction.	

2	CPD modules	<input type="checkbox"/> CPD modules have been designed to address staff needs and are delivered as pathways to develop understanding of knowledge of specific requirements necessary for providing effective teaching and support across TBAP.	Summer 2015
	SLE development	<input type="checkbox"/> We currently have 9 SLE's across the trust with 6 being based at the bridge A.P. Academy. Staff at the bridge delivered 30 SLE support session between 2014-15.	Ongoing
	Therapeutic services	<input type="checkbox"/> The new therapeutic team have not delivered support to our local schools due to the restructuring work but are currently working on developing a SLE so that this work can start in 2016.	2014-15
	Network meetings	<input type="checkbox"/> Network meetings were diarised and minuted for 2014-15 covering 18 distinct areas.	2014-15
	Social media	<input type="checkbox"/> The use of twitter has been embedded across the trust.	Oct 2015
	PIXL	<input type="checkbox"/> Area of excellence has been submitted to PIXL for delivery January 2016	
		<input type="checkbox"/> All but two of our academies have successfully applied for the IQM (the academies that have not applied are our two new ones, one of which will be ready for 2016)	

3	Literacy support	<ul style="list-style-type: none">☐ A menu of literacy interventions has been implemented including Lexia, Wordshark, Guided Reading. Further literacy programs have been purchased for deliver in 2015-16. The impact can be seen in the table below. <table border="1" data-bbox="689 406 1664 518"><thead><tr><th data-bbox="689 406 947 438">LEXIACOURSEWORK</th><th data-bbox="947 406 1093 438">1.1 HANDWRITING</th><th data-bbox="1093 406 1339 438">WORDSHARK</th><th data-bbox="1339 406 1576 438">TOTAL</th></tr></thead><tbody><tr><td data-bbox="689 475 947 507">308</td><td data-bbox="947 475 1093 507">36</td><td data-bbox="1093 475 1339 507">41</td><td data-bbox="1339 475 1576 507">60</td></tr><tr><td data-bbox="1576 475 1664 507">445</td><td></td><td></td><td></td></tr></tbody></table> <ul style="list-style-type: none">☐ Marking and feedback has been standardised across all curriculum areas with marking stickers being used in the front of all learner books and folders.☐ LSPs have worked with specific subjects to support planning. This has been most successful in English with learners receiving 1.1 support with coursework completion.	LEXIACOURSEWORK	1.1 HANDWRITING	WORDSHARK	TOTAL	308	36	41	60	445				T6 2015 2014-15
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4	SEN working with parents	<input type="checkbox"/> Meetings were held for parents to enable them to express their views on the new SEN policy. Meetings were held at each of our academies.	Jan 2015
	Re-introduce student council.	<input type="checkbox"/> Student council is up and running list an LSP coordinating the work and all learner positions have been appointed to.	2014-15
	Design and run intervention reports	<input type="checkbox"/> Reports have been written to analyse intervention data and are all used by appropriate staff to inform planning.	2014-15
	CPD for IEP writer	<input type="checkbox"/> IEP training happens as part of the cycle of intervention. IEPs are currently under review by the new assistant head responsible for inclusion.	
	Analysis of PASS data	<input type="checkbox"/> PASS data has been reviewed and is used in learner reviews.	April 2015
	CPD analysis	<input type="checkbox"/> CPD analysis has been completed and can be seen in bluewave swift.	T6 2015
5	Support to local schools	<input type="checkbox"/> Our SLEs have delivered sessions for local schools and we have also run a TBAP A.P. conference in December 2015.	2014-15
	Sharing practice with PIXL	<input type="checkbox"/> We are presenting at the PIXL conference in January 2016	Oct 2015



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6	Deliver circle of friends Implement keyworker	<input type="checkbox"/> Circle of friends training has been completed and groups are running lead by the head of key stage 3 <input type="checkbox"/> All LSPs are now keyworkers for allocated learners.	Summer 2015 2014-15
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Year 3 Plan

Element	Development Points and Future Plans (school to fill in)	Actions to be Taken (school to fill in)	By when & By whom	Assessment Commentary (to be completed by assessor after Review)
1	Demonstrable plans to sustain and develop inclusive practice	<p>SNAP data to be audited and review of how it's used to inform intervention.</p> <p>IEPs are modified and triangulated with reviews, academic mentoring and, ILPs and progress data.</p> <p>To further develop circle time for key stage 3</p>	<p>KR/KM Ongoing – Jul 16</p> <p>KR, YTL, LG/T&L -Feb 16</p> <p>KR/EG Jan 16</p>	<p>The approach to assessment is very thorough. The SNAP database is used effectively to inform students' IEPs, with a particular focus on what students feel about school. The use of SNAP data to inform learning, for example, by learning guides, works effectively. The review is part of the school's continuous drive to further improve standards.</p> <p>Staff are being trained on IEPs so that these plans can be tighter and even more purposeful.</p> <p>Circle time is being developed to help students express and present themselves more effectively, and to also get to know each other better. It is also being used creatively to enable students to explore British values.</p>

	<p>E.P. to train teacher to deliver reintegration workshops to increase capacity</p> <p>Formalising testing for access protocols and disseminating information.</p> <p>Produce the SEN learning entitlement handbook for new staff.</p> <p>Production of templates for academic mentoring for year 11 presentations.</p> <p>Rewrite the reintegration resources for</p> <p>Formalising testing for access protocols and disseminating information. delivery.</p>	<p>KR/DH – Jan 16</p> <p>KR/SO Jan/Feb 16</p> <p>KR Summer 16</p> <p>NW ongoing T1/2 now complete KR Jan 16</p> <p>KR/SO Jan/Feb 16</p>	<p>Through this training the school is aiming to improve its capacity to reintegrate more students as part of its 5-year plan.</p> <p>As the school is responsible for the support given to students in mainstream who are dual registered it will be both helpful and useful to formalise testing arrangements.</p>
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2	Mechanisms to disseminate and share good practice across schools	Produce the SEN learning entitlement handbook for new staff	KR Summer 16	The handbook is in the process of being updated.
		Production of templates for academic mentoring for year 11 presentations	NW ongoing	T1/2 have been completed. Currently being planned.
		Rewrite the reintegration resources for delivery.	KR Jan 16	
		To develop a support package and accountability protocols for dual registered learners in our local partner schools.	KR Summer 16	The school is responsible for delivering support to students in mainstream settings who are dual registered. This poses considerable challenges in terms of accountability which the school hopes to address through developing accountability protocols.
3	Classroom activities that explore inclusive practice	Develop pastoral programme to include British values to foster peer to peer support.	KR, EG, to YTL, planning in place now	This has already begun through circle time in KS3.

4	Evaluative activities to determine impact of initiatives	<p>Learning walk to include a review of SEN support / interventions</p> <p>Introduction of mid-year annual reviews to closely monitor progress and appropriateness of targets.</p> <p>Analysis of wave leader meeting minutes.</p> <p>RSDS data to be analysed in terms of waved provision.</p>	<p>KR Feb 16</p> <p>Completed</p> <p>In place and ongoing</p> <p>KR April 16</p>	<p>Learning walks are already a well embedded part of school life. The focus on SEN support/interventions complements the review of how SNAP data is used to inform interventions very well.</p> <p>Analysis sheet to be developed.</p>
5	Writing up findings, publication opportunities, pieces for the IQM website to share with other schools sharing	<p>Termly report of inclusion panel meetings to identify successful interventions and ones that require follow-up.</p> <p>Further develop assessment methods for intervention support.</p>	<p>KR Dec 16</p> <p>KR Summer 16</p>	<p>The school already offers an impressive range of courses to other schools through its TBAP TSA CPD booklet. It shares its expertise in teaching and learning and classroom practice with a range of schools.</p> <p>This is part of the school's ongoing drive for raising standards.</p>



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6	Ensuring self-monitoring of student behaviour	Introduction of new restorative justice approach to conflict resolution.	EH Summer 16	This is a valuable development and complements the aims of circle time very effectively.
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Expertise we can offer to other schools	Expertise we are interested in seeing from other schools	Suggested connections with schools	Developments planned for as a result of these connections
Teaching and Learning - standardising Classroom practices	Data comparison with mainstream like for like students	The school already works with: Chiswick School Fulham College Boys The Enterprise School	Quality Assurance and national standards
	Marking and moderation to standardise assessment between mainstream and our provision	Richmond Park Academy Hurlingham and Chelsea West London free School	Quality Assurance and national standards
Safeguarding		Hammersmith Academy	
		Phoenix High School	

Sources of data

- TBAP Bluewave Swift 2020 Vision
- TBAP TSA CPD Opportunities
- SDP Five Year Plan
- LSP Team Delivery Model
- Inclusion Panel Minutes
- Case Study - Individual Learner
- TBAP Residence Paper
- Whole School Term Plan for senior management
- Communication for Life Project details
- Reintegration information 2009-2015
- Speech & Language

Recommendation

I am of the opinion that the school fully meets the standard to be accredited as an IQM Centre of Excellence. I have discussed the online plan for the next academic year and a copy is included in this report.

Further Developments agreed after discussion

The post holder for SEN is new to her role and has gained an impressive grasp of the issues and challenges in this area in a relatively short space of time. This complements The Bridge AP Academy's continuing drive to deliver high quality, inclusive practice very effectively.

The BAPA is working towards Flagship status. As such, at the review in 2016 it will be keen to evidence both the progress made with its Year 3 action plan (above) and the range of schools it has worked with.

Assessor: Barry Gilhooly

Date: 14th December 2015