
CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	Latimer AP Academy
School Address:	194 Freston Road, London, W10 6TT
Hub School:	Woodfield

Telephone Number:	0203 108 0345
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Unique Reference Number:	100476
Local Authority:	Kensington & Chelsea
Type of School:	Alternative Provision
School Category:	Academy
Age range of pupils:	11-16
Number on roll:	38
Exec.Head: Head of School	Seamus Oates: Tony Meehan

Date of last Ofsted inspection:	July 2013
Grade at last Ofsted inspection:	Good

Date of Quality Assurance Review:	29 & 30 January 2015
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES

School Improvement Strategies:	Outstanding
Achievement is:	Outstanding
Quality of Teaching:	Outstanding
Area of Excellent Practice: “Community Engagement”	Confirmed

Overall Review Evaluation

The Quality Assurance Review found indicators that the Latimer AP Academy appears to have moved beyond the Good grade judged by Ofsted in July 2013 and is working within the Outstanding grade.

Information about the school

The Latimer AP Academy is part of the large Tri-Borough Alternative Provision Partnership (TBAP). The school provides for up to 35 learners who have been permanently excluded from mainstream schools or who are on managed moves to prevent exclusion or who have not attended mainstream schools recently. The school is co-located with The Golborne Centre for very short-term placements or for initial assessment or induction of pupils who are to be admitted to TBAP provision.

The majority of pupils have special educational needs and a significant number have statements of special educational need. Most learners are taught on site but a small number are taught elsewhere. The proportion of pupils eligible for Pupil Premium is 56% but as a matter of policy all pupils are offered free school meals whether or not they have this entitlement. There are many more boys on roll than girls but the actual ratio varies over time. The ethnic background of pupils is mixed and reflects the nature of the local community.

The stated aim of the school is to reintegrate pupils into mainstream schools but this is not always appropriate. As a result some pupils stay at the school until the end of KS4 and the length of time that pupils spend at the school is varied.

School Improvement Strategies

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- The School Development Plan (SDP) reflects the work of the TBAP Trust and is a highly detailed list of 79 management tasks. The text shows a strong commitment to improved pupil outcomes. The more specific intentions at the Latimer Academy are within a second document (Blue-Wave Swift).
- The Self Evaluation Form (SEF) is an extensive document related to the key Ofsted inspection areas and provides some hard statistical evidence to support the judgements made. The report to the Local Advisory Board (LAB) provides a digest of outcomes.
- The entire school staff meet regularly to hold case discussions led by therapists. This results in high quality discussions about psychological aspects of behaviour that help staff to analyse the nature of individual pupil behaviour and apply the underlying principles to the behaviour of other pupils. This is an exemplary example of professional training that the school may wish to put forward as an example of excellent practice at the next Challenge Partners review.
- The Head of School provides inspirational leadership and has gathered around him what he rightly describes as a highly emotionally intelligent group of staff. During the review senior leaders engaged in lively but highly professional discussions that demonstrated exceptionally high levels of drive and ambition. This results in senior leaders not being afraid to challenge each other and indeed the Head of School openly welcomes his own views being rigorously challenged.

EBI

..... for both internal and external consumption the school made better use of the wide range of evidence that it has to present a convincing picture of achievement within the

SEF. The full picture of achievement at this school included attainment, pupil progress from starting points, accelerated progress as a result of interventions, improvements in emotional wellbeing, social skills and behaviour, attendance, reintegration and destinations. The information about pupil progress from starting points should be analysed by cohort, subject and length of time on the school roll.

..... the school judgement made about achievement was based upon clear criteria that distinguish between “requires improvement”, “good” and “outstanding”. Where possible these would take account of national mainstream as well as AP figures but should also refer to the school’s own standards in those areas of learning that are of prime importance to pupils who have unusual needs and different patterns of learning. The school would then demonstrate a “basket of indicators” that would contribute to the “convincing picture” described in the previous bullet point.

.....the SDP had precise targets that were firmly rooted in the conclusions drawn during self-evaluation.

..... the SEF and LAB documents referred to the quality of teaching over time in relation to the quality of pupil learning over time rather than a simple record of lesson “snapshots”.

Pupil Achievement

- There is an upward trend in achievement over 5 years particularly in respect of APS and pupils achieving 5 GCSEs or more.
- KS3 progress from starting points in 2014 was good for those pupils who attended well.
- 79% of pupils at the end of KS4 in 2014 achieved exam results in line or better than teacher predictions and 68% achieved in line or better than expected based on CATS predictions.
- 77.8 % of KS4 leavers in 2014 achieved 5 or more GCSEs at A*-G.
- 2 leavers in 2014 achieved 5 GCSEs including English and Maths at A*-C.
- The APS for the KS4 leavers in 2014 was 132 for boys and 159 for girls. (This compares favourably with other AP schools but not with mainstream schools.)
- In some subjects in December 2014 some pupils in Y9, Y10 & Y11 did not meet the progress targets set by the school. However, current data indicates that all pupils in KS4 are on track to meet or exceed their expected end-of-year targets.
- In the current year, five Y9 and one Y10 pupils have been re-integrated into mainstream schools.
- All but 3 of 14 KS4 leavers in 2014 went on to further education or work-based learning.
- The school has a highly structured approach to the collection and analysis of pupil data. This shows that the school is well aware of any differences in outcomes across groups, subjects and cohorts.
- There are no significant differences in outcomes across groups with the exception of pupils entitled to the Pupil Premium who tend to significantly exceed expectations.
- Attainment and progress from starting points vary and in some cases pupils do not achieve at the expected levels. However, close scrutiny of individual pupil records show that this is clearly attributable to pupils’ personal circumstances that are well beyond the control of the school.

- Exceptionally well-detailed pupil records are maintained and these show the wide range of pupils’ needs and the positive responses that they make as a result of the teaching and support services provided by the school.
- The key feature of the school is the range of support services and interventions provided by the school. The significant features are:-
 - In order to meet the needs of pupils who often have very troubled backgrounds the school identifies their levels of emotional wellbeing, their behavioural characteristics and their particular learning difficulties and delays.
 - Individual education plans are drawn up and state the learning and behavioural targets.
 - Academic and therapeutic interventions are provided as necessary and behaviour modification is a central and highly structured approach to conduct throughout the school.
 - Support is reinforced by parent evenings and “structured conversations” three times a year when staff, pupil and parents meet to review progress and agree further targets. In addition “intervention meetings” are held as necessary with parents and/or pupils to discuss additional difficulties arising.
 - Much of the support given to pupils is given in close consultation with many other agencies. Multi-professional “review meetings” are held as necessary to discuss any more serious behavioural, social or pastoral issues arising.
 - Records indicate that this work is extremely effective. Pupils at this school simply will not make progress or attain unless their personal circumstances are improved so this work is fundamental to future pupil outcomes. When making any judgement about achievement it is essential that this is taken into account.

Quality of teaching

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- In 2013-2014 47% of teaching was judged to be outstanding with 40% good, 7% requiring improvement and 7% inadequate. Action has now been taken to improve the weaker teaching. The trend in the quality of teaching over five years has been upward. In 2010 no teaching was judged to be outstanding. In the current school year there is a very small proportion of teaching that requires improvement and rigorous steps are being taken to change this situation within a very short time.
- Judgements made about teaching reflect the quality of pupil learning. When teaching is less than good teachers are provided with the TBAP “coaching model”.
- There is a strong teaching policy that refers to elements of good classroom practice and the quality of pupil learning.
- Staff-pupil relationships are exceptionally strong. As a result pupils feel safe and secure and able to take risks with their learning. Staff work hard to build pupil self-esteem and personal confidence.
- Teaching is well differentiated by learning tasks, resources and teaching strategies. Good questioning is often used to engage learners.
- Evidence is available within workbooks of embedded learning.

- Lesson are planned thoroughly.
- Practical Science experiments are challenging.
- Evidence is available of diagnostic marking and levelling of work particularly in Maths. Marking and levelling are the subjects of regular dialogues with pupils.
- Pupil engagement is often very high.
- There is astonishingly strong evidence of effective teaching and high achievement within a display of extended writing linked to an Art project. This is based on “Writing for Wellbeing” that enables pupils with very troubled backgrounds to illustrate their experiences and feelings in sculpture that then lead them to provide written explanations. This exceptional display should be on tour within other schools and galleries.
- During the course of the review 5 lessons were observed. Co-observation was not always possible but each lesson was discussed with senior leaders and other evidence of learning over time was considered. It was agreed that teaching over time is mainly outstanding and that the very small proportion that the school has identified as requiring improvement is being dealt with rigorously so that it will soon not be an issue.

EBI

..... questions were consistently challenging.

..... marking was always helpful to pupils so that they know what to do next.

..... line managers of visiting TBAP teachers ensured that the results of the quality assurance process are shared across all member schools.

..... lesson activities were always planned to avoid opportunities for misbehaviour.

..... pupil work on loose sheets was kept in a binder to show the extent of learning over time.

..... appropriate exemplars were used to promote learning.

Quality of Area of Excellent Practice

“Community Engagement”

- This is a unique approach to engaging learners and their families. The aims have included providing challenge to pupils outside their “comfort zone”, developing social and team-working skills, providing different experiences of the local community and raising the profile of the school within the neighbourhood.
- The project is led by the TBAP Craft & Enterprise Leader, a Learning Support Professional and the Head of Citizenship.
- Activities include:
 - KS3 pupils have taught KS2 pupils in a primary PRU to screen print African masks.
 - Pupils visited Battersea Dogs Home as part of a project on “bully” dogs.
 - Pupils mount their own work within an annual Art and Creative Writing exhibition using a display board within the local community.
 - Pupils have worked with a building company to display their Art work on building site hoardings.

- A coffee morning organised by pupils for all pupils and staff to raise awareness about the Macmillan Trust.
- Pupils run a TBAP market stall.
- Pupils have written about their very positive perceptions of the project.
- Examples of impact are:-
 - ❖ Six Y11 pupils achieved Grade A-G in a GCSE short course in Citizenship as a direct result of involvement with the Pepperpot Afro-Caribbean day care centre.
 - ❖ An individual pupil with low self-esteem and personal confidence organised a very successful lunch on International Food Day. This involved making budget decisions, re-decorating the school lunch area, bringing in members of the local community to discuss possible menu items, arranging entertainment and organising the actual lunch.
 - ❖ The Art project using local building site hoardings has attracted a great deal of interest within the community.

Partnerships

- The Lyric Theatre – workshops and annual public performance.
- Muse Gallery – annual exhibition of learners’ art and creative writing.
- Synergy theatre group – drama workshop around youth offending.
- Apothecary Theatre – TBAP presentation of learners’ work in a private gallery.
- DebateMate – learners are trained in the art of debating often to outstanding effect as evidenced by victories over mainstream schools in London.
- Queens Park Rangers – provision of coaches, facilities and opportunities to play friendly matches against other organisations.
- Dallaglio Foundation – provision of coaches and opportunities to develop rugby skills and participate in tournaments.
- Westway Sports – provision of coaches and a range of sporting activities, climbing, tennis, fives, gym.
- Harrow Club – local youth club that provides a range of activities including football, music and sound engineering.
- Jamie’s Farm – residential farm.
- TBAP teaching school
 - There is good evidence of ITT placements making excellent progress.
 - Currently hosting two trainee teachers - Maths and Science.
 - Latimer SLEs and other senior leaders have visited EPIC, Beachcroft and Octagon to provide consultancy and training.
 - There is good evidence of a Specialist Leader in Education having a significant impact as result of work done with other AP centres and schools.

- Kensington and Chelsea College – currently hosting one trainee HLTA from the college
- University of Groningen – hosting an annual visit of up to 30 students and professors to look at the work done. Each year one psychotherapy student has a six-month placement at Latimer to complete her training.
- University College London - an ongoing programme with the university to study the neuro-developmental of some of the most challenging learners.
- Institute of Education at London University – an embryonic pilot research programme with develop a neuroscience programme looking at different aspects of learning.
- Virtual School and Rugby Club Portobello – a long-standing partnership with both organisations to act as an examinations hub and provide support with coursework.
- Jack Petchey Award Scheme – learners are recognised for the significant progress they make against the odds
- Battersea Dogs’ and Cats’ Home – regular visits to the Home help learners to develop their reflective skills.
- Pepperpot Old Peoples’ Home – regular visits as part of Citizenship coursework help learners to develop softer attitudes and reflective skills.
- Safer Neighbourhoods Team – links with the police who visit the school and are seen as a normal part of the community rather than the enemy.
- Trident gangs unit – presentations about the dangers of gang-related activities.
- Integrated Gangs unit – working with individual learners and presenting workshops.

What additional support would the school like from the Challenge Partners network, either locally or nationally?

Not at this stage.

This review will support the school’s continuing improvement. The main findings will be shared within the school’s hub in order that it can inform future activities.