

CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	Latimer AP Academy
School Address:	194 Freeston Rd, London, W10 6TT
Hub:	London Special & AP Hub

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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:	36
Executive Head Teacher/Head of School:	Krishna Purbhoo/Tony Meehan

Date of last Ofsted inspection:	9-10 July 2013
Grade at last Ofsted inspection:	Good

Date of Quality Assurance Review:	17 th -19 th October 2016
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES¹

School Improvement Strategies: Outstanding

Outcomes for Pupils is: Outstanding

Quality of Teaching, Learning and Outstanding

Assessment:

Area of Excellence: Confirmed and valid for 3 years

Relationships with Outside Agencies

Previously accredited Areas of Excellence:

Therapeutic Support & Intervention

Overall Review Evaluation

The Quality Assurance Review found indicators that Latimer AP Academy appears to have moved beyond the Good grade as judged by Ofsted in the school's previous Ofsted report and is working within the Outstanding grade.

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

Information about the school

- Latimer AP Academy is part of the Tri-Borough Alternative Provision (TBAP) Multi-Academy Trust. The school provides for up to 36 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 within the Golborne Centre that provides very short placements, initial assessment or induction of students who are to be admitted to TBAP provision.
- The majority of students have special educational needs and a significant number have a statement of special educational needs or an education, health or social care plan.
- Since the last review there has been a significant change in the nature of students on roll, with a higher number of students affected by Social, Emotional and Mental Health (SEMH) concerns. The school liaises closely with a range of professional services to manage these concerns.
- The proportion of students who are eligible for the pupil premium grant is 56% but, as a matter of policy, all students are offered a free school meal at lunchtime and are offered breakfast before the start of the school day.
- There are many more boys and girls but the ratio varies over time as students enter and leave the school.
- The ethnic background of students is diverse and reflects the nature of the local community.
- The aim of the school is to reintegrate students back into mainstream education but this is not always appropriate. As a result, some students stay at the school until the end of KS4 and, because of the variable admission times, the length of time students stay at the school differs.
- Since the last review the senior leadership team has changed, with three new leaders replacing two who have left and one recruited for maternity cover.
- The school is accommodated on the upper floors of an old building. The limited space and facilities are inadequate and create difficult situations and behaviour incidents that require careful management. Plans to re-locate have been delayed again but new accommodation is currently being negotia

School Improvement Strategies

What Went Well

- Senior leaders work very well together proving excellent role models for both other staff and students. They are supported in this by the passion, resilience and determination of the Head of School.
- There is a layered approach to school self-evaluation and development from TBAP to Latimer Academy, which also provides for the dissemination of best practice and leadership development. This includes the HOS weekly

meetings with senior leaders which allows the opportunity for mentoring, coaching and general line management.

- Induction processes for students provide information in a number of key areas including attainment, SEMH assessment, family and previous school information. They form the beginning of excellent staff and student relationships. Students say that they always have a member of staff to talk to and this often helps them to feel better.
- Leaders take the welfare of staff very seriously and take steps to enable staff to build emotional resilience, thus aiding retention at LAPA and/or within the TBAP Trust.
- The school is working with other schools in the TBAP Trust to develop the innovative Progress 5 assessment system, which will show progress across a variety of measures to give a well-rounded picture of each student.
- Good relationships with parents, families and external agencies put the needs of the students at the heart of the school.
- Before the start of school, daily leadership team briefings and discussions facilitate smooth and effective management of the school day, as well as ensuring staff know relevant information about students.
- Being part of the TBAP Trust is providing a range of opportunities for staff to share their expertise across schools and to develop their leadership skills. The school works hard to minimise the effects of their absence for the students and other staff.
- The school benefits from access to continuing professional development, involvement in initial teacher training and the opportunities from being part of the TBAP Multi Academy Trust and the TBAP Teaching School Alliance.
- Students have access to a range of therapies, including music, a clinical psychologist seconded to LAPA by CAMHS and complementary therapies, being able to self-refer as well as being referred by staff.

Even better if...

...senior leaders develop a brief and concise document which provides information to illustrate progress within a range of key performance indicators. This should be measured against the baseline assessments made in the induction process.

...senior leaders further embed the opportunities available for staff to use the therapeutic provision that is currently being developed across the TBAP Trust.

...senior leaders consider how best to develop the TBAP Trust good practice alongside the work of Latimer AP Academy. For example, some TBAP Trust policies could be personalised for LAPA.

Pupil Outcomes

- Achievement exceeds national and London averages for pupil referral units.
- The school has widened its offer to students; there are a range of opportunities to gain accreditation including GCSEs, BTECs and Functional Skills. These have been expanded this year to include sociology, history and RE GCSEs.
- In 2015/16 all Year 11 students achieved a qualification with 81% achieving 5 GCSEs at A*-G or their equivalent, 38% achieved at least 1 GCSE at A*-C or their equivalent and 6% (one learner) achieved 5 or more GCSEs at A*-C or their equivalent.
- Vulnerable groups of students perform well; boys did slightly better than girls in the 5 A*-G measure, 100% of students eligible for FSM achieved 5 GCSEs at A*-G, an improvement on the previous year. Only one student with a statement of special educational needs achieved 5 GCSEs or equivalent at A*-C.
- In English, mathematics and science, the majority of students either met or exceeded their CATs target grade.
- The majority of students who were entered achieved level 1 and 2 accreditations in BTEC Performing Arts and Functional Skills in English, mathematics and ICT.
- Of the Year 11 students, eight went into work or training with three into custody and one not going into work or training. The proportion of students becoming NEET has fallen in recent years.
- The new Progress 5 assessment systems will demonstrate outcomes in a range of other areas for both cohorts and individuals. For example, attendance has steadily increased in recent years and is above the national average for pupil referral units.

Quality of teaching. Learning and assessment

What Went Well

- Staff have a secure and detailed knowledge of each student's learning needs and this is used to personalise teaching and learning plans.
- Teacher subject knowledge is secure in the large majority of subjects and students respond well to this by being engaged in their learning in lessons.
- Learning Support Professionals are fully integrated into all aspects of the school and make a very good contribution to the school's success. Their working hours reflect their inclusion in discussions about students and in teaching and learning.
- In the best lessons the quality of questioning allows students opportunities for response and reasoning.
- When fully developed, the creative and forward thinking new assessment system will support student learning even further.

- Quality displays that are subject specific, in some areas of the school, make the learning environment engaging and reflect the good work of students.
- In many lessons, student behaviour for learning ensures that everyone makes good progress. Leaders deploy additional staff in the corridors outside classrooms to respond quickly to any concerns. A senior leader on call responds speedily if concerns continue or escalate.
- The quality of marking and the developing systems for appropriate and personalised feedback ensure that students make no less than good progress, that marking and feedback is subject appropriate and allows opportunities for student responses.
- Developing literacy is a high priority for the school and this is supported by the solution-focussed application of literacy skills in lessons and discussion/debate. For example, the Votes for Schools PSHE lessons.
- To expand the offer for students, senior leaders introduced a number of new GCSE subjects at the beginning of this academic year including Religious Education and History.

Even better if...

- ...senior leaders considered how to reduce the impact of late arrivals on teaching and learning and used student voice to discuss and formulate solutions.
- ...senior leaders considered how to introduce and explain the new TBAP Trust Progress 5 assessment systems to students and their parents, including discussion about predicted GCSE grades with Year 11 students, whilst developing their confidence and aspirations.
- ...assessment for learning was further developed by using questioning to deepen student understanding, learning and progress.

Quality of Area of Excellence

The majority of students at LAPA are involved with several agencies and senior leaders deemed that it was crucial to build constructive relationships with them to maximize the benefits that the students would acquire while studying at Latimer. On arrival at LAPA, a senior leader establishes which, if any, outside agencies students may need links with. From this base LAPA works diligently and rigorously to maintain, develop or establish links with any appropriate outside agencies.

The Head of School, the Student Services Manager and the Director of Access and Inclusion work alongside external services to develop positive relationships, share information, expertise and good practice. They collaborate with external services to identify needs and subsequent support for students, working hard to ensure that relationships are constructive and positive. They ensure that there is collaborative work within the SLT to share relevant information.

LAPA hosts well attended termly Inclusion Panels when external agencies come together to share information, identify needs and discuss strategies. The Health and Wellbeing Panel introduced by Latimer meets to organize and deliver an action plan. The impact is evident in the young people's health and emotional wellbeing.

LAPA is currently working to establish a girls' and boys' group with the Young Women's Advocate Group and the St Giles Trust respectively and will develop their model of engagement with families and services across the TBAP Trust. They are considering extending their expertise by developing a community engagement project where representatives from the community meet and share good practice, ideas and expertise.

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

Following discussion with the headteacher, the school would like to reflect further about what support might be useful.

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.

