

Written Report

CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	The Bridge AP Academy
School Address:	Finlay Street, London SW6 6HB
Hub School:	The Bridge

Telephone Number:	02076108340
Email address:	Head@tbap.org.uk

Unique Reference Number:	100320
Local Authority:	N/A
Type of School:	Academy
School Category:	Pupil referral unit
Age range of pupils:	11–16+
Number on roll:	112
Executive Headteacher:	Seamus Oates
Head of School:	Andre Bailey

Date of last Ofsted inspection:	9–10 June 2010
Grade at last Ofsted inspection:	1 (Outstanding)

Date of Quality Assurance Review:	21–22 October 2013
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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:

Use of ICT data systems to support learning, CONFIRMED
behaviour and school improvement
across multiple institutions.

Overall Review Evaluation

The Quality Assurance Review found indicators that The Bridge AP Academy appears to be firmly within the Outstanding grade as judged by Ofsted in the school's most recent inspection report [9–10 June 2010].

Information about the school

- A high proportion of students are entitled to free school meals.
- They come from diverse ethnic backgrounds.
- Boys outnumber girls.
- Many students have high-level special needs in addition to social emotional and behavioural difficulties.

School Improvement Strategies

www

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Althou
gh
unorthodo
x, the
report
should
start with
reference
to singing
heard
during a
learning
walk. A girl
and boy
duetted
well in the
Rihanna
song, "*We
found love
in a
hopeless
place.*"
The song
is not
quite
apposite.
Students
do find a

loving environment at The Bridge AP Academy; it's a very hopeful place.

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There is strong evidence that stakeholder approval is increasing year by year.

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The Tri-Borough Alliance, alongside academy status, is an imaginative, innovative and ambitious transformation of alternative provision.

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Internal evaluation and development at The

Bridge AP Academy is a model of good practice. Underpinning the broad-brush paper documentation are detailed implementation and monitoring plans that populate the IT system and that are constantly updated, for example with evidence from frequent learning walks undertaken.

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The complementary roles of Executive Headteacher and Head of School

enable the extension and expansion of this high quality model while preserving a high quality student experience within The Bridge AP Academy. Leadership at all levels is dedicated and effective.

EBI...

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...
the Management Board supported The Bridge further in demanding better information on the academic progress of students referred

by
mainstream
schools.

- ... the Management Board sought ways of increasing Parent Voice.

Pupil Achievement

WWW

- Students are progressing rapidly from their individual starting points. Mathematics performance is ahead of English but good literacy support programmes are in use.
- There is a thorough induction which includes baseline assessment (often little information comes with the student).
- Thereafter, progress is tracked meticulously and interventions applied as necessary to facilitate “catchup”. Very good systems monitor academic and personal progress.
- Staff at all levels are involved in and responsible for students’ achievement. Information is recorded and widely available on the administrative IT system.
- There is very little opportunity for students to slip through the net.
- There is a close correlation between attendance and achievement, the best results to date stemmed from the highest attendance and the introduction of Learning Mentors.
- The Bridge AP Academy is realistic about peer pressures and life circumstances that may mean a student does not complete the entire Year 11. Early entry is accessed to ensure that some level of accreditation is gained. In examinations appropriate dispensations are applied, such as readers or scribes.
- The Bridge AP Academy is deeply involved in its students not becoming NEET. Sometimes college placements do not work out and an internal sixth form may be developed in the future.

EBI...

- ... more books were readily accessible to support literacy, possibly within the Accelerated Reader scheme.
- ... the work of the Group Champions caused the data on groups to be brought more prominently into the documentation.
- ... information about the progress of different groups of students was more clearly collated.
- ... there was evidence to show the success of students who reintegrate into mainstream, along with their post-16 destinations and outcomes.

Quality of teaching

A range of lessons was observed and a high proportion of lessons visited briefly as part of a learning walk. Regrettably there was no opportunity to visit the vocational provision in action.

WWW

- Lessons are consistently characterised by constructive relationships between adults and students.
- Teachers display in-depth knowledge of students as individuals. They have high expectations of learners.
- Teachers' subject knowledge is at a high level. Importantly, they are expert in their subjects as well as in behaviour management.
- Questioning techniques are effective in building students' confidence by steering them towards germane answers.
- Assessment for learning and feedback to pupils is very impressive, including in some of the marking. Identification of next steps to make progress was particularly good in Art.
- Tranquillity is often achieved, particularly in creative arts lessons, sometimes aided by playing music.
- Use of ICT by students is supported very well.
- Learning is generally not impaired by individuals who are not fully engaged from time to time.
- Generally lessons start promptly with crisp introductions.
- Senior staff judge teaching very accurately.

EBI...

- ... teachers could be more flexible in their planning to take account of absence. *(Disconnection with learning through absence and discontinuity in class in reaching a particular point of completion because of difficulties or distraction does present a challenge)*
- ... more connections were made in lessons with core skills in English and Maths.
- ... independent learning, learner-led, was more prominent, especially as pupils progress into Key Stage 4.
- ... students benefitted from knowing more about what "good" will look like (success criteria or WILF) right from the start of the lesson.
- ... learning was 'chunked' to improve the pace of some lessons and maintain more simultaneous completion of work.

Area of Excellent Practice

The Use of ICT data systems to support learning, behaviour and school improvement across multiple institutions

- Inspired initially by the Executive Headteacher's expertise in ICT, this has developed effectively and efficiently over time since the setting up of the Tri-Borough Alternative Provision (TBAP), Multi-Academy Trust. Its development has run parallel with the conversion of two of the PRU's (Latimer and Bridge) to become academies.
- The Bridge AP Academy leadership team has been crucial in the development of improved data systems and accurate SEN monitoring.
- The commercial product, 'Blue Wave Swift,' is a versatile development planning and CPD, and performance management tool which interlinks all aspects of professional development to address priorities and identified needs from the School Development Plan.
- SIMS provides a comprehensive catalogue of information about learners including attendance and special needs alongside all the planning for the curriculum across the TBAP schools.
- These combined systems operate as a central nervous system that regulates the life of the school. It enables continuous monitoring.
- For example, downloading information from the system in the Year 11 tutor group, data about behaviour patterns from the previous day was discussed with an individual pupil and targets set.
- The school know it is a strength and have plans to further use new applications within SIMS to take the whole process further e.g. SIMS Discover.

Partnerships

TriBorough Alternative Provision partnership is a very strong model. By having the same systems and structures in place in all of the centres it enables smooth transition between them according to the current needs of the students. Within the partnership there are regular subject network meetings, sharing of good practice and staff support. Mainstream schools show a high level of trust in The Bridge AP Academy's judgement regarding when they feel that a pupil is ready to start the process of reintegration. The therapy team also works with students from local mainstream schools. Recently a link with the local community through a stall on the farmers' market won praise for the academy. Succession planning at the Childerly Centre offers an opportunity to strengthen links with what is often a half-way house between school and The Bridge. There is much that can be learned by mainstream schools in Challenge Partners from the work of The Bridge.

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.