

---

**CHALLENGE PARTNERS: Quality Assurance Review Written Report**

<b>Name of School:</b>	<b>Bridge AP Academy</b>
<b>School Address:</b>	Finlay Street, London, SW6 6HB
<b>Hub School:</b>	Woodfield

<b>Telephone Number:</b>	0207 610 8340
<b>Email address:</b>	soates@tbap.org.uk

<b>Unique Reference Number:</b>	139509
<b>Local Authority:</b>	Hammersmith & Fulham
<b>Type of School:</b>	Alternative Provision
<b>School Category:</b>	Academy
<b>Age range of pupils:</b>	11-16
<b>Number on roll:</b>	158
<b>Executive Head: Head of School</b>	Seamus Oates: Andre Bailey

<b>Date of last Ofsted inspection:</b>	May 2013
<b>Grade at last Ofsted inspection:</b>	Outstanding

<b>Date of Quality Assurance Review:</b>	27 & 28 January 2015
--	----------------------

## **QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES**

<b>School Improvement Strategies:</b>	<b>Outstanding</b>
<b>Achievement:</b>	<b>Outstanding</b>
<b>Quality of Teaching:</b>	<b>Outstanding</b>
<b>Area of Excellent Practice:</b> SEN Interventions	<b>Confirmed</b>

### **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 May 2013.

## Information about the school

The Bridge AP Academy is the lead school within the large Tri-Borough Alternative Provision (TBAP) Trust. The school provides for up to 175 learners who have been permanently excluded from mainstream schools or are on “managed moves” to prevent exclusion or who are out of school. All learners have special educational needs and/or disabilities with a significantly high proportion that have statements of special educational need. The special needs are often social, emotional and behavioural needs. Most learners are educated at the main site but some are educated at two other sites in order to provide specific forms of support. In addition, some learners have home-based learning with access to online learning guides.

Most learners are eligible for pupil premium funding, 60% of the total are boys and the range of their ethnic backgrounds reflects the wide mix in the local community. The academy population fluctuates with referrals being received throughout the school year. The overarching aim of the academy is to reintegrate pupils into mainstream school or place them in further education or employment. The curriculum is intended to be broadly balanced and tailored to individual pupil need so that where appropriate it mirrors learners’ mainstream experiences and promotes continuity and progression in learning, emotional and social development. Learners are taught in small group settings with high levels of individual support.

The academy is a member of Challenge Partners and Partners in Excellence and has been awarded the Healthy Schools Award, the ICT Mark, the Investors in People Silver Award and the Inclusion Quality Mark. It is also a National Support School.

## School Improvement Strategies

### WWW

- Extensive documentation and highly structured systems suggest that the senior leaders provide drive and ambition. During the review this was particularly evident in the Head of School’s detailed knowledge of the development plan and the outcomes.
- 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 although the precise intentions about improving pupil outcomes 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 clear digest of outcomes.
- The school has a remarkably meticulous array of recording and tracking systems that demonstrate a wide range of pupil outcomes. These make clear that the school places great emphasis on resolving the underlying issues that trouble many pupils and which remain barriers to learning and progress unless they are resolved.

### EBI

..... the SDP or Blue-Wave Swift documents made clear reference to targets other than attainment.

..... 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 and LAB documents. The full picture of achievement at this school should include 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 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 and 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 SEF or LAB documents included a full analysis of pupil progress from starting points analysed by cohort, subject and length of time on the school roll.

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

## **Pupil Achievement**

- KS4 outcomes are improving over time – the proportion of pupils achieving 5 GCSES A\*-G has risen from 35% in 2012 to 57% in 2014. The 2014 figure is a 20% improvement on 2013
- 79% of learners achieved at least one GCSE C grade in 2014.
- 32 Level 2 qualifications were awarded at the end of KS4 in 2014.
- The end of KS4 pupil performance figures are above the national average for AP schools.
- With one exception there is little variation in the performance of groups.
- Girls did better than boys at GCSE in 2014.
- Current data shows that pupils will achieve at much lower levels in Food Technology.
- All but 2 out of 36 KS4 leavers in 2014 went on to FE or work-based learning.
- In addition the review concluded that:-
- Attainment is better than that seen in other AP schools with the exception of GCSE 5 x A\*-C that is just below.
- Attainment in comparison with mainstream schools is low.
- There are clear processes for determining baseline level on admission and then setting pupil targets based on performance in class shortly after admission.
- The school has determined that the expected level of progress is 2 sub-levels per year. However, the actual rate of progress varies according to how long pupils remain on roll and how long they take to settle in a very different setting.
- At the end of KS3 in 2014 the proportion of pupils meeting expected targets were 25% in Maths, 40% in English and 60% in Science. This raw data is not a sufficiently reliable indicator without further analysis to understand the individual pupil circumstances.

- Extensive scrutiny of data revealed that pupils make significant progress from their starting points and attain at high levels given their personal needs and circumstances. Rapid improvement in reading ages is particularly notable.
- The school's report on achievement within the SEF and LAB documents do not provide a comprehensive picture of pupil progress from starting points and as a result of interventions. Neither are the outcomes of the important work done on emotional wellbeing, attendance, social skills and behaviour reported. Nevertheless further enquiries revealed that there is a great deal of evidence about the effectiveness of work done in all these areas.

## Quality of teaching

### WWW

- The school has a clear policy about assessing and tracking the quality of teaching. This is based on a "learning entitlement" document that specifies standards for teaching and learning.
- There are specific programmes in place for promoting literacy.
- The SEF notes that 57% of teaching in the current school year is outstanding, 36% is good and 7% requires improvement. There has been an upward trend in the quality of teaching over 5 years with a dip in 2012-13.
- The SEF notes that challenge and questioning in lessons are rated highly but marking, feedback and pupils understanding their targets and grades are identified as areas for further development. A new marking and feedback policy is being discussed. It is intended that this will also address pupil's knowledge of their personal, academic targets.
- Lessons are carefully planned to take individual pupil needs into account.
- There is a flexible approach to accreditation in order to maximise the opportunities for success.
- The best lessons are characterised by a structure that promotes pace, listening carefully to learners in order to extend their learning, good resources that scaffold the learning opportunities, high levels of learner engagement and an emphasis on resilience and independent learning.
- During the course of the review members of the review team and members of the school staff observed 9 lessons jointly. Following the lessons the co-observers compared their views. In each case the co-observers agreed about the quality of teaching seen and whilst the majority of teaching seen was outstanding there were some instances of good or inadequate teaching. A review of comprehensive evidence of learning over time indicated that the real picture of teaching over time is that all teaching is consistently good or better. The inadequate teaching seen during the review is not typical.

### EBI

..... regular assessment consistently took place during lessons to ensure that pupils are building on previous learning and understand what they have to do next.

..... teachers ensured that questions are not closed and ensured challenge.

..... teachers consistently stretched pupils and provided every opportunity for them to work more independently.

..... lesson plans provided clarity about structure and contents.

## **Quality of Area of Excellent Practice**

### **SEN Interventions – “3 Wave System”**

- The role of Learning Support Professionals has been re-defined and CPD put in place so that they are now able to lead a range of interventions very effectively.
- The interventions provided are put in place following a period of careful assessment and clear identification of individual pupil needs.
- The range of interventions includes the development of social skills and emotional wellbeing as well as specific academic support in respect of literacy and numeracy.
- Interventions are targeted, carefully recorded and the impact monitored.
- Highly personalized interventions provide the key to the progress and attainment that pupils achieve.

## **Partnerships**

### **TBAP Trust**

- The school leads development planning and CPD in conjunction with the four other schools within the Trust. The export of skills and knowledge enables rapid improvement in pupil achievement elsewhere.
- The TBAP Trust has formed a Teaching School Alliance and a number of members of staff have Specialist Leaders of Education status and are involved in providing CPD opportunities to other schools.
- The school provides a “gold standard” of AP leadership and management and works hard to export the expertise to other AP schools and schools in other sectors.

### **Challenge Partners**

- The school is a long-standing member of CP and now has 5 trained reviewers on the staff.
- The school is a member of an AP assessment working group.
- The school has undertaken an SEN review of another academy on behalf of CP.

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

The school wishes to become more familiar with the ways in which mainstream schools present their progress and attainment data.

**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.**