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

<b>Name of School:</b>	<b>Latimer AP Academy</b>
<b>School Address:</b>	194 Freston Road, London, W10 6TT
<b>Hub School:</b>	London Special & AP Hub

<b>Telephone Number:</b>	0203 108 0345
<b>Email address:</b>	head@tbap.org.uk

<b>Unique Reference Number:</b>	100476
<b>Local Authority:</b>	Kensington & Chelsea
<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>	38
<b>Exec.Head/Head of School</b>	Seamus Oates/Tony Meehan

<b>Date of last Ofsted inspection:</b>	July 2013
<b>Grade at last Ofsted inspection:</b>	Good

<b>Date of Quality Assurance Review:</b>	11-13 November 2015
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## **QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES**

<b>School Improvement Strategies:</b>	Outstanding
<b>Outcomes for Pupils:</b>	Outstanding
<b>Quality of Teaching, Learning and Assessment:</b>	Outstanding
<b>Area of Excellent Practice:</b>	Confirmed
<b>Therapeutic Support &amp; Intervention</b>	

### **Overall Review Evaluation**

The Quality Assurance Review found indicators that Latimer AP Academy appears to have moved beyond the Good grade as judged as a result of the school's previous Ofsted inspection in July 2013 and is working within the Outstanding grade.

## Information about the school

- The Latimer Academy is part of the TBAP Multi-Academy Trust (Tri-Borough Alternative Provision). 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 that provides 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.
- Since the last review two senior leaders have moved on to other posts elsewhere and the school has just appointed replacements with effect from next January. There has also been a significant change in the nature of pupils on roll. Many of the boys presently on roll are affected by the local gang culture either as victims of or participants in violence and Class A drug-dealing. This is a neighbourhood issue and the school works closely with agencies in the community to find solutions.
- The school is accommodated on the upper floors of a very unsuitable old building. The limited space and facilities available are inadequate and create difficult situations and behaviour incidents that require careful management. Plans to re-locate the school have floundered but new plans are currently being negotiated.

## School Improvement Strategies

### What Went Well

- The school is contributing to the development and implementation of the TBAP 20/20 Vision. The school shares the TBAP vision of listening to learners, developing high aspirations and achieving exceptional success. This is a school where things may look easy but in fact are only so because of a huge amount of underlying planning and preparation..
- The school was praised in the last Ofsted inspection because of the curriculum and progress tracking that resulted in growing aspirations, improved attendance and behaviour and greater engagement in learning.
- Senior leaders focus on the quality of teaching and take a highly structured approach to mentoring, coaching and improving specific staff skills.

Evaluation of teaching leads seamlessly into a well-structured CPD programme. There is good evidence that all this work results in significant improvements in staff performance.

- The internal pupil progress tracking arrangements are rigorous and information is collected and discussed at 6-weekly intervals so that any developing issues can be addressed at an early stage.
- The school attaches a great deal of importance to listening to learners and uses an analytical and therapeutic approach to increasing emotional well-being. This has been submitted as an Area of Excellence.
- Daily staff briefings show a strong focus on individual pupil needs. There is a deep understanding of underlying issues, great concern for the wellbeing of pupils and staff and extensive reflection on the effectiveness of different pupil management strategies.
- Senior leaders have rigorous and constructive procedures for dealing with the constant and potentially frustrating changes that occur. These include pupils being admitted at short notice at any point in their school career, more able younger pupils being re-integrated into mainstream schools and pupil attendance that is influenced by extreme personal circumstances. The work done to create positive relationships with parents is a particular strength.
- The school has robust procedures for comprehensively assessing pupils on admission, determining personal targets, providing personal support and reviewing progress against those initial targets.
- Senior leaders are well aware that some pupils do not meet their expected targets. They identify this at an early stage and, because of the overwhelming personal and social circumstances that these pupils experience, a rigorous procedure of case discussions with local agencies is initiated. Case studies show that despite constructive support for families and pupils being arranged the scale of the problems is often not diminished and pupil progress and attainment are affected.
- The school is in the midst of agreeing what its basket of indicators will be. At the moment there is a view that the principles underpinning Progress8 will be adopted and that the school will have a similar measure of progress across all those areas of learning that are of critical importance for pupils who have very particular needs.

### **Even Better If...**

..... as a matter of urgency, the school takes steps to prepare the available information so that it clearly sets out the distinctive nature of the provision and demonstrates that leaders and managers share a clear vision, have analysed the current situation, have agreed purposeful improvements tasks and have set sharp success targets. Besides enabling leaders and managers to have the greater confidence that will come from a well articulated description of their mission and effectiveness, this will also make sure that the necessary evidence of leadership and management is immediately available to an inspection team. Evidence of the effectiveness and ambition of leadership and management does exist but is

presently buried beneath extensive summary documents that distract and fail to serve the purpose. The elements of this urgent task are:-

- ..... distinguish between operational tasks that are necessary and strategic plans that are based on an analysis of WWWs and EBIs.
- ..... devise new templates for the self-evaluation report and improvement plan so that these key documents are strategic and focussed. The self-evaluation report needs to focus on impact made upon pupil progress from their starting points and an analysis of the WWWs and EBIs. This analysis should then be taken forward to the improvement plan so that it is clear which EBIs are being addressed, what the strategic action plans are and what is the intended impact upon pupil progress.
- ..... ensure that the wealth of information about pupil progress already available within the school is clearly used to drive self-evaluation.
- ..... ensure that the wealth of information about lesson observations and the quality of teaching already available within the school is reduced to that which meaningfully shows that evaluation is clearly linked to pupil progress and is clearly used to drive self-evaluation and the EBIs within the improvement plan.

## **Outcomes for Pupils**

- 70% of the 12 pupils reaching the end of KS4 in July 2015 achieved 5 GCSEs at A\*-G (national average for APs is 15.9%). All pupils achieved at least one GCSE. No pupil achieved 5 GCSEs at A\*-C including English and maths.
- All pupils reaching the end of KS4 in July 2015 achieved at least one accreditation in English, maths or ICT functional skills. 3 pupils achieved Level 1 in BTEC Performing Arts.
- Destinations of the pupils reaching the end of KS4 in July 2015 were 8 into work or training, 1 NEET and 3 into custody. The proportion of pupils becoming NEET has fallen in recent years.
- Some pupils within the current Y11 have already obtained some accreditations. These include 2 x GCSE (F & G), 2 x Functional Skills maths (L1), 2 x BTEC drama (L2), 2 x BTEC Nutrition & Health (L2) and 1 x BTEC Preparation for Life.
- Internal assessment at the end of KS3 (usually a very small cohort of about 4 pupils) in July 2015 indicated that the proportion of pupils meeting or exceeding their personal targets were 50% in English, 75% in maths and 50% in Science. The better performance in maths has been evident over three years.
- Attendance has steadily increased in recent years. Attendance in 2014-2015 was 91.4%.
- There have been increases in FTE largely due to two incidents involving a group of pupils.

- Pupils who have been at the school for some time are very positive about their experiences and can explain what they value about the school and how this has impacted upon their behaviour and learning.

## **Quality of teaching, learning and assessment**

### **What Went Well**

- Staff and students share a sense of humour and relationships between staff and students are outstandingly positive and supportive despite some pupils being exceptionally difficult at times. This is key to the success of the school.
- The most effective teaching is characterised by well structured lessons that are closely linked to prior learning, make the learning objectives very clear and provide opportunities for pupils to discuss the task so that they fully understand the learning steps to be taken. As a result pupils become confident that they are able to complete the task and remain engaged in the learning process.
- Some lessons encourage pupils to take risks with their learning. Others include experiments and testing of theory.
- Skilful questioning and positive re-enforcement by teachers ensures that individual pupils are drawn into the lesson and off-task behaviour is minimised.
- Opportunities are taken in some lessons to divert the course of learning because of valuable points made by pupils.
- Very competent learning support professionals make significant contributions to lessons.
- KS4 lessons often focus on exam criteria. Examples of graded coursework are displayed alongside the grade criteria.
- Well-maintained workbooks show that there is an emphasis on presentation and that a marking policy is in place. The workbooks of pupils who attend regularly show good progress over time.
- Work scrutinies are rigorously organised and then analysed and constructive feedback given to staff. Information gleaned from learning walks is treated in the same way.
- Serious behavioural incidents are managed very calmly so that little attention is given to miscreants and there are lots of opportunities for them to start complying again without losing face.
- The school does set some behavioural limits and has a range of firm consequences for incidents of a criminal nature.

### **Even Better If**

...implementation of the marking policy was continued to ensure that feedback provided results in an ongoing dialogues with individual pupils.

...extension activities for more able pupils included opportunities for them to mark work exemplars with reference to the specific criteria.

...sufficient time was always allowed for pupils to answer questions and when necessary ask more probing questions.

...opportunities were taken to use another form of language to make the same explanatory point.

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

### **Therapeutic Intervention and Support**

Evidence of substantial and sustained impact on pupils' outcomes within the school:-

- Therapy is an integral part of the school but is led by the Director of Access and Inclusion, three therapists and a clinical psychologist. A central element is a frequent case discussion with all staff that results in a wide and deep understanding of psychological and therapeutic theory grounded in academic research. This is in turn reflected in every aspect of care, teaching and pastoral support provided for pupils and is the most significant factor in the success of the school.
- During their induction period all pupils have the benefit of an assessment that enables staff to identify those with significant difficulties that may respond to a therapeutic approach. The initial assessment is reviewed at intervals throughout the year. In addition, pupils may be subject to case discussion.
- Hard evidence of impact is not always easy to obtain but the school has clear evidence to show that the outcomes of therapy are often reflected in very good results in Art. Subjective views are also very positive. Case studies include a recent leaver who had experienced years of previous mental health issues and frequent failure and rejection. After some years at Latimer both he and his family describe his years at the school as his most secure and supportive experience ever as a result of which he was much more comfortable about himself and was able to express his feelings and emotions.

Well-developed opportunities to capitalise on the area of excellent practice within the school:-

- Opportunities to support all pupils as they approach potentially stressful exam periods.
- Opportunities to support staff working in highly stressful environments.
- Opportunities to share and develop practice on a wider scale within TBAP.

Further developments being planned:-

- Develop the role of the academic mentors to strengthen the links between therapy and subject teaching and learning.
- Find ways of capturing the impact of special arrangements such as residential journeys.
- Explore avenues for greater collaboration of school, family, pupil and therapist without jeopardizing the therapist/pupil relationship.

## **Partnerships**

### **How have you used Challenge Partners schools to address your previous 'Even Better Ifs'?**

- The school has continued to discuss with other TBAP schools the format of the TBAP templates for self-evaluation reports and school improvement plans.

### **How have you worked with, or supported, other schools in Challenge Partners?**

- The school has discussed safeguarding, health and well-being procedures with other TBAP schools. The school frequently comes across many serious safeguarding issues that require intensive work with local agencies. Well thought out principles underpin strategies that are both relevant and realistic. Case studies provide evidence of positive outcomes in a number of cases.

**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**

### **What 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 wanted.