

# TBAP Beachcroft AP Academy

## Peer to Peer Review

### January 2018

Area	The Review Team judged* TBAP Beachcroft:	On the Self Review Scorecard Beachcroft self-assessed as follows
Overall	Requires Improvement (3)	Good (2)
Leadership and Management	Requires Improvement (3)	Good (2)
Personal Development, Behaviour and Welfare	Requires Improvement (3)	Good (2)
Teaching Learning and Assessment	Requires Improvement (3)	Good (2)
Outcomes	Requires Improvement (3)	Good (2)

\*Please note that this review is not equivalent to an Ofsted inspection and judgements therefore are not necessarily equivalent to Ofsted judgements

## The Peer to Peer Challenge

The school judges itself as Good in all areas. This is in line with both the published judgement following an Ofsted Short Inspection in January 2017 and the opinion of the Challenge Partners Review conducted in November 2016. The Review Team, however, disagreed with this and currently judge the school **as Requires Improvement** in all categories. Following the Peer to Peer Review, members of Beachcroft's SLT accepted the judgement and the reasons why it was made.

The documents presented on arrival to the review team included:

- The Scorecard
- Ofsted Short Inspection January 2017
- Challenge Partner Reports
- Some Pupil Profiles and tracking data including progress data and information relating to attendance and behaviour
- Case studies
- Some destination data
- TBAP documentation including reports to Governors
- Staff and surveys
- Some Performance Management records

Having spent time as a team looking at these and after being given the chance to clarify some matters with Mr Butt, the newly appointed Head of School, the review team settled on the following key lines of enquiry:

- What progress has Beachcroft made since its last Ofsted report?
- What information currently exists to support the judgement that Beachcroft remains Good?
- How does the school quality assure what it does?
- How is the school adjusting to the increased size of its primary cohort?
- To what degree have the changes to the leadership of Beachcroft impacted upon its development?

## Leadership and Management strengths

Safeguarding is a priority and the school commits significant energy and resources to manage this effectively. Staff receive appropriate training and know how to identify students who are a risk of abuse, neglect or CSE.

The Head of School and senior leaders communicate effectively with staff regarding the immediate needs and behaviours of learners as evidenced by morning briefings.

Over time there has been an improving trend of pupils gaining GCSEs in English and Maths whilst there has also been an increase in the number of accreditations that pupils gain by the time they leave.

School leaders have established an operationally strong, multi-agency approach to learners with complex needs. The behaviour of KS3-4 students at social times and around the school is good and records are kept of behaviour issues when they occur.

In several lessons, teachers engaged pupils in challenging tasks and used questioning effectively to develop learners' understanding. There was evidence that interventions with underperforming staff have led to improvements in teaching and learning.

Leaders regularly engage with stakeholders, in particular parents and follow up any immediate concerns. Leaders have strong relationships with learners. They are committed to their welfare and lead by example. They prioritise their safety and ensure that available resources are deployed to maximum effect. They are held in high regard by the learners.

Most school leaders understand the systems and quality assurance process needed for them to have an accurate, robust and comprehensive understanding of the quality of education at Beachcroft.

Over time, assessment systems have been established that provide appropriate information about learners. The school knows what intervention strategies work and where they have been deployed, they have led to improvements.

Over time teachers and support staff have benefited from CPD opportunities, including the use of Pupil Asset and Leverage Leadership.

Leaders know what "Good" looks like and in the context of unstable staffing have prioritised effectively, choosing to focus energies directly upon operational activities relating to learners.

There is a broad and balanced curriculum in place that meets the needs of learners, including opportunities for "APAP".

During the review, the newly appointed Head of School alongside other school leaders accepted that they had been over generous in their initial judgements which were too reliant on historic trends and information. During the review they did, however, start to reassess their capability as well as their current capacity to drive on school improvement.

Leadership and Management risks and areas for development

Overall leadership and management are not securely good because:

Information about key aspects of the school’s performance, including pupils’ academic achievement, behaviour and attendance is not always up to date and complete. Furthermore, since September 2017 the school has not routinely evaluated the information it has gathered. As a result, the school cannot reliably assess the impact of its interventions when and if they have taken place.

Whilst the school is aware of the systems and process needed to evaluate itself accurately, it has not been able to complete these regularly enough since September 2017 to form a robust evidence base for planning interventions.

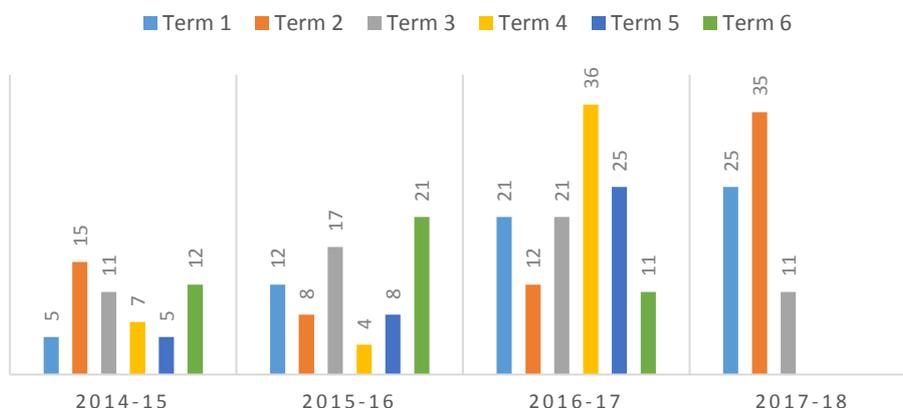
Whilst the school is aware of the TBAP priorities and is working towards these, its own development planning needs more focus and rigour.

Whilst activities such as learning walks and work scrutiny have taken place, there is less evidence that these have been reviewed and monitored in a systematic manner to inform next steps.

Progress data has been collated through Pupil Asset and linked to individual learners with some targets being set. However, school leaders say they have not had the time and resources to assess and evaluate this information due to staffing instability.

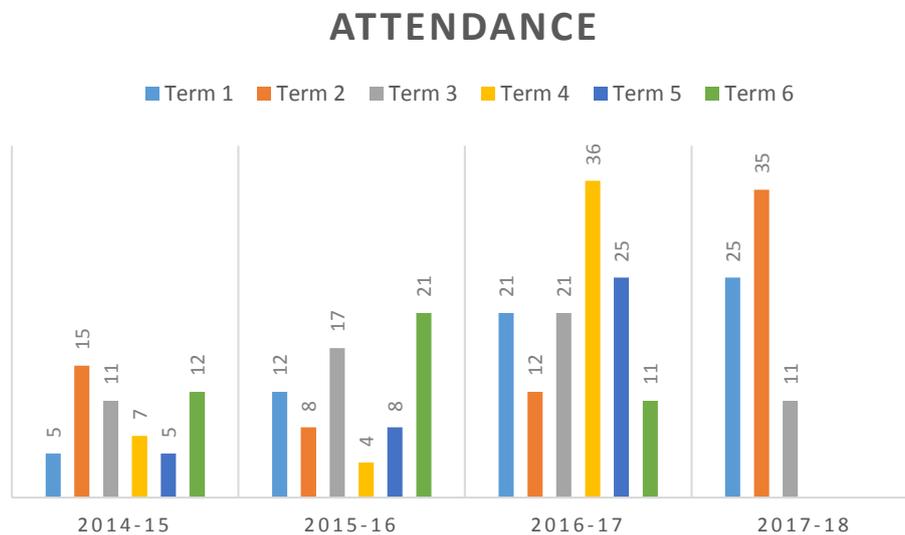
The number on roll has increased as have the number of exclusions. However, whilst the incidences of poor behaviour have been logged, the school has not analysed them to identify trends and patterns upon which it can base further actions and interventions. For example, raw data presented to the team appears to show a significant increase in reported incidences of fixed term exclusions as this table shows:

### FIXED TERM EXCLUSION (INDIVIDUALS)



*(NB Term 3 includes January data only)*

Attendance data shows absence has increased from Term 6 of the academic year 2016-17 into Terms 1-3 of this academic year. However, the school has not fully analysed why this is the case although it is confident that it can explain this increase, albeit through anecdotal evidence rather than systematic analysis. The following chart demonstrates the increase in absence:



*(NB Term 3 includes January data only)*

Leaders have not tackled the areas for improvement identified at the previous inspection.

Performance Management targets are in place for the majority of, but not all, teachers. Some are yet to be signed off by line managers and not all targets have actions assigned to them.

Prior to the appointment of the new Head of School, there was a lack of clarity over the leadership of KS2. The number on roll in this area of the school has nearly tripled within the last 12 months and they now account for over 25% of learners on roll. However, whilst there has been a proportionate increase in the levels of staffing, there was no obvious additional management structure other than distributing roles and responsibilities across the existing leadership team which because of staffing instability is already under pressure.

The lack of clarity over the management of KS2 has resulted in some students who were intended to be on short-term placements of 12 weeks remaining for considerably longer periods of time. Whilst they remain the overall responsibility of their mainstream school, it is an area for improvement as the new Head of School has already identified and at the time of the review steps were being taken to rectify this situation.

Whilst there was a clear commitment to all students, the new Head of School had identified that a number of learners with EHCP plans had not undergone their statutory reviews. Swift action is being taken to address this.

## Personal Development, Behaviour and Welfare strengths

There is an overwhelming sense of nurture and care at this school. Learners were keen to attend and regarded the school as a safe place to be. Positive relationships characterised the interactions between learners and adults.

Many staff demonstrated admirable levels of commitment and resilience notwithstanding the challenges posed by staffing instability. There was a considerable amount of goodwill amongst school leaders to ensure the learners received the best education possible.

The on-call team worked efficiently and the daily updates posted on the Head of School's office ensured appropriate operational rigour.

During the review, there was evidence that staff are highly skilled at supporting learners who face great difficulties. This was particularly evident at KS3-4 where their skilled support meant that learners quickly returned to lessons following periods of distress.

School leaders were highly visible and carried considerable credibility in the eyes of learners who were confident that they would be listened to and supported.

There was a consistency to behaviour management at KS3-4 with teachers verbalising positive behaviours and learners saying that there are adults to whom they can relate.

The morning briefing was thorough and efficient, providing verbal feedback and guidance on the most pressing issues of the day.

There was evidence that the school works effectively with multi-agencies in particular the Local Authority, Police, Youth Offending Services, the CSE team and Integrated Gangs Unit to identify individual learners at risk and crime trends within the local community.

The school has case studies demonstrating the positive impact of Speech and Language Therapy. There was also anecdotal evidence that Therapeutic Support is having an impact but the school has identified the need for greater communication and information sharing in this area.

Operationally, the school responds to day to day absence which includes follow up telephone calls and parent meetings.

CIAG is bespoke to individual learners and delivered through the PSHE programme. This programme includes the Votes for Schools. There are further Enrichment programmes which are undergoing a review by the new Head of School.

## Personal Development, Behaviour and Welfare risks and areas for development

There is evidence to suggest that previously, systems to collect, understand and use information about pupils' behaviour and attendance were effective. However, more recently they have not been implemented to the same degree, in part due to staffing instability since the person in charge of attendance has only recently returned from maternity leave. As a result, leaders are not in a position to analyse patterns of behaviour and attendance to plan improvements and sustainable interventions which may account for the declining patterns in both these areas.

Previously strong attendance has declined and the school needs to better understand the reasons why.

The NEET figure for 2017 is 65%, well below the school's and TBAP's own target and calls into question the efficacy of CIAG strategies in preparing students for the next step in their education.

The absence of EHCP annual reviews and any guidance to colleagues that may arise from these, means colleagues are not equipped to intervene and support learners as effectively as they might.

Behaviour management at KS2 appears different to that at KS3-4 resulting in inconsistency.

## Teaching, learning and Assessment-strengths

There is evidence that over time teaching and learning has been well managed. The school says

*"As a result of the Leverage Leadership Pilot from two years ago, we have attempted to offer this form of coaching to all teaching staff.*

*'Leaders make accurate judgements about the quality of teaching and learning in the school. They understand precisely where the strengths and weaknesses lie and put credible plans in place to tackle any weaknesses swiftly' (BCAPA Ofsted Dec 2016) "*

The school also identifies other strengths. For example, it says

*"Most of our teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected."*

The issue for the Review team was that because of staffing instability since September 2017 the school says it has not had the capacity to carry out the full range of quality assurance activities associated with monitoring the quality of teaching and learning and is therefore over-reliant on information from the previous academic year. Leaders were honest in saying that few lesson observations have been conducted and that information gathered from learning walks and work scrutiny activities have not been thoroughly evaluated or acted upon. Furthermore, whilst it was evident that significant progress had been made with Pupil Asset during 2016-17 and that data was being collated, the school has only recently been in a position to evaluate this.

However, these issues were to an extent highlighted in the November LAB report. In terms of assessing the quality of teaching and learning the report states in Section 3.1 *"This term there was a more personalised approach to learning walks and coaching for two identified teachers"* and information relating to this was included in the LAB report. Equally, in Section 2.2 it says *"Due to the input of fresh baseline data in the new*

*pupil asset frameworks, quantitative data is not available for progress this moment in time. After Christmas, there will be a detailed analysis showing how much more breadth and depth is being covered by every subject”*

In terms of the lessons that we observed there was some strong practice, particularly at KS3 & 4.

In a KS4 Science lesson, most students were appropriately challenged and engaged. The teacher used questioning effectively to test students’ understanding. Her subject knowledge was strong.

In another KS4 Science lesson, there was evidence of good planning where visual slides prepared learners effectively for their experiments. Behaviour was good, routines and expectations were clear whilst literacy was promoted through vocabulary development.

In a KS4 English lesson there was evidence of good planning. The teacher set ambitious targets and probed students well regarding the social context of the play “An Inspector Calls”. He focused well upon key literary terms e.g. “I want more formal language” to which learners’ replied with terms like “inference.” The supporting materials were carefully thought through and class discussion was well managed although not all students contributed. Books also showed steady progress over time, with relevant and pertinent teacher feedback.

In a KS4 Creative Writing lesson, there were a variety of learning activities-such as the use of flipcharts, which resulted in high levels of engagement and low levels of learner anxiety. This enabled learners to articulate clearly different plots and story lines with clarity and skill. They were highly motivated and engaged. Their listening skills were well developed and there was a clear sense of ownership of their work.

In a Business Studies lesson, a student expressed enormous pride in his work and achievements. He could discuss the manipulation of spreadsheets well and was making strong progress. He said his teacher was “the best” and talked eagerly of his impending reintegration to mainstream.

At KS2 the quality of teaching was less consistent. In a “Crime Scene” investigation there was evidence that some students were keen and willing to engage. However, despite there being three adults in the classroom, there was inconsistent management of behaviour and an over reliance on one to one support. The physical learning environment of the whole room-not withstanding the deliberate “Crime Scene” area, appeared untidy with prominent graffiti in capitals on the wall as you entered the classroom. There was little evidence of differentiation and learners were not always clear about the task. Books however, showed better attention to progress and those seen were carefully marked.

In a KS2 Maths lesson, graded mark sheets were in evidence. Multi link resources were available but were being used more as toys than learning tools. In a KS2 Geography lesson, students were attentive and responded to well to the teacher’s questioning. However, the closed nature of these questions meant that their understanding was not developed deeply. Concern was also expressed about the regularity with which students exited the classroom and how far this was teacher or student led. The small corridor outside both classrooms became a holding area for learners and whilst it could be an effective behaviour strategy it appeared too ad hoc, focusing on containing rather than managing behaviour.

## Teaching, learning and Assessment- risks and areas for development

A complete review of the quality of teaching and learning at KS2 should be undertaken as this represents an area of significant risk.

The examples of strong teaching at KS3-4 need to be supported by a more systematic process of school wide evaluation and support. Assessment in particular needs to be more integral to planning so that gaps in learning are more routinely identified which in turn will lead to more relevant and appropriate interventions.

Overall, there was evidence that assessment data was being collated. However, because it was not routinely analysed the review team was unable readily to draw conclusions about overall or individual learner progress.

Information about learners' needs should be collected and communicated more systematically to LSPs and teachers so that consistent support can be established. Teachers were clearly committed to differentiating work according to the needs of learners, but there was little evidence that they were being supported in this by, for example, clear guidance on the learning needs of SEN pupils. Overall, there didn't appear to be a coherent approach to the needs of SEN pupils.

The committed core of classroom teachers as well as middle leaders should be provided with the time, resources and support to ensure that they contribute to the raising of standards in their subjects across the school. The legacy of solid teaching over time coupled with intense support in the build up to public exams has had a positive impact upon outcomes in public examinations. However, this is at risk unless the school is able to prioritise its long term management of teaching, learning and assessment.

## Outcomes strengths

Pupils complete Year 11 having achieved accredited qualifications and GCSEs in a range of subjects, which include English, Mathematics and Science. Historic evidence is strong from summer 2017. In its Self Review that school states:

- Every year 11 learner achieved at least 1 GCSE – 100% accreditation.
- 89% achieved GCSEs that included both Maths and English
- 78% of learners achieved 5 A\*-G/1-9 or equivalent (an increase from 50% in 2015 but an insignificant decrease from 83% in 2016 due to variations in cohort size and variations in baselines). This is significantly above the national average for PRUs and Alternative Provisions.
- An average point score of 10.85 was achieved at BCAPA including English and Maths.
- The figure of 6 % for 5 or more A\*-C/4-9 or equivalent has remained steady as 2016.
- Improvements can be seen in the 5 A\* - C in measure for FSM and Pupil Premium learners
- Statemented learners achieved 100% 4 + A\* - G including GCSE Maths, English and Science (50% achieved 5+)
- Girls achieved 100% 4 + A\* - G including GCSE Maths, English and Science (100% 5+ was missed due to one learner being a persistent non-attender)

**Outcomes- risks and areas for development**

The review team was not able to comment with confidence upon current performance data. There were some predictions in the 2017 LAB report but due to staffing instability, the school has not analysed overall performance data, particularly from KS2.

The NEET figures are well below the school’s and TBAPs targets and it is not clear what accounts for this.

Attendance figures are declining from a previously strong position but the school was not able to provide a systematic analysis for this.

Exclusions are increasing and so is the roll of the school but there was no evaluation of this data.

Whilst Pupil Asset has been effectively used to collate data, the school has not been able to analyse it in a systematic way to inform further interventions and support.

**Peer to Peer Summary**

Area	The School judged themselves:	The Peer to Peer Review Team judged them:
Overall	Good	Requires Improvement
Leadership and Management	Good	Requires Improvement
Personal Development, Behaviour and Welfare	Good	Requires Improvement
Teaching Learning and Assessment	Good	Requires Improvement
Outcomes	Good	Requires Improvement

The single most important issue facing Beachcroft is to restore Leadership and Management capacity. Its gradual loss over the last nine months due to staff absence or the departure of experienced colleagues has seen the positive trajectory of school improvement stall. It has also placed significant pressure on key school leaders such as the Student Services Manager who has had to prioritise operational decision making at the expense of strategic planning and evaluation. For example, there is no School Development Plan and little routine analysis of information relating to progress, attendance and exclusions. Whilst those schools leaders who have been present over this period have coped admirably to ensure that learners remain focused and safe, they have not had the resources to take the school forward. Therefore, little progress, for example, has been made regarding the key areas for development identified at the last inspection which were:

**Leaders and those responsible for governance should ensure that pupils’ outcomes are improved by:**

- **bringing together and refining systems for tracking and measuring pupils’ progress with regard to academic achievement, behaviour, attendance and the impact of therapies**
- **using the information gained to ensure that provision is sharply focused on the key priorities for each pupil**

On a positive note, TBAP and the Executive Headteacher have acted decisively to appoint a new Head of School, Wasim Butt, who took up post on January 3<sup>rd</sup> 2018. He has already acted swiftly to evaluate the issues facing the school and in doing so has shown insight and credibility. It is also commendable that he declined the opportunity to postpone the review to later in the year. His document “100 Days” is forensic in identifying what needs to be done to restore the school to its previously strong position. The conclusion of the Review team was that Mr Butt already has the confidence and willingness of staff to address key issues. However, given the emergent nature of these strategies it would be too early to comment with confidence upon their impact.

Peer to Peer Review Team

The team was made up of:

Tim Long (Lead)

Angela Tempany

Natalie Wismayer

January 2017