

TBAP Beachcroft AP Academy

Peer to Peer Review

July 2019

Area	The Review Team judged* TBAP Beachcroft:	On the Self Review Scorecard Beachcroft self-assessed as follows
Overall	Good (2)	Good (2)
Leadership and Management	Good (2)	Good (2)
Personal Development, Behaviour and Welfare	Good (2)	Good (2)
Teaching Learning and Assessment	Good (2)	Good (2)
Outcomes	Good (2)	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 the published judgement following an Ofsted Short Inspection in January 2017. However, it is an improvement on the January 2018 Peer Review which judged the Academy as Requires Improvement across all areas. The Review team now agree with the overall self-assessed judgement of Good as a consequence of the significant progress the academy has made under the current Head of School, Wasim Butt.

The documents presented on arrival to the review team included:

- The Scorecard
- A substantial folder of evidence indexed to the Dynamic Self Review area and Scorecard which included:
 - LAB Reports for Teaching, Learning and Assessment, Personal Development, Welfare and Behaviour, Outcomes
 - CPD Records
 - Pupil Tracking Data

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

- How accurate is the academy's Self Evaluation?
- What evidence supports the judgement that Beachcroft's improvements mean they are now Good?
- How far have leaders acted upon the recommendations and findings of the previous Peer Review (January 2018) particularly with regards to Attendance, Behaviour and Assessment?
- How embedded are the changes introduced by the Head Teacher and Director of Learning?

Please note that due to the late unavailability of one team member, the Review Team were only able to perform a light touch visit to the primary section and therefore this reports focuses solely on KS3-4.

Leadership and Management risks and areas for development identified in the January 2018 Peer review

Information about key aspects of the school's performance, including pupils' academic achievement, behaviour and attendance is not always up to date and complete. 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.

School leaders say they have not had the time and resources to assess and evaluate Progress data in Pupil Asset

The incidences of poor behaviour have been logged but the school has not analysed them to identify trends and patterns upon which it can base further actions and interventions.

Attendance data has not been fully analysed

There was a lack of clarity over the leadership of KS2.

A number of learners with EHCP plans had not undergone their statutory reviews.

Leadership and Management-strengths July 2019

The Head of School provides inspirational leadership. This is shared amongst other key leaders such as the Student Services Manager, Peter Augustine and the Director of Learning, Michele Burgess-Allen. They have helped to bring stability to what was at risk of becoming a chaotic educational environment.

There is integrity to what the academy seeks to achieve with some of society's most vulnerable learners. There was a palpable sense of respect and humanity across the academy. The sense of moral commitment is now underpinned by far more rigorous systems, with the school committing to a process of self-evaluation that builds on strengths and tackles areas of weakness.

The Head of School has shown outstanding resourcefulness in addressing deficits around the academy. What previously felt like a place in rapid decline has become a vibrant and positive learning environment. Bringing in money to address site and fabric issues or securing funding for a new library and playground have lifted morale and created a sense of optimism and momentum.

The Head of School has inspired professional loyalty and trust which means people go the extra mile. Students said: "He's doing a great job and should carry on" and many colleagues referenced the changes and improvements that he has brought about.

The Head of School has thought deeply about how to change the climate and culture of the organisation. The "make it happen" mantra is embedded in the psyche of staff and learners whilst being visible across the

academy. The commitment to the journey of school improvement, captured in the Head's phrase "You're either on the bus or you're not", has resulted in a cohesive, well ordered and structured environment.

The Head of School has also been astute in developing capacity across the academy from very limited resources. Leaders who previously were locked into reactive, "firefighting" scenarios have now been able to work more strategically. As a result, there is greater impact in the work they do evidenced, for example, by:

- improved attendance figures
- reductions in exclusion
- improved NEET figures
- improved reintegration numbers
- reduction in vandalism and damage
- improvements to teaching and learning
- above sector outcomes for students

A further example of capacity building can be found in the progress of an ICT teacher who is progressing successfully through the various stages of his career having started as a support assistance. The support provided by the academy is testament to its commitment to developing professionals and managing its pool of professional talent.

Leadership and Management-Areas for Development July 2019

Senior Leaders need to focus more explicitly upon Teaching and Learning and in particular how the vision for the curriculum aligns more with the priorities of the new Ofsted framework. This means that the high level leadership of Teaching and Learning which has served its purpose to stabilise expectations across the academy, now needs to be deepened.

Assessment now needs to become more focused and granular so that gaps in learning can be more precisely and accurately identified.

The much-improved information systems across the academy provide a significant evidence base. Whilst there is evidence of good high level analysis the academy should also be more routinely looking at the progress of groups such as High Ability Learners and in particular the progress of Disadvantaged Learners.

The academy has systems for addressing SEND and colleagues are signposted through a common drive. The tracking of progress and how far classroom teachers and LSPs deploy these strategies appears to fall under the wider remit of how the academy quality assures Teaching and Learning overall. Given the profile and number of students needing SEND support, it might make sense for this area of the academy to be more directly monitored and evaluated at a senior level.

The academy can point to strong outcome data. However, because these are reported more as headlines and attainment figures it is not immediately clear what the figures tell us about learners' actual progress as opposed to attainment.

The academy needs greater consistency in its support of literacy. There is too much variation in terms of how it is addressed between subjects.

A strength of the academy has been how it has developed capacity. The impact of this can be well evidenced in improvements to the management of Attendance and the overall leadership of Teaching and Learning. However, moving forward the academy needs to further strengthen the knowledge and leadership skills of its middle leaders.

Personal Development, Behaviour and Welfare risks and areas for development Peer Review January 2018

School leaders are not in a position analyse patterns of behaviour and attendance to plan improvements and sustainable interventions.

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

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.

Personal Development, Behaviour and Welfare strengths 2019

Learners talked positively and with pride about Beachcroft.

Significant improvements have been made to the way in which attendance is monitored and tracked. The Senior Lead has completely overhauled the process and now has a tracking system that is robust and fit for purpose. He is ably supported by an LSP and their relentless pursuit of non-attendance is reflected in improving attendance figures, scheduled to be 76% overall for this academic year. Benchmarked against other national figures for AP, this represents strong data.

Strategies used to support improving attendance include:

- Daily attendance call that are tracked
- Parent/carer meetings
- Reward trips and certificates for good attendance
- Use of a Yong Person's practitioner
- Home visits

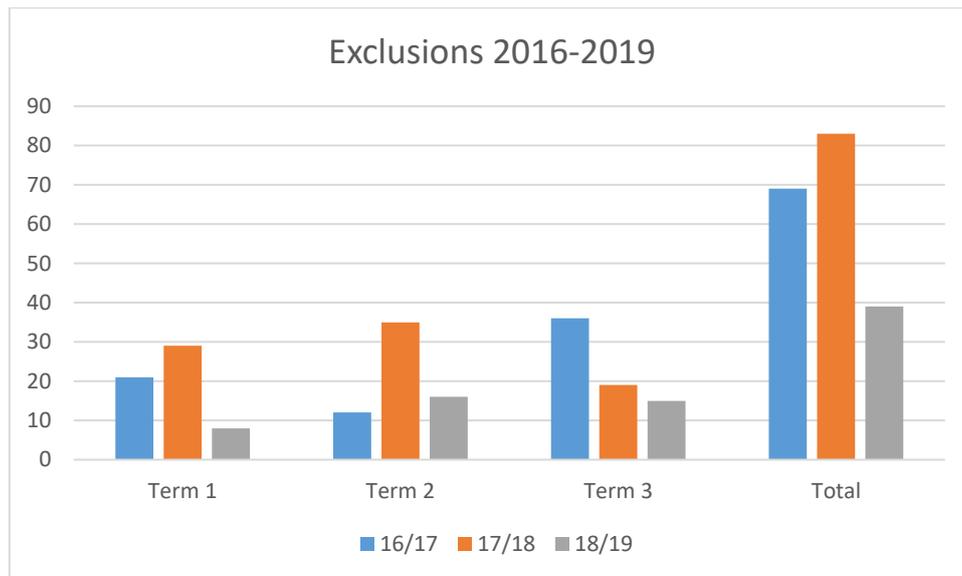
The academy also stressed that improved attendance figures have also been a result of the Early Help practitioner being able to provide additional capacity to support them.

The academy now reports attendance figures systematically, providing LAB members with clearly presented information that allows them to exercise informed and robust challenge.

Significant improvements have also been made to behaviour. At one level this is reflected in much improved and more precise systems for monitoring the data the academy generates. This means that they have been able to plan for and evidence more systematically the improvements they are making. A strong example of

this relates to a period when there was an increase in exclusions for damage to property as part of the academy’s zero tolerance to vandalism and damage. These have now declined rapidly alongside a decline in damage and an improvement to the building and the working environment of the academy. Previously damaged doors and graffiti that appeared to be common are hardly evident now. Where this does happen it is rapidly addressed. Learners themselves commented positively on this referring to the “damage-deal” whereby money previously spent on repair has now been directed to supporting trips and enrichment.

The clear impact of this work is reflected in a significant decline in exclusions as demonstrated in this year-on- year comparison:



Another area where the academy has made significant improvement relates to their reintegration programme. Students said that they liked the idea that you weren’t just “stuck” at Beachcroft and that if you worked hard you could make it back into mainstream. One learner talked with a degree of excitement about his imminent supported move back into a mainstream environment. At the time of the last peer review no data was available regarding reintegration whereas now it is readily available and demonstrates the significant success the academy has in this area.

In line with TBAP policy, the academy commits to Waved Intervention. The difference now is that these are more systematically applied and the reviewed to ensure that support is developmental and not just reactive. Again the academy has established how this is tracked and uses the information to plan future interventions to support learners.

A feature of the academy is the way it has looked to thrive notwithstanding significant financial constraints. For example, it has been proactive in replacing the Therapeutic interventions that existed previously with a network of other support available across different agencies. The impact of this can be seen in, for example, in the diagnosis of diabetes in a learner who because of receiving appropriate health care has been able to stabilise his moods and overall health.

The outward facing nature of the academy means that it is in a better position to draw efficiently on what resources are available to support learners. The academy is committed to working with as many available

agencies as possible and has improved its reputation and credibility within its local context. This means that it now benefits not only from an Early Help practitioner, but also a Safer Schools Police officer.

As would be expected the academy is actively involved in tackling radicalisation, gangs, county lines and CSE, for example. These activities are monitored and reported to the LAB.

The holistic approach to learner welfare is encapsulated in the way that the Students Subject Support Plan also provides contextual detail about a student's wider needs. This builds on the effective induction process. Learners are inducted over a two day period which involves a tour, setting clear expectations and baseline testing (CAT, PASS, PTM, YARC). A student profile is then created that includes learner background and the collection of baseline data. The Learner induction profile also highlights a learner's strengths and weakness. Over time a case study is created on the learners. The Director of Learning sets a TBAP target grade for all learners based on baseline data which is shared across all subjects.

Personal Development, Behaviour and Welfare Areas for Development 2019

The academy has identified that punctuality is an area that needs addressing.

The academy should consider benchmarking attendance data whilst at Beachcroft with previous mainstream attendance figures.

The academy needs to refine its analysis of attendance and behaviour data to reflect the progress of all groups and the potential impact of any outliers.

The academy needs to consider what its vision is for the Personal Development curriculum and how it aligns with the trust's overall visions.

Teaching, Learning and Assessment-Areas for Development as identified January 2018

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

Teaching at KS3-4 needs 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

Because assessment data 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.

The school is able to prioritise its long term management of teaching, learning and assessment.

Teaching, Learning and Assessment-strengths 2019

There are solid systems now in place to quality assure teaching and learning across the academy. Lesson observations, learning walks and work scrutiny occur regularly. The outcomes of these activities are shared with colleagues through a professional dialogue that informs future planning in terms of the CPD programme. These CPD opportunities are tracked and evaluated. Colleagues spoke highly, for example, of the literacy support they have benefitted from this year alongside the more recent trauma informed approach to behaviour management. This process of quality assurance benefits from the leadership and clarity the Director of Learning brings to the process. Colleagues expressed confidence and respect for the organised manner in which teaching is evaluated across the academy and how improvements can be made.

In lessons it was apparent that learners were often benefitting from careful planning that met their needs. In an English lesson the teacher kept students engaged by skilfully questioning them and checking upon their own learning throughout the lesson. Ambitious technical terms were used and pupils demonstrated a sound grasp of these technical terms and their significance. For example, they were able to effectively explain the meaning of words like “inference”. There was a judicious use of scaffolding techniques and students were confident in applying analytical approaches such as PEEL in the lessons. Reference was made to the demands of GCSE and the novel being studied was linked effectively to the students own social context. As a result you could sense the confidence learners felt about their own oracy skills, something that was evident in the way they were all willing to read aloud when they were able to demonstrate impressive fluency.

In an ICT lesson it was clear that the teacher had sequenced the learning effectively. Lesson objectives were clearly explained and were a well-established routine-something that was evident across most observed lessons. In a Food lesson, learners were again supported by good planning and well prepared resources. As a consequence, there were examples of learners engaging well with the tasks and making solid progress. In Science, it was again clear that the teacher had good subject knowledge which was being put to useful effect in terms of providing adequate stretch and challenge.

In books, there was evidence that students took pride in their work. There were few examples of graffiti and worksheets were generally neatly stuck in allowing the book to become a reference point for current and prior learning. There was evidence that teachers were broadly adhering to the academy’s expectations in terms of feedback. Exercise books also showed that teachers across the academy were developing a consistency of expectation from students in terms of how work was presented.

The academy has made significant progress in terms of how it uses the trust wide tracking system called Pupil Asset. It was being routinely used and colleagues talked positively about how it helped them to track progress and address gaps in learning. It has also invested in GL tests to help standardise progress and support teacher workload reduction. Other base lining tools such as the YARC and CATs are used to provide a more precise evaluations of the gaps in learners’ education to date.

A particular highlight of the Review was the Creative writing session co-delivered with the T E Eliot foundation. This resulted in high levels of engagement and complemented the academy’s ambition to develop a love of reading, something the new library will build upon.

Attitudes to learning were generally positive and where learners lost concentration, teachers and LSPs were quick to bring them back on track. The positive relationships that adults fostered also helped to create a sense of confidence in learners.

There is an ambition to curriculum design with KS4 Humanities being introduced next year alongside a strong core offer. Learners are matched to appropriate pathways and types of learning, including vocational courses.

Overall this more focused and systematic approach has led to improvements in the quality of teaching over time. Paired observations between the Review team and senior colleagues within the academy suggest that their judgments are generally accurate. This would therefore add credence to their belief that for 2018-19 90% of teaching is Good compared with only 27% the previous year. Where teaching has been identified as requiring improvement, both formal and informal steps have been taken that have led to improved classroom practice.

Teaching, Learning and Assessment-Areas for Development 2019

Teaching and Learning has been effectively stabilised but would now benefit from moving to the next level, particularly in terms of assessment. Whilst colleagues have become familiar with Pupil Asset it is not being used its full potential. It is more a record of where a learner is than a proactive tool for adapting planning to meet the needs of learners. The KPIs for KS4 relate explicitly to GCSE criteria and significant work has been undertaken to create this set of criteria. However, there is no obvious link to the KS3 criteria which relate to the National Curriculum. It is generally accepted that the new GCSEs are radically different in terms of what is expected of learners, especially in terms of knowledge and how it is sequenced so it is important the academy reconsiders how KS4 criteria can link to KS3 criteria. If not, the risk is that learners will not be “GCSE ready” simply because the gaps in learning being identified at KS3 are different to what is needed at KS4.

In terms of how Pupil Asset, links to targets and “clumping” is another area where the academy needs greater consistency. By adhering only to TBAP’s predicted target with no modification of where a learner is currently at, leads to Pupil Asset being of less use. There are ways to make it take into account a narrower range of KPIs that then might lead to more meaningful assessments. In terms of other data producing activities such as mock GCSEs, it is noteworthy that the academy has introduced these. However, by choosing to take these purely at face value as they may misrepresent the progress of students. For example, how far is a mock grade a working at grade or a predictor? The academy might wish to review questions like this so that the benefits of what is certainly a positive strategy are more credible.

The academy uses a range of baseline data that includes YARC, CATS, KS2 and GL assessments. This makes the academy very data rich. However, there is mixed practice in terms of how this data is pulled together to form a composite profile. These tests offer a range of strategies going forward but it wasn’t clear how these were being interpreted and whether all staff were fully confident in interpreting them. Also, whilst there is the laudable ambition to use the Student Subject Support Plans as the key document for capturing which strategies are best going forward, the existence of RAPs, Induction plans and EHCP plans alongside this risks confusion and duplication.

There was a high level consistency to how books were marked. Teachers, for example, marked regularly and wrote comments that suggested how learners could improve their work. However, there was little evidence that learners were responding to this feedback or being given time in lessons to do so. Going forward under the new Ofsted framework the “deep dive” approach will ask questions whose answers the academy may find difficult to provide.

The academy has engaged in the trust wide literacy project “Every teacher, a teacher of literacy.” In some classrooms such as English and Science there was visual evidence that some of these strategies were being deployed. However, in the work scrutiny there didn’t seem to be a coherent and structured approach to literacy intervention. There are discrete lessons when learners benefit from literacy intervention. However, within mainstream classrooms there didn’t appear to be a systematic approach. Given the significance improved literacy plays in breaking down barriers to learning and its central role in addressing deficits in cultural capital, a key element of the new framework, the academy should consider making this priority.

Currently the academy has a curriculum that provides a core offer and routes for more personalised pathways. However, from September 2019 under the new Ofsted framework, far more scrutiny will be given to curriculum intent and implementation. Whilst the academy has understandably had to prioritise over the last eighteen months it should now as a matter of priority address questions such as:

- What is your curriculum intent and vision?
- How is this translated at a subject level?
- How far do middle leaders sequence and interweave knowledge over time?
- How far is the academy promoting learning strategies to complement the increased need to retain long term knowledge?

Outcomes Areas for development as identified in January 2018

The school does not analyse 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.

Outcomes strengths

Headline figures for 2017/18 included 100% accreditation with 78% of learners obtaining 5 A to G or its equivalent.

These figures are significantly higher than the national average for the AP sector. The Head of School looks to improve year on year regardless of cohort.

Prior to September 2018, there was limited tracking of learner progress and outcomes. However, in September 2018 a DOL was appointed tasked to improve systems and under her supervision things have improved significantly. This has included the relaunch of Pupil Asset.

Pupil Asset is used to ensure learners are on track to achieve expected outcomes. When learners are not on track, a RAP is put in place. Interventions are now more systematic and appropriate to learner’s needs.

Outcomes Areas for Development

Resolve inconsistencies in how some data is presented.

Develop a more consistent approach to target setting that takes into account the TBAP target and where a learner is in terms of gaps in learning. In year progress should relate to formative assessment on Pupil Asset rather than, for example, mock exam summative data.

Use Pupil Asset more consistency across the curriculum to identify curriculum coverage and gaps in learning; ensure better continuity between KS4-KS3 KPI’s in Pupil Asset.

Progress against the TBAP Target needs to be highlighted so the academy can identify what progress is being made rather than citing headline figures that might mask issues with actual progress based on prior ability.

Analyse the progress of all groups especially the outcomes of vulnerable and Disadvantaged learners.

Literacy interventions (YARC) and data needs summarising to highlight what progress exists.

Peer to Peer Summary

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

In January 2017 the Review Team concluded:

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**

In July 2019 the Review Team concluded that significant progress has been made to address these issues. However, since the review, Ofsted have designed a new inspection framework with a greater emphasis upon the Quality of Teaching, in particular curriculum intent and implementation. This change in emphasis is one the academy is advised to address as an immediate priority.

Peer to Peer Review Team

The team was made up of:

Tim Long (Lead)

Richard Rushton

July 2019