TBAP New Horizons AP Academy

Peer to Peer Review

March 2019

Area	The Review Team judged* TBAP New Horizons	On the Self Review Scorecard TBAP New Horizons 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 school judges itself to be in the Good range for leadership and management. The Head of School and Local Advisory Board know the strengths of the school well and understand areas for further school development. The school's Dynamic Self Review Score Card executive summaries (SEF) accurately reflect where the school is currently in terms of strengths and areas for further development.

The review team agrees with the school judgement of Good for Leadership and Management at the school but found the following areas to be securely in the Outstanding range as detailed in the current Ofsted Handbook.

Leaners at New Horizons are supported to succeed by a staff team that know their needs well. The Head of School and senior leaders have established a culture of high expectations for learner achievements across the range of TBAP 5 progress measures. The positive culture of the school is underpinned by strong, positive relationships between staff and learners. Debrief is a good example of staff expectations and run effectively.

The vision and values of the school are shared by staff at every level. The Head of School informed the review team that her "honest and transparent" approach to change management has ensured that staff have continued to share the vison for the school.   The Head of School reports low turnover of staff despite the school undergoing several restructures in recent years.

Safeguarding is highly effective with a strong culture of vigilance across the school and implemented effectively by the senior team. Information about specific needs or issues is kept up to date and where necessary, prompt action is taken school's Student Services Manager (SSM). Training records are complete and up to date for Designated Safeguarding Leads (DSLs) and for statutory PREVENT (WRAP) training and wider safeguarding and child protection. Health and safety records at the school are meticulous. The school works effectively with a range of partner agencies including SEND and Early help teams to ensure that learner needs are met and that any concerns are addressed. The SSM works very effectively with local partner schools to support attendance and inclusion. Learners report feeling safe at school and informed the review team that they know who to speak to if they have concerns, several learners said they could talk to any member of staff. They reported that there was no bullying they could think of. The quality of relationships between staff and learners supports good attendance at the school despite some learners having to make lengthy journeys to and from school   One learner said that he "never went" his mainstream school but now attends regularly at New Horizons

At the time of the review a number of leaners were not on full time programmes. However, all programmes were being used appropriately either to integrate new referrals or to support a specific SEND need. In one instance, a learner had been placed on a short day to enable him to manage behaviour at school. This programme was intended to be in place for a maximum of 5 days.   In all cases where part time programmes were being used, they were regularly reviewed and were time limited to a 5 day maximum. Agreement for part-time programmes had been sought from all stakeholders including SEND team and parents and carers. The review team found no evidence that part-time programmes were routinely or inappropriately used. Although there were a high number in place at the time of the review, records were provided for the same term last year that showed only a very small number of learners on less than full-time programmes.

The review team found Leadership and Management to be securely Good across the areas detailed below.

CPD is well planned to target areas for improvement in teaching and learning. For example, the school has analysed teachers' progress tracking data and has put in place CPD to support improved standardisation.

The school has a strong Local Advisory Board (LAB) which reports to the Trust board via the Regional Advisory Board (RAB).

The school has a broad and balanced curriculum that meets the needs of learners well at Key Stages 3 and 4 and this supports leaners to make good progress academically in relation to their starting points and also in terms of their personal and social development.

The majority of teaching, learning and assessment is Good.

The school works hard to promote diversity and fundamental British Values through the PHSE curriculum as well as PiXL LORIC (character education) programmes. In addition to the above, SMSC is also addressed through the school's 'TEAM' Enrichment programme. Throughout the school, displays are used to evidence work in these areas

Leadership and Management risks and areas for development

The current Key Stage 2 provision is a risk to the school. The Head of School reports that local authority has no clear strategy for the primary provision at the school nor the referrals it makes to it. As a result, learners some with very complex needs at Key stages 1 and 2, are taught together in one classroom. This make supporting the needs of learners in Key Stage 1 problematic and impacts on the quality of teaching within the primary provision. The needs and abilities of learners at Key Stage 2 appear to be better met. Although the school uses vertical grouping for one or two individual learners to good effect including where a KS3 learner has been placed in Key Stage 2, the grouping of Key Stages 1 and 2, with the current range of needs and abilities, is not appropriate.

Whole school progress is good for the school's cohort of disadvantaged leaners including in English and mathematics. To support learners to improve further, some teachers should ensure that they analyse available progress data for this cohort to better support planning. However, the Head of School has clear plans in place to support the development of teaching in this area.

At the time of review, although the majority of teaching was good but there were some inconsistencies in the quality of teaching. As well as during lesson observations, inconsistencies were found in the quality of feedback in books for subjects where teaching had been observed to be less strong. However, where teaching is not yet consistently strong, the Head of School has put in place appropriate support plans to drive improvement. The rate of progress this academic year to improve teaching has been impacted by the absence of the school's Director of Learning who has been supporting schools elsewhere.

The school judges itself to be in the Good range for Personal Development, Behaviour and Welfare of learners.

The school's primary provision is hosted within a porta cabin space and there are total of 8 learners within the classroom. Some learners are incredibly tactile and has several SEND and SEMH needs. Staff are exceptionally caring and patient.

The overall absence and persistent absence rates for all learners, and for different groups in relation to national figures for all learners is improving and the school is aware of the actions that it needs to take to continue to improve this further.

The extent to which low attenders are improving their attendance over time is evident in the school's improving attendance from previous academic year to current.

Punctuality of learners in arriving at school and at lessons is improving for the learners who are regular attendees. A strong programme of rewards and sanctions are in place to support this.

Learners work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying and behaviour watch is used to provide an overview of the learners' behaviour and is reviewed daily by the school's senior leadership.

There is no distinctive or timetabled tutor time, however the school has what they referred to as soft landing where the learners have less structure to the start of the day. The concept helps some learners to regulate their stress and anxiety levels at the start of the school day.

The school's open culture actively promotes all aspects of learners' welfare. Learners are safe and always feel safe. There is a calm atmosphere in lessons and any disruptions observed was limited to low level. The more challenging learners worked with music in the background. The staff team and support staff work closely targeting learners to address their needs.

Learners understand how to keep themselves and others safe in different situations and settings and trust leaders to take rapid and appropriate action to resolve any concerns they might have.

Learners are confident and self-assured. Their dedicated attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.

The literacy co-ordinator and school's Student Services Manager work incredibly effectively to support staff; equipping them with strategies to assist learners make exceptional progress. Support for the most able is extremely strong and all learners have a bespoke support approach in place. A significant proportion of learners make good progress against baseline with over half of the school's learners as recipients of pupil premium.

The teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping. Learners with EHCP are well supported. Of those who are transgender there is no bullying and their attendance and participation in school life is good.

Parents, staff and learners have no well-founded concerns about personal development, behaviour and welfare or safeguarding concerns.

Safeguarding at all levels within the school is proactive and effective. The school's SCR is well maintained.

Where the lowest attendance of below national average is concerned, an educational welfare approach model would serve the school well in holding parents to account.

Although the school has good and effective strategies in place to improve the thoroughness of the follow-up for the persistent non – attendees, a dedicated attendance officer to support the school in improving attendance of the lowest ten percent of learners would be of great worth as it is evident not all learners value their education and regularly miss a day at school. This group of learners are disadvantaged by their low attendance. Non- attendees require a more focused and directed approach.

Whereas the model of learning and delivery of the curriculum is a strength and demonstrated a measure of inclusivity, conceivable weakness exists with the percentage of learners on a reduced timetable. At the time of the review, this group accounted for approximately thirty percent of the school's population.

The quality of displays varies and in some cases, they could be more stimulating. Some classroom spaces visited were missing SMSC posters used elsewhere. The school would benefit from more explicit evidence of SMSC order in to evaluate impact and for external (Ofsted) and internal school reviews.

Leaders have an accurate view of the quality of teaching and learning in the school and judge teaching, learning and assessment to be good.

Teachers plan learning well. Carefully constructed learning sequences, together with good subject knowledge, enable teachers to provide learners with insights into the topics they study.

Personal Learning Checklists (PLCs) – planning is effective and embedded at the front of books as a checklist for learners to review.

On the whole, marking and feedback is generally effective. Teachers identify and support effectively those learners who start to fall behind and intervene quickly to help them to improve their learning.

Teachers have high expectations regarding readiness to learn. This has resulted in learners having positive attitudes to learning especially the medical/ vulnerable cohort in Cedars.

Relationships are respectful, and learners respond willingly to teachers' directions. These strong relationships underpin teaching, learning and assessment enabling leaners to make good progress.

On the whole, classroom routines are very well established. The teaching in English and Art is consistently strong. The strong focus on the development of speaking and listening skills through discussions enables learners to become articulate and confident communicators.

Most learners are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills in lessons.

Much of the marking seen is very good giving learners very clear pointers as to how their work can be improved. In a few instances, teachers do not always insist that learners act upon the advice given, which slows progress.

Teachers exhibit good subject knowledge and they know their learners very well. This enables them to pitch the learning at the right levels for maximum impact. Teachers' planning is differentiated well so that learners of all abilities are challenged in the classroom. This is because teachers are becoming more proficient in using data to inform learners' next steps.

Teachers carry out regular and accurate assessments with their classes. As a result, teachers know their learners well. In the best practice, teachers use assessment information to plan learning that stretches the most able while ensuring that learners of all abilities make at least good progress. However, occasionally, this information is not used to ensure that all individual learning needs are well catered for.

Leaders use assessment data effectively to inform when a learner is falling behind. Leaders also support teachers to analyse learner progress data and this is having a positive effect.

Senior leaders hold teachers to account for their learners' progress. Information provided by the school shows that learners are making good progress and learners' work in lessons supports this assertion.

Continuing professional development (CPD) has been implemented to boost literacy across the school. This allows staff to plan their lessons more effectively to suit the ability levels of learners within their classes.

Teaching, learning and Assessment- risks and areas for development

Once the school SLT is at capacity, books should be quality assured to ensure consistency with planning, marking and feedback.

Teachers should continue to increase challenge for the most able learners, although senior leaders recognise that further work is required to ensure consistency across the school.

Where possible, learners should be supported to work independently and more able learners should be provided with more opportunities to do so more frequently.

Where appropriate, learners should be given more thinking time in lessons so that they have greater opportunities to evaluate their learning.

Outcomes strengths

From their starting points, learners make strong progress at TBAP New Horizon. This academic year, targets for KS4 outcomes were generally very aspirational.

All ability groups made good progress and there is good strategic overview with the use of the half-termly tracker to identify individuals who are make less progress.

Senior leaders understand fully those subjects that are not performing as well as expected and there are sharply focused strategies for improvement for these subjects.

Learners who have SEND receive personalised support to ensure that they make progress across the curriculum.

Longer-term progress, as evidenced in learners' work, indicates that this cohort make good progress throughout key stage 3 and 4.

Learners are exceptionally well prepared for the next stage of their learning. They leave with qualifications and learning behaviours well suited to the demands of further education or training.

Attendance is above the national average for Alternative Provision.

Numbers of learners excluded and days lost to exclusions are low.

Outcomes- risks and areas for development

The senior team should develop language that supports their progress narrative and reporting – 'on track', 'not on track' and 'good or outstanding progress'. This will ensure that senior leaders are able capture all progress learners make. This will further improve effectiveness of data analysis enabling sharper interventions. For example, some learners in some subjects had targets of 0. Subject teachers should ensure that all lower attaining learners are given aspirational targets. Use of fine grading will help in this regard.