



Report to Local Advisory Board (LAB)
9th March 2015

Report on the Quality of Teaching

	Meeting	
	Date	09/03/15
	Item Number	TBAP 5
Title:	Head of School Report to the LAB – Quality of Teaching	
Responsible TBAP Leadership team member:	Angela Tempany	
Prepared By :	Angela Tempany	

Head of School Report to the Octagon AP Academy Board

1. Introduction

As we enter Term four of the academic year 2014-15 I am pleased to report on progress and achievements to date.

2. Quality of Teaching

2.1 Monitoring of Teaching

Since the last report to the board there have further lesson observations were carried out for four teachers who were judged 3 (Requiring Improvement) or below. The current position is detailed below:

Classroom Observations Analysis

Observations from between March 2014 and February 2015, showing Only observations signed off by observer, showing Only Subject/Focus areas that contain grades

Subject	Grades	Total	Not Signed
Art and Design	1	1	0
English	2 2	4	0
Geography	1	1	0
Information and Communication Technology	1 1	2	0
Mathematics	1 1	2	0
Physical Education	1 1	2	0
Science	1	1	0

Ofsted	Grades	Total	CPD Nds/Evts
Overall	1 7 4 1	13	0/0
Focus	Grades	Total	CPD Nds/Evts
Appropriate Dress	4 7 1 1	13	0/0
Behaviour for Learning	4 5 2 1 1	13	0/0
Challenge/ Level of Work	1 7 3 1 1	13	0/0
Environment for Learning	2 5 5 1	13	0/0
Learner Progress	1 6 4 1 1	13	0/0
Learners are Aware of Levels, Targets & Grades	2 4 5 1 1	13	0/0
Literacy & Numeracy Evident	1 6 5 1	13	0/0
Marking	1 5 5 1 1	13	0/0
Starter Activity	2 5 2 2 2	13	0/0
Success Criteria & Learning Outcomes	5 6 2	13	0/0
Teaching	7 3 1 2	13	0/0
Use of Data to Inform Planning	1 6 3 2 1	13	0/0
Use of Resources	6 4 2 1	13	0/0
Use of Support	1 2 3 2 5	13	0/0

After the first round of lesson observations in Term 1/2 we provided support to move any teacher who was observed as 'Requires Improvement' or 'Inadequate' to 'Good or Outstanding' grades. I am pleased to report that of those teachers 3 were judged 'Good' for their second observations and 1 teacher, Humanities, who did not make improvement has since left.

Current analysis of teaching indicates that 60% of teaching is judged to be Good or Better.

The second round of lesson observations will begin in Term 4, and will include Food Technology, which was covered by a supply teacher during T1/2.

Since the Autumn term 4 teachers have resigned. We currently have our full complement of teaching staff, which includes an unqualified teacher in primary and two supply teachers for Humanities/English and primary. We successfully recruited an experienced Food Tech/DT teacher who started in January and have advertised for Humanities and 2 Primary teachers to take up post from T5. We have been fortunate to have an excellent Art supply teacher while our permanent teacher was on long term sick leave, and is currently being supported on a phased return to work.

The Learning Support Professional (LSP) team has undergone an audit of skills in T3, and we are now moving towards the TBAP wave model of support. This will enable us to appoint team leaders and to support LSPs with delivery of targeted support for all learners in literacy, numeracy and emotional/behavioural needs.

Learning Walks are carried out 3 times per week by all members of the Senior Leadership Team to ensure that all aspects of teaching (including displays, classroom organisation, Behaviour for Learning) are meeting expected standards across the school.

Work scrutiny has been carried out in T3, and all teachers have been advised of ways of improving marking. TBAP network meetings ensure that best practice is shared across all TBAP schools.

2.2 SEN

Literacy Programme

The Lexia Programme is targeting all primary, KS3 learners and KS4 Learners with a Statement of SEN and other targeted KS4 learners to drive up reading ages and give learners better access to the curriculum.

All LSPs have undergone 3 full days of training in Elklan, which has equipped them with the skills to address the language and communication needs of all learners.

Numeracy Programme

Dave Norman, Director of Access and Inclusion, is working closely with Rita Rogerson, TBAP SEN lead, to develop numeracy programmes (including Manga High) that will enable us to target all learners who have additional needs for numeracy. We aim to have this programme in operation from T5.

Our new English teacher and Core Subject Leader has been working with Primary staff to develop a literacy programme. Following the appointment of a Primary Coordinator in T5 we hope to use the expertise of primary teaching staff to lead literacy and numeracy initiatives both in primary and across transition into KS3. The primary coordinator will work closely with English and Maths teachers in KS3/4 to ensure best practice is shared across the school.

In January we recruited a Non-core Subject leader who has taken the lead on our PHSE programme and is also developing our B-tec offer. She has also been working to develop the learner voice. Elections took place in T3 and each year groups now has an appointed representative who meet fortnightly to engage all learners with issues that matter to them.

Yr11 Interventions

Targeted work with learners is already under way, with extra classes, mentoring, 1:1 sessions and online interventions are being delivered using Vision 2 Learn resources. A number of learners will achieve additional GCSEs as a result of this initiative.

All Y11 learners will receive weekly Information, Advice and Guidance from Choices, to support them with college/apprenticeship applications, CV writing and interview preparation.

2.3 CPD Summary –

Six whole-school CPD sessions have been held since September 2014.

1. 2 September: whole-TBAP conference day.
 2. 3 September: individual inset sessions x4 for all staff.
 3. 9 October: TBAP online modules for all staff.
 4. 3 November: team building/Vision Day for extended SLT/ TBAP Trust.
 5. 15 January: TBAP online modules for all staff.
 6. 23 February: whole-TBAP 2020 Vision day.
- 95% of training has been rated by staff as Good or Outstanding.

Performance Management has been completed for all staff, and this has identified training needs for all. Training to date includes Pixl training for teachers, Challenge Partners training for Head of School, Lexia and Elklan training for all LSPs, and in-house training from TBAP Senior Leaders of Education for middle and senior leaders.

2.4 Curriculum

All learners receive one session per week of PHSE to cover specific topics related to their personal and social development. Yrs 8, 9 and 10 are now taught BTEC Work Skills where specific units enable them to develop personal money management skills, CVs and prepare them for job interviews. KS3 learners are expected to achieve a level 1 qualification while the year 10 will achieve a level 2 award.

We have developed a broad and balanced curriculum for our Primary and KS3 learners which include core subjects and additional subjects which include Chinese, Cooking, Art, Enterprise, Drama, PE, Swimming and Forest Schools. Some of these subjects lead to accredited awards.

At KS4 we are delivering our broadest offer yet, with options in BTEC Sport, Home Cooking and Art as well as BTEC Work Skills for Yr10s. Japanese is also offered to our learners and two learners also attend BTEC Drama at Latimer.

Data shows that all learners are making good progress towards predicted grades.

2.5 Enrichment

We continue to offer a broad range of enrichment activities to allow learners to take controlled risks and develop self-confidence. Drama and Music have proven to be a positive creative outlet. Our learners benefit from a weekly drumming sessions as well as individual sessions of music therapy for SEN learners. We hope to have our Drama specialist teacher back with us in T5. All our learners have enrichment activities built into their timetables and this year they have participated in the following activities:

T1-4: Tottenham Football Club weekly enrichment and mentoring for KS4. This academic year we have been fortunate to have Tottenham Hotspur who are working closely with KS4 learner offering coaching and mentor through sports engagement. They have also sponsored trips to Air Hop and inT4 will be offering the opportunity for our learners to attend Zorbing.

T1-4: Drumming by Everyone's Climbing Trees each week for KS3 and Primary. A High-Flyers group started in January every Thursdays 4-5.30pm @ Everyone's Climbing Tree Community Centre. These rehearsals will culminate in the students recording a piece of music.

T1-3: Ice Skating, Trampolining, Horse Riding, Canoeing, Archery, Rock-climbing, Sailing, Museums, Careers fair.

T1-3 London Fire Brigade course for KS4

T2: Healthy Relationships by Tender for Yr 9/10. A 7-week project looking at gangs, personal relationships and homophobia.

T2: Drama 'Who AM I' 6 week KS3 project

T2: Performance - ONLY CONNECT – 'Back Story', Thursday 13th November with Beachcroft learners attending

T3: Youth Knife Awareness and Joint Enterprise by the Red Cross.

T3: YOS IGU and Safer London Foundation - Gangs awareness workshops

T3: TBAP Art Exhibition featuring work from learners across the 5 AP Academies at the Apothecary Gallery – January

T4: Challenge Troop KS3 6-week project starting 24th February

T4-5: TBAP LYRIC PERFORMANCE, Rehearsals - 24th February – 29th April 2014 - every Wednesday at The Lyric followed by an intensive 2-week rehearsal period - Thursday 30th April to Thursday 14th May (also at The Lyric) and the final performance - Thursday 14th May at 5pm.

Trips:

Tower of London – Primary learners on Thursday 14th October

Natural History Museum – Primary learners on Monday 12th January

RAF Museum – Primary on Tuesday 3rd February

Outward Bound trip KS3 and Yr10 Monday 12th January

Pantomime at the Lyric Theatre for KS3 on Friday 28th November

Winter Wonderland Yr7-10 on Tuesday 16th December

Tottenham Football Club to Guildford Thursday 18th December

The Globe Shakespeare performance of Othello KS3-4 Thursday 26th February