



Report to Local Advisory Board (LAB)

21st November 2016

General Report to the LAB

Meeting	
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Title:	Head of School Report to the LAB – General Update
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Introduction

As we enter Term 2 of the academic year 2016-17 I am pleased to report on progress and achievements to date.

1. Outcomes for Learners

Although there was a slight dip in the percentage of learners achieving 5 A* to G grades (36%), the Octagon AP Academy has made a marked improvement in the results for the academic year 2015-16, with 91% of learners achieving 1 A* to C (compared to 62% in 2014-15).

Based on our current cohort, we have predictions of 100% of Y11 students gaining 5 GCSEs (A*-G) and 25% gaining 5 GCSEs A*-C grades in August 2017. Work is well under way to achieve this and our first data capture of the year at the end of term 1 indicates that we will exceed these targets. Table 1a and 1b highlights the current KS4 predictions against the targets.

KS4 Summary Data

Yr 10 Headline Data – Whole school (GCSE & BTEC)		
Target Data	Number/% Cohort: 4	Target%
5 A* - C (English & Maths)	40%	20%
5 A*-C	60%	20%
5 A* - G (English & Maths)	100%	85%
5 A* - G	100%	85%
5 A* - G (Including 'C')	100%	
5 A* - G (Including 2 'C')	60%	
5 A* - G (Including 3+'C')	60%	
5 A*-G (Including 4+ 'C')	60%	
100% Accreditation	100%	100%

Table 1a

Yr 11 Headline Data – Whole school (GCSE & BTEC)			
Target Data	Number/Cohort% (8)	Target (%)	2015-16 Results
5 A* - C (English & Maths)	(2/8) 25%	20%	0%
5 A*-C	2/8) 25%	20%	0%
5 A* - G (English & Maths)	100%	85%	45%
5 A* - G	100%	85%	36%
5 A* - G (Including 'C')	100%	20%	100%
5 A* - G (Including 2 'C')	62.50%		75%
5 A* - G (Including 3'C')	37.50%		50%
5 A*-G (Including 4+ 'C')	25%		0%
100% Accreditation	100	100%	100%

Table 1b

1.1 *KS4 Headlines and areas for improvement*

Learners in Year 10 are a mixed ability group however the data demonstrates that all students will achieve 100% A* to G in at least 5 GCSE's. The data is very promising for this cohort as the predictions for 5 A* to C including English and Maths is double the target set by the TBAP trust.

Groups: The data highlights that 50% of boys and 67% of girls are predicted to achieve 5 A* to C GCSE or equivalent grades at the end of Year 11. One learner has achieved his Entry Level Functional Skills qualification this term. We have also entered all other learners for the Functional Skills tests in Maths.

In Year 11, headline figures currently show 100% of learners are on track to achieve 5 A* to G grades. Further subject analysis highlights the following predictions for A* to C grades; 100% in BTEC Home Cooking, 71% in GCSE PE, 50% in Art and 37.5% in English. All other subjects are predicting 25% A* to C.

100% of girls are working to their target grades and are on track to achieve 5 A* to G qualifications. One learner has already sat the GCSE examination in Science and Maths and achieved a grade C for both. We have also entered all learners for Functional Skills tests in both English and Maths this term.

1.2 *KS3 Summary Data*

This year we see the launch of Progress 5 and monitoring and track of data on Pupil Asset. As the system has not yet been finalised we have no data headlines for Key Stage 3. Our baseline setting will commence in November 2016 where all staff will upload the performance of students on Pupil Asset.

1.3 *KS1/2 Summary data*

Currently we only have one class of Key Stage 2 student in primary.

1.4 *Primary Headlines*

Rising Stars is currently used for assessment in Key Stage 2. From Jan 2017, we are aiming to transfer to the Chris Quigley Education, which is being implemented at TBAP Courtyard and Beachcroft AP Academies.

Learners are assessed on age-specific knowledge and skills for each subject and progress is monitored and assessed as: WT- Working Towards; ME- Making Expected; and EX- Excelling.

In Reading, Speaking & Listening and Maths 60% of primary learners are reported to be working to their age appropriate target.

Alongside academic tracking we use a Behaviour for Learning tool with primary learners, which measures their progress in social skills, behaviour and attitude to learning. Assessing these areas enables us to assess whether learners are ready to return to mainstream education.

1 KS2 learners have been reintegrated full time to mainstream schools after a 7-week intervention programme at OAPA.

1 KS2 learner is attending mainstream school part-time each day.

2 Exams and Accreditation

Qualification	No. subjects	Number of Entries
GCSE	8	38 (28 passes)
BTEC	2	9 (8 equivalent Grade C passes)
Entry Level	2	8 (7 passes)
Functional Skills	4	10 (8 passes)

Table 1d

Table 1d demonstrates the breadth of the offer and the number of successful entries achieved. In September 2015 1 learner sat the iGCSE English examination early and achieved a Grade C.

2.1 Progress and Interventions

Since September 2016 there has been a relentless drive to ensure Year 11 performance targets of 85% 5 A*-G and 20% 5 A*C are met and a number of key initiatives have been set up. Interventions have been identified for our current learners and by Term 3 (Jan 2017) we will be able to assess the impact of these interventions on learners' progress.

Learning Support Professionals (LSPs) have been allocated to support the identified students to ensure they are provided with additional help in lessons to raise attainment. The delivery of sound training started in September 2016 where students are taken out of lesson to receive one to one support. Access arrangements have also been set up in preparation for exams and two learners have been awarded additional time and reading support. Revision packs are being issued to students at the end of Term 2 so they continue to revise for lessons at home.

Raising Attainment and Progress meetings will also take place regularly after the Christmas break where staff will need to present on their current data, barriers to learning, additional support and interventions. These meetings will take place with the senior leadership team, middle leaders and learning support guides present to ensure each subject is provided with all the support they need.

Provision mapping for students has been a key focus in ensuring that the appropriate intervention is targeted for learners and attendance is closely monitored by the Wave 2 & 3 leaders, who meet with the DOAI to discuss the timetable and progression for referred students. CPD on Waved interventions has also been delivered, as well as additional CPD of how to utilise CATs and PASS data. Behaviour for Learning CPD has focused on year groups, with a solution-focused rationale, which involves teaching and support staff. The aim is that strategies are shared and implemented as part of lesson planning. The new Head of Therapeutic Services will be based at The Octagon. This allows us to build on current best practice and to sourcing further bespoke interventions for our students. We are working with our Educational Psychologist to devise best ways to measure impact. All students have been identified as Wave 1, 2 or 3 and the provision map highlights what support is currently in place.

The role of the Learning Guide has been raised across the school by the introduction of a weekly programme led by both the learning guide and co-tutor. The programme includes both literacy and numeracy interventions three times a week, which are prepared by the subject teachers.

Consistency is integral to the success of the learners so all learning guide noticeboards are set out in the same format to ensure all students are provided with the same information. The time given to learning guides in the afternoon is used to go through the behaviours received throughout the day and the setting of new targets. The use of daily briefing ensures that every learning group is discussed and all staff are updated in terms of interventions and support which is/will be implemented to support all teaching and learning as well as behaviour for learning initiatives. Regular communication takes place with parents or carers to ensure they are aware of their child's behaviour. The impact, as seen below, is that learners are making measurable progress in behaviour, as well as learning.

2.2 Reintegration

Reintegration Sept-Nov 2016

Learner	Year	Destination School	Date
LK	9	Barnet school via IYFAP	Nov 16
AB	10	Greig City	Oct 16
ZHW	8	Park View Academy	Oct 16
LB	9	Ashmole Academy	Oct 16
AH	4	Chestnuts Primary	Sept 16
JA	4	Brooke House Primary	Sept 16
DP	8	Woodside School	Sept 16

Reintegration remains a key focus for the school and is consistently being embedded into the ethos of the academy. IYFAP is attended monthly and students are referred through a consistent process of:

- Learning Guides complete a Ready for Reintegration form
- Targets are set based on outcomes from the completed form
- An LSP is assigned to the student and 5-6 reintegration lessons take place over a 5-6 week period to prepare students for a return to mainstream
- Once targets are achieved, parent/carers are invited in to discuss preferences for a mainstream school and further expectations are set.
- IYFAP form is completed and placed on IYFAP agenda
- School allocated and parent/carers informed
- LSP or DOAI attends interview with student and parent/carer and LSP has a review meeting with student (frequency agreed in collaboration with the new school) to ensure they are settled and to aid a successful reintegration.

2.3 Enrichment activities

We believe that in order for a young person to become a success in their future learning and life, it is important to actively teach them 'soft-skills', the Octagon AP Academy offers an enrichment curriculum which aims to develop these skills. We offer a wide range of additional opportunities to enrich the learning at school and beyond. These are enhanced by the partnerships that the school has with local organisations as well as the wider community and learners go on a number of trips which are linked to the topic they are studying.

Term 1 - Enrichment program for Primary Year 7, 8 &9

Term	Primary	Year 7 & 8	Year 9
1.	Swimming	Football	Football
2.	Swimming	Trampolining	Trampolining
Weekly Drumming sessions			

Additional Enrichment Visits / Workshops

- Primary – Kensington Palace
- Big Top Pantomime
- Metropolitan Police – Girls Allowed #Safe 4 Faith - (females only)
- Black History Celebrations: shared lunch with learners and staff.
- Weekly drumming sessions for all learners with Everyone’s Climbing Trees.
- Haringey Shed: weekly drama sessions with KS3 learners.

3. Teaching, Learning and Assessment

The first cycle of lesson observations commences on the 7th November for two weeks. After this time the data will be analysed. Table 1g summarises the analysis of lesson observations from term 6.

3.1 Monitoring of Teaching

Ofsted Grade	Number of Lessons	Percentage
Outstanding	4	36
Good	6	55
Requires Improvement	0	0
Inadequate	1	9

Table 1g

We have also introduced a new learner checkpoint of classroom form that incorporates the areas for development stated by the previous Challenge Partners Review and the staff voice. Learner checkpoint of classrooms takes place twice a week. Each checkpoint involved one member of SLT and a second member of staff. The data is analysed by the end of the week and areas of strength and areas to be improved are shared with staff in daily briefing. The data analysis is also shared with the middle leaders so they can put additional support in place to improve the teaching and learning of the subjects they line manage. The data each term is tracked in an excel spreadsheet so overall teaching and learning improvements can be identified. This has proved to be effectively as end of Term 1 data highlights that 100% of staff now have seating plans in place for classes, lesson objectives and keywords are displayed in every classroom and all lessons include quality questioning. Staff have also commented on the how useful taking part in the classroom checkpoints is as it enables them to reflect on their own teaching and identify strategies they could use in their own classrooms. We have also introduced this year a peer observation cycle so staff are able to observe each other and develop their teaching and learning pedagogy. This document links to the teaching standards so as to highlight which of the standards are being continuously met across the school.

Following lesson observations we will be reviewing our use of LSPs. This is already being addressed with workshop sessions and allocated time for teacher and LSP to plan together.

3.2 SEN interventions

LSPs continue to deliver the wave interventions and are managed by the Wave 2 & 3 leaders as well as ultimate line management of the DOAI. TATE (The Alternative To Exclusion) has been brought on site and this has ensured that interventions of students referred to TATE can continue to access targeted support. Therapeutic interventions has seen T1 have 0.4 of Psychotherapy, but with the recruitment of a Play and Art Therapist, this will see OAPA having scope to offer a varied programme of interventions bespoke to individual need.

OAPA continues to offer Lexia, Manga High, Therapeutic Services, Speech and Language, Lego Therapy (Primary) and in addition also delivers sound training to aid literacy which will ultimately replace Lexia.

Students who have a Statement will have Annual Reviews updated by end of T3 and a programme for the transfer to EHCPs is to be completed by the end of T2. Parent/carers and appropriate outside agencies have been invited to ensure that the EHCPs when converted are secure in collaboration with the Local Authority SEN team. A planning meeting with our Educational Psychologist has taken place and a programme has been planned entailing observations, organisations of TAF meetings (Team Around the Family) as well as the planned delivery of CPD in T4 or T5 to build on the work completed on embedding an 'emotionally friendly classroom'. Students in Years 10 and 11 learners are undergone testing for examination access arrangements and outcomes shared with staff in preparation for the mock exams in December 2016. CPD on invigilation and how to be a reader in exam conditions occurred in October 2016.

3.3 CPD Summary

CPD events have been completed by all staff since the start of the academic year. The majority of these events were made up of the new TBAP Teaching School Alliance (TSA) modules. Topics range from online learning to coaching and leadership styles. The modules are available to all members of staff as part of the TBAP TSA offer and have been very well attended. In most cases members of staff were able to choose the CPD events they attended.

Ongoing training is being offered throughout the year to support TBAP's 2020 vision to develop all staff as leaders in their specialist fields. In table 1h an up-to-date list of the CPD offers in school can be seen.

Completed CPD Events
September 2016 to October 2016 , for Status: Approved

CPD Event	Attendees (Actual/Planned)	Date	Average Impact	Total Cost	Value For Money
Safeguarding and prevent module	15/29	05 Sep 2016 13:30 - 16:00	Green	£0.00	
Assessment and Marking	15/29	06 Sep 2016 09:00 - 10:00	Green	£0.00	
All areas teaching and learning	15/29	06 Sep 2016 10:00 - 11:00	Green	£0.00	
learner progress of checkpoint and classroom portfolios	15/26	06 Sep 2016 11:15 - 12:30	Green	£0.00	
Behaviour Module	15/25	06 Sep 2016 13:30 - 14:15	Green	£0.00	
	Sum	6h:30m		Sum £0.00	

Table 1h

CPD days delivered for all TBAP staff at the start of T1 have been evaluated on BlueWave Swift. Evaluations completed by staff at OAPA indicate that all staff believed the training was effective in meeting their CPD needs.

3.4 Curriculum

The OAPA curriculum offer seeks to provide a personalised educational experience that identifies and responds to the circumstances and needs of each individual child. Activities are planned to promote learning and personal growth and development. It includes not only the formal requirements of the national curriculum, to teach children the basic skills of literacy, numeracy but also a range of activities to enrich the experience of the children, such as: Art, Humanities, SMSC, Home Cooking, ICT, African Drumming, Swimming, P.E., Outdoor Learning (Forest Schools), Music and Spanish. We recognise the need to develop the emotional literacy of our pupils and providing them with the tools to solve conflict and to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for progression back to mainstream schooling and lifelong learning.

At KS4 we offer a range of accredited courses: 6 GCSE or BTEC (Level 1 or 2), Functional Skills Level 1-2, Asdan awards. Alongside these courses the learners also take part in Careers and Life Skills lessons weekly to prepare them for survival once they leave school. These lessons cover personal finance, social media, interview practice, teamwork, digital footprint and developing communication skills. The students also complete an ASDAN Peer Mentoring qualification with many moving on to completing the CoPE award. We endeavour to support individual learners to ensure further educational or apprenticeship pathways. Based on ability, learners may also take additional qualifications in Home Language.

3.5 Enrichment

We believe that in order for a young person to become a success in their future learning and life, it is important to actively teach them 'soft-skills'. The Octagon AP Academy offers an enrichment curriculum, which aims to develop these skills. We offer a wide range of additional opportunities to enrich the learning at school and beyond. These are enhanced by the partnerships that the school has with local organisations as well as the wider community and learners go on a number of trips which are linked to the topic they are studying.

Table 1j highlights the number of lessons delivered each week (45 mins):

Primary	Year 7 & 8	Year 9	Year 10	Year 11
2 x Science	4 x English	4 x English	4 x English	4 x English
4 x Literacy	4 x Maths	4 x Maths	4 x Maths	4 x Maths
4 x Numeracy	3 x Science	3 x Science	4 x Science	4 x Science
1 x ICT	1 x ICT	1 x ICT	3 x ICT	3 x ICT
1 x Intervention	4 x PE	3 x PE		1 x SMSC
2 x PE	1 x Music	2 x Drama	2 x Humanities	1 x Life Skills
1 x Art	2 x Art	2 x Art	9 x Options	10 x Options
2 x Swimming	1 x MFL	1 x Music	1 x SMSC	1 x CIAG
2 x Food Technology	2 x Food Technology	2 x Food Technology	2 x Life Skills	
1 x MFL	4 x Enrichment	4 x Enrichment	1 x CIAG	
1 x Humanities	1 x Humanities	1 x Humanities		

1 x SL	1 x SMSC	1 x SMSC		
1x Out Door Learning		1 x MFL		
3 x SAT preparation				
2 x Guided Reading				

Table 1j

The range of **options** available at KS4 is detailed here:

GCSE	BTEC	OTHER
Art and Design Physical Education Home languages Additional Science Statistics	Home Cooking Performing Arts	Hair and Beauty Construction Duke of Edinburgh
Other Accreditation Functional Skills – English, Maths, ICT Entry Level: Science and Maths		

4. Personal Development Behaviour and Welfare

4.1 Admissions (pupil number)

Year	Total roll	Key Stage Totals
KS2	5	KS2 5
7	0	
8	6	
9	14	KS3 20
10	8	
11	10	KS4 18
Total	43	

4.2 Attendance data and interventions

Following our conversion to an AP Academy, Year 2 sees attendance building upon the foundations of last academic year. One of the Octagon AP Academy's local priorities this year is to continue to raise attendance with a minimum target of 85%.

The Octagon will continue to coordinate its approach to raising attendance with Haringey Localities Service. This was a successful partnership last year.

A positive start to this academic year has seen attendance rise by 3.2 % on Term 1 attendance 2016-17

%	Year 5	Year 6	Year 8	Year 9	Year 10	Year 11	Total
Attendance	70.4	87.9	75.5	84.1	87	75.5	81.2
Authorised Absence	16.4	12.1	13.2	7.9	6.7	8.0	8.6
Unauthorised Absences	24.5	0	11.4	8.0	6.3	16.4	10.2

Attendance: Disadvantaged groups

Term	Cohort %					
	Males	Females	LAC	PP	SEN	FSM
Attendance	78.7	91.4	94.7	77.1	77.6	78.4
Authorised Absence	9.5	4.6	5.3	9.0	8.4	10
Unauthorised Absences	11.8	4.0	5.3	13.8	14	11.7

OAPA has sustained its school attendance over a two consecutive years. Our attendance target is set at a minimum of 85% this academic year. This year focus is punctuality. Collaborative work with Education Welfare Service and Family Support /Targeted Support, is still invaluable and continues to be used to promote and to challenge attendance concerns.

Attendance continues to be a limiting factor where the achievement of persistent absentee is concerned. 9 referrals have been made to localities services: 4 referrals due to failure to attend admission interviews, 3 triggered by drops in attendance and 2 learners failed to return following the summer vacation.

Attendance has improved for all groups of learners except males learners. A boys group is being established to target learners who have attendance difficulties. The girls group will continue to be developed.

Term 1: Attendance Interventions

EWO referral	Learner Clinic	Parent Clinic	Home Visit	Attendance Trip	Vivo Rewards
9	3	1	3	0	3
				Reward visit will take place 3 time per year	

4.3 Behaviour and Intervention

- Behaviour Management CPD was delivered at start of term to reinforce strategies and TBAP behaviour expectations when managing learning within school.
- Damage- Bill is sent home and where appropriate reparation work is completed by learners
- Response to physical Assault against adults/learners- FTE or TATE, Return meetings with, TAF (if applicable), reparation or mediation are actions taking following any physical assault
- Restorative Justice training Two addition staff have received RJ training and a LSP is assigned as the RJ lead and will work with staff to develop a delivering/ monitoring at OAPA.
- Induction Group- The therapeutic team have begun delivering a induction group to new learners
- TATE onsite- The alternative to exclusion is now on site and is housed in the primary area of OAPA. The decision was made to ensure that learners do not miss out on scheduled interventions.
- Anger Management- An LSP is assigned to deliver anger management programme/track progress to OAPA learners and cascade training to LSP's
- Girls Group- Continue to be offered with a boarder PHSE focus to female learners. An LSP has been assigned to develop a programme.

Behaviour data and interventions

- Racist incidents
- Bullying
- Sexual Assault
- Radicalisation

Term 1: Fixed Term Exclusion

Term	No. of FTE Individual.	FTE No. Of day	Ave no of days lost	Total number of cohort on roll	% of cohort receiving
1	7	5	0.7	43	16%

Term 1: Referral to TATE

Term	No. of Individuals to TATE	Total no of days	% of cohort receiving TATE referral	Learner receiving multiple referrals
1	12	21	27	7

Behaviour outcomes for learners were positive in Term 1. Learners are achieving a ratio of 5:1 achievement points against behaviour points as a school. Individual year groups are achieving significantly higher.

The Octagon target for achievement and behaviour this academic year is a ratio of 6:1. Several year groups are achieving this target and some are exceeding this target. Year 6 and Year 10 performance this term, has been outstanding.

A weekly review of whole behaviour takes place daily and weekly. Weekly reviews are used to formulate the Octagon Target for the following week. This is promoted across school. SLT review the schools behaviour daily in morning briefing and fortnightly during SLT meeting. High risk learners are identified and most prevalent behaviours identified to enable SLT to plan a response.

The school currently uses Vivo to reward positive behaviours/ achievement. This academic year will see greater promotion of Vivo to learners through teaching and learning.

Term 1: Summary of behaviour and achievement points – Registration Group

Year	Sum of Behaviour Points	Sum of Achievement Points	Net Points	Ratio of achievement to behaviour
5	10	57	47	6:1
6	5	235	230	47:1
8	411	2199	1788	5:1
9	1116	4160	3044	4:1
10	108	1353	1245	12:1
11	324	1805	1481	6:1
Whole school total	1974	9809	7835	5:1

4.4 Therapeutic Interventions

We currently have 0.4 Psychotherapy delivered at OAPA. After a successful recruitment process we will have additional Play and Art Therapy. The therapist is also part of the induction process and a report is written and shared with staff during morning briefing. The referral process has also been amended so that Learning Guides write a referral; additional information is then added by the DOAI and is then submitted to the therapist for next steps. The therapist also attends the first part of each SLT meeting to update all members of SLT.

4.5 Safeguarding

Safeguarding CPD Training for staff Term 1

- Designated Lead completed annual training
- Safeguarding introduction delivered to **100%** of staff
- Prevent and Safeguarding smart log completed by **96%** of staff
- Keeping Children Safe in education Section 1 signed register - **100%** of staff
- Prevent CPD offered to 4 OAPA staff via Latimer
- Team Teach training planed for Term 2
- Behaviour CPD delivered
- Restraint and PHP CPD

Term 1: Learners known to CYPS and Early Help Services

Status	Number of learners	Number of meetings attended	% of cohort known to Agencies
CP	3	6	53%
CIN	5	4	
CYPS assessment	3	2	
CSE	2	1	
EH	9	2	
CAMHS	6	2	
YJS	9	3	
	23 (difference in total due learners who have multi agency involvement)	16	

OAPA has established a Multi Agency Police Support Team (MAPST) working in partnership with police services within Haringey. The first MAPST meeting has focused on the agency and learners currently on roll. Over the coming term the team will identify additional support and strategies to support learner, parent /carers and staff. We are planning to link the contributions of these services to OAPA's PHSE curriculum.

Agencies who are active participants in OAPA's MAPST include:

- Strategic Gangs Lead
- Insight- Substance Misuse Services
- Sexual Health Nurse
- YJS
- YJS– Preventative Services
- Safer School Officer
- Safer London Foundation
- Family Support Worker
- Education Welfare Service
- CAMHS
- SLT Therapeutic Lead or Head of Services

4.6 *Links with Parent /Carers*

A variety of communication takes place with parent on a daily weekly and termly basis.

- Structured conversations
- Admission interviews
- Progress reports
- Daily attendance calls

- Weekly phone calls to parents by Learning Guides
- Multi agency meetings
- OAPA is currently in its first cycle of sourcing Parent/Carers feedback
- Annual Reviews / EHCP conversions

5 Leadership, Management and Quality Assurance

5.1 Monitoring and Self Evaluation

Performance management targets have been completed and reviewed for all members of staff at OAPA and targets continue to be linked to the School Development Plan. The CIF (Common Inspection Framework) has been completed and the Local SEF and SDP will be completed for this year. The Local SDP is linked to projects in The TBAP Vision 2020, stored on Bluewave Swift.

5.2 Progress against Ofsted Targets for Improvement

OAPA is scheduled for Challenge Partners from Monday 5th–Wednesday 7th December. A working SLT meeting focusing on preparation and being OFSTED ready occurred in T1. Data and evidence suggests that we are a secure Good, but will be aspiring for Outstanding.

5.3 External Reviews / Improvement Partners

Our School Improvement Advisor has visited OAPA twice this term, once on results day and again for a monitoring visit. Recommendations have been taken on board and shared with Angela Tempany (Executive Officer) which have mainly entailed ensuring the SCR (Schools Central Record) is up to date with no more than 3 gaps permitted and that our website reflects the Local Authority offer. The SIA will support OAPA with recruiting a primary Headteacher to be part of our LAB. The Local Authority Monitoring visit was a collaborative discussion and actions completed or actioned. A further meeting is scheduled for T2.

5.4 Visitors

An open invite has been shared with Haringey schools to visit the Octagon and see what we offer. This has been taken up by Woodside High, Gladesmore, Heartlands and Park View. The Boxing Academy has sent a PE teacher to gain experience of best practice in the delivery of PE lessons. We have also had a DFE visit and a request from *Blast! Films* for us to potentially become part of a BBC documentary tracking students over a 3 year period. This is at a very early discussion stage.

5.5 Partnerships

OAPA is part of the team supporting the Boxing Academy in Hackney and we are challenged to aspire and are strategically supported by the TBAP Executive Officer for the East. Having clear goals has reaped dividends for example in over 35% of students being reintegrated back into mainstream last academic year and achieving excellent KS4 results.

The DOL will be part of a Challenge Partners QA review in November 2016 which will enable OAPA to gain further confidence in securing a rewarding CP outcome.

The OAPA Inclusion Lead is on the Local Authority working party looking at the criteria for assessing and accepting an EHCP.