



## Report to Local Advisory Board (LAB)

7<sup>th</sup> March 2016

### Report on the Quality of Teaching, Learning and Assessment

		<b>Meeting</b>	
		<b>Date</b>	07/03/16
		<b>Item Number</b>	TBAP 5
<b>Title:</b>	Head of School Report to the LAB – Quality of Teaching, Learning and Assessment		
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## 1. Introduction

As we enter Term 4 of the academic year 2015-16 I am pleased to report on the quality of teaching to date.

## 2. Quality of Teaching

Since the first round of routine observations in Term 1, where a number of teachers were observed to be Inadequate, teachers have been observed again and graded as Requiring Improvement and Good. Support from our Director of Learning (DOL) on an individual level has taken place, and each teacher that has been observed as Inadequate or Requiring Improvement will receive lesson planning coaching prior to the next round of observations (in March) to help planning for differentiation and progress. In-house CPD has focussed on planning for outstanding teaching and learning and effective use of data to raise progress and outcomes for all learners. Weekly Learning Walks focussing on areas such as starters, plenaries, progress made in the lesson and feedback have taken place and are added to the overall lesson grading. Our recent OFSTED visit also highlighted some outstanding practice.

The next round of routine lesson observations will take place in Term 5 as part of the Performance Management Cycle, and will include observations of our Learning Support Professionals (LSPs). At this point we will be in a position to report on the effectiveness of interventions using progress data, observations and learning walks.

During the weekly learning walks it has been apparent that the behaviour-for-learning of a number of learners has had a detrimental impact on teaching and learning in too many lessons. Lessons have been well-planned by teachers, and where learners are engaged, good progress is made. However, a significant number of learners have chosen to disrupt lessons or not attend their scheduled lessons. At the start of Term 4, this concern has been addressed as a priority by the Senior Leadership Team, with a comprehensive review of the teaching timetable for all learners. A significant number of Y11 learners have been offered personalised timetables, with 1:1 teaching from the subject teachers in both on-site and off-site settings. A number of quality-assured external providers have also been commissioned to support the wider emotional and social needs of the learners. The priority of CBAPA's Senior Leadership Team is to ensure that this year's Y11 cohort achieve the best exam results and can make a successful transition to further education, employment or training in September 2016. Learners in Y10 and Y9 who are failing to respond positively to the curriculum offer at CBAPA have been identified for personalised timetables, college placements and other enrichment activities, to commence at the start of T5.

We anticipate a Challenge Partners Quality Assurance Review to take place in T6, and will be able to report on the outcomes of this review to the LAB in July 2016. A recent, unannounced, one-day Ofsted visit (3 Feb 2016) reported that teaching was Good and Outstanding in a number of lessons.

Our focus on the quality of teaching over time means that we draw together information from sources other than single observations, including: assessment data, learner books, displays and behaviour assessments. It enables us to gather a much better picture of the day-to-day quality of teaching.

Our headline summary reads as follows, and should be viewed as a snapshot of performance that is indicative of the overall picture. It includes formal observations (T1) and snapshots of learning and teaching observed in learning walks.

Ofsted Grade	Number of Lessons	Percentage
Outstanding	4	8
Good	15	31
Requires Improvement	15	31
Inadequate	6	13
Inadequate (learners out of class)	8	17

We do not have a full complement of teaching staff and are currently trying to recruit Vocational and Humanities teachers. 4 supply teachers are currently employed to cover staff resignations. We are working closely with the TBAP Executive Team to find solutions to the problem of teacher recruitment. We hope to be able to share staff across TBAP schools in Cambridgeshire, and with this model, to be able to expand the curriculum offer at CBAPA from September 2016.

## 2.1 Exams and accreditation

We have made some progress towards improving exam performance is concerned so far this year, moving from a maximum of 4 GCSE's taken last year to some students taking up to 9.5 level two qualifications in the summer. The summary of planned June entries below demonstrates the breadth of the offer.

GCSE	Entries
English	20
English literature and Language	20
Maths	20
Science	20
Additional Science	2
Biology	1
Art	8
GCSE PE ( Short Course)	5
<b>BTEC Level 1</b>	
Motor Vehicles	11
Construction	10
Hair and Beauty	2
<b>NCFE Level 2</b>	
Food Technology	9
Nutrition and Health	20
<b>ECDL</b>	
ECDL level 2 computing qualification	4

## Functional skills

We have an on-going programme of Edexcel Functional Skills assessments in English Reading and Writing, and Maths. Since September 2015 we have been ensuring that all Year 11 learners regularly have the opportunity to take tests. To date, most Y11 learners have achieved at least one qualification. We will be including Entry Level tests in both English and Maths as part of the induction programme, as this was very effectively carried out by the predecessor school with 100% of students achieving at least one qualification.

Currently our attainment in FS test are summarised below.

Subject and level	Students that have passed	Students awaiting results
FS English Entry Level 2	1	
FS English Entry Level 3	8	
FS English Level 1		15
FS Maths Entry Level 2	2	
FS Maths Entry Level 3	8	
FS Maths Level 1	5	
FS Maths Level 2	1	

6 learners, who have recently joined the school, are yet to take a FS test and are being targeted to complete this in March.

### 2.1. SEN Teaching

Currently there are no learners with Statements/EHCPs at CBAPA. However, we hope to introduce the TBAP model of Waved Interventions to learners in Term 5. This model identifies a learner's literacy and numeracy needs at the point of entry, where assessments are completed, including SEN tests and testing for Access arrangements. Learners whose reading age is significantly lower than their chronological age will be targeted for intensive literacy and/or numeracy support (Wave 3). Learners with medium needs (Wave 2) and low needs (Wave 1) will also receive support that focuses on their individual needs. For many of our learners, this support will focus on social and emotional needs. We expect to advertise and employ Wave leaders from our staff of Learning Support Professionals during T4. The wave leaders will be responsible for delivering interventions, reporting and reviewing progress. All learning support professionals will be trained to deliver interventions. In the meantime, one of our most experienced Learning Support Professionals continues to deliver additional literacy and numeracy support to identified learners.

TBAP has designed a system for reporting interventions in SIMS so that wave leaders will be able to run a variety of reports to monitor the quantity and quality of interventions delivered.

Results from other TBAP schools show that this model of intervention has had a significant impact on literacy and numeracy, and has also been extremely effective in improving learner engagement in lessons, as many of our learners respond well to 1:1 support.

Reading age analysis

Initial Reading tests have been completed for the vast majority of students.

All learners have received three terms of literacy intervention where the engagement in the Lexia programme has been positive. Students are due to be tested again for Reading Ages in T5.

Students that have had the greatest progress in completing units in the Lexia Programme are detailed below.

MM Has completed 74 Units

BB has completed 29 units

AS has completed 33 Units

JP has completed 67 Units

KD has completed 33 Units

## **2.2. Subject Teaching Interventions**

Since September 2015 there has been a relentless drive to ensure TBAP Year 11 performance targets of 85% 5 A\*-G and 20% 5 A\*C are met. To enable this to be delivered a number of key initiatives have taken place.

- The English teacher is working with the literacy teacher to support Year 11 learners with their English Controlled Assessment. Students with low attendance rates have been entered for the no coursework option.
- Learners requiring support with additional time in completing Science Coursework are being identified and sessions will be planned to support students in the research and carrying out of practical work. New students are receiving support to complete additional coursework to allow them to take Additional Science and Biology Qualifications.
- Learners requiring support with additional time in completing Art Coursework are being identified and sessions will be planned to support students
- Students that were on task to complete the BTEC MV course have had intensive support to complete the practical element of this course before the teacher leaves us and succession planning is in place to ensure some students will pass the course.

- TBAP support with BTEC courses is being facilitated to ensure as many of our learners achieve an award in a Vocational subject
- NCFE Moderation support is being brokered to ensure cover teacher teaching food is able to deliver all aspects of the NCFE Food and Cookery course.
- DOL is in discussion with local college to provide support for BTEC Construction and Hair and Beauty to allow students to obtain a vocational qualification in the absence of teachers to teach this subject.
- All subject teachers have identified the specific needs of each Y11 learner to achieve their predicted grade. A timetable of individual support is being implemented from 1 March to ensure that all learners focus and engage between now and June, when they will complete their GCSEs.

### Further Interventions Required

- The Raising Standards Data Sheet (RSDS) need to be given greater profile and to allow BTEC and Foundation Learning teams to effectively report on progress in their areas.
- Maths and Science to use PiXL interventions to produce a question level analysis document for every learner so that progress is clear and learners explicitly know their next steps.
- Examination concessions need to be in place for real exams. The mock examinations were taken without concessions in the absence of DOA& I which made performance in mock examinations weaker than expected.

### 2.3. Teacher Support Interventions

The Director of Learning (DOL) has supported teachers graded as Inadequate or Requiring Improvement following feedback after the first observation. Coaching meetings are set up with these teachers to plan for their next observation in T4.

The DOL will train all staff throughout April and May to be coaches and then pairs will be set up with the focus of coaching to improve performance. Expected outcome will be improvement in Teaching and Learning grades in the June observations and improved performance of LSPs in intervention work with students.

CPD with a strong focus on Behaviour for learning toolkit planned throughout the year.

### Further Support Required

The TBAP Teaching School Alliance provides a structured support framework for teaching and support staff through CPD, school to school support, and teacher training. Through performance management, teachers are also being identified for middle leadership training, and LSPs are being supported to develop their leadership skills as wave leaders. In T5/6, TBAP will offer support from Specialist Leaders in Education to increase the capacity of individuals to teach consistently good or better lessons and to train outstanding teachers to coach and mentor others.

All staff will be trained to carry out weekly paired Learning Walks. This will facilitate the sharing of good practice and pedagogy and improve clarity of expectations. The walks are designed to ensure the delivery of the TBAP Learning

Entitlement; a set of minimum expectations that every child can expect in every classroom.

Please see below an example of how information from learning walks will be collected and stored on TBAP’s data management system, Bluewave Swift. Areas for whole-school improvement can then be identified and addressed at weekly staff training sessions.

Focus	Grades	Total	CPD Needs	CPD Events
<a href="#">Appropriate Dress</a> ⓘ		30	0	0
<a href="#">Assessment For Learning</a> ⓘ		30	0	0
<a href="#">Behaviour for Learning</a> ⓘ		30	0	0
<a href="#">Challenge/ Level of Work</a> ⓘ		30	0	0
<a href="#">Environment for Learning</a> ⓘ		30	0	0
<a href="#">Learner Progress</a> ⓘ		30	0	1
<a href="#">Learners are Aware of Levels, Targets &amp; Grades</a> ⓘ		28	0	0
<a href="#">Literacy &amp; Numeracy Evident</a> ⓘ		30	0	0
<a href="#">Marking</a> ⓘ		30	0	0
<a href="#">Starter Activity</a> ⓘ		30	0	0
<a href="#">Success Criteria &amp; Learning Outcomes</a> ⓘ		29	0	0
<a href="#">Teaching</a> ⓘ		29	1	0
<a href="#">Use of Data to Inform Planning</a> ⓘ		30	0	0
<a href="#">Use of Support/Resources</a> ⓘ		29	0	0

#### 4. Curriculum

Our curriculum offer is currently the broadest offer that Cambridge AP Academy and the predecessor school have ever delivered across both key stages. At key stage four learners have the opportunity to leave with up to 9 GCSEs or BTEC equivalents as well as a range of entry and level-one qualifications. We plan to further increase the offer with key appointments of staff and widen the number of options to 4.

The Cambridge AP Academy: number of lessons per week		
Year 9	Year 10	Year 11
3 x English	3 x English	3 x English
3 x Maths	3 x Maths	3 x Maths
3 x Science	3 x Science	3 x Science
2 x Food Technology	2 x Vision to Learn	2 x Vision to Learn
4 x PE	2 x PSD	2 x PSD
7 x Opening Minds	2 x Guided Learning	2 x Guided Learning
2 x Art	9 x Options	9 x Options
2x Drama	2x Literacy	2 x Literacy
2x Literacy		

In addition to Maths, English and Science, the range of options available currently at KS4 is detailed here:

GCSE	BTEC Level 1	NCFE Level 2
Additional Science	Construction	Food and Technology
Biology	Motor Vehicles	Nutrition and Health
ICT	Hair and Beauty	Equality and Diversity
PE		
Art		
<b>Functional Skills</b> English, Maths		

In addition to Maths, English and Science, the range of options we hope to be able to offer at KS4 from September 2016 is detailed below:

GCSE	BTEC Level 2	NCFE Level 2
Additional Science	Construction	Food and Technology
ICT	Motor Vehicles	Nutrition and Health
PE		Equality and Diversity
Art	Hair and Beauty	
Drama		
Media Studies		
Resistant Materials		
Graphics		
History or / and Geography  (dependent on appointment of DT and Humanities teacher)		
<b>Functional Skills</b>		
English Maths,		

## 5. Continuing Professional Development (CPD)

All CPD is linked to the TBAP development plan and requests are scrutinised by the leadership team at fortnightly meetings. There is now a routine assumption that CPD can be delivered using the expertise we have in-house, identified through the TBAP Teaching School Alliance. The TSA will authorise external training opportunities where required.

### CPD Summary

18 approved CPD events have been completed since the start of the academic year. The majority of these events were made up of the new TBAP Teaching School Alliance (TSA) modules. This suite of development opportunities has been written and quality assured in-house and is delivered by accredited Specialist Leaders of Education (SLEs) who have themselves been drawn from TBAP ranks. 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 from a broad selection. A small number were supported by their line managers to attend sessions that best reflect their performance management

needs.

CPD grade	Number	Percentage
Outstanding	13	72%
Good	5	28%
Requires Improvement	0	0
Inadequate	0	0

### **The Teaching School Alliance**

We currently have two instructors wishing to be to become qualified teachers. One instructor will begin teacher training in September 2016 and the other instructor has started the 'Straight to Teaching' programme in February, with the expectation that he will be trained by the end of the summer term.