



Report to Local Advisory Board (LAB) 24th November 2014

General Report to the LAB

Meeting	
Date	24/11/14
Item Number	TBAP(14)

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

In the last report we shared details of learner achievement in 2013/14 at OAPA. At this meeting I would like to share with you an update on progress since September 2014, with details of the systems introduced by TBAP to ensure that all learners achieve and make good progress at the Octagon AP Academy.

2. Learner Achievement and Progress

Since September 2014 all learners have been assessed using Cognitive Ability Tests and a range of other assessments used across TBAP to ensure that baseline data is in place to act as a benchmark for measuring learner progress. All mark sheets are recorded in Sims. At the end of Term 1 (October 2014) all teaching staff completed progress updates for all learners, using a RAG rating to show how learners were making progress during Term 1.

Please see details attached.

2.1 Exams and Accreditation

At KS 4 learners can achieve up to 6 GCSEs. These include English language, Maths, Science, IT, plus 2 options from PE (Level 2 B-tec), Art (GCSE) and Food (Level 2 B-tec). Our most able students are also offered GCSE English Literature and Additional Science.

All students are offered the opportunity to take online tests in Functional Skills Levels 1& 2 in Maths and English throughout the year.

Entry level exams in English, Maths and Science are offered to lower ability learners.

Level 1 & 2 B-tec Workskills is offered to all learners at KS 4. Level 1 & 2 B-tec Performing arts is offered to a small number of students.

In 2014/15 we have up to 8 learners placed in alternative provision at colleges, where they are offered GCSEs in core subjects and a range of vocational qualifications that include car mechanics, horticulture, sports, and childcare.

All Y11 learners have been tested for Access arrangements.

In addition to GCSEs and B-tecs we are offering other accredited short courses to students who arrive late in the year or who are unable to achieve longer course qualifications. These include ABC courses in Chinese/Japanese, leadership and team building, and peer mentoring.

Subject	Qualifications	Year group offered
English Language	GCSE, Functional Skills 1/2	Y10/11
English Literature	GCSE	Y10/11
Mathematics	GCSE, Functional Skills 1/2	Y10/11
Science	GCSE, Entry level	Y10/11
IT	GCSE, Functional Skills 1/2	Y10/11
PE	B-tec Level 1 & 2, AQA awards	Y9-11
Art	GCSE	Y10/11
Food technology	B-tec Level 1/2	Y10/11
Workskills	B-tec Level 1/2	Y10/11

PSHE	AQA awards	Y9-11
Performing arts	B-tec Level 1/2	Y10/11
Japanese	ABC awards	Y9-11
Chinese	ABC awards	Y9-11

We are also working closely with Tottenham Hotspur Football Club and the police and other services (YOS, Drugs teams) to offer a number of unaccredited training in team building, leadership skills, drugs/ knife/gangs awareness and sexual health education.

The TBAP performing arts team provide weekly drama sessions to learners at KS3/4. Some students will have the opportunity to develop their performance skills by taking part in TBAP-wide drama workshops, which will lead to performances in prestigious theatres (eg the Lyric and Old Vic).

Primary learners benefit from the through-school model by having specialist teachers to enrich their curriculum: art, food, Chinese, Japanese and enterprise are offered to all learners on a weekly basis. Primary learners also have the opportunity to take part in swimming lessons, horse riding and through-school football training on a weekly basis.

2.2 Progress and Interventions

There has been good progress with our D groups since the start of term. 66% of the learners are on or above target in Maths. In English, 83% of learners are on or above target in English. There is a similar picture in Science, where 66% of learners are on or above target.

Learners in Year 10 have had a mixed start to the year. However there are examples of good progress. In English 72% of learners are on or above target, 86% of learners are on target in Maths. In Science, 57% of learners are on or above target. In option subjects, learners are making good progress across the board. In food tech, 71% of learners are on track to achieve a Pass or above. In BTEC Sport, 75% of learners are currently on track to achieve a Pass or above.

In Year 11, headline figures currently show that 30% of learners are on target to achieve 5 A*-C. In addition, 70% of learners are currently on track to achieve 5 A*-G grades. In English, 50% of learners are on or above target. In Maths, 20% of learners are on or above target. 60% of learners in Science are on or above target. In option subjects, there has been clear progress made since Year 10. In food tech, 63% of learners are on track to achieve a Pass or above. In BTEC Sport, 55% of learners are currently on track to achieve a Pass or above.

Interventions: where students are not making progress in subject areas we are ensuring that teaching staff provide details of interventions to support learners, including the Wave model support offered by Learning Support Professionals (LSPs).

Teaching staff and LSPs have received ongoing training this term: use of Sims to assess and monitor progress, specialist support from TBAP SLEs, Heads of School, and subject leads across TBAP schools. Specialist training has included Elklan and Lexia training.

The Director of Access and Inclusion has held regular Inclusion Panel meetings to focus on all SEN (statemented) and Wave 3 learners to ensure that a range of interventions are offered to learners presenting the most challenging barriers to learning.

Interventions include:

Multi-agency support (Educational Psychology assessments, CaMHS assessments, Speech & Language therapy assessments).

Allocation of LSP 1:1 support in classes.

Bespoke timetables (a mix of on-site/off-site vocational training).

Music therapy.

Counselling.

Drumming/singing/horse-riding.

Outreach support.

Through school support (eg Y7 learners working in Y6 classes to support their emotional development).

2.3 Reintegration

Re-integration has always been a successful strand of provision from The Octagon AP Academy, and continues to be managed carefully by Anne-Marie Johnson (Student Services Manager).

Please see details below of successful re-integrations in 2013/14 and since Sept 2014:

Learner	Year group	New school	Re-integration complete date
ANH	8	APS, FS x2,HGS, LW-SS, NPCS,PVS,GCA,	
NF	8	NPCS	September 2013
KS	8	FS	September 2014
CM	8	HGS	Ongoing
BM,	9	LW,	January 2013
AM	9	HS	September 2013
SB	9	PVS	November 2013
JM	9	GCA	October 2013
EN	9	FS	July 2014
MO	9	TECS	December 2013
AbM	9	HWS	Ongoing
AE,	10	PVS	May 2013
S A-G	10	HS	September 2013
MF	10	APS	March 2014
HY	10	HWS	September 2013
DA	10	VR	November 2013
AA	10	HWS	May 2014
OA	10	HS	December 2013

TS	10	GCS	December 2013
R N-P	10	FS	March 2014
D C-R	10	HS	May 2104
MD	10	WHS	June 2014
RP	10	STM	ongoing
AG	11	HWS	ongoing

2.4 Any other relevant achievements

A number of Y10/11 students have been invited to take part in the LIFE course, run by Haringey's Fire service. 4 students have taken part to date since September, with 2 OAPA students being awarded the Jack Peachey prize for leadership skills. Their efforts were celebrated in Haringey's Positive Youth News in October.

3. Quality of Teaching

Since September 2014 we have recruited a number of high quality staff to improve the range of the curriculum entitlement for learners and improve the quality of teaching at OAPA. New appointments include: teachers of English, IT, Food and a new Director of Access and Learning, who will take up post in Jan 2015. We have actively sought to employ teachers from mainstream settings who have strengths in subject knowledge. We are hoping to appoint a new primary teacher in the Spring term to raise standards across primary provision.

3.1 Monitoring of Teaching

Formal lesson observations have been carried out for all teaching staff, with the following grades awarded in October 2014:

Ofsted grade	Number of lessons	Percentage
Outstanding	0	
Good	3	33%
Requiring improvement	5	56%
Inadequate	1	11%

Key areas for focus have been identified as the use of LSPs in the classroom and differentiation for all learners in each lesson. In Good lessons, these areas have been addressed successfully.

In November all staff receiving RI or I grades have been offered support from TBAP specialist staff to raise standards in key areas. Observations carried out by the SLEs on 19 November show the following improvements (2 teachers in RI status were not observed due to absence/fixed term contracts that are ending in December 2014):

Ofsted grade	Number of lessons	Percentage
Outstanding	0	
Good	6	67%
Requiring improvement	2	22%

Inadequate	1	11%
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In the case of Inadequate teaching, support will be provided on a weekly basis by TBAP SLEs. If standards do not improve by the end of Term 2 (December 2014) the capability process will be used in line with TBAP policies.

3.2 SEN

We currently have 12 learners on roll with statements of SEN, of whom 3 are dual-rolled with their primary school and 1 is successfully re-integrating into a local secondary provision.

Learner	Year group	Identified SEN
HM	11	MLD, SEBD, SLC
MM	11	SEBD, ADHD
BM	10	SEBD
AM	10	SLC
AB	10	MLD
RR	9	SEBD
SH	7	SEBD
JM	6	SEBD
AH	6	SEBD
ZHW	6	SEBD
TF	4	SEBD
JW	4	SEBD

In addition we have 5 learners currently undergoing assessment in accordance with the Education Health Care Plan guidance.

Key areas of SEN include:

Language and communication

ADHD

Conduct disorder

Autistic spectrum disorders

Attachment disorders

Self-harm

Use of Learning Support Professionals We currently have 10 LSPs working in subject-specific areas to support learners in all areas of the curriculum. This ensures that all learners are supported by a teacher and LSP in all subject areas. From Jan 2015 we plan to move to the TBAP model of Waves of intervention, whereby LSPs are attached to learners according to their levels of need. All learners with statements of SEN and those presenting the highest level of behavioural need will be assigned an LSP who will support them across all learning areas, and will have an excellent knowledge of the learners' strengths and barriers to learning.

Referrals to specialist services:

Service	Number of referrals
Educational Psychology	4
Speech and Language	2
CaMHS	3
Counselling	6
Music therapy	6

Inclusion panel meetings are held fortnightly to monitor and review the effectiveness of the support that each learner receives.

The director of Access and Inclusion works closely with the Student Services Manager to ensure that there is a joined-up approach to multi-agency provision where learners also require support from Social Care, Early Help, Families First and Youth Offending services.

Testing for Access Arrangements Years 10 and 11 learners continue to be tested for examination access arrangements as they are admitted and readers, scribes and extra time have been approved where it is deemed necessary. As new learners are admitted they will also be tested if their reading age is two years or more below their chronological age.

3.3 CPD Summary

Since 1 September all staff have been given a number of training opportunities, both internally (provided by TBAP) and by external providers:

Date	Training	Number of staff
1 September	Mike Gershon: differentiation	All staff
3 September	TBAP CPD day: 4 modules selected by staff	All staff
29/30 September	Team Teach training	All staff
3 November	Staff well-being day	All staff
10 November	Elklan training	All LSPs
12 November	Pixl training	2
12/19 November	Achieving Good or better in the classroom	Staff identified as RI/I during formal lesson observations.
13 November	Lexia training	All LSPs

In addition, teaching and learning support staff are regularly supported by lead staff across TBAP: examples include use of Sims for recording behaviour and attendance, data drops and report writing; sharing and modelling best practice; initial assessment and marksheets; art teaching.

Through regular network meetings, staff at OAPA are able to link with colleagues working in similar roles across TBAP. This enables staff to share best practice and standards.

3.4 Curriculum

Many aspects of the curriculum have been described above. The full curriculum entitlement is set out below:

Key stage	Subject and number of sessions per wk (45mins each)																		
	Eng.	Maths	Sci.	IT	Food	Art	PHSE	Careers	Hum	Work Skills	Core PF	Drama	Enterprise	Op1	Op2	MFL	Forest Schools	Enrichment	
3 (Yr7)	4	3	3	2	2	2	1	-	3	-	2	2	1	-	-	2		2	
3 (yr8/9)	4	3	3	2	2	2	1	-	3	2	2	1	1	-	-	1		2	
4 (Yr 10)	4	3	3	3	-	-	1	-	-	3	2	-	-	4	4	-		2	
4 (Yr 11)	5	4	4	3	-	-	1	1	-	-	2	2	-	4	4	1		2	

Primary	5	5	1	1	2	2	1	-	2	-	2+	-	2	-	-	1	2	-
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3.5 Enrichment

Points, Prizes & Rewards: The Octagon AP Academy currently uses gift vouchers, which work well within the school. The school is moving towards the ViVo Miles Points system, which will allow our learners to have more flexibility over their purchase or donate to charitable causes. Estimated time for full implication is end of term 2.

Enrichment activities are embedded through timetable across all phases. Enrichment activity engages learners in new experiences and has the dual purpose of offering physical activity whilst developing group & individual social skills. All learners attend a combination of onsite and offsite activities including: Japanese, Chinese, tai chi, horse riding, swimming, forestry, football, trampolining, rock climbing, sailing, Tottenham Hotspur Football club – mentoring, career fairs, ICT, table tennis, museums, singing.

4 Behaviour and Safety

4.1 Admissions (pupil number)

Year	Total roll – 18-Nov14	Key stage totals
Y11, IV,MR,JM,ZG	24	37
Y10 BMcD, HH	13	
Y9 EOS, TB, FC, RR, CC	7	13
Y8 KS	3	
Y7 None on roll since Sept 14	3	
Y6 AH	5	11
Y5 BNB	2	
Y4 TF/JP	3	
Y3 BB	1	
Total on whole school roll	61	61

4.2 Attendance data and interventions (Data is to 17th Nov)

%	Y11	Y10	Y9	Y8	Y7	Y6	Y5	Y4	Y3	Average Total
Attendance	80.1	69.0	78.7	74.5	83.9	88.2	77.8	72.2	100	77.8
Authorised Absence	9.6	13.7	12.8	21.0	13.7	10.4	22.2	4.3	0.0	11.4

Unauthorised Absences	10.2	17.6	8.4	4.5	2.3	1.4	0.0	23.4	0.0	10.8
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Since Summer 2 2014, attendance has improved from 58.8% to 78.3%. Whilst we still have a long way to go for attendance to be good, this is an excellent improvement in Term 1.

The Student Services Manager works closely with EWS and Families First to support learners whose attendance has fallen below 85%. At weekly meetings the agencies identify families and learners to target with home visits, interventions and, in some cases Penalty Charge Notices.

OAPA's outreach worker makes daily visits home to learners who face barriers in attending school full-time.

Attendance is reported on a daily basis at staff briefing, and all learning guides are encouraged to promote whole-class attendance, with regular prizes for classes with attendance of 100%.

4.2 Therapeutic Interventions

We offer a range of therapeutic interventions to our learners with the highest identified levels of needs. We have a specialist Music Therapist working with our learners for one day per week, who sees a caseload of 6 learners. We have a counsellor working with learners once weekly, who also sees a regular caseload of 6 but also offers a 'crisis' slot for unforeseen emergency high needs. We run a weekly drumming workshop for over 12 learners, plus singing workshops and horse riding. All students are able to access a weekly Physical and Emotional health drop in clinic.

4.3 Links with Parent /Carers

3 times yearly Structured Conversation provides a clear and structured forum for parents/carers to work jointly with staff to discuss attainment, progress and barriers to learning. Academic and pastoral targets with measurable outcomes are set and reviewed at the next meeting in the cycle.

In November 2014 we held a Parents'/Carers meeting to present the changes to the SEN Code of Practice which came in to force on 1st September 2014. The TBAP SEN policy was shared and explained at this meeting, with an opportunity to ask questions about the changes and the policy.

2 parents/carers attended the sessions.

4.4 Communication log with parents/carers.

To 17th November

	Y11	Y10	Y9	Y8	Y7	Y6	Y5	Y4	Y3
Email	18	0	0	0	0	0	4	0	0

Letter	54	29	14	18	18	9	4	11	1
Text	15	13	13	8	9	9	8	14	1
Telephone	144	110	28	52	120	25	50	45	2
Total	223	152	55	78	147	43	66	70	4

5. Leadership, Management and Quality Assurance

5.1 Monitoring and Self Evaluation

Performance Management has been completed for all staff in the first week of Term 1. All targets have been agreed with the reviewee and signed off in Blue Wave Swift. Every staff member has been set targets that link directly to the School Development Plan or to the professional standards for teachers and support staff. All teaching and support staff have received formal observations of teaching and feedback from their line managers. Support is in place for all staff whose practice requires improvement or is inadequate to date.

All staff have completed a Staff well-being survey, with results being analysed by Keele University.

All learners are currently completing the online Pass survey, which measures their attitude to self and school. The survey is due to be completed by Friday 21 November.

5.2 Progress against Ofsted Targets for Improvement

Target 1: Improve the quality of teaching for pupils in KS3/4:

66% of teaching can now be judged as Good.

Target 2: Improve the effectiveness of leaders, managers and governors:

The TBAP trust now sponsors the Octagon AP Academy and is judged Outstanding in all aspects of Leadership and Management. There is a new Senior Leadership Team at OAPA who are working closely with SLEs across TBAP to raise standards in all areas. A newly appointed Director of Access & Inclusion will take up post from Jan 2015.

Target 3: Improve the achievement of pupils in KS3/4:

Achievement in July 2014 (GCSE results) was Inadequate. Progress data for Term 1 indicates that a high number of learners are making expected or better progress and early interventions are in place for learners who are not making progress.

Target 4: Improve attendance:

Attendance has improved by nearly 20% since July 2014.

5.3 External Reviews / Improvement Partners

Challenge Partners are due to visit OAPA from on **24-Wed 26 November 2014** for a thorough review of current provision and prospects for improvement. Whilst attainment data (GCSE results) from August 2014 indicate that achievement in 2013/14 was Inadequate, the Head of School is confident that current assessment of provision will identify many areas of Good practice, with an overall Ofsted judgement of Requiring Improvement until there is evidence of Good progress for all or most learners.

5.4 Visitors

Date	Visit	From
17/09/14; 23/09/14; 10/10/14	Peter Ashworth	LB Haringey SIS
18/09/14	Michael Welton	LB Haringey EWS
12/09/14; 03/10/14; 07/10/14	Deborah Tucker	LB Haringey Commissioned Services
01/10/14; 22/10/14	Multi-agency police	Safer Schools, YOS, Prevent, Gangs team
03/10/14	Tracy Hutchings	LAC education officer
10/10/14	Simon Chappell	Safer Schools Lead

5.5 Partnerships

TBAP specialist leads continue to visit OAPA on a regular basis to ensure that TBAP systems and procedures are in place, and to monitor improvements in teaching and learning.

Dates	Staff	Areas of support
Thursdays weekly from 12 Sept	Heather Ballantine	Sims: timetables, attendance, behaviour, teachers planning. Lesson observations, work scrutiny. Team Teach. Teacher training.
Thursdays fortnightly from 12 September.	Alison McNulty	Baseline data, assessment, marksheets and reporting.
29/30 September 12/19 November	Adrian Harmer & Andrew Burton	Team Teach training Raising teaching from RI/I to Good
7/10/14; 14/10/14; 11/11/14	Kate Maidment Young	Preparation for CP Review
7/14 November	Janet Packer	Primary practice

The Director of Learning and new English teacher have attended the Pixl conference (12 Nov 29014) and are being supported by this educational community to share best teaching practice across the school.

The Challenge Partners Review (24-26 November) will identify key areas for partnership working, through TBAP and across other partnerships.

6. Confidential

Fixed term exclusions –

- number of sessions
- number of days
- number of students
- number on roll (at end of each half term)
- % number of the school learners receiving FTE

	09/10	10/11	11/12	12/13	13/14	14/15
Autumn1	74	144	73	64	96	112
	37	72	36.5	32	48	56
	8	21	8	9	9	15
	52	84	86	76	53	53
	15.4%	25%	9.3%	11.8%	17%	8.3%
Autumn 2	84	108	101	135	85	44
	41	54	50.5	67.5	42.5	22
	9	14	5	18	9	9
	68	90	93	75	65	61
	13.2%	15.5%	5.4%	24%	13.8%	14.7% (to date)
Spring 1	124	88	104	89	81	
	62	44	52	44.5	40.5	
	14	13	11	8	6	
	76	95	96	87	59	
	18.4%	13.7%	11.5%	9.2%	10.2%	
Spring 2	164	104	129	71	106	
	82	52	64.5	35.5	53	
	16	11	17	6	11	
	83	105	103	90	61	
	19.3%	10.4%	10.7%	6.7%	18%	
Summer 1	60	27	107	23	58	
	30	13.5	53.5	11.5	29	
	7	6	12	4	9	
	88	110	99	91	73	
	7.9%	5.5%	12.1%	4.4%	12.3%	
Summer 2	183	79	5	63	57	
	91.5	39.5	2.5	31.5	28.5	
	16	13	1	7	7	
	78	81	76	62	58	
	20.5%	16%	1.3%	11.3	12.1%	

There have been a high number of fixed term exclusions during Term 1. This was anticipated, as students have been expected to adhere to new, more rigorous behaviour systems. We have no Tate model at OAPA, where learners can be placed in an alternative setting for the day. We hope to find a suitable base for this provision as soon as possible. The use of an Outreach worker to support learners at home has proved to be a successful intervention in Term 2 and we hope that this will show in a reduction of exclusions.

6.2 Use of restraint

Year group	Learner	Number of restraints	Dates
5	OD	10	29.6; 8.10; 8.10; 9.10; 14.10; 21.10; 5.11; 6.11; 10.11; 17.11
6	JM	1	17.10
7	J-D C-R	7	26.9; 26.9; 3.10; 9.10; 17.11; 18.11
7	SH	1	11.9
8	SS	4	6.10; 6.10; 6.10; 11.11
10	FH	2	6.10; 6.10
10	RK	1	16.9
11	KR	1	1.10

6.3 Racist incidents

There has been 1 incident of racist abuse by a learner against a learner.

6.4 Complaints

Since September 2014 there has been 1 parental complaint made to HOS, the LA and local MP regarding the education of their child in AP provision.

6.5 Police enquiries

Since the start of this academic year, there have been 6 incidents which involved police intervention. (fire x 2, SS x 2, JD x 1, DRM x 1)

6.6 Looked after children and number on CP register

Child Protection Register

There are currently 5 learners on the CP Register, 3 in Year 7, 1 in Year 9 and 1 in Year 3.

There is also a Year 5 being assessment for CP.

There are 3 children in Care, 1 Year 11 (Camden), 1 Year 10 (Waltham Forest) and 1 Year 6 which is a formal arrangement with family relative.