



Report to Local Advisory Board (LAB)

23rd November 2015

General Report to the LAB

	Meeting	
	Date	23/11/15
	Item Number	TBAP(15)
Title:	Head of School Report to the LAB – General Update	
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1. **Introduction**

As we enter term two of the academic year we are now into our second month as an Academy having converted on the 1st October 2015. I am delighted to present our data and progress to date.

2. **Outcomes for Learners**

Since converting to an Academy our vision with all stakeholders has been to attain a significant improvement in outcomes for our learners, namely through our learners achieving 5 or more GCSEs or equivalents at Level 2 to increase their opportunities and life chances upon leaving Cambridge AP Academy. Last year the predecessor school achieved 0% 5 A*-G outcomes last year. This year we have set ourselves the target of our learners achieving 85% 5 A*-G which includes 20% achievement at A*-C. While this is a significant increase in attainment outcomes we believe in setting high expectations for our students, leaving no child behind, and ensuring that each learner is supported to reach their potential. We expect our learners to have high expectations of themselves and thus raise the bar of achievement.

Our new Director of Learning, Vicky Priestley, has recently taken up her position at Cambridge AP Academy and is ensuring that work is underway in relation to data usage and tracking across all areas of Cambridge AP Academy to drive up standards. Our first Data drop will commence at the end of November; this will give us a more in depth picture of what progress students are making and what intervention plans we will be putting in place to support individual learners.

To date, Key Stage Four Data is comprised of CAT Assessments and End of Key Stage 2 Data.

KS4 Summary Data

Yr 10 Headline Data – Whole school (GCSE & BTEC)		
Target Data	Year 10 October CAT and KS2 Progression Data Raw Data	TBAP Targets
5 A*- C (English & Maths)	22%	National Average (1.4%) TBAP Target 20%
5 A*-C	22%	20%
5 A*- G (English & Maths)	100%	85%
5 A*- G	100%	85%
5 A*- G (Including 'C')	22%	60%
5 A*- G (Including 2 'C')	22%	45%
5 A*- G (Including 3+'C')	22%	20%
100% Accreditation	100%	100%

Yr 11 Headline Data – Whole school (GCSE & BTEC)		
Target Data	Year 11 October CAT and KS2 Progression Data Raw Data	TBAP Targets
5 A*- C (English & Maths)	20%	National Average (1.4%) TBAP Target 20%
5 A*-C	20%	20%
5 A*- G (English & Maths)	100%	85%
5 A*- G	100%	85%
5 A*- G (Including 'C')	53%	60%
5 A*- G (Including 2 'C')	40%	45%
5 A*- G (Including 3+'C')	20%	20%
100% Accreditation	100%	100%

KS4 Headlines and areas for improvement

At the current time, Year 10 students have been individually interviewed regarding their GCSE and BTEC options with the intention to increase subject capacity due to staffing appointments, student feedback, and raising expectations to students completing Level 2 Options. Cambridge AP Academy is adding in ICT and PE to options and in the near future a Humanities Teacher will be recruited to add more another dimension and qualifications to our learners' repertoire. The staff and myself are delighted by our learners start to their GCSE and BTEC Options and engagement in helping shape the syllabus to support their needs.

Part of the CPD Programme is based on using set data and how to ensure that students are on task to make progress from Key Stage 2 to Key Stage 4. Staff are also being trained in how to grade GCSE and BTEC outcomes so that, as an Academy, staff are confident on how to accurately track and level students work.

From the data currently available we can see that all Year 11 learners possess the potential to achieve the targets set and gain 5A*-G (E/M). The data drop at the end of November will paint a clearer picture of where students are, what their current and target grades are, and what intervention will be put into place.

From the raw data it is pleasing to see that 53% and 40% of Year 11 learners have the potential to be close to the 60% and 45% targets in achieving one and two C Grades in the 5A*-G outcomes.

In the Year 10 data it is commendable to see that students have the capacity to achieve the key target grades of 85% and 20%, however the data also reflects the need to focus on English and Maths this year to strengthen outcomes across the curriculum. Staff are also aware of the lower Grade C predictions for Year 10 (22% x 2) compared to that of Year 11 (53% and 40%) and the interventions (such as 1 to one, catch up work, use of Lexia) to close the gap. Year 10 also have Literacy lessons with the intention to add in numeracy lessons to further close the gap and drive up standards

KS3 Summary Data: End of Key Stage Cats Predictions

(5 Students are Year 9 Learners)

Level	Eng	Maths	Sci
6	0	1 / 13%	0
5	3/ 60%	1/ 13%	1/20%
4	2/ 40%	3 / 63%	4/80%
3	0	0	0
2	0	0	0

KS3 Headlines

The addition of Year 9 has been a new development for Cambridge AP Academy; we have been delighted to welcome five learners to the provision. Two students will have the opportunity to be re-integrated back into their transfer Academies should they meet their targets and make rapid progress.

The data indicates that our students have the potential to achieve Level 4 to 6 in the core subjects of English, Maths, and Science at the end of KS3 which would provide a solid foundation in which to progress onto KS4 and achieve A*-C Grades (Grade 5 or above under the new GCSE levelling). The data drop in November will establish how close to these target grades our students are.

2. Exams and Accreditation

Qualification	No. subjects	Number of Entries
GCSE	3	33 (28 passes average 2.75 per learner)
BTEC	7	21 (14 passes at Level 1, 3 at Level 2)
Entry Level	0	0
Functional Skills	0	0

overall exam performance of the predecessor school is summarised below. Bronson Forshaw was commended in English as 92% of his students achieved at A*-G with 25% of those gaining a grade C. At BTEC Dolly Carter was commended for facilitating three of our learners gaining Level 2 Awards. The clear focus this year is increasing capacity at GCSE for our learners through introducing Art, Humanities and PE GCSE pathways. Opening Minds, V2L, Literacy, Level 2 for Hair and Beauty have been added to the vocational offer. The clear goal and our vision is on students achieving 5 A*-G Grades this academic year.

2.2. Progress and Interventions

Since the start of term the mantra has been set to ensure that Year 11 gain five or more GCSEs; in order to support students the follow interventions have been put into place:

1. **Staffing:** In the predecessor school there was one LSP, there are now four with a further two to be recruited by December.
2. **Numeracy and Literacy.** Both have been added to the timetable to support students with raising their reading ages/ability in numeracy to have subject wide impact and increase potential grade capacity.
3. **SIMS.** Attendance is now recorded on SIMS with individuals tracked through the programme to intervene when work is missed through illness or not being in school for other reasons. Positive and negative behaviors are recorded so they can be discussed with students and their parents.
4. **Laptops.** In the next week Cambridge AP Academy will be gaining possession of laptops that will be able to support students in their learning and run from our new wifi system.
5. **Lexia.** Cambridge AP Academy has purchased this system to support students with increasing their reading ages in Literacy Lessons.
6. **Tutor Time.** This has been moved to the start of the afternoon so students can receive feedback on their lessons and targets on a daily basis to improve their performance.
7. **Staff Use of Data.** Training is ongoing for colleagues in how to utilise data and track progress in order to maximize outcomes in individual subjects.

2.3 Reintegration

At the present time, students are being set targets by their transfer schools in order to work towards a reintegration this academic year; neither of our reintegration candidates have been at the school long hence this process is in its infancy at Cambridge AP Academy.

2.4 Enrichment

In due course Cambridge AP Academy will look towards implementing the Vivo Miles Reward Scheme in line with other TBAP Trust Academies. Students who met attendance and achievement targets attended a Rewards Trip in the half term week which consisted of a Trip to Nandos, Bowling, and going to a Pool Hall. The trip was well attended; the students behaved admirably and were a real credit to themselves and Cambridge AP Academy. There will be another Rewards trip organised for Christmas.

Enrichment Activities are offered round Cambridge AP Academy at lunchtime and include Boxing, Football, Film Club, Knitting Club, Construction, Bike Maintenance, Games and Computer Club, and Mosaics and Photography. This is a new development hence recruitment is in development. Film Club and Boxing are well attended on a weekly basis.

As part of the PE Curriculum students have been taken off site to be involved in a range of activities which have included Swimming, the Gym, and Bike Riding.

3 Teaching, Learning, and Assessment

Since Cambridge AP Academy opened the focus has been on producing students who have high aspirations which will turn into 5 A*-G Grades; this has to be facilitated by a daily diet of Good and Outstanding Teaching. The focus this term has been on familiarising all staff with the updated OFSTED Criteria, how to level students, and making progress over time. Staff have been coached through CPD on the new OFSTED criteria and the expectations this entails. Staff have also been coached on Level 2 Expectations and the mantra of offering a Level 2 rich curriculum to facilitate the optimum outcomes for learners.

3.1 Monitoring of Teaching

Headline summary

Ofsted Grade	Number of Lessons	Percentage
Outstanding	1	14
Good	2	29
Requires Improvement	3	43
Inadequate	1	14

The table above reflects the first round of observations carried out at Cambridge AP Academy with staff. While 43% of lessons are good and outstanding it is clear that colleagues will need more training on how to implement progress through the new OFSTED criteria and the key use of data in achieving this. The Director of Learning is working with staff to implement this key factor and to coach staff.

3.2 SEN Interventions

There are currently six Learning Support professionals (LSPs) on the main site, four of whom are full time permanent members of staff and two are agency workers. When all LSPs are appointed we will move to the Trust Wave Structure where two Wave Leaders along with LSPs will work with all students who are designated to a named intervention group. When the two Wave Leaders are appointed, LSPs will work with them to identify future training needs.

Learners with a Statement of SEN

We currently do not have any students on roll with an EHCP.

Testing for Access Arrangements

We are in the process of testing Year 10 and 11 learners for access arrangements to ensure that we have the appropriate level of support in place to maximise attainment. As new learners are admitted they are also to be tested if their reading age is two years or more below their chronological age.

3.3 CPD Summary

Since the start of the academic year colleagues have attended TBAP Training held in London and have focussed their attention in CPD on Teaching and Learning together with Health and Safety. The focus going ahead will be on Teaching and Learning in order to raise standards across Cambridge AP Academy. As colleagues implement TBAP policies and procedures they will have the opportunity to visit other Academy sites to see embedded policies and outstanding teaching and learning in situ. Please see the summary below for what has been covered to date.

Date	Topic
12 th November	Data Tracking and GCSE Grading/Levelling
5 th November	Circle of Adults around the Child for Liam Wallace
22 nd October	Safeguarding Online Module Completion
15 th October	OFSTED Lesson Observations/TBAP Way of Teaching Training
8 th October	New OFSTED Training
30 th September and 1 st October	Team Teach Training
24 th September	Behaviour and TBAP Policy
17 th September	Overview of WWW/EBI

3.4 Curriculum

We have re-written the timetable to provide a curriculum that meets our students' needs by adding to the GCSEs on offer in options and ensuring that students receive adequate Maths, English, and Science allocations. We have also ensured that the curriculum has been established to prepare our learners for College Places, Apprenticeships, and Further Training when they leave Cambridge AP Academy thus increasing their opportunities Post-16. We have added ICT, PE, and in due course Humanities to the Curriculum.

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 Literacy	2 x PE	2 x PE
4 x PE	2 x PSD	2x PSD
7 x Opening Minds	2 x Guided Learning	2 x Guided Learning
2 x Options	9 x Options	9 x Options
2 x Art	2 x V2L	2 x V2L
2 x Food Technology	2 x Literacy	2 x Literacy

The range of options available at KS4 is detailed here:

Other Accreditation	GCSE	Btec	Other
Functional Skills English and Maths	English Maths Science Art Humanities ICT Physical Education	Construction Hair & Beauty Care Motor Vehicle Maintenance	ECDL (ICT)
Other Accreditation AQA – All subject areas Functional Skills – English, Maths, ICT			

4 Personal Development, Behaviour and Welfare

4.1 Admissions (pupil number)

Year	Total roll	Key Stage Totals
9	5	KS3 - 5
10	9	
11	15	
Total	29	KS4 - 24

4.2 Attendance data and interventions

As of 13th November 2015

%	Y9	Y10	Y11	Total
Attendance	59.72	72.58	50.25	56.32
Authorised Absence	30.56	20.97	30.80	29.75
Unauthorised Absences	9.72	6.45	17.86	12.74

Attendance at Cambridge AP Academy is a clear area for development in terms of supporting our learners to achieve their potential, at the current time Learner

Attendance is not at an acceptable rate to which Cambridge AP Academy is working with key stakeholders to drive up the percentage rates. The Authorised Absence rate reflects the high numbers of Fixed Term Exclusions at Cambridge AP Academy which is a result of reinforcing standards and good behaviour. Our projections point to the change in attendance happening in the third term when students have had two terms to embed Trust Expectations.

At the present time six students are educated off site in Alternative Education with the proviso of looking to readmit them into Cambridge AP Academy after successfully meeting their targets; this will be reviewed in 6 week cycles with the individual.

The EWO is working with Cambridge AP Academy regarding attendance and is aware of students whose attendance is near triggers for fixed penalty notices. We continue to monitor these students and implement strategies for improvements in their attendance.

4.3 Behaviour Data and Interventions

One of our main focuses this term has been on upholding good behaviour in order for learning to take place and thus students to make outstanding progress. As an Academy, we have used a range of interventions including internal and external fixed-term exclusions to sanction students whilst upholding standards. At the present time the Fixed Term Exclusion rate since September remains high with 74 (correct as of 13th November 205):

- September = 7
- October = 47
- November = 20

By the end of the year we predict that this rate will come down and then continue to stabilise as students' engagement in learning improves and expectations are embedded.

4.4 Therapeutic Interventions

Jackie Lindeck, the newly appointed TBAP Lead Therapist, is due to meet with us on 20th November to review the provision and decide what support is required at Cambridge AP Academy to best meet the needs of our learners. Meanwhile learners are supported by an array of professionals who meet with individuals at Cambridge AP Academy such as YPW and YOT workers.

4.5 Safeguarding

Staff have all completed their online safeguarding modules to date. The Trust has been approached regarding providing relevant training on Safeguarding so staff receive the most up-to-date training with which to support our young people. Staff have also been trained in Team Teach and are now qualified to use Restraint Training if/when required.

The Student Services Manager has completed Prevent Training to support with radicalisation training and awareness with staff. In terms of Meetings this term-to-date; the following meetings have been attended by staff:-

- 12 referral meetings
- meetings with school reps/inclusion officers
- 8 Family Intervention Partnership meetings
- 4 TAFs/TACs
- 3 Outside agency meetings
- 3 CiN/CP meetings
- 10 PW/YOS meetings
- 4 PEPs/PEP reviews

The Head of School is aware that concerns have been raised by stakeholders concerning students climbing onto the roof and safety in general of our young people. There has now been two weeks of no roof incidents to report together with SIMS data which indicates that positive behaviours are improving around Cambridge AP Academy. We continue to target an improvement in behaviour with our learners which will ease safety concerns around the site.

4.6 Links with Parent /Carers

Cambridge AP Academy has sought to improve communication with parents through using the TBAP model of parental communication through Tutors for the majority of matters; this has been a move away from the previous Pastoral Tutor system adopted at the County School where two main personnel had the vast majority of communication with parents. While we are looking to further improve our communication with parents, an audit of all telephone numbers and addresses will be carried out over the next two weeks to ensure that all of the data we hold is up to date and relevant to support two way communication between Cambridge AP Academy and parents. The use of SIMS and using the data in particular has supported meetings with parents being able to use information to support behaviour or attainment meetings, colleagues have commented that this has made a positive impact when dealing with home.

5. Leadership, Management and Self Evaluation

5.1 Monitoring and Self Evaluation

Performance management targets have been drafted and reviewed having been linked to Projects in Blue Wave Swift and Teaching Standards. Our Challenge Partner Visit is in January; at the present time work has started on our SEF with a focus on Teaching and Learning and Behaviour.

5.2 Progress against Ofsted Targets for Improvement

This is work in progress which can be reported on more in depth in the next report after our self and external evaluation has been completed

5.3 External Reviews / Improvement Partners

As reported above, our Challenge Partners Review is scheduled in Term 3. Challenge Partners have allocated a day for a representative from Cambridge AP Academy to be trained with them in December. More can be commented on this in the next review.

5.4 Visitors

In Term 3 we will be looking to invite visitors into Cambridge AP Academy when improvements in Behaviour and Teaching and Learning have progressed. In the meantime, like other Academies, we have had many visits from professionals who work with the students.

The only notable visit we received this term was from Kate Chadwell, a member of the Headship Institute at Future Leaders who came to view Cambridge AP Academy and learn about our work here, as Jenny Nimmo is from the 2012 alumni.

5.5. Partnerships

This is an area that Cambridge AP Academy is developing in our vision to be an outward facing institution. We have received the vast majority of support from the following TBAP Staff:-

- Angela Tempany (Head of School at the Octagon AP Academy in Haringey)
- Sarah Hardy (Head of the TBAP Teaching School Alliance)
- Steve Speck (Assistant Head, Bridge AP Academy in Fulham)

As an AP Academy we also want to develop stronger links with our transfer Schools and partner agencies; this is an important factor we are targeting in our SEF from Term 2. There will be more in depth information in the next report.