



TBAP East Report

Academic Year 2015 /2016 – Nov 2016

General

	Meeting	TBAP Directors Board meeting
	Date	06/12/2016
	Item Number	
Title:	General Report	
Responsible TBAP Executive Leadership team member:	Angela Tempany - Executive Headteacher TBAP East	
TBAP West Regional Leadership Team	Julie Sadler	Head of School CBAPA
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	Diane Stygal	Head of School TBAP TBAP Unity Academy

Executive Summary

It is with great pleasure that I present this General Report, which covers the last 12 months, on all TBAP academies in TBAP East region. This report provides a narrative to the reports presented by TBAP East Academies. Behaviour and Attendance data is summarised in the Confidential report.

KS4 predictions: Yr 11 Headline Data – Whole school (GCSE & BTEC) predictions

	Cambridge	Octagon	Octavia	TBAP Unity
Target Data	11 learners	8 learners	17 learners	9 learners
5 A* - C (English & Maths)	0%	25%	0%	0%
5 A* - G (English & Maths)	100%	100%	71%	100%
5 A* - G	100%	100%	71%	100%
100% Accreditation	100%	100%	100%	100%

Comments:

Cambridge: Learners in Year 11 are low ability cohorts with very few grade C's predicted. In practical subjects like Art, Photography and BTEC Catering students are working above their targets. We have increased the number of lessons in Maths, English and Science this year to ensure maximum progress of students in these subjects.

Octagon: Following a dip in attainment in 2015/16, it is heartening for the team to see that 25% of Y11 learners are predicted to achieve 5 GCSEs, Grades A*-C. 100% of girls are now meeting their target grades. This cohort was identified as underachieving in the last Ofsted report (June 2013).

Octavia: Octavia AP Academy made a marked improvement in results for the academic year 2015-16, with a 40% increase in the number of students gaining 5 or more GCSEs (or equivalent), compared to 0% in 2014-15. An area of focus this year is to widen the breadth of options for KS4 learners by using colleges to deliver accredited vocational courses.

TBAP TBAP Unity: TBAP TBAP Unity Academy saw improvements in attainment in 2015/16 and aim to continue improvements by widening their curriculum offer to include BTEC diplomas in 2016/17.

KS3 Summary: We are moving towards assessing without levels this year and will be reporting using the 'TBAP Progress 5' measures.

This is a measure that allows us to recognise the progress of learners in all areas and to measure the impact of all the work we do with learners, in and outside the classroom.

We will continue to report attainment in our headline figures, but enable classroom teachers, specialist practitioners and leadership teams to show the journey of progress for each learner as a narrative beyond the numerical recording.

TBAP Progress 5 will be based around the following 5 measures:

1. Progress in subjects
2. Attendance and Punctuality
3. TBAP Behaviour Analysis Tool
4. Literacy and Numeracy Interventions
5. Therapy and Enrichment

Interventions: Literacy and Numeracy interventions continue to be delivered across TBAP academies, coordinated by the TBAP Literacy lead and TBAP SEN team. This year Lexia will be replaced by Sound Training and other primary phonics programmes (Read, Write Inc.) to support learners' literacy needs. All sites are identifying a local literacy lead to support TBAP's drive to improve literacy for all learners. A TLR3 post has been advertised for all sites from Jan-July 2017.

Manga High continues to be delivered across all sites to support the development of numeracy skills.

Reintegration: There is a generic TBAP target across all academies that 30% of KS3 learners should be reintegrated back into a mainstream setting. This target is achievable where academies are offering KS3 provision and where schools share a commitment to inclusion.

At Cambridge AP Academy, 13.6% of learners were successfully reintegrated back into mainstream education in Term 1. Historically, most referrals have been KS4 learners, with a high number of Y11 learners who are not reintegrated. There are currently very positive discussions with schools on CBAPA's greater involvement in the Managed Move programme and the development of KS3 provision, with plans for 100% of these learners to be reintegrated.

At The Octagon AP Academy, 98% of primary learners and 35% of KS3 learners were successfully reintegrated into mainstream or other appropriate provision in 2015/16. The Octagon will be presenting reintegration as its Area of Excellence at this year's Challenge Partners Review.

At Octavia AP Academy most learners at KS4 have been placed by schools, with little prospect of them returning to mainstream education. The Head of School is working hard to develop more positive relationships with the local schools to ensure that learners have an opportunity to return where appropriate.

At TBAP Unity Academy, all learners have Education Health Care Plans, which name TBAP Unity as the education provider. Annual reviews give families the opportunity to request mainstream provision. Over the next year, the new Head of School will be working with the Local Authority to ensure that all learners are placed in the most appropriate educational setting.

Enrichment: Enrichment activities continue to be a strong feature of all TBAP academies. This year we are identifying progress measures which will allow us to show evidence of the impact of enrichment activities. These measures will include improved self-esteem, social skills, motivation, self-control and leadership skills.

Teaching, Learning and Assessment: Individual observed lessons are no longer given Ofsted grades. All TBAP academies are now using the TBAP observation template, which identifies areas of good practice and areas for development. The formal review cycle is currently being completed and data should be completed by the time of the Trust Board meeting in early December.

Observed lessons are supported by weekly learner classroom checkpoints (previously called learning walks), which are carried out by senior and middle leaders. These are informal checks to ensure that all staff and learners are following TBAP Teaching and Learning/Assessment policies.

Assessment is carried out termly, using Learner Portfolio Checkpoints. The triangulation of formal/informal lesson observations, learner book reviews and learner progress enables us to make informed judgements on the quality of teaching.

Cambridge: There has been a significant improvement in the quality of teaching at Cambridge (from 42% to 88% Good or Outstanding lessons observed in 2015/16). The use of coaching as a tool for developing teaching has been very effective in raising standards at Cambridge AP Academy. Weekly CPD sessions are planned to support areas for improvement that are identified by analysis of the weekly learner classroom checkpoints.

Octagon: In May 2016, 92% of teaching was judged to be Good or Outstanding. This is a significant improvement on the previous year.

There is no historic data for TBAP Unity and Octavia Academies, using TBAP models of assessment, as they were sponsored in July and May 2015 respectively. Both academies are now implementing TBAP policies and practices to ensure that all teaching is Good or Better.

Continuous Professional Development (CPD): TBAP prides itself on the quality of CPD for all staff, organised by TBAP Teaching School Alliance. At the start of the autumn term, all staff benefitted from 5 days of CPD, including whole-TBAP 2-day conference at Goldsmiths University, where keynote speakers delivered inspiring presentations. All staff signed up to the TBAP CPD Pathways, which offer 8 hours' high-quality training across the year. Through

performance management target setting, bespoke CPD can be identified for individual staff.

In TBAP East, 3 members of staff are completing Initial Teacher Training and are expected to achieve qualified teaching status by the end of the year. Weekly CPD sessions are also delivered on Thursday afternoons for 2 hours at each site. Topics are linked to the local School Development plan and to TBAP-wide projects. All CPD is evaluated on Bluewave Swift, which allows us to analyse effective training and trainers.

It is heartening to see that evaluations from Octavia AP Academy and TBAP Unity Academy rate all training to date to be either Good or Outstanding.

Curriculum: The excellent accreditation map, compiled by Executive Head of the Teaching School Alliance and the TBAP Exams Officers, shows the wide curriculum offer that is now delivered across all TBAP academies. All TBAP East academies offer core subjects (English, Maths, Science), a range of GCSE options (Food, PE, IT, Art, Photography, Media Studies, Music, MFL, Performing Arts), and off-site vocational courses (Hair and Beauty, Motor Vehicles, Construction, Animal care) at local colleges. KS4 learners also benefit from weekly Careers Guidance. At KS3, learners have an Enrichment programme, that develops social and emotional literacy, and life skills. SMSC, PSHE, Humanities and Votes for Schools are also offered to all learners, ensuring that British Values and personal development are an integral part of the core offer to all learners. In KS2, the curriculum includes weekly Forest Schools and swimming lessons. Primary learners at The Octagon AP Academy benefit from specialist teachers from KS3/4 for Art, Cooking and PE.

In Cambridgeshire we are currently reviewing the curriculum offer at KS4 so that it reflects the career choices of the learners. A large proportion of Y11 learners seek vocational pathways, so we are improving links with local industries to ensure they gain applicable work experience and qualifications required to move on to apprenticeships and vocational college courses.

Admissions:

Numbers on roll	Cambridge	Octagon	Octavia	TBAP Unity
KS2	0	5	0	0
KS3	3	20	1	13
KS4	19	18	29	21
Total	22	43	30	34

Attendance: The TBAP-wide attendance target of 85+% for all academies is a challenging target, but one which all Heads of School monitor on a daily basis in their local schools. In the past year, The Octagon AP Academy was recognised as a model of excellence by Challenge Partners in relation to attendance strategies. Since September 2016, attendance

at Cambridge AP Academy has improved by 20%, and by 19% at Octavia AP Academy. Attendance at TBAP Unity Academy remains consistently high (90+%).

Behaviour: All academies implement the TBAP Behaviour Monitoring System on Sims. Daily monitoring of learners' behaviour is recorded by all staff in lessons, reviewed with learners at the end of each day by Learning Guides, and analysed by the Senior Leadership team at the end of each day. Negative incidents are resolved, where possible, by Learning Guides. Strategies include meetings with learners, after-school detention, and phone calls home. Where a more serious sanction is required, Senior Leadership Team makes daily decisions. Some learners may be referred the following day to The Alternative to Exclusion (TATE), where they work in a 1:1 setting, either in off-site provision or in an isolated area of the school. The effectiveness of the TATE model is reflected in the impact it has made on school Fixed Term Exclusion (FTE) data. For example, FTEs have reduced by 39% at Cambridge AP Academy since they introduced the use of the TATE model. Learners who cause damage to the building are required to work with the site manager to repair damage and letters are routinely sent home to parents/ carers, issuing charges for damage to school property.

Positive messages are the focus of our behaviour systems. Learners are rewarded in all lessons with achievement points, which are converted into Vivo points (an online reward system). Phone calls to parents and postcards home are a regular and effective method of encouraging positive behaviours. Termly reward assemblies and end-of-term trips also act as positive incentives for learners. At the Octagon AP Academy, Achievement points are 5 times higher than Behaviour points, which give evidence that positive behaviour strategies work!

All TBAP staff receive Team Teach and Safe Touch training. Training is also being delivered to all Learning Support Professionals throughout the year in areas such as Anger Management, Self Esteem, Circle Time and Restorative practices.

Therapeutic interventions: Therapists are now in place at all academies across TBAP East, delivering a range of therapeutic support to learners (Art therapy, Psychotherapy, Music therapy, Drama therapy). The therapists work closely with the Senior Leadership Team and are now measuring the impact of interventions on learners. This holistic model includes close working with families and external agencies such as CaMHS.

Links with parents: Parental engagement has been a key focus in Cambridgeshire AP Academies this year. At Cambridge AP Academy, an engagement plan has been identified within the School Development Plan, to improve parental engagement. Coffee mornings, Christmas events and regular contact with families are all having a positive impact, as judged by Parent Views (Challenge Partners Review June 2016). At Octavia AP Academy, more than 90 parents and extended families attended a Friday night Bingo session at the school, raising £850 for Macmillan Cancer Support and other charities. The event has proved

so popular that parents are now requesting monthly sessions, and the academy has invested in a Bingo machine!

Monitoring: self-evaluation and external reviews. Self-evaluation and external reviews are a part of the annual TBAP calendar. All academies are currently completing their school self-evaluation on Bluewave Swift and ensuring that their local school development plan reflects the areas of improvement identified in their self-evaluation, and supports the TBAP 2020 Vision. All Academies have Challenge Partners Quality Assured Reviews booked for the year. We also anticipate an Ofsted inspection at the Octagon AP Academy this year. Current self-evaluation indicates that all academies are making continuous improvements.

Cambridge: Feb 2016: Unannounced Ofsted Safeguarding Inspection. *Outcome:* Pass. June 2016: Challenge Partners QA Review judged the academy's improvement plan to be Good, and teaching/Outcomes to Require further improvement. These judgements matched those of the academy's senior leadership team. Cambridge AP Academy is expecting its next Challenge Partners Review in March 2017, and expects to achieve Good judgements in all areas.

Octagon: In Nov 2015 Challenge Partners QA Review judged the academy's improvement plan Outstanding, and Teaching and Outcomes to be Good. Attendance strategies were judged as an Area of Excellence. The next review is due 5-7 December, and the academy hopes to maintain or surpass these grades.

Octavia: Challenge Partners QA Review is scheduled for March 2017.

TBAP Unity: Challenge Partners QA Review is scheduled for March 2017.

Visitors/Partnerships.

Cambridge: Penny Marshall (ITN News and Chair of the TBAP Foundation) and Lisa Villiers (TBAP Foundation) visited on Thursday 17th November and were very impressed with the commitment of staff and enthusiasm of learners. The Head of School has also welcomed visits from Cambridge City Heads. There have also been various visits from industry partners to develop work placements and apprenticeships for KS4 learners.

Octagon: 4 Haringey Secondary School Heads have visited since September. The high success rate of reintegration (35% of KS3 learners) is evidence of the effectiveness of partnership working with schools in Haringey. School-to-school support has been offered to The Boxing Academy in Hackney, to share best practice in the delivery of PE lessons. A visit from DFE advisors in October offered an opportunity to share the TBAP AP model. *Blast! Films* visited on Wednesday 18th November to discuss potential participation in a BBC documentary which will track students over a 3 year period.

Octavia: Paul Dix visited Octavia AP Academy in the summer term 2016. Local Heads continue to visit and are impressed with improvements in provision since sponsorship by TBAP.

TBAP Unity: TBAP Unity Academy has strong links with SEMH schools and services in Cambridgeshire. The appointment of a new Head of School from Jan 2017 will extend these partnerships into neighbouring authorities.