

## Report to Local Advisory Board (LAB)

6<sup>TH</sup> March 2017

### Teaching Learning and Assessment Report to the LAB

		<b>Meeting</b>	
		<b>Date</b>	06/03/17
		<b>Item Number</b>	TBAP(17)
<b>Title:</b>	Head of School Report to the LAB – Quality of Teaching , Learning and Assessment		
<b>Responsible TBAP Leadership team member:</b>	Director of Learning		
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## **1. Introduction**

As we enter term four of the academic year 2016-17 I am pleased to report on progress and achievements the Cambridge AP Academy has made in the last year. This LAB report contains the following:

## **2. Quality of Teaching**

### **2.1 *Summary data***

### **2.2 *Support in place to raise quality***

## **3. Learner Progress Update**

## **4. Curriculum Development and Enrichment**

## **5. CPD Summary**

### **5.1 *Local CPD***

### **5.2 *Trust Wide CPD***

## **6.**

### **6.1 *Monitoring and Self Evaluation***

### **6.2 *Progress against Ofsted Targets for Improvement***

### **6.3 *External Reviews / Improvement Partners***

### **6.4 *Visitors***

### **6.5 *Partnerships***

## 2. Quality of Teaching

### 2.1 Summary data

Significant improvements made in raising the quality of Teaching and Learning last year have been maintained this year as evidenced by formal lesson observations and learning walks, supported by the whole school training in coaching. Our in-house CPD has focussed on areas noted for development in learning walks, observations and book monitoring. Topics have included planning for outstanding learning, effective use of data to raise progress and outcomes for all learners, differentiation, SMSC, marking and feedback, British values and questioning. Regular learning walks show an improvement in the learning and engagement of learners. Our recent Challenge Partners visit also highlighted outstanding practice and increased effectiveness of LSP's in lessons.

Behaviour for Learning has been a real focus to ensure student progress is maximised. Four students in Year 11 have personalised offsite timetables to ensure an environment for their conducive learning.

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 trend in improvement within observed lessons. Our recent Challenge Partners Review supported these figures as being an accurate picture of Teaching and Learning across the Academy.

Ofsted Grade	October 2015	May 2016	October 2016
Outstanding	14%	13%	38%
Good	28%	75%	50%
Requires Improvement	0%	13%	12%
Inadequate	58%	0%	0%

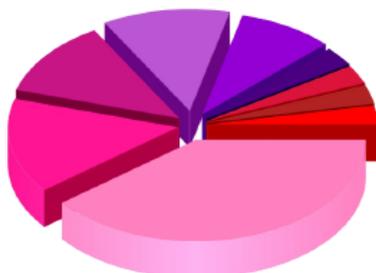
### 2.2 Support in place to raise quality

The analysis below shows the new TBAP model for assessing Teaching, Learning and Assessment. Grades are now replaced by Areas of Strength and Areas for Development. The information is anonymised. Whole school analysis informs the School Development Plan and priorities for weekly CPD sessions.

### Classroom Observation Strengths Analysis

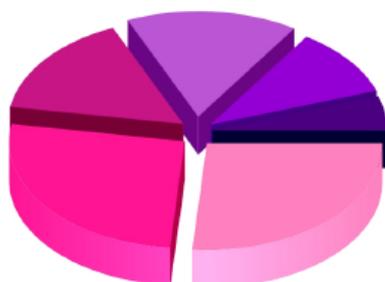
Showing Teacher & Student Observations Rolling 12 months (Mar 16 - Feb 17) for 'All Subjects', showing all Observation types, showing all Keywords, showing Only observations signed off by Observer.

Strengths



Key	Word	Count(%)
	Behaviour Management	13 (39.4%)
	Challenge of work	5 (15.2%)
	Differentiation	4 (12.1%)
	ICT	4 (12.1%)
	questioning	3 (9.1%)
	Environment for learning	1 (3.0%)
	Feedback, and learner response	1 (3.0%)
	Starter activity	1 (3.0%)
	Use of data to inform learning	1 (3.0%)

Areas for Development



Key	Word	Count(%)
	Feedback, and learner response	5 (26.3%)
	Use of data to inform learning	5 (26.3%)
	Differentiation	3 (15.8%)
	questioning	3 (15.8%)
	Challenge of work	2 (10.5%)
	Literacy Development	1 (5.3%)

Bluewave Swift a more details a more specific report, which identifies each teacher's strengths and areas for development. Teachers modelling excellent practice share their knowledge and skills by delivering in-house CPD and coaching.

All teachers are trained coaches and coaching is used to support teaching. In addition to intensive coaching by the DOL, one teacher that remains at RI ( but has also been observed as good on a number of occasions), and is on a 6 day course focussing on teaching their subject more effectively.

Staff who are not making sufficient improvements through in-school support are referred to the TBAP Learning and Teaching Programme for further support from specialists across the TBAP Trust.

### 3. Learner Progress Update

Pupil Asset was launched in November 2016. The majority of subjects have created a skills-based tracker that will meet the needs of their learners. The majority of staff have added baseline data to their skills-based tracker on PA and also have one data drop. Staff met in subject network meetings in February 2017 to discuss the skills the learners have improved on and what still needs to be developed. All subjects are using this data to inform their planning for Term 4 to ensure all learners make progress.

The data for the Key Stage 4 learners in Years 10 and 11 is looking very promising. The change of curriculum to include more BTEC level 2 qualifications is having a positive impact on the number of level 2 qualifications obtained in Year 10. The data drop at the end of Term 2 can be seen below;

<b>Year 11 Term 2 data drop</b>		
<b>Cohort size (15)</b>	<b>CBAPA %</b>	<b>TBAP Targets %</b>
5 A* to C ( 9 to 4)	0	20
5 A* to G (9 to 1)	93	85
5 A* to G with 1 'c / 4' or equiv	33	
5 A* to G with 2 'c / 4' or equiv	7	
5 A* to G with 3 'c / 4' or equiv	0	
5 A* to G with 4 'c / 4' or equiv	0	
Any Accreditation	100	100

<b>Year 10 Term 2 data drop</b>		
<b>Cohort size (10)</b>	<b>CBAPA %</b>	<b>TBAP Targets %</b>
5 9-4	0	20
5 9-1	100	85
5 9-1 with 1 '4' or equiv	80	
5 9-1 with 2 '4' or equiv	20	
5 9-1 with 3 '4' or equiv	10	
5 9-1 with 4 '4' or equiv	0	
Any accreditation	100	100

#### 4. Curriculum Development and Enrichment

Curriculum changes have been designed to maximise the future success of all learners. Learners in Years 10 and 11 are all taking at least 5 GCSE or equivalents at school or college. College places have been obtained for learners to study for a vocational course at HRC.

Current Curriculum offer is :

Curriculum Year	Core Curriculum	Optional
Year 8 / 9	English Maths Science Art / Photography Food Technology PE CIAG/ PSD Literacy	Enrichment activities and bespoke to learner interest
Year 10	GCSE English GCSE Maths BTEC Science CIAG/ PSD Literacy	<b><u>GCSE:</u></b> PE, Art , Photography, Media Studies <b><u>Voc L1/L2:</u></b> Home Cooking, Construction, Hair & Beauty <b><u>Functional Skills:</u></b> Maths, English, ICT
Year 11	GCSE English GCSE Maths BTEC Science CIAG/ PSD Literacy	<b><u>GCSE:</u></b> ICT , PE, Additional Science, Art , Photography, Media Studies, Home Language <b><u>Voc L1/L2:</u></b> Home Cooking, Construction, Hair & Beauty <b><u>Functional Skills:</u></b> Maths, English, ICT

## Year 9 Enrichment Programme

The Year 9 enrichment programme from September 2016 – February 2017 has so far focussed on developing learner wellbeing in areas such as communication, teamwork, motivation/commitment, goal setting, social skills, and being socially aware.

The programme has taken into account learner voice when setting activities. The programmes that the students have undertaken to date are;

- Thetford forest and Grafham Waters mountain bike trails (to understand their setting socially/environmentally, to develop team work/social skills/communication with one another whilst mapping out routes, to build confidence whilst riding a bike, and overcome fears going down different slopes).
- Art/Photography (to reflect on what they have seen/achieved, to understand the emotions they felt whilst completing a task, and to increase motivation as they can observe themselves having fun and smiling).
- Xtreme360 Trampoline Park (designed to increase social skills, build confidence within the group of students who are not confident on a trampoline/performing tricks, to help each other perform on a tramp, and to boost morale within the group with a fun activity).
- Swimming (designed for students to understand goal setting and how to achieve targets, increase motivation and commitment so goals are met, build confidence in water, encourage each other to reach their targets, and allows the review and remodelling of new goals).
- Community/school work (designed for one student to increase skills and learning throughout a working environment, allows the student to follow a framework of tasks and understand what they are completing, increase self-worth within the school's environment)
- Project 9 (currently starting off to improve self-control, goal setting, motivation and commitment across all learning within the school)

### After school Enrichment Programmes 2016/17

The new afterschool enrichment programme was introduced early in the year and has to date been a success. All learners have the opportunity to access these extra-curricular activities providing they have attended and portrayed positive behaviour throughout the day.

All students have participated in activities to date such as;

- Bike club
- Insanity (An intense bodyweight workout)
- Art/Photography
- Go Karting
- Games Club (Xbox, Playstation etc)
- Cooking
- Football and basketball (lunchtimes)

These activities have allowed students to develop social skills, build confidence in their peer groups, build teamwork, show initiative/independence whilst learning, show self control/motivation/commitment to learning so they can attend, whilst developing skills outside of normal school hours.

This programme will continue to run throughout the remainder of the school year and another learner voice will be arranged shortly. This is to ensure all students have the best opportunity to access something extra-curricular that they wish to be involved in.

## 5. CPD Summary

### 5.1 Local CPD

Local CPD has largely been led by the SLT and middle leaders at Cambridge AP Academy with the focus of the sessions being driven by areas needing development. This bespoke CPD has had considerable impact in raising the standards of teaching and learning across the Academy.

The CPD has covered a range of subjects from training to coach other people, ADHD awareness, mental health to questioning techniques (see below for the full range of training and the evaluation of this training)

### 5.2 Trust Wide CPD

The TBAP Trust wide CPD started during the induction week of September 2016. This included a 2-day TBAP conference at Goldsmiths University in London for all TBAP staff. It was an inspiring and thought-provoking conference with quality guest speakers and CPD workshops to ensure all staff started the year highly motivated as we aim to achieve the TBAP 2020 Vision. During the conference staff signed up to CPD pathways, which they would continue throughout the year. There have also been subject-specific network meetings run across the Trust where subject leads meet to share good practice and embed use of Pupil Asset to show progress.

See below for staff evaluations of all CPD at CBAPA and Trust Wide CPD

Training	Quality of training			
	Excellent	Good	Could be better	Poor quality
Coaching Training ( 5 sessions)	45%	45%	9%	
Safer Recruitment ( SLT only)	100%			
Goldsmiths Conference Key note speaker 1	55%	45%		
Goldsmith Conference Key note speaker 2	80%	20%		
Goldsmith Conference Choice 1	36%	55%	9%	
Goldsmith Conference Choice 2	40%	60%		
Goldsmith Conference	27%	64%		9%

Choice 3				
Safeguarding	82%	18%		
Prevent	64%	36%		
Progress 5	38%	62%		
Marking and Feedback	64%	36%		
Coaching	50%	38%	12%	
Sound Training	33%	56%	11%	
Behaviour Profiles	36%	64%		
Strategies to improve attendance and punctuality	63%	37%		
YP and Mental health	44%	56%		
ADHD (EP)	38%	50%	12%	
Differentiation	25%	75%		
Staff Support – Jackie Lincheck	75%	25%		
Supporting Literacy	60%	40%		
Supporting Numeracy	55%	45%		
SMSC	80%	20%		
British Values	90%	10%		
Questioning	80%	20%		

## 6.

### 6.1 *Monitoring and Self Evaluation*

Monitoring of standards takes place in a variety of ways. These include:

- Lesson observations
- Learning walks that look at teaching, learning and environment for learning
- Book scrutiny to check learner progress and engagement
- Regular subject specialist meetings looking at progress of taught work and learner progress in understanding this work using Pupil Asset.
- All staff evaluate the progress we are making in meeting targets in our School Development Plan every half term
- The student voice representatives evaluate progress we are making in meeting targets in our Learner Development Plan every half term

### 6.2 *Progress against Ofsted Targets for Improvement*

This section is not relevant not having a previous OFSTED

### 6.3 *External Reviews / Improvement Partners*

Please see attached report.

### 6.4 *Visitors*

We have had a number of visitors this year including:

- Visitors from Wates Construction and Business in the Community came to the school and lead team building activities and preparing students to complete their CV and apply for a job with a mock interview at the workplace.
- Visitors from 'Form the Future' and 'Signpost2skills' came to support CIEG and work placement for learners
- A visitor came from A14 Integrated Delivery Team

### **6.5 Partnerships**

- Mock interviews were very successfully carried out with Year 11 students by staff at the Waterbeach headquarters of Wates Construction. Learner behaviour was exemplary and staff at Wates Construction were extremely impressed by our learners. Feedback gave each learner targets for personal development getting ready for apprenticeship or college interviews.
- Via our Business in the Community links in the Cambridge Business Class, we have been offered support in helping teach work readiness sessions and engage in work experience placements via WATES Construction and A14 Integrated Delivery in an informal partnership. We are still looking for a full Business in the Community Partner to work with us for 3 years.
- College places have been obtained for learners to study for a vocational course at HRC and taster days have taken place at CRC for Year 11.
- Work placements are being arranged for some learners in Year 11 to support transition.