



Report to Local Advisory Board (LAB)

22nd November 2016

General Report to the LAB

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

As we enter Term 2 of the academic year 2016-17, I am pleased to report on progress and achievements to date.

2. Outcomes for Learners

The Octavia AP Academy made a marked improvement in the 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 and 10% gaining 1 C grade in English. Based on our current cohort, we have predictions of 71% of Y11 students gaining 5 GCSEs (A*-G) and 35% gaining a GCSE A*-C or equivalent grade in August 2017. If we achieve these grades we will have made a significant improvement on our first set of results since joining the TBAP Academy Trust. Work is well under way to achieve this and our first data capture of the year at the end of Term 1 indicates that these targets are achievable.

Yr 10 Headline Data – Whole school (GCSE & BTEC)		
Target Data	Number/% Cohort: 10	Target
5 A* - C (9-4)	0/0%	10%
5 A* - G (9-1) inc. English & Maths	10/100%	85%
5 A* - G (Including 'C'/9-4)	0/0%	60%
5 A* - G (Including 2 'C'/9-4)	3/30%	30%
5 A* - G (Including 3+'C')	1/10/%	20%
100% Accreditation	10/100%	100%

Yr 11 Headline Data – Whole school (GCSE & BTEC)		
Target Data	Number/% Cohort: 17	Target
5 A* - C (9-4)	0/0%	10%
5 A* - G (9-1) inc. English & Maths	12/71%	85%
5 A* - G (Including 'C'/9-4)	6/35%	40%
5 A* - G (Including 2 'C'/9-4)	3/17%	20%
5 A* - G (Including 3+'C')	2/11/%	10%
100% Accreditation	17/100%	100%

The end of autumn Term 1 data drop shows that all learners in Year 10 are working on or above target grades with no learners working anymore than one level below their end of year target grade. One student has been identified for intervention and a bespoke timetable has been put in place to support this.

Groups: 100% of PP, FSM, SEN and LAC learners are on track to achieve minimum of 5 A-G or equivalent

In Year 11, headline figures currently show 71% are on track to achieve a minimum of 5 A*-G or equivalent. 35% of learners are predicted to gain a C grade or equivalent, an increase of 25% on the 2016 results. 17% are predicted to gain 2 C grades or equivalent and 11% 3 C grades or equivalent, if achieved this will be a first for Octavia Academy. Three students have been identified for intervention and bespoke timetables have been put in place to support these students.

Groups: 100% of LAC & PP are on track to achieve 5 A*-G or equivalent grades, **33%** of EAL learners are on track to gain 5 A-G or equivalent, the other 67% (2 learners) will achieve entry level passes.

An area of development for the coming year is to ensure that we extend the breadth of our curriculum offer. Currently our learners access up to 5.5 qualifications. These qualifications include both English Language & Literature (we are the only academy in the TBAP Trust looking to gain two GCSE equivalent qualifications from English).

2.1 Exams and Accreditation

Qualification	No. subjects	Number of Entries
GCSE	3	30 (22 passes average 2.2. per learner)
BTEC	3	11 (11 passes/0 C grade equivalent)
Entry Level	3	28
Functional Skills	3	12

We made good progress with overall exam performance last year; however, the summary above highlights the limited breadth of offer. Since becoming part of the TBAP Trust and the development of a new SLT team all learners are initially entered for the equivalent of 5.5 GCSE qualifications.

2.2 Progress and Interventions

Since September 2016 there has been a relentless drive to ensure that we achieve our Year 11 performance targets of 85% 5 A*-G and that we increase the number of learners gaining C grades or equivalent.

The headline data for Year 11 shows that we are currently predicting that 71% of our learners will achieve 5 A*-G grades. Due to a lack of data prior to the academy becoming part of the TBAP Trust it is not possible to compare this data to last year. However, if 71% of our learners were to achieve 5 A* to G we would see an improvement of 31% improvement on 2016 results.

We have started the process of identifying learners who are a cause for concern and are putting in place interventions to ensure that these learners are given the best chance to achieve their target grades. These interventions include personal tutors for three of our learners and other learners are having catch up interventions as appropriate.

Lack of data was a significant issue prior to the conversion to the TBAP academy trust and since then significant efforts have been made to put this right. The Director of Learning has carried out data drops at the start of September and at the end of the first term to identify where intervention needs to take place. This information has been discussed at SLT meetings and the Director of Learning is putting into place subject action plans to address these concerns.

Performance management procedures have involved each subject teacher's targets being linked to the TBAP subject project to ensure standards in the individual subject areas are improved. This includes for example, our English teacher taking a lead on improving literacy skills, our Maths teacher taking a lead on improving numeracy across the school. All staff are now expected to contribute to CPD throughout the course of the academic year

In T1 our Director of Learning has specifically focused CPD on questioning as this was identified as an area of development in our School Development Plan. This has largely focused around the use of Blooms Taxonomy and the application of this has been evident in learner work books, displays and learning walks.

Behaviour for learning continues to be an area of focus for our CPD. Our Director of Learning is also initiating learner and teaching staff reflections on the Attitude and Behaviour to Learning (ABLS) of our learners.

2.3 Reintegration

Since September, there have been 0 learner reintegration's back into mainstream schools. However, as the large majority of the cohort was in place before the TBAP Academy Trust conversion and the cohort have been in attendance for such a significant period, reintegration back into their feeder schools is going to be challenging. The new SLT team, however, are focused on ensuring that any new admissions into the academy in Year 9 are made aware that this is a temporary placement to prepare students for reintegration to mainstream.

Although there have been 0 reintegration's since the conversion there have been a number of success stories. These include a significant improvement of 20% in attendance and a number of learners that were previously on reduced timetables are now back in on full.

2.4 Enrichment activities

An enrichment programme is run across Year 10 and Year 11 that involves both timetabled sessions and one off activities such as end of term rewards. This last half term, enrichment activities has predominately focused on sporting and cooking activities. In addition, one-off activities have included an English trip to London to see a performance of Romeo and Juliet at the Shaftesbury Theatre and an end of term 'Attendance' reward trip to the cinema. We are continually evaluating our enrichment programme to ensure that we are meeting the emotional needs of learners and to ensure that this remains a priority this has been built into the performance management of one of our Wave Leaders and Teaching Instructors.

3. Teaching, Learning and Assessment

3.1 Monitoring of Teaching

With the recent conversion to the TBAP Academy Trust and the appointment of a new SLT team there is much to do regard with regard to Teaching, Learning and Assessment and little historical data to draw on. That said there has been a positive start to the year so far and SLT have put in place a two-week learning walk rota to monitor the day to day learning experience in the classroom.

Successes to date include:-

- Improved displays evident in classrooms with a focus led from CPD sessions
- Work book scrutiny's show good to outstanding practice in maths and science
- An improvement in the judgement of English lesson from requires improvement to good.

SLT will continue to build a clear picture of the quality of Teaching, Learning and Assessment over T2 through learning walks, book scrutiny's and the lesson observations.

3.2 CPD Summary

A significant number of CPD events have been completed by all staff since the start of the academic year as evidenced in the table below. All sessions have been recorded into Bluewave Swift and evaluated by the staff.

The induction week in September included a two-day conference at Goldsmiths University in London for all TBAP staff. This was an inspiring and thought provoking event that ensured all of our staff started the year highly motivated with a clear purpose.

In-house CPD has focused on questioning as this was highlighted as an area for improvement in the School Development Plan. As part of our CPD sessions, staff have also been asked to record what they have embedded since the last CPD session and what they are going to focus on before the next CPD session. The aim is to help our staff becoming reflective practitioners both in and out of the classroom as well as giving them the opportunity to work collaboratively and celebrate successes

Ongoing CPD is in place for the rest of the academic year to develop our team into leaders as we strive to achieve all aspects of our 2020 vision.

CPD event	Attendees	Date	Average impact
Staff handbook & Systems Update	13	5 Sept 2016	
Safeguarding & Prevent	14	5 Sept 2016	
Introducing Blooms Taxonomy	14	5 Sept 2016	
Structured Conversations	11	6 Sept 2016	
TBAP induction	19	7 Sept 2016	
TBAP Admin, HR & ICT systems	19	7 Sept 2016	
Performance Management	19	7 Sept 2016	
London 2 day TBAP conference	14	8-9 Sept 2016	
Octavia Staff CPD	15	15 Sept 2016	
Blooms Taxonomy, Teaching strategies & Teacher Action Plans	10	22 Sept 2016	
Team Teach	15	29 & 30 Sept 2016	
Learner Profiles	14	6 Oct 2016	
Exam Invigilator Training	12	12 Oct 2016	

Evaluations completed on Blue Wave Swift by staff at OCAPA indicate that the majority of staff believes the training was effective in meeting their CPD needs.

The table below shows CPD sessions scheduled for the Term 2

Date	Time	Venue	Session	Lead by	Staff Involved
31 October	All Day	OCAPA & TBAP Sites	INSET DAY	SLT	All Staff
3 November	14.30pm-15.45pm	OCAPA	Vivo points Learning Outcomes Tutor Time Activities Team Teach - Refreshed	RR/WP	All Staff
10 November	14.30pm-15.45pm	OCAPA	SexYOUality	SL/ LQ	All Staff
17 Thursday	All Day	OCAPA	Questioning and Teacher Action Plans Team Teach - Refreshed	RR	All Staff
24 November	14.30pm-15.45pm	OCAPA	Supporting Literacy and Numeracy in the Classroom Team Teach - Refreshed	MC/ RM and CH	All Staff
1 December	14.30pm-15.45pm	TBC	TBAP EAST INSET		All Staff
8 December	14.30pm-15.45pm	OCAPA	Report Writing	NM/ RR	All Teachers
15 December	14.30pm-15.45pm	OCAPA	SDP update/ Report Writing	NM	All Teachers

3.3 Curriculum

The OCAPA curriculum offer seeks to provide a personalised educational experience that identifies and responds to the circumstances and needs of each individual learner. Activities are planned to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, to teach children the basic skills of literacy, numeracy but also a range of activities to enrich the experience of the children, such as: ICT, PE, Hair & Beauty, Construction, SMSC & Careers guidance.

We recognise the need to develop the emotional literacy of our pupils and providing them with the tools to solve conflict and to promote a positive attitude towards learning, so that learners enjoy coming to school, and acquire a solid basis for progression back to mainstream schooling and lifelong learning.

At KS4 we offer a range of accredited courses: 5.5 GCSE or BTEC (Level 1 or 2), Functional Skills Level 1-2, AQA Unit Awards. We endeavour to support individual learners to ensure further educational or apprenticeship pathways. Based on ability, learners may also take extra qualifications such as: Home Language, Statistics, Nutrition & Health and Religious Studies. Learners also take part in the Vote for Schools campaign during tutor time which promotes British Values, Prevent, SMSC, Learner voice and prepares young people for life in a democratic country.

Enrichment. We believe that in order for a young person to become a success in their future learning and life, it is important to actively teach them 'soft-skills', Octavia AP Academy offers an enrichment curriculum which aims to develop these skills. We offer a wide range of additional opportunities to enrich the learning at school and beyond. These are enhanced by the partnerships that the school has with local organisations as well as the wider community and learners go on a number of trips which are linked to the topic they are studying.

Number of lessons delivered each week (45 mins):

Year 10	Year 11
4 x English	4 x English
4 x Maths	4 x Maths
4 x Science	4 x Science
3 x ICT	3 x ICT
4 x Option	4 x Option
1 x CIAG	1 x CIAG
1x SMSC	1x SMSC
2 x Enrichment	2 x Enrichment

The range of **options** available at KS4 is detailed here:

Foundation Learning	GCSE	BTEC
Motor Vehicles Home Cooking	Art & Design PE Resistant Materials	Construction Hair & Beauty Animal care

Other Accreditation:

Functional Skills – English, maths & ICT

Entry Level- English & maths

4. Personal Development Behaviour and Welfare

4.1 Admissions (pupil number) Nov 2015

Year	Total roll	Key Stage Totals
9	1	KS3 1
10	13	
11	16	KS4 29
Total	30	

4.2 Attendance data and interventions

Following on from our conversion to become part of the TBAP Multi-Academy Trust in May 2016 we have seen attendance build on the foundations of last academic year. One of Octavia AP Academy's local priorities this year is to continue to raise attendance with a minimum target of 85%.

Octavia continues to coordinate its approach to raising attendance with Cambridgeshire County Councils EWO service. This was a successful partnership last year and is something that we are looking to build upon this year

A positive start to this academic year has seen overall attendance rise by 19% compared to the attendance percentage that we finished the previous academic year on.

%	Year 9	Year 10	Year 11	Total
Attendance	93.75%	80.60%	83.11%	82.75%
Authorised Absence	6.25%	8.59%	10.64%	9.52%
Unauthorised Absences	0%	10.81%	6.25%	7.73%

*as of 6 November 2016

Attendance: Disadvantaged groups

Term 1	Cohort %					
	Males	Females	LAC	PP	FSM	EAL
Attendance	82.47%	83.72%	100%	85.65%	84.22%	96.88%
Authorised Absence	8.90%	11.63%	0%	7.10%	7.81%	1.25%
Unauthorised Absences	8.63%	4.65%	0%	7.24%	7.97%	1.88%

Attendance has improved for all groups of learners since the end of last academic year. It is noticeable that females are currently outperforming males by 1.25%. In addition, we are pleased with the attendance %s of LAC and EAL groups. Additional support is being given to those groups whose % are lower in the following ways.

- Learner clinics are in place to support learners whose attendance is a cause for concern
- Attendance rewards trips are in place at the end of each term
- FSM enrichment trips are planned for the end of Term 2

Term 1: Attendance Interventions

EWO referral	Learner Clinic	Parent Clinic	Home Visit	Communication log entries	Attendance Trip	Vivo Rewards
3	6	4	3	Entries made daily regarding learner absence	1	Introduced at start of T2 200 have been awarded at time of writing

Collaborative work with Education Welfare Service and are feeder schools are invaluable. Attendance continues to be a limiting factor where the achievement of persistent absentee is concerned. 3 referrals have been made to localities services.

4.3 Behaviour and Interventions

OCAPA have implemented TBAP's Behaviour Monitoring System. This will continue to be embedded during T2 and over the rest of the Academic Year. Staff record and monitor learners' behaviour and are now following up negative behaviour with their learners during tutor time.

OCAPA has begun to implement a whole-school approach to behaviour and attendance analysis. This system has been adjusted to reflect the absence of year leaders and will continue to be embedded over the next term through Learning Guides. All of the behaviour monitoring systems in place are monitored by the Senior Leadership Team on a daily basis.

Staff are now using our Schools Information Management System (SIMS) with confidence. Further SIMS training will be offered to staff throughout the year.

All OCAPA staff have received Team Teach training; whilst this is a new development for us there are a number of staff who are confident in restraining learners.

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.

To support staff and learners repair damaged relationships, a restorative justice approach has been brought back into OCAPA. This is being facilitated by one of the SLT and Wave leaders and is taking place during a 'repair session' at the end of every day. Further training on Restorative Justice is planned for later on this academic year.

Behaviour Management training was delivered to all Learning Support Professionals in Term 6 by Everol Halliburton (TBAP SLE). It is expected that further training this will be delivered during this year.

Term 1: Fixed Term Exclusion

Term	No. of FTE Individual.	FTE No. Of day	Ave no of days lost	Total number of cohort on roll	% of cohort receiving
1	19	32.5	1.7	30	63

Term 1: Referral to TATE

Term	No. of Individuals to TATE	Total no of days	% of cohort receiving TATE referral		
1	-	-	-		

At time of writing we have not been able to put TATE into practice at OCAPA due to staffing constraints. The HOS and Exec Head are in discussions as to how best we can effectively put this in place.

4.4 Therapeutic Interventions

During Term 1 Octavia AP Academy had on site access to an Arts Therapist for two days a week. Learners are referred into this provision by the Leader of Inclusion and at time of writing, three learners have accessed the therapy and we have another five learners waiting to be referred. The Trust is currently advertising for another therapist in the East which will further enhance and strengthen our provision in this area.

4.5 Safeguarding

TBAP Trust provides a variety of CPD opportunities to staff. A CPD week runs the first week of the academic year. In-year training is also provided to the staff team who are trained to identify risk and know who to report concerns to. Learners considered 'vulnerable' or 'at risk' are identified to ensure that early intervention is established. There is a cycle of training in place to ensure that staff is equipped to identify vulnerable individuals.

CPD Training for staff Term 1 to date

- Safeguarding
- Prevent
- Team Teach training
- Behaviour management

Term 1: Learners known to CYPS and Early Help Services

Status	Number of learners	Number of meetings attended	% of cohort known to Agencies
CP	0	0	73%
CIN	4	5	
LAC	2	3	
CSE	0	0	
Grand total	6	8	

OCAPA has an established LARM meeting that is held termly at school. This meeting is chaired by Cheryl Brookes (Localities Manager) and is attended by a wide range of multi-agency professionals to look at the needs and support that can be put in place for identified learners.

Agencies who actively work as part of OCAPAs LARM include:-

- YOS
- YOS– Preventative Services
- Locality Workers
- Family Support Workers
- Centre 33
- Inclusion Officers
- School Nurse
- Education Welfare Service
- CAMHS

We have positive relations with the Police. Currently OCAPA works with PC Dave Stephens as our link officer. We are also supported by PCSO Steve Stanniforth. The Head of School and Leader of Inclusion also attend the Fenland Safety Community Safety Partnership meetings which highlight local community, ASB and Policing issues in and around Wisbech.

4.6 Links with Parent /Carers

A variety of communication takes place with parents on a daily, weekly and termly basis.

- Termly progress reports are sent to families
- Daily attendance calls
- Daily phone calls to parents by Learning Guides
- Teams around the Family
- 6 weekly IAEP Meetings
- Termly safeguarding information is shared with parents and carers via a letter home
- Additional communications provide information such as exams and enrichment notifications.
- Octavia is currently in its second cycle of sourcing Parent/Carer views on the school
- Newly established Parent Committee in place

Structured Conversations by Learning Guides (LGs) and quality assurance of each is ongoing and is a key tool to ensure parent/carers maintain ownership of and show an understanding of targets set for all learners. A strong push on LGs keeping in contact with parent/carers reporting all behaviours and achievements is an area which is regularly reported back to us as a positive area of support and information sharing.

5. Leadership, Management and Quality Assurance

5.1 Monitoring and Self Evaluation

Performance management targets have been completed and reviewed for all members of staff and I am pleased to report that all staff targets are now explicitly linked to the school development plan or the teacher/support staff standards.

The SEF has now been replaced with the Common Inspection Framework (CIF) and SDP are in the process of being reviewed and re written. The CIF now follows the new Ofsted framework and SDP addresses all priorities highlighted in the SEF. The Local SDP is linked to projects in The TBAP 2020 Vision, stored on Bluewave Swift. Whilst we are early on in the new term we have started to make in-roads into our identified school projects this year.

5.2 Progress against Ofsted Targets for improvement

As we have not been inspected since 2012, it is not possible to comment on our progress against Ofsted targets as they are not relevant in the current context.

5.3 External Reviews / Improvement Partners

This year's Challenge Partners Quality Assurance Review is scheduled for 13-15 March 2017. With significant improvements in the school development plan, pupil outcomes, teaching and learning, and achievement we are confident that we will be able to secure a positive outcome.

5.4 Visitors

Our reputation is starting to grow in and around Wisbech which is testament to the hard work of the staff team.

5.5 Partnerships

We continue to be supported by Senior Leaders in Education from across the TBAP Trust. Partnership Working has ensured high standards are being developed in all areas of practice and gives us confidence that improvements in outcomes at OCAPA will take place over the course of this academic year.

OCAPA's Head of School is scheduled to take part in a Challenge Partners' QA Review at Millgate School, Leicestershire, in February 2017. In addition, our Director of Learning is also waiting to be placed on a Challenge Partners' QA Review for this academic year.

Our Director of Learning is developing links with colleagues in our feeder schools so that we can develop expertise and capacity.

The Leader of Inclusion is continuing to develop excellent multi-agency links with all services in and around Fenland.