



Report to Local Advisory Board (LAB)

21st November 2016

Outcomes for Learners

	Meeting	
	Date	21/11/16
	Item Number	TBAP(16)
Title:	Head of School Report to the LAB – General Update	
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Introduction

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

Outcomes for Learners

The TBAP Unity Special Academy has made a marked improvement in the results for the academic year 2015-16 with 100% pupils attaining GCSEs in Science and Art, as well as in Functional Skills Humanities and Food Technology. 90.9% of learners also gained GCSE English.

KS4 Summary Data for end of Academic Year 2015-2016

Measure	No of learners	%	National 2014-15
At least 1 GCSE or equivalent	13	81.25	57.7%
5 or more GCSE's or equivalent	1	6.25	12.3%
At least 1 GCSE A*-C or equivalent	1	6.25	20.3%
5 or more A*-C's or equivalent	0	0	5.4
Accreditation achieved	14	87.5	57.7%

KS4 Target data for end of Academic Year 2016-2017

Year 11 Headline Data – Whole school (GCSE & BTEC)		
Target Data	Number / % (Cohort 9)	Target
4-9 C (English & Maths)	8 pupils/80%	50%
1-9 G (English & Maths)	8 pupils/80%	100%
5 1-9 or equivalent	10 pupils/100%	70%
5 1-9 (Including 'C') ¹	10 pupils/100%	70%
5 1-9 (Including 2 'C')	10 pupils/100%	40%
5 1-9 (Including 3+'C')	10 pupils/100%	20%
100% Accreditation	10	100%

KS4 Headlines

Y10 Summary

- There has been significant progress made across all subjects and all groups at Fenland and Foxton.
- Hartford pupils have continued to make progress generally, but less rapidly than at the other two sites.
- 5 pupils have made no progress in certain subjects. Attendance and Social care/Child Protection Issues have contributed significantly to this. There have also been exclusions for some of these pupils.
- LAC pupils are making good and outstanding progress in all subjects, although one of the three is making less rapid progress in Reading and Maths. Pupils in receipt of FSMs are also members of the Core Group. Strength relate to Writing and Maths, however there has been some outstanding progress made in Reading also.

Y11 Summary

- Improved progress can be seen in all subjects, at all sites and for all groups, however Foxton has made the least progress generally.
- The percentage of good to outstanding progress is higher at Fenland and Hartford than at Foxton across all subjects.
- 4 pupils have made no progress in certain subjects. One of these pupils is new to the school, 3 have poor attendance and have had exclusions, 1 is off-site educated.
- 71% of the off-site pupils have returned to do their examinations. A further 14% have completed their exams at alternative centres. This is a significant improvement on last year when only one off-site pupil completed examinations.
- The Gap is closing and vulnerable pupils are generally making better progress than their peers in all subjects.

KS3 Summary Data

KS3 – Year 7 & 8 Headline Data – Whole school - Term 1						
Level	Current Performance Y7 and 8		End of Year Predictions			
	Eng	Maths		Eng	Maths	
Level 6	0	0	Level 6	0	1	
Level 5	2	2	Level 5	3	1	

KS3 – Year 9 Headline Data – Whole school - Term 1						
Level	Current Performance			End KS Predictions		
	Eng	Maths	Sci	Eng	Maths	Sci
Level 6	1	1	0	5	3	4
Level 5	6	2	5	3	6	7
Level 4	3	8	7	2	2	0

Level 3	1	1	0	3	2	2
Level 2/1	3	2	2	0	0	0

KS3 Headlines

- Improved progress can be seen in all subjects, at all sites and for all groups.
- The percentage of good to outstanding progress is higher at Fenland and Hartford than at Foxton across all subjects.
- 5 pupils have made no progress in certain subjects. These are all pupils who are new to the school, 2 of which also have poor attendance.
- The Gap is diminishing and vulnerable pupils are generally making progress in line with their peers, although writing is slightly weaker here than for the other subjects.

2.1 Exams and Accreditation

We made good progress with overall exam performance last year and the summary above demonstrates the breadth of the offer and the number of successful entries achieved. This year sees a further extended offer with more Btec routes.

2.2 Progress and Interventions

Since September 2016 there has been a relentless drive to ensure Year 11 performance targets of 85% 5 A*-G and 20% 5 A*C are met and a number of key initiatives have already taken place.

- ICT – Improved teaching facilities/environment and equipment. Staff training and reduction in confusion surrounding some course content.
- Maths – Maths Lead training and support linked to Challenge Partner Project. Gap analysis on receipt of past papers. Raised teacher expectations. Improved teaching at the Hartford Site leading to better pupil engagement. Practical elements present in all lessons where possible.
- Literacy and Numeracy Targets – Agreed Targets for all pupils supported in all lessons by all staff. Learning Guides used to reinforce at least twice daily. Achievements linked to rewards.
- Access Arrangements – It is intended that assessments are completed earlier so learners have a greater chance to practice with scribes, etc., prior to the examination.

2.3 Reintegration

Not Applicable

Enrichment activities

The enrichment programme continues to be offered to learners across the school. Enrichment serves as a dual purpose offering a variety of physical and mental activities as well as developing group and social skills.

Activities:

- Themed KS3 Curriculum – all Foundation Learning linked to study of India.
- KS 3 AND 4 Baking for and arranging McMillan Coffee Charity Event.
- Whole School trips to Huntington, Grafton Water and Nuclear Bunker.
- Reward trips to Go-karting, Bounce, Cinema, Bowling.
- Eating Out in variety of restaurants – social, cultural experiences.
- Football Tournaments.
- Area Inclusion worker for workshops on Sexual Health and Preparing for Life after School
- Work Experience for all Y10s and Y11s in a variety of venues.
- Daily rotation of lunchtime clubs.
- Y11 Revision Group

Teaching, Learning and Assessment

Quality of Teaching

There has been an excellent start to the year so far with regard to the quality of teaching. Lesson observations (analysis below) demonstrates good or better delivery in all but a few areas.

Role	Site	Date	Lesson	Impact
LSA	Fen	Sept/Oct 16	Maths	G
LSA	Fen	Sept/Oct 16	English	G
Teacher	Fen	Sept/Oct 16	Science	G
Teacher	Fen	Sept/Oct 16	English	G
Teacher	Fen	Sept/Oct 16	Maths	G
Teacher	Fen	Sept/Oct 16	Theme	O
Teacher	Fen	Sept/Oct 16	ICT	RI
LSA	Fen	Sept/Oct 16	Maths	G
Teacher	Fox	Sept/Oct 16	Maths	O
LSA	Fox	Sept/Oct 16	English	G
Teacher	Fox	Sept/Oct 16	English	RI
Teacher	Fox	Sept/Oct 16	Science	G
LSA	Fox	Sept/Oct 16	ICT	RI
LSA	Har	Sept/Oct 16	Maternity Leave	
Teacher	Har	Sept/Oct 16	English	G
LSA	Har	Sept/Oct 16	English	G
Teacher	Har	Sept/Oct 16	Science	G
Teacher	Har	Sept/Oct 16	PSHE	RI
LSA	Har	Sept/Oct 16	Maths	G

Grading	Percentage
Outstanding	11%
Good	67%
RI	22%
Inadequate	0

3.1 SEN interventions

- All Learners at Unity have either Statements or EHC Plans.
- All Interventions sited in these plans are provided for and supported on an individual needs basis.
- All lesson planning identifies differentiated methodology enabling pupils to access provision in respect of individual need/diagnosis. This includes multi-modal teaching techniques catering for visual, auditory and kinaesthetic leaning styles in all lessons.
- A variety of Multi-Agency groups, clusters and providers work closely with teaching staff to monitor provision and impact.
- Therapeutic interventions are employed with some learners where appropriate.
- Learning Guides have a significant impact on home/school links and brings a depth of understanding to assist with planning for pupils.
- Waved interventions will be introduced from T3.
- Sound Training for identified individuals.

3.2 CPD Summary

CPD events have been completed by all staff since the start of the academic year.

All staff attended the 5 INSET Days at the beginning of September and also the various workshops organised across the TBAP Sites at the end of October.

CPD Event Evaluations Analysis

Showing All Filtered Events, CPD Events from September 2015 to August 2017.

Initial Evaluation Data

Initial Evaluation Criteria	Grades		Total
Quality of Delivery	44	38	82
Event Breakdown:Quality of Delivery			
Behaviour Policy	13	8	
SDP/Safeguarding	11	9	
Staff Handbook/Bluewave Swift Training	8	12	
Teaching and Learning	12	9	
Effectiveness in Meeting CPD Needs	44	38	82
Event Breakdown:Effectiveness in Meeting CPD Needs			
Behaviour Policy	13	8	
SDP/Safeguarding	12	8	
Staff Handbook/Bluewave Swift Training	7	13	
Teaching and Learning	12	9	
Anticipated Impact Value	41	41	82
Event Breakdown:Anticipated Impact Value			
Behaviour Policy	13	8	
SDP/Safeguarding	9	11	
Staff Handbook/Bluewave Swift Training	7	13	
Teaching and Learning	12	9	

	Total	% Total of Planned Attendees
Completed Evaluations	82	73%
Not Attended	0	0%
Not Evaluated	30	27%
Number of Planned Attendees	112	

At local level all staff have taken part in a variety of CPD as listed below.

22/09/16 Location: Hartford	Whole school Theme planning and Subject team meetings
29/09/16 Location: Foxton	Whole School Performance Management - DS
06/10/16 Location: Fenland	Whole School Bluewave Swift - DS

3.3 Curriculum

- The curriculum offer seeks to provide a personalised educational experience that identifies and responds to the circumstances and needs of each individual child and their Statement/EHC Plan.
- Activities are planned to promote both social, emotional and mental health, as well as academic, learning.

At KS3 we offer a thematic approach to the teaching of all foundation subjects, whilst core subjects and PE are taught as 'stand-alone' areas.

At KS4 we offer:

GCSE	BTEC	Other Accreditation
English Maths Science Art	Food Technology ICT Business Hair and Beauty Sport	Functional Skills: English, Maths, Humanities Entry Level: Science

Personal Development Behaviour and Welfare

3.4 Admissions (pupil number) Nov 2016

Year	Total roll	Key Stage Totals
7	2	KS3 13
8	5	
9	5	
10	10	KS4 21
11	11	
Total		33

3.5 Average Attendance data and interventions

%	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Attendance	98	94	90	93	81	91
Authorised Absence	2	6	10	7	19 This includes one off-site educated pupil	9
Unauthorised Absences	0	0	0	0	0	0

Attendance: Disadvantaged groups

Term	Cohort %					
	Males	Females	LAC	Ever 6	SEN	FSM
Attendance	88	99	100	86	91	86
Authorised Absence	12 This includes one off-site educated pupil	1	0	14 This includes one off-site educated pupil	9	14 This includes one off-site educated pupil
Unauthorised Absences	0	0	0	0	0	0

Attendance has improved for all groups of learners however it continues to be a barrier where the achievement of persistent absentees is concerned.

Attendance Interventions

- Significant reduction in those pupils off-site educated.
- Collaborative work with Education Welfare Service.
- Learning Guides work with families.
- First Day Calling.

Behaviour and Interventions

- UNITY have implemented TBAP's Behaviour Monitoring System, which is very similar to that operated previously in the school.
- Staff record and monitor learners' behaviour and consistently following up negative behaviour.
- Staff use SIMS with confidence.
- All UNITY staff at Wisbech have received Team Teach and Safe Touch training; (Other staff are due to be trained after the St Neots handover), and an increasing number are confident in restraining learners, although this is a very rare occurrence at the school.
- Learners who cause damage to the building are required to work with the site manager to repair damage and letters are sent home to parents/ carers, issuing charges for damage to school property, although this again is extremely rare.
- To support staff and learners repair damaged relationships, all staff have undergone training to deliver Restorative Justice.

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	5	7.5	1.5	32	16

- Two of these pupils were new to the school in September and struggled with our 'boundaries'. They have now settled well and are attaining 'gold' days.
- The three remaining pupils were excluded for continual disruption of other pupil's learning. Again these were close to the beginning of term and the situation for all has now settled.
- All exclusions have been recorded appropriately and are logged on SIMs.

Term 1: Referral to TATE

Term	No. of Individuals to TATE	Total no of days	% of cohort receiving TATE referral
1	0	0	0

3.6 Therapeutic Interventions

- Unity currently has the use of a Drama therapist working 4 days a week across all three sites. She has a list of referred students who she sees weekly.
- The Interim DOAI has been working with the Head of Therapeutic Services in terms of looking at what needs to be addressed.
- All staff have had CPD delivered via both the Lead and school-based therapist.
- The school works in tandem with CAMHS and the Educational Psychologist as well as other multi-agencies, on individual plans, for the benefit of our students and to ensure that there are measurable outcomes for learners.

3.7 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 are equipped to identify vulnerable individuals.
- All SLT Members have had Safer Recruitment Training.
- Risk Assessments are in place where necessary and or for all pupils.
- The number of logged concerns has reduced and some learners have become more noticeably 'open' with staff about concerns and worries – testimony to the good relationships built by Learning Guides.

CPD Training for staff Term 1 to date:

- Safeguarding
- Safer Recruitment
- Prevent
- Team Teach training
- Behaviour Update Training

3.8 Links with Parent /Carers

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

- Termly home visits are made.
- Termly Structured Conversations take place.
- Daily attendance calls.
- Weekly/Daily phone calls/emails to parents by Learning Guides.
- Teams around the Family and Child.
- Annual Reports to Parents.
- Annual Statement/EHC Plan Review.
- General school information letters to parents and carers.
- The website.
- Celebration Conversation.
- Invitation to join the pupils in charitable events.

Annual Reviews

- The Interim Head of School (formerly the SENCO) holds Annual Review meetings for all students.
- These are calendared across the year and are up to date in line with Cambridgeshire County Council Guidance.
- The monitoring of **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. These conversations form a useful addition and review of pupil's IEPs on a termly basis.

4 Leadership, Management and Quality Assurance

4.1 Monitoring and Self Evaluation

- Performance management targets have been completed and reviewed for all members of staff.
- All staff targets are linked to the school development plan or the teacher/ support staff standards.
- The Local CIF and SDP have been written for this year and are reviewed at least half termly.
- The CIF follows the Inspection framework and SDP addresses all priorities highlighted in it.
- The Local SDP is linked to projects in The TBAP Vision 2020, stored on Bluewave Swift.
- We have made considerable progress already with activities and milestones for this year.

4.2 External Reviews / Improvement Partners

- This year's Challenge Partners Quality Assurance Review is scheduled for March.
- With the significant improvements since Trinity moved out of Special Measures to Requiring Improvement, and the additional push/drive since last March, we are confident that Unity will be able to secure a 'Good' judgement in all areas now.

4.3 Visitors

Visitor	Organisation	Date
A full range of professionals relating to Individual pupils	EWO Social Services START Team Case work PANNTS team Locality Team Virtual School representatives	Regularly throughout September and October
A range of representatives from TBAP Head Office by way of introduction to the school.	Business Support Technical Support HR Support Facilities Support Therapeutic Lead EHT CEO	Regularly throughout September and October
A range of visitors linked to the new build project at St Neots an possible improvement plans for the Wisbech Site	Site surveyors CCC Premises professionals St Neots Site Team	Regularly throughout September and October
Staff from Octavia AP	HOS and DOAI	Regularly throughout September and October

4.4 Partnerships

- All Cambridgeshire SEND related Services
- Cambridgeshire County Council Child Protection Services
- The Locality Team – sexual and community health education workshops
- Challenge Partners
- SEMH Head Teacher’s Cluster
- TBAP East Partner Schools
- TBAP Global Partner Schools and TSA
- CAP funding Initiative
- Evolve
- Work Experience Providers
- College Networking