



Report to Local Advisory Board (LAB)

30th November 2015

General Report to the LAB

	<table border="1"> <tr> <td>Meeting</td> <td>OAPA</td> </tr> <tr> <td>Date</td> <td>30/11/15</td> </tr> <tr> <td>Item Number</td> <td>TBAP(15)</td> </tr> </table>	Meeting	OAPA	Date	30/11/15	Item Number	TBAP(15)
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Date	30/11/15						
Item Number	TBAP(15)						
Title:	Head of School Report to the LAB – General Update						
Responsible TBAP Leadership team member:	Angela Tempany						
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Introduction

As we enter Term 2 of the academic year 2015-16 I am pleased to report on progress and achievements to date.

Outcomes for Learners

The Octagon AP Academy has made a marked improvement in the results for the academic year 2014-15, with a 54% increase in the number of students gaining 5 or more GCSEs (or equivalent), compared to 0% in 2013-14.

Based on our current cohort, we have predictions of 86% of Y11 students gaining 5 GCSEs (A*-G) and 14% gaining 5 GCSEs A*-C grades in August 2016. 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.

KS4 Summary Data

Yr 10 Headline Data – Whole school (GCSE & BTEC)		
Target Data	Number/% Cohort: 5	Target
5 A*- C (English & Maths)	0/0%	>National Avg. (1.0%)
5 A*-C	0/0%	> National Avg.(1.8%)
5 A*- G (English & Maths)	4/80%	40%
5 A*- G	4/80%	85%
5 A*- G (Including 'C')	4/80%	60%
5 A*- G (Including 2 'C')	3/60%	45%
5 A*- G (Including 3+'C')	2/40%	20%
100% Accreditation	100%	100%

Yr 11 Headline Data – Whole school (GCSE & BTEC)		
Target Data	Number/% Cohort: 7	Target
5 A*- C (English & Maths)	1/14%	>National Avg. (1.0%)
5 A*-C	1/14%	>National Avg. (1.8%)
5 A*- G (English & Maths)	5/71%	40%
5 A*- G	6/86%	85%
5 A*- G (Including 'C')	4/57%	60%
5 A*- G (Including 2 'C')	4/57%	45%
5 A*- G (Including 3+'C')	2/29%	20%
100% Accreditation	7/100%	100%

KS4 Headlines and areas for improvement

Learners in Year 10 are a low ability cohort, in practical subjects such as Art, BTEC Sport and BTEC Home Cooking 100% learners are working to on or above target grades. IT reports 60% of learners working above target grade.

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 84% of learners in Art and 71% in BTEC Sport are working on or above target grade.

Groups: 100% of girls working to their target grades and on track to achieve 5 + A-G qualifications. A learner has sat the English GCSE early, this November and is now being taught the English Literature GCSE. We are also entering these learners for their Functional Skills test for ICT and Maths this term.

KS3 Summary Data

KS3 – Year 7 & 8 Headline Data – Whole school - Term 1: 7 learners								
Level	Current Performance (no./%)				End of Year CATS Predictions (no./%)			
	Eng	Maths		Eng	Maths		Eng	Maths
Level 6	0	0	Level 6	0	0	Level 6	0	0
Level 5	1/14%	1/14%	Level 5	1/14%	1/14%	Level 5	1/14%	1/14%
Level 4	0	1/14%	Level 4	0	1/14%	Level 4	0	1/14%
Level 3	5/72%	1/14%	Level 3	5/72%	1/14%	Level 3	5/72%	1/14%
Level 2/1	1/14%	4/58%	Level 2/1	1/14%	4/58%	Level 2/1	1/14%	4/58%

KS3 – Year 9 Headline Data – Whole school - Term 1- 4 learners								
Level	Current Performance				End KS CATS Predictions			
	Eng	Maths	Sci	ICT	Eng	Maths	Sci	ICT
Level 6	0	0	0	0	0	0	0	0
Level 5	0	0	0	0	0	0	0	0
Level 4	2/50%	0	0	2/50%	3/75%	2/50%	2/50%	3/75%
Level 3	1/25%	2/50%	4/100%	2/50%	1/25%	2/50%	2/50%	1/25%
Level 2/1	1/25%	2/50%	0	0	0	0	0	0

KS3 Headlines

There is good progress being made by the learners in Yr7/8 (D groups) Science, IT and Art report no learners under target grade.

Art is reporting 86% on or above target and 100% of learners making 1 or more sub-level progress. In Food Tech and Humanities 50%+ learners reported as below target but subject teachers have standardised key skill attainment and are now reporting that pupils are beginning to make progress.

Groups: PP, FSM and Statemented learners in Art, Science and ICT working on or above target grades.

After the summer break there is often a drop in attainment but English, Art, Food Tech, PE and Humanities all report no negative progress. Art reports 100% of learners on target.

English, Science, IT, Humanities and Art report 50% or over are working to target grades.

Groups: 75% of EAL learners working on target in English and Science. 100% EAL learners working on or above target in Art.

KS1/2 Summary data

KS2 – Year 3-5 Headline Data – Primary Term 1: 5 learners				
Level	Current Performance (no)		End of Year Predictions (no)	
	Eng	Maths	Eng	Maths
EX	0	0	0	0
ME	0	3	3	3
WT	5	2	2	2

KS1 – Year 1-2 Headline Data – Primary Term 1: 1 learners			
Current Performance (no)		End of Year Predictions (no)	
Eng	Maths	Eng	Maths
1	1	1	1
0	0	0	0
0	0	0	0

Primary Headlines

With the new assessment changes, no levels, we have implemented the Rising Stars tools on assessment for T1, which are age appropriate. From Jan 2016, we are looking to transfer to the Chris Quigley Education, which is being implemented at TBAP Courtyard and Beachcroft AP Academies.

Learners are assessed on age-specific knowledge and skills for each subject and progress is monitored and assessed as: WT- Working Towards; ME- Making Expected and EX- Excelling.

In Reading, Speaking & Listening and Maths 60% of primary learners are reported to be working to their age appropriate target.

Alongside academic tracking we have implemented a Behaviour for Learning tool with primary learners, which measures their progress in social skills, behaviour and attitude to learning. This tool enables us to assess whether learners are ready to return to mainstream education.

KS1 learner (EN) has made good progress in T1 and is now spending increasing time each day in his mainstream school.

2 KS2 learners have been reintegrated full time to mainstream schools after a 7-week intervention programme at OAPA.

1 KS2 learner is attending mainstream school part-time each day.

2.1 Exams and Accreditation

Qualification	No. subjects	Number of Entries
GCSE	10	60 (49 passes average 3.8 per learner)
BTEC	4	18 (13 equivalent Grade C passes)
Entry Level	3	13
Functional Skills	2	9

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. Learners also achieved Entry level in Maths. In September 2015 we selected 1 learner to sit the iGCSE English examination early. She completed the examination in November and we are looking forward to receiving the results in January.

2.2 Progress and Interventions

Since September 2015 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. Interventions have been identified for our current learners and by Term 3 (Jan 2016) we will be able to assess the impact of these interventions on learners' progress.

The English lead teacher has trained staff on improving literacy skills. Our Learning Support Professionals (LSPs) are now given specific planning time to work with the teachers to ensure good learner progress. We have produced a standardised end-of-term report sheet which captures feedback to the learners and assessment of progress. It also enables learners to self assess and reflect on their own learning. The self-assessment includes learner reflection on their Attitude and Behaviour to Learning (ABLs). The assessment is completed by all learners in all subjects. Learners are being reminded of their ABL targets as well as their academic targets each lesson.

The TBAP Raising Standards Data Sheet (RSDS) is used by teachers; Middle leaders monitor the interventions used by all teachers.

Provision Mapping for students has been a key focus in ensuring that the appropriate intervention is targeted for learners and attendance is closely monitored by the Wave 2 & 3 leaders, who meet with the DOAI to discuss the timetable and progression for referred students. CPD on Waved interventions has also been delivered, as well as a reminder of how to utilise CATs and PASS data. Behaviour for Learning CPD has focused on year groups, with a solution-focused rationale, which involves teaching and support staff. The aim is that strategies are shared and implemented as part of lesson planning. The new Head of Therapeutic Services will be based at The Octagon. This allows us to build on current best practice and to sourcing further bespoke interventions for our students. We are working with our Educational Psychologist to devise best ways to measure impact. All students have been identified as Wave 1, 2 or 3 and the provision map highlights what support is currently in place.

The role of the Learning Guide has been high profile and a timetable for the week has been developed which also delivers some wave 1 interventions; for example, handwriting and literacy via reading sessions. The use of Daily Briefing by the Learning Guides ensures that every Learning Group is discussed and all staff are updated in terms of interventions and any support which is/will be implemented to support all Teaching and Learning as well as behaviour for learning initiatives. The impact, as seen below, is that learners are making measurable progress in behaviour, as well as learning.

2.3 Reintegration

The primary reintegration programme continues on a successful trajectory and we have successfully reintegrated 2 students in T1. The admissions paperwork has been revised to ensure we have as much background information on the referred student as possible and we are in the process of revising our primary learner profiles. To further support this programme, questionnaires for parent/carer, school and student have been developed and are coordinated by a designated LSP with feedback used to further improve this well received programme in the borough. Work is currently ongoing with developing a reintegration format of information with the aim of seeing at a glance if a student is ready for reintegration and to plan accordingly to ensure that all future reintegrations are successful for the student and their referred school. This is being developed by the DOAI and Educational Psychologist.

We have also successfully re-integrated a number of KS3/4 learners during Term 1. 2 SEN learners have made successful transitions to high school.

Learner	Year	Destination School	Date
KA	4	St Michaels Primary	Oct 15
RT	3	Brooke House Primary	Oct 15
JP	5	Harris Academy Phillip Lane	Oct 15
S-OT	11	Towers School & Sixth Form Centre	Oct 15
KP	5	Stroud Green Primary	Oct 15
MM	8	Harris Academy Tottenham	Sept 15
DO	11	St Thomas More	Sept 15
SK	11	Park View Academy	Sept 15
TS	10	Alexandra Park School	July 15
OD	6	Highgate Primary School	July 15
ND	5	Chestnuts Primary	July 15
JD	7	Grieg City Academy	July 15
AH	7	Northumberland Park	July 15
ZHW	7	Park View Academy	July 15

Enrichment activities

The Octagon 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 skill.

Week	Primary	Year 7 & 8	Year 9
1.	Swimming	Mini Enterprise & Sport	Bruce Castle Museum
2.	Swimming	Mini Enterprise & Sport	Museum of Childhood
3.	Swimming	Mini Enterprise & Sport	Trafalgar Square
4.	Swimming	Mini Enterprise & Sport	Metropolitan Police Museum
5.	Swimming	Mini Enterprise & Sport	Westminster Area
6.	Swimming	Mini Enterprise & Sport	Tate Modern
7.	Swimming	Mini Enterprise & Sport	Golders Hill Park
Weekly Drumming sessions			

Term 1 Enrichment program for Primary Year 7, 8 & 9

Additional Enrichment Visits / Workshops

- Year 9 Tate Modern exhibition visit
- Year 9,10,11 - Insight Workshop for substance misuse on a weekly basis
- 3 learners attended Freightliners City Farm on a weekly basis
- Diwali Celebrations: shared lunch with learners, families and staff.
- Tottenham Hotspur Mental Health Well Being event organised by CaMHS and attended by KS3/4 learners.
- Weekly drumming sessions for all learners with Everyone's Climbing Trees.
- Haringey Shed: weekly drama sessions with KS3 learners.

Teaching, Learning and Assessment




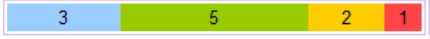



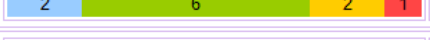




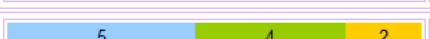
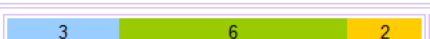
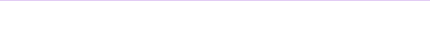
Quality of Teaching

There has been an excellent start to the year so far with regard to the quality of teaching. Lesson observations (analysis below) and Learning Entitlement data demonstrate good or better delivery in all but few areas. From our Term 1 observations we judged 91% of lessons were 'good' or 'outstanding' compared to this time last year when only 37% were judged 'good'. Over time we have supported and invested time and resources to improve the quality of teaching and learning, the impact of which is evident in this term's analysis. The 1 new primary teacher who did not achieve 'good' is being supported to improve their practice.

Headline summary

Ofsted Grade	Number of Lessons	Percentage
Outstanding	4	36
Good	6	55
Requires Improvement	0	0
Inadequate	1	9

Following lesson observations we need to review our use of LSPs. This is already being addressed with workshop sessions and allocated time for teacher and LSP to plan together.

Ofsted	Grades	Total	CPD Needs	CPD Events
Overall		11	0	0
Focus	Grades	Total	CPD Needs	CPD Events
Appropriate Dress <small>info</small>		11	0	0
Behaviour for Learning <small>info</small>		11	0	0
Challenge/ Level of Work <small>info</small>		11	0	0
Environment for Learning <small>info</small>		11	0	0
Learner Progress <small>info</small>		11	0	0
Learners are Aware of Levels, Targets & Grades <small>info</small>		11	0	0
Literacy & Numeracy Evident <small>info</small>		11	0	0
Marking <small>info</small>		11	0	0
Starter Activity <small>info</small>		11	0	0
Success Criteria & Learning Outcomes <small>info</small>		10	0	0
Teaching <small>info</small>		11	0	0
Use of Data to Inform Planning <small>info</small>		11	0	0
Use of Resources <small>info</small>		11	0	0
Use of Support <small>info</small>		11	0	0

3.1 SEN interventions

There has been a reorganisation of the role of the Learning Support Professional team with the allocation of LSPs to subjects and the LSP planning with the class teacher differentiated lessons. Although a relatively recent amendment, we are already seeing a strong working relationship with the LSPs and class teachers as well as the students receiving good, well planned, quality lessons. LSPs deliver the wave interventions and are managed by the Wave 2 & 3 leaders as well as ultimate line management of the DOAI. A delegated LSP manages TATE and another post 16 support.

Each LSP provides interventions for named learners and each wave can include Lexia, Manga High, Therapeutic Services, Speech and Language, Lego Therapy (Primary) etc and can take place either in class support, as part of group work or via 1:1 withdrawal support as deemed appropriate or necessary.

Students who have a Statement have had their Annual Reviews updated and a programme for the transfer to EHCPs is to be planned with TBAP SEN Support Professional and with input from the Local Authority SEN team. A planning meeting with our Educational Psychologist has taken place and a programme is to be finalised by the end of November to ensure the best usage of the EP time allocated. Students in Years 10 and 11 learners are undergoing testing for examination access arrangements with support from the TBAP SEN Support Professional as well as a nominated, trained member of staff here at the Octagon.

3.2 CPD Summary

CPD events have been completed by all staff since the start of the academic year. The majority of these events were made up of the new TBAP Teaching School Alliance (TSA) modules. This suite of development opportunities has been written and quality assured in-house and is delivered by accredited Specialist Leaders of Education (SLEs) who have themselves been drawn from TBAP ranks. Topics range from online learning to coaching and leadership styles. The modules are available to all members of staff as part of the TBAP TSA offer and have been very well attended. In most cases members of staff were able to choose the CPD events they attended. A small number were supported by their line managers to attend sessions that best reflect their performance management needs.

Ongoing training is being offered throughout the year to support TBAP's 2020 vision to develop all staff as leaders in their specialist fields.

CPD event	Attendees	Date	Average impact
Local induction	27	1 Sept 2015	
Performance management	27	2 Sept 2015	
TBAP vision 2020	27	3 Sept 2015	
Safeguarding	27	4 Sept 2015	

CPD days delivered for all TBAP staff at the start of T1 have been evaluated on BlueWave Swift. Evaluations completed by staff at OAPA indicate that most staff believe the training was effective in meeting their CPD needs. A more detailed analysis below shows that a high percentage of staff felt that the CPD offered was good or outstanding.

	Day 1 Local induction			Day 2 Performance Man			Day 3 TBAP 2020 vision			Day 4 Safeguarding		
Quality of delivery	15%	69%	16%	31%	62%	7%	23%	73%	4%	58%	37%	5%
Effectiveness in meeting CPD needs	15%	69%	16%	27%	62%	11%	23%	73%	4%	42%	46%	12%
Anticipate impact value	19%	62%	19%	27%	62%	11%	19%	73%	8%	42%	54%	4%

3.3 Curriculum

The OAPA curriculum offer seeks to provide a personalised educational experience that identifies and responds to the circumstances and needs of each individual child. 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: Art, Humanities, Cooking, ICT, swimming, PE, Outdoor Learning (Forest Schools), Drama, Music and Spanish.

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 children 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: 6 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.

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', the Octagon 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):

Primary	Year 7 & 8	Year 9	Year 10	Year 11
5 x Literacy	4 x English	4 x English	4 x English	4 x English
5 x Numeracy	4 x Maths	4 x Maths	4 x Maths	4 x Maths
2 x Science	2 x Science	3 x Science	4 x Science	4 x Science
1 x ICT	2 x ICT	2 x ICT	3 x ICT	3 x ICT
2 x PE	2 x PE	2 x PE		
1 x Drama	2 x Drama	2 x Drama	2 x Humanities	
1 x Art	2 x Art	2 x Art	10 x Options	12 x Options
1 x PS	1 x PS/CIAG	1 x PS/CIAG	1 x PS/CIAG	1 x PS/CIAG
2 x Food Technology	2 x Food Technology	2 x Food Technology		
2 x Swimming	4 x Enrichment	4 x Enrichment		
1 x Humanities	2 x Humanities	2 x Humanities		
1 x MFL	1 x Circle Time			
2 x Out Door Learning				
1x Circle Time				
1 x Guided Reading				

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

Foundation Learning	GCSE	BTEC	Level One
Construction Music Hair & Beauty	Humanities Art & Design Home languages Additional Science Statistics Religious Studies	Construction Music Hair & Beauty Sport Home Cooking	Nutrition & Health Equality & Diversity
Other Accreditation Functional Skills – English, Maths, ICT Entry Level: Science			

4 Personal Development Behaviour and Welfare

4.1 Admissions (pupil number) Nov 2015

Year	Total roll	Key Stage Totals
KS1	2	2
KS2	5	5
7	3	
8	8	
9	8	KS3 19
10	11	
11	9	KS4 20
Total	46	

4.2 Attendance data and interventions

Year two, following our conversion to an AP Academy, sees attendance building upon the foundations of last academic year. One of The Octagon AP Academy's local priorities this year is to continue to raise attendance with a minimum target of 85%.

The Octagon will continue to coordinate its approach to raising attendance with Haringey Localities Service. This was a successful partnership last year.

A positive start to this academic year has seen attendance rise by 3.2 % on Term 1 attendance 2014/15

%	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Attendance	97.3	100	86.2	91.4	89.2	98.2	92.8	86.6	81.	73.5	68	80.7
Authorised Absence	2.7	0	13.8	1.4	10.1	1.8	3.3	7.2	9.5	5.5	5.1	5.9
Unauthorised Absences	0	0	0	7.1	0.7	0	1.3	6.0	9.5	21	26.8	13.1

Attendance: Disadvantaged groups

Term	Cohort %					
	Males	Females	LAC	PP	SEN	FSM
Attendance	81.4	75.1	81.7	84.8	80.4	81.4
Authorised Absence	5.6	2.7	4.4	6.0	6.1	6.7
Unauthorised Absences	12.4	16.7	12.7	8.7	13.4	11.1

Attendance has improved for all groups of learners except female learners. Additional support is being given to female learners.

- More female learners have received learner clinics this term, to identify concern and support.
- A female-only drumming group has been established
- CSE Girls Group will begin Term 3
- Female enrichment trips are planned for Term 2
- Females representation now established on Learner Voice

Term 1: Attendance Interventions

EWO referral	Target Support Team referrals	Learner Clinic	Parent Clinic	Home Visit	Communication log entries	Attendance Trip	Vivo Rewards
8	2	9	1	2		0	600 vivo points

Collaborative work with Education Welfare Service and Targeted Support Team are invaluable, making home visits on our behalf. Attendance continues to be a limiting factor where the achievement of persistent absentee is concerned. 8 referrals have been made to localities services.

Behaviour and Interventions

OAPA have implemented TBAP's Behaviour Monitoring System, and this will continue to be embedded during T6 and Academic Year 2015/16. Staff record and monitor learners' behaviour and are now consistently following up negative behaviour.

OAPA 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 OAPA staff have received Team Teach and Safe Touch training; an increasing number are confident in restraining learners.

Learners who cause damage to the building are required to work with the site manager to repair damage (particularly to door locks) 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 member of the Learning Support Team has undergone training to deliver Restorative Justice and will be cascading this down through the teams.

Anger Management training was delivered to all Learning Support Professionals in Term 6. It is expected that further training this will be delivered during this year.

Following the introduction of The Alternative to Exclusion (TATE), Fixed Term Exclusions have reduced significantly and are down by 39% for the same period last 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	13	19.5	1.5	39	33

Term 1: Referral to TATE

Term	No. of Individuals to TATE	Total no of days	% of cohort receiving TATE referral		
1	13	82	26		

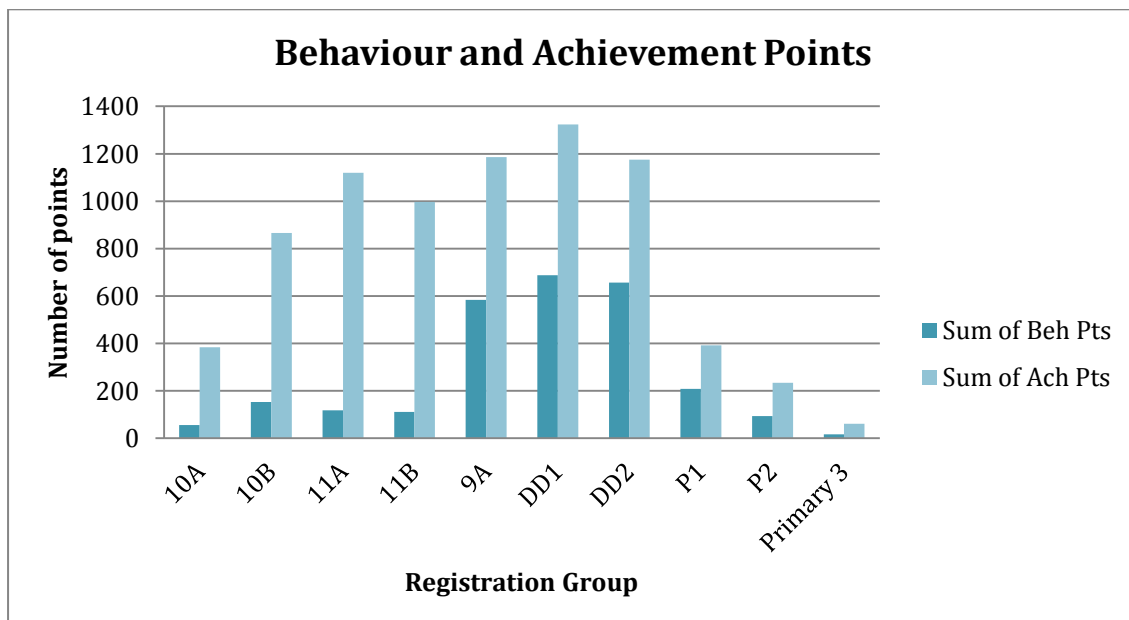
2 learners have had single referrals only. 3 learners have been referred twice. 3 learners have been referred 3 times.

Learners who have been referred 4 or more times are discussed at fortnightly Inclusion Panel meetings, led by The Director of Access and Inclusion. This ensures that further interventions are in place for learners whose behaviour is an ongoing concern.

Term 1: Summary of behaviour and achievement points – Registration Group

Registration Group	Sum of Behaviour Points	Sum of Achievement Points		Net Points
10A	55	383		328
10B	153	866		713
11A	118	1119		1001
11B	110	997		887
9A	584	1186		602
DD1	688	1323		635
DD2	657	1175		518
P1	208	392		184
P2	93	234		141
Primary 3	16	61		45
Grand Total	2682	7739		5054

Behaviour on site is improving. Learners are achieving achievement points at a rate of nearly 3:1 against behaviour points.



4.3 Therapeutic Interventions

The Octagon currently has the use of a Healthy Touch therapist, Music therapist and a Speech and Language Therapist. They each have a list of referred students who they see weekly and update on the provision map. The DOAI has been working with the recently appointed Head of Therapeutic Services in terms of looking at what needs need to be addressed e.g. a mentor/counsellor and once the needs analysis is completed, these posts can hopefully be filled. To build on this base a cluster meeting has been arranged with the DOAI, head of Therapeutic Services, CAMHS and the Educational Psychologist as well as other invited professionals to be held at the Octagon in November to plan a strategic programme for the benefit of our students and to ensure that there are measurable outcomes as well as a clear referral system with accountability built in.

4.4 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
- CSE
- Prevent
- Team Teach training
- Behaviour

Term 1: Learners known to CYPS and Early Help Services

Status	Number of learners	Number of meetings attended	% of cohort known to Agencies
CP	3	2	50
CIN	5	3	
CYPS assessment	4	4	
CSE	1	1	
EH	7	4	
Grand total	20	14	

OAPA has established a Multi Agency Police Support Team (MAPST) working in partnership with police services within Haringey. MAPST meet once termly. The purpose of MAPST is to coordinate information about learners on roll with Police Services within the borough.

To identify additional support and strategies to OAPA. Agencies who are active participate of OAPA MAPST included:

- Integrated Gangs Unit
- Insight
- YOS
- YOS– Preventative Services
- Safer School Officer
- Safer School Foundation
- Education Welfare Service
- CAMHS

We have positive relations with the Police. Currently OAPA has a newly appointed Safer School Officer, PC Laura Coates and designated Police Community Officer, Ade Taylor. Both are based full time at OAPA and take an active involvement in preventative support with all learners. PC Coates will serve as a representative on OAPA's MAPST panel. At present she supports with managing behaviour and responding to issues or concerns raised by the public or partner schools.

4.5 Links with Parent /Carers

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

- Termly progress reports are sent to families.
- Daily attendance calls
- Weekly phone calls to parents by Learning Guides
- Teams around the Family
- Additional communications provide information such as exams and enrichment notifications.
- The Octagon is currently in its first cycle of sourcing Parent/Carer views on the school.

Annual Reviews The DOAI has run weekly Annual Review meetings for Statemented students and these are currently up to date and have built links with the SEN department in the borough. The next stage is the transfer of Statements to EHCPs and the DOAI will be looking to undertake further training in this area next term. The DOAI is also in regular contact with parent/carers in terms of reintegration plans as well as attending any invited TAC or TAF meetings as well as monitoring of PEPs for our LAC students. 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. 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 Local SEF and SDP have been written for this year. The SEF follows the new Ofsted framework and SDP addresses all priorities highlighted in the SEF. 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.

5.2 External Reviews / Improvement Partners

This year's Challenge Partners Quality Assurance Review is scheduled for 18-20 November. 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 'Good' judgement in all areas.

5.3 Visitors

With our reputation growing within the local and wider community we have welcomed a number of visitors since September to show our best practice.

Visitor	Organisation	Date
Anna Cain Emma Twell	The Boxing Academy The Campus Free School	25-08-15
Joanna Christophides Cllr Walters	Local Councillors	18-09-15
Simon Chappell	Met Police	12-10-15
Ellen Roberts	Heartlands High School	02-11-15
Robert Jones	BBC	03-11-15
John Odimayo Gian Halil Sean Adamson	Enfield Tuition Service	17-11-15

5.4 Partnerships

We continue to be supported by Senior Leaders in Education from across the TBAP Trust. Partnership Working has ensured high standards are developed in all areas of practice and gives us confidence that improvements in outcomes at OAPA will be sustained in Year 2.

In turn, OAPA's Senior Leadership team have been supporting TBAPs newest school, Cambridge TBAP. The Head of School has made 3 visits to support Head of School and all staff in implementing the TBAP model. OAPA's Student Services Manager supported her peer from Cambridge with a day's on-site CPD this term.

OAPA Head of School has taken part in a Challenge Partners' QA Review at Denbigh High School, Luton, in October 2015, and gained valuable insight into best practice in developing a British Values curriculum that meets the needs of our children.

Head of School is leading CPD training for leaders within TBAP and in other schools this year. A 4-part programme in Resilient Leadership is being delivered throughout the year. Resilience training is also being delivered to primary teachers in West London in December. The Head of School will also be presenting at the Mayor's AP conference on 27 November. TBAP's Teaching School Alliance has overseen the promotion and delivery of all CPD training.

The Director of Learning is developing strong links with mainstream schools that are part of the Challenge Partnership, and is also planning to develop links with local Haringey schools in Term 3.

The Director of Access and Inclusion is developing excellent multi-agency links with all services in Haringey and as a new development, is working closely with TBAP's Therapeutic Lead to ensure that therapeutic services are extended to meet the needs of families.