



# Octagon

## Report to The Local Advisory Board (LAB)

September 2014

## Academic Year 2013 – 2014 Achievement Analysis

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	<b>Meeting</b>	OAPA LAB
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<b>Title:</b>	Head of School Report on Achievement	
<b>Responsible TBAP Leadership team member:</b>	Angela Tempany , BAPA Head of School	
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## **Executive summary**

- The Octagon's transition year from Haringey PRU to TBAP AP Academy.
- Cohort of 14 learners in KS4
- 71% of Octagon AP Academy taught learners achieved Level 1 or higher accreditation
- 50% of SEN learners taught at Octagon AP Academy achieved at least 1 GCSE
- 21% of learners achieved 5 or more GCSEs or equivalent
- 7% of learners achieved 5 or more GCSEs A\* - C grade
- Whole school Average Point score was 66
- 25% KS3 English achieved Level 5 or above
- 50% KS3 Maths achieved Level 5
- 8.3% KS3 Science achieved Level 5
- 100% KS3 improved Reading and Writing (measured by sub-levels of progress) .

## **Overview of school year 2013-14.**

The Octagon AP Academy was an LA run PRU until April 2014 when it converted to Academy status under the TBAP Trust. During the school year 2013 to 2014 The Octagon AP Academy had its largest ever cohort of learners, with an unprecedented rate of referrals from Haringey schools.

14 Y11 learners sat end-of-KS4 accredited courses in Year 11. 10 Y11 learners sat GCSE Exams .12 learners achieved Functional Skills level 1 or 2. 9 of the 14 Year 11 learners were placed in alternative provision. Providers included Foot Steps, Wac Art, and Southgate College. Students placed in alternative provision achieved significantly higher grades than those who received their education solely at The Octagon site. On average, KS4 learners at The Octagon achieved 2 grades below their predicted grades at GCSE.

The results for KS3 represent learners who received their education at The Octagon for 1+ years. On average, these students made less than 1 sub-level of progress. Other KS3 students who spent shorter periods at the Octagon and were successfully re-integrated in to mainstream schools made better levels of progress, and their results are not captured by these results as they were not on the Academy's roll at the end of the school year.

At KS2 learners made at least 2 sub-level of progress, reflecting Ofsted's view that primary provision is Good. There was a dip in progress during the Spring term, when the primary school was in the process of transferring from Coppetts Wood to The Octagon site. Progress improved during the summer term, when staff and students became more settled.

Tracking the progress of groups of learners has not been common practice at the Octagon in the past year, making it difficult to identify groups who may be underachieving and target interventions accurately.

In 2013-14 achievement has been Unsatisfactory at KS3-4 and Good at KS1-2, suggesting there has been little change since the Ofsted inspection of June 2013. During this past year the Octagon has experienced 3 changes of head teacher, an amalgamation of school sites for KS1-4, and a transfer from the Local Authority to TBAP multi-academy trust in April 2014. This year's results are based on exams and tests carried out in May 2014, giving TBAP little time to make a positive impact on results for this academic year.

On a positive note, the majority of learners in KS4 have made a successful return to mainstream. Their results cannot be included in The Octagon's results, as they are no longer on the Academy's roll.

## **Action points for 2014-15**

The Octagon AP Academy now follows the TBAP cycle of assessment and monitoring of progress. This ensures that accurate baseline assessment is in place for all students at point of entry and all Y11 students at the start of the academic year. This thorough assessment system ensures that staff are clear about students' current working levels and that they know how much progress each student should be making. By sharing this information with learners, both staff and students can work together to achieve or exceed expected targets.

The TBAP review cycle ensures that students' progress is monitored formally on a termly basis, using a system of RAG rating. Students who are not making expected progress will be supported by a number of interventions that will be personalised to the needs of each learner.

From September 2014 the curriculum offer is widening to ensure that all learners at KS4 have the opportunity to achieve 6 GCSEs. This includes English, Maths, Science and IT, and a choice of B-tec Level 2 options including PE, Art and Food technology. Level 1 and 2 B-tec courses in other subjects are also offered at local colleges on a part-time basis. Students who require vocational courses may be offered full-time provision in local colleges. Through a wide curriculum offer that is personalised to meet the needs of all students, we aim to ensure that all students will make good or better progress, and make a smooth transition to education, employment or training.

At KS3 the curriculum offer will also widen, to include humanities, modern foreign languages (Japanese and Chinese), performing arts and off-site enrichment activities (horseriding, outdoor pursuits).

At KS2 all learners are benefitting from the expertise of secondary staff in teaching Enterprise, Art and PE, and from the specialist facilities of IT and Food technology. This enables them to work to a high standard in all subject areas.

In addition to the assessment cycle and curriculum offer, the role of staff in supporting learner progress will be crucial in raising achievement in 2014/15.

Clear line management structures and performance management targets will support all staff to achieve Good or better outcomes for all learners. The role of staff as learning guides will ensure that students' behaviour, attendance and pastoral needs are addressed on a daily basis. The role of academic mentors for all Y11 students will ensure that this group of learners will be supported to stay focused during their final year of school.

We are confident that there will be a rapid improvement in achievement at The Octagon AP Academy in the year ahead.

Octagon Learners

<b>Measure</b>	<b>No of learners</b>	<b>%</b>
At least 1 GCSE or equivalent	5	100%
5 or more GCSE's or their equivalent	0	0%
At least 1 GCSE A*-C or their equivalent	0	0%
5 or more A*-C's or their equivalent	0	0%
Accreditation achieved	5	100%
Average Point Score	5	APS 34

Octagon Learners plus Alternative Provision Learners

<b>Measure</b>	<b>No of learners</b>	<b>%</b>
At least 1 GCSE or equivalent	10	71%
5 or more GCSE's or their equivalent	3	21%
At least 1 GCSE A*-C or their equivalent	3	21%
5 or more A*-C's or their equivalent	1	7%
Accreditation achieved	12	85%
Average Point Score	14	APS 66

<b>SUBJECT</b>										<b>Total Entries</b>	<b>Result A*-G</b>	<b>Result A*-C</b>
	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>U</b>			
<b>English</b>				2	1	2	3		1	9	5	2
<b>Maths</b>				1	2		3		2	9	5	1
<b>Science</b>				2	1	1		1		6	5	2
<b>Citizenship</b>			3		1					5	4	3
<b>P.E</b>						1	2	1	1	5	5	0
<b>Art</b>				1	2	2	1	1	1	8	7	1

<b>SUBJECT</b>	<b>Entry Level 3</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Unit accreditation</b>	<b>Total Entries (NB: some BTECs are worth 1, 2 or 3 GCSE equivalents)</b>
OCN Diploma			5		*
Functional Skills English Level	1	3			2
Functional Skills Maths Level		1			1
Functional Skills ICT Level	1				1
OCN unit award		4			4

### Octagon Learners vs Predictions

Results by subjects and presented against predicted grades.

<b>English</b>		
<b>Learner</b>	<b>Predicted Grade</b>	<b>Actual Grade</b>
Oliver Bradshaw	C	D*
Kynan Wenham-Johnson	C	U
Arron Leon	F	X
Jason McKenna	C	E
Mehmet Er	D	X

<b>Maths</b>		
<b>Learner</b>	<b>Predicted Grade</b>	<b>Actual Grade</b>
Oliver Bradshaw	C	*
Kynan Wenham-Johnson	E	U
Arron Leon	G	Not entered
Jason McKenna	C	F
Mehmet Er	C/D	F

<b>Art</b>		
<b>Learner</b>	<b>Predicted Grade</b>	<b>Actual Grade</b>
Kynan Wenham-Johnson	D	F

Arron Leon	D	G
Jason McKenna	E	U
Mehmet Er	C	E

Science		
Learner	Predicted	Grade
Oliver Bradshaw	D	*

\*Learner sat exam at Mainstream school

#### Key Stage 4 Results Comparison

Measure	No of learners	OAPA	National 2012-13
At least 1 GCSE or equivalent	10/14	71%	81%
5 or more GCSE's or their equivalent	3/14	21%	24.4%
At least 1 GCSE A*-C or their equivalent	3/14	21%	?
5 or more A*-C's or their equivalent	1/14	7%	5.4%
Accreditation achieved	12/14	85%	81%
Average Point Score	14	66 points	95.2 points

#### Key Stage 3 Achievements

No learner 16	English					
5 or above	4			3 or below		
4	25%	7	44%	5	31.2%	

No learner 16	Maths					
5 or above	4			3 or below		
8	50%	5	31%	3	18%	

No learner 16	Science					
5 or above	4			3 or below		
1	8.3%	6	50%	5	41.6%	

## Key stage 2 Achievements

No learner 9		English			
5 or above		4		3 or below	
1	11.1%	2	22.2%	6	66.6%

No learner 9		Maths			
5 or above		4		3 or below	
1	11.1%	1	11.1%	7	77.7%

No learner 9		Science			
5 or above		4		3 or below	
1	11.1%	0		3	88.8%

## End of Key Stage 3 Statutory Assessment

No learner 8		English			
5 or above		4		3 or below	
		4	50%	3	37.5%

No learner 8		Maths			
5 or above		4		3 or below	
4	50%			3	37.5%

No learner 8		Science			
5 or above		4		3 or below	
1	12.5%	2	25%	4	50%

Data missing for 1 learner due to persistent absence.