



Report to Local Advisory Board (LAB)

21st November 2016

General Report to the LAB

Meeting	
Date	21/11/16
Item Number	TBAP(16)

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 predicted achievements to date.

2 Outcomes for Learners

2.1 Exams and Accreditation

Examination results at TBAP Cambridge AP Academy (CBAPA) showed that for the first time students managed to achieve 5 GCSE or equivalent grades. 100% of our learners achieved an accreditation. 30 % of our learners achieved 5 A* to G or equivalent, and 95% achieved 1 or more GCSE or equivalent.

Number of Y11 learners:	20
Number of Passes GCSE:	73
Number of Passes Level 2 courses:	74
Number of Passes Level 1 courses:	19
Number of Passes Entry Level 3 courses:	27

	2015-16		National 2014-15
	Total number	Total%	
At least 1 GCSE or equivalent	19	95%	57.7%
5 or more GCSE's or their equivalent	7	14%	12.3%
At least 1 GCSE A* - C or their equivalent	1	5%	20.3%
5 or more A* - C's or their equivalent	0	0%	1.5%
Accreditation achieved	20	100%	57.7%
Average Point Score		75.8	52.0

** 2014-15 figures unavailable and prior to TBAP conversion*

Group Performance	5 A* - G	5 A* - C
FSM	33%	0%
Pupil Premium	43%	0%
Statement	N/A	N/A
LAC	0%	0%
EAL	N/A	N/A
Boys	30%	0%
Girls	40%	0%

Based on our current cohort in year 11, we have predictions of 100% of students gaining 5 GCSE (A* to G or equivalent) including Maths and English. 9 Students have already taken their first GCSE in English in November 2016.

KS4 Summary

Yr 11 Headline Data – Whole school (GCSE & BTEC) predictions		
Target Data	Number / % (Cohort 11)	Target
5 A*- C (English & Maths)	0 / %	0%
5 A*- G (English & Maths)	11 / 100%	100%
5 A*- G	11 / 100%	100%
5 A*- G (Including 'C') ¹	5/45 %	18%
5 A*- G (Including 2 'C')	1 / 9%	0%
5 A*- G (Including 3+'C')	0 / 0%	0%
100% Accreditation	100%	100%

Yr 10 Headline Data – Whole school (GCSE & BTEC) predictions		
Target Data	Number / % (Cohort 6)	Target
5 A*- C (English & Maths)	0 / %	0%
5 A*- G (English & Maths)	6 / 100%	100%
5 A*- G	6 / 100%	100%
5 A*- G (Including 'C') ²	6/100 %	0%
5 A*- G (Including 2 'C')	0 / 0%	0%
5 A*- G (Including 3+'C')	0 / 0%	0%
100% Accreditation	100%	100%

¹Based on BTEC counting for only 1 GCSE equivalent. i.e. 'worst case scenario'.

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KS4 Headlines

Learners in Year 10 and 11 are low ability cohorts with very few grade C predicted. In practical subjects like Art, Photography and BTEC Catering students are working at or above their targets. We have increased the number of lessons in Maths, English and Science this year to ensure maximum progress of students in these subjects.

Groups: In Year 10 and 11, 100% of PP, FSM, LAC, EAL, Male and Female learners are on track to achieve 5 A* to G or equivalents.

KS3 Summary

We are moving to assessing without levels beginning this year and move to reporting using the TBAP Progress 5 measure.

This is a measure that allows us to recognise the progress of learners in all areas and measure the impact of all the work we do with learners, in and out of the classroom. We will continue to report attainment in our headline figures, but enable classroom teachers, specialist practitioners and leadership teams to show the journey of progress for each learner; as a narrative beyond the numerical recording.

TBAP Progress 5 will be based around the following 5 measures:

1. Progress in subjects
2. Attendance and Punctuality
3. TBAP Behaviour Analysis Tool
4. Literacy and Numeracy Interventions
5. Therapy and Enrichment

Student engagement in year 9 lessons has been good, data will be collected later this term to be able to measure progress in the new TBAP Progress 5 measure

2.2 Progress and Interventions

The following Interventions have been identified for our current learners and by Term 3 (Jan 2017) we will be able to assess the impact of these interventions on learners' progress.

Intervention	Number of pupils on roll (31.10.16)	Number of targeted pupils	Sessions accessed a week	Progress over the term
	24			
Sounds training		19	1	
Additional Lexia		6	2	
Manga High (Maths)		3	3	

Sounds training is delivered by two training LSP's – each pupil receiving 1 x 45 minutes session per week.

Lexia is delivered via in class targeted support – Each class, and therefore targeted pupil, receiving a minimum of two sessions per week (10 – 15 minutes on the Lexia programme each time)

Manga High is delivered via in class targeted support - Each class, and therefore targeted pupil, receiving a minimum of three sessions per week (10 – 15 minutes on the Manga High programme).

2.3 Reintegration

There is a generic TBAP target across all academies that 30% of Learners should be reintegrated back into a mainstream setting. Last academic year by July 2015, two learners were on trial placements at mainstream schools. By the end of Term 1, 2016, we are delighted to announce that these learners have been accepted back into full time mainstream provision. There are currently very positive discussions with schools on CBAPA's greater involvement in the Managed Move programme. A further pupil joined a mainstream private school at the start of the academic year. These three learners account for 13.6% of our current cohort.

2.4.1 Enrichment activities

Enrichment serves as a dual purpose, offering a variety of physical and mental activities as well as developing group and social skills.

The enrichment programme last year was rich and varied. There were significant social difficulties between individual, and groups of learners and the programme was one strategy to make the cohort more cohesive.

Activities included;

- Mepal Outdoor Centre (Raft building, archery, air rifle shooting, climbing)
- Kingswood residential trip
- Bounce Trampoline Park
- Horse Riding & Horse Care
- Skills force visit to CBAPA
- Thetford Forest Mountain Biking
- Snowzone

These activities were put in place for students to develop new skills whilst developing confidence empathy, social awareness, social skills, team work, self regulation, motivation, initiative, and commitment.

This year the emphasis has changed. After school clubs are now taking place (in response to Learner Voice)—specifically the following are running at present;

- Insanity (fitness club)
- Cooking
- Go Karting

3. Teaching, Learning and Assessment

3.1 Monitoring of Teaching

There has been a significant improvement seen in observed lessons throughout last year, supported by the introduction of coaching. See below for lesson observation data.

	October 2015	May 2016
Outstanding:	14%	13%
Good:	28%	75%
Requires Improvement:	0%	13%
Inadequate:	58%	0%

All teachers that were teaching inadequate lessons have since left the academy or improved to be seen at a good level. The RI teacher in May has had considerable support and was observed to teach a good lesson in the Challenge Partners review.

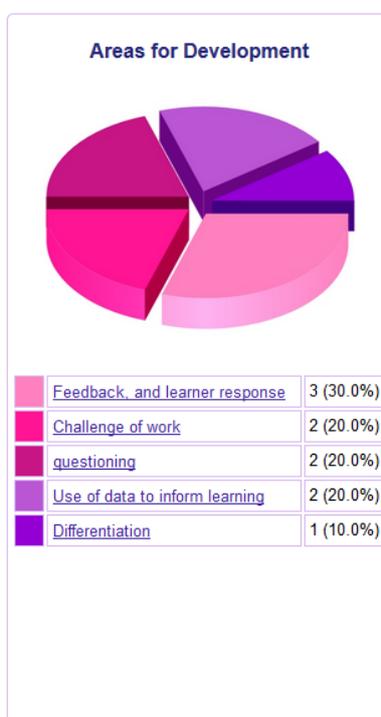
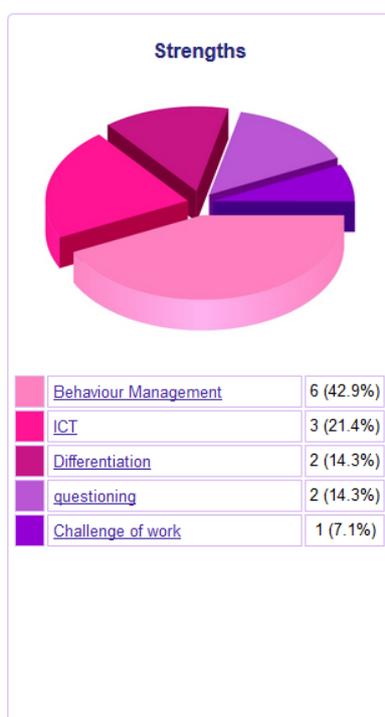
Analysis of the observations shows:

Subject	Grades	Total
Design and Technology	1 <input type="button" value="info"/>	1
English	1 1 <input type="button" value="info"/>	2
Mathematics	1 1 <input type="button" value="info"/>	2
Physical Education	1 <input type="button" value="info"/>	1
Science	1 2 <input type="button" value="info"/>	3
Unspecified	1 <input type="button" value="info"/>	1

Learning walk data supports that there is much good teaching and learning taking place when students are fully engaged. Lessons are being well planned. Student engagement has remained a challenge at the start of this academic year due to significant staffing changes and cover due to staff illness. The next formal observation cycle is scheduled for the next few weeks.

Focus	Grades	Total	CPD Needs	CPD Events
Appropriate Dress <small>info</small>		10	0	0
Assessment For Learning		10	0	0
Behaviour for Learning <small>info</small>		10	0	0
Challenge/Level of Work <small>info</small>		10	0	0
Environment for Learning <small>info</small>		10	0	0
Learner Progress <small>info</small>		10	0	0
Learners are aware of Levels, Targets & Grades <small>info</small>		9	1	0
Literacy & Numeracy Evident <small>info</small>		10	0	0
Marking <small>info</small>		10	0	0
Starter Activity <small>info</small>		10	0	0
Success Criteria & Learning Outcomes <small>info</small>		10	0	0
Teaching <small>info</small>		10	0	0
Use of Data to Inform Planning <small>info</small>		10	0	0
Use of Support/Resources		10	0	0

CPD has been planned using the information gathered during observations, to allow the sharing of good practice and the bespoke CPD to address areas that require development. Teachers have been further supported by their coach and the use of developmental observations, where teachers are supported to try new things with the support of their coach and then evaluate the impact of new strategies. See below for identified strengths and areas of development.



3.2 SEN interventions

We currently do not have any pupils with statemented SEN needs. See above for the number of pupils targeted for Interventions

	Number of pupils on roll	Number of targeted pupils	Pupils with EHCP or Statement of Special Educational Needs	Progress over the term
Term 1	22	19	0	
Term 2				
Term 3				
Term 4				
Term 5				
Term 6				

3.3 CPD Summary

CPD events have been completed by all staff since the opening of the academy. The majority of these events were delivered by the TBAP Teaching School Alliance. Topics ranged from in-house opportunities to online and coaching sessions. In some cases, staff were able to select the CPD events they attended, and ones that best reflected their performance management needs. This academic year, the following sessions have taken place;

- Behaviour Management
- Safeguarding and Prevent
- Assessment, Marking and Feedback
- Parental Engagement
- Mental Health
- Strategies to improve Attendance and Punctuality
- Differentiation
- Feedback and Learner Response
- Questioning
- Coaching to Improve performance
- Challenge of work
- Use of data to inform planning

3.4 Curriculum

The curriculum has undergone significant revision and is now more closely aligned to the needs of the learners and the teaching specialism's of our staff.

We have been able to maintain the vocational offer by sending students to College at HRC to take a level 1 qualification in Motor Vehicles, Construction and Hair or Beauty.

Students have the following lessons on their timetables:

Subject	Year 8 and 9	Year 10	Year 11
Maths	3 x 45 mins	5x 45 mins	5x 45 mins
Science	3 x 45 mins	5x 45 mins	5 x 45 mins
English	3 x 45 mins	5 x 45 mins	5 x 45 mins
PE	4 x 45 mins	1 x 45 mins	1 x 45 mins
Food Technology	2 x 45 mins		
Art	2 x 45 mins		
Photography	1 x 45 mins		
PSHE	2 x 45 mins	2 x 45 mins	2 x 45 mins
Opening Minds	2 x 45 mins		
Enrichment	6 x 45 mins		
Options Year 10 GCSE Art, GCSE Photography, GCSE PE, GCSE Media Studies BTEC L2 Home Cooking College: Hair and Beauty, Construction, Motor Vehicles.		Students choose 3 options 10 x 45 mins (College courses 4 sessions)	
Options Year 11 GCSE Art, GCSE Photography, GCSE PE, GCSE Media Studies, GCSE Additional Science. GCSE Child Care, BTEC L2 Home Cooking , College : Hair and Beauty, Construction, Motor Vehicles.			Students choose 3 options 10 x 45 mins (College courses 4 sessions)
Learning Guide Meetings	5x 15 mins 5 x 30 mins	5x 15 mins 5 x 30 mins	5x 15 mins 5 x 30 mins

4. Personal Development Behaviour and Welfare

4.1 Admissions (pupil number) 3rd Nov 2016

Year	Total roll	Key Stage Totals
8	1	KS3 3
9	2	
10	8	KS4 19
11	11	
Total	22	

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 Cambridge AP Academy's local priorities this year is to continue to raise attendance with a minimum target of 85%.

Cambridge AP Academy will continue to coordinate its approach to raising attendance with Cambridgeshire Localities Service. This was a successful partnership last year.

A positive start to this academic year has seen attendance rise by 24% from 50% attendance June 2016.

%	Year 8	Year 9	Year 10	Year 11	Total
Attendance	100	77	81	68	74
Authorised Absence	0	22	11	18	16
Unauthorised Absences	0	1	8	14	10

Attendance: Disadvantaged groups

Term	Cohort %		
	Males	Females	FSM
Attendance	68	80	75
Authorised Absence	21	10	17
Unauthorised Absences	11	10	8

Attendance has improved for all groups in comparison to this time last academic year.

Term 1: Attendance Interventions

EWO referral	Target Support Team referrals	Learner Clinic	Parent Clinic	Home Visit	Communication log entries	Attendance Trip	Vivo Rewards
0	0	0	0	10	31	0	1375 vivo points

Collaborative work with the Education Welfare Service has been invaluable. The post of the Education Welfare Officer for the school was vacant in term 1 so this has limited the amount of interventions can take place.

4.3 Behaviour data and interventions

CBAPA continue to implement TBAP's Behaviour Monitoring System, and this will continue to be embedded during this Academic Year 2016/17. Staff record and monitor learners' behaviour and are now consistently following up negative behaviour. All of the behaviour monitoring systems in place is 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 CBAPA staff have received Team Teach and Safe Touch training; an increasing number are confident in de-escalation techniques to use with 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, members of staff has undergone training to deliver Restorative Justice.

Training will be delivered to all Learning Support Professionals throughout the year in areas such as Anger Management, Self Esteem, and Circle Time to support Learners barriers to their learning.

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	10	20.5	2	22	45

Term 1: Referral to TATE

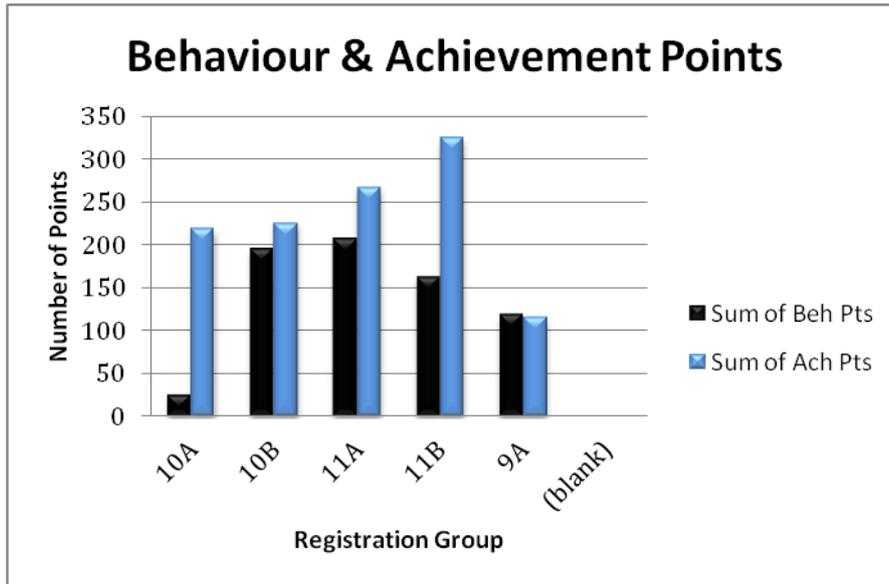
Term	No. of Individuals to TATE	Total no of days	% of cohort receiving TATE referral
1	5	6.5	23

4 learners have had single referrals only. 1 learner has been referred three times. Learners who have been referred 4 or more times are discussed at the following Senior Leadership Meeting. 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
9A	118	115	-3
10A	25	218	193
10B	194	225	31
11A	206	267	61
11B	162	324	162
Grand Total	705	1149	444

Behaviour on site is improving. Learners are achieving achievement points at a rate of nearly 2:1 against behaviour points.



- Racist incidents**

No racist incidents Term 1

- Bullying**

Four incidents of bullying within the school Term 1

Learner	Date
LB	04 October 2016
JJ	10 October 2016
JA	12 October 2016
LB	19 October 2016

- Sexual Assault**

No sexual incidents Term 1

- Radicalisation**

No incidents of radicalisation Term 1

4.4 Therapeutic Interventions

Individual therapy

	Number of individual referrals	Number of referrals accepted	Number of Individual sessions completed	Number of inductions completed
Term 1	4	TBC	0	4
Term 2				
Term 3				
Term 4				
Term 5				
Term 6				

Impact – to be measured following a minimum of 6 sessions

Group therapy

Currently we have three group therapy sessions taking place the aim is for each tutor group to access this programme as well as the new pupils are referred.

Group	Number of pupils	Number of sessions undertaken to date
Offsite pupils	3	1
10B	3	1
10A	4	1

Impact to be measured following a minimum of 6 sessions

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
- Behaviour

Term 1: Learners known to CYPS and Early Help Services

Status	Number of learners	% of cohort known to Agencies
CP	0	73
CIN	2	
CYPS (FIP, YPS, EWS, EP, CASUS)	9	
CSE	0	
YOS	5	
CAMHS	5	

CBAPA has established a Local Area Referral Meeting (LARM) working in partnership Cambridgeshire Locality Team. LARM meet once termly. The purpose of LARM is to coordinate information about learners on roll and to identify additional support and strategies to CBAPA. Agencies who are active participants of OAPA LARM included:-

- YOS
- YOS– Preventative Services
- Education Welfare Service
- CAMHS
- Family Intervention Partnerships (FIP)
- Education Inclusion Officers
- Senior Young Peoples Workers
- Social Care

4.6 Links with Parent /Carers

The school has ensured that Parental Engagement has been prioritised this year. It has been given specific reference within the School development Plan, and a separate 'Engagement Plan' has been devised by staff, and a 'lead' designated to an LSP.

A variety of communication is now taking place with parents/carers on a daily and termly basis;

- Progress reports
- Attendance calls
- Phone calls/emails
- Good news postcards
- Learner of the Week certificates
- MacMillan Coffee Morning (October 2016)

We are also organising a Christmas event involving parents and showcasing examples of good work across all curriculum areas. We will also source Parental/Carer views at this point.

We are delighted that, at the Challenge Partners visit in June 2016, they commented that parents are now 'able to confidently commit to the school improvement agenda'

5 Leadership, Management and Quality Assurance

5.4 Monitoring and Self Evaluation

Performance Management targets have been completed and reviewed for all members of staff and all targets are explicitly linked to the local School development Plan, and the wider TBAP Projects, incorporating teacher/support staff standards.

This information is stored on Bluewave swift.

The School Development Plan has been acknowledged by external stakeholders as being a robust and clear document with SMART outcomes.

5.5 Progress against Ofsted Targets for Improvement

There are no previous Ofsted targets as the school opened as a new academy in October 2015

5.6 External Reviews / Improvement Partners

The school has had two external inspections in the past year;

- There was a Section 8 Ofsted monitoring visit in February 2016. The school was given a 'Pass' in safety. Challenge Partners also found evidence that there was good progress being made on the points for improvement.
- Challenge Partners visited in June 2016. The overall judgement was 'Requires Improvement' but there were marked improvements noted in a short space of time, namely:-

- New SLT have had a measurable impact
- Stakeholders are more confidently committed to strategies and the future
- Team/morale really developed
- Significant improvement in behaviour
- Exclusions decreased
- Engagement increased
- Bullying reduced

Three categories were designated as follows

- School Improvement –Good
- Outcomes – Requires Improvement
- Quality of Teaching, Learning and Assessment –Requires Improvement

The school is due its next Challenge Partners visit in February 2017

5.7 Visitors

The school had a very turbulent first year, and now we are in a sufficiently stabilised position to welcome visitors into the school. We held a Macmillan Coffee Morning at the end of September, and are welcoming parents to a 'showcase' of good work at the end of Term 2. Penny Marshall of ITN News and Chair of the TBAP Foundation will be coming into the school next week with 3 other members of the TBAP Foundation. The Head has welcomed visits from City Heads.

There have also been various visits from industry partners. These include:-

- Wates Construction: Visited to meet with our learners to support post 16 transition, supporting our teaching CIAG with students. Wates staff delivered a team building activity, have offered support for CV writing and will be hosting our year 11 students for a mock interview. Successful students will then be offered a work placement with them
- BITC: Business in the Community representatives have visited the school on several occasions exploring how we can embed the employability skills that our students will require to be ready for work
- A local landscaper (via our links with Wates Construction) met with students to discuss the garden area being developed.
- LEP: Visitors from the Local Enterprise Partnership met with staff and students to discuss apprenticeships, work placements and developing a strategic approach to making our CIAG focussed on the gap analysis needs of local employers.

5.8 Partnerships

There has been a significant shift in partnership collaboration in the past year. Challenge Partners cited that 'the school is now working hard to develop and secure a range of services needed by earners and their families which previously had not existed'. Stakeholder engagement is a priority in the School Development Plan which is RAG rated every half term.

We are working in partnerships with the following:

- BITC: We are working with the Cambridge branch of Business in the Community; we have been supported by Wates Construction with looking at improving the environment and helping students to be work-ready and interview-ready for transition. We are awaiting a link with a partner who will work with us as our formal Business Partner. We receive support from the BITC branch in Cambridge while we wait for a partner to be assigned to us.

- LEP: We are working with the LEP to develop partnerships with local employers. TrAC – is a local construction employer we are hoping to partners with to facilitate some of our students obtaining a construction apprenticeship.