

Executive Report

TBAP East

Academic Year 2016 /2017 – March 2017

Teaching, Learning and Assessment

Meeting	TBAP Trust Board
Date	28/03/17
Item Number	TBAP ()

Title:	Executive Headteacher report to the TBAP Trust Board – Quality of Teaching , Learning and Assessment
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1. Introduction

I am pleased to report on the quality of teaching, learning and assessment to date for the academic year 2016-17.

2. Quality of Teaching

The new TBAP model of assessing the quality of teaching via Learner Classroom Checkpoints (previously called Learning walks), Learner Portfolio Checkpoints (previously called work scrutiny) and formal lesson observations is fully embedded by Directors of Learning (DOLs) in all TBAP East academies. Weekly classroom checkpoints take place in all schools and involve all staff. The information collected from these classroom visits allows DOLs to monitor what is happening in a typical lesson on a weekly basis, to identify areas of strength and areas for development for individual staff and all teachers. This model also serves as continuous professional development for all staff. The portfolio checkpoints take place on a termly basis, monitored by middle leaders. This is an opportunity to check that marking, feedback and assessment are being carried out consistently by all teachers. The cycle of formal lesson observations takes place twice a year and is linked to performance management targets for all teachers. We believe that this model allows us to make confident judgements on the quality of teaching, learning and assessment in all academies.

Our revised policy and approach to developing teaching, learning and assessment at all TBAP Academies has been validated externally by Challenge Partners Quality Assurance reviews in term 2 (The Octagon AP Academy) and Term 3 (Cambridge AP Academy). In addition, our assessment methodology was subject to close scrutiny during The Octagon's Ofsted Section 5 inspection on 28 Feb/1 March 2017.

'In lessons a range of strategies facilitates good progress, including clear learning objectives and success criteria, and effective questioning by staff. Clear evidence of prior attainment is apparent and learners are supported by teachers who have strong subject and specialist knowledge.'
(Challenge Partners QA Review The Octagon AP Academy Dec 2016).

'High quality classroom displays demonstrate challenging aspirations and create positive learning environments. Lessons utilise a range of resources, activities and settings very effectively to promote engagement and learning. Lessons demonstrated calmness, good pace, purpose and, in most cases, there was clear evidence of excellent planning based on individual learning needs. Teachers use previous assessment data and knowledge of learners' strengths and interests to plan skilfully differentiated and personalised lessons. Teachers plan and deliver interesting and adventurous lessons and there is good use of key words and technical language.'
(Challenge Partners QA Review Cambridge AP Academy Feb 2017).

All academies are striving for continuous improvement in the quality of teaching, learning and assessment. In-school support is offered to teachers who are identified as requiring further development. Links with local schools and other TBAP academies is used to improve classroom practice. If teachers do not respond to these methods of support, referrals are made to the TSA for further support. Below is a summary of the quality of teaching in all TBAP East academies. Whilst we no longer judge lessons by grades, the information below gives an indication of the rise in standards of teaching across all academies in the last 12 months.

2.1 Summary Data

	Cambridge	Octagon	Octavia	Unity
	38%	36%	16.6%	27%
	50%	55%	50%	18%
	12%	0%	33.4%	55%
	0	9%	0	0

3. Learner Progress Update

We are currently measuring learner progress against age-related expectations for summative progress and key performance indicators (KPIs) against Pupil Asset key performance indicators for formative assessment. Assessment of KS3 progress is the most challenging area for all academies.

There are various degrees of confidence of staff in using the new skills-based model, recorded in Pupil Asset, across TBAP East. Octavia AP Academy have key members of staff who are using this model well and sharing best practice both within their academy and across the Eastern region. During the recent Ofsted inspection at The Octagon AP academy, inspectors were impressed by the confidence of most staff in tracking progress of learners. One area for development is primary practice. We are working with The Courtyard to ensure that best practice within TBAP is shared for all primary provision.

All schools are now confident in tracking progress across the 5 TBAP measures. Learner summaries have been created for learners in all schools. We are hoping to train key staff in May 2017, using the Resilience Doughnut framework, to capture the impact of the work we do with external agencies and therapeutic services.

4. Curriculum Development and Enrichment

Full details of the curriculum offer at each AP & SEMH academy can be found in their respective reports to Local Advisory Boards and on the TBAP website.

Initiatives at The Octagon include arts Award and Duke of Edinburgh award.

We are moving towards a more vocational curriculum at Cambridge, Octavia and Unity sites, where learners welcome the opportunity to take part in courses that reflect their career choices: animal care, mechanics, construction, childcare and hair and beauty.

Community-based learning and enrichment continue to be significant features of the curriculum offer at all academies. This term we have benefited from an excellent community-based arts project at The Octagon. Volunteering work at Octavia and Unity has improved community relations. At Cambridge site, after-school enrichment clubs have proved popular with all learners.

All Academies have published their respective curriculum offer on their local academy websites in line with DfE compliance guidelines.

5. Continuing Professional Development (CPD)

High quality CPD remains a strength across all academies. All staff benefit from weekly CPD sessions that address local issues identified in the school's Self Evaluation, Local Development Plan, and TBAP-wide development plan.

Performance management targets identify individual staff development needs. This training is supported by TBAP TSA.

All staff attend CPD pathways sessions 4 times per year, which allows all staff to pursue areas of interest. Examples of topics include leadership, innovation, research and development, & SEN needs.

This year we have ensured all key staff are trained in the new literacy programme, Sound Training. All staff have completed initial or reviewer training for Team Teach. Staff also have access to a range of online training programmes. Examples include Smartlog, which ensures that all staff complete a wide range of safeguarding training.

AP academies in the East region report that more than 90% of staff consider TBAP CPD to be good or outstanding.

6. Monitoring and Self Evaluation

All AP Academies maintain rigorous data-driven monitoring and self-evaluation processes. Each Academy regularly reviews the Self Evaluation Form (SEF) and their School Development Plan (SDP). Progress and outcomes data is regularly used to hold to account staff at all levels and informs our robust cycle of performance management. Subject department self evaluation is now supported by data derived from Pupil Asset. Data drives developmental planning and is well managed by Directors of Learning and Heads of School at Academies in the East region.

7. External Review/Improvement Partners

All TBAP East academies are improving by one Ofsted grade over the course of 1 year.

Challenge Partners QA reviews:

December 2016- The Octagon AP Academy: Outstanding (School Improvement and Outcomes); Good (Teaching, Learning and assessment). Area of excellence: re-integration.

February 2017- Cambridge AP Academy: Good in all areas.

March 2017: Octavia AP Academy: awaiting review at time of this report.

Ofsted Section 5 inspections:

February/March 2017 – The Octagon AP Academy Awaiting the report at time of this report.

8. Visitors

- Trust Board members visits to Octavia, Cambridge and Unity Jan 2017.
- Foundation Trust member visit to Cambridge Nov 2016
- Harlow Education Consortium visit to The Octagon Nov 2016.

- We are looking forward to welcoming Secretary of State for Education, Justine Greening, to the official opening of Unity St Neot's on 30 March.

9. Partnerships

Across the East region our Academies actively seek to engage with external services, 3rd sector organisations and charities, to support learners within school and their wider communities.

Multi Agency Partners:-

- Children and Young People Services.
- Youth Offending Service
- MAPST (multi-agency pupil support team)/ Integrated gangs team in Haringey
- Child Adult Mental Health Services (CAMHS)
- SexYOUality at Octavia, which is also taking part in the Rainbow Flag award programme.
- Secondary Heads & LA School Improvement Advisor/Commissioner visits to The Octagon.
- Wates Construction & Business in the Community visits to Cambridge to support learners in mock interviews for work.

Police

PCSO Ade Taylor will receive a special mention in the Octagon Ofsted report for his excellent preventative work in Haringey.

Unity St Neot's has been allocated PCSO Daniel Grant, who has visited on two occasions and set up a potential sports football partnership with Ernulf School in St.Neots.