

## Written Report

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### CHALLENGE PARTNERS: Quality Assurance Review Written Report

<b>Name of School:</b>	<b>Octagon AP Academy</b>
<b>School Address:</b>	Commerce Road, Haringey, N22 8DZ
<b>Hub School:</b>	London Special Schools & AP

<b>Telephone Number:</b>	0208 829 9846
<b>Email address:</b>	head@tbap.org.uk

<b>Unique Reference Number:</b>	140665
<b>Local Authority:</b>	Haringey
<b>Type of School:</b>	Mixed
<b>School Category:</b>	Alternative Provision
<b>Age range of pupils:</b>	5-16
<b>Number on roll:</b>	61
<b>Executive Head. Head of School.</b>	Seamus Oates. Angela Tempany.

<b>Date of last Ofsted inspection:</b>	Predecessor PRU inspected 11 & 12 June 2013
<b>Grade at last Ofsted inspection:</b>	Inadequate – special measures

<b>Date of Quality Assurance Review:</b>	25 & 26 November 2014
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## **QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES**

<b>School Improvement Strategies:</b>	Good
<b>Achievement is:</b>	Requires improvement.
<b>Quality of Teaching:</b>	Requires Improvement.
<b>Area of Excellent Practice:</b>	No submission made.

### **Overall Review Evaluation**

The Quality Assurance Review found indicators that the Octagon Academy appears to have moved beyond the Inadequate grade that Ofsted judged the predecessor PRU to be in June 2013. The Academy is working within the Requires Improvement grade.

## Information about the school

The Octagon AP Academy (OAPA) is part of the TBAP Trust (Tri-Borough Alternative Provision). It converted from a PRU to become an academy in April 2014 and interim heads of school were followed by the appointment of the current head of school with effect from September 2014.

The Academy provides for primary and secondary learners from age 5 to 16 who have been permanently excluded or who are at risk of being excluded from Haringey mainstream schools. Numbers on roll vary and there were 70 learners on roll at the end of the last school year of whom 11 were primary age and 59 were secondary age. There are presently 61 learners on roll - 11 primary Y5/6 and 50 Y7/11 secondary.

Learners have a wide range of needs, including learning, social, emotional and behavioural. Some have significant mental health needs and many of the needs are linked to family trauma, displacement and substance abuse. 19% of learners have statements of special educational needs, usually because of behavioural, emotional and social difficulties (BESD) or language and communication. 17% of learners have been referred to the Youth Offending Services as a result of criminal offences within the community.

The ethnic backgrounds of learners are many and varied including 25% Black Caribbean, 9.8% Turkish/Kurdish, 9.8% Black African and 8.2% mixed White/Caribbean. 49.2% of learners are entitled to free school meals and small numbers are in care and/or are on the child protection register. 82% of current learners are boys.

The Academy works closely with a wide range of local agencies to provide integrated support to learners and their families and places great emphasis on re-integrating learners into mainstream schools. Y11 learners are not usually re-integrated as the focus is on placing them at age 16 in local colleges, work-based training centres and other vocational courses.

## School Improvement Strategies

### WWW

- Since the new Head of School took up her post in September 2014 there has been a concerted effort to bring about a range of improvements. These include the adoption of the robust management information systems, policies and procedures used by the TBAP Trust, a focus on pupil attendance, the consistent use of behaviour management strategies and a wholesale curriculum revision.
- The Ofsted report published following the inspection of the predecessor PRU that took place in June 2013 indicated four areas of necessary improvement – the quality of teaching, the effectiveness of leaders and managers, the achievement of pupils in KS3/4 and attendance. All these issues have been addressed by the new academy and in each case there is clear evidence of improvement. The quality of teaching is

rapidly improving, leaders and managers are tightly focussed on improvement plans, governance is now within the highly structured TBAP Trust, pupil achievement is improving rapidly and attendance has increased dramatically.

- A daily briefing ensures that all staff are well informed about current issues and involved in discussions about the emerging evidence of improvements.
- Performance management procedures are now in place in order to support staff and ensure that their focus is upon learners making good progress.
- Much of the previous data is unreliable but the academy is now data-rich because rigorous systems have been put in place to track pupil progress and staff performance.
- As a result of close tracking and discussions with external agencies and parents, pupil attendance has improved by more than 20% from September so that it is now consistently 80% +. This is a highly significant achievement within an AP Academy.
- Pupils are generally very positive about the provision made for them. They made favourable comparisons with their previous mainstream schools and singled out “considerate” staff, maths, food technology, PE and football for special mention. Some of them were also able to identify the areas in which they had made progress

## **EBI**

- ..... the improvement plan and evaluation report are strengthened by providing more digestible and meaningful summaries for the whole school community. These should be short, simple and clearly focussed on intended impact and actual impact.
- ..... work continues to ensure that the evaluation of teaching is closely linked to pupil progress and is part of a coherent system of lesson observation, workbook scrutiny, progress reviews, performance management and continuous professional development.
- ..... clear alternative indicators are developed to gauge and reflect the significant progress being made by pupils whose patterns of learning are not reflected by conventional scales. For example, improved behaviour and personal and social skills are key to pupils’ future success and the overall success of the academy would be much clearer if the levels of progress being made in these areas were explicitly gauged.
- ..... if work continues to ensure that a learning culture is fully embedded.
- ..... progress data is analysed more forensically to acquire a better understanding of the relative performance of groups and inform the planning of interventions.
- ..... work continues to build up the developing picture of pupil progress over time.
- ..... the proposed student council is created soon in order to provide a forum where the views of learners can be heard, strengthen the existing dialogue and create more opportunities for them to contribute to the development of the academy.

## **Pupil Achievement**

- Previous weaknesses in assessment and tracking are being urgently addressed but the academy is disadvantaged by the data history.
- At the end of KS3 in July 2104 31% of learners were below L3 in English, 18% in Maths and 50% in Science.

- The current Y7/Y8 data suggests that 80% of pupils are making progress that exceeds expectations in English, 60% in Maths and 60% in Science.
- The current Y9 data suggests that 100% of learners are making progress that exceeds expectations in all three subjects.
- The current Y10 data suggests that 88% of learners are making progress that exceeds expectations in all three subjects.
- There is limited data available for KS2.
- Y10 girls are said to be currently outperforming boys.
- Current data suggests that 22% of Y11 will pass GCSE in English at A-C. 89% of Y11 pupils are predicted to pass at A-G. These figures are above the TBAP Trust target and exceed the national average for AP academies.
- 100% of pupil premium learners in Y11 are predicted to obtain A-G at GCSE.
- 100% of Y11 learners are predicted to leave school with some form of accreditation.
- Most long-standing pupils who have transferred from KS2 to KS3 or KS3 to KS4 have made expected progress.
- Workbook scrutiny found evidence of a good body of work by most learners in English, Maths and Science.
- Assessment (APP) is not yet fully embedded in KS2 but this is being supported through a partnership with a TBAP primary academy.
- ICT and PE are newly included in the curriculum following the appointment of specialist teachers.
- A good deal of successful work is being done on behaviour and personal and social skills.
- 25 learners were successfully re-integrated into mainstream schools during 2013-2014. 21 learners were re-integrated in the previous year. These outcomes resulted from well-established, robust preparation.
- 93.7% of Y11 leavers in July 2014 entered either continued education, employment or training.

## Quality of teaching

### WWW

- The best teaching is characterised by excellent staff/pupil relationships, lesson planning that addresses the individual needs of pupils and subject material that engages and enthuses pupils. This is sometimes supported by formative marking of work so that pupils know how they can improve further.
- Teachers and learning support professionals (LSPs) focus on pupil progress within lessons as a result of which there are far fewer incidents of learning being impeded by unwanted behaviour.
- Teaching resources are often visually stimulating and promote learning.
- Assessments are now being moderated in collaboration with TBAP and mainstream colleagues.

### EBI

- ..... the existing good practice within the school and in other partnership schools is used as a model to ensure that all teaching is good or better.
- ..... better use is made of LSPs in the classrooms by involving them in assessment and moderation.
- ..... literacy and numeracy are supported in all curriculum areas.
- ..... more emphasis is placed on developing learners' answers rather than "teacher talk".
- ..... there is a consistent and balanced use of summative and formative marking.
- ..... a pressing need for dyslexia CPD is met.

## **Quality of Area of Excellent Practice**

The academy did not make a submission. (The Academy may wish to submit "Improving Attendance" to the next Challenge Partners review.)

## **Partnerships**

### **TBAP Trust**

- Latimer Academy – teaching and learning – craft and enterprise.
- Bridge Academy – assessment and progress – teaching – language – PE – Maths – Art - safeguarding.
- Drama
- Leadership and management.

Impact example:

The support provided by the TBAP Trust senior leaders has resulted in staff having higher aspirations and a more perceptive outward vision.

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### **What additional support would the school like from the Challenge Partners network, either locally or nationally?**

The Academy would like support but needs more time in order to determine the priorities. In the meantime a summary of the types of support available would be welcomed.

**This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.**