

TBAP Octavia AP Academy

Peer to Peer Review July 2018

Area	The Review Team judged* TBAP Octavia:
Overall	Good (2)
Leadership and Management	Good (2)
Personal Development, Behaviour and Welfare	Good (2)
Teaching Learning and Assessment	Good (2)
Outcomes	Good (2)

*Please note that this review is not equivalent to an Ofsted inspection and judgements therefore are not necessarily equivalent to Ofsted judgements



The Peer to Peer Challenge

The school is commissioned to provide 35 alternative provision places for learners aged 11-16. The Head of school reported that the school rarely receives referrals for KS3 and only Year 9 if at all.

Due to the timing of the review in July, the school had 16 Year 10 learners on roll and no year 11's.

The school has benefited from a significant refurbishment and presents as a welcoming learning environment that is clearly valued by learners. The school has no signs of damage or graffiti and the displays boards in classrooms and corridors are engaging and well maintained.

The school Judges itself Good in all areas. The senior team are clear that the school has improved significantly since Academy conversion and joining the TBAP Trust in May 2016. A comparison of data for 2015-16 and 2016-17 indicates improvements in academic outcomes, attendance and behaviour over the past two academic years, with attendance and behaviour data for 2017-18 showing a continuing trend of improvement.

During the review, eight lessons were observed. Meetings were held with staff all levels across the team and with the school's local and regional advisory board parent member. The review team attended staff debrief and briefing where it was evident that all staff are involved in assessing the day and planning for the next. The staff team understand the needs of their learners and jointly contribute in planning personalised interventions to support learners' learning and behaviour.

In advance of the review the school provided copies of TBAP Dynamic School Review Executive summary and Scorecard (SEF) and additional documents were presented to the review team on arrival and during the review including:

- Staff Keele survey
- Learner PASS data
- Progress tracking data
- Learner books and portfolios
- Year11 destination data
- Staff CPD records
- Line management and PMR records (including Blue Wave Swift)
- LAB reports
- Confidential report

After scrutiny of the evidence available and consideration of the schools own self-evaluation, the following key lines of enquiry were agreed with the Head of School:

1. In the absence of summary data for 2017-18, is the quality of teaching securely Good and what actions have been taken to shift the '40% less than good' identified in the SDP in 2016-17? In addition, are the schools' '5 non-negotiables' reflected in performance management and line management records for teachers, learning walks and lesson observations?
2. What impact has the Rainbow Flag project had on learner behaviour and in particular, instances of bullying?
3. How well are learners supported to transition to post-16 EET?

Leadership and Management strengths

The Head of School and senior leaders have established a positive school environment that learners want to attend and in which they enjoy learning. The senior leadership team promote positive relationships between staff and learners, supporting learners to make progress relative to their needs and abilities.

The Head of School has a good understanding of the schools strengths and this is shared by the SLT. The school's SDP is comprehensive and progress has been made against most aspects. School leaders have appropriate plans in place for further improvement.

The Local Advisory Board (LAB) receives regular reports and minutes of meetings demonstrate members have a good understanding of quality of education at Octavia AP Academy. The parent member reported that members understood the information provided and that concerns should they arise, could be escalated to the Trust Board through TBAP Regional Advisory Board. The school publishes its performance data, LAB reports and minutes on the TBAP website.

The school provides a broad and balanced curriculum offer that enables learners to make academic progress as well as developing their personal and social skills.

The school has a robust cycle of lesson observations; learning walks and work scrutiny, which helps to improve the quality of teaching. This is evident from the impact of focused CPD to improve marking and feedback across the school.

Performance management is recorded using Blue Wave Swift

SMSC development and Fundamental British Values are promoted across the school and evidenced by displays, as well as discussion and debate in lessons. The impact of this is evident in the attitude of learners to staff and their peers and was confirmed during the pupil voice meeting. Learners are also taught about Fundamental British Values discretely in Citizenship.

School leaders took decisive action to address discriminatory bullying with the school's adoption of 'Rainbow Flag', to promote tolerance, equality and diversity. The project has had significant impact on developing tolerance and understanding amongst learners and was evident in the review team's conversations with learners.

Staff have received up to date Safeguarding and PREVENT (WRAP) training.

There have been no concerns raised by or, referrals to LADO. The school's SCR is accurate and up to date

Safeguarding is effective.

Leadership and Management risks and areas for development

The school has adopted the TBAP Dynamic School Review Scorecard as part of their self-evaluation and the review team agree with school's judgments about leadership and management. A revision of the schools SDP with closer links to the review score card and executive summary, will assist leaders to focus more sharply on a smaller number of key priorities for school development. Leaders should continue to regularly evaluate impact and refine actions where necessary.

The Head of School understands the next steps required in development planning and is clear that the school is on track in their three-year objectives following academy conversion. The senior team are fully aware of the journey the school is on and have put in place appropriate plans further improve outcomes for learners.

To assist the Head of School with strategic aspects of the role and to move away from more operational matters including mentoring learners, SLT members will need to deputise for the Head of School more frequently. As necessary, the SLT should meet to plan for change in addition to their regular cycle of meetings

The school has a comprehensive CDP programme but is not clear if all staff have accessed training. In addition, for teachers and deliverers requiring support to improve or needing support to further develop, school leaders should consider putting in place more individualised support programmes and ensure that programmes are robustly monitored and evaluated and ensure that specific feedback/ coaching is provided for those staff.

For 2018-19 school leaders should ensure that the school is working to the Gatsby benchmarks and that CIAG is embedded in the curriculum.

Personal Development, Behaviour and Welfare strengths

The review team concluded that aspects of the school performance in this area exceed 'Good' as defined by the Ofsted Handbook.

During the two day review:

- All pupils [despite their individual needs and starting points] demonstrated excellent attitudes to learning which have a strong, positive impact on their learning.
- High quality impartial careers advice and support helps pupils make informed choices [and ensures that all Year 11 leavers have a confirmed September offer. Year 11 leavers have an independent transition worker who works with the cohort on a weekly basis.]
- The school has an 'open culture' and actively promotes all aspects of pupils welfare. Pupils are safe and feel safe at all time. Learners understand how to keep themselves safe and trust leaders to take rapid and appropriate action to resolve any concerns they have

Attendance at the time of the review was 76.48%, against national average for PRUs of 66.1%. Unauthorised absence is 4.81% below national average for PRUs. Attendance is improving year on year and this year 90% of learners have improved on their mainstream attendance.

The school works effectively with local authority education welfare officer to address persistent absence and has robust internal systems for monitoring absence. These include first day absence calls; 'keeping in touch' text messages; home visits when contact cannot be made.

The school works effectively with a number of external organisations to support learners' personal development and welfare:

- Centre 33 provide counselling services
- Substance misuse is addressed with counsellors on site
- Fire brigade provide mentoring for a girls group
- Terence Higgins Trust
- Dog therapy

In addition the school has won a successful joint bid for £50k with the local charity who provide dog therapy, to set up a small farm which will be accessed by Octavia learners.

One of the school's wave leaders (Literacy Lead) has additional responsibility for wellbeing. The school makes good use of her counselling background to provide mentoring support.

Learners are taught how to stay safe 'online' as part of their IT programme and also in Citizenship lessons. Personal development is addressed through weekly enrichment activities. These include:

- Fishing;
- Art
- Cooking
- Sport
- Gym
- Swimming

Learner behaviour throughout the two-day review was extremely good with learners demonstrating respect for staff and their peers in and out of the classroom.

Fixed term exclusions have reduced over year on year since academy conversion and in-year during spring and summer terms.

Behaviour is recorded on SIMS and the majority of learners achieve more positive points than negative. Overall, whole school positives outweigh negatives although in term 3 (Autumn 2) negative points doubled. SLT reported that this was as a result of challenging behaviour from small number of Year 11 learners. Negative behaviour points then reduced in term 4 and again in term 5.

To address an increase of sexist racist and homophobic bullying instigated by a small number of learners, senior leaders engaged with the Rainbow Flag Award and following external assessment, achieved Rainbow Flag status with *outstanding* achieved across all six areas. The impact of the project has been a tangible increase in understanding and respect for diversity amongst the current year 10 cohort. It should be noted that no year 11's were available to discuss their views however, Learners across the school are reported to have fully embraced the programme and school has seen a reduction in instances of sexist racist and homophobic bullying and a subsequent reduction in fixed term exclusions in spring and summer terms. The school published an 'Inclusive Practice' newsletter for parents and carers and held their own 'Pride event with posters produced by learners.

The school has also achieved Inclusion Quality Mark- Centre of Excellence status this year.

Relationships between current Year 10 learners and staff are consistently positive.

During the pupil voice meeting, learners reported that they know who to speak to if they have problems or if bullying was to take place. They reported that bullying was rare and low level and dealt with swiftly by staff when it did occur. Learners also knew who the designated safeguarding officers were.

Learners felt that they are better supported by staff at Octavia than they were at their respective mainstream schools. Learners said they could speak directly to the SLT if they had suggestions to improve the school.

The Student Services Manager (SSM) has revised the 'Learner Profile' document, which combines all assessment information drawn from the induction process. Initial baseline assessment outcomes are shared with teachers and with the schools literacy lead. Information on new learners' behaviour needs is discussed in detail with the staff team.

The SSM attends regular network meeting with Locality managers from partner agencies. Recent collaborative work includes actions to address two locally identified safeguarding issues.

Pupil attitudes (PASS survey data) show 100% of learners improving from their baseline assessment in all areas except perceived learning capability (83%) and Learner self-regard (83%)

Personal Development, Behaviour and Welfare risks and areas for development

The school would benefit from a regular parent/ carer survey to further evidence the strength of work undertaken to support learners' personal development behaviour and wellbeing.

Learner voice could be enhanced by organising a school council

Teaching, learning and Assessment-strengths

The teaching of literacy is a strength across the school with Sound Training interventions used effectively and evident in most subject areas. Scrutiny of pupils work demonstrates that learners make good progress in broadening their subject-specific vocabulary through displays and by adopting 'Lexonic' strategies to tackle unfamiliar words. Opportunities to develop literacy and numeracy skills are used well across the curriculum. Numeracy skills were being taught explicitly in Food technology and D&T and in Science, learners produced an extended piece of writing on global warming.

The school's literacy lead (wave leader) is now working closely with the Maths teacher to develop and deliver a programme of numeracy interventions.

Peer assessment was used to good effect in Food Technology where learners critiqued each other's dishes. Food Technology also provided learners the opportunity to develop their social skills: laying the table and eating together the dishes they had cooked.

School leaders are ambitious in developing the quality of teaching and have put in place appropriate CPD to support teachers and non- teachers to develop learning. The CPD offer includes developing reflective practice, research based approaches to developing pedagogy and Dyslexia training, which has been effective improving access to the curriculum for specific learners.

The use of questioning is strong in most subjects and used to great effect in Maths, Food Technology, Art and D&T this was evident in the support provided by the LSP in class.

Feedback both written and oral is used consistently and in most subjects is of a good quality. Learners respond well to feedback in class and some are able to use written feedback to help them move on. Written feedback was responded to consistently in Maths, Science and Art and often in English.

Scrutiny of a sample of Year 11 books indicates that progress had been made by most learners and in most subjects. Work scrutiny also demonstrated that written feedback had improved across the curriculum following targeted CPD at the beginning of the Spring term.

Progress in relation to starting points in class and overtime, was evident in most lessons observed and from scrutiny of learners' work.

The use of learning support professionals (LSPs) in class is a strength and most staff report a positive impact from their CPD (Functional Skills, use of weekly CPD to develop short learning support strategies). Targeted CPD has helped shift focus from behaviour management to supporting learning. It is clear from lesson observations and interviews with the LSP team that LSPs are heavily invested in learner success. The school has a range of Level 3 apprenticeship courses that LSPs can access.

Teaching, learning and Assessment- risks and areas for development

Considerable effort has been put into putting in place progress tracking using Pupil Asset, but further work is needed to ensure all teachers are using progress data to inform teaching strategies and personalised lesson delivery. School leaders can utilise best practice within the school in some subject areas such as Maths and Food technology and from key LSPs, to provide peer to peer support/ coaching. This would support effectiveness of the two-year improving teaching' plan developed by the director of learning ahead of the new academic year.

The school rightly identifies the development of personalised learning as an area for development with a focus on improving access to learning for the school's growing cohort of EAL learners.

In lessons observed, lower ability learners would benefit from greater 'scaffolding' in English and in Citizenship. In the one Citizenship lesson observed, learners would have benefited from clear success criteria made explicit at the beginning of the lesson.

In addition to online CDP courses available to staff, a more personalised approach to planning CPD opportunities would benefit some teachers and LSPs with career progression.

40% of teaching was identified as requiring support in 2017-18. Support plans were effective but could be enhanced by additional opportunities for monitoring and feedback. Peer to peer coaching would support this.

Outcomes strengths

Spring term formative assessment data analysis indicates that learners are making good progress relative to their starting points with vulnerable groups performing broadly as well as their peers. However, data is only available for current year 10 learners and numbers in each cohort are too low to be statistically significant. Individual tracking shows that the majority the current cohort of Year 10 learners attending for at least 1 term prior to Spring term assessment point, to be making progress. This is supported by progress learners made in class during the review and over time in their books. Progress for a small number of learners making less academic progress is evidenced by other TBAP Progress 5 measures, such as better attendance improvement and improved attitude to learning. One learner who was a regular classroom refuser at point of entry, now attends most classes and is beginning to make academic progress. This learner has made significant progress in Art.

Pupils in Year 11 achieve accredited qualifications and GCSEs in a range of subjects, which include English, Mathematics and Science. This ensures that pupils are well prepared for further education, training or employment.

Accreditation opportunities have improved for learners attending Octavia AP Academy since 2015-16. In 2016-17 there were 94 GCSE passes representing a 200% increase on the previous year, with 88% achieving five or more grades 9-1 in 2016-17 compared with 40% in 2015-16.

Against other TBAP Progress five measures:

- Attendance continues to improve (a two year trend) and is above national PRU average.
- Fixed term exclusions are reducing (a two year trend)

All year 11 learners have identified destination and in the Autumn term the school intends to support ‘at risk’ learners in Year 12 to continue to access education employment or training.

Outcomes- risks and areas for development

The views of the review team in relation progress are based on Year 10 data only. Progress was evident for most of the Year 11 who’s Maths and Science work was made available for scrutiny. However, no English work was available to the review team.

School leaders should ensure that progress of all learners is effectively tracked and sustained, taking into account their starting points and the gaps in their learning.

To take account of increasing cohort of EAL learners at the school, outcomes for EAL learners should be a focus for monitoring and lesson planning should ensure that all are able to access learning and contribute in class.

Peer to Peer Summary

Area	The School judged themselves:	The Challenge Team:
Overall	Good	Agreed
Leadership and Management	Good	Agreed
Personal Development, Behaviour and Welfare	Good	Agreed
Teaching Learning and Assessment	Good	Agreed
Outcomes	Good	Agreed

The team agreed with the school’s own self-assessment. The review team agrees that the school has made significant progress since joining the TBAP Trust. However, further improvement will be supported by a more targeted approach to identifying school development priorities and tighter monitoring and evaluation of interventions to improve the quality of teaching.

To ensure Head of School has sufficient strategic capacity ahead of the school developing close links with TBAP Unity Wisbech, consideration should be given to devolving some responsibility for the daily management of the school across the senior leadership team

Peer to Peer Review Team

The Review Team :

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Natalie Wismayer

Angela Tempany (Day 1)

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