



10th July 2018

Mr Nick Morley
Headteacher
TBAP Octavia AP Academy
Coalwharf Road
Wisbech
PE13 2FP

Assessment Date: 29th June 2018

Summary

The school is a purpose-built provision and is immaculately maintained and cared for by all stakeholders. In addition to the teaching and learning classrooms there are specialist teaching areas which include: IT suite, Art room, Cookery, Therapy rooms, Offices, Gym and break out spaces. The external space although restricted for space does have a multi-use games enclosure and hard surfaces play/sports area (basketball net).

The school staff have a comprehensive whole school CPD programme which includes “Team Teach” www.teamteach.co.uk which provides training to staff groups in children's and adults' services and Health Care Trusts in behaviour support and interventions. The training combines both theory and practice emphasising the need for staff to show restraint rather than apply it! Providing a risk assessment structure to the selection of physical interventions that best allow the employer to provide a risk reduced workplace for service users and staff.”

The CPD programme provides opportunities for staff to engage in structured conversations and shadowing and is aimed at identifying how teachers can move forward. The programme also enables staff, through their partnerships and collaboration with other schools, to observe teaching staff in other schools and provisions. The school might like to check out CPD interventions which promoted peer and self-evaluation such as:-

- IRIS Connect.
- Osiris Educational Outstanding Teacher Intervention.

Both approaches make use of video analysis for teaching staff to undertake self-evaluation in terms of Engagement, Challenge and Feedback.

Although the SER document states the provision is for students aged 11-16 there are currently only students in years 10 and 11. Details of the commissioning and admissions' processes are included in the SER. In addition to the partnerships with the Fenland BAIP schools (4 secondary schools) Octavia is also included in the Maths network meetings with other TBAP schools.

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As with all smaller provisions, covering the entire mainstream curriculum is difficult, however the school is working hard to extend the curriculum range for all students. This is reflected in the skills' audit of staff, rigorous performance management and staff recruitment.

My discussion with the LAC Care Home Manager gave me a clear and objective outline of how the school works with its stakeholders. Communication systems are described as "brilliant," with pre-admission meetings, review meetings and day to day contact all working well. The manager compared Octavia AP with other school and alternative provisions describing them as "Good, but not as good as here!"

Students attending the provision have not only maintained their place with, in the main, good levels of attendance, but have also shown positive changes in their self-esteem, confidence and academic progress.

The school is most certainly student centred and has a clear focus on future outcomes rather than immediate or short-term successes. This proactive and positive drive for all students to succeed is delivered by a teaching and support team who all share a complete understanding of the Inclusion agenda and have high levels of expertise which in turn raises the engagement and aspirations of all students. The aim of the school is to successfully reintegrate at least 35% of all learners back in to mainstream places by Yr 10 whilst giving students in Yr 11 the skills and motivation to maintain permanent placements in FE or work.

It was my pleasure to have been given the opportunity to experience, if only for a short time, an environment which has been cleverly planned to meet the needs of students with complex social, emotional and behavioural needs. Following the design principles of:-

1. Success by any means,
2. Precision Inclusion,
3. Starting at Great,

the school has embedded a Growth mindset amongst its teaching and support staff group which in turn is changing the lives of students who attend.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

The school also wishes to be considered for Centre of Excellence status which I would fully endorse. This would be subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards. The school needs to submit an Action Plan together with targets for 2018-19 which reflect the stated criteria for IQM Centre of Excellence (see below):-

- Commit to an annual IQM visit to validate, support and advise the school about its progress and produce a report to help planning for future developments.
- Are committed to Inclusion.
- Will show developing capacity to sustain inclusive practice.
- Are willing to be an active member of an IQM cluster group of COE and Flagship Schools.
- Have good mechanisms to disseminate, share, encourage and influence good inclusive practice between the schools.
- Are engaged in activities and in-house research that explore inclusive practice.
- Will maintain the IQM Action Plan and Review document as an annual record of progress and development for the three-year period of this contract.
- Are ready to contribute positively to the overall development aims of IQM.

Assessor: Dave Stott

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd



Sources of Information

This report is a part of the school's first IQM accreditation and is in addition to the Self Evaluation Report submitted by the school. The SER is a comprehensive and accurate outline of the school's own evaluation based on the 8 elements of the IQM accreditation. I was able to verify the accuracy of the information in my discussions with key staff members:-

- SLE for assessment.
- Director of Learning.
- Members of the Senior Leadership Team.
- Manager of Student Services.
- Literacy Lead.
- LAC Care Home Manager.
- Representatives of the student group.

During my visit I was given a tour of the school together with a learning walk to observe the following lessons - Maths, English and PE.

In all the observed lessons I noted a high level of engagement by all students with clear and consistent routines being followed by all staff. Relationships between staff and students were positive and friendly. All students were engaged on their own individual programmes with adult support using verbal and written feedback to encourage and facilitate an independent approach to learning. Questioning focussed on problem solving and on confirming students' understanding enabling them to recognise their learning gaps and how to close those gaps.

The students I spoke to on the day were very positive about the school and spoke about their own experiences of induction, their learning journeys and future transition into either further education or the world of work. Their social and conversational skills were outstanding and had clearly been motivated by their experiences at Octavia AP. One of the students told me: "This school makes it easier to understand learning."

This is clearly an example set by all students and statistics produced by the school demonstrate that all leavers in the last academic year are either in employment, education or training and have maintained their places.



Element 1 - The Inclusion Values and Practice of the School

The school places great importance on the recruitment and professional development of all staff. There is a clear and rigorous focus on Inclusion with an understanding that students' needs are individual and complex. This is reflected in the teaching and relationship building. The school is prepared to look at all possible techniques, strategies and approaches to engage and motivate learners. Communication with parents, carers and stakeholders is excellent. Individual planning utilising IEPs, PEPs and meticulous tracking and evaluation systems ensure that staff know the students very well, not only as members of a class/teaching group, but also their backgrounds, interests and aspirations.

Areas of Strength:-

1. Clear ethos of Inclusion shared by all staff members.
2. Consistently applied policies and structure to sustain a safe and motivational learning environment.
3. CPD programme.
4. Use of external professionals and providers.

Areas for Development:-

I am in agreement with the areas identified by the school:-

1. Continue to refine the Induction process for new staff.
2. Continue to develop the CPD offer for Learning Support Professionals and teaching staff.



Element 2 - The Learning Environment, Resources and ICT

The purpose built, modern building is well designed to meet the needs of the students and is well maintained throughout. Classrooms have quality fittings and furniture and communal areas are equally well presented. Displays include celebration of achievement, information, working walls including photographic evidence. There is a strong link established between student behaviour and respect for the environment. Students clearly enjoy life at the school and show a level of pride and care in the resources used. IT is an integral part of student learning with a dedicated IT suite accessible for specific skills. Although outside space is restricted, the school has made the very best use of what is available, positioned close to industrial buildings there is an air of a work place around the school with relatively easy access to nearby facilities. Indoors, the classrooms are well planned and include a variety of specialised teaching areas (details in SER). The indoor fitness room is used by staff and students.

Areas of Strength:-

1. Immaculate, litter free environment.
2. Quality furniture and fittings throughout the school.
3. Access to all levels of ICT (ICT suite, laptops etc).
4. Resources tailored to meet the needs of individual students.

Areas of Development:-

The school has identified the following areas:-

1. Continue to look at extending the learning environment to beyond the Academy building into the local community.
2. Continue to ensure that the site is used to its full potential by looking at ways in which the school can deliver additional courses such as Motor Vehicles as well as looking to build on the facilities they have to include other provision such as music.

The school might like to take a look at other IQM accredited schools which have already established similar provisions (eg Goldwyn School, Kent).



Element 3 - Learner Attitudes, Values and Personal Development

There is a strong focus on the holistic need of students. Staff work tirelessly to promote tolerance, understanding and consideration for others. Students respond well to this approach and comment on the role modelling used by members of staff. They appreciate the time and dedication which staff make and recognise the opportunities which the school offers.

The school currently uses the PASS (Pupil Attitude to Self and School) surveys to ascertain levels of social, emotional behavioural skills and student attitude. Staff participate in all activities throughout the school day (teaching/learning, lunchtime, breaks); this results in students having direct access to appropriate role modelling in a variety of social and formal situations.

There is a range of out of school activities available to all students (details in SER).

Areas of Strength:-

1. Holistic approach by all staff with a focus on role modelling.
2. Baseline assessment of student needs both academic and Social/Emotional.
3. Opportunities for students to take on areas of responsibility (student ambassadors).
4. Involvement in the learning journey (student questionnaires, learning walks, survey etc).

Areas for Development:-

In addition to the areas suggested by the school, I would recommend the school should investigate a variety of baseline assessment tools for Social and Emotional development i.e. GL Assessments: Emotional Literacy Assessment and Intervention. As part of the IQM Cluster Group programme the school will have access to a range of similar schools and providers who are willing to share their approaches and resources. (SSSEN service Derby, The Linnet Independent Learning Centre, Gresley, Derby).

1. Continue to develop the extracurricular offering, taking into account learner 'wants & needs'.
2. Continue to develop staff expertise to support emerging need through ongoing and bespoke CPD.
3. Continue to develop the learner voice platform.



Element 4 - Learner Progress and the Impact on Learning

The school has included detailed information referencing student accreditation and achievement which indicate clear improvements since conversion to TBAP academy status. The statistics demonstrate not only levels of improvement and progress but also compares students' achievements to national averages.

Discussions with key staff members during my visit revealed a consistent relationship between:-

1. Staff expertise.
2. Provision of an appropriate teaching and learning environment/resources.
3. Role modelling and a growth mindset with student behaviour, engagement, progress and achievement.

Areas of Strength:-

1. Accurate and up to date learner profiles.
2. Baseline assessments on admission and regular monitoring of progress (use of Pupil Asset).
3. Teaching styles match learning styles.

Areas for Development:-

1. Continue to focus on increasing the number of learners achieving grade 4 or above in all subject areas.
2. Continue the shift from learner attainment to learner progress from their starting points.
3. Continue to refine Pupil Asset as an effective assessment tool.

The school may also like to investigate software packages such as Classroom monitor, Class Charts, mintclass.com.



Element 5 - Learning and Teaching (Monitoring)

The school places great importance on providing all teaching and support staff with the most relevant and effective CPD programmes. In recognition of the complexity of need students exhibit, this training is of an holistic nature. Academic and Emotional needs are considered, aimed at building learner confidence and resilience together with the teacher as a facilitator to encourage students to develop independent and self-help learning skills.

The Director of Learning operates a continuous programme of learning walks, lesson observations, book scrutiny and encourages peer evaluation and sharing good practice. Communication systems throughout the school are good which ensures collaboration and reflective teaching benefits all students.

As previously mentioned, I would recommend the school investigate the use of video analysis in the classroom to promote teacher self-analysis. Although published some time ago, the Birmingham Environmental Analysis is a useful tool in assisting teaching staff to develop appropriate teaching and learning environments.

Areas of Strength:-

1. A relentless drive to improve teaching and learning.
2. CPD programmes.
3. Opportunities to collaborate and share good practice both internally and with external partners and providers.

Areas for Development:-

Use of video analysis to promote Outstanding Teaching (IRIS Connect, Osiris Ed OTI).

1. Develop opportunities for peer assessment in lessons.
2. Ensure extension tasks are available for those learners making rapid progress.
3. Continue to develop differentiation so that it occurs in all lessons.
4. The use of Pupil Asset as an assessment tool has developed considerably over the last 12 months, however, it is still a work in progress and the school continues to explore how they can use it to ensure that they record and present their data in an accurate and reliable way.



Element 6 - Parents, Carers and Guardians (referred to as parents in document)

The school has recognised the need to maintain and develop parental involvement in their child's learning journey whilst understanding the problems associated with travel and location. To this end the school has embedded a wide range of user friendly systems to maintain regular and accurate contact between home and school. This is also true for those students in the care of the local Authority.

The school surveys parents and carers on their levels of satisfaction and involvement in the school and acts on the survey results. (details in the SER). Parents are routinely involved in all aspects of admission, review and transition arrangements.

Senior Family Workers offer drop-in sessions while coffee mornings and school events are also on the parent involvement calendar.

The school website, which is user friendly, contains a dedicated Parents' section together with essential day to day information, policy details, signposting information, performance details and photographic evidence. The school also communicates via its Twitter account.

Areas of Strength:-

1. Communication systems (various and effective).
2. Parent surveys and questionnaires.
3. Increasing levels of parental involvement.

Areas for Development:-

1. Elect a new parent LAB member following the resignation of the last parent member - letter has been sent out to all existing and new parents.
2. Continue to develop ways that parents are able to be involved in the life of the school.

An interesting extension of parental communication being used in another IQM school is a section on the school's website and on a flat screen in the reception titled "You said.....We did!" This details all the suggestions and observations made by parents and the resulting actions undertaken by the school. This system is often used by schools when updating comments and suggestions made by members of the School Council.



Element 7 - Governing Body and Management:- External Accountability/Support (LA, Academy Trust, external validation)

There are accurate details included in the SER regarding the regional and local advisory boards within the TBAP Trust together with working relationships established with the Local Authority (annual QA reviews).

Governors receive training and have been allocated specific areas of responsibility including:-

- Safeguarding.
- Inclusion.

The school operates on a commissioning basis with its local schools and has developed excellent relationships including delivery of training sessions (eg behaviour management).

Areas of Strength:-

1. Quality Assurance by Local Authority.
2. Commitment to the TBAP Trust vision “to empower children who have been disadvantaged to thrive now and in the future”.
3. Regular in-school visits, meetings by board members.
4. Accountability to the TBAP Trust.

Areas for Development:-

1. Continue to refine the school review process.
2. Look at replacing the LAB board with a parent member.



Element 8 - The School in the Community

The school makes excellent use of the local environment to enhance the learning experiences of students. The school has recently gained the Rainbow Flag Award:

“The Rainbow Flag Award is a quality assurance framework for all schools and colleges, focusing on LGBT+, (lesbian, gay, bisexual, trans, plus other related identities), inclusion and visibility. The Rainbow Flag Award encourages a whole organisation approach to LGBT+ inclusion, as well as developing strategies to combat homophobic, biphobic and transphobic, (HBT), bullying.”

Students have also undertaken visits further afield such as: Wembley Stadium, London Theatres etc. The SER document gives further details of specific links and partnerships with outside providers and businesses.

Areas of Strength:-

1. The school constantly seeks to raise its profile within the local community.
2. Links with education and business enterprises.
3. Educational visits.

Areas for Development:-

1. Continue to develop the school's profile within the local community by increasing the opportunities for the community to be more involved in the life of OCAPA. The school is planning on inviting the local care home into school at Christmas for Christmas dinner that is cooked by learners and staff.