



# TBAP Octagon AP Academy

## Peer to Peer Review October 2018

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

\*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

In advance of the review the school provided copies of the SEF and SIP and additional documents were presented to the review team on arrival and during the review including:

- Learner Checkpoint of Classrooms
- Summative tracking documents
- Progress data
- Subject analyses plans
- Learner books and portfolios

- Staff CPD records
- Line management and PMR records (including Blue Wave Swift)
- LAB reports
- Confidential report
- Post 16 destinations
- TBAP 5 Profiles
- 2017 Ofsted report

The TBAP Dynamic School Review scorecard is not currently being used and the team strongly recommend that it is implemented as soon as possible following appropriate training for the Head of School and SLT.

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. Curriculum progress, assessment and tracking systems
2. Differentiation, challenge and personalisation of teaching and learning
3. The impact of literacy interventions with a focus on the EAL cohort identified in the SEF
4. How effectively the needs of the SEN cohort identified in the SEF were being met
5. Progress in English and maths.

A total of 11 lessons were observed across the curriculum over 2 days.

1. Progress data was provided and scrutinised by the team. Progress in lessons was observed and progress in books was checked. It was concluded that summative assessment systems are in place and provide effective whole school data.

2. The review team met with senior staff to review formative assessment and planning. Formative assessment planning does not yet consistently inform personalised and differentiated learning for individuals.

3&4. The SEF identified a high number of EAL and SEN learners. On investigation the number of learners with these needs were not statistically significant. Where EAL and SEN learners demonstrated higher levels of need, these were being adequately met. Literacy interventions were in place and effective, however were not consistently embedded in classroom delivery across the curriculum.

5. The SEF accurately identified maths and English as focus areas for development support and develop. Support plans have not yet evidenced significant impact.

#### Leadership and Management strengths

The Head of School ensures that the vision for the school is shared with and communicated to all stakeholders including Local (LAB) and Regional (RAB) Advisory Boards. Meetings with teachers and middle leaders confirmed that the majority of staff share the Head of School's vision and meetings with learners were unanimous about the impact the Head of School has had on improving behaviour since joining the school in September 2018.

The Head of School is very clear about the quality of provision the strengths of the school and how to develop leadership at all levels. The Head of School sets high expectations and is supported by strong middle leaders who are helping to drive improvements at an operational level.

The quality of relationships across the staff team at all levels creates an environment where learners feel safe, is low anxiety and supports learners to develop socially and academically.

The Head of School has secure plans in place to work with LAB members and with the Executive Principal and to further develop quality assurance of data and the provision more widely.

The Head of School has developed a positive climate for learning and learners report positive changes in attitudes and behaviour this year.

A range of CPD activities are scheduled throughout the year and support the professional development of staff. For example Literacy across the curriculum and trauma informed practice. However, it would be beneficial to align future CPD programmes more closely to the schools key development priorities.

The school offers a broad and balanced curriculum that meets the needs of learners and through weekly assemblies and the wider curriculum, school leaders promote British Values and SMSC. This is evident from input pupils receive from learning guides during daily 'tutor-time' and from displays around the school.

Safeguarding training is up to date including for DSLs and PREVENT training was refreshed at the start of the academic year. Safeguarding at the school is effective. The leadership of Personal Development, Behaviour and Welfare and Safeguarding is clearly a strength of the school.

Equality of opportunity is promoted well as evidenced during school assembly, which was well led by the Head of School.

#### Leadership and Management risks and areas for development

To support the development of leadership at all levels and for leadership to be securely good:-

- Greater cohesion is required within the senior leadership team to ensure that leadership and manage are securely good.
- The Head of School will require support from TBAP Trust CET and Executive Principle to implement necessary changes to sustain continued improvement.
- Refresh school self-evaluation using TBAP Score Card, ensuring that all staff have the opportunity to input to school self evaluation.
- Ensure that (senior leaders) / staff at all levels understand the school's development priorities and their role in implementing actions to support school improvement.
- A shared vision and understanding of key priorities must be developed within the leadership team. The Head of School will need to work with the Curriculum Deputy to ensure that formative assessment is effective and informs accurate planning and delivery at classroom level. Effective curriculum leadership is required to support English and maths teaching.
- Target CPD to address the school's key development priorities.

Personal Development, Behaviour and Welfare strengths

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

During the two-day review, learners' attitudes to all aspects of their learning, was consistently positive. Learners' positive attitudes to learning is a result of a strong moral purpose and direction given by the Head of School and through the majority of his staff in promoting high standards of behaviour and mutual respect.

Key points:

- Attendance has remained consistent across the first 3 terms, with leaders understanding the reasons for absence and appropriate interventions in place.
- Girls' attendance was below that of male learners however the school is heavily weighted towards boys.
- Fixed term exclusions over time (Term 1-3) is reducing and is in line with standard setting by the new Head of School.
- Behaviour is well monitored and tracked however this is heavily weighted towards the negative rather than the positive.

As evidenced in most Lesson observations – learners show a keenness to learn and are proud of their school. Where planning and delivery was weaker learners still made progress based on their will to want to do well.

Pupils are confident and self-assured. They take pride in their work, their school and their appearance. This was particularly evident when reviewers met with the 'JETS' (student leaders) who wore their blazers with pride. Pupils' attitudes to most aspects of their learning are consistently positive. Attendance in some groups, particularly Year 11, does not support this but staff are aware. Pupils show respect for others' ideas and views. Strong records relating to behaviour are kept and acted upon swiftly and timely to ensure impact of staff logging. There is a programme of CIAG across the school which is delivered both internally and with support from external agencies. Pupils are punctual for lessons but need to improve punctuality to school, which was clearly identified in the SEF.

Pupils value their education and student leaders are proud in their role and feel they make a difference. Attendance is stable in all years however, at year 11 it is very low but leaders clearly understand whom these learners are and act upon this. Girls' attendance is below that of boys. Pupils conduct themselves well throughout the day, including at lunchtimes. The school is an orderly environment. At changeovers LSPs and teachers on call, were observed skilfully managing behaviour with warmth and care. This worked efficiently and calmly to create a very positive transition. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Where learners are disruptive this is generally dealt with effectively with good support from staff on call.

Pupils' good conduct reflects the school's and the Head of Schools' efforts to promote high standards. The Head of School has created an environment of low anxiety supporting learners to develop and opportunities to thrive. Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare. Learners clearly articulated that they were pleased with the increased expectation explained that there are now 'reasonable consequences' to poor behaviour and stated that they 'know where they are going'. Teachers and other adults generally tackle the rare use of derogatory or aggressive language and challenge stereotyping. Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being.

Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens. The school environment, respectful and strong relationships between learners and staff, along with a clear programme of assemblies relating to the six pillars of character support SMSC and is a clear strength.

Learners feel safe to give their considered views through and students state that 'they know who to go to' if they have concerns. Daily staff briefings have been adapted to ensure that all staff have an opportunity to feedback and key areas are discussed to ensure strong operational running and continue to develop school vision. In lessons, learners show respect for different points of view and respect for others' ideas.

#### Personal Development, Behaviour and Welfare risks and areas for development

- The school provides good data relating to PDBW and now needs to be used to develop a strategic approach.
- The school need to make use of the expertise of support staff to further develop behaviour strategies in class, for example teaching trios or behaviour duos.
- To continue to focus on improving attendance where it is low.
- Continue to develop independence and confidence so learners are secure in taking their next steps.
- Ensure that self evaluation accurately identifies strengths and weaknesses to support the good work and progress made in this area. The RAG'd TBAP DSR scorecard will support this.

Teaching, learning and Assessment-strengths

A notable feature of The Octagon AP Academy is that pupils exhibit a keenness to succeed and engage in learning, asking for help and clarification when unsure. This is underpinned by strong relationships between staff and pupils and between pupils themselves, creating a positive, low anxiety climate for learning. Teachers and support staff encourage positive attitudes to learning and show commitment to pupils' success. This is strength of the school.

Teachers use effective planning to help pupils learn well in some lessons. Time in lessons is not yet consistently used productively. Where incidents of poor behaviour and disengagement were seen in class, this was most often as a result of poor planning with inaccurately pitched work and a lack of differentiation or challenge. It will be important for teachers to plan to accurately address the knowledge and skills deficits at KS3 and promote deep learning rather than preparation for GCSE examinations. Where learners were fully engaged in their learning, as in Art, clear pathways for success were personalised and made explicit and learners were able to articulate next steps. In such lessons, learners worked independently and took great pride in their work.

In the absence of a consistent system of formative assessment it is difficult it is difficult to quantify progress over time for individuals, however learners do make progress in lessons and there is evidence of progress over time in learners books.

Teachers develop, consolidate and deepen pupils' knowledge, understanding and skills in some lessons. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning. This was observed as strength in science, PE and Art. Teachers demonstrated secure subject knowledge. Questioning was used effectively in almost all lessons to identify misconceptions, develop pupils' responses and promote engagement.

Teachers give feedback in line with the school's assessment policy and pupils use this feedback well and know what they need to do to improve in many subject areas. When talking to pupils in English, they were able to articulate next steps with confidence. Where examples of good practice were seen, subsequent pieces of work showed marked improvement. The Curriculum Deputy reported that she is currently piloting a differentiated homework scheme and recognises opportunities for pupils to extend their learning.

The development of reading, writing and communication was evidenced in observations but a sharper focus is required in order to embed this as a consistent feature of lessons. Pupils are keen learners who want to find out more. A low anxiety climate has a significant positive impact on receptivity to learning. As a result, learners develop capacity to learn from mistakes and commit to improving work and take risks in learning.

The school gives parents regular information about how well their child is progressing, how well their child is doing in relation to the standards expected and what their next steps for improvement are.

All staff challenge stereotypes and the use of derogatory language in all lessons and around the school. All staff promote equality of opportunity and diversity in teaching and learning which was evident in all classes and also in non-structured time.

## Teaching, learning and Assessment- risks and areas for development

In order for teaching, learning and assessment to be securely 'good' the school will need to:

- Develop a clear, shared and understood curriculum intent, ensuring the KS3 curriculum provides an opportunity to engage in deep learning rather than focusing on preparation for GCSE examinations.
- Develop and embed an effective formative assessment system which informs differentiated planning to precisely meet individuals' needs. Senior leaders should switch the focus from GCSE outcomes and numerical data to deep learning. It is recommended that Pupil Asset, the Trust-wide assessment tool, should be used.
- Senior leaders will need to strategically drive literacy to ensure lesson planning and delivery at classroom level build on the strong practice delivered by the local literacy lead.
- Implement effective development plans for teachers new to AP settings and support plans for those teachers requiring improvement.
- Use best practice, such as that seen in Art and Science, to develop personalised feedback, which directly impacts on subsequent progress.

## Outcomes strengths

Destinations: pupils are well prepared for post 16 transition, receiving dedicated planning sessions which are well delivered. All Year 11 learners (6) were EET in September with 1 learner becoming NEET by September. Plans were in place to support this individual.

GCSEs and outcomes: Year 11 outcomes were strong for all six pupils. All six pupils gained accreditation. All gained five or more GCSE or equivalent at level 9-1 with two pupils gaining a 9-4 in both English and maths.

Whilst the SEF reported strong progress across year groups, the review team was unable to verify the accuracy of the new system which had been introduced. For this reason, the reintroduction of Pupil Asset, in line with other schools within the Trust, forms one of the key recommendations in this review.

Progress in English was evident from scrutiny of pupils' work and in some classes. Progress in maths was evident but could be accelerated with improvements to the quality of teaching.

At KS2 (one learner), progress was evidenced in Pira and PUMA scores over the course of the year.

Literacy and reading: Soundtraining results evidenced 57% of the school cohort having made good progress.

Attendance has remained consistent across the last three terms, currently reported at 73.6% against at national average for PRUs of 66.1%. Senior leaders have a clear understanding of reasons for absence and have appropriate interventions in place.

Outcomes- risks and areas for development

- A coherent formative assessment system, which is shared and understood by all, should be introduced as a priority. Support from the Head of School and Curriculum Deputies within the Trust will need to be utilised.
- In the absence of an effective progress tracking system, progress in maths and English should be closely monitored and supported where necessary.
- Senior leaders should continue to monitor and intervene to further promote good attendance, with a focus on analysis of groups.
- Senior leaders should ensure that accurate achievement tracking, recorded in the MIS.

Peer to Peer Summary

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

Peer to Peer Review Team

The Review Team:  
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