



26th June 2019

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Coalwharf Road
Wisbech
PE12 3 FP

COE Review Date: 14th June 2019

This report forms part of the IQM annual review following the school's successful accreditation as a Centre of Excellence in 2018. During my visit I met with the Head Teacher and the Student Services Manager.

In addition to the documentation submitted by the school for this review, I was also shown extracts, recently published in the local press, referencing their recent Ofsted Inspection (May 2019):

“TBAP Octavia Alternative Provision (AP) Academy in Wisbech, Cambridgeshire, has been rated as ‘Good’ by Ofsted following an inspection in May.

Ofsted highlighted the quality of care learners receive from staff and leaders, ensuring all learners are motivated and looked after throughout the day.

The leadership's increase in school improvement was also highlighted, with specific reference to tightened monitoring systems and investment in staff development.

According to Ofsted, staff use effective strategies and skillful interventions to support learners' significant social, emotional and mental health needs. Ofsted also reports that learners appreciated the tenacity and patience of staff.

TBAP Octavia's results have improved dramatically since it became part of TBAP in 2016, with 89 per cent of Year 11 learners achieving five or more GCSEs or equivalent in 2018, compared to 40 per cent in 2016. This compares to the latest available national average for AP schools of 12.3 per cent. Accreditation was achieved by 100 per cent of learners and attendance has increased from 55 per cent in 2016 to over 80 per cent in 2018.”

Following their successful accreditation as an IQM Centre of Excellence in 2018, the school subsequently submitted an agreed range of targets for the next 12 months. These were as follows:

Award Offices

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1. Effectively deploy all TBAP systems across both AP and SEMH sites to ensure positive outcomes for all learners.
2. To ensure that the TBAP Progress 5 assessment model and Pupil Asset is fully embedded within school practice following the merger with our SEMH provision.
3. Effectively implement a progress measuring tool for emotional well-being that demonstrates improved levels of learner emotional literacy for AP and SEMH learners.

Summary

In response to Target 1, no progress has been made due to the strategic decision made by the Academy Trust not to merge the AP and SEMH provisions. This is likely to be permanent and the TBAP Octavia Alternative provision will remain as a separate school for the coming academic year.

The school has recognised an issue which had been picked up during the Ofsted Inspection relating to the length of the school day for students. Although senior leaders had already been in discussions with the local police regarding student safety when out of school, plans have been agreed to lengthen the school day and bring the AP within similar timelines as the neighbouring mainstream schools. All of the teaching staff are now fully qualified and student attendance continues to improve dramatically. As can be seen from the Ofsted extracts, exam results, progress and achievement have all made significant improvements.

The whole school site is immaculately maintained with a particular focus on providing the best possible teaching and learning environment for all staff and students. There is a high expectation of positive behavior and appearance with all staff providing excellent role models. This has clearly had a positive impact on the aspirations of the students and has enabled the school, in its self-evaluation documents, to state that they are currently meeting all the benchmarks of the Gatsby Criteria:

1. A stable careers programme.
2. Learning from career and labour market information.
3. Addressing the needs of each pupil.
4. Linking curriculum learning to careers.
5. Encounters with employers and employees.
6. Experiences of workplaces.
7. Encounters with further and higher education.
8. Personal guidance.

After much investigation and advice from other schools, providers and the local authority Education Psychology service, the school has decided to adopt the Boxall Profile resource as a tool for the assessment of young people's social, emotional and behavioral development. The assessment roll out of the resource will be over the next 12 months and although the initial information has proved extremely effective in the baseline assessments of need, there is yet to be any ongoing data to evaluate effectiveness of the approaches and interventions currently being actioned by the staff.

Once this information becomes available the school intends to include parents in the information stream.

The school is very keen to raise the profile of the provision, not only amongst neighbouring schools but also businesses and colleges. Part of our discussion on the day focused on the possibility of establishing links with colleges.

Octavia AP is already inviting staff from local colleges into the provision as part of their transition programme for students moving into further education. Another aspect designed to raise the provisions profile is to achieve the Schools Mental Health Award.

“The Department for Education recognises the direct link between positive mental health in schools and successful educational outcomes; the Mental Health Award for Schools builds on this link and provides a framework for educational institutions to evidence policies and initiatives that work towards improving emotional health and wellbeing for both staff and pupils.

The award ensures schools are using evidence-based approaches that align to professional and government guidelines. Utilising a developmental framework, which allows schools to evaluate current mental health practices, identify gaps, develop and strengthen these and work towards building an emotionally healthier environment. Through this process, schools commit to making mental health a strategic priority and developing a positive culture that promotes mental well-being for everyone.”
The school currently has one member of staff as a trained Mental Health First Aider and is a member of the Safeguarding Network.

A service level agreement with the local authority has also provided the school with access to a bespoke package of Educational Psychologist support focusing on staff and student’s mental health. The EP works directly with staff using a supervision model of CPD on teaching, learning and attachment theory.

The school recognises the importance of ensuring the support and opportunities offered to students attending the AP is both beneficial at the time, but also promotes self-esteem, resilience and ongoing aspirations.

To this end they will be designing a bespoke tracking system for all post 16 leavers and will attempt to improve their contacts and information sharing with businesses and colleges, although they recognise the problems which compliance with GDPR may occur.

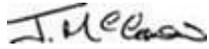
A recent development for the school, in recognition of the diverse range of students for whom English is not the first language, and is often not spoken at home, is the use of the “Big Word Translator” (www.thebigword.com). The company provides a range of translation services, the phone call system is the one most frequently used by AP Octavia.

I recommend that TBAP Octavia AP should retain its status as an IQM Centre of Excellence and be reviewed again in 12 months’ time

The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Centre of Excellence status.

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



IQM Centre of Excellence Review



It was a pleasure to return to TBAP Octavia AP this year and to see the progress made over the last 12 months. The staff are totally committed to ensuring a high standard of teaching and learning experiences for all students whilst keeping very much in mind the need to ensure those same students can manage their own emotions and behaviour and to enjoy the rewards of educational achievement. The targets which we agreed on during my visit will be challenging for the school, but I am completely confident that they have the expertise, capacity and drive to succeed in all areas. I recommend that TBAP Octavia AP should retain its status as an IQM Centre of Excellence and be reviewed again in 12 months' time

Staff members have already attended one of the IQM Cluster Group meetings and has noted the impact on their own school development plans. At the time of writing the school is due to attend a further cluster meeting.

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