I always try my hardest

TORQUAY ACADEMY

Year 10 Average
Quarter 4

1 BAILEY Kieran	1.08	62 SUNDHOLM Iona	2.68	129 WOOD Alli	2.91
2 RICHBELL Kira	1.14	63 CLARKE Joshua	2.72	130 BIAGOTT Joshua	2.94
3 FULL Thomas	1.16	64 MARIN Nicolae	2.79	131 GUMBLEY Liam	2.96
4 BELL Jack	1.17	65 WASHBROOKE Luke	2.79	132 HASSAN Daisy	2.96
5 DENNING Harvey	1.28	66 WOOD James	2.83	133 ANDREWS Kai	3.07
6 BASTOW Amelia	1.38	67 STEWART Beth	2.84	134 KEYTE-RIGBY Ellie	3.07
7 HUTCHINGS Aston	1.39	68 WINZAR William	1.90	135 COLLINS Matt	3.10
8 JOHNSON Jacob	1.39	69 WOMERSLEY Athena	1.94	136 IRONS Megan	3.29
9 SWEET Charlotte	1.42	70 GILL Sasha	1.97	137 BUSH Rocky-Jay	3.33
10 BORGE Tyler	1.43	71 CHALK Ethan	2.00		
11 MARKER Cody	1.46	72 CONSTANTINOU Joseph	2.00		
12 GONZALEZ ALBARCA Jose	1.47	73 JACKSON-GRAVES Ocea	2.00		
13 CROOK Maia	1.50	74 PARCHMENT Harvey	2.00		
14 GUASTELLA Niccolo	1.50	75 FEATHERSTONE Kayleigh	2.03		
15 LAVERCOMBE Jack	1.52	76 READER Caitlin	2.03		
16 WICKS Abigail	1.52	77 SHERRATT Cameron	2.04		
17 ADAMSON Joshua	1.53	78 CHALMERS-WOOD Zack	2.05		
18 COSSEY Ryan	1.56	79 CROFT Joe	2.05		
19 HARRIS Aaron	1.57	80 BASTOW Liam	2.07		
20 MELLISH Brad	1.57	81 FARRELL Kyle	2.07		
21 BOSWELL Amelia	1.59	82 HARRIS Blake	2.07		
22 EDWARDS Alfie	1.59	83 LEIGH Kable	2.07		
23 RUBY Nicole	1.61	84 RASTRICK-PERKINS James	2.07		
24 TURNER Taz	1.63	85 PONTES BARROZO Nickollas	2.08		
25 BROWN Shannon	1.64	86 LLOYD Lauren	2.09		
26 LARGE Georgia	1.64	87 EALES Belle	2.11		
27 RAWLES Keira	1.64	88 LAKE Georgia	2.11		
28 TOLMAN Ben	1.64	89 REECE Amelia	2.11		
29 GOULDTHORPE Jordan	1.68	90 STACEY Kable	2.11		
30 ALMUKHAMEDOVA Umida	1.68	91 LLOYD Alessandro	2.12		
31 FARKINS Martha	1.68	92 ROBINSON Katie	2.13		
32 ROGERS Corey	1.68	93 SENIOR Rebecca	2.14		
33 STOTT Ashley	1.68	94 LOCKE Sacha	2.15		
34 HADDON Emily	1.70	95 DOLLING Ryan	2.19		
35 SMITH Harry	1.71	96 FORD Tiegan	2.19		
36 WESTWOOD Cameron	1.71	97 WATKINS Jordyn	2.21		
37 BATT Kelsey	1.72	98 BARRAS Deni	2.21		
38 HURRELL Joshua	1.72	99 BRADY Jacob	2.21		
39 PEGG Elisha	1.72	100 KENT Callum	2.21		
40 WADDINGTON Charlize	1.72	101 NORCOTT Alisha	2.21		
41 BELSTEN Joe	1.75	102 PATON Callum	2.21		
42 BRYANT Elle	1.75	103 MYERS-O'KEEFE William	2.23		
43 FENNIS Jack	1.75	104 BRANT Henry	2.25		
44 GALE Em	1.75	105 COOPER Ciaran	2.25		
45 LOVEGROVE Ryan	1.75	106 HERBERT Rae	2.25		
46 MADLIN Jodie	1.75	107 WEEKS Jacob	2.25		
47 PENNY Sarah	1.75	108 TALLAMY Ellie	2.29		
48 DORIS Nicole	1.77	109 FINCH Corey	2.30		
49 HOLLAND Jamie	1.78	110 SNIEGOCKI Kamil	2.30		
50 DANCE Melanie	1.82	111 HARPER Joshua	2.31		
51 THOMAS Joshua	1.82	112 PATON Cyle	2.33		
52 THUNE Mieke	1.82	113 LEWIS Kyle	2.34		
53 HARVEY Macy	1.84	114 SHANNON Tyler	2.37		
54 HAYES Leon	1.84	115 ALEKSANDER Mbosz	2.39		
55 OULD Jess	1.85	116 HARRIS Luke	2.39		
56 CARLON Troy	1.86	117 GOODERHAM Josh	2.42		
57 CAWOOD Oli	1.86	118 ELLISON Lewis	2.43		
58 CUSS Charlie	1.86	119 COX Aimee	2.54		
59 HURREN Joshua	1.87	120 MCKINLEY SMITH Louie	2.54		
60 TAYLOR Lucie	1.88	121 SMITH Martina	2.61		
61 HYDE Kayleigh	1.90	122 EAVES Scarlet	2.66		

to aspire and to achieve

These tables show the average effort grade from the fourth teaching and learning cycle.

Behaviour and readiness to learn
Mindset
Homework
Attendance

If there is a tie, students are ranked by attendance.

Unacceptable Effort
My effort and attitude across subjects is unacceptable. This is having a negative impact on my attainment. I am achieving mostly 3's and 4's for my effort and my attendance is likely to be l...

Foreword

It is an enormous privilege to write this foreword because Torquay Academy has legendary status amongst schools in the South West. We have watched your journey of improvement with amazement and admiration, and many leaders and teachers beat a path to the Academy's doors in the hope of learning how it is done.

They come away with some of the answers. A school with a clear and ambitious vision that is shared and in plain sight of all. A relentless focus on an appropriate curriculum and effective teaching and learning. An insistence on the values and behaviours that create great learners and even better citizens. The drive, commitment and gutsy determination to pursue these goals day in, day out, and never to give up on a single child.

The very fact that you are publishing these case studies reveals another secret of your success. In his book "Visible Learning for Teachers", Professor John Hattie identifies the single biggest lever of school improvement. It is teachers who "engage in evaluating their impact and then use this evidence to enhance their teaching". Your willingness to reflect on your practice, make changes to improve its impact, and most generously to share it with a wider audience marks out the staff of Torquay Academy as true professionals.

Roger Pope CBE
Chair of National College for Teaching and Leadership
CEO of Education South West

Introduction

This is our third set of case studies that describe the journey of Torquay Academy. Our results in 2015 saw an increase in the 5 ACEM percentage of 22% to 50% and in 2016 this rose a further 12% to 62%. In summer 2017 we secured another 12% increase for our students to 74%. As last year, our Progress 8 figure is very strong demonstrating the positive impact our teachers are having on our young people's lives. In our Challenge Partners review this year, the school was deemed to be outstanding in all areas.

Again these case studies have not been written as a how-to guide or with any belief this is the right or only way to lead a school; it is a number of reflective case studies that outline the approach we took. It worked for our students and staff during 2015-16 at Torquay Academy; there are things we would do differently if we had our time again. The circumstances faced by every other school will be different to ours.

The ideas are certainly not all new and we owe a great debt to all of the leaders who have been so generous with their time in supporting and welcoming us into their schools.

Steve Margetts
Principal
September 2017

A New Approach to Action Planning and Monitoring
Steve Margetts, Principal

Background

Teaching and Learning Cycles are well established now and the school's year flows around these nine weeks. At a time where I wanted to give greater autonomy to the learning areas and encourage more collaborative planning it felt right to follow this nine week pattern. This case study outlines how we plan to run our line management meetings, department time and monitoring in 2017-18.

A nine week cycle of action planning

HOLAs and Progress Leaders meet with their line managers in weeks 1, 3, 5, 7 and 9. There is a guide of what needs to be discussed in those meetings, but there is time for open discussions (that lead to outcomes!) during the hour. The following is the process for the HOLAs; the Progress Leaders' agenda is very similar.

Week	HOLA/SLT line manager
1	Analysis of individuals, groups and classes using RAISE, SISRA, progress reports and transition matrices. Review updated SEF. Complete Q action plan. Shared agenda items.
3	Separate KS3 and KS4 meeting for Progress Leaders and subject leads to share approaches being taken for this quarter.
5	Mid-cycle review of Q action plan. Shared agenda items.
7	Mid-cycle review of Q action plan. Shared agenda items.
9	SEF update. Shared agenda items.

Prior to the start of the academic year the HOLA will have already completed the following documents:
• Learning Area SEF
• Learning Area improvement plan
• Review of Year 11 and 13 results
• Examiner's Reports & eQLA
• Review of last year's Q4 data

Armed with this information the HOLA will draw up an action plan for the quarter. The three key issues from the updated SEF will be listed and for each there will be:
• Group of students to be impacted
• Actions
• Success criteria

Even though there will more than likely be in excess of three issues, we believe that to focus upon more than this would not be possible. This is an extension of the WIG principles. This action plan and reviewing it forms the starting point of subsequent conversations. The end of the cycle brings an updating of the SEF and the whole process repeats itself again. This is summarised in the chart below.
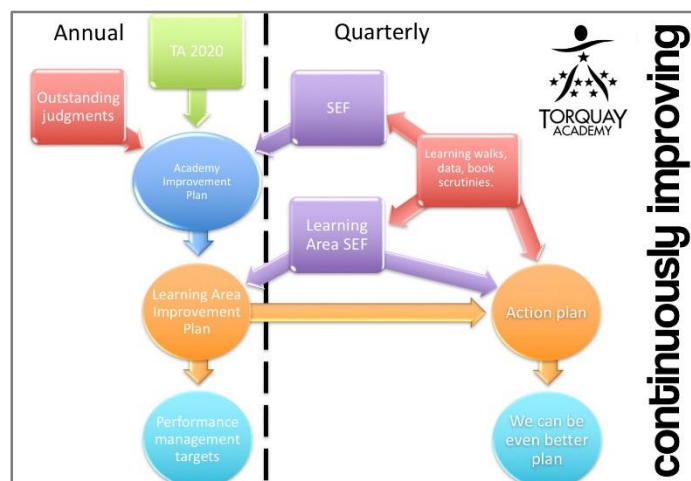
A nine week cycle of curriculum improvement

HOLAs lead a weekly meeting with the teachers in their learning area. The meetings follow the nine week teaching and learning cycles. There is a set agenda for each of the meetings:

1. A review is undertaken of the previous cycle's teaching materials. What worked and what didn't work? What to do differently next year? Changes to planning and resources are made whilst things are still fresh in the mind.

2. The data sheets from the previous cycle will have been printed in readiness for this meeting so teachers can update their T&L packs. The rest of the meeting continues with the previous week's work.
3. TLAC training to focus upon a technique that supports the current needs of the learning area.
4. Write and review materials for the following cycle. Green stickers, assessments and knowledge organisers are completed. They are then handed in for checking.
5. Teachers jointly plan the next cycle's materials. Different learning areas divide up their team in order to meet their needs. This has resulted in some having specialist key stage materials preparation teams. There is a focus on embedding TLAC strategies into the resources.
6. Continue with the next cycle's joint planning.
7. Action plan developed in response to learning walk outcomes.
8. HOLA priority. This flexibility enables the team to spend additional time on what needs doing.
9. Teacher reflection meetings to analyse data and plan super teaching week.

A nine week cycle of monitoring

HOLAs are responsible for the quality of teaching in their learning areas. Every quarter during weeks 5 and 6 they, along with their SLT line manager, will undertake learning walks. For every lesson they visit they will record www (what went well) and ebi (even better if) under the following headings:

- Routines - Expectations/TLAC/typicality
- Do Now - Engaging/immediate
- Success Criteria - Purpose of the lesson is clear/understanding what they are doing well
- Impact on future assessments
- Engagement/BFL - No wasted time/student behaviours do not affect learning
- Books - Quality/volume/marking
- T&L Pack - Complete/fit for purpose
- Literacy - Evidence from different sources
- Pace/challenge/progress - Is progress visible or do students seem to be making progress over time?
- SLANT/silence is silence - Student body language/listening
- Displays - Relevant/condition

Feedback is given to teachers after the learning walks. The teachers can share any ebi with their coach with a view to improving them. They are also able to use this feedback as part of their performance management if they choose to do so.

The HOLA will then produce a summary sheet using the headings above for their learning area. During the HOLA's meeting in week 7, this summary is discussed and the learning area teachers come up with an action plan to develop the www and remove the ebi.

There is also a regular programme of book scrutinies. Each quarter every learning area submit a batch of books to SLT to look at in the morning; the batch may change each quarter and is based upon the whole school priority at the time, for example the most able or disadvantaged. This allows us to track students across subjects and ensure no group's books are not meeting our high expectations. The HOLA comes to SLT briefing and the quality of the books is discussed. Again www and ebi are identified and fed back to the team using the following categories:

- Frequency/up to date
- Appropriate formative comments
- Students response – purple
- Marking for literacy
- Neatness/volume

Twice a year, during week 6 of quarters 1 and 3, we undertake a whole school book scrutiny. HOLAs, TLR holders and their SLT link will look at books in every class in every Year group for every teacher. This deep dive gives a detailed picture of the quality of student work. Records are kept under the same headings as above and discussed during the week 7 meeting; the focus is on sharing best practice and eliminating poor practice.

In a similar fashion the Progress Leaders are expected to monitor the quality of the tutors in their team. They also undertake a learning walk during week 6 using the following headings:

- Line up - Silence, tutors "be seen looking" and small talk, silent walk in with assigned routes & door holders
- Equipment check - Speed and reporting
- Register - Use of "good morning"
- Activity - Page in book for reading / volume of work done
- Dismissal - Orderly and routines / Threshold
- Assembly - Silent entry and routine of where to sit

Again feedback is given to the tutors after the learning walks and the Progress Leader produces a summary sheet. The team will discuss this during their next briefing and seek to make improvements.
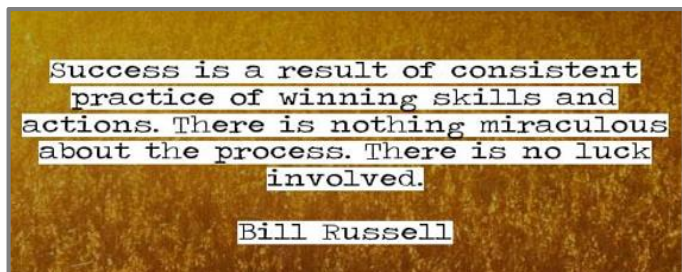
Next steps

We will have to evaluate how this system works next year. I don't want the paperwork aspect of the leadership files to become too cumbersome so this is something that I will have to keep a close eye on. Greater autonomy for the learning areas coupled with more collaborative planning will, I hope, lead to even better outcomes for our students.

Teaching & Learning - Consistency
Mark Bindon, Vice Principal

> Success is a result of consistent practice of winning skills and actions. There is nothing miraculous about the process. There is no luck involved.
>
> Bill Russell

Objectives and rationale

With the introduction of the 5Rs in 2014 (relationships, routines, resources, reflection & rigour) this case study will focus and reflect on how teaching and learning has moved forward and how consistency has become the platform for delivering outstanding teaching and learning.
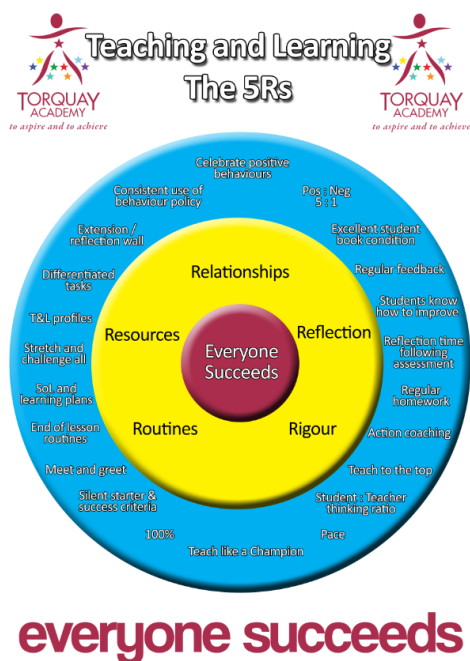
Many schools have a suite of non negotiables in the classroom, at TA we have moved beyond this and have a consistency of practice which underpins all lessons. The rationale for this is for all students to fully understand what the expectations are in the classroom and how to engage accordingly and fully for the best possible outcomes.

Background and context

With the introduction of the 5Rs coupled with expectations in marking, all lessons in the school have produced increased outcomes for students (Progress 8, attainment A-C inc E&M). No wasted time and lessons focused on what the students need to know has enabled the school to move forward. The monitoring of teaching and learning in the school had shown the school to be at 94% of lessons judged to be good or better (using our own systems as ratified by Ofsted June 16 and Challenge Partners March 17). There have been and continue to be a number of factors that supported this improvement which this case study will elude to.

At the end of this case study is a time line which shows how teaching and learning has continued to improve in the school and some of the strategies that were employed.

Impact and outcomes

The impact of the consistent practice in teaching and learning has enabled the school to be judged good overall by Ofsted and outstanding by Challenge Partners. This is a great step forward, however, we strive as a school to be one of the world's best schools, as it is student outcomes that drives us to seek to achieve excellence in all areas.

There is no one factor that has driven this vision of excellence and improvement but a culmination of many which have been tested, adapted and then embedded to ensure they are fit for purpose.

Staff Recruitment:

We have been relentless to ensure that our staff workforce is the best it can possibly be. Staff movement has occurred both in and out for the benefit of the school and our students. As a school we have tried to ensure that every student has parity of T&L experiences as they move from teacher to teacher.

Curriculum/teaching cycles:

The curriculum schemes of learning denote what is being taught in our 9-week cycles. By working back from the A levels/GCSE or equivalents we have deduced where the students should be at the end of each year. Each year is then divided into the 4 cycles. These 4 cycles are then taught and assessed in the penultimate week to enable gaps in learning to be addressed in the last week. This focused teaching and learning practice has enabled staff to work and plan together which has resulted in a consistency of delivery. Resources are planned together and shared with access for all; this also streamlines staff time so they can focus more on the 'how' and not the 'what'.

CPD:

CPD at TA is at the forefront of everything we do. We believe that having a brilliantly skilled forward thinking workforce will deliver outstanding outcomes for our students. All staff in the school believe that as individuals, and as a collective, we can all improve (Dylan Wiliam), which enhances/enthuses the development process of staff in the school. The year starts with a T&L conference offsite, which is led by all levels of staff purely focusing on improving T&L in the school. Bi-weekly CPD sessions have been run by 'Lead Practitioners' building upon the 'Teach Like a Champion' strategies (TLAC) which we adopt and use in the school.

A major factor of staff improvement in the school is our own TA coaching model. All staff are coached weekly, working on one aspect of their teaching which will impact on improved outcomes for students. Staff are action coached in the classroom for 15 minutes; this is then followed at some point in the week with a 15 minute coaching session. This session is planned by the coach. There are 7 elements to the coaching that all coaches adhere to. Staff only move forward on to a new action step when they have mastered the action point they are working on. Part of the coaching is practice where the coach and member of staff physically depict what needs to occur. The weekly coaching is underpinned by twilight sessions which run throughout the year with the emphasis on improving T&L, TLAC strategies and lots of role play to improve practice. Some of the TLAC strategies that we use in the school that have facilitated consistency in our classrooms are: Threshold – meeting & greeting at the door, Do Now – having work for the students to immediately do, Wait Time – ensuring time is given to students to think before they answer (Narrating hands – counting them), Cold Call – to ensure all students are involved, Class Reset – pens down eyes on me. All of these are physical strategies which are coached and practised to ensure consistency and excellence in all lessons

Each coach in the autumn term 2016 had one coaching session filmed. This was shared to reflect and share best practice with other coaches.
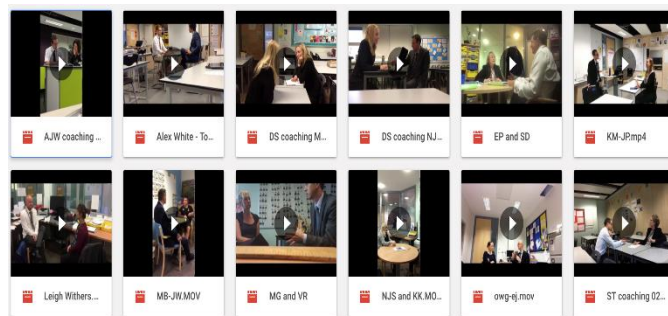

Student Books/Feedback:

Over the last couple of years we have ensured that students take pride in their work. This resulted in having an exercise book the students could use practically and take pride in. Each subject decided on the picture for their front cover, with the back cover showing the best universities to attend to study the subject and which possible career paths utilise this subject. A degree of knowledge relevant to the subject for student use then inhabits the inside covers.

The student exercise book is used to give feedback to students on how to improve. Our current policy denotes the frequency per teaching cycle per subject. This is demonstrated by students placing a green sticker into their book at the start of each cycle indicating what is to be learnt in the next 9-week cycle. During this cycle the teacher will mark/view their book and place a yellow sticker with ticks against set comments for 'what went well' or 'even better if' (staff give feedback in green). Students are then given the time to respond to the feedback and do so in purple; this in turn is then marked by the teacher. This consistent practice takes place in all subjects where exercise books are used. Students therefore understand to respond accordingly in all subjects as there is a standard routine.
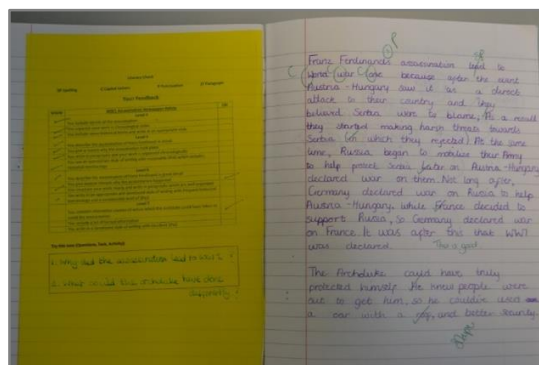
In the classroom:

Lecterns which electronically adjust up and down to suit the individual teacher with the use of a visualiser enable staff to teach whilst facing the class. The use of the visualiser allows the teacher to use students' work to highlight excellent practice but also identify any misconceptions. This powerful tool also enables staff to take students through questions and tasks step by step with the students watching in real time. The students see work completed by teachers on the actual paper/text they are working on. These are widely used in the Academy with students also facilitated to demonstrate their own work to their peers.

Marginal gains - by having hall passes in a dispenser by the classroom door, the teacher doesn't have to stop the lesson to issue one. The clock in the classroom is visible to all students therefore stopping the need for students to be tempted to look at their mobile phone or having to turn around to see the clock.

Behaviour for learning continues to be a strong focus ensuring that our systems are fit for purpose. Ensuring clarity of rules and consequences for students are consistently applied by staff is a must.

Lead Practitioners within the school implement many of the CPD initiatives. This has led to the second 'Teach Meet' being held at Torquay Academy this summer term with many local schools invited to contribute on all aspects of T&L excellence.

Reflections and next steps

We are committed to improving the learning at Torquay Academy to improve our students' knowledge/ understanding and their overall experience. Continued focus on teacher performance in classrooms is a must to ensure positive outcomes and success for all students:

- Continue to ensure student work is to the highest standard;
- Student work is marked with appropriate challenging formative comments to ensure student improvement and progress – current review of individual 'yellow sticker';
- Refine/embed the homework system;
- To be reflective to the needs of CPD/Action Coaching;
- To ensure all coaches are given the relevant skills/training to improve their practice;
- Embedding of the quality assurance system for learning walks and work scrutiny;
- To continue to develop joint electronically shared planning which is reflective upon the accuracy of our data drops.
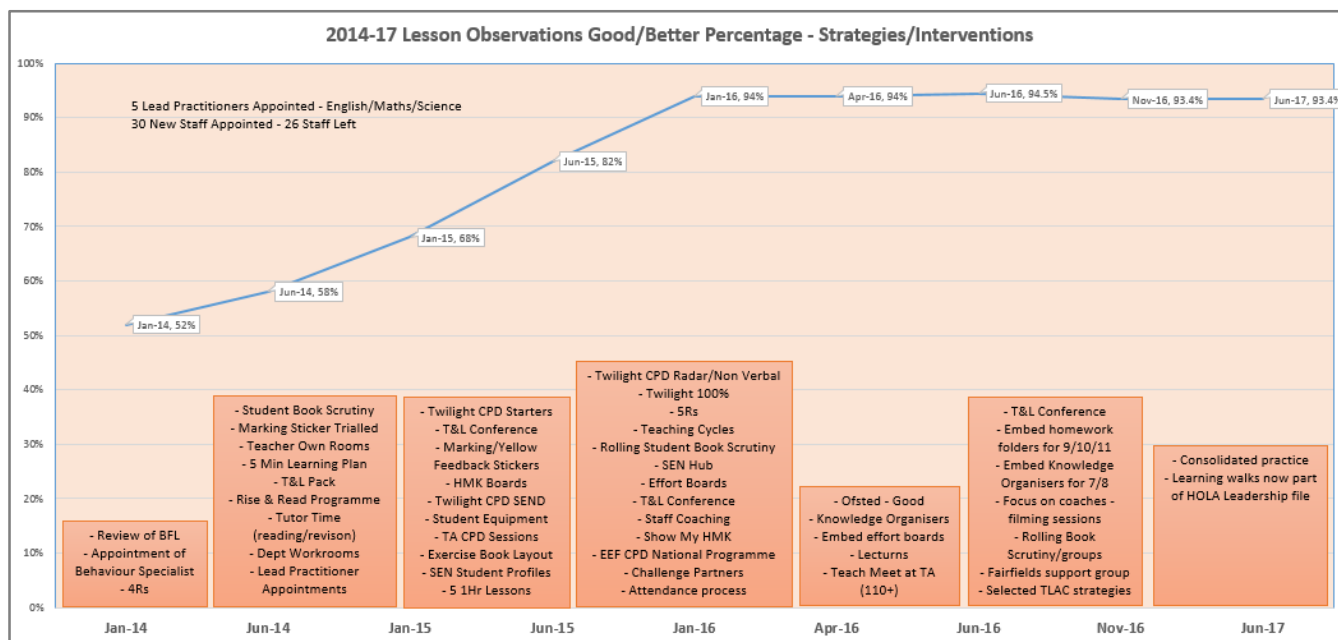
Homework & Knowledge Organisers
Evan Pugh, Vice Principal

Introduction
Homework has always been a bone of contention in schools, ours included. Though it was school policy that homework was to be set regularly according to a timetable, there was little accountability in terms of either staff setting it or students completing it. As always some staff set homework regularly and were relentless in following it up, but this was not consistent. This led to complaints by parents about the lack of homework being given. We decided to go to an online system where the setting of homework could be checked centrally and parents and students could search for homework that had been set. Again the limitation was the checking of homework completion by students.

Our approach to homework changed with the changes to GCSE where terminal examinations would become the norm and a student's ability to learn and retain knowledge would be vital. We set up a senior and middle leaders (SMLT) working party to investigate how best to prepare students to learn independently and develop appropriate homework. The intended outcomes of this group were to:

- create an appreciation of knowledge acquisition, with work at home directly connected to work in school;
- give clarity over the knowledge students need to have in order to become successful;
- help students build their confidence by scaffolding the acquisition of knowledge, breaking it down into manageable chunks that are accessed frequently.

The group proposed a model for Years 7 and 8 based on the use of Knowledge Organisers.
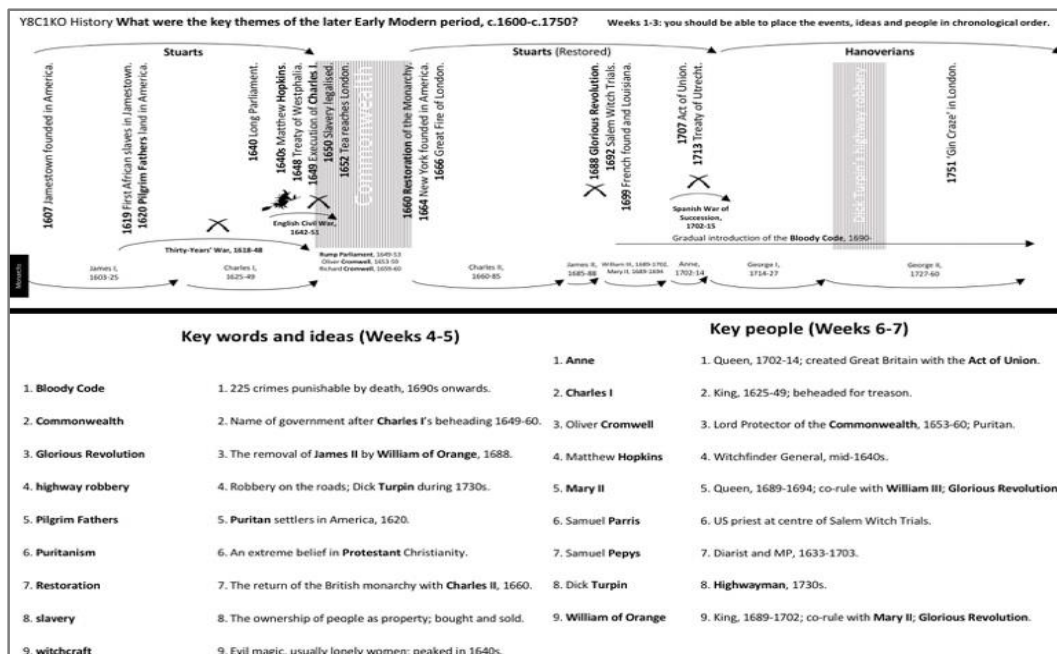
What are Knowledge Organisers?
They contain the knowledge needed to underpin the learning during each learning cycle and that which is tested at the end of the cycle. Knowledge Organisers make very clear to students the specific knowledge they need to learn for each subject in each learning cycle. Knowledge Organisers can also then be used as revision tools shortly before the end of cycle tests.

Why are we using Knowledge Organisers?
The GCSE and BTEC courses have changed to focus on the retrieval of knowledge. Students need to know specific dates, key words and formulae. By learning the key facts from as early as Year 7 the knowledge is becoming part of our students' long term memory which will support them in reaching their potential in exams.

The knowledge organisers contain core knowledge which is essential for progress in each subject area. Students are required to learn prescribed parts of the knowledge organiser each week; these will be formally quizzed in the following lesson.

This is what a knowledge organiser looks like; this is an example from History.

All subjects were asked to produce a knowledge organiser for their subject area based on the following criteria:

- consider what it is that you want students to know by heart at the end of a topic: what's essential? However, if you can't place all this knowledge onto one sheet of A4 then it's too much.
- what are the essential forms of knowledge that your subject requires? For example, in history students must have chronological knowledge, therefore a timeline is vital.
- consider how you're going to format the KO. It probably makes sense for each cycle's KO to have a similar theme, give or take a few elements. So, in history there will always be a timeline, key people and key words, plus maybe a map or threshold concepts. A uniform approach for your subject is probably desirable.
- when creating the KO do number and embolden the information. Numbering helps with quizzing, whilst emboldening key words allows pupils to peer-mark potentially complex definitions, working out which terms are vital in them.

Some basic admin was also included in the advice to ensure they were formatted in the same way.

Knowledge Organiser Formatting

In order to make sure the overall knowledge organisers are presented to a high standard, subject areas were asked to ensure the following:

- knowledge organisers are created using PowerPoint;
- an Arial font with size of 10 or above is used;
- screenshots of information/images are avoided (this reduces the quality);
- images/maps/diagrams are clear with any labels easy to read;
- your subject area is clearly recorded along with the topic title.

These knowledge organisers were put into a booklet which included the homework requirements and timetable.
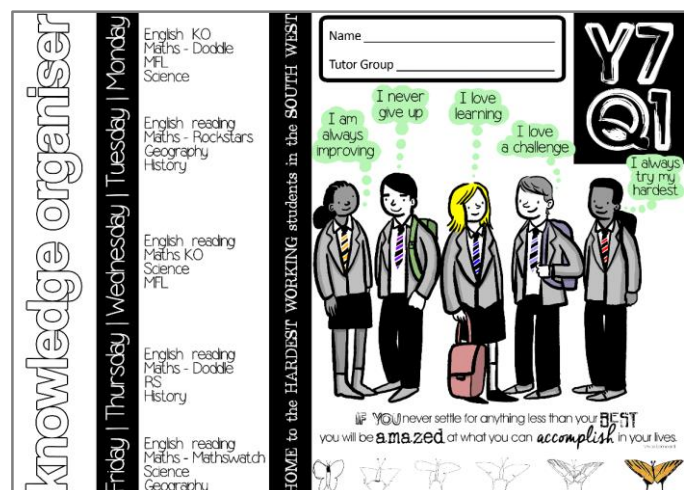
In the first week of the autumn term we ran a session for the whole of Year 7 on how to use their knowledge organisers. They were given their knowledge organiser booklet, an exercise book to record their homework and a plastic wallet to keep their homework in.

During the session they were shown one method of how to complete knowledge organiser homeworks.

They were also taken through each stage of the process and they practiced how to complete their knowledge organiser homework.

Checking Homework

Students line up before school in their tutor groups; they are expected to have their plastic wallet containing their knowledge organiser and homework exercise book out for a visible check by tutors. If a student has forgotten to bring it into school they receive a lunchtime detention.

Once in their tutor rooms they are expected to have their homework exercise book out ready for tutors to check that they have completed their homework. If they haven't or they have not produced enough work they receive a lunchtime detention.

Parents

We sent a letter to parents to inform them about the homework regime and how to support their child to complete the homework. Part of the letter is as follows:

So that you can support your child in the completion of their revision at home, I have provided below an image which demonstrates how they should revise. They should take a small section of their knowledge organiser for the subject they are studying, read it out loud, cover it and write what they remember into their practice books.

*This process can then be repeated until they memorise it.*

A homework timetable is printed on the front of their knowledge organiser, which sets out the subjects they should focus on each evening. English and maths have homework every night. For each of the other subjects your child is expected to revise the information in the knowledge organiser as set out above. They should spend 20 minutes revising each subject.

Four nights a week your son/daughter will do 20 minutes reading from their assigned reading book. The "English KO" homework on Monday will be to use the English page in the knowledge organiser and their practice book.

Similarly, "Maths KO" on Wednesday is using the knowledge organiser and practice book. Two nights of the week students will complete tasks linked to what they have been studying in class on the online resource doddle, the logins for this will be stuck into the planner. One night the students will practice the times tables using Rockstars times tables and the final night of the week the students will be watching a tuition video on Mathswatch.

We followed this up in December when we invited parents to attend a homework evening at the school. The format of the evening was a presentation to explain why we were setting homework followed by a 'hands on' activity where parents completed a 20 minute homework session. The feedback was very positive and in some cases some parents who came to complain left saying they could see the benefit of doing homework in this way.

The increased independent study that has been as a direct result of the homework strategy can be seen around the school on a daily basis. None of the following photographs were contrived but were students completing their homework normally.
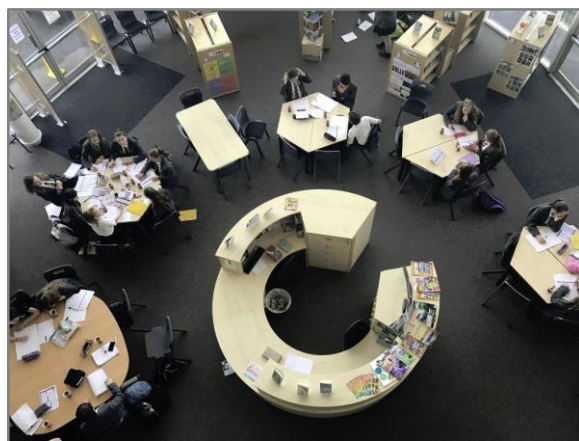
After school in the Library

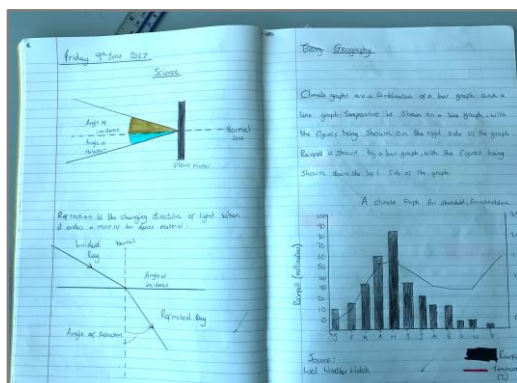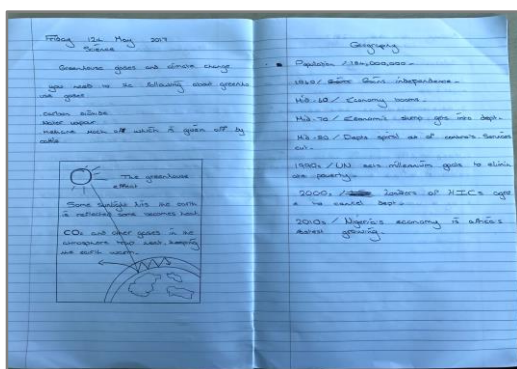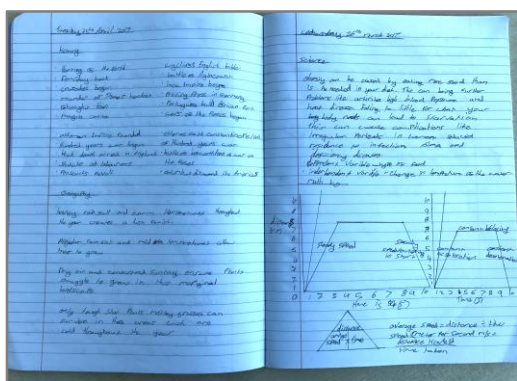

After school in the Year 7 area

After school

Breakfast Club

Library during lunchtime

Examples of Knowledge Organiser Homework
These pictures show the quality and amount of homework students create in a homework session.

Year 9 - Year 11 Homework
As a result of the success of the Year 7 and 8 homework system it was decided to extend the system to Years 9-11. As GCSE courses begin in Year 9 we had to extend the homework to include GCSE questions. The homework expectations for the upper schools were 1 hour and 30 minutes per evening Monday – Thursday and 1 hour and 40 minutes over the weekend. Each evening's homework consists of a 30 minute examination question and 3 x 20 minutes of revision from knowledge organisers.

Instead of homework exercise books we used 7-part folders (one section for each subject) and students would organise each section for individual subjects.
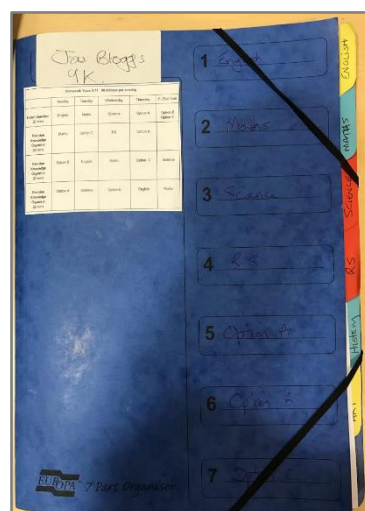
Subjects were asked to provide a sticker which outlined what the exam homework was for each week of each cycle. This would describe what was expected to be completed in each week.
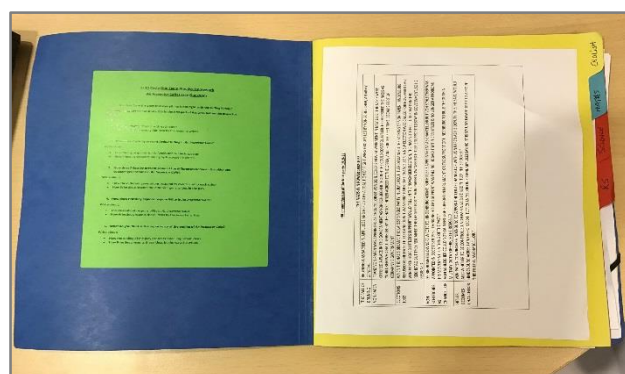
Subjects provided exam questions (one per week) and a knowledge organiser. A homework timetable was created and was the same for all three years.

| Homework Years 9-11 90 minutes per evening					
	Monday	Tuesday	Wednesday	Thursday	Fri/Sat/Sun
Exam Question 30 mins	English	Maths	Science	Option A	Option B Option C
Revision Knowledge Organiser 20 mins	Maths	Option C	RS	Option A	
Revision Knowledge Organiser 20 mins	Option B	English	Maths	Option C	Science
Revision Knowledge Organiser 20 mins	Option A	Science	Option B	English	Maths

At the start of cycle 2 we got each Year group in the sports hall together, distributed their personal homework folders and explained how they were to be used. As part of this session we demonstrated several methods of revision as we wanted to develop revision skills as part of this process. Students were shown three methods and then they were able to practise whilst the teachers modelled each method.
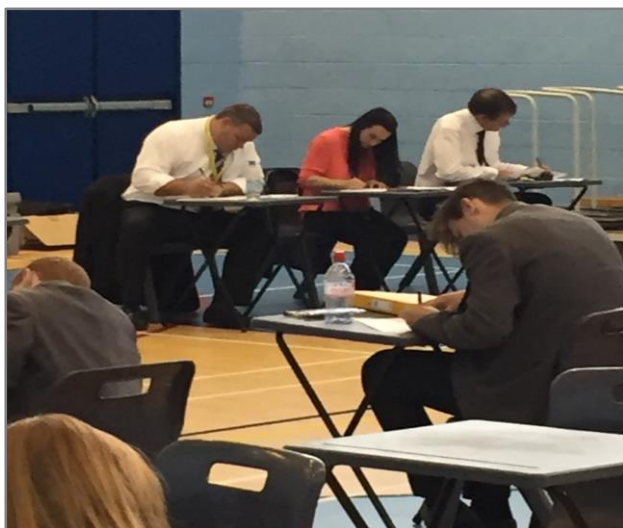
Teachers modelling revision methods

Checking and Consequences

Tutors check exam question completion and revision from knowledge organisers during tutor time. Subject teachers check completion of online work such as Doddle/Tassomai. If homework is not completed or they do not bring in their homework folder the consequence is a homework detention at lunchtime.

Towards the end of the first cycle of homeworks we gave students a ring binder folder and index dividers to collate their revision. At the end of the cycle students take it out of their homework folder and put it in their ring binder. This can then be used for revision later on in the course.

Issues

- Non-completion of homework
There have been students in each Year group who persistently do not do their homework. This has been addressed by Progress Leaders and individual subject teachers contacting parents but it remains an issue and is probably the most difficult to address.

- Online homework
Technical issues involving the hardware students use at home has caused difficulties. Even in school some students report they have done the work but the software has not updated the answers, which we have been able to verify.
My opinion is that online homework that requires student input should be avoided as part of this system as it provokes too many discrepancies. Exceptions to this may be watching videos such as Mathswatch or low stakes testing software such as Tassomai which can be accessed on mobile devices as well as computers.

- Folders
We issue card folders to Years 9-11 and they have not stood the test of time. Part of the problem is that they are so well used and students carry them with them at all times. We have sourced more durable plastic folders for next year but the limiting factor is that they are very expensive. However if homework is to be a key driver for learning and developing independent learning and revision, it is worth the cost.

For the Future

The questions I have posed to subject leaders for the next year are:

1. Is what is being set meaningful?
2. Are we setting too much to complete in the time?
3. Should the exam question homework be differentiated?
4. Can each piece of exam homework have a guide as to how much writing needs to be completed?
5. Who checks the homework?
Tutor = knowledge organisers
Subject teacher = exam homework?
The Tutor checks revision from knowledge organisers and whether the exam work has been done and the subject teacher checks quality and marks for improvement
6. Does online homework cause more issues than it solves?

Final Thoughts

The new system has given clarity for teachers, students and parents about what is required. Our students on the whole have embraced this and without a doubt are completing more work at home than they have ever done in the past. More importantly this is building routines and habits for lower school students which will pay dividends when they come to revise for their GCSEs.

As with all new systems there are teething problems but I believe we are well on the way to implementing a homework regime that is meaningful, rigorous and transparent.

Behaviour - Getting it right for all students all of the time: Eliminating low level disruption in the classroom

Ben Chadwick, Assistant Principal

Improving behaviour at Torquay Academy has continued to be a real focus over the last 12 months. It is each student's right to receive a world class education in an environment that is free from disruption. Each student deserves to be provided with the best opportunities for success and laying the foundations to move onto university, higher level apprenticeship or the world of work.

Progress

Over the last 12 months Fairfields has continued to work with our most disaffected and disengaged students:

Learning Cycle 1:

30 students were supported with a mixture of in-lesson support and being extracted to work on specific areas such as choices, consequences, and accepting responsibility. It became clear after learning cycle 1 that for some this approach needed to change and that a full time programme had to be put in place.

Learning Cycle 2:

14 students were identified and taught as a separate group for the 8 weeks. The timings of their school day was different (9:30am - 3:30pm) with different break and lunchtimes. The curriculum covered the same content as their Year group and the assessments were the same as well. They had input from the Educational Psychologist, social skills work and regular sessions from outside agencies including Exeter Rugby Club and LINX.

Learning Cycle 3:

All students were integrated back into mainstream lessons with support from the behaviour team who dropped into lessons to support the students and staff.

It has proved to be a huge success with 12 of the students making great progress. The other 2 have left Torquay Academy and attend other mainstream provisions in Torbay.
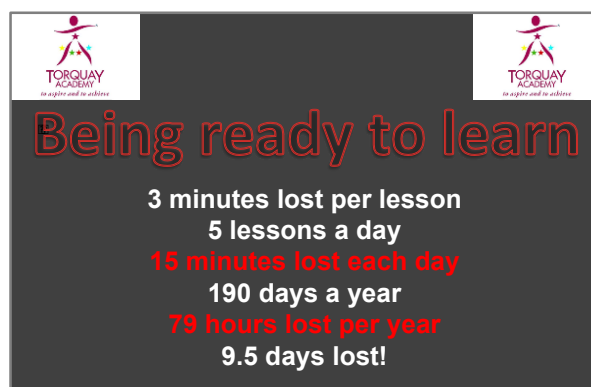
Objective and rationale

Our aim this academic year is to eliminate low level disruption in the classroom. Every second counts and students need to maximise their learning time by being ready to learn, on task and fully engaged in learning.

Actions

In order to achieve this ambitious goal there have been a number of focus areas.

Transition – movement between lessons

Traditionally in schools students pack away their pencil cases at the end of the lessons and then walk to their next class and get them out again. Since July 2017 students have been required to carry their pencil cases between lessons. This simple change has meant all lessons start promptly and go right through until the end. Students have bought into this as the benefits have been explained and shown in assemblies.

Being ready to learn

3 minutes lost per lesson
5 lessons a day
15 minutes lost each day
190 days a year
79 hours lost per year
9.5 days lost!

Movement between lessons is organised, purposeful and sharp. Students are required to take the quickest route and mobile phones are not to be used. Staff are on hand to ensure this occurs.

Equipment

Another expectation is that all students have the correct equipment to learn.

Pencil cases are checked daily by form tutors each morning and students sanctioned if not 'ready to learn'. Time is not wasted lending pens and sorting out issues of no equipment.

Start and end to lessons

Consistency and routine for our students is very important. Every lesson begins and ends in exactly the same way:

- ✓ Staff meet and greet on the door – known as 'Threshold'
- ✓ 'Do Now' tasks are ready to go either via a hand out sheet as they enter or from the board
- ✓ Date and title are written in books and underlined.

At the end of the lesson students leave in an orderly fashion with pencil cases out. Silence in the learning areas ensures they arrive to the next lesson in a calm and focussed manner.

Pencil case out
Silence in Learning Areas
Most direct route
No phone/headphones
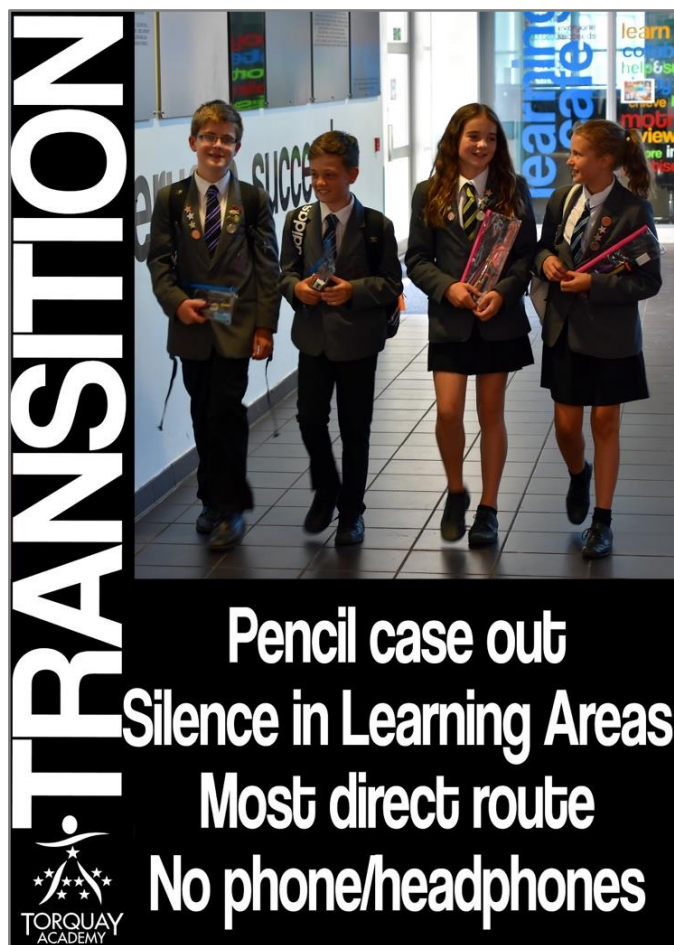
Silence is silence

Another area of focus has been on staff language. 'Quiet please' gives the message that classes need to talk less loudly. In order to tackle low level disruption staff need to ensure students are 100% focussed. A subtle change was using the word 'silence'. This cannot be subjective and sends out the expectation of silence is silence.

The TA Way

The most powerful driver for change is ensuring all stakeholders are fully on board and understand the rationale and thought behind decisions. In September 2017 we dedicated the first three days of the academic year to introduce and reinforce 'The TA Way'.

There were 10 different sessions that all students attended on a carousel clearly stating our expectations and how we can collectively improve the Academy and outcomes for our students:

1. Line up / tutor routines
2. Communication, support, respect and relationships
3. Revision, homework and knowledge organisers
4. How to read
5. SLANT, transition and exercise books
6. Rules and consequences
7. Grit and resilience
8. Learn like a champion
9. Head of house
10. Progress leaders

Impact and Outcomes

This consistent approach and routine is becoming embedded into the culture of the school. Expectations are high and continue to rise as students respond positively. The key to the success is students, parents/carers and staff buying into the changes because they can see the long term benefits.

Academic results at Torquay Academy have improved dramatically over the last 3 years and with the drive and ambition of all stakeholders will continue to do so.

Next steps
- To ensure classrooms are free from disruption and students are fully engaged in the learning process.
- Raise the profile of the House system and incorporate all departments in running competitions and challenges.

Assessment Meetings and Superteaching
Mark Gale, Assistant Principal

Two years ago, we implemented the principles of data driven teaching and learning as part of a drive to improve the effectiveness of our assessment routines. This involves delivering knowledge content in all Year groups and subjects in four teaching and learning cycles, known as Quarters, which have the following structure:

- 7 weeks of teaching and learning
- An assessment week, featuring a variety of tests and assessments
- A superteaching week, in which teachers re-teach areas that students found difficult in the assessments.

These data driven cycles have gained widespread approval amongst staff, students and parents. It has helped teachers with joint planning, it has enabled students to keep track of their forthcoming tests as each subject shares the same assessment week, and it ensures parents get regular updates on their child's progress.

Responsive Teaching
However, we wanted to develop our assessment practices to ensure that our teaching really helped students to progress in their understanding and knowledge of each subject. We realised that assessment for learning was crucial to our aim and we want to look for ways of making it more effective. To this end we reviewed our tests and other assessments and we took a fresh look at our superteaching week.

We wanted to make sure that we could properly diagnose each student's understanding, and this led us to make a decision to use multiple choice or short answer questions during assessment week. The benefit of this is that questions can be short, to the point and carefully chosen to assess key understanding. For example, here is a question from science:

Which of these pictures represent molecules?

1   2   3

A. 1 only
B. 3 only
C. 1 and 3 only
D. 1 and 2 only

This question identifies students' understanding of particles and quickly allows the teacher to see whether or not they have got it. Moreover, the incorrect answers tell the teacher something equally useful: for example, answer B tells us that students have the misconception that only compounds can be molecules. Answer D tells us that students have confused molecules with elements. The correct answer C tells us that the student understands that elements, as well as compounds, can be molecular.

By considering students' answers to a range of questions, teachers can quickly and easily build up a picture of the level of understanding amongst individuals and amongst the class as a whole. Heads of Learning Area can also see quickly where there are common areas of difficulty - or whether certain misconceptions are restricted to specific classes.

We decided that it was important for assessments to be centrally collated and reviewed by a team of staff across different disciplines. Each question (and each incorrect multiple choice option) must be justified, as each one plays an important role in the accurate diagnosis prior to superteaching. To take a very simple example, the question below is not good enough, because each of the answers (a) to (d) are correct.

Which of these is a colour in the rainbow?
(a) Red   (b) Orange
(c) Yellow   (d) All of the above

The challenge could be increased by asking 'Which of these is not a colour in the rainbow?' or 'Tick the colours in the rainbow' from a list of, say ten colours, or by changing the format of the question:

Which of these is a colour in the rainbow?
1. Red   2. Orange   3. Yellow
(a) 1 only   (b) 1 and 2 only
(c) 1 and 3 only   (d) 1, 2 and 3

Considerations during writing assessments
It is important that assessments cover the broad range of content from the topics covered during the Quarter, but they must also look back to previous Quarters. There needs to be an increasing level of synopticity:

	Content from current quarter	Content from previous quarters
Quarter 1	100%	
Quarter 2	80%	20% synoptic
Quarter 3	65%	35% synoptic
Quarter 4	50%	50% synoptic

It's important that assessments are written before the teaching starts so that all staff know the standards that are required. Ideally the assessments are written collaboratively to ensure they are the right standard and that they clearly link to students' knowledge organisers (topic summaries for the Quarter), but they all are centrally collated and reviewed, as described above. Teaching staff often complete the assessment themselves at the start of the cycle, and during the cycle use them to anticipate which students will struggle on which particular questions, so they can target support during the lessons.

Marking and Diagnosis
The diagnostic assessments must be quick and easy to mark, ideally within lessons, and should be able to be entered into the computer for analysis within the same lesson. This is an additional argument for using short answer or multiple choice questions, alongside the arguments about ease of diagnosis.

We expect teachers to analyse the results of their own classes to find out common strengths and weaknesses amongst their students - for example, were there questions that nearly everyone got right? Were there questions that were commonly wrongly answered? Did several of the students all choose the same wrong answer?

Analysis of this kind is quick and easy to do, provided the assessments are written with the principles outlined above in mind.

In addition, we expect the Head of Learning Area (HOLA) to carry out a similar analysis on the whole cohort. However, the HOLA's analysis will also look at differences between classes - did similar students perform differently on the different questions dependent on the class they were in?

Assessment Meetings
We hold assessment review meetings on the Monday after assessment week. By that point, all staff have marked and analysed the tests for their classes. The Head of Learning Area (HOLA) leads the meeting for their department. Staff discuss the outcomes of each test, and plan the superteaching lessons by identifying the

topics that need re-teaching. They also note where and how the scheme of work could be improved by looking at lessons covering content that students did not perform well on.

Because all seven Year groups have to be covered in the same meeting, only about ten minutes can be allocated to each test review. All the teachers of these classes participate in the discussion, and it is a benefit when teachers can see and hear the reviews of other Year groups' assessments.

Issues and Common Questions
In preparation for introducing these approaches, we read widely and visited a number of schools, including North Star Academy in Newark, New Jersey in the US, which developed these ideas.

A number of questions arose in our minds and in discussion with other staff:

- *Should this apply to all Year groups, even sixth formers?* We strongly felt that every Year group should follow the same principles, so they built on good practice throughout the school. Moreover, sixth formers often struggle with their new courses, and these procedures will help them ensure they master the concepts.

- *What about exam practice?* Although we have moved away from using GCSE / A-level exam questions in assessment week, we still use them

frequently within lessons as yellow sticker feedback tasks and for homework. Students also sit a large number of pre-public exams (mock exams): at least four during the course of their GCSE studies.

- *Does it matter that we are teaching to the test?* Provided that the assessments are well designed and test the knowledge to the standards required, it does not matter if students are taught to the test. Indeed we would hope that they gain a very high percentage as this would indicate that they have good knowledge of the topics covered. We aim for most students to achieve 80% on the tests.

- *What if students cheat and alter their answers during marking?* Because the tests are marked in class there's the possibility that students may adjust their answers, but this can be prevented by inputting the data before telling students what the correct answers are, or using scanning technology which is available on smartphones.

- *How can we prevent students from rushing through the answers, especially given that multiple choice answers are often similar, and the incorrect answers are generally plausible?* By projecting the questions on screen, rather than having paper tests, you can control the rate at which students answer questions.

- *How can we generate predicted grades from these sorts of tests?* We decided not to have grade boundaries associated with these tests. They are used solely for generating a percentage test score to indicate the students' level of knowledge.

Running a Marathon

Helping students to prepare for external exams is a bit like helping a runner prepare for a marathon. There is a clear goal in mind and a lot of preparation is necessary over a long period of time.

However, you don't prepare for a marathon solely by running lots and lots of marathons. You run several shorter races, you do stretching exercises, you change your diet, and you gradually build-up the stamina to tackle the marathon itself.

Our diagnostic assessments take this principle and apply it to students' learning. By analysing carefully what students can and cannot do we are in a better position to coach them in order to develop the skills and knowledge they need to tackle and to succeed at their goal of achieving excellent exam results to help them move on to the next stage of their education or training.
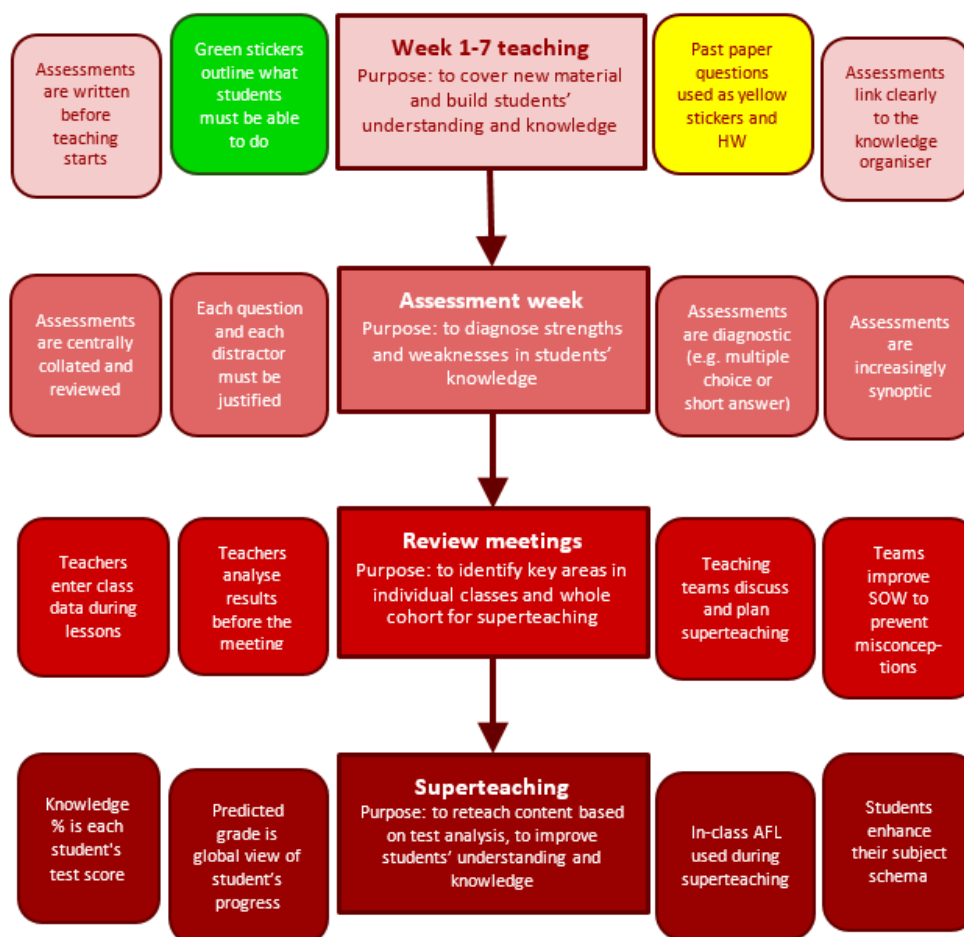
Literacy; from the first day to the last
Leigh Withers, Assistant Principal

Our excellent literacy provision is in place for all pupils to benefit from, not just those who have come to us with difficulty with their own reading and writing. It is a provision which starts on the very first day in Year 7, where a series of rigorous tests takes place and stays with them right through to when they leave us at the end of Year 13.   It is a provision built around robust testing, forensic analysis of data, innovative and thorough intervention and a culture where reading and the love of reading is firmly embedded into the school curriculum. We are very proud of the progress our pupils make, with average reading age increases for all children at KS3 of over five years.

Testing & data

Testing begins on day one. In September all Year 7 pupils undertake the NGRT online reading test and SWST online spelling test to ascertain reading and spelling levels across the Year group. This data is then cross-referenced with KS2 outcomes, SEND information and the on-going professional judgement of our English and Literacy teams. This leaves us with a clear picture of the reading and spelling needs for every pupil in the Year group and if required they are then assigned a relevant form of intervention. Progress for all pupils is monitored closely across the year and even more forensically for those receiving additional help.

In January all pupils who are receiving intervention then have their reading and spelling ages tested again; this is also aligned to their levels of progress across the curriculum, so a complete picture of their progress is available. Finally, in June, all pupils are tested again and this informs any intervention required in Year 8 as well as giving us consistent and measurable outcomes and accountability for the provision we provide.

This testing schedule is repeated again in Year 8 (they are not tested in September as we have current data from the last half term of Year 7). In Year 9 we have the same cycle but only for the few pupils still deemed to require discrete intervention at the beginning of KS4, the outcomes of which inform access arrangements for subsequent public examinations.

Testing Schedule

When	Year 7	Year 8	Year 9
September	NGRT & SWST - All		
January	Re-test for pupils receiving intervention	Re-test for pupils receiving intervention	Re-test for pupils receiving intervention
June	NGRT & SWST - All	NGRT & SWST - All	Re-test for pupils receiving intervention

Intervention

If after testing pupils are deemed to require further intervention we assign the appropriate provision to them so they are able to plug the gaps in their literacy. In some cases pupils will require a more intensive course of intervention as their lack of literacy skills undermines their ability to access the wider curriculum. The success of this intervention comes down to accurately diagnosing the need of each pupil, assigning them to a relevant programme and giving each student the appropriate amount of time to complete their targets; in a number of cases this involves the attendance of period 6 in order to lessen the impact on other lessons. As previously stated, weekly monitoring of progress within each of these interventions feeds into a wider database where the progress of each pupil can be measured across the curriculum. It is our aim that students who need literacy intervention complete their programme by the end of Year 7, though there are a number of students who require further support in Year 8. Interventions include:

- **Phonics (read, write inc)**
  This is provided for pupils whose ability to read and write is severely hampered by their poor levels of literacy. We have relatively few children who need to undertake this course of study, a typical Year group will have 10-12 pupils who then form our 'nurture group'. They follow the phonics programme in groups of four as this enables the teacher to accurately check progress and determine the right pace of learning. As well as receiving phonics intervention three times each week, this group of pupils follow a specially adapted curriculum which allows them to have additional literacy lessons incorporated into their learning. These children

normally receive at least two sessions of discrete literacy teaching each day.

- **Lexia**

  We currently have nearly 100 pupils receiving Lexia intervention. This is an online provision which aligns itself to the ability of each pupil. For some children it will not take too long to complete the programme but for many it will take the full academic year. There are four levels of difficulty with the very basic focussing on common word types which children have difficulty reading and spelling. As the programme progresses more emphasis is placed on comprehension and complex language use. The children are rewarded for their progress with all students who complete their allocation of units each week entered into a prize draw.

- **Achieve**

  Over 60 pupils receive 'Achieve'. Like Lexia, this is an online programme and is used for pupils who have completed the Lexia provision but who still require some form of literacy intervention. This is particularly important for pupils who have come to us with low reading and spelling ages and require a transitional programme to enable decoding and comprehension between basic and more complex texts. Achieve focusses more on technical language for subjects and broader issues of comprehension.

- **PAL/PAT**

  This is a mentoring scheme where some of our most able readers mentor pupils who lack confidence in their reading. Not only do these children benefit from the support offered by excellent readers they also develop relationships with older children which help them with oracy. This is a weekly intervention which involves a select small group of pupils.

Reading

We pride ourselves on the amount and the wide variety of reading our pupils do. For many of our Year 7 children

their day starts with 'Rise & Read' where they come into school at 7.45am, three days a week and read a group text in a class with other children. These texts tend to focus on popular contemporary children's literature such as 'The Graveyard Book', 'War Horse' and 'Rooftoppers'.

During form time all of Year 7 and all of Year 8 read a classic text with their tutor. We dedicate two sessions a week to reading during form time and each Year group reads the same text on the same day. This year our Year 7 pupils have read 'The Time Machine' by HG Wells and 'Pride & Prejudice' by Jane Austen. In Year 8 they are reading 'Wuthering Heights' having already read 'Journey To The Centre Of The Earth'. We believe that the cultural capital that our children gain from having read these texts will be crucial to their progress. These sessions worry less about complete comprehension and are more focussed on exposing our pupils to texts that most adults would find very daunting to read. This year a Year 8 student mentioned, in reference to Wuthering Heights, to their teacher that they felt "Kathy is really moody all the time"- a throwaway comment (though pretty accurate) which exemplifies our belief that this knowledge is not just for the preserve of children who attend Eton & Harrow.

Year 8 Form Time Reading

In addition to this our KS3 pupils also have their own specific 'Reading Record'. This record contains a table of books which that student needs to read over the course of the year. To ensure that the pupil reads sufficiently challenging material the selected books are matched to their reading age. Each child also has to read a text from another culture as well as a 'classic' novel. For the pupils who struggle with reading they are assigned an abridged version of a classic text. In order to monitor this effectively each pupil has one allocated library session per fortnight where they read in silence and submit reviews to their teacher to sign. These books are an expected part of their equipment and any additional

silent reading time they have is assigned to reading one of the texts from their personalised record.

Below is one of the tables for a high ability Year 8 female student.

Title	Author	Date Completed	Teacher signature when review complete
Cuckoo Song	Francis Hardings		
Emma	Jane Austen		
1984	George Orwell		
The Hitchhiker's Guide To The Galaxy	Douglas Adams		
The Otherside Of Truth	Beverley Naidoo		

Last year our library exceeded 10,000 loans to our pupils, a huge indication of just how much our children read. Our KS3 pupils have dedicated time which allows them to read for at least five sessions a fortnight, with many more who attend Rise & Read, stay after school in our library or are part of our Carnegie reading club. A student survey identified that 100% of our KS3 children read regularly against the national average of just 24%.

Across the curriculum

We expect all teachers to be teachers of literacy. Our bespoke feedback stickers highlight our expectations that every marked piece of work is marked for spelling, punctuation, paragraphs and capital letters. In addition to this all subjects have a key word list in the backs of their books which all students should use throughout the learning cycle. Literacy is a key aspect of our monitoring cycle and is incorporated into our lesson plan, lesson observation and book scrutiny proformas. On top of this we have a school-wide expectation that students answer questions in full sentences.

As of Easter 2017 each new resource printed by departments for children to use should also contain line numbers to enable consistent practice of evidence referral across all subjects. Children use a ruler to track the speaker as they proceed through a text enabling the teacher to quickly identify any pupil who is not reading along with the class.

This focus on literacy, from rigorous testing and forensic tracking of progress to innovative intervention, alongside a vibrant challenging reading culture, whilst ensuring that all subject areas plan for and teach literacy, has resulted in the excellent outcomes we have attained here at Torquay Academy. Our dedicated team of literacy staff seek to constantly improve upon practice, seek out new ideas and work in partnership with colleagues both locally and nationally. As an example of this, after an extended period of collaboration, primary colleagues from our largest feeder school have begun using 'Core Five', a programme designed to lead in to Lexia as their prime literacy intervention, thus creating an alignment of strategy across the key stages.

Curriculum Enrichment Week
Paul Hocking, Assistant Principal

Objectives and rationale

Educational visits and off-site activities make a significant contribution to the development of young people. Outdoor activities both at school and on residential courses enable pupils to enjoy challenging and unfamiliar experiences that test and develop their physical, social and personal skills. They can be among the most memorable experiences for pupils of their school-days (The Outdoor Education, Aspects of Good Practice report, Ofsted 2004).

The positive impact of an off-site activity must be considered alongside the impact of staff absence, student absence and cover lessons. With each day worth 0.5% of the academic year a day out of lessons needs to be a balanced decision. The aim of Curriculum Enrichment Week (CEW) is to put all of the trips and visits into one week of the year enabling these fantastic experiences for the students while minimising any disruption.

Background and context

The obvious benefits of an off-site visit have to be balanced with the impact of staff and students missing curriculum time in school.

- What other subjects will the students miss while out of school?
- What will the quality of the cover lesson be compared to the normal lesson?
- Is it worth the remaining students covering the next objective if half the class is on a trip?

Torquay Academy organises the academic year into 4 teaching cycles. Each cycle contains 7 teaching weeks, an assessment week and super teaching week. Super teaching week is where the assessment is used by staff and students to pinpoint areas of weakness and address them in preparation for the next teaching cycle. Clearly any missed curriculum time within this system is disruptive and could cause the students to fall behind. The challenge was to find a solution where the students had full attendance in the carefully planned curriculum of the school without missing out on the enriching activities that also add so much to student development, understanding and enjoyment. The cover statistics from SIMs reports that in 2014-2015 we had 223 lessons of

cover generated because of educational trips and visits, something CEW aims to reduce.

Educational visits are an essential part of any successful curriculum and offer the students an opportunity to see the different subjects being applied outside the classroom. Traditionally how these activities are spread across the curriculum has been dependent on the passion and organisation of the leader in a specific department area. CEW aims to coordinate the learning areas so the experiences offered to the students are more evenly spread across the subjects and can be planned to include progression from key stage 3 through to key stage 5. The aim is to also include aspects of PSHE, SMSC and careers with a focus on improving soft skills while raising aspirations.

Impact and outcomes

Now into its third year CEW takes place in November at the end of the first teaching cycle incorporating a variety of different enrichment activities for the students.

KS3 Programme 2016

The most recent KS3 programme included a variety of activities including team building, aspirational visits, curriculum extensions and field trips. The students make their options selection in the January of Year 8 with the taster days allowing them an experience of the subjects that are not included in the KS3 curriculum. This has allowed the students to make a more informed choice when January comes.

Key Stage 3 Programme 2016 (off-site visits highlighted):

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Team Building	Shakespeare Day (English & Creative Arts)	Alternative Sports day	Maths Challenge	Plymouth Marine Aquarium (Science)
	Alternative Sports day	Team Building	Shakespeare Day (English & Creative Arts)		
	Shakespeare Day (English & Creative Arts)	Alternative Sports day	Team Building	Plymouth Marine Aquarium (Science)	Maths Challenge
Year 8	Geography Field Trip (Urban)	Eden Project Visit (Enterprise)	@Bristol (Science)	Options taster days	
	@Bristol (Science)	Geography Field Trip (Urban)	Eden Project Visit (Enterprise)		
	Eden Project Visit (Enterprise)	@Bristol (Science)	Geography Field Trip (Urban)		

Key Stage 4 Programme 2016

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 9	University of Exeter visit	Maths Challenge	STEM day	Holocaust (Religious Studies)	Health Day (Health & Social Care)
	STEM day		Holocaust (Religious Studies)	University of Exeter visit	
	Holocaust (Religious Studies)		University of Exeter visit	STEM day	
Year 10	Automotive Engineering	Army Team Building	English Play	Geography Field Trip (Dunes)	Geography Field Trip (Dunes)
	Sport			Art & Photography Trip	Art & Photography Trip
	Catering			History	Drama
	Computing		Maths		Music
	Maths			English	Science
	French				Sport
11	Statistics	Statistics	Statistics	Statistics	Statistics
11	English	English	English Play	English	English
11	Creative Arts				
11	Science Coursework	Science Coursework		Science Coursework	Science Coursework
11	ECDL	ECDL	ECDL	ECDL	ECDL

In KS4 the activities have been much more subject specific with an emphasis on coursework in Year 11. Some subjects have used the week as an extended intervention session while others have used the time for truly enriching activities. The trips to NOSS Marina could be described as the most exciting while the holocaust sessions, with discussions with an actual survivor, had an enormous impact on the students. As a consequence of organising the trips and visits into the single week we have reduced the cover from 223 lessons in 2014-2015 to just 92 in 2015-2016. This is a marked decrease and obviously means that students are in class with their normal class teacher more often.

Reflections and next steps

Having run 3 CEWs the schedule has evolved year on year with some activities becoming permanent fixtures, some needing modification and others simply not appropriate for that Year group or the week. The changes will continue with the removal of coursework from the new GCSEs leading to an inevitable change for the Year 11 students. This year we plan to have more focused interventions within the core subject areas and to extend the enrichment activities into the Year group. The timing of CEW is not perfect for outdoor activities as the weather can be unreliable in November so we have had to move some of the field trips to the Summer term but the urban geography was a successful example of how a field trip can run and be unaffected by the weather.

The Journey to Pupil Passports
Glyn Penrice, Assistant Principal

"Knowledge is Power"
Francis Bacon

"Knowledge is power, if you know it about the right person"
Ethel Watts Mumford

Individual Education Plans – IEPs

Ten years ago the number of IEPs being produced was extraordinary. In our school over 50% of our students had an IEP. Numerically this equated to nearly 5000 IEP sheets each term. This highlighted the oppressive weight of paperwork generated by the well intentioned aim that every child with special needs had an individual plan describing their needs and how those needs would be met.

Nationally at that time, a fifth of all students were identified as having a special educational need and were part of the IEP process. It was Ofsted's primary means of assessing schools' provision for students with SEN. The IEP was a visible indicator of what teachers did to meet SEN, easy to get hold off by Ofsted Inspectors whose expertise in SEN might be limited. Our experience was not new as in 1999, Ofsted recognised that some inspectors were more interested in the listing, production and number of IEPs than how they related to pupils' achievement and progress.

Due to the high numbers of IEPs being issued our SENCO at the time was overwhelmed with paperwork and our teachers were unable to monitor and assess the targets on these IEPs. On average there would be over 60 targets per class to monitor. This prevented the IEP from being the working document it was intended to be and lead them to becoming a static document and process rather than guiding planning and meeting individual needs.

To reduce the time load of producing so many IEPs, we used a software package to produce the bulk of the IEPs. However these IEPs were not user friendly with some difficult targets to meet.

They were not effective in informing teachers of need nor did they help with planning.

Whilst some teachers and tutors were involved in the process, much of the work was undertaken by the SENCO and we found that this led to IEPs lacking relevance to teachers and students. Indeed nationally IEPs were found to be too far removed from the teaching process.

Individual Education Plan

Name	Ron Weasley		DOB 30/02/1996	Year 7	Class		Mr Snape
Area/s of concern	Behaviour		UPN		IEP Number		
Class Teacher.	SS	Start date	November 2008		Review Date	Summer 2009	
Supported by	AD	Proposed Support	Ta/LSC		Support began	November 2008	

Targets	Achievement Criterion	Possible resources and technique	Possible strategies for use in class	Ideas for support staff	WT	M	B
1 To avoid behaviour designed to disrupt the work of other students.	1 No incidents recorded over a period of ' one week '.	1 Clearly established expectations of behaviour. Behavioural contract. Differentiated tasks. Avoid waiting times.	1 Encourage other students to ignore unwanted behaviour. Direct Ron back to task. Give positive attention for correct behaviour.	1 Check that Ron understands the task. Talk about the behaviour that is expected of him.			
2 To follow a teacher's instructions or requests promptly.	2 Instructions followed promptly on ' 10 ' occasions.	2 Clear instructions. Record sheet.	2 Praise other students displaying correct behaviour. Give positive comments to Ron where possible.	2 Talk to Ron about the need to follow instructions promptly. Look at his record sheet with him. Praise success.			
3 To speak to members of staff without making insolent remarks.	3 No recorded incidents of rudeness or inappropriate language directed at staff over a period of 'one week'.	3 Clear expectations about courteous behaviour. Circle time.	3 Discuss the need to talk politely and show respect for adults in school. Positive comments.	3 Talk about appropriate behaviour towards adults. Give praise where efforts have been made.			

Personalised Learning Plans – PLPs

Personalised Learning Plan							SA+ School Action
Name: RON WEASLEY Start Date: Sept 2010	Date of Birth: 30/02/1996 Review Date: Mentoring Day.	Year Group: 9	Tutor: SS KS2/3 SATs		English: 3	Maths: 3	Science: 3
Strengths (Subject strengths/Personal attributes etc): Strong character THOUGHTFUL, GOOD SENSE OF HUMOUR			Areas for support (*each area should have a corresponding target*): Staying in lessons. Focusing on task.				
Target. Where I need help.	Provision. Who will help me?	Strategies .How will they help me?		Success Criteria . How will we know things are better?			Achieved Date
1. STAY IN LESSON	TEACHING ASSISTANT AND ATTENDANCE	TO GET ME IN TO A BETTER WORKING ROUTINE		IMPROVE PROGRESS			
2. REMAIN FOCUSED IN CLASS	STAFF TO REMIND ME TO STAY ON TASK	TO GET WORK COMPLETED. SIT IN SEATING PLAN - AWAY FROM HARRY & HERMIONE		BETTER RESULTS IN CLASS POSITIVE PRAISE & PHONE CALLS HOME			
3. IMPROVE MY DECISION MAKING	LEARNING SUPPORT STAFF	PREPARE & DELIVER ANGER MANAGEMENT SESSIONS.		FEWER INCIDENTS OF ME FEELING ANGRY			
Parent/Carer Involvement: Discussion with parent.		Pupil's View: Ron accepts that things need to improve.		Additional Information:			

IEPs were usually in grown up speak and complicated to read. They were also not compulsory in any given form. Therefore we attempted to make the IEP more child friendly and clearer to understand.

With this plan, everyone's roles and responsibilities were clearly defined. Furthermore it was more inclusive as it detailed what the school would do rather than the IEP that focussed more on what the student had to do. PLPs also had the advantage of being more subjective and qualitative.

One Page Profiles – OPPs

Several factors led to the decline of IEPs and PLPs in our school. Firstly the new SEN Code of Practice in 2014 and the introduction of the Graduated Approach of Assess Plan Do and Review. Secondly was a whole school review of planning and assessment leading to new ways of tracking pupil progress. Systems allowed the rapid development in the use of data so that every teacher knew their students well and set appropriate targets in line with individual need. The Teacher Standards highlighted this as part of their professional duty. Thirdly the whole school drive to Quality First Teaching with the focus on Teach Like a Champion strategies and coaching for all teachers.

This led us as a school towards a more effective alternative to the IEP and the PLP, the One Page Profile. This is not an IEP or PLP with a different name, but a change of whole school culture.
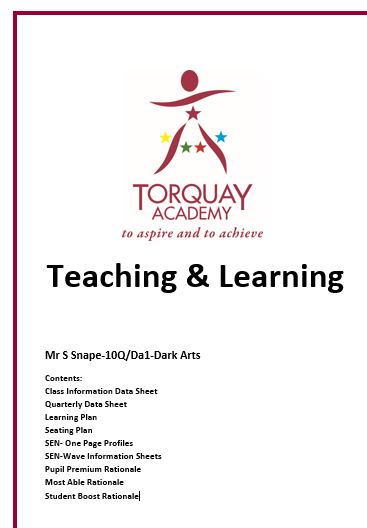
Our One Page Profile (OPP) was inspired by the Student Centered Approach to reviewing how SEND needs are reviewed and met. They capture information that is important to the student and enables some personalisation of their learning. They can focus on strengths as well as barriers and allow the student a voice in how they are supported in school and to have

their strengths and what is important to them as an individual acknowledged. They are written in language that is accessible to students and their parents and make them feel part of the process.

Teachers are encouraged to use the OPP organically and regularly feedback as to what works for the students in their lessons as well as what doesn't. For the OPP to be meaningful to all involved in the process it is essential that there are clear links to aspects of teaching and learning. The OPP had to be easily accessible to staff in order to do this.

The Code of Practice states "All teachers and support staff who work with children should be made aware of their needs, the support provided and any teaching strategies or approached required".

In a large secondary school this is a challenge as students move from class to class and subject to subject. The introduction of the OPP and new systems in classrooms made the OPP a working and useful document. They were an integral part of the Teaching & Learning class packs.

TORQUAY
ACADEMY
to aspire and to achieve

Teaching & Learning

Mr S Snape-10Q/Da1-Dark Arts

Contents:
Class Information Data Sheet
Quarterly Data Sheet
Learning Plan
Seating Plan
SEN- One Page Profiles
SEN-Wave Information Sheets
Pupil Premium Rationale
Most Able Rationale
Student Boost Rationale

A copy was available for each student in all classes. Some students included them in their planners in case they had an unexpected change of teacher or a supply teacher. A OPP could be instigated by any member of staff with support from the SEND team in school. The strength of the OPP is that there is an expectation for teachers to have regard to the information and use it in conjunction with their subject expertise in delivering learning opportunities that are inclusive for all.

One Page Profiles are deceptively simple, and in this simplicity lay their strength. They helped us to support people better by:

- Helping us build better relationships by truly understanding what really matters to the student in their life and the way they are supported to live it
- Providing a record that can move with the person as they transition from service to service or use multiple services
- Being regularly updated to reflect people's changing circumstances and aspirations

How do we know these OPP are effective?
Overall the progress of SEN students in GCSEs for 2016 was 0.45 and predicted results for 2017 again shows a P8 over 0.4 for our SEN students.

Since their introduction and distribution we have been developing our monitoring of how often OPPs are referred to and the outcomes for students. We made the decision to follow the whole school approach and

introduced Learning Walks with the focus on the OPP. During these Learning Walks we have been able to evidence how they are implemented in the classroom. We were able to see evidence in every lesson for every child with a OPP that the information provided was being acted upon.

Feedback from parents and students has been very positive. Students like being involved in the process more than once a year and some have even instigated changes to their own OPP.

The disadvantage to the OPP has again been the number of individual OPPs that have to be copied and distributed. As an alternative we did attempt to use our SIMS but the OPP remained hidden in the depths of the system and, when trialled, staff reported problems with accessibility. Another solution was needed.

Pupil Passport
Our big change was renaming OPPs as Pupil Passports. This brings us in line with many other schools but it was another whole school initiative that provided a digital solution. The Academy made the decision to use Classcharts, a computer based system for seating plans and behaviour management. However in addition to this, it provided an additional programme called Edukey. This enabled us to include SEND information in a more accessible manner.

Once Classcharts (the program we use to record House Points and behaviour incidents) is open, one click takes you to any of the students' Pupil Passports and Behaviour Plans. The challenge for next year will be the continued monitoring of the effectiveness of the new Pupil Passports.

Sixth Form Systems and Processes
Nichole Sanders, Assistant Principal

Vision

To further improve the Sixth Form outcomes and ensure progress for all.

Key Objectives

- Increased applications
- Expectations are set across the sixth form
- Improvement in tracking of Teaching and Learning
- Getting the data right:
  - Census
  - Progress
  - Attendance
  - Concerns
  - Learning plans
  - Exam entries

Background and context

The Sixth Form is still in its infancy with increased numbers year on year. With this in mind the systems and processes needed to not only reflect the current needs of the students but those of future years.

'Leaders have not driven improvements in the sixth form as rapidly as in the rest of the school. Students on academic courses do not consistently achieve as highly as those on vocational programmes.'
Ofsted June 2016

Key messages from Ofsted signified that whilst the Sixth Form was good it still needed to get in line with the pace of change that had been seen in the rest of the school with regards to progress and outcomes.

I needed to decide where to start first:

- Timetable
- Learning plans
- Up to date exam board info

'Sixth-form students are role models for other pupils and make a significantly positive contribution to school life.'
Ofsted June 2016

Since opening up the Sixth Form in 2013 it has grown in numbers and a strong culture has been created. From this we had the platform to take the Sixth Form to the next level and make it as strong, if not stronger, than the rest of the Academy.

The Ofsted report provided lots of areas of improvement. The priority had to be getting the data right so we can look at outcomes and ensure that students are achieving all that they could be. Several steps were taken to ensure that the data was correct; this provided the foundations enabling us to put in the right support and the intervention through the accurate tracking of students' progress. By looking back we were able to pinpoint what was needed to set up efficient systems to accurately capture the courses that students were on and also provide data that will help us with the census, Btec and exam entries.

Step 1:
Create learning plans – this captured the A levels/Btecs studied alongside any retakes. This information helped with step 2 and also gave a basis to track student changes. The learning plans also provided information that was key to the census and enabled us to track retakes, highlight probation students and capture information on leavers and next steps.

Step 2:
Learn to timetable and ensure student timetables are provided within a day to ensure we have the right information on SIMS – this was important as it provided the students with their timetable within a day which organised them and allowed for early checks on putting students on the right course.

Our next step is to make this even better through extended and thorough guidance on options and aspirations. This will play a part in the retention of students in their courses.

Step 3:
Getting Alps ready – this step meant that all subjects needed to confirm their exam boards and courses. With this information I was able to set up tracking sheets, work with the data manager to set up Alps sheets showing the correct courses and provide updates to Governors. Guidance was sought at Pixl 6 and SWTSA to support the development of the data and this helped shape how this was reported.

Step 4:

Tracking Teaching and Learning – this was picked up and repeated in the June Ofsted 2016 where it was felt T&L was not monitored efficiently. The systems and processes that worked lower down in the school were missing at post-16. Since then, drop ins have occurred looking at Sixth Form teaching and it has been part of the formal observation process. The marking scrutiny forms have been developed to meet the needs of the differing subjects. Alongside this the Alps data helps look at those students who are achieving above / below target and identifies T&L issues.

'Overall, there is too little opportunity for pupils to develop reasoning skills in a range of subjects. Pupils are not consistently challenged to enquire, investigate and solve problems. This is limiting the progress of some pupils, particularly the most able pupils and students on post-16 study programmes.'
Ofsted June 2016

As part of the new whole school monitoring process, from June 2017 Key stage 5 was included with regards to data and learning walks.

A Level Year 13 / A Level Year 12

A Level Year 13	Projection	Targets	National		A Level Year 12	Projection	Targets	National
A*	3%	0%	8%		A*	0%	0%	8%
A*-A	17%	5%	26%		A*-A	8.0%	0%	26%
A*-B	38%	30.2%	52.0%		A*-B	44.0%	42%	52%
A*-C	70%	77%	76%		A*-C	74%	95%	76%
A*-E	98.7%	100%	98%		A*-E	95.5%	100%	98%

BTEC Year 13	Projection	Targets	National		BTEC Year 12	Projection	Targets	National
D*	15%	3%			D*	9%	21%	
D*-D	57%	50%			D*-D	64.8%	87%	
D*-M	91%	98%			D*-M	90%	99%	
D*-P	100%	100%			D*-P	99%	100%	

2018	Projection	Targets	National		2017	Projection	Targets	National		2016	Actual	National
A*	0%	0%	8%		A*	3%	0%	8%		A*	2%	8%
A*-A	8.0%	0%	26%		A*-A	17%	5%	26%		A*-A	5%	26%
A*-B	44.0%	42%	52%		A*-B	38%	30.2%	52.0%		A*-B	16%	52.0%
A*-C	74%	95%	76%		A*-C	70%	77%	76%		A*-C	46%	76%
A*-E	95.5%	100%	98%		A*-E	98.7%	100%	98%		A*-E	93.2%	98%

Year 13 – A Level – 2016/17 Results

Subject	Cand	A*		A		B		C		D		E		U	R	A*-B	Target	A*-C	Target	A*-E	Target	Av Sc
Art	8	2	25%	0	0%	0	0%	1	13%	1	13%	0	0%	0	0%	75%	25%	75%	88%	100%	100%	98
Biology	12	0	0%	2	17%	2	17%	4	33%	3	25%	1	8%	0	-2	33%	36%	93%	100%	100%	82
Chemistry	4	0	0%	0	0%	0	0%	2	50%	1	25%	1	25%	0	-1	0%	0%	50%	80%	100%	65
Creative Writin	7	0	0%	5	71%	1	14%	1	14%	0	0%	0	0%	0	-1	86%	63%	100%	63%	100%	111
Eng Lit	9	0	0%	0	0%	4	44%	3	33%	2	22%	0	0%	0		44%	56%	78%	78%	100%	84
History	7	0	0%	0	0%	3	43%	3	43%	0	0%	1	14%	0		43%	50%	86%	63%	100%	83
Maths	14	0	0%	1	7%	0	0%	7	50%	5	36%	0	0%	1	-1	7%	20%	57%	87%	93%	100%	70
Media	5	0	0%	1	20%	0	0%	2	40%	1	20%	1	20%	0		20%	20%	60%	40%	100%	100%	76
Photography	4	0	0%	0	0%	2	50%	1	25%	1	25%	0	0%	0		75%	60%	100%	100%	105
Physics	7	0	0%	0	0%	1	14%	2	29%	1	14%	3	43%	0	-2	14%	11%	43%	78%	100%	61
Overall	77	2	3	11	14	16	21	25	32	14	18	8	10	1	1	37.7	30%	70%	77.0	98.7	100.0	82.6

BTEC 2016 – 2016/17 Results

Subject	Cand	D*		D		M		P		U	R	D*-D	Targets	D*-M	Targets	D*-P	Targets
Business	10	0	0%	2	20%	5	50%	3	30%	0	0%	20%	60%	70%	100%	100%
Child Care	11	0	0%	1	9%	7	64%	3	27%	0	0%	9%	42%	73%	92%	100%	100%
Health and Soc	23	2	9%	15	65%	6	26%	0	0%			74%	42%	100%	100%	100%
Music Tech	5	5	100%	0	0%	0	0%	0	0%			100%	60%	100%	100%	100%
Music Perf	5	4	80%	1	20%	0	0%	0	0%			100%	50%	100%	100%	100%
ICT	11	0	0%	5	45%	4	36%	2	18%	0	0%	45%	42%	82%	100%	100%
TT	4	0	0%	0	0%	0	0%	4	100%	0	0%	0%	50%	0%	100%	100%
Sport	65	9	14%	32	49%	24	37%	0	0%			63%	71%	100%	100%	100%
Overall	134	20	15	56	42	46	34	12	9	0	0	56.7	50.0	91%	98%	100.0	100.0

Part of the monitoring process for students includes new reports that go out to parents every cycle, these have been updated to match that of the rest of the school. Tutors then work with the students looking at grades and complete a student impact report. Alongside this we also have both an academic and pastoral action plan that identifies key areas that students need to work on to get back on track. This is supported by the tutor and Progress Leader.

This has improved the accountability of subject teachers, tutors and the students. We're now in a position where all students' progress is tracked and shared with all.

Next, we need to have accurate and informative war boards showing the students' progress.

Step 5:

Recruitment and Retention has been a significant part of the last year. We have redesigned the Sixth Form prospectus and option booklet with a fresh new brand and additional key information to students. Open evening was designed to cover all subjects and included an informative talk delivered to parents by the Head of

Sixth Form and current Year 12 students. The application form for the Sixth Form gives our students free subject choices. We then attempt to meet the wishes of as many of them as possible by designing the curriculum blocks and the subjects that are in them based on their applications. Two new subjects were included to reflect the changes in staff and expertise within the school.

Interviews were conducted throughout March and April with regards to student aspirations and firm subject choices. This approach was consistent and captured any changes made by the students. At all times the students' aspirations were discussed and realistic options were provided.

Step 6:
Developing a team was one of the most exciting parts of ensuring the systems and processes were put in place but also working together to see them through. Whilst this year has seen some changes to the team we now have a strong model to move forward with.

Having the opportunity to work with the new Head of Sixth Form and the deputies this year has meant we have set the expectation and reflected on what we could do better. New procedures have been developed for attendance, punctuality and behaviour alongside the focus of celebrating success. The team have developed the tutor systems and run inspiring and thought-provoking assemblies. Alongside this our PSHEe days have developed, meeting the needs of the students and getting them ready for their next steps.

Impact and outcomes
Results have significantly shifted up with the Alps report showing a huge improvement from being in the bottom 10%. We still have a long way to go to ensure results improve across the range of subjects and have many areas to strengthen, however, I am confident that we have the right team in place to make TA Sixth Form the best in the area.

These thermometers show the difference between 2015/16 and the current Year 13. With significant improvements across the A levels as Teaching and Learning has clearly strengthened.
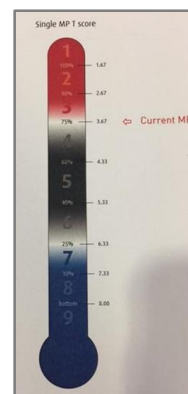
University applications have also increased since 2014. With over 35 applications this year and a mixture of universities across the country. This year the students have received six unconditional offers and one student has been offered a place to study maths at Oxford University. Next year we intend to increase the number of applications and have already started the process with both parents and students.

Headlines – Class of 2017

- 36 Applications
- 6 students holding unconditional offers
- All music students have been offered places on their first choice Universities
- 26 different subject areas from Korean to Song writing
- Sport is the most popular subject area – all students offered places
- 4 student still awaiting decisions in Art and Nursing
- Over 29 Universities have provided offers
- 1 offer to study Maths at Oxford University
- We are very proud!!!!!!!!

Other key drivers for change:
SMLT - Senior and Middle Leadership Team have formed a group to look at further improvements in the Sixth Form to ensure efficiency and improved outcomes.

PiXL - Using the guidance provided by PiXL, the team have worked on the box of gold to support independent learning, impact reports and much more. This has also

led to progress meetings with a PiXL representative who has provided additional guidance and reflected on the improvement in outcomes.

WIGS - The Sixth Form has now been added to the whole school WIGs (wildly important goals) and are prominent within the school action plan and self-evaluation. This has meant that all of the leadership team have considered the Sixth Form within their own role. This includes work with HOLAs and CPD.

Meeting Time - This has been crucial time working with the Sixth Form teachers in bringing about change and sharing new initiatives.

Progress meetings with HOLAs - This enabled the HOLAs to look at the data and discuss potential strategies to improve outcomes for the students in Years 12 and 13.
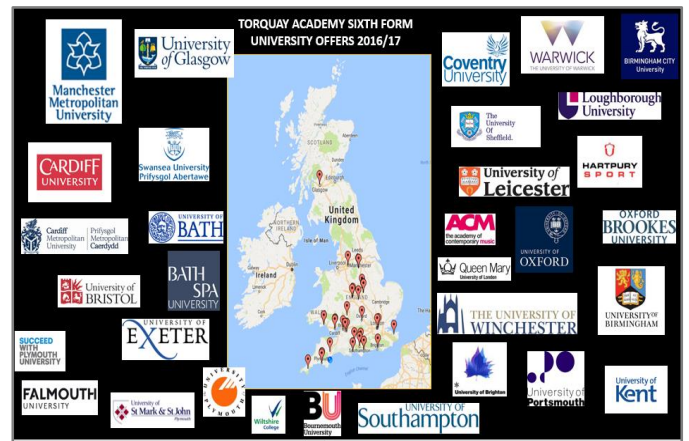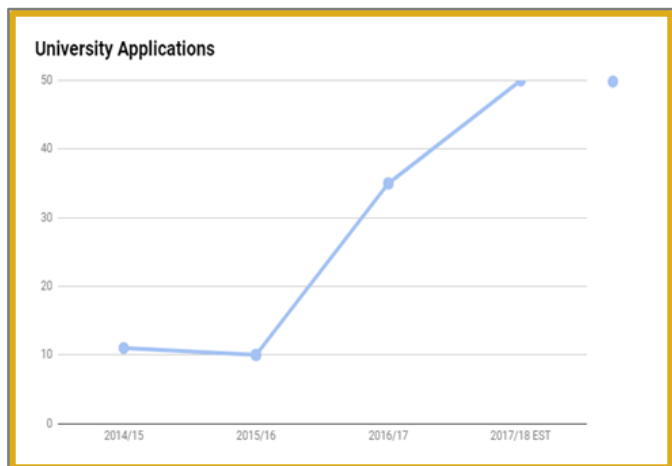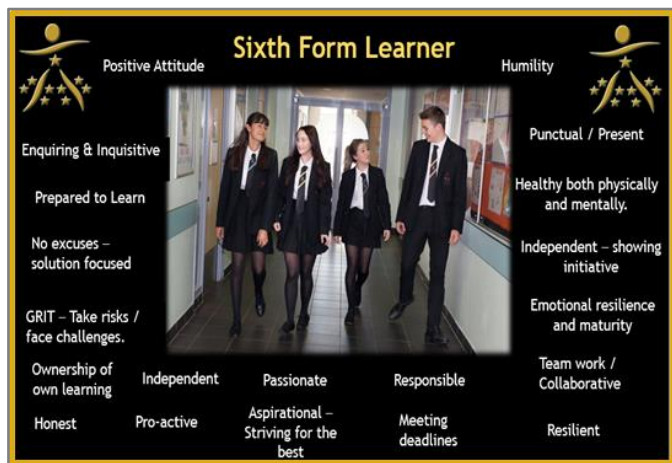
Reflections and next steps

I am really proud of the developments made in the last year within the Sixth Form and the development of the team. To be able to loosen the reigns and leave the day to day running to the Head of Sixth Form and her team will take the Sixth Form to its next level. However there is still work to be done to ensure that 2017/18 becomes our most successful yet.

Key priorities will be:

- Continue to develop the team
- Work with departments to improve results
- Implement the student improvement plans - designed by our Lead Practitioner
- More students going to university
- Improved provision for those who choose not to go to university
- Get the data perfect!
- Review all the improvements over the last year to ensure next year is even stronger
- Ensure all exams and Btecs are registered
- PPEs are more effective and run by all departments who have examined units
- Ensure homework is effective and regular, meeting the needs of the course

Beginning the Journey to Mastery in Maths
Owen Gratton, Specialist Leader in Education, Maths & SLT

Objectives and rationale
In 2015/2016 Maths results were 67% A*-C, 78% making 3 or more levels of progress and 35% making 4 levels of progress which led to maths having a Progress 8 score of 0.38. This formed part of Torquay Academy's Progress 8 score of 0.61.

TORQUAY ACADEMY SECOND HIGHEST PERFORMING IN THE SOUTH WEST

Top 2 School in the South West

The final schools league tables were released today and the wonderful successes our students enjoyed last summer are reflected in our position. Our Progress 8 has been finalised at 0.61 – essentially this means every student last summer achieved almost 2/3 of a grade higher in EVERY subject than if they had gone to an

Maths results have been rising for the last 5 years, however we believe our results should be better and thus can be improved. We have decided to aim for a maths Progress 8 score of at least 1.

Having set the challenge of increasing the progress of all of our students, we reviewed where we were and looked for better models of curriculum, setting, teaching, learning and homework, taking a 'no stone unturned' approach.

This led us to the conclusion that the best way of doing this was to improve the curriculum and teaching of the students. The option with the most evidence to support an improvement was a mastery curriculum, which was supported by evidence from EEF.

Vision
The vision for mastery maths is for every student at Torquay Academy to enjoy and succeed in mathematics, regardless of prior attainment.

Why?
Every student needs to enjoy maths and be successful in maths to enhance their options in the future.

How?
- Through students having access to highly trained teachers
- Teaching a curriculum that develops deep conceptual understanding with problem solving at the centre
- Allowing students to progress through the content at the same rate
- Ensuring the highest attainers are challenged through more complex problems.

What?
Students learn in lessons which focus on thinking, complex problems, talk and exercises; where tasks should involve at least one of coherence, representation and structure, variation, fluency and mathematical thinking. Within the lessons there will be a high degree of oracy and literacy to ensure understanding. Students know that the answer is only just the beginning.

Background and Context
The current term "Mastery in Mathematics" comes from studying regions around the world which are highly successful at teaching mathematics; this has been labelled under the term of mastery. Most of the ideas from the underlying technique of mastery teaching are part of good maths teaching.

We are a school that is used to using and adapting ideas from other regions, for example, we have used a lot of the techniques and ideas from the Uncommon Schools, so using ideas from other regions is not a change in culture.

The common principles that the high performing regions have are:
- Teachers reinforce an expectation that all pupils are capable of achieving high standards in mathematics.
- The large majority of pupils progress through the curriculum content at the same pace. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.
- Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.
- Practice and consolidation play a central role. Carefully designed variation within this builds

fluency and understanding of underlying mathematical concepts in tandem.

- Teachers use precise questioning in class to test conceptual and procedural knowledge, and assess pupils regularly to identify those requiring intervention so that all pupils keep up.

October 2014 - mastery approaches to mathematics and the new national curriculum – NCETM

We decided to use the principles to underpin our mastery vision so we could develop, and learn, what mastery really is, and what it would look like now and in the future at Torquay Academy.

The Four Strands
As part of our vision we saw mastery as having four main working strands:

- The Approach – The key principles and beliefs that underpin mastery
- The Curriculum – This had to be designed well, with a less is more philosophy, allowing students to cover it at the same pace, with tasks and learning that ensure the most able do achieve
- The Teaching – The skills the teachers needed to use and develop in the pedagogic approach in the classroom
- The Learning – What learning in a mastery classroom looked like, how the learners had to behave, the mindset and oracy of the students

Each strand would need to be developed on its own, with care taken to the interlinking.

The Plan
Each strand was tackled simultaneously, and careful consideration had to be given to the changes required to get to "Mastery".

The plan focused on:
1. Teachers – we have a collection of very good maths teachers, however in most of their teacher training they have not developed the knowledge and expertise in the 5 big ideas of mastery. Our maths teachers have a habit of teaching maths in the method it is done, not how it should be learnt.
2. Scheme of Learning – the previous scheme of learning was based on teaching content and revisiting it in Year 11 for re-teaching/revision, following the spiral design.
3. Community/student – we need to change the belief held by many people that there is one way to do maths and the only thing that matters is the answer. The mindset that it was acceptable to be bad at maths was acceptable and that people have/do not have a "maths" brain also needed to be altered. We also need to get students to understand the

importance of using the correct language with their learning.

Teachers' CPD
Developing the teachers was the crucial part for this to work, as they would be leading the change in themselves and in the classroom they worked in.

The whole department needed to learn about the principles of mastery and developing the big ideas and additionally work with the Year 7 teachers to develop their skills, as the change would start in Year 7s. This approach allowed every teacher to be aware of the big ideas, while allowing time for the GCSE and A Level teachers to focus on exam class at a time of great reform. We were also aware that these teachers would have the opportunity to develop the mastery teaching skills before the new "Mastery Cohort" was in their classroom.

The initial CPD was done in 4 twilights:

Twilight 1 – an overview of what mastery is, the big ideas and how they connected. This facilitated a discussion about the vision and where we were going as well as the importance of getting the building blocks correct to start and how we need to develop our teaching before starting off in a new direction.
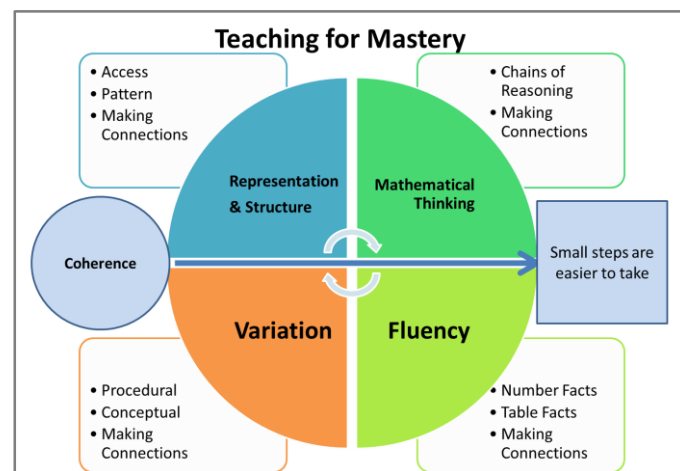
Twilight 2 – based upon an example lesson from the NCETM where the teachers experienced mastery in action with a strong focus on language and the power of the oracy of the answer. The topic was a simple one of comparing fractions. The key learning for the department was that understanding a concept could be challenging even for the most able, as several of the department were uncomfortable with the oracy and explanation of their answers.

Twilight 3 – two focuses – an introduction to variation, and bar modelling. The variation session focused on difference between variety and variation in a lesson; teachers were given a task to develop a lesson with one of the types of variation and feedback for twilight. The second focus was bar modelling which demonstrated

and gave teachers the opportunity to see how to use a bar model for word problems in ratio. This also was part of introducing the Concrete Pictorial and Abstract Idea, as most of the department tend to work in the abstract with their teaching.

Some of the manipulatives for the Concrete part of the CPA model

Twilight 4 – two focuses – one was a follow up to variation, so the teachers could discuss which types of variation they used, how it worked and how it did not. This meant there could be greater understanding in the development of this crucial idea. The second focus was on the other manipulative.

Part of a department session where we used manipulatives

Schemes of Learning

We investigated several schemes of learning, from a text book based approach, to the versions available online. It became evident from research there were 2 main choices – the one produced by the White Rose maths hub (http://whiterosemathshub.co.uk/):

And the one produced by Mathematics Mastery:

Although both had a lot of similarities, from further research we decided to use the mathematics mastery scheme (MM) as:

- it was more developed and it had completed resources
- it had ready to run CPD modules for the teacher
- the MM Scheme of work had been developed in schools where students had studied it and had a high degree of success in maths
- it had tasks which we knew would push the most able

So we applied to be a Mathematics Mastery School.

Next Steps

Since being accepted on to the Mathematic Mastery scheme we are:

- Having initial staff training workshops
- Setting up weekly timetable 1 hour CPD sessions for the topic we are going to teach
- Altering the mastery resources to fit our system of cycles
- Ensuring there is an end of Year 7 assessment which can measure the students' progress against previous years
- Preparing for the regular meeting with the team from Maths Mastery
- Developing a Math Mastery Middle Leader
- Looking at how we can deploy the interventions
- Running workshops to inform the school's stakeholders about what mastery is
- Deciding how to use the manipulatives in the classroom

Developing a Through Phase Education
Tom Thatcher, Assistant Principal

Vision
- To provide an exceptional education from nursery to Sixth Form
- To ensure success for all

Objectives and rationale

At Torquay Academy 'we believe that every student has the ability to go to university'. Driven by this mission statement, we continue to focus on the academic progress and attainment of all students at TA. We now focus on supporting progress through a 7-year learning journey, from Year 7 to Year 13 and because students' primary school education provides such an important foundation for later learning, I have been tasked with developing a through phase education programme that ensures continuity, coherence and quality education from foundation to Sixth Form.

Key Objectives:
- Develop working links with feeder schools
- Joint curriculum planning in Core and Foundation subjects
- Standardisation of:
  - Books
  - Leadership approach
  - Training, CPD, Coaching
  - Student voice/leadership
  - Measuring progress
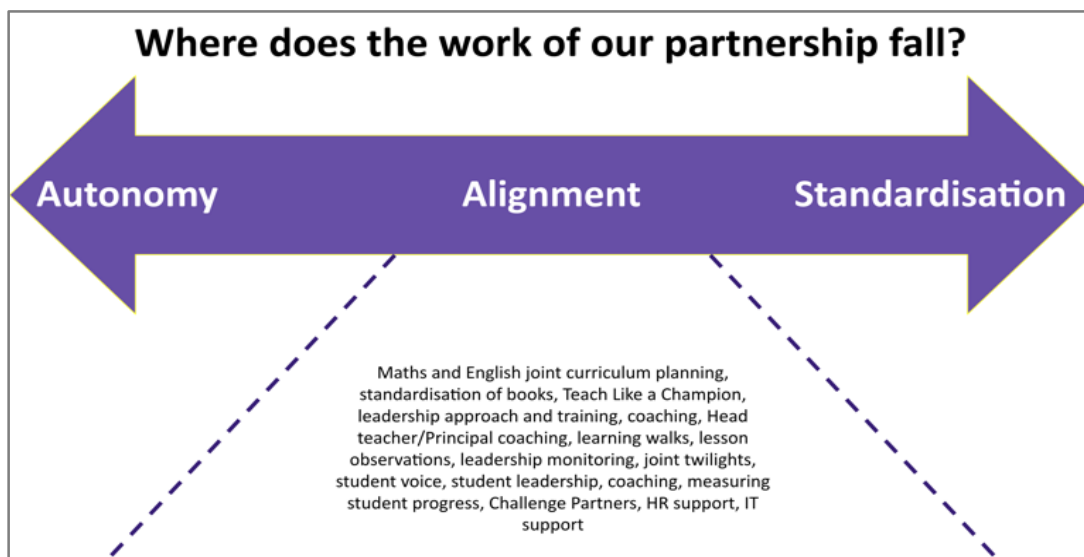 - Human Resources (HR) and ICT support

To achieve these objectives it was vital to forge a strong partnership with our feeder schools. We wanted to create the best partnership we could imagine, with a coherent curriculum, where students become the best they can be and are confident with each new step in their lives.

Background and context

Torquay Academy has seen a rapid rise in student outcomes in recent years. However, to enable continued success, we want to ensure that there are no wasted years at the start of students' learning journeys; we need to make sure that transition between our feeder schools and TA is as efficient as possible. During the 2015-16 academic year meetings were organised between TA leaders and a number of feeder schools, focused initially on Mathematics. This initial attempt at developing through phase education was challenging because a number of different establishments brought numerous aims and ideas to the table.

To overcome these challenges, in the 2016-17 academic year, a Senior Middle Leadership Team (SMLT) group was set up, chaired by myself, to develop a through phase education. We are currently working closely with our largest feeder school, Sherwell Valley Primary School (SVPS). The makeup of this SMLT group is such that several of the key objectives - whole school leadership, teaching and learning, pastoral and student voice, Maths and English - can be addressed. Initial contact was made by individuals from the SMLT group with relevant expertise with their counterpart in SVPS to begin the collaborative working process. Our two establishments share many outlooks and aims, particularly in our aspirations for students' education.

Where does the work of our partnership fall?

Autonomy — Alignment — Standardisation

Maths and English joint curriculum planning, standardisation of books, Teach Like a Champion, leadership approach and training, coaching, Head teacher/Principal coaching, learning walks, lesson observations, leadership monitoring, joint twilights, student voice, student leadership, coaching, measuring student progress, Challenge Partners, HR support, IT support

Impact and outcomes

In the 10 months since the beginning of this collaborative process, there have been numerous discussions, starting with one-to-one meetings between TA and Sherwell Valley leaders and progressing to joint meetings between SVPS's SLT and TA's SMLT group. These meetings involve exploring and questioning student progress across both schools, ensuring school decisions lead to the best outcomes for students. The collaboration between these two schools and their leaders continues to evolve, supported by an eagerness to understand and learn from each other. There is a growing openness and transparency between the two schools which has resulted in numerous positive outcomes, including the formation of working parties focused on the following areas:

- Progress
- Teaching and learning
- Curriculum and assessment
- Culture and pastoral care
- Leadership
- Finance and operations

Each of these groups have developed their own action plans for the forthcoming academic year 2017-18 and hope to take this partnership forward and develop further links between the two schools.

As a result of the curriculum and assessment working party, we now have the beginnings of real joint planning happening between English and mathematics in both schools, with ideas being shared and schemes of work being developed to create as smooth a transition as possible for students between SVPS and TA within these subjects. As a result of the culture and pastoral working party, student leaders from TA and SVPS have visited each other's schools. The Progress Leader for Year 7 is now looking to extend student leadership opportunities across both schools. As a result of the teaching and learning working party, TA leaders have delivered CPD sessions at SVPS focused on Teach Like a Champion (TLAC) techniques. These developments indicate the enthusiasm across both schools to collaborate, challenge and learn from each other.

Culture and Pastoral Care 2017-18

WIG: Wildly Important Goal

Focus	Action	Success criteria	Who?	When
WIG A seamless transition from primary to secondary education	Discuss and arrange opportunities for SVPS Y6 children to visit TA.	To enable Y6 students to sample life at TA well in advance of commencing. Allowing for awareness of expectations and realisation of adjustments they will be making.	DJ/JK	Ongoing
	Discuss and arrange opportunities for Student Leaders/Mentors from TA to meet with Y6 children	TA student leaders will be able to utilise their skills/experience to help induct Y6 children. Opportunities provided for questions to be asked and transition worries to be addressed.	DJ/JK	Ongoing
	Discuss and arrange opportunities for SVPS Y6 children to meet with key members of TA Y7 staff	Familiarisation of staff with students, and students with staff. Building of relationships.	DJ/JK	Ongoing
	Through the House system, drive both cross- and inter-phase student leadership	Collaborative leadership both within each school setting and from TA to SVPS.	DJ/JK	Ongoing
1 Establish enhanced transition opportunities.	Produce a timeline/model for Y6 Transition process (Year 7 - former SVPS students utilised to support Y6 children)	Provide a clear framework for extending the transition experience, and preparing SVPS children for TA. Opportunities will be provided to address transition concerns, establish expectations and build relationships with staff and older students.	DJ	Summer Half Term
	Establish the importance of a Growth Mindset culture with SVPS staff through staff meeting	Introduce to SVPS, a number of the strategies/techniques employed at TA. This will support transition with regards to effort expectations.	DJ/LP	Summer Term
2 Extend leadership roles and responsibilities.	Produce a combined model of student leadership structure and key responsibilities that are consistent across both schools	An all-through student leadership structure with plentiful opportunities for supporting other students.	DJ	Summer Half Term
	Produce a timeline for SVPS inter-house competitions to be run by TA student reps/leaders	A community/culture of inter-house competition and support generated through sporting and academic events.	DJ/JK	Summer Half Term
	Formalise a format for SVPS Y6 leaders to take on additional responsibilities	Creating a culture of support and developing leadership qualities	JK/LP	Summer Term

Example of working party action plan: Culture and pastoral care

Reflections and next steps

Over the past 10 months the link between Sherwell Valley Primary School and Torquay Academy has grown from polite contact and discussion to engaged collaboration and partnership. Both schools are learning, developing and improving as a result of this partnership. The leaders from the two schools are in regular contact across the different working parties with direct actions taking place to drive the quality of provision for students forward.

It cannot be claimed that students passing between SVPS and TA have a 100% coherent education yet. They do however now experience higher levels of consistency in approaches, in particular: the language used by staff as a result of CPD on teaching and learning; a greater knowledge of core subject curriculums at both KS2 and KS3, and the coverage required to ensure success and avoid unnecessary repetition across these key stages; and, the continuity of leadership opportunities for students transitioning from Year 6 to Year 7.

The key now is for all the working parties to push forward with the good work of this academic year. There is a joint SVPS SLT and SMLT meeting planned early in the 2017/18 academic year which will keep the momentum of the partnership going. The work that has been done needs to be developed further and evolved to ensure that it continues to meet the needs of all students. On the academic side, the work between the core subjects will be developed further, but this work also needs to be extended to the foundation subjects.

Staff development is an area that both schools can develop further, as Dylan Wiliam asserts, 'not because they are not good enough, but because they can get even better'. The possibility of joint CPD and twilight sessions will be investigated for next academic year as both schools look to embed TLAC strategies into their classrooms.

Further development in the sharing of data on student progress could ensure consistency of measuring and tracking, particularly to monitor and accelerate progress across KS2 and KS3. School leaders are now working closely, but the development of all leaders can be done together by both schools. Members of the SLT from SVPS have attended Andy Buck (TA school coach) sessions, but other leaders may benefit from attending these sessions. Both schools are embracing all staff coaching which could further support progression in the quality of teaching provision and staff development.

The partnership between SVPS and TA has grown into one of trust and openness, with a drive to provide the best outcomes for all students in both schools. But it has further to go before we can create the best partnership we can imagine. Once we have achieved somewhere close to this, the next steps will be to bring other feeder schools into partnership, to ensure that all students who join TA experience a genuine and coherent extension of their primary education.

Safeguarding is Everyone's Responsibility
Elaine Watling, Child Protection Officer

Overview

Safeguarding and all that it entails isn't something that can be timetabled. Every day is different and you never know what the day will bring. It could be:

- A disclosure from a child over domestic violence the night before
- A child may have argued with their parent and be refusing to go home
- The child may have been missing the previous night
- Social media may have brought bullying/sexting issues leaving the child distressed

Everyday involves working closely with the children, parents and carers and the pastoral team to resolve situations and to keep our children safe. It is by regular discussions with agencies and the pastoral team that we reflect and develop ways to ensure effective safeguarding in the Academy. I was shadowed for a day in the summer term by Caroline Palmer from Torbay Education Safeguarding Service (TESS). She commented:

"Thank you so much for letting me come in to shadow what you do. It really gave me an insight into the fast paced and varied role that you have as a DSL alongside the quantity of how much you respond to on a daily basis".

We live in a world that is changing rapidly and young people face dangers and challenges that adults did not have to deal with when growing up. Social media and the internet pose many dangers.

The wellbeing of our students is paramount. Their lives can often be described as the road surface experienced on a car journey. The journey (life) is going well, a lovely even road surface but then you hit the pot holes. The journey continues but it isn't very pleasant. The pastoral team deal daily with those "potholes". Much of the concerns are not for Early Help or need support services but require time with the student and usually involvement with the family to resolve the situation. Creative thinking and a calm response are needed to work out how to help.

There have been extensive cuts in social care over the past twelve months. This has had an impact on all schools. The support services previously there are now very limited. This has left schools across the Bay trying to fill that gap.

Reflections on the year

Myself, Kerry Powell and Claire Nicol (pastoral support) worked with the Police in a multi-agency approach to protect young people from the risks of exploitation with the fair in Torbay during the summer holiday. We were able to help identify young people. Many of our young people were at the fair and initially shocked to see us there with the Police. It did send out the message to our students that our care for them doesn't end when they leave the school grounds. It is being repeated again this summer with the three of us once again involved.

We have always prided ourselves on record keeping and the monitoring of cases. The scale of information coming in from staff, children, agencies and the number of meetings has escalated over the past twelve months. After much thought we have bought in CPOMs. CPOMS is the market leading software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues. Working alongside our existing safeguarding processes, CPOMS is an intuitive system to help with the management and recording of child protection, behavioural issues, bullying and domestic issues. Using CPOMS, we can ensure that students are safe and fully protected. It will be in use for all staff from September 2017.

Supervision

This is an issue for all DSLs nationally. Thankfully due to increased staffing for TESS I now have regular meetings with Sarah James (lead social worker TESS) at least every fortnight. This is so valuable. It has enabled cases that have become "stuck" to move on, often raised at a high level. Discussions take place of how to deal with a situation. I am able to access background information that helps me decide how to progress.

Children Looked After (CLA)

The Virtual School has commissioned a film about the use of Pupil Premium Plus (PP+). It was filmed at TA and the majority of the young people (anonymised) interviewed were from TA. It reflected the work we do with often the most vulnerable students and the positive impact the Academy has made to their lives.

The use of their PP+ is reviewed at their termly Personalised Education Plan meeting. At these meetings every effort is made in discussion with the child, carer and social worker to think of creative ways to use the

money to help them educationally, emotionally and socially. We always try to "think out of the box".

Child Sexual Exploitation (CSE) - CSE Champions
I am a CSE Champion in Torbay. Our vision is to raise awareness, effect change and empower young people. Our purpose is to increase understanding of problems faced locally to assist with strategic decision making within our multi-agency arena. We are from health, Police, charities and education. We meet on a regular basis.

We now have a Youth Advisory group who join the meetings. The Champions wanted to have the views of young people and focus on their needs. Currently this group is a selection of TA students from across the Year groups. Their opinions and insight into how we get information across to young people has been invaluable. They have been refreshingly honest about how we have delivered information and advice so far in Torbay. An app is currently being created for Torbay's young people. Their ideas for the app were essential. It will contain advice on how to spot the signs of CSE, support and important contact numbers, an email facility, links to websites, YouTube clips and age related tabs. They have also been busy helping to create the logo that will represent Torbay campaigns. The CSE Champions were very impressed with the level of maturity, confidence and amazing ideas from them. It is wonderful to think that Torquay Academy students are key in helping to protect other young people in Torbay.

Leicestershire Police, with the support of the parents of murdered Kayleigh Hayward, has produced a very powerful video of the events leading up to their daughter's murder. 'Kayleigh's Love Story' has been shown to all Year groups. Kayleigh's Love Story is a warning to young people, both girls and boys, about the dangers of speaking to people they don't know online. The film highlights just how quick and easy it can be for children to be groomed online without them or those around them knowing it is happening. Its purpose is to protect children now and in the future and to stop another family losing a child in this way (https://leics.police.uk/categories/kayleighs-love-story-film)

CSE Champions and Torbay safeguarding board arranged and funded the performance of Chelsea's Choice across Torbay's secondary schools.

AlterEgo's 'Chelsea's Choice' is an innovative and powerful production highlighting the very serious and emotional issue of child sexual exploitation. The production shows how young people, boys and girls, are groomed by adults for the purposes of sexual exploitation using various methods and ensnaring young people. It gives them some skills and knowledge to be able to protect themselves. Topics covered in the play include:

- What makes a healthy relationship
- What makes an unhealthy relationship
- Safe Internet use/sexting
- What is consent
- The grooming process, child sexual exploitation & the differing models & methods
- Where to go for help & advice

The play was seen by Years 7, 8 and 9. Seven CSE Champions came to support the follow up workshops after each performance. Here are some of the comments from the students after the performance and workshop:

- If I am worried I will tell the school safeguarding team
- I will get a private appointment with the school nurse if I am worried
- We have already had lots of plays, performances and classes about CSE
- You could get passed on and paid to have sex with people you may not like
- I am worried about my sisters when they grow up
- I was really shocked that it can happen down here in Torbay
- Tell your friends and family
- It can happen to anyone any age
- Made me upset that this was happening
- Scared that it happens in Torquay
- I'm angry that people who are being groomed don't tell anyone
- I didn't know that much about it but now I do
- Don't give out your personal information
- Don't send pics (nudes) to people
- I have learnt about keeping my social media on private because anyone can find your information to groom you
- Tell safeguarding
- I feel scared and worried of the innocent ones out there and I'm shocked that's its happened to a 9 year old in Torquay
- Never take the chance!
- It was emotional, factual, it made me more aware, it has taught me that I have the right to say NO
- We will definitely put our privacy settings on
- I feel safer because I know what could happen. Thanks for the advice
- I was quite shocked because I didn't know people could be so mean and horrible
- It's good at school because we have different things through at school such as safeguarding office and school nurse

The cast of Chelsea's Choice commented that the presence of CSE Champions at every performance in

every school in Torbay supported the young people. They wished every school had this.

Prior to CSE National Awareness day there had been Chelsea's Choice, Kayleigh's Love Story at the Academy. To mark the day in school students were given a mobile phone sticker to write their pledges to stop CSE. They were then stuck into their knowledge organisers.

What next and the challenges for next year

- The increasing problem of young people's mental health issues.
    - Primary Mental health workers are no longer available to schools.
    - Checkpoint no longer offer a drop in facility and have long waiting lists for counselling.
    - Two staff are now trained to teach Mindfulness,
    - Two staff are now Attachment Awareness qualified and two more are starting their training in September.
    - The challenge will be how to develop these areas within the Academy.
    - The Academy will be part of the Myriad Research project with Oxford University. This is research and possibly training into the use of Mindfulness over three years in schools.
- Greater awareness for parents over the dangers from Social Media and CSE
    - Sexual outreach nurses and the school nurse will no longer be available for drops ins in schools across the Bay.
    - Information sharing at Parents evenings, blog and website.
    - Pastoral team to be trained in the use of CSE tool kit.
    - Early Help has been the route to obtain support for families. Since July the Early Help process has changed. Early Help will now only deal with level 3 and above cases. There will be advice available.
    - Will continue with and develop further CSE champions.
    - A member of TSCB Missing, Exploited and Trafficked.

- Monthly MACSE (Missing and CSE forum)
- Continue building trust between students and staff. Students to always feel safe in the Academy.
- Continuation of weekly meetings with the Pastoral team.
- Prevent - making staff and students aware of the dangers of Radicalisation and Extremism.
    - Regular updates for staff and information.

Establishing a Sports Academy
Gareth Harries, Assistant Principal

Objectives and rationale

When the Principal first arrived at Torquay Academy he set me the challenge of producing a School's National Champion winning team in any sport. This case study is based on the experiences and successes we have had to date. For a number of reasons, that will become clearer throughout this study, I have decided to mainly write about the setting up of our Football Development Programme.

'Maintained schools and Academies should recognise the wider benefits that competitive sports can bring to their school and students. They should learn from the schools that teach PE and coach sport well and put in place the conditions to enable competitive sport to thrive.'
Ofsted - Going the Extra Mile Case Studies

It is well documented in numerous studies that a child who takes part in regular competitive sport and exercise is likely to gain better academic results. This case study takes that as read and accepts that excellent opportunities both within the PE Department and the Sports Academies will enhance the ethos and culture of the school.

Whilst there are lots of reasons and benefits of setting up sport academies, as a team we decided we would initially concentrate on football but very soon after would develop netball and table tennis so that our sports academies would achieve high standards by specialising in selected sports and doing them well. Coincidentally in the Ofsted document 'Going the Extra Mile' this was seen as an excellent practise in schools with outstanding PE and Sport provision.

Our main objectives were:
- To set up a football academy for all Years that the students would be proud to be a part of
- To be successful both locally and nationally
- To recruit students from both our own Year 11 and other schools to take part in our Sixth Form Football Development Programme
- Finally to become National Champions, or at least compete on the National stage

Background and context

Torquay Academy has long had a tradition of being relatively successfully locally at football. Football is very popular with our students; many of them play for local teams on a Sunday. Participation rates in core PE lessons for football are excellent and it is with this in mind that we decided that the first sport that we would set up as an Academy in the school would be football. The vision from the start was to develop the Academy from Years 7-13 into not only the most successful on the pitch but also the best in terms of the experience they get from being part of it.

It is with this in mind that we set about implementing our vision. There were a number of decisions to make at the start of the project:
- Which Year groups would the Football Academy be working with?
- Would it be both boys and girls?
- Who would coach them?
- When would they be coached?
- What would make the offer different to any other school who have football training as an extracurricular activity?

All of these questions will be answered through this study.

The Offer

The Sixth Form was set up in September 2013, initially 41 students signed up for various academic courses, however what was particularly noteworthy was that of those 41, 19 signed up to the BTEC Extended Diploma in Sport Award, although not all of these students were footballers the vast majority were. In the first year of their study we did very little in the way of practical sport, mainly based on a lack of numbers to make up a team. In the second year of the course there were another 5 boys that joined the Sixth Form that were keen footballers and more importantly gave us enough to make up a team. At this stage there was no formal football development programme in the Sixth Form, however what we found was that there were a number of periods in their timetable that all of these keen footballers were available to train at the same time. We now needed to find a football coach capable of developing these students into good footballers.

Historically as part of our commitment to developing football in the local area we employed a football development officer (Chris Hogg) that worked within the structure of our sports centre set up. We were very fortunate in that not only was Chris a very good development officer he is also an excellent football

coach with a reputation of being one of the best coaches in this part of the world. Coupled with this he has coached most of the footballers in the Torbay area between the ages of 4-18. It was with this in mind that we approached Chris to coach the boys as part of his role. In the first instance they trained twice weekly and played matches every Wednesday in the local league. We entered the local schools' league and the Devon Cup and at the first time of asking we won both competitions. This success and the realisation that we could develop the concept into something really special is what drove us forward.

The following year we advertised via our prospectus and word of mouth that we would be offering a Football Development Programme coupled with a full time Academic Programme. The decision was taken at this stage to offer students the chance to study either academic (A levels) or vocational (BTEC) subjects. This decision was significant in that the vast majority of similar programmes insisted that students study the BTEC Extended Diploma in Sport which made our offer more attractive. In our first full year we attracted 16 students from our own Year 11 and 8 from other schools. It is worth pointing out at this stage that the vast majority of these students were recruited through word of mouth, many of whom made the decision based solely on their past experiences of work with Chris Hogg. We had also recruited a new member of the PE teaching team who was also a football specialist and was known in the local area. Even at this early stage it was obvious that one of the most important aspects of making a success of sports academies was employing outstanding coaches.

During that first year students received 8 hours of coaching a week. We ran two teams and entered the AOC College Category 3 league as well as the local sixth form league. Again, we had a successful season, retaining the Devon Cup and winning the College league. Support from the school in terms of timetabling is another crucial ingredient for running a successful programme. We were already blessed with world class facilities but these facilities still needed to be accessible to the rest of the school for their core PE lessons, so another vital element in being successful is to have an excellent working relationship with the PE Department. We are lucky in that our PE teachers and our specialist coaches are seen as one and the same so we are able to work together to find solutions to any issues we may have regarding the timetabling of facility use.

At the end of that first year we were able to purchase two pieces of equipment that would be a game changer and leave our competitors standing in terms of provision. Firstly we purchased a Performance Analysis Package which meant that games were recorded and analysed; the information the coach and the players can obtain

from this package appear to be endless and it has been put to very good use over the past year. The other purchase was a GPS data tracking system that again can give players and coaches real time data on all elements of fitness and performance. Students can download an app to their phone and have all their data from their last match or training session in front of them immediately; this has been a powerful motivation tool for many of the players. In both cases we were the first state school in the country to use them.

We are now nearing the end of the second year of the Development Programme. We saw an increase in our numbers from 24 to 48 and it has been another successful year. We entered two teams in the AOC Category 3 leagues and one team in the local Sixth Form league, we won both of the College leagues that we entered as well as retaining the Devon Under 18 Cup for the third year.

Numbers for next year are very encouraging at this stage; it looks like there will be approximately 62 students on the programme. We have entered two teams in the more competitive College Category 2 leagues, one team in the Category 3 league and we have also entered the local Sixth Form league, which means that on any given Wednesday we will have 4 teams representing the school at football.

We were very careful at the beginning of the programme not to attach the name of a Professional Club to our programme. We were very much of the mindset that we were able to offer excellent coaching and an excellent academic experience for the students and that was enough to recruit quality players onto the programme; this has proved to be the correct decision. We strongly believe that players should not be sold 'a dream' that very rarely becomes reality. As a result of this stance, over the last three we have been able to look at a number of ways in which to best develop our players in the hope that at some stage in the future a graduate from the programme plays professional football. To that end over the last two years we have formed an unofficial link with Torquay United. This link has involved our players training with their first team, playing for them in a local Cup and in one instance one of our players was involved in the 1st team squad for an FA Cup match. We are now at the stage where we are looking to formalise that link so that there will be a clear pathway from as young as Year 5 through to leaving our Sixth Form. Students would still represent our school and wear our badge when playing for us but would have much more of an opportunity of playing for Torquay United at weekends as a result of the link.

Year 7 - 11

Coupled with developing the Sixth Form programme it was also necessary to look at the rest of the school football provision for both boys and girls. To that end we have team training one night a week and an individual skills session once a week. Students who are part of the Football Academy have the opportunity to purchase a separate training kit which they use purely for football training; this kit is in addition to their school PE kit and identifies them as members of the Football Academy, which they are proud to be part of. Over the last two years these teams have gone from strength to strength. Listed below are some of the achievements over the past three years:

2014/2015:
Under 13 South Devon Cup Winners
Futsal - Under 13 Regional Finalists
Under 14 South Devon Cup Winners
Under 18 South Devon League Champions
Under 18 Devon Cup Winners

2015/2016:
Under 13 South Devon Cup Winners
Under 14 South Devon Cup Winners
Under 14 Devon Cup Winners
Under 18 ECFA SW Category 3 College League Winners
Under 18 Devon Cup Winners

2016/2017:
Futsal - Under 14 Torbay Schools Winners
Under 15 National Cup Quarter Finalists
Under 15 Devon Cup Winners
Under 15 South Devon Cup Winners
Under 16 South Devon Cup Winners
Under 18 Devon Cup Winners

2014/2015:
Callum Morton and Luke Lewis - Torbay Schools Under 15 Football Team
Joe Belsten, Joe Constantinou and Josh Clarke - Torbay Schools Under 14 Football Team

2015/2016:
Olaf Koszela and Josh Nicol - Torbay Schools Under 14 Football Team
Joe Belsten and Joe Constantinou - Torbay Schools Under 15 Football Team
Callum Morton signs for Yeovil Town Football Club

2016/2017:
Bartosz Demkowski - Torbay Schools Under 14 Football Team
Joe Constantinou - Devon Under 16 Football Team
Callum Morton signs for West Bromwich Albion Football Club
Toby Down signs for Exeter City Football Club

Threats

Being successful in such a short space of time has not been without its challenges. There are a number of sixth form establishments locally that offer programmes similar to ours and are attached to Professional Clubs; at this stage we would argue that both on and off the field we have been more successful than them, however, they are a threat that we cannot take lightly. Secondly South Devon College are in the middle of a major sports facilities development and they are focusing a lot of their efforts on football. We need to ensure that our offer remains as high quality as it is at the moment and that we look for more opportunities to develop.

We are now looking at emulating what we have done with the football development with netball and table tennis. We have identified excellent coaches in both sports which we are hoping will see us develop into a centre of excellence in these areas.

In summary, to run a successful sports academy you need to ensure the following:
✓ You employ the right people
✓ You have the best facilities
✓ You are able to recruit talented players
✓ You invest in proper equipment

Thankfully for us we have the support of the Principal to ensure that all of the above are in place.

Sustaining Improvement and Planning for Lean Financial Times

Claire Beckett, Finance Director

Background

As with many schools the funding for Torquay Academy has been shrinking each year. The per pupil funding is reduced by 1.5% every year whilst the school remains in receipt of the Minimum Funding Guarantee (MFG). This continues to be the case despite the increase in staffing costs (NI increase, pension contribution rises, cost of living increases and increments as well as the introduction of the Apprenticeship Levy in April 2017) which amounts to a real cost increase of about 8% over the last 3 years.

Coupled with this, Torquay Academy has had increasing pupil numbers and the effect of lagged funding has meant that about 100 pupils for the last few years have been unfunded each year. The benefit of the Sponsored Academy Start Up Grant has disappeared in the current year as it has been assumed that by now the funding would have levelled out.

The school is committed to setting a balanced budget each year and, with the foresight of projected 3 year budget planning, has managed to spread this money a year beyond receipt of the same. However, until lagged funding catches up with stable student numbers, 2019-20, it has been important to ensure that planned expenditure matches the funding received.

Actions taken

School Environment

In 2014, when the new Principal was appointed, the school was a very different place. Although a lovely building the environment lacked inspiration and was drab and uniform. In order to raise aspirations the environment was transformed into a positive working environment which encourages a passion to learn.

Part of the transformation has been to redecorate the school in a more uplifting colour. This is an area that has been heavily restricted by lack of funds. In house staff can manage small projects where rooms are being redeployed or upgraded. However, despite the best plans this has resulted in only the communal areas being repainted and classrooms remaining drab and uninspiring.

As the financial year comes to a close it is hoped that sufficient funds are available to redecorate one department area to maintain the momentum.

Staffing

Over the last three years, in order to make the transition to a calm learning environment and to improve outcomes, making sure we had outstanding teachers and sufficient staffing has been a priority. This included having a bank of qualified cover teachers in school so that external supply staff were kept to a minimum. As a result, this has enabled the culture of the school to change as all staff are fully aware of the ethos of the school and the routines and protocols.

Due to budgetary constraints this is an area that we no longer have the luxury to afford. Consequently, from September 2017, any supply cover will need to be brought in. Luckily we have a small bank of retired staff who are able to cover supply meaning that agency staff who do not know our routines will be kept to a minimum. Having regular staff in school over the last 3 years has meant that long term absences have been covered with the minimum of disruption. It has also been possible to use this staffing to cover some Maternity cover. Eliminating this area of staffing could have an impact on student behaviour in the first instance but this decision has been necessary in order to ensure that budget remains balanced during this key transitional year in terms of budget stability. It is hoped that as routines become more embedded in the culture of the school, this reduction in cover staff will have less impact than it would previously have done.

This is an area of staffing that will be fully reviewed again once we are in a position to make spending decisions in the future.

Throughout the current academic year decisions have needed to be taken when staff have left as to whether they should be replaced. A change in Maths personnel resulted in an overall saving as existing cover staff were able to step up into the position. This was also true of a Maternity cover. This resulted in funds being diverted to other areas of need ensuring that the planned budget for the year stayed on track.

The number of leadership posts will also reduce from September 2017 following natural movement of staff.

Curriculum Resources

Another key area that has led to the improvement in outcomes for students is the quality of resources that we are able to provide for the students. At all times we are conscious that we have a high proportion of Pupil Premium students so we are unable to ask parents for contributions. To this end resources provided to students have included sufficient text books for the whole class, improved language resources, practical experiences in science and technology as well as improved basic learning resources such as exercise books and revision materials so that students can take pride in their work and presentation and consequently outcomes have also improved.

These are areas which we feel we are unable to compromise on however, previously we have also provided basic stationery for students. By ensuring that students are now kitted out with their own essential stationery items in an exam ready pencil case, we are able to ensure that money is being spent on essential resources and not those which the students need to take responsibility for themselves.

ICT

The school has traditionally been serviced by netbooks for students. This technology has become out of date and trials have confirmed that Chromebooks are the way forward for use by students. Unfortunately this means replacing up to a thousand netbooks. There are currently one set of Chromebooks per department which is insufficient. There is currently a need for at least an additional set per department (approximately 200) at the minimum with a budget for only 64 over the next twelve months. A booking system for the available Chromebooks has been successful over the last year and this system will need to continue until such time as more sets can be purchased. This will be restrictive as more students require online access for research and applications in particular for practical subjects.

Celebrating Success

At Torquay Academy rapid progress has been made in student outcomes over the last three years and celebrating success has been built into our culture in order to provide incentive for continued achievement.

Celebrating success is as much about the students as the staff that make in happen. Students receive regular awards which are made on a cyclical basis e.g. effort, quarterly to match the learning cycles.

For staff, recognising their input and achievement is equally important. A celebration of success for all staff in the school builds team building, morale and improves the wellbeing of staff as they feel valued.

Despite the need to cut costs over the next year, the cost of celebrating success is considered good value for money and will hopefully be an area that can be maintained.

Next steps

In recognition of the impending need to reduce spending in 2017-18 academic year to achieve a balanced budget, a business case has been resubmitted to the ESFA in order to obtain funding based on actual number of students in school as opposed to the lagged funding which is the norm. Funding for the actual number of students over the next two years, whilst the student numbers stabilise, will mean that we would be able to achieve the resourcing of all areas mentioned above enabling us to maintain the momentum in ensuring all students succeed whatever their ability. Regardless of whether this funding is received the impetus will still be there to achieve outstanding results, however, the chances of success will be much improved if funding matched the students in the school.

TORQUAY
ACADEMY

IF YOU WOULD LIKE TO FIND OUT MORE ABOUT TORQUAY ACADEMY OR TO ARRANGE A TOUR, PLEASE GET IN TOUCH.

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