TORQUAY ACADEMY

13 CASE STUDIES
2017/18

everyone succeeds

every second counts

WORK HAR

Foreword

I am delighted to have been asked write the foreword for this excellent collection of case studies. The very best schools take time to reflect on their practice and to share with others the best of their work.

These case studies outline the excellent work that is carried out by leaders at all levels in this excellent school. It is the consistency of how ideas are implemented that makes Torquay Academy a rather special place.

In addition to just representing a wonderful celebration of what has been achieved over the last 12 months at the school these case studies will offer other professionals an insight into the running of the school.

I commend this to staff within the academy and those beyond.

Andy Buck
Managing Director – Leadership Matters

Introduction
Steve Margetts, Principal

Since joining the school in 2014 the school has undergone many changes, from moving the organisation of the school from year group teaching areas to subject based learning areas to an overhaul of the curriculum and behaviour systems. Our students have benefitted from a dramatic increase in results; this is down to the incredible teachers and leaders we have in the school.

This is our fourth set of case studies written by our SLT. It provides a review of key projects they have been working on over the previous 12 months.

Mark Bindon uses Simon Sinek's starts with why model to outline the TA Way. This is our approach to the start of the year where we spend two days ensuring that all students are fully aware of our expectations of them for the year.

Evan Pugh outlines our approach to homework. The key to our homework is that students are given nine weeks' worth of work at the start of each learning cycle. This clarity ensures that students, and parents, know what is expected of them every evening.

We have been committed to improving the quality of all of our teachers through incremental coaching for a number of years now. Harrison Littler introduces our work with Codimg to use video analysis software to support our coaching. Whilst this is still in its early stages, we are very excited at the potential this has.

Ben Chadwick details our continued focus upon behaviour as we believe that every student deserves disruption free learning every second of every lesson. He also outlines how our house system has developed over the past year.

Mark Gale's case study explains how we have taken a new approach to data entry and our classification of pupil premium students. Collaborative data entry attempts to overcome inaccurate grade predictions. This year we have split our pupil premium students into different groups depending upon how long they have been in receipt of free school meals.

Paul Hocking's Key Stage 3 curriculum answers many of the challenges set out in Ofsted's document, Key Stage 3, the wasted years. He introduces the rationale for the curriculum and how it has been implemented.

Austerity has had an impact upon many services including schools. Glyn Penrice describes how the landscape has changed in Torbay and how TA ensures that we continue to meet the needs of our boys and girls.

Our continued approach to improving outcomes in the 6th Form is described by Nichole Sanders' case study. She outlines how our staff are working tirelessly to ensure students are better placed to move onto their next steps in life following Torquay Academy.

Owen Gratton explains the process and rationale behind our decision to introduce maths mastery into the school. He details how we came to choose to work with Ark and the plans maths have to further embed and improve our teaching of maths.

Our partnerships with local primary schools have gone from strength to strength over recent years. Tom Thatcher outlines how we have worked closely with Sherwell Valley Primary School for the benefit of the students in both schools.

Elaine Watling outlines how we continue to put safeguarding at the heart of all that we do. There is an emphasis in this case study on the work that we do with our looked after children.

Gareth Harries writes about how, he and his team, have had a focus upon improving the level of engagement of all of our students in PE and how to improve the provision of our elite performers.
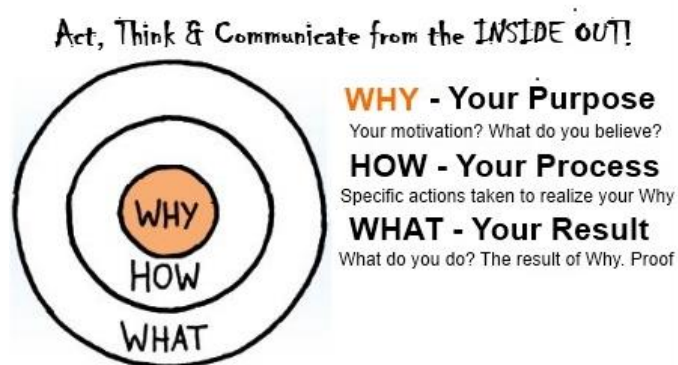
The TA Way
Mark Bindon, Vice Principal

We used 'The Golden Circle' concept (with another couple of layers of W – When? Who?) to hypothesise, formulate and deliver the TA Way.

Act, Think & Communicate from the INSIDE OUT!

WHY - Your Purpose
Your motivation? What do you believe?

HOW - Your Process
Specific actions taken to realize your Why

WHAT - Your Result
What do you do? The result of Why. Proof

Simon Sinek's
'The Golden Circle'

Why?

At Torquay Academy we have a varied intake from across approximately 20 feeder primary schools. We serve an area which has both selective schools and a faith denomination school. Our students come from a range of backgrounds and have been educated according to their individual primary school, adhering to their standards and expectations. So we decided that in September 2017 that we would take two days at the beginning of the year to explain and demonstrate to our students what would be expected of them at Torquay Academy. This was not only for our Y7 students but a refresher also for the whole school (Y12/13s had their own internal programme).

With our Y7s as before, all focused relevant transition work was completed to make the move from primary school to secondary school as smooth as possible, but it is not until the students are actually in the school that the demands of personal responsibility start to dawn. Going from one teacher/one classroom (in most cases) to having multiple teachers/room changes and the expectations which we at Torquay Academy have of them.

For us as a school it seemed perfect sense to explicitly ensure that our standards and expectations were communicated to all our school community, giving a consistency of message. This also supported the induction of new staff ensuring that they also knew our philosophy. The 2 days built upon their induction days and also dovetailed with our start of the year 'Teaching & Learning Conference' which is now moving towards its 5th year.

However, the purpose of this exercise was just not about expectations but also to expose our students to the routines that we have and therefore promoting 'habit forming' as early as possible. We have several routines in the school which we believe support student learning and for our students to understand what is expected of them is essential. It was also about student choices and how making the right choices promotes a positive learning experience, but incorrect choices can have a negative effect and a series of consequences (made known to the students).

It's about hard work, effort and being effective. We positively promote it's ok to try and fail, but we try again and learn from our mistakes and make further improvements (Austin's Butterfly – Anser Charter School, Boise, Idaho, USA). The concept for the students and staff is that 'every second counts' and building self-resilience to keep improving is imperative!

By frontloading the year with expectations, routines and possible situations the students will face in school we are setting them up to be successful. With all teachers and students experiencing and sharing these paradigms we aim to have a shared vision for all to achieve.

How?

We decided that some of the sessions would be more effective being delivered to a whole year group and some of the sessions being delivered by their tutor in their tutor group. The SMLT (senior & middle leaders team) group developed presentations and any related materials that were then shared with all staff. This ensured that there was a clarity and consistency of message to the students and all staff were aware of what was being delivered.

Presentations were then collated by myself (deadlines), conversations then with me and the groups to ensure that they were the best they could be, any tweaks made, then shared with staff. We also used our 'Teaching & Learning Conference' at the beginning of the year to embed some of the key concepts with staff – so they fully

understood the rationale for them and how best to deliver (see Appendix 1)

What?
During our SMLT sessions in 2016-17 we discussed several areas which we believed should be part of the TA Way. After several discussions/actions we decided on our 10 areas. We then split into teams and led the development of what needed to be in the session, how it would be delivered and by whom.

The 10 sessions that we decided to communicate to our students were:

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

1. Line up / tutor routines (Tutor)
Not only did the tutor go through the presentation with their students but they also physically practiced what is to be expected of them.
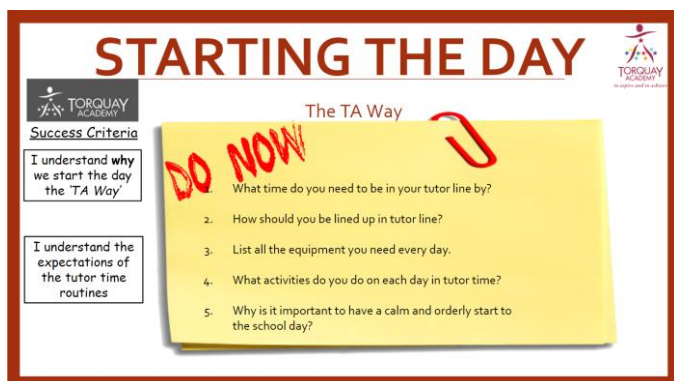

2. Communication, support, respect and relationships (Tutor)
The session was regarding the importance of the way we conduct ourselves both as students and staff. Treating all with respect and being courteous at all times.

3. Revision, homework and knowledge organisers (Sports Hall)
This session was delivered to the whole year group in the Sports Hall. Going through the expectations and timetables of what has to be completed and when. They were also shown how the homework was to be completed to ensure quality outcomes from the students. Also the rationale for homework and how it supports learning outcomes and progress.
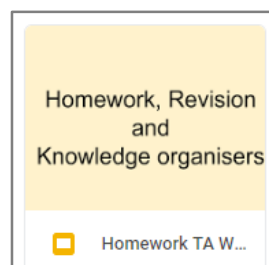
4. How to read (Tutor)

The aim of this session was 'How to Read' the TA Way – this was for staff, support staff and students. Making links between reading expectations and other systems, such as Knowledge Organisers (KO) and Library Lessons. Communicating reading behaviours to ensure students assimilate information in a consistently applied model.

Five ways to improve your reading

- 1. Read more slowly. Use a ruler.
- 2. Think about where the answers are. The first question will probably be near the beginning!
- 3. Read more challenging texts.
- 4. Use your KO.
- 5. Use voices.
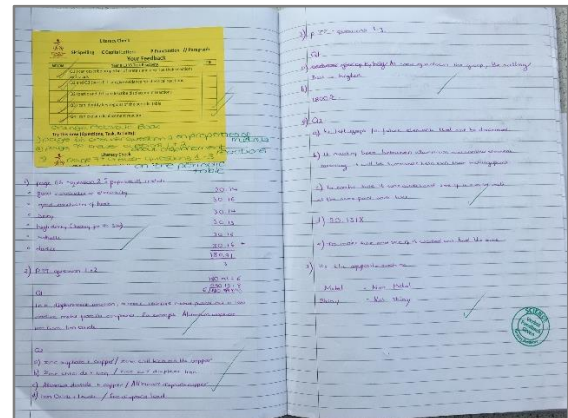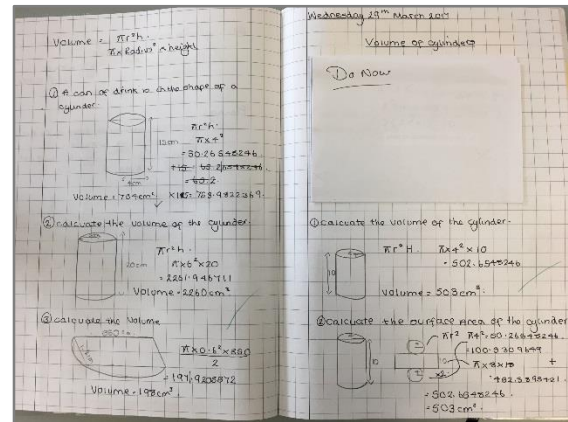
5. SLANT, transition and exercise books (Tutor)

This session delivered how we expect the students to act when engaging in lessons. It also informs the students on how to use their subject exercise books.

Exercise book expectations

- All written work in black pen unless told otherwise.
- Title and date always written and underlined.
- Always produce your best work.
- Any diagrams should be completed in pencil.
- Always use a ruler for straight lines
- Any mistakes crossed out with a single straight line
- Yellow sticker feedback is always responded to in Purple

You should never complete a piece of work that isn't done to the best of your ability.

6. Rules and consequences (Assembly Hall)

This session was delivered by 2 members of the SLT in the Assembly Hall to whole year groups at a time. This was an explicit message about students' choices, rewards for the positive but also made the consequences clear for any negative choices. This encompassed; time in school, lessons, assembly/presentations, transition between lessons, free time, representing the school, journey to and from school. Expectations, rules and consequences were then gone through in detail.

7. Grit and resilience (Tutor)

The session demonstrates and engages students in the understanding that taking calculated risks and not be fully successful is ok. That we then try to learn from where we have been unsuccessful and try to improve.

LO: Understand the importance of Risk Taking in making progress.

DO NOW

1. How can failure be viewed as something positive?
2. Think of a time in your life where you failed at something but it turned out to be a good thing.

EXT: Can you think of any famous examples of people using failure as a positive thing?

8. Learn like a champion (Tutor)

This session encompasses several of the 'Teach Like a Champion' techniques that we use at the school. The aim of the session to explain to the students why we use them, which of course is to improve their learning outcomes. If they know why the teacher is using a certain technique the students will know what the appropriate response(s) should be.

Learn like a TA Champion

DO NOW: Write what you think makes a successful 'Turn and Talk'.

9. Head of house (Tutor)

As we have a relatively new House system in the school, this session gave some background information on the person from which their House was named.
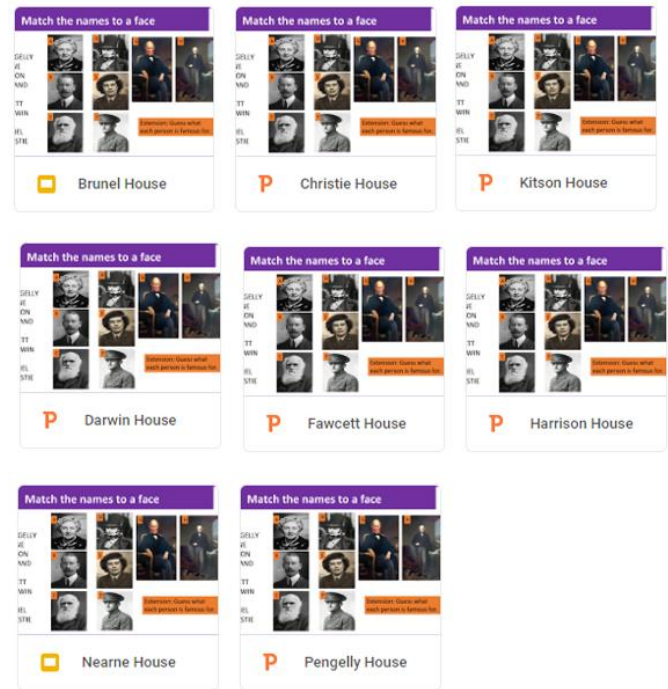
10. Progress leaders (Assembly Hall)

We then gave a session over to the Progress Leader with their whole year group to talk about the year ahead and their expectations.

When?

The numbers correlate with the sessions shown

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

Tutors delivered presentations in their tutor rooms.

Thursday 7th September 2017:

Period	Activity Schedule				
	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
Registration	Normal tutorial activity				
1	7	5	1	4	6
2	5	1	4	6	7
3	1	4	6	7	5
4	4	6	7	5	1
5	6	7	5	1	4

Friday 8th September 2017:

Period	Activity Schedule				
	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
Registration	Normal tutorial activity				
1	8	9	2	10	3
2	9	2	10	3	8
3	2	10	3	8	9
4	10	3	8	9	2
5	3	8	9	2	10

Who?

One of the best aspects of this was that it involved all students and staff. Yes, different staff had different roles but because of the shared planning and delivery, the key messages/outcomes were transparent and consistent.

Next Steps

Reviewing the process has been difficult as there are some parts that do not have measurable data to analyse and compare. The process has been about a shared message and 'hearts and minds' of all those involved. What has been evident is that when a situation has arisen, the option for a student to say 'I didn't know that' has been eradicated.

We believe the TA Way to have value and that time afforded to it can only support a positive learning experience for our students. It is our intention to run it again for September 2018 but with resources reviewed and amended. There is also the probability that we will only run 5 sessions and complete in one day. The key to the TA Way is that it needs to adapt/change to meet the needs of the school and its current cohort at a given point in time.

**Torquay Academy 4th Annual
Teaching and Learning Conference
September 2017**
Everyone Succeeds
The Imperial Hotel Torquay
Learn Like a Champion... the TA way

8.30-8.45	Arrival/coffee	
8.45-9.30	Address/SRM	Torbay Suite
9.30 – 10.20	Session 1	
10.20 - 10.50	Coffee/tea	
10.50 – 11.40	Session 2	
11.40 – 12.30	Session 3	
12.30 – 13.10	Lunch (Regatta Restaurant)	
13.10 – 14.00	Session 4	
14.00 - 14.50	Session 5	Torbay Suite (All)
14.50 - 15.00	Closing Address	

Routines/Lineup	Haldon Room
Workshop 1 –	DJ / SN
Grit and Resilience	Gold Room
Workshop 2 –	AW / KK
Learn Like a Champion	Regency Room
Workshop 3 –	DS / RB
SLANT / Communication	Torbay Suite
Workshop 4 –	TT / LB
How to Read	Torbay Suite
Session 5 –	KM / KT

Homework
Evan Pugh, Vice Principal

Introduction

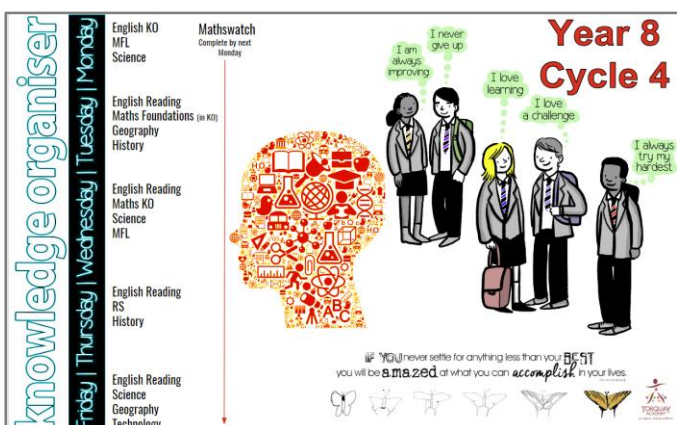Last year we introduced a common format of homework across the Academy.

Years 7 and 8 complete one hour twenty minutes homework each evening. This consists of two twenty minute Knowledge Organiser homeworks, twenty minutes reading and a twenty minute maths activity.

Years 9 – 11 complete one hour thirty minutes homework each contract, consisting of three twenty minute knowledge organiser homeworks and a thirty minute exam question type activity.

In year 7 each student receives a knowledge organiser, an A4 exercise book and a plastic folder to keep their homework in.

In Years 9 – 11 students receive a knowledge organiser booklet, a booklet for each subject homework, an exercise book and a 7-part folder to organise their homework.

A very practical improvement from the previous year was the introduction of an Elba Blackn' Red 7-part sorter to keep their homework in; they have been robust and only a handful have been replaced during the year to students losing their folder.

Years 7 & 8 Homework timetable

Years 9 – 11 homework timetable

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.

Introducing Homework

In the first week of the Autumn term we ran a session for all Year groups. They were given all their materials and introduced to or revised how to complete their homework as part of the 'TA Way'.

We began the year by continuing the read, write, cover, check model. As the first cycle progressed it became clear that although most students were completing their homework, they were going through the motions and not remembering much of what they had done in their homework sessions.

We formed an SMLT (senior and middle leadership team) group to investigate all aspects of homework and how students can retain knowledge, including how classroom practice can support their independent learning.

Our focus on knowledge is aligned with Daniel Willingham's assertion about the importance of knowledge:

Data from the last thirty years lead to a conclusion that is not scientifically challengeable: thinking well requires knowing facts, and that's true not simply because you need something to think about. The very processes that teachers care about most — critical thinking processes such as reasoning and problem solving — are intimately intertwined with factual knowledge that is in long-term memory (not just found in the environment).

There are two parts of Willingham's assertion:
1. you can only think deeply and critically about what you know well—what you have a lot of knowledge about; and
2. to aid thinking, that knowledge must be encoded in long-term memory. Retrieval practice is the tool that encodes knowledge in long term memory.

The group looked at John Dunlosky's effective learning strategies and the learningscientists.org materials to tease out the most effective strategies for learning facts. The key findings about learning for the long term indicated that practice testing and distributed practice were the most effective techniques for embedding learning into the long term memory.

To sum up the research about the most effective revision techniques, the two techniques that are the most effective to embed facts into long term memory are:

1. Quizzing – students creating quizzes
2. Spaced practice - returning to previous learning

As a result, we implemented a new homework regime. Instead of read, write, cover, check, students were asked to create quizzes and to test themselves regularly. Students were given an exercise book to complete them in.

We introduced the new way to complete homework in assemblies and this was followed up by practicing in tutor time.

We devised a very prescriptive way of carrying out a knowledge organiser quizzing homework in 20 minutes. This was tested with a small group of Year 7 students to ensure what we were asking students to do was manageable.

How to do your quizzing homework
Select a part of the knowledge organiser to create a quiz from. It should only be 8 - 10 pieces of knowledge, don't select more than this.

- 3 minutes re-reading and re-reading the section.
- 2 minutes recalling the information in your head or speaking out loud.
- 8 minutes writing questions and answers; you should complete 6 or 7 questions.
- Your questions should focus on simple recall of facts you need to learn.
- Useful ways to start questions might be:
  - What is…
  - List all the effects of…
  - How does…
  - Define…
  - When did…
- 2 minutes answering the questions in your head and checking the answer if you can't remember it.
- 5 minutes writing the answers. Correct any answers you get wrong with purple pen.

In order to check if this was a more effective method for students to remember knowledge we took an average of their knowledge score tests at the end of cycle two (read, write, cover, check) and at the end of cycle 3 (quizzing).

The results were as follows:

Year 7:
Cycle 2 average knowledge test score 58%
Cycle 3 average knowledge test score 68%

Year 8:
Cycle 2 average knowledge test score 57%
Cycle 3 average knowledge test score 60%

Year 9:
Cycle 2 average knowledge test score 54%
Cycle 3 average knowledge test score 59%

Year 10:
Cycle 2 average knowledge test score 49%
Cycle 3 average knowledge test score 51%

All of the results went up, some more markedly than others. Year 7 showed a 10% rise in the average test scores.

Progress Leaders have been following up those with the lowest test scores to:
a) to support them if they are finding doing the homework difficult;
b) to monitor the homework of students who are not doing their homework consistently.

In the classroom
Departments are using 'Do Nows' to reinforce learning of the knowledge organisers with low stake testing. The Humanities department have developed do nows for the beginning of each lesson which are low stake tests. These tests not only test knowledge from the current cycle but a few questions from previous cycles so the idea of spaced practice is reinforced with the students.

Issues we are addressing for 2018
- Consistency of the format
  - o KO enable students to create a quiz easily
  - o Common format – black and white - calibri font
  - o Minimal diagrams
- KO learning reinforced in the classroom
  - o Linked to the do nows
  - o Do nows model spaced practice - questions not just from this week's KO homework but include questions from previous cycles.
- Knowledge Assessments
  - o Focus on just knowledge from the KO
  - o Include questions from the previous learning cycles
- Bespoke Homework books
  - o We have designed a customised homework book which is already pre-populated with the day, date and subject for everyday of the learning cycle.
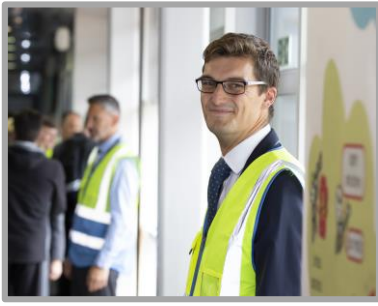
Video Coaching for Teachers
Harrison Littler, Assistant Principal

Background and Context

For a long time in the UK, the observation of teachers in the classroom has been infrequent, high stakes and ultimately, a poor tool for driving practice forward. More often than not, this has been more of an exercise in quality assurance than staff development. Observers have been required to make judgements against a set of standards, sometimes aligning to Ofsted frameworks more suited to judging whole school performance rather than individuals. Judgements made during lesson observations which typically lasted between 15 and 45 minutes have been used as a proxy for the effectiveness of the teacher as a professional.

At Torquay Academy we believe that this approach has had its day. At best, it presents a slower route to the improvement of teaching practice and student outcomes compared to our current approach. At worst it actually prevents teacher improvement by engendering a culture of judgement in which staff sometimes feel the need to put on a performance and jump through hoops to satisfy an observer. Inevitably, time is spent comparing performance to a set of criteria rather than working with staff to identify, unpack, plan and practise the actions that will have the greatest impact on their practice.

In place of this approach, we have embraced the incremental coaching model used by, among others, the Uncommon Schools network in the United States, as referenced in books such as Leverage Leadership and Get Better Faster. We have learned a lot from practices in the United States in terms of the way we approach coaching as a vehicle for teacher improvement and have worked to tailor it to our context. To complete the alternative approach, and nurture a culture of collaboration and personal growth, we have taken the decision to completely separate performance management processes from coaching.

In sports coaching, improvement is brought about by isolating specific skills which can be targeted as a focus for deliberate practise or drilling. This is a model which can be equally applied to the craft of teaching, where the outcome is a set of specific action steps. These can then be practised and refined, as opposed to a piece of paper to be filed, or a judgement to be recorded.

"Coaching meetings are quicker and much more purposeful. I am improving on very small aspects of my practice."
Reece Broome – Head of Physics

In order for coaching to be precise and consistent in a profession like teaching, it requires a clear framework that can be understood and shared with all stakeholders in the process. As a result, we have adopted the excellent framework for analysing the craft of teaching as set out in the book Teach Like a Champion 2.0 by Doug Lemov. This has provided us with a common language to describe what takes place in the classroom and supports coaches in identifying and analysing discrete areas for development.

Our Commitment to Coaching

Our vision is that every member of staff receives world class precision coaching every week. This requires a significant investment of time from staff with leadership responsibilities in the school. For us, harnessing the power of video is critical to achieving truly world class coaching and making best use of this time investment.

Our experience so far is that the frequent use of video analysis significantly enhances the precision and quality of coaching conversations in teaching. One of the clearest benefits of using video in this context is that it provides a clear and objective record of what takes place in the classroom. Unlike coaching in other areas like sport, in teaching the coaching conversations rarely take place immediately after the practice observed. Teachers are busy people and coaching time is squeezed between lessons, marking and planning. The result is a delay between lesson observations and coaching

conversations. Sometimes this is a few hours and in other cases they may be separated by a day or more. Having the accurate record of a lesson that video provides helps to overcome the inevitable difficulties teachers and coaches have in recalling precisely what was said and done.

"The video allows me (and the coach) to be objective about our analysis. The analysis is backed with first-hand evidence to discuss. The video also provides context to the episode you are both watching - you can clearly see behaviours and lesson content which offers another discussion point that have been lost otherwise."
Reece Broome – Head of Physics

The precision offered by video footage is important to the process. Coaches don't need to scribble down phrases used by a teacher or try to construct an approximation of what a teacher has said, as there is a clear verbatim record to hand. Focusing in on the language we use as teachers is common in coaching. For example, we might look at a teacher's 'rollout' of an activity, consider the clarity of an explanation, or the language a teacher has used in tackling a behaviour issue. The exact phrasing and language used, as well as tone, is much easier to scrutinise and improve when captured on film.

"I have found the use of video during coaching sessions extremely helpful as it gives me a students' perspective on the lesson. It makes it much easier to pinpoint specific examples of good practice with different TLAC strategies tagged. This also means I don't need to rely on memory. It also makes it much easier to see for myself areas for improvement which gives me a greater sense of ownership over the coaching sessions and my own development as a teacher."
Dr Neil Jones – English Teacher and KS5 English Coordinator

Codimg and Codimg View

Codimg is a tool which allows us to be much more targeted and precise in our analysis of teaching practice by seamlessly joining up the video with the framework used to analyse it. A key benefit of the software to us is that it allows us to overlay the Teach Like a Champion framework onto the teaching practice we see in our classrooms. This means that the software is tailored to our needs, as we are targeting exactly those techniques which we are looking to refine the use of in the classroom.

Logistically this is pretty straightforward to use. We use the Codimg View app on an iPad Pro to capture video. This is mounted on a tripod which is lightweight and mobile. This means coaches can deploy it anywhere in the school without having to ask IT for help in setting it up. We also avoid the need for a whole class to move to a specially kitted out room. The only additional bits of kit we use are a Rode directional microphone and an iOgrapher case to hold all the other bits together on the mount.

Coaches use the software to tag the video by tapping on one of the wide range of descriptors we have created within the Teach Like a Champion register in the app. These are used to indicate a great example of a technique in action or a possible area for development. This has replaced the scribbled tally charts in a notebook which counted up instances of techniques being used but could offer no depth on the specifics.

"I like the fact that the conversations are often structured by the TLAC techniques I am using. For example, coaching meetings often open up with 'I really liked this use of cold call...'."
Reece Broome – Head of Physics

The next stage of the process is to transfer the video of typically 12 to 15 minutes onto a laptop so we can use Codimg Premium to analyse the footage. The video file is quickly exported from the app to the programme on the

laptop and opens up in analysis mode, with the full range of functions available. Clicking on the tags then brings up the corresponding clips. Each clip plays from 10 seconds prior to the moment the video was tagged so that you can see that build up to each key moment without having to edit it. Coaches can then use the presentation function to generate a sequence of tagged clips which can be quickly navigated during a coaching meeting. Clips can be added to the presentation at the click of a button and the order can be shifted around so that you can maximize the 15 minutes or so of feedback with a teacher and quickly zero in on the most important seconds of footage.
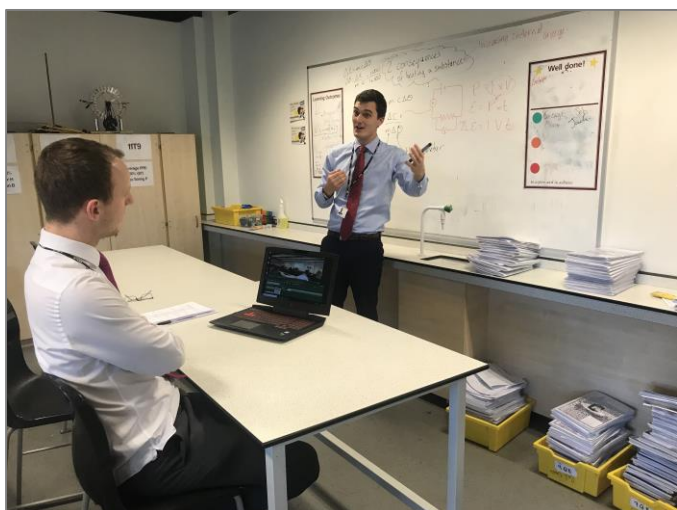
"I am really enjoying coaching with the video analysis. It has enabled me to reflect upon my lessons and in particular small snap shots of moments in the lesson. I have been able to identify my strengths and weaknesses in TLAC strategies and to quickly and effectively implement changes to adapt my practice."
Keeley Kay – KS3 Science Lead

A final useful tool with Codimg is the matrix function. This plots the different tags in a matrix of possible teaching techniques that could have been used. It offers a useful profile of an individual teacher's techniques within a lesson or across a series of lessons. Tags can also be searched across all video captured, providing a catalogue of examples of classroom practice that can be deployed in teacher training at a later date.

Impact
The impact of Codimg has been to sharpen the precision of our coaching meetings and to stimulate a deeper self-reflection from our staff. Watching short teaching episodes from your own lessons is always a powerful self-evaluation tool, but the way in which Codimg allows us to seamlessly integrate the TLAC framework through tagging and cataloguing all of the footage we capture makes this much more meaningful.

Our coaching feedback model follows a consistent four step approach:

1.   Appreciation
2.   Scrutiny
3.   Action Step
4.   Practice

Codimg's real value is added in the first two steps. Recognising the positive elements of a teacher's practice is the way all coaching conversations open. The ability to play back key moments to illustrate these makes this part of the conversation more genuine and immediate. It also helps teachers to reinforce and dial up the positive areas of practise if they see them from an observer's perspective. When it comes to the scrutiny element of the conversation, there is something really powerful about both coach and coachee scrutinising the same objective record. Without video analysis the reality is that they are having parallel conversations. Any given moment of a lesson is unavoidably mediated by their own perception and memory. A clear record puts both coach and coachee onto the same page and ensures the conversation can move straight into the analysis of what is in front of them.

"Coaching has been enormously powerful for me to challenge my current practice; an opportunity that would never arise without the video. For example, my coach recently played back a short clip and asked 'Do you notice anything in this clip?' The main discussion point was about my Cold Call and the way I named students to answer before asking questions. Initially I wasn't able to pick this out from the video because I am so used to my current practice, but watching it back now it seems so obvious. It takes you out of your comfort zone, but in a way that is leading to significant improvements in your teaching."
Reece Broome – Head of Physics
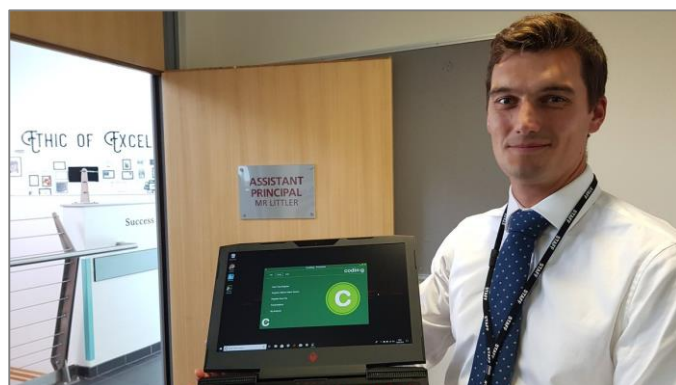
Where Next?
We're currently running a pilot for video coaching with a small group if staff. Ultimately, we want all staff to benefit from video coaching, but we're not rushing to make this happen. The software has so much to offer and we've been working over the last few months to explore

all of the ways it can be used and adapted to improve classroom practice. We don't want to introduce it to staff half-baked.

"Video coaching makes it much easier to review how successfully I have been implementing suggestions for future improvement. I would say the use of video has definitely had a positive and beneficial impact on coaching sessions and my development."
Dr Neil Jones – English Teacher and KS5 English Coordinator

We are continually tweaking the Teach Like a Champion register of descriptors we can use to tag lesson footage, and are considering using separate registers with a focus on, for example, routines and behaviour, so that we can be more targeted still. We're also working to refine the whole process and ensure that interaction between our current coaching model and the use of video is smooth and efficient. These small changes will make it much easier for coaches to learn how to use the system effectively and ensure it has an immediate impact.
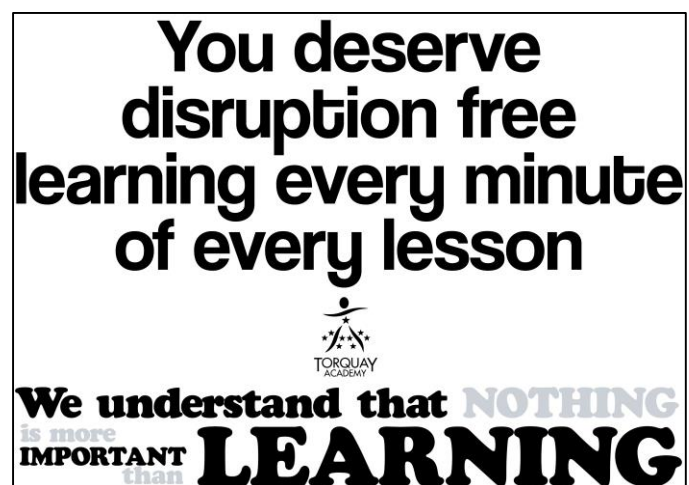
No Excuses Behaviour - ensuring a consistent approach from Year 7 to 13

Ben Chadwick, Assistant Principal

Positive behaviour, a positive attitude towards learning and being the best possible person (be it student, teacher, parent or stakeholder) is our ultimate goal. Over the last 12 months, expectations have remained high and students are seeing the benefit of consistency, routines and a focus on academic rigor and achievement.

As an Academy we are continually striving to make improvements. 'Marginal gains' is a phrase that is heard in conversations with staff regularly. How do we become more efficient, more consistent and therefore more effective in our approach and ensure students receive the best education and pastoral care possible?

In the last twelve months there has been a focus on behaviour in class and ensuring that disruption free learning is taking place in all lessons. 'There is nothing more important than' is something that everyone at Torquay Academy believes and is passionate about achieving. An OFSTED report 'Below the radar - Low level disruption' (2014) estimated that up to one hour a day is wasted in schools across the country due to disruption in classes. This is not the case at Torquay Academy.

You deserve disruption free learning every minute of every lesson

We understand that NOTHING is more IMPORTANT than LEARNING

Consistency in the classroom has been key to achieving this. All staff and students know and understand the expectations in terms of correct equipment, silence in the learning areas, entry into the classroom, do now tasks, conduct in lessons, silence is silence, homework requirements, dismissal and transition. This level of clarity and consistency has meant that standards have continued to rise.

The key to this buy-in from students and staff is that they can clearly see the reasons behind these rules as well as the benefits in terms of no wasted learning time and therefore academic progress. Getting all these 'marginal gains' right has been vital in ensuring time is spent in lessons learning and not managing poor behaviour.

Another area that has developed over the last twelve months is the house system. It was introduced three years ago to encourage a greater sense of community, togetherness and healthy competition. Initially this was solely in sporting terms but the last year has seen this expand into other areas of school life.

House Colours

Brunel	**Blue**
Christie	**Cyan (sky blue)**
Darwin	**Red**
Fawcett	**Yellow**
Harrison	**Orange**
Kitson	**Green**
Nearne	**Turquoise**
Pengelly	**Purple**

We have seen our first creative writing competition, inter form quizzes, inter house staff netball, staff and sixth form table tennis. We also had a non-school uniform day where staff came in dressed in their house colour. There is a designated senior and middle leaders task group looking at further expansion of the house system so there will be more to report on next year.

Next steps

At our teaching and learning conference in September 2018 one of the sessions was entitled 'Behaviour and Expectation'. There was a real focus on making the following areas outstanding:

- Dismissal from lessons - how we can ensure 'every second counts'?
- Standards outside the classroom - break and lunch time behaviour
- Restorative conversations - how can we make these a real vehicle for change

Time is invested in practising dismissals from lessons and during 1:1 coaching sessions really looking at the details of classroom layout, how best to collect books/ equipment and how to dismiss in the most effective and productive way. This attention to detail is important in ensuring a calm end to lessons which has the knock on effect of a positive start to the next one.

The standard you walk past is the standard you accept. Again time has been spent designing a checklist which clearly identifies sanctions for misdemeanours. The big focus will be on empowering all staff and ensuring a consistent approach so students and staff are 100% clear of expectations and sanctions. Once all stakeholders are clear on what is expected there is no excuse for not reaching this level of expectation.

Restorative meetings

When a student has unfortunately been asked to leave a classroom due to disruption it is important that they meet with the member of staff to reflect on their behaviour and begin to move forward. We will be modelling these conversations and designing accompanying paperwork to ensure these meetings are meaningful and productive. Students need to be able to take responsibility for their behaviour and staff need to work with them in making sure they are clear on how they can avoid such incidents again.

The war on 'prediction inaccuracy' and supporting the long-term disadvantaged

Mark Gale, Assistant Principal

The Problem of Prediction Inaccuracy

It is standard practice in schools for staff to enter predicted grade data for their key stage 4 and key stage 5 classes in order to provide information about the likely examination outcomes of their students. This information is used at classroom, departmental and whole-school level for a variety of purposes:

- to provide reports for parents
- to plan and implement interventions
- to predict pass rates and performance table outcomes
- to decide upon future courses of study at college or university

All of these uses rely on the accuracy of the prediction.

An inaccurate prediction could result in teachers and leaders wasting time on interventions which are not necessary - or worse, not intervening when a student really needs support. If the predictions are over-optimistic, it could cause departmental heads and senior leaders to be complacent about expected outcomes for the year group. And most importantly, if students receive incorrect information about their likely exam results, they may make inappropriate plans for their future study.

Analysing the Accuracy of Predictions

We record every predicted grade using SISRA (an online grade analysis tool) and this allows us to monitor the predictions over time, looking at whole-school measures, departmental or class pass rates and individual students' results:

However, these overall figures can mask the finer details of where any inaccuracies lie. We issue departments with matrices showing their predictions and the final GCSE grades. These identify the particular grade boundaries where departments were accurate or inaccurate.

Numbers in the blue squares indicate accurate predictions; pink is over-optimistic and green means the prediction was lower than the actual result. This department's predictions were quite accurate overall.

This department was over-optimistic and predicted, for example, 15 grade As which turned out as grade Bs, and 24 grade Bs which turned out as Cs when the results were issued.

We remind departments of these matrices through the year, whenever they are preparing to enter predicted grades, not just at the start of the year when they are analysing GCSE results.

## Improving the Accuracy of Predictions - Collaborative Data Entry

In discussion with departments that were particularly accurate, it became clear that one of the features they had in common was a collaborative approach to data entry for students' predicted grades. All teachers of a particular year group met together at data entry time,

and the Head of Learning Area presented a spreadsheet of various metrics for the whole year. These included mock exam results, in-class test results, homework completion records, engagement with online resources and so on.

This allowed staff to discuss predicted grades and, more importantly, to calibrate their own judgements with the rest of the department. This resulted in a high degree of accuracy. Moreover, this approach reduced the likelihood of any individual teacher artificially inflating the predicted grade to simply to ensure that they did not look bad, or to avoid scrutiny by SLT.

Improving the Accuracy of Predictions - Fixed Assessment Baselines
We have asked staff to identify one assessment in each of Y9, Y10, Y11, Y12 and Y13 that will remain fixed from year to year. These fixed assessment baselines (F.A.Bs) will allow us, over time, to build up a data set to correlate students' scores on the standardised test with their final exam grade. We will be able to use this correlation in future years to ensure greater prediction accuracy.
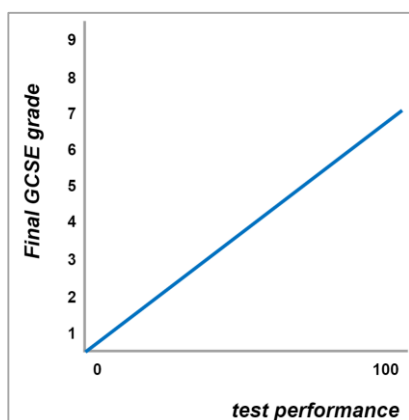
Supporting the Long-Term Disadvantaged
Students who are entitled to the Pupil Premium do not make as good progress nationally as other students. The issue is particularly acute for students from a White British background. (Torquay Academy has 92% White British students and 38% Pupil Premium students.)

It has become clear, however, that "Pupil Premium" encompasses a wide range of students: the majority of our PP students are entitled to free school meals, or have been at some point in the last six years (this is known as 'Ever 6 FSM'). Families apply for free school meals on a termly basis, so within the group of Pupil Premium students, there will be some who have been in receipt of free school meals for the entire six years, and some who have been entitled for one term out of the last six years. This could represent significantly different levels of disadvantage.

The Effect of Long-Term Disadvantage
National data shows that students who have been in receipt of free school meals for a longer period of time make less progress than other students. Students with a white British background are particularly adversely affected:
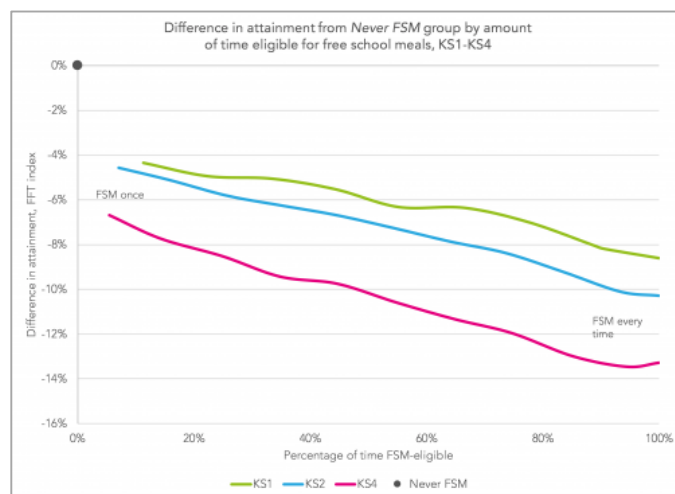
Graph from the Education datalab blog https://bit.ly/2lB9cvP. Used with permission.
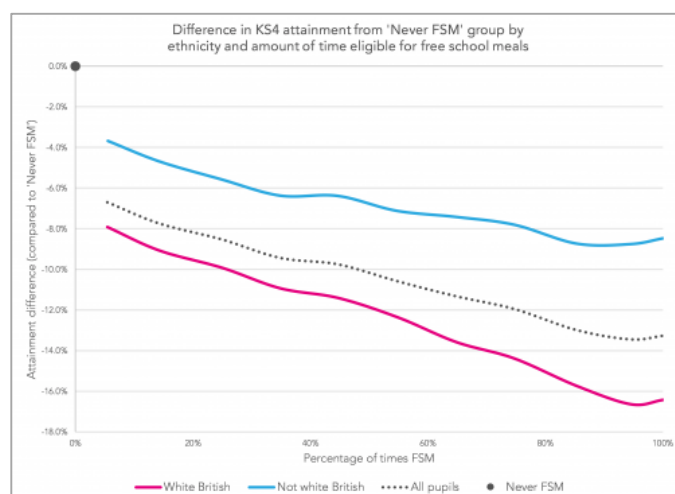
Graph from the Education datalab blog https://bit.ly/2K5KXol. Used with permission.

No one at Torquay Academy views these facts as reasons to make excuses for any student's progress. Rather we see them as a challenge to tackled and overcome.

Categorising PP Students
We have analysed each student's free school meals history to find out how many days' entitlement they have had over the last six years and allocated them to a particular category:

PP6 entitled to free school meals for the entire six years
PP4 entitled to free school meals for at least 1460 days (four years) in the last six years
PP2 entitled to free school meals for 730 - 1460 days (two years or more) in the last six years

PP   entitled to free school meals for less than 730 days in the last six years

NPP   never entitled to free school meals in the last six years

We have analysed students' results based on their PP category, looking at their average Progress 8 score. Using a box and whisker plot, we have been able to look for trends in the data. This has shown us that our long-term disadvantaged students made as good progress as other groups in 2017.
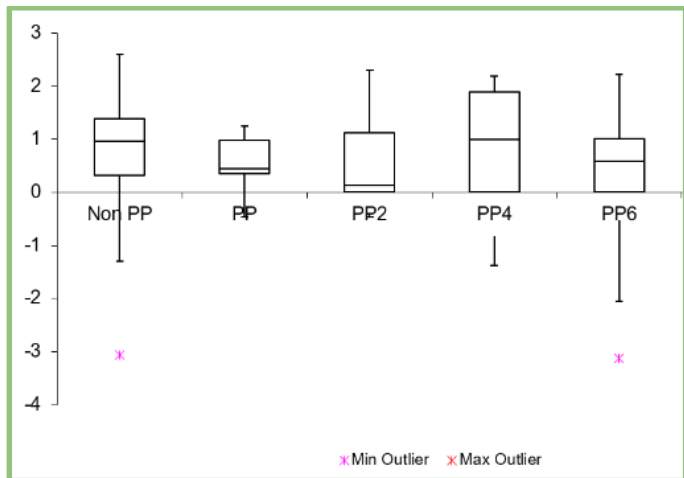
It does, however, show that the range for our PP6 students extends lower than other groups (although some PP6 students also achieve excellent Progress 8 scores). It also suggests that we may need to focus on the PP and PP2 groups, whose median progress 8 scores were a little lower than other groups (although the numbers of students involved were relatively small).

Now we have categorised students in this way we will easily be able to look at other metrics such as attendance and effort grades to see if there are trends which we can act upon.   This approach, coupled with accurate prediction data, means that we are able to plan interventions more precisely for the long-term disadvantaged students, in order to ensure that every student in our care fulfils their potential.

A World Class KS3
Paul Hocking, Assistant Principal

Objectives and rationale
KS3 is the foundation of everything we do in secondary school and sets the tone for the exam years in KS4 and KS5. The aim of this project is to produce students fully prepared for the demands of KS4 and beyond and to also give them the information that will allow the right career decisions to be made at each stage. We want students who understand the importance of hard work and recognise the benefits of having good qualifications. Students must be able to revise and prepare for the assessments they will face in KS4 and KS5. Students should be ambitious and have a clear understanding of how to achieve those ambitions. They should be rounded individuals who understand their place and contribution to the community and wider world. Mr Margetts has set the challenge that every student, regardless of starting point, should be on track for a grade 4 in English and Maths by the beginning of KS4 in year 9. In addition all students are to be on or above target at the end of KS3.

Year 7 - Becoming what we repeatedly do
The aim of Year 7 is to induct students into the TA Way (see separate Case Study) and help them make an effective transition from Primary School. We have a particular focus on expectations and ensuring students understand the reasons for these. It is central to our thinking that students understand the benefits of hard work and the value it has on their future life and careers. Forming these habits and routines is a priority in Year 7 as is supporting students to develop independence, responsibility and ownership.

Year 8 - No limits, just possibilities
As students move into Year 8 the focus changes slightly to the achievement and progress of the students, with particular attention to English and Maths. The need to challenge all groups of students to achieve and make good progress is paramount, with specific focus on the Most Able and Most Able Disadvantaged to ensure that all achievement gaps are addressed. Student ambition, exposure to inspirational experiences and careers guidance will be at the forefront of work in Year 8. Routines and habits formed in Year 7 are to be sustained and built upon.

KS3 2018-19 WIGs

	Attendance Overall Student Attendance > 96%	Punctuality Students on time to 100% of lessons	Homework Average Homework Score of < 1.4	Attitude to Learning Average Mindset Score of <1.5
What KS3 Students Know….	Understand the link between attendance and achievement	Comprehend how punctuality affects theirs and others learning	Appreciate that homework is an opportunity for successful practice	Believe that with hard work, there are no limits
What KS3 Students Do...	Attend school 100% of the time	Are on time every day and to every lesson	Complete homework to the highest standard every day	Demonstrate resilience, determination and risk-taking
	Achievement 100% on target in English & Maths -specific focus on MA/MAPP	Behaviour Average Behaviour Score of <1.5	Equipment Average equipment fault per student < 2	Enrichment 85% of students engaged in the extra-curricular offer.
What KS3 Students Know….	Take ownership of their targets and outcomes	Value the importance of impeccable behaviour for themselves and others	Recognise that organisation is a basic requirement for success	View the out of classroom experiences as valuable to their holistic development
What KS3 Students Do...	Achieve or surpass their academic targets and are willing to go the extra mile	Demonstrate the highest standards of personal behaviour and individual responsibility	Pack their bags diligently and show maturity by rectifying any issues in advance	Immerse themselves in the extra-curricular life of the school.

KS3 (Wildly Important Goals) WIGs for 2018-19

Tracking Progress

The English and Maths departments have linked their KS3 assessments to the GCSE objectives so teachers can make reliable predictions about pupil attainment from robust current grades.

Analysis			
21-25 marks	- Thoughtful, developed response to task and whole text - Apt references integrated into interpretations	- Examines writer's methods with subject terminology used effectively - Examines effect of writer's methods	Thoughtful consideration of implicit ideas / contextual factors, shown by links between text and task
16-20 marks	- Clear, explained response to task and whole text - Effective use of references to support	- Clearly explains writer's methods, with relevant subject terminology - Understands effects of writer's methods	Clear understanding of implicit ideas / contextual factors, shown by links between text and task
11-15 marks	- Some explained response to task and whole text - References support range of relevant comments	- Explained comments on writer's methods, with relevant subject terminology - Identifies effects of writer's methods	Some understanding of implicit ideas / contextual factors, shown by links between text and task
6-10 marks	- Supported response to task and text - Comments on references	- Identifies writer's methods - Some reference to subject terminology	Some awareness of implicit ideas / contextual factors
1-5 marks	- Simple, relevant comments - References relevant details	- Awareness of writer - Possible references to subject terminology	- Simple comments on explicit ideas / contextual factors

Spelling, Punctuation and Grammar	
4 marks	Excellent use of spelling and punctuation, with accurate grammar. Consistent use of a range of vocabulary and sentence structures to effectively control meaning.
2-3 marks	Mostly accurate spelling and punctuation – homophones, common words, etc. are all correct. Good use of grammar and structure.
1 mark	Spelling and punctuation are reasonably accurate – errors do not confuse the meaning of the response. Use of sentence structure may be awkward at times.

'White Sticker' used in English to mark KS3 student work. The criterion match the GCSE with 14-16 marks equivalent to a grade 4.

Similar systems are being developed by Science. If students are identified as being off track in a subject, then a programme of support is activated to address the specific areas of improvement, which runs alongside the usual class feedback, marking and yellow sticker tasks we have as normal classroom practice at Torquay Academy. The specific additional programmes include tutor extraction and period 6 lessons. In Year 7 & 8 we have additional tutors who are also English and Maths teachers within the school. Once a student's need has been identified they are placed into the appropriate tutor group for support during morning registration. In addition, intervention is also given after school in timetabled period 6 lessons to further boost progress and close attainment gaps.

Nurture Groups

The year group is taught in sets linked to target grades and split into two equal ability cohorts – T and Q bands. Each band contains sets 8, 7, 6 and 5, named after the target grades the students are expecting.

T9	
T8	Q8
T7	Q7
T6	Q6
T5	Q5
	Q4

In Q we have been running for a number of years the Q4 set which is designed to provide invaluable support in helping students close their gaps in Literacy and Numeracy. For KS3, these students have additional lessons, scheduled as Literacy and Numeracy, rather than French on their timetables. At the other end of the ability spectrum we have set up a nurture group for our high ability students in our 'top top' sets. In this group we put the students with the highest targets and prior attainment.

Enrichment

Beyond the metrics our world class KS3 is working on building the individual and producing a model student ready to take on the challenges of KS4 study. The TA way and our behaviour policies give clear guidance on how students should act towards each other, to adults in school and adults out of school. A further part of development is working with people in different situations and also in teams. We have an extensive set of extracurricular activities which are advertised at the start of the year in a 'Fresher's Fayre' style event held at lunch time. Staff organising events set up stalls and advertise their clubs and societies. The list of activities and clubs is then displayed in every tutor room across the school.
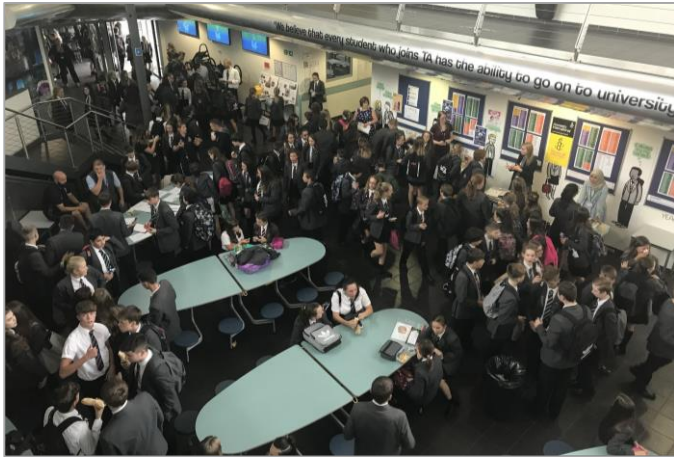
Reflections and next steps

So far the progress of the project has been quicker than we had planned and we are focusing on embedding the TA way with all of the students. While the procedures and infrastructure feel like they are in place, the next step is to ensure that all students engage in the process. I think a love of learning can be achieved but much more critical is the understanding of the need for hard work. Our second focus is to ensure we have a clear and correct understanding of what a student needs to do to achieve the grade 4 or their target.

Torquay Academy Sixth Form 'one year on...'
Nichole Sanders, Assistant Principal

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

Vision
Unlock and challenge students' potential as they move on to their next phase in life.

Key Objectives
- Improved outcomes through Teaching and Learning
- Improve outcomes through monitoring progress and matching with suitable interventions
- Increased sixth form applications (UCAS and Year 12) with students on the right courses

Background and context
A year on we have put in place the systems and processes for a growing sixth form; we have adapted to the increase in numbers and worked tirelessly to ensure the students are on the right courses and importantly opened up the door to university and potential career path of their choice.

'Students are carefully guided by the Sixth Form team towards a range of destinations; the Sixth Form team know their students well and provide bespoke careers advice. This has resulted in a significant increase the number of students entering university.'
Challenge Partners 2018

The main challenge for the leadership team was to ensure that results were significantly improved. Matching the progress made nationally so that students can take their first choice at university.

2017/18 was about transforming the teaching and learning at key stage 5, making it a priority for the school.

The sixth form team were in place and ready to support the students to reach their potential, the next step was to ensure the subjects were also ready. September was an opportunity to start as we mean to go on with the summer results behind us we had to plan key interventions to ensure that all students are supported.

Teaching and Learning Interventions
In September 2017 alongside the Principal, Assistant Principal, Head of Learning Area and Key Stage 5 lead we conducted raising standards meetings. These were then planned for each cycle to identify key issues and underperformance alongside sharing excellent practice.

Key gains from the meetings were:
- More clarity on who and what was being taught
- Clarity and improvement on homework
- Examples of good practice shared
- Challenging conversations with regards to the real priorities of departments
- Subjects sharing their plans and developments
- Holding HOLAs and KS5 leads to account
- Transparency about what is being done to support individual students.

This focus gains a sense of urgency to Key Stage 5 that was perhaps missing before.

Student Interventions, new for 2017/18
It was clear that the focus had to be on Sixth Form and, looking back at Key Stage 4, analysing what really worked. By Christmas we had changed the tutor system with subject specific tutor groups for the sciences, maths and retake maths; this had a positive impact almost instantly with tutor time being more rigorous and focused on subject specific support for students who were underperforming. Other key interventions included:
- Period 6
- Study Centre - Work with departments to support study centre revision for all examined subjects. Priority Y13
- Impact reports - improved and used by tutor, Head of Year (HOY) and Head of Sixth Form (HOS).
- Daily and weekly Mentoring - HOY focus on specific key marginal students.
- Meeting with parents for students who are not on target.

Whilst the Sixth Form team were making improvements to the systems and processes to support students outside the classroom, we then looked at what was happening within classrooms. The Vice Principal and Assistant Principal conducted learning walks across the school focusing on the Sixth Form. We saw some excellent use of notebooks and taking of class notes. There were many different examples of challenging teaching dealing with misconceptions. Students in the main were engaged with the subject. There were some examples of exemplary tracking of assessments in some

subjects. However, this excellent practice was not consistent.

Other EBI's included:
- Teach to the bell - Every second counts
- Always link teaching and assessment to the exam or Btec criteria
- Tracking of students within subjects more consistently
- T&L packs to have all the correct paperwork in with interventions highlighted ensuring they are suitable for that individual
- Btec course set up in folders and overview of who is teaching what - also A levels when team teaching
- Assessment folders for all examined subjects
- Btec and coursework lessons to be taught from the back (when students are working on laptops)
- Know your exam!
- Students to sit towards the front of the class - shows disconnect otherwise

The key was consistency! Developments were needed in the expectations of the students across the Sixth Form to ensure they were working harder than that of the lower years.

Intervention to improve outcomes

War boards were developed to capture key aspects of the students' progress to help identify support the needed. These included:
- Average GCSE Score - ability level of student
- Post 16 plan - University / offer
- GCSE Maths and English Grades
- Subjects - Targeted and Predicted grades
- UCAS points - Based on predicted grades
- Alps Thermometer - Progress against target grade
- Intervention - Named intervention for the student

The war boards are located within the sixth form and also the Principal's meeting room to easily identify the students that require intervention and the team to constantly focus on all students. Using the war boards has helped identify the appropriate intervention for

students and prioritise these. Alps data is used to produce the war boards alongside the end of cycle data. This then is captured to provide a UCAS deficit against predicted grades for both Year 12 and 13 to help inspire students for university and also to improve grades. Alongside this we shared Alps Connect with staff as a way of monitoring progress and improve accountability.

Increasing Sixth Form applications

University applications have also increased since 2014. With over 46 applications this year and a mixture of universities across the country.

This year the students have received seventeen unconditional offers a 183% increase on last year. Next year we intend to increase the number of applications and have already started the process with both parents and students.

Alongside this success this year we interviewed over 122 students for the Sixth Form which is an increase on the number of application on the previous year. Guidance was provided to support the choices made and this then helped create the options block to meet the needs of the students. Ensuring the right students are on the right courses.

This needs to be another area of development next year with the number of applications increasing the Sixth Form will need to look at the level of guidance provided. We will look to provide students with offers early on and then provide additional support to students who need both aspirational and honest guidance comparing to current academic achievement.

Number of Students starting Year 12 in TA Sixth Form

Other key drivers for change

SMLT - Senior and Middle Leadership Team have continued to develop strategies to support Sixth Form improvements with a key focus on the study centre as a resource to support silent study. Also this team have looked at improving expectations and consistency across KS5 Subjects.

Continual use of Pixl - Increased attendance to the Pixl 6 meetings with the Principal, Assistant Principal and HOS attending meetings to develop strategies and provide a key focus on Sixth Form. Continued support from the Pixl advisor challenging outcomes and initiative.

Leadership - Sixth form is now a key part of the leadership files that are completed by all leaders and used for HOLA's to reflect on cycle data and strategies for KS5 as well as KS4 /3. Learning areas have increased their focus in this area. With clear improvements in outcomes across most subjects.

Study Centre - A new study centre has been created to provide an environment for KS5 students to study in silence and have access to key materials to support their learning. This has now been timetabled for all academic subjects as part of their learning agreement and to further support the amount of study needed to be successful.

Impact and outcomes – Results have shifted up with increased numbers passing their A Levels and Btec courses. The Sixth form has more students currently studying a mixed Btec and A Level qualifications and from the headlines below it shows improvements in all areas.

Headlines - Class of 2018
A*- A= 8% Equal to 2017 results
A*-B = 34% Up by 13% on 2017
A*-C = 60% Up 13% on 2017
A*-E = 92.5% Up 12% on 2017

Students achieving 3 A levels: A*-B = 10% (0% in 2017)
Students achieving 2 A levels: A*-B = 33%
Students achieving 3 A Levels: A*-E = 89%

Btec results were outstanding with 56% gaining Distinction * compared to 24% in 2017. This included two Btec subjects that now had 50% examination.

University - Students getting to their first choice university = 76% and second choice = 12%. In the end only one student did not secure a place at university and one deferred for a year.

Reflections and next steps

Huge successes have been achieved over the last year with systems and processes being embedded and the Sixth Form becoming more efficient. The HOS and the Sixth Form team have provided high level support for the students and this has been evidenced within the challenge partners report in 2018.

Key priorities will be:

Finally complete the work of the SMLT to improve consistency within Key stage 5 subjects. Below is a snapshot of the expectations for every KS5 subject and with the Vice Principal driving this alongside the HOS outcomes and opportunities will go from strength to strength.

Ensuring consistency regarding T&L at KS5

Priority	What (Non-negotiable)	How (Suggestions)	When and Whom
1	Green Stickers - Explain basics of the course (To be put in assessment folder) **(Start of Course)**	Course name: Exam Spec: Exam break down: Length of exams:	
	Subject 'Guide to Success' **(Start of course)**	Key dates Equipment requirement Expectations Homework schedule Btec Coursework dates Independent Revision Expectation Wider Reading lists (including key websites)	
2	Independent Revision Check. **(Start of Course)**	Revision checklist for each exam paper. Students to make revision notes throughout each quarter using one of the methods students have been taught to use.	Every Week 5
	Homework Schedule to be completed at home 2.5 hours and in Study Centre 1.5 hours **(Per cycle)**	Homework & Study Centre pack to be issued at the start of each Quarter. At least 4 hours worth per week per subject: • Exam Questions - to be done with or without a mark scheme. • Revision notes • Knowledge Organiser • Flipped learning • Coursework Criteria	
3	Green sticker	This should be the topics from the revision	

BTEC Applied – % D*–D grades / BTEC Applied Attainment Points
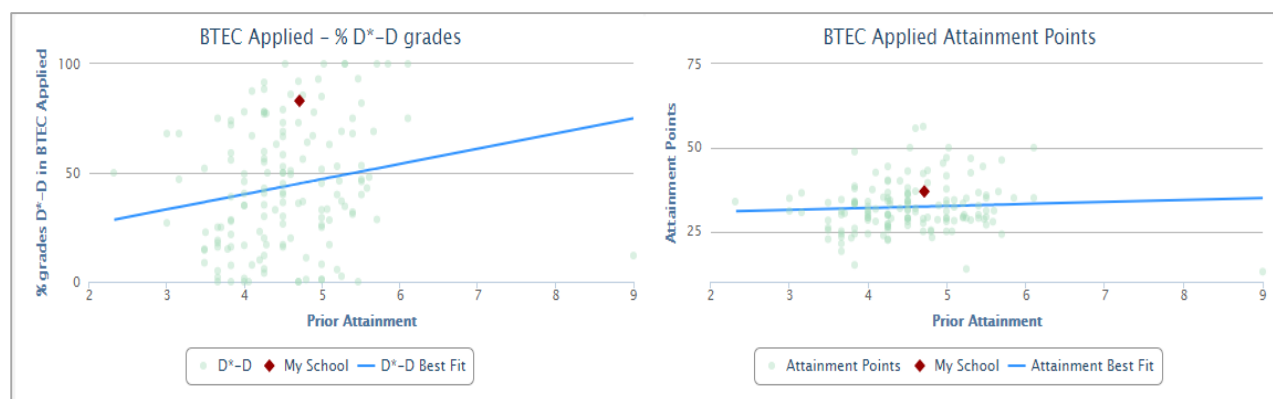
Embedding and Developing Maths Mastery
Owen Gratton, Assistant Principal

Objectives and rationale

In 2016/2017, maths results were 79% 4+ and 54% 5+, with a progress 8 score of 0.33. We believed that some of the students had not achieved as well as they could have, due to them not developing a firm base of mathematical understanding in key stage 3. From analysis of the successful and unsuccessful students in A Level Maths and Further Maths, the students who were more successful were the ones that had developed a passion and deep understanding for maths in key stage 3. The unsuccessful A level students were the ones that had developed a high degree of procedural fluency at GCSE but were lacking conceptual understanding.

From a background of continuously improving results over 6 years, knowing we could be better, we decided to employ a mastery approach with the aim of maths to have progress 8 score of at least 1.

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? Students having access to highly trained teachers, teaching a curriculum that develops deep conceptual understanding. Problem solving at the heart of the curriculum, which enables students to progress through the content at the same rate, while ensuring the highest attainers are challenged through complex problems, deeper thinking and justifying their solutions.

What? Students learn in lessons which focus on thinking, complex problems, talk and exercises. Tasks should involve at least one of Coherence, Representation & Structure, Variation, Fluency and Mathematical Thinking. The lessons will be teacher led based upon the approaches seen in Shanghai, with small tasks focusing on the students making small solid steps to ensure the learning is understood.

Background and Context

When examining the different options of building and developing a "Mastery Curriculum", we considered four choices:

1. The NCETM mastery model using the White Rose Maths Resources – we enhanced this by developing our own which was based upon the key principals of mastery.
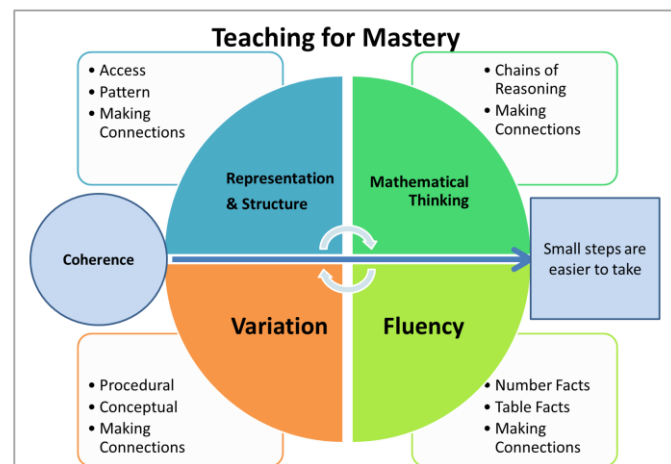
NCETM 5 big ideas of mastery

This initially looked like an excellent plan, but at the time of selection was still in development and was not proven.

2. The text book approach from various publishers – we quickly decided this was not a sensible option as we felt it could potentially not bring the changes required to the teachers' pedagogy, and did not use the representation and structure (Concrete Pictorial Abstract) in enough detail.

3. Mathematics Mastery from the ARK – this was expensive but had run for 3 years and had a network of over 100 schools involved.

4. Doing it ourselves by developing the resources and totally rewriting the scheme of learning activities.

We decided to use Mathematics Mastery for the following reasons:

a) It was proven to work in other schools based upon the EEF research to support it.
b) The quality of professional development modules available for teachers both online and through the weekly workshops.
c) The design of the scheme of learning and activities meant that the previously learned skills were

cleverly used and built upon, to enhance learning and retention.
d) The design of the resources, if implemented well, would bring a change to the teachers' approach in the classroom.
e) We could add to it as it was complete.
f) We would have 2 check-up visits from a mastery expert who would evaluate and support our progress, giving us external validation of our status.
g) In the future we could choose to leave it for another option if required, after learning from a solid base.

The Plan

After we signed up for MM we planned the roll out to the teachers, students, parents and other stakeholders. The plan had several key strands:

1. Developing the teaching team;
2. Altering the views of parents, SLT and Governors on how to best learn mathematics;
3. Adapting the curriculum to fit the four teaching and learning cycles we use at Torquay Academy from the six half terms that the mathematics mastery approach was designed to use;
4. Assessing the success of the approach.

Developing the Team and Stake holders

To develop the team we needed a full time leader for the team so we appointed a Mathematics Mastery Lead, whose sole responsibility would be to lead on the day to day mastery tasks, lead the meetings and to develop and enhance the mastery scheme of learning.

Upon Alistair Jenner's appointment we were aware that the first thing you need to do when you start in a new school is become acclimatised to the school, learn the systems and procedures and most importantly establish your reputation in the classroom. So while Ali settled in, the initial work was done by myself and then slowly handed over to him. Ali and I had a bi-weekly one to one meeting with a focus on:

- WWW – What was going well
- EBI – How do we improve what we are doing
- Mini coaching sessions with Ali, which followed the BASIC model developed by Andy Buck

Although initially the plan was for Ali to be fully running in the role by the end of cycle 2, he adapted so quickly into the school, he was fully running by the end of cycle 1.

To develop the team of teachers, there were 5 main tools used. These were:
- the external CPD days from mathematics mastery
- the weekly mathematics mastery meetings
- department CPD

- E-Learning modules
- the Torquay academy coaching model

The external CPD sessions, which every teacher who teaches maths mastery has to attend, are excellent. They introduce the teachers to the CPA model, using manipulatives and the core beliefs of "Mathematics Mastery". One of the main benefits of the external training was that it gave each teacher access to the underlying principles behind mastery and it was a different voice giving a similar message to the teachers. It also eased the fears from the teachers of 'will it work here', when they understand the different environments that it has worked in.

The weekly mastery meeting is a key part of the process and if it was missed or did not happen the quality of the lesson was noticeably of a lower standard.

Mastery meeting in progress

Over the course of the year, the format of the workshops evolved, however the key component, the teachers doing the maths, was always included. As the teachers did the maths, the task was reviewed and the focus of the review was:

1. The maths – how did everyone do it?
2. Mathematical language – this was really important as it helped the teacher develop the oracy of the students, making sure correct mathematical language was being used.
3. Questioning – what would be the best question to ask to probe understanding and the format of the expected answer?
4. Representations – what representation should and could be used? Which manipulative helped and which did not? This made the teachers think about using the manipulatives, which was one of the biggest changes in the teachers' practices of adopting a mastery approach.
5. Ideas for challenge – this was a very important discussion because, at first, it appeared that what we were asking the higher attaining students to do was

easy, however, it was very hard for them to explain. As time went on we understood how to challenge the more able by altering the questions and giving or removing information. We also had to be clear that challenge was not giving new content, but making the students thinking harder and deeper in the same mathematical area.

6. Ideas for support – this was equally important as the majority of the classes were mixed ability. The teachers needed to be aware of supporting students who found topics difficult without slowing down the progress of the rest of the class.

Towards the end of the year Ali generated a sheet to capture the learning from each task, something we will be developing next year.
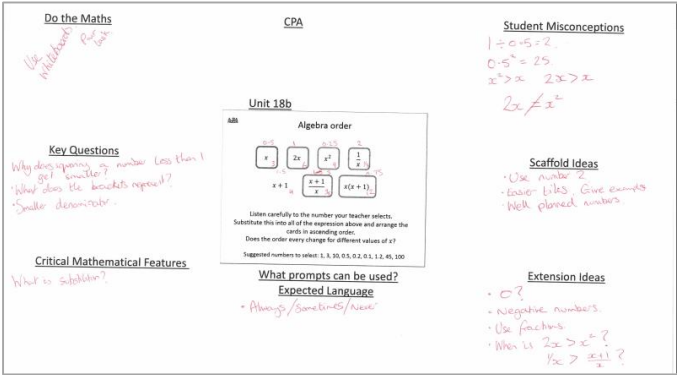
Mastery meeting capture sheet

As well as the mastery team, it was also important to include the whole department in some of the CPD as the big ideas needed to be developed in team members who were not teaching mastery, so several sessions were run with the whole department. The session that had the most noticeable impact was about teaching with algebra tiles; afterwards the use of algebra tiles was evident in lessons across the whole department.

The class coaching of teachers built upon the existing framework for coaching teachers at TA, as well as focusing on the TLAC strategies. The weekly coaching sessions also focused on the pedagogical approach of teach for mastery. Figure 4 shows the table that was added to help the focus on mastery coaching.

	Concrete	Pictorial	Abstract
Mastery	Procedural Variation	Conceptual Variation	Whole Class Together
	Challenge/Depth	Precise use of Lang	Talk Task
	Feedback purple	Mini whiteboards	Independent Task

Additions to the coaching

It was the coaching, after the mastery meetings, that had the second biggest effect on improving the teaching as it allowed personalised support and differentiation for coaching.

One thing we did not do, but should have if we'd had time, was engage with the online modules more; this is something we will develop next year.

In parallel with developing the teachers, we also had to develop the students by altering their views on maths. Different groups of students had different views that needed to be altered.

- The middle/low attaining students believed that they could not be good at maths, that maths was dull and it was about being speedy and not necessarily thinking.
- The high ability students felt the most important thing was the correct numerical answer rather than understanding the process and how to apply the problem.

The scheme of learning for mathematics mastery is very clever using a part of maths which students can "do", but not necessarily understand. The change in the students was noticeable from the start. The mid to low attaining students started to understand the procedure they had previously struggled with and which had little meaning to them, especially where the manipulatives were used. This started the journey for some of them, believing maths was interesting (although they may not say it!!) and knowing they could be successful.

Students in the top set, who were very good at following procedures without the understanding of why it works, really struggled with the high degree of oracy in the answers. Over the course of the year these students moved from disliking the challenge to enjoying it.

During Year 7 parents' evening a workshop was set up to allow the parents to understand why the students were now using manipulatives in lessons. Surprisingly, no parents wanted to attend which implied they were happy and confident in what was happening in the maths classrooms.

The mastery approach was also presented to the governors, to allow the governors to understand the benefits and ask questions about it. Several of the parent governors were very keen on the approach as they felt there had had been a lack of understanding in their own maths education.

Mastery Curriculum
The MM curriculum consists of six half term units; each half term has a pre-test and a post-test. It was important to us to use and capture the data from the assessment, while adjusting this to the cycles.

The scheme of learning produced by Mathematics Mastery:

Autumn 1 Solve word problems (add and subtract)	Autumn 2 Explain and investigate (multiply and divide)	Spring 1 Geometry	Spring 2 Fractions	Summer 1 Applications of algebra	Summer 2 Percentages and statistics
All should be confident and competent in Key Stage 2 material. Review of these prerequisites may be useful for each unit:					
• Number bounds • Convert units • Money +/− • Measurement	• Mental strategies • Multiplication facts • Multiplication strategies • Solve number problems	• Lengths and units • Parallel and perpendicular • Work with angles • Division and the mean	• Equal parts • Factors and multiples • Tenths and hundredths • Word problems • Fractional areas	• Areas of rectangles and triangles • Number patterns • Algebraic notation • Triangle and quadrilateral properties	• Decimals and problem solving • Fractions of shapes • Equivalence • Order of operations
All will have access to this specific Key Stage 3 content:					
• Place value (including decimals) • Add and subtract (including decimals) • Estimation • Perimeter • Word problems	• Factors, HCF, multiples, LCM • Multiply and divide (including decimals) • Area of rectangle and triangle • Calculate the mean	• Draw, measure and name acute and obtuse angles • Find unknown angles (straight lines, at a point, vertically opposite) • Properties of triangles and quadrilaterals	• Equivalent fractions • Compare and order fractions and decimals • Change mixed numbers to improper fractions and vice versa • Fraction of a quantity • Multiply and divide fractions	• Order of operations • Substitution • Simplify algebraic expressions • Solve word problems with expressions • Sequences (term-to-term, not nth term)	• Construct and interpret statistical diagrams including pie charts • Convert between percentages, vulgar fractions and decimals • Percentage of a quantity • Find the whole, given the part and the percentage
As well as looking at the termly projects, highest attaining students may be stretched through depth by consideration of the following:					
• Different counting systems or bases • Generalisation • Upper and lower bounds	• Shikaku puzzles • Different counting systems or bases • Alternative methods of multiplication • Generalisation	• Tessellating triangles and quadrilaterals • Tangram investigations • Rigid shapes	• Terminating and recurring decimals • Fractions of tangrams • Shape block challenges	• Four fours • Patterns and generalising • Algebraic mean questions	• Comparing and converting between representations • Applications of percentages

The key part of success was making sure we did not move any of the units, due to the clear design of the scheme of learning, where the previous learning was always used and developed in the later sections. To fit our cycles we moved the pre- and post-tests into the assessment weeks, with super teaching lessons to support them.

Success?

As the curriculum had changed we could not use a "fair" assessment to compare the mastery year 7s with the previous year 7s. However, there was evidence of success:

1. The students were clearly more engaged in their maths lessons, which was referenced in the challenge partners review.
2. The teachers were more enthusiastic about their teaching and are enjoying the change.
3. Student voice showed a higher degree of engagement in mathematics.
4. The shared data within mathematics mastery, for our performance in the end of year assessments, showed our students had a higher average mark for each question than the maths mastery students' mark average, except for one question. This was the case even though our intake had less high attaining students on entry than the average mastery school.

Demograpics / MM Averages – End of Year Assessment
All Students
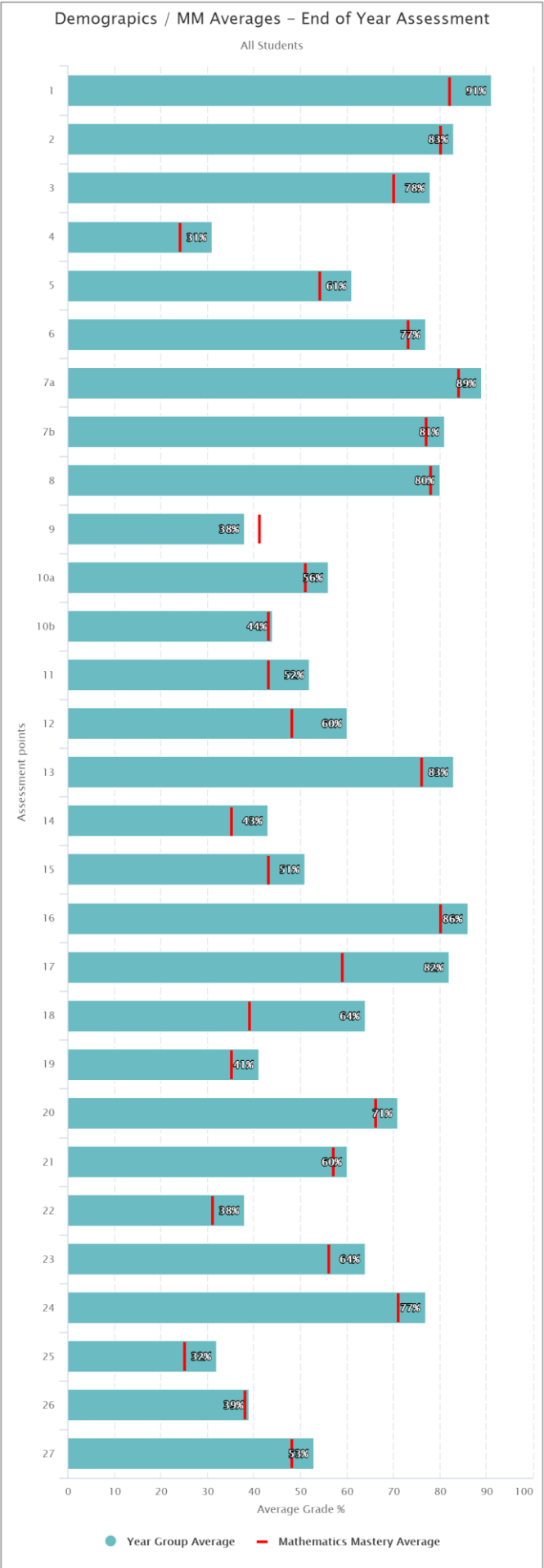
Next Steps

Next year we are going to focus on:

1. Continuing the approach into Year 8 and then develop the Year 9 scheme of learning to include MM.

2. Introducing new teachers to the school to the mastery approach.

3. Use and trial a new homework system for Year 7 as an independent learning platform.

4. Find ways to develop the mastery meeting.

5. Develop more maths mastery coaches so more teachers are able to coach each other.

6. To find a way of allowing teachers within the mastery team to observe other teachers' lessons within an agreed supportive framework.

7. To find and visit the top performing mastery schools to learn from people who are doing it better than us.

Through-Phase Education: early intervention
Tom Thatcher, Assistant Principal

Vision

- To provide an exceptional through-phase education, from foundation to sixth form
- To ensure success for all students
- To ensure successful KS2/3 transition
- To identify students for pre-KS2/3 transition intervention, and implement support as required

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.

But because students' primary school education provides such an important foundation for later learning, my responsibility includes developing a through-phase education programme that ensures continuity, coherence and quality instruction from foundation to sixth form. During the 2017-18 academic year, the SMLT (Senior Middle Leadership Team) working party and I, with particular input from Sherwell Valley Primary School (SVPS), have continued to address the following ongoing objectives:

- Work closely with SVPS to develop working links with other feeder schools
- Develop collaborative curriculum planning between Core and Foundation subjects
- Explore and implement standardisation processes for:
  - Feedback and assessment
  - Leadership approach
  - Training, CPD, Coaching
  - Student voice/leadership
  - Measuring progress
  - Human Resources (HR) and ICT support
- Identify students for pre KS2/3 transition intervention and implement support

This last objective - the successful transition of students from KS2 to KS3 - has been a particular focus during 2017-18 because we recognise the importance of year 7 students engaging quickly with KS3 learning and TA expectations. As discussed below, we have made particular strides this year in targeting year 6 students for pre-transition Numeracy and Literacy intervention, ensuring their readiness for year 7.

Background and Context

Torquay Academy has seen a rapid rise in student outcomes in recent years. However, to enable continued success, we want to make sure that students continue on a strong and stable learning journey as they transition from our feeder primary schools to secondary education at TA.

This initiative began during the 2015-16 academic year, when meetings were organised between TA leaders and a number of feeder schools to explore cross-key stage Mathematics provision. This initial attempt at developing through-phase education was challenging because of the numerous aims and ideas brought to the table by different schools.

In the 2016-17 academic year, a Senior Middle Leadership Team (SMLT) group, chaired by myself, was set up to continue the development of this through-phase education. This SMLT group continues to work particularly closely with one of our largest feeder schools, Sherwell Valley Primary School (SVPS). TA and SVPS share many outlooks and aims, particularly in our aspirations for students' education.

Impact and Outcomes

The collaboration between TA and SVPS 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

During the 2017-18 academic year, SVPS has looked particularly to TA for support in embedding Teach Like a Champion (TLAC) skills into their teaching practice. This has been supported by Senior Leaders from TA delivering a number of sessions to SVPS staff at their staff CPD sessions. Senior staff from SVPS also attended TA Twilight sessions focused on the development and practice of TLAC skills. This collaborative CPD is resulting in a consistency in teacher practice and in the language heard by students as they transition from SVPS to TA.

Within English and Literacy, a year 6 transition scheme of work was also introduced. This focused on developing key English skills and introduced students to the 'TA Way'. Within Mathematics, with the introduction of Mastery teaching at TA, there were a number of reciprocal learning walks at both TA and SVPS which would inform practice in both settings. The SVPS Numeracy co-ordinator also supported the teachers at TA to analyse the new Key Stage 2 assessments so that staff teaching the new Mastery curriculum saw and understood the standards students were working towards. TA staff supported SVPS in the development of their Maths Scheme of work, so it could be taught in cycles, an approach taken at TA.

Over the year further links were built within the pastoral system, including an extended transition for SVPS students. This included: a year 6 introduction to the 'TA Way'; an explanation of the Knowledge Organiser in preparation for homework; and, student leaders from TA and SVPS visiting each other's schools.

Lexia, Online phonics led reading solution

It was also decided that the post-SATs period would be used to invite year 6 students in need of early intervention in to TA to attend a pre-transition Numeracy and Literacy programme. 16 students, selected according to individual needs, attended from 4 feeder schools: SVPS, Shiphay Learning Academy, Cockington Primary School and Barton Hill Academy.

Maths-Whizz, Awarded winning online Maths tuition.

A timetable was coordinated which spanned the final five weeks of the summer term. Target students received weekly sessions involving the use of Maths Whizz, our Numeracy intervention software, and Lexia, our Literacy software. The students also completed a Maths Mastery session to prepare them for our secondary curriculum. Students were also familiarised with safety protocols when working in the Enterprise rooms and science labs. The final sessions were in PE, to prepare students for the secondary PE environment - changing rooms, equipment, and so forth.

	Week	B	A	B	A	B
		13th June	20th June	27th June	4th July	11th July
TA School day	Primary day	Day 1	Day 2	Day 3	Day 4	Day 5
period 1 8:50-9:5	Tutor/TA way 9.10 - 9.40	TT	DJ/TT	DJ	TT	DJ
period 2 9.50-10	Session 9.40 - 10.25	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
break 10.50.11.1	Break 10.25-10.45	TT	TT	TT		TT
period 3 11.15-1	session 2 10.45-11.25	Literacy	Literacy	Literacy	Literacy	Literacy
period 4 12.15-1	session 3 11.25-12.05	Enterprise	Enterprise	Enterprise	Enterprise	Enterprise
lunch 1.15-2.00	Session 4 12.05-12.40	Science KK	Science KK	PE DJ	Science KK	PE DJ
period 5 2.00- 3.	Lunch 12.40 - 1.15	TT	TT	TT		TT
	session 5 1:15 - 2.00	Maths Mastery A	Maths Mastery A	Maths Mastery A	Maths Mastery A	Maths Mastery A
	Tutor/TA Way 2.00-2.30	TT	TT	DJ/TT	DJ	DJ/TT

Primary early intervention timetable

Reflections and next steps

The implementation of a pre-transition intervention programme appears to have been successful: students and staff reported that it was a positive experience and parents provided positive feedback. The structure of the programme and particularly students' induction to the Math-Whizz and Lexia software seemed to be successful. Some students even reported accessing the software during the summer holiday – ultimately, students developing a capacity for independent learning was the aim.

Having reviewed the programme, we now recognise the need to use KS2 data more carefully to identify those students who will benefit most from pre-transition intervention. We would like to see more students attending the programme and we would like to see students attend from all feeder schools. We intend to develop this pre-transition programme, building on what we have learned this year. We would like to achieve more consistency across Numeracy and Literacy intervention and intervention provided for students with SEN or behavioural needs. We would also like to see improved coordination of transition events, ultimately to ensure the best opportunity for students as they transition from primary to secondary education.

Over the past two years the link between Sherwell Valley Primary School and Torquay Academy has grown: both schools are learning, developing and improving as a result of this partnership. The leaders from the two schools have been in regular contact across the different working parties with direct actions taking place to drive forward the quality of provision for students. With the appointment of a new Head Teacher at SVPS, the partnership now begins a new and exciting chapter.

A Safeguarding Update
Elaine Watling, Designated Safeguarding Lead

CPOMS

CPOMS is now up and running and embedded in the daily life of the Academy. We use it to record everything around a student apart from Classroom behaviour, that is recorded on Classcharts.

Every incident that is recorded, from phone calls to parents to safeguarding concerns, is read by myself and my deputy, Mandy Saint, on a daily basis. While this is demanding time wise it ensures that Mandy and I have a very clear picture of what is happening in the daily life of a student, building a picture and making it easier to connect incidents. I will add an action and give advice over what to do next as required.

Staff can be alerted and checks made that they have responded. It lists a student's teachers and important information such as Operation Encompass (informs that a child has been involved in a domestic violence incident the previous day/weekend) reaches staff within minutes. This ensures that all staff, while not knowing the details of the incident, is sensitive to the child. For example, he/she may not have the correct equipment for the day or have had no breakfast or sleep.

CPOMS has also saved time when information has to be gathered for MASH (Multi Agency Safeguarding Hub) Court reports, section 17 and 47 and CLA reviews. It also means that members of the SLT and Pastoral team can see all information apart from confidential reports if needed before a meeting.

Time

Glyn Penrice has discussed in his case study the effects of dwindling resources to support and help students and their families. The greatest change for me has been the increase in cases becoming a TAF (Team around the Family). We currently have 21 children on a TAF. The process before the TAF is the completion of a Targeted Help referral.

It is usually me but is sometimes a member of the pastoral team who completes the referral with the parent /carer. This can take from 1-2 hours. This is then sent into the MASH, screened and usually referred down to the Early Help panel where all agencies are represented.

I am then invited to the Panel to present the case and all Agencies discuss and offer the support of their Agency if appropriate to the TAF plan.

At the time of writing I have been made lead professional for eight families. It is my responsibility to arrange, chair and produce the minutes.

Children Looked After (CLA)

TA currently has 15 CLAs and in September this will rise to 19.

Supporting our looked after children involves a termly PEP (Personnel Education Plan) recorded via the online epep. At the PEP we cover:
- Data – progress against their targets and attendance;
- Views of the child;
- Views of the carers;
- Achievements in and out of school;
- Needs;
- Targets – evaluate the previous targets set and set new targets. Targets can be financed by PP+ money;
- Twice a year review – this includes the carers, voice of the child, social workers, education and health. The Independent Reviewing Officer (IRO) chairs the meeting. Sometimes parents will attend. The child is always encouraged to attend.

The Virtual school

Torbay is a unitary authority with limited resources but the Virtual school is by no means diminutive and it is the partnership with them that makes the work we do with CLAs and their families so successful. I am very proud of the relationship.

The Head of the Virtual school is accessible and willing to let me think "out of the box" over the use of PP+ money. There is a supportive team at the Virtual school, all trained teachers not to just offer support at PEPs, but available for extra tuition in Maths, English and Science at KS4 and now KS5. They are also a link with social workers.

PP+ money is used to pay for tuition in and out of school, from sport, music and sailing to Academic subjects.

The Virtual school in Torbay has led the way on Attachment Awareness. Four of the Academy's staff have been trained and are qualified Attachment

Practitioners. This training not only will help with CLA children but all children who have suffered trauma.

The challenge is how to help CLAs meet their academic targets. We know that a child who has been traumatised will struggle emotionally and this can affect their progress academically. The PP+ money helps them achieve their targets by supporting them in and out of the Academy. Examples of this include:

- extra music tuition, dancing and singing lessons
- musical instruments have been purchased from violins to electric guitars
- lap tops, iMACs and IT software
- sports equipment
- private counselling sessions
- wrestling, swimming, martial arts and cookery lessons
- expeditions with the Trinity sailing charity

The relationship with the carers and social worker
This is essential. Together, we make decisions and plan. It is the triangle of social worker, school and carers with the child in the middle. Carers know the key staff in school. There is always someone available to speak to them. This relationship has to be different from teacher and parent; carers extra need support. They often need a sounding board as being a foster carer is often difficult. The relationship between all of us involved in supporting a CLA is one of trust, regular communication, friendship and support.

Annual CLA Awards and Celebration
This is a wonderful event with food and entertainment. There are many awards and we celebrate their wonderful achievements. One student I nominated won a special award. He responded by saying "I know I am loved."

Governors
We are privileged to have a vice chair who is enthusiastic and dedicated to supporting our CLAs. We meet regularly and she annually audits PEPs ensuring they are of a high standard.

A HMI recently asked why TA had so many CLAs. I believe it is because social workers and the Virtual school know what a great job we do – the teaching staff, pastoral support team, Thrive practitioners and the school counsellor all work together to go the extra mile to help the children. We are always looking for what we can do now/next to keep him/her in school, achieve their grades and be happy. It is the relationship between school, Children's Services, the Virtual school, carers and IRO that makes me very proud. It is through this tight and strong collaboration that we can do the very best for the CLAs.

To quote, from a CLA:

"I am so very thankful for your help and support over the years. I know I hardly ever say it but I cannot thank you enough."

From a carer:

"We would like to thank you for the outstanding help and care you have given to 'x' and us. There has been nothing which you could have done better. You have made such a difference."

Domestic Violence Assembly
Domestic violence is not the easiest topic to talk to children about. This year I was privileged to be approached by a student who has lived with domestic abuse. Her family's life has been devastated by their experiences. The family have had a great deal of support from Agencies and the school. It has been a very difficult journey for them all. I was speechless when she came to see me with her friends. Together they had made a PowerPoint for me to use for an Assembly. Most powerful of all was her story. I was given permission to share extracts from it in the assembly and in training with staff. Her message was clear: not to stay silent and not to let the abuser destroy someone's life. It was an honour to be able to use her story to hopefully help other children but most importantly knowing that TA had helped her find her voice and no longer live in fear.

Ensuring that our Physical Education is fit for our students

Gareth Harries, Assistant Principal

Background

This case study has been written based on a number of factors that the PE Department feel can be improved upon regarding our provision. As a Department we have made excellent progress with our extra curricular programme and it is worth reflecting on this to start with.

In a previous case study, we looked at introducing a sports academy into the school and the benefits that would have on our school teams. The evidence would suggest that the project has proven very successful, particularly when you look at the various successes we have had in the last 12 months in terms of the number of sports that have achieved success and not just on the football field (which was the case previously). We have made National finals in basketball, made Devon finals in a number of sports including football (both boys and girls), badminton, athletics, table tennis and we have also had one of our most successful seasons at netball, rounders, cricket and rugby. This is not based purely on results but also numbers attending weekly training sessions. It could be argued that whilst we have had success outside of our core PE lessons this has not always been replicated during lessons. This case study is based around improving our core curriculum so that students have a positive experience of PE, develop lifelong healthy exercise habits, enjoy their lessons and use PE as a way of combating the stresses that students are exposed to today.

There is a lot of evidence to suggest 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 experiences within PE lessons will enhance the ethos and culture of the school as well as develop habits for life.

The aim of this study is to improve the quality of our students' experience in Physical Education (PE) and re-engage disaffected pupils.

During the last 12 months the PE Department have had a number of conversations centred on our concern about a growing number of students, both boys and girls, that are disengaged in their PE lessons. These disengaged behaviours were demonstrated through persistent or occasional failure to bring kit, lack of effort and application in lessons or by demonstrating behaviours that suggested there is no clear enjoyment of PE.

To identify the pupils presenting as disengaged, the Department have drawn up a list of students who evidenced the behaviours above. This was done through conversations within the Department but also through the use of class charts.

As a PE staff we applied for and we were successful with an application to Sport England in which we were selected as a Pilot School in their new Specialist Teachers of PE programme. The aim of the programme mirrors the aims of our study. We were one of only 42 schools selected across the country and we are now in the process of applying for £20,000 of funding that goes towards complementing the introduction of this project.

We have also been part of a study carried out by Exeter University that concerns itself with making children healthier. We have been invited to the next stage of their findings and to work with them on implementing some of their strategies through their findings.

We have also secured funding through Active Devon to implement a 'This Girl Can' project and further funding to develop netball across the school. Whilst both of these projects are in their infancy they have proved to be successful to date if you base success on numbers attending and their enjoyment.

Methodology

In the first instance it was necessary to carry out action research with PE teacher engagement in investigating and evaluating the PE Department's current work. It was felt that this engagement was essential to get everybody on board with what we were trying to achieve. The next step was to gain pupils' opinions, to confirm or not, what the teachers found in their research. Pupils' opinions were sought on what was good and what was not so good about their PE experience. Comments included:

Not so good:
- 'It is only for sporty people'
- 'It can be sexist'
- 'Getting changed'
- 'Working next to boys'
- 'Getting split from people you are comfortable working with'
- 'Not motivated by the teachers'

Good:
- 'It is fun when the teacher is fun'
- 'Get to relax'
- 'Get treated like an adult'

A questionnaire was produced and whilst the numbers who have completed it are limited at this stage, the results that are beginning to form are interesting. In order of what the students deem the most important issues they have come up with this list:

1. Repeating the same activities throughout their time at the school
2. Lack of fun
3. Getting along with your PE teacher
4. Not being with your friends
5. Activities being too competitive
6. Boring
7. The PE kit

Based on this information and research carried out by other organisations it has been decided that next year the pupils in Key Stage 4 will be offered a choice of PE groups based on different types of activities, which staff member will lead the group and which peers they will work with. These groups will be:

1. Traditional competitive team games
2. Alternative recreational and leisure activities
3. Composite class offering a sample of both competitive and recreational activities

It is envisaged that group 2 will accommodate most of the students targeted by this study and will include both boys and girls.

The students in group 2 will be asked to think about all of the activities that they would like to experience in their PE lessons. It is envisaged that some or all of the following activities will be requested – this list is based on conversations the PE Department has had with the targeted students so far this year:

- Pilates/Yoga
- Body Combat
- Step Aerobics
- Fitness
- Dance
- Unihoc
- Trampolining
- Badminton
- Volleyball
- Dodgeball
- Benchball

Part of the application for funding through Sport England is about upskilling our staff to deliver some of the more specialist activities listed above.

Whilst this is not a new phenomenon, the purpose of this small scale study is to remind staff involved in the planning of the PE curriculum that it is their responsibility to get it right for every child in all aspects of school provision. If the PE Department get it right, it will go a long way in improving a student's overall physical and academic performance and ultimately develop lifelong partakers of physical activity.

The second part of this study is to follow on and complement the work carried out by the sports academies last year. We are also looking at making the PE experience for some of our elite performers more enjoyable and rewarding. It is hoped that by implementing the following provision these students will remain focused and engaged during their lessons and not get frustrated by those disaffected. For the sports of football, table tennis, basketball and netball we will be introducing specialist coaching during one of their core PE lessons per week, as well as providing them with more specialist coaching outside of lessons. This is applicable to both boys and girls with the exception of the netball which will be girls only. Students taking part in this offer will be required to sign a code of conduct that sets out expected behaviours both during lessons and at extracurricular activities. In addition to this, students will be monitored in terms of their attendance, behaviour and attitude towards learning across the school; if they do not reach the required standards, processes will be put in place to initially support them but ultimately and regretfully it may result in that student being removed from that team. It is hoped that by introducing these standards and expectations of our sports teams there will be a tangible change in the attitude of those students that have not met these standards this year. This model is very much based on the model adopted by schools and universities in America.

In summary, our two pronged attack on improving the PE provision in the school targets two very distinct and different groups – those disaffected and those wishing to compete at the highest level. If the consequence of these two approaches is that the PE Department is able to support the rest of the school in improving outcomes for students through fun, enjoyable and memorable experiences then we have achieved our aim.

Support Beyond the Curriculum
Glyn Penrice, Assistant Principal

"Children are suffering most, and will bear the consequences longest, in countries were the recession has hit the hardest. The poorest and most vulnerable children have suffered disproportionally"
UNICEF 2014

The Context
Not an upbeat quote to start, but in 2013 an OXFAM report on austerity predicted that people would be experiencing a "perfect storm" of falling incomes, rising prices, public services cuts, benefits cuts, a housing crisis and weak labour rights. This against the background that in the UK, the sixth richest country in the world, one in five of the population were living in poverty.

There is evidence that the impact of fiscal policy was real before 2013.The proportion of children living in poverty in the UK rose from 24% in 2008 to 27% in 2012. The Child Action Poverty Action Group reported that 3.5 million children were living in poverty in 2012 and that this number could have risen by 600,000 by 2016 - more than 4 million children.

Presently, assessments of the impact of austerity on schooling are beginning to appear but even within one school setting, the impacts are clearly visible and having an impact on the lives of our students.   The new challenge for us is no longer accessing services but replacing services to ensure the best possible outcomes for our students.

Hunger
At Torquay Academy, we are finding more students arriving earlier at school hungry, more parents and carers unable to buy the necessary equipment or uniform, and growing levels of stress and anxiety among our students across all ages. Research sponsored by Kellogg's in 2012 suggested that 1 in 7 children were going to school hungry.

The report concluded:
"Hunger in the classroom is increasing. Problems like squeezed food budgets, increasingly busy parents and a growing problem of food poverty in the UK are contributing to the reasons why children are arriving at school already hungry".

This in turn puts an extra burden on our teachers and pastoral staff, who are spending time dealing with the effects of hunger and poor concentration in the classroom and less time teaching.

We are all aware that going without food in the morning can have a direct impact on children's behaviour and concentration in lessons, making them less likely to reach their full potential at school and could in turn affect their future prospects.


A simple response at Torquay Academy was similar to numerous other schools by developing our Breakfast Club. In Wales, primary schools are required to provide free breakfasts. At Torquay Academy the breakfasts are fee to students and over 10% of our students attend regularly. A range of staff also attend as this time which provides the opportunity to build positive relationships and show the students that we are willing to invest in them.

Uniform and Equipment
Research by a number of groups in 2014 found a significant impact upon parents' and carers' ability to pay for uniform, equipment and extra curricular activities. As a school we have implemented new expectations on uniform and equipment which are rigorously followed but at the same time use our Pupil Premium funding to support our families.

Academic Achievement
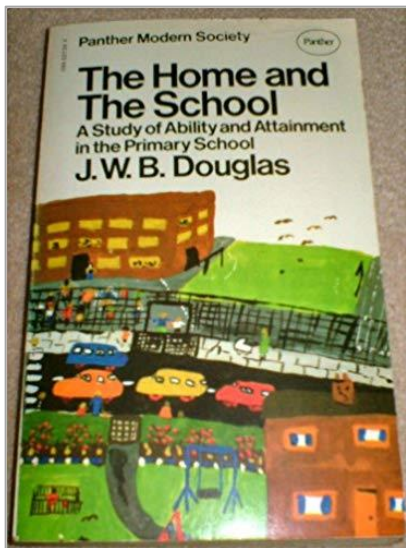
In 1964 J W B Douglas wrote his book "The Home and The School" in which he highlighted the gap in attainment. It was still part of my studies in 1979 and still resonates today some 50 years later. The rising number of children living in poverty combined with the additional stresses and strains experienced by parents and carers brought about by cuts in services and changes in benefit arrangements and income support will also impact upon health and wellbeing which in turn impacts on progress and attainment.

Early Intervention and Support

Successive social policy at Government level has had a direct impact on children as they enter the schooling system. Cuts to income support, community based support services and to the funding of voluntary groups has forced parents and carers to turn to their schools for support. During this same period of social policy there has been a significant rise in the number of children referred to social care. Needless to say, there has not been a matching increase in the number of social workers who have to deal with the vulnerable children. At Torquay Academy, like many other schools, we have had to take on a significant amount of early intervention work with children and young children such as Lead Professional for the Team around the Family.

All of this is happening at the same time as direct cuts to school funding and within the context of growing pressures within the schooling and education system from demographic change - in other words there is a growing school age.

Changes

So what does all the research and opinion mean in real terms for students at Torquay Academy and, more importantly, what has been our response?

It is not something we can afford to ignore nor should we waste our energies pointing the finger of blame at our colleagues in other agencies who share our frustrations. This is a story about what we do and will doubtless be familiar to others working in schools throughout the country.

In 2013 I gave a report to the Governing Body regarding the additional support we could access as a school for our students. In total there were more than 25 different avenues of support:

Youth Offending Team
   • Final Warning Programme
   • Triple P Programme
   • Restorative Worker
   • Mental Health Worker

LINK-Early Help
Sexual Health Worker-Girls
Sexual Health Worker-Boys
Social Inclusion Football Project
Youth Service
Children Services
SEN
Advisory EAL Teacher
Behaviour Support Team
SHEF
Targeted Youth Support
Positive Activities for Young People
Young Persons Drug Worker
Young Carers
EOTAS
Pupil Inclusion Programme
Medical Tuition Service
Pupil Referral Unit KS3
Pupil Referral Unit KS4
School Phobic Provision
CAMHS
Educational Psychologist Service(central)
CHECKPOINT Counselling
CSE Worker
LINX-Christian Support
Support In Schools Project
Pregnant Schoolgirl Programme
Education Welfare Service
Sure Start
SEAL support and outreach

I recall one student accessing over 15 different services all of which enabled them to complete their final year and gain the qualifications they needed to access higher education.

If we were to look at the offer for the same student today, the menu of support is much shorter as a result of austerity which have been passed down to the local authority.

Children Services*
SEN*
MASH*
Young Carers
Medical Tuition Service*
CAMHS*
Educational Psychology Service(devolved)
LINX
Assessment Centre-currently full*
Brunel Academy-EHCP required*
Checkpoint (subject to funding)

*Indicates statutory service

Response

The problem does not go away. Indeed recent reports indicate that things will only get worse and so as a school adapts to the ever moving goalposts regarding academic measures and inspection, it must also respond to the increasing unmet needs that the students have without an increase in funding.

Changes have happened in the school. The size of the SEND Team in school has been expanded and now includes a Deputy SENDCo and two Assistant SENDCos to support the Assistant Principal. More importantly have been the changes at a strategic level around my role in the school.

In 2013, one Assistant Principal had responsibility for SEN, Attendance, Behaviour, Alternative Provision, Safeguarding and Multi-agency working. Shortly after being appointed, the new Principal reassigned responsibilities away from them apart from SEN. This enabled the Assistant Principal to clearly focus on the SEND aspects of the school. Two new Assistant Principal roles were created to take responsibility for Behaviour and Safeguarding. Other responsibilities were reassigned to other members of the Senior Leadership Team creating a shred sense of responsibility for our vulnerable students.

Safeguarding was also transformed and we now have a full time non-teaching Designated Safeguarding Lead who is part of the Senior Leadership Team. This Assistant Principal has the support of a full time Deputy and 3 other members of the Senior Leadership Team are trained to ensure a full coverage at all times.

Each year group has a non-teaching Pastoral Lead to offer support to students, staff and families and they are trained to support the Designated Safeguarding Lead but also to take the lead with Team around the Family meetings and focus their work with families.

WE also now have two full time THRIVE practitioners in school. They have a suite of facilities to support students across all three key stages and have developed specific support for our Year 11 students in the lead up to exams.

Other appointments included a Behaviour Manager to support the behaviour across the Academy working across all areas of the school and building relationships with families.

Staff are trained in Attachment Theory and most recently four members of staff completed Mindfulness training under the MISP. Sessions take place within KS3 to develop the broader range of mental and emotional skills that are useful to improve outcomes.
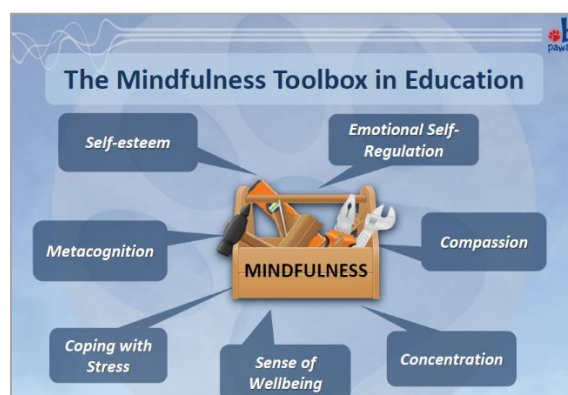
Another service that has been introduced is a school counsellor. Without local authority support and resources stretched, our most needy students were unable to access appropriate help and support. This was having a detrimental effect on their mental health and their ability to access education. Our Counsellor has enabled students to regulate emotions and receive specialist advice and support.

The Future

It is unlikely that funding for public services will increase yet it is likely that our school community will continue to increase in size and need. The leadership of the academy has the safety and wellbeing of all our students at the forefront of what we do as we see the clear link to meeting needs that promote healthy and happy students to the outcomes they achieve.

Since writing this article, funding for Checkpoint has been reduced resulting in a cut in their services.

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Torquay Academy, Cricketfield Road,
Torquay, Devon TQ2 7NU

T: 01803 329351
E: admin@TQacademy.co.uk

www.TQacademy.co.uk