



Olive Academies

UPDATE FOR THE CHILDREN'S OVERVIEW AND SCRUTINNY COMMITTEE ON THE OLIVE AP ACADEMY- HAVERING

1. Background

Olive Academies is a multi-academy trust, approved by the Department for Education. Established in 2013, it is one of the first academy sponsors specialising in alternative provision in England.

The academy trust opened its first AP academy in Thurrock in 2015 and its third Olive AP academy opened in central Suffolk in June 2017. The Olive AP Academy - Havering opened on 1 September 2016 after having been in special measures for a considerable time as the predecessor organisation Manor Green College. The Academy is based at the previous Key Stage 3 site on Inskip Drive, Hornchurch, and the site is shared with the Youth Service. It provides full-time provision for 64 Key Stage 3 and 4 pupils, many of whom have been permanently excluded from their mainstream school in Havering. The academy conversion has also provided a unique opportunity to shape the new provision in line with current education thinking so that Havering schools receive the support they want. The partnership which has formed with Havering Borough council is pivotal to the success of the project.

2. Principles

Social, emotional and mental health (SEMH) needs in young people within Havering have been identified by headteachers and the local authority (LA) as a key barrier to learning and progress within the mainstream curriculum offer. As a result, students with SEMH needs feature all too often, and disproportionately, in school fixed-term and permanent exclusions data. Additionally, it is often the case that few pupils are successfully reintegrated back into mainstream schools after spending too long in pupil referral units in England. Too many pupils who are permanently excluded in England for 'one-off' incidents go on to stay in PRUs or APs for the remainder of their secondary school education. The mix of these pupils with pupils who require specific support for their complex needs is rarely successful.

The Olive AP Academy - Havering vision is driven by our fundamental belief that young people with SEMH can, and should, succeed in line with their peers. We believe that there is a better and more successful way to educate young people, for whom traditional approaches to education have not worked. The Olive AP Academy Havering is developing into a collaborative and inclusive learning community which is building academic, social and emotional capital in young people, thereby encouraging in them the character, creativity and resilience required in the globalised economy. Schools indicate that they want a Key Stage 4 provision which provides the highest levels of education provision possible to prepare the students for a range of college and work-based options at the end of year 11. Our key aim for KS4 therefore is to prepare those students to be successful in the 21st century world. It is our ambition that a student should not need to be permanently excluded to be in receipt of a curriculum offer appropriate to meet their needs, so students may attend the academy on a full-time or part-time basis (dual roll) in order to maximise the appropriate educational opportunities for the student. This might include a Service Learning or Vocational/Expeditionary Learning option to complement the more traditional curriculum offer at school. The pathway for the student would be agreed with the student, their family and their home school.

At Key Stage 3, our aim is to work with students in preventative and proactive ways, which maintain them in their home school as far as possible. We want to work with mainstream schools to genuinely prevent permanent exclusions. This offer will include:

- outreach work from Olive AP academy that will also help develop further capacity in mainstream schools.
- Short-term intervention (for 1 or 2 terms) on a part or full-time basis, with a full reintegration process as part of this package

3. Work completed so far at the academy

Olive Academies has embarked on an ambitious programme to improve the quality of provision at the academy for all its pupils. This has included completing a full staffing restructure during the 2016/17 academic year to rationalise and improve the quality of staffing, thereby allowing the academy to be in the position to be able to make rapid and sustainable improvement. The academy benefitted immediately from this approach with the appointment of an Assistant Headteacher to work also at the Olive AP Academy - Thurrock to lead developments in SEND provision at both academies. The appointment of a high-quality English teacher from a local Havering school is starting to have an impact on standards. The current team of associate staff is of very high quality, and the trust is in the process of recruiting a new headteacher and deputy headteacher with interviews scheduled for the end of February. The trust has also been working to improve the quality of provision for all pupils. This is being achieved through the high expectations of the trust that all staff at the academy provide the very best learning opportunities at all times. This work includes trust and academy-wide professional development opportunities which have included all staff attending full trust INSET days. Ongoing individual support is provided to staff by the trust's school improvement team. This work has included individual coaching of teachers and leaders. Three teachers are currently placed on support plans to improve their performance as part of the trust's performance management processes.

The safeguarding of pupils is the trust's highest priority. Since its opening in September 2016, the academy has had five audits which have been completed by the local authority, trust safeguarding lead and trust board safeguarding lead to ensure that all areas of the academy's practice meet the high expectation of the trust. The work this year has included the installation of a perimeter fence and implementation of CPOMS and Evolve systems.

The trust has also prioritised the importance of shaping the new provision for the academy in line with current education thinking so that Havering schools receive the support they want. Local headteachers are fully engaged with this process on behalf of all Havering schools.

The analysis of 2017 performance shows that the academy is starting to address the historical underperformance of Manor Green College. The trust has the highest expectations for its pupils as we work to ensure that all pupils make outstanding progress in all aspects of their educational experience. The initial analysis compares favourably with alternative provision centres. However, we are determined to move beyond these comparisons so that we are measured against all mainstream schools in the future, once the academy is funded at a more appropriate level to be able to do so.

A Performance against national benchmarks

Students at Olive AP Academy Havering are performing significantly better than AP Centres in the local area and nationwide. Not only is their progress significantly higher, attainment is very significantly higher.

The key progress 8 measure demonstrates a significant difference of more than one grade better than the national AP averages.

Attainment rates for English and Maths are very significantly higher than national averages. In mathematics, this figure increased in 2017 due to the Trust's view that all students should be given the chance to take GCSE subjects

While the English pass grade fell in 2017, the sample size is such that the difference between the 2016 figure and the 2017 figure is only one student.

Key Performance Measures 2017 (2016 in brackets)				
	Progress 8	Entered for English and maths	English Pass	Maths Pass
Olive AP Academy Havering	-1.8 (-2.8)	93%	83% (96%)	91% (40%)
Havering	-2.7 (x)	37.5%		
London	-3.2 (-3.2)	32.1%		
National Averages	-3.1 (-3.3)	40.1%	51%	41%

*Data taken from 2017 AND 2016 statistical releases

The academy has had a number of successes with working with individual pupils to help them to re-engage with their education. These successes have included a significant number of pupils improving their attendance when compared to their mainstream school. Many by at least 10%, and some by as much as 64%.

The academy continues to work hard to support pupils who are seen as being at risk of permanent exclusion by their mainstream school or who have already been permanently excluded. Many of these pupils are assessed as being ready for a 'fresh start' in a new mainstream school after a period of time at the academy. These pupils have formed the intervention group at the academy. The data for the current academic year is encouraging;

	Total number of students in group	Numbers of students successfully re-integrated back to original school	Number of students successfully moving onto a new school through IYFAP
Aut 1	8	5	3
Aut 2	4	3	1
Spr 1	5	2	3

4. Governance at the academy

The Olive Academies MAT board and its subcommittees deliver strong governance to all of its academies, each of which has an academy advisory board (AAB) providing crucial community knowledge, advice and support. The trust works hard to promote the link between its academies and the local mainstream schools and is committed to securing their representation on each advisory board. The Olive AP Academy - Havering is currently lead by an independent Chair (Penny Johnson) who is a successful Headteacher of a secondary school in Thurrock. Three Havering schools are represented on the board (Drapers Academy, Abbs Cross Academy and the Albany School) by three senior leaders. The group monitors and supports the work of the academy on a half-termly basis.

The Academy Trust monitors the work of each of its academies through its two subcommittees ('Education Performance and Standards' and 'Finance and Audit') who meet quarterly to review progress.

5. Partnership working with the London Borough of Havering

The trust works hard to develop strong partnerships with each of the three local authorities it works with. The work of the academy is commissioned through a service level agreement and is monitored through two annual reviews, which are carried out by a current school inspector. The trust invites a local authority representative to join these reviews. The next review of the Havering academy with Susan Sutton, led by James Waite is scheduled for 12 and 13 March.

6. Future plans

A building project to improve the quality of the site has been agreed. It is due to start on 1 April and be completed by the end of 2018. Improving the quality of the building represents an opportunity to embed our ambitious vision for the academy, and the trust is grateful for the support of the council in providing the funding.

Mark Vickers
CEO
Olive Academies
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