



CHILDREN & LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE 27 September 2018

Subject Heading:

Olive Academy

SLT Lead:

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Education outcomes

Policy context:

Financial summary:

There are no direct financial implications arising from this report, which is for information only.

The subject matter of this report deals with the following Council Objectives

Communities making Havering
Places making Havering
Opportunities making Havering
Connections making Havering

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SUMMARY

Olive AP Academy - Havering opened on 1 September 2016 after having been in an Ofsted category of 'Special Measures' for a considerable time as the predecessor organisation, Manor Green College. The Academy is based at the previous Key Stage 3 Pupil Referral Unit 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. This provides an update on the work of the Academy.

RECOMMENDATIONS

Members should note the content of the report.

REPORT DETAIL

Context

Social, emotional and mental health (SEMH) needs in young people within Havering has been identified by headteachers and the Local Authority (LA) as a key barrier to learning and progress within the mainstream. As a result, students with SEMH needs feature 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. Too many pupils who are permanently excluded for 'one-off' incidents go on to stay in Pupil Referral Units (PRUs) or Alternative Provisions (APs) for the remainder of their secondary school education.

The Olive AP Academy - Havering is aiming to develop a model of education, which along with academic work, builds young people's social and emotional resilience to thrive in life and work. Schools say they want a Key Stage 4 provision which prepares students for a range of college and work-based options. 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). This might include a Service Learning or Vocational Learning option to complement the school curriculum. Pathways for students are agreed with the student, their family and home school.

At Key Stage 3, the Academy aims to work with students proactively to maintain them in their home school and to prevent permanent exclusions. This offer is developing, and will include:

- Outreach work from Olive AP Academy which will help develop further capacity in mainstream schools and prevent exclusions.
- 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.

Work completed so far at the Academy

Olive Academy’s improvement programme has included a full restructure during the 2016/17 academic year to rationalise and improve the quality of staffing. This included the appointment of a new headteacher and deputy, an assistant headteacher to also work at the Olive AP Academy - Thurrock to lead SEND provision at both academies, and the appointment of a high-quality English teacher to improve standards. This work includes clear expectations and more rigorous performance management, as well as Trust and academy-wide professional development, which has included all staff attending full Trust INSET days at the Thurrock Academy. Ongoing individual support is provided to staff by the Trust’s school improvement team.

A new behaviour and personal development policy was introduced in April which is underpinning daily routines. This is still to be fully embedded.

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 LA, the Trust safeguarding lead, and Trust board safeguarding lead, to ensure that all areas of the academy’s practice meet high expectations. The work this year has included the installation of a perimeter fence, and implementation of the Child Protection on-line management System (CPOMS) system.

Performance against national benchmarks

In 2017, students at Olive AP Academy - Havering are performing better than AP Centres nationally, with higher attainment and stronger progress. The progress 8 measure demonstrates a significant difference of more than one grade better than the national AP average.

Attainment rates for English and maths were significantly higher than national average. 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.

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

2018 data is not available at the time of writing this report.

The Academy has had successes working with individual pupils to help them to re-engage with their education. As a result, a number of pupils improved their attendance when compared with their attendance in their mainstream school by between 10% and 64%.

Governance at the Academy

The Olive Academies MAT Board and its sub-committees deliver strong governance to all of its Academies, each of which has an Academy Advisory Board (AAB) providing community knowledge, advice and support. The Trust works hard to promote links between its academies and the local mainstream schools, and has representation from the schools 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 Havering Admissions and Inclusion Manager is also a member of this board. 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.

Partnership working with the London Borough of Havering

The work of the Academy is commissioned through a service level agreement, which is monitored through two annual reviews, carried out by a current school inspector. The Trust invites an LA representative to join these reviews. The most recent review of the Havering Academy took place on 12th and 13th March with The Head of Education Quality and Effectiveness from the LA. The review concluded that leadership and governance and safeguarding are secured, and that outcomes, attendance and quality of teaching are improving. There is still a need for significant improvements to curriculum, and the key stage 3 short stay programme in particular, and although aspects of behaviour are improving, there is still a need to embed systems.

A building project to improve the quality of the site supported by council funding began in April and will be completed by the end of 2018. Improving the building will allow better curriculum delivery.

IMPLICATIONS AND RISKS

Financial implications and risks:

There are no direct financial implications from this report, although the Academy could be financially affected through reputational damage of a poor Ofsted inspection outcome, although this is not possible to quantify at this time.

Olive Academy have previously made representations to the School Forum regarding their funding position, and the Local Authority has worked closely with the Academy to understand their funding pressures, and additional DSG funding has been made available for the new academic year to support their delivery costs.

Legal implications and risks:

There are no direct legal implications from this report.

Human Resources implications and risks:

The recommendations made in this report do not give rise to any identifiable HR risks or implications that would affect either the Council or its workforce. However, due to the outcome of the Ofsted report, the Academy could face reputational damage and recruitment and retention challenges.

Equalities implications and risks:

There are no direct equalities implications from this report, and an Equalities Assessment has not been completed as this report is for information only.