

Report to Local Advisory Board (LAB)  
September 2015

Academic Year 2014 – 2015 Achievement  
Analysis

**Courtyard AP Academy**  
Janet Packer - Head of School

	<b>Meeting</b>	CAPA LAB
	<b>Date</b>	14/09/15
	<b>Item Number</b>	TBAP
<b>Title:</b>	Head of School Report on Achievement	
<b>Responsible TBAP Leadership team member:</b>	Janet Packer , CAPA Head of School	
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## Introduction

I am delighted to present the following report on achievement at the Courtyard AP Academy for the academic year 2014 -15. The report is divided into 3 sections

1. Analysis of Key stage 2, year 6 results for 2014-15
2. Analysis of KS1, Year 1 results for 2014 – 15
3. Analysis of progress for all learners
4. Individual good news stories
5. Priorities for the academic year

### 1.0 Analysis of Key stage 2 results

At the Courtyard AP Academy achievement continues to be outstanding because the majority of our learners make excellent and accelerated progress. This is in line with the trend over the past 2 years

### 1.1 Executive Summary

At the end of Key stage 2, 3 of our learners met the national expectations for their age by achieving a level 4 in English reading and mathematics, 3 learners achieved level 4 in spelling, grammar and punctuation. One learner achieved level 5's in all subjects and 1 in two subjects. Our learners who has a statement for ASD was below the level expected for his age and therefore did not do the KS2 SATS, our data shows that he has made progress, 6 sublevels or more in all subjects.

### Key stage 2 results

Pupil name	DOB	Gender	English reading level	English grammar, punctuation and spelling level	Mathematics level
O	01/04/2004	M	5	5	4
K	22/10/2003	M	5	5	5
L	07/11/2003	M	4	4	4
C	21/03/2004	M	4	3	4
G	23/10/2003	M	B	B	B

## 2.0 Analysis of Key stage 1 results

KS1 is teacher assessed and learners are tested for phonics.

### Key Stage 1 results

Name	D.O.B	UPN	Reading	Writing	Numeracy	Phonics
F	20.01.08	G205200012008	3C	3C	3C	-
J	04.09.07	V205103409082	2B	2C	2B	23

The national expectation for KS1 assessment is that learners will be at level 2 by the end of the Key stage. Analysis of our data shows that one of our learners is well above the level expected for his age and the second learner met the national expectations, both of these learners have a statement. Even though J missed the threshold mark for phonics she made progress in her writing.

## 3.0 Analysis of data for all learners

### Table 3 attached

The achievement of learners is outstanding and in some cases exceptional, given their starting points; this is evident when compared with the expected progress that learners should make nationally. 16 learners made exceptional progress in one or more subjects, 14 make good or better progress and 11 learners made exceptional progress in all subjects, that is English reading, writing and mathematics

### What is expected progress?

‘The government sets a minimum expectation of the rate of progress that all pupils should make during a key stage, regardless of their starting point. The majority of children are expected to leave key stage 1 (age 7), working at least at level 2. During key stage 2, pupils are expected to make at least two levels' progress, with the majority achieving at least level 4 by age 11. So, for example, pupils entering key stage 2 at level 3 should progress to at least level 5; while those entering at level 1 should progress to at least level 3.’

When compared with the government expectations we know that the work that we are doing at the Courtyard AP academy is having a significant impact on improving outcomes for all our learners.

We know achievement is outstanding because:

- Our data shows that on entry to the Courtyard learners' attainment is well below what is expected for their age and all learners make significant progress relative to their starting points.
- Our tracking data shows that learners make exceptional or excellent progress and the gap is closing within a short space of time, scrutiny of learners work supports.
- Our data show that learners make fast progress given their time in school.

The strategies that continue to have a significant impact on our achievement are high expectations from all staff and a personalised curriculum. Data is tracked rigorously, learners are set targets and they are involved in monitoring their success. The children have developed a 'love for learning' and want to do well. Implementation of Behaviour for learning by staff, that is the teacher behaviours and structures that are in place continues to have a significant impact on outcomes for all learners. Implementation of the PiXL programme by the learning support professionals where there is a focused intervention programme based on gaps in their learning has supported achievement as well as walk through SATs as well as mock SATs..

### **Performance of groups**

Analysis of different groups shows that learners make exceptional progress regardless of their needs and backgrounds regardless of whether they are pupil premium, Looked after or have a statement/EHC. Our largest groups of learners are white British boys and they have made accelerated progress and the gap is closing quickly, they do just as well as learners from different heritages.

## **4.0 Individual good news stories**

We have good narratives for all our learners however I have identified three.

Learner H has made amazing progress and he is a good example of a learner who has made accelerated progress over and beyond what would be expected nationally. He has made 10 sublevels of progress the equivalent of 5 years progress in two years. He is also one of our pupil premium learners and started at the academy on P levels.

Learner O started our school in Year 6 and his data shows that he started at the same level as a learner at the end of a key stage one learner, a 7 year old. Within one year he had achieved what a learner would have done in 4 years. This is

amazing given that he had the highest number of restraints at the Courtyard AP Academy as his behaviour was very challenging. He achieved level 5 in reading and SPAG and a level 4 in Mathematics.

Learner L is also one of our success stories. He was permanently excluded from mainstream primary where he seriously assaulted a senior member of staff. As a result of concerns about home he was taken into care and lived with carers, during this time he attended a primary school in Kensington and Chelsea. He returned to his family and attended a local primary school where he was about to be permanently excluded as a result of an emotional outburst. He attended the Courtyard AP Academy full time and made good progress. In January 2015 he was ready to be reintegrated in to mainstream school and we worked alongside Melcombe primary school where he was successfully reintegrated by the end of the summer term, 2015. He achieved level 4s in reading and mathematics and a level 3 in SPAG, another learner making exceptional progress. His attendance improved from 85% to 100% by the end of the summer term. His parents were fully supportive

His parents said 'You have given us our child back' and they were so pleased with his progress. He has successfully started his secondary school and we have had feedback from his parents saying how well he is doing. The care order has also been dropped, good news for the family and a credit to them for all the work that they have done.

This is a great example of what the aim of the Courtyard is about 'Improving life chances for our children'

## **5. Priorities for the academic year**

1. To implement the new curriculum
2. To develop a system for tracking learners' progress
3. To focus on teaching 'reading comprehension
4. To provide leadership that inspires and motivates learners
5. To analyse and develop the BFL strategies used by staff so that they have even more impact on improving outcomes for learners



Tri-boards Alternative Provision

Table 1 Current Courtyard Data Summer 2 2015

### KEY FOR CHART

	Statement
	Exceptional progress
	Good or better
	Below
	Significantly below

Letter = name (for confidentiality)

P = pupil premium

NAME	Date of Entry	Date of Exit	Nos of Week in Courtyard	Current Year Group	Baseline	Reading	Progress in sub levels	Baseline	Writing	Progress in sub levels	Baseline	Numeracy	Progress in sub levels	Baseline	SPAG	Progress i levels
Ap	19/06/13	-	-	4	1B	3C	+5	1C	2B	+4	2C	3C	+3			
Bp	27/03/13	-	-	3	P5	2B	+8	P6	2B	+7	P6	2A	+8			
Cp	25/9/13	17/7/15	69wks	6	2C	4C	+6	2C	3B	+4	3C	4B	+4		3B	+1
Dp	20/11/13	17/7/15	63wks	6	1A	4C	+7	1A	4C	+7	2C	4B	+7		4C	+3
Ep	2/10/13	-	-	4	2A	4B	+5	2C	4C	+6	2A	4C	+4		3A	+2
Fp	2/10/13	-	-	2	1C	3C	+6	1C	3C	+6	1B	3C	+5			
G	26/04/11	17/7/15	-	6	P7	2B	+6	P6	2B	+7	P7	2B	+6			
Hp	4/02/13	-	-	3	P4	2A	+10	P4	2A	+10	P5	2B	+8			
I	3/03/14	-	-	5	1C	3B	+7	1C	3C	+6	2C	3A	+5		3C	
Jp	30/04/14	-	-	2	P8	2B	+5	P7	2C	+5	1C	2B	+4			
K	24/06/14	17/7/15	-	6	4B	6C	+5	4C	6C	+6	5B	6B	+3	4C	5A	+5
Lp	10/03/14	26/6/15	52wks	6	2C	4C	+6	2A	4C	+4	2C	4C	+6		4C	+3
Mp	10/9/14	17/7/15	39wks	4	3B	4B	+3	2A	4C	+4	2A	3A	+3		3A	+3
Np	15/9/14	17/7/15	37wks	3	1A	3C	+4	1A	2A	+3	2B	3B	+3			
Op	8/9/14	17/7/15	35wks	6	2A	5C	+7	2A	4A	+6	2A	4A	+6		5C	+6
Pp	1/12/14	-	-	3	2C	2A	+2	2C	2B	+1	2B	3C	+2			
Qp	14/1/15	-	-	4	2C	2A	+2	1A	2B	+2	2B	3C	+2			
Rp	9/2/15	-	-	3	1C	2B	+4	1B	2B	+3	2C	3C	+3			
Sp	27/4/15	-	-	4	2A	2A	-	2A	2A	-	3C	3B	+1			