



Report to Local Advisory Board (LAB)
9th March 2015

Report on the Quality of Teaching

	Meeting	
	Date	09/03/15
	Item Number	TBAP 5
Title:	Head of School Report to the LAB – Quality of Teaching	
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Head of School report to the Trust Board and Local Advisory Board.

The leadership of the Courtyard AP Academy (CAPA) continues to have an unrelenting focus on teaching and learning resulting in improvements quality. 80% of lessons are consistently good with outstanding features including Spanish and Art.

Section 2.1: Promoting Pupil Learning and Progress

- Pupil achievement is outstanding and in some cases exceptional and this is due to robust assessment systems in place and detailed tracking. It is further supported by the concise analysis of data.
- Learners make excellent progress regardless of their background and needs and we are successful in 'closing the gap'. This is evident in ongoing weekly tracking, SIMS and data drops throughout the year.
- Learners have been observed as being motivated and this is supported by the encouragement that they receive from staff to see themselves as successful learners and most have made accelerated progress given their starting points.

For example, one learner has made 4 sub levels of progress in reading and numeracy in one year and another has made 2 sub levels of progress in reading, writing and numeracy in 6 months.

- During the Challenge Partner's review, 'excellent progress' was evident in lessons and this is also supported by CAPA observations, work scrutiny and informal learning walks.
- Learner progress is well supported through personalised targets which are updated regularly and are displayed on learner tables. These link directly with assessment information and are also used in order to motivate and enthuse learners.
- Each individual has a 'steps to success' sheet in the front of their books for literacy and numeracy which detail small achievable steps that learners must take in order to progress. These are in 'learner speak' and help to promote independence and taking responsibility for all learning. Learners use highlighters in order to underline the skills that they have achieved by finding 3 pieces of evidence within their books.

Section 2.2: Teacher Expectations

- During our Challenge Partners review in November 2014, it was stated that CAPA has developed a culture where everyone is encouraged to be a reflective practitioner. This means that staff are aware of what works well and results in a shared ethos of high expectations which learners respond well to.
- The leverage leadership programme that has been implemented across CAPA both with teachers and LSPs, has been very effective in developing staff and has improved the quality of teaching and learning over time. Staff are consistently meeting their targets and take an active role in target setting for further improvement.

- The consistently high expectations of all staff are reflected in learner progress and in the quality of learning in books where presentation is often of a high standard and the books are well cared for.
- During a recent work scrutiny, it was clear that learners take pride in their books and respond consistently well to challenge
- The following feedback from learners reflects the impact of high expectations.

'Things that have helped me are the teacher and my flip chart' Year 3 learner

'The learning behaviours I have improved on are showing good self-control and listening to others all the time and playing in a group' Year 4 learner

'I always feel confident in my school work because I enjoy accomplishing hard work because I feel so grateful at the end that I accomplished it' Year 4 learner

Section 2.3: Quality of Learning

- Learners engage in a range of activities which are challenging and relevant.
- Learners state that they are interested in learning and this is evident from the PASS surveys and pupil questionnaires.
- Learners have also been observed during leverage leadership as engaging consistently well.
- The PixL programme that has been implemented by LSPs with the year 6 learners has a significant impact on engagement and progress. PLCs are updated regularly in order to plan for progression and therapies are delivered daily on a 1:1 basis.

Feedback from learners

- *' I have been making progress in literacy because I have been using so many WOW words 'I feel that I am more able to be motivated in my learning and more able to use cursive script' Year 4 learner*
- *I'm really excited about this learning – Year 4 learner*
- *'My learning is much improved because I never give up trying' year 6 learner*
- *'I am a 2B in literacy and I think that's excellent!' Year 3 learner*

Section 2.4: Reading, Writing, Communication and Mathematics

- There is a relentless focus on reading with all learners reading for at least 15 minutes every day. Individuals have a reading record within which, a positive comment in relation to their progress is made daily.
- Learners respond well to an engaging reading scheme (Rigby Star) which has helped to engage all learners.

Section 2.5: Creating a Positive Environment

- Classrooms have been described as being purposeful, safe and stimulating, often displaying good examples of learning.
- Regular, ongoing and specific feedback enables learners to understand the 'what' and the 'how' of their achievements.

Section 2.6: Marking and Feedback

- All learning is marked daily and makes reference to the success that learners have experienced during the lesson:

‘☺This letter is fantastic for a number of reasons: you have selected a range of vocabulary for effect, included a rhetorical questions and used commas in appropriate places’ I really like the way you have organised you ideas into paragraphs and indented them’.

‘Well done for working independently, get yourself a token’

‘You were able to take risks in your learning which is great!’

‘You have used a range of connectives to make your learning flow, really well done!’.

- There is evidence of learners responding to teacher feedback.
- Next steps in learning and ‘even better ifs’ are identified so that learners are clear about what they need to do next in order to progress.

Section 2.7: Meeting Individual Needs

- Planning and preparation has been described as ‘excellent’ where teachers build on the strengths and interests of individuals.
- All staff are skilled in the way in which they differentiate their questioning, allowing every learner to develop their thinking and problem solving skills.
- Targeted LSP support means that there is an increase in learner engagement over a short period of time.

2:8 Partnerships

Our work on establishing partnerships is excellent.

- We are highly committed to working in partnership with schools, local authority teams and external agencies to promote learning and learners well-being. We draw on a wide range of support agencies and professional expertise to ensure the learning and well-being of our learners.
- We target the right level and type of support to meet the specific needs of the children, as well as acting as a conduit for more general support from outside agencies.
- We have worked closely with a range of agencies and specialists to help pupils overcome barriers to learning, e.g. speech and language therapists; Child Counsellor; Localities; EP service; Social Workers; Collingham Gardens; CAMHs; Prevent; Headteachers and senior staff of primary schools across the three boroughs.
- At the majority of child protection meetings and child in need meetings the feedback from the Courtyard always shows that learners are making good progress. This is evident from the reports prepared for those meetings which include learners’ attainment, relationships with self, others and the curriculum.
- The Behaviour for learning framework which is used to track progress and support the development of staff skills has played a significant part in supporting the reintegration of learners. The data shows that the focus on capacity building and work alongside mainstream staff has resulted

in progress and supported the development of staff skills so that they are able to manage the learning and behaviour of learners more effectively.

CPD summary

Life after levels attended - J. Packer

Behaviour for learning – all staff

Read, write, inc - K.Lumsden, J. Foster

Action being taken to improve the quality of teaching and learning

- To continue to train staff in read, write, inc to ensure that phonics is taught effectively
- To maintain links with Ark Conway primary school who are the lead school on teaching phonics
- To continue to implement leverage leadership observations
- To implement the behaviour FOR LEARNING for learning programme which includes PSHE, SEAL and links to the learners self assessment and teacher assessment.

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