



Report to the LAB on Personal Development,  
Behaviour and Welfare  
12<sup>th</sup> June 2017

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<b>Title:</b>	Head of School Report to the LAB – Personal Development Behaviour and Welfare	
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## 1. Introduction

We are very proud of the outcome of our most recent Challenge Partners review where all areas; school improvement strategies, pupil outcomes and quality of teaching and assessment, were judged as outstanding. Our behaviour for learning 'Area of Excellence' was also confirmed.

'Learners make excellent progress, the majority outstanding. Analysis of the B4L data shows that learners make progress during their time at CAPA in all three relationships areas. There is an increase in learners' relationship with the curriculum which impacts on their progress. Learners are able to manage their emotions more effectively' *Challenge Partners 2017*.

This judgement is a credit to the hard work, commitment and focus that the team has had on learning underpinned by the behaviour for learning framework.

Despite the history of the learners in relation to their identified social, emotional and mental health difficulties, we have developed an ethos where the children learn in a safe, supportive and stimulating environment. They make excellent improvements in their learning behaviours and strong progress in their attainment and achievements.

## 2. Admissions

**2.1** We currently have 20 children on roll, 4 above our expected intake. Since September, 22 children have attended the CAPA and we have 3 children on our waiting list. 14 learners are Hammersmith and Fulham residents, 5 learners are Kensington and Chelsea residents and one learner has recently moved to Westminster.

**2.2** The 5 year summary shows that our intake has increased from 14 to 20 and this is partly due to providing placements across two boroughs where there has been an increasing demand for placements. We currently have 8 learners with an EHCP and 7 in process. Since September, there has been an increase in KS1 learners and this term we will have a range from reception to year 6. We are experiencing an increase in learners with more complex needs who have not been assessed and this becomes part of the work that we do upon a learner's arrival at CAPA.

## 3. Attendance

### 3.1 Attendance data over the last 5 years

Attendance over the last 5 years has been consistent and on average falls at 89%. Overall, the improvement to pupils' attendance is impressive, as confirmed in our recent Challenge Partners review. Currently, attendance is at 86% and rising (PPRU national average - 69%). All learners' attendance increased over the first 3 terms, for 9 pupils this has been particularly rapid. Learner's attendance is good and improves over time.

### **3.2 Attendance interventions**

Attendance has been given a high profile at CAPA and learners have aspirations of reaching 90% attendance or above and adopt the mantra, "The more you're here, the more you learn!". All learners are monitored on a weekly basis which ensures that any issues that arise are followed up rigorously. Data shows that all learners receiving an attendance intervention make a marked improvement over time. There are effective strategies in place to support and improve attendance for example learners are awarded certificates for 100% attendance and for improvements in attendance and punctuality. Wrist bands are also awarded during our 'star of the week' celebration assembly. Termly trips are organised for learners with 90% and above. Attendance is displayed in communal areas and learners receive personalised targets. Parents/carers are involved and absence is followed up by our Learning Support Professional who maintains responsibility for monitoring and improving attendance. The Learning Support Professional follows up learners whose attendance is poor by liaising with the locality/early help service and making referrals where necessary. Meetings also take place regularly with key workers who provide advice and support. Parents are informed of the monitoring process which lasts for 6 weeks.

### **3.3 Case studies from the year**

- Learner A is a year 5 boy of Irish Traveller heritage with a statement of SEN. There has been an increase in his attendance from 66% in Term 1 to 93% by the end of Term 3, following a rigorous attendance intervention. This improvement has made a significant impact on his academic progress where he has improved relationships with himself, others and the curriculum.
- Learner B is a year 5 boy of White British heritage. In Term 2 a referral was made to Early Help following concerns around his unauthorised absences (15%). A meeting was arranged and attended by the parent, a family support worker, HOS and LSP. A plan and support package was formulated which resulted in a decreased in unauthorised absences which fell to 2%.

### **3.4 Attendance of different groups – SEN , PP etc**

Data shows that there is no variation in groups of learners but that individual attendance can be affected by external factors such as court proceedings, transport arrangements and custody decisions.

## **4. Exclusions**

### **4.1 Exclusion data over the last 5 years**

Over the last 5 years, 2 learners have been excluded for short periods of time. Exclusions tend to be rare.

### **4.2 Exclusions this year**

This academic year one of our learners has been excluded for 4 days in total for physically assaulting staff. All incidents are discussed with parents and the learner is usually able to reflect on their behaviour and repair with the adults.

## **5. Reintegration**

### **5.1 Reintegration data over the last 5 years**

There has been a decrease in the number of learners reintegrated over the last 5 years however there has been a significant change of intake and this has had an impact on the type of provision that learners require. For example, learners with complex needs are assessed whilst at the Courtyard and an EHCP is created for them which names the Courtyard as their school. We also have had a decrease in the number of part time AP learners as the number of SEN learners has increased significantly. The reintegration process is affected by the willingness of local schools to offer learners mainstream experience however there are a small minority such as Fulham Primary School and Wormholt who have offered this.

### **5.2 Reintegration this year**

One year 4 learner is currently accessing mainstream experience where she attends weekly with the support of the ITP team. To date, this has been extremely successful. In addition a Year 2 learner has been fully reintegrated into a mainstream school and feedback shows that he has settled well. The year 5 learners will be participating in some mainstream experience at Fulham College Boys' School in the summer term where they access workshops in design technology, science and maths. This will give learners the opportunity to experience larger class sizes and to learn in a different context. We currently have one part-time learner who attends his mainstream for two days a week and who will be reintegrated fully by the end of the summer term. A reintegration plan is discussed following the review which is shared with parents and carers. The number of days increases, from 2 days in mainstream to full time within 6 weeks. The reintegration is supported by learning support professionals from CAPA who attend the mainstream school for some of the time with the learner. The LSP builds capacity with the mainstream staff in order to better support a learner with SEMH by sharing and modelling strategies that have proven to be effective. We have also had visits from mainstream staff to CAPA so that they can gain a deeper understanding of the learner's needs and the behaviour for learning strategies that have an impact on them. Debbie Dwyer, Learning Support Professional from the ITP team, has started a transition project with the year 6 learners which will prepare them for their transition to secondary school in September. In addition, we have several school visits planned for the summer term.

## **6. Behaviour and Achievement**

### **6.1 Interventions**

Behaviour and achievement are both outstanding. This is evident from our recent Challenge Partners report. Learners consistently show a high level of engagement, extremely positive attitudes to learning and enjoyment of their learning. Parents, carers, staff and learners all confirm the substantial improvements that the school makes to the lives of learners both at school and home by developing positive attitudes to learning. Our documentation such as tracking, reviews, observations, reflections and mainstream feedback show that learners develop extremely positive attitudes to learning whilst at the

Courtyard AP Academy. Learners tell us that they have a belief that they can be successful and this is clearly represented in the pupil surveys we conduct. The excellent relationships forged between staff and learners help to promote positive self-esteem. Our caring approach means that learners feel valued and their attitudes to learning and self-esteem improve dramatically. The majority of learners respond well to the clear and tight boundaries we set and the structured support we provide; invariably their behaviour improves. Learners increasingly show respect to others and they learn to value each other. This is promoted through daily and weekly reflection sessions where they give feedback to each other using the behaviour for learning framework and solution focused approaches. All staff have very high expectations of learners and this is evident at all times. Staff have a good understanding of the behaviour for learning framework and the adult behaviours that will promote outstanding behaviour from our learners. Our analysis of behaviour for learning data shows that over time learners make progress in all areas. Our formal and informal observations, which include leverage leadership, show that there is a systematic and consistent approach to managing behaviour which has impact on learning and achievement. A 'Behaviour for Learning' programme is delivered across the curriculum by an LSP and this helps learners to make progress in all three areas. This programme is personalised and based on the self-assessment completed by the learners. All learners access a personalised curriculum and a wide range of interventions provided both by CAPA staff and external agencies.

## **6.2 Therapeutic Interventions**

This year learners have benefitted greatly from Art Therapy. This is delivered by a TBAP therapist Verity Blakeman who is based at CAPA twice a week. Referrals can be made by teachers and LSPs and are discussed at our fortnightly inclusion panel. Verity initially meets with parents and carers to gain a deeper understanding of family dynamics and completes a self-assessment with the learners. There are currently eight learners accessing these sessions and evidence shows that this is having a positive impact. For example all learners engage positively with their sessions and there has been a significant reduction in ready for learning exits for four of the learners. One learner has demonstrated a vastly improved attitude to learning and is now willing to engage with the curriculum more effectively. Two learners have made very strong progress in their relationship to self, others and curriculum. In addition, one learner has transitioned effectively into mainstream school and has settled well. Learners tell us that they value this space to work through their thoughts and feelings. In addition, following training from a speech and language therapist, we have implemented a Lego group which has been used to promote verbal and non-verbal communication, joint attention, sharing, turn-taking and collaborative problem-solving. This group has been very successful and all learners have made strong progress in relation to receptive language and verbal communication.

## **7. Safeguarding**

### **7.1 CSE**

Staff received training in September 2016.

## **7.2 Radicalisation**

The Head of School has received advanced training and has worked closely with Prevent to discuss the work that they do and to discuss any concerns. All staff received training in September 2016.

## **7.3 Gangs Interventions**

N/A

## **7.4 Child Protection**

All staff have been extensively trained in safeguarding procedures. Our recent safeguarding audit highlights that, "there are established and robust systems in place with an appropriate amount of senior leaders with experience in managing safeguarding issues" *February 2017*. CAPA is also supported by a variety of statutory and voluntary agencies. Statutory partners include individual social workers, Early Help and Localities professionals to address attendance-related concerns. Family Assist professionals also provide intensive family support where appropriate. In addition, we work closely with CAHMS in order to meet the needs of vulnerable learners. The school is also supported with safeguarding concerns by senior staff within the Trust including the Executive Head: TBAP West.

'Adults who work with the pupils are rigorously checked. Staff are well trained in child protection and safeguarding procedures". (*Ofsted, 2017*)

## **8. Partnerships**

### **8.1 Police**

We have forged strong links with the local schools community liaison officer, PC Mike. He currently attends our weekly star of the week assembly and has lunch with the learners on a Friday. We have a careers day planned in June where he will be bringing in police bikes to show the learners and to talk about the role of the police in the local community. Learners respond very well and are always keen to ask questions and to learn about local issues.

### **8.2 YOT**

N/A

### **8.3 Others**

We are highly committed to working in partnerships 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 support the work that we do. We have worked closely with a range of agencies and specialists to help overcome barriers to learning for example: speech and language therapists, localities, education psychology service, social workers, multi systemic therapy team, Collingham gardens, CAMHS and Intervention Team Primary. We also work well in partnership with the looked after team and health professionals to meet the needs of our learners.

#### **8.4 Links with Parent /Carers**

We have forged very strong links with parents/carers and this is evident because they regularly report that their relationship with their child improves following a period of attendance at CAPA. They also provide feedback that their child's behaviour continues to improve over time. The increase in positive feedback from the school on a regular basis helps to develop a positive relationship and to re-engage some parents/carers that have become disaffected. One parent said that her son was a 'new child' who had vastly improved his behaviour in the home setting. Parents/carers attend progress meetings at school where learners talk about their progress. Analysis of our parent/carers questionnaire demonstrates that they feel supported by school and are pleased with the progress that their child is making. They also feel confident that any issues or concerns are followed up effectively.