



Report to Local Advisory Board (LAB)

September 2016

Outcomes for Learners

Academic Year 2015 – 2016

The Courtyard AP Academy

Nia Saunders - Head of School

	Meeting	CAPA LAB
	Date	
	Item Number	TBAP
Title:	Head of School Report on Achievement	
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Introduction

I am delighted to present the following report on achievement at the Courtyard AP Academy for the academic year 2015 -16. The report is divided into sections:

1. Analysis of Key stage 2, year 6 results for 2015-16
2. Analysis of KS1, Year 1 results for 2015 – 16
3. Individual good news stories
4. Priorities for the academic year

1.0 Analysis of Key stage 2 results

At the Courtyard AP Academy progress 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 3 years.

1.1 Executive Summary

In 2016, the new more challenging national curriculum, which was introduced in 2014, was assessed by new tests and interim frameworks for teacher assessment. Results are no longer reported as levels: each pupil receives their test results as a scaled score and teacher assessments based on the standards in the interim framework. To put our results into context, 53% of pupils nationally reached the new expected standard. It is important to note that the expectations for pupils at the end of key stage 2 have been raised.

At the end of Key stage 2, 2 learners did not meet the national expectation for the end of KS2 however both learners made accelerated progress given their starting points with one learner achieving higher than expected. The other learner came from an independent school and attended the Courtyard for a short time before he moved to a specialist provision for an assessment placement. During his time there, his behaviour for learning deteriorated significantly and his access to learning was affected. A request was made for him to return to the Courtyard as his behaviour became unmanageable however it was decided that he would return to the Ukraine.

Key stage 2 results

Name	DOB	Gender	Expected result	English reading	Expected result	English grammar, punctuation & spelling	Expected result	Mathematics
SM	20.05.05	M	85.6	94	84	97	87.5	97
AJ	07.09.04	M		93		94		97

2.0 Analysis of Key stage 1 results

Both KS1 learners were significantly below national expectations and as a result were not entered for the tests. Both learners participated in the KS1 SATs mock week using the national curriculum assessment sample materials for 2016 in Reading and Maths with 1:1 adult support. Learners did not meet expected standard of the tests. As a result, pre-key stage standards for the frameworks were used which contain a number of positive 'pupils can' statements. These statements reflect the attainment of SG and CN who have not yet completed the relevant programme of study but have reached the chronological age that requires a statutory assessment outcome to be reported. The achievement of both learners is outstanding given their starting points and despite the fact that they were unable to access the assessments.

Key Stage 1 results

CN can:		
In Reading:	In Writing:	In Maths:
<ul style="list-style-type: none"> respond speedily by saying the correct sound for all the letters of the alphabet. blend the sounds for all letters of the alphabet into words. sound out simple words accurately in a book. answer literal questions about a familiar book that is read to them. 	<ul style="list-style-type: none"> write the correct letter in response to hearing each sound of the alphabet. segment spoken words into sounds and write the letters corresponding to those sounds. form most lower-case letters in the correct direction. use spacing between words. compose a short sentence and communicate it orally with support from the teacher (sentence through questioning). 	<ul style="list-style-type: none"> demonstrate an understanding of place value of 10s and 1s in a two digit number. compare two numbers up to 20 by identifying the larger and smaller number. count forwards and back from 0 to 20. identify a number that is one more or one less than a given number. demonstrate an understanding of the mathematical symbols: add, subtract and equal to. put up to 20 items into groups of 2 or 5 or into 2 or 5 equal groups. solve problems involving

SG can:		
In Reading:	In Writing:	In Maths:
<ul style="list-style-type: none"> • respond speedily by saying the correct sound for all the letters of the alphabet. • blend the sounds for all letters of the alphabet into words. • sound out simple words accurately in a book. • answer literal questions about a familiar book that is read to them. 	<ul style="list-style-type: none"> • write the correct letter in response to hearing each sound of the alphabet. • segment spoken words into sounds and write the letters corresponding to those sounds. • form most lower-case letters in the correct direction. • use spacing between words. • compose a short sentence and communicate it orally with support from the teacher sentence through questioning). 	<ul style="list-style-type: none"> • demonstrate an understanding of place value of 10s and 1s in a two digit number. • compare two numbers up to 20 by identifying the larger and smaller number. • count forwards and back from 0 to 20. • identify a number that is one more or one less than a given number. • demonstrate an understanding of the mathematical symbols: add, subtract and equal to. • put up to 20 items into groups of 2 or 5 or into 2 or 5 equal groups. • solve problems involving addition and subtraction of single digit numbers up to 10.
		addition and subtraction of single digit numbers up to 10.

What is expected progress?

The system of national curriculum levels is no longer used by the government to report end of key stage assessment. The previous 'expected progress' measure, based on pupils making at least two levels of progress between key stage 1 and key stage 2, is no longer produced. This measure has been replaced by a value-added measure. There is no 'target' for the amount of progress an individual pupil is expected to make. Any amount of progress a pupil makes contributes towards the school's progress score. As 2016 was the first year of new accountability measures and new tests, minimum expectations have not yet been set. Taking this into account, 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 who achieve well.

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 shows that learners make exceptional or excellent progress and the gap is closing within a short space of time, scrutiny of learners work supports this.
- Our tracking shows that learners make accelerated 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. Progress 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 all staff, that is the teacher behaviours and structures that are in place continues to have a significant impact on outcomes for all learners.

3. Individual good news stories

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

- Learner S, who began attending the Courtyard in year 4, made exceptional progress during his time with us. He was permanently excluded from mainstream school due to a number of assaults on staff and learners and was disengaged with learning. At the end of KS1 he was well below the national expectations and did not meet his end of KS target (P8 across all areas). As a result of integrated interventions and personalised learning across the curriculum, S was able to access his KS2 SATS tests and achieved higher than expected given his starting point, just missing out on meeting the national expectations. He is now attending a mainstream secondary school and is confident in his ability to achieve, *"I am good at Maths, Reading and Science...I show good self control in school and I take responsibility for my learning. I like to take extra work home to help me learn. I am interested in the curriculum and I enjoy engaging with the curriculum"*. His parents said, *"He always tries his best with a task. He puts 100% of his effort in"*. SM exceeded his targets and reached his full potential.
- Learner L, a year 6 learner, is also one of our success stories. He was at risk of permanent exclusion from mainstream primary school following 6 fixed term exclusions for verbal and physical aggression, absconding from school and ongoing conflict with his peers. He attended the Courtyard on a part time basis for three days a week. His learning was dovetailed with his mainstream curriculum in order to ensure that there was continuity and progression. Staff from ITP and the Courtyard built capacity with mainstream staff in order to better manage his learning and behaviour in the mainstream context and as a result, his behaviour for learning improved significantly and he developed a love for learning. He met expected standards in reading, writing and maths in his SATS, exceeding his target scores. Mainstream feedback stated that there was a vast improvement in his engagement with learning and that his progress across the curriculum was strong. His Mum said, *"I am so proud of my son's achievements, the improvement is amazing and we see it at home too"*. Over the period of a term, he was reintegrated and returned to mainstream on a full time

basis by the end of the summer term. During a follow up visit, L said, “On a scale of 0 – 10 I was on a 2 when I first started CAPA but now I am a 9 with my behaviour for learning and progress” and, “I feel great because I have been working hard and doing better!”.

- Learner G came to the Courtyard working well below national expectations. He was initially supported in his mainstream school with limited impact where he received 4 fixed term exclusions for physical and verbal abuse and assaulting staff. He was then permanently excluded for a serious assault on a member of staff. G’s attendance improved from 19.5% to 98.5% by the end of the summer term and this had a hugely positive impact on his progress. He said, ‘*I am feeling more confident about my learning,*’ and ‘*I feel great because I have been working hard and doing better!*’ Despite not being able to access the KS1 SATS, he demonstrated significant progress, particularly in reading and literacy where he is now able to blend sounds into words and write short sentences to convey meaning. He also progressed from phase 1 to phase 4 in phonics within 2 terms. The gap for learner G is closing rapidly and he is now reaching foundations for the expected standard.

These stories are great examples of what the aim of the Courtyard AP Academy is about ‘improving life chances for our children’.

4. Priorities for the academic year

1. To develop the new curriculum further
2. To utilise depth of learning online in order to track learner progress
3. To provide leadership that inspires and motivates learners

Nia Saunders

Head of School, Courtyard AP Academy