Report to Local Advisory Board (LAB)

6th March 2017

Teaching Learning and Assessment Report to the LAB

Meeting	
Date	06/03/17
Item Number	TBAP(17)

Title:	Head of School Report to the LAB – Quality of Teaching , Learning and Assessment
Responsible TBAP Leadership team member:	Nia Saunders
Prepared By :	Nia Saunders

1. Introduction

As we enter term four of the academic year 2016-17 I am pleased to report on the quality of teaching, learning and assessment to date.

2. Quality of Teaching

2.1 Summary data

Ofsted Grade	Number of Lessons	Percentage
Outstanding	5	83%
Good	1	17%
Requires Improvement	0	0%
Inadequate	0	0%

- Evaluation of our monitoring data, teaching and learning, work scrutiny, curriculum planning and assessment shows that teaching and learning has improved and is now outstanding.
- Teachers continue to have high expectations of all learners and there is a clear focus on ensuring that assessment data is used to match the learning to individual learners needs and abilities so that they make accelerated progress.
- Teaching is underpinned by the implementation of the Behaviour for Learning framework and staff have a good understanding of the learning behaviours and ensure that they implement the structures and teacher behaviours that supports teaching and learning.
- Teaching reflects excellent knowledge of the curriculum, the needs of learners with SEMH and successfully encourages and develops appropriate classroom learning behaviours which help learners to develop a positive view of themselves as learners.
- Teachers have a good understanding of the new curriculum and assessment is used to plan effectively so that the needs of individual learners are met and that they make good progress.
- Evidence from observations and scrutiny of learners' books show that they are developing their knowledge, understanding and skills in their work and making good progress.
- Teachers effectively motivate learners who develop a love for learning over time. This is achieved through inspirational lessons and a deep understanding of the needs of the learners.
- The classroom provides a stimulating learning environment and reflects the curriculum. Displays in the classroom support learning, for example, key words, and questions to stimulate learners to think.
- Regular feedback, diagnostic marking and the use of positive language, praise stickers, tokens, certificates and cards encourage and motivate learners to do well and make progress.
- Staff are skilled in using a range of behaviour for learning and behaviour management strategies to ensure that low-level behaviours have a minimal impact on pupil achievement.
- Marking is consistent and regular and helps learners to identify what they have done well and what they need to do next in order to improve. Learners are now encouraged to respond to feedback in their books and opportunities are provided throughout the week for them to do this.

2.2 Support in place to raise quality
Learning Walks

Alongside formal and informal monitoring the quality of teaching and learning we use our learning walking to highlight excellent practice which is then shared with staff so that they can implement strategies which have a significant impact on learners. These include use of voice, use of feedback and strategies to engage learners. In addition, staff are supported though Leverage Leadership which is a fortnightly 10 minute focused observation to identify strengths and an area for development. Teachers feel that this is a supportive process that has helped them to develop their practice. We continue to build on our inspirational approach in order to motivate and inspire learners by providing exciting learning opportunities. In lessons observed, learners are engaged and enthused and are keen to do their best. Their efforts are recognised through ongoing specific feedback and verbal praise, stickers, certificates and tokens. During the autumn term, teachers were given the opportunity to undertake peer observations in order to support consistency and to share good practice. This has had a positive impact on teaching and learning which is evident in learner progress.

3. Learner Progress Update

Pupil progress and achievement continues to be 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.

- The implementation of the Depth of Learning tracking system provides a bespoke method of tracking and assessing and is a robust and coherent system for checking pupils' progress in all year groups.
- The progress of individuals and groups of learners is tracked carefully and is an effective way of measuring pupils' achievement.
- PUMA (Progress in Understanding Maths) and PIRA (Progress in Understanding Reading) assessments are also used in order to assess learner progress and to compare achievement to national expectations on a termly basis.
- PUMA and PIRA online assessment tracking system provides a gap analysis to highlight the gaps in each pupil's learning.
- The gap analysis identifies specific areas within maths (for example, geometry) and reading (for example, comprehension) in which pupils may need additional support.
- As a result, learners make excellent progress regardless of their background and needs and we are successful in 'closing the gap'.
- The online assessment tracking system generates individual, group and class pupil progress reports whereby the progress of learners can be compared.
- The comparison graphs displays progress from one term to another for each individual, which also highlights incremental progress within a subject area within Maths and Reading. For example, an individual learner may have made progress within Reading, particularly with making inferences and in Maths with fractions, percentages and decimals.
- 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.
- 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 tracked and updated regularly. 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 next 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.
- Our behaviour for learning data shows that the vast majority of learners make improvements in relation to their relationship with the curriculum which then impacts on their academic progress.

4. Curriculum Development and Enrichment

We continue to implement the Chris Quigley curriculum which encourages learners to gain a depth of learning. The curriculum is organised in milestones, milestone 1, years 1 and 2, Milestone 2, years 3 and 4 and milestone 3, years 5 and 6. Literacy and numeracy is timetabled in the morning and learners have Art, PE and topic in the afternoon. The curriculum provides clear guidance on expectations for the end of key stage 1 and 2. Our behaviour for learning sessions are planned and implemented by Corinne Hirons and include spiritual, moral, social and cultural aspect of learning. We held a Christmas tea party where parents/carers and visitors were invited in to celebrate a successful first term and this helped to strengthen the courtyard community. This year there has been a particular focus on 'Rites of Passage' which are ritual events that support learner's development in a number of key areas such as social, personal, economic and political. This allows learners to acquire the social competencies they need to make the transition from childhood to adulthood. Learners have taken part in a range of extracurricular activities which include a trip to the cinema, a trip to the theatre to watch a pantomime and a visit to Kidzania. They have also participated in weekly sessions at a dirt track to train in BMXing. We have held a number of 'drop days' in order to celebrate diversity and great British values for example, black history day, around the world day and wellbeing day that has given the learners the opportunity to explore different types of learning opportunities such as cooking, dancing and drama. Our garden project has enriched the curriculum by providing the learners with outdoor learning opportunities and this has been enhanced by weekly forest school sessions. Our weekly Votes for School sessions is a voting platform for learners and provides opportunities to encourage young people to discuss contemporary issues in an informed way. It has been an intuitive and creative platform that facilitates whole school discussion and debate whilst allowing learners to express their views in a balanced way. Next term, we plan to offer yoga and meditation classes to further support learner wellbeing.

5. CPD Summary

5.1 Local CPD

During the autumn term, all staff were trained in Read Write Inc. Phonics (also known as Ruth Miskin Literacy or RML) which is a comprehensive synthetic phonics programme that teaches reading, writing and spelling. The implementation of this programme has supported learners to apply their phonic knowledge and has enabled them to begin to embed their phonic knowledge, spelling, punctuation and to compose texts. Staff have also received

training from the Virtual School for Looked after children which helped us gain a deeper understanding of the impact of trauma and unmet attachment needs on learning and social and emotional development. In addition, we explored strategies that can be effective in supporting vulnerable pupils to make progress in their learning and emotional well-being.

5.2   Trust Wide CPD

6 approved CPD events have been completed since the start of the academic year. The majority of these events were made up of the TBAP Teaching School Alliance (TSA) modules. This suite of development opportunities has been written and quality assured in-house and is delivered by accredited Specialist Leaders of Education (SLEs) and senior leaders who have themselves been drawn from TBAP staff. Topics range from behaviour for learning to leadership pathways. Modules are available to all members of staff as part of the TBAP TSA offer and have been very well attended. We have received positive feedback about the CPD pathways from the majority of staff as it has supported their professional development. Nia Saunders and Daniela Caton continue to provide regular coaching and mentoring to the two school direct students and NQT. This has involved daily planning and feedback meetings.

6.

6.1   Monitoring and Self Evaluation

Self evaluation is rigorous and we have a robust monitoring and review cycle in place. All staff have discussed the Courtyard Improvement plan and understand what needs to be further developed and improved. All Staff have identified an area that they will be developing and have agreed next steps and timelines for these activities. Staff are provided with the opportunity to feedback in relation to progress against these areas during staff meetings. Performance management targets are in place for all members of staff and are explicitly linked to the school development plan or the teacher/LSP standards.

6.2   Progress against Ofsted Targets for Improvement

The target from our OFSTED report was to 'Improve the play equipment in the outdoor playground to give pupils a wider range of activities when they are outside'. We plan to remove the stumps in the playground and this is in the process of being explored. The learners enjoy the ball pit along with additional playground equipment such as basketball hoops.

6.3   External Reviews / Improvement Partners

The Courtyard has a planned Challenge Partners review on March the 15th 2017.

6.4   Visitors

DATE	NAME	COMPANY
1.11.16	Emma Collison	Early help
3.11.16	Jessica Davies	H&F OT
7.11.16	Jessica Passon	NHS Parkside
8.11.16	Tosi Ahabu	H&F SEN

9.11.16	Danielle Wessels	Protocol
16.11.16	Jane Cowley	Tradewind
16.11.16	David Rye	Pimlico
16.11.16	Gary Punt	Apprenticeship Connect
16.11.16	Julie James	Head teacher Wormholt Primary
24.11.16	Abrina Khawaja	PAP
28.11.16	Sally walker	LBHF
30.11.16	Imogen Arkwright	Pimlico
1.12.16	David Acaster	Pimlico
1.12.16	Manvir Hothi	LBHF
1.12.16	Julian Matthews	CSS
6.12.17	Alex Taylor	RBKC
7.12.17	Jenny Reddings	CAHMS
8.12.16	Kafel Brown	TBAP Octagon
12.12.16	Laura Costello	ANZUK
12.12.16	Hannah Starr	Clement James
13.12.16	Dr Desiree Saddik	CAHMS
15.12.16	Emma Kelly	Parent
3.1.17	Paul Smithers	Fulham Football Club
3.1.17	Sankofa Small	Virtual school
9.1.17	Jessica Ewart	AES
12.1.17	Gurdip Thean	EPLS
18.1.17	Rob Braun	RBKC
19.1.17	Pat McNair	ASS/LBHF
19.1.17	Nadia Osta	Wormholt Primary
20.1.17	Anna Jones	LSBU
24.1.17	Angela Williamson	Early Help

6.5   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.