



Report to Local Advisory Board (LAB)

November 2016

General Report to the LAB

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| | Meeting | Courtyard AP Academy |
| | Date | 21.11.16 |
| | Item Number | |
| Title: | Head of School Report to the LAB – General Update | |
| Responsible TBAP Leadership team member: | Nia Saunders – Head of School | |
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1. Introduction

As we enter term two of the academic year 2016 – 17, I am pleased to report on progress and achievements to date.

2. Outcomes for learners

The achievement of the vast majority of our learners continues to be outstanding given their starting point. The attainment of learners who do not have a statement, those who are at risk of exclusion or who have been permanently excluded from school make accelerated progress and the gap is closing rapidly. Pupil premium learners also make accelerated progress given their starting points.

We continue to focus on the development of our assessment framework which has moved away from levels. There are KS1 and KS2 key performance indicators which we use to track progress. Tracking is based on the rates of progress for each key stage, working towards national expectations, meeting national expectations and mastery of national expectations.

2.1. Progress and Interventions

The personalised approach offered at the Courtyard enables all learners to be successful and to access and engage with the curriculum. Bespoke packages are offered to learners where they are able to make accelerated progress and these are integrated into the classroom for example the use of blanks levels of questioning, the use of OT equipment, Read, Write, Inc/phonics, personalised resources, speech and language input and targeted 1:1 support. The role of the learning support professional (LSP) is also focused on supporting personalised learning and this has been instrumental in learners making accelerated progress. All learners have a good knowledge and understanding of their targets, when and how they have been successful and what they need to do in order to improve. A solution focussed approach is used daily with learners in order to promote reflection and to encourage learners to take responsibility for their learning.

2.2. Reintegration

Our reintegration process is currently under review. We are working closely with the ITP (Intervention Team Primary) in order to develop a model where learners are reintegrated by staff at the Courtyard as historically, this has worked very well. LSPs from ITP spend a session a week at the Courtyard in order to build relationships with learners which in turn will help to promote a smooth transition back into mainstream school. Our approach will continue to focus on capacity building where staff will work alongside mainstream staff in order to empower them and to support them to better manage learners with SEMH. The focus is on adult behaviours which help to support the progress of all learners. Part time learners have been successfully reintegrated and are now making good progress. Specific feedback is given to mainstream staff to further develop their knowledge and skills.

Table showing learners who have been reintegrated and Y6 destinations

| Learner | Year | School | |
|---------|------|-----------------------------|----------------|
| A | 6 | Brackenbury Primary School | April 2016 |
| B | 6 | Wendell Park Primary School | June 2016 |
| C | 3 | Lowther Primary School | November 2016 |
| D | 6 | Queensmill Secondary School | September 2017 |
| E | 6 | Fulham College Boys School | September 2017 |

2.3. Enrichment

I am pleased to report that we continue to offer a wide range of enrichment activities and opportunities for all learners. Activities are planned for in order to support learning across the curriculum and to engage and inspire. Learners have been to the Lyric Theatre where they have seen shows and performances but also participated in a TBAP-wide talent competition.

Trips have included 'Career Development' at Kidzania where learners engaged in different jobs such as police officers, bakers and midwives. They have also visited the Battersea Children's Zoo, China Town at Chinese New Year, Flip Out, The Wetlands Centre and the local Cinema as part of National Film Week. An annual residential trip for year 5 and 6 has helped to develop resilience, motivation and to provide challenge. Learners tell us that it helps to build their confidence and support their achievement.

Weekly swimming lessons have enabled our learners to stay active and to gain a life skill. There has been an increase from 25% to 75% of learners that are able to swim at least 25m. In addition, lessons have reduced stress in learners and have promoted health and wellbeing.

A large investment has been made in forest school and this incentive has helped to engage the most vulnerable and hard to reach learners. It has provided additional out of classroom learning opportunities and feedback from learners shows that they enjoy these sessions and it has supported them to take risks in their learning.

This year, we plan to embed our garden project which will support learners to make positive contributions to their school community.

3. Quality of Teaching, Learning and Assessment

3.1. Monitoring of Teaching

Headline summary

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

We implement a rigorous Leverage Leadership program which has helped to develop the skills of teaching staff and has supported outstanding teaching. Fortnightly 10 minute focused observations identify strengths and an area for development and 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.

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.

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.

3.2. SEN

We have 17 learners on roll with SEN and 8 learners with statements/EHCP. Our learners with statements/EHCPs make good to outstanding progress.

We have 4 learners who are currently being assessed by our Education Psychologist with a view to starting the EHCP process.

Annual reviews are held and this academic year includes transfers to the education health care plans.

Our learning support professionals work closely alongside teachers and have a significant impact on learners' access to the curriculum. They are observed using strategies that increase independent learning and risk taking and regularly use high order questioning in order to further develop learner thinking skills. LSPs undertake OT and Lego therapy with learners and participate in integrated interventions within the classroom. Our lead LSP continues to plan and teach the behaviour for learning programme across the Courtyard and has responsibility for monitoring attendance.

3.3. CPD Summary

Training attended by staff team

- Local Induction
- Lego therapy
- TBAP pathway
- Behaviour for learning
- Progress 5
- Read, Write, Inc
- Safeguarding
- Team teach

3.4. Curriculum

We continue to offer a broad and balanced curriculum using Chris Quigley which is skills based and focuses on developing a depth of learning. We have received 2 rounds of training from the Chris Quigley Company and are in the process of further developing our curriculum and assessment. We use depth of learning online in order to track learner progress using basic, advancing and deep. In addition, we have recently introduced PUMA and PIRA assessments in order to generate standardised scores. We continue to incorporate drop days in the curriculum and have 6 planned throughout the year including 'learner well being day' and 'around the world day'. Our Black History Day in October was very successful where learners engaged in a range of music, art and history sessions.

4. Personal Development, behaviour and Welfare

4.1. Admissions (pupil number)

| Year | Total roll | Key stage totals |
|------|------------|------------------|
| KS1 | 0 | KS1 - 0 |
| 3 | 2 | |
| 4 | 5 | |
| 5 | 6 | |
| 6 | 4 | KS2 - 17 |

4.2. Attendance data and interventions

| | Year 3 | Year 4 | Year 5 | Year 6 | Whole |
|-----------------------|--------|--------|--------|--------|--------|
| Attendances | 88.33% | 78.10% | 88.22% | 96.25% | 87.32% |
| Authorised Absences | 4.17% | 3.31% | 8.33% | 2.92% | 5.20% |
| Unauthorised Absences | 7.50% | 18.18% | 4.44% | 0.83% | 7.38% |

*Unauthorised absence in yr 4 –school refuser who has now re-engaged

Attendance is tracked rigorously and is given high profile around the school. There is a display in the lunch room which learners engage well with. All learners are set targets so they know what they have to do to improve. A learning support professional follows up absences from school, parents/carers receive a phone call on the same day. We continue to work closely with localities and external agencies in order to support us with improving attendance. All concerns are reported and tracked by our lead LSP. We currently have 5 learners whose attendance is being monitored closely. Attendance trips are used to celebrate those with attendance above 90%. Learners have coined the phrase, 'The more you're here, the more you learn!'

4.3. Behaviour data

| Number of Restraints | | | | | | | |
|----------------------|-------|-------|-------|-------|-------|-------|-------|
| Term | 10/11 | 11/12 | 12/13 | 13/14 | 14/15 | 15/16 | 16/17 |
| 1 | | | | 1 | 29 | 23 | 50 |
| 2 | | | | 5 | 40 | 9 | |
| 3 | | | | 10 | 55 | 55 | |
| 4 | | | | 10 | 47 | 29 | |
| 5 | | | | 14 | 35 | 50 | |
| 6 | | | | 14 | 40 | 24 | |

| Year group breakdown of serious incidents: TERM 1 | | |
|---|------------|---------------------|
| Learner | Year group | Number of incidents |
| CN | 3 | 10 |
| JN-W | 4 | 4 |
| KD | 5 | 20 |
| KS | 5 | 5 |
| LE | 6 | 11 |

| Year group breakdown of racist incidents: | | |
|---|------------|---------------------|
| Learner | Year group | Number of incidents |
| A | 4 | 4 |

*Our police liaison officer has followed up these incidents.

4.4. Therapeutic Interventions

Art therapy has now been introduced at the Courtyard on a weekly basis. Learners tell us that they feel this is valuable opportunity to be listened to. This intervention has helped learners to make sense of their experiences and has helped them to change their narrative of themselves and as a result, they increasingly perceive themselves to be successful learners. In addition, Lego therapy has been a big success. It has resulted in an improvement in learners' receptive language. It has also had a positive impact on verbal expressions by defining terms, describing, comparing and contrasting items and events. This has been reflected in increased access to the curriculum and an improvement in speaking and listening skills. Our Inclusion Panel is held fortnightly and brings together a range of professionals to discuss and monitor all learners at CAPA. Therapeutic services are discussed and evaluated fortnightly through this process.

4.5. Safeguarding

We have a learner who was referred to CAHMS on an emergency basis following significant concerns around his mental health and his ability to manage at school. He was posing a significant health and safety risk as a result of his erratic and unpredictable behaviour. This was followed up by a psychiatric assessment at Chelsea and Westminster Hospital and a further referral to CAHMS was made who are now attempting to contact the family for an initial assessment. A team around the family meeting will also be held in order to further support the learner and his family.

4.6. Links with Parent /Carers

We continue to have good relationships with parents and carers. Teachers and LSPs feedback to parents/carers regularly and for some learners, on a daily basis. This is to share achievement and to discuss next steps. Parents/carers are invited and attend meetings to discuss and agree IEPs. They also attend Annual Reviews and Mainstream Reviews where the learner is part time.

Staff have attended the following professionals meetings this term:

- Child in need: 5
- TAF: 1
- Child protection: 2
- Strategy meeting: 1
- Multi-agency: 1

Parental meetings - feedback is given regularly to the parents who collect their child at the end of the school day.

5. Leadership, Management and Quality Assurance

5.1. 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. 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.

5.2. 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 continue to wait for the stumps in the playground to be removed however we now have a ball pit which the learners enjoy. In addition, we have invested in a giant connect 4 game along with new skipping ropes and footballs. By the end of this term, we will have purchased and hung target practice and a giant black board for the play area.

5.3. External Reviews / Improvement Partners

Our Challenge partners review is due in March 2017

5.4. Visitors

| DATE | NAME | COMPANY |
|------------|--------------------|---------------------|
| 5/9/2016 | Sophie Westlake | DOL |
| 7/9/2016 | Mike Proffitt | MET |
| 12/9/2016 | Jasbir Ray | R2L |
| 14/9/2016 | John Timpson | Timpsons |
| 14/9/2016 | Darren Burns | Timpsons |
| 15/9/2016 | Reem Yasin | H+FFSCP |
| 15/9/2016 | Jess Davies | SEN OT |
| 16/9/2016 | Clemmie Briance | LBHF |
| 16/9/2016 | M Proffitt | MET |
| 16/9/2016 | K Parsons | LA - ACE |
| 16/9/2016 | R Adeyeye | LA - ACE |
| 22/9/2016 | Rosie Peters | Wendell Park |
| 22/9/2016 | Caroline Douglas | CAHMS H+F |
| 22/9/2016 | Shirley | AFC |
| 22/9/2016 | Philip R | LAB |
| 27//2016 | Charley Phillips | Albert and Friends |
| 27/9/2016 | Liz Horton | Barnardos |
| 28/9/2016 | Lauren Thompson | Team London |
| 28/9/2016 | Amelia Willis | Team London |
| 28/9/2016 | Paul Worts | Tri-Borough |
| 4/10/2016 | Emily Buttery | AFC |
| 4/10/2016 | Alix Taylor | RBKC |
| 7/10/2016 | Rachael Appedidano | Tradewind |
| 7/10/2016 | H Kotecha | LBHF |
| 10/10/2016 | Rachael | Tradewind |
| 13/11/2016 | S Pearmain | Canon |
| 18/10/2016 | S. Northey | RBKC |
| 21/10/2016 | Emma Kelly | Parent |
| 21/10/2016 | Reem Yassin | Children's services |
| 21/10/2016 | Jess Davies | Children's services |
| 21/10/2016 | Mike Proffitt | MET |

5.5. Partnerships

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 safeguard our learners and ensure that they have all opportunities to thrive regardless of their individual needs. Child Protection training is provided for all members of staff annually by the safeguarding lead of the Trust and tri borough authority. September 2016 safeguarding training included prevent and extremism and was attended by all staff with additional training for the lead teacher. Staff work effectively with a range of agencies to ensure vulnerable learners and their families receive appropriate support thus minimising barriers to learning. These include a designated police liaison officer, the Early Help Team, an educational psychologist, a speech and language and art therapist, Headteachers in the tri borough, school nurse and ACE team.