

1.Introduction

We have had a good start this autumn term. We are pleased with the good to exceptional progress that our learners have made across the curriculum. This was confirmed by the Challenge Partnership review.

The Challenge Partnership review took place in the autumn term and we were very pleased with the outcome.

2.1 Learner Achievement and Progress

The achievement of the majority of our learners continues to be outstanding given their starting point which is well below what is expected nationally. Our tracking data shows that all learners make very good progress and the gap is closing within a short space of time e.g. in less than a year some learners make more than 2 sub-levels of progress. 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 exceptional progress and the gap is closing rapidly in reading, literacy and numeracy. Learners on free school meals, looked after children and those with statements also make accelerated progress

2.2 Progress and Interventions

The personalised curriculum which is based on attainment data and behaviour for learning assessment has enabled learners to access and engage successfully with their learning. As a result of high quality teaching and assessment for learning, all learners make progress. The role of the learning support professional (LSP) is focused on supporting personalised learning and this has been instrumental in learners making accelerated progress.

Staff have implemented PIXL, the partners in excellence programme which was very successful last academic year. A personalised checklist is completed for all year 6 learners which identifies gaps in learning. Specific therapies are then taught by the LSPs in order to address the gaps identified. This has successfully supported the achievement of our learners.

We introduced 'walk through SATS' last academic year with support and mock SATS which boosted learners' confidence and reduced anxiety. We plan to do this again in the spring term.

All learners have a good knowledge and understanding of their targets which are displayed on their desks. They also understand what they have to achieve and refer to the targets in their books which are displayed in child speak.

2.3 Reintegration

Last academic year 4 learners were reintegrated or moved to mainstream schools. 4 Year 6 learners left at the end of the academic year, July 2014. One went to a

mainstream school and three learners did not started at their secondary school in September as the parents did not agree with the school that had been allocated. The learner that was on dual role with us has been successfully reintegrated with support from a learning support professional based at the Courtyard. His review was positive, feedback from staff in the secondary school stated that he was making good progress in Year 7.

We have a Year 3 learner who has made excellent progress from his part time placement at the Courtyard and he will be returning to school full time in January following a phased return this term.

3. Quality of teaching

Ofsted Grade	Number of lessons	Percentage
Outstanding	2	67
Good	1	33
Requires Improvement	-	0
Inadequate	-	0

A SEAL lesson taught by the LSP was also judged as good.

The quality of teaching and learning continues to improve at the Courtyard AP Academy. We judge teaching and learning to be 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 BESD and successfully encourages and develops appropriate classroom learning behaviours which helps learner's to develop a positive view of themselves.

3.2 SEN

We have 6 learners with a statement and these will be converted to an Education Health care plan. Our learners with statements make good to outstanding progress.

We have 5 LSPs, one who supports a learner who has ASD and requires 1:1 support. The other 4 LSPs are based in the classroom and support the personalised learning programme for learners. Three of the LSPs plan and teach the PIXL therapies.

We are waiting for the completion of two statements which were started over a year ago.

We have identified 3 learners to be assessed by our link Education Psychologist, Hema Kotecha.

3.3 CPD Summary

CPD

2014 TBAP Conference Day1	02 Sep 2014	8/15 Green
TSA Use of SIMS	03 Sep 2014	1/1 Blue
TSA SEND	03 Sep 2014	4/4 Green
TSA Anger management	03 Sep 2014	2/2 Blue
TSA Love of Learning	03 Sep 2014	0/1
TSA Working with parents	03 Sep 2014	1/2 Amber
TSA Behaviour for learning	03 Sep 2014	1/2 Blue
TSA Assessment models	03 Sep 2014	1/1 Red
TSA Social Media	03 Sep 2014	0/1
TSA Attachment theory	03 Sep 2014	3/4 Blue
TSA Good or better	03 Sep 2014	2/2 Amber
TBAP Teachmeet	03 Sep 2014	7/12 Blue
TBAP Modules working with parents 2	09 Oct 2014	1/2 Blue
TBAP Modules Attachment 2	09 Oct 2014	2/2 Blue
TBAP Modules Behaviour for learning 2	09 Oct 2014	1/2 Blue
ILM level 5 certificate in coaching and mentoring in management	03 Nov 2014	0/0
TBAP Team Building	03 Nov 2014	6/12 Blue
Preparing for retirement	05 Nov 2014	1/12 Blue
Life after levels: developing models of assessment	11 Nov 2014	1/12 Blue

3.4 Curriculum

We have implemented the new curriculum in line with the government legislation. The long term plan was developed during the summer term of the last academic year and short term plans are based on this. Subjects covered in the curriculum include geography, history, science, art, Spanish, RE, PE, PSHE, SEAL and Cooking.

Staff still use APP where appropriate for planning and assessment however we are aware that as from September 2015 there will be no levels and the need to look at how we are going to track progress. There continues to be an emphasis on literacy and numeracy as these are often weak areas when the learners join us. The learners in the CAPA range from Year 1 to Y6 however each learner has their individual targets, learning objective, success criteria and activities for each lesson. All learners access their learning effectively which is evident in books, pupil files, work samples and teacher and pupil feedback. There is communication and sharing of information between mainstream and the CAPA for part time learners so that there is progression and continuity.

KS2 learners are taught Spanish one lesson a week. This has been successful; the learners enjoy the lessons and are making good progress. We have benefited from having Aisha teaching the lesson who also teaches in the secondary AP schools.

Art is now taught by Jaime who teaches a creative curriculum across the secondary AP Academy schools. All the learners are engaged and enjoying their art lessons. The work is stunning and relates to the topics being covered in lessons. For black history month the students from Latimer AP Academy supported the KS1 class to

create screen-printed designs for their t-shirts and this was a great success. The skills and knowledge that Jaime brings to the children's learning has enhanced and enriched the curriculum.

The children have a SEAL lesson once a week as we believe that the social and emotional aspects of learning are important to the children who all have specific needs in this area which can be addressed accordingly.

The KS1 class had a specialist drama lesson and we will be looking at how drama can be incorporated in to the curriculum.

3.5 Enrichment

Learners went to the Wetlands Centre last half-term and participated in pond dipping. As part of the film festival they went to see The Box Trolls and in December they will be going to the Christmas pantomime at the Lyric theatre.

We will be implementing 'rites of passage' for children at the Courtyard when we have identified the experiences that we believe we should cover. The Rites of Passage provide information and activities to assist children's development in the following areas; personal, spiritual, physical, mental, historical, emotional, economic, social and political. They allow children to develop the social competencies they need to successfully make transition from childhood to adulthood. This will also provide us with another opportunity to work alongside parents.

4. Behaviour and safety

The behaviour of the majority of learners improves during the time they spend at the CAPA; there is a decrease in the number of incidents and of the times that learners are not ready for learning. In the safe, secure environment, learners make excellent improvements in managing their behaviour and self regulating. Parents all confirm the substantial improvements in behaviour that have been made as their child attends the CAPA. The behaviour for learning assessments also show that learners are making progress in relation to themselves, others and the curriculum.

We have three learners whose behaviours are particularly challenging. One learner's home situation has changed and he is now living with his grandparent during the week and is at home during the weekends. Since that time, his behaviour has become erratic. A learner who started with us in September made a good start however his behaviour has been very challenging and we are working with other agencies to identify his needs and what strategies to put in place to meet his emotional needs.

4.1 Admissions

Since September we have had 15 learners on roll

- 11 learners are full time
- 4 learners are part time

- 6 learners have a statement (EHC)
- 2 learners have an assessment place

- 3 learners had a permanent exclusion from mainstream school
- 3 learners had a managed move from mainstream school

4.2 Attendance data and interventions

The overall attendance is currently 90.7%

Attendance is tracked and displayed weekly. All learners are set targets so they know what they have to do to improve. A learning support professional follows up all learners who are absent from school, they are phoned the same day. We work closely with localities and we have a key member of staff attached to the Courtyard who follows up all concerns that are referred. We have 3 learners whose attendance is being monitored closely and further action was taken for one of them.

4.3 Therapeutic interventions

Hannah Krasnodebska provides healthy touch for learners on a weekly basis. Parents have been very supportive and we have had positive feedback from the learners who enjoy going. Hannah provides a report on the impact of her therapy.

We have one child who is receiving therapy from CAMHS and he attends weekly with his mother.

4.4 Links with Parent/Carers

We continue to have good relationships with parents. Parents receive regular feedback which varies from daily to weekly. Parents are invited and attend meetings to discuss and agree IEPs. They attend and contribute to annual reviews.

Parents also consistently attend and contribute to 6 week reviews which are held in the mainstream school for part time learners and focus on the BFL assessment and readiness for reintegration.

Parents/Carers of full time learners attend an 8 week progress review where they have an opportunity to discuss their child's progress at CAPA and look at their work, which they are always proud of. Regular meetings are held with other professionals to support our vulnerable learners.

5. Leadership, Management and Quality Assurance

The leadership of the Courtyard has an unrelenting focus on all learners developing a 'love for learning' and this has had an impact on their achievement and progress.

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 have a clear understanding of what needs to be further developed and improved. Learning walks are carried out each term focussing on the environment, teaching and learning and behaviour, feedback is given to staff. Lessons have been monitored as part of the TBAP cycle.

We have implemented the observation aspect of the leverage leadership programme which means that every two weeks the teachers and one of the learning support professionals is observed. An area for development is identified and the teacher then has the opportunity to discuss and practice the target before implementing it. This approach to lesson observations has had a significant impact on improving the quality of teaching and learning. Nia Saunders is responsible for working with the teaching staff and 1 LSP. Janet Packer will be working with the learning support professionals focusing on supporting learners to be more independent.

5.2 Progress against Ofsted Targets for improvement

We were last inspected when we were the Primary pupil referral unit and the provision has now changed however we have addressed the areas identified in the OFSTED. We are using SIMS to collect and track data. Staff use higher order questioning to develop the learners' thinking and we have all been trained in Blanks level of questioning to ensure that our less able learners are accessing the curriculum.

5.3 External Review/Improvement partners

We were very pleased with the outcome of the review and the areas identified to enable us to develop further are: -.

- Our Challenge Partnership review was on the 29th to the 1st October.
- Summary of Estimates
- School Improvement Strategies: Outstanding
- Achievement is: Outstanding
- Quality of teaching: Outstanding
- Area of Excellent Practice:
- Behaviour for learning Confirmed
- Overall Review Evaluation
- The Quality Assurance Review found indicators that the Courtyard AP Academy appears to be firmly within the outstanding grade.

5.4 Visitors

7.9.14	Debbie Henry	LBHF, Children services
12, 15, 16.9.14	Nisha Paresh	Institute of Education
17.9.14	Kim Murray	Melcombe Primary
3.10.14	Corinne Fugle	Localities
3.10.14	Rakiya Ibrahim	CAMHS
3.10.14	Sara Carmen	CAMHS
15.10.14	TBAP visitors	Nottingham
15.10.14	Paula Yasin	Bentworth Primary
4.11.14	Sara Carr	LBHF CAMHS
13.11.14	Jessica Leeman	Children Services
13.11.14	Kim Lewis	Speech and language
13.11.14	Amy Blythe	Collingham
13.11.14	Rosemary H	Ark Conway

5.5 Partnerships

We have developed very good relationships with other agencies. Janet Packer meets regularly with Alison Russell (EP) Kassim Makourie (CCAMHS) and Fiona Phelps (Team leader, localities) so that we can work together to provide the best support for learners and schools.

We have worked with staff at Tier 3 CAMHS to discuss the needs of individual learners which has enabled us to support them more effectively and provide advice to schools. We work with the Looked after team to support one of our learners who is successfully being reintegrated in to mainstream school. This has also enabled us to provide training and support for a teaching assistant who attends the Courtyard one day a week.

Staff write reports for case conferences, the SEN panel and other professional groups.

We continue to work in partnership with schools for learners who attend part time. As a result of this we have had a successful transition for a child at a secondary school and one at Langford primary school.

