

Report to Local Advisory Board (LAB)

24th November 2015

General Report to the LAB

		Meeting	
		Date	24/11/14
		Item Number	TBAP(14)
Title:	Head of School Report to the LAB – General Update		
Responsible TBAP Leadership team member:			
Prepared By :	Janet Packer		

1. Introduction

As we enter term two of the academic year 2015 – 16 I am pleased to report on progress and achievements to date.

We have had a challenging start this autumn term due to staffing. However, we have successfully appointed a class teacher to take our KS2 class.

2. Outcomes for learners

The achievement of the 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 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.

We are now focusing on developing a new assessment framework which has moved away from levels. There are KS1 performance descriptors, KS2 performance descriptors and learning objectives for each subject area. 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 curriculum which is based on attainment data and behaviour for learning 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. We have Learning Support Professionals trained in read write inc. who support learners with phonics and reading. We are aiming to train all staff in this approach.

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.

2.2. Reintegration

Our reintegration process has continued to be successful. Our approach focuses on capacity building where staff are in the class at CAPA working alongside different learners. Staff identify and learn the teacher behaviours and structures that enable the learners to make progress. A member of staff from the Courtyard visits the mainstream school to provide additional support on the implementation of strategies. Our part time learners have been successfully reintegrated and they are 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	2	St Cuthbert's	March 2015
B	6	Melcombe Primary	Jan 2015
C	4	Ark Bentworth	July 2015
D	3	Langford Primary	July 2015
E	6	Queensmill Secondary	September 2015
F	6	Fulham Boys	September 2015
G		Hurlingham and Chelsea	September 2015
H	6	Phoenix	September 2015

3. Quality of Teaching, Learning and Assessment

3.1. Monitoring of Teaching

Headline summary

Ofsted Grade	Number of Lessons	Percentage
Outstanding	2	100
Good		
Requires Improvement		
Inadequate		

Lessons observed were outstanding in all areas. Teachers have focused on being inspirational to motivate the learners so that they engage and make exceptional progress. In both lessons observed the learners had different roles in a shop, learning was personalised and they enjoyed the lesson, receiving certificates to recognise their achievements.

There is a high standard of marking and feedback to learners which acknowledges their achievements and what they have to do next. Learning resources are creative and help to inspire learners.

Learners continue to make progress in their behaviour for learning especially the relationship with the curriculum.

3.2. SEN

We have 17 learners on roll with SEN and 8 learners with statements/an education health care plan. Our learners with statements make good to outstanding progress.

We have 3 learners who are going to be assessed by our Education Psychologist and we are waiting for the completion of two statements which were started over a year ago.

Annual reviews are held and this academic year includes transfers to the Education health care plan. One of our learners is being assessed because his behaviour at mainstream was so challenging. He has specific learning and development needs

and is currently being taught on a 2:1 ratio. We will be applying to SEN for additional support for one of our learners who is increasingly finding it difficult to manage his learning unless he has 1:1 support.

Our learning support professionals are based in classes and work with class teachers to ensure that learners are able to engage and access the curriculum. Observation of learning support professionals using leverage leadership has enabled them to further develop their skills, which include using strategies to increase independent learning and the use of higher order questioning. One of our LSPs does the OT programme for two learners. Our senior LSP continues to plan and teach the behaviour for learning programme and has responsibility for monitoring attendance.

3.3. CPD Summary

Training attended by staff team

- Local Induction
- Vision 2020
- Safeguarding
- Team Teach
- New Curriculum
- Forest Schools – Devi Zion

3.4. Curriculum

We received training from Chris Quigley Company and are in the process of further developing our curriculum and assessment. We are using the Chris Quigley curriculum to support teaching and learning, especially focusing on basic, advanced and deep learning. We are continuing to develop the inspirational curriculum by focusing on ‘WOW’ days, these are cross curricular. Our Black History Day was very successful. We were also very fortunate to have Angela Stewart, a design and technology teacher who taught the children how to make patties which was a great success. This half term we are focusing on design and technology and enterprise.

4. Personal Development, behaviour and Welfare

4.1. Admissions (pupil number)

Year	Total roll	Key stage totals
2	2	KS1 - 2
3	3	
4	3	
5	5	
6	4	KS2 - 15

Number of Restraints						
Term	10/11	11/12	12/13	13/14	14/15	15/16
1				1	29	20
2				5	40	
3				10	55	
4				10	47	
5				14	35	
6				14	40	

Year group breakdown of serious incidents		
Learner	Year group	Number of incidents
PJ	Y3	8
MH	Y5	1
MM	Y5	5
PW	Y4	3
PL	Y4	1
PK	Y4	2

We have seen a decrease in 'ready for learning' exits for some of our younger learners and we have noticed a slight decrease in the number of serious incidents during Term 1.

4.2. Attendance data and interventions

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole
Attendances	100	90.2	96.9	91.1	84.5	90.9	89.7
Authorised Absences	0	4.3	3.1	7.9	8.4	8.3	7.0
Unauthorised Absences	0	5.4	0	0.7	7.1	0.8	3.2

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 absences from school, parents/carers receive a phone call on 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, one learner is a school refuser and his attendance is erratic. He is being monitored by his social worker.

4.3. Therapeutic Interventions

Healthy touch is provided for 8 learners on a weekly basis. The sessions are going well and we have developed a feedback form which learners will use for feedback. The therapist provides a report for each learner on the impact of the therapy.

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 attend and contribute to 6 week reviews which are held in the mainstream school for part time learners. We have had three since September; as a result the time in school for one of the learners has increased. Lesson observations have taken place for individual learners and groups in two schools.

Staff have attended the following professionals meetings this term:-

- Child in need: 2
- Child protection: 2
- Strategy meeting: 1
- Multi-agency: 2
- Learner Reviews – 4

- Support for intervention team – school visits – 5
- 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 are going to be involved in and will be taking part in a review by doing a presentation on Thursday 19th November.

5.2. Progress against Ofsted Targets for Improvement

Our target was to improve the equipment in the play area to give pupils a wider range of activities when they are outside. We have bough play equipment for outside however we are not waiting for the playground to be extended and the stumps to be removed.

5.3. External Reviews / Improvement Partners

Our Challenge partners review is due in May 2015

5.4. Visitors

Date	Name	Company
08,15/09/15	Charlotte Tickle	N/A
09/09/15	Divna Aleksic	TBAP
09,25/09/15	Julia Malth	CSS
09/09/15	Felicity Chame	CSS
10/09/15	Carolyn Mackey	Support Worker
10/09/15	Justine Adham	Ark Conway
11/09/15	Chioma Eziefuls	CLCH
24/09/15	Laura Marr	WCC
07/10/15	Gemma Wilson	Psychologist
13/10/15	Joanne Evans	Octavia House School
13/10/15, 09/11/15	Rob Braun	RBKC
13/10/15	Helen Livermore	RBKC
13/10/15	Emma Cannings	RBKC
16/10/15	Francesca Joseph	CLCH
03/11/15	Shami Bahra	SEN Tri-Borough
04/11/15	Julie Clements	CAFCASS
04/11/15	Laura M Call	WCC
09/11/15	Mrs O	Wendell Park
09/11/15	Mr Martin	Wendell Park
10/11/15	Kinsuk Roy	Fulham Boys School
17/11/15	Isabelle Trowler	DfE, Govt Chief Social Worker