
CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	The Courtyard AP Academy
School Address:	Gilstead Road, Fulham, London SW6 2LG
Hub School:	The Bridge

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Unique Reference Number:	449920
Local Authority:	Hammersmith and Fulham
Type of School:	Primary
School Category:	Alternative Provision Academy Converter School
Age range of pupils:	5-11
Number on roll:	17
Head teacher/Principal:	Executive head teacher: Seamus Oates Head of School: Janet Packer

Date of last Ofsted inspection:	25-26 March 2015
Grade at last Ofsted inspection:	Outstanding

Date of Quality Assurance Review:	23 – 25 May 2016
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES¹

School Improvement Strategies: Outstanding

Outcomes for Pupils is: Outstanding

Quality of Teaching, Learning and Assessment Outstanding

Area of Excellent Practice: Confirmed
Behaviour For Learning

Overall Review Evaluation

The Quality Assurance Review found indicators that The Courtyard AP Academy appears to be firmly within the Outstanding grade as judged by Ofsted in the school's previous Ofsted report 25 - 26 March 2015.

Information about the school

- The Courtyard AP Academy (CAPA) is smaller than the other schools in the Tri-Borough Alternative Provision (TBAP) Academy Trust and is the only primary school in the Trust.
- The Courtyard AP Academy is an alternative provision academy converter school, providing places for up to 16 pupils ranging from YR to Y6. Pupils stay at the school for varying amounts of time, depending on individual needs.
- Currently 15 pupils are full-time. Two pupils are part-time for three days, returning to their mainstream primary school for the other two days.
- The academy is one of twelve alternative converter academies within the Trust. The head of school has been in post since 2013.
- Currently, most pupils are classed as disadvantaged, indicating that they are eligible for the funding from the pupil premium grant.
- Pupils come from a variety of ethnic heritages. The proportion of pupils who speak English as an additional language is lower than average.
- All pupils are disabled or have special educational needs and most have a background of social, emotional and mental health. Some pupils have been

¹ Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

permanently excluded or at risk of permanent exclusion. Approximately half of the pupils have an Education Health Care Plan.

School Improvement Strategies

What Went Well

- The school is led by a passionate, experienced and dynamic head of school. She leads by example and knows every pupil and family exceptionally well. The professional integrity that pervades the school ensures that everything continues as usual even when the head of school or other leaders may not be in the building.
- Leaders have created a 'can do' culture that inspires and motivates all learners – both adults and pupils alike. This enables an element of risk-taking so that mistakes can be learned from.
- Everything at CAPA is about individual pupils and nothing is too much trouble. Hence, within this environment, pupils thrive.
- The consistently outstanding behaviour for learning is a testament to leaders' tenacity and determination to follow through with what they believe to be best for the pupils at CAPA. The impact of the strategy is clearly evident in so many ways, including pupils' outcomes, attitudes to learning, high self-esteem, high attendance, good self-control and understanding of what successful learning looks and feels like.
- Relationships at all levels are exemplary. The obvious mutual trust that exists between adults and pupils is rarely demonstrated so overtly. A typical pupil comment was 'I feel like I'm part of a family here.'
- Self-evaluation and planning documentation is thorough and useful, providing a clear direction for the work of the school.
- Professional development receives high status, resulting in highly skilled staff, both teachers and Learning Support Professionals (LSPs) who are encouraged to try innovative approaches to meet the needs of every individual pupil. Discussions with the insightful LSPs confirmed that there is little noticeable difference between teachers and support staff, as all are treated and valued equally. One LSP said 'teachers really value my input. I feel totally empowered.' The head of school and the lead teacher run training between them, such as the successful leverage learning, ensuring that no one misses out.
- The curriculum is based on personalisation as opposed to differentiation, encapsulating the school's vision 'success by any means.'
- Monitoring takes several forms and is based on a coaching model, including formal, planned lesson observations, learning walks and work scrutinies. The head of school

knows the strengths of every staff member because she 'is always in and out of the classrooms.'

- Parents are wholly positive about the education that their children receive at CAPA. The parent of one boy who has been there for just two weeks commented 'staff are so calm and I already see that reflected in my son.'

Even Better If...

...the excellent practice at CAPA was showcased and shared so that other schools, both within and beyond TBAP, could benefit.

Outcomes for Pupils

- Pupils enter CAPA with standards that are much lower than typically expected for their ages. This is because of their complex needs, poor attendance and often due to the fact that they have disengaged with the learning agenda in mainstream education.
- The school's actions to improve attendance have had a significant impact. In just one term, the attendance of two pupils increased from 19.5% and 64% to 100%. This is as a result of insisting that attendance remains high profile through displays, certificates and appealing rewards. Breakfast Club also tempts pupils into school, providing them with healthy food and a stable, calm start to their day.
- Pupils make rapid progress once they have settled at the school and this progress is accelerated with some moving from Level 2 to level 5 in just one year.
- At the end of Key Stage 2 (KS2) 60% of pupils met the national expectation for their age by achieving level 4 in English and mathematics and 60% achieved level 4 in spelling, grammar and punctuation. Exceeding the national expectation by achieving level 5 in at least two subjects were 40% of pupils and 20% achieved level 5 across all subjects. Thus pupils make outstanding progress from their starting points.
- Pupils' Attitudes to Self and School (PASS) data reveals that pupils see themselves as capable to meet curriculum demands, having very positive views of themselves as learners.
- The school has a robust approach to reintegration, which is successful in many cases due to the productive partnerships between CAPA and mainstream schools, where some learners are on dual role and reviewed at regular intervals. Pupils and mainstream schools receive effective support to make transitions successful.
- All stakeholders confirm the substantial improvements that the school makes to the lives of the pupils. Parents and carers report that their child's behaviour at home has improved since starting at CAPA. Success stories include two pupils who had been permanently excluded being successfully reintegrated back into mainstream education. One of these parents reported that CAPA '*gave me my son back.*'

Even Better If... None.

Quality of Teaching, Learning and Assessment

What Went Well

- Teachers have excellent subject knowledge and a deep understanding of the learners they teach. They use a variety of highly effective questions, which make the learners think and talk; for example learners' thinking was challenged during a Behaviour for Learning lesson about right and wrong.
- Teachers' planning is detailed and highly effective, ensuring both the LSPs and time are used effectively. Planning is shared with LSPs during daily 8.30 am teacher/LSP meetings, in order to maximise learning time and agree learning intentions.
- All teachers and LSPs consistently apply BFL principles and have extremely high expectations of pupils, resulting in exemplary behaviour. For example, focussed praise within a literacy lesson around learning behaviours, *'fantastic, you put your hand up.'* *'Thank you for doing that straight away.'*
- Daily Catch-Up sessions first thing every morning provide valuable opportunities for pupils to reflect on the previous day's learning, showing growing maturity by taking ownership and responsibility for their achievements. Reflections include *'I exercised self control because I managed to stay in the room when I felt angry.'* *'I managed my emotions well when someone annoyed me.'* Pupils are then encouraged to set their own BFL targets for the day and to articulate what success is going to look like and feel like.
- Teachers provide suitable time to embed learners' knowledge and understanding and their high expectations of learners' capacity to learn result in rapid progress. This is evidenced in school data, conversations with pupils and in workbooks. The lead teacher stated, *'We need to have even higher expectations than the learners have ever been used to; sometimes I am amazed that our learners meet and exceed these really high expectations.'*
- Teachers and LSPs systematically check learners' understanding, effectively offering timely support. This is demonstrated through well prepared and effectively deployed LSPs and, at times, recognising when not to intervene, allowing pupils space to concentrate and work things out for themselves.
- Teachers provide detailed feedback through verbal conversations and written comments in books. Pupils appreciate these positive comments, saying *'it makes me want more and more.'*
- Teachers embed literacy and mathematics skills exceptionally well across the curriculum, equipping pupils with the necessary skills to progress and eventually reintegrate into a mainstream setting, using strategies such as collaborative work in pairs and small groups.

- Leaders, teachers and LSPs are determined that learners achieve well. Learners are encouraged to try hard, recognise their efforts, take pride in their work and consider their behaviour for learning.
- Learners love being challenged and are proud of the progress they make, eg *'now I always listen and I am a role model to others.'* Learners are constantly building resilience through instant feedback from staff.
- The learning environment provides the much-needed structure and continuity that the pupils need in terms of visual timetables, rewards and appropriate resources.
- Parents are given clear and timely information about how well their child is progressing on a weekly basis. Pupils share their own progress regularly in pupil-led reviews.

Even Better If...

... pupils' responses to marking and feedback were reviewed and developed further.

...pupils were encouraged to evaluate the quality of responses and contributions of their peers within lessons and over periods of time.

Quality of Area of Excellent Practice

Behaviour for Learning

The implementation of BFL has had a significant impact on improving outcomes for pupils with social, emotional and mental health difficulties. The links between learning and behaviour have encouraged all staff to focus on strategies and structures that promote active learning. The school's analysis of BFL assessments shows that for all learners there are improvements in relationships with self, others and the curriculum over time.

Actions undertaken by the school:

- Ensuring all staff have a knowledge and understanding of the BFL framework based on the research by Todd and Ellis (2004,) gaining knowledge and understanding of the research by working thorough the book as a staff team.
- Developing and evaluating the BFL assessment framework with support from external agencies.
- Completing BFL assessments every term for full-timers, analysing and using the data.
- Reviewing placements at the Courtyard using the analysis of BFL, involving teaching staff, a senior member of staff from the school, the parents and the learner.
- Displaying and using the BFL assessment in all classrooms.
- Setting targets for learners based on BFL.

- Provided training for the staff team at the start of each term.
- Provided in depth training as part of the TBAP CPD pathway 2015 – 2016.
- Using filming/video to support training.
- Describing what BFL looks like.
- Using the BFL framework to write all reports for schools, professionals and agencies.
- Developing an understanding of the terminology with learners so that they can describe what it looks and feels like.
- Using assessments to personalise strategies that promote learning and support progress. For example if a learner ‘rarely can work independently’ then the staff would implement strategies to support the learner to be independent.
- Evaluating BFL assessment to show that learners make good progress over time with some learners making outstanding progress.
- Evaluating progress for part time learners is a good indicator of whether a learner is ready to be reintegrated back in to mainstream, as well as whether the strategies being used in school are having an impact on learning and behaviour.
- Using the BFL framework to write reports for other professionals.
- Monitoring observations include BFL and staff are currently focusing specifically on each area to identify and share good practice.
- A key member of staff accompanies part time pupils to CAPA so that they have an understanding of the strategies used and can implement them in mainstream.
- Staff from CAPA model strategies in mainstream when they are supporting reintegration of learners.
- The framework is used in all the mainstream schools that CAPA works with. It is used as the basis for all written reports such as EHCP, child protection meetings, transition plans and any other agency that requires a report for a learner who attends CAPA.
- CAPA Staff have led training as part of the CPD pathway for TBAP.

Impact:

- The majority of learners make outstanding progress.
- Analysis of behaviour for learning data shows that learners make at least good progress during their time at CAPA in all the three relationship areas. The progress is evident in the half-termly reviews for part-time learners. Full-time learners make significant progress. The improvement in learning behaviours has impacted on behaviour in general and also on academic progress as well as attendance.
- Learners have a good understanding of BFL and this is evident in ‘catch up’ sessions where they reflect on their learning and when they give evidential feedback to each other.
- There is an increase in learners’ management of their emotions and engagement with the curriculum which impact positively on their academic progress.

- Behaviour and Safety at CAPA was identified as outstanding in the Ofsted inspection March 2015.

Sharing excellent practice:

- Sharing strategies with staff from mainstream schools who attend CAPA at least once a week. Successful reintegration of learners evidenced by the BFL assessment completed by both the staff at CAPA and staff at the mainstream school.
- Training new staff in the Intervention primary team so that they have a shared understanding of the framework.
- Two learners spoke at a conference and the feedback of their presentation resulted in an interest in how the school implements behaviour for learning. The school has hosted visits from other organisations as a result of this.
- Training the outreach team in Sutton who are now using the framework.
- TBAP Trust has plans to use the framework across TBAP to measure progress in learning behaviours, involving a secondary school colleague as part of the team.

Next steps:

- Focus on 'Transforming learning.' The school is using filming to capture successful strategies so that they can be shared and used for training. Staff would like to focus on what adults bring to the classroom, their personal style, knowledge and skills and how that affects learning and behaviour.
- To continue focused learning walks.
- To undertake more work around relationships with self and the impact this has when learners have a change of adult.

Partnerships

How have you used Challenge Partners schools to address your previous 'Even Better Ifs'?

This is the school's second Challenge Partners review.

The Head of School and lead teacher have taken part in reviews over the last twelve months. The academy's lead teacher was involved in a primary review and the Head of school in a secondary school review. The school has provided support to other primary academies on aspects of teaching and learning.

How have you worked with, or supported, other schools in Challenge Partners?

The school has worked with other members of the TBAP Multi Academy Trust and mainstream schools to address the EBIs agreed in the previous review.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.

What additional support would the school like from the Challenge Partners network, either locally or nationally?

Following discussion with the head of school, the school would like some additional support with assessment without levels and marking/feedback to pupils.