
CHALLENGE PARTNERS: Quality Assurance Review Written Report

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| Name of School: | Courtyard AP Academy |
| School Address: | Marinefield Road, Fulham, London SW6 2LL |
| Hub School: | The Bridge |

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| Telephone Number: | 0203 108 0345 |
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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: | 16 |
| Head teacher: | Executive headteacher Krishna Purbhoo Head of school Nia Saunders |

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

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| Date of Quality Assurance Review: | 13-15 th March 2017 |
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES¹

School Improvement Strategies Outstanding

Pupil Outcomes Outstanding

Quality of teaching, learning and assessment Outstanding

**Area of Excellent Practice:
Behaviour for Learning (BfL)** Confirmed

Overall Review Evaluation

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

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.

Information about the school

- The Courtyard AP Academy (CAPA) is part of the Tri Borough Alternative Provision (TBAP) in west London. The tri boroughs comprise Kensington and Chelsea, Hammersmith and Fulham and thirdly Westminster City.
- CAPA is an alternative provision academy converter school, providing places for 16 pupils ranging from Year 1 to Year 6 (currently Year 2-6).
- All learners have identified social, emotional and mental health difficulties; eight of the placements are identified for learners with a statement of special educational needs and/or disabilities (SEND) or an education and health care plan (EHCP). Eight places are for pupils who are either at risk of being permanently excluded or have been permanently excluded from their mainstream school.
- The school provides some part time placements and aims to reintegrate these pupils back in to mainstream school.
- 14 of the 16 pupils are disadvantaged.
- 14 of the 16 pupils are boys.
- The staff team comprises a head of school, three teachers (one is the lead teacher), five learning support professionals and two school direct trainee teachers.

School Improvement Strategies

What Went Well

- The head of school and her team have a passionate drive to achieve the best for the pupils at CAPA and make a difference in their lives.
- Monitoring arrangements are robust. Learning walks take place monthly leading to specific challenges for all staff. For example a challenge to develop the use of non-verbal cues to redirect pupils was quickly embedded into practice.
- Systems for improving the quality of teaching, based on the 'Leverage Leadership', are highly structured and effective. This includes fortnightly incremental observations.
- Peer and joint observations allow excellent practice to be disseminated to all staff. Strong practice is filmed and shared with other staff.
- The curriculum is secure and varied. It is enriched through a range of additional activities inside and outside the classroom. Participation in the Forest School initiative enables pupils to learn through exploration, resulting in pupils' willingness to take risks within a safe learning environment. The Rites of Passage programme helps pupils manage transitions from childhood to adulthood.
- The Behaviour for Learning approach is consistently applied across the school and central to the school's strategies for helping pupils learn successfully. It helps them not only manage their own behaviour, but also increases their self-belief and develops their ability to build relationships, so the pupils enjoy their learning. Its

incremental approach builds pupils' self awareness and self-regulation. This is work of a very high standard. Indeed the authors of the programme visited the school and wanted to take away evidence of the impact of the programme in practice.

- Continuing professional development is provided across and beyond the Trust through a series of structured pathways. This allows staff to learn alongside staff from other Trust schools. Staff within CAPA are also expected to deliver training within the Trust.
- Pupils learn about democracy and its impact on Britain, for example through election days. Each week, pupils debate a topical question and articulate their views in a pupil parliament. This helps pupils develop confidence and express their views more widely around the school.
- A calm and welcoming breakfast club enables pupils to settle quickly into the school day. Staff can also address individual social and emotional needs during this time.
- Staff well-being is well managed including a weekly fun lollipop challenge whereby staff receive praise from each other. Success is celebrated across the school with a star of the week and other motivational activities. Professional supervision is offered to staff to manage some of the potentially stressful aspects of working at the school. This is a nurturing environment for staff and pupils across the school community.

Even Better If...

... the school strengthened the section of the school development plan and corresponding section of the self evaluation form that covers teaching and learning, in order to capture and make explicit the range of work the school has in place to raise the quality of teaching.

... the school further developed its evaluation of the longer term impact of the additional and enriching elements of the curriculum and the work of the therapists and other adults.

Pupil Outcomes

- Typically pupils enter CAPA with standards below what is expected nationally. This is due, for most of them, to their previous unsuccessful experience of school, low attendance, and the complexity of their needs.
- Improvements to pupils' attendance are impressive. Attendance currently is at 84%. Removing two pupils with particular issues raises it to 88%. Of these 14 pupils, all their attendance has increased over the past three terms. For nine pupils this has been particularly rapid.
- Up to Spring 2017, the vast majority of pupils continued to make above average progress in reading and mathematics.

- In writing, the pupils typically make strong progress in relation to their starting points and they narrow the gap in end of key stage expectations.
- The school's behaviour for learning data indicates that the vast majority of pupils make significant improvements. Progress in the 'relationships with others' is particularly strong. The evidence indicates that pupils have a positive self-view and that they are prepared for learning. They feel they belong. These positive perceptions increase as pupils spend more time in the school.
- The pupils who attend the therapeutic intervention make strong progress in their receptive language, their task focus and their ability to problem solve collaboratively.
- Of the pupils accessing art therapy, evidence indicates a positive impact on classroom behaviours and management of a transition back to mainstream school.

Quality of teaching, learning and assessment

What Went Well

- The learning environment oozes positivity. There is a 'can do' culture instilled consistently by staff across all learning. Motivational language is used constantly across the school. Learning, social skills and attendance are all celebrated through a wide range of displays.
- Pupils' attitudes to learning are exemplary. Despite the negative experiences many have had before coming to CAPA, they are willing to try and, if unsuccessful, to persevere. They trust that the staff will provide fun and manageable activities and will help them if they get stuck. The growth of their resilience is a priority.
- Pupils are able to articulate what they are learning and increasingly have the confidence to try new learning.
- Teachers champion success at every opportunity, leading to pupils striving for excellence. Pupils also enjoy celebrating the successes of their peers.
- The speaking and listening skills of the pupils are strong. Structured dialogue is taught including reflecting on their own learning and that of their peers, as well as being able to express their opinions.
- The day starts with an excellent catch up session. This sets up the day with a positive tone. Visual prompts help pupils understand the plans for the day. They are helped to acknowledge and articulate their feelings and reflect on their actions.
- Pupils are understandably proud of their written work, as it is of a very high standard and stunningly presented. They enjoyed talking us through what they had learnt.
- The quality of relationships throughout the school is excellent. This is partly due to the small and intimate learning environment but is also because staff listen very carefully to the pupils and know them well. Difficulties are anticipated and dealt with. Staff treat pupils with a compassionate respect and firmness.

- Teachers are largely confident to try innovative approaches such as role play, which engages the pupils well. Work is systematically personalised to each pupil's needs.
- The learning support professionals provide high quality support. They work well together and in their teams. For many pupils, they provide the key relationship in the school. They enable pupils to extend their concentration and grow their confidence.
- Interventions are carefully tailored to the needs of individuals and summarised in a provision map.

Even Better If...

... the school leaders drew together a succinct summary of progress that pupils make in core subjects, supplemented by progress they make in other areas of learning.

... the school complemented the current detailed marking by ensuring there is a more consistent approach to developmental marking so that challenge is consistently applied.

... the school continued to use its proven strategies to further increase the amount of teaching and learning which is inspirational.

Quality of Area of Excellent Practice Behaviour for Learning (BfL)

Why has this area been identified as a strength?

The school believes the implementation of BfL has had a significant impact on improving outcomes for learners with social, emotional and mental health difficulties. It allows the school to collect 'soft data' in one of the key areas of progress the school focuses on.

BfL has encouraged all staff to focus on strategies and structures that promote learning. The school leaders analyse the BfL assessments that indicate an improvement in relationships with self, others and the curriculum over time. Every two weeks the progress of each pupil is analysed via the CAPA panel, which is a multi disciplinary team within the school.

What actions has the school taken to establish expertise in this area?

- Ensuring all staff have a knowledge and understanding of the BfL framework based on the research by Tod and Ellis 2004.
- Gained knowledge and understanding of the research by working thorough the book as a team over the last four years.
- Developed and evaluated the assessment framework with support from an education psychologist, LA consultant, OfStEd inspector and mainstream schools.
- The BfL assessment is used as part of the referral process for pupils transferring to CAPA.
- Staff complete BfL assessments every term for learners and analyse the data.

- BfL assessments are completed every six - eight weeks for part time learners by Courtyard teachers and mainstream school staff.
- Reviews of placements at the Courtyard focus on the analysis of BfL. These meetings involve teaching staff, a senior member of staff from the school, the parents and the learner also attends for ten minutes at the end of the meeting.
- Displaying the BfL assessment in the classroom which is used daily by staff and learners.
- Developing a BfL curriculum that is delivered across CAPA by the lead LSP.
- Setting targets for learners based on BfL.
- Learners use a solution focussed approach to review and reflect on their BfL on a daily basis which is timetabled.
- Provided training for the staff team at the start of each term.
- Provided in depth training as part of the TBAP continuing professional development pathway 2014, 2015, 2016 and 2017.
- Using filming and video to support training.
- Developing an understanding of the terminology with learners so that they can describe what it looks like.
- Embedding the language into day to day discussions and feedback.
- Using the BfL framework to write all reports for schools, professionals and external agencies.

What evidence is there of the impact on pupils' outcomes?

- Learners make excellent progress, the majority outstanding.
- Analysis of behaviour for learning data shows that learners make progress during their time at the CAPA in all the three relationship areas.
- The progress is evident in the six - eight week reviews for part time learners and all full time learners make significant progress.
- The improvement in 'learning behaviours' has impacted on behaviour and progress in learning.
- There is an increase in learners' engagement with the curriculum which impacts on their progress.
- Behaviour and safety at the Courtyard was identified as outstanding by both Ofsted in 2015 and in the recent (Spring 2017)safeguarding audit.
- Learners are able to manage their emotions more effectively.
- For some learners there is an increase in attendance to school.

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

Advice and support from other schools in the Challenge Partner network regarding the presentation of self-evaluation and summary of pupils' outcomes.

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.