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Ms Gemma Dixon
Acting Head of School
Courtyard AP Academy
Marinefield Road
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Dear Ms Dixon

Short inspection of Courtyard AP Academy

Following my visit to the school on 30 October 2018 with Kanwaljit Singh, Ofsted Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be outstanding in March 2015.

This school continues to be outstanding.

The leadership team has maintained the outstanding quality of education in the school since the last inspection.

Senior leaders have ensured that the school has a calm, peaceful and purposeful atmosphere. The environment is attractive, stimulating and welcoming. High-quality displays reflect the curriculum on offer. The breakfast club provides a well-ordered and positive start to the day. Relationships between staff and pupils are highly respectful. Pupils are well behaved and want to succeed. They are supportive and show empathy towards each other. Pupils are happy, self-confident, polite and courteous. On the day of the inspection, they enjoyed talking to inspectors. They said the best thing about school was 'learning'. Pupils said that they enjoy lessons and that learning is fun.

The highly effective staff team is expert at building extremely positive and productive relationships with pupils. Staff know the pupils exceptionally well and constantly model appropriate behaviour and interactions. They have very high expectations of all pupils both academically and behaviourally and this is consistent throughout the school.

The school has successfully implemented the point for improvement from the last inspection. The school was asked to improve the play equipment in the outdoor playground to give pupils a wider range of activities when they are outside. Pupils are now able to choose from both indoor and outdoor activities at breaktimes. Activities are well organised and pupils are well behaved at these times.

The school is a very small provision catering for primary-age pupils who have experienced difficulties in mainstream education. It is part of the TBAP Multi-Academy Trust. Governors are very experienced and know the school well.

Safeguarding is effective.

There is a strong safeguarding culture within the school. Pupils say that they feel safe and that there is no bullying. Behaviour is very closely monitored. They are taught about different types of bullying, including physical, emotional and verbal. Pupils say that any name-calling is stopped immediately that they tell staff. They know how to keep themselves safe online. The parents and carers and staff that inspectors spoke to say that the school keeps the pupils safe.

Staff receive regular safeguarding training such as in the 'Prevent' duty and female genital mutilation. They understand different types of grooming and how to spot signs of pupils at risk. Staff know the correct procedure to follow if they have a worry about a pupil.

Robust risk assessments are in place for all off-site visits to identify any potential hazards and ensure that the pupils are kept safe. Staff know the correct procedure to follow if they have a concern about a pupil. Senior leaders have ensured that all safeguarding arrangements are fit for purpose.

Inspection findings

- At the beginning of the inspection, we agreed on some key lines of enquiry. First, we agreed to look at how well the curriculum meets the needs of the pupils.
- The behaviour for learning framework consistently implemented by staff permeates the entire curriculum and is the key to its success. The curriculum is personalised for individual pupils and is highly effective in meeting their needs exceptionally well. Pupils benefit enormously from the high staff-to-pupil ratios as they are given constant high-quality feedback and guidance. This in turn ensures that pupils make maximum progress with both their learning and behaviour. Leaders have ensured that there is an emphasis on literacy, numeracy and communication, along with subjects such as media, sports and gardening. The timetable also includes sessions for relaxation and reflection.
- Inspectors visited classrooms across the school with senior leaders. Pupils were observed reflecting on their recent learning and behaviour and then setting their own targets for the day ahead. They gave peers feedback on their own behaviour and this was very obviously an established part of school practice. The whole-school emphasis on behaviour for learning is highly effective in supporting pupils to improve identified aspects of their behaviour so that they are able to access the full curriculum.
- During the inspection, pupils were seen working on tasks that were well matched to their individual abilities. Consequently, pupils were making strong progress in lessons as the work was set at the right level of challenge. Pupils were eager to answer questions, highly engaged and interested in their lessons. High

expectations from staff were evident in the language and terminology they expected pupils to use.

- Work seen in pupils' books was very well presented, highlighting the pride that they take in their learning. High-quality feedback from teachers results in pupils knowing exactly what they need to do next to make further progress.
- The curriculum provides many opportunities for pupils' spiritual, moral, social and cultural development. There is an emphasis on developing pupil voice and pupils keep scrapbooks showing photographs of achievements, such as learning about different faiths and communities and the various visits that they take part in.
- The high quality of teaching and learning, along with a curriculum that is focused on individual needs, have ensured that pupils make excellent progress both academically and behaviourally from their starting points. Consequently, outcomes for pupils are very strong.
- We also agreed to look at how well the school prepares pupils for the next stage of their education. The behaviour for learning framework plays a major role in helping pupils to improve identified aspects of their behaviour in readiness for learning and also, therefore, is key to preparing pupils for their next educational steps. Pupils may go back to mainstream schools or onto specialist provision according to their individual needs. During their time at the school, they make very strong progress in the social and emotional aspects of their development. Pupils overcome many of their difficulties and become resilient over time due to the emphasis on managing their own behaviour. This ensures that they are as well prepared as possible to be successful in their next educational setting.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the current outstanding provision is maintained.

I am copying this letter to the chair of the board of trustees and the chief executive officer of the multi-academy trust, the regional schools commissioner and the director of children's services for Hammersmith & Fulham. This letter will be published on the Ofsted website.

Yours sincerely

Joanna Tarrant
Ofsted Inspector

Information about the inspection

The inspection team met with you, the lead teacher, teachers and learning support professionals. Inspectors reviewed the school's single central record. They also met

with two parents. They held telephone interviews with the chair of the academy trust and another governor. Inspectors visited classes, accompanied by you, to gather a range of evidence relating to the curriculum, teaching, learning and assessment. They met with pupils to talk about their experience of school and aspects of safeguarding. Inspectors scrutinised a wide range of school documentation, including the school's self-evaluation, school development plan, and assessment and progress records. There was one response to the staff questionnaire, no responses to the pupil questionnaire and no responses to Parent View.