



St Mary Magdalene Academy

# The Courtyard

# Self-evaluation form (SEF) 2022/23

Last updated: Feb 2022

Contents:	Page
Part A: Overview	2
Part B: School profile	3
Part C: Annual review of KPIs	4
Part D: Summary	5
Part E: Fundamentals	9

**Part A: Self-Evaluation Form (SEF) 2022 – OVERVIEW**

	<b>Leadership &amp; management</b>	<b>Outcomes for students</b>	<b>Teaching, learning &amp; assessment</b>	<b>Sixth form</b>	<b>Personal development, behaviour &amp; welfare</b>	<b>Overall effectiveness</b>
<b>HMI Monitoring Visit Nov 2013</b>	Good	Good	Good	Good	Good	Good
<b>HMI Monitoring Visit Jan 2014</b>	Good	Good	Good	Good	Good	Good
<b>HMI Monitoring Visit June 2014</b>	Good	Good	Good	Good	Good	Good
<b>Ofsted April 2015</b>	Requires Improvement	Requires Improvement	Requires Improvement	Good	Good	Requires Improvement
<b>Ofsted May 2017</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<b>Challenge Partners estimated judgements March 2019</b>	SIS - Outstanding	Outstanding	Outstanding	-	-	-
<b>Challenge Partners estimated judgements June 2021</b>	SIS - Outstanding	Outstanding		-	-	-

<b>Framework 2019</b>	<b>L&amp;M</b>	<b>Quality of education</b>	<b>Sixth Form</b>	<b>Personal Development</b>	<b>Behaviour &amp; Attitudes</b>	<b>Overall</b>
<b>Current self-evaluation</b>	<b>Outstanding</b>	<b>Good</b>	<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>	<b>Good/ Outstanding</b>

The Courtyard vision: To offer an outstanding educational and social provision that will equip our students with the skills and experiences needed to discover and live out their potential.

**Context**

The Courtyard School is a free school for students with special educational needs. The students who attend the school have a diagnosis of autism spectrum condition and/or speech, language and communication needs.

We provide a personalised curriculum for up to 60 students, aged 13-19. Each student who attends the school follows an individual curriculum depending on a number of factors, which include cognitive ability, social and communication skills and strengths. Due to our inclusive relationship with St Mary Magdalene Academy, we are able to offer a broad range of mainstream qualifications subject to an initial assessment. Please refer to the Courtyard’s Curriculum Policy to ascertain a full understanding of the personalisation of this curriculum offer.

The Courtyard currently has a Free School Meal Percentage of 53.7%. This is compared to the national figure of 39.7%.

The Courtyard currently has a percentage of students whose first language is not English of 20.2% compared to 14.8% nationally.

The Courtyard currently has an attendance figure of 86.5%. This is in line with the national figure for Special Schools of 86.5%. This does not take into account students who are absence from school for long-term medical needs. The Courtyard attendance figure minus these students is 90.5%.

100% of students have an EHCP compared to 97.6% nationally (at non-maintained special schools)

The Courtyard’s Head of Careers and Outreach, Elena Vidal, was recognised (Feb 2019) for her efforts and achievements by the Islington Community of Schools, where she received the Special Educator of the Year Award.

The Courtyard’s Deputy, Louise Norman, has been recognised (Feb 2020) for her efforts and achievements by the Islington Community of Schools, where she received the Special Educator of the Year Award.

The Headteacher, Deborah Shepherd, was recognised for her contributions to education at the Autism Hero Awards, Nov 2019 and the leadership team were nominated for their contributions to education at the Islington Community of Schools Awards in June 2022.

The Head of Pastoral, Alison Rush, was recognised in June 2022 for her contributions to Islington but hr Islington Community of Schools, where she received the Award for 2022’s Product of Islington.

**PART B: Self-Evaluation Form (SEF) 2022 – SCHOOL PROFILE**

	2016/17	2017/18	2018/19	2019/20	2020 /21	2021/22	2022/23	Additional Information
All – NOR	36	36	36	38	48	48	56	Boys are much more likely to have EHCPs (DfE “Children with SEN” 4 July 2019)
Gender % (B/G)	78/22	75/25	70/30	63/37	67/33	73/27	70.5/29.5	
<b>Disadvantaged Groups</b>	* A student will be defined as disadvantaged if they are recorded in years reception to Y11, eligible for Free Schools Meals (FSM) in the last six years, looked after; or adopted from care.							
School FSM	44.4%	41.7%	55.6%	42.1%	45.8%	54.2%	53.7%	* From DfE ‘Special educational needs in England’ June 2021
Nat. Average FSM for special schools %	*36.4%	*36.1	*37.7%	34.6%	38%	39.7%	-	
Looked after children (LAC)	0	0	0	1	1	0	0	
Forces	0	0	0	0	0	0	0	
<b>Minority ethnic groups</b>								
School overall	64%	72%	67%	58%	52%	58%	52%	We have students from at least 16 ethnic groups.
National average	29.7%	29%	28.8%	31.5%	33%	34.5%	-	Taken from ‘Special educational needs in England’ 4 <sup>th</sup> July 2019
<b>Degree of learning difficulty</b>								
No LD	50%	50%	54%	57.9%	75%	75%	85%	The degree of learning difficulty comes from the SEN statement / EHCP.  SEMH need has doubled in 2 years National Figures are from SfR 37/2018 and represent % with learning diff. for young people in special schools.
Moderate LD (20.4% National)	38.9%	38.9%	37.9%	31.6%	12.5%	8.3%	7.5%	
Severe LD (2.7% National)	11.1%	11.1%	8.1%	10.5%	12.5%	16.7%	7.5%	
<b>Academic level</b>								
FS Entry Level	Eng 25% Math 18%	Eng 30% Math 25%	Eng 25% Math 19%	Eng 35% Math 22%	Eng 31% Math 29%	Eng 31% Math 42%	Eng 40% Maths 54%	Significant increase in the percentage of students entering the school working at Entry Level in English and Maths. Demonstration of how students’ progress and learning has been negatively impacted by the Covid pandemic.
FS L1	Eng 61% Math 35%	Eng 40% Math 36%	Eng 61% Math 53%	Eng 27% Math 41%	Eng 19% Math 31%	Eng 31% Math 14%	Eng 28% Maths 24%	
GCSE	Eng 14% Math 47%	Eng 30% Math 39%	Eng 14% Math 28%	Eng 38% Math 38%	Eng 50% Math 40%	Eng 38% Math 44%	Eng 32% Maths 22%	
<b>Attendance</b>								
Average across three terms	93.1%	91.8%	92%	91.5	87.1%	89.1%	-	National average att. for students in special schools is 90.3%. Our target for 2019/20 is to reach an attendance target of 91.5%. Our students are becoming more complex. National Data above taken from SFR 55/2017, published 19 October 2017: Table 7. As of July 2019 no update to this.
Percentage Persistent absence (PA)	3%	7%	19%	18.4%	14.6%	12.4%	-	
<b>Additional Needs</b>								
	Autism	SLCN	ADHD	Phys. Dis.	SEMH	Students with most complex needs (From LA ‘moderated’ high needs matrix - those students with a 4 in one or more areas of need)		
%								
2016/17	88.9%	100%	22.2%	8.6%	27.8%	11.1%		
2017/18	88.9%	100%	22.2%	8.6%	30.6%	11.1%		
2018/19	94.6%	100%	16.2%	10.8%	32.4%	32.4%		
2019/20	94.7%	100%	23.7%	5.3%	47.4%	47.4%		
2020/21	100%	100%	14.6%	6.3%	52.1%	42.7%		
2021/22	100%	100%	16.7%	8.3%	56.3%	52.1%		
2022/23	100%	100%	22.2%	3.7%	37%	66.7%		

**Home Local Authority Percentages used to give the spread of home boroughs.**

%	Islington	Hackney	Haringey	City of London	Tower H	Camden	Southwark	Barnet	City of West.	Ken & Chelsea
2017/18	91.7%	0%	5.6%	0%	0%	2.7%	0%	0%	0%	0%
2018/19	72.1%	2.8%	13.9%	0%	0%	0%	2.8%	2.8%	0%	2.8%
2019/20	71.3%	10.5%	13%	0%	0%	0%	0%	2.6%	2.6%	0%
2020/21	66.7%	18.8%	8.3%	0%	0%	0%	0%	2.1%	2.1%	2.1%
2021/22	62.5%	27%	6.3%	0%	0%	0%	0%	0%	2.1%	2.1%
2022/23	66.7%	26%	7.3%	0%	0%	0%	0%	0%	0%	0%

**SMMA: The Courtyard**

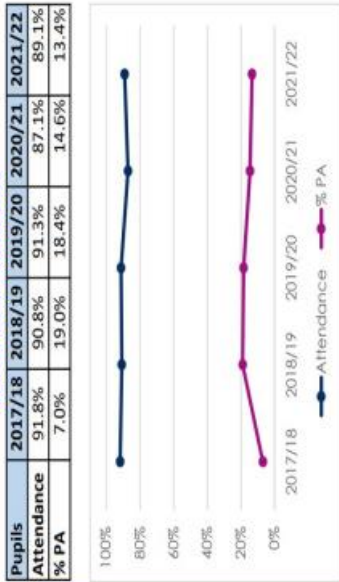
**Annual Review of KPIS**

**2021/2022**

**End of school year pupil profile**

	2017/18	2018/19	2019/20	2020/21	2021/22
Figures taken at the end of each year					
NOR	36	36	38	48	48
FSM	41.7%	55.5%	42.1%	52.7%	54.2%
Ethnic Minority	72%	67%	58%	58%	52%
% Islington	91.7%	72.1%	71.3%	66.7%	62.5%
Consultations	11	21	38	42	40
New pupils each year	6	12	13	13	12
%NEETs	0%	0%	0%	0%	0%

**Whole Year Attendance**



**Annual Staff figures**

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
<b>Teachers</b>						
% teachers on leadership	33.3%	33.3%	33.3%	33.3%	25.0%	25%
% teachers on UPP	0.0%	0.0%	16.7%	16.7%	12.5%	13%
% teachers on mainscale	50.0%	66.7%	33.3%	33.3%	50%	62.5%
% teachers unqualified	16.7%	0.0%	16.7%	16.7%	12.5%	12.5%
No. teachers (FTE)	6	6	6	6	8	8
% good or better	89.0%	100.0%	94.4%	100%	100%	100%
<b>Other staff</b>						
TA Headcount	7	7	7	11	14	17
H/LTA (TA's with teaching responsibility)	57.1%	85.7%	71.4%	88.9%	57.1%	58.9%
<b>Total % of teaching staff good or better</b>	<b>75.0%</b>	<b>81.0%</b>	<b>90.0%</b>	<b>92.0%</b>	<b>93.4%</b>	<b>96%</b>

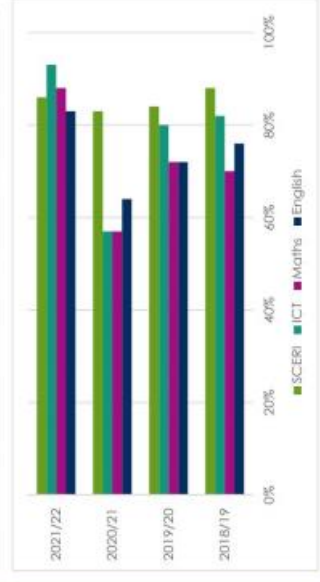
**No. of pupils per staff**



**Quality of Teaching & Learning**

**End of year pupil progress**

Expected or above	2018/19	2019/20	2020/21	2021/22	Target
English	76%	72%	64%	83%	70%
Maths	70%	72%	57%	88%	68%
ICT	82%	80%	57%	93%	75%
SCERI	88%	84%	83%	86%	85%



	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
<b>Islington Pupil recruitment</b>							
Total Islington	£681,840	£695,760	£762,299	£626,164	£663,704	£953,707	£826,205
% Islington funding	87.6%	85.0%	88.8%	70.6%	66.38%	64.88%	57.92%
Basic fund places	£310,000	£320,000	£330,000	£270,000	£284,140	£320,000	£290,000
Top up funding	£371,840	£375,760	£432,299	£356,164	£379,564	£633,707	£536,205
<b>Out of Borough pupil recruitment</b>							
Total OOB	£133,500	£108,000	£82,500	£241,500	£311,518	£473,138	£600,772
% OOB funding	12.4%	15.0%	11.2%	29.4%	31.16%	32.08%	42.08%
Basic fund places	£50,000	£40,000	£30,000	£90,000	£115,761	£160,000	£190,000
Top up funding	£83,500	£68,000	£52,500	£151,500	£195,757	£313,138	£410,772
<b>Grants</b>							
Pupil Premium	£13,090	£14,960	£14,025	£18,700	£13,090	19,635	£25,610
Recovery Premium + SL	N/A	N/A	N/A	N/A	N/A	11,520	£13,755
<b>Total Income</b>	<b>£778,430</b>	<b>£818,720</b>	<b>£858,824</b>	<b>£886,364</b>	<b>£999,878</b>	<b>£1,026,000</b>	<b>£1,426,477</b>

**Year on Year costs**

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
<b>Staff costs</b>						
£ on staffing	£580,172	£586,528	£653,353	£701,793	£957,922	£1,158,704
% of staffing	75.39%	73.85%	74.84%	75.46%	76.73%	79.58%
£ on teachers	£290,432	£293,162	£321,459	£417,623	£531,549	£496,148
% on teachers	37.74%	36.91%	36.83%	44.90%	42.58%	34.08%
£ on TAs	£289,740	£293,366	£331,894	£284,170	£426,373	£662,556
% on TAs	37.65%	36.94%	38.02%	30.55%	34.15%	45.5%
£ on SLA for Premises, IT, HR, Finance	£45,447	£46,299	£47,167	£50,124	£80,935	£60,618
% on SLA for Premises, IT, HR, Finance	5.91%	5.83%	5.40%	5.38%	6.48%	4.16%
£ on admin	£24,015	£24,255	£24,498	£26,070	£41,349	£54,328
% on admin	3.12%	3.05%	2.81%	2.80%	3.31%	3.73%

**Net Position**

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
In Yr Surplus/(Deficit)	£49,162	£64,562	£13,448	£91,826	£182,844	£81,671
Surp/(Def) B/fwds	£4,172	£135,000	£199,562	£213,000	£304,826	£487,670
<b>Cumulative C/fwds</b>	<b>£135,000</b>	<b>£199,562</b>	<b>£213,010</b>	<b>£304,826</b>	<b>£487,670</b>	<b>£569,341</b>

Date: Feb 2022/2023

PRIORITIES FOR  
WHOLE SCHOOL  
DEVELOPMENT

1. Students to be cognitively, socially and emotionally able to make good or better progress.
2. Staff are supported to deliver high quality lessons that stretch and challenge all students.
3. Embed cycle of curriculum review to ensure that students to build on prior learning and be even better prepared for the next steps. Students will be continuously motivated, challenged and supported to achieve their aspirational goals.
4. Further strengthen student participation in all areas of the school, specifically student voice.
5. To continue to support students to access relevant and meaningful careers advice from a range of sources, bettering their chances of achieving their potential and individual success.

KEY ISSUES IN  
PREVIOUS  
INSPECTION

## KEY ISSUE

- (Ofsted 2017) - Speed up progress, particularly in writing and for the more able students in English and other subjects.
- (Ofsted 2017) - Strengthen leadership, by: – sharpening up improvement planning with measurable targets based on students' achievement – planning improvements for individual subjects, quality of teaching and student outcomes.
- (Challenge Partners 2021) - ...senior leaders continue to develop the structure of how they work with middle leaders to maximise the drive for improvement.
- (Challenge Partners 2021) - ... leaders continue to review communication systems within the school and wider community to ensure they are fit for purpose and fully effective.

## PROGRESS

- More able students are challenged effectively to achieve above expected attainment in English (Grade 9/6 – GCSE English Language, Grade 8/6 – iGCSE English Language, August 2022).
- Year 11 student accessing GCSE Combined Science in a mainstream progress – predicted grades for Aug 2023 – 2 x Grade 9
- Modular approach to Functional Skills programme allows for increased progression in the qualifications.
- Fusing of curriculum content at Literature and Language at GCSE level allows for ease transfer of knowledge and understanding.
- Increased leadership responsibilities within the staff team – Lead Maths, Lead English, Lead EDI, Lead Pastoral, Lead SCERI.
- Focused Leadership sub-group of 3 drives improvement in the quality of teaching and student outcomes.
- Revision of leadership team structure to provide coaching support to MLT whilst also ensuring the sharing of key information across the areas of responsibility.
- Established and effective communication system within the school ensures consistency in approach to supporting and challenging individual students.

JUDGEMENT: **1**  
EFFECTIVENESS OF  
LEADERSHIP AND  
MANAGEMENT

## Strengths

- Headteacher has strong vision and drives the school forward with infectious positivity, enthusiasm and relentless determination.
- Robust safeguarding procedures and practices are immersed within the schools' systems and processes ensuring students are safe and secure to learn.

## Areas for Development

- Continue to develop a relevant and appropriate non-core curriculum is followed by all students.
- Develop links with similar schools to share good practice and qualification materials.
- To widen further the network of Autism Friendly Employers to provide opportunities

- There is dispersed leadership which allows all staff to work closely with a member of leadership to develop quality of teaching and learning and ensure consistent practice across the school.
- Unwaveringly high aspirations and focused ambition has seen a continued drive to ensure student progress and personal development despite the impact of Covid. Academic achievement continues to remain high and all students are transitioning to an enhanced level of study.
- Stakeholder voice is held in high regard. Stakeholders in turn feel valued and invest in their own achievement. This is noted in student, parent and staff surveys. Considerations offered by the Student Council are often adopted into school practice.
- Senior leaders have detailed knowledge about students and their individual needs and circumstances. This is informed by regular progress tracking and enables leaders to pinpoint exactly what each student needs in order to make the best possible progress.
- School leaders have an excellent overview of teaching and learning. Teaching is methodically checked through a comprehensive programme of joint learning walks with leaders and teachers, observations, scrutiny of students' progress folders and weekly analysis of progress information via LINK meetings. This enables the school to upskill staff where necessary, ensuring a consistently high quality of teaching and learning.
- Supportive network with local schools and business partnerships, for rigorous quality assurance, support and challenge.

for students, including post-provision (apprenticeships, further education, employment).

	Strengths	Areas for Development
<p>JUDGEMENT: <b>2</b></p> <p>QUALITY OF EDUCATION</p>	<ul style="list-style-type: none"> <li>• School leaders have a strong focus on developing the best curriculum for the students and regularly review the programmes on offer. The curriculum is enhanced through a range of creative and independence focussed programmes, supported by a multi-agency team and delivered by strong and enthusiastic teaching staff. Students understand their learning journey and are motivated to achieve.</li> <li>• All groups of students, including those who are disadvantaged <b>and especially those identified as priority focus students due to regression of progress as a result of the impact of Covid-19</b>, make sustained, expected or better progress in English, maths and personal development.</li> <li>• Students enter The Courtyard at a significant deficit (av. 3.5 years in English and Maths). 88% made expected or better than expected progress in Maths and 83% made expected or better than expected progress in English demonstrating the school's ability to reverse the trajectory of learning. Students are positive</li> </ul>	<ul style="list-style-type: none"> <li>• Embed cycle of review of the curriculum offer to ensure that students are continuously challenged and supported to achieve their aspirational goals.</li> <li>• Develop our less experienced teaching practitioners to deliver high quality lessons that stretch and challenge all students.</li> <li>• Raise the profile of writing in English and across all subject areas. This will be achieved through establishing confident and competent readers and inferers in order to transfer reading experiences into their own writing.</li> </ul>

about their learning ability and have aspirations for future success.

- Outstanding practice, based on the DfE teaching standards, is identified and shared across the school so that staff can learn from each other, and maintain the highest of expectations.

	Strengths	Areas for Development
<p>JUDGEMENT: <b>1</b></p> <p>BEHAVIOUR AND ATTITUDES</p>	<ul style="list-style-type: none"> <li>● Safeguarding is paramount in all that we do at the Courtyard. It is crucial that our students feel safe and confident to learn.</li> <li>● Robust safeguarding procedures and practices are immersed within school systems and processes.</li> <li>● Students' attendance has dropped slightly in light of the Covid pandemic and increasingly complex SEMH need, however attendance is significantly above the average for Special Schools demonstrating the impact of our specialised and personalised provision.</li> <li>● Relationships between staff and students is outstanding. The structure of the school's Pastoral support, including the keyworker system, ensures that all students feel secure and trust staff with their academic, social and emotional development.</li> <li>● The school has successfully embedded the Zones of Regulation programme to support students to recognise and communicate their emotions and to apply strategies independently to self-regulate. Students are improving in their ability to implement strategies and maintain a positive attitude to their learning.</li> <li>● The Positive Behaviour Support (PBS) agenda has been implemented in the school to support self-management and self-regulation. Staff are incorporating established strategies consistently across the school to support students to achieve their SCERI targets. Developing these developmental competencies allows students to make the most of every learning opportunity. A member of our governing body is a registered PBS coach and supports the school closely.</li> </ul>	<ul style="list-style-type: none"> <li>● Improve attendance for a group of reluctant attenders who are experiencing increased SEMH needs.</li> </ul>

	Strengths	Areas for Development
<p>JUDGEMENT: <b>1</b></p> <p>PERSONAL DEVELOPMENT</p>	<ul style="list-style-type: none"> <li>● Teachers promotion of students' spiritual, moral, social and cultural development is embedded in all teaching and is further endorsed through celebrations of different cultures and Keyworker sessions, assemblies and regular drama opportunities. Students are well prepared for the future and life in modern Britain, particularly transferring to their next provision.</li> <li>● The school hosts a number of 'specialism days' throughout the year, looking deeper into areas such as RSE, RE and Equality, Diversity and Inclusion, on order to give the students a deeper understanding of British Values and the roles as World Citizens.</li> <li>● The highly effective personal development of students is integral to the school's approach. Every interaction is seen as an opportunity to reinforce students' confidence, social skills and</li> </ul>	<ul style="list-style-type: none"> <li>● Further strengthen student participation in all areas of the school, specifically student voice.</li> </ul>

appreciation of learning. Students are positive and hopeful about their future.

- Personal Development curriculum spans the Courtyard curriculum offer. The SCERI (Social Communication, Emotional Regulation and Independence) programme is well led by Lead Practitioners and well delivered by Keyworkers and the whole staff body. Individual students are continuously supported to consider and develop towards achieving their individual SCERI targets. Progress is tracked and shared with students/parents termly. SCERI targets are linked to student's EHCPs.
- All staff build trusting relationships with students and take time to get to know them. They use this information very well to provide effective challenge and support that ensures students of all abilities make considerable progress.

JUDGEMENT:

1

### Strengths

### Areas for Development

#### SIXTH FORM PROVISION

- The Courtyard continues to maintain its 0% NEETS figure, despite challenges linked to the Covid pandemic. Students and families have been effectively supported in selecting their next provision of education, training or employment.
  - The school provides numerous opportunities for students and gain knowledge about the range of courses that are on offer to them at London colleges. As a result, students are attending a wide range of colleges across London and accessing courses which are of personal interest and offer potential future achievement.
  - The Lead teachers and Head of 6<sup>th</sup> form, alongside the teaching staff, monitor the progress of 6<sup>th</sup> form students to ensure they are achieving the expected outcomes of their time at the Courtyard (at least 5 recognised qualifications). Students are mindful of their aspirational goals and are held accountable for their progress. Additional study support is provided where necessary and independent learning at home is strongly encouraged.
  - 100% of students in 2021/22 left the Courtyard achieving our minimum expectation of at least 5 Level 1 qualifications. 30% of students in 201/2022 left with the aspirational progress outcome of achieving at least 5 Level 2 qualifications, preparing them well for the next phase of their lives. Students are confident in attending their next educational placements and are excited to commence their further studies.
  - Students follow a programme that is tailored to their needs and builds on their previous achievements in the school. This is evidenced by the exceptional progress made by students in the sixth form, with 91% meeting or exceeded their aspirational targets in English and Maths.
  - The Sixth form achieved a 97% success across the 8 Gatsby Benchmarks of Good Career guidance in April 2022. Annual reviews allow us to continue to identify strengths and areas for improvement.
- Current strengths (100%):
- Benchmark 1 - A stable careers programme
- Create a flexible curriculum offer for a very small group of reluctant attenders in 6<sup>th</sup> form who are experiencing increased SEMH needs.
  - Supporting companies to advertise jobs to neurodiverse individuals. CY Alumni pupils should be informed and be able to make applications.



- Benchmark 2 - Learning from career & labour market information
- Benchmark 3 - Addressing the needs of each pupil
- Benchmark 4 - Linking curriculum learning to careers
- Benchmark 5 - Encounters with employers & employees
- Benchmark 6 - Experiences of workplaces
- Benchmark 8 - Personal guidance
- Tailored work experience placements to our Y11 and Sixth formers. We provide virtual, in person and hybrid placements. WE is having a very positive impact on our students (i.e. self-esteem, confidence, attendance, motivation towards learning) and also on the employers who recognise that autism is really a competitive advantage. Desire to participate in the programme continues to grow.
- All Work Experience employers are accessing Autism Friendly Employer training offered by the Courtyard.
- WECASE studies
  - [Oxford E-Research Centre](#)
  - [Sir Robert McAlpine](#);
  - [The Garden Classroom](#)

#### PART E: Self-Evaluation Form (SEF) 2022 – FUNDAMENTALS

Driving outcomes	Impact
<ul style="list-style-type: none"> <li>• The leadership structure has altered in the last 12 months to ensure that all areas of the provision are being well led and to also provide contingency for the school as a whole. The Leadership Team now consists of the established Headteacher and Deputy, and four Middle Leaders. Leadership and management remains strong and are leading the school effectively.</li> <li>• There is fluidity and consistency in practices and expectations, ensured by active and effective communication within the Leadership Team. This is underpinned with a relentless determination for continual improvement, and a drive to assure that all students achieve and have aspirations for a positive and active future.</li> <li>• The Head and Deputy are a dynamic team and have created a culture of aspiration and respect for all. They rigorously quality assure all aspects of the provision on a very regular basis effectively.</li> <li>• On-going supervision model for staff. PM links directly into the school/department priorities.</li> <li>• Underperformance is effectively tackled.</li> <li>• All staff support both behaviour and learning.</li> <li>• Robust assessment leads to personalised planning and targeted intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• Motivational leader who is invested in taking the school from strength to strength and sets ambitious targets in order to ensure that each and every individual makes deep academic and personal progress.</li> <li>• SLT leads by example and has a very strong, professional working relationship which filters all the way down to the students as a model of positive interactions.</li> <li>• There is high morale. Staff and students are happy and develop a growth mindset which makes for a pleasant environment to work and learn in. The 'tranquil feel' within the school is regularly commented upon by visitors, and ensures that students feel safe and contained at the school in order to thrive.</li> <li>• The ethos of the school means that staff, students and parents work in conjunction towards individual and whole school targets that develop skills that can be applied upon transition to college, the wider community and beyond.</li> <li>• All individual need is continually met.</li> <li>• Student outcomes have been impacted by Covid, however, a significant proportion of students have returned to their pre-Covid progress flightpaths and are continuing to make better or expected progress.</li> <li>• Those students who are not making expected progress are identified and strategies/interventions are implemented.</li> </ul>

### **Culture of Safeguarding**

- Safeguarding is paramount and permeates through all that we do at the Courtyard.
- The school has strong links with external agencies and forms close professional relationships with external professional colleagues to better service the students.
- Safeguarding is discussed in twice weekly debriefs and throughout each day via our in-house communication systems.
- Training is continually up to date and all staff are accountable for safeguarding.
- The school's SLT are the DSL's and there is a member of SLT onsite at all times. Two additional members of the leadership team are Deputy DSL's and provide clear guidance to staff members.

### **Developing high quality teaching and learning**

- New staff are dynamic and highly motivated.
- Links with schools in the local authority and the Challenge Partners Network is developing for rigorous quality assurance, support and challenge.
- Teaching and learning is all encompassing, with an equal emphasis on academic and personal development.
- Systematic approach to the quality assurance of teaching and learning.
- Marking is detailed but accessible to the students, both verbally and written.
- Expectations are high and behaviour is *not* an acceptable reason for a lack of student progress.
- Records of student progress are detailed and personalised intervention support further promotes deep, embedded learning.
- Funding is used effectively for CPD and resources.
- Visits and visitors enrich children's learning experiences.

- The school continues to have 0% NEETs. All leavers are supported effectively to find the best next placement. The college location, course and environment are all taken into consideration. Much transition takes place to ensure that students are ready (socially, emotionally and independently) for the next provision. The Courtyard works in conjunction with the SEN departments of colleges to ensure that needs will be met.
- Parents/carers, the LA and stakeholders hold SMMA: The Courtyard in high regard and values the work that we do. Schools are keen to work collaboratively with us in the best interests of the children.

### **Impact**

- Behaviour for learning is exemplary.
- Students are making progress in their learning because they feel emotionally and physically safe and contained within the school environment.
- Good communication with external professionals ensures that measures are put in place to safeguard students both in and out of school.
- Students feel safe and are comfortable to disclose to a trusted adult at the Courtyard.
- Each new year cohort is looked at independently and the curriculum offer is continually revised. The Leadership team monitor student progress and the quality of teaching extremely well to make adjustments to a student's curriculum offer as necessary.

### **Impact**

- Almost all student groups make good academic and personal progress against their baseline irrespective of need, their starting point and background.
- Students see the Courtyard as a school which prepares them well for the next phase of their learning, which is often a mainstream college.
- Students have a variety of opportunities available to them to master new skills and knowledge and build upon existing skills and knowledge. There is no discrimination, just equal opportunities and high aspirations for all.
- Students appreciate receiving feedback on their learning and will often use it as an opportunity to ask further questions and deepen/cement their learning.
- Students feel safe to express themselves and build upon areas of strengths and develop in areas of development.
- Students self-assess regularly and become independent learners, developing the skills and expectation of self-improvement

<p><b>High expectations of behaviour and well being</b></p> <ul style="list-style-type: none"> <li>● All staff members go above and beyond for our students. They are genuinely invested in promoting <i>very</i> high expectations of behaviour ensuring the wellbeing of not just the students but also of each other.</li> <li>● The school has an established and active School Council. The group meets fortnightly, taking ideas from their keyworker groups and discussing further before bringing to the leadership team.</li> <li>● Members of the leadership team</li> <li>● All students are personally ready for the next phase of their learning. They make positive developments in their social communication, emotional regulation and independence (SCERI).</li> <li>● SMSC is weaved seamlessly throughout the curriculum, empowering the students with knowledge of British Values and recognising their place as world citizens.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● Attendance is high profile at the Courtyard, starting from the discussion about the importance of attendance with parents/carers at the transition meeting, to the celebration of good attendance via assemblies, newsletters and displays.</li> <li>● Persistent absence is rigorously tackled, procedures are followed and systems are in place to safeguard students and raise attendance.</li> <li>● Case studies on poor attendance demonstrates the rigour and emphasis on attendance as a safeguarding concern, as well as demonstrates a relentless drive to improve.</li> </ul> <p><b>Governance</b></p> <ul style="list-style-type: none"> <li>● The Full Governing Body meet no less than 6 times a year and receive reports from the Headteacher on matters such as student progress, safeguarding,</li> </ul>	<ul style="list-style-type: none"> <li>● Students are motivated to learn, develop a positive attitude about themselves and are hopeful for the future.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>● Students move around the school safely and happily. Students are polite and welcoming and have good manners when speaking or are spoken to.</li> <li>● Students <i>very rarely</i> physically hurt their peers or the staff when angry or upset.</li> <li>● School property is hardly ever damaged when students are angry or upset.</li> <li>● Children can practically implement strategies to self-regulate when in situations that previously led to behaviours which broke down previous mainstream placements.</li> <li>● Students feel valued and live up to the expectations held for them.</li> <li>● Most students develop empathy, respect and compassion, which help them to view the world, people and situations in a more positive light.</li> <li>● Staff are skilled in supporting students to reflect on their actions and make positive changes.</li> <li>● Students are effectively supported via in-school and external services to increase their capacity to self-regulate and maintain a positive mental health.</li> <li>● Students are actively keen to develop their school environment and educational provision via contributions to the student council. Students are taking personal responsibility for their school experience.</li> <li>● Students value their immediate and wider community, developing employability and life skills.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>● Student attendance for the last academic year was <i>very good</i> for a Special school at 89.1%.</li> <li>● Students with previously poor attendance have improved significantly upon transition to the Courtyard.</li> <li>● Students have reported via student surveys that they feel hopeful about their future because of their experiences at the Courtyard.</li> <li>● Parents have communicated via parent surveys that their children are happier and feel safer in the Courtyard environment. Parents also report that they feel well supported by the school team.</li> <li>● Staff attendance is outstanding and represents their commitment to the students and the school vision.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>● The Courtyard not only maintains a high quality provision, but has significantly built upon good practices the increase in cohort size and ensures</li> </ul>
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<p>pastoral impact and performance management of teachers.</p> <ul style="list-style-type: none"> <li>● Email communication is maintained between meetings to ensure that relevant information is shared and current.</li> <li>● Governors hold senior leaders to account for student outcomes.</li> <li>● A range of sub-committees have been developed and meet between Board Meetings. These groups, Finance and General Purposes and Curriculum and Standards, meet regularly and feedback to the Board.</li> <li>● Governors provide support and challenge and understand the operational functioning of the school, as well health and safety and safeguarding.</li> </ul>	<p>positive academic and personal outcomes for <i>all</i> students.</p> <ul style="list-style-type: none"> <li>● The Courtyard has clear vision and direction that will withstand changes both locally and nationally, and can flexibly move with the times to ensure that student need is continually met.</li> <li>● The SLT is vibrant, dedicated and focused in driving up standards across the school. This motivates staff and students alike.</li> </ul>
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<p><b>Quality of Education –</b> <b>INTENT</b></p> <ul style="list-style-type: none"> <li>● The Courtyard is dedicated to providing a broad and balanced curriculum at levels appropriate to the developmental understanding of its students. It believes that students should leave with the necessary knowledge, skills and accreditation to see them successfully move forward to the next stage in their lives, whether that be college, an apprenticeship or paid employment.</li> <li>● The school’s vision provides each student with an individualised curriculum which is tailored to develop their academic, social and emotional growth. It responds, adapts and evolves to the changing nature of the cohort with a greater focus on supporting ‘wellbeing for learning’.</li> <li>● The aspiration for all students is to unlock their potential and access the highest level of qualification possible whilst also equipping them with the skills to be able to live and work independently.</li> <li>● Ensuring students are prepared for adult, independent life is at the centre of the curriculum via the overarching PAIL (Preparation for Adult Independent Life) focus. This practice is fully embedded and explicit cross-curricular links support the students’ knowledge, skills and understanding.</li> <li>● The Leadership Team are committed to ensuring that staff are highly skilled to deliver a quality holistic education to a complex and changing cohort.</li> <li>● Teachers have high expectations of the students and deploy assistants well to extend learning and manage dysregulation in the classroom.</li> </ul> <p><b>IMPLEMENTATION</b></p> <ul style="list-style-type: none"> <li>● Informal learning walks and formal lesson observations are carried out throughout the year. They allow the leadership team to determine the quality of teaching and feed directly into the teaching and learning CPD sessions.</li> <li>● Link meetings take place between teachers and their line managers weekly. Book monitoring, lesson planning support and quality assurance is regularly on the agenda.</li> <li>● Performance Management is a key feature of personal professional development and the quality of teaching and learning. Appraisal documents are reviewed three times a year.</li> <li>● Baseline assessments are carried out within two weeks of a student starting at the Courtyard and then subsequently at the start of each academic year. Formal assessments are completed termly and clearly informs planning and personalised interventions for the following term.</li> <li>● Learning and progress is discussed weekly in Link meetings between teachers and line managers. Planning and interventions may be adjusted as a consequence of any deviation from the student’s progress flightpath.</li> <li>● Marking policy is thorough and meaningful. Teachers provide detailed verbal feedback in every lesson. Teachers provide detailed written feedback at least once a week. Students are directed to review the written feedback and respond.</li> <li>● The promotion of quality first teaching. High quality practice is used as a model of example for other teachers.</li> <li>● Support staff support learning as well as behaviour.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>● Staff are open to scrutiny to improve practices and ensure personalised planning, teaching and learning.</li> </ul>
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- Students take pride in their books/work and have high expectations of themselves.
- Staff remain driven and motivated to continually improve their practices and support each other.
- Staff are invested in the progression of the school as a whole and feel part of decision making in the best interest of the students.
- Individual student need is quickly identified and met following transfer to the Courtyard.
- Support is targeted and promotes deep, embedded learning and progress.
- Marking is meaningful and promotes self and peer assessment from the students. Students know their next steps and how to improve and develop.
- 88% of students made expected or better than expected progress in Maths and 83% made expected or better than expected progress in English demonstrating the school's ability to reverse the trajectory of learning most students experience in their previous setting. Students are positive about their learning ability and have aspirations for future success.

#### **Behaviour:**

- SMMA: The Courtyard is a happy, harmonious place and students improve their school attendance in just a few weeks after joining the school.
- Behaviour is understood as communication by all staff and unmet needs are quickly identified.
- Clear behaviour modification programme (PBS), ensures consistency in effectively managing students behaviour.
- There are very few incidences of bullying in the last year, and where bullying does occur, it is managed effectively.
- Safeguarding is robust with secure processes and systems firmly in place.
- All staff are Team Teach trained which is refreshed every 2 years.
- Interactions/Incidents/Conversations are tracked daily using the school CPoms system.
- Considering your 'Zone of Regulation' is heavily promoted and the adults are exemplary role models to the students. Students are confident and comfortable to share their Zone and consider strategies/interventions to support them to return to the Green Zone – a positive learning Zone.
- British Values and Social, Moral, Spiritual and Cultural development are paramount and heavily promoted and increase student understanding of life in modern Britain.
- We actively celebrate world/National events and days increasing students' knowledge of the world around them.
- Speech and language therapist, CAMHS clinician, EP and Art Therapist are present in school weekly and are actively involved in supporting students via our Universal, Indirect or Direct offers.
- Student voice is collated termly via the Student Council.
- Safe online interactions are a focus throughout the year and particularly during the Safer Internet Week.

#### **Impact**

- Students feel emotionally and physically safe at the Courtyard. They feel listened to and understood and the management of students is outstanding.
- Students make meaningful progress socially and emotionally at the Courtyard.
- The boundaries are very clear to students and on the rare occasions when there is high level disruption from students, it does not affect the learning of the rest of the cohort.
- Patterns of behaviour and triggers are quickly identified and communicated amongst staff. The Pastoral Team will hold an 'All About' session with external agencies and share findings with the rest of the staff body. Interventions are decided upon and behaviour is modified.
- Students begin to modify their behaviour within just weeks of transitioning to the Courtyard.
- Students are accurate in recognising their 'Zone' and particular situations which may alter their Zone. The majority of students are able to implement strategies independently to help them return to the Green Zone if they become dysregulated. The rest of the cohort will do so with adult support.
- Students see beyond their behaviour and how it impacts on those around them, promoting them to change and break old patterns of behaviour.
- Students understand about community and what positive contributions they can make within a community.
- Students feel more confident to engage with their communities, both via work experience and in their everyday lives.
- Students confidence and self-worth increases significantly at the Courtyard.
- Students are respectful to each other, supporting their understanding and development of friendships.
- Students learn to communicate using their words and not via their behaviour.