



Outcomes for Pupils is judged to be GOOD

Standards	Attainment		
	2016	2017	2018
EYFS: GLD National: 72	65	67	60
KS1 : Expected Standard National: R76 –W70-M76	R75-W72-M77	R74-W67-M81	R74-W65-M83
KS1 : Greater Depth National: R26 –W16-M22	R21-W16-M18	R19-W12-M21	R22-W17-M24
KS2: Expected Standard N: R75 –W78 –M76 –GSP78	R68-W88-M77-GSP81	R48-W71-M68-GSP70	R79-W75-M71-GSP79
KS2: Higher Standard/Greater Depth N: R28 –W20 –M24 –GSP34	R11-W25-M2-GSP19	R13-W14-M5-GSP21	R21-W20-M25-GSP27
KS2 R-W-M combined National: 64	60	48	68

- The three year trend indicates that most pupils enter school at well below age-related expectations but make good progress and achieve broadly in line with national averages at the end of year 6. The disappointing dip in our reading data has been rectified and the school is now 4% above the national average for reaching the expected standard.
- EYFS** - Children enter the Foundation Stage well below national expectations (see on-entry data), particularly in the area of communication and language. 72% of pupils made good progress across the curriculum by the time they entered KS1 (see Target Tracker breakdown). **60%** of reception pupils reached a GLD which is 7% below the previous year and 12% below national average. The use Launchpad has greatly contributed to the children's oracy skills since its introduction.
- Phonics** Yr 1 - The proportion of pupils reaching the expected standard has improved from 2017 with 88% passing the screening check (national average 83%). 45% of Yr 2 pupils passed the re-take. The cumulative percentage for the cohort is 89% (national average 92% 2017). 85% of our disadvantaged pupils passed the phonics screening check in year 1 which is a 9% increase from 2017. This is higher than the national average for all pupils.
- KS1** - Standards in reading and writing at age expected + are broadly in line with national average and slightly lower at greater depth. Mathematics attainment at expected+ and at greater depth is above national average. **65%** of this cohort achieved a GLD at the end of Foundation Stage. This shows that most pupils make secure progress across KS1.
- KS2**- The disappointing dip in attainment in 2017 has been rectified with a 31% increase in reading bringing us to 4% above the national average at 79% 2018. Our maths expected outcomes increased to 71% and higher standard outcomes increased to 25% which is a 20% increase from 2017 and also above the national average for 2018.

Quality of Teaching Learning and Assessment is judged to be at least GOOD

- We judge teaching, learning and assessment in the school to be good (Ofsted, Oct 2017)
- Outcomes from leaders' monitoring demonstrate that the vast majority of pupils make good progress. This is evidenced in analysis of progress pupils make over time (see assessment data), work in books, discussions with pupils and lessons observed.
- There is a very positive learning atmosphere in all classrooms and pupils demonstrate good attitudes to learning. Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Teachers plan effective lessons to deepen pupils' learning. Pupils' involvement in the learning process is secure because teachers set clear and challenging tasks, intervening appropriately during lessons to keep pupils focused and on task.
- The quality and effectiveness of marking and feedback is good overall. We have been working to improve the quality of feedback to pupils in all subjects, finding ways of creating uniformity and consistency throughout the school. Where teaching is stronger, marking in books allows for a more effective dialogue between our teachers and pupils. We use this strong practice to effectively support teachers new to the profession. Teachers' comments and next step challenges enable pupils to move forward in their learning. As leaders of learning, we have identified that this needs to be more consistent across the school.
- Teaching profile showing grading of quality of teaching and learning of individual teachers.**

	Aut 2017	Spr 2018	Sum 2018	Target 2017/18
% NQTs	3	3	3	3
Outstanding	29	25	25	35
Good	59	69	69	100
RI	12	6	6	0
	-	-	-	-

Personal Development, Behaviour and Welfare is judged to be GOOD

- Staff share clear expectations of behaviour for learning with pupils at the beginning and throughout the lessons. All classes follow the 'Stay on Green' behaviour system, this creates uniformity, sets high expectations and allows children to take responsibility for their actions.
- Our pupils display positive behaviour for learning in lessons and as they move around the school. Their behaviour for learning has a positive impact on the good progress our pupils make in lessons as well as contributing to the ethos of the school.

Progress KS1 – KS2	School Progress		
	2016	2017	2018
Reading	-0.1	-2.3	-0.1
Writing	+3.7	+2.0	+0.3
Maths	+0.2	-1.1	-0.2

The progress from different starting points in English and maths is close to or above national averages with the exception of low prior attainers who saw a significant positive progress score in writing (+5.7) but a negative progress score in maths (-3.6). The progress for disadvantaged pupils is lower in all subjects than for non-disadvantaged pupils which has led to our overall progress scores being slightly below zero in reading and maths. However, these are well within the floor standard threshold.

- Evidence from internal pupil assessment information shows that different pupils groups in our school are making good progress from their starting points.
- Leaders recognise that teachers need to accelerate pupils' progress across reading and writing in KS1 and in writing and maths at KS2 to ensure that the proportion of pupils meeting or exceeding the national standards are in line with national averages.
- Pupils are able to discuss and express clearly their knowledge and understanding of what they have learned.

To achieve OUTSTANDING the following issues need to be addressed:

- Work to ensure that all pupils, particularly the most able and disadvantaged most able pupils make strong progress in reading, writing and maths in KS1 and KS2.*
- Ensure the upward trend of pupils meeting the expected standard in Phonics in KS1 continues, in particular for disadvantaged pupils.*
- Ensure that the outcomes for all pupils at the end of KS1 continue to remain in line with national averages and a greater proportion of pupils exceed the national average in reading and writing.*
- Ensure that the outcomes for KS2 continue to be in line or above the national average in reading, writing, maths and EGPS.*
- Pupils across the school continue to make substantial and sustained progress against national standards by effectively using the assessment information from the school's Assertive Mentoring programme.*

- Pupil progress meetings follow termly assessments, rigorous tracking, target setting and analysis of individual pupils needs. Teachers confidently talk about their pupils' achievement, progress and the impact of the targeted support. As a result, teachers know how well their pupils have done and what their areas for improvements are.

- Our curriculum follows the requirements of the National Curriculum (2014). The well-designed skills based curriculum develops pupils' creative approach to their learning. Teachers provide exciting, enriching and challenging learning opportunities shaped by the Focus Learning Challenge Curriculum. This will be an area to strengthen during the next academic year.
- The Assertive Mentoring programme enables teachers to develop consistency and accuracy of approach to assessment in line with the raised expectations in the 2014 National Curriculum.
- Regular meetings and workshops give parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected and what their child needs to do to improve.

To achieve OUTSTANDING the following issues need to be addressed:

- Ensure all new staff are judged as good or better.*
- Increase the proportion of outstanding teaching across the school.*
- Constructive feedback is consistently used, showing pupils how to improve their work through focused dialogue, improvement prompts, next steps comments and by embedding a culture of pupils being given time to secure these improvements*
- Maintain the focus on different pupil groups throughout the school and ensure they are making sustained and substantial progress: in particular, more able, disadvantaged more able, SEND and Traveller pupils.*
- Ensure more able pupils make strong and rapid progress across reading, writing and maths in KS1 and KS2.*
- Ensure the upward trend of pupils meeting the expected standard in Phonics in KS1 continues, in particular for disadvantaged pupils*

- There is a comprehensive awareness of safeguarding issues among the governors and staff at all levels, all of whom receive regular training on safeguarding (see twilight agendas and governing body minutes) in particular, child protection, safeguarding procedures, PREVENT, British values and staff code of conduct.

%	2016	2017	2018
Authorised absence			
Unauthorised absence			
Overall Attendance	95.6%	95.5%	95.0%

Exclusions 2017-18
3 fixed term

- Pupils say they feel safe and know how to keep themselves and their peers safe, they feel confident and are secure to tell us about any concerns and fears that they might have in the knowledge that these will be followed up right away.
- The school uses local intelligence to support pupils, particularly the older ones, to be aware of the influence of gangs that operate around the school. Pupils say the work the school does helps them to be able to assess risks to themselves effectively.
- Parents and carers strongly agree that the school's work help keeps pupils safe.
- Health and safety around the school is managed well by the leadership team and premises manager. All adults take responsibility for safeguarding. As a result pupils are kept safe in school.
- Pupils warmly welcome visitors to the school. Those visitors often comment on the excellent behaviour of the pupils and positive attitudes and the calm, positive atmosphere and sense of purpose in our school.
- The care and pastoral support at our school is very strong because we place a high value on ensuring our pupils' social and emotional wellbeing. The school is part of the well-being and mental health pilot (WAMHS) 2018-2019.
- Safeguarding is effective. Leaders ensure risk assessment procedures, systems and pupil routines are regularly monitored and evaluated. Hackney Learning Trust recently conducted a safeguarding audit and outcomes indicated effective provision.
- Our pupils take part in E-safety and cyber bullying workshops and have a good awareness of the dangers/issues centred on the use of the internet and social media. Internet access permission slips are signed by parents and are updated annually with the internet and e-safety policies.

Our server is regulated by the Local Authority, who block all potential harmful sites and teachers are vigilant while children are using the internet. As a result our pupils, staff and parents are more aware of the dangers and how to keep themselves safe while online and report any issues they might encounter. This will be strengthened further by the well-being and mental health pilot 2018-2019.

- Staff and pupils deal effectively with the very rare incidences of bullying behaviour and/or use of derogatory or aggressive language.
- Overall attendance for all groups of pupils is broadly in line with national averages (2017) due to the effective actions and early interventions of the Welfare and Attendance Officer and safeguarding lead. However, these measures have not been as successful in reducing persistent absence. Leaders are constantly monitoring the school's procedures to find ways to reduce this figure.
- Punctuality is good. Pupils come to school ready to learn.
- The school's promotion of equality and procedures to tackle discrimination is a strength of the school, with these issues placed at the heart of all of our work.

To achieve OUTSTANDING the following issues need to be addressed:

- To maintain excellent behaviour and the effective systems and procedures that are in place.*
- To improve punctuality of a minority of pupils in the school.*
- Embed pupil voice through School Council, Rights Respecting Schools, Democracy Week, Debate Club and British Values.*
- Reduce persistent absence, particularly for disadvantaged, EHCP and Traveller pupils.*
- Improve attendance for EHCP pupils.*
- Well-being and mental health pilot to improve online safety and impact on mental health and behaviour.*

Leadership in and Management of the school is judged to be GOOD

- School Leaders including governors share a strong sense of vision, purpose and direction for the school and set high expectations of pupils and staff.
- There is a strong aspirational culture and leaders at all levels share a relentless drive in their pursuit of ensuring the highest standards of academic and personal development for all pupils.
- There is a strong focus on developing middle leaders. They take an active role in monitoring the quality of teaching and learning and assessment. They are developing effective systems to be able to demonstrate their impact on raising standards.
- Leaders ensure that good systems are in place for self-evaluation informed by the robust monitoring and evaluation procedures. These help to shape the strategic vision of the school, leading to an accurate understanding of our strengths and areas for development.
- Leaders have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.
- Provision for SEN/D and disadvantaged pupils is effective with a range of academic and pastoral interventions, which are reflective of pupils' needs. The progress of these pupils is now rising in EYFS, phonics screening and KS1. We are now focussing on rapid improvement in progress for KS2.
- The school is very effective in promoting SMSC of all our pupils, the strong caring community ethos in school is underpinned by the strong spiritual, moral, social and cultural values which permeates all aspect of daily life in our school.
- Safeguarding procedures are robust and fit for purpose. Effective action is taken where needed to ensure all pupils are safe.
- Robust and effective Performance Management procedures are in place for teachers and support staff. Staff are given ambitious objectives to achieve which are closely matched to the needs of the school priorities and Teacher Standards (2012).
- Teaching is at least good with a growing percentage of outstanding, as a result of robust monitoring, professional development and performance management.

- A strong commitment to CPD helps to ensure each member of staff is appropriately trained and developed so that they contribute positively to the improvements and success of the school.
- There is a constructive and ambitious dialogue between the school leadership and the governing body. Governors have an accurate understanding of the current school context. They evaluate, challenge and offer leaders support. They effectively hold the senior leaders to account for all areas of school improvement and raising pupil standards. They are proactive in arranging visits to the school in order to validate the information from senior leaders. They have high expectations for outcomes and provision for pupils.
- Parents are well informed and active partners in the school. Regular parent workshop meetings are well attended by a diverse group of parents who give positive feedback.

To achieve OUTSTANDING the following issues need to be addressed:

- Continue to develop middle leaders, giving them further opportunities to develop a deeper understanding of their role in leading teaching, learning and assessment.*
- To support ML to become more effective with the tracking system in the school and analyse data more robustly and taking the lead in their phase/subject area.*
- Build capacity through distributed leadership at all levels - teaching assistants through to head teacher.*
- Literacy and Numeracy leads to ensure substantial and sustained progress from EYFS to KS1 and from KS1 to KS2 for disadvantaged pupils, more able pupils and disadvantaged more able pupils in reading and maths.*

Effectiveness of the EYFS Provision: Quality and Standards is judged to be GOOD

- The quality of teaching and standards in the Early Years Foundation Stage (EYFS) is consistently good with some outstanding features. The majority of EYFS pupils enter our school with skills that are below age-related expectations. The curriculum taught in EYFS is the Development Matters Framework. For most children, the outcomes on exit are at expected levels (GLD = 60%, a 7% dip from 2017). The majority of children (72%), and different groups of pupils, make good progress from various starting points (progress data available in school).
- High-quality planning and organisation ensure that every child is suitably challenged; activities are well planned, based upon thorough and accurate observations and assessment and matched to the full range of children's needs.
- The teachers and staff in EYFS have consistently high expectations of the children, which are based on sound assessment practices.
- An interesting, well-organised and welcoming environment including an effective and exciting outdoor learning facility, successfully stimulates children to be creative, independent and imaginative when learning.
- Parents are kept well informed and the transition from home to school as well as from other providers is handled well.
- Visits are planned to ensure an enriched curriculum in the EYFS. The pupils' excellent behaviour contributes and enables them to maximise the learning opportunities offered in the indoor and outdoor learning environment.

- Routines are well established. This enables children from other settings to settle quickly. Teachers and support staff capture the pupils' learning and progress through focused observations and child initiated learning opportunities.
- Adults have excellent knowledge of learning, development and welfare requirements relating to EYFS and effectively promote children's learning, social, physical and economic well-being.
- The safeguarding of children in EYFS is effective because of the robust steps taken to safeguard the children including, rigorous vetting of all adults working with the pupils; child protection and safeguarding procedures explained at induction and first aid procedures for all the adults who work within the setting.

To achieve OUTSTANDING the following issues need to be addressed:

- Build on success of Launch Pad (Speech and Language whole-cohort intervention to improve communication and listening skills).*
- Ensure that progress of all groups of children is high in relation to their starting points and that pupils are well prepared for KS1.*
- The gap between disadvantaged pupils' attainment and those of other children nationally is closed or closing rapidly.*
- Build on successful strategies to engage parents and carers of our pupils in their children learning.*

Overall effectiveness is judged to be GOOD

- We judge the overall effectiveness of our school to be good.
- Evidence from regular monitoring shows that our pupils benefit from good teaching across the school, some of which is outstanding.
- Our school has a strong family feel and a caring nurturing ethos, this is very important in creating a warm and welcoming environment for our school and the wider community, where there is a tangible feel of everyone working together and where achievements are encouraged and celebrated and relationships are positive and strong.
- On starting school in the Early Years Foundation Stage, the majority of pupils are working below age-related expectations, particularly in communication and language skills, literacy and numeracy. Progress overall by the end of KS1 is good, attainment at the expected standard in all subjects is close to or above the national average. In KS2, the disappointing dip in reading attainment in 2017 was reversed with a 31% increase – 4% above the national average (school = 79%, national average = 75%). Our combined percentage in reading, writing and maths was 4% above national average at 68%. Our maths attainment rose to 71% which is 5% below the national average for expected but slightly above the national average at the higher standard and also marking a 20% increase on the previous year.
- Safeguarding procedures are robust with effective action taken where needed to ensure all pupils are safe.

To achieve OUTSTANDING the following issues need to be addressed:

- Ensure all groups of pupils, including disadvantaged pupils, make rapid progress, especially in reading and maths in KS1 and KS2.
- Increase the percentage of more able and disadvantaged more able pupils attaining the higher standard in maths and reading at KS2.
- Diminish the difference in gaps between disadvantaged and other pupils.
- Ensure the upward trend of pupils meeting the expected standard in Phonics in KS1 continues, in particular for disadvantaged pupils, thereby continuing to diminish the difference.
- Further develop the quality of feedback marking to ensure pupils consistently respond to next steps comments to improve their learning.
- Improve attendance, particularly for PPG, WIRT and SEND/EHCP pupils.
- Reduce persistent absence, particularly for disadvantaged, EHCP and Traveller pupils.

Last updated – July 2018

Previous Inspection Report – 03/10/17-11/10/17

What does the school need to do to improve further?	Actions/Impact
<ol style="list-style-type: none">1. Raise pupils' attainment in reading by developing their skills so that they understand new words and phrases, and the deeper meaning of what they have read.2. Ensure that pupils are developing skills and acquiring knowledge across the full range of subjects.	<ul style="list-style-type: none">• 2017 KS2 reading – School 48%, NA 72% 2018 KS2 reading – School 79%, NA 75% Relaunch of Destination Reader in KS2 with bespoke support from Hackney Learning Trust. Impact was a 31% increase of pupils working at the expected standard or higher at KS2 since previous year. School also 4% higher than national average.• Focus Learning Challenge introduced to enhance coverage of the wider curriculum.• Wider curriculum lead appointed for 2018/2019 academic year.