

Self-Evaluation 2023/24 SUMMARY

The Quality of Education

- Our long term and medium-term curriculum planning is structured to ensure a progression of a broad range of knowledge and skills from Nursery to Year 6. Outcomes in all subjects demonstrate age appropriate opportunities to make links between prior and new learning and apply this in different contexts.
- The school has developed a curriculum which is rich in oracy, key skills and real life experience to support the high percentages of EAL and disadvantaged pupils. Curriculum plans are well-structured and set out in a way which builds on prior learning, ensures high expectations and supports teacher workload.
- Lesson planning demonstrates good subject knowledge and ensures that all groups of pupils are sufficiently challenged. The rigorous monitoring systems and procedures inform high quality professional development which in turn is systematically evaluated for impact. As a result, pupil outcomes evidence a growing depth of knowledge and understanding being applied in all subjects over time.
- Achievement across the wider curriculum demonstrates a high quality of provision and achievement across subjects with links made between different areas of learning such as science and mathematics. Pupils take pride in their learning with well-presented outcomes that illustrate independent application of key skills.
- A two-year cycle of curriculum content is being developed with humanities, citizenship and PSHE themes being built around high quality literacy text at the centre of each topic. Comprehensive training on Unconscious Bias, inclusion, diversity of need and approaches to teaching materials that can be used in a sensitive age appropriate way are ongoing.
- Our aim is to develop an ambitious curriculum which is rich in knowledge and provide skills for future learning
- Our teachers have good subject knowledge and present subject matter clearly with the ability to promote effective discussion and questioning about the subject matter being taught with pupils.
- Pupils make strong progress in reading and achieve above national averages at the end of KS2. This is the result of an effective provision from Early Years onwards to the teaching of reading across the school. Reading is high profile and books are celebrated through home reading, reading for pleasure and a systematic approach to diverse text exposure. Tracking systems ensure that children read regularly both at school and at home and that pupils who are falling behind catch up quickly.
- Synthetic phonics is taught systematically, and pupils make good progress. The number of pupils passing the Y1 phonics check has dropped slightly over the COVID period and is slightly below the national average for all pupils but in line for PPG. Pupils read books matched to their phonetic understanding thus ensuring rapid progress. By the time pupils enter KS2, the significant majority can read fluently and decode unknown words using phonic cues. Pupils are able to articulate a good comprehension of the texts that they read as a result of the Destination Reader lessons which take place each day in Years 3 to 6 focussing on comprehension skills.
- In Mathematics, we have moved to WRM scheme of learning to support delivery of the National Curriculum through a mastery approach and a focus on reasoning to ensure ALL learners are supported and challenged. Pupils are challenged and achieve at a high standard. Outcomes at the end of each key stage demonstrate strong progress and achievement at the end of KS2 is significantly above national averages. (2023)
- Teachers give feedback using incisive questioning and high-quality marking to provide good opportunities for pupils to make next step improvement. Pupils show an enthusiasm for learning as a result and are able to articulate how teachers help them to improve. Pupils demonstrate application of learned key concepts in their responses.
- Formative assessments in reading, writing and mathematics are used to inform provision at all levels. These identify concrete next steps for underperforming or coasting pupils as well as an opportunity to discuss the impact of teaching on pupil performance and challenge where needed. Teachers demonstrate a high level of ambition for their pupils and the ongoing use of questioning; vocabulary building and application are features of our agreed pedagogy.
- Two data points each year are used to inform supportive pupil progress meetings with teacher during which, support for pupils who need to catch up is agreed. Moderation with partner schools and the use of a linked planning and assessment tool ensures that this process is meaningful and manageable for staff.
- Assistant headteachers, phase leaders and subject leaders are knowledgeable of school standards and areas for development. They produce informed action plans for their subjects that link with whole school aims and ensure that high quality teaching across the curriculum is sustained through half termly monitoring and engaging in yearly action research focus projects/ NPQ's.
- Pupils at the school are achieving extremely well. School assessment shows the large majority of all pupils (75%+) to be at least in line with expected attainment and there is strong progress from starting points in all year groups which has been sustained over time. Outcomes at the end of EYFS, KS1 and KS2 are in line or above national averages at expected and at the GD standard.
- Disadvantaged KS2 pupils' progress in reading, writing and maths was significantly above average overall and not significantly below average for any prior attainment group, (low, middle, high). Disadvantaged KS2 pupils attained above the national average for all pupils in RWM combined and in writing and mathematics in 2023. In KS1, the percentage of disadvantaged pupils achieving the expected standard in RWM combined and in reading, writing and mathematics was above NA averages of ALL pupils

Progress KS1 – KS2	School Progress			
	2018	2019	2022	2023
Reading NA 2023: 0	-0.1	+1.7	+0.1	+1.8
Writing NA 2023: 0	+0.3	+0.2	+1.3	+3.8
Maths NA 2023: 0	-0.2	+2.0	-0.8	+1.6

Standards	Attainment			
	2018	2019	2022	2023
EYFS: GLD National 2023: 68	60	64	70	70
KS1 :EXS National 2023: R68- W60-M70	R74-W65-M83	R76-W67-M78	R77-W70 M77	R67- W62- M72
KS1 : GDS National 2023: R19 – W8-M16	R22-W17-M24	R15-W6-M22	R17-W3-M3	R31-W13- M23
KS2: EXS National 2023: R73 – W71 –M73 – GSP72	R79-W75- M71-GSP79	R78-W79-M84 GSP86	R87-W70- M68- GSP 64	R79-W85- M85 – GSP88
KS2: GDS National 2023: R29– W13 –M24 – GSP30	R21-W20- M25-GSP27	R29-W18-M31 GSP41	R23-W17-M23 GSP - 30	R25-W19-M21 GSP -29
KS2 RWM EXS - GDS National: 59 - 8	68	72	EXS 62 GDS 6	EXS 73 GDS4

- The percentage of SEND pupils is 29%, EAL and pupil mobility is significantly higher than the national average and the high deprivation index results in provision required to take an inclusive but strategic approach to teaching and learning.
- Rigorous systems for assessment and evaluating the effectiveness of provision mean that pupils' needs are quickly identified. Those children with additional needs are assessed and staff resources are deployed to support pupils particularly those with SEND and disadvantaged pupils. A thorough provision map is regularly reviewed and adjusted according to need.
- Parents are well-informed and active partners in the school. Regular parent workshops are well attended by the diverse parent group who give positive feedback and constructive suggestions on further learning opportunities they feel would benefit them.

In the current academic year, the following areas are a focus to sustain high quality provision:

- To effectively induct new members of staff, so that the teaching profile reflects an increasing % of excellence in teaching and outcomes across the year.
- To maintain the approach of quality first teaching through a focus on modelling, questioning, assessment, marking and feedback to ensure that it maximises direct impact upon outcomes for children.
- To ensure that rapid rates of progress for all groups of pupils ensures that outcomes at the end of EYFS, KS1 and KS2 are at least in line with national averages..
- To ensure precision in feedback through consistent application of the policy which results in all groups of children demonstrating visible progress in outcomes.
- To further embed structures for evaluating SEND provision to ensure timely intervention, assessment and review that impacts pupil progress.
- To ensure rigour in timetables teaching and learning in order to accelerate progress.
- To review the curricula for maths to make the teaching of reasoning, problem solving and investigation more precise.
- To ensure systematic application of strategies for recalling prior learning to enable pupils to remember more in the longer term.
- To continue to ensure pitch of independent learning for key groups, including disadvantaged pupils and boys in EYFS enables pupils to make rapid progress from baseline.

Behaviour & Attitudes

- Pupils are resilient and demonstrate pride and independence in their learning. Engagement in extra-curricular activities is extremely high and reflective of the diversity in the school. These include trips to universities, Reading Ambassadors and debating teams, sports and pastoral activities. A high number of pupils take up musical instrument tuition.
- Pupils work collaboratively and purposefully. The school actively promotes values of resilience and perseverance and children are able to articulate how this reflects on their learning.
- Pupils have a range of opportunities to understand and celebrate key values such as democracy and co-operation and show a high level of respect for cultures other than their own including, other faith weeks and world culture celebrations. There are many embedded pupil voice role models such as Diverse A Team, Our Doves, Reading Ambassadors and the Green Influencers who are working alongside ECO Active to improve our playground.
- Incidents of disruptive behaviour are uncommon and pupils typically report that their learning is not disrupted by others. Where pupils present particular needs, the school works with a range of external agencies to enable a full access to the curriculum. The Re-Engagement Unit and CAMHS work in partnership with our SENCO with identified vulnerable groups /individuals and access therapeutic support provided by A Space to support the most at risk pupils.
- The school has a robust anti bullying and behaviour policy and children have a good understanding of what bullying is and how to deal with it as a result of high profile anti bullying strategies including assemblies, PSHE curriculum focus, SEAL and value awards. The teaching of the risks of cyber bullying and safety is also revisited regularly through assembly themes and the ICT and PSHE curriculum to ensure that it is known and has a high profile. Each class documents comprehensive PSHE and RHE curriculum activities in a class floor book. Pupils have a good understanding of how to keep safe and they report that they feel safe in our school. Children understand what bullying is, and how to report it. Incidents of bullying are rare and dealt with robustly by school staff.
- We work robustly and comprehensively with our EWO, Attendance and safeguarding leads to follow up pupil absences to close the gap between school and national attendance data
- Our revised PSHE curriculum takes account of statutory RHE guidance as well as including themes relevant to our context such as celebrations of diversity, educating against the risks of gang and knife crime, and preparing for secondary school transition.
- Attitudes to Secondary transition for year 6 children and their families are carefully managed and supported. We work closely with our Secondary colleagues to ensure that our children make the move to Year 7 with a comprehensive understanding of each child's needs. "Diverse Voices", a theatre group, provides a forum for discussions around transition including fears of bullying, identity and belonging in a larger institution.

- We are a diverse community and we aim to embrace all difference. Our PSHE and RHE curriculum includes themes to learn about and celebrate cultural, ethnic and sexual difference in our community, as well as other identity issues.
- Ensuring that everyone in our school community feels represented and validated is key to our Equity, Diversity & Inclusion (EDI) strategy. This includes extends to all protected characteristics, including gender identity and sexual orientation. To gain our Educate and Celebrate Bronze Award, we had to facilitate staff training; develop planning across Key Stages 1 and 2; and compile resources to promote inclusive classroom practice. Policies were also examined to ensure all are represented equally and fairly.

- The school works very effectively with outside agencies which offer additional support for the high number of pupils with need, and this, alongside the dedicated school staff, ensure a high quality of pastoral care. There are highly effective systems for integrating pupils at risk of exclusion. The school works in partnership with the REU, New Regents College and parents to ensure a smooth transition to their secondary education.
- Parents are very supportive of the school. In the last three annual questionnaires over 92% agreed with the statement 'my child enjoys being at school most days'. A very large majority agreed with the statements 'pupils at the school behave well', 'my child is not bullied or harassed at school' and 'the school keeps my child safe'.

In the current academic year, the following areas of behaviour and attitudes are a focus to sustain high quality provision:

- *To maintain excellent behaviour and the effective systems and procedures that are in place.*
- *Enable children to develop a deeper understanding of growth mind set and metacognition to increase resilience, both academically and personally.*
- *Embed pupil voice through Pupil Surveys, School Council, Rights Respecting Schools Our Doves, Diverse –a Team, Democracy Week and British Values.*
- *Reduce persistent absence, particularly for disadvantaged, EHCP and Traveller pupils and improve punctuality of a minority of pupils.*
- *Ensure sustained attendance rates are broadly in line with NA, with a particular focus on those whose attendance falls below 95%.*

Personal Development

- Pupils enjoy a rich and varied curriculum including weekly Spanish and Music lessons, themed enrichment weeks, WOW days, gardening, ukulele, green influencers and use of technology to enhance learning.
- We have an ongoing music programme with Apollo Music who introduce the children to the world of the orchestra and all its workings. It is a very popular programme with our Year 5 children.
- Children are currently engaged with and developing their musical skills with two singing projects with VOCES8. Our Year 3 Pen pal Project with a school in New Mexico encourages learning about each other's cultures and school experiences as well as exchanging songs and our year 1 project is developing the skills of the teacher to lead in singing.
- Pupils are encouraged to participate in a range of community events to develop their understanding of community cohesion and collaborative working. Pupils have strength of voice through our Green Influencers. On completion of our playground work with eco active they will bring in the local community together to celebrate and learn about the mural, they created, get families involved in the finishing touches and talk about their eco work.
- Apollo Music awarded the school a bursary to enable violin tuition for our year 5 pupils.
- Provision for SMSC is excellent with pupils demonstrating a willingness to explore new ideas and experiences including the use of philosophy in classrooms. Our curriculum design allows for pupils to constantly share and reflect on their own experiences, a strong understanding of the difference between right and wrong supported by a comprehensive PSHE curriculum.
- We celebrate Democracy Week each year and have previously used this time to have elections for our school council. We are supported and have a Q & A session with our local counsellors and MP during this week – it is an important part of our celebration and understanding of British Values. Links with enterprise activities including 'work week' and 'enterprise week' ensure that children are fully involved and engaged in the values of the school and wider British society.
- We are proud of our support and fundraising activities for local, national and global charities. The children gain a good understanding of social responsibility and social justice with this work. They learn from assemblies and class activities how their fundraising is used to improve the lives of those communities that we are supporting. These include: CAFOD, the Roald Dahl Foundation, RISE365, Red Nose day, Catholic Children's Society, Jeans for Genes amongst many others.
- To celebrate our diverse school community, we participate in activities such as World Afro Day (including adopting the Halo Code), a themed Black History Month, World and Children's Mental Health Day, Human Rights Day, Women's History Month, Educate and Celebrate, LGBT+ month and others. We find that all of these celebrations build the understanding and vocabulary needed to be responsible, informed citizens in our local and global societies.
- A wide range of clubs are oversubscribed both in the school day and after school. These have included: gymnastics, dance, art, design & technology, cooking, science, gardening, homework and football. The take up of peripatetic lessons has a sustained trend over three years with school analysis of take up demonstrating a broad range of pupils accessing them.

- Our pastoral support is strong. The school has well established systems of pastoral support including onsite therapeutic support and strong links with external agencies such as children's social care, speech and language teams, specialist teachers. and EP support as well as in-house expertise for working alongside families to improve the care provision for children who are struggling. We work closely with the LA Re-Engagement Unit (REU) as this strongly supports our mission to avoid exclusions
- Termly reports demonstrate the positive impact of this provision on individual pupils and their families.
- The Maths lead has worked with teachers in reception to support their planning, knowledge and understanding, which has resulted in improved teaching and provision, as evidenced by our observations, assessments and outcomes for pupils.
Targeted support for the lowest 20%
- Children's progress is tracked using a variety of tools (daily observations, Launchpad for Language, phonics, target tracker) and a range of targeted interventions provide timely support

In the current academic year, the following areas of personal development are a focus to sustain high quality provision:

- *To further develop pupil and parental oracy of online and technological safety.*
- *Build the capacity of children to investigate and offer reasoned views about moral and ethical issues through debate activities.*
- *Develop further the children's skills in empathy to understand and appreciate the viewpoints of others PSHE/RHE lessons*
- *Develop the use of The Arts (performance, paint, print, textiles etc) in the curriculum to increase the sense of awe and wonder in the world and its peoples.*
- *Ensure that children with SEND achieve the best possible outcomes*
- *Build on successful strategies to engage parents and carers of our pupils in their children learning*
- *To further enhance independent learning opportunities both inside and outside through consistent and effective adult facilitation through questioning.*
- *To ensure that an increased percentage of children achieve the Early Learning Goal (ELG) for Literacy*
- *To continue to ensure pitch of independent learning for key groups, including disadvantaged pupils and boys in EYFS enables pupils to make rapid progress from baseline*

Leadership & Management

- School leaders including governors share a clear and ambitious vision for providing high quality, inclusive education and training for all. This is realised through strong shared values, policies and practice.
- Comprehensive, relevant and reflective action planning ensures well informed strategies are put in place to sustain and develop provision and outcomes for all pupils.
- Staff share good practice and view teaching as a collective responsibility and are actively engaged in their own development.
- A programme of purposeful CPD is mapped out termly, linked to the school's priorities for development. Time and support is planned into ensure new initiatives are embedded successfully
- Systems to support teachers at all stages of their career including ECT programmes and developing excellent practice programmes, use structured coaching and mentoring to ensure strong teaching across the curriculum. This is evaluated through monitoring and observations of effectiveness undertaken by a range of leaders.
- Performance management systems are supportive but rigorous, with specific, nuanced targets set in collaboration with teachers who are then actively engaged in their own development and achievement of the targets. Progress on targets is evaluated informally in review meetings but also referred to when relevant in observations and work scrutiny.
- Leaders engage with staff and are aware and take into account the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload.
- The well-being of staff is considered in many different ways. Workload is always a consideration, evidenced by the review of the assessment policy, giving teachers' additional time out of class to complete leadership roles, and using high quality schemes of work to reduce unnecessary creation of resources. Unnecessary meetings are minimised with parent meetings, pupil progress meetings, performance management meetings taking place during directed time
- Staff retention is a real strength. There are high levels of staff retention in both teaching and support staff, with staff reporting that they are happy to come to work, have positive relationships with their colleagues and feel trusted to do their jobs. All staff have put themselves through two rounds of competitive interviews (2021-2022 / 2022- 2023) due to our fall in roll and will repeat the competitive interview cycle this academic year (2023-2024)
- We are a WAMHs school and are able to offer staff counselling and support for any professional or personal wellbeing issue that may be impacting their practice in school. Staff have also received training sessions on reflective practice, well-being and stress from a Mindfulness practitioner.
- Governors are well informed of the current school context, including the PAN reduction and challenge robustly when needed. Induction for new governors is robust including mentoring and a training programme. They are proactive in arranging visits to the school. They have high expectations for outcomes and provision for pupils.
- Governors have undertaken regular skills audits and self-evaluations. Their combined experience reflects a diverse range of skills. Systems of Governance hold the school to account highly effectively and have sustained high quality outcomes for pupils over several years
- Safeguarding procedures are robust with effective action taken where needed to ensure all pupils are safe. There are regular external audits of our safeguarding and Health and Safety systems and an annual Safeguarding report to governors.

- 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.
- Governors ensure that the school fulfils its statutory duties, e.g. under the Equality Act 2010 and other duties including the "Prevent" strategy, British values, safeguarding and promoting the welfare of pupils.
- There are positive and respectful relationships between pupils and staff, and between staff and the parent and carer community. Regular and open communication between home and school ensures effective support for pupils 'learning and family wellbeing. Leaders have adapted communications protocols during the Covid -19 pandemic, with greater use of video meetings, phone calls and emails to maintain contact and information exchange. Regular parent workshop meetings are well attended by a diverse group of parents who give positive feedback.

In the current academic year the following areas of leadership and management are a focus to sustain high quality provision:

- *To ensure effective operational leadership is sustained with enough capacity to facilitate excellent outcomes for pupils.*
- *To ensure that teacher workload is managed and ensure policies offer efficiencies whilst maximising impact on pupil learning.*
- *To ensure that curriculum intent, implementation and impact can be clearly articulated by all leaders.*
- *To ensure that high standards provision for disadvantaged, SEND and vulnerable pupils are maintained and that achievement gaps are minimised.*
- *To ensure the marketing strategy has a positive impact on the professional and public profile of the school.*
- *To ensure that Safeguarding arrangements remain fully compliant and that all staff are aware of their role and vigilant to risks.*
- *To ensure that statutory health & safety responsibilities are effectively managed and that the school estate is maintained to a high standard.*
- *To ensure that Governance establishes a risk focussed methodology that supports futures thinking.*
- *To minimise potential financial risks and ensure continued financial stability*

The Quality of Early Years Education

- All groups of learners demonstrate strong progress from starting points as a result of the high expectations of adults. The percentage of pupils attaining a Good Level of Development has been in line with national percentages for the last two years with pupils making excellent progress from low baselines. Pupils currently at the school continue to make good or better progress.
- **EYFS Curriculum**
- Our EYFS curriculum is highly responsive to pupil need and results in a wide variety of activities which stimulate interest and curiosity in all areas of learning, which is supported by a well –resourced and highly stimulating environment. This has resulted in pupils quickly developing learning approaches that are collaborative and sustain high levels of concentration and engagement.
- We pay particular attention to the development of language and oracy through a language rich provision and role play activities due to the low starting points in this area for many pupils. Launch Pad for Language is used to develop pupil's speech and language. Our SALT and EYFS team run parent workshops to work in partnership to support their child's development. These are well received and well attended.
- The Ten Ten resource is used to support the teaching of PSED and ensure a sequenced approach to the direct teaching in this area, supporting pupils by creating the foundations to extend this learning into KS1.
- Staff teach children the language of feelings, helping them to appropriately develop their emotional literacy.
- Pupils demonstrate independent and safe learning behaviours and are eager to join in.
- As a result of clear structures and adult guidance embedded in daily practice. They are able to demonstrate an understanding of right and wrong and learn to manage their own feelings and behaviour as a result of the skilled interventions of adults. Children with particular need are catered for well and in partnership with their parents.
- **English (including phonics)**
- Systematic teaching of phonics (Letters and Sounds), alongside a well-managed home reading programme ensure the children commonly write and read well. Reading books are celebrated across the setting and children benefit from both independent and group reading activities.
- All children take a new picture book home daily, to help them create the routine and habits of reading for pleasure.
- **Maths**
- The PA maths programme is taught systematically and results in children building solid foundations of number sense through concrete, oral and pictorial activities.

Environment

- The timetable provides a balance of direct teaching, teacher–led guided groups and child led continuous provision both inside and out, culminating in a daily timetable that will support children to transition successfully to year 1.
- The quality of teaching from teachers and support staff is consistently good with elements of outstanding practice and as a result all groups of pupils make rapid progress.
- 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.
- **Parent and Carer Engagement**
- Families are actively engaged in supporting their children's learning from an early stage.
- Launch Pad for Language sessions are very well received. Workshops on phonics, reading and maths support parents and child learning at home.
- 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 support learning and develop pupil understanding of their topics (London Zoo, Opera, and local shops) which also help them feel part of the community both locally and in London as a whole. These did not happen during the COVID -19 period.
- 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.

In the current academic year the following areas of EYFS are a focus to sustain high quality provision

- *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's' learning*
- *To ensure that an increased percentage of children achieve the Early Learning Goal*

What does the school need to do to improve further?	Actions/Impact
<p>Ensure that the curriculum (knowledge and skills) is taught as intended, so that pupils build the knowledge they need over time</p>	