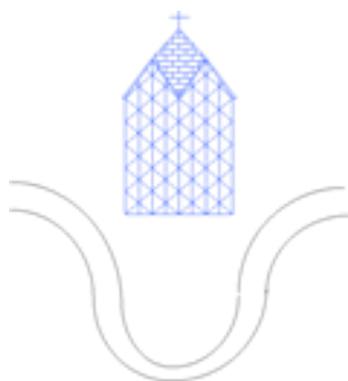


St Paul with St Luke C of E Primary School



# **Self Evaluation (SEF) 2015**

## Context and characteristics of the school

### The school's context and, particularly, any significant changes in its circumstances since the last inspection

- St. Paul with St. Luke Primary School is an average-sized primary school predominantly serving the wards of Mile End and Bromley By Bow in the East End of London, as well as parts of some other wards. The school is a Church of England School and is part of the London Diocesan Board of Schools.
- The areas we serve are of significantly above average social and economic disadvantage as evidenced by our very high deprivation indicator of 0.63.
- The school serves a culturally diverse urban community. Just over half of the pupils are of Bangladeshi heritage and a much higher proportion of pupils than average speak English as an additional language. Around 15% of children are White British.
- A higher than average proportion of pupils are supported with SEND.
- The proportion of pupils known to be eligible for free school meals is well above average at more than 50%.
- Since the last inspection the school met the floor standards in 2014 which are the minimum standards expected by the government. In 2015 however, almost all standards are below floor at the end of KS2. We recognise the importance of this and the impression that this gives of our school. We would make it clear that the outcomes for our Y6 pupils in 2015 appears to be a significant setback and would suggest that the school has not shown further improvement since our last inspection.
- This is not the case for the rest of our school. The Common Inspection Framework is clear that judgements must be made of the school as it is now and we can show that by the end of EYFS and KS1, our children are catching up with age related expectations and that our current Y6 are on track to reach over 80% at ARE in reading, writing and maths. Attainment in all current year groups in KS2 is approaching ARE or above and progress is almost all in line with expectations or better, suggesting good progress is taking place in most year groups with none currently inadequate.
- The reasons that our 2015 Y6 do not reflect this strength are complex but go back as far as reception when this group were being taught poorly. To compound this we then took in a bulge class of children from around the borough, some of whom were new to the country, and a number of children with managed moves from other schools with complex needs. Over time there has been high mobility in the class with some children moving back to catchment area schools but further children on managed moves taking their place. Therefore, after a poor start to their early education, our original children were joined by a group of children who had either no prior experience of schooling, had missed a lot of school, or had exceptionally low starting points and very high levels of needs.
- This year group have therefore taken up a huge amount of resource and in terms of their day to day work they were actually making good progress in catching up, particularly in Y6. We have much evidence of this in their books a selection of which we have kept to be scrutinised. Unfortunately, when in a test situation, a critical amount of children with high levels of needs found it very difficult to cope and did not do justice to their ability. In writing, which was teacher assessed from evidence over time, it can be seen how well these children had progressed and we have again kept a selection of their moderated work for scrutiny.
- Therefore, although we recognise the impact of the results and it would be difficult to claim overall outcomes to be good, we will prove during external evaluation that we have good capacity to improve as a school and have moved all current year groups on well since the last inspection, as evidenced through the current progress and attainment of all classes. We do not therefore judge that we have serious weaknesses.
- At our last inspection, the school was judged to require improvement but leadership and management and behaviour and safety were graded good, reflecting the impact of the current leadership in our journey from being placed into special measures in 2010.
- The HT was appointed in Sept 2012 but was absent for much of the 2014/5 academic year and returned from long term sick leave after undergoing chemotherapy. During this period the DHT was acting HT and an AHT acting Deputy and although they performed admirably, we recognised that senior leadership was seriously stretched. As well as this, there has been a high turnover of staff in the school and we have two new teachers to the school in September 2015, of which one is an NQT. There have been significant changes to the governing body and a new chair was appointed in December 2015. The new governors have a wide skill set that will be important in continuing to move our school forward.
- Therefore, last year 2014-15, was an enormous challenge and now that we are back to full capacity, with exciting new appointments that we are confident will further strengthen our staffing, we are already moving forward at pace. However, because of the difficulties of last year and our vulnerability from our Y6 performance information, we have been proactive in utilising support to help ensure we have an open and challenging culture of accountability. To this end, an accountability group has been established in the school comprising of the Local Authority, LDBS and other school improvement professionals.

<b>Overall Effectiveness</b>				
<b>Overall Grade</b>				
	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
		X		
<b>Reasons for Grade</b>				
<p>The effectiveness of leadership and management= 2  The quality of teaching, learning and assessment = 2  Personal development, behaviour and welfare = 2  Outcomes for pupils = 2</p>				

<b>The effectiveness of leadership and management</b>				
<b>Grade</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
		X		
<p>Vision / culture of high expectations/ behaviour / self-evaluation / curriculum / extra-curricular / PE / improvements to T+L / quality of CPD / assessment / Governors / Parental engagement / PP / Safeguarding / SMSC pupil awareness of extremist etc.</p>				
<b>Leadership and Management:</b>				
<ul style="list-style-type: none"> <li>Leadership and management was judged to be good at our last inspection as it was recognised that the rapid improvement of the school was down to the effectiveness of the leadership team and Governors in tackling historic weakness in teaching and learning which were leading to low levels of outcomes.</li> <li>Overall outcomes in the school in EYFS are rising over time and by the end of KS1 over the last three years we have been able to show a pattern of good progress and outcomes with the large majority of children catching up with ARE. In KS2, the proportions of children attaining levels in line with those expected of their age are rising and at least in line in most year groups. In years where good progress was not made, appropriate action has been taken and one teacher has been moved on. In our current Y6, when assessed under the previous assessment arrangements, we can show that we would have been well on target to well exceed floor in 2016 this year and come closer to being in line with the 85% government target for reading, writing and maths ARE. Clearly we will need to raise attainment further to meet the enhanced levels expected of the new curriculum, but with the quality of teaching we have in Y6 we are confident of reaching at least 75% combined which will represent at least good progress for this cohort of children.</li> <li>However, we fully recognise that our 2014/5 Y6 cohort did not appear from performance information to achieve well and that we had an enormously challenging year in terms of leadership and management. Although we do not seek to deflect the importance of our Y6 outcomes, the relative strength of the rest of the school and the way in which our DHT and AHT stepped up and continued the developing strength in our EYFS and maintained our good progress across KS1 deserve recognition and give good evidence of our continuing capacity to improve. Now that leadership has been restored to full capacity and we have appointed a very strong Chair of Governors, we are well on track to achieving solidly good and better outcomes for our children by the end of this academic year.</li> <li>Two examples of our commitment to ensuring this are in our accountability group who are tasked with ensuring that all we do is having a clear and measurable impact on achieving this goal.</li> <li>The other is that now we have a settled teaching staff and outstanding practice amongst our senior leaders, we have embarked on a programme of coaching and mentoring that will disseminate this outstanding practice in all of our teachers and ensure that those with the potential to exceed good will progress to this level of success rapidly. We expect consistent good practice from all of our teachers as a minimum requirement and see this initiative of laying the foundations of moving beyond the good we are aiming for by the end of the current academic year.</li> </ul>				
<b>Values and ethos</b>				
Please follow the hyperlink below to our website: <a href="http://www.spsl.towerhamlets.sch.uk/core-values/">http://www.spsl.towerhamlets.sch.uk/core-values/</a>				

**Curriculum:**

Full details can be found on the following page of our website:

<http://www.spsl.towerhamlets.sch.uk/spring-term-curriculum/>

**Assessment.**

- We have been implementing our new assessment arrangements from the beginning of the 2015/6 academic year. We have adopted the Tower Hamlets model and are in the process of baselining our children against the new national curriculum. Under the previous national curriculum, we can show that progress in all year groups was at least good and improving in all year groups, other than our 2014/5 Y6 cohort.
- We have baselined our children under the new curriculum in the Autumn Term of 2015 and then set aspirational and ambitious targets in order to ensure and prove the good and better progress of our children and to also ensure that we meet the 85% target for reading, writing and maths ARE expected that signifies our children are ready for their next stage in education.

**Governors:**

- See Ofsted Report overview.
- We have secured, in consultation with LDBS, an experienced COG from a neighbouring school and he brought new strengths and rigour to our governing body.
- The GB was reconstituted in Jan 2015.

**Safeguarding:**

- The leadership of the school have a very clear idea of the strengths we have in safeguarding in the school.
- We meet all statutory requirements and have annual externally validated safeguarding audits from LDBS.
- Full details of these are available in the attached appendix 1

**Parental Engagement**

See appendix 2 attached.

**SMSC**

See appendix 2 attached.

## The quality of teaching, learning and assessment

Grade	Grade 1	Grade 2	Grade 3	Grade 4
		x		

### Reasons for Grade

Teacher standards / high expectations / subject knowledge / use of assessment / use of assessment in planning / use of feedback / reporting to parents / equality of opportunity and promotion of diversity / cross curricular skills / knowledge needed to thrive in British Society. Much of this will be first hand evidence!!!!!!

- We have undergone a significant change in staffing over the last three years as we have addressed weaknesses in teaching and learning and increased expectations of what our teachers should be achieving with our children. Unfortunately, we have also lost some of our more effective staff as they have taken career opportunities elsewhere that are hard to provide in a one form entry primary school. At the end of the last academic year we managed out one ineffective teacher but lost two effective members of staff. We therefore have two new teachers of whom one is an NQT and the other was an NQT at the school last year. A supply teacher covered a maternity leave for the autumn term in Y2, the teacher has now returned to work in January 2016. We now have a balance of high quality experienced staff and those who are new to the profession. We have therefore introduced a comprehensive coaching package which will be led by our senior leaders. Through this we will upskill all of our teachers to quickly obtain the subject knowledge they need to ensure our children make the very best progress they can. This coaching has already begun and is part of the high quality CPD package that we provide for all of our staff.
- In terms of judging the effectiveness of our teaching and learning we take into account a wide range of monitoring information including pupil progress, teacher performance and consistency, behaviour, learning environments, work scrutinies and pupil interviews. We have a considerable amount of validation of our judgements from our Accountability Group, LA, Diocese and other outside sources and we are confident that it also matches the current picture of progress across the school.
- In most classes teaching and learning is now leading to good progress and outcomes, but again we are aware of the impact our 2015 year performance information has had. We recognise that we could not have judged teaching and learning as good with that outcome at the start of the autumn term, but now with a term's school improvement behind us and teaching and learning improving across the school, we are confident of good outcomes. The overall standard of teaching and learning is improving rapidly and we have now eradicated inadequate teaching from the school. Almost all teaching is now good or better and we can show sufficient impact on outcomes in children's books. We are confident that we can upgrade this to good.

### Improvements / changes since the last inspection:

- Our school emerged from special measures in July 2012. In September 2012 the current Headteacher was appointed with the very clear aim to address the historic under performance of the school through significantly improving Teaching and Learning. The AHT was appointed substantive Deputy Head in October 2012 and a substantive assistant headteacher was appointed in February 2013. This was further complimented in July 2013 with the appointment of a further AHT for inclusion to the Leadership Team. This team have put teaching and learning at the forefront of school improvement activity.
- This has had a major impact in the practice we are seeing across the school and that the legacy of inadequate teaching has been addressed and eradicated. All teachers have a clear set of priorities and targets and effectively using whole school performance information and priorities to focus their planning to accelerate progress.
- The impact of this improvement in teaching and learning is consistently improving outcomes across most aspects of the school, other than our 2015 Y6 cohort. By the time of our last inspection, leadership and management was judged to be good because of the already evident impact on teaching and learning and outcomes. 2014 performance information suggested that outcomes have continued to improve in many areas and was on the cusp of good and 2015 performance information largely saw a consolidation of this.
- However, we have had another turnover of staff at the end of the 2014/5 academic year. We are confident that we have made appointments that will further improve teaching and learning and will be mentoring and monitoring our new teachers very closely.
- In order to improve teaching a new teaching and learning policy has been introduced as well as new maths and new literacy teaching programmes which are providing an effective consistency of approach across the

school.

**Views of pupils and parents:**

- In our last questionnaire the large majority of parents told us that their children enjoyed school and that their teachers did a good job in ensuring that their children made the progress they expected.

**Monitoring and evidence of External validation:**

- One of our core areas of school improvement is to distribute leadership throughout the school. In a small school such as ours it is vital that every member of staff sees themselves as a leader of learning and we are in the process of developing their skills so that they can approach this confidently and successfully. We have recruited to strengthen the leadership of the school but have also used this time to give opportunities to existing staff to show what their potential is and we are fully committed to using development of existing potential and recruitment to help further energise our school improvement aims. All teachers except the two NQTs have a curriculum responsibility.

**How performance management is used to improve performance:**

- We give each teacher three targets which cover whole school outcomes, subject responsibility and personal professional development. When questioned, staff tell us that CPD opportunities are strong and that we take their career seriously and value them as individuals.

## Personal Development, behaviour and welfare

	Grade 1	Grade 2	Grade 3	Grade 4
<b>Behaviour</b>		X		
<b>Personal development and welfare</b>		X		
<b>Overall Grade</b>		X		

### Behaviour

Pupil voice / understanding of keeping safe and how to behave / case study for vulnerable pupils / pride in work / attitudes to learning / conduct outside lessons / little disruption / improvement in groups / views of parents, staff/ use of derogatory language.

#### Behaviour

- Evidence from classroom observations show that children behave very well and in a manner which is highly conducive to learning. Children are almost always on task, enthused and motivated and virtually no learning is lost to disruption. Our children's behaviour and attitudes towards others, and respect for young people/adults and the way pupils treat one another is good.
- Pupils learn appropriate behaviour towards others and learn strategies to handle conflict, through whole school assemblies, PSHE class assemblies, our Religious Education curriculum, Place2Be counselling service, nurture group, Pastoral Mentor etc. and are seen to use them in their interpersonal relationships.
- Through Parent Voice and questionnaires, the large majority of parents tell us that behaviour is good in the school and this is a commonly held view in our community.
- Children tell us that they feel safe in lessons because teachers are consistent and fair.
- Through our school values and behaviour policy, we have a consistent and positive approach to behaviour management and a well-developed reward system; children are supported in establishing polite, courteous, respectful behaviour to each other and to adults. Governor monitoring of behaviour includes talking with groups of children and our most recent feedback indicates that children feel safe, happy and well cared for.
- The safeguarding committee meets termly and consists of the headteacher, chair of governors and the Finance Officer. We monitor the SCR and safeguarding procedures and policies.
- Pupils are very welcoming to visitors and enjoy taking the role of ambassador for the school.
- Despite the fact that, as in every school, we have a number of children with complex social and emotional needs, we have had minimal amounts of fixed term exclusions. Last year the AHT inclusion worked with neighbouring schools to develop pastoral support plans and when absolutely necessary an adapted behaviour policy. Since our last inspection and there have been no permanent exclusions. We consider that this is powerful evidence of our commitment to inclusion and the consistency of expectation we have of children's behaviour.
- In circumstances of greater need, we have had support from the Educational Psychologist, Behaviour Support Team, Cherry Trees and Phoenix schools outreach, Speech and Language Therapist, the school nurse, Learning Mentor, Home School Support Worker, Attendance Team, AWO etc.

### Personal development and welfare

Attitude to learning / respect for others / understanding of discrimination / SMSC / ability to reflect / tolerance

- Our children are very much able to protect themselves from bullying, racism and other discriminatory incidents. We take the view in our school community that in order to become good citizens and make a highly positive contribution to society; our children have to have a good knowledge of what constitutes bullying and discrimination and be proactive in ensuring that they never tolerate it either against themselves or others. They have the right to be protected against all forms of discrimination and also the responsibility to never practise it against others or knowingly allow it to happen to others.
- Through assemblies, anti-bullying week, whole school involvement in developing a new vision statement and values, and school council, pupils show that they know what constitutes bullying, racism and other discriminatory incidents and they know to report it if they witness or experience it. All staff, having been trained in anti-bullying procedures and child protection, are well-equipped to support children in staying safe.
- We have very low levels of bullying and racial incidents but the fact that they are reported means that children have the confidence and knowledge to report incidents immediately. Most importantly, they know that if they report an incident it will be thoroughly investigated and appropriate action taken.
- As a result of positive relationships between staff and pupils and a warm, supportive environment, the vast majority of pupils tell us that they feel confident and secure in sharing fears and concerns with staff in

school and know that issues raised will be dealt with effectively. This is a view shared by the vast majority of parents and children who therefore tell us that they feel that we keep them safe in school.

- Pupils are very tolerant of each other regardless of background or culture.
- As we take E-Safety very seriously, the E-safety Policy is available for parents to view online.

### **Attendance and punctuality**

[improvements in attendance, punctuality to school and lessons / right equipment](#)

- Attendance was significantly below national averages in the two years prior to 2012 and then rose to above national average in 2012 and has been at least in line and more often above average since. The rate of persistent absence has been well below national averages.

	2010	2011	2012	2013	2014	2015
Attendance	93.2	93.6	96.3	95.0	96.8	95.7
Persistent Absence	0.5	1.4	1.5	2.0	2.53	1.46

## Outcomes for pupils

Grade	Grade 1	Grade 2	Grade 3	Grade 4
		X		

### Reasons for Grade

Current progress and attainment / progress from starting points / attainment against ARE / rate of catching up / group outcomes / proportion on track to meet or exceed ARE / target setting / deepening of knowledge and understanding / off site provision.

### Attainment, progress and outcomes of our pupils in the last three years

#### Starting points

Year	8-20 Months	16-26 Months	22-36 Months	30-50 Months or Higher	% Not Weaned	% Not Toilet Trained
<b>2012</b>	<b>4 %</b>	<b>50 %</b>	<b>46 %</b>	<b>0 %</b>	<b>38 %</b>	<b>31 %</b>
<b>2013</b>	<b>0%</b>	<b>39%</b>	<b>52%</b>	<b>10%</b>	<b>32%</b>	<b>23%</b>
<b>2014</b>						
<b>2015</b>						

As can be seen from the table above, overall, our children start their schooling with well below average levels of attainment, dispositions and attitudes in all areas.

Most children attend nursery on site and hence have a good experience of nursery provision. However, there is always a proportion of children who do not go to our nursery provision, around a third in 2014,

Therefore, although there is a significant amount of pupils who are well below the level of attainment and experience of their peers they immediately settle well and begin on the road to catching up.

However, around 30% of children who join us in reception have not been in our nursery and have had a very wide range of nursery experiences. Alternative provision includes local nurseries and other local providers, playgroup and children minder settings which overall give a variable experience of nursery provision. Some children have been at home and have had no formal pre-school experience at all.

#### End of Foundation Stage

Three year overview of end EYFS																					
Year	% GLD or above		C+L		PD		PSE		Reading		Writing		Number		Shape		UW		EAD		
	S	NA	S	NA	S	NA	S	NA	S	NA	S	NA	S	NA	S	NA	S	NA	S	NA	
<b>2013</b>	<b>52</b>	<b>52</b>	<b>62</b>	<b>72</b>	<b>69</b>	<b>83</b>	<b>66</b>	<b>76</b>	<b>66</b>	<b>61</b>	<b>52</b>		<b>59</b>		<b>66</b>	<b>66</b>	<b>59</b>	<b>75</b>	<b>76</b>	<b>78</b>	
<b>2014</b>	<b>48</b>	<b>60</b>	<b>61</b>	<b>77</b>	<b>70</b>	<b>86</b>	<b>48</b>	<b>81</b>	<b>61</b>	<b>66</b>	<b>61</b>		<b>58</b>		<b>55</b>	<b>72</b>	<b>73</b>	<b>80</b>	<b>73</b>	<b>83</b>	
<b>2015</b>	<b>62</b>	<b>66</b>	<b>69</b>	<b>87</b>	<b>79</b>	<b>87</b>	<b>73</b>	<b>84</b>	<b>79</b>	<b>76</b>	<b>72</b>	<b>71</b>	<b>79</b>	<b>77</b>	<b>76</b>	<b>81</b>	<b>86</b>	<b>82</b>	<b>86</b>	<b>85</b>	

Year	Boys GLD		Girls GLD		FSM		SEND (SA)	
	S	NA	S	NA	S	NA	S	NA
<b>2013</b>	<b>31</b>	<b>44</b>	<b>69</b>	<b>60</b>	<b>42</b>	<b>36</b>	<b>0</b>	<b>14</b>
<b>2014</b>	<b>45</b>	<b>52</b>	<b>54</b>	<b>69</b>	<b>64</b>	<b>45</b>	<b>0</b>	<b>19</b>
<b>2015</b>	<b>56</b>	<b>52</b>	<b>70</b>	<b>69</b>	<b>67</b>	<b>45</b>	<b>0</b>	<b>19</b>

- During FS stage our children now make good progress and reach overall levels of development that are coming in line with national averages.
- On entry, skills levels are most often well below those found nationally in all areas. More than two thirds of children in our school do not have English as their first language and levels of language development on entry are particularly low.
- Across EYFS, almost all children make at least the expected progress and the proportions exceeding this are at least in line and more often higher than national expectations. This is leading to all children making more than two full age bands of progress on average across EYFS and some children almost doubling this.
- The proportion of children achieving a good level of development over time is broadly in line with national expectations with only our 2014 cohort being lower.
- 70% of Girls and 56% of boys achieved a good level of development in 2015 showing that both groups reached levels of development in line with boys and girls nationally and that there is not a significant gender gap at the end of KS1.
- Disadvantaged children have made consistently good progress over the last three years, attaining levels that are consistently higher than similar children and in line with or higher than all children nationally in the last two years.
- These good outcomes are secured in EYFS because behaviour and Teaching and learning are consistently good or better, due in part to the strong leadership shown by our EYFS stage leader.

### **KS1 Outcomes.**

- APS scores over the three years to 2014 have almost all been above 15 points suggesting that on average, our children consistently catch up with age related expectations from their very low starting points. Maths is now on a three year upward trend and is currently in line with national averages. Reading and writing have been more variable, being in line in 2014 but below the national average in 2013 and currently. Nevertheless, given our children's starting points, consistently achieving above age related expectations on average in the very large majority of measures over three years represents good value added gain for our children.
- Level 2+ attainment has been over 80% in all measures over three years and in almost all cases, the few children who do not reach at least this level are those with a high level of SEND needs or children who have joined the school later in the Key Stage and have little or no English language skills. Therefore, that we ensure that we are at least broadly in line with national averages over time in this measure is evidence towards our children's good outcomes.
- Further evidence is apparent in level 2b+ attainment which has risen to be in line with national averages in maths in both 2014 and currently. Reading and writing both rose in 2014 to be in line with national averages but both are close to, but below the national average currently. We continue to further improve attainment at this level through measures put in place to improve teaching and learning. However, when statemented children and mobility are taken into account in 2015, the proportion of children reaching this level is actually in line with national averages, as is writing. This suggests that the children with us for the whole of the key stage and who have the potential to reach age related expectations have made at least good progress in catching up with age related expectations and are in fact in line with national averages. Given our children's starting points therefore we judge that they have made at least good progress overall and reach levels that ensure they are well prepared for the challenges of KS2.
- Our more able children also make at least good progress and achieve well. As almost all of our children start with levels of development that are lower than expected, the fact that we are at least in line with national averages in the last two years, with three year rising trends in all subjects overall, would suggest that we provide a consistent level of challenge for our more able so that they are fulfilling their potential.
- Level 3+ attainment was cited as a reason that achievement in KS1 wasn't graded as good in our 2013 inspection as results over time were well below average, although they were rising. 2014 and 2015 results show that this upward trend continued and that level 3+ attainment in all subjects is now at least broadly in line with national averages in all subjects and in maths and writing it is above. We therefore consider that this is further evidence towards our judgement of good outcomes by the end of KS1.

We therefore consider our children's outcomes up to the end of KS1 are good because our children make clear value added gains from well below age related expectations on entry to, on average, exceeding age related expectations in most APS scores and coming into line with national averages in many measures over the last three years. We have been increasingly successful in raising higher level attainment and almost all measures of attainment and progress are higher than they were at our last inspection. Children acquire the skills necessary to be successful in KS2 in all areas of the curriculum.

## **KS2 Outcomes.**

- By the end of KS2, our children attained Average Point Scores (APS) which had historically been significantly below national averages but which improved significantly over the three years to 2013 to be in line with national averages in maths and writing. 2014 results saw a consolidation in maths and a further improvement in reading to be in line with national averages. Unfortunately, writing attainment fell below average in 2014 for the only time in the preceding three years. In 2015, we have had significant success in addressing the issue in writing and our APS score rose to be in line with the national average. Unfortunately, maths and reading APS scores fell considerably to be significantly below average. The reason for this lies in the very complex nature of the children in the cohort and the history of the cohort itself, which was outlined in our context section. This cohort however were catching up well and as seen in our writing outcomes, in their day to day work were attaining in line with age related expectations. Unfortunately, we had a number of children with complex SEND and emotional issues and they were unable to show what they could do in a test situation. This has had a huge impact on our results this year and we have kept work from this year group to show the disparity between test results and the actual levels our children were working at day to day. These results are completely out of line with the quality of teaching and learning in Y6 and work in books. We have the same teaching team in Y6 and all of the evidence of children's work to back up our judgement but recognise that no outside validation of our outcomes would be able to judge outcomes to be good when faced with performance information such as this. Therefore, we have little choice but to judge outcomes to require improvement.
- Level 4+ combined attainment up to 2014 was securely above floor targets and our current Y6 are on track to comfortably exceed floor targets in 2016 but in 2015 we recognise that we have fallen well below in almost all strands except writing progress. In maths and reading the upward trend seen to 2014 when we were coming into line with national averages, has not been maintained in test performance information and we recognise that are well below average this year. We have though had significant success in writing, with attainment in line with national averages over the last three years.
- Level 4b+ attainment follows a similar pattern but we also recognise the three year downward trend evident in maths and that this year, not enough of our children have reached age related expectations and a level of attainment that ensures they are well prepared for the challenges of KS3.
- Level 5+ attainment is also now on a three year falling trend in maths and is now significantly below average. In reading, there was a rising trend to be in line with the national average in 2014 but the sharp fall in test performance information this year has seen it also fall to significantly below average. Conversely, we have seen a considerable increase in writing and this is now broadly average and has been so in two of the last three years. Despite the issues with test performance information this year, it is therefore clear that we have an inconsistency across subjects in terms of how well our more able children are attaining and we are addressing this as part of our current school development plan through targeting improvements in teaching and learning overall at upper KS2. However, level 6+ attainment in maths, writing and EGPS remains in line with national averages.
- Expected progress measures since our last inspection have been variable. In 2014, maths and reading were close to or above national averages whilst writing was below. Although we have addressed the issue in writing and expected progress is in line with national expectations, both reading and maths have fallen well below, indicating that not even expected progress has been made. We fully recognise the implications of this but have previously outlined the reasons for the weakness in our 2015 measures.
- Exceeded levels of progress have also been variable over the last two years. Writing has improved this year and overall progress is now good. However, exceeded progress in maths has been lower than national expectations in each of the last two years and reading has fallen below this year also. Again, we recognise the implications of this but have explained how this has come about.

## **Outcomes of Groups.**

- In 2013 boy's writing attainment moved into line with boys nationally but reading remained well below. The gap in writing between boys and girls closed to be in line with the gap seen nationally but remained wider in reading. In 2014, boy's attainment in maths and reading rose significantly to be at least in line with all children nationally and above boys. Unfortunately, writing remained significantly below all children and boys nationally. Unfortunately, girl's attainment in maths and writing fell considerably in 2014 so although all gaps were now less than national, we recognise that we have to focus this year on consistent levels of attainment for both groups. Girls overall progress had been consistent over the three years to 2014, being just above 100 but boy's progress had been consistently under 100 and needed to be improved, particularly in writing. Whilst writing improved significantly for both groups in 2015, other measures have fallen significantly for both groups and the biggest disparity is in girl's maths. There is no overall pattern of gender difference across the school

but there are some year groups where there are anomalies, particularly in our current Y6 where boys are attaining significantly lower levels than girls. We are monitoring this closely.

- The progress of FSM children improved significantly in 2013 in writing and maths with VA scores of 100.5 and over and the proportions of children making expected progress and exceeding being in line with or above national expectations. APS scores were in line with all children nationally and outcomes in the subjects was good. In reading however, our VA score was sig- and expected and exceeded progress levels were lower than national, clearly suggesting outcomes were not good and required significant improvement. In 2014, our VA score rose to over 100.5 and the proportions of children making and exceeding expected progress was higher than national expectations for all children. APS scores were higher than all children nationally and so at least good outcomes was secured in the subject. In maths and writing however, progress scores fell and although close to national expectations in expected progress in maths, it was below in writing. Both exceeded progress scores were lower and VA scores well under 100. We therefore recognised that we had to bring consistency to the outcomes of our FSM children and were addressing this as a priority over 2014/15. The impact of this across the school is that in no year group at the end of the last academic year were attainment and progress figures significantly different than that of all our pupils in any subject or year group, other than in year 6. Nevertheless, we recognise that our Y6 performance information means that we cannot claim good outcomes for this group of children and we therefore judge them to continue to require improvement even though there has been a rapid closing of the gap across the rest of the school.
- Performance information for 2013 should be viewed with care as there were only 4 SEN children overall and no more than 2 in any one group, meaning that statistically significant performance information is not available. However, from the performance information available, we can say that all ST children made at least expected progress and the proportions of other SEN children making two levels of progress was in line with national expectations, except in writing where it was lower. Paradoxically however, this gave us a greater VA score than in the groups where they did make expected progress which shows how the small numbers make the performance information unreliable. What is clear however is that the progress of SEND children was not yet good and continued to require improvement. In 2014, we had a statistically significant group of SEND children supported at SA+ and VA progress was well under 100. Although the proportion reaching level 4+ in reading and maths was in line with all children nationally and as such represented good outcomes, in writing it was well below similar children nationally. This gave us a good VA score in reading but writing and maths were well under 100 and so we judge that the outcomes of our SEND pupils continued to require improvement. In 2015, the overall progress of our SEND children across the school was broadly in line with that expected. Nevertheless, it is still variable across the school and we continue to strengthen the support we give to this group of children. However, performance information cannot always give an accurate picture of the gains our children make in a wide range of areas that cannot be captured by performance information and we have therefore produced case studies to show that the provision we make for all our children with SEND needs is good.
- The progress of higher ability children has been above average overall in each of the three years to 2014. All children in the three years to then made at least two levels of progress. VA scores were on a three year rising trend in writing and maths and rose above 101 in reading. This level of success was maintained in 2015 so, overall progress is now at least good and our higher ability children achieve well.

The overall outcomes of our children by the end of KS1 remain good and growing strength in EYFS means that our children are now catching up with national averages, evidencing good progress from low starting points. In years 3, 4 and 5 in the 2014/5 academic year, all classes were making good progress from their end of KS1 starting points and years 3, 4 and 5 are on track to reach at least close to government targets for age related expectations across the curriculum by the end of Y6. Historic weaknesses in writing have been largely addressed and teaching and learning is being rapidly developed. However, we recognise that our test performance information for Y6 in 2014/5 is weak and looks like this cohort have made inadequate progress and missed government floor targets. There are clear reasons for this which have been explained but we recognise the implication of the performance information. Nevertheless, we have considerable information across the school to prove that 2015 Y6 performance information is not representative of our school as it is now, although we recognise that it would be very difficult to argue that outcomes are good. We therefore judge that outcomes continue to require improvement as we can prove in school that it is not inadequate.

## **Appendix 1: Safeguarding.**

- Almost all of our children tell us that they feel safe and well cared for in school. We question them regularly and ensure that they have a clear line of communication in reporting any concerns that they have to an adult in the school.
- Training for staff and governors in child protection and safer recruitment has been thorough and is up to date. All staff and governors attend regular update training but no member of staff or Governor goes more than two years without safeguarding update training. Prevent training for staff and governors took place on 7<sup>th</sup> September 2015 at the school.
- Training for staff in the school means that they are clear of their role in the child protection process, who to go to with concerns and what to do if their concerns are not appropriately dealt with in the school environment.
- Therefore, staff are fully aware of procedures for referrals for safeguarding – and use these appropriately as and when required. All staff in the school are acutely aware of who the designated Child Protection Officers are, and are absolutely confident that any concerns will be taken seriously and appropriate action will be taken.
- Governors monitor safeguarding rigorously and both they and senior leaders evaluate the impact of procedures on regular basis.
- Current statutory guidance, “Keeping Children Safe in Education” underpins our practice and overarching strategy and monitoring of safeguarding and ensures we have an ingrained culture of safeguarding.
- Where referrals have been made or we have children with children protection issues, our written records give clear evidence of our determination to ensure that all concerns are robustly followed up and we have been dogged in ensuring that all agencies involved in our children’s protection have been held to account and are undertaking their responsibilities appropriately.
- We are particularly aware of increased risk factors for groups of children e.g. disabled children, children of parents who have patterns of substance abuse, learning disabled parents etc. who are at greater risk of a range of types of abuse.
- We have a fully up to date single central record for DBS and list 99 checks. This is checked regularly and accurately maintained.
- We have checked all teaching appointees since April 2014 against the National Prohibition from Teaching List.
- All staff have been checked as to whether they are living with anyone who is deemed unsuitable because of prior convictions. We have found no staff in this position.
- No member of staff since the last inspection has been investigated or has had a suspicion of inappropriate behaviour with children levelled against them. Therefore, no referrals have been made to the LA LADO.
- Our PSHE curriculum is well structured throughout the school and ensures that children understand the risks posed to them through prejudice, extremism and discrimination. Children are well prepared for life in modern, democratic Britain and have the knowledge they need to be tolerant and effective members of society.
- We undertake significant amounts of work across the school to help children stay safe using technologies and cyber safety is a central tenet of our ICT and PSE teaching.
- Security of the site is appropriate and access for visitors is well controlled. There is no access to classrooms to adults without appropriate checks.
- H&S checks are routinely carried out (in and around the school) and any issues are acted upon immediately.
- Risk assessments are included for activities in and out of school as appropriate.
- Communication about specific needs and risks is very good and all staff are made aware of, for example, allergy risks for pupils – this also extends to supply and temporary staff.
- Vulnerable pupils are identified to all relevant staff who are aware of the particular needs of that child within the confines of confidentiality.
- Fire and evacuation procedures are up to date and first aid provision (including paediatric first aid) is secure.
- We also work closely with other agencies and governors to ensure safeguarding.

## **Appendix 2: Parental Engagement.**

We fully understand and value the impact that close working relationships with our parents brings to our children's education. We fully appreciate our role at the centre of our community as a unifying force and role model for British values. We have therefore outlined some of the major ways in which we work with parents to ensure that our children's early educational experiences are supported at home and that parents play a fundamental part in their children's academic development.

The things we do which bring parents into school, thus providing a role model to the children for how important continual learning is and how vital it is to be shown to be supporting their own children include:

- Parent / teacher 'structured conversations'
- EYFS share 'Special Books'
- Christmas and Eid parties
- Church services
- Class assemblies
- Curriculum Workshops: Phonics, Literacy, Numeracy, and Homework for EYFS, KS1 and KS2
- Annual cultural afternoon
- Parent Consultation meetings with class teachers

Planning for the rest of the year:

- Training for parent volunteers to support in class and on educational visits
- Open afternoons to showcase the art produced from our art projects
- ICT course (UK Online)
- Packed lunch workshop
- Cooking sessions
- Fundraising events: cake sales, etc.
- Parent volunteers for sports day
- Parents holding stalls in summer fair

The things we do with parents that directly impact on their ability to affect their children's outcomes includes:

- Healthy eating workshop
- Attendance meetings with targeted families
- Place2Be counselling service and coffee mornings
- School gives support to parents to complete reception and secondary transfer applications
- SENCO is non class based and provides support for parents of children with SEMH and EHC plans
- Oral health promotion
- Parents' Week – memory book making, games night
- Weekly coffee morning
- Craft workshops
- Parent Voice Event each term
- Parents' gardening club
- Parent volunteers on trips
- Parent volunteers in class

Communication:

- Weekly newsletters
- Website (addition of twitter planned for autumn term)
- School entrance (internal) is a pleasant environment to wait, leaflets/staff and governor photo board/community room accessible from entrance. Parent information notice board in entrance (external)
- Termly curriculum newsletters
- Reading diaries, home learning logs
- SLT, HSSW are at the gate to welcome parents in the morning and at the end of the day
- Easy access to headteacher to arrange meetings. Parents take children to the classrooms at the beginning of the day and pick them up from the classrooms at the end of the day and can have informal talks with teachers/support staff.

## Appendix 3: SMSC

### SMSC

#### Evidence. (See SMSC booklet)

##### Spiritual Development:

Be able to reflect, debate, respect / enjoyment in learning / imagination and creativity / reflect on own experiences

- Bible in a year project – the Old Testament and the New Testament planned for 2015-16
- Harvest festival, Christmas, Easter services at church
- Learning about other religions and cultures
- Opportunities for prayers and reflection
- School values
- Anti-bullying week
- School Council, head girl & head boy roles
- Sense of fascination and enjoyment through arts
- Y2 visit to St Paul's Cathedral
- Y4 visit to Hindu temple
- Fascination with nature

##### Moral Development:

Distinguish between right and wrong / English law / consequences of behaviour, actions / offer reasoned views and appreciate views of others.

- School rules, values and rewards
- Playground litter bugs and playground buddies
- PSHE curriculum
- Achievement assemblies
- Positive relationships
- Attendance and punctuality trophy and awards

##### Social Development

Social skills when working with others, resolve conflict / British values.

- Behaviour - Early years
- Lunchtimes
- Opportunities to participate in a variety of social settings (sports day, cultural afternoon, class assemblies, educational visits, collective worship at church, Y6 Deanery service at church, summer fair)
- Working in partnership with parents and carers (school values embroidery cloth, altar cloths made by parents and children at our church Sunday school)
- Working in partnership with business partners
- Extra-curricular activities, educational visits and KS2 lunchtime clubs
- Counselling service "Place2be" is active in our school in supporting parents and children.

##### Cultural Development

Appreciate cultures of others relevant to their setting, own community, understand range of cultures that make up modern Britain / Britain's democracy / artistic, musical, sporting, cultural participation/ interest in and respect and tolerance for faiths, cultures, locally and globally.

- Curriculum topics
- Black History month
- Theatre trips
- Y6 residential
- Drama and art projects
- Sports coaches
- Raising money for charities (children in need, Macmillan cancer)
- World book day and book week