



Leadership Team:

Headteacher: Mrs R. Dyer

Deputy Headteacher: Mrs L. McMullan

Assistant Headteachers:

Mrs S. Lee

Mrs E. Camplin

Middle Leaders:

Mr S. Brickell

Miss A. Matthey

Miss L. Roberts

Mrs J Sweeney

Chair of the Governing Body: Ms N. Bowles

Vice-Chair of the Governing Body: Mr A. Woodward

DfE Number: 213/3316

URN Number: 101122

Local Authority: Westminster (Tri-Borough)

Diocese: Diocese of London

Latest Ofsted grade: Good (December 2014)

School Address:

Rochester Street, Westminster,

London SW1P 2QQ



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

- Burdett-Coutts and Townshend Foundation CE Primary School is a school serving an area of the City of Westminster close to Victoria Station.
- There are 247 pupils on roll and they come from a wide range of ethnic backgrounds.
- 45 % of pupils are Disadvantaged Pupils and 51% are eligible for free school meals (this is inclusive of the KS1 UFSM).
- The proportion of pupils speaking English as an additional language is well above average at 66% and around a third are at the early stages in learning to speak English. This number is increasing year on year. Pupils speak 40 different languages and come from 31 different ethnic backgrounds.
- 15% of pupils are on the SEND register and 4 of those 38 pupils have EHC plans.
- The proportion of pupils with learning difficulties is above average, with growing numbers particularly into the Early Years Foundation Stage and Key Stage 1. The main identified needs of these children are linked to speech, language and communication as well as to behavioural, social and emotional difficulties. There are two pupils currently with Education Health Care plans.
- In recent years there have been increased levels of pupil mobility across all age groups. More children than usual join and leave at other times of the year.
- Children in the Early Years Foundation Stage are taught in one Nursery and one Reception class.
- The school has Extended School status and Silver Healthy School and Activemark awards.
- The Headteacher is in her second Headship and has been in post since February 2014. The school has achieved Unicef Rights Respecting School recognition.
- The experienced Senior Leadership currently comprises of a HT, DHT, AHT (performance information), and AHT (SENDco). We have three teachers on UPS and one holding a TLR for Teaching and Learning.
- At the last inspection, in December 2014, we were judged to be good in all areas with the following areas for further improvement:

Strengthen the already good teaching so that more pupils make rapid progress and more pupils reach the higher levels by the end of Year 6, especially in Writing, by:

- **ensuring the most able are always fully challenged and their learning is extended in lessons**
- **building on the current actions to improve the Writing of some boys.**



Overall Effectiveness	Area	Self-Evaluation Judgement
	Effectiveness Of Leadership And Management	2
	Quality Of Teaching, Learning And Assessment	2
	Personal Development, Behaviour And Welfare	2
	Outcomes For Children And Learners	2
	EYFS	2
	Overall Effectiveness	2
	The Effectiveness of Leadership & Management	Effectiveness of Leadership and Management Self-Evaluation Grade: 2
Strengths <ul style="list-style-type: none"> • We have outlined our vision and the high expectations we have for everyone in our school community and this is constantly reinforced in all of the communications we have with our parents. We expect all of our staff to have the highest expectations for our children and to model aspiration and social behaviour. This is reflected in the excellent attitude of our children towards their learning and interaction with adults and with each other. This leads to a highly cohesive learning community with good overall outcomes by the time our children leave us for their next stage in education. • Leadership and management are judged as good because we have secured consistently good outcomes across the school through consistently good and better teaching and learning, and good and most often outstanding behaviour from our children. • Current leaders, including governors, can clearly pinpoint recent improvements that have shown rapid impact in addressing historical issues of less than good outcomes in the school. 		



- Following on from our last Ofsted in December 2014, regular whole school LA reviews and the school development priorities have been revisited and amended appropriately.
- Consequently work on improving pupils' basic skills has begun and impact can already be seen in areas such as the teaching of phonics.
- The Assistant Headteachers and DHT have been deployed to lead phases in KS1 and KS2 and their development has enabled new assessment systems to be embedded. This is having a measurable impact on the quality of teaching and learning across the school, due to their coaching and monitoring effectiveness.
- The Local Authority and London Diocesan Board have supported the school well by conducting learning walks with the Headteacher, governors and senior staff.
- This enabled the governors and staff to recognise where there was a need for improvement in order to continue to move forward. The current Leadership Team is now well established and we have developed a strong middle leadership team who are providing long term leadership capacity.

Curriculum:

- We are committed to providing quality and excellence through an exciting, stimulating environment that stretches and develops the child as a whole and to provide an education that will develop social skills and encourage children to become more active citizens within the school community and beyond. The Creative Curriculum at Burdett-Coutts Primary School encompasses all core and foundation subjects and enables us to provide a high standard of teaching and learning. Please see **Appendix 5** for further information about Curriculum enrichment opportunities.

Our curriculum aims to:

- Provide a broad and balanced programme
- Increase children's motivation, enthusiasm and engagement in their learning by making learning meaningful through putting it into a context
- Help children to become more independent and take greater ownership of their learning, develop their confidence and motivation to learn through the use of a range of teaching and learning styles
- Establish strong cross curricular links to ensure a broader understanding
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom
- Provide opportunities to apply knowledge and learning in practical ways and solve problems in a variety of situations
- Provide a creative approach to planning and delivery that will incorporate and embed key aspects of the National Curriculum.



- Full details can be accessed via the following web link:
<http://burdettcoutts.co.uk/school-life/curriculum/>

Extra-Curricular:

- Extra-curricular opportunities, such as gymnastics, football, multi skills, dance, craft and gardening provide further enhancement. Recent improvements in Reading provision have improved motivation and standards.
- For more details, please access the following weblink:
<http://burdettcoutts.co.uk/school-life/extra-curricular-activities/>

Pupil Premium Spending:

- <http://burdettcoutts.co.uk/statutory-information/pupil-premium/>
- **and primary PE and sport grant** is effective: <http://burdettcoutts.co.uk/statutory-information/sports-premium/>
- Governors are key in monitoring in these areas and hold us to account effectively.
- By 2015, Disadvantaged children were making above average progress across the school so that by the end of KS2, no significant attainment gaps were evident. Progress in 2016 by the end of KS1 exceeds that of non-Disadvantaged pupils nationally from similar starting points and this is ensuring that our Disadvantaged pupils attained more highly than their comparator groups, indicating good outcomes. We also matched the national picture at greater depth showing the success we have had in identifying and supporting potentially high attaining Disadvantaged children. We recognise that the picture at KS2 was not as strong in 2016 and attainment figures for 2017 suggest that challenges remain in rapidly diminishing the difference for Disadvantaged pupils. Although progress in 2016 was not significantly different to the national picture for any sizable group, it did not match national comparator figures in most prior attaining groups and this led to 'diminishing of the difference' in terms of attainment that was not as we'd aspired to. 2017 progress figures are unlikely to show the improvement we would have expected and so improving outcomes for Disadvantaged pupils in KS2 in a key priority focus for us. Governors are closely monitoring the outcomes of all groups of vulnerable pupils in the school and holding the school to account over these improvements.

Safeguarding

- Senior Leaders and Governors are rigorous in ensuring that pupils and staff are safe and discharge their statutory duties effectively. Safeguarding is effective in all areas. Our children are safe in school and we know this because they and their parents tell us so and all procedures and policy are robust and regularly monitored and challenged. We use an electronic package to capture this: My



	<p>Concerns and we have engaged with Andrew Hall who is a nationally recognised leader in Safeguarding. For full evidence of safeguarding, preparation for life in GB, promotion of British values, promotion of welfare and prevention of radicalisation and extremism, please see evidence in the Personal Development, Welfare and Behaviour section and in Appendices 1 and 3.</p> <ul style="list-style-type: none">• For further evidence regarding effectiveness of Governance, please see Appendix 2.• For further evidence of the effectiveness of parental engagement, please see Appendix 4.
	<p>Areas for further development</p> <p>SIP Key Priority: To improve and increase the attainment and progress of the Disadvantaged Pupils and the Middle Prior Attainers.</p>



The Quality of Teaching, Learning and Assessment	Quality of Teaching, Learning and Assessment Self-Evaluation Grade: 2
	<p>Strengths</p> <p>Burdett-Coutts has 17 teaching staff members. This number includes the Headteacher and Deputy. 14 full time and 3 part-time.</p> <ul style="list-style-type: none"> • 2 full-time teachers have fixed-term contracts (to allow capacity to further improve outcomes by the end of KS2, PPA & interventions); • 12 full-time teachers have permanent contracts; • 2 part-time teachers have permanent contracts. • 1 part-time teacher has a fixed term contract (to cover the maternity leave of 1 part-time teacher). • We currently have one NQT and one RQT (Recently Qualified Teacher) in their second year of teaching. <p>The quality of teaching across the school is judged to be good and in some classes, is outstanding.</p> <ul style="list-style-type: none"> • Teachers' Standards are being met. We know this because of the high degree of effective monitoring we carry out, which is then triangulated against the quality and amount of work evident in children's books, what children tell us about the level of challenge and support they receive and the impact of teacher feedback on the progress of our children. • When all of this is balanced against the outcomes of our children, we conclude that teaching and learning in the school is never less than good and we continue to develop more outstanding practice. We also use outside validation of this through our cluster and school improvement partners (LA and LDBS). We currently have one NQT on our staff for whom we provide a high degree of professional support for and ensure that coaching and mentoring opportunities are of high quality. • Effective teaching observed includes: <ul style="list-style-type: none"> • planning for lessons and learning activities at other times in the school day • how teachers impart knowledge to pupils, instruct them and engage them in other activities which also increase their knowledge and understanding • the setting of appropriate, regular homework across subjects • marking, assessment and feedback. • Teaching and learning across the school has been improving over time, but there has been some inconsistency in the past which led to a disparity in progress across the school. For instance, our 2017 KS2 Y6 cohort had very low end of KS1 attainment and were significantly below the national average in terms of APS scores. In early KS2, teaching was not as effective as it could have been and so it is



	<p>only over the last two years that they have made the progress they should have. Current cohorts in KS2 have had much more settled and consistent teaching and so progress is improving. In EYFS and KS1, where teaching has been consistently at least good and sometimes outstanding, this has seen significant improvement in attainment and progress. This is now moving through to KS2. Therefore, although we recognise that KS2 outcomes to 2017 remain an area for improvement, we have now established a settled and experienced teaching team in KS2 and this will drive the improvements that need to be made, especially for Disadvantaged pupils.</p> <p>Good and better teaching in our school is characterised by:</p> <ul style="list-style-type: none"> • High expectations of what children are able to achieve is now evident in all lessons. We are particularly focused on the outcomes of our Disadvantaged and SEND children and although attainment and progress in KS2 are not as high as we would aspire to, we are addressing the issue and progress is improving. • The very large majority of parents and pupils think that the teaching and learning they receive helps them to make progress and that they feel safe in class. We have worked hard to enable them to understand the new curriculum and where their children stand in terms of what is expected across the curriculum for their age. This work remains ongoing but feedback suggests we have been successful up to this point in getting key information over to parents. • English, Maths and other skills necessary to function as an economically active member of British society and globally, are well promoted through teaching and learning.
	<p>Areas for further development</p> <ul style="list-style-type: none"> • SIP Key Priority: To enhance the provision for more able and talented pupils in order to raise their attainment and progress. • SIP Key Priority: To secure and sustain teaching from good to outstanding. • SIP Key Priority: To develop teachers' Maths Mastery and raise attainment and progress in Mathematics • SIP Key Priority: To raise standards of attainment and progress in Writing.



Personal Development, Behaviour and Welfare	Personal Development, Behaviour and Welfare																												
	Self-Evaluation Grade: 2																												
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	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>2014 (2013-2014)</th> <th>2015 (2014-2015)</th> <th>2016 (2015-2016)</th> <th>2017 (2016-2017)</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>96.3%</td> <td>96.2%</td> <td>95.7%</td> <td style="background-color: #00ff00;">96.5%</td> </tr> <tr> <td></td> <td>96.4%</td> <td>96.2%</td> <td>96.35%</td> <td style="background-color: #00ff00;">95.79%</td> </tr> <tr> <td>Unauthorised absence</td> <td></td> <td>0.9%</td> <td>0.8%</td> <td style="background-color: #00ff00;">0.6%</td> </tr> <tr> <td>Persistent Absence</td> <td></td> <td>6.9%</td> <td>8.2%</td> <td style="background-color: #00ff00;">5.5%</td> </tr> </tbody> </table>					2014 (2013-2014)	2015 (2014-2015)	2016 (2015-2016)	2017 (2016-2017)	Attendance	96.3%	96.2%	95.7%	96.5%		96.4%	96.2%	96.35%	95.79%	Unauthorised absence		0.9%	0.8%	0.6%	Persistent Absence		6.9%	8.2%	5.5%
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	<ul style="list-style-type: none"> 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, engaged and motivated and virtually no learning is lost to disruption. Our children’s behaviour and attitudes towards others, and respect for young people/adults is excellent. Pupils learn appropriate behaviour towards others and learn strategies to handle conflict through our PSHE scheme which is reinforced in our core Christian values that permeate the ethos of our school. These are clear to see in school assemblies and classroom circle time and pupils are seen to use these skills in their interpersonal relationships. We are determined to develop the behaviour and attitudes of our children to ensure that they are as well prepared for life in Britain. London is an international city and our mission is to ensure they have the character and breadth of independent thought and action to be an asset to our local community. To this end, we have implemented and achieved Rights Respecting School recognition and are in the process of working towards Level 2. The large majority of parents tell us that behaviour is very good in the school and this is a commonly held view in our community. Almost all children tell us that they feel safe in lessons and that teachers are consistent and fair. This is one impact from our consistent positive behaviour management and a well-developed reward system. Children are supported in establishing polite, courteous, respectful behaviour to each other and to adults. The newly instituted Headteacher’s Award further underpins the ethos that children will be rewarded for effort and behaviour which is consistently good. Pupils are very tolerant of each other regardless of background or culture. 																												



- Despite the fact that, as in every school, we have a number of children with complex social and emotional needs, we have had no permanent exclusions since the last inspection and only two children who have had fixed-term exclusions in that time. We consider that this is powerful evidence of our commitment to inclusion and the consistency of expectation we have of children's behaviour.
- We have put a focus on lunchtime behaviour with increased staff training and training for our older children (Playground Pals) in organising play. We use TA staff at lunch times for continuity and to also to lead play. We have invested heavily in playground equipment to ensure that enough activity is motivating children in play.
- 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 very good knowledge of what constitutes bullying and discrimination and be highly proactive in ensuring that they never tolerate it either against themselves or others. They have the right to be protected against all forms of this and also the responsibility to never practice it against others or knowingly allow it to happen to others. Discriminatory incidents are rare, but when they are reported, they are always dealt with thoroughly and children are entirely confident in going to adults with their concerns and know that they will be properly supported.
- Through our PSHE curriculum and anti-bullying week, pupils show that they understand 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 on anti-bullying procedures and child protection, are well-equipped to support children in staying safe.
- We have very low levels of bullying, racial incidents, other discriminatory incidents and derogatory name calling, but the fact that they are reported means that children have the confidence and knowledge to report incidents immediately.
- Children undertake an audit on safeguarding and keeping safe in school and canvas other children in the school with well chosen questions in order to understand what are the issues concerning keeping safe in the school and their perceptions.
- 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 carers who therefore tell us that they feel that we keep their children safe in school.
- As we take E-safety very seriously, the E-safety Policy is available for parents to view online. E-safety is an integral part of our curriculum and is constantly reinforced. Our ICT coordinator acts as an E-safety coordinator who works closely with parents to ensure that they understand how to keep their children safe online.



	<p>We encapsulate this into an E-safety guidelines agreement and consider that we follow a very high standard of practice in this area. We have CEOPS training and have put parent and child training opportunities on to our website.</p> <ul style="list-style-type: none">• We have numerous visits from safety organisations, such as the fire brigade and police to help ensure our children have wider input on how to keep themselves safe beyond the school gate.• As part of the curriculum, we undertake a variety of trips where again the aspects of health and safety are discussed and our children have to consider aspects of their own well-being and that of others. It is vital for our children to be able to use public transport safely and we give them the opportunity to learn how to use it and keep safe.• We take our Y6 children to a five-day residential to the PGL in Liddington. This enables them to put into practice all they have learned about keeping themselves and others safe and they learn a great deal about themselves in the process.
	<p>Areas for further development</p> <p>To achieve Gold Healthy Schools status and Level 2 Rights Respecting School</p>



Outcomes for Children	Outcomes for Children Self-Evaluation Grade: 2
	Strengths
	<p><u>Performance Information 2016/2017</u></p> <ul style="list-style-type: none"> • By the end of EYFS, the proportion of children reaching GLD was on a three-year rising trend to 2015 to be moving into line with national averages. Given our children’s low starting points, this evidenced improvement to at least good progress and was verging on outstanding. Certainly, the practice evident in EYFS was consistently good with much that had been outstanding over the preceding two years. With this level of provision and teaching and learning, we would have expected the upward trend in GLD over time to reflect this and continue to be at least in line with national average. • In 2016 we were disappointed that this didn’t happen. We therefore set about triangulating our evidence to find the reason so that we could make the necessary improvements. It became clear that increasing levels of mobility in EYFS were evident. We therefore tracked this in 2016 and found that it made a significant difference to our national data. Our national data in 2016 indicated that 62% of children overall reached GLD which was below average. When we took mobility into account and included only the children who were with us for the whole of Nursery and Reception, the figure was 77%, which was well above average and gave a fairer picture of the excellent progress our children actually made. We could also show that almost all children exceeded expected progress. • This outstanding progress was even more evident for our more able children, with the 36% of our children exceeding GLD in a number of areas, showing that we were becoming effective in identifying and challenging our more able children right from the start of their schooling. In 2017, 68% of children reached GLD without mobility taken into account and this now gives us a three-year upward trend in national data. <p>Reading:</p> <p><u>EYFS</u></p> <ul style="list-style-type: none"> • The proportion of our children reaching the Early Learning Goal appears to be variable over the last four years but has most often been in line with the national average or above. In the only year where it was below the national average, this was due to unusually high mobility, and when this was taken into account it was clear that attainment remained in line with national. • As a high proportion of our children do not speak English as a first language, many start with low levels of language development. Therefore, the fact that we



consistently attain levels in Reading that are in line with the national average evidences that progress is at least good over time.

- Over the last three years, over half of our Disadvantaged pupils have reached ELG which shows substantial catching up from starting points and evidences diminishing of the difference from entry between them and others nationally. The proportion of boys reaching ELG is on a three-year rising trend and is now in line with boys nationally which represents at least good progress in this group. In girls however, we recognise that this figure has been variable over three years but most often below girls nationally. We are therefore monitoring girls closely to ensure that their progress is at least as strong as that seen in our boys.
- Overall though, we judge that our children make at least good progress in catching up over EYFS to achieve levels of attainment that are most often in line with national averages. We therefore judge that children are well prepared for KS1 and so outcomes at this point are at least good.

KS1

- By the end of KS1 over the two years of the new national curriculum, the proportion of our children reaching at least the Expected Standard has been well above average. This is a substantial improvement on the historical legacy of significantly below average attainment at the end of KS1 which still impacts on our upper KS2 outcomes.
- The progress of almost all prior attainment groups has been at least in line with national comparator figures and the proportion of Low Prior Attainers catching up this year is above. The only exception to this is Middle Prior Attainers this year who are just below after being well above last year. Although not a significant difference, we will be monitoring this group closely this year to ensure that progress returns to being at least in line with similar children nationally.
- In 2016, the proportion of Disadvantaged children reaching the Expected Standard was just above that of other children nationally and in 2017 the figure is just below, suggesting that over time the proportion is broadly in line. This represents at least good progress in this group and good outcomes up to this point. This again gives clear evidence of the success we are having in tackling the historical underachievement of this group in our school.
- No gender difference is apparent over time. In 2016, both gender groups were above similar children nationally and in 2017, both groups are at least in line with similar children nationally, with Boys' attainment remaining well above their national comparator figure.
- We recognise that the proportion of our children reaching Greater Depth has fallen this year to well below average. In 2016, it was below average but all prior attaining groups made at least good progress, as all were at least in line with national comparator figures. The progress of Low and High Prior Attainers remains in line with national comparator figures in 2017 but the proportion of Middle Prior



Attainers making the extra progress necessary to reach Greater Depth is well below average and is an area for improvement for us. Within this, we recognise that it is the performance of the Disadvantaged and Girls that are below national comparator figures and therefore raising attainment in these groups is a key priority for us.

- Overall though, we judge that our children make good progress to this point to attain levels at the expected standard which ensure that our children are well prepared for KS2. This evidences the impact of the current leadership in tackling key weaknesses in the school that were leading to historically significantly below average attainment by the end of KS1. To continue these improvements, we recognise the need to raise the proportion of Middle Prior Attainers reaching the Expected Standard and Greater Depth, especially amongst the Disadvantaged and Girls, and these are a priority for improvement for us currently.

KS2

- The progress of our children over KS2 has been variable over three years but has been consistently in the middle 60% of schools nationally, evidencing that overall progress has been good. This pattern is reflected in our largest groups which are Middle Prior Attainers and the Disadvantaged, where the progress of the former has most often been in line with all children nationally over the last three years. Raising this to be in line with others nationally is a key part of our current school development plan.
- The progress of our Low Prior Attainers has been consistently in the middle 20% of schools nationally evidencing their good progress. The progress of High Prior Attainers has been around the top 20% of schools nationally in two of the last three years, including currently, but there is some variability over time due in part to relatively small group sizes.
- No significant gender difference is evident in progress over the last two years with neither group being significantly different to similar children nationally, and both scores moving from slightly below average in 2016 to slightly above in 2017.
- The progress of SEND children has been close to that of all children nationally over the last two years. Overall therefore, we judge that progress is good and we continue to work to improve teaching and learning in the subject to ensure that progress improves in all groups, and especially the Disadvantaged and those with SEND.
- Although good progress is being made over time, we recognise that attainment at the Expected Standard has been well below the national average in each of the last two years. The reason for this is the legacy of under achievement in KS1 and EYFS that the current management of the school inherited on appointment.
- Over the last four years, it is clear across the school that this has been addressed as EYFS and KS1 figures are rising over time and are now significantly higher now than they were, with children now being above average at the Expected Standard. As



importantly, children up to and including Y4 have grown up in an entirely different ethos and attitudes to learning and expectations of what can be achieved have been transformed. This however, is not to suggest that our Y5 and Y6 cohorts have not made important strides forward.

- Attainment at the Expected Standard has risen substantially this year from 54% in 2016 to 65% in 2017. Although this remains well below average by the equivalent of two children, it is a clear improvement on the five below average evident last year. It was particularly in our Middle Prior Attaining group that attainment was low in 2016 as they were the equivalent of three pupils below children with similar starting points nationally. Because of the actions we have taken to further improve teaching and learning, the proportion of Middle Prior Attainers reaching the expected standard improved from 53% to 66%.
- Although we recognise that there is more to do as this figure remains below average, it is evidence of the impact of the actions we have taken to ensure that our children's attainment is consistently improving. The attainment of High and Low Prior Attaining groups over the last two years has been consistently in line with similar children nationally and so the focus remains on further improvement of middle prior attainers.
- Within this, we are particularly focussing on the attainment of our Disadvantaged pupils as this has been well below that of all and other pupils nationally over two years. With progress that is also lower (although not significantly so), it is clear that this is the key priority facing us in our current school improvement plan.
- We also recognise that the attainment of Boys and Girls has been variable with both groups being well below and in line with similar children nationally in one of the last two years. Again, this is a historical legacy from EYFS and KS1 that has now been tackled and will not be an issue going forward.
- These issues affecting attainment at the expected standard are also evident at Greater Depth. We have already begun to impact on this as the proportion of our children achieving a high score has doubled this year, although we recognise that it remains well below average at 20%. Nevertheless, whereas the proportion of Middle Prior Attainers making the extra progress necessary to reach this standard was well below average last year, it has improved to be in line this year, again evidencing the impact of the improvements we have made to teaching and learning. As Low and High Prior Attaining groups are also in line with national comparator figures at this standard, we judge that the overall outcomes of our More Able pupils are now good.
- However, as with attainment at the expected standard, we recognise that we have much left to do to raise the proportions of Disadvantaged pupils reaching this standard, especially the Boys, as both groups have been well below national comparator figures in each of the last two years.



Writing

EYFS

- The proportion of our children reaching the Early Learning Goal appears to be variable over the last four years but has most often been above the national average. In the only year where it was below the national average, this was due to unusually high mobility, as when this was taken into account, it was clear that attainment remained at least in line with national.
- As a high proportion of our children have low levels of Writing development on entry, the fact that we consistently attain levels that are above the national average evidence that progress is at least good over time and potentially outstanding.
- Over the last three years, over half of our Disadvantaged pupils have reached ELG which shows substantial catching up from starting points and evidences diminishing of the difference from entry between them and others nationally.
- The proportion of Boys reaching ELG is on a three-year rising trend and is now in line with Boys nationally, which represents at least good progress in this group. In Girls however, we recognise that this figure has been variable over three years but most often below Girls nationally. We are therefore monitoring girls closely to ensure that their progress is at least as strong as that seen in our boys.
- Overall though, we judge that our children make good progress in catching up over EYFS to achieve levels of attainment that are most often in line with national averages. We therefore judge that children are well prepared for KS1 and so outcomes at this point are good.

KS1

- By the end of KS1 over the two years of the new national curriculum, the proportion of our children reaching at least the Expected Standard has been consistently above average and was well above in 2016. This is a substantial improvement on the historical legacy of significantly below average attainment at the end of KS1 which still impacts on our upper KS2 outcomes.
- The progress of almost all prior attainment groups has been at least in line with national comparator figures, with the only exception to this being Middle Prior Attainers currently, who are just below after being well above last year. Although not a significant difference to national, we will be monitoring this group closely this year to ensure that progress returns to being at least in line with similar children nationally.
- In 2016, the proportion of Disadvantaged children reaching the expected standard were well above that of other children nationally and in 2017 the figure is just below, suggesting that over time the proportion is broadly in line. This represents at least good progress in this group and good outcomes up to this point. This again



gives clear evidence of the success we are having in tackling the historical underachievement of this group in our school.

- No pattern of gender difference is apparent over time. In 2016, both gender groups were well above similar children nationally and in 2017 Boys attainment remains well above. We have noted that Girls are slightly below similar children nationally this year and we will monitor this group carefully this year to ensure that no pattern of under achievement becomes established.
- We recognise that the proportion of our children reaching Greater Depth has fallen this year to well below average. In 2016, it was in line and all prior attaining groups made good progress, as all were at least in line with national comparator figures.
- In 2017, the proportion of Middle Prior Attainers making the extra progress necessary to reach Greater Depth and the proportion of High Prior Attainers staying on track is below average and are therefore areas for improvement for us. Within this, we recognise that it is the performance of the Disadvantaged that are furthest below national comparator figures and therefore raising attainment in this group is a key priority for us.
- Overall though, we judge that our children make good progress to this point to attain levels at the Expected Standard which ensure that our children are well prepared for KS2. This evidences the impact of the current leadership in tackling key weaknesses in the school that were leading to historically significantly below average attainment by the end of KS1. To continue these improvements, we recognise the need to raise the proportion of Middle Prior Attainers reaching the Expected Standard and Greater Depth, especially amongst the Disadvantaged.

KS2

- The progress of our children over KS2 has been variable over three-years but has been consistently in the middle 60% of schools nationally, evidencing that overall progress has been good. This pattern is reflected in our largest groups which are middle prior attainers and the Disadvantaged where the progress has been within these parameters.
- However, although progress in both groups remains in the top 65% of schools nationally, we recognise that there is a three-year downward trend. Ending this trend and raising progress to be above average in both groups is therefore a key part of our current school development plan.
- The progress of our Low Prior Attainers has been consistently in the top 60% of schools nationally over time and has risen to be in the top 31% this year, evidencing their good progress. The progress of High Prior Attainers has been around the top 40% of schools nationally in two of the last three years, including currently, but there is some variability over time due in part to relatively small group sizes.
- No significant gender difference is evident in progress over the last two years with neither group being significantly different to similar children nationally and both scores moving from below average in 2016 to in line in 2017.



- The progress of SEND children has improved markedly this year from well below all children nationally in 2016 to above in 2017.
- Overall therefore, we judge that progress is good and we continue to work to improve teaching and learning in the subject to ensure that progress improves in all groups, and especially in the middle prior attaining and Disadvantaged groups.
- Although good progress is being made over time, we recognise that attainment at the Expected Standard has fallen this year from in line with the national average to well below by the equivalent of 5 pupils. The reason for this is that not just Low Prior Attainment at the end of KS1, as in reading, but additionally, not enough Middle Prior Attaining children went on to reach the Expected Standard.
- The attainment of High and Low Prior Attaining groups over the last two years has been consistently in line with similar children nationally and Middle Prior Attainers were above in 2016, therefore we now have a focus on the rapid improvement of the progress of Middle Prior Attainers.
- Within this, we are particularly focussing on the attainment of our Disadvantaged pupils as this has been well below that of all and other pupils nationally over two years. With progress that is also lower (although not significantly so), it is clear that this is the key priority facing us in our current school improvement plan.
- No gender issue is apparent over the last two years with both group's attainment being in line with or above similar children nationally in 2016 and below in 2017.
- Although attainment at the Expected Standard fell this year, the proportion going on to reach Greater Depth has improved, although we recognise that it remains well below average at 13%. Nevertheless, we recognise that the proportion of Middle Prior Attainers making the extra progress necessary to reach this standard has been well below average in each of the last two years, especially among the Disadvantaged, and rapidly improving this continues to be a priority for us.
- As there is clear improvement overall and Low and High Prior Attaining groups are now in line with national comparator figures at this standard, we judge that the overall outcomes of our More Able pupils are now good. However, as with attainment at the Expected Standard, we recognise that we need to raise the proportions of Middle Prior Attainers and Disadvantaged pupils reaching this standard, as both groups have been well below national comparator figures in each of the last two years.

Maths

EYFS

- The proportion of our children reaching the Early Learning Goal was on a three-year rising trend to 2016 when it was well above the national average. In 2017, although this figure dropped to be in line with the national average, progress from starting points remained at least good.



- Over the last three years, around 75% of Disadvantaged pupils have reached ELG which shows substantial catching up from starting points and evidences considerable diminishing of the difference from entry between them and others nationally.
- The proportion of Boys reaching ELG is rising over time to be at least in line with Boys nationally over the last two years, which represents at least good progress in this group. In Girls however, we recognise that this figure has been variable over three years but most often below Girls nationally. We are therefore monitoring Girls closely to ensure that their progress is at least as strong as that seen in our Boys.
- Overall though, we judge that our children make at least good progress in catching up over EYFS to achieve levels of attainment that are most often above national averages. We therefore judge that children are well prepared for KS1 and so outcomes at this point are at least good.

KS1

- By the end of KS1 over the two years of the new national curriculum, the proportion of our children reaching at least the Expected Standard has been consistently above average and was well above in 2016 by the equivalent of 5 children. This is a substantial improvement on the historical legacy of significantly below average attainment at the end of KS1 which is still having an impact on our upper KS2 attainment.
- The progress of almost all prior attainment groups has been at least in line with national comparator figures, with the only exception to this being Middle Prior Attainers currently, who are just below after being well above last year. Although not a significant difference to the national figure, we will be monitoring this group closely this year to ensure that progress returns to being at least in line with similar children nationally.
- In 2016, the proportion of Disadvantaged children reaching the Expected Standard was well above that of other children nationally and in 2017 the figure is just below, suggesting that over time the proportion is broadly in line. This represents at least good progress in this group and good outcomes up to this point. This again gives clear evidence of the success we are having in tackling the historical underachievement of this group in our school.
- No pattern of gender difference is apparent over time. In 2016, both gender groups were well above similar children nationally and in 2017 Boys attainment remains well above. We have noted that Girls are in line with similar children nationally this year and we will monitor this group carefully to ensure that no pattern of difference becomes established.
- The proportion of our children reaching Greater Depth has been consistently above the national average over the last two years. In 2016, all prior attaining groups were at least in line with national comparator figures, with the proportion of



Middle Prior Attainers making the extra progress necessary to reach this standard being above average, indicating progress overall was good. In 2017, the proportion of Middle Prior Attainers making the extra progress necessary to reach Greater Depth rose further to be well above average as the overall figure remained above and again good progress was made.

- The proportion of Disadvantaged pupils reaching Greater Depth was well above other children nationally in 2016 and in line in 2017. This evidences that over time, the proportion reaching Greater Depth is at least in line with others nationally and that consequently outcomes are at least good.
- No gender difference is apparent with both groups over two years being at least in line with similar children nationally and Boys being above.
- Overall therefore, we judge that our children make good progress to this point to attain levels at the Expected Standard which ensure that our children are well prepared for KS2. This evidences the impact of the current leadership in tackling key weaknesses in the school that were leading to historically significantly below average attainment by the end of KS1.
- To continue these improvements, we recognise the need to raise the proportion of Middle Prior Attainers reaching the Expected Standard, especially amongst the Disadvantaged, so that it is at least in line with others nationally.

KS2

- The progress of our children over KS2 has been variable over three-years but has been consistently in the middle 60% of schools nationally, evidencing that overall progress has been good. However, we recognise that there is now a three-year downward trend evident when compared to national and we will be working this year to reverse this downward trend so that progress is at least above average.
- This pattern is reflected in our largest statistical group which is our Middle Prior Attainers and progress in Low Prior Attainers and the Disadvantaged is in the bottom 40% of schools nationally.
- We also recognise that the progress of our Disadvantaged appears to be significantly below average in national data, although as it is not in the bottom 10% of schools nationally and the top end of the confidence interval is above 0, we cannot see how this can be the case.
- Nevertheless, ending the downward trend and raising progress to be above average in all groups is a key part of our current school development plan. The progress of our High Prior Attainers has been consistently in the top 50% of schools nationally over time, evidencing their good progress although a downward shift is evident which we are monitoring closely.
- No significant gender difference is evident in progress although there is variability and both groups are similarly below Boys and Girls nationally this year.
- The progress of SEND children is below, but not significantly below all children nationally in both 2016 and 2017.



- Overall therefore, we judge that progress has been good but we recognise the need to improve teaching and learning in the subject to ensure that progress improves in all groups, and especially in the Low, Middle Prior Attaining and Disadvantaged groups, so it is above national comparator figures.
- Although good progress is being made over time, we recognise that attainment at the Expected Standard has fallen this year from just below the national average in 2016 to well below in 2017, by the equivalent of 3 pupils. The reason for this is that not enough Middle Prior Attaining children over the last two years have gone on to reach the expected standard, particularly the Disadvantaged.
- The attainment of High and Low Prior Attaining groups over the last two years however, has been consistently in line with similar children nationally.
- Although ensuring that the good progress of all Middle Prior Attainers is a priority, we are particularly focussing on the attainment of our Disadvantaged pupils as this has been well below that of all and other pupils nationally over two years. With progress that is also lower (although not significantly so), it is clear that this is the key priority facing us in our current school improvement plan.
- No significant gender issue is apparent over the last two years with both group's attainment being in line with similar children nationally in 2016 and below in 2017.
- We also recognise that attainment at Greater Depth has fallen this year from in line with the national average in 2016 to well below in 2017, by the equivalent of 5 pupils.
- This was because the proportion of Middle Prior Attainers making the extra progress necessary to reach this standard has fallen to be well below average, especially among the Disadvantaged, and rapidly improving this continues to be a priority for us. High prior attaining groups have been in line with the national comparator figure in each of the last two years.
- We summarise that at KS2, both progress and attainment have fallen this year, especially amongst our Middle Prior Attainers and the Disadvantaged.
- Therefore, although outcomes in KS2 over time remain good, we recognise that we need to further improve the proportion of our Middle Prior Attaining children, especially the Disadvantaged reaching the Expected Standard.
- Addressing this is a key priority in our current school development plan and we recognise that if we do not reverse the apparent downward trend then we will need to reconsider our current outcomes judgment of good.

Overall Summary:

- Overall then, we judge that since our last inspection, while outcomes in KS2 over time remain good, they are not yet as strong as we aspire to. We are raising progress and attainment levels in Reading and Writing at the Expected Standard and are ensuring above average progress overall in both subjects.
- Maths progress is improving in KS1 and attainment is now above the national average at both the Expected Standard and Greater Depth. In KS2, although



	<p>progress is good over time, it has been slipping and that attainment is below average. This is therefore the key priority in our current school development plan.</p> <ul style="list-style-type: none"> • Nevertheless, the long-term improvement of the school from Nursery has continued to embed this year and by the end of EYFS are strong and KS1 outcomes are good. • We have continued improvements in teaching and learning across KS2 and we have clear evidence in teacher assessment that in day to day work, progress has been consistently good. We will continue to learn from 2016 and 2017 testing arrangements to ensure national test information reflects our children's day to day strengths. • We therefore continue to judge overall outcomes to be good but will be addressing a range of issues this year, especially among our Disadvantaged, to ensure that there is clear improvement in levels of attainment at both Expected and Higher Standards across the curriculum in KS2 and at Greater Depth in Reading and Writing in KS1 in 2017/18.
	<p>Areas for further development</p> <ul style="list-style-type: none"> • SIP Key Priority: To accelerate rates of progress and attainment in RWM combined. • Ensure that the proportion of children staying at ARE in maths, especially the Disadvantaged, in KS1 at least matched the national picture. • Improve the proportions of children reaching greater depth in KS1 in reading and writing, especially amongst our Disadvantaged children. • Improve progress in maths so that it is above the national average, particularly for the Disadvantaged. • Continue to raise attainment at the expected standard in KS2 in all subjects so that it is at least in line with national averages.



EYFS & Overall Effectiveness	EYFS & Overall Effectiveness
	Self-Evaluation Grade: 2
	Strengths
	<p>Overall, our children start their schooling with most often below or well below average levels of attainment, dispositions and attitudes in all areas.</p> <p>Many of our children attend Nursery on site. However, we have a significant number of children who join us in Reception who have not been in this Nursery and who have had a very wide range of Nursery experiences. Alternative provision includes other local nurseries and other local providers, playgroups and child 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.</p> <p>Nursery</p> <ul style="list-style-type: none"> • On entry to Nursery, typically around 80% of our children are at age related development levels which are below 30-50 months in all prime areas. Of these, 75% are at developing levels in 22-36 months or below in Reading, Writing and number and 65% in speaking. We contend that this constitutes very low average development levels on entry. We therefore consider that our children begin with us with development levels which are well below expected. This continues to be in line with the “low” starting points mentioned in our last inspection report. • Children then make outstanding progress in Nursery due to the consistently good or better teaching and learning provision they receive. This means that by the end of Spring Term, almost all children had progressed to working within the 30-50 months age band in Reading, Writing and number with around a third in each area emerging into 40-60 months and coming into line with ARE. This represents significant value-added progress. • Nevertheless, speaking development is a much greater challenge with more than half of children emerging or below in 30-50 months and 38% still within the 22-36-month band. This is consistent with the high level of EAL needs we have. • We also have considerable mobility in Nursery with more children leaving and joining at different times of the year.



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
<u>2014</u>	53	60	69	77	92	86	94	81	69	66	75	67	81	75	81	72	58	80	86	83
<u>2015</u>	63	66	71	77	97	86	82	81	84	74	76	67	87	74	77	79	82	80	89	83
<u>2016</u>	67	69	89	80	89	87	89	84	66	76	62	71	81	77	89	81	89	82	92	85
<u>2017</u>	68	71	78	82	96	88	93	85	75	77	77	73	78	79	86	82	100	83	100	86

Year	Boys GLD		Girls GLD		FSM		SEND	
	S	NA	S	NA	S	NA	S	NA
<u>2014</u>	44	52	60	66	38	45		19
<u>2015</u>	58	59	68	66	53	45	57	19
<u>2016</u>	64	62	60	69	50	54	0	19
<u>2017</u>	71	64	64	71	58		100	

- On entry to Reception class, we then admit a number of children who have not been in our Nursery and who have had a disparate range of provision or are new to formal education. A small minority of these children join us with a level of development which is still in the 22-36-month band in many areas and around half of our children are in the 30-50-month age band, with the majority of these being secure and the rest developing or emerging. In the key areas of Reading and Writing just over 40% are at levels in line with Age Related Expectations and this drops to around 25% in speaking and number. Therefore, on entry to Reception, although the children who were with us in Nursery have made up significant ground, as a class, development levels remain well below expected. This has been typical of our cohorts over the last three years.
- Outcomes are rising over time and by the end of Reception, children continue to make at least good and often outstanding progress. By the end of the 2015 academic year, 63% of our children reached a Good Level of Development, which was just below the national average. Further improvement in 2016 and 2017 have seen us move in line with national



	<p>averages without mobility being taken into account.</p> <ul style="list-style-type: none"> • However, when we just count the children who have been with us for all of Nursery and Reception this figure typically rises, for instance in 2016 to around 77%, which represents significant value-added gain and closing of the gap from entry. We therefore judge that this represents potentially outstanding progress from low levels of ARE on entry to well above average levels of GLD (with mobility taken into account, for those with us for two years. Other children also make rapid progress, but despite this do not reach a high enough level in all prime areas to achieve GLD. • The gap in attainment in our Disadvantaged children has diminished against other children nationally since the last inspection, with much less difference in 2015 and a consolidating of this success in 2016. 2017 saw a further improvement in the proportion of Disadvantaged pupils reaching GD to 58%. • The proportion of SEN supported children reaching GLD varies with cohort, depending on the levels of need the children have. The quality of teaching from both teachers and support staff is consistently never less than good and is sometimes outstanding and as a result, pupils make rapid progress. • The curriculum is highly responsive to pupils' needs and is planned carefully to deliver a wide variety of activities which stimulate interest and curiosity in all areas of learning. • Accurate assessment informs both group and individual need. Moderation is robust which supports accurate judgements. • Children demonstrate independent and safe learning behaviours as a result of the clear structures and adult guidance embedded in daily practice. • Parents are actively engaged in their child's education through a variety of well attended visits, workshops and termly meetings. • Leadership and management are outstanding and children are kept safe through rigorous and constantly evaluated and monitored safeguarding procedures. • We engender close links with parents from our children's very first days in our EYFS provision and we consider this to be key in establishing positive and lastingly effective attitudes to learning. • Therefore overall, from their starting points, we consider that our children make potentially outstanding progress in Foundation Stage and that outcomes across the stage are now potentially outstanding.
	<p>Areas for further development</p>
	<p> </p>



Appendices:

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.
- The year 5 and 6 Children have received Anti-Radicalisation training from Just Enough UK

Quotes:

- I learnt that not only Muslims are terrorists but we will work together in peace
- I learnt that some tribes fight over bananas but you should share the bananas
- I learnt that words are better than violence
- I learnt about the Catholics and Protestants and how they used to fight
- Never chat to people you don't even know
- I learnt that radicalisation is when someone asks someone to do something bad
- I learnt that violence does not get remembered but peace does
- Guy Fawkes was persuaded to bomb the parliament

Anything else they wanted to say to Just Enough UK:

- Every religion does not have violence in it
 - Accept everyone for who you are
 - I learnt that people hijack religion and cause violence
 - I will make sure that all the fighting in the world ends
 - If you have something on your mind always tell someone you trust
 - I will persuade the people in the UK to live in peace.
 - I will tell people my thoughts and try not to get into arguments
 - To make the world a better place I would spread peace across London
-
- Training for staff and governors in child protection, Prevent Strategy 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.
 - 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



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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 a 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 child protection issues, our written records give clear evidence of our determination to ensure that all concerns are robustly followed up and we have been relentless 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 are also fully aware of greater risk for young females who are potentially at risk from FGM. Our staff have been trained to recognise signs of this and any requests for extended leave or where we suspect children are being taken out of the country for an extended period are investigated for child protection concerns.
- 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.
- 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.



2. Governance – Evidence of Governor self-review

- Governors have a good understanding of their responsibilities.
- Through frequent formal and informal visits, they have become increasingly aware of the quality of teaching and how it relates to pupils' progress.
- They attend training to ensure that they have the knowledge to understand data and the skills to hold the headteacher and leaders to account for the school's performance.
- Governors keep a close eye on the allocation and impact of any spending, including the pupil premium funding.
- Governors ensure that reviews of teachers' work are linked closely to the progress and attainment of their pupils, to the standards expected of teachers and to the pay scales that teachers are on.
- They ensure that statutory requirements are met and safeguarding has a high priority.
- Governors have a clear and accurate knowledge of the strengths and weaknesses of the school and understand the challenges it faces. They are aware of the need to not just be supportive but also to challenge the Headteacher and play the role of critical friend effectively.
- Governors ensure that school targets are sufficiently challenging because they have a good understanding of the school's headline data and know how to use this to hold the school to account.
- The Governing Body is appropriately structured to ensure a balanced focus on resources and budgeting and on the quality of provision and pupil care.
- School visits are now undertaken by a wide range of governors and are monitoring a wide range of aspects of our school effectiveness. They report back to the full governing body on their findings and we have ample evidence to support their effectiveness in being a visible presence in the school. Examples of this include learning walks, exit interviews with Y6 parents and pupils and coffee mornings.
- The governors ensure that the school meets statutory requirements in relation to safeguarding.
- 2 Governors have undertaken safer recruitment training. They are involved in the appointment of teachers and all other senior members of staff.
- The School Improvement Plan is monitored regularly through governing body meetings and reviewed through a process of governor involvement with staff.
- They are developing a good understanding of the use of data and are now more confident in addressing areas where performance could be improved.
- The governors receive the results of surveys designed to gather the views of users and stakeholders by the leadership team.



3. SMSC

SMSC

Spiritual Development:

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

- As well as teaching our children profoundly Christian values, we ensure that we prepare them for life in Modern Britain. We recognise that our children need to understand and respect the many different faiths that make up our school and society and that this reflects the nature of our country as a whole.

Moral Development:

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

Anti-Radicalisation Training

Social Development:

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

- However, we also believe that it is vital that this is balanced with the responsibilities we all have as part of a democratic community and we ensure that our children are aware of the damage that extreme views and behaviour can have and to know what they must do if they come into contact with them, in order to keep themselves and others safe.

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.

- We have a wealth of national institutions on our doorstep and take full advantage of this to ensure that our children leave us knowing what their place in British society is and the rights and privileges that go with it, including taking part in the democratic process and the right to free speech and thought.



4. Parental Engagement

Parents attend:

- Weekly class assemblies – where afterwards they are invited into their child's classroom
- Sports days
- Summer Fair
- International evening
- Angela Burdett-Coutts Day
- Interfaith worship
- Christmas shows
- Mental health coffee mornings
- Dysfluency Workshop for Parents
- Mothering Sunday service at church

The things we do with parents that directly impact on their ability to affect their children's outcomes include (This ranges from anything which involves the parents in any type of learning to coffee mornings to curriculum evenings etc.):

Communication from school about school business

- Texting service
- Fortnightly newsletter
- Website
- Emails
- Parents' notice board
- Coffee mornings – introducing new staff/parent view

Communication from school about their child's learning

- Annual pupil's report and meeting with class teacher
- Individual Education Plan for AEN pupils
- Flexible appointments at the end of the day
- Parents' evening x 2
- Reception introduction meeting
- Year 6 SATs meetings
- Year 2 SATs meetings
- Secondary Transfer meetings



Communication from school about the curriculum

- Inspire Maths workshops,
- Fortnightly newsletter
- Termly Class curriculum letter
- How we teach Phonics, Writing, Maths and Reading workshops for parents
- Learning to learn workshop
- Safer Internet workshop
- Home- Learning (*homework*) policy
- More Able Pupils workshop

General Communication:

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:

- Science week activities
- Parents supporting school trips
- Making resources to be sold at the Christmas fair
- Home-school Reading log/ journal
- Annual Home-school agreement
- Attendance at Anna Freud (family groups) sessions
- Book Fair



5. Curriculum Enrichment

Raising money for:

- Jeans for Genes charity
- Local charities through the choir singing at Churchill Gardens, Victoria station, John Lewis partnership and Trafalgar square
- British Legion – Poppy Appeal
- Christmas Jumper day
- Comic Relief - Red Nose day
- Friends of Burdett-Coutts
- The Children's Society
- Grenfell Appeal
- NSPCC

Physical Education:

Throughout the year: weekly Football and dance clubs

- Healthy Schools Week and Sports Days: one at Battersea Track and another at Vincent Square
- MEND weekly after school family workshops

Language and Communication

- No Pens Day
- Spanish day
- Book Week and World Book Day
- Weekly homework club throughout the year

PHSE

- Cycle Proficiency Training for year 5
- Healthy School's Week
- Gardening club
- Friendship fortnight
- Mental health day



History

Not Forgotten – World War 2 project for year 6 pupils
Black History throughout the year – *Who Am I* Project?

Geography

Geography Week – Whole school project: *Float along the Thames*

Science

- Spring Term Science club
- Science Week

Religious Education

- Peace day
- prayer space week
- Joint church and school celebrations: Harvest Festival, Animal Blessing service, Mothering Sunday & Christingle

Art

Autumn term Art Club

Music

- Proms for Praise
- St John's Smith Square – Bach choir and Nine Lessons service
- Year 4 Class orchestra learning the flute and clarinet
- Years 5 & 6 Campanology club