

Burdett-Coutts & Townshend CE Primary School

SEF: School Self-Evaluation Form 2018/2019



Date: October 2018
Revision Date and Frequency: October 2019 (annually)
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Lead Person(s): R. Dyer (Headteacher)
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Policy Authors: R. Dyer & SLT

Our school vision

We encourage our learners to be ambitious for themselves, and for others, by challenging and supporting them in questioning the world and in finding solutions. Our Christian vision is deeply rooted in our theological understanding of St Paul's letter to the Philippians:

"I can do all things through Him who gives me strength"

Through our exploration and teaching of the Christian values of friendship, compassion and service, we want our learners to be ready to learn, respectful of each and to feel safe so that they can flourish in today's world, knowing that they are loved and cherished by God.

For it is through Him, that they are given the strength to encounter each day and live life in all its fullness.

How this report enables the school to fulfil the vision

School self-evaluation is a continuous process comprising of a number of key components to collect information and evidence about the standards in the school. The School Evaluation Form (SEF) is an important tool in this process, enabling us to capture a summary of our evaluations.

Here, we indicate our key strengths as well as what needs to be tackled to effect improvement. We also clearly outline the progress our students are making, the effectiveness of our teaching, the behaviour of our students, the quality of our school's leadership as well as the social and moral aspects of our school.

We believe that this self-analysis will help us to better appraise our achievements and identify our priorities for development, so that, irrespective of their starting points, we can fulfil our ambition for all our pupils.



Leadership Team:

Headteacher: Mrs R. Dyer

Deputy Headteacher: Mrs L. McMullan (on secondment until 1st Sept 2019)

Assistant Headteachers:

Mrs S. Lee - English and Performance Data

Mrs E. Camplin - SENDCo

Middle Leaders:

Mr S. Brickell - Mathematics

Miss A. Matthey - Science

Miss L. Roberts - EYFS

Chair of the Governing Body:

Mr A. Woodward

Vice-Chairs of the Governing Body:

Ms L Playford & Mr P Carrivick

DfE Number: 213/3316

URN Number: 101122

Local Authority: Westminster (Bi-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 197 pupils on roll and they come from a wide range of ethnic backgrounds.
- 51% are eligible for free school meals. 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.
- Our roll is falling due to a falling roll trend across Westminster. This is due to the unusual socio-economic pressures of the area we serve. The population whose children attend state schooling locally is falling and becoming more transient. Consequently, more children are joining us with high levels of language needs. Mobility is increasing across all year groups.
- There are 28 pupils on the SEND register and 4 pupils have EHC plans.
- The proportion of pupils with learning difficulties is 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.
- 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 Silver Healthy Schools and Eco School awards. It has the Bronze Level Geography Quality Mark.
- The school has achieved Unicef Rights Respecting School and Stonewall Champion recognition.
- The Headteacher is in her second Headship and has been in post since February 2014.
- The Senior Leadership currently comprises of a HT and 2 AHTs (Performance Data and SENDCo). We have three teachers on UPS and two holding a TLR for Science 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	3
	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 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 our 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.
- Further 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 further details, please access the following weblink:
<http://burdettcoutts.co.uk/school-life/extra-curricular-activites/>

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 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.**

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	<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.
	Areas for further development
	SIP Key Priority: Awaiting ratification of 2018/2019 School Improvement Plan



The Quality of Teaching, Learning and Assessment	Quality of Teaching, Learning and Assessment Self-Evaluation Grade: 2
	Strengths <p>Burdett-Coutts has 15 teaching staff members. This number includes the Headteacher and Deputy. 13 full time and 2 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); • 11 full-time teachers have permanent contracts; • 2 part-time teachers have permanent contracts. <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). • 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 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>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>
	<p>SIP Key Priority: Awaiting ratification of 2018/2019 School Improvement Plan SIP Key Priority: Awaiting ratification of 2018/2019 School Improvement Plan SIP Key Priority: Awaiting ratification of 2018/2019 School Improvement Plan</p>



Personal Development, Behaviour and Welfare	Personal Development, Behaviour and Welfare																												
	Self-Evaluation Grade: 1																												
	Strengths																												
	<ul style="list-style-type: none"> Attendance and persistent absence levels have been at least in line with national averages in the last three years and more often better. 																												
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>2015 (2014-2015)</th> <th>2016 (2015-2016)</th> <th>2017 (2016-2017)</th> <th>2018 (2017-2018)</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>96.2%</td> <td>95.7%</td> <td>96.5%</td> <td style="background-color: #00ff00;"></td> </tr> <tr> <td></td> <td>96.2%</td> <td>96.35%</td> <td>95.79%</td> <td style="background-color: #00ff00;"></td> </tr> <tr> <td>Unauthorised absence</td> <td>0.9%</td> <td>0.8%</td> <td>0.6%</td> <td style="background-color: #00ff00;"></td> </tr> <tr> <td>Persistent Absence</td> <td>6.9%</td> <td>8.2%</td> <td>5.5%</td> <td style="background-color: #00ff00;"></td> </tr> </tbody> </table>					2015 (2014-2015)	2016 (2015-2016)	2017 (2016-2017)	2018 (2017-2018)	Attendance	96.2%	95.7%	96.5%			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 the issues around 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 Online Safety very seriously, the Online Safety Policy is available for parents to view online. Online Safety is an integral part of our curriculum and is constantly reinforced. Our ICT coordinator acts as the Online Safety coordinator who works closely with parents to ensure that they understand how to keep their children safe online.
- 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.



	<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 Year 6 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.
	Areas for further development
	SIP Key Priority: To achieve Gold Healthy Schools status and Level 2 Rights Respecting School



Outcomes for Children	Outcomes for Children Self-Evaluation Grade: 3
	Strengths
	<p><u>Performance Information 2016 - 2018</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 the impact of 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 at least good and potentially Outstanding Progress was even more evident for our More Able children, with 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, which gave us a three-year rising trend to be close to the national average. • In 2018, we had 14 children start with us, of whom 85% in Reading and Writing and 71% in Maths were attaining below the secure in 30-50 month age band. Of this group of 14, 8 reached GLD which equates to 58%. • Although well below then national average, it represents substantial catching up for around half of the cohort. Two children joined us during the reception year, both with very low starting points and high levels of need. • Therefore, our overall published GLD figure of 50% looks at face value to be well below average, although overall progress is good. We have identified the children going into Year 1 who did not reach GLD overall and / or ELG in key areas and we have set stringent targets for catch up to ensure we build on the good progress set down in EYFS.



Reading

EYFS

- The proportion of our children reaching the Early Learning Goal was most often in line with the national average or above in the four years to 2017. In the only year where it was below the national average, this was due to unusually high mobility. 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, that we have consistently attained levels in Reading that are in line with the national average over the long-term, evidences that progress is good over time.
- In 2018, overall attainment looks much lower than the national average. However, we have had two children join the cohort during EYFS, both of whom have low levels of development and high levels of need. When they are included, 63% of children reached ELG but when they are not included, the figure is 71%. In the group of 14 that were with us from the start, this is within one child of the national average, suggesting good progress.
- Further evidence of this can be found in the progress of Very Low, Low, Middle and High Prior Attainers. We had one child who was a very Low Prior Attainer and was in the process of obtaining an EHC plan (which he now has). This child reached the 30-50-month age band by the end of EYFS.
- 85% (12/14) of our children started the year in our Low Prior Attaining group (emerging and developing in 30-50 months on entry) while 7% (1/14) were at typical levels of development and 7% above (1/14).
- Overall, 71% of children reached ELG, with the child at Typical going on to ELG and the child Exceeding continuing to Exceed. This means that well over half of our children who were Below Typical on entry caught up and all Middle and High Prior Attainers made at least Expected Progress, which we judge to represent good progress.
- Over the three years to 2017, over half of our Disadvantaged pupils reached ELG which shows substantial catching up from starting points and evidences diminishing of the difference from entry between them and others nationally. In our 2018 cohort we had 2 children in this group who were Low Prior Attainers on entry and reached ELG, evidencing their at least good progress.
- The proportion of Boys reaching ELG was on a three-year rising trend to 2017 to be in line with Boys nationally, representing at least good progress in this group. In 2018, from a group of 7, we had one very Low Prior Attainer, 6 Low Prior Attainers and 1 High Prior Attainer.
- Our very Low Prior Attainer made very good progress to emerge into the 40-60-month age band. Of the 6 Low Prior Attainers, 4 caught up with ELG (67%) and our High Prior Attainers went on to Exceed. We judge that this represents good progress in our Boys and continues the long-term picture of good progress.
- In our Girls' group by 2017, we recognised that the proportion reaching ELG had been variable over three years but had been most often below Girls nationally. We



were therefore monitoring Girls closely to improve their progress so that it is relatively as strong as that seen in our Boys.

- In our 2018 cohort we had 6 Girls - 5 Low Prior Attaining and one Middle. 3 of our 5 Low Prior Attainers (60%) caught up, representing good overall progress that was in line with that made by our Boys.
- Overall therefore, we judge that our children make consistently good progress in catching up over EYFS to achieve levels of attainment in Reading that are most often in line with national averages overall. 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 first three 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 over time and the proportion of Low Prior Attainers catching up in 2017 was above. We recognised that the proportion of Middle Prior Attainers reaching Expected Standard was just below in 2017, after being well above in 2016, and this figure has returned to above average this year.
- Over the last three years, the proportion of Disadvantaged children reaching the Expected Standard has been close to or in line with that of other children nationally, suggesting that over time there has been clear diminishing of the difference in attainment and progress has been strong. We therefore judge that there has been at least good progress in this group and at least good outcomes up to this point.
- No statistically significant gender difference has been apparent over time. In 2016, both gender groups were above similar children nationally and in 2017 and 2018, both groups were at least in line with similar children nationally, with Boys attainment remaining well above their national comparator figure. Progress is almost identical in all prior attainment groups but Middle Prior Attaining Boys are above national comparator figures.
- This combined evidence clearly indicates the success we are having in tackling the historical underachievement of all groups in our school prior to the establishment of the current leadership team.
- The proportion of our children reaching Greater Depth has been variable over time, being below national comparator figures in 2016 and 2018 and well below in 2017. We have however improved the proportion of Middle Prior Attainers making the extra progress necessary to reach Greater Depth from well below average by the equivalent of 3 children in 2016 to in line currently.
- In 2016 and 2017, the proportion of High Prior Attainers reaching Greater Depth was in line with national comparator figures and although it is close this year, it has dropped slightly below. We also recognise that the proportion of Disadvantaged



children reaching Greater Depth has been consistently below others nationally and although diminishing of the difference to this standard is clearly evident, this group continues to be a key priority for us. We will monitor both issues carefully this year to ensure that we are at least in line with national comparator figures by 2019.

- Overall though, we judge that our children make good progress to this point to attain levels at the Expected Standard that ensure our children are well prepared for KS2. This evidences the impact of the current leadership in tackling key historical 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 Attaining Disadvantaged children reaching Greater Depth and High Prior Attainers staying on track, and these are a priority for improvement for us currently.

KS2

- The progress of our children over KS2 was variable over the three years to 2017 but was consistently in the middle 60% of schools nationally, evidencing that overall progress had been good.
- This pattern was reflected in our largest groups which were Middle Prior Attainers and the Disadvantaged, where the progress of the former was most often in line with all children nationally over the three years.
- The progress of our Low Prior Attainers was consistently in the middle 20% of schools nationally, evidencing their good progress.
- The progress of High Prior Attainers was around the top 20% of schools nationally in two of the three years, including 2017, but there was some variability over time due in part to relatively small group sizes.
- No significant gender difference was evident in progress over the two years to 2017 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 was close to that of all children nationally over 2016 and 2017.
- By 2017 therefore, we judged that overall progress over time was good.
- Preliminary 2018 performance information suggests that progress is lower than 2017 and will be in line with our 2016 score, which was below but not significantly below the national average. It is however likely to be much higher than coasting school and floor standards and is also likely to again be in the middle 60% of schools nationally.
- The main reasons for the fall in progress this year appears to be around the progress of Disadvantaged children and Girls. The overall figure of -1.6 for both groups, although not significantly below average, is lower than we would expect and we are therefore targeting both groups as a priority for improvement this year. Boys' progress is close to the national average.
- It should also be noted that there is a clear difference in the progress of the children who were with us for the whole key stage as opposed to those who joined



us during. The provisional progress figure for those with us for the whole of KS2 is -0.7 against a figure of -3.2 for those joining later. There is also a marked difference in average standardised scores of 102.4 against 100.9.

- Increasing mobility is currently a key issue for us as it is accelerating and makes the use of national level data more complex. In our 2018 Year 6 cohort, 11 out of 45 pupils were not with us at the end of reception and there is a marked difference in the progress of those with us for the whole of KS2 in both progress and standardised scores.
- Preliminary progress information suggests that although the progress of High Prior Attainers is likely to be in line with national figures, as the proportions reaching Expected Standard and achieving a high score are in line with national comparator figures, Low and Middle Prior Attainers are likely to be lower.
- In a group of 7 Low Prior Attainers, none have caught up and only 64% of Middle Prior Attainers attained at the Expected Standard, which is likely to be well below average. We will be targeting the progress of both groups this year to ensure that the proportions reaching at least the Expected Standard are at least in line with national comparator figures.
- Attainment at the Expected Standard rose substantially in 2017 from 54% in 2016 to 65% in 2017. Although this remained well below average by the equivalent of two children, it was a clear improvement on the five below average evident the previous year. In 2018 we have maintained this improvement, but recognise that attainment is still well below the national average.
- In order for us to substantially raise attainment to be in line with the national average, we recognise that we need to ensure that more Low Prior Attaining children catch up and more Middle Prior Attainers reach the Expected Standard. No Lower Prior Attainers have caught up in the last two years and the proportion of Middle Prior Attainers reaching Expected Standard has fallen from just below to well below average.
- These are the areas we have really targeted over the year and although we recognise that this has not had the impact on our 2018 cohort that we had strived for, we do have evidence in our current KS2 cohorts, and internal progress data evidences, that we are now on the cusp of having national level data in all three key stages that is in line with national figures.
- 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 doubled in 2017 to 20% and we maintained this improvement in 2018 at 18%.
- However, although progress in our High Prior Attainers has been good over two years, with the proportions achieving a high score being close to or in line with national comparator figures, it remains well below average. We therefore recognise that we need to ensure that more Middle Prior Attainers reach Greater Depth and this is also a priority focus for improvement this year.
- As we have addressed historical underachievement in EYFS and KS1, children up to and including our current Y6 (2018/19 cohort) have grown up in an entirely different ethos and have much improved attitudes to learning. Expectations of



what can be achieved have been transformed. This translates into our current Year 6 cohort having made important strides forward. They are on track to have substantially higher attainment and progress than our recent cohorts, evidencing that the long-term sustainable model of school improvement we have aimed towards is coming to fruition by the end of KS2.

Writing

EYFS

- The proportion of our children reaching the Early Learning Goal appeared to be variable over the four years to 2017 but had been most often above the national average. In the only year where it was below the national average as with Reading, this was due to unusually high mobility.
- 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 attained levels that were above the national average evidenced that progress was good over time.
- In 2018, overall attainment looks much lower than the national average at 56%. However, we have had two children join the cohort during EYFS, both of whom have low levels of development and high levels of need. When they are included, 56% of children reached ELG but when they are not included, the figure is 62%. In the group of 14 that were with us from the start, this is the equivalent of one child below the national average, suggesting good progress.
- Further evidence of this can be found in the progress of Very Low, Low, Middle and High Prior Attainers. In the group of children with us for the whole of reception, we had one child who was a very Low Prior Attainer and was in the process of obtaining an EHC plan (which he now has) during the academic year 2017-2018. This child reached emerging into the 40-60 month age band by the end of EYFS.
- 79% (11/14 of our children) started the year in our Low Prior Attaining group (emerging and developing in 30-50 months on entry) and 7% (1/14) were at typical levels of development with 7% above (1/14).
- Overall, 6 out of 11 (55%) of Low Prior Attaining children caught up, the child who was at Typical went on to ELG and the child Exceeding continued on to Exceed. This means that over half of our children who were Below Typical on entry caught up and all Middle and High Prior Attainers made at least Expected Progress, which we judge to represent good progress.
- Over the three years to 2017, over half of our Disadvantaged pupils reached ELG which evidenced substantial catching up from starting points and diminishing of the difference from entry between them and others nationally. In 2018, we had 2 Disadvantaged children, one of whom caught up and the other who was emerging in the 40-60 month age band, continuing the long-term pattern of good progress and clear diminishing of the difference.
- The proportion of Boys reaching ELG was on a three-year rising trend to 2017 to be in line with Boys nationally, which represents at least good progress in this group.



In 2018, one boy joined the group during the year who had very low levels of development on entry and remained well below ELG at the end of the year.

- Of the 8 with us from the start, one was a very Low Prior Attainer (13%), 6 were Low Prior Attainers (85%) and one was Exceeding. The very Low Prior Attainer made very good progress to emerge in the 40-60 month age band, 5 of our 6 Low Prior Attainers caught up and the High Prior Attainer exceeded. This represents at least good progress again in this group.
- In Girls, we recognised that attainment had been more variable over three years to 2017 but most often below Girls nationally. We therefore were monitoring Girls closely to ensure that their progress became at least as strong as that seen in our Boys.
- In 2018, one girl joined the group during the year who had very low levels of development on entry and remained well below ELG at the end of the year. Of the 6 with us all year, 5 were Low Prior Attainers and one was middle.
- All of our Middle Prior Attainers reached ELG but only 2 of the 5 Low Prior Attainers did. This is a less than 50% catch up rate and is relatively weaker than in our Boys. Further raising Low Prior Attaining Girls progress levels is therefore a key priority focus for us in EYFS.
- Overall though, we judge that our children make good progress in catching up over EYFS to achieve levels of attainment that are most often close to or in line with national averages. We therefore judge that children are well prepared for KS1 and so outcomes at this point are good. To improve further, we recognise the need to raise the proportions of Low Prior Attaining Girls catching up so that they are at least in line with the progress seen in Boys.

KS1

- By the end of KS1, over the three 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 2017, who were just below after being well above in 2016. In 2018, their progress has returned to being in line with national comparator figures, evidencing their good progress over the long-term. All prior attainment groups, including Disadvantaged and gender groups, are in at least line with national comparator figures in 2018, with the proportion of Low Prior Attainers catching up being above.
- In 2016, the proportion of Disadvantaged children reaching the Expected Standard was just above that of other children nationally and in 2017 the figure was just below. Our 2018 figure is again in line, suggesting that over time the proportion is broadly in line. This represents good progress in this group and good outcomes over time. 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 and 2018 Boys' attainment remained well above. We noted that Girls were slightly below similar children nationally in 2017 and we monitored this group carefully over the year to ensure that no pattern of under achievement became established. In 2018, Girls' attainment has returned to being in line with Girls nationally.
- We recognised that the proportion of our children reaching Greater Depth fell in 2017 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 was below average and were therefore areas for improvement for us. Within this, we recognised that it was the performance of the Disadvantaged that were furthest below national comparator figures and therefore raising attainment in this group became a key priority for us.
- In 2018, overall attainment at Greater Depth returned to being in line with the national average overall. Girls remained in line with Girls nationally and all prior attainment groups were in line with national comparator figures. Disadvantaged children's attainment was particularly strong and is in line with others nationally. However, no Boys reached Greater Depth and we will be monitoring this closely to ensure a pattern of gender difference does not become established.
- Overall, 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 Boys reaching Greater Depth so that it is at least in line with Boys nationally.

KS2

- The progress of our children over KS2 has been in the middle 60% of schools nationally in the last three years but is now on a three-year rising trend to be in the top half of schools nationally.
- The progress of our Low Prior Attainers was consistently in the middle 20% of schools nationally in the three years to 2017 evidencing good progress over time. 2018 progress figures suggest that the proportion of children catching up is higher this year and in line with national comparator figures, evidencing that their overall progress remains good.
- The progress of Middle Prior Attainers was on a three-year falling trend to 2017, although it was consistently in the middle 60% of schools nationally, evidencing good progress over time. However, by 2017 the proportion of Middle Prior Attainers reaching the Expected Standard was well below average which we recognise needed to be rapidly improved. In 2018, the proportion of Middle Prior Attainers, including the Disadvantaged and Girls, were in line with national comparator



figures, evidencing the success of the actions we have taken.

- To improve further however, the proportion of Middle Prior Attaining Boys was below Boys nationally and this is an area for improvement for us this year.
- The progress of High Prior Attainers was in the top 40% of schools nationally in the two of the three years to 2017, including 2017. Progress is likely to be as strong again this year as the proportion of High Prior Attainers achieving a high score has risen further and is likely to be above average.
- The progress of our Disadvantaged children was on a three-year falling trend to 2017, although it remained in the middle 60% of schools nationally. By 2017, the progress figure of this group was -1.1 which was well below others nationally. Preliminary 2018 progress figures suggest a marked improvement and that we are likely to have a progress score of around +1.1. This will be well above other children nationally and in the top 40% of schools, evidencing improved and good progress.
- No significant gender difference was evident in progress over the two years to 2017, with neither group being significantly different to similar children nationally and both scores moving from below average in 2016 to in line in 2017. Although both progress scores remain in line with similar children nationally in 2018, Girls progress is relatively higher.
- The progress of SEND children improved markedly in 2017 from well below all children nationally in 2016 to above. This level of progress has been maintained in our SEND Support group in 2018 and so we judge that progress over time is now good.
- Although good progress has been made over time, we recognise that attainment at the Expected Standard fell to well below average by the equivalent of 5 pupils in 2017. The reason for this was that not enough Middle Prior Attaining children went on to reach the Expected Standard and no children caught up.
- In 2018, the proportion of children catching up has increased to 14% and the proportion of Middle Prior Attainers reaching the Expected Standard has also increased from 66% to 77%. Both figures will now be close to or in line with national comparator figures. This means that the overall percentage of our children reaching the Expected Standard is much closer to the national average and is in line when we take into account our non-mobile children.
- Within this, we have particularly focussed on the attainment of our Disadvantaged pupils as this had been well below that of all and other pupils nationally over the two years to 2017. With progress that was also lower (although not significantly so), it was clear that rapid improvement was necessary. Because of the much-improved progress outlined earlier, attainment is now close to that of others nationally.
- The proportion of our children going on to reach Greater Depth is on a three year-rising trend to now be above the national average. The reason for this is that we have had considerable success in keeping our High Prior Attainers on track to reach Greater Depth as this figure is well above average.
- We have also had considerable success in raising the proportion of our Disadvantaged children reaching Greater Depth and this figure is now likely to be close to that of others nationally. No gender difference is apparent as both groups



are in line with similar children nationally.

- We have therefore had considerable success in raising progress and attainment in Writing this year. Our children have made above average progress to reach levels of attainment at the Expected Standard that although overall are below the national average, are in line for our non-mobile children. The progress of our Disadvantaged children is now above that of others nationally which has markedly diminished the difference in attainment between the two groups. Attainment at Greater Depth is now on a three-year rising trend and is in line with the national average for all children and is close to others nationally for the Disadvantaged. We therefore judge that overall outcomes are good.

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.
- In 2018, overall attainment looks much lower than the national average. However, we have had two children join the cohort during EYFS, both of whom have low levels of development and high levels of need. With them included, 63% of children reached ELG but without them included, the figure is 71%. In the group of 14 that were with us from the start, this is within the equivalent of one child of the national average, suggesting good progress.
- Further evidence of this can be found in the progress of very low, low, middle and High Prior Attainers. We had one child who was a very Low Prior Attainer and was in the process of obtaining an EHC plan (this has been achieved). This child reached the 40-60 month age band by the end of EYFS.
- 71% (10/14) of our children started the year in our Low Prior Attaining group (emerging and developing in 30-50 months on entry) and 21% (3/14) were at typical levels of development. Overall, 7 out of 10 (70%) of Low Prior Attaining children caught up with ELG and all of the Middle Prior Attainers also reached at least ELG, with one exceeding. This means that well over two-thirds of our children who were below typical on entry caught up and all Middle Prior Attainers made at least Expected Progress, with one exceeding. We judge this to represent good progress.
- Over the three years to 2017, around 75% of Disadvantaged pupils reached ELG which shows substantial catching up from starting points and evidences considerable diminishing of the difference from entry between them and others nationally. In 2018, we had two children in this group, both of whom were Low Prior Attainers. One caught up with ELG whilst one reached emerging in 40-60 months. This represents clear diminishing of the difference and good progress again this year.
- The proportion of Boys reaching ELG was rising over time to 2017 to be at least in line with Boys nationally in the preceding two years. This represented at least good



progress in this group. In 2018, good progress continued to be made as 5 of our 6 Low Prior Attainers caught up, our very Low Prior Attainer went to emerging in 40-60 months and our Middle Prior Attainer went on to Exceed.

- In Girls however, we recognise that progress has been variable over time and attainment has most often been below Girls nationally. We therefore began monitoring Girls closely to ensure that their progress was at least as strong as that seen in our Boys.
- In 2018, we had 4 Low Prior Attainers and 2 Middle. Although both Middle Prior Attainers reached ELG, only 1 of 4 Low Prior Attainers did so. This is not therefore representative of the good progress we expect, albeit in a small group, and raising the progress of Girls in Maths in EYFS is a priority focus for us.
- Overall though, we judge that the very large majority of our children make at least good progress in catching up over EYFS to achieve levels of attainment that are most often close to or in line with national averages. We therefore judge that children are well prepared for KS1 and so outcomes at this point are good. To improve further, we recognise the need to raise the proportions of Low Prior Attaining Girls reaching at least ELG so that most catch up.

KS1

- By the end of KS1 over the three years of the new national curriculum, the proportion of our children reaching at least the Expected Standard has been at least in line with the national averages and has most often been above 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 over three years, with the only exceptions to this being Middle Prior Attainers who were just below in 2017 and Low Prior Attainers in 2018. Middle Prior Attainers have returned to being in line in 2018 and although the figure for Low Prior Attainers this year is close 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 was just below. Our 2018 figure is in line, evidencing 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.
- No pattern of gender difference is apparent over time. In 2016, both gender groups were well above similar children nationally and over the last two years, Boys' attainment has remained above. Girls' attainment has been in line with Girls nationally over two years.
- The proportion of our children reaching Greater Depth has been consistently at least in line with the national average over the last three years and was above the



national average in 2016 and 2017. 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.
- In 2018, all prior attainment groups were at least in line with national comparator figures, evidencing good progress again, although we have noted that no Middle Prior Attaining Girls made Greater Depth and will be monitoring this going forward.
- The proportion of Disadvantaged pupils reaching Greater Depth was well above other children nationally in 2016, in line in 2017 and just below in 2018. This evidences that over time, the proportion reaching Greater Depth is in line with others nationally and that consequently outcomes are at least good.
- A possible gender difference is emerging over time with Boys being well above Boys nationally in two of the last three years, including currently, and Girls being well below Girls nationally, including currently. We therefore recognise the need to raise the proportion of Girls reaching Greater Depth consistently over time so that it is at least in line with that of Girls nationally by ensuring that more Middle Prior Attainers reach the standard.
- 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. To continue these improvements, we recognise the need to raise the proportion of Middle Prior Attaining Girls reaching the Expected Standard so that this figure is at least in line with national comparator figures.

KS2

- Progress in Maths was on a three-year falling trend to 2017, although it was consistently in the middle 60% of schools nationally over the three years, evidencing that overall progress over time had been good.
- Nevertheless, we recognised that there was a three-year downward trend evident and we began the process of changing the way in which we taught Maths to address this. Our Maths subject leader undertook substantial training for this and he also delivered the training for staff across KS2. This has impacted substantially on teaching and learning in Maths across KS2 and much more emphasis was placed on mastery and on the use and application of number skills. This has had a marked impact on progress in our current KS2 year groups and is building upon the general improvements that have been made to teaching and learning and learning attitudes in general.
- However, there remained considerable gaps in number skills in our 2018 Year 6 cohort and addressing these became the priority for this year group. Despite this, we recognise that progress in this cohort fell again in 2018 and at -3.2 progress is now on a four-year falling trend and is likely to place us in the bottom 20% of schools nationally.



- The reason for this was that no Low Prior Attainers caught up with the Expected Standard and the proportions of Middle Prior Attainers reaching the Expected Standard fell further from 2017 figures, which were well below national comparator figures.
- Although all High Prior Attainers reached the Expected Standard, the proportions achieving a high score fell further to be below similar children nationally. Therefore, the progress of all prior attainment groups is likely to have fallen this year and will be well below similar children nationally.
- Although progress in our Disadvantaged children improved in 2017 and was in the middle 60% of schools nationally, it was significantly below that of others nationally. Progress has fallen again in 2018 and is likely to be significantly below average and in the bottom 20% of schools nationally.
- No significant gender difference was evident in progress by 2017, although there was variability and both groups were similarly below Boys and Girls nationally. In 2018, both groups were again well below similar children nationally, but Girls are significantly below and this is something we will be monitoring closely over the coming year.
- The progress of SEND children was below but not significantly below all children nationally in both 2016 and 2017 but has fallen close to significance in 2018.
- Because of these issues in progress over time, we recognise that attainment at the Expected Standard has fallen further behind national averages and is now below by the equivalent of at least 7 children.
- This is because no Low Prior Attaining children have caught up in the last two years and the proportions of Middle Prior Attainers reaching the Expected Standard have fallen from 62% to 55% which is substantially below that of children from similar starting points nationally.
- We also recognise that attainment at Greater Depth has been consistently below the national average over the last three years and has been so by the equivalent of at least 5 pupils in each of the last two years. This has been because the proportion of Middle Prior Attainers making the extra progress necessary to reach this standard has fallen to be well below average, with no children at all doing so in 2018. High Prior Attaining groups have also fallen this year from in line with the national comparator figure in each of the last two years to well below in 2018.
- Overall therefore, we judge that progress has not been good enough over time. This was recognised, and concerted action taken to address the decline. Although this is having a marked impact on our current KS2 year groups, the efforts that we have made to improve in the last year have not impacted on our 2018 Year 6 cohort. We recognise this and how challenging the data appears.
- However, as we have mentioned, the radical changes we have made to teaching and learning across the rest of KS2, on top of the whole school improvements we have made, mean that progress now in KS2 is much stronger than these figures would suggest. Evidence of this can be found in all of our KS2 classrooms.
- We recognise that we cannot claim good progress and outcomes on the evidence of national data up to 2018 but we have every confidence that current progress across KS2 is improving rapidly and that our current Y6 will show a significant



	improvement in terms of the progress of all groups and in attainment at the Expected Standard and Greater Depth.
	Areas for further development
	SIP Key Priority: <ul style="list-style-type: none">• 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.</p> <p>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 below 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 at least good 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 some 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 many 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
2016	67	69	89	80	89	87	89	84	66	76	62	71	81	77	89	81	89	82	92	85
2017	68	71	78	82	96	88	93	85	75	77	77	73	78	79	86	82	100	83	100	86
2018	50	71	63	82	94	88	75	85	63	77	56	73	63	79	75	82	81	84	81	87

Year	Boys GLD		Girls GLD		FSM	
	S	NA	S	NA	S	NA
2016	64	62	60	69	50	54
2017	71	64	64	71	58	71*
2018	56	64	43	78	25	71

- 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. Most of our children are in the 30-50-month age band, with the minority of these being secure and the majority developing or emerging. In the key areas of Reading and Writing, a small minority are at levels in line with Age Related Expectations.
- 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 progress as outlined in the Reading, Writing and Maths sections. 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 saw us move in line with national averages without mobility being taken into account.
- 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



	<p>represented 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.</p> <ul style="list-style-type: none"> • In 2018, we recognise that the proportion of children reaching GLD has fallen to well below average. Although we can prove good progress from starting points in all key areas, we are targeting the proportions of children reaching GLD as a matter of priority this year. • The difference in attainment in our Disadvantaged children and others nationally 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%. In 2018, we only had a group of four in this group, one of whom reached GLD. • 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>SIP Key Priority: Awaiting ratification of 2018/2019 School Improvement Plan</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 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 – September 2018](#)" 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
- Newsletters
- 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 school week and Sports Days: number 1 at Battersea Track and number 2 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

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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 flutes and clarinet
- Years 5 & 6 Campanology club