



John Scurr Primary School

Self-Evaluation

2022-2023



*"Education is the passport to the future,
for tomorrow belongs to those who prepare
for it today."*

Malcolm X

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Why self-evaluation?

Self-evaluation provides us with an accurate picture of where the school is effective. It underpins our plans for continual improvement. Self-evaluation means we can acknowledge successes, consider ways to build on strengths and make sure everyone is excited about the journey ahead.

Middle and Senior Leaders reviewed the schools according to the new School Inspection Handbook and in the light of our Covid experience and our School Improvement Plan in February '22. This was reviewed in July 2022 and an adapted plan created for 2022/ 2023

We have included Grade descriptors for both Good and Outstanding using a best fit approach.

What does it look like?

Leaders review curriculum content, evaluate the quality of teaching, talk to pupils about learning and analyse pupil outcomes. All members of the school community play a part in self-evaluation. Together we explore the following questions:

1. Is the curriculum broad and ambitious for everyone?
2. How well are teachers delivering the curriculum?
3. Are all pupils achieving highly?
4. How well do pupils behave?
5. How well are we developing pupils' personal qualities through our curriculum?
6. How effectively are leaders improving our school?
7. Are pupils safe?
8. Is early years' education providing a solid foundation for future learning?

School context - there are barriers

John Scurr is situated in the middle of one of the most deprived housing estates in one of the poorest wards in Europe. The school serves 462 pupils from a predominantly Bangladeshi/ Sylheti community (95% EAL) *and historically sits in the highest quintile for pupils with SEND and pupils in receipt of the pupil premium*. Many pupils live in overcrowded households and in temporary accommodation.

- Leaders manage a very high volume of safeguarding referrals.
- Leaders manage well below average stability and mobility (2021 - 71%)
- Leaders manage high levels of requests for extended leave (due to the previous travel restrictions of COVID)
- Leaders manage the impact of the lack of engagement and availability of health services from birth to 3 years.
- Leaders manage high levels of families living in poverty or on zero hour contracts.
- Leaders support parents who have been re-housed out of borough (where the housing stock is larger) or due to Domestic Violence.
- Leaders manage digital poverty, reduced community resource and increasing SEMH concerns

We have spaces in some year groups – this is due to the high numbers of smaller or temporary housing available in the area that means that families often move on and this affects our overall stability - which is in the lowest quintile compared to other schools. 2 one form entry schools have closed in the E1 postcode over the last year. Other local schools have had their NOR reduced.

During the last 18 months we have experienced very high numbers of pupils with no English, coming to the school as a direct impact of Brexit and the recession in Italy. These are families that have cultural connections to the area. They are tracked as a vulnerable group.

Tower Hamlets used to offer full time places to all pupils in Nursery but in 2019 this was reduced to the universal offer of 15 hrs a week (unless coded for working parents) - currently we only have 8 pupils who carry that code. Covid has had a huge impact on our pupils. Initially impacting the safety of the families - during the first Lockdown we only had 5 children attend the provision regularly. The surrounding area became deserted with families not

venturing out. Food and learning parcels were delivered door to door in order for us to say we saw children. Digital poverty was also a barrier and over the last 2 years the impact has been measured through the number of deaths in the community, the lower levels of take up for vaccines (initially) and the speed at which small community and family outbreaks would hit 'bubbles'- some year groups experienced an additional 10 bubble collapses during their 2021/21 academic year. More recently we are seeing the impact negatively on attendance now that travel restrictions have been lifted and families are able to travel back to Bangladesh. Last winter our attendance was around 85% due to extended leave - this has had an impact on the consistency of learning. Attendance in Nursery, Reception and Year 1 is our focus concern and we work closely with parents to support improved attendance in these year groups. The biggest impact though is on the starting points for pupils coming into Nursery and Reception- In EYFS we see the impact of reduced play and outside experiences with their screen time at home affecting both their language and social skills.

Partnership is key

John Scurr is part of the Tower Hamlets Educational Partnership (TheP). We benefit from a programme of peer review, moderation and Leadership training. We have also just become a Leading School for the Unity Curriculum – a curriculum developed by a National MAT led by Alex Bedford; specialising in a knowledge rich curriculum, focused on systematic retrieval practice, Pupil Book Study and vocabulary development.

We are linked also to the Tower Hamlets Business Partnerships – who support our I Can Be (Girls Leadership), Reading and Maths Partnerships (Canary Wharf Business led support). We maintain aspirational values through our link with Debate Mate and our pupils win Debating Competitions both locally and Nationally.

We are linked to the Oracy 21 project through our involvement in the Tower Hamlets Oracy Hub and our curriculum offer is enriched by the support of the Edible Garden network. Our SEN offer is supported by our partnership with Phoenix Special School, an outstanding local specialist School.

We partner with 'Child in Time' counselling service and Speech Bubble services for pupils from our own budget. We welcome an Educational Psychologist (monthly) and an Attendance Welfare Advisor (every other week) who works with us in assessing pupils' needs and supporting next steps.

The HT shares a Governance partnership with Morpeth Secondary School and this is reciprocated with their HT Jemima Reilly on our Governing Body. They both sit as the Chair of the Full Consultative for all Head Teachers in the borough, and support the Local Authority Executive Groups.

The School supports the Institute of Education's (UCL's) ITT programme and regularly hosts at least 6 ITT graduates each year across the school.

We host Teach First Graduates and currently have a Graduate in Year 2 and an ECT from Teach First in Y1.

The ECT program is supported by the phase leaders and LETTA teaching school - which provides support in the course content (in addition to the Teach first CPD).

Our Reading offer is regularly and contextually refreshed through our partnership with Tower Hamlets Schools Library Service, our Sports offer (we have our own Coach) provides curriculum and fixtures through our Sports Partnerships. Our computing infrastructure is supported through our partnership with Connetix.

We are values driven

Resilience - this value is demonstrated in all aspects of curriculum planning but also our pupil premium statement

Readiness- this value is a key component of our Pupil Progress Meetings, our tracking of attendance and after school and inclusion offer

Resourcefulness- this value is evident in our desire for pupils to be future resourceful citizens , our Pupil Voice Committee and the Governors stringent budgeting oversight.

Reflectiveness- this value is evidenced in our implementation of Pupil Book Study, P4C, Oracy offer and behaviour policy

Respectful -this value is most evidenced through the relationships we foster within the school and the wider community. most evidences in EYFS , through our partnership with vulnerable families and our transition offer for Year 6 parents.

Our vision is a belief statement

We believe everyone should learn new skills and grasp all of life's exciting opportunities.

We believe we must grow healthy and strong and will know how to look after ourselves.

We will develop the confidence to think for ourselves, explore and take risks.

We believe that everyone should feel proud of the school community.

We will see the others and they will see the good in me

Awards

SMSC Silver

IQM- Pending

PQSM- Science Mark

Sapere P4C Silver

Inclusion Quality Mark- pending

Gold Healthy Schools- pending

Music Award

5* Gardening School- Royal Horticultural Society

Leading school – Unity Cusp Curriculum.

Is the curriculum broad and ambitious for everyone?

The JSP curriculum is broad and rich – based on the NC and enhanced with elements chosen to reflect the context and profile of the school community. It gives all children the opportunity to achieve excellence in a wide range of subjects.

We have been developing and embedding our curriculum since 2015 when we began working with staff on reading, then maths and writing. Since 2018 we have worked together to create breadth and depth across all national curriculum subjects. Our curriculum is restless – it never stands still. Subject leaders are constantly researching and learning and looking for ways to improve it. As a result of Covid we have now made stronger links between our understanding of retrieval and cognitive load and our desire to develop Oracy skills.

This is underpinned with the development of knowledge, vocabulary and a love of reading and books. We are proud of our ambitious curriculum offer.

Content and sequencing

Leaders use the structure of the Unity Curriculum to carefully select the curriculum content for each subject and the sequencing of this content. This means that pupils build knowledge (including vocabulary) and skills incrementally over time. In each year group, pupils study each subject area.

Learning within each subject is drawn together under themes that allow pupils to deepen their understanding of key concepts, apply knowledge across subjects and practise skills they have learned. This progression of knowledge and skills has been fully documented to support teachers' planning.

Since Covid, gap analyses have formed a key part of the Pupil Progress meetings and this then helps shape the content, interventions, provision and sequencing.

In Maths we use the White Rose Mastery approach and rely on termly Moderation and Pupil Progress meetings to support judgements and decisions made.

Subject Leaders work hard to ensure that the tasks that are planned are progressive and build upon prior knowledge.

Lessons demonstrate a familiar sequence that enables the children to connect, explain and be challenged in their learning.

An inclusive curriculum

Leaders design and adapt the curriculum to meet the needs of the high proportion of disadvantaged pupils and those with SEND at the school. Pupils begin school with a huge vocabulary deficit so subject leaders have focused on the teaching of key vocabulary in all subject areas and all teachers are trained in using Colourful Semantics to help develop sentence construction.

Since 2019, in line with our partnership with Phoenix School - we have also developed a High Needs class- created to meet the increase of pupils with ASD behaviours and future diagnosis of ASD and the deficit in funding available. This class (led by a qualified teacher) provides the school and the parents with an additional layer of assessment to ensure the curriculum is adapted appropriately. The SEND team in this class are constantly developing 'pathways' for each child identified as High Needs to ensure each pupil develops to their full potential and as independently as possible. This strategic improvement to the school has also ensured that when we apply for EHCP funding we are able to document clearly the support that each child needs.

The class teacher in Packham Class also works as an advocate with parents to engage them in bridging the gap between their child's needs and the wider support agencies. Support assistants in this class receive the highest quality training to ensure pupils are challenged. Planning for these children is based upon the Engagement Model and the Early Years Curriculum- in line with the good practice used at Phoenix school and a scaffolded version of the National Curriculum (for pupils in Y1 or above) . During the second Lockdown – 90% of our High Needs pupils attended in school – which recognises the trust and value parents place on this provision and the impact it has on pupils.

Over the last 2 years' pupils have moved on to a variety of pathways from this assessment class - including transferring to Phoenix School, transitioning into the mainstream class (with some intervention support) or attending an 'outreach' version of the class for older pupils.

This model is being rolled out to other school in Tower Hamlets as an effective model to support high needs within the current climate.

Other pupils not registered in this class but identified as SEN benefit from the mastery approach in class (supported by Knowledge notes and vocabulary banks) and the swift and timely intervention from TAs. We also offer Assisted support for pupils in the mainstream class to deliver interventions such as Toe by Toe.

Pupils with SEMH are supported by our Achievement Advocate - who acts as a mentor to identified pupils (currently his time is spent in Y1) and supporting aspects of transition in Y6.

How well are teachers delivering the curriculum?

Professional learning

Teachers' professional learning opportunities at the school are comprehensive. Through initial teacher training, early career development programmes and reading and research projects, teachers continually develop their subject knowledge and understanding of pedagogy. Phase leaders monitor and track the CPD and evaluate its impact as part of the appraisal cycle.

During Covid, staff worked together remotely to develop the curriculum to ensure a hybrid model quickly evolved and that the recovery curriculum was an agreed approach focusing on shared standards and gap analysis.

Our training over the last 2 years has focused on developing teachers' ability to understand how children learn and we have been supported by the Unity CUSP CPD opportunities - with the chance to network and exchange best practice nationally and locally.

Within our school we have also grasped the opportunities from our research by working alongside 2 local schools who are also invested in the Unity approach to professional development.

We have also developed extensive and rigorous systems for moderating our pupils' outcomes with local partners.

In lessons

Teachers have a clear understanding of the school's curriculum content and teach it skilfully. Each term they design coherent sequences of lessons matched to the curriculum aims and over time pupils build knowledge and skills in a range of subjects.

Teachers explain new ideas clearly and help pupils to make links with prior learning. They ask questions, observe pupils and look at their work to check understanding and assess progress. Adults use next steps marking to address misconceptions within lessons or use whole class feedback to shape the next lesson. Lessons are adapted frequently and pupils report that teachers help them to do their best. Pupil book studies demonstrate that children are able to talk about what they know and what they have experienced in lessons.

Formative assessment strategies give teachers information that informs planning for the next lesson or for interventions to help pupils catch up and keep up. Teachers and leaders use summative assessment also to help track pupil progress and attainment in English and maths.

All pupils learn together in class with their teacher where they benefit from opportunities to work with, learn from and discuss ideas with their peers.

We are invested in the Oracy 21 project which is run by the Tower Hamlets Oracy Hub - this ensures that pupils 'talk for learning' is developed within each lesson.

The learning environment has been well thought through by staff so that it provides opportunities to support cognitive load and reflect achievement in all subjects. Teachers choose resources carefully. They make, save and share resources with others, including across digital platforms. This helps to reduce workload for teachers whilst

maintaining high quality. Teachers receive PPA together with their parallel teachers – this is reported by teachers to support their workload, delivery and helps ensure consistency between each class within a year group.

Reading

We prioritise reading from entry into the Nursery as it enables pupils to access the curriculum for all other subjects. We begin with a focus on developing oracy through shared experiences. Pupils also enjoy books, stories, poems, rhymes and songs every day at school.

We teach systematic phonics daily from the beginning of Reception. In the first term, pupils learn to read simple texts fluently by reading them at school and at home also. Pupils carry 2 books; one phonetically decodable text that they can read independently, practising and applying their phonic knowledge; the other a book they read with an adult for enjoyment. We have moved to using the Sounds Write phonics programme and can track improvement since this change was made.

We also know that for some children phonics is not their route into reading and for these pupils we run an Early Words intervention to help them develop reading fluency. This is used throughout the school from Year 1.

From Year 2 pupils enjoy Accelerated Reading to help underpin fluency and comprehension. We regularly celebrate Word counts and Millionaire Readers. Parents are made aware of their child's reading ages from Year 2 also. We monitor gaps in fluency by analysing STAR reading assessments. This continues into their secondary schooling and our Reading Lead meets regularly with her Link Governor (who is the HT of one of our feeder schools).

Children are taught reading daily as part of a guided reading session, in highly supported small groups in Year 1 and as part of a larger class from Year 2 - these children use the Reading knowledge notes to help develop reading comprehension and build vocabulary.

The school has also benefited from reciprocal reading training to help develop the pupil's ability to talk about their reading across the curriculum. The English lead Pupil Reading Studies to help improve the reading offer and check the standard of reading in all year groups.

Every class teacher in the school reads to their class most days. Pupils look forward to these sessions and talk animatedly about their class novels. All pupils take home a book of choice from the school library (lunchtime Library is being introduced in Summer 2022 or class reading area to help foster a love of reading. We have a literature spine that supports our writing and reading curriculum and includes texts from a variety of contexts; with representation from characters from a diverse background.

We have a Reading Pledge -This ensures that we all understand that habitual reading habits are important to reading success. And our partnership with the School Library Service ensures that our reading offer supports the wider curriculum and personal interests of our pupils.

These measures ensure that pupils are achieving in line with national reading outcomes at KS1 and again at KS2 and are able to use reading to enrich their wider curriculum and cultural gaps.

During Covid pupils were still taught via a whole class text and projects were based around books that pupils either gained through collection at school or via online access.

Are all pupils achieving highly?

Achievement over time and across all subjects

Most pupils begin school in Nursery or Reception at John Scurr working well below age-related expectations, particularly in communication and language. By the time they leave John Scurr to go to secondary school, these pupils are attaining standards that are in line with national expectation and sometimes above national tests.

The school's broad curriculum gives pupils a solid and rich grounding in all subject areas – they are artists, historians, geographers, musicians and much more. Examples of excellent outcomes in all curriculum areas are evident throughout the school building and celebrated regularly.

Curriculum leaders maintain Leadership Development Plans that are reviewed and updated to include improvements that need to be made to ensure that pupils achieve well in subjects.

Achievement of the most disadvantaged

Pupils with SEND make strong progress from their differing starting points. We can see this in their books and exemplified in the outcomes documented in Annual Review reports.

John Scurr disadvantaged pupils achieve incredibly well by the end of Y6. Their attainment and progress is significantly above disadvantaged pupils' nationally.

Disadvantaged pupils received access to technology, from our school budget in both lockdowns and as a result of Covid we also recognise our growing number of pupils coming with no English at all and these children were evident in the 135 pupils who were back in school during the second lockdown in 2021.

Since Covid we have offered Readiness Tuition twice a week for disadvantaged pupils who we feel would benefit from an extended day to focus on pre or over learning. We have also identified these pupils for additional sessions within each teaching day and for remote maths tuition from Anne Marie Sayers.

These pupils are identified by the teachers and the learning is facilitated by the support staff. We call this 'Readiness Tuition' and this happened once a week in the first term and then twice a week in the second term - Pupils are identified for swift intervention at Pupil Progress Meetings.

In addition to this we signpost families of our most disadvantaged to ESOL classes and Parent Gym sessions and ensure that every parent receives a 1:1 meeting to regularly review barriers that are in place.

What do we need to focus on in 2022- 2023 to improve the quality of education, as evidenced in the SIP ?

1. To ensure that provision for the first 30% of pupils in each cohort is excellent, supporting and enabling them to catch up with their peers, and that Covid need not be an ongoing barrier for these pupils.
2. To continue to ensure that provision for:
 - a. pupils with SEND is such that they achieve highly and are well prepared for the next stage in their education and for life
 - b. disadvantaged pupils are such that they perform at least as well as their non-disadvantaged peers in school and better than the national average
3. To continue to ensure that the John Scurr curriculum is exciting, broad, ambitious fit for purpose and bridges the cultural capital gap, particularly for the most disadvantaged and review the full introduction of Unity

How well do pupils behave?

High expectations

High expectations and good relationships are key behaviour management strategies at John Scurr. Lesson times and play times are almost disruption free because all staff are consistent. They use shared strategies so that pupils learn to understand the impact of their behaviour on other people. This approach has significantly reduced 'repeat offending'.

Pupils are made aware of the consequences of their behaviour and transition times are well managed. Behaviour is overseen by a Senior staff member and monitored by Phase Leaders.

No exclusions

There have been no permanent exclusions in the past 4 years and only 1 fixed term (4 days). If a pupil finds it difficult to regulate their own behaviour, staff apply tailored strategies to help them learn how to self-regulate. In some cases pupils may need a behaviour plan to help sharpen the strategies needed. Specialist partners work alongside staff to design a bespoke strategy for each pupil.

We are a school that understands and uses the Zones of Regulation and we work towards being a trauma informed school.

Discrimination and bullying

Staff do not tolerate any form of discrimination and bullying is rare. Pupils speak up if they witness or are on the receiving end of bullying. When this happens, leaders act quickly in partnership with parents to make sure it stops. Pupils learn about bullying in PSHE and P4C sessions, assemblies and during 'Friendship and Anti-Bullying Week'. Pupils say 'If there is bullying, we tell our teacher; they say it is very serious and they solve it.' The school has recently adopted the Jigsaw PSHE scheme to support high quality PSHE sessions.

Positive attitudes

Pupils enjoy lessons and work hard. Our Pupil Voice Committee reports that pupils enjoy learning at school, all the time. Pupil Voice Committee and all pupils are ambitious for themselves and for John Scurr. Pupils are polite and helpful. They learn to work collaboratively and develop the skills to listen and respond respectfully to other people's points of view. After a Governor's visit to the school, one Governor reported 'the children are very polite and helpful and are really enthusiastic about all that is available at school'.

Our school and curriculum drivers are

Resilience - our relationships with pupils ensure that they build a resilient attitude in order to be ready for the next stage in their learning.

Responsibility - we find ways to ensure that pupils step up and develop responsible attitudes towards their learning (classroom monitors, whole school ambassadors, classroom leaders)

Communication - we place a high emphasis on verbal and nonverbal communication skills so that pupils' contribution to the school experience demonstrates a positive attitude.

Attendance

Pupils do not want to miss a day of school as the curriculum is enticing and relationships are strong. Attendance rates are well above those for similar schools and just above the national average

Overall and persistent absence the lowest 20% of schools with similar levels of deprivation. We have a designated Leader for Attendance and she works with the Family Support worker to support families' understanding of the importance of regular attendance.

Very few pupils are disadvantaged by low attendance. John Scurr's Family Support Work and our Attendance Welfare Officer works closely with families to address underlying barriers to coming to school- currently that focus is places in our EYFS and Y1 cohort. We track those children who are noted as Persistently absent and work closely with the families to break down the barriers- working with the Inclusion Leader or outside agencies so that the impact of poor attendance is minimal

We use 'FFT Attendance tracker' to analyse underlying trends and act accordingly.

Since the last Ofsted our attendance of pupils is now part of day to day monitoring by class teachers and pupils who are identified as persistently absent receive further investigation to identify other barriers to their attendance.

During this winter (Nov 21- Feb'22) - our pupils' absence took a significant dip as parents utilised the removal of restrictions to travel to see families in Bangladesh. We worked tirelessly with families to ensure that they understood the value of education and worked with the Local Authority to issue fines where appropriate but this remains a constant focus for us as most of our families have extended families in Bangladesh.

Attendance was back to being above national average by the Spring and this was due to the efforts of the whole school team to celebrate, remind and educate.

Governors receive regular information on attendance and ask probing questions to challenge and support the schools use of PCN fining (in the top 20 of schools in the borough who fine) and targeted support of vulnerable families.

We are constantly targeting the attendance of those pupils in Nursery and Reception - barriers to better attendance in EYFS are the 'over parenting' and community anxiety post covid .

We work tirelessly to overcome this and we know that, similar to other local schools, attendance for our youngest pupils is always in our focus.

During the second lockdown teachers worked relentlessly to ensure live lessons were attended daily by at least 85-100% of pupils in their class. Where this wasn't possible – calls home enticed pupils back into the sessions.

What do we need to focus on in 2022- 2023 to maintain an excellent standard of behaviour, as evidenced in the SIP?

1. To review the impact of our updated Behaviour Policy
2. To further improve attendance, in particular absence for extended leave abroad in term time.
3. To continue to reduce the barriers to attendance for pupils identified as Persistently Absent.

How well are we developing pupils' personal qualities through our curriculum?

Exemplary spiritual, moral, social and cultural development

John Scurr provision for pupils' spiritual, moral, social and cultural development is exemplary. It is coherently planned into the school day and outside of it including, before and after school clubs.

A high proportion of pupils take part in these additional activities (around three quarters of the school) and requests for pupils to be excluded from any SMSC lessons are followed up with meetings with the SLT.

Our school rules of 'We are Kind, We try our best' give a moral purpose to our interactions with each other. Boys and girls play and learn well together and we work hard to ensure the SMSC offer is inclusive.

Our drive to ensure the creative and performing arts offer is an integral aspect of the curriculum is evident through our performances, Social Media presence and our building. Assemblies are led by pupils, my SLT and by visitors from the community and other professionals and allow children to understand the world beyond John Scurr.

Children visit places of worship in the local area and take part in Winter, Easter, Diwali and Eid celebrations. Our RE curriculum has been reviewed by the borough and is supported by high quality hands-on artefacts.

Prepared for secondary school

Pupils are well prepared academically and personally for secondary school and their place in the world as active citizens. Our Educational Visits curriculum for example, helps them develop curiosity, confidence and resilience, to work hard and to enjoy challenges. These characteristics enable them to achieve well at school and in later life and all feeder schools offer strong strategies for transition – from Year 4.

We have strong links with Transport for London and they support our pupils' safer transport to their next school also.

Values

Pupils are reflective and show an understanding of our values and of right and wrong. Pupils have a well-developed understanding and appreciation of British values and the diversity of the city they live in. They treat each other with respect and collaborate well in learning, in play and in other areas of school life such as being on the Pupil Voice Committee. Values are woven into our school rules, our vision and our mission and are an important aspect of the success of the staff culture also.

Broadening horizons

We expand pupils' horizons through the varied curriculum, numerous educational visits, residential trips and events at school. We celebrate a wide variety of cultural and religious festivals at school and pupils take part in a range of artistic, musical and sporting activities. Children in Y1, Reception and Nursery celebrate Chinese New Year.

Teachers use Philosophy for Children (P4C) across the curriculum and this tool supports pupils' personal development well.

Our class names represent our understanding that if 'you can see it, you can be it and we ensure pupils know about the diverse world in which they live and the role models that exists to support all aspects of diversity.

Our Edible Garden promotes a breadth within the curriculum that is unique to our offer and stretches to the Forest School offer and our visits to Goresfield and other rural experiences

Performance is also a unique feature of the John Scurr curriculum. Every child takes part in high quality performances and presentations - from attending the Theatre to taking part in national debates - our pupils receive the skills to be able to 'stand up and be counted'. Our music lessons not only build upon the skills and knowledge needed to be a musician but also allows children to appreciate music. Children in Y5 take part on the Spitalfield's music festival.

This year we have offered a dance specialist across Year 4,5 and 6 to further broaden our pupil's experiences.

Health and wellbeing

John Scurr has Silver Healthy School status and is striving for Gold because we encourage pupils to lead healthy lives. We have a sports coach who supports the curriculum development of PE and also our participation in tournaments and fixtures. We have a set of school bikes so that all pupils can learn to cycle. Our pupils attend a local swimming pool with better facilities than the closest pool to start learning to swim. Sport, healthy eating, healthy cooking and an emphasis on a healthy mind all play a part. Both pupils and their parents take part in these projects.

Our Edible Garden Projects that run from Early Years to Year 6 encourage the children to grow food for health and happiness.

Girls in Year 3 take part in 'I can Be' a project to help develop their self-esteem and aspirations and pupils in Early Years are taught mindfulness to help develop their ability to regulate their feelings and emotions.

The parents have all participated in the consultation regarding the RSE/ RHE policy and curriculum. Locally this has been very controversial and Leaders and governors have been clear and participatory to ensure parents understand the value of the new RSE/RHE curriculum.

From the school budget we commission a school councillor to help support the pupils who need specialised support as our parents do not engage productively with local CAMHS services.

We have recently moved from Local Authority contracted meals to Nourish via the tendering process. - This new company provides pupils with greater variety in their school lunch offer. We benefit from the support of a local food bank who supports our vulnerable families in the Early Years .

Our curriculum includes a strong focus on the need to provide exceptional Prevent (High focus in Y5 through P4C), Community Safety (Our Y6 pupils visit the Ben Kinsella Trust), and healthy eating (Our Edible Garden and lunchtime offer).

Active citizens

Each year during Comic/Sports Relief week the whole school takes part in activities to raise money for other people. Pupils also ask to fundraise for causes that they feel strongly about. As a result, pupils are well prepared to make a positive contribution to society later in life.

For the Harvest Festival we collect items for the Magpie Foundation (a charity for Homeless mothers) or the local food bank and we annually take part in BBC Children in Need events and fundraising.

We host pupils from Morpeth School for the volunteering aspect of their DFE accreditation – these are often ex John Scurr pupils who return to demonstrate that they wish to make a positive contribution to the community.

Since 2018 we have participated in the 'I can Be' project a charity where Women Leaders support and aspirations of girl's from disadvantaged backgrounds. This provides our girls in Year 3 and Year 4 with a variety of role models. Sara, Y4 said ' I love I Can Be – it helps me think about what I want to do when I leave school'. During Covid these sessions took place online.

In 2022 our Year 6 pupil won a £2000 prize as part of the Lyca Speak competition, using 'I have a Dream...' as the medium to communicate their role within their future.

Our recently re started ESOL classes support our families to work towards social inclusion and active participation.

What do we need to focus on in 2022- 23 to improve provision for pupils' personal development, as evidenced in the SIP?

1. To further develop the roles and responsibilities of pupil-led groups that have a direct impact on school life (Pupil Voice committee)
2. To invest in a PSHE scheme (Jigsaw) across the school and promote the use of the Tower Hamlets Educational Welfare Service (THEWS) to help support the mental health needs.
3. To ensure a Rural Offer is placed within the heart of the curriculum and maintain a focus on accreditation for Forest School Leadership.

How effectively are leaders improving our school?

A culture of excellence

We strive to improve the life chances of children in the community, particularly those with the greatest barriers to success. Our vision says 'We believe everyone should learn new skills and grasp all of life's exciting opportunities' and our drive for excellence has resulted in the steady rise in achievement and outcomes across all subject areas.

Leaders and those in governance work together to ensure that pupils have the best possible start to their educational careers.

We hold a termly strategy day for Leaders in the school to help prioritise our focus for the following term - this ensures that we are all consistent in our drive and focus and helps to hold each other to account.

The governors oversee the appraisal of the Headteacher , with support from the Local Authority to ensure the drive from the Leader is within the capacity of the team.

We promote a culture of 'drop in' and learning walks to help drive improvements and our monitoring is stringent- with feedback given both at 'whole school' and on an individual basis.

The Headteacher and Governors have overseen 3 restructures over the past 8 years - all resulting in financial, curriculum, personnel and premises improvements.

During Covid, excellence was also evident in our themed learning approaches which helped families support each other when isolated at home.

The Head teacher is currently the Chair of Full Head Teachers Consultative and sits of the Councils' School Forum.

Staff workload and wellbeing

Staff morale is high and working relationships are strong. Leaders support staff, particularly those who are new to teaching to manage difficult situations such as challenging behaviour or conversations with parents. Every member of staff has their professional learning and wellbeing supported through excellent line management and a clear system.

Our staff wellbeing approach is comprehensive and includes access to counselling, occupational health support, mental health first aid, mediation, flexible working and career development opportunities.

We have recently adopted Wel-Be surveys to help scrutinise our next spotlight for wellbeing and we understand that this is a constant focus in an effective organisation.

We partner experienced teachers with less experienced teachers to help support workload and consistency- any new initiative is closely scrutinised to see if it will have impact on both the outcomes for pupils but also on supporting workload for staff.

Our feedback and marking policy is developing to ensure there is a stronger emphasis on intervention marking, verbal feedback and whole class adaptations rather than book marking. Pupil Book Studies have been introduced to fully evaluate the impact of teaching rather than Book Scrutinies.

Since 2018 the school building has undergone considerable updates to help improve staff wellbeing- a new staff room, updated toilets, staff training areas, new computers in the PPA and a new photocopier. We have a quiet comfortable reflection space available in our Learning lodge where staff can attend virtual Talking Therapies or similar counselling based sessions.

In 2023 we will work with Br Helen Kelly to develop focus groups to improve the link between wellbeing and school culture.

Improving the quality of teaching

Leaders focus relentlessly on developing the practice of their teaching teams. They have a secure understanding of how to support staff so that teaching and learning is continually improving.

Our involvement in Initial Teaching Training strengthens the level of professional discussion across the school and means that we have a constant supply of outstanding Newly Qualified Teachers. The quality of NQTs is a significant strength and retention is high. 60% of our middle leaders completed initial teacher training with us, 88 % of middle leaders have completed their NPQSL/ ML qualification with us.

CPD and the way staff engage with it was the focus of a recent school improvement priority. Subsequent innovations, such as the opportunity to learn from the reading and research linked to the Unity CUSP curriculum has energised and motivated teachers and strengthened classroom practice. We host a range of high quality training that gives our teachers and support staff ready access to ongoing CPD.

We encourage and prioritise partnership moderation so that our teachers can reflect on the quality of their teaching with colleagues outside of John Scurr. Leaders carry out Consistency Checks in Week 4 of every term to ensure that the pace, offer and quality is in line with the expectations.

Engaging with parents and the community

Parents give very positive feedback in our parent surveys , as well as offering some insightful ideas for improvements. They said they like *‘the workshops on how we can support children at home in the way they are educated at school’*. We run Wednesday Workshops across the school to target key areas that parents can support their children with.

Recently our links with local business helped support an equality of access to technology at school during Covid ensuring that the school obtained over 160 devices from a variety of sources – both funded from the budget and from business support. The head teacher appeared on local TV to raise the profile of technology inequality and our business community supported families to ensure better access for the second lockdown.

Parents in Early Years are welcomed in once a week to our Stay and Play sessions.

We work with Canary Wharf Group Educational Business Partnerships to help support our governance and also, to provide reading and maths support from the business community.

Volunteers also work with pupils to help develop our outside spaces and most recently have developed the Early Years Growing area and an extension to the Edible Garden.

Governance

Governors are experienced, highly skilled and knowledgeable; they understand the school well, provide effective challenge and support and contribute strongly to strategic decision making. They analyse information relating to academic outcomes and ask questions. Governors examine pupil premium, SEND and PE funding and ensure leaders have a sound rationale for spending. They visit the school to evaluate the impact of improvement priorities. We have link Governors who meet regularly with leaders.

Our COG reviews the SCR and all Governors attend borough led training.

What do we need to focus on in 2022- 2023 to improve the leadership and management of the school, as evidenced in the SIP?

1. To ensure stability and consistently high quality leadership of curriculum
2. To ensure leaders are trained in and prepared for the Ofsted Education Inspection Framework
3. To ensure effective induction of new staff including ECTs and staff new to leadership
4. To further develop significant partnerships that directly benefit pupils
5. To ensure that staff at all level feel supported and able to fulfil their role without having unnecessary demands placed on them- monitoring the outcomes of Wellbe.

Are pupils safe?

Pupils are safe and feel safe at John Scurr; in IT, PSHE lessons and assembly’s pupils learn how to stay safe in and out of school, including through a series of online-safety lessons. Staff promote wellbeing by helping pupils, particularly those who are vulnerable, to develop their self-confidence. When asked in an assembly recently ‘ who would you talk to if you were worried?’ - our pupils are always able to say their teacher. Relationships between children and staff are our strength and this has supported all safeguarding principles in school.

Safeguarding is effective because leaders make sure all staff have regular and extensive safeguarding training and understand the local risks. Staff use well-established systems to raise concerns early and we put in place help to prevent situations from escalating. Disclosures are common and staff act promptly in line with our policy

when they occur. We work closely with external agencies and families to resolve concerns and ensure pupils are safe.

Exclusions are very rare - our most recent case identifies that the school worked closely with both the perpetrator and the class to ensure a smooth transition and reached out further to the Ben Kinsella trust to support the schools strive for safety.

During Covid worked hard to monitor pupil's safety and referral pathways were developed to support pupils at home and in school – including increasing doorstep visits, phone calls to pupils and encouraging a high number of vulnerable pupils back into school during the second lockdown.

More recently all staff attended a training session on HSB and we have invested in Educare - as an online package for staff to update training when necessary.

Our building is constantly audited to ensure we are compliant and safe and we adapt to improve the safety of pupils at all times. Most recently we have introduced wooden gates and a more rigorous 'beginning of day system' to improve the safety of all on site. Our kitchen has a 5-star hygiene rating.

We have introduced Medical Tracker to ensure parents know about school based concerns and our school based medicine is well managed by qualified staff. We are working towards achieving Asthma friendly school status.

Governors receive regular information on safety and support the school's creation of policies to support pupil safety.

The SCR is regularly checked by the Chair of Governors.

Is Early Years' education providing a solid foundation for future learning?

The curriculum

The Early Years' curriculum is based on the new EYFS framework and enhanced to meet the needs of pupils from the school community. As such, there is a focus on developing relationships, targeting communication and language skills and understanding the world. Curriculum planning for each area includes planning for Reception so that the significant gaps identified on entry are addressed and pupils are ready for transition into Year 1.

Our Nursery teacher is training to be a Forest School Leader and the curriculum has been influenced by Middle leaders during their leadership monitoring.

Vocabulary development and the steps to ensuring personal and emotionally secure learners is at the core of our Early Years curriculum. Books and stories are carefully chosen to help pupils identify themselves in the story setting and we are placing a greater emphasis on mark making and formation of letters and numbers in our EYFS curriculum.

Provision

Over the past 4 years there has been significant improvement to the provision in EYFS - through the introduction of places for 2 YO, building renovation, improving the outdoor areas and the introduction of the High Needs class to support early identification and assessment.

Learning through play is combined with systematic and effective 'next step' teaching of basic skills. Teachers plan provision to build on pupils' interests and meet their needs. Assessment arrangements are thorough and accurate and feed into planning including interventions. We have invested heavily in staff training and appointed a new Phase Leader for Early Years with a weekly partnership from an outstanding school in our alliance to help shape the offer.

We have invested heavily in loose part, heuristic play and the curriculum thread through Early Years and the focus on vocabulary and language development is clearly evident in the Early Years.

There is a strong commitment to mindfulness in Early Years and its effect on pupil's ability to regulate.

The role adults play

Adult interactions with pupils are effective at enabling learning and consequently pupils are eager to join in and demonstrate curiosity and the ability to sustain concentration in play. Adults explain clearly, set learning in context, model language and ask questions. Adults in the setting know that they are crucial to the learning and interact in a meaningful way. You will see them developing pupil's ability to regulate, to talk and to reason with their peers.

The learning environment

Activities in the outside areas support pupils' physical development as well as encouraging them to solve problems, communicate effectively with one another and take appropriate risks. Staff provide a stimulating environment throughout the setting with varied learning experiences. Pupils look after the environment well. Everyone who visit the school comments on the 'calm, enabling environment' and the link between school display and our research on cognitive load.

Effective leadership

Effective leadership of the Early Years means that teaching is strong and pupils learn in an exciting environment rich with pictures, print and evidence of pupils' own voice. The Early Years leader develops her team well. She monitors teaching and learning alongside other practitioners and provides team members with development through team meetings. She is also the Inclusion Leader and so supports teachers developing with the SEN offer for pupils and ensures high quality inclusion.

Partnership with parents

Our 'Garden session' in the summer term before starting school provides a starting point of the transition between home and school.

Staff create a welcoming environment with photos of pupils and their families on display around the classrooms. This helps families feel comfortable in the setting.

Adults are skilled in establishing relationships with pupils and make good use of the key worker arrangements to this effect.

Our 2-Year-Old provision supports parents in developing healthy partnerships and signposting families to outside agency support where appropriate and provides parents with the vocabulary and skills to nurture their child.

We run a weekly 'Stay and Play' session in Nursery and a 'Stay and Learn' Session in Reception for parents to support the learning at home.

We meet with parents on a termly basis to share the learning and post updates onto Tapestry to help enable, celebrate and model success and expectations to parents.

Behaviour

Behaviour is excellent in the EYFS. Despite having limited experience beyond the family home our pupils settle quickly thanks to effective transition strategies. Children are friendly and motivated individuals who readily become engrossed in activities.

Regular workshops help parents support their child with learning and self-care at home and the ability to support their children with taking appropriate risks.

We explicitly teach the children to be kind, to share and to include others - we use the Zones of Regulation to enable children to talk about the impact of their emotions on their ability to regulate. This forms the basis of the play based offer and the focus groups.

Pupil outcomes

When pupils begin nursery, our baseline assessment shows that all pupils are working at levels significantly below age-related expectations (at around 18 months). In Nursery and Reception, pupils make rapid progress and, by the time they leave Reception, some gaps have been addressed but some pupils are still working below local and national levels of attainment. This however is addressed and tracked throughout the Year 1 offer and onwards - where necessary.

We consider the first term in Year 1 to be highly focused on the pupils who have not achieved GLD and we have an additional teacher as part of the offer in Y1 to ensure that by the time they leave KS1 pupils are working in line with national outcomes.

What do we need to focus on in 2022-23 to improve provision for our youngest learners, as evidenced in the SIP?

1. To continue to develop our offer for 2-year-olds, targeting the most vulnerable
2. To ensure all our leaders (including curriculum leaders) are able to identify the attainment of pupils in EYFS
3. To ensure more pupils enter Year 1 with GLD.

*“Education is for improving the lives of others
and leaving your community and world better
than when you found it.”*

Marian Wright Edelman

Education Inspection Framework Audit Autumn 2022

The Quality of Education

Grade descriptors	Review	Evidence
The school meets all the criteria for a good quality of education securely and consistently	Yes	*self-evaluation against good criteria
The quality of education provided is good	Yes	*self-evaluation
The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent	good	*discussions with leaders and teachers *curriculum planning *lesson visits
The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment	good	*pupils' works *curriculum plans *proportion of pupils at or above age related expectations in reading, writing and maths
Pupils' work across the curriculum is consistently of a high quality	good	*pupils' work *subject leaders portfolios *displays and artwork *sports achievements *public performances
Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well	good	*end of key stage data for disadvantaged and pupils with SEND
Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition	Good/outstanding	*school vision – promises to children *curriculum policy *curriculum overview – NC + context specific content *meetings with leaders

<p>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment</p>	<p>Good</p>	<ul style="list-style-type: none"> *curriculum overview *progression of knowledge and skills for each subject *meetings with leaders
<p>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence</p>	<p>outstanding</p>	<ul style="list-style-type: none"> *curriculum plans for pupils with SEND *meeting with SENCO and inclusion leader Annual reviews
<p>Pupils study the full curriculum; it is not narrowed. A broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6</p>	<p>good</p>	<ul style="list-style-type: none"> *KS2 curriculum overview *curriculum planning *discussions with staff and pupils
<p>Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise</p>	<p>good</p>	<ul style="list-style-type: none"> *lesson visits *discussions with leaders and teachers
<p>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches</p>	<p>Good</p>	<ul style="list-style-type: none"> *lesson visits *discussions with phase leaders incl teaching and learning reviews
<p>Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas</p>	<p>Good</p>	<ul style="list-style-type: none"> *progression documents *teachers' planning
<p>Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils</p>	<p>good</p>	<ul style="list-style-type: none"> *feedback policy *discussions with teachers and leaders *Pupil book studies

Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment	good	<ul style="list-style-type: none"> *shared electronic resources *published schemes *classroom environments
The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge	Good	<ul style="list-style-type: none"> *pupils’ work *lesson visits
Reading is prioritised to allow pupils to access the full curriculum offer	Outstanding	<ul style="list-style-type: none"> *school improvement plans *peer review report *discussions with leaders
A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read	good	<ul style="list-style-type: none"> *reading progression of skills *phonics curriculum *reading policy
The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning	good	<ul style="list-style-type: none"> *phonics curriculum *peer review report *EYFS planning
Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well	Good	<ul style="list-style-type: none"> *lesson visits
Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained	good	<ul style="list-style-type: none"> *end of key stage data
Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes	good	<ul style="list-style-type: none"> *proportion of pupils at or above age related expectations *outcomes for pupils with SEND
Pupils’ work across the curriculum is of good quality	good	<ul style="list-style-type: none"> *pupils’ work



		<ul style="list-style-type: none">*subject leaders portfolios*displays and artwork*sports achievements*public performances
<p>Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age</p>	<p>Good</p>	<ul style="list-style-type: none">*end of key stage reading and maths outcomes*Accelerated Reader data*listening to children read



Behaviour and attitudes

Grade descriptors	Review	Evidence
The school meets all the criteria for good in behaviour and attitudes securely and consistently	Yes	*self-evaluation against good criteria
Behaviour and attitudes are exceptional	Yes	*self-evaluation
Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.	Good	*discussion with school council and leader *lesson visits *analysis of bullying incidents *observations of playtimes, lunchtimes and around the school
Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils	good	*lesson visits *discussions with pupils *case studies? *analysis of attendance *litter picking, public singing, artwork for public? *Pupil Voice Committee
Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education	Good	*discussions with pupils and leaders *staff survey *parent survey *behaviour policy *case studies
The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines	good	*behaviour policy *lesson visits *discussions with pupils, teachers and leaders *observations of playtimes, lunchtimes and around the school *analysis of behaviour logs *INSET timetable

<p>Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread</p>	<p>good</p>	<ul style="list-style-type: none"> *anti-bullying section of behaviour policy *discussions with pupils, teachers and inclusion leader *observations of playtimes, lunchtimes *analysis of bullying incidents *INSET timetable
<p>There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs</p>	<p>Outstanding</p>	<ul style="list-style-type: none"> *discussion with SENCO and inclusion leader *attendance analysis *analysis of behaviour logs *case studies?
<p>Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements</p>	<p>Good/outstanding</p>	<ul style="list-style-type: none"> *lesson visits *discussions with pupils *pupils' work *analysis of pupil surveys
<p>Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action</p>	<p>Good/outstanding</p>	<ul style="list-style-type: none"> *attendance analysis *discussion with inclusion leader and family engagement leader
<p>Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort</p>	<p>Outstanding</p>	<ul style="list-style-type: none"> *no permanent or fixed-term exclusions *analysis of internal exclusion *discussion with inclusion leader
<p>Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe</p>	<p>Outstanding</p>	<ul style="list-style-type: none"> *lesson visits *discussions with pupils, teachers and leaders *observations of playtimes, lunchtimes and around the school *pupil, staff and parent surveys SCR





Personal development

Grade descriptors	Review	Evidence
The school meets all the criteria for good in personal development securely and consistently	Yes	*self-evaluation against good criteria
Personal development is exceptional	Yes	*self-evaluation
<p>The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality</p>	Good/Outstanding	<ul style="list-style-type: none"> *displays * curriculum *planning for themed weeks *curriculum map incl drama and performance *extra-curricular information *SMSC accreditation *discussions with pupils, curriculum leader *discussions with art and DT leader *discussion with drama and music and health and wellbeing leaders *sport premium evaluation *instrumental tuition schedule
<p>There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work</p>	Good/outstanding	<ul style="list-style-type: none"> *readiness tuition *club records *instrumental tuition groups *discussions with pupils and inclusion leader *records of attendance on residential trips
<p>The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer</p>	Outstanding	<ul style="list-style-type: none"> *curriculum map *discussion with curriculum leader and health and PSHE leader
<p>The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others</p>	Good /outstanding	<ul style="list-style-type: none"> *Oracy 21 and P4C Curriculum *RSE policy and curriculum

<p>The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality</p>	<p>Good/outstanding</p>	<ul style="list-style-type: none"> *displays *Unity curriculum *planning for themed weeks *curriculum map incl drama and performance *extra-curricular information *SMSC accreditation *discussions with pupils, curriculum leader *discussions with Arts Council and art and DT leader I Can Be project *RSE policy and curriculum
<p>The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character</p>	<p>Good/outstanding</p>	<ul style="list-style-type: none"> * curriculum *I can Be project *P4C curriculum *discussions with curriculum, P4C and *lesson visits *observations of playtimes, lunchtimes and around the school
<p>The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships</p>	<p>Good/outstanding</p>	<ul style="list-style-type: none"> *school vision statement *discussion with inclusion and PSHE leader *discussions with pupils *PE and PSHE curricula incl SRE curriculum
<p>The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them</p>	<p>Good/outstanding</p>	<ul style="list-style-type: none"> *sport premium evaluation *extra-curricular information *displays *discussion with drama and music and health and wellbeing leaders

		<ul style="list-style-type: none"> *instrumental tuition schedule incl continuers *discussions with pupils I can Be Project
<p>The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect</p>	Good/outstanding	<ul style="list-style-type: none"> *assembly timetable *curriculum map *PSHE and P4C curricula *discussions with pupils *discussion with P4C and PSHE leaders Equaliteach *RSE policy and curriculum
<p>The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities</p>	Good/outstanding	<ul style="list-style-type: none"> *school vision and values *discussions with pupils *RE curriculum *PSHE curriculum *assembly timetable
<p>Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated</p>	Good/outstanding	<ul style="list-style-type: none"> *school vision and values *discussions with pupils *RE curriculum *PSHE curriculum *assembly timetable *behaviour and anti-bullying policy *behaviour and bullying logs *RSE policy and curriculum
<p>The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way</p>	Good/outstanding	<ul style="list-style-type: none"> *school vision statement *P4C planning and lesson visits I can Be project *discussions with pupils *curriculum map (



Leadership and management

Grade descriptors	Review	Evidence
The school meets all the criteria for good in leadership and management securely and consistently	Mostly	*self-evaluation against good criteria
Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum	Good	<ul style="list-style-type: none"> *career development pathway *discussion with CPD leader *discussions with teachers *annual professional learning plan *NQT training programme * training programme
Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly	Good	<ul style="list-style-type: none"> * *discussions with teachers and leaders *Wellbeing teams *line management, coaching and mentoring *staff appraisal policy
Staff consistently report high levels of support for well-being issues	good	*discussions with staff
Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice	outstanding	<ul style="list-style-type: none"> *school vision and values * vision and values *discussions with leaders *discussions with those in governance (GOG))
Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time	outstanding	<ul style="list-style-type: none"> *discussion with CPD leader *discussions with teachers *Unity Curriculum training offer *NQT training programme

		* training programme
Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling	Outstanding	*records and analysis of leavers and their destinations *discussion with inclusion and family engagement leaders
Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive	Good/outstanding	*discussion with inclusion and family engagement leaders and Attendance Welfare Officer *DoE awards *programme of parent workshops *volunteers
Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload	good	*discussions with teachers and leaders *staff wellbeing policy *line management, coaching and mentoring documentation *staff appraisal policy
Leaders protect staff from bullying and harassment	good	*complaints procedure *discussions with teachers and leaders *wellbeing team members *staff code of conduct
Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education	good	*school vision statements *school improvement Plan *HT's reports to governors * minutes *accounts

		<p>agendas *discussions with governors</p>
<p>Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding</p>	<p>Good/outstanding</p>	<p>*safeguarding policies *equality information and objectives document *records of safeguarding training incl certificates *SCR *pre-employment paperwork *risk assessments * minutes *HT's reports to governors</p>
<p>The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils</p>	<p>Outstanding</p>	<p>*discussions with DSL and deputy DSLs *child protection policy *CP records of disclosures and follow-up *case studies *discussions with pupils *discussions with staff</p>



Early years

Grade descriptors	Review	Evidence
<p>The EYFS curriculum provides no limits or barriers to the children’s achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff</p>	Good	<p>school vision – promises to children *EYFS policy *EYFS curriculum overview</p>
<p>The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes</p>	good	<p>*planning *lesson visits *pupils’ work *discussions with teachers, leaders and parents</p>
<p>Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties</p>	Good	<p>planning *lesson visits *pupils’ work *discussions with teachers, leaders and parents</p>
<p>Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life</p>	good	<p>*school vision – belief for the children *EYFS policy *EYFS curriculum overview *planning *lesson visits *pupils’ work *discussions with teachers, leaders and parents</p>
<p>The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning</p>	good	<p>*EYFS curriculum overview *planning *annotated weekly timetables and plans *observations of pupils</p>
<p>There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in</p>	good	<p>*curriculum policy *reading policy *discussions with EYFS and English leaders and teachers</p>



<p>preparation for them to become confident and fluent readers</p>		<ul style="list-style-type: none"> *phonics planning and assessments *professional learning records *schedules of training and monitoring *planning *learning environment *key vocabulary lists and key questions *speech and language records *consultant reports
<p>The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception</p>	<p>good</p>	<ul style="list-style-type: none"> *reading policy *discussions with EYFS and English leaders and teachers *phonics planning and assessments-including analyses *professional learning records *schedules of training and monitoring
<p>The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs</p>	<p>good</p>	<ul style="list-style-type: none"> *discussions with EYFS and inclusion leaders, SENCO and teachers *case studies *pupils' work *key group files *EYFS policy
<p>Children benefit from meaningful learning across the curriculum</p>	<p>good</p>	<ul style="list-style-type: none"> *planning *assessments *lesson visits *pupils' work *discussions with teachers, leaders and parents *EYFS policy
<p>Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge</p>	<p>good</p>	<ul style="list-style-type: none"> *CPD schedule *discussions with teachers and leaders *lesson visits *phonics progression document incl decodable readers

<p>Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary</p>	<p>good</p>	<ul style="list-style-type: none"> *lesson visits *discussions with teachers and leaders *annotated lesson plans *pupils' work *learning environment
<p>Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary</p>	<p>Outstanding</p>	<ul style="list-style-type: none"> *planning *record of 'hook books' *termly pacer *lesson visits School Library partnership
<p>Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children</p>	<p>good</p>	<ul style="list-style-type: none"> *CPD schedule *discussions with teachers and leaders *lesson visits *maths curriculum *pupils' work *observations of children incl 2Simple *planning Link to Early maths Hub
<p>Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning</p>	<p>Good/outstanding</p>	<ul style="list-style-type: none"> *shared electronic resources *published schemes *classroom environments are well planned and high quality
<p>The curriculum and care practises promote and support children's emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children's needs</p>	<p>Good</p>	<ul style="list-style-type: none"> *EYFS policy *class timetables *classroom displays
<p>Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically</p>	<p>Good</p>	<ul style="list-style-type: none"> *observing adults supporting play *Focus activity plans Snack table Outdoor area Forest School
<p>Staff provide information for parents about their children progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read</p>	<p>Good</p>	<ul style="list-style-type: none"> *termly pacer *registers from parent workshops *feedback from parent workshops

<p>Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency</p>	<p>Good</p>	<ul style="list-style-type: none"> *observing children *conversations with children *children's books *Planning *curriculum overview *assessments Phonics live lessons during Covid
<p>Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points</p>	<p>Good</p>	<ul style="list-style-type: none"> *proportion of pupils at or above age related expectations *outcomes for pupils with SEND *progress from on entry data
<p>By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Some children achieve the early learning goals, particularly in mathematics and literacy</p>	<p>good</p>	<ul style="list-style-type: none"> *end of year assessments *observations of children
<p>Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the seven areas of learning</p>	<p>good</p>	<ul style="list-style-type: none"> *observing in class *conversations with children *assessments *children's books *planning SPLang group tracking
<p>Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements</p>	<p>Good</p>	<ul style="list-style-type: none"> *observing children during free flow *classroom environment *children's books *annotated planning

Spiritual, moral, social and cultural education	Review	Evidence
<p>Provision for the spiritual development of pupils includes developing their:</p> <p>6.1. ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</p> <p>6.2. knowledge of, and respect for, different people's faiths, feelings and values</p> <p>6.3. sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>6.4. use of imagination and creativity in their learning</p> <p>willingness to reflect on their experiences</p>	good	<ul style="list-style-type: none"> *Curriculum map *RE curriculum *PSHE curriculum: being me in my world and celebrating difference *assembly timetable: faith days *Nativity curriculum *Equilitach *creativity week *Themes in Curriculum map *Black history month *class names *portraits *SMSC accreditation *pupil books *talking to pupils *talking to leaders & teachers
<p>Provision for the moral development of pupils includes developing their:</p> <p>6.5. ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England</p> <p>6.6. understanding of the consequences of their behaviour and actions</p> <p>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</p>	good	<ul style="list-style-type: none"> * *P4C *Thematic curriculum *PSHE curriculum *assembly timetable *pupil books *talking to pupils *talking to leaders & teachers *class displays (class charter) *behaviour policy & analysis *development of the outside of the school in line with community views. *Harvest Festival: food bank *Felix project *Christmas Jumper Day *Odd socks Day: anti-bullying alliance *Sports relief *Comic relief *School guinea pigs
<p>Provision for the social development of pupils includes developing their:</p> <p>6.7. use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</p>	good	<ul style="list-style-type: none"> *peer review *cross school tournaments * Breakfast Club *curriculum map *assembly timetable *PSHE curriculum *pupil books



<p>6.8. willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</p> <p>acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</p>		<ul style="list-style-type: none"> *talking to pupils *Pupil Voice Committee *after school clubs lunch times *Residential *Forest schools Prevent audit
<p>Provision for the cultural development of pupils includes developing their:</p> <p>6.9. understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</p> <p>6.10. understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</p> <p>6.11. ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</p> <p>6.12. knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</p> <p>6.13. willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</p> <p>interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p>	<p>good</p>	<ul style="list-style-type: none"> *Eid parties *Christmas celebrations *national events: royal wedding/visits/visitors * Black history month *Class names: *assembly timetable *PSHE curriculum *school council *music curriculum *performances *PE curriculum *sport competition *sports day *Tate Modern photography exhibition *school visitors *World Book Day *Forest School *Cinema & theatre trips