

Date of visit: 22/03/23 | Time in school: 8:30-12:30 | Staff seen: HT, DHT, Leaders for Inclusion, Mathematics & EYFS, Co-Chairs of Gov. Body

1. Context, Changes, Leadership Structure and Staffing

Leaders report that there will be some changes to staffing this September with eight teaching staff leaving, including an assistant head and inclusion lead. Reception numbers for September indicate that there will be 59 pupils with a recent offer given to twins. Two Early Career Teachers (ECTs) are on track to complete their induction standards. Two further ECTs have been recruited for September. Transitional plans for the 2023 cohort include well-planned reception to year one processes with pupils already going into year one classrooms to their meet the teachers. Reception parent workshops are planned with the headteacher, and Year 6 transition meetings are taking place with secondary school visits for pupils taking place in early July. The school's ASPIRE curriculum has planned units of work to support each pupil's transition across the school.

2. Progress of Key Groups against Targets

Year 2

	Predicted expected	Predicted above	Mar	July
R	70	22	67	
W	67	18	65	
M	68	23	66	

Year 6

	Predicted expected	Predicted above	Mar	Jul
RWM	64	21	61	
R	66	26	64	
W	68	28	68	
M	68	26	68	

Commentary/Notes:

Leaders report that 68% of reception pupil are on track to achieve a good level of development. Pupil premium outcomes are slightly lower and there are six pupils with education, health and care plans (EHCPs) in this cohort. Focused tutoring will continue until the end of term. Year 2 and Year 6 are on track to meet expected end of year standards. Cohorts with a high level of need include Year 3 and 4 with 14 EHCPs and 14 pupils receiving SEND support. Whilst SEND pupils make good progress from their starting points, this is not always reflected in hard data and leaders are looking at ways to capture progress in different ways. The SENCO has worked closely with the Year 3 and 4 teachers to reduce interventions, particularly in the mornings. The focus has been on teaching and learning adaptations to make the curriculum accessible for all. Leaders' ensure that coaching is available to support the school's inclusivity intent and expectations to include all pupils in their lessons is strongly reflected throughout the school.

3. Quality of Education and Impact against Focus Areas

The school's key considerations regarding curriculum planning for the autumn term is to consolidate and embed the training on the science of learning and metacognition that all staff attended this year. The CPD will build on this to focus on 'Leading the science of learning,' including the use of dual coding and links to the foundation subjects. Leaders explained that the NPQs are available for the strong middle leadership team and there is a coordinated enrichment approach with many opportunities for them to develop further.

Impact against 2022-23 focus areas

Focus area: Mathematics leader meeting

School actions: The mathematics lead outlined that the school moved from the previous scheme to White Rose so they could increase their focus on reasoning and problem-solving. Leaders had identified they wanted a greater focus on the concrete, pictorial and abstract process enabling pupils to make connections when solving problems. There are now opportunities for more collaboration in lessons. 'Prove its' have been introduced along with new shared areas for planning. Leadership time is used for monitoring and in-class support to mentor teachers and model lessons to embed the leader's consistent lesson structure and support the school's high expectations for learning. The mathematics lead also collaborates with senior and phase leaders to ensure that workload is manageable. Regular meetings with the early years leader has raised expectations in mathematics by increasing opportunities for pupils to problem solve in a range of activities. Pupils working at the greater depth standard have increased challenge in their worded questions giving them time to think in depth and record. The move from formal marking to immediate feedback is linked to the school's current CPD about the science of learning. Leaders report this has given teachers time to focus on class based adaptations, addressing misconceptions through mini plenaries and using the visualiser to give immediate feedback during lessons. Teachers are expected to use precise mathematical language and checks books regularly to identify strengths, next steps and talk to pupils about their learning and understanding of concepts.

Impact: Pupils have more opportunities for paired talk and the mathematics lead reports that the lesson structure is in place. Books reflect greater pupil understanding of efficient methods and a range of strategies being used. Teachers' subject knowledge and their confidence in linking prior learning to teach new concepts is reflected in the pupils' confidence at using sentence starters to reason and explain their findings. Pupil outcomes in the EYFS reflect the accelerated progress in mathematics to meet year end expectations.

Focus area: EYFS learning walk

School actions: During the EYFS learning walk there was a focussed phonics activity based on the book 'Extraordinary Gardener' used as a stimulus for pupils to write with the teacher and then independently. Whilst focusing on blending sounds, a child remarked 'we need to add the seed into the soil.' Prompt cards on each table outlined the learning intention e.g., to write descriptive sentences. Questions and talking points on these cards ensure that any adult can ask pupils questions linked to their activities. Classroom environments reflected the high expectations for learning including displays on the working walls; the mathematics board included a Numicon challenge with pupils work, key vocabulary and photographs of pupils taking part in the concrete stage of their learning. There was a garden centre set up in one of the classrooms with table top activities enabling pupils to use seeds, soil and pots. In the nursery, an activity linked initial letter sounds to noises that animals make. Pupils were thoroughly enjoying finding these and calling out the sounds. The pupils are immersed in a language rich environment with clear, intentional vocabulary displayed in all areas. The EYFS leader is ambitious that all pupils will make progress from starting points, and shared how communication and language is linked with the whole school work on oracy. Staff development and adult interactions are a key priority to ensure that high quality talk is planned and discussed so that all staff share the high expectations for purposeful talk at all times. Scripts have been written to support staff during their coaching sessions and ensure planning expectations are explicit. Leaders spoke about the impact of the

unconscious bias training staff had last year and how that has been incorporated into the core texts to ensure the curriculum offer reflects the community and relevance to living in London. This is embedded in the ASPIRE curriculum.

Impact: Leaders report good progress from starting points for pupils including those with special educational needs. Regular coaching for adults is in place to support meaningful pupil talk through the use of effective questions. Pupils are happy and settled; this is attributed to the strong relationships adults develop with pupils and within their team. The leader recognises that pupils' transitioning from the school nursery into reception benefit from the consistency in approach and settle with ease.

Key Priorities for 2023-24

- Induction of new staff and middle leaders supported by senior leaders.
- Year 2 CPD 'Leading the science of learning.'
- Embed best practice as part of 'The Nurturing School Pioneering Project.'
- SEND: focus on mobile pupils.

4. Governance: (including meeting with a school governor(s))

The two experienced co- chairs of the governing body outlined the school's curriculum priorities and focus on reading, phonics, oracy and the introduction of White Rose mathematics. Information and data is received from the headteacher's reports, the SEF, SDP, committee meetings and through the link visits governors undertake. A regular skills audit ensures that governors have the correct people to carry out their function and feel that parents value their input. Governors ensure that they focus on the key issues through prioritisation and scrutinising information that is shared with them. Link governor visits are utilised to see how plans are being followed through. Governors link with staff across a range of areas including key subjects, EYFS and SEND. Whilst governors feel that they are representative of the local community, they recognise that this could be better and continue to actively promote and recruit from the community when possible. Governors shared their understanding of the school's focus on ensuring that the pupil premium and sports premium strategies are monitored, and evaluated through checking use of funding. The deputy head provides assessment and progress data updates and governors' recognise that the demographic around the school has shifted. Leaders are keen to ensure the gaps are closed early. The school's high expectations for all pupils including those with SEND is understood by governors who are aware that there are 75 interventions in place and these are managed by the inclusion team. Inclusive practice is linked closely to the adaptations teachers make to planning and classroom activities to ensure that all pupils access the ASPIRE curriculum.

Governors monitor attendance and pupils at risk of exclusion closely; asking probing questions whilst aware of the impact the increased social, emotional and mental health needs of pupils has on their learning. Governors shared that there are excellent teachers in the school providing the best education for all pupils and made strong links to the school's strong leaders and the high quality continuing professional development opportunities they have sourced. This has been achieved through using the skills of the expert practitioners but also sourcing external training e.g. cognitive load delivered by Hackney education. Teacher workload and wellbeing is discussed at all governors' meetings and during link visits. Governors acknowledged the work that has taken place to reduce formal marking and revisions to the marking and feedback policy.

5. Attendance & Exclusions

	2020-2021	2021-22	2022- 23 Year to date	National 2019
Attendance	96.3%	94.8%	93.2%	96%
Persistent absence (PA)	5.6%	11.0%	20.0%	10.9%

Attendance commentary:

The persistent absence figures have continued to improve over the year. Leaders explained that their regular messaging and working with Synergy has impacted parents' understanding of their expectations e.g., in regards to term time holidays. No suspensions or exclusions were reported.

6. Pupil Behaviour and Well-Being

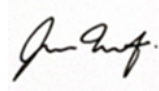
Pupil behaviour and well-being is judged as outstanding by school leaders. The school has many partners to understand and develop mental health and wellbeing provision. They work with WAMHS, Place 2 Be and services provided by Hackney Education to link to their ASPIRE curriculum and day to day work. The inclusion team shared the behaviour flow chart that they use that has clear roles and expectations for all adults. Incidents are recorded using descriptors from 1 to 5 with low-level behaviour (1-3) which is followed up by any adult including class teachers and phase leaders. Behaviour at 4-5 on the descriptors is followed up by the year group lead and the pastoral manager first, and then the incident is sent automatically to SLT/DHT/HT. A parent meeting would then be arranged. The inclusion team review pupil behaviour data and individual incidents during weekly pupil welfare meetings; a behaviour plan may be considered or further referrals made. A recent review of the school's behaviour policy with parents indicates that parents have very good relationships with the inclusion team and trust school leaders. Underpinning the school's work is a belief that every child is at the heart of all the decisions the school makes.

Leaders outlined the work undertaken by the Cultural Bias Steering Group (formed in 2020/21) who audited the history and geography curriculum and produced an Anti-Racist statement, which has now become a policy and can be found on the school's website. This work was undertaken by looking at research and setting out clear expectations to give staff and pupils confidence to challenge beliefs, and equip them with a shared vocabulary in order to call out racism and understand how to be Anti-Racist.

7. Any Reported Issues in Relation to Governance, Safeguarding, Premises or Finance

None

8. School Self Evaluation

Key: 1 – outstanding, 2 – good, 3 – requires improvement, 4 –inadequate	Ofsted May 2013	School 21/22	School 22/23	Signed:
Overall Effectiveness	1	1	1	 Jason Marantz Assistant Director School Performance & Improvement
The effectiveness of leadership and management	1	1	1	
The quality of education	* 1	1	1	
Personal development	** 1	1	1	
Behaviour	***1	1	1	
The effectiveness of the early years provision	1	1	1	

*Quality of Teaching, Learning & Assessment if pre September 2019. ** Behaviour & Safety if pre September 2019 *** Leave blank if pre September 2019