



Date of visit:	7.3.17	Time in school:	3.5 hours	Staff seen:	Headteacher, DHT & AHT
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1. Context & changes

Staffing changes: The head of the autism resource provision (ARP) commences maternity leave from Easter. The SENCo to become the ARP lead for the rest of the academic year. A new AHT Inclusion Manager is also being advertised and is due to start in September.

The headteacher has met with all school staff and she reports that the vast majority (approximately 90%) have confirmed that they will be remaining at the school throughout 2017-18. This will help further secure long-term staff stability.

2. Actions from visit 1

Progress of Turkish, Kurdish and Cypriot children. ESOL Classes for parents	Launchpad for language has been successfully implemented. This has so far led to 78% of EAL learners being on track to achieve a good level of development by the end of the year and represents a significant improvement on 2016 outcomes. In all other year groups, there is a strong emphasis on ensuring that progress is at least good for TKC pupils, particularly in relation to the development of pupils' language skills. This is a focus at pupil progress review meetings, during which an evaluation of progress from starting points is provided. A number of TKC pupils have since been targeted to achieve greater depth in Year 6. Contact has been made between the early years and a local TKC children's centre. Parent ESOL workshops have since been established, supported by the school's speech and language therapist. This will continue into the summer term.
Maths progress, particularly for the high prior attaining pupils.	There is an ongoing whole school focus on further developing teachers' maths practice. This includes a commitment to delivering maths mastery teaching and learning. For example, reasoning stems from Destination Reader are applied in maths lessons. As a result, expectations in classes are higher and this is leading to a greater proportion of pupils being on track to achieve greater depth standards by the end of the year. The school is also part of a maths research project and is a member of the North-East London maths hub.
Catch-Up Provision for Year 3	The school has invested in Year 3 intervention programmes. Teaching assistants have received bespoke training to support children and an experienced teacher is providing additional support for identified pupils. Five children who have been targeted to 'catch-up' are since making rapid progress and are now in line to achieve age-related expected standards by the end of the year.
Narrowing of pupil premium differentials	This continues to be a whole-school focus. A range of interventions are in place to address the needs of pupils with multiple vulnerabilities (e.g: disadvantaged, TKC, SEN/D). The school's 'Nurture Provision' provides additional support for some of the school's most vulnerable pupils, focusing on improving pupils' ability to self-regulate and independently drive and take responsibility for their own learning. It has successfully resulted in the number of fixed-term exclusions significantly reducing.

3. Teaching Learning and Assessment

Evaluation - learning walk

The learning walk was focused on the extent to which the needs of particular groups of pupils were being met. This included TKC pupils and the most able in maths.

In the reception classes, pupils were engaging well in a variety of creative and enjoyable activities both indoors and outdoors. Pupils' were encouraged to answer maths questions in full sentences and activities were literacy rich; this supported pupils' maths language development. Particularly strong was the provision for the most able mathematicians. Children were able to self-select materials to solve subtraction problems as well as record their findings accurately on mini white-boards. Children's concentration was sustained for prolonged periods on activities that they were interested in and which helped support their learning and progress.

Key strengths observed throughout key stage 1 included a strong focus on developing children's speaking and listening skills, when composing sentences and orally rehearsing speech from different characters' perspectives. The most able pupils were challenged to add adjectives and punctuation to their sentences to give further emphasis and expression.

%	Sep	Dec	Apr	Jul
No of class teachers	17			
No NQTs in profile	4			
Outstanding	41	42		
Good	59			
RI	0			
Inadequate	0			
%	Dec	Apr	Jul	
Targets good+	100	100		
Target outstanding	41	47		

Learning Walk Continued

Across key stage 2, the focus on developing children's oracy is equally strong and is appropriately targeted. In a Destination Reader session of children from Years 4 - 6, pupils were challenged with the task of clarifying the language features of poems and evaluating the impact of words and phrases on creating imagery. Questioning to elicit children's understanding was used well by the class

