



Redbridge Primary School

School SELF EVALUATION SUMMARY FOR GOVERNORS 2020 – 2021

Date: September 2020

Mission Statement and Values

At Redbridge primary school our mission statement which the children came up with is:

“RED”

“Resilience, Excellence and Determination”

We believe in the following values and have established a set of drivers which enable us to teach and measure these values consistently:

Values:	Drivers that will ensure that children:	How will we measure what we value?
Resilience	<ul style="list-style-type: none"> • Represent the school at sports and performance-related events • Understand the importance of attending school every day • Aim high and embrace challenges 	<ul style="list-style-type: none"> • Pupil voice and after school club registers • Attendance records and Every Day Matters initiative • SATS results and end of year reports to parents
Positivity	<ul style="list-style-type: none"> • Develop a love of learning through a creative, enriched curriculum • Know how to solve problems successfully • Aim high and embrace challenge 	<ul style="list-style-type: none"> • Residential visits, swimming, sports events • Restorative justice behaviour cards • Reflection sheets records linked to behaviour policy • SATS results and end of school reports to parents
Honesty	<ul style="list-style-type: none"> • Be given a whole school or class responsibility • Take part in real life experiences 	<ul style="list-style-type: none"> • Learning ambassadors in class, Year 6 advocates, Year 5 assembly monitors, Playground buddies • Advocates are trained and expected to cover the office desk at lunchtimes
Friendship	<ul style="list-style-type: none"> • Learn the qualities based around friendship through PSHE/assemblies • Know how to solve problems successfully 	<ul style="list-style-type: none"> • Residential trips, PHSE curriculum • Restorative justice behaviour cards • Reflection sheets records linked to behaviour policy
Respect	<ul style="list-style-type: none"> • Respect, celebrate and embrace diversity • Aim high and embrace challenge 	<ul style="list-style-type: none"> • Black History month, Topic based work which explores different cultural heritage • End of year reports to parents

(1) School Context:

- Redbridge primary School is a growing, larger than average, four form entry school with over 849 full and part time pupils on roll, including an on-site nursery
- The school is expanding year on year with its new building provision to 4 forms of entry and next year this will be implemented as far as Year 6.
- The school is situated in a fairly affluent part of the borough and serves a diverse community .The proportion of pupils from minority ethnic groups and who speak English as an additional language is also much higher than average.
- Pupils enjoy coming to school and this is reflected in the school's good attendance and punctuality levels.
- Over 6.61% of children are eligible for pupil premium compared to the national figure of 14.1%
- 83 % of our children speak English as an additional language which is well above the national average.
- 7.2% of our children have been identified as having special educational needs with 25 of these children in receipt of an EHCP plans.
- We currently have 3 looked after children on roll
- The school has commissioned a provider to operate a breakfast and after school club which ensures that children of working parents can start their day with a nutritious breakfast and are well looked after when school finishes.

Year Group	No on roll	No of Boys /Girls	Nos of PP	Nos of FSM	Nos of EAL 5+	Nos with EHCP	Nos of SEN supported	Nos Children in Care
Nursery	60	29/31	0	0	50	0	1	0
Reception	114	56/58	0	4	87	2	3	0
1	114	57/57	4	8	92	6	0	2
2	118	54/64	3	3	100	6	5	0
3	115	59/56	5	9	94	1	5	0
4	119	54/65	10	9	96	3	9	0
5	119	62/57	13	10	107	4	7	0
6	90	36/54	11	10	80	2	6	1

1) Significant changes since the last inspection:

- New substantive Head Teacher from September 2019
- New senior and middle leadership structure in place from September 2019
- Internal Leadership coaching in place for all levels of leadership since September 2019
- Middle leaders all attending the NPQML accredited professional development training from September 2019
- New Chair of Governors in place from 2018
- New Governing body in place from 2018
- Governor link champions established to better inform the whole governing body about teaching and learning across the school in September 2019
- New Partnership with Greenwich University introduced from September 2019 to address the future recruitment needs of the school
- Dedicated additional teachers appointed to target gaps for disadvantaged children in KS1 and KS2 from November 2020.
- TA'S are used as targeted support for children with SEND rather than being assigned to class groups as Sutton Trust research shows that this is a better use of their time and expertise
- SEND Hub created to enable an environment where children with autism can receive interventions based on their needs from January 2020
- Website overhauled and parent communication improved in October 2020
- Elected Parents Forum introduced from September 2019.
- Music teacher in residence employed full time across the school from September 2019
- New buildings opened to enable expansion to 4fe from 2016
- Year 5 expanded to 4fe in September 2020.
- Curriculum re-designed and creative curriculum in place from September 2019 (suspended because of **COVID-19** in March 2020)
- Post lock down (**COVID-19**)- CALM curriculum in place to ensure safe return to school for children and families in September 2020.
- Revised creative curriculum in place from November 2020
- Google classroom platform introduced and effective in October 2020 to ensure learning can be continued in the event of another lockdown (COVID-19 requirement)

- 30 hours provision introduced for under 5s from September 2020.

(2) **Identified school strengths and barriers/challenges**

Key Strengths	Significant barriers / Challenges
<p>Substantive Head Teacher since September 2019 has brought much needed stability and consistency of approaches to leadership, teaching and learning and behaviour management.</p> <p>A strong Quality Improvement Plan has been introduced by the new HT and this has been constructed by effective and wide consultation with all school stakeholders including governors. A set of targets for improvement have been planned to ensure that even though the school retained its Outstanding status that all stakeholders continue to improve in their practice to ensure that the school consistently offers outstanding opportunities to its children and families.</p> <p>There is now stable and effective leadership across the school at both senior and middle leadership levels. The senior and middle leadership teams have been in place from September 2019.</p> <p>Excellent teaching and learning across the school which is supported by an effective internal coaching programme and targeting effective and highly impactful training such as higher degree studies in educational practice and research.</p> <p>Leaders have an accurate view of the school's strengths and areas for improvement because of effective monitoring of pupils' progress and teaching.</p> <p>Rigorous data analysis and assessment tracking systems and practices are embedded, through robust pupil progress meetings and a triangulated approach to self-evaluation which makes good use of lesson observation, book scrutiny and data analysis by leaders at all levels.</p> <p>This is supplemented by the Head Teacher and other senior leaders who conduct timetabled regular learning and leadership walks, which enable them to monitor whole school initiatives and systems.</p> <p>Robust targeted intervention programmes are in place to ensure that all identified vulnerable groups</p>	<p>Speech and language issues are a barrier in the early years and so the school is funding a training programme to ensure that all teaching and support staff are trained to a high level and given skills to enable them to address this in their classroom practice</p> <p>A high proportion of nursery children enter school below typical age-related expectations particularly around language skills (see baseline assessment)</p> <p>The school has had a succession of Head Teachers and leaders in recent years and had to replace its whole governing body in 2018. This has caused some instability and challenges in terms of sustaining the excellent performance of the past. However, this has not prevented it from retaining its Outstanding status in October 2018 largely due to quick and effective action being taken by the LA and the appointment of a very experienced Chair of Governors. This together with an established and skilled staff team meant the school maintained excellent end of year national outcomes in all areas consistently.</p>

of children achieve better outcomes and gaps between them and other pupils continues to narrow.

Pupils have excellent behaviour and outstanding attitudes to learning and cooperate well which enables them to work and play together successfully

An elected Parents forum was established and embedded in autumn 2019. This is made up of elected parent reps from each year group and this has effectively engaged parents who are now more informed about school aims, practice and policy.

Improved CPD outcomes for support staff via early school closure on Friday's (suspended temporarily due to post COVID-19 opening procedures)

Specialist sports team and full-time music teacher in residence established and embedded across the school to ensure we meet our school aims and drivers. This also helps us to offer an enhanced curriculum for the children both within school time and after school hours.

RPS works collaboratively with local schools to develop good quality CPD including, the REP Talking Heads etc and enables staff to moderate writing and maths judgements consistently.

Both the two DHTs and other members of the middle leadership team work as moderators for the LA and are well respected and sought after in these roles.

(3) key priorities for the school:

(PLEASE SEE THE QUALITY IMPROVEMENT PLAN)

(4) Main Findings from the Last Inspection (Next Steps for the School)

We received a monitoring visit from Ofsted in October 2018 because Ofsted were concerned “about the effectiveness of leadership and management of the school following the resignation of the previous governing body in the latter part of the previous academic year.” **(Ofsted letter dated 31st October 2018)**

The outcome of this section 8 inspection was that the school continued to be judged as Outstanding.

There was one Priority for further Improvement which was:

*“Continue to place priority on developing the skills of the subject leaders in understanding how well teachers implement the curriculum to enable pupils to sustain excellent progress.” **(Ofsted letter dated 31st October 2018)***

Overall effectiveness:	Current Grade:	1
The quality of education provided in the school.	Last Inspection Grade:	1

As a school community we are determined and committed to overcoming all barriers to learning that our children may have. We promote inclusion and seek to broadly raise achievement academically, socially, creatively and personally. We have worked hard to develop a creative curriculum and are currently auditing, revising and re-planning this to ensure it meets the contextual needs of our school population. (This has been delayed due to the COVID-19 crisis and subsequent closure of schools) This is further evidenced in the introduction of the CALM curriculum (heavily based on social and emotional and PHSE areas of the curriculum) in September 2020 in order to ensure the safe return to school for the children post lockdown, many of whom could have been seriously traumatized and experienced loss and dysconnectivity during this period.

Under the leadership of the Head Teacher a strong senior and middle leadership team has been put into place made up largely of senior staff who were already working at the school but who had not been given the opportunity to step up and formally lead until September 2019.

An effective internal leadership coaching program led by the HT who is a Nationally qualified leadership coach, has been implemented since September 2019 and is now embedding to ensure outstanding leadership is developed further.

The main priority is to embed this new leadership structure and ensure that the revised vision for the school is endemic in all that we do to ensure that RBPS sustains excellent results in all that it does, and so that it can be a values-based and driven school for the children and the whole school community.

Overall effectiveness in the last Ofsted report in 2013 was judged to be outstanding because:

Pupils’ standards of attainment in reading, writing and mathematics have been consistently and significantly above average for several years in all year groups. Higher proportions of 11 year olds achieve exceptionally well in English and mathematics compared to pupils in other schools.

Overall effectiveness: The quality of education provided in the school.	Current Grade:	1
	Last Inspection Grade:	1

Pupils feel safe in school and have a good understanding of how to keep themselves safe because activities like e-safety week have made a strong impact on them.

The school's leaders and governors consistently show a relentless commitment to maintaining high standards. The quality of teaching is monitored frequently and support for its continuous improvement is extensive and effective. The impact on pupils' progress is monitored meticulously so that additional challenge or further support can be provided for pupils when required.

Visits, visitors and a lively approach to topics that draw upon several subjects contribute to pupils' social and cultural development as well as academic achievement. The extensive range of extra-curricular opportunities offered to pupils promotes their personal development and self-confidence excellently.

Outstanding teaching means that all pupils, including disabled pupils, those with special educational needs and those who benefit from additional funding, make excellent progress over time. The high quality of teachers' marking helps pupils to know very precisely how to improve their work.

Lessons fully engage pupils and teachers interpret the curriculum in imaginative ways that provide rich experiences to which pupils respond enthusiastically.

Pupils have very positive attitudes to school and are proud to talk about what they have learned. Behaviour in lessons and around the school is outstanding with pupils showing a high degree of respect and care for each other.

Following the end of year results in 2019 the school's current self-evaluation of overall effectiveness is:

- The school continues to be strong in all areas including 100% good quality first teaching and a significant amount of outstanding teaching and learning in evidence on a day to day basis.
- The school is consistently above the National Average for Reading, Writing and Maths at the Expected Standard at the end of Key Stage 1 and Key Stage 2. The school is consistently above the National Average at the end of EYFS and Phonics.
- Attendance levels generally need to continue to improve as do those for persistent absentees which is a targeted area
- Key Stage 1 greater depth focus needs to improve if the outcomes for pupils is to be judged as consistently outstanding.
- Key Stage 1 and 2 greater depth focus needs to improve for disadvantaged pupils.
- Phonics results for both year 1, and year 2 retakes need to continue to consistently reach above national levels.

Main Strengths	How do we propose to sustain the overall quality of education to ensure it remains judged as outstanding.
<p>Improved and more effective professional development for all staff, including teaching assistants, ensured more effective teaching and learning throughout the school.</p> <p>Rigorous and effective leadership coaching programs in place since 2019 have ensured a shared vision and a clear consistent approach to continuous whole school improvement.</p> <p>A more rigorous and robust self-evaluation schedule where evidence of teaching and learning can be triangulated more effectively using lesson observations, data analysis and book scrutiny, as well as Pupil voice to inform judgements, has been introduced and is embedded.</p> <p>A more effective targeted intervention programme to ensure that all children funded by pupil premium achieve better outcomes and the gap between them and their non-pupil premium peers narrows significantly has been introduced and is currently being embedded.</p> <p>Children’s behavior and attitude to learning in the classroom continues to be excellent and offers no barrier to learning</p>	<p>Teaching and learning is consistently 100% Good and better but school needs to ensure that where we have good teaching and learning, effective CPD is given to ensure more of this converts to consistently outstanding</p> <p>Lessons are not yet impacting enough to ensure more able pupils always consistently do well</p> <p>Reasoning and mastery skills need to be embedded within the curriculum at all age phases and this is a focus for the Quality improvement Plan in 2020.</p>

The Effectiveness of Leadership and Management	Current Grade:	1
	Last Inspection Grade:	1

Since September 2019 an experienced Head Teacher has been in post and this has provided much needed stability to the school and has enabled us to re-look at vision and values and address some of the inconsistencies that had developed in the organizational culture of the school.

The leadership structure now consists of two DHTs and a number of AHTs who all have specific roles in the school and all are responsible in liaison with the HT for the overall effectiveness and vision and values of the school.

The middle leaders are all year group team leaders and subject leaders for the core subjects and this means that they can focus on teaching and learning, data and assessment for their focused teaching groups. This helps to identify gaps in learning quickly and also means we can target resources to narrow these gaps effectively.

Leaders at all levels are expected to attend coaching as part of their professional development and this is impacting on the school as they are developing constantly in their roles as leaders and taking on more accountability for the success of the school and the children's overall achievement and development. Leaders are now able to share, articulate and drive the aligned vision for the school with the Head Teacher.

This also means that there is an excellent succession plan in place now for future leadership of the school which ensures that the problems of the past should not re-occur.

Self-evaluation is carried out using a full range of performance data. Evaluation outcomes are shared with all staff, governors which identifies priorities and actions for the Quality Improvement Plan (New QIP priorities set with all stakeholders in September 2020)

A triangulated approach to book scrutiny, lesson observation and data over time ensures that with pupil voice we can as leaders gain an accurate picture of the teaching and learning throughout the school. Learning Leaders and senior leaders work together to ensure that this is carried out three times a year.

Leaders can form accurate judgements using the robust triangulation and Teachers are set targets for improvement and are provided with support, training and guidance in order to achieve their targets.

Generic Performance management targets which are set for all staff, directly impact and work to-wards embedding whole school development and improvement.

The SENCO has been accredited with a National qualification and ensures that all children are included and through a focus on Quality First Teaching she ensures that all children gain inclusive access to the curriculum and make excellent progress from their relevant starting points. SEND is a strength of the school and the provision provided is well thought of by parents and the LA.

The school works hard and is committed to ensuring the safety and wellbeing of all pupils. Training is given to ensure all staff know how to respond to and carry out child protection procedures which are in place. (Safeguarding training for all staff and some key governors took place in September 2020 and is updated on an annual basis)

The school has worked in collaboration with the local network of schools that has helped to share good practice and quality assure judgements. Peer reviews and an LA audit is planned for later this year so that the leadership of the school can continue to quality assure their judgements of teaching and learning and whole school effectiveness.

The Effectiveness of Leadership and Management	Current Grade:	1
	Last Inspection Grade:	1

The capacity of school governors has improved through CPD and through the introduction of champion link governors whose role it is to focus on key areas of the school such as EYFS, SEND and specified year groups. This means that more than ever before, they now effectively challenge and hold the leadership of the school to account.

"The school has a new chair of governors. The headteacher has worked closely with him and all members of governing body. An away day was organised for them at the beginning of term. This enabled them to better understand the values that underpin the school's priorities." (Rick barnes-School Improvement Advisor from the LA-Autumn 2019)

He also stated in his last visit (Autumn 2019)

"Champion link governors are now in place for key parts of the school. They have visited the school with leaders and reported back to other governors. Their visits will include discussions with pupils so that they can gain the perspective of learners"

Main Strengths	How do we propose to sustain the overall quality leadership to ensure it remains judged as outstanding.:
<p>Outstanding senior leadership team in place who help to shape the vision and values of the school in alignment with the experienced and effective Head Teacher</p> <p>Strong and developing middle leadership team in place who support and drive the vision and values of the school</p> <p>Shared and devolved leadership at all levels ensuring broader accountability.</p> <p>Strong vision and emphasis on rigorous and robust monitoring and self-evaluation systems throughout the school ensure that the leadership and governors of the school know where to improve and where to sustain its outstanding practice.</p> <p>Well established and effective monitoring which is triangulated to make use of excellent data analysis, observational evidence and regular book scrutiny to ensure accurate self-evaluation of teaching and learning.</p> <p>Teachers are well supported to continually improve their practice. Where issues have been identified, swift action has been taken to address and resolve these.</p> <p>Governors have had an active input on the new Quality Improvement Plan during INSET session in September 2020 giving them greater ownership of the school's continuous improvement agenda.</p> <p>Governors have allocated link champions for EYFS, SEND, Health and Safety, Finance and year groups who visit the school regularly to liaise with the school leaders in these areas to support and challenge practice.</p>	<p>Data analysis is showing that although there are strengths in areas of the school there is still work to be done to improve our gender gaps in some areas to ensure that both boys and girls achieve as well as each other in Reading and Writing.</p> <p>Succession planning for future leadership of the school is being established through the leadership coaching that is being offered to all leaders at all levels.</p> <p>Subject leaders' development is a priority for the school and knowledge of their subject areas needs to deepen.</p> <p>Attendance levels need to be sustained especially post COVID-19 and although these have recovered well so far, there are still some persistent absentees that need to be addressed.</p>

Main Priorities for Improving Leadership and Management

Continue to develop leadership at all levels via the internal and external coaching we are providing to ensure that the school continues to be judged as outstanding and the children receive the best educational opportunities available to them.

Continue to develop the succession plan for leadership across the school to ensure that leadership is broad and effective at all levels.

Governors to work in close liaison with leaders of the school to ensure successes are sustained and built upon. They should continue to take a full and active part in the Autumn INSET days where we set the Quality Improvement Plan priorities for the following academic year to ensure all stakeholders have ownership of this process

Gaps and differences in learning outcomes for key groups such as boys and reading to close incrementally throughout the year.

School to continue to use Sutton Trust Research and the EEF toolkit to ensure that all children gain access to high quality educational opportunities and there are not disadvantage or gender gaps.

Consistency at all levels is evident and there are no inconsistent approaches to teaching and learning especially, to ensure the children here always gain equitable learning experiences and full access to the creative and enriched curriculum we offer.

The Quality of education	Current Grade:	1
	Last Inspection Grade:	1

At Redbridge Primary School we strive to be as creative as possible with our planning and delivery of lessons. *“Teachers plan interesting lessons with appropriate levels of challenge for pupils of different abilities. Tasks are set in meaningful contexts and draw upon teachers’ strong subject knowledge.” (Ofsted 2013)*

In order to ensure the quality of teaching and learning that the children experience is outstanding the senior and middle leadership teams conduct rigorous self-evaluation schedules throughout the year which consists of lesson observations, lesson studies, data analysis, pupil voice interviews, and book scrutiny.

Pupil progress meetings are held once a term to ensure that vulnerable groups are being targeted and that outstanding attainment for all children continues.

Main Strengths	How do we propose to sustain the overall quality of education to ensure it remains judged as outstanding.:
<p>Redbridge Primary School has consistently high expectations of all pupils. The quality of teaching is constantly improving which is demonstrated through the record of self-evaluation and triangulated monitoring evidence. The result of this is that most pupils make good and sustained progress.</p> <p>Pupil progress meetings are rigorous. Under achieving and slow-moving groups are identified and when required, focused interventions are put in place.</p> <p>Evidence from our self-evaluation cycle shows that:</p> <ul style="list-style-type: none"> • Pupil Voice is strong. Children are confident when talking about their learning. • Good behaviour for learning • Attitudes to learning are positive and children concentrate well in lessons • Presentation in books is strong. • Teachers are focused on the needs of the children in their class. • Relationships within the classroom in most classrooms are strong. • Effective feedback is improving rapidly and ensures that an increasing number of pupils know how to improve. 	<p>Increase the % of outstanding teaching by ensuring in all lessons and that work is adapted well to meet the different needs and to ensure that all pupils are appropriately and consistently challenged to succeed.</p> <p>Ensure that interventions are planned and delivered that are data driven and meet the needs of the children.</p> <p>Evidence from our self-evaluation cycle shows that:</p> <ul style="list-style-type: none"> • Children are passive in their learning. They need to be active participants in the lesson. • Talk for learning and dialogic processes need to be more embedded. • A focus on closing the gap between contextual groups is needed in all year groups. • Additional adults need to be used effectively to provide targeted support for children and move them on in their learning. • We need to ensure that the classrooms are language rich.

Main Strengths	How do we propose to sustain the overall quality of education to ensure it remains judged as outstanding.:
<ul style="list-style-type: none"> Teachers have good subject knowledge and high expectations. 	

Main Priorities for Improving Quality of education

- Quality first teaching and rigorous monitoring highlights individuals or groups in need of interventions to support those at risk of underachievement.
- To implement a 'broad and rich' curriculum that reflects the vision and values of the school.
- Teachers ensure planning reflects the vision and values of the school
- Rich experiences ensure learning has purpose and relevance
- Teachers to develop deeper learning and challenge within all aspects of the curriculum
- To continue to develop the quality and effectiveness of modelling, questioning, marking and feedback to ensure that it maximises direct impact upon outcomes for children.
- To ensure that the received learning increases challenge through the pitch of skills, knowledge and opportunity to reason and explain.

BEHAVIOUR AND ATTITUDES	Current Grade:	1
	Last Inspection Grade:	1

Main Strengths	How do we propose to sustain the overall quality of behaviour and attitudes to ensure it remains judged as outstanding.:
<p>The behaviour of the pupils is good. Pupils show a pride in their school which helps them acquire attitudes that support their learning and personal development.</p> <p>The school has a positive behaviour policy and incidents of poor behaviour are low but are dealt with quickly and effectively.</p> <p>Attendance at the school has been steadily improving over the last three years and this is as a result of the rigorous and robust approach the school has adopted to improve attendance. We have dipped recently due to Covid-19 but still remaining within the 90th percent bracket.</p> <p>“Leaders keep well-organised records and are particularly rigorous in using these to pick up on any patterns of concern over time.” (Ofsted October 2018)</p> <p>The school has achieved bronze Rights Respecting Award and International schools award which has helped us to celebrate our cultural diversity and knowledge of other faith groups.</p> <p>SAFEGUARDING: School has Designated child protection officers with up to date training who ensure issues are dealt with effectively and quickly</p> <p>All staff members receive appropriate C P training which is regularly updated to ensure they can identify issues early</p> <p>Staff are aware and know the procedures to carry out safeguarding</p> <p>DBS and enhanced checks are carried out and register is up to date.</p> <p>Single Central record is checked regularly by the chair</p>	<p>The introduction of the school values and drivers by the new permanent head has helped to consolidate the previous ethos that has driven the school.</p> <p>The values and drivers are heavily embedded in the behaviour policy and implemented throughout the school.</p> <p>Due to COVID we have had to consider ways in which to support the children’s emotion and mental well-being. The result is introduction of the CALM curriculum, which we hope will also have a positive impact on behaviour.</p> <p>Although attendance is steadily improving it is slightly below national expectation.</p> <p>The addition of an Attendance Officer has been instrumental in the school being able to monitor and support absentees. Working closely with the LA Education Welfare Officer to target families and raise attendance.</p> <p>Introduction of ‘Every Day Matters’ encouraged the children to get involved and excited about maintaining good attendance</p> <p>The introduction of the calm curriculum and the PANTs scheme of work from NSPCC have helped to promote the personal development and welfare.</p> <p>All staff will continue to receive top up safeguarding training through the school year. New staff will receive extra induction specifically around the topic of safeguarding.</p> <p>The school has now moved to a new online platform to record and track safeguarding incidents. The new DSL will be offering ongoing training to all staff throughout the year. CPOMS has helped to further tighten procedures regarding safeguarding. allowing for a much better overview of the schools safeguarding issues.</p> <p>The school safeguarding policy has been updated</p>

Main Strengths	How do we propose to sustain the overall quality of behaviour and attitudes to ensure it remains judged as outstanding.:
<p>of governors, Head Teacher and the DSL Safer recruitment training is carried out with both governors and most have all attended training to ensure interviews for new posts are conducted effectively</p> <p>E safety is a priority e.g. All pupils in term 1 computing lessons involve this. In every topic E-safety is embedded throughout.</p>	<p>to include Remote learning.</p> <p>The safer recruitment training is scheduled for February 2021.</p> <p>The online safety policy is part of the school's statutory safeguarding policy. Any issues and concerns with online safety must follow the school's safeguarding and child protection processes.</p> <p>Following the lockdown, online learning is set to become part of the new normal so we are ensuring teachers, parents and carers know how to keep children safe online.</p>

Main Priorities for Improving Safety and Behaviour

<p>Updating daily procedures to in line with the government guidance in relation to Covid-19</p> <p>Updating the schools contingency plan so that it is in line with the government guidance in relation to Covid-19</p> <p>Implementing the new CALM curriculum to help children's well-being and mental health.</p> <p>Ensuring all staff are trained and efficient in using the new online safeguarding programme CPOMS.</p>

Attendance to date (September 2020) (COVID-19 has seriously affected our normal attendance rates)

Attendance this academic year to date	92.7%
Attendance Disadvantaged pupils to date	88.4%
Attendance boys to date	92.8%
Attendance girls to date	92.7%
Attendance of any significant group flagged as concern from achievement data if applicable	N/A
Target for Attendance (2018-19)	97%

Number of persistent absentees (2017-18)	25.9%
Number of fixed term exclusions (2017-18)	0
Number of permanent exclusion (2017-18)	0
Number and type of reported bullying incidents for this period	0
Number of safeguarding incidents for this period (New Concerns Raised)	39
Pupil Applications & Admissions	119

Outcomes for Pupils	Current Grade:	2
	Last Inspection Grade:	2

EYFS Good Level of Development (GLD)								
	2016		2017		2018		2019	
	School	National	School	National	School	National	School	National
All Pupils	84%	69%	86%	71%	86%	72%	81%	72%

Year 1 Phonics – Phonics Screening Test:

Years	School All	School FSM	National
2016	94%	86%	81
2017	93%	89%	81
2018	93%	NA	83
2019	86%	80%	82

End of Key Stage 1

Levels	2018			2019		
	School All	School FSM	National	School All	School FSM	National
Expected						
Reading	90%	91%	75%	86%	100%	75%
Writing	88%	91%	70%	87%	91%	69%
Maths	89%	91%	76%	86%	82%	76%
Exceeding						
Reading	Greater Depth					
Writing	32%	18%	26%	35%	27%	25%
Maths	26%	18%	16%	20%	18%	15%

End of Key Stage 2

Levels	2018			2019		
	School All	School FSM	National	School All	School FSM	National
Reading						
Expected	86%	75%	75%	85%	91%	73%
Greater Depth	43%	25%	28%	41%	27%	27%
Writing						
Expected	92%	100%	78%	91%	91%	78%
Greater Depth	26%	8%	20%	24%	18%	20%
Maths						
Expected	88%	75%	76%	91%	91%	79%
Greater Depth	37%	17%	24%	44%	36%	27%
R, W and M Combined						
Expected	80%	58%	64%	83%	82%	64%
Greater Depth	18%	8%	10%	18%	18%	11%
90GPS						
Expected	90%	83%	78%	90%	91%	78%
Greater Depth	51%	33%	34%	57%	36%	36%
Expected Levels of Progress Scaled Scores						
Reading	107.9	105.2	105.1	107.5	104.0	104.4
GPS	108.8	106.7	106.7	110.0	109.7	106.3

Maths	107.4	103.7	103.7	108.7	106.5	105.0
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Main Strengths	Why the achievement is not yet outstanding.
<p>EYFS</p> <ul style="list-style-type: none"> Girls achieving GLD has risen Girls are significantly outperforming boys in all areas Indian heritage children are highest performing Expressive Arts and Design and Physical Development are the strongest areas Average Point Score trend : <u>Downward Trend:</u> Communication and Language Physical Development Personal, Social and Emotional Dev Literacy – Reading Prime Learning Goals <u>Upward Trend:</u> Writing Mathematics – Numeracy Understanding the World More girls than boys achieving GLD Number of girls achieving GLD has increased by 1.2 % from 2018 but has fallen from 93.2% in 2017 <p>Phonics</p> <ul style="list-style-type: none"> The percentage of children achieving the expected standard is 1.3% above the LA. The gap in 2018 was 8.4% The percentage of children achieving the expected standard is 3.8% above the National. The gap in 2018 was 10.8% Boys are performing better than girls, this is different from both the LA and National. Gender gap is 4.8% - 83.3% of girls compared to 88.1% of boys. 4 out of the 5 FSM and disadvantaged children achieved the expected standard. (80%). This is well above the LA (74.9%) and National (70.3%) The gap between FSM and non-FSM is 6%, the gap between Disadvantaged and non-disadvantages is 6%. However the total number of children eligible is only 5. 2 out of the 4 SEN Support children achieved the expected standard. The gap between SEN Support and Non-SEN is 36.8% however there are only 4 children who are on SEN Support. One child with an EHCP plan on roll in Year 1 achieved the expected standard. 	<p>EYFS</p> <ul style="list-style-type: none"> Boys achieving GLD – fallen over the past three years Bangladeshi heritage children performing below other ethnic groups % of children achieving has fallen compared with the average of the previous 3 years 1/3 of SEN Support children achieved GLD Girls are significantly outperforming boys in all areas. Gap has increased 13.7% from 2018 where the gap was only 1.4% Good Level of Development gender gap is 4.2% higher than the LA – 15.4% compared to 11.2%. Good Level of Development gender gap is 2.5% higher than National – 15.4% compared to 12.9% <p>Phonics</p> <ul style="list-style-type: none"> Percentage of children achieving the expected standard in Phonics has fallen by 7.6% to 85.7% The results from 2016 to 2018 have remained stable at 93%. Pakistani heritage children are performing well below other ethnic groups. This is reflected in the LA and National figures also.

Key Stage 1

Pupils achieving the Expected Standard in Reading

- Girls and boys are achieving roughly the same – 85.2% of girls compared to 86.2% of boys.
- Percentage of girls achieving the expected standard is 2.9% above the LA
- Percentage of girls achieving the expected standard is 5.9% above National
- Percentage of boys achieving the expected standard is 9.3% above the LA
- Percentage of boys achieving the expected standard is 15.3% above National
- 100% of FSM and disadvantaged children achieved the expected standard.

Pupils achieving the Expected Standard in Writing

- 87.4% of children achieved the expected standard. 13% above the LA 18.1% above National.
- Girls and boys are achieving roughly the same – 86.9% of girls compared to 87.9% of boys.
- Percentage of girls achieving the expected standard is 7.8% above the LA
- Percentage of girls achieving the expected standard is 11% above National
- Percentage of boys achieving the expected standard is 18% above the LA
- Percentage of boys achieving the expected standard is 25% above National
- 7 out of 8 FSM children achieved the expected standard. This is 87.5%. This is 22% above LA and 34% above National. This has fallen from 100% in 2017 and 2018.
- 10 out of the 11 Disadvantaged children achieved the expected standard. This has stayed the same from 2018 and 7.6 down from 2017. This is 90.9%. 24.1% above the LA and 36.1% above National.
- 50% of SEN Support children achieved the expected standard. This is 18.9% above LA and 26% above National.

Key Stage 1

Reading

- 50% of SEN Support children achieved the expected standard. No EHCP children achieved the expected standard
- Children of Pakistani heritage achieved below other ethnic groups – 80.8%
- Percentage of boys achieving GD has fallen by 2.8% from 2018.
- 1 out of 8 FSM children achieved Greater Depth – 12.5%. This is 8.4% below the LA and 0.5% below national. Though the number of children eligible is small.
- 3 out of 11 disadvantaged children achieved Greater Depth – 27.3%. This is 5.4% above LA and 13.5% above National.
- 1 of the 8 SEN Support children achieved Greater Depth – 12.5%. This is 5.5% above LA and 7.3% above National

Pupils working at Greater Depth in Writing

- 20.2% of pupils achieved Greater Depth. This has fallen 5.9% from 2018 and 7.6% from 2017.
- Slightly above LA – gap of 0.1% and 5.4% above National.
- Girls perform better than boys. 23% of girls compared to 17.2% of boys. Gender gap is 5.8%
- Percentage of girls achieving GD has fallen by 4.8% from 2018.
- Percentage of boys achieving GD has fallen by 7.4% from 2018.
- 0 FSM children achieved Greater Depth. This is 12.9% below the LA and 6.7% below national. Though the number of children eligible is small.
- 2 out of 11 disadvantaged children achieved Greater Depth – 18.2%. This is 4.5% above LA and 11% above National.
- 0 of the 8 SEN Support children achieved Greater Depth – This is 2.5% below LA and 2.1% below National

Maths

Pupils achieving the Expected Standard in Maths

- Boys are achieving better than girls. 87.9% compared to 83.6%. the gender gap is 4.3%
- 6 out of 8 FSM children achieved the expected standard. This is 75%. This is 5.4% above LA and 13.8% above National. This has fallen from 100% in 2017 and 2018.
- 9 out of the 11 Disadvantaged children achieved the expected standard. This has fallen 9.1% from 2018 and 1.5% down from 2017. This is 11.3% above the LA and 19.2% above National.
- Boys perform significantly better than girls. 23% of girls compared to 36.2% of boys. Gender gap is 13.2%
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Key Stage 2

Pupils achieving the Expected Standard in RWM

- Girls are achieving significantly better than boys. 93% compared to 72.9%. the gender gap is 20.1%
- 3 out of 5 FSM children achieved the expected standard. This is 60%. This is 0.2% below LA and 13.2% above National. This has fallen 23.8% in 2017 and 2018. The gap between FSM and non-FSM is 23.7%. This is well above the LA gap of 14.5% and above National gap of 21.5%. However the number of children eligible for FSM is very small.
- 9 out of the 11 Disadvantaged children achieved the expected standard – 81.8%. This has risen 23.5% from 2018 and 6.8% up from 2017. This is 18.9% above the LA and 30.4% above National. The gap between PP and non-PP is small, only 0.7%. This is significantly less than the LA gap of 12.6% and the national gap of 19.4%

Pupils achieving the Expected Standard in Reading

- Girls are achieving significantly better than boys. 93% compared to 77.1% of boys. The gender gap is 15.9%
- 4 out of 5 FSM children achieved the expected standard. This is 80% This is 9.8% above LA and 22.1% above National. This has fallen from 100% in 2017 and 2018. The gap between FSM and non-FSM is 4.9%. This is below the LA gap of 9.3% and below National gap of 18.1%.
- 10 out of the 11 Disadvantaged children achieved the expected standard – 90.9%. This has risen 1% from 2018 and 0.2% up from 2017. This is 18.4% above the LA and 28.9% above National. The gap between PP and non-PP is +7.1%. The LA gap is

Maths

- No EHCP children achieved the expected standard.
- Children of Pakistani heritage achieved below other ethnic groups – 84.6%
- 85.7% of children achieved the expected standard. This is a drop of 3.4% from 2018 and 2.1% from 2017
- Percentage of girls achieving Greater Depth is 3.4% below the LA.
- 0 out of 11 disadvantaged children achieved Greater Depth –This is 18.7% below LA and 11.8% above National.
- 2 of the 8 SEN Support children achieved Greater Depth –25%. This is 16.5% above LA and 19.7% above National.
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Pupils working at the Higher Standard in Reading,

Writing and Maths

- Percentage of boys achieving HS has fallen significantly by 8.3% from 2018
- Girls perform significantly better than boys. 30.2% of girls compared to 6.3% of boys. Gender gap is 23.9%.
- 2 out of 11 disadvantaged children achieved HS –18.2%. This is 10.5% above LA and 13.5% above National.

Pupils achieving the Higher Standard in Reading

- Girls perform significantly better than boys. 48.8% of girls compared to 33.8% of boys. Gender gap is 15.5%.
- Percentage of girls achieving HS has stayed roughly the same from 2018 – a rise of 0.8%
- Percentage of boys achieving HS has fallen by 3.3% from 2018
- 3 out of 11 disadvantaged children achieved HS –27.3%. This is 6.3% above LA and 10.4% above National.
- 1 of the 7 SEN Support children achieved HS

Pupils working at Greater Depth in Writing

- 24.2% of pupils achieved the High Standard. This has fallen 2.2% from 2018 and risen 7.4% from 2017.

7.3% and the national gap of 16%

- 57.1% of SEN Support children achieved the expected standard. 4 out of 7 children. This is 9.8% above LA and 17% above National

Writing

- Girls are achieving significantly better than boys. 97.7% compared to 85.4% of boys. The gender gap is 12.3% at the Expected Standard.
- 3 out of 5 FSM children achieved the expected standard. This is 60% This is 18% below LA and 3.1% below National. This has fallen from 100% in 2017 and 2018. The gap between FSM and non-FSM is 31.2%. The LA gap is 7.9% and National gap of 15.3%. However the number of children is statistically small. Only 5 children eligible.
- 10 out of the 11 Disadvantaged children achieved the expected standard – 90.9%. This has fallen from 100% in 2018 and 0.8% down from 2017. This is 9.9% above the LA and 23% above National. The gap between PP and non-PP is -0.3%. The LA gap is 5.8% and the national gap of 10.5%

Pupils working at Expected Standard in Maths

- Girls are achieving significantly better than boys. 97.7% compared to 85.4% of boys. The gender gap is 12.3%
- 5 out of 5 FSM children achieved the expected standard. This is 100% This is 28.6% above LA and 36.7% above National. This has risen 16.7% from 2017 and 2018.
- 10 out of the 11 Disadvantaged children achieved the expected standard – 90.9%. This has risen from 75% in 2018. This is 16.3% above the LA and 23.5% above National. The gap between PP and non-PP is -0.4%.
- 6 of the 7 SEN Support achieved Expected – 85.7%. This is 31.3% above LA and 40% above National.

- 3.6% below LA and 4.1% above National.
- Girls perform significantly better than boys. 41.9% of girls compared to 8.3% of boys. Gender gap is 33.6%

- Percentage of girls achieving GD has risen 9.9% from 2018 Percentage of boys achieving GD has fallen by 11.2 from 2018.
- Percentage of boys achieving GD is 10.9% below the LA
- Percentage of boys achieving GD is 6.8% below National
- 2 out of 11 disadvantaged children achieved GD –18.2%. This is 0.1% above LA and 6.7% above National.

Pupils working at the Higher Standard in Maths

- Girls perform significantly better than boys. 48.8% of girls compared to 39.6% of boys. Gender gap is 9.2% Percentage of boys achieving HS is 0.8% above the LA
- 2 FSM children achieved HS – 40%. Though the number of children eligible is small. The gap between FSM and non-FSM is 4.2%
- 4 out of 11 disadvantaged children achieved HS –36.4%. This is 12.2% above LA and 20.8% above National.

Main Priorities for Raising Achievement

The Gender Gap in all Year groups to be narrowed, particularly at Greater Depth.

To increase the number of Pupil Premium achieving Greater Depth in all Year Groups

To use Pupil Progress Meetings to ensure that targeted interventions are effective in ensuring that all children make better than expected progress.

To ensure that the teaching and assessment in Reading is consistently outstanding and that all children make consistently excellent progress.

Ensuring high quality learning experiences across all curricular areas – learners who are engaged and active participants;

Rigorous assessment procedures and an effective tracking system to monitor the progress of learners;

Using data intelligently to identify strengths and areas for improvement;