



Updated: 16/09/2023

Context

One form entry Catholic primary school

- 23% of pupils are disadvantaged
- 19.3 % of pupils have English as an additional language (EAL)
- 14.4% of pupils have a special education needs (SEN) and/or a disability
- Our three main ethnic groups are: White - any other white background (23.6%), White British (21%) and Black African (17.9%). **Black and global majority pupils make up 79%** of our school roll (Those pupils who have been classified according to their ethnic group and are of any origin other than White British are defined as making up the black and global majority community). This is significantly above the national average (36%) but broadly in line with London (75.7%) and Hackney (82.9%) average.
- School attendance figures (including persistent absence)? 95.9%; PA is 13.3%
- 3 members of staff currently on maternity. ECT on a fixed term contract. School was part of a TAG programme last year and received targeted support.

Progress against previous inspection

Areas to improve

Build on the recent improvements to provision for the very few pupils who qualify for support through the pupil premium funding and also have special educational needs by ensuring that activities and classroom resources fully match their needs. (Ofsted report, November 2012)

Progress

45% of PP SEND pupils are predicted to achieve the expected standard this year. 100% of these pupils are receiving targeted interventions/support.

School improvement priorities

Insert current school improvement priorities based on the following headlines:

Quality of education:

- Ensure that the maths curriculum develops competence and confidence in maths fluency as well as developing reasoning, problem solving and mastery skills for all pupils.
- Ensure full and comprehensive coverage of all foundation subjects, particularly art, D&T and computing.
- Ensuring the curriculum is adapted to appropriately meet the needs of pupils with SEND.

Behaviour and attitudes

- To continue to maintain high standards of behaviour and attitudes across the school.
- Ensure the zones of regulation are embedded across all year groups.

Personal development

- To continue to develop pupil voice and the role of School Council and the pupil chaplaincy team
- To ensure the teaching of protected characteristics is explicit where appropriate and fully embedded across the curriculum.
- Further improve by using pupil RE peer leaders to support pupils of different abilities.

Leadership and management

- Ensure CPD is strategically planned and the impact on teaching and learning is monitored.
- Further develop the role of Governors by ensuring appropriate CPD is accessed so that they can hold leaders to account.

Quality of education in early years (if applicable)

- Ensure there continues to be an appropriate balance between child led and adult initiated activities.
- Ensure all adult/child interactions are high quality and meaningful.

Overall effectiveness

- Maintain high levels of parental engagement through effective monitoring and targeting of disengaged parents/identified hard to reach groups.

QUALITY OF EDUCATION – Good

Strengths

Intent:

Curriculum design and coverage

Curriculum leads have adapted the national curriculum to meet the needs of our children. Clear progression maps ensure curriculum coverage across year groups and allow for consolidation of knowledge.

Every year group has clear and well-planned subject curriculum maps. The curriculum is well planned to allow for progression across the subjects and linked to assessments. Curriculum leads have a good understanding of skills and knowledge in their subject and ensure teaching is in-line with planning through termly scrutinies.

The curriculum promotes personal development through a well-planned RE, PSHE/RSE curriculum to ensure pupils not only develop the academic skills to succeed in life, but also the social skills and character to give them the best opportunities for future learning and employment.

Implementation:

Quality of teaching and learning

- Subject leader scrutinies ensure that work given is in-line with curriculum maps and well sequenced.

Subject leads receive CPD through the borough and disseminate information in staff meetings. They carry out termly scrutinies and provide planning support for teachers when required. Scrutinies show strong subject knowledge and this is also reflected in our end of Key Stage results.

Some foundation subjects (music, D&T, PE, Spanish) are taught/supported by specialist teachers. This ensures high quality implementation.

Investment in the new Infant library as well as new books for the Junior library (influenced by the children's interests). Reading for pleasure is encouraged through the use of book reviews, 'reading buddies', book clubs and encouragement of informal 'book talk' in class. Reading ambassadors recommend books in assemblies. Investment in books to reflect diversity and represent our community we serve. Focus on vocabulary using vocabulary journals and bookmarks. Reading records are brought into school daily to increase school/home communication and levels of engagement.

Beginning in Reception, we use and have adapted the OFSTED Validated Floppy's Phonics scheme. This systematic and synthetic approach to Phonics is taught daily and additional early interventions are put in place to support children that are working towards expectation or at risk of less than expected progress.

The systematic approach to phonics sits alongside a daily supported reading programme. We use Oxford Reading Tree books as they exactly match the sequence of our Floppy's Phonics programme.

Each week, Oxford Reading Tree books are sent home for children to read. These books connect closely to the Phonics knowledge that pupils are taught. Reading records document the books children have read at home and at school and teachers/support staff and parents will comment on strengths and difficulties when reading. Teachers monitor the reading records to strengthen home-school communication.

Every term children are benchmarked in reading to ensure their Oxford Reading Tree level is appropriate and providing the correct level of challenge. They are benchmarked on their word reading skills and comprehension skills.

Language and communication skills are developed in the Early years through small group, targeted language interventions (NELI)

Assessment

- Comprehensive assessments carried out across subjects (formative and summative). Progress is recorded termly on Target Tracker (core subjects plus RE) which is moderated by SLT/subject coordinators. Progress is monitored and pupils making less than expected progress are highlighted. We have an effective marking and feedback policy in place which ensures teachers are able to respond to pupils' work, offering relevant feedback to progress pupil knowledge and identify and address misconceptions (assessment for learning)
- 'Flashback 4' revisits previous topics in maths. 'Quiz-its' are used to revisit previous topics in history and geography, Recap questions at the beginning of each lesson in Science, focusing on key knowledge and vocabulary. KWL grids are used in foundation subjects as a metacognition strategy to activate prior knowledge, generate questions to investigate, and inventory the new knowledge that emerges from investigation. Knowledge organisers are used as a regular retrieval tool to help facilitate pupil organisation and interpretation of information. They are used to identify knowledge gaps throughout the topic and links are made between knowledge organisers to help children understand how their learning connects.

Pupils with SEN and/or disabilities

- All pupils on the SEND register have an individual learning plan, setting out targets and provision. This is reviewed termly as part of the graduated approach. Plans are shared with parents and pupils.
- The curriculum is designed and adapted by curriculum leads and class teachers to ensure all pupils can access learning.
- The attainment and progress of all pupils with SEND is moderated termly.

Impact:

- EYFS: GLD 67%, Hackney 74% National 67%
- Phonics screening check:
- Year 1: 91%, 84%Hackney, National 79%
- Year2: 67%, Hackney 60%
- KS1:

| | School | Hackney | National |
|---------|--------|---------|----------|
| RWM EXS | 77% | 68% | 56% |
| RWM GD | 10% | 14% | 6% |
| R EXS | 93% | 74% | 68% |
| W EXS | 77% | 71% | 60% |
| M EXS | 93% | 76% | 71% |
| R GD | 27% | 25% | 19% |
| W GD | 10% | 17% | 8% |
| M GD | 23% | 24% | 16% |

- KS2:

| | School | Hackney | National |
|----------|--------|---------|----------|
| RWM EXS | 79% | 70% | 59% |
| RWM High | 31% | 13% | 8% |
| R EXS | 83% | 78% | 73% |
| W EXS | 86% | 80% | 71% |
| M EXS | 90% | 80% | 73% |
| R High | 55% | 34% | 29% |
| W High | 31% | 23% | 13% |
| M High | 48% | 28% | 24% |
| GPS EXS | 83% | 79% | 72% |
| GPS High | 52% | 34% | 30% |

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| <p>Actions from previous year:</p> <ul style="list-style-type: none"> • Implementing the whole school writing approach with clear tracking of pupils' writing outcomes, particularly in greater depth • Leaders can demonstrate their impact and articulate the strengths and weaknesses in their subjects • Embedding the Graduated approach with focus on 'every teacher a teacher of SEND' | <p>Impact of actions:</p> <ul style="list-style-type: none"> • 31% of pupils achieved GD in writing this year, a 21% increase from last year. • Weaknesses are identified and addressed through CPD. • Teachers are more confident setting SMART targets for the pupils in their class with SEND and are developing their understanding of provision to meet the needs of all pupils. |
| <p>Areas for development</p> | <ul style="list-style-type: none"> • Continue adapting our maths provision to ensure that concrete manipulatives are used to embed knowledge and enhance understanding. • Continue to ensure that the graduated approach is embedded across the school. • To continue to develop strategies in order to support pupils with a variety of social and emotional needs. |
| <p>Next steps</p> | <ul style="list-style-type: none"> • Continue monitoring and evaluating the teaching of maths and sharing good practice. • Develop parent voice as part of the graduated approach to SEND. • Continue to liaise with external agencies to support and deliver training to staff. |

BEHAVIOUR AND ATTITUDES - Outstanding

Strengths

- No fixed-term or permanent exclusions last academic year.
- In the past academic year there were 4 incidents recorded on CPOMS under the category of bullying (Reception, year 3 and two incidents in year 5). All of the incidents were thoroughly investigated and there was no further reoccurrence of behaviour reported.

Expectations and routines are well established in classrooms and around the school. Class Dojo (behaviour management system and communication platform) is used across the school.

Dojo percentages are monitored and there is a follow up with parents for pupils with persistent low percentage.

Clear systems are in place for dealing with such behavioural issues: recording, monitoring, appropriate consequences and communication with parents.

The school has a well-planned RSE/PSHE curriculum and pupils are taught to know and understand how to respect each other and adults.

Attendance is monitored and discussed at regular vulnerable pupils meetings and reported to parents.

Pupils' attitudes to learning are exemplary. Recognition assemblies promote effort, work ethic and resilience. This language forms part of the school culture and ethos.

No fixed term exclusions have taken place last academic year.

Staff and pupils promote love, kindness and respect, in line with our school motto. This has been noted by governors during visits and prospective parents. It was mentioned in our most recent RE inspection (2018).

Strong school/parish links and regular opportunities for reflection through PSHE and collective worship. Celebratory days such as 'Cultural Diversity Day' and 'World Afro Day' promote diversity and enhance empathy and understanding.

Children are encouraged to take an active role in shaping and developing the school: School Council; Head Boy and Girl; buddy systems; monitors. Regular involvement in fundraising for the school or charity.

High quality pastoral support is available through ELSA work and the MHST. The RSE curriculum is well delivered and the scheme ensures all statutory requirements of the curriculum are covered, including the protected characteristics.

The importance of cultural capital is valued with lots of opportunities for trips and enrichment, for curriculum enhancement. 'World of Work Week' provides opportunities for pupils to develop their talents and interests. Pupil premium pupils have the opportunity to learn an instrument. A wide range of clubs are on offer before and after school and at lunch time.

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| <p>Actions from previous year:</p> <ul style="list-style-type: none"> • Monitoring Class Dojo more regularly – looking at overall class percentages and individual pupils who have lower percentages/points. • Implementation of behaviour meetings with parents when pupils have been below 90% each week. • Introduction of whole class incentives to promote good behaviour. | <p>Impact of actions:</p> <ul style="list-style-type: none"> • Whole class incentives for behaviour had a positive effect, evidenced through class percentages and number of positive points. |
| <p>Areas for development</p> | <ul style="list-style-type: none"> - Playground behaviour (KS1) - Clarity and understanding of behaviour policy for parents and confidentiality regarding other pupils and consequences. |
| <p>Next steps</p> | <ul style="list-style-type: none"> • Employment of additional staff at lunchtimes. • Continue to monitor attendance and identify any trends or groups of children with poor attendance/punctuality. • Ensure the behaviour policy continues to be reviewed and updated regularly with input from all stakeholders. • Continue to work closely with parents and external agencies to support the behaviour of individual pupils with specific needs. |

PERSONAL DEVELOPMENT – Good

Strengths

Spiritual, moral, social and cultural development (SMSC)

- Pupils learn about 3 other faiths through RE learning. This embeds respect for other faiths and enables pupils to explore the complexity of the relationships they will have both now and throughout their lives. Pupils have the opportunity visit places of worship and explore the different traditions and beliefs of other religions and faiths.
- There are many opportunities throughout the school year for pupils to celebrate the rich diversity of the school (Cultural diversity day, Afro Hair Day, World African Heritage Day etc.)

British Values

- The school has an active school council (Y2-6) who promote democratic rule through pupil voice. Pupils are voted into their positions on school council and elections are held annually. The concept of democracy is introduced to pupils at an early age in age-appropriate ways, for example, voting for a class story in Reception class.
- Head boy and head girl positions are voted for by the children following election speeches.

Relationships, health and sex education (RSE)

- Taught through the Ten Ten scheme of work
- Parent consultation carried out each Autumn Term

PSHE and equality

Character education

- Pupils have many opportunities to engage in charity work throughout the school year

Pupil mental health and wellbeing

- WAMHS project, time to talk box, ZOR
- Trained ELSA (emotional literacy support assistant)

Pupil voice

- School council, Chaplaincy team, head boy/girl

Actions from previous year:

Election of head boy/girl is based solely on pupil voice

To further develop the understanding of being responsible, active citizens through the pupil chaplaincy team

Impact of actions:

The children can see democracy working in action.

The development of the pupil chaplaincy team has raised the profile of the importance of being responsible citizens through their work around care of creation.

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| Areas for development | <ul style="list-style-type: none">• Continue to develop the role of school council to ensure that their contribution to school life is meaningful and has an impact.• To continue to work on teaching the protected characteristics to ensure they are taught in an explicit and age-appropriate way. |
| Next steps | <p>Raise the profile of school council through initiatives such as newsletters, signage around school and events/assemblies.</p> <p>PSHE lead to identify opportunities in the curriculum linking to the protected characteristics and how this can be made more explicit.</p> |

LEADERSHIP AND MANAGEMENT – Good

Strengths

Safeguarding

- The school has a strong safeguarding team and robust systems in place for recording, monitoring and reviewing safeguarding incidents and concerns.

A Safeguarding booklet is circulated to parents and staff annually, alongside the Safeguarding policy.

The Vulnerable Pupils group meet regularly to identify and monitor children who may need early help or who are at risk.

Children are referred internally (ELSA, WAMHS) or externally for support where needed.

Systems in place to ensure safe recruitment

Governance

- A newly appointed GB who are representative of the community we serve.
- Recognised by Hackney as a strong GB who provide challenge and support.
- Governors have had an increased presence in school, amongst staff, pupils and parents and attend the many events run by the school.

Policies

- The new leadership team are in the process of reviewing and updating all school policies and putting in place robust monitoring systems.

School Improvement Plan:

- Audit shared with all staff (encouraged to contribute).

Staff mental health and wellbeing:

- Allocated specific curriculum time for subject leads.
- Marking policy allows marking to be manageable yet effective.
- Support staff representatives on the Senior Management Team.

Parents and local community:

- Parent involvement actively encouraged (cultural diversity days, world of work week, world afro day, De Beauvoir Association and Parents' Association, Church community)
- Newsletter is online and available to the wider community. Analytics show that views go way beyond family numbers (at least double).
- Inclusion and diversity group consists of staff, parents and parent governors.

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| | <ul style="list-style-type: none"> • High turnout for assemblies, concerts, performances and parents' evenings. |
| <p>Actions from previous year:</p> <ul style="list-style-type: none"> • Developing a strategic approach to the leadership and management of the school. • Continue to increase pupil numbers through actively marketing the school – visiting local nurseries, prospective parents, fliers and banners. | <p>Impact of actions:</p> <ul style="list-style-type: none"> • Clarity with roles and responsibilities, meetings are more efficient and effective, a range of middle managers having the opportunity to work with SLT on priorities for the school. • Almost at full capacity (204) and oversubscribed in some classes. This has had an impact on our funding. |
| <p>Areas for development</p> | <ul style="list-style-type: none"> • CPD for the leadership team (fully funded leadership course) • Replacement for Chair of Governors |
| <p>Next steps</p> | <ul style="list-style-type: none"> • Enrol in fully funded leadership course and disseminate knowledge gained amongst the senior management team. • Looking at knowledge and skills amongst the GB, look to appoint a new Chair at the next GB meeting. |

QUALITY OF EDUCATION IN EARLY YEARS – Good

Strengths

Intent

- The EY curriculum is ambitious with regards to expectations and end of year outcomes. GLD was significantly above the National average and above the Hackney average this year. Targeted interventions and small group work is specifically tailored to the needs of the children, which are identified very early on. We ensure that children are exposed to a variety of exciting and stimulating activities in order to broaden their knowledge and experience of the world around them.
- The curriculum is well planned and sequenced, taking into account children's starting points and ensuring links with the National Curriculum to ensure children are ready for Year 1. Planning for Maths and Phonics/reading is based on schemes of work (White Rose Maths, Floppy's Phonics) which ensures learning is well sequenced and children develop skills and knowledge. Planning for other areas of the EYs curriculum (specific and prime areas) makes links between children's prior knowledge, building on what they know and developing this knowledge. Staff know the children well and are able to adapt the curriculum where needed.

Implementation

- Needs are identified early, and targets/interventions are put in place to meet the needs of all children. All adults in class are made aware of children's need and progress is monitored.
- The EYFS curriculum has been planned and sequenced to ensure there are clear links with the National Curriculum and that children develop the skills and knowledge needed to be ready for Year 1. Class teachers have a comprehensive handover, with a particular focus on the children who have not achieved a GLD.
- High expectations are demonstrated

Impact

- End of year assessments are historically strong in the EYFS. In 2022, 80% of children achieved the expected level across all 17 learning goals. This is significantly above the borough average (69.4%). Children leave Reception with the phonic knowledge to read and comprehend simple sentences with increasing accuracy and speed. 80% of children achieved the ELG for Literacy, which is above Hackney borough average (74.5%).

Actions from previous year:

Ensure the outdoor provision is available as part of everyday continuous provision.

Impact of actions:

Children have increased access the outside, in line with guidance in the EYFS statutory guidance.

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| <p>Areas for development</p> | <p>Ensure adequate time is dedicated to child-led and high-quality adult interactions whilst children are accessing the continuous provision.</p> <p>In 2023, our GLD was 67%, in line with the national average but below the Hackney average of 74%</p> <p>Monitor attendance at events and engagement from parents, to ensure we are reaching all families, including those most at risk (bottom 20%).</p> <p>Ensure the Zones of Regulation are integrated throughout the school day and children are supported to develop their own 'toolbox' to regulate their emotions.</p> |
| <p>Next steps</p> | <p>Training for all staff working in the EYFS around quality adult-child interactions, modelling of good practice, monitoring as part of staff performance management and appraisal procedures.</p> <p>Ensure all pupils at risk of not achieving a GLD are receiving targeted and evidence-based intervention support from an early date.</p> <p>Consider strategies for those parents not engaging, develop more opportunities for parents to learn about teaching methods outside of face-to-face workshops</p> |

OVERALL EFFECTIVENESS – Good with some outstanding features