

The Boleyn Trust

Cleves Self Evaluation Form (SEF) 2017-2018

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September 2017

# Cleves Primary School Self Evaluation Form

## 2017-2018

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### School Context

#### Suggested grade – Outstanding

Cleves Primary School serves the community of East Ham, an area of considerable socio-economic disadvantage in one of London's most deprived boroughs. The School deprivation indicator is 0.54 against the national of 0.24. We are a two form entry school with 496 children on roll. Cleves Primary School is now a part of the Boleyn Academy Trust. We have 38 partner schools within our Teaching School alliance and our Executive Head teacher is an NLE. Attendance is in the highest 10% nationally.

We are a very diverse school with 94% of children from ethnic minority backgrounds and 86% use English as a second language. 44 languages are represented from 35 different countries. The majority of our children live in local authority accommodation and short let housing. There is a high level of overcrowded households and the school community has a high level of pupil mobility at 23%. Levels of local unemployment are high and 52% of the school population qualify for free school meals.

21% of our school population have Special Educational Needs and this is broadly in line with Newham and National averages. Our school has a higher number of pupils with a statement or EHCP than the national average due to our specialist resourced provision for 23 children with High Level Learning Needs. We have 24 children who are funded for high level additional support funding.

On entry to Nursery 51% of children were at 16-26 months developmentally and 44% within the 22-36 months age related expectation. Children come to school well below the expected levels for their chronological age. To address this we work very hard at including our parents in many aspects of school life. We have access to two family centres that offer a range of Pre-school activities -this includes provision for parents in supporting them in ESOL classes, parent and toddler groups, PPP training and Baby Yoga. We have, weekly, community coffee mornings which help our parents access all aspects of our curriculum.

Our core focus for this is promoting and ensuring

- School readiness- high quality advice and preschool activities
- Overcoming barriers to learning- ESOL
- Responding to local and national initiatives – such as addressing obesity in under 5s

Following on from the last inspection the school went into federation with Tollgate primary school and within two years was outstanding by OFSTED 2015. We then converted to become the Boleyn Trust Academy. Our Trust has now grown in the last year to six local primary schools by January 2018.

We have four key priority areas this year with focus on:-

- 1) Raising the standards of Teaching and Learning
  - Mastery and depth of knowledge

- Cross curricular links
  - Teacher subject knowledge
  - Ensure challenge and rigor for children working at higher levels
- 2) Development of continuous assessment across the school
- Tracking progress and attainment
  - Mastering AFL
  - What mastery will look like for teachers and children
  - Development and training of new assessment tracking for children with SEN
- 3) Developing Mastery and depth of learning across all curriculum areas
- Securing Teacher subject knowledge
  - Development of skills based curriculum that challenges and develops all especially key groups of children
  - Children developing independent enquiry and problem solving
- 4) Diminishing the differences in Reading and SPAG
- Children are able to read confidently at a greater depth.
  - Children are able to apply reason and inference confidently
  - Gender specific topics and subjects to encourage specific groups of children.
  - To have mastered and be able to apply the age related expectations for spelling rules.
  - To have mastered and be able to apply the age related expectations for grammar rules.

## Leadership and Management

### Suggested grade – Outstanding 1

Governance of the school is outstanding and governors fulfil all of their statutory duties to ensure the school is challenged and supported to meet the needs of all pupils. The new Senior Leadership Team has been extended and acts as the driving force to articulate and deliver the vision. The Senior Leadership Team is highly visible, accessible and lead from the front. Highly effective leadership is developing a highly effective and positive ethos across the whole school community.

Throughout the school there is a relentless and uncompromising pursuit of excellence. The leadership across the school provides a strong sense of direction and is focussed clearly upon the learning and achievement of all pupils. We set high and ambitious standards for quality and performance. There is a clear moral purpose and a passionate, shared belief that the school can impact upon the lives and life chances of pupils. Senior leaders lead teachers and lead on improvement. As a consequence the capacity for improvement is outstanding.

The provision for the most vulnerable is a real strength of the school. The school promotes a strong culture of involvement and achievement of all. The curriculum is carefully tailored to meet the needs of all pupils and we work in partnership with other schools and colleges in order to pursue specialist interests and needs. Monitoring and evaluation is highly effective at helping to reduce differences in outcomes and to ensure equality of opportunity for all students.

We place a great deal of emphasis on promoting equality and eliminating discrimination. There are clear policies and procedures in dealing with bullying, racism and other discriminatory behaviour. As a consequence such instances are rare. Most notable is the extent to which we aim to recognise, promote and celebrate the differing skills and talents of all pupils. This is at the very heart of our school. This last year we have had a key focus on developing staff awareness on FGM, prevention of extremist behaviour and grooming of young children and identifying indicators for children at risk – safeguarding all children. This year our focus will be on Social, Emotional Mental Health (SEMH) as well raising awareness of local gang culture.

The leadership at all levels is outstanding. The Senior Leadership team and all staff have high expectations of themselves and all the pupils. Evidence of this can be seen in the outcomes of our pupils across the school. We recognise the need to develop future leaders and the importance of succession planning to maintain and ensure high standards of leadership. The SLT and ELT drive for excellence can be seen through professional and effective planning and preparation of lessons and the consistent

application of policies and procedures across the school. The Extended Leadership team are Middle Leaders who take responsibility for whole school issues and key priorities. This may include the co-ordination of a subject or a particular strand of the SDP. The Extended Leadership Team brings SLT and Middle Leaders together regularly to review whole school progress against key priorities. Subject Leaders now have a common curriculum development format that they must follow as an evidence base of their work and support for colleagues.

The Inclusion Team is led by a Senior Leader who oversees all provision mapping within the school and line-manages support staff. The staffing structure is now very clear in that it utilises the best use of human resources to deliver high quality strategic leadership across the school. Leadership is highly visible at all time in the school day on gates at the beginning and end of the day and in the dinner hall every lunch time.

Leadership in school has developed an outstanding programme of CPD which sustain excellent pedagogical delivery in every classroom. The monitoring and observation cycle is rigorous and each teacher is observed every half term by members of the SLT. Performance Management is used with high impact to develop teachers and support staff to deliver the key Priorities of the school and to develop future leaders. This new leadership framework is creating a united and focussed team that drives the schools high expectations and show the commitment /dedication to provide the highest outcomes for all our learners.

We have developed the highest expectations of the quality of teaching and learning through a robust system of:

- Feedback and support which is crucial to classroom observations and is followed up by demonstration lessons or observations of colleagues to allow teachers to reflect on recommendations.
- Work scrutiny of books by Subject Leaders happens every two weeks with reports to teachers on recommendations and good practice.
- The Head teacher/SLT monitors planning weekly and subject leaders complete a planning scrutiny with a report to teachers every half term.
- Learning walks are a regular part of school life by members of the SLT.
- Professional Development Interviews for all staff each term with the Head teacher reflect on the quality of teaching and learning observed during the term.

The overall quality of teaching and learning throughout the school is now consistently good due to these changes in leadership and management

## Quality of Teaching, Learning and Assessment

### Suggested grade – Outstanding 1

The quality of teaching and learning is outstanding.

The teachers at Cleves have high expectations and deliver high outcomes for all pupils. We have really benefited from our partnership with Tollgate Teaching School. The Teachers have been ambitious to improve and to learn. They are now reflective in their practice to ensure excellent outcomes for all their children. Teachers make use of excellent tracking and assessment systems that allow them to pinpoint what the children need to do next to move their learning on. All lessons have clear objectives to accommodate the different abilities in each class. There are rigorous monitoring systems and procedures in place to ensure that the quality of teaching and learning is consistently good or better.

These are

- Weekly planning scrutiny and feedback
- Fortnightly book scrutiny and feedback
- Weekly learning walks and feedback
- Half termly pupil progress meetings
- Half termly observations with feedback and focussed training
- Weekly CPD sessions that is driven by teaching pedagogy and the key priorities of the school.

**The impact of these changes have been-**

Teachers in Cleves Primary school now have clear targets to work to in all year groups. The observation and monitoring cycle is rigorous and matched to in-house CPD focussing on pedagogy. All teachers are observed every term. These observations show the impact of the CPD with lessons improving over the term. The new planning for basic skills is evident across all year groups and this supports the continuity and progression of children's learning.

The curriculum is now being further developed by the middle leaders who are now accountable to senior leaders every 6 weeks in ELT meetings. They now provide a report which focuses on the standards in their subject and next steps, specialist provision for Music, Sports, MFL-Mandarin(October 2016) and home learning links.

Clear benchmarks are in place for each year group and pupil progress meetings happen each half term when senior leaders deconstruct data with class teachers and each child is tracked with rigor.

Teachers set homework daily for English, Maths, Reading and Foundation Subjects. This is followed up on parent evenings and in the weekly newsletter. Home learning is encouraged throughout the year in termly Science fairs, International evenings, specialised festival inter school competitions and Shakespeare week. We also have weekly coffee mornings for parents to help their children at home with their learning these range are Phonics, Writing, Numeracy and online safety.

Classroom organisation and displays are a celebration of children's work.

The children receive many opportunities to enhance their learning through

- After school/lunchtime clubs
- Educational Visits
- Into-University- programme of mentors following children from primary into university
- Every child a Musician
- Theatre groups
- Science fairs
- Virtual Learning Environments- Bug club, my maths, Make waves- Blogging
- Secondary school partnerships
- Full time Sports coach
- Residential trips for year 5 & 6

## **Assessment**

Rigorous procedures are in now place to track children's attainment and progress.

The school uses SIMS/ Pupil Tracker and collects data each term to track progression. Data is shared with all teachers to ensure they have a very strong understanding of the needs of their pupils. Teachers all have access to Pupil Tracker. SLT have been trained on Analyse School Performance (ASP) and Fischer Family Trust (FFT). Targets are shared with children and parents and regular data meetings are held with class teachers and including a focus on children at School action and Action plus. Intervention groups planning and attainment are monitored weekly by the inclusion manager and SLT. The SENCO produces an ELT report that tracks progress and attainment. Groups then are streamlined and changed to address the individual needs of the children. Moderation with other local schools is an ongoing part of CPD to ensure the accuracy of our summative and formative assessments. Pupil progress reports go to parents every half term and marking is diagnostic and it informs pupils what they need to do next to make further progress.

All children are encouraged to reflect on teachers' marking and respond in green pen to create a dialogue between the teacher and the child.

## Personal development behaviour and welfare

### Suggested grade – Outstanding 1

The behaviour and safety of the pupils is outstanding. Pupils' behaviour around school and within lessons supports this. Feedback from lesson observation, pupil, parental and staff surveys as well as the many positive comments from visitors all support this judgement

#### **Safeguarding**

Our school safeguarding file provides evidence that the school keeps up to date with changes the DfE fields to schools. As well as providing a monitoring log that the Head teacher, Chair of governors and/or link governor for safeguarding, check at least every term, it also provides evidence that is sought by Ofsted when they are carrying out a school inspection.

Included in the file is:

- A current copy of the Single Central Record and monitoring checking log
- Keeping Children Safe in Education document / Log of all staff receiving this information
- Guidance to Employees on Completing the School Staff Disqualification Declaration - all staff have completed this declaration and the form is held on their personal file in school. All new staff will be given this to complete. There is also an additional column on the Single Central Record that indicates this declaration has been completed.
- Further Guidance on Disqualification under the Childcare Act 2006 - provided by NPW
- Safeguarding information for Contractors - every contractor has to sign this form and we retain this for our records.
- Safeguarding notice for all visitors - this is given to every visitor when they check in at reception.

We now have SafeGuard online tracking in place to ensure all issues and training is updated and monitored regularly. We have termly safeguarding meetings to ensure that safeguarding remains a high priority of the school. This meeting also invites Local authority representative and family support workers who can support the families. We can also address any training issues we might need for the term ahead.

We are always monitoring our at risk and vulnerable children through the safeguarding meetings and track very carefully their progress to ensure we can close any learning gap through -

- Monitoring data- to baseline these pupils
- Benchmarking
- Pupil progress meetings every half term
- Meetings with support teachers and Learning mentor

We carry out highly effective Health and Safety risk assessments and Educational Visit risk assessments, discussing these with staff, pupils and parents. We have included safeguarding into our curriculum to develop pupils' knowledge and understanding of staying safe through our PHSE sessions and events such as online-safety day, drug awareness and SRE work. This is also supported by outside agencies such as the police who regularly visit the school and have carried out assemblies on a variety of topics such as gangs and knife crime.

The school also has effective groups for identified pupils at risk such as the nurture group and makes use of other clubs such as breakfast club. We work closely with the local police, social workers, youth offending team, Educational Welfare Officer, School Nurse and other organisations in reducing the risk of harm to pupils.

Community cohesion is at the heart of all we do and is celebrated throughout the school through our commitment and celebration of our diversity. All school events are planned and considered to reflect and include the wide spectrum of diversity within the community. Children’s religious faiths are recognised and valued through to which all our ethnic groupings attend.

We have a Parents council Friends of Cleves -that leads on ensuring we offer the highest quality of provision and practice for our community. This meets regularly and includes parents/carers that represent the wide range of diversity within our school.

We are very open to parents requests to work alongside our children in our classrooms and parents’ access is well organised to encourage parents to come in and observe the learning.

## Outcomes for pupils

### Suggested grade – Outstanding 1

<b>EYFS Data</b>	
<b>Good Level of Development</b>	<b>88.1%</b>
<b>Phonics</b>	
<b>Year 1</b>	<b>93%</b>

### **KS1**

	2015-16			2016-17		
Expected +	Target	Actual	National	Target	Actual/without HLSN	National
Reading	93	91	74	95	89.5/94.4	74
Writing	93	91	66	95	89.5/94.4	65
Maths	93	91	73	95	89.5/94.4	73

### **KS2**

	2015-16			2016-17		
Expected +	Target	Actual	National	Target	Actual/Without HLSN	National
Reading	93	94	66	95	80/85.5	71
Writing	93	92	73	95	91.5/98.2	76
EGPS	93	92	70	95	77/81.8	77
Maths	93	94	70	95	91.5/98.2	75
RWM	91	91	53	95	80/85	61

The children over time are now making accelerated progress to reach the GLD. Attainment at the end of EYFS shows an exceptional percentage of children are exceeding the national average for age related expectations. This is excellent progress given the low on entry data.

Our Raise Online has shown that trends over time at Cleves have delivered inconsistent outcomes that are significantly below national averages. This has now been halted and with a new ethos, more confident teaching, raised expectations and aspirations, we have delivered outstanding results across the whole school.

We have high expectations for the whole school population including those that are assessed against P-levels. This is analysed through CASPA and progress is assessed using B-squared and MAPP.

## **Effectiveness of Early Year's provision quality and standards**

### **Suggested grade – Outstanding 1**

Children within the early years make very rapid and sustained progress despite the majority of children coming in at below age related expectations. Groups of children are closely monitored through the use of pupil trackers, EYFS profile and clear on entry assessment. The staff have great expertise in early learning and are all focussed towards the development of key skills and school readiness. It is expected that 95% of children will leave the foundation stage at age expected development levels and that at least 33% will be exceeding expected levels of development.

From on entry into Nursery it is expected that the children will be developing key skills to achieves a Good Level of Development. The targets are that on exit from Nursery 90% will be working at age related level before entering Reception. The children and parents have support through workshops, parent meetings and an open door policy to access home school Busy Bee books that support these essential Literacy and Numeracy skills at home. This also creates an excellent relationship with the key workers and the children in the early years.

The classrooms are open and exciting learning environments with access to a newly developed outdoor area that promotes all areas of learning. The rooms provide a celebration of the children's work and support the learning at every opportunity.

The Early year's co-ordinator is developing excellent links within the Trust to develop moderation and rigorous assessment procedures.

Home visits and close on entry assessment provide a solid base to then start the individual child's learning journey through daily observations and key children. Weekly evaluations of planning and practice monitored by SLT ensure that the assessment of all children is rigorous and that no child is left behind.

Children in the EYFS are focussed and organised. They are able to access a large range of resources and are eager to join in all activities and experiences. They have excellent concentration skills from very early on have developed high levels of curiosity and excellent listening skills.

The Early Years Governor has good links with Foundation stage team about teaching and learning in Early Years. She has reported these visits to the main governing body and continues to visit regularly.

Children feel safe within the school and demonstrate excellent behaviour skills. They develop a good understanding of how to keep themselves safe and manage their own risks. The environment is encouraging this within very safe framework.

Parents are engaged at every opportunity and many go on to volunteer in the setting when their children have left. Parents receive a weekly busy bee book and termly updates on how their child is progressing and suggestions of how to help their child at home. We also offer weekly classes and workshops from the community centre in Literacy Numeracy, online-safety etc.

The EYFS achievement at the end of this year has shown the potential of all the children who start here at Cleves. The excellent management and partnerships with parents ensure that all children get the best start on their learning journey with 88% achieving a good level of development by the end of Reception. We have further aspiration to raise this to 90%

Attainment at the end of EYFS shows an exceptional percentage of children are exceeding the Early Learning Goals. This is outstanding progress considering the very low on entry data. The children enter the nursery with 60% working below the 30-50 months bracket. This outstanding progress continues at Key Stage 1.

## **Overall effectiveness :**

### **Suggested grade – Outstanding 1**

Cleves Primary school over view we believe we are outstanding in the following areas:

- Leadership and management
- Quality of Teaching and Learning and Assessment
- Personal development behaviour and welfare
- Outcomes for pupils
- Effectiveness of early years provision quality and standards

There is excellent communication and working partnerships between parents and staff to support pupil wellbeing. 95% of parents surveyed (July 2017) feel that the school is doing a good job in supporting and educating their children. We have high level of parent/community involvement across the school especially with the school parent teacher association- Friends of Cleves.

We are a very close knit learning community that is demonstrated through:

- Excellent teaching and learning
- Excellent CPD in conjunction with Tollgate Teaching School
- Excellent new and exciting curriculum that engage and involves the whole community
- Outstanding provision for children with special needs through our HLTSEN provision

The development of a clear vision and high expectations is clear to everyone that visits the school and is articulated through our 5Cs of care, commitment, consideration, courtesy and co-operation. Cleves is a school that is outstanding in all areas in conjunction with the support of the whole school community. The diversity of the area we live in is celebrated and is one of our greatest strengths and we promote our British values to celebrate us as one community. We are all able to learn together and challenge each other to be the best we can be. Community languages are represented across the school and we are fortunate that the staff also speak over 30 languages. The children speak positively about their experiences and sense of cultural identity which only enhances their learning opportunities.

The development of the new curriculum has given the children high targets to aspire to and it includes culturally inclusive units and international links with countries around the world. This gives the children enhanced learning opportunities. Cleves also has developed links with Inter-University programme that raises children's aspirations and gives those experiences of life after secondary school. The children have also taken part in summer schools that provides mentors for individual children throughout secondary school.

Friends of Cleves work in partnership with the school council and with the school and they raise money for well needed resources and support many local charities. The children have had experience in the last year working at the local food bank after collecting the food they see where and who the food goes to. They have been active in supporting and organising international food fair, Big Breakfast, Summer Fetes, Christmas winter wonderland festival and our annual Open air concert.

We have close links with all of our secondary schools in particular one secondary that supports students through week long transition programmes and Saturday school. Our children have opportunities from year 5 for residential trips and we are always part of the children's Para-Olympic Sports festivals.

### **Awards achieved in the last two years-**

- Sainsbury gold- Physical education now have 2 student sports bloggers
- Primary Sciences Quality mark -Silver award
- International schools – British council
- Second in London's Lord Mayors Quiz -2016 Pan London held in conjunction with the British Museum
- Stonewall School champion
- Kidscape – School champion -BIT kite mark for anti-Bullying
- RE award for places of worship week from Faith in schools
- Project with the Mayor of Newham-Sir Robin Wales- Democracy in schools and what it means to be British.
- Star award for Sustainable Travel