

Boleyn Federation Governing Body Report

Summer 2 2015

- Cleves Primary School

Context of the School

Leadership and Management	Executive Head Teacher - Tom Canning OBE Head Teacher - Sarah Lack Deputy Head Teachers - Jim Mc Lucas and Debbie Lakey
Number of staff	Teachers: 24 Support staff:63
Pupil Count	Number on roll: 486
New admissions:	
Pupils use English as an Additional Language (EAL)	86%
Pupils from ethnic minority groups	90%
Different languages spoken across the school	52
Pupils are at the beginning stages of English	10%
Pupils on SEN register	17%
Eligible for free school meals (FSM)	147 52.3%
Mobility from last census	23%
Children with statements	11
Supported at School Action	6%
SEN across the school	16%

Link Governors for Subject Leaders at Cleves and Cleves 2015

Governors Forum	Ms E Kemp
Training	Mrs S Chapman
Literacy /Language	Ms E Kemp / Ms A Massey-Reed
Inclusion	Mr R Herbert
Looked After Children	Mr C Douglas
Numeracy	Ms I Patel
Safer Recruitment / Safe Guarding	Mr C Douglas
Early Years	Mrs A Choolhun
RE	Ms E Kemp
ICT	Mrs A Naheed

Staffing

We have had 4 resignations for the end of term. We wish them all the best for the future.

We would like to welcome our new NQTs Danielle, Brendon, Nilesh and Raaeesa

We are also welcoming 4 teacher trainees from ELASCITT.

As part of this review the team looked at the following areas in detail

- **Quality of Teaching and Learning**
- **Leadership and management- with focus on subject and extended leadership teams**
- **Behaviour and safeguarding**
- **Outcomes for pupils**
- **Reading- pupil voice**

Quality of Teaching and Learning

17 Lessons have been observed by of both teachers and support staff by SLT

As indicated in the outcomes for Pupils, the vast majority of pupils are making expected or greater than expected progress. This high rate of progress and quality of learning is clearly evident in the scrutiny of pupils' work, learning walks and the classroom observations that are carried out as part of our rigorous self-evaluation process. Based on all the observations carried out during 2014/15 we believe that, overall, much of the teaching in all key stages and most subjects is outstanding and never less than consistently good.

The emphasis in lessons is on consistency; teachers have high expectations and set tasks that stimulates, motivate and engage students. Well-judged and effective teaching strategies successfully engage pupils in their learning. Pupils are encouraged to ask questions independently and reflect on their own learning on a regular basis.

The excellent behaviour and exceptionally high levels of attainment for the overwhelming majority of students provide further evidence of the level of challenge and engagement that is evident within the majority of lessons. In 95% of lessons observed in 2014/15 the pace and challenge of the lessons were graded as good or outstanding.

There is a strong and effective Assessment policy. Teachers are highly skilled at checking pupils' understanding in lessons and adjusting teaching and support to enable students to make strong progress.

Written work across all subjects are generally in a form that would be taught in English. Teachers ensure that marking makes it clear to students where the error lies and what the pupil must do to improve. A progression in standards of literacy across the year is clearly evident in the work of pupils.

The children have a good understanding of they need to do next and the majority of children know their key targets and what they need to work on to move their own learning forward. In all classes up to date target sheets are in all children's books for Reading, Writing, Maths and Science.

Fortnightly book scrutiny and termly moderation over the last year has seen an improvement in outcomes for all children. Presentation has improved but is still a focus for less able children. Teachers need to model handwriting for children and make sure this can be followed up possibly at home or in Homework clubs. Subject and middle leaders now have ownership of their own subject area and also monitor books and planning regularly and feeding back to staff and SLT.

Intervention groups in KS1 have shown good impact with 87% of children passing the national phonics testing this year. Teaching assistants in all classes were actively engaged in the learning of the children. In early Years the outcomes have been that 90% of children will be at the expected level for writing by the end of Reception.

Impact of SDP

Objective/Action	On target	Impact	Next steps- 2015/16 focus for SDP
1) Raising the standard of Teaching and Learning	✓	96% of lessons good-outstanding 10% above national expectations across year groups for reading writing maths.	Teaching and Learning Mastery in all curriculum areas
2) Implementation of new 2014 curriculum	✓	Teachers now all aware of new curriculum and set a challenging lessons that ensure acquisition of key skills and develop independent learning skills	Maths - New Approaches - Shanghai Maths
3) Raising attainment in Literacy and Mathematics	✓	The vast majority 70-80 % of children working at or above national expected levels in core subjects. 50% of year 6 gaining level 5 in maths and 17% gaining level 6	Assessment -Development of AFL- Whole school approach.
4) Closing the gap in attainment and achievement in identified key groups of children	✓	Gaps between FSM and non FSM in most year groups minimal however need to further work on gaps between gender	Closing the gaps

Leadership and Management

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 oppressive 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,

Leadership and management -Co-ordinators Interview July 2015

	Mathematics	Science	Computing	PSHCE	Humanities	Religious Education	Physical Education	Art
Achievement	Pupils have one formative and one summative assessment every term. We are currently still using levels this year but will move onto new assessment grades from September 2015. Books are monitored twice every half term, planning is scrutinised as well as observations, learning walks etc. There is evidence in their books, data and planning that the pupils have made very good progress across the year.	Percentages are on track for achieving expectations for year groups. Assessments are done every half term against scientific enquiry to track progress across the year. Planning and books are monitored every term and feedback is given. If there is an area for development recognised then monitoring is conducted more frequently.	Percentages of pupils on track are increasing with the new Computing curriculum. The assessment is conducted every half term using curriculum objects and the codes 1, 2 and 3 at the moment. This will easily convert into low mid and high in pupils tracker for September 2015.	Not levelled but progress is monitored through planning, evaluations and teacher interviews.	Assessed once a term using teacher assessment (the Key skills criteria). The co-ordinator looks to see if at least 60% of the children are meeting expectation levels. Books are monitored every 4 weeks into the unit and then again at the end of the unit.	The pupils are teacher assessed once a term currently using the RE Newham agreed syllabus 2011. With this criterion most children are at expected with some exceeding across the whole school. The co-ordinator also checks teachers levelling with the evidence in the pupils books to make sure that they correlate. She looks at planning and teachers are now using the Learning Outcomes in order to plan the activities and questions	Assessment procedures have now been put in place this year that enable teachers to show progress each term. This data is collected on Pupil Tracker which so far has been very successful. A new lesson plan has been created which enables teachers and others to evaluate lessons more thoroughly. The co-ordinator also liaises with the sports coach to get feedback on lessons as well.	Assessment criteria have been introduced this year using the grades emerging, expected and exceeding. Most pupils are at the expected range and boys are on par with the girls. They are assessed once a term. The co-ordinator also conducts planning and book monitoring.

						in order to support their assessment.		
Target	To put in place new assessment grades from September 2015	Moving towards the new assessment criteria for September 2015. Keeping an eye on whether KS2 will have formal SATs assessment for Science	To put in place a consistent method for monitoring pupils computing work.	Look at a more formative system measuring the objectives met rather than levelling to identify areas of strength and need for development.	In September the assessment will be changed. Data will be placed onto Pupil Tracker looking at age related expectations for that year group in line with the new national curriculum using low, mid and high.	Currently looking at revising the curriculum and its assessment with a network of teachers across the borough in order to be up and running in September 2016	For all staff to input data on Pupils Tracker each half term consistently using the new national curriculum criteria.	Working with consultant to create key skills progression across the school which will hopefully be implemented in September 2015
Teaching	There is a much higher expectation of the presentation in Maths books this year across the whole school. There is more of a challenge and evidence of differentiation which also builds on prior knowledge. There is a wider variety of activities given and across the whole school we have successfully implemented Quick Maths as well as investigation Fridays.	There is consistency in most classes with the standard of presentation and expectations. The lessons have good challenge and expectations and build on prior knowledge. Marking is sufficient and enables pupils to gain a better understanding.	As teachers are becoming more confident with the new Computing curriculum, the co-ordinator is seeing a greater standard of work being produced within lessons. Feedback is good in general.	Through teachers observations, focusing on the delivery of lesson, pupils outcomes, engagement etc. A high standard is evident	The expectations this year have been a lot higher across the board with a strong emphasis on skills. Classes develop the skills in the first lesson and then are able to apply it in the second through Literacy links.	From the planning there is evidence of challenge and high order questioning. Beginning of each unit all teachers are required to conduct a discussion which enables the children to reflect on what they know through their own experiences. The marking improves their learning as it corrects misconceptions as well and moves them forward.	Due to the support of the PE department, expectations within PE have risen in regards to the development of skills and physical ability. Pupils have been given structured lessons in order to build on prior knowledge as well as understanding cross curricular links.	Teaching has improved, especially over the last two terms as they are following a concrete model which includes focusing on an artist as well. The pupils are aware of the end product what they're working towards. They are being inspired to complete their projects.
Target	To continue to provide concrete resources, especially when using number (base ten) in order to support the learning of all pupils.	To look at how to support or CPD can be given to new staff to get them up to the expected standard of the school quicker.	Enabling teachers to put in greater challenges through projects etc.	High expectations through discussion etc however she is looking into PSHCE having two pieces of evidence for each unit. First to attain a baseline as to what the pupils know already	The next step is enabling the pupils to explore their topics more through research and generating their own questions etc. A higher use and development of drawing skills also needs to be developed - especially in	Ensuring that the new NQTs are familiar with the structure and formats of an RE lesson in Cleves. Ensure that all teachers use concrete resources whenever possible to aid learning	Continue to develop the delivery of lessons by non-specialist teachers as well as having a debrief/plenary of the lesson in order to get a better understanding of how the pupils have progressed.	The co-ordinator will need CPD sessions for staff to further develop the artistic skills of the teachers. Also, making sure that the evaluation section of the unit is thoroughly conducted.

				about the unit and then at the end a reflection on what they have learnt, to identify progress from the pupil's perspective. Also identifying how skills taught can be used in everyday life.	KS2			
Behaviour & safety	Pupils show great respect for their new Maths books with margins and presentation is good. Pupils respond to marking in order to deepen their knowledge.	Pupils show a high standard in their books and know what the expectations are. Pupils respond to marking.	Pupils use software appropriately and to a good standard and respond to both marking and peer assessment.	Pupils see the PSHCE as a lesson and show a lot of respect and courtesy for others as well as putting their point of view across without offending others.	Presentation of the books in general has increased from September. Pupils respond to marking appropriately which also challenges their thinking.	Pupils show great respect for their new RE books and presentation is good. Pupils respond to marking in order to deepen their knowledge	There has been great improvement since September in the amount of pupils who bring in their PE kit including appropriate footwear. Pupils have a greater understanding of personal hygiene and presentation even in a PE kit.	Pupils have great pride in their work with any medium they are using. They also see it as every other exercise book and make sure that the headings, learning objectives etc are presented neatly as well as their other books.
Target	Pupils to consistently use rulers wherever necessary in order to make sure that their work is stays at a high standard	KS1 pupils to respond using tick system. To continue to improve the skills of scientific diagrams across the school.	To develop e-portfolios of examples of pupils work that all teachers can access.	Possibly look into having termly debates across key stages in conjunction with the school council where pupils get the opportunity to apply skills taught in classroom setting on a wider scale.	Consistency in the pride of their work.	Ensure that KS1 use the tick system for response to marking.	The PE department are in negotiation with SLT regarding Cleves having a uniformed PE Kit that all pupils wear.	Pupils responding to marking and evaluating their end product thoroughly.

<p>Leadership & Management</p>	<p>The curriculum is extremely good with cross curricular links. Mathematics is consistently monitored via a variety of mediums by SLT in order to identify strengths and areas for development.</p>	<p>The curriculum is more engaging because the practical elements are happening more frequently within each topic. There is currently Science days each term where classes work on a project as well as individual challenges as well. Each term the co-ordinator provides an ELT report which is fed back to SLT and other colleagues. SLT also, at least once a term, also monitor books and provide action points.</p>	<p>The curriculum is extremely engaging as it is very practical. The co-ordinator feeds back to SLT identifying strength and areas for development .</p>	<p>Curriculum is flexible and covers a wide range of issues. Every Term there is an ELT meeting where the co-ordinator gets the opportunity to feed back to SLT who are also very supportive.</p>	<p>On the whole the curriculum is very engaging especially it being more or less a new curriculum since September. Through cross curricular links the pupils demonstrate their excitement for the topics taught as they are interlinked. SLT monitor books once every half term and provide feedback which gives direction as to the strengths and developments needed in the short term.</p>	<p>The curriculum is interesting for the pupils and they find it very engaging. We have a strong link with the organisation 'Faith in schools' which provide workshops for the pupils. SLT have monitored the books and were extremely impressed with the pupils work and outcomes. The co-ordinator provides ELT reports which SLT monitor and provides feedback.</p>	<p>The curriculum is very engaging as the pupils access a wider variety of sports including archery and fencing. Pupils are also accessing an enhanced-curriculum clubs and competitions such as: football, netball, funsports, dance, Tai Chi, zumba. There is also a new athletics track and football pitch made with a rubberised surface. PE is monitored through learning walks as well as every term an ELT report is handed in. The co-ordinator is then given feedback by SLT.</p>	<p>Pupils find the topics very interesting and with the cross curricular link with Humanities they are able to apply their knowledge which is great. There are also various extra-curricular activities after school such as Dance, and art club.</p>
<p>Target</p>	<p>To support development of the leadership skills for Rosie and Faieza who are now a part of the Mathematics team. To develop the Shanghai curriculum for Cleves.</p>	<p>To evaluate the new curriculum in order to make sure that all sectors are covered thoroughly. To create the secondary links within the borough</p>	<p>Creating a second session within the school timetable for all classes. To support the development of leadership skills for Rosie who is now going to be taking up the co-ordinators role.</p>	<p>Work towards delivering PSHCE CPD sessions on assessment and cross curricular links.</p>	<p>Identifying pupil voice through questionnaires /interviews of a few children across the school.</p>	<p>Looking at adapting the curriculum slightly to fit in with the new NC including working with the Literacy team to make explicit cross curricular links. Collecting evidence for the RE quality mark.</p>	<p>The development of the Gymnastic curriculum across the school for both teachers and pupils.</p>	<p>Evaluating the artist chosen to study in order to make sure there is enough appropriate resources to support the pupils learning.</p>
<p>SMSC</p>	<p>The X factor award has been a great initiative this year in promoting and celebrating pupils knowledge of their times tables. All classes are now required to have a Maths display in their classrooms which continues to celebrate the</p>	<p>Pupils have great opportunities to understand and reflect on growth and life whether looking at habitats and the effects on the environment or the human body. Pupils</p>	<p>There is a lot of emphasis all the way through the curriculum in regards to e-safety. Within every unit pupils are reminded of the general rules as well as those specific to certain</p>	<p>Currently working with the Deputy Head of Inclusion looking, they are looking at the impact/correlation of PSHCE lesson and the amount of pupils receiving</p>	<p>There is a greater understanding by the pupils of how the past has influence the presence. E.g. the year 4s looking at the industrial revolution and the working condition etc. With the new curriculum</p>	<p>There is mutual respect for religious and non-religious individuals. They feel safe to participate in discussions etc. Pupils also take part in RE conferences and festivity days. We promote giving</p>	<p>There are links within the curriculum to religious/cultural traditions and festivals such as dance with a Divali theme etc. There is a strong emphasis on teamwork skills as well as build confidence and</p>	<p>We have Art links within various subjects. Pupils are entered into competitions; work is celebrated and displayed all around the school. Pupils have an opportunity to understand</p>

	history and understanding of Maths including systems used in other countries across the world.	also get the opportunity to participate in nurturing nature through planting and observations etc. They take part in theme weeks such as recycling week where they understand the cross curricular links with materials and the environment etc	topics such as photography. The pupils and staff sign an agreement at the beginning of every year in order to be within the guidelines and policies of the school which is easily accessible on the school website as well.	timeout. SMSC areas in each class. Monitoring specialised events/workshops such as the British values assembly with the Mayor.	having a heavier focus on British history its enabling the pupils to gain a better understanding about Britain.	to others and raise money for charities including food banks. There is also a reflection display in each classroom.	communication. The pupils are also beginning to understand the importance of healthy eating and how that relates to a healthy mind body and soul. PE is also now being celebrated in assemblies with the 'Sports award'.	symbolic meaning from a variety of cultures.
Target	To continue to provide problem solving lessons that relate to real life scenarios in order for pupils to gain a better understanding of how and where Maths is used.	To develop a Science garden within the school that pupils can access as a part of lessons and or/clubs etc	To identify links within the wider community where pupils can gain a greater understanding of how computing is applied in real life.	Working towards identifying clusters that may need further specialised units and workshops to help modify behaviour	Geography needs to have further links through field trips and observation in London not just Newham especially for KS2.	Creating a festivity day for each of the major religions within our school community. Ensuring that each year group visits a place of worship at least once a year as a part of the curriculum.	We are currently working towards achieving the Sainsbury's Gold Award for sports which emphasises the achievement of this area within the school. This also includes links with the wider community.	To incorporate more artwork from different cultures etc through projects. Especially as a way to entice new pupils ,from abroad, a chance to share their cultural experiences.

Behaviour and Safeguarding

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.

- Racist incidents: 0
- Incidents of reported bullying: 0
- E-safety incidents: 0
- Exclusions: 0
- Looked After Children: 1
- CIN: 9
- CP:4
- Attendance: 96%

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 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.

Outcomes for Pupil 2015

Percentage of pupils achieving a good level of development				
	Cohort	Sch	Nat	
Gender	All Pupils 2104	59	81	61
	2015	59	84	
	Male 2014	39	79	53
	2015		78	
	Female 2014	20	85	69
FSM	2015		92	
	FSM 2014	22	77	45
	2015(18)		67	
	Non FSM 2014	37	84	64
	2015(41)		95	

Key stage 1 Phonics Results

	2012	2013	2014	2015
Year 1	80%	50%	83%	87%
Year 2		71%	78%	94%
Year 1 and 2 combined		61%	82%	90%

KS1 Clevs 2014-2015

	2015	2014	2015	2014	2015	2014	2015	2014
	2c+		2b+		2a+		3+	

Reading	School	93	91	84	86	62	56	35	30
	National 2014	90		81		57		31	
Writing	School	93	91	79	79	50	42	30	25
	National 2014	86		70		39		16	
Maths	School	94	93	86	86	50	56	35	25
	National 2014	92		80		53		24	
Science	School	91	94					37	39
KS2		4+			5+			6	
	2012	2013	2014	2015	2012	2013	2014	2015	2015
Reading	83	64	91	92	36	15	30	38	
Writing	81	69	91(TA)	92	26	19	32(TA)	40	3
GPS		59	79	90			61	82	17
Maths	79	71	93	92	23	22	32	50	13
Science	78	69	91(TA)	91	26	3	37(TA)	43	6

Reading Monitoring Report

Based on Interviews and reading with 8 children in years 3 - 6

Enjoyment

Children clearly enjoyed reading and they were able to explain to me their favourite types of stories. The children spend lots of their free time reading and enjoy going to the library to choose a range of books.

Some of the children said they love reading as they can find new things out and learn new facts.
"Adventurous Fiction"

"Books where I can find out lots of new facts"

"I like stories from the past"

"My favourite books are long novels because I can read them for a long time and they help with my story writing"

Knowledge of books and individual authors

During our discussion we talked about the children's favourite books and authors. Children were able to list a variety of authors and explain why they liked them. When asked how they found out about new authors, the majority of children answered that this came from school. They explained that the teacher in the class makes a display, which shows a new author and has a range of books to choose from. One child explained that they like to look at other books by the authors the teacher has introduced into their literacy lessons. She explained that she tries to find other stories by the same author they are studying in class. "Ted Hughes - The Dream Fighter/Tale about whales. I find these stories fascinating and magical"

"Roald Dahl - My favourite is the magic finger. I wish I could make magic"

"William Shakespeare - I like that his stories have similar themes of betrayal and love"

"Michael Morpurgo - Private Peaceful. I like books about the war"

"Jeremy Strong as his stories are humorous and he uses his own life experiences"

Understanding: literal and inferential comprehension

While reading with each child individually we discussed strategies that they can use when approaching an unknown word. Children had great knowledge of a range of strategies, which they can use to support them. All the children were reading level appropriate texts and were able to answer a range of literal and inferential questions by referring to the text. They were able to show high-order reading skills by discussing the style the author wrote in and talking about themes, particularly the older children. "Look in the dictionary"

"Use your phonics and sound out the word"

"Read the whole sentence to check the word makes sense or if you can work out the word from the sentence"

"Break the word up into syllables"

"I try to find the root word to help me"

Support from school and home

The children all explained that they get lots of support for reading at school. They explained that they read lots of books in lessons and read every day during guided reading. We discussed other times when the children read and they mentioned enjoying Bug club where they can read on their I-pad but be asked questions at the same time. Some children said they read to their parents at home. The children have a reading record where they record all the books they have been reading and their teacher then checks this.

Teaching, expectations and the school's reading culture

At school the children explained that they read in most subjects, not just Literacy. They know they are expected to read every day at home and realise the more they practise, the better progress they will make. When asked about their progression, the children said that they have targets, which they work on with their teacher during the week in guided reading and these are kept in their books. They told me how their teachers send home reports for their parents so they know their levels and whether they are getting better with their reading.

A common theme the children need to target is slowing down when reading. They explained that the teacher asks them lots of questions to make sure they have understood what they have read. "I like going to other classes to see who their author of the month is"

"I like that I can find out in other lessons information by using books"

"Reading helps me with other lessons like History"