



CHARLES DICKENS PRIMARY SCHOOL LEADERSHIP TEAM'S SUMMARY
- SCHOOL EVALUATION REPORT TO GOVERNORS. JULY 2019

SELF-EVALUATION — OVERVIEW

Area	Grade			
	<i>Outstanding</i>	<i>Good</i>	<i>Requires improvement</i>	<i>Inadequate</i>
Outcomes	✓			
Personal Development Behaviour and Welfare	✓			
Teaching learning and Assessment	✓			
Leadership & Management	✓			
EYFS	✓			
Overall effectiveness	✓			

Notes relating to summer term 2019 as updates on previous - are coloured red



THE LEADERSHIP AND MANAGEMENT OF THE SCHOOL

LEADERSHIP TEAM'S SCHOOL EVALUATION REPORT TO GOVERNORS - JULY

2019

SCHOOL CONTEXT

	July2019
Number on roll	481 (477 as of Feb)
PPG (currently) - Years 1 - 6	38% (31%)
% pupils SEND	15% (17.9%) 13.9% including

	July 2019
Total Number of Pupils Eligible (and aged 5 or over) as July 2019	166 (148)
Amount of Pupil to be received per pupil	£1320
Total Predicted Pupil Premium budget for 2019/20	£206,773
Total Number of 3 and 4 Year old eligible as of January 2019 for EYFS PP funding	to be confirmed
Amount per child for EYFS PP funding	£300

CURRENT NUMBERS

Number per year group	Nursery 1	NURSERY 2	R	1	2	3	4	5	6
NUMBER	25	36	61	60	60	60	61	59	59

2017/18 AVERAGE NUMBERS FOR COMPARISON - AS PER RAISE ON LINE

Number on roll	Nursery	R	Y1	Y2	Y3	Y4	Y5	Y6
	44	60	60	60	60	60	60	43

i. Quality of teaching for all			
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	RAG and broad evaluation
For all pupils to make at least expected progress in maths.	Consistent use of maths no-problem with whole school resources	Weekly obs and book monitoring	Effective so to continue with increased training support for teachers and approach for Yr R.
Pupils will leave the school with higher levels of spoken and written language (Not just subject specific technical language)	Spelling and Grammar lessons through whole school nelson scheme - linked whole learning	book looks and spelling tests Termly grammar assessments in Year 5 and 6.	Effective and to continue
We want children to leave our school with strong fine motors skills that does not prevent them from achieving at least the expected standard in writing.	All pupils from EYFS to Year 6 to use Nelson Handwriting schemes and books.	Obs and book monitoring	Handwriting improved in most year groups - current Year 4 and R and extra focus and plan for those with poor handwriting
Improve reading outcomes from Years One to Six.	Each class to use high quality Guided reading textbooks created by Charles Dickens School.	At least one formal observation of each class teach. Termly book looks Termly whole school data analysis and pupil	Revision of the books to improve the quality of questions, focus on vocabulary and scaffolds to learning in 2019/20. Additional focus on reading aloud and reading for pleasure
To ensure high quality catch up groups take place throughout the school.	Updated: Spring 2019 - change of support SLT supporting in Year 2 HLTA supporting in maths in years 4-6. TA in year3. TA - supporting in reading in 4 - 6	Termly pupil progress meetings. Monitoring of class data by SLT. Half termly formal and informal class observations.	Effective and to continue with support for Year 3 .
School to build upon the successes of children's home life and to ensure that there is clear communication between home and school.	Each pupil to use a Home-school book to ensure regular communication.	Daily by the class teacher	Revising of this booklet for 2019/20 to promote greater engagement and collating other learning resources and reduce costs.
		Total budgeted cost: £38120	5

Leadership

Other approaches			
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	RAG
To ensure that home life does not have a negative impact on pupil's attainment and the amount of progress they make.	Early help manager -50% focus on vulnerable pupils and families. 0.2 of Family Support worker focus on home visits and mentoring individual children.	Weekly feedback is shared in safeguarding meetings. Termly pupil progress meetings.	Effective but additional capacity required - full time role from Sept 2019.
To ensure social and emotional issues do not prevent pupils from making at least expected progress in all subjects.	ELSA - 0.5 day to supporting pupil premium children with social and emotional issues which are barriers.	These pupil's progress will be monitored during half termly book looks, termly observations and termly data analysis.	Role to be transferred to TA to allow HLTA focus on Speech and Language
To ensure all pupil premium children gain GLD by the end of the year.	Early Years pupils to have high quality teaching input specific to them.	*The ELSA will give feedback to teachers after each ELSA session	Focus on curriculum in 2019/2020, DHT support and unpicking of EY leadership to build capacity .
To improve writing outcomes for Year 6 pupils and ensure every pupil premium child makes at least expected progress.	Year 6 pupils to benefit from an extra teacher.		Effective and continue - EEF class size reduction research
To improve reading outcomes in Key Stage one and ensure every pupil premium child makes at least expected progress.	HLTA with experience of leading phonic interventions to work across the phase completing 1:1 reading on a daily basis.		Effective and to continue
To ensure higher attaining children experience stretch in maths which allows continued progress.	To use inspire maths books for pupils who need additional challenge.		Effective for years 2/3. Extension to be revised for years 4 -6
To improve cultural capital of our pupil premium children. (Years one, two, four)	To ensure PP children have access to Chinese dance and Mandarin lessons.	Weekly observations by the class teacher. 1/2 termly observations and quality assurance by our	Dance less successful than Mandarin so adjustments for 2020.
Total budgeted spend: £175,980			

PUPIL PREMIUM PLUS EXPENDITURE

- Expected amount per child £1900 but some LAs top slice some of this.
- Current total number of Looked After Children = 8 (one pupils left area for long term foster placement and one existing pupil confirmed as previously in long term foster care - no paperwork)

This term, provision for LAC support has been the LAC children in the following ways:

- 2 pupils receiving SENCo and Specialist TA support in PM session.
- Increasing emotional support for children who have experienced trauma
- Additional intervention groups such as phonics, lego therapy, social skills, ELSA,
- Mentoring by an adult to support their emotional needs.
- Assessments with Pascale Mather-Educational Psychologist.
- Facilitated play at lunchtimes

Evaluation:

- Majority of LAC on the SEND register and progress tracked through learning plans.
- Ongoing communication with carline, social services and parents is key to adapting the support
- Most progress is strong however 2/8 pupils not on track - support for teachers and TAs and seeing alternative placements

LONDON SOUTH TEACHING SCHOOL ALLIANCE - UPDATE

Updates from previous next steps and general updates

- The LSTSA is on track to complete all the planned projects this year including 'All the World's a Stage', Autism Research, Dialogic Teaching, Peer Review and a wide range of teacher national professional qualifications
- membership is now over 30 schools paying an annual fee
- Rebranding and website complete
- Employment of a programme manager to increase capacity - However new 'Deputy Director needed to replace outgoing assistant director and support further needs for increased capacity.
- Identification of NLEs and equivalent to support schools who are RI or eligible for DFE funding - Cassie supported 2 schools
- Successful bid to become the hub school for dissemination of DFE workload toolkit - Jemima Rhys Evans led on this across the south east region
- Special School and mainstream project completed (Spa school and CDPS) has begun to improve practice in both schools and share learning
- Continuation of support for Knowsley - 2 schools as part of DFE project to raise standards in English and Maths - Headteacher + subject leads - funding for 12 days in 2019/20 confirmed
- Leading a mentally healthy school completed - led by Michael and John Ivens will continue into 2019/20
- Wide range of SLEs have been used across the alliance
- Challenge the Gap project in Northampton has begun for MAT



SCHOOL DEVELOPMENT PLAN 2018 - 2019-SECTION 1 'LEADERSHIP AND MANAGEMENT'

Leadership

Objectives	What will this look like when achieved? (AP : Action Plan)	RAG	Explanation
To improve the school's financial sustainability	1. 'in year' surplus at the end of the financial year (2018/19)	Green	The school closed out with a healthy surplus both in year and c/f. For 2019/201, the budget versus actual is still showing a projected budget surplus. There is foreseen reductions in high needs fundings and increases in both support staff pay scales and teachers pensions (the latter only partly cover by a teachers pay grant) so budget is being closely monitoring
Development of subject coordinators to lead the effective introduction of subject based assessment, an enhanced curriculum and support for planning and resourcing	1. each subject leader has produced the knowledge organisers, assessments and can demonstrate evidence of their impact on the improvement in the quality of teaching and learning of their subject following from monitoring in lesson observations, book looks and professional conversations	Green	Additional planning support and resourcing has been put in place for English (writing) , Reading and Maths and there have been associated improvements in ensuring appropriate challenge (maths) and clearer sequences of learning (English). Other subject leaders have been very well supported to understand and develop 'knowledge organisers. Curriculum development for humanities are being piloted by DHT academic to build in progress - new leaders are being sought for Sept 2020 for RE and Geography
Completion of improvements to external play and learning spaces	1. Installation of play equipment in courtyard, green landscaping of EYFS and East boundary and development of plans to repurpose the classroom based in garden	Green	Landscape architects engaged, survey completed and master plan completed and quotes sought. Barrier to full landscape will be funding - focus on development of courtyard and nursery space. Awaiting quote review by PTA prior to engagement
Development of new business team to ensure increased efficiency and effectiveness	1. Good or better audit outcomes in summer 2019 for HR and Finance. Reduced administration costs.	Orange	Admin costs reduced and the capacity of the team has significantly improved following finance audit. New additional financial advisory support in place from Strictly Education and new HR contract signed. HR audit 1 completed an another booked for September 2020 - no notable weaknesses in HR systems noted to date.
Strengthening the capacity of the leadership team to drive further improvements in teaching and learning through coaching .	1. All leadership team trained and confidently using coaching which are leading to regular improvements in children's learning (as seen in observations and children's books) . Additional assistant headteacher appointed allowing all leaders greater capacity to work with other schools	Green	All teachers have a coach and all SLT received instruction on coaching approach . New structures introduced to phase meetings to ensure review of books and planning for improvements. SLT coaching focus on leadership of others. New middle leaders appointed (SENCo and Reading lead) to increase distribution. Review of señor teachers agreed for Sept 2020 to provide greater capacity and opportunity

STRENGTHS (NEW)

- Robust yet supportive performance management system – teaching and its impact on learning is evaluated formally by the SLT each term via lesson observations, 2 formal book looks, learning walks and pupil progress meetings. which is adapting based on evidence of what works
- Increase in developmental support via weekly observations and book reviews or coaching meetings - improvements through small incremental steps. Professional development - linked to school improvement plan and based on engagement in research and national agendas
- SLT performing very well in terms of impact - demonstrating capacity to develop leaders as well as encouraging innovation. **HT supporting 4 schools in other regions through NLE type work and DHT and AHT supporting groups of schools via SLE work.**
- Strong succession planning through development of teachers, subject leaders, middle leaders and administrative staff - combination of clear culture, structures and professional development systems,
- Staff wellbeing audited and actions swiftly taken to support further improvements including the development of a staff wellbeing offer - reviewed again via a staff survey in July 2019
- **Lead school in the LSTSA and Research School (NEW) - engaging with over 80 schools on a consistent basis as well as running national training programmes (NPQs, BAME leadership, Well being leadership) as well as school to school support and innovation - see pages on London South Teaching School Alliance and Research School**
- EYFS is very well led and consequently standards are continuing to rise as seen in books and lesson observations. Both nursery classes are over-subscribed based on local knowledge and pupils are well prepared for the next stage of their education into KS1 supported by improving balance of teacher led v child led learning.
- Effective approach (Three tier system) to pastoral care and teaching social skills which has seen behaviour improve and pupils speak more confidently about their feelings leading to national and international recognition.
- Sharp and focused School Improvement Plans , identifying the many strengths at the school and providing a perceptive view of areas for further improvement adjusted each year
- Communication with parents is frequent and effective-- a weekly newsletter, school and class blogs, twitter, instagram and texting and survey informs school improvement plan
- Governors – strong blend of skills and experience – in addition to statutory duties of support and challenge, work strategically on several areas of school improvement including improving financial health, pastoral care and building development.
- Broad and balanced knowledge based curriculum focused on progression and generic and academic vocabulary acquisition and confidence with significant wider partnerships and projects as well as excellent and developing arts provision. led by specialist teachers.
- Safeguarding is effective - further strengthened by enlarged safeguarding team and links to risk groups (SEND< LAC)
- By the time pupils are in Year 6, the gap between PPG and national other has closed and PPG attainment and progress exceeds that of national non ppg as result of quality first teaching and effective interventions - showing very effective use of the pupil premium funding. Progress for PPG pupils in KS1(from EYFS) is also strong, particularly for lower attaining pupils.

WEAKNESSES

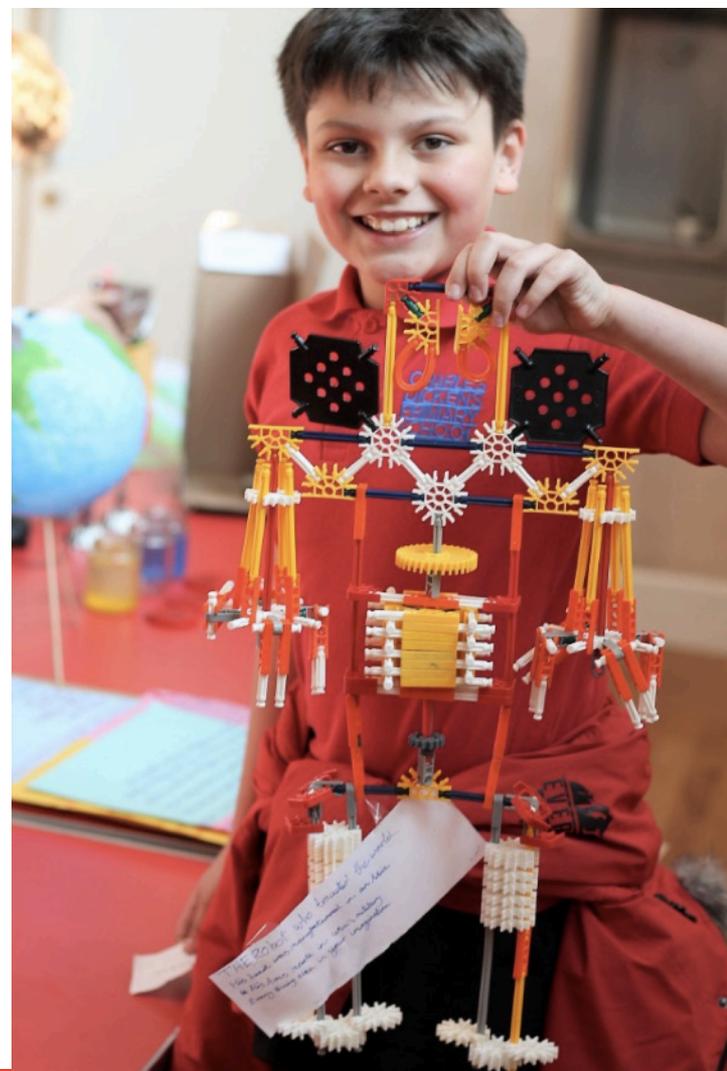
- significant improvements in business team including systems for finance and HR not yet embedded due to staff turnover

Area	Grade
Leadership & Management	Outstanding ✓

THE OUTCOMES OF PUPILS AT THE SCHOOL

Leadership Team's Report to Governors

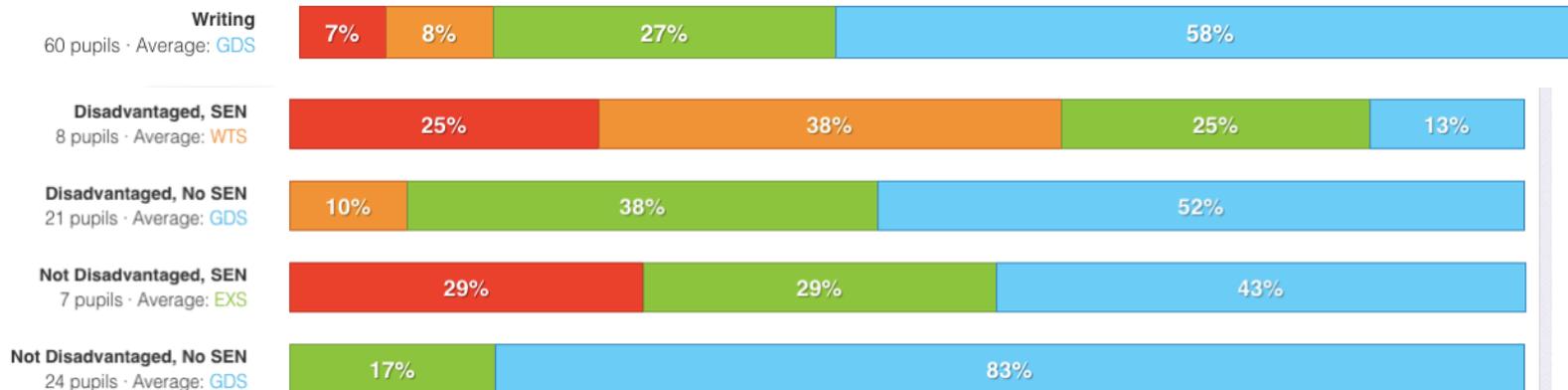
July 2019



KS2 OUTCOMES - WRITING

Outcomes

Legend ■ Below expectation ■ Almost inline with expectation ■ Inline with expectation ■ Above expectation ■ No data



Key Groups Summary for 2018–2019 Summer-2 Writing SAT
Filtered to: Pupils in Year 6

Year 6	Pupils	Average attainment	Progress through year	At or above expectation
All Pupils	60	GDS		51 of 60 — 85%
Boys	30	GDS		25 of 30 — 83%
Girls	30	GDS		26 of 30 — 87%
Pupil Premium	29	EXS		22 of 29 — 76%
Not Pupil Premium	31	GDS		29 of 31 — 94%
EAL	23	GDS		19 of 23 — 83%
Not EAL	37	GDS		32 of 37 — 86%
No SEN	45	GDS		43 of 45 — 96%
SEN Support	13	EXS		8 of 13 — 62%
EHC Plan	2	PK6		0 of 2 — 0%
High Attainers	22	GDS		22 of 22 — 100%
Middle Attainers	29	EXS		26 of 29 — 90%
Low Attainers	6	PK6		0 of 6 — 0%
Unknown Prior Attainment	3	GDS		3 of 3 — 100%

KS2 OUTCOMES - OUTCOMES

Outcomes

	Expected Standard				High Standard			
	% Estimated	% actual	Difference	Gap	% Estimated	% actual	Difference	Gap
Reading	84%	90%	6%	3.2	29%	45%	16%	9.1
Writing	83%	85%	2%	1.442623	24%	59%	35%	20.22951
Maths	84%	90%	6%	3.2	29%	50%	21%	12
RWM combined	83%	84%	1%	0.491803	24%	28%	4%	2.163934

1) % estimated only calculated for pupils with KS1 prior attainment

2) % actual requires KS2 results to be entered on Pupil VA calculator tab

3) Gap is the difference expressed as a number of pupils

4) Pupils with writing estimates of 100+ are treated as 'estimated to achieve EXS', whereas the actual EXS score is 103+. This is due to very low estimates if based on 103+ threshold

	Reading	Writing	Maths
Pupil Count	58	58	58
Confidence Interval	1.54	1.48	1.40
Upper CI	3.64	4.13	3.82
Lower CI	0.56	1.18	1.03
Unadjusted School VA Score	2.10	2.65	2.43
Significance (unadjusted)	Sig+	Sig+	Sig+
Upper CI	3.66	4.13	3.82
Lower CI	0.58	1.18	1.03
Adjusted School VA Score	2.12	2.65	2.43
Significance (adjusted)	Sig+	Sig+	Sig+

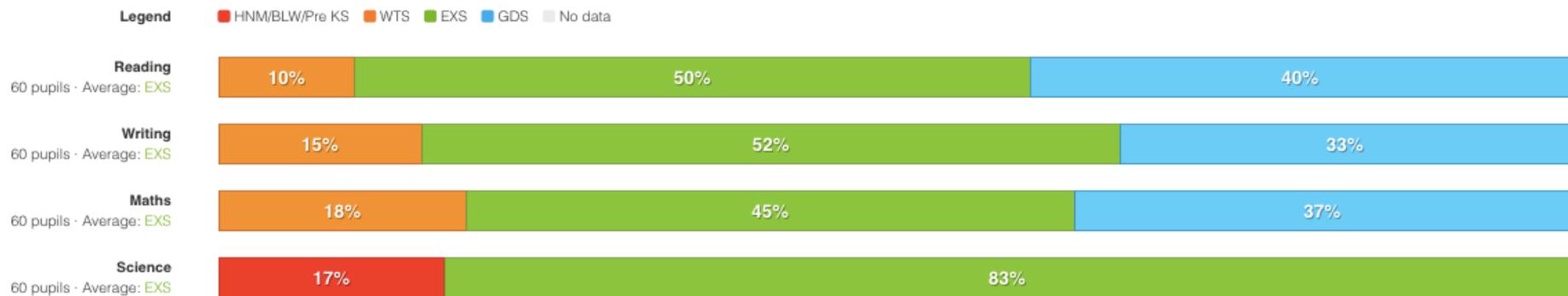
KS2 OUTCOMES - OUTCOMES

Progress of groups				
	Pupils	Reading	Writing	Maths
All Pupils	60	2.10	2.65	2.43
Male	30	0.73	1.74	3.26
Female	28	3.57	3.63	1.54
Pupil Premium	28	3.04	2.01	2.02
Non Pupil Premium	30	1.22	3.25	2.80
SEN EHCP	2	0.36	-9.46	-11.65
SEN Support	13	0.74	-0.29	-0.15
Not SEN	43	2.59	4.10	3.86
EAL	0	#DIV/0!	#DIV/0!	#DIV/0!
Non EAL	0	#DIV/0!	#DIV/0!	#DIV/0!
LAP	6	-0.87	-7.94	-5.75
MAP	29	3.88	4.70	3.69
HAP	23	0.63	2.83	2.97
NB: Pupil count is number of pupils included in progress measures				

- Breakdown of progress of groups reveals that pupils who have SEND made limited measurable progress as there was a ceiling on attainment in pre-key stage outcomes. There is overlap between the pupils who were LAP and the pupils who have SEND.
- Boys - a small number of boys who were prior high attaining and did not achieve greater depth by 1 or 2 marks. This was unexpected. The cohort also contains 4 boys with SEND needs
- We are submitting a number of tests for remarking so there results are not yet final .

KS1 OUTCOMES - YR 2

Outcomes



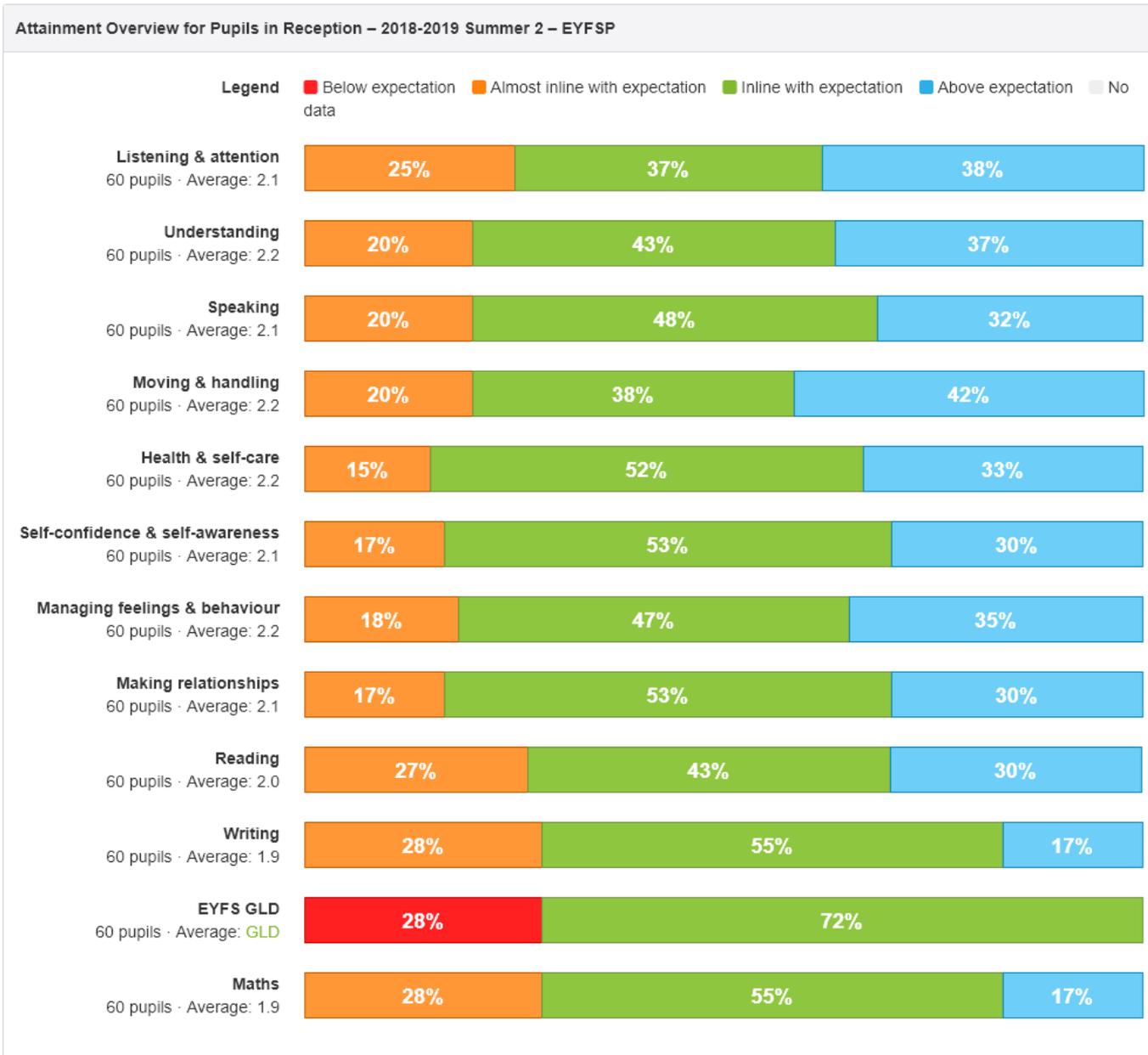
KS1 OUTCOMES - YR 1 PHONICS



4/5 children who retook the phonics screener in Year 2 also met the expected standard

EYFS OUTCOMES - GOOD LEVEL OF DEVELOPMENT

Outcomes



SCHOOL DEVELOPMENT PLAN 2018 - 2019-SECTION 2 'OUTCOMES'

	Objectives	What will this look like when achieved? (AP : Action Plan)	RAG	Explanation
1	Priority year groups - Year 3 - increasing evidence of progress in core subjects and improvement in transition.	<ol style="list-style-type: none"> Pupils' focus, tenacity and resilience demonstrate significant improvement in lessons and books if previously not age appropriate. Greater % of pupils at age expected level. Greater % of pupils at GDS The vast majority of pupils stay on track with attainment level or improve their attainment. 	Yellow	<ol style="list-style-type: none"> significant improvement in writing - some inconsistencies between classes but this gap has closed mostly over the summer. not achieved in writing . Net increase of 3 pupils in writing but not reading or maths <p>Staffing changed to support improvements and pupils did make accelerated progress in the summer term but not enough to secure the levels that were so fragile in KS1 outcomes. Staff teams adjusted for 2019/20 to accelerate progress for this cohort.</p>
2	Year 4 pupils achieving above national average in optional lower KS2 timetables checkpoint	<ol style="list-style-type: none"> School opting into timetables screening and all pupils performing well following effective preparation. (see maths AP) 	Red	<p>57 % pass mark - practising throughout the year, building it in , not a significant difference between the two classes . Pupils did not cope well with timings for each question rather than overall . Better test preparation for formal launch and ongoing support for teaching of curriculum - Maths lead moved into Yr 4 for 2019/20.</p>
3	Priority whole school groups – progress of SEND pupils	<ol style="list-style-type: none"> Progress of SEND pupils through improved challenge and support. (see SEND AP , English, creative arts and maths action AP) 	Green	<p>Improved target setting and planning in place. Pupils with SEND making strong progression core subjects where they are able to access the curriculum with adult support and some progress has been hugely accelerated. The use of scaffolds has been hugely successful where this is taking place. Strong progress in physical development seen and confirmed by external physio support. Strong progress with language targets confirmed by SALT..</p> <p>New tracking system being trialled (from Cherry Garden Special school) to track pupils who are below year group expectations and making very small steps.</p>
	Priority whole school groups – progress of high prior attaining pupils	% of pupils at GDS to be sustained and improved upon in each year group.	Green	% GDS generally sustained across the year groups but generally sustained and built upon in most years - variability occurring in year 3/4 as pupils progress isn't linear in short term. Ongoing refinement of the maths tests to assess GDS and building of strength in year 3/4 team.
4	Non- negotiable pupil attainment and progress targets for all year groups	<p>Targets of above average attainment in statutory tests and improvements in % of pupils at EXS and GDS (or exceeding) from previous checkpoint</p> <p>% attainment above previous year in each subject for years 1, 3,4,5,</p>	Green	<p>Strong outcomes for Years 1,2, 5 and 6 (only writing assessed for Yr 6 by school)</p> <p>Outcomes in Year 3 and 4 more variable (exs to just below borderline) when compared to KS1 outcomes for these cohorts masking some very strong progress for individual classes and groups. No overall concerns</p> <p>EYFS outcomes strong given starting points of children on entry (cohort had larger numbers of pupils with SEND than in previous years)</p>

SELF EVALUATION OF OUTCOMES

Area	Grade	
	Outstanding	Notes to explain outstanding judgement
<i>Levels of attainment (end of KS)</i>	✓	<ul style="list-style-type: none"> • KS1 outcomes - strong in 2019 given cohort - GDS and overall progress from EYFS. • Phonics well above previous averages. • KS2 writing outcomes strong for GDS and above average for writing (high number of SEND) • EYFS is in line with national 2018 data - baseline many pupils below typical on entry. • Boys and girls do equally well at KS1 . • Books show strong progress in reading and maths
<i>Historic progress</i>	✓	✓ 3 year trend in all key stages and subjects
<i>Progress of current pupils</i>	✓	<p>Published progress data shows a strong picture in all subjects, particularly maths and writing (year 3/ 4 mixed but improving with planing support in year 4 and additional support in year 3 to support teacher new to year 3) and non core subjects such as music, french and art.</p> <p>Year 5/6 particularly strong evidence of science and humanities progress in books. Year 1/2 strong evidence of humanities knowledge across the term. Year 3 and 4 significant improvement in progress in humanities seen in history ,</p>
<i>Overall judgement</i>	✓	



SEND AND INCLUSION

LEADERSHIP TEAM'S SCHOOL EVALUATION REPORT TO GOVERNORS -
JULY 2019

SEND - OVERVIEW OF NEED ACROSS THE SCHOOL

SEN Status	Total pupils (changes for autumn in brackets)	Percentage of whole school
E - Education, Health & Care Plan	11 (-1)	2.6%
K - SEN Support	52 (-11)	12.3% (-3)
SEN	63	15%

Overlap _ SEND and vulnerable pupils

% SEND who are also vulnerable = 30.1 (-15)%

%SEND who are also PP = 50% (-2)

30 vulnerable pupils in total (-2)

% SEND who are also LAC 6.3%

(Brackets represent % change since Feb 2019)

Primary SEN Type	Total Numbers of Pupils (Nov total in brackets)
Autism Spectrum Disorder (ASD)	17 (13)
Hearing Impairment (HI)	1
Social Emotional and Mental Health (SEMH)	8 (10)
Specific Learning Difficulties (SPLD)	28 (33)
Speech, Language and Communication (SLCN)	12 (15)
Moderate learning difficulty (new category)	1 (previously physical and sensory as primary need not confined)

SEND - OVERVIEW OF NEED ACROSS THE SCHOOL

SEND

Children with SEND by Year Group

Year Group	Total as of Nov 2018	Total - Feb 2019	Total – June 19	% SEND of Total Yr group
Nursery	4	4	4	11%
Reception	9	9	7	11%
Year 1	11	11	8	13%
Year 2	5	4	3	5%
Year 3	10	11	10	16%
Year 4	11	11	8	13%
Year 5	17	16	14	23%
Year 6	10	10	9	15%
Totals	77	75	63	

Analysis

Since the last report there is a decrease of two children who have been removed from our SEND register and who now no longer our second wave of SEND.

SCHOOL DEVELOPMENT PLAN 2018 - 2019 - SEND

Objectives for 2018/19	What will this look like when achieved? (AP : Action Plan)	RAG	Explanationa
1.Improved parent and pupil engagement in SEND planning and evaluation	1.Parent feedback from annual SEND questionnaire and learning reviews is positive and improved from 2017/18 - coffee morning and SEND Parent groups working positively		<ul style="list-style-type: none"> • Termly review meetings with parents and the SENCo. However going forwards this will be more teacher led. • -Coffee mornings and training for parents are continuing to happen and have now been enhance to include two other local schools. • -Learning plans have been enhanced and are now more detailed, specific and demonstrate progress within levels. • -Parents use electronic sign up system so they choose an appointment time that suits them. Learning plans link up with termly reports.
Improved engagement with local and national offer for SEND	1.School establishes positive links with local autism parent and dyslexia groups		<ul style="list-style-type: none"> • Created our own local offer and have engaged local primary schools. – used the majority of the local offer that Southwark has in place. • --Linked up with Bloomfield learning centre to support children with dyslexia. We have referred three children to them. Links with Spa School to exchange knowledge of developing a curriculum with children with autism.
Development of part time specialist provision for pupils with EHC plans	1.All pupils with EHC plans make effective progress academically and with EHC targets. Pupil and parent feedback is positive		<ul style="list-style-type: none"> • The specialist provision is happening daily. The children enjoy the classes which focus on specific skills which help them develop beyond academic progress. The children are all making accelerated progress within their learning plans. • Impact : support staff are able to run a huge number of interventions focusing on key development points for children as recommended by professionals. e..g MEEMO, Lego therapy, ELSA, fine motor skills, dyslexia groups, OT groups, reading groups using evidence based approaches.
Improved support for pupils with dyslexic barriers to learning	1.Effective use of NESSY learning package alongside guided reading interventions supports good or better progress for all pupils with dyslexia in reading and writing.		<ul style="list-style-type: none"> •-We use Nessy online software to screen and provide follow up support for pupils with dyslexia. -Groups are carried out 2-3 times a week based upon recommendations. •-Links with Bloomfield (see above)

SEND OVERALL EVALUATION

STRENGTHS

- **Progress** - Book looks show that differentiation and support for SEND pupils is strong across the school on average -differentiation is far more evident in planning and book looks. **All children (bar one) on private SALT workload have made excellent progress against their targets through the provision in class and sessions run by school staff.** – supporting planning for and measuring smallest steps of progress for pupils with SEND by teachers - strong evidence of accurate assessment, gaps analysis and strategically chosen next steps
- **Joint working** - The autism project run by Spa school has allowed CD to benefit from enhanced support for children with autism and adapt how the curriculum is presented to pupils with SEND.
- **Evidence Informed Practice** SENCo and Y1 teacher have completed an autism research project with London South Teaching School Alliance. - findings led to developing excellent practice using augmented language stimulation developed to support developing expressive language
- **Developing the Local Offer** - Ongoing building of links built between Friars and Charlotte Sharman and extensive offer of coffee morning on a range of SEND needs for the summer term with excellent feedback. We also continue to offer a placement of one day a week for a child from Beormund School who requires transitional support into mainstream school.
- **Specialist provision** - Satellite provision identified by autism support team to be having a significant impact on pupils involved with autism support. - Increased involvement of LA autism support team, training support staff in school working with children with a diagnosis of ASD .Since June 2019, this provision how now been expanded to accommodate children with more sensory and SEMH needs.
- **Training** - All support staff have received training on supporting autism through Southwark. A private physio and OT have visited the school again where they have assessed children and quality the provisions currently in place to support children with OT needs.. All support staff had training on supporting children to use TEACCH, colourful semantics, learning plans, tracking progress, learning plan review meetings.
- **Early Intervention** Speech and Language has been delivered throughout the EYFS and groups have been put in place to support these children. Makaton has been introduced to all of the early years staff and this is updated weekly. Specific training on how to support children with Autism has been introduced to all EYFS staff. Attention autism groups are now running on a daily basis.

AREAS FOR DEVELOPMENT

- To continue to focus on closing the gap of SEND and Non SEND in Year Three .-*Progress being made*
- Support for subject leaders in adapting the curriculum for pupils with additional learning needs (e.g use of visuals) - this could be action research
- Training to support greater involvement for teachers in the learning plan (including greater awareness of the satellite provision) and review cycle and communication with parents Focus on organising and completing annual reviews earlier. –On going



THE PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE OF PUPILS SCHOOL
(PASTORAL CARE)

Leadership team's Report to Governors

July 2019

EXCLUSIONS - FIXED TERM EXCLUSIONS THIS YEAR.

Exclusions to date	Summer term	Spring Term	Autumn Term	All pupils - Sept to	All pupils- Spring	All pupils- summer	Pupil Premium
Number of fixed term exclusions	0	0	1	8	3	1	1
Average number of days of fixed term	0	0	2	1	1	2	1
Number of pupils given fixed term	0	0	1	5	3	1	1
Number of permanent exclusions	0	0	0	0	0	0	0
Number of fixed term exclusions where pupil has SEND	0	0	0	5	1	1	1

Exclusions

Management decision to not exclude any pupils in Early Years - in school support and parent involvement to be used as a preference. Greater adult capacity, satellite provision and pupils better able to self regulate and verbalise feelings has reduced exclusions this term to zero and ongoing commitment to keeping pupils in school and providing in school support and consequences which don't impact on pupils' learning.

ATTENDANCE — TO 31ST JAN 2019

Attendance from Years R –6 (unless stated)			
Date	Overall %	unauthorised	pupils with <90%
Sept 2018 – to (end) June 2019	96.4%	0.49%	21 (-10 since Feb 2019)
September 2017 – July 2018	96.4%	0.83%	19
SEN Attendance – Sept 2018 to June 2019	95.8%	0.30%	0
SEN Attendance – 2017/18	95.94%	0.73%	2
Pupil Premium – June 2019	95.34%	0.75%	17
Pupil Premium – 2017/18	95.11%	1.46%	6
Pupil Premium Plus – June 2019	93.82%	0%	2
Pupil Premium Plus – 2017/18	98.76%	0%	0
EHCP – June 2019	96.34%	0.06%	0
EHCP Attendance 2017/18	97.45%	0.43%	0

Analysis: - Attendance is above the national average. Pupils with less than 90% has reduced and continuing to do so. Attendance Officer and Deputy Head Pastoral has regularly written to and met with parents of children with poor attendance. The school continues to fine parents however this is very rarely approved by the local authority. We were aware that Eid would have a significant impact on attendance. With Eid our overall percentage is 96.23%. Our area of concern is the number of PP children with less than 90%. We are aware of each individual cases and we continue to support the family. The range of reasons include bereavement, young carers, illness and housing . One child had significantly poor attendance has now left the school which will help improve the overall percentage.

Next Steps -Continue meet with and write to families with poor attendance to offer support and alert them to attendance concerns. To continue to improve attendance for Pupil Premium children.

SHARING STRONG PRACTICE NATIONALLY AND INTERNATIONALLY— PART OF THE LONG TERM PLAN

- •Leading a mentally healthy school programme - 4 day professional development for school leaders led by DHT Pastoral alongside HT of Maudsely Hospital School =
- •DFE open mornings to see mentally healthy school whole school approach in practice - HT and DHT
- •DFE - training sessions for new recruits - effective use of pupil premium and wellbeing led by DHT Pastoral
- •Japanese Govt visit to see pupil and Staff wellbeing
- •Challenge the Gap (Pupil Premium strategy) with a MAT in Northampton-DHT Pastoral and HT
- •Hong Kong Govt visit to observe lessons and structures related to pupil wellbeing
- •Norway (Spring Term) - leadership development days for Norwegian headteachers to share UK best practice related to pupil and staff wellbeing
- **EEF bid has been put in to start sharing RULER across the United Kingdom.** - Dr Marc Brackett (Creator of RULER) personally visited Charles Dickens School.
- HT sharing our work at the Southwark Health and Wellbeing board.
- •SENCo building links between Borough Academy and Charles Dickens through SEND governors to share practice and frame work.
- •HT shared our wellbeing work at regional SLAM conference
- MAT in Portsmouth have been learning about our SEND provision and work on well-being.
- •Developing whole school approaches to staff wellbeing at Comber Grove School-and Friars School 0 DHT Pastoral
- •Three local schools are using our wellbeing scheme, booklets and policies which were created by Charles Dickens School.
- DHT and HT on advisory boards for DFE - **DHT sitting on expert advisory panel on teacher wellbeing**

PROGRESS OF SCHOOL DEVELOPMENT PLAN (RAG RATING) – PERSONAL DEVELOPMENT BEHAVIOUR AND WELFARE (INCLUDES SAFEGUARDING)

July 2019

Pastoral Care

Objectives for 2018/19	What will this look like when achieved? (AP : Action Plan)	RAG	Explanations
1.Embedding improvements in developing pupils' emotional literacy and self management through embedding of whole school approach to TLA	1.All teachers delivering the whole school pastoral scheme of work to good or better standard	Green	Teachers have now received wellbeing workbooks which help support the standard of teaching wellbeing lessons. Lessons are being taught weekly. There is a scheme of work and evidence of lessons in every child's books. This work is both being shared locally, nationally and at government level. Booklets have been created for each year group, for each term. Pastoral team created which include 11 key members of staff. - distributed leaderships and raises the profile across the school.
1.Ensure that attendance is above the national average, including particular groups (SEND PPG)	1.Attendance reaches 97% (excluding religious holidays) and above compared to national PPG and SEND for PPG, LAC and SEND	Orange	PA has improved dramatically due to work of the school. Attendance for these groups will soon be above the national average. However, our Pupil Premium attendance is below national averages for all - due to extremely complex needs of specific families.
1.To improve the quality of lunchtime provision and supervision to allow pupils to play actively and creatively	1.Pupils using spaces effectively to play creatively and physically with low levels of accidents and poor behaviour - pupils view playtimes positives via questionnaire and school council.	Orange	Accident analysis shows that there have been no accidents on the staircases which means pupils are independently navigating the school sensibly at lunchtimes. The new playground equipment is allowing children to be more creative independently. Landscaping now needed to make next improvements in quality of play and accident reduction. .
1.School leading and hosting professional development for schools alongside leading experts - sessions also for pupils, parents and the local community.	1.School leading and hosting training on 'becoming a mentally healthy school' with good feedback, parent sessions (all local parents) on emotional wellbeing with positive feedback.	Green	-The school leads- Leading a Mentally Healthy school course for schools across London. Our wellbeing approach is being used the support policy at the DFE. The school regularly gives talk to trainees at the DFE. There has been one coffee morning for parents of Charles Dickens School, Friars and Charlotte Sharman.
1.Introduce further opportunities for pupil leadership – assemblies and public events	1.Pupils leading assemblies, visits, performances and demonstrating engagement in decision making through an active school council and assemblies.	Green	Children lead assemblies and regularly show visitors around. Prefects support children moving around the school and often collect classes for assemblies. Peer mentors are fully embedded and support children on the playgrounds. School council represent the school on regular meetings and has helped gain Rights Respecting School Gold.
1.Learning based parental engagement shown to have direct positive impact on reading and writing.	1.Parent feedback overwhelmingly positive about home school communication focused on reading and knowledge based curriculum	Orange	The home communication books are use but some small % of mixed feedback about their use and the regularity of ongoing communication, especially in the EYFS Instagram now used to share successes with families at home. Parent workshops continued and expanded amongst two other schools.

SELF-EVALUATION — OVERVIEW

Strengths

Enlarged pastoral team in place and leading improvements in pupils well being and staff wellbeing including a new wellbeing offer and timetable for staff, additional communication support structures for children and increased numbers of the team training to be mental health first aiders.

- Peer mentors have been trained and run daily sessions for pupils during lunchtime. Last year, we have noticed a huge confidence boost with our Year 5s who have taken on this role.
- Measuring Impact We are measuring our impact through the Happiness Line measure and qualitative surveys and focus groups
- Sharing Practice nationally and internationally - we have welcomed international visits to share best practice with Dr Marc Brackett (creator of RULER), DFE from Hong Kong, Norwegian Teachers. Wellbeing work has been shared with local schools, schools in Northampton, Liverpool and the DFE. In Southwark the 'Leading a Mentally Healthy School' rolled out to 6 schools. Friars and Camelot school both being trained to use our RULER wellbeing resources

Classroom Practice informal observations and book looks show that wellbeing lessons are being taught in each class and work is being completed to a high level. Children now confidently use emotional vocabulary to describe how they are feeling.. An emotional language curriculum has been created and is evident on displays in the classrooms.

- Safeguarding - Safeguarding booklets for visitors in place, NSPCC training for children provided and new safeguarding training provided for all staff There has been a strong focus on Single Central. SCR now being completed by Maria F and over seen by Michael Eggleton..
- Unicef and Pupil Voice Gold level Rights respecting School making us the first school in Southwark.
- Support for Parents SEND coffee mornings continue with a focus on the local offer, SEND and mental health.

Further Areas for development

- To continue to develop the attendance by introducing positive incentives at school level whilst being consistent with welfare meetings/fines for leave during term time.
- landscaping of play spaces
- Further evaluation and response to parent requests for more regular feedback on their child's learning etc
- Implementation of the new framework for SRE

Pastoral

Area	Grade
	Outstanding
Exclusions	✓
Behaviour	✓
Attendance	✓
Safety	✓
Overall judgement	✓



THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT AT THE SCHOOL

Leadership team's Report to Governors

July 2019

HOW WE EVALUATE AND MONITOR TEACHING, LEARNING AND ASSESSMENT

Sept to date

- English , maths, Guided reading and humanities were informally and formally observed.
- Pastoral lessons also observed
- Prior to observations, teachers were supported with 1 x twilight inset on good practice in English and given opportunity to observe colleagues.
- Additional observations focused on SEND provision
- Reading, Writing and Mathematics and the wider curriculum were monitored and assessments moderated through Book Looks.
- Student teachers and NQTS observed weekly or as necessary

Strengths

- frequent and developmental - 'professional conversations' - weekly coaching activities to support incremental improvements
- strengths and areas for development are tracked over time to minimise the risk of weaknesses becoming ongoing.
- teachers demonstrating less than good teaching and learning are provided with immediate intensive support - including team teaching and weekly monitoring - external CPD is targeted at addressing inexperience and weaknesses in practice
- Completion of research projects such as Let's Think Maths, Autism research, dialogic teaching all encourage regular peer observation and reflection alongside professional challenged accompanied by research and the encouragement to use evidence based practice but also scrutinise the evidence base.
- An increasing number of teachers (SMT and subject coordinators) are involved in both lesson observation and work scrutinies.
- Launch of new schemes of work for reading, grammar, spelling, humanities and the embedding of maths has enabled focus on assessment for learning and improving subject knowledge to maximise progress.
- Training including cognitive science focus
- Teaching teams fully engaged in evidence informed practice and professional debating of practice are common place - teachers are increasingly self- directing in their approach to CPD

Areas for development - Autumn 2019

- Year group teams to work together in QA and planning next steps supported by SLT
- Coaching model extended with splitting out of SLT roles and classroom practice - all teachers to be supported with TLA
- Evaluation model to extend to creative specialists and contractors
- CPD plan linked to aspects of effective teaching to continue
- Continuation of the teacher led professional learning projects (now in appraisal policy)
- Research Ed conference - whole teaching time
- School led NQT programme in partnership with the LSTSA
- Launch of Charles Dickens Research School

RAG SCHOOL DEVELOPMENT PLAN 2018 - 2019 - CURRICULUM DEVELOPMENT

Objectives 2018/19	What will this look like when achieved? (AP : Action Plan)	RAG	
<p>1. Improve the quality of TLA in foundation subjects - focusing on the progress of pupil knowledge and its application in writing and creative projects.</p>	<ul style="list-style-type: none"> Computer suite used effectively to teach computing to good standard on a weekly basis in all year groups. 	<p style="background-color: orange;">RAG</p>	<p>Computer suite in place and used in weekly lessons. The computer curriculum needs further development to support children's weak PC skills and introduced greater creativity and links to other subjects</p> <p><i>New curriculum planned for 2019/20 and to be led by AHT (DH) with support from creative arts lead - with 3 themes - coding, computing for communication and digital art</i></p>
	<ul style="list-style-type: none"> Introduction of knowledge organisers to summarise and share key information and skills with pupils - pupil low stakes test show increase in retained knowledge. 	<p style="background-color: #90EE90;">RAG</p>	<p>Some low stakes testing has already been introduced for subjects and year groups. Knowledge organisers for humanities, science and RE completed - some ongoing support for subject leaders to develop knowledge organisers from DHT academic needed. History teacher is now taking responsibility for some of the booklets and planning so capacity is growing.</p> <p><i>History booklets have been designed for autumn 2019.</i></p>
	<ul style="list-style-type: none"> Increased teacher understanding of diagonal and vertical links in the curriculum - as shown in medium term planning and knowledge organisers. 	<p style="background-color: #90EE90;">RAG</p>	<p>Ongoing support from DHT in developing knowledge organisers .</p> <p>New focus on curriculum development in YR supported by DHT academic</p> <p>This will continue in 2019/20</p>
	<ul style="list-style-type: none"> Explicit teaching of both tier two and three vocabulary 	<p style="background-color: #90EE90;">RAG</p>	<p>Strengths seen in all subjects.</p> <p>Year 1/2 especially strong with children's language supported by word banks</p>
	<ul style="list-style-type: none"> Strategic planning of creative arts projects and partnerships to ensure equality of opportunity, progression and impact 	<p style="background-color: #90EE90;">RAG</p>	<p>Creative overview now in place for the year</p> <p>Each year group has a creative partnership alongside in school specialist</p> <p>Re-organisation of performance to focus on sharing of creative arts termly</p> <p>Current development of creative arts passports to capture learning each term - to continue in 2019/20</p>
	<ul style="list-style-type: none"> Expansion of specialist provision (singing, Chinese dance and Mandarin) in subjects 	<p style="background-color: #90EE90;">RAG</p>	<p>Mandarin and Chinese dance has improved the cultural understanding of China and improved children's language learning skills and application of dance. Both lessons will have further quality assurance and support in 2019/20 from the MfL teacher.</p> <p><i>Art teachers to be reduced for 19/20 to provide flexibility to enhance other areas and replacement of choir master to focus on new repertoire and ensure financially sustainable</i></p>

Objectives 2018/19: the impact of assessment for learning and of learning so that pupils progress more rapidly		
	○ What will this look like when achieved?	
	<ul style="list-style-type: none"> Redrafting is planned over time to allow pupils to craft high-quality pieces of writing in English . 	<p>Significant focus on this in Spring 1 with training for teachers on editing and improving and planning lessons to teach children these skills.</p> <p>Previously editing taking place but not always structured and children correcting or changing work or reliant on teachers to identify next steps on 1 to 1 basis. This is in place but some teachers will need further support with planning and edit lessons to ensure consistency of quality</p>
	<ul style="list-style-type: none"> Pupils are using self and peer assessment - accessing additional challenge and adult support in maths and editing their work for improvement in English 	<p>Evidence from children books and lessons show that in the vast majority of classes this is happening consistently this term - in a small number of classes children are not always accurately self assessing and identifying their need for support/challenge - additional training and support given in spring . Embedded for maths in all classes and targeted support to be put in place for 2019/20 for some children</p>
	<ul style="list-style-type: none"> Lesson observations and book monitoring show increased teacher confidence in re-shaping lessons and structures over time to improve knowledge, skills, and presentation and build opportunities for applying learning - English, maths, science and humanities 	<p>CPD has taken place for all teachers on using visuals, explanations, questioning -further work to be done on planning and delivery of engaging lessons including effective use of IT, drama, discussion and quick quizzing.</p>
	<ul style="list-style-type: none"> Comparative judgment used across the school by teachers to assess and improve writing 	<p>CJ completed for all year groups launched as part of national programme. Teacher accuracy in secure for the most part and CJ used to adjust challenge and ensure high enough expectations of all children</p> <p>Training in place for 2019/20 where accuracy is not secure - focused on subject knowledge</p>
	<ul style="list-style-type: none"> Embedded use of group analysis by teachers to evaluate pupil progress by class and year group 	<p>'Insight Tracker used across the school with additional emphasis on attainment and identification of pupils whose attainment is lower relatively over time - . further work to be done on using the tracker to plan next sests and link to quality of educations in books and lessons 2019/20</p>
	<ul style="list-style-type: none"> Development of creative passports for music, art and dance 	<p>Focus on developing the curriculum for arts subjects to ensure progression is maximised and that intention is clear and agreed - the alignment to the knowledge rich curriculum - passports in development and will be piloted in 2019/20</p>
	<ul style="list-style-type: none"> Introduction of frequent low stakes testing in science and humanities - testing as learning and 	<p>Introduced in History and Georgraphy lessons in pilot units written by DHT Academic and mdoel being used by some teachers - successful and will continue in 2019/20</p>
	<p>New success criteria</p> <p>Teachers able to confidently analyse gaps in mathematical</p> <p>Gaps analysis and accurate book bands assessment</p>	<p>Teachers completed two cycles of gaps analysis using maths tests</p> <p>Accurate book band assessment took place and will have 'whole school' checkpoints each term as well as teachers completing with children ad hoc as children's reading progresses.</p> <p>Some teachers completing detailed analysis - ongoing support for year groups with less confidence</p>

RAG RATING OF SCHOOL DEVELOPMENT PLAN 2018 - 2019 - ENGLISH

	Objectives 2018/19	What will this look like when achieved? (AP : Action Plan)	RAG	
-Writing	Improve the accuracy of of pupils spelling punctuation and grammar	<p>1. Improved spelling and grammar seen in pupil books and KS2 outcomes as a result of:</p> <ul style="list-style-type: none"> -introduction of Nelson Grammar lessons (Year 5/6) - introduction of Nelson Spellings lessons (Years 2 -6) - increasing number of weekly spellings and link to Nelson Spellings - with links to vocabulary learning. - celebrations and competitions to raise awareness of importance of presentation (e.g pen licences, and handwriting competitions 		All schemes introduced and discrete lessons being taught in class - improvements in spelling and grammar seen (outcomes of KS2 TBC) Presentation has improved but will need to be a focus for 2019/20 with pilot use of pre-cursive script in YR and Yr 1
	Improving range and quality of vocabulary with a focus on tier 2 and 3 words (see also reading plan)	<p>2. Improved use of a range of tier 2 and 3 vocabulary in writing across the curriculum (as seen in books) as a result of</p> <ul style="list-style-type: none"> - embedded use of 'sentence stacking' to apply grammar and punctuation learning and improve sentence formation - revision of medium term plans and planning support for all phases 		Children's books, classrooms and lessons showing significant improving in the range and challenge of vocabulary taught and effectiveness of teaching with strong examples of writing and comprehension . to be embedded 2019/20
Reading	Improve pupils' access, understanding, and enjoyment of a wide range of challenging and high-quality texts	<p>Range of successful initiatives introduced learning to increased numbers of pupils accessing high quality challenging texts. These include:</p> <ul style="list-style-type: none"> Revision of reading journals with greater emphasis on parent communication Introduction of a word journal for collecting new understood vocabulary Revision of guided reading plans with vocabulary focus and extended opportunities for reading short texts for fluency and understanding Introduction of a range of fiction texts in English lessons and 'class books' exemplifying different plot and language structures (6 plagues of reading) formalising of class books with timetabled lesson and book guidance Introduction of individual quiet reading and adult one to one reading sessions in class Larger library space with improved accessibility and stock range Introduction of new reading passports with expectation that all pupils complete the passport and increased status in classes and shorted improved book stock. 		Guided reading has shown improvement in vocabulary learning and comprehension . Not all classes have found time for reading high quality tea so timetable adjustments to build in lesson time for this in 2019/20
	Increased sustained progress in reading of all pupils in Key Stage one, including pupils not attaining expected standard in EYFS	<p>Above national average outcomes in phonics and ks1 reading attainment and progress as a result of :</p> <ul style="list-style-type: none"> creation of ks1 reading support assistant who will lead phonics and reading interventions, managing home reading books - Increase number of parent volunteers supporting reading at school 		Phonics outcomes sustained despite more pupils with learning related SEND In Yr 1 cohort KS1 outcomes sustained and year 2 phonics 59/60 children now passed screener increase in parent volunteers Reading buddies needs greater support in 2019/20

SCHOOL DEVELOPMENT PLAN 2018 - 2019 RAG - MATHS

	Objectives 2018/19	What will this look like when achieved?	RAG	Explanation notes
	Improve the readiness of EYFS pupils to access and master the year 1 curriculum - including fluency, reasoning and recording	Good or better Maths lead teaching in YR . Development of Maths curriculum for EYFS and investment in resources Support for parents through revised home learning and parent workshops		Children are receiving whole class daily maths lessons and whole class guided activities every day. This builds on group guided support. Teaching team now 3 EY teachers with maths planning support from maths lead. There is an improved quantity and quality in maths books to improve the quality of the hole class sessions A direct instruction approach to maths is planned for 2019/20 to ensure accelerated progression and greater focus on efficient and effective teaching and follow up smaller groups
	Further improve the stretch and challenge for all pupils, including fast accurate finishers and prior high attainers (where these groups are different)	Introduction of consistent approach to individual extensions with use of inspire maths books . High quality planning in place for daily optional challenges.		All teachers are now using challenge or extensions and these are available to all fast accurate finishers - the inspire books have been successful in Year 2 and some classes in KS2 2019/20 - further research into Year 7 maths curriculum 2019/20 - planning for mastery through involvement in the whole school mastery programme.
	Use of Assessment for Learning to ensure lessons are adapt to the needs of each class with great opportunities for accelerated learning	Introduction of effective whole school catch up and keep up groups led and managed by Maths lead - progress at least expected for all pupils including SEND. (in addition to 1. and 2.)		The model has changed to support being provided by HLTA and this is proving to be very effective. Years 3 - 5 pupils who struggle to keep us are supported 4/5 days with parallel teaching of same content as class and progress in books is stronger for these pupils. Progress of children in 'keep up groups' is also stronger than previous year. Introduction of maths fluency sessions into Year 3/4 focused on timetables and number facts .

EMBEDDING THE USE OF EVIDENCE BASED TEACHING AND LEARNING

	Objectives 2018/19	What will this look like when achieved? (AP : Action Plan)	RAG	Notes
<p data-bbox="198 386 436 615">Increased participation by all teachers in projects/ research to develop evidence based teaching</p>	<p data-bbox="479 386 1153 415">All staff involved in at least one research project</p>		<p data-bbox="1273 386 1881 529">All year groups involved in a project or trilling and evidence based approach</p>	
	<ul style="list-style-type: none"> <li data-bbox="479 536 1153 565">• Whole school vocabulary action research 			
	<ul style="list-style-type: none"> <li data-bbox="479 608 1153 636">• Continuation of journal club 		<p data-bbox="1273 608 1881 715">Joined with teaching school alliance and Georgie McHale leading sessions in rotation with other schools</p>	
	<ul style="list-style-type: none"> <li data-bbox="479 722 1153 751">• MARAT autism project - SENCO involvement 			
	<ul style="list-style-type: none"> <li data-bbox="479 851 1153 879">• Globe language development project - years 1 and 3 		<p data-bbox="1273 851 1881 929">to be rolled out across the school in 2019/20</p>	
	<ul style="list-style-type: none"> <li data-bbox="479 943 1153 1051">• Special school - adapting curriculum to meet needs of pupils - special and mainstream partnerships (partnership with Spa school) 		<p data-bbox="1273 943 1881 1079">new project of evidence based training package from SLT</p>	
		<p data-bbox="479 1086 1153 1193">Additional Target increased numbers of teachers involved in disseminating evidence based practice</p>		<p data-bbox="1273 1086 1881 1158">SENCo, DHTs and AHT(maths) disseminating learning</p>

The school was designated a national research school in July 2019

Area	Grade			
	Outstanding	Good	RI	Inadequate
Teaching, Learning and Assessment	✓			

Strengths

- The curriculum is the driver of strong and accelerated progress
- Strong levels of progress seen in lessons and books for all groups including attainment groups and disadvantaged pupils and those pupils who need additional challenge.
- Engaging lessons which enthuse and inspire children using very strong teacher subject knowledge
- Writing across the curriculum strongly evidenced in KS2 beyond English units of work - science is a particular strength in year 5/6 and 1/2 and history teach is particularly strong
- Opportunities for challenge of different attainment groups in both core subjects and wider curriculum (especially arts and MFL)
- Feedback to pupils is shaping learning over time and in outstanding lessons, within the lesson in a sophisticated way (evidence from lessons and progress in books) and between lessons using conferencing.
- Strong assessment systems in place to track learning over time and ensure planning and additional provision meets children's needs - externally confirmed by LA moderation and testing and comparative judgement.
- Rolling out of assessment systems to foundation subjects to capture knowledge and skills in form that supports pupils with organising their knowledge and identifying their next steps.
- Effective use of research to ensure best practice TLA in each key stage including use of most effective feedback system for pupils in writing - research project for DFE in progress and use of cognitive science and explicit teaching of vocabulary
- phonics is taught to whole classes - very effectively based on progress of pupils and 59/60 pupils passed the screening by the end of Yr 2 this year including those with learning related SEND.

Next steps for 2019/20

- Developing the work of the research school within the school to ensure the sustained focus on evidence informed practice and the use of cognitive science and testing
- Ongoing development of the curriculum by the DHT academic and subject leaders (new geography and RE leaders to be appointed) - both planning , learning resources and delivery. u
- Ongoing use of weekly coaching model to but support teachers and sustain the focus on improvement
- Continued development of teaching reading across the school
- Ensuring consistent level of challenge for quick learners in maths
- Ongoing focus on editing and redrafting (including handwriting) in writing
- Introduction of new direct instruction approach to teaching maths in YR
- ongoing development of the arts curriculums to ensure progression is explicit



THE QUALITY OF EARLY YEARS FOUNDATION STAGE

Leadership team's Report to Governors

July 2019

STRATEGIC IMPROVEMENT PLAN - RAG RATED

Early Years

Objectives 2018/19	What will this look like when achieved	RAG	Explanation for RAG if needed
Improving outdoor provision to support strong progress in prime and specific areas	Expected progress or more in physical development for all pupils- Forest school pilot taken place alongside landscaping of nursery space including green landscaping and play equipment		New surfacing identified and could happen over the summer pending financial approval Improved garden in use for forest school provision. Equipment in nursery continues to be set up well to encourage both physical and EAD development. Better use of back courtyard with permanent well- resourced mud kitchen.
Embedding high-quality teaching, learning and assessment for two year olds and three year olds (2nd year of project)	Nursery quality assured as outstanding - evidence from lesson obs, books, results, parent feedback and engagement.		Strong outcomes seen in children's black books. Assessment consistent across all keyworkers. Weekly planning strongly informed by observation and assessment. High levels of self-regulation. All children toilet trained in Tiny Tim. Children demonstrating high levels of independence and interest in available activities. Level of challenge is constantly adapted to support changing needs. Strong messages shared at starter meetings to help parents prepare children for a positive nursery experience.
Improving the quality of writing (including presentation) and mathematical fluency in YR.	Increased % of pupils achieving expected and exceeding level in writing with all pupils (non SEND) forming letters correctly. Embedding of mastery maths model with increased % of exceeding outcomes.		The quality of writing has improved and children are benefitting from direct teaching of English and Maths - progress in the summer term has been strong. Focus on correct letter formation and mathematical fluency will be the focus for training and curriculum provision for 2019/20 in both YR and Y1.
Further development of practitioner led training and moderation	Evidence through lesson obs and book monitoring of successful use of 'planning in the moment' and applied use of Montessori approach		YN successful use of Heuristic play following training from DJ and CB. Continued subject knowledge training for maths. Team N devising a maths curriculum following training and the reading of research informed approaches. Continued development of the adult as language facilitator and learning to build on the interest of the child with the child leading the interactions.

Area	Grade			Early Years
	Outstanding	Good	RI	Inadequate

EYFS

✓

Strengths

- All classes were observed engaging in carefully structured balance of free-flow and groups - most of these observations showed clear learning and progress for all pupils (stronger in YN than YR currently)
- Children with SEN have been well supported to access learning and effectively included in the class community with strong provision for pupils with ASD
- Strong collective CPD based on research and sharing best practice in YN - YR have actively engaged in support from leaders and research project - Let's Think
- Children have had many opportunities to write at length and writing has rapidly improved in YR.
- Phonics taught effectively in YR N and YN so that children are positioned very well for Yr 1.
- In YN, small groups are used very well to support vocabulary building and mathematical understanding. The YN have addressed limitations on the external environment by introducing Tiny gym on Tuesdays has helped with supporting physical development. High levels of critical thinking and accessing available resources to carry out own projects. Good levels of self-directed learning. There have been strong opportunities to learn from the natural world outside with classes going to the garden to discover and identify bugs and plants, use of the fire pit to teach fire lighting and to cook outdoors.
- Effective use of coaching successful to support ongoing development of teaching practice and engagement in cognitive science and learning.
- Effective teamwork in YR has allowed ongoing adjustments to the curriculum and timetable to maximise learning

Next Steps for 2019/20

- A clear progressive approach to mathematical teaching not yet devised in YN
- Outdoor resources and storage need improving in nursery.
- Maths in YR - improved considerably in quality but practitioners not always building on children's prior learning
- Further improvements to be made in communication with parents (initial findings of parent survey)