Year 3/4 in an Iron Age home at Butser Ancient Farm

Leadership Team's School Evaluation Report to Governors.

Spring Term 2017

Charles Dickens Primary School

The leadership and management of the school

Year 6 Bricklaying course

Leadership Team's School Evaluation Report to Governors - Spring 2017

Leadership

School numbers and basic characteristics

	Sept - Spring 2017 (Feb 20/17)	Autumn 2016 (Dec)	School (2015/16)	National 2016	School 2015	trends over time
Number on roll	***432***	***432***	403	275	397	increasing (Yr 1 - 6) .
Stability	***n/a***	***n/a***	90%	86%	89%	Slowly increasing
Pupil Premium % (Ever 6 - yrs 1 - 6)	***33% %***	***33%***	43%	25%	42%	decreasing
% pupils from minority ethnic groups	***73%****	***73%***	76%	29.7	75%	stable
% pupils with first language not English	***31%%***	***31%***	39%	19%	41%	stable
Deprivation indicator	0.33	0.33	0.33	0.21	0.34	Slowly decreasing
% pupils SEND	***24%***	***27.9%***	12.2%	13.4%	12%	

Leadership

School numbers - per Year group

Current Numbers

Number per year group	NURSERY	R	1	2	3	4	5	6
NUMBER	44	61	60	60	60	60	44	43

2015/16 Average numbers for comparison - As per Raise on line

Number on roll	Nursery	R	Y1	Y2	Y3	Y4	Y5	Y6
	42	*61*	*59*	*60*	*60*	*44*	*44*	*43*

Leadership

Pupil Premium expenditure

Total amount allocated for 2016/17: expected £183,052

Total Number of Pupils Eligible as April 2016	138 (average)
Amount of Pupil to be received per pupil	£1320
Actual Spend for Summer Term	£92,177
LAC pupil premium plus - LA predicted budget	£3000
Amount remaining for Autumn 2016 - March 2017	£90,874
Nature of Support Autumn 2016	
Focus on Learning in the core subjects	£69403
Focus on Social, Emotional and Behavioural Barriers to learning	21471

Pupil Premium Plus expenditure

Leadership

Amount per child: £1900
Current total of Looked After Children: 10 (soon to be 11)
Actual funds received: £500

Currently school is pursuing funding from the following local authorities:

- **Southwark: £3800 (expecting top slice of £400 per child) Received £3000**
- **Kent: £3800**
- **Harrow: £3800 Received £500**
- **Jersey £3800**
- **Newham £1900**

- **1 pupil in private fostering so no pupil premium plus given**
- **1 pupil not in local authority care for long enough to trigger pp plus but must be recorded as LAC on data.**
- **1 pupil - post adoption and school still identifying council for funding.**

Top slicing is used by local authorities to fund a paid post 'virtual headteacher'. We are yet to receive any support from the virtual HT of any Local Authority

Pupil Premium Plus Spending :
The funding is there to ensure that all children make academic progress. This therefore maybe spent on support for social skills which in turn will support academia. Each child receives a different amount of support depended upon the level of need. The money expenditure is planned in

the TAC meetings with families

Each child has a support plan with funding allocated. Areas of funding include counselling, individual speech and language, 1 to 1 reading, booster groups, carelink, training for staff on behaviour support

Pupil Premium expenditure - mid year evaluation

Leadership

	£	Intervention/ initiative	Barriers Faced by eligible pupils	Intended outcome	mid year - Evaluation as of Feb 2017
Year 6	£20000	14 children - SENCo led dyslexia intervention using Toe by Toe	dyslexia writing intervention	Year6 writing outcomes - progress at national	Intervention in place, SENCo takes 6 pupils and supports in class as limited on larger group. Evidence in books shows significant improvements in accuracy. Pupils have made accelerated progress in reading Reading progress average 1.8 steps and 1.9 for pupil premium
	£ 5624	reading and writing maths booster groups after school -all yr 6	learning needs	progress of 3 steps or better - July 2017	Accelerated progress in reading and writing - data and book looks. • Maths Average 1.5 steps and 1.4 progress for pupil premium • writing average 1.2 for all pupils and 1.1 for pupil premium pupils.
Year 5	£5040	catch up literacy - 12 pupils	writing needs	progress of 3 steps or better in writing	Intervention has changed as pitch of 'catch up literacy' resources not high enough. TAs are using the techniques of catch up literacy (following training) but using higher pitch and focusing on grammar and punctuation. Impact to be measured in spring data collection.
Year 4	£2871	catch up literacy - 11 pupils			
Year 3 /4	£2870	project x reading initiative - 3 pupils and 2 pupils	reading needs of low attaining pupils	*passing the phonics test where did not pass in Year 2.* *3 steps of more in writing*	Pupils have moved up levels of books and made at least 1 step of progress. (1.1 average for year 3 and 1.0 for group) . Group to be changed to remove those now on track and add LAP .

Pupil Premium expenditure - mid year evaluation

Leadership

Year 2	£1870	project x reading - 7	reading needs	progress of 3 steps or better - July 2017	1.3 progress for cohort and 1.2 average for those pupils in intervention (1.4 without 1 pupil making slow progress) . Group reduced to 7 for spring term. N?B group stopped for 1 month to cover staff absence.
Year 1	£2684	phonics booster group	reading needs	all pupils in group passing phonics screening	Pupils who have attended have made significant progress in both reading book levels and scoring in phonics - 2 pupils moved out of group and replaced with LAC.
Year 1/2	£6585	reading recovery - 5 pupils	reading	progress of 3 steps or better - July 2017	Pupils made expected progress in the autumn term. TA relocated into Year 3 classroom to support SEN need in 2nd half of term. New intervention - low attaining Year 2s and 3 reading
Speech and Lang support	£18, 892	SALT groups led by trained specialised TAs	communication - receptive and expressive language.	improved language profiles	language link - improved language against baseline. 5 groups in Year 1 and 6 groups in YR. Huge success in language groups in year 1 and R group and SALT noted progress for all pupils against individual targets.
higher attaining pupils	£2967	weekly general knowledge and discussion tutorials with SLT - 15 pupils	lack of subject knowledge and inability to make links in reading and writing	improved language choices in writing - leading to higher incomes	Change in focus of each group. Year 6 have writing for a purpose focus, Year 5 with grammar and punctuation focus and Year 4 continuing
Social, Emotional and behaviour.	£21471	Pastoral Team supporting identified families Ed Pysch visiting 1 am per week.	behaviourrr, anxiety, resilience to grief, change, home environment.	improved responses in pupil survey and better attitudes to learning -	Increased attendance of target pupils. Improved provision for LAC including EHCP. Training and support for parents . Increased provision of LEGO therapy. Introduction of new assessment tool for spring term.

Pupil Premium

Pilot Schemes for 2016/17

Year 2/3	£1000 PTA contribution for 2016/17	To pilot an 'outdoor learning' experience for 14 year 2/3 focusing on introducing an experience for lower KS2	Pupils make have low confidence in taking risks or in making social relationships Pupils face a financial barrier to exploring opportunities outside of school where they could be successful or develop aspirations linked to those opportunities	take part in outdoor and adventurous activity challenges both individually and within a team -to improve physical well-being and confidence	quantified by positive responses to wellbeing questionnaire (Southwark Health and Wellbeing survey) and increased participation in sport out of school hours
Year 2/3	£1000 PTA funding to be provided on evidence of successful impact)	To pilot a 'cultural' club for 14 year 2/3 - visits to city farms, imperial war museum and Somerset house.	Pupils have limited ranges of experiences outside school to draw upon who limits the richness of their language choices in writing. Pupils face a financial barrier to exploring opportunities outside of school where they could be successful or develop aspirations linked to those opportunities	Improve cultural awareness and widened cultural references as evidence in pupils' spoken and written language	Entry and exit interview with measure of quality and quantity of cultural references. Improved outcomes in writing

Curriculum - Reading

Leadership

Reading Engagement and reading for pleasure

Library use is embedded - every class visits once a week and most children borrow at least one book a week.

2015/16 Author visits raised the profile of reading and led to significant increase in engagement in Year 5/6

September - Feb 2017 Evaluation

Increased in engagement in the library by initiatives such as golden ticket, pupil new book requests, opening the library after school as well as lunchtimes and rolling out the reading cloud

Development of reading groups in addition to reading in guided lessons (more able and reluctant readers)

Increased engagement with families in encouraging reading through opening the library after school, the readathon, world book day and parent workshops on supporting readers in January 2017.

The Golden Tickets had a brief impact and strongest impact from the library pupil requests - functioning best in direct response to the children: what do they want to read, what do they enjoy?

- *The library being open after school enables children and parents to change books during the week: this has been successful and has encouraged children to change a book between their class visit.*
- *Parents' session had a strong turnout.*

Next Steps

- Establishing book groups for more able. - Additional reading groups have focused on boosting individuals who need to catch up
- Opening the library at lunch and break times
- Readathon continuing and World book day (2/3/17) .

Curriculum - Reading - levelled reading support

Leadership

Summary of success to date

- YrR – Yr. 2 : reading is supported at home with levelled books (including phonetically decodable) from Oxford Reading Tree–children have clear ladder up which to progress, building their reading ability gradually. ***Impact:*** *Progress using ORT in Yr. was noticeably stronger for pupil entering at typical levels for age or above.*
- The number of books and regularity of books going home has increased so that each child is bringing home between three or more levelled books a week.
- Less confident readers are being heard in school by teachers, TAs and Year Five and Six reading buddy volunteers - this is now being monitored by the SLT to ensure consistency of provision.

KS2 books have book banded to provide a consistent model of progression to KS1

Next Steps :

- We aim to roll this out this successful approach into Year 3 - 6 from Spring 2017/18 depending on additional funding from the PTA
- ORT books to be purchased for Year 3 to provide bridge between KS1 and 2 - support short steps of progression and further parent support and overlap texts and other texts of a similar level to act as a bridge between Key Stage 1 and Key Stage 2 for less confident readers.
- 12 month aim is for KS2 books to be fully book banded and to enable teachers and TAs to advice to children on which books to read and to give children and parents a clear progression ladder beyond KS1.

Curriculum - Phonics

Leadership

Achievements Autumn 2016 and Next Steps for Spring 17

***Targets*:**

improving our 'at home' links and collecting and using data strategically .

- Launch of 'Phonics at Home' playlist on our YouTube channel, which has a video for every sound and action, including an example of the sound used within a word.

A phonics workshop took place in Spring 1 – excellent turnout across KS1 and EY parents, approx. 30 parents in attendance.

Spring 2: Create phase 5 'how to' videos.

- Development of new resource which we are calling 'Word Boxes'. These are lists of words (including High Frequency Words) which can be used to build sentences - silly or sensible! Boxes will be sent home with children every week and parents will be encouraged to communicate their child's progress to teachers via their reading journal.

Spring 2: Launch in Reception.

Developing teaching and learning strategies to support unique cohort

- Phonics intervention groups organised and are now taking place across the school.
- Teachers using new phonics tracking grid to amend intervention groups and inform planning.

Spring 2 - Regular screening checks.

- Targeting parents of children well below pass rate (Phonics Coordinator to phone and arrange face to face meetings) and reiterating importance of phonics at home to ALL year 1 parents.
- Adjusting intervention groups and ensuring efficient 1:1 time is spent between focus chn and adults
- Introducing further intervention groups after Easter

Curriculum Development – update and next steps

- **English**$_3$- An understanding of the national curriculum is embedded and we are now completing the development of our own English curriculum including teaching plans – the plans will encourage teachers' own creativity and to shape their own units of work whilst still ensuring the rigour that is achieved by having clearly identified objectives mapped. From Year 1 – 6, pupils will be exposed to a spiral curriculum of different genres (revisiting and building upon skills each year) and a wide range of text types which will cover science, topic and different types of fiction texts (such as traditional tales and contemporary authors). In this way, pupils will be exposed to a canon of different authors over the course of their primary education.

- **History and geography and science** also continue to be developed in parallel with the English Medium Term plans.

Impact: *excellent examples of cross curricular Science writing in Years 5/6, where the children have written detailed explanations about the Galapagos Islands and in Year ⁄4 the pupils wrote recounts about the geologist Mary Anning.*

- **Art** - The art team have launched the 'artist focus' with this half term's artist David Hockney in order to raise children's awareness of different artists and continue to raise the profile of art in the school outside of our specialist art lessons.
- **Music** - Pete Letanka, our resident musican, is visiting the school next week to begin a Jazz project with Year Five ..The children will be collaborating with each other to compose and perform their own compositions, alongside famous jazz standards. We find that projects such as these raise pupils' self-confidence and ability to work in a team, as well as creating memorable experiences that they won't forget!

- Dance - Summerson class have also been working with Rambert dance to prepare for a performance at their studios.
- **Home School Partnership** -We are planning to hold the annual Eisteddfod at the end of this term.
- Arts Clubs - continue to run as extra-curricular opportunities, covering musical instrument, singing, drama, art and music opportunities.

Next Steps for Spring 2 and Summer

- Pilot of the Latin teaching scheme in Year Three this term which will feed into our teaching of grammar and English.

Curriculum - Broad and Balanced Curriculum in Spring 2017

- Year 1/2 have enjoyed learning about London in the past through a topic on the Great Fire of London. They combined a Museum visit with interactive whiteboard software to learn about the period in history and retold the story in both words and pictures. Art lessons with Sara Byers have complemented the children's learning as they have experimented with colour mixing and working together to make large scale murals. Yr 1/2 visited the Museum of London to take part in an interactive workshop and exhibition about the Great Fire of London. Yr 2 will soon be visiting the same theatre to see "The Velveteen Rabbit".

- Year 3/4 have explored the topic of journeys and migration through the work of the author Shaun Tan and through brand new children's fiction, including "The Journey" by Francesca Sanna, which looks at the current issue of refugees and migration. The children are being challenged to empathise with the plight of refugees in a challenging but age appropriate context. The 3/4 pupils have also experienced live theatre with a visit to The Iron Man at the Unicorn theatre – an adaptation of Ted Hughes' classic text.

- Years 5/6 are enjoying a topic all about Russia, where they are combining geography and history. They have travelled the Trans-Siberian railway (in their imagination!) as a method of learning about the diverse geography of the country and are now exploring the country's history, in role as Russian peasants! Yr 5/6 have also visited the Royal Academy to visit an exhibition about Russian Art.

Leadership

Curriculum - Performance and Clubs

Update and Next Steps for Spring 2017

Charles Dickens pupils have had the opportunity to perform both in and outside of school.

- Years R – 4 performed in Winter concerts where the children were able to perform for their parents.
- The Year 4, 5 and 6 choir are currently preparing for the annual Thames Festival.
- Ukelele players and the school choir performed at Shakespeare's Globe for the "Concert for Winter."
- Year Five will perform at the Rambert studios on the South Bank.
- Year Five will be sharing a Jazz concert conducted by Pete Letanka.

Extra-curricular clubs :

- The choir has moved to an after school slot in order to give pupils a longer time slot in which to develop their skills.
- We are also continuing to offer after school, ukelele lessons, guitar lesson and art lessons.
- Spring 2 - we will offer "Write a Soap Opera" club, which will combine drama, filming and script-writing.

Leadership

Partnership work

Cobourg School

Sophie Alcock (AHT) has been working at Cobourg School two to three days a week, focusing on raising attainment in Year Six

- Input has included carrying out initial data analysis and assessment, in order to identify on and off-track pupils.
- Intensive planning and teaching support to the year 6 in the core subject areas of Reading, Writing and Maths.
- Gaps analysis of the pupils' November assessments and Medium term plans for all subject areas.
- Joint pupil progress meetings with the staff.
- Booster lessons have been introduced for the Year Six pupils

Impact (Nov – Feb):

- Initial progress is good, with increase of 24% at exs in reading, increase of 13% at ExS in GPS, increase of 21% at exs in maths .
- Greater proportion within 10% of EXS in reading (above national ave) , SPAG and Maths

Teaching Staff List - December 2017.

Nursery Trotwood	Ms Daniela Jamois & Mrs Helen Harris
Reception - Little Dorrit	Ms Georgie McHale & Ms Felicity Henderson (maternity spring 2017)
Reception - Gargery	Mrs Kennedy (née Miss Livett) (maternity - Summer 17)
Year 1 - Bumble	Mrs Lizzie Jenkins (maternity spring 2017) & Mr Robert Paul
Year 1 - Havisham	Mr Tom Oxenham
Year 2 - Copperfield	Miss Reanna Keer-Keer and Ms Jo Gemmell
Year 2 - Nickleby	Mr Freddy Vanson
Year 3 Chuzzlewit	Mr Will Cannock
Year 3 - Oliver	Ms Gabi Spears
Year 4 Barkis	Mr Tom Young
Year 4 - Pickwick	Mr Dan Huxley and Mrs Fareeda
Year 5 - Barnaby	Mr Tim Kittoe
Year 5 - Summerson	Ms Nicola Jacobs
Year 6 Micawber	Mr David Windle
Year 6 Peggotty	Mr Themis Bakas

Leadership

Senior Management Team

Mrs Cassie Buchanan - HT
Mr Malcolm Booth - Bursar
Ms Jemima Rhys -Evans DHT
Mr Michael Eggleton - DHT
Ms Sophie Alcock - AHT
Mr Dan Huxley - AHT (maternity)
Ms Felicity Henderson - Head of EYFS

SENCO
Mrs Una O'Gara

Maternity Leave
Mrs Emily Crow
Mrs Zoe Sumner

PPA Cover
Mrs Fathima Fareeda
Ms Ursula Carver
Mrs Louise Worley

Continuing Professional Development – Training to support the delivery of the key targets of the School Improvement Plan

Leadership

School Improvement target	CPD Spring 2017
Section 1 Target 1 • Improve the accuracy and precision of pupils' writing at word and sentence level.	• Jan 2017: Spelling training - progression in spelling skills acquisition Jan 2017 - whole school inset • Feb 2017: Spelling training - national curriculum progression and content–whole school inset • Spring 2: Spelling training for support staff • Summer 1: Phonics training for KS2 teachers
Section 1 Target 2 • Improve the teaching and learning of pupils with SEN in reading and writing	• Jan 2017: Whole school Dyslexia training • Feb 2017: Autism support training for all teachers and HLTAs: TEACHH learning system
Section 2 Target 1 • To improve the progress of pupil premium pupils in all areas as compared to non pupil premium pupils in the school	• Ongoing: Improving outcomes in Writing Lesson Study project (TO, WC, DW)
Section 3 Target 3 • Improved mentoring of teachers new to teaching and leadership	• Ongoing: all programs as detailed in Autumn
Section 4 Target 1 • Developing pupils' emotional literacy and self management through introduction of RULER	• Jan 2017: Extending RULER training – whole school inset • Feb 2017: twilight on supporting children with challenging behaviours
Strategic Aim 1 • Developing teaching and learning based on strong engagement with research	• February 2017: Journal club • Improving outcomes in Writing Lesson Study project with IOE(TO, WC, DW) • Jan 2017: workload challenge research project launched following successful bid
• Other training	• Jan 2017 – English Inset – handwriting • March 2017: Peer Review training (CB and JRE)
Gaps in Provision	Previously identified gaps: • Early Years team: lead teachers attending the EYFS training for coordinators and moderation sessions planned for Spring 2 and Summer 1. Whole phase focus on developing learning environments • GS, TY, TB: Intervention group for Workload challenge project on effective feedback • TY & TB development as mentors for new teachers

Leadership

Building Expansion

Line	Name	Start	Finish	Duration
40	Temporary weatherproof	22 Dec 16	09 Jan 17	3d
41	Temporary weatherproof to openings	22 Dec 16	09 Jan 17	3d
42	External Wall (Outer skin)	22 Dec 16	01 Mar 17	8w
43	Brickwork - Ground to Roof	22 Dec 16	15 Feb 17	6w
44	Curtain walling	09 Feb 17	24 Feb 17	2w 2d
45	Install windows	09 Feb 17	01 Mar 17	3w
46	Roofing	22 Dec 16	26 May 17	19w 4d
47	Roofing to hall main roof	22 Dec 16	01 Feb 17	4w
48	Roofing to roof canopy	02 Feb 17	22 Feb 17	3w
49	Roofing to link canopy	23 Feb 17	15 Mar 17	3w
50	Other roof finishes & fittings	23 Feb 17	28 Apr 17	9w
51	Return visit to erect remaining link canopy structural steel frame	11 May 17	12 May 17	2d
52	Roofing to remaining link canopy	15 May 17	26 May 17	2w
53	Internal Fit-out	02 Feb 17	20 Jul 17	23w 2d
54	Fit-out works	02 Feb 17	30 Jun 17	20w 3d
55	Ground floor fit-out	02 Feb 17	30 Jun 17	20w 3d
56	Grd Mezz. floor plantroom installation	23 Feb 17	06 Jun 17	14w
57	FFE, Blinds & Signage	23 Jun 17	13 Jul 17	3w
58	Install Blinds & Signage	23 Jun 17	13 Jul 17	3w
59	Snagging & Final clean	23 Jun 17	20 Jul 17	4w
60	Snagging & De-snag	23 Jun 17	13 Jul 17	3w
61	Final clean	14 Jul 17	20 Jul 17	1w
62	Testing & Commissioning	12 Jun 17	08 Sep 17	12w 4d
63	Pre-commissioning	12 Jun 17	30 Jun 17	3w
64	Final testing & commissioning	03 Jul 17	18 Aug 17	7w
65	Soft Landing & Client Training	18 Aug 17	08 Sep 17	3w

we are here.
Feb 2017

- Hall and 2 YO nursery constructed - main structure (steel and CLT)
- critical path for Summer handover still on track
- works re-organised to finish the rooftop playgroup in spring 2017 to release to school early.
- internal works for YR and YN classrooms to begin March 2017

Leadership

Progress of school development plan - Leadership

The Progress of Key Priorities within School Development Plan (summer term) - Leadership					
	Objective/Action	On target	Partially on target	Off target	Notes
	Target 1:To improve school's financial sustainability	✓			1
	Target 2: Completion of new hall, 2 year old nursery, Year 1 classrooms, office spaces and kitchen. See separate expansion plan and scheduling.	✓			2
	Target 3: Improved mentoring of teachers new to teaching and leadership		✓		3

1. School budget still on target to have a small surplus at the end of financial year .

2. New build has begun and on track to be completed for September 2017.

3. See page 14 - Middle leadership teams have been established. 2 middle leaders are on NPQML training. 2 Senior leaders were on NPQSL but withdrew as felt didn't meet their needs as new but confident leaders. NQTs and NQTS +1 all have effective mentor. Further work needed on embedding the middle leadership teams as not effective to date. Next Steps: each team to have a budget to promote collaborative learning

Self-Evaluation – Leadership and Management

Leadership

Area	Grade			
	Outstanding	*Good*	*Requires Improvement*	*Inadequate*
Leadership & Management	✓			

Strengths

- 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.
- Outstanding professional development linked to school improvement plan and based on engagement in research and national agendas - CPDS are leading the 'research and development strand of the Southwark Teaching School Alliance.
- STSA in in profit and engaging with over 40 southwark schools on a consistent basis as well as running national training programmes (NPQs and women's leadership) and leading national R and D on reducing teacher workload and
- Strong succession planning through development of teachers, subject leaders, middle leaders and administrative staff
- EYFS is led extremely well and consequently standards are continuing to rise in both YN and YR –2016 data and current learning journals
- Sharp and focused School Improvement Plan , identifying the many strengths at the school and providing a perceptive view of areas for further improvement
- Capacity to support other schools –through Southwark Teaching School Alliance
- Communication with parents is frequent and effective— a weekly newsletter, school and class blogs, twitter and texting. 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 attendance and building development.
- Broad and balanced creative curriculum with significant wider partnerships and projects
- Safeguarding is effective - further strengthened by enlarged safeguarding team and Pastoral DHT.
- High expectations for all pupils leading to very strong outcomes in KS2
- progress of PPG at least matches progress of non PPG in all subjects as a result of quality first teaching and effective interventions - showing very effective use of the pupil premium funding

Weaknesses

- Ongoing building expansion - completion of main contract and impact on wider curriculum and school community

The outcomes of pupils at the school

Leadership Team's Report to Governors

Spring Term 2017

Historical data - Headlines from the Inspection Dashboard 2016

Strengths in 2016

- KS2 progress was not significantly below average* overall or for any prior attainment group in any subject. *and not below -3.
- Disadvantaged KS2 pupils' progress was not significantly below average* overall or for any prior attainment group in any subject. *and not below -3.
- For KS2 pupils who have special educational needs, progress was not significantly below average* overall or for any prior attainment group in any subject. *and not below -3.
- Disadvantaged KS2 pupils had an average scaled score equal to or above the national score for other pupils in reading & mathematics.

2015

	National Floor Standards	School
Level 4+ RWM	65%	91%
EP reading	94%	100%
EP writing	97%	98%
EP mathematics	93%	98%
Floor standards met?	✓	

- KS1 attainment of at least the expected standard in all subjects for all EYFS development groups was close to* or above national figures.*within one pupil below national.
- KS1 attainment of greater depth in all subjects for all EYFS development groups was close to* or above national figures.*within one pupil below national.
- The proportion of pupils that met the expected standard in phonics was above the national figure in year 1.
- The proportion of disadvantaged pupils that met the expected standard in phonics was above the national figure for other pupils in year 1.

Weaknesses in 2016

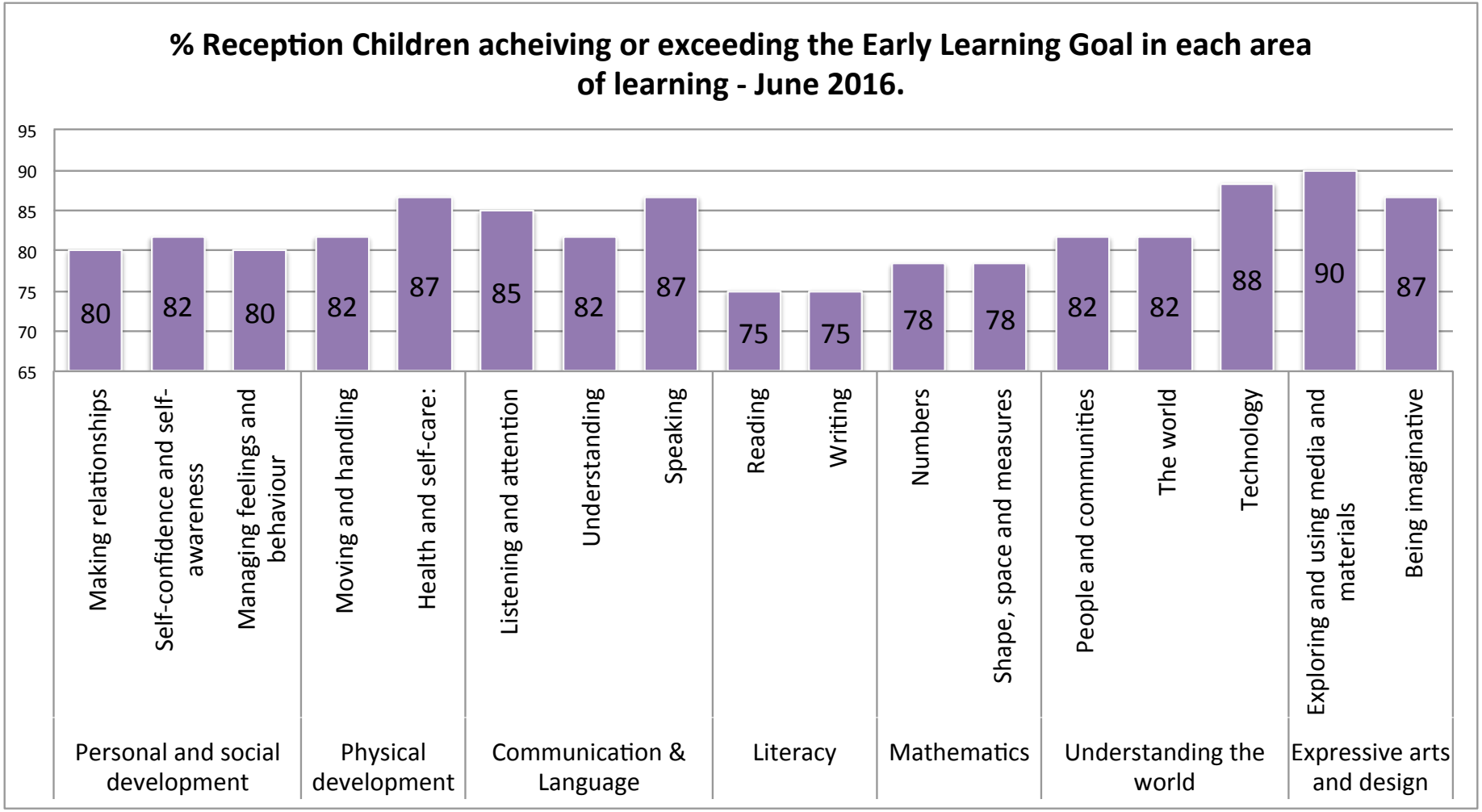
- KS1 attainment was well below the national figure for expected+ or greater depth in at least one subject for the groups: disadvantaged expected, girls expected.

Weaknesses focus on groups of more than 3 where the attainment is lower by at least 2 pupils. in 2016, the dashboard has highlighted attainment of girls and disadvantaged pupils in maths who reached the Early Learning Goal in maths at the end of YR but did not go on to reach the year 2 expected standard. . 15/20 disadvantaged pupils achieved the expected standard as opposed to equivalent of 17.4/20 nationally. 9/13 girls achieved the expected standard as opposed to equivalent of 11/13 girls nationally. N/B when analysing this data there is significant overlap between these groups.

Outcomes

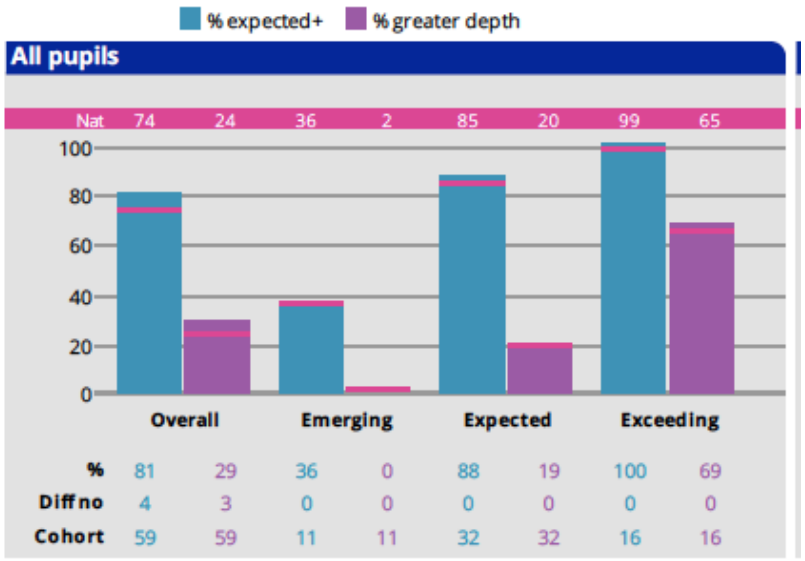
Historic Data - YR - June 2016 % meeting or exceeding expectations (60 pupils)

Good Level of Development was - 73%



Historic Data - KS1 Analysis 2016 - Reading

New progress measures from EYFS to Yr2. We have not tracked pupil groups in this way before instead tracking pupils who achieved a GLD overall to Yr 2 outcomes so this new breakdown has identified up pupil groups which our previous progress tracking did not and this has now been addressed (both in terms of tracking and provision - see below)



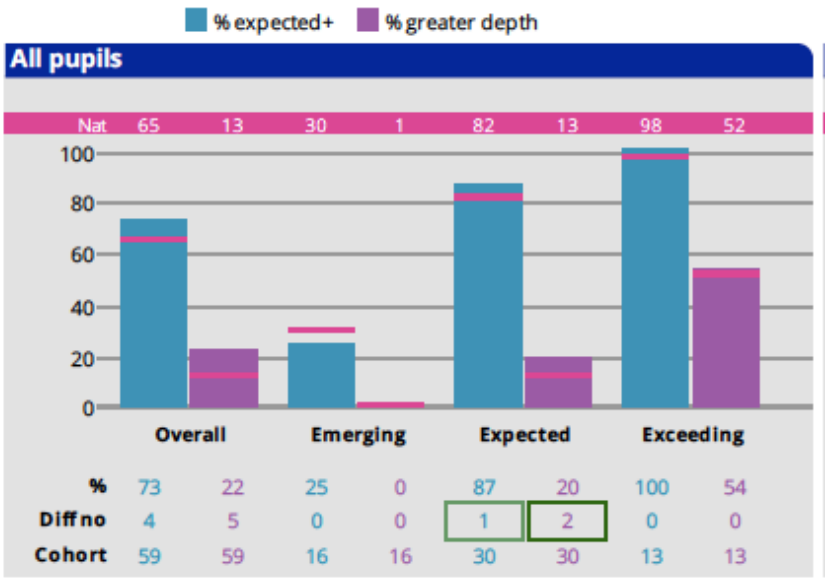
Outcomes from different starting points were in line with or above the national averages for all pupils. Disadvantaged pupils did less well in achieving reading in 'greater depth' than national averages including those who achieved the exceeding level in reading at the end of YR.

PPG not achieving GD = 5 pupils (4 girls and 1 boy).
Girls not achieving GD = 3 girls (overlaps ppg)
Autumn Term - all 1 step of progress in y3 and at ARE- flagged for higher expectations and spring term intervention (Lit Lead).

<u>Improving kS1 outcomes in 2016/17</u>

- Tighter tracking of groups based on EYFS reading outcomes - all SMT understand new progress measures.
- English lead teaching 2 x weekly intervention groups (spring 2) girls and ppg targeted for greater depth in English.

Historic Data - KS1 Analysis Writing



Outcomes from pupils achieving age related expectations in YR or exceeding them were above the national averages for all pupils. Pupils with low starting points (emerging at EYFS) did less Disadvantaged pupils did less well in achieving reading in 'greater depth' than national averages including those who achieved the exceeding level in reading at the end of YR.

PPG not achieving GD = 4 pupils (4 girls).
Non PP not achieving 'expected' from low starting points - 9 pupils (n/b cohort size is smaller than school data)

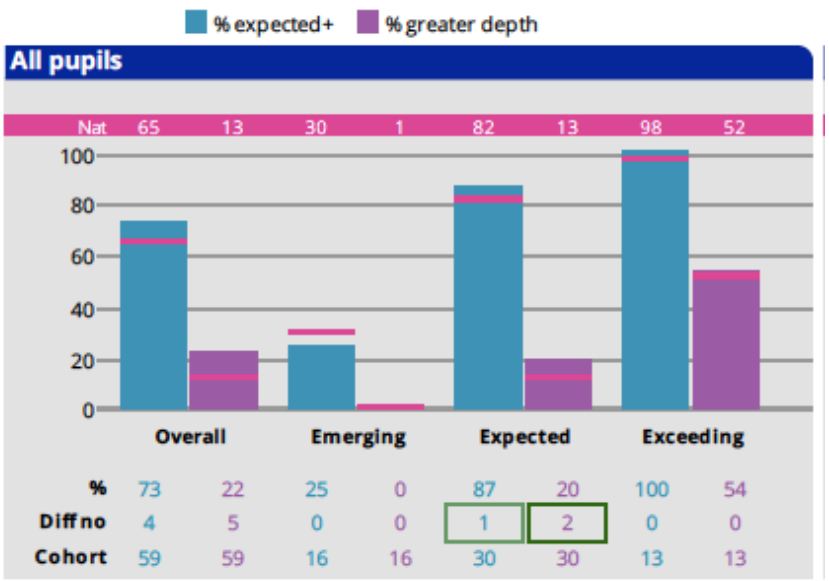
Autumn Term - all 1 step of progress in y3 and some 2 steps- flagged for higher expectations and - GDS spring term intervention (Lit Lead). current phonics intervention with HLTA

<u>Improving kS1 outcomes in 2016/17</u>

- Tighter tracking of groups based on EYFS reading outcomes - all SMT understand new progress measures.
- Literacy lead teaching 2 x weekly intervention groups (spring 2 term) - for PPG and girls not on track for GD.

Historic Data - KS1 Analysis - Maths

maths (all pupils)



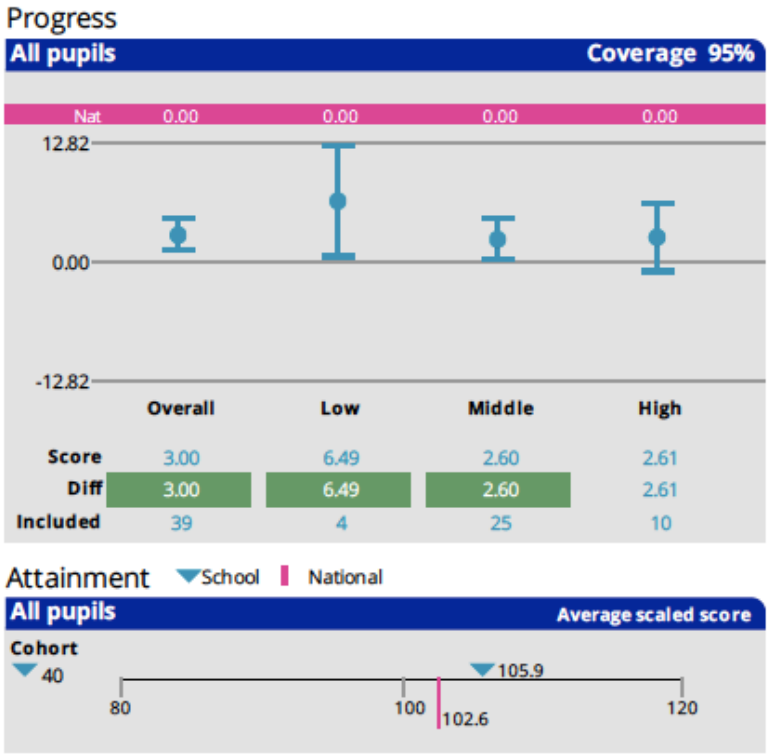
Outcomes from different starting points were in line with or above the national averages for all pupils. Disadvantaged pupils did less well than national averages for pupils who were both at the expected level and exceeding the expected level in YR. Almost identical cohort to those in reading

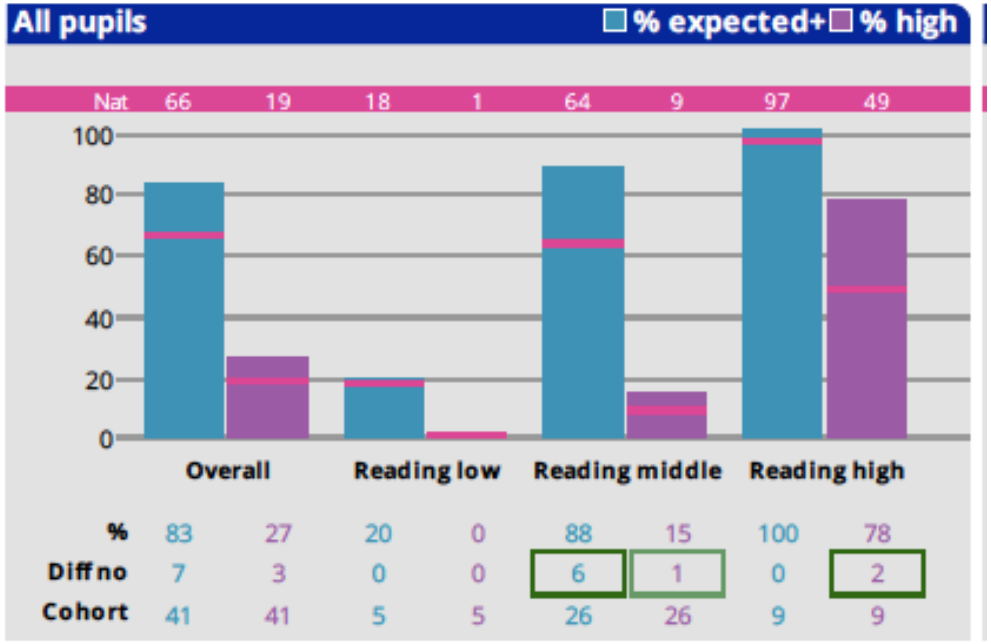
PPG not achieving GD = 4 pupils (4 girls and 1 boy).
PPG not achieving EX - 3 pupils
Girls not achieving Ex = 3 girls (overlaps ppg)
Autumn Term - all at least 1 step of progress in yr 3 and at ARE- flagged for higher expectations and spring term intervention (maths Lead).

<u>Improving kS1 outcomes in 2016/17</u>

- Tighter tracking of groups based on EYFS reading outcomes - all SMT understand new progress measures.
- HT lead teaching 2 x weekly intervention groups (spring term) - for pupils targeted for GD in maths

Historic Data - KS2 Analysis of Reading

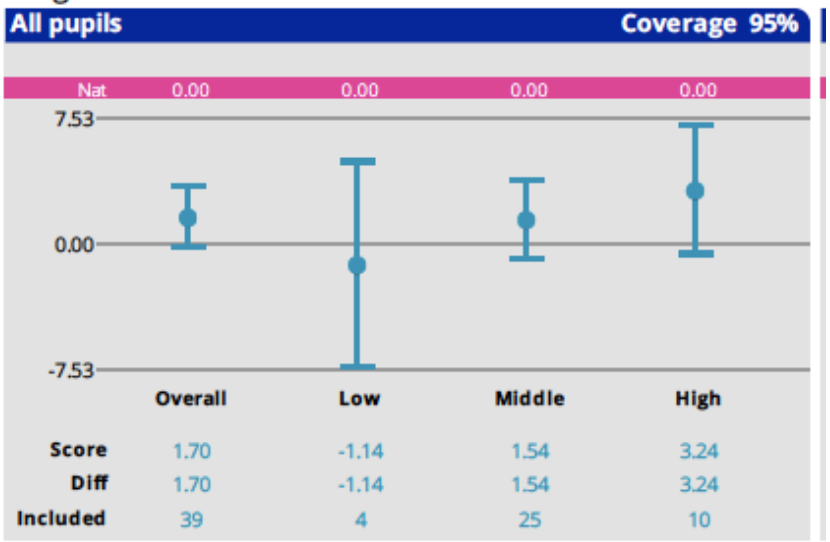




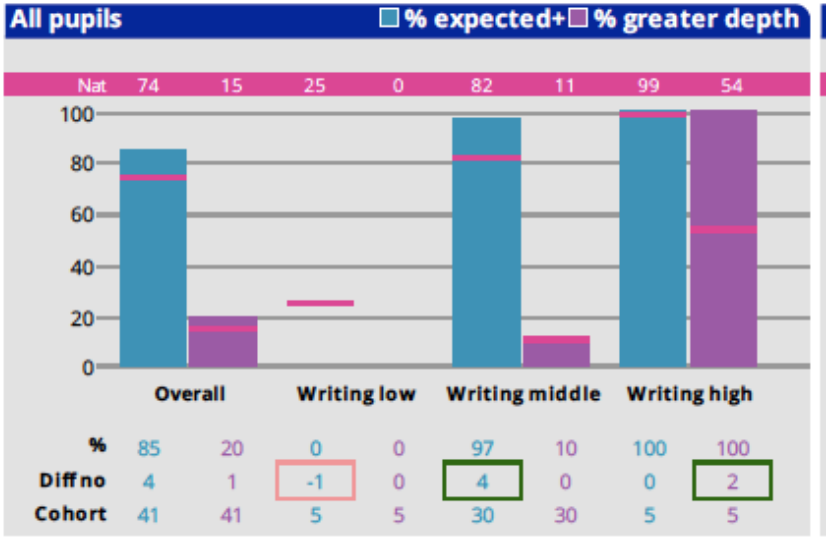
- Reading attainment at KS2 was above national (significantly for lower and middle prior attainers)
- Progress of Disadvantaged pupils overall was significantly above national. Attainment of this group was also above national and in the top 10% for middle and high prior attainers.

Historic Data analysis - KS2 writing

Progress



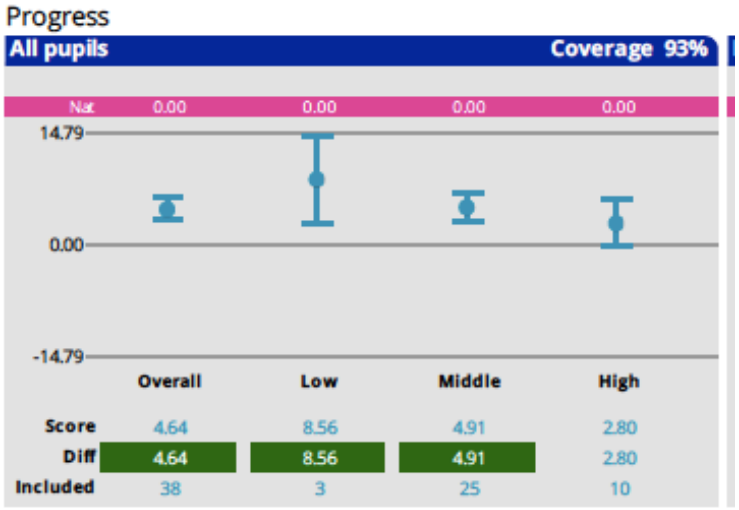
Attainment

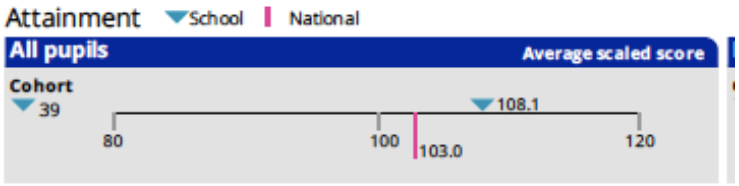


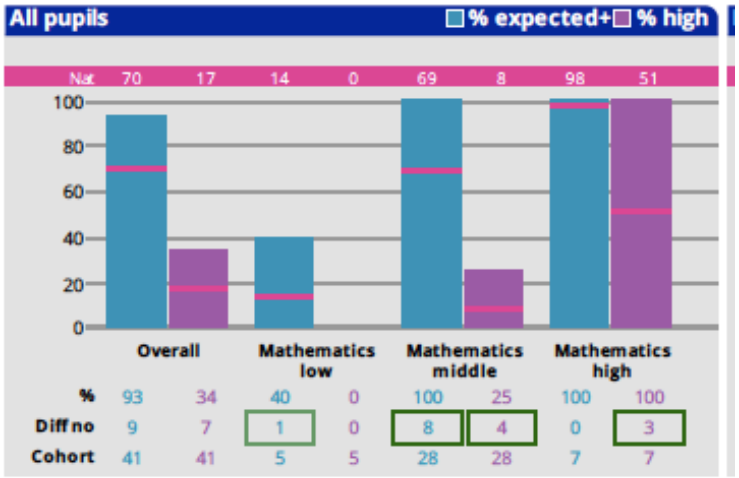
Progress is above national for both all pupils and disadvantaged pupils except 4 pupils with low prior outcomes (2 SEN)

Outcomes for those pupils with higher and middle prior outcomes were significantly higher than the national average for expected (middle PA) and greater depth (high PA)

Historic Data - KS2 Analysis for Maths



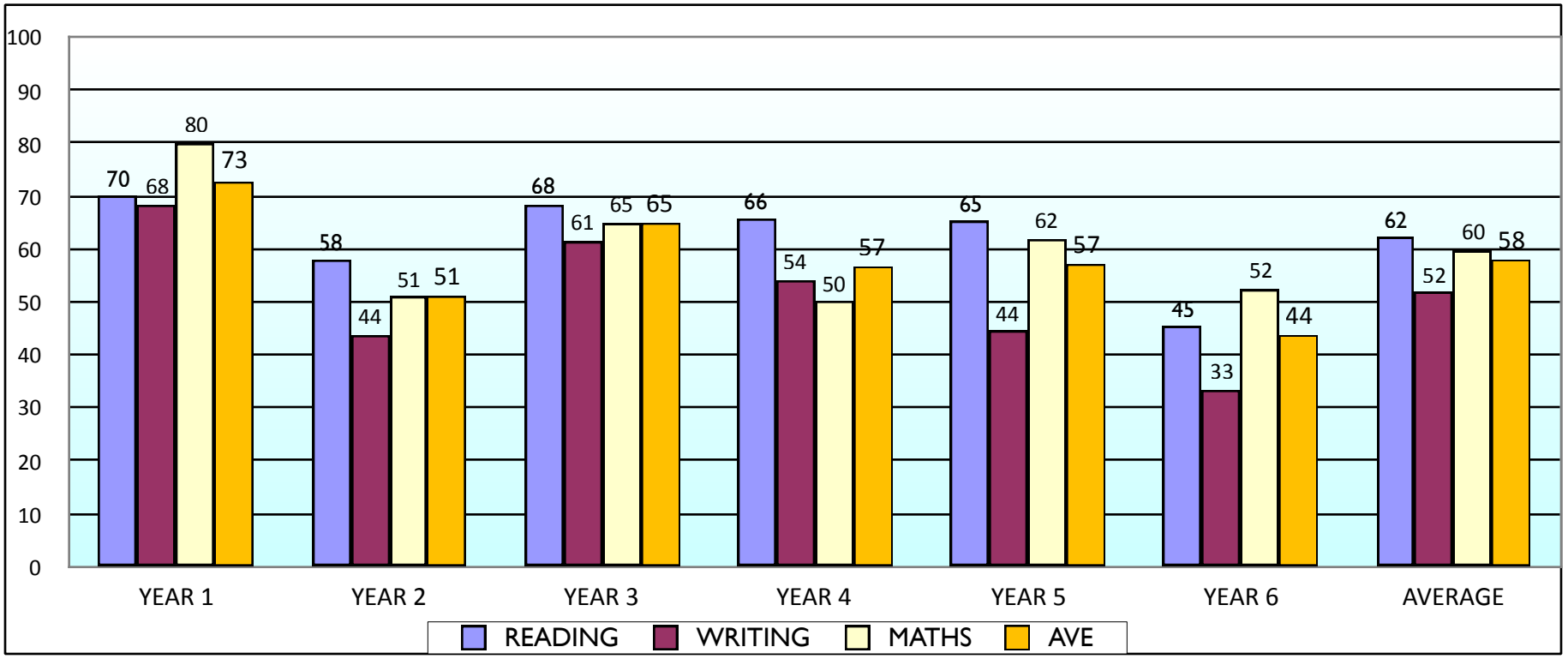




Progress is significantly above national for both all pupils and disadvantaged pupils

Attainment for all pupils (including disadvantaged) were significantly higher than the national average for expected (low and middle) PA) and greater depth (high and middle PA)

Attainment: % working at or above expected levels (CHART)



Progress and attainment analysis
(as discussed in curriculum and standards meeting - Jan 2017

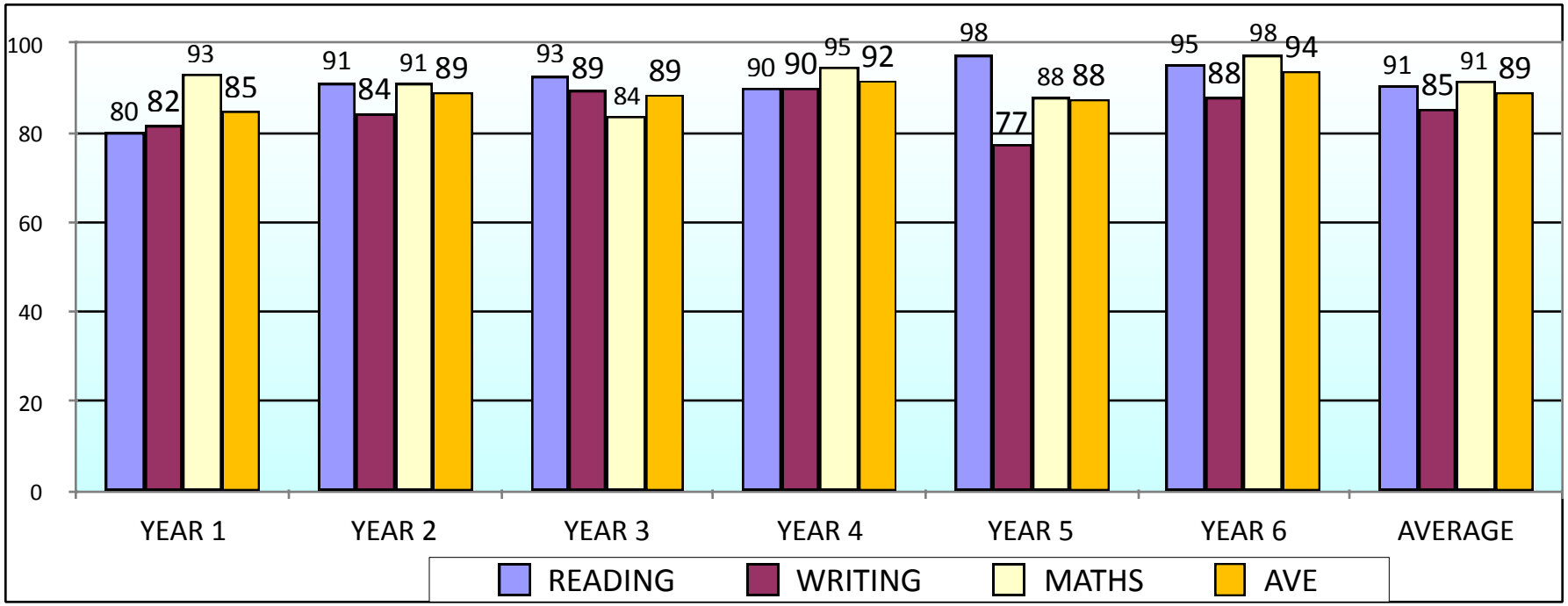
Year 1 statistical difficulties in mapping year 1 pupils in Sept onto a new curriculum so main focus is attainment , particularly in reading. This will be re-evaluated next year. This group did not have secure personal, emotional and social skills on entry to year 1. Progress with these important learning skills has been strong.
SEN numbers are higher than school and national average in this cohort masking average attainment success for middle and high attainers.
Next Steps
Increased focus on phonics - see phonics summary.

Year3
MA and HA accessing the KS2 curriculum very well and making strong progress - more recent evidence in books supports this.
Similar issues to Year 1 of limited range as of Nov to assess writing achievements full against Year 3 criteria.
Next Steps
Further Oxford reading tree scheme to year 3 to support less confident readers
Identified Black African/PP/SEN/Boy group who are given additional Maths and Phonics support - to continue
Continue to monitor and support SEND cohort receiving small group English and Maths - new resources purchased to accelerate individual progress.

Year 4
Year group had been identified as needing to make accelerated progress - consistency and experience of staffing to support this successfully

Year 5
Strong progress is being seen in all subjects
Cohort of Black African/ SEN /Pupil premium/boys and considerable overlap in the groups.- he SEN cohort is particularly large.
Next Steps
Continue additional interventions, focussed support and literacy support - change of intervention (see slide on pupil premium expenditure)

Progress: % making good progress (CHART)



Progress: whole school progress (SEPT - DEC 1ST)

WHOLE SCHOOL AVERAGE PROGRESS

PROGRESS EXPECT 1

	R	W	M	ALL	PUPILS
ALL	1.2	1.0	1.2	1.2	317
BOYS	1.2	1.0	1.2	1.1	167
GIRLS	1.3	1.1	1.2	1.2	150
PUPIL PREM	1.2	0.9	1.2	1.1	117
NON P PREM	1.3	1.1	1.2	1.2	199
SEN	1.3	1.0	1.1	1.1	103
NON SEN	1.2	1.1	1.3	1.2	213
EAL	1.3	1.0	1.3	1.2	104
NON EAL	1.3	1.1	1.3	1.2	157
ASIAN	0.9	0.9	1.3	1.1	24
BLACK AFR	1.2	0.9	1.1	1.1	69
BLACK CAR	0.8	0.8	0.9	0.8	12
MIXED	1.2	1.1	1.1	1.2	61
WHITE BRI	1.3	1.1	1.3	1.2	68
WHITE OTH	1.5	1.1	1.4	1.3	40
LATE ARRS	1.2	1.1	1.3	1.2	23
ALL THROUGH	1.3	1.1	1.2	1.2	234

Whole school average progress – 1 point is expected progress if 3 points are to be achieved smoothly over the academic year

Black African SEN PPG group:

Approx 5/6 pupils per year. Making good progress and focus is on acceleration as attainment lower than other ethnic groups.

There are around 5-6 in each year - West/ Central/East African ethnicity so very broad. Not including families from North Africa (eg Morocco and Algeria) - not all identify themselves as Black African

Range of interventions personal to needs of each year group and child in place - social deprivation and SEND more significant barriers for these pupils

Black Caribbean - very small group containing 2 pupils with severe SEND who made limited progress in NC in autumn term.

Year 2 - Attainment and Progress - by groups

YEAR 2		ATTAINMENT EXPECT 22				PROGRESS EXPECT 1				
	PUPILS	R	W	M	ALL	R	W	M	ALL	PUPILS
ALL	57	21.6	21.1	21.4	21.4	1.3	0.9	1.1	1.1	57
BOYS	27	21.3	20.9	21.1	21.1	1.3	0.9	1.1	1.1	27
GIRLS	30	21.9	21.3	21.6	21.6	1.3	0.9	1.2	1.1	30
PUPIL PREM	15	21.5	20.7	21.0	21.1	1.1	0.8	1.1	1.0	15
NON P PREM	42	21.7	21.2	21.5	21.5	1.4	0.9	1.1	1.1	42
SEN	18	20.7	20.1	20.4	20.4	1.3	0.7	1.1	1.0	18
NON SEN	39	22.1	21.6	21.8	21.8	1.3	0.9	1.2	1.1	39
EAL	21	21.5	21.0	21.4	21.3	1.3	1.0	1.3	1.2	21
NON EAL	36	21.7	21.2	21.4	21.4	1.3	0.8	1.0	1.1	36
BLACK AFR	13	21.4	20.8	21.2	21.1	1.2	0.8	1.2	1.1	13
MIXED	13	21.3	21.1	21.1	21.2	1.3	0.8	0.8	1.0	13
WHITE BRI	11	22.0	21.5	21.6	21.7	1.5	1.0	1.1	1.2	11
WHITE OTH	8	21.8	21.0	21.3	21.3	1.5	1.0	1.3	1.3	8

Year 2

- n/b data collection was Nov 2016. Insufficient evidence of range of writing genres in the books to show the attainment in writing at Year 2 levels for many pupils but now there and evidence in books shows writing is very good.
- Maths and Reading are showing accelerated progress.
- Black African children are identified as a group not making adequate progress. Six of the 13 have SEND and significant overlap with other groups; Pupil Premium, Boys they are not doing as well as other children The school is actively investigating what is causing this although supporting each pupil's individual needs.

Year 6 - Attainment and Progress - by groups

YEAR 6		ATTAINMENT EXPECT 34				PROGRESS EXPECT 1				
	PUPILS	R	W	M	ALL	R	W	M	ALL	PUPILS
ALL	42	32.9	31.6	32.8	32.4	1.8	1.2	1.5	1.5	42
BOYS	19	32.8	31.2	33.1	32.4	2.1	1.3	1.6	1.6	19
GIRLS	23	32.9	31.9	32.6	32.5	1.5	1.2	1.4	1.3	23
PUPIL PREM	18	32.6	30.8	32.6	32.0	1.9	1.1	1.5	1.5	18
NON P PREM	24	33.1	32.1	33.0	32.7	1.6	1.3	1.5	1.5	24
SEN	22	31.6	29.8	31.7	31.1	1.9	1.1	1.5	1.5	22
NON SEN	20	34.3	33.5	34.0	33.9	1.6	1.3	1.5	1.5	20
EAL	18	32.5	31.2	32.4	32.0	1.8	1.1	1.3	1.4	18
NON EAL	24	33.2	31.8	33.1	32.7	1.8	1.3	1.6	1.5	24
BLACK AFR	13	32.3	30.8	32.6	31.9	1.8	0.9	1.5	1.4	13
MIXED	7	32.4	31.6	32.4	32.1	1.3	1.4	1.3	1.3	7
WHITE BRI	9	32.7	30.8	32.6	32.0	1.8	1.2	1.4	1.5	9
WHITE OTH	7	34.0	32.9	33.3	33.4	2.0	1.3	1.7	1.7	7

Outcomes - year 6 2016/17

Year 6 baseline: (% pupils entering Year 6 at ARE : Reading 44%, Writing 32%, Maths 53%)

- **Barriers to attaining 85% :** >50% SEN in current Year 6. These SENs are largely in the areas of English (e.g. dyslexia) or behaviour. Often the two go together i.e. as they struggle with reading and writing, positive behaviour choices become harder.
- At the beginning of Year 5, many children struggled to engage with reading for pleasure or writing at length.

Position at Feb 17:

We anticipate being able to meet the targets : Reading: 86%, Writing 86% and Maths 88%.

Reading - Recent assessment tests suggest now a strength, Result of increasing Guided Reading sessions per week and introduction of dyslexic friendly reading books plus continued engagement with the library. ***On track to meet 86% target.***

Maths - large numbers borderline EXP or WGD:. Anticipate that, with consolidation and revision, **we will meet the target of 88%**

Writing - area of most concern. Most children are now able to write at length in a variety of styles and for various purposes. school provision from teachers supporting effectively. **On track to meet target.**

SPAG – concern due to high numbers of dyslexic children in year 6. and will struggle to pass spelling and there meet EXS. Introduction of revision after Easter in addition to lessons and weekly practice tests

Significant resources and support focused on year 6. Interventions in maths, reading and writing after school, afternoons and lunchtimes continue. . In addition to this, year 6 has undergone extensive assessment by Ed Psych resulting in a significant number of children being recommended for additional accessibility allowances for SATs. The applications for these concessions are being made by the SENCO.

SEN pupils

Key foci and impact of actions in the autumn and Spring 1

1. Identification of pupils with SEND , including those with mild but specific barriers and the application for EHC plans for pupils with severe barriers to learning and development.

- All pupils in YR Introduced Language Link to Key Stage One and EYFS
- This skills up teachers with providing additional support for pupils with language needs. It has allowed us to run 8 additional language interventions.
- Two new Educational Health Care Plans have been applied for and accepted. One more has been applied for and we are awaiting the outcome from the LA.
- Provision map software is used to ensure we have a regular updated provision map and learning plans for individual pupils.
- GL assessment allows us to do in house dyslexia screening prior to assessment
- Diagnostic resources have been introduced to assess spelling and analyse reading to provide next steps and to help measure impact of provisions
- 91 pupils are currently on the SEN register with an additional amount being monitored.
- 15 pupils have been diagnosed as dyslexic in Key Stage Two since September 2016.

2. improved staff training to ensure improved teaching of SEND pupils in class

- Two whole school INSET days have been used to skill staff with differentiating for pupils with additional needs and understanding dyslexia.
- External agencies have been involved with our pupils to ensure the in-house provisions are affective. e.g autism support and social stories.
- All staff have had training on attachment theory to support LAC pupils.

3. Improved partnership work with parents

- Parent's of pupils on the SEND register are met with by the SENCo each term. This ensures we meet our statutory duty under the SEN code of practice.
- Individual resources have been purchased to support pupil's needs. e.g. weighted blankets to support sensory needs.
- Autism and Dyslexia workshops have been run for parents.

Pupil Outcomes

The Progress of Key Priorities within School Development Plan – outcomes

objective	on target	partially on target	not on target	notes
Target 1:To improve the progress of pupil premium pupils in all areas as compared to non pupil premium pupils in the school	yes - book look evidence			greater awareness of pupil premium for all staff pupil premium interventions changed based on evaluation and increased progress seen for pupils in interventions in spring (KS2) and autumn and spring - KS1. Further mapping to be completed to ensure equality of access. Pupil premium pupils making similar progress or better than non ppg pupils . See data
Target 2 Non- negotiable pupil attainment and progress targets for all year groups	yes - book look evidence			Book looks show progress in all core subjects . increased evidence in all books. Year 1 maths very strong evidence of progress for all in Spring 1 and strong evidence of progress in reading and writing in Phase 3/4 and Year 2.

Self Evaluation of Outcomes

Area	Grade	
	Outstanding	*Good outcomes or notes to explain outstanding judgement*
Levels of attainment	✓	✓ KS1 outcomes - no comparative data for Year 2
Historic progress	✓ (3 year trend in all key stages and subjects	
Progress of current pupils	✓ (over time given demands of new curriculum)	
Overall judgement	✓ over time	

Priority Areas - spring 2 and summer 2017

* priority year groups - KS1 -increasing evidence of progress and opportunities for in greater depth in reading and writing and maths (ongoing)
* priority whole school groups - SEND (especially yr 6) and PP - increasing impact of PP interventions in years 3 -5
* tracking - black sen pupil premium children to ensure progress is expected or above.

The personal development, behaviour and welfare of pupils school (Pastoral Care)

Leadership team's Report to Governors

Spring Term 2017

Exclusions - fixed term exclusions this year.

Exclusions to date	All pupils	Pupil Premium pupils
Number of fixed term exclusions	3	1
Average number of days of fixed term exclusions	2 days	2 days
Number of pupils given fixed term exclusions	2	2
Number of permanent exclusions	None	none

Exclusions

- 1 pupil from Year 1 twice and 1 pupil from year 6 - both boys and both for uncontrollable violent behaviour towards peers and adults. Both Black British Nigerian. There has been one exclusion in the spring term and two from the previous Autumn term. The child who has received two exclusions is receiving support from the PRU, has a reduced timetable, 1:1 support (paid for by extreme behaviour funding at Southwark which was applied for) and has now received an EHCP. Behaviour is now starting to improve.

Incidences of poor behaviour including racism and bullying

Incidents from 1st September 2015 to end of February 2016		Incidents from 1st September to now (2017)
Data	All pupils	All pupils
Racist incidents	0	0
Bullying incidents	0	0
Red Forms	20	12
Yellow forms	97	49

	Spring 2016	Summer 2016	Autumn 2016	Spring Term - 1
Average numbers of forms per week	7.7	3	2.5	3
Average number of red forms / week	0.8	1.2	0.8	0.6
Average number of amber forms	6.9	1.8	1.7	2.4

Analysis:

- **Incidents of behaviour concerns are continuing to decrease.** Compared to this time last year, we have substantial improvement.

- We believe this is the result of the positive behaviour management training given to all staff, the many pastoral interventions and pastoral lessons taking place in each class e.g. RULER. We have improved equipment for children to play with at lunch times and our "Youth Club" style intervention for children in KS2. EHCP for pupils with behavioural SEN needs have been applied for and achieved in all cases. The support from the PRU has been invaluable in one particular case. The extreme behaviour funding from Southwark for one child has allowed us to temporarily give 1:1 support whilst we await the EHCP. Exceptional support and individual plans have been given to LAC who as a majority have higher levels of behavioural needs. We now have 8 LAC down from 10 due to two being homed in Kent.

- We have built firmer relationships with parents and have them in the school far more frequently due to the high number of workshops that have been run. This is building relationships between home and school.
- Pupils who receive a red form now go on report which helps to maintain positive behaviour for the weeks after a negative behavioural incident.

- The red forms are for one LAC who now has 1:1 support. We have just had an EHCP accepted for this child. This child has a differentiated timetable and all staff have been trained to meet her specific needs.
- This year, we have far higher expectations of low level behaviour and are recording even minor events, therefore yellow forms are higher than what they would have been.
- As mentioned above, there are some specific pupils with severe behavioural needs. The totals in the tabl do not include them as they all now have 1:1s and EHCP and behaviour is now much improved. Including them in the totals would not give a fair reflection of the school. With these children included, the totals are 15 red forms and 56 yellow forms. Still a substantial improvement on the previous year.

Analysis of behaviour

Previous Next steps - have they been met?

- Mr Eggleton to analyse data cumulatively as well as weekly totals and each form to be reflected on in greater detail-**MET**
- All forms to go through SLT for referral before the admin team to ensure every incident is followed up and staff and pupils are appropriately supported as well as ensuring consistency of approach-**MET**
- RULER school training**-MET**
- Expansion of ELSA and Lego therapy groups - pastoral groups established**-MET**
- Pascale to do an INSET on behaviour management**-MET**
- Children with one red form to be given structured behaviour plan (report) for the following seven days then reviewed at weekly intervals and this discussed with parents (currently the red form is shared with parents)**-MET**
- .Reduce the number of red and yellow forms for Looked After Children. **Met**
- To give the same behaviour management training from Pascale to lunch time supervisors. **Met**
- To reduce the number of red forms for the same child. **Partially met**
- Continue RULER school training. **Met**
- MP to run daily mindfulness sessions based on the resources by Smiling Minds schools kit. This will be a short group, daily, run at lunch time for any child who has received a red or yellow form to help with their transition back into the classroom and to stop repeat offending. This will work alongside the new "report" system. **Not yet met**

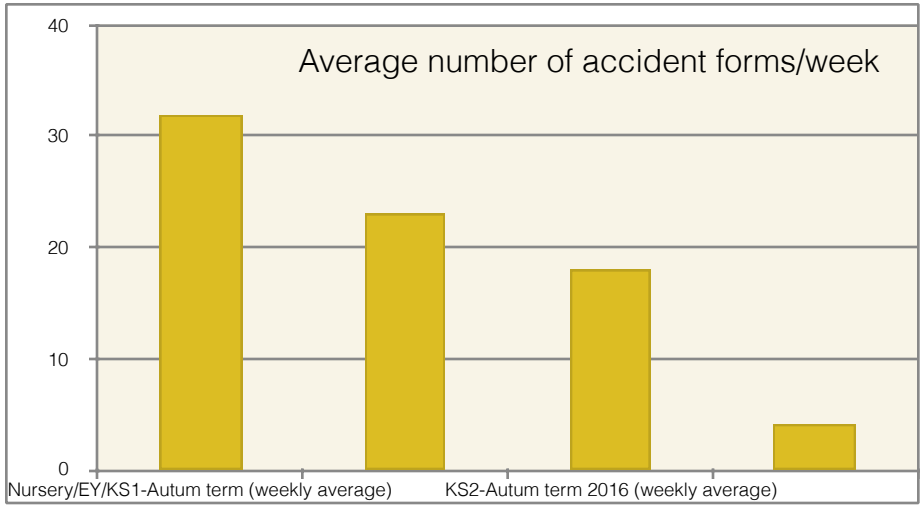
Pastoral Groups' Analysis - Impact this term

- The teaching of pastoral lessons has been embedded throughout the whole school using RULER and a combination of Mindfulness developed by Cambridge University and Therapeutic stories. The impact is being evaluated by termly learning walks, pastoral lesson observations, peer review from other Southwark Heads and two lots of governor walks. The feedback has been positive from everyone involved. We have begun to measure the impact using a self created well-being questionnaire.
- Letters have been sent out to invite parents and pupils to the re-launched "Learning together workshop" with a focus on improving punctuality.
- Our Family Liaison team are continuing to mentor specific children and run groups to support vulnerable pupils. There expertise has been used over the Spring term to support LAC with severe behavioural needs.
- We continue to run Lego therapy groups, ELSA and have recently started social groups run by Mr Harris. Pupils from across the school are taken but mainly our Yr1 cohort who have social and emotional difficulties as a barrier to their learning.
- We have led pastoral workshops for parents and shared progress of pastoral lessons in our whole school newsletter.
- Progress of pastoral lessons and the impact on specific pupils is being measured through performance management of teachers.

Next Steps for Spring 2016/17

- **Look at a more robust way of measuring impact by using the happiness scale and monitoring the improvement in the incidences where pupils are asked to leave the classroom as a timeout.**
- **ME and FV to support other schools in developing "Peer to Peer" mentoring in primary schools. To trial at Charles Dickens School first.**
- **To continue parent workshops to increase parental engagement. Trial an online seminar to see if this attracts a wider audience**

Analysis of Accident log



Next Steps from Autumn 2016

- To find ways of supporting children in Key Stage Two on their return from Mint Street as they have 20 minutes in the main playground. Look at replicating the "zoning" idea which has been created for KS1 and EYFS. MET
- Analyze the data into minor incidents and more serious incidents e.g. tripped up but no injury. MET

Analysis

Accidents have continued to reduce to the stage where we are at our lowest weekly averages ever! We continue to zone the EYFS/KS1 lunchtime areas with engaging activities for pupils to partake in. We are introducing the same style playtimes for KS2. The pupils were able to choose which activities they wanted. We now acknowledge on the data when an accident is minor. E.g. an old scab falls off and bleeds.

Next steps for Summer 2017

- **Continue to monitor accidents to ensure that they reduce.**
- **Continue to ensure that lunch time staff use positive behaviour management and adults are dispersed to ensure each zoned areas has an adult to support.**
- **To develop "peer mentoring" which ME and FV is creating with other schools in Southwark.**

Attendance – data this term and over time comparisons

Pastoral Care

Attendance from September to date – using attendance from Years 1–6				
Date	Last year-Sept-March 2016 (Comparison data)	PPG	Sept-March 2017	PPG
Overall percentage absence	96.22% (UA 0.21%)	N/A	96.33% (UA 0.59%)	N/A
pupils with less than 90%	3.52%	5	4.28%	4
pupils with less than 85%	0.00%	0	1.22%	1
pupils with less than 80%	0.32%	1	0.00%	0

Analysis:
Attendance continues to be analysed weekly by the Welfare Team. Each term the Attendance Officer and DHT meet with parents of children whose attendance is declining. If no improvement is shown, the EWO conducts meetings with them and sometimes does a home visit. The attendance has improved compared to this time last year however still needs to improve further. Keith the attendance elephant is greeting, praising and awarding pupils who have got 100% attendance or have improved dramatically. However, this needs to be more regular. A CAF has been completed for one parent to support them with getting their child to school. The one pupil premium child with less than 85% is a child whose main carer has suffered mental health problems and has been removed from the home. Now that the initial turbulence and shock of this is over, attendance is improving. Support has been given to the family. Punctuality has been monitored and a Learning Together course created to support this group.

Spring term Steps:

- **To continue with meeting with parents who may be struggling with children's attendance and to continue with Keith the attendance elephant. MET**
- **Start analysing punctuality in weekly meetings and support families who are unable to get their children to school on time. MET**
- **Talk to John-Donne Primary school to find out how they run welfare support with out any EWO and what they do differently to us. MET**
-
- **Summer term next steps:**
- Continue to be firm with not authorising holidays.
- To identify repeat offenders and to ensure support is given. E.g. CAF referrals.

Progress of school development plan – behaviour & safety

The Progress of Key Priorities within School Development Plan – Behaviour & Safety				
Objective/Action	On target	Partially on target	Off target	Notes
Continue to ensure school is compliant with all safeguarding and safety procedures/standards.	✓			
To develop pupils' emotional literacy and self management through introduction of RULER.	✓			

Self-evaluation – overview

Pastoral

Strengths

- Attendance continues to be at the national average.
- Inclusion of parents through well attended workshops (listening to parental voice)
- Behaviour around school is improving year on year and insistence of poor behaviour are infrequent, limited to one or two pupils with challenging additional needs. Additional internal and external support have been given which is improving on frequency of negative behaviours.
- Embedded use of UNICEF rights respecting school techniques
- Charles Dickens is well on its journey to becoming a RULER school which was evident on the governor learning walks. Through training, lesson observations, learning environment walks and performance management pastoral lessons it is now embedded. Communication with parents to reinforce this strong work has been through workshops and the newsletter.
- Work was done on our INSET about values and creating a school ethos to share what behavioural learning is. Each member of staff has received training on attachment theory and positive behaviour management. Low level disruption in the classroom is rare.

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

Previous targets for Spring term

Ongoing work on embedding pastoral care in teaching and learning. **Met but an on going target**

Parent workshops to support positive mental health, positive behaviour management, e -safety and much more. **Met and on going**

New focus on outstanding behaviour for learning - beyond compliance in lesson. **Partially met**

Next steps:

Develop policy for LAC. – completed.

Continue to develop understanding of strong behaviour for learning in lessons.

To develop “Peer to Peer mentoring” with pupils.

To improve attendance so that it is above the national average by at least 1%.

The quality of teaching, learning and assessment at the school

Leadership team's Report to Governors

Spring Term 2017

Quality of teaching – Lesson observations (Spelling in English)

Analysis of lesson observations: Spring term focus was **Spelling** (phonics in Year 1) and enabling environments in EYFS). Prior to observations teachers supported with twilight inset on good practice and given opportunity to observe colleagues. Whole school strengths and development points shared at further twilight (21.02.17).

Where learning was good or better the following strengths were particularly evident:	***Next Steps:***
• Clear evidence of spelling lessons being taught over time • Embedded routines for spelling corrections use of spelling journals • children able to identify and use a range of strategies. • Strong planning with clear progression of skills • Children's engagement with learning • Strong subject knowledge of adults • Effective use of support staff to support children with additional needs • Good use of Assessment for Learning techniques to ensure work is well-pitched • High expectations of behaviour and learning in most year groups. • Handwriting being taught using spelling words to aid muscle memory and improve presentation	Whole school and support staff training on subject knowledge of spelling rules. Greater use of Phonics in KS2 Greater differentiation to support lower attaining in Year 1 •

Spring 2 focus

Follow-up observations on Spelling
Spelling training for support staff
Phonics training for KS2 teachers planned for Summer

Quality of teaching – Lesson observations (English) - Autumn Term

Analysis of lesson observations:	
Where learning was good or better the following strengths were particularly evident:	***Next Steps: identified in autumn term***
• Precise teaching of phonics, spelling and grammar embedded in English lessons • Purposeful use of drama to support writing • Children's behaviour for learning and enthusiasm for writing • Strong subject knowledge of adults • Effective use of support staff to support children with additional needs • Children's learning is well-supported through scaffolds and precise models in most year groups • Good use of Assessment for Learning techniques to ensure work is well-pitched • High expectations of behaviour and learning in most year groups.	Year 1: Embed whole class teaching now that children have successfully transitioned from Early Years and reorganise learning environments to enable this. Ensure that all activities support learning and expectations of learning are consistently high. Met. Children are settled and classroom layouts support more formal learning. Year 2: Ensure that work is appropriately pitched and that understanding of basics of sentence structure and spelling are secure before moving on. Ongoing. Work is appropriately pitched (book Looks and planning support). Some children still working towards secure sentence structure and Phonics. Year 3/4: Focus on accuracy of spelling, punctuation and grammar. Met. Seen in Spelling lesson observation and Book Looks Year 5: Ensure that children's learning is supported through scaffolds and models. Met. Seen in scrutiny of planning and Book Look Year 6: Ensure that SEND children are receiving appropriately pitched work. Met through working with SENCO to ensure resources are meeting children's needs

Spring 2 and Summer focus

- Whole school: development of detailed medium term plans to ensure coverage of text types and spelling and grammar objectives.
- KS1: Securing childrens phonic and sentence level work
- KS2: Continued focus on spelling and punctuation (ONGOING)

Quality of teaching – maths - observations

Analysis of lesson observations: in Autumn term focus was maths and English . Prior to observations teachers supported with twilight inset on good practice and given opportunity to observe a more experienced colleague teaching (7 teachers did this)

Where learning was good or better the following strengths were particularly evident:

- Maths vocabulary- Teaching was clear concise, accurate and age expected.
- Maths subject knowledge – Teachers have a good understanding of what the next stage of learning is.
- Positive behaviour management – lots of praise given.
- Assessment for Learning – Teachers assessed the children's understanding through questioning, though observations and through white board work.
- Challenge for HA – Teachers staggered the start for these children, checked that they had understood and then set both mastery-style questions and an open-ended investigation requiring team work.
- Additional adult – Many TAs supported groups very effectively, checking that the children understood the method and slowly moving them on with greater and greater challenge.
- Practical Maths including learning outside in early years and year one.
- Strong modelling of methods.
- Guided groups used effectively to move learning on.

Feb 2017 - progress on next steps (as seen in books and less observations and planning)

- *Further embed the use of mastery style questions rather than moving into the next year's work* – ***Rolled out to Years 2, 5 and 6***
- *Encourage more support staff to work with a wider range of children.* ***Support staff are using guided Group stamps in books when working with children. Book Looks show that they are working with children across the attainment range in most classes.***
- *Developing activities that are perhaps more open ended to allow for deeper and extended play in early years.* *progress of this seen in books.*
- *Adequate support for LA/SEND to have enough to complete work alone with higher expectations of what they can manage.* ***Ongoing***
- KS2 - improved links to topic work in applied mathematics. ***Met: seen in Book Looks***

Quality of teaching and learning in books – Focus on learning in writing and quality of teacher feedback for writing

Teaching

Analysis of pupils' learning and contribution of teacher feedback -All books demonstrated progress that was good or better.	
Strengths	***Next Steps - Spring 2 and Summer***
• Children's writing is of a consistently high standard across the school and learning outcomes are strong. • All work is marked with appropriate Next Steps being set • Children are mostly being given time to complete Next Steps • Children's responses to Next Steps indicate high levels of engagement and reflective responses to feedback • Greater evidence of editing, improving and re-drafting work in response to feedback in KS2.	• More evidence of spelling lessons being taught • Mis-spellings to be corrected consistently. • Consistently high expectations of handwriting including cursive in KS2. • Develop routines for verbal feedback and 1:1 conferencing.

Next steps set in Summer 2016 - have they been met yet?

Focusing on timely in depth marking of extended writing **Ongoing**
Ensuring that pupils are always responding to next steps - pupils **Partly met**
Ensure clarity across classes as to the features of a written text. **Partly met – teachers receiving more support with planning to ensure this.**

•

Quality of teaching – Focus on learning in maths and quality of teacher feedback for maths in KS1

Analysis of pupils' learning and contribution of teacher feedback -All books demonstrated progress that was good or better.

Strengths

- Large quantity of Maths being done in books (Maths captured nearly every day)
- All work is marked with next steps being given - strong presentation in year 2 with effort and progress celebrated
- Adults are working with a wider range of children
- Children becoming more independent learners with more work being completed individually
- Good use of photographs of individual children to indicate their engagement and level of skill
- Strong evidence of solver recorder and collaboration between pupils
- Differentiation is clear across all the attainment levels
- Pupils are completing a very good amount of work in each lesson which evidences complete security of concepts

Next Steps for Spring 2 and Summer 2017 ***Have previous n/s been addressed?***

- Support staff to use 'green in between' to show the impact of guided groups and how learning progressed throughout the lesson. **(some classes**
- *picollages are not demonstrating how secure children are with their learning – ensure these are annotating*
- *include more opportunities for open-ended problem solving.*
- *Develop more opportunities for peer work and collaboration.*
- *Giving children more opportunities to complete next steps.*
- Further imbed the mastery groups in year 4 and roll out in other year groups

Quality of teaching and learning seen in books – Focus on learning in maths and quality of teacher feedback for maths - KS2

Analysis of pupils' learning and contribution of teacher feedback -All books demonstrated progress that was good or better.

Strengths

- There is more evidence of support staff doing guided groups
- All worked is marked with next steps given with excellent presentation
- Next steps are being addressed where mistakes are made by the children
- Marking and feedback are more efficient with a greater emphasis on next steps
- Additional challenge to HA pupils over the sequence of days
- Good use of pictures
- Pupils are completing a very good amount of work in each lesson which evidences complete security of concepts

Next steps set in Summer 2016 - have they been met yet?

- Support staff to use 'green in between' to show the impact of guided groups and how learning progressed throughout the lesson. **(some classes)**
- Support staff to work with a wider range of `attainment groups **(met)**
- Further imbed the mastery groups in year 4 and roll out in other year groups with different abilities in KS2 **(ONGOING)**
- picollages are not demonstrating how secure children are with their learning – ensure these are annotating
- *include more opportunities for open-ended problem solving. (ongoing)*
- *Develop more opportunities for peer work and collaboration. (ongoing)*
- *Giving children more opportunities to complete next steps. (ongoing)*

Progress of school development plan – Teaching Learning and Assessment

The Progress of Key Priorities within School Development Plan - Teaching			
	Objective/Action	On target	Notes
	Target 1 Target 1: Improve the accuracy and precision of pupils' writing at word and sentence level.	✓	• No nonsense spelling scheme and lessons introduced • SPAG seen as having higher priority in both planning and feedback to pupils • Improved modelling of precision seen in lessons • improved precision at sentence level seen in all English books from Summer 2016.
	Target 2: Improve the teaching and learning of pupils with SEN in reading and writing	✓	• SENCo appointed • increased involvement of outside agencies for SEN Pupis including SALT, Ed Psych and occupational therapy. • Introduction of SALT and dyslexia screening and targeted lessons (Spring for dyslexia screening) • Targeted lessons for pupils in KS1 and 2 with significant additional needs and pupils in y6 with dyslexia • TA in KS2 trained on catch up literacy - impact in spring term once teaching begins

Teaching

Self-evaluation – overview

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

Strengths

- 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 especially in English and Maths
- Opportunities for challenge of different attainment groups in both core subjects and wider curriculum (especially arts, MFL and sport)
- 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)
- Strong assessment systems in place to track learning over time and ensure planning and additional provision meets children's needs - externally confirmed by LA and testing.
- 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 lesson study.
- **phonics is taught very effectively**

Weaknesses

- a new home learning approach has been piloted and has yet to be assessed - still being monitored
- specialised teaching for pupils with SEND is still in its infancy and not yet been fully evaluated

The quality of Early Years Foundation Stage

Leadership team's Report to Governors

Spring Term 2017

Summary

- ***Progress continues to be evident across all areas of learning***.
- All books across the phase group continue to be judged to be ***Outstanding*** in the December and February Book Looks.
- ***Positive feedback*** was received on the quality of all the learning environments in the January ***Learning Environment Walk.*** All next steps were acted upon and spaces continue to be adjusted where necessary. Classrooms will be undergoing change as a result of the building works.
- All classes were observed engaging in Free-flow. Whole phase next steps to incorporate CPD on the role of the adult.
- All children in Reception have completed Phase 3 phonics and have been formally assessed. New word boxes to support reading will be sent home at the beginning of Spring 2.
- All staff across the Early Years continue to be engaged in training to support **'Effective Setting Up to support learning',** based on a project being undertaken by Daniela Jamois. Focus for CPD for the remainder of the year will be on the role of the adult.

Quality of teaching and learning (evidence from lesson observations – Autumn)

Early Years

Analysis of lesson observations:

Where learning was good or better the following strengths were particularly evident:

All teaching teams were observed in September – the focus was maths and again in November, where the focus was English (phonics).

Maths Observations – September 2016

The following were strengths in all lessons observed:

- Behaviour for learning was strong – with children all seen to be engaged, curious and motivated to learn.
- Clearly evident that children in the EY have settled well with clearly established rules and routines
- Clarity of explanations and the teaching of precise language
- Excellent use of support staff to scaffold learning and extend children whilst they were engaged in independent activities.

English Observations – November 2016

The following were strengths in all lessons observed:

- It was evident that 'setting up' had been thought about and activities were focused on learning and allowed for exploration and obvious extension
- The pace of teaching and strong subject knowledge was evident in all lessons
- In the Reception phonics lesson, seen during the normal scheduled phonics slot, there was a very high level of engagement in writing and enthusiasm for writing.

Next Steps identified in the Autumn term – have these been addressed yet?

- To continue to build independence in children's learning, further developing areas of learning in the classroom – ***MET AND ONGOING, see feedback from Spring One Lesson observations)***
- Developing activities that are more open-ended and designed to allow for deeper learning – this Next step links closely with the work that the whole phase are doing, concentrating on 'Effective Setting-up' – ***MET***
- In phonics sessions specifically, focus on either a 'read' or a 'spell' in each whole class session – rather than both – ***MET, planning adapting according in the Spring term.***

Quality of teaching and learning (evidence from lesson observations – Spring)

Early Years

Analysis of lesson observations:

Where learning was good or better the following strengths were particularly evident:

Off the back of successful observations in Maths and English throughout the Autumn term, all EY teaching teams were observed in a free-flow session in Spring One.

This was to look at the impact of our whole phase focus on setting up and the enabling environment.

Free-flow Observations – February 2017

The following were strengths in lessons observed:

- Calm and focused learning environments across the entire phase with children increasingly managing their own activities and their own play.
- Children were managing their behaviour very well and demonstrating a strong sense of the class ethos (in line with whole school pastoral focus)
- Writing for a purpose, with a strong focus on leading extended writing, particularly in Reception (in line with whole school initiative on improving writing)
- There was a rich range of well matched play base activities based on the children's interests and needs.
- Clear progression between Nursery and Reception cohorts was also evident.

Next Steps

- To focus on the role of the adult as the enhancer, what this looks like in best practice (share videos of each other engaging with children, to look at questioning, interaction etc. Schedule more frequent free-flow observations to support practice)
- Building progression into the teacher led activities – especially for Higher-achieving pupils. Looking specifically at the progression from concrete to pictorial to abstract, in maths learning.
- To continue to develop both the inside and outside spaces, specifically in Reception. This next step is two fold and involves creating more defined areas in Gargery class, developing a flexible reading space etc. Also will involve the rest of the phase as we move spaces to allow for the completion of necessary building work.

Quality of teaching and learning (evidence from black books) and enabling environments

Early Years

Analysis of children's learning -All books demonstrated progress that was good or better.

Strengths	**Next Steps Spring and Summer 2017**
Book Looks were completed at the end of the Autumn Term (December) and again at the very beginning of Spring Two (February). • All books across the Early Years continued to be judged to be ***outstanding*** in both the December and February book looks. • All children have been conferenced with, both in the Autumn term and at the end of the Spring term. Next steps have been identified for all children. • Individual assessment grids have been highlighted for each child. • Strong evidence from all areas of learning continues to be captured. • Strong progress and in some cases very strong progress seen, especially in relation to mark making in Reception. • • There is increasingly a strong contribution from all team members to the completion of the black books. • Target stickers are a new initiative in books – to highlight when children are meeting individual targets.	• • Whole phase focus to capture parental engagement in the children's portfolios in a more succinct manner. For example: ➢ Encouraging parents to contribute to books at Stay n' Play sessions ➢ Opening up the setting half an hour earlier in the morning and/ afternoon and encouraging parents to look at and contribute to their child's portfolio, making comments on what they like best, favourite activities, WOW moments and what they want to work on next?

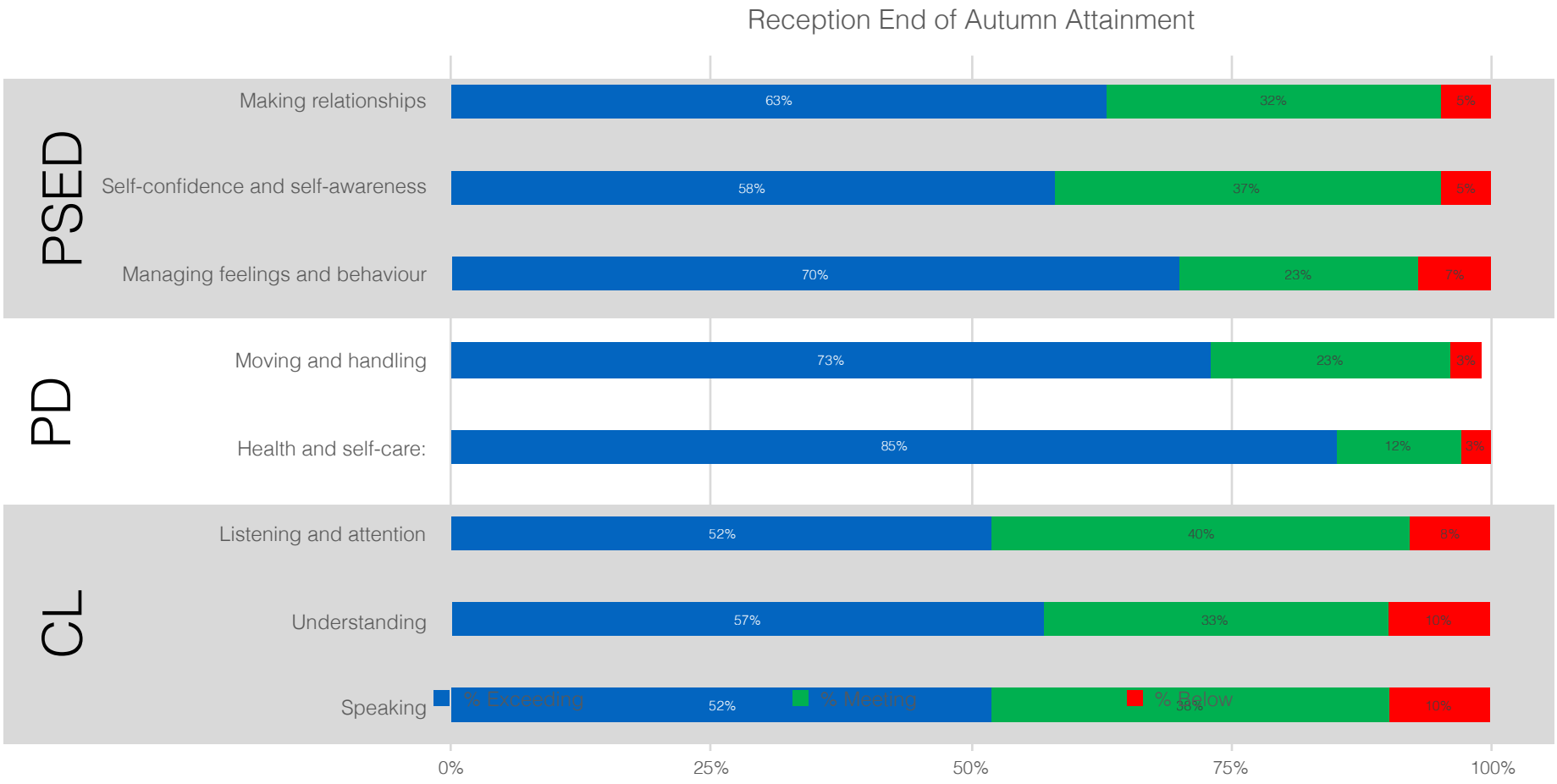
Next Steps identified in Autumn 2016 – have these been addressed yet?

-
- Look to capture more evidence of gross motor development, specifically from structured teaching sessions – ***MET AND ONGOING*** - ***strong evidence captured in December Book Looks, continue to think about how PE lessons can be captured.***
- Continue to ensure that observations remain at a high standard and are always evaluative in nature – ***MET AND ONGOING***
- Ensure that new initiatives become established practice across the whole phase group – ***MET AND ONGOING***
- Ensuring there is evidence of where targets have been met? – ***MET - Target stickers have been introduced to highlight where a child has achieved a next step (that has been identified as a result of a long observation, in conferencing or incidentally), these are annotated or linked with an observation.***

Early Years

Areas of Learning and Development – Prime Areas Reception

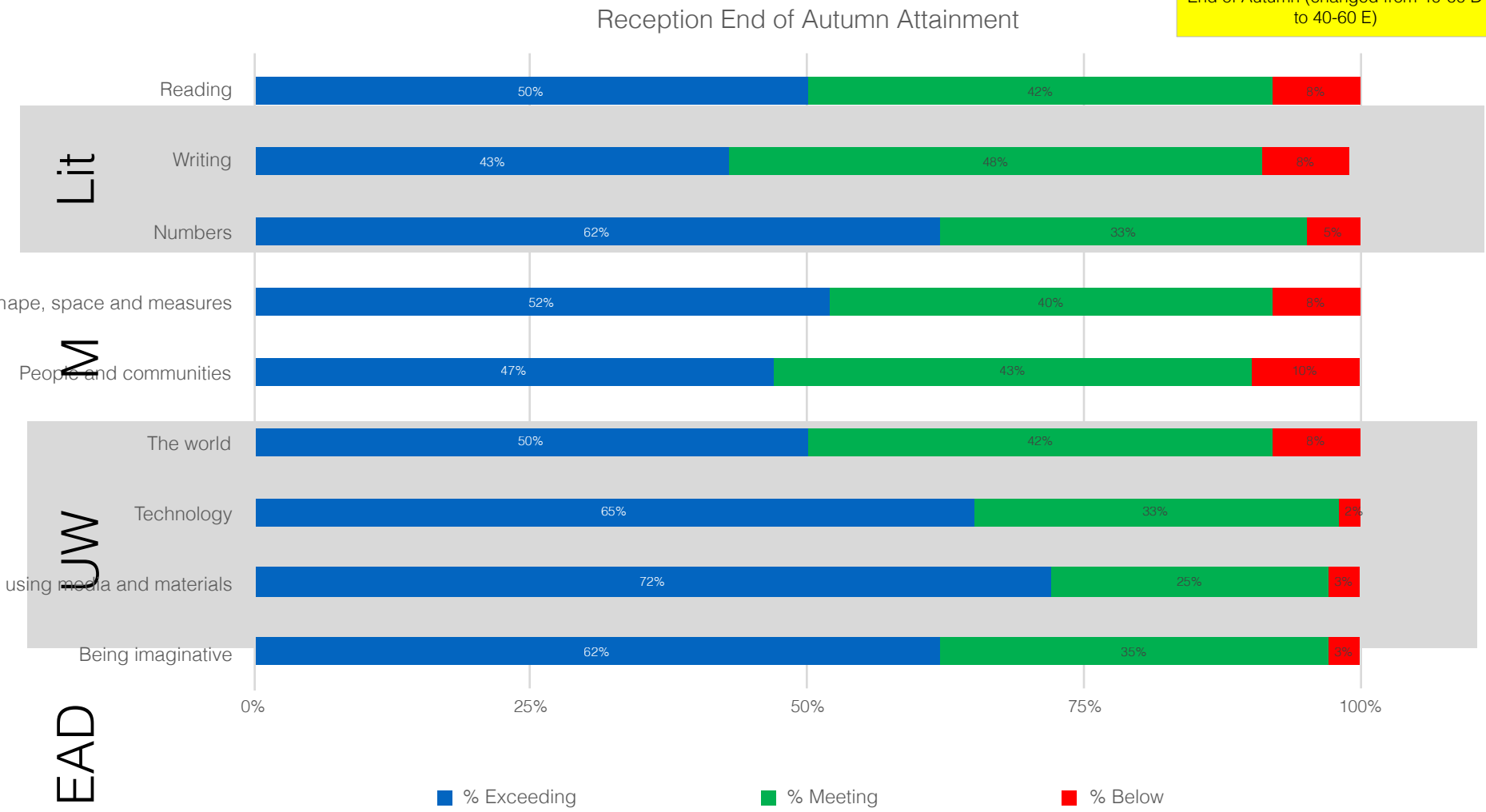
NB. % exceeding expectations has significantly increased since Autumm data due to changes in Expectations for End of Autumn (changed from 40-60 D to 40-60 E)



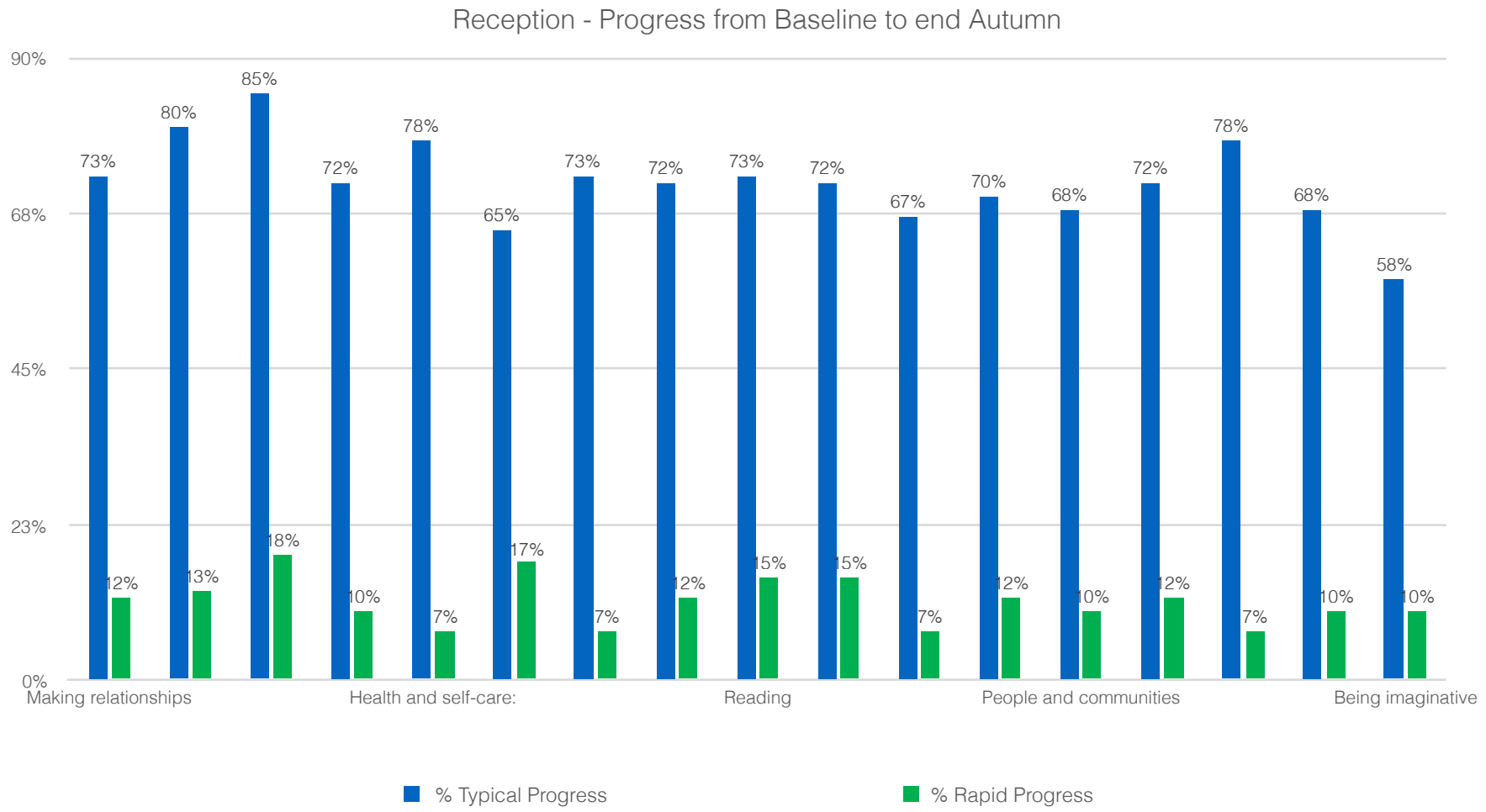
Early Years

Areas of Learning and Development – Specific Areas Reception

NB. % exceeding expectations has significantly increased since Autumm data due to changes in Expectations for End of Autumn (changed from 40-60 D to 40-60 E)



Areas of Learning and Development – Progress in Reception



Reception Data Analysis – What next for Spring?

PSED

- continuing work on RULER in line with the whole school pastoral focus.
- The use of the 'Colour Monster' to support learning about and recognising emotions, has continued to improve attainment in PSED
- We have introduced a 'toolbox' for children to access strategies to enable them to begin to solve and negotiate problems independently. We will be continuing to embed the use of this across Reception throughout the Spring term.

PD

- We have introduced daily handwriting sessions, first thing in the morning (using a combination of Penpals and new teaching methods learnt in CPD sessions), to work alongside fine motor groups - all to support correct letter formation
- We are working on capturing more gross motor development evidence in black books
- Children have been engaged in Gross Motor storytelling sessions linked to Write Dance

Communication and Language

- Speech and language groups are effectively supporting those children with lower attainment in listening and speaking
- Spring term topic is Fairytales to develop story telling language supported by actions.

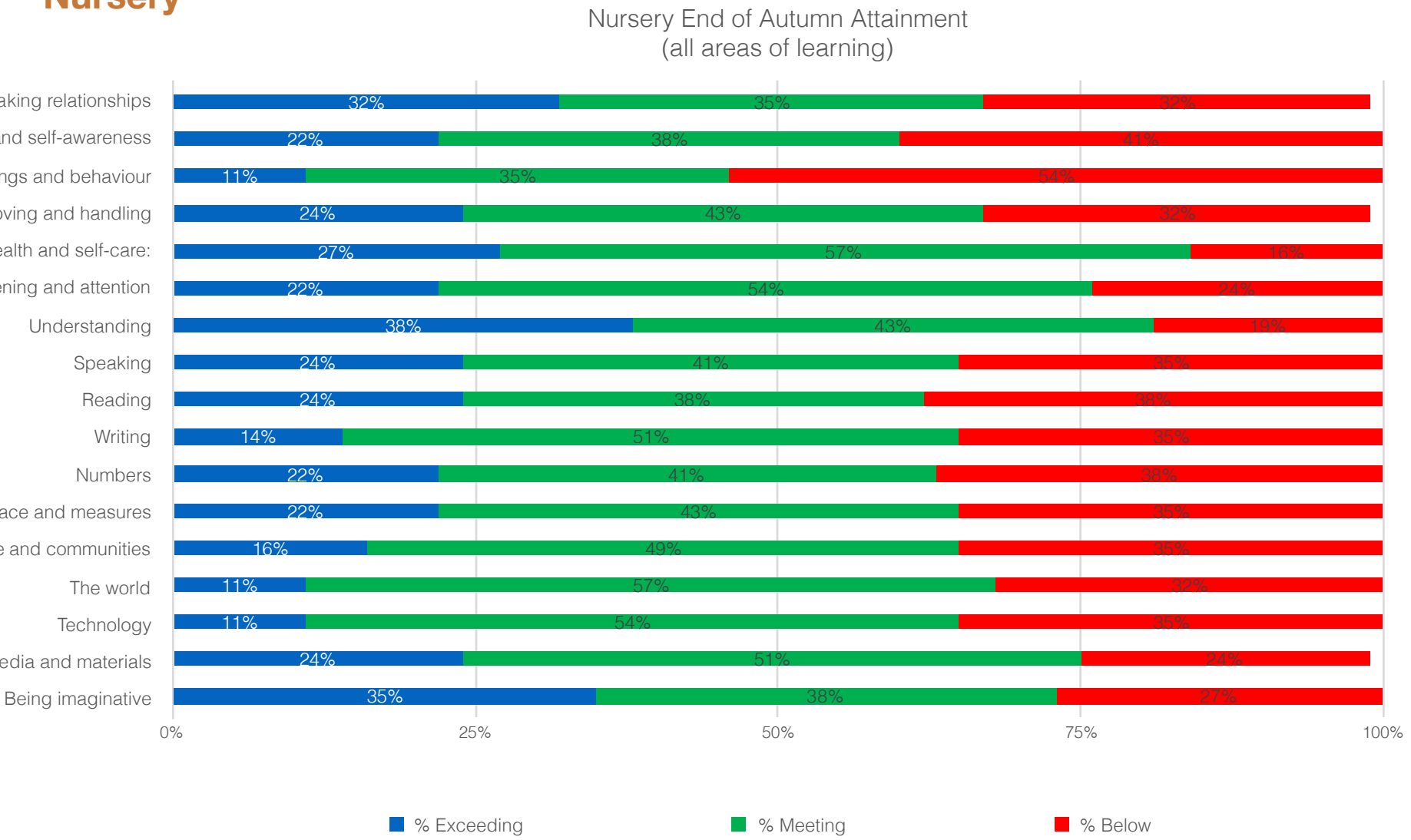
Literacy

- We are continuing to track progress in phonics, using the new phonics tracker.
- We are progressing through Phase 3 phonics, all children will be assessed in Phase 3 at the beginning of Spring 2.
- Role play and writing areas linked to topic (Chinese New Year for example) are supporting writing progress.

Mathematics

- We have had an increase focus on SSM at the beginning of the Autumn term - focusing on capacity and time
- We are working on providing greater access to activities to support independent learning and the gathering of independent evidence in maths.

Areas of Learning and Development – Specific Areas
Nursery



Self-Evaluation – Overview

Area	Grade			
	Outstanding	*Good*	*Requires improvement*	*Inadequate*
Outcomes	✓			
Personal Development Behaviour and Welfare	✓	✓ behaviour		
Teaching learning and Assessment	✓			
Leadership & Management	✓			
EYFS	✓			
Overall effectiveness	✓			