



Leadership Team's School Evaluation Report to Governors.

Summer Term 2017

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	✓			



The leadership and management of the school

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

School numbers and basic characteristics

	Summer 2016/17	School (2015/16)	National 2016	School 2015	trends over time
Number on roll	432	403	275	397	increasing (Yr 1 - 6)
Stability	n/a	90%	86%	89%	Slowly increasing
Pupil Premium % (Ever 6 - yrs 1 - 6)	43% 183 children	43%	25%	42%	stable in last 3 years
% pupils from minority ethnic groups	73%*	76%	29.7	75%	stable
% pupils with first language not English	31%	39%	19%	41%	decreasing
Deprivation indicator	0.33	0.33	0.21	0.34	Slowly decreasing g
% pupils SEND	29.78%	12.2%	13.4%	12%	greater numbers of pupils identifies this year

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

Pupil Premium expenditure

Total amount allocated for 2016/17: expected £183,160

<i>Total Number of Pupils Eligible as September 2016</i>	138 (average)
<i>Amount of Pupil to be received per pupil</i>	£1320
<i>Total Pupil Premium budget for 2016/17</i>	£182,160
LAC pupil premium plus - LA predicted budget	£9000 (only part received by July 2017)
Amount remaining for January 2017 - July 2017	£90,874
<i>Nature of Support Autumn 2016</i>	
<i>Focus on Learning in the core subjects</i>	£69403
<i>Focus on Social, Emotional and Behavioural Barriers to learning</i>	£21471

Pupil Premium Plus expenditure

Leadership

Amount per child: £1900 (An additional amount of money was claimed for two children as a one off payment)

Current total of Looked After Children: 10 (We were 11 but lost two due to them gaining a permanent placement) We have since gained one more child from Southwark.

Actual funds received: £8500

Currently school is pursuing funding from the following local authorities:

- Jersey should have paid us £1500 but we didn't receive this money. We are not likely to receive it until April 2018.
- There are two children from Kent who has paid us £8000 as a token gesture to make up for lack of payments. They are now post adoption so we can expect £1900 per child from Southwark county council.
- We had two children from Harrow who we were expecting £3800. This money wasn't received. They are now post adoption so we can expect the money from Southwark in future.
- Barnet should be paying us £1900. As of yet, we have not received this money.
- There is one child from Southwark that we should be receiving £1900 for. These funds are not yet received.
- 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. The money is not always guaranteed to be spent on the child in school. E.g. it could be spent on an experience outside school.

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 - end of year impact statement

Leadership

	£	<i>Intervention/ initiative</i>	<i>Barriers Faced by eligible pupils</i>	<i>Intended outcome</i>	<i>Actual achievement - Evaluation-end of Year 2017</i>
Year 6	£20000	14 children - SENCo led dyslexia intervention using Toe by Toe	dyslexia writing intervention	Year6 reading and writing outcomes - progress at national	13 out of 14 children in both reading and writing achieved the desired outcome. The one child who didn't achieve the reading outcome had other significant behavioural barriers which meant he was unable to perform on the test but was teacher assessed at the desired outcome. The one child who didn't achieve in writing had other significant learning needs that we were unable to diagnose support accurately without parental support. Progress score for the group was: Reading 1.9, Writing: 1.6, Maths 7.5
	£ 5624	reading and writing maths booster groups after school -all yr 6	learning needs	progress of 3 steps or better - July 2017	As a cohort the progress scores for year 6 pupil premium are: reading 2.6, Writing-2.7 and maths-7.4 The non-pupil premium is: Reading: 4 Writing: 3.8 Maths: 8.3 The national other is ('16) R: 0.3 W:0.1 M: 0.2
Year 5	£5040	catch up literacy - 12 pupils	writing needs	progress of 3 steps or better in writing	The average progress score for this group of children is 3.1.
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	<i>passing the phonics test where did not pass in Year 2. 3 steps of more in writing</i>	The average progress score for this group of children is 3.25.

Pupil Premium expenditure - end of year impact statement

Year 2	£1870	project x reading - 7	reading needs	progress of 3 steps or better - July 2017	The group of children made an average of 3.26 steps of progress.
Year 1	£2684	phonics booster group	reading needs	all pupils in group passing phonics screening	70% of pp children (cohort size 13) passed the phonic screening. One child is in need of an EHCP to support needs. One child needs additional support but we are unable to get parental permission. Two children have social and emotional difficulties and social services are involved.
Year 1/2	£6585	reading recovery - 5 pupils	reading	progress of 3 steps or better - July 2017	This group of children made an average progress score of 3.30. However, we anticipated that progress would have been stronger if professional support had been in place all year. Due to staff restructuring this intervention moved from a specialist reading teacher to class TA during the Summer term. On reflection we need to ensure the specialist reading teacher works with them all year.
Speech and Lang support	£18, 892	SALT groups led by trained specialised TAs	communication - receptive and expressive language.	improved language profiles	This was extremely effective and is assessed again in September. We have found that assessing pupils on a weekly basis allows pupils to make accelerated progress through the scheme.
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	improved language choices in writing - leading to higher incomes	The groups were successful and all children have made progress. When there was a commitment by the children we noticed improved motivation and an enjoyment of independent research and writing.
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 -	There has been a significant improvement in pupil response to understanding emotions and regulating them. There has been a drop in red and yellow forms from 42 red forms and 118 yellow form to 24 red forms and 72 yellow forms, this year. Attendance for pp children is 96.3% which is the same as the non-pp children.

Pupil Premium

Pilot Schemes for 2016/17 - evaluation of impact

<p>Year 2/3</p>	<p>£1000 PTA contribution for 2016/17</p>	<p>To pilot an 'outdoor learning' experience for 14 year 2/3 focusing on introducing an experience for lower KS2</p>	<p>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</p>	<p>take part in outdoor and adventurous activity challenges both individually and within a team -to improve physical well-being and confidence</p>	<p>The children have responded positively in the SHEU survey generally about health and well-being. However, we are aware that this wasn't frequent enough to have had a clear correlation between this and the outcomes. Next year, there will be a focus on forest schools.</p>
<p>Year 2/3</p>	<p>£1000 PTA funding to be provided on evidence of successful impact)</p>	<p>To pilot a 'cultural' club for 14 year 2/3 - visits to city farms, imperial war museum and Somerset house.</p>	<p>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</p>	<p>Improve cultural awareness and widened cultural references as evidence in pupils' spoken and written language</p>	<p>No measurable impact because intervention did not happen with sufficient frequency. This will not continue.</p>

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



- Ongoing engagement with the library by responding to pupil new book requests, opening the library after school as well as lunchtimes and maintaining the established library visit timetable and routines. The library is fully up and running now!
- Readathon and World book day (2/3/17): a huge success with over £1200 raised and over £250 raised for books for our library.
- Development of reading groups in addition to reading in guided lessons (more able and reluctant readers) – ongoing
- Soft launch of year group Reading Passports (May 2017): the passports were launched in Years 3 – 5 and had some success.

Next Steps for 2017/18 - increase progress of PPG readers in KS2

- Launch Reading Passports at beginning of 17/18 and integrate them into the Reading Journal and reading routine.
- Look to enhance reading engagement especially with Pupil Premium children: reading groups with appropriate books, author visits (Anthony McGowan Nov 17 for Year 5/6; possibly Will Grill for year ½)
- Train staff on helping children select appropriate book from banded selection.
- Run Readathon again next year
- Featured authors and promotions in the library

Evaluation - achievements and evaluation

- We rolled out levelled and banded reading books from Years 3 - 6 , funded by the PTA we bought sets of Badger Books and provided each class with a guide to the bandings, enabling children to move up the progression ladder.
- We purchased ORT books for Year 3 to provide bridge between KS1 and 2 – this supports short steps of progression and further parent support - reading outcomes in year R/1/2 demonstrate strong impact for nearly all pupils
- Guided Reading across KS2 in an ongoing success with children completing 2 comprehensions per week differentiated where necessary - outcomes in year 6 demonstrate strong impact of this embedded approach
- Approach to teaching and assessing phonics using creative approach to letters and sounds is embedded across EYFS and Year 1/2. Outcomes in YN and YR show most children in YN have achieved phase 2 and 82% of YR achieved phase 2 - strong improvements in progress as a result of home learning packs and parent information videos and workshops which support great parental engagement.

Next Steps :

- Train staff to use the banded books more effectively and ensure children are reading books appropriate to them and being challenged to move on.
- Book groups at lunchtimes using the banded books – in Year 4 and 5

Curriculum Development – update and next steps

Leadership

English – The increased focus on strategic teaching of spelling and grammar has realised improvements in pupils writing and GPS assessments. The texts which will be covered over KS1 and KS2 have now been mapped in two ways – both to demonstrate coverage of genre over each two year cycle and to ensure a balance of fiction and non-fiction over each term in each year group.

History, geography and science – Further work has been completed on mapping out history and geography objectives to ensure coverage of the curriculum and curriculum maps are now available for these subjects. KS1 Science is being redeveloped to incorporate key learning but optimise the links to the history and geography learning and context. Development of KS2 Science curriculum has taken place to provide greater opportunities for writing scientifically through specific units of learning.

Art– The artists in residence have worked effectively with Year 5 and 6 on theatre set and prop building in addition to developing professional training for teachers in other schools and art graduates. There will be a bespoke art room in September 2017 to maximise learning time through the day.

Music - Tama Nathan has begun teaching music across the school increasing the hours of music teaching each pupils receive to 1 hour a week. The focus is on developing children's understanding of rhythm, pitch and musical notation using the Kodaly method in EYFS and KS1 and Musical Express in KS2. Pete Letanka worked with the Year Five pupils to create and perform a jazz concert and with Year Six to create the annual Year Six show in partnership with Mr Nathan.

Dance - Summerson class performed their Rambert dance at the Royal Festival Hall to great acclaim. Rambert have recently visited the school to select children who will be invited to participate in their free Young Movers' workshops.

Home School Partnership - The school Eisteddfod was very successful and celebrated both children's home learning and their international heritage.

Arts Clubs - continue to run as extra-curricular opportunities, covering musical instrument, singing, drama, art and music opportunities. The ukulele, guitar and choir clubs performed a special assembly to work together to showcase their learning from throughout the year.

Next Steps for 2017/18

- Introduction of assessment of foundation subjects on a termly basis to ensure secure knowledge and understanding.
- Further development on knowledge and skill progression in History and Geography
- Further development of the extended curriculum through home-learning and after school clubs

Curriculum - Broad and Balanced Curriculum in Spring 2017

Year 1/2 have been learning about the Seaside through a wide range of texts and experiences, culminating in a trip to Littlehampton. The children have explored fiction books such as Katy Morag, *The Lighthouse Keeper's Lunch* and *Flotsam*. They enjoyed learning about Grace Darling through the use of drama and enjoyed making a large scale map of the seaside area. Science has been taught very successfully across the phase, with a trip to the South London Botanical institute and a visit from The Wiggly Wild Show. In class, Year One have learnt all about mini-beasts and Year Two have explored cooking and healthy eating by making their own lunch.

Year 3/4's term began with a brilliant cross-curricular creative arts sharing of their learning about Journeys from last term.

The children incorporated their own video animations together with large scale artwork to present their understanding of this most topical of topics. For the rest of the term, 3/4 have focussed on learning about the Caribbean by interviewing Ms Mesmain, writing Caribbean inspired poetry and reading books which are set in the islands. Another important aspect of the curriculum this term has been maths, as the Lower Key Stage 2 pupils have trialled the 'No-nonsense Maths' scheme which will be rolled out across the school next term.



Year 5/6 have learnt about the Ancient Greeks, through studying the Greek myths and the Greek tragedy *Antigone*. They also visited the British Museum to learn about the Elgin marbles in an interactive technology session and worked with Sara and Jaf to create authentic Greek helmets. Outside of these lessons, Year Six worked with Pete Letanka and the Year Six to create a fantastic Year Six show. "Hansel and Gretel". Year Six have recently welcomed their friends from our partner school, Eastington Primary School and many Year Five pupils spent three days in France. To end the year, all pupils visited the Greenwich Observatory as part of their learning about Space.

Curriculum - Performance and Clubs

Summer Term 2017

Leadership

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



- Year R and N performed their assemblies and end of year sharing and graduation.
- The Year 4, 5 and 6 choir are currently preparing for the annual Thames Festival and Young Voices concert
- Ukulele players ,guitar players have continued to receive lessons and have performed in school. .
- Year Five performed at the Rambert studios on the South Bank and have joined Rambert for a talent spotting workshop.
- Year Five will be sharing a Jazz concert conducted by Pete Letanka.
- Years 3 - 5 developed their drama and writing skills in 'write a soap opera' project
- Year R, 1 and 2 have received contemporary dance lessons from our dancer in residence

Next Steps

We will develop the extra - curricular learning offer including the number of clubs and the organisation and communication.

Southwark Teaching School Alliance - Achievements 2016/17

Charles Dickens Primary school is the lead school and a strategic partner in the Southwark Teaching School Alliance which is led by Dr Kate Chhatwal

ITT

- Expansion of our Schools Direct Salaried Partnership and bid for 45 training places for 2018



School-to-school support

- Positive feedback on peer review so far and interest from new schools wishing to join; blog being drafted for TES
- Submission of joint bid to Strategic School Improvement Fund

CPD and research and development

- Successful conclusion of this year's CPD and research activities, including:
 - Middle leadership programme
 - Leading Impact - NPQSL
 - Women's leadership programmes
 - Workload challenge research
 - STSA "summer" social
- Approval as NPQ provider as part of Ambition School Leadership National NPQ Alliance and Kate to chair steering group

STSA Development

- Launch of our costed STSA membership offer
- First meetings of STSA working groups and development of plans for next year
- Profile raising and networking at TSC London Conference and Inside Government Conference

Teaching Staff List - 2017 - 2018

Nursery - Tiny Tim	Mrs Daniela Jamois and EY team.
Nursery Trotwood	Mr Will Cannock & Mrs Helen Harris
Reception -	Ms Georgie McHale and Ms Tanya Zandbergs
Year 1	Mr Robert Paul and Ms Kiran Kahn
Year 2	Mr Freddy Vanson, Ms Sophie Alcock and Ms Jelbert-Wallbridge
Year 3 Chuzzlewit	Ms Gabi Spears and Ms Nicola Jacobs
Year 4 Barkis	Mr Tom Young and Mr Dan Huxley
Year 5 - Barnaby	Mrs Fathima Fared and Mrs Raphael Jalloh
Year 6 Peggotty	Mr Themis Bakas and Mr David Windle
Specialist Teachers	Ms Lucile Faist (French) Mr Tama Nathan (Music) Ms Sara Byers and Mr Jaf Yusuf (Art) , Ms Delene Gordon (Dance)

Senior Management Team

Mrs Cassie Buchanan - HT
 Ms Jemima Rhys -Evans DHT
 Mr Michael Eggleton - DHT
 Ms Sophie Alcock - AHT
 Mr Dan Huxley - AHT
 Mrs Daniela Jamois - Head of EYFS
 Mr David Windle - Phase Leader 5/6
 Mr Freddy Vanson - Phase leader 1/2

SENCO

Mr Will Cannock

Maternity Leave

Ms Felicity Henderson
 Mrs Charlotte Kennedy
 Mrs Lizzie Jenkins

PPA Cover

Ms Jo Gemmell
 Ms Ursula Carver
 Mrs Louise Worley

Building Expansion



we are
here.
July 2017

Line	Name	Start	Finish	Duration	May
					15
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	

- Hall and 2 YO nursery completed. Handover week beginning 17th July 2017
- Rooftop playgroup release to school in May 2017. Snagging to begin 21st July
- Internal work on 3 YO nursery has begun and on track for handover 30th August 2017
- Internal work to install lift and remodelling of all toilets and rooms on staircase wings to begin 20th July 2017.
- Internal work to remodel main office to begin 20th July 2017.

Progress of school development plan - Leadership

The Progress of Key Priorities within School Development Plan (summer term) - Leadership

Objective/Action	acheived	Partially achieved	not achieved	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 achieved revenue surplus (2016/17) of £62K. School has made request to pay £75K of loan to the local authority in July 2017. £20k of lean remaining as of July 2017.
2. New Hall, Kitchen and nursery completed - handover due week beginning 17th July 2017
3. 2 Middle leaders completed leadership training (NPQML) and joined senior management team. aAI NQTs passed NQT year, one with high levels of support. Budget teams established to support collaborative financial leadership. CB and DW to lead curriculum leadership professional development 2017/18.

Self-Evaluation – Leadership and Management

Leadership

Area	Grade			
	<i>Outstanding</i>	<i>Good</i>	<i>Requires Improvement</i>	<i>Inadequate</i>
<i>Leadership & Management</i>	✓			

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.
- We are the lead school in the STSA - engaging with over 60 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 –2016/7 data and current learning journals. Both settings are over-subscribed based on local knowledge and expanding to offer 2 year old provision.
- 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 - Feb 2017 to Dec 2017 CDPS is leading a peer review cluster with other headteachers of 4 southwark schools (Lyndhurst, St John and St Clements, St Saviours and St Olaves and The Belham Primary.
- 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.in 2016.
- 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 as a result of quality first teaching and effective interventions - showing very effective use of the pupil premium funding. Progress for PPG pupils in year 2 (from EYFS) is also strong, particularly for lower attaining pupils where 80% of ppg caught up in reading and writing and 75% of ppg caught up to the expected level in maths.

Weaknesses

- Ongoing building expansion - completion of sub- contract to time and impact on wider curriculum and school community

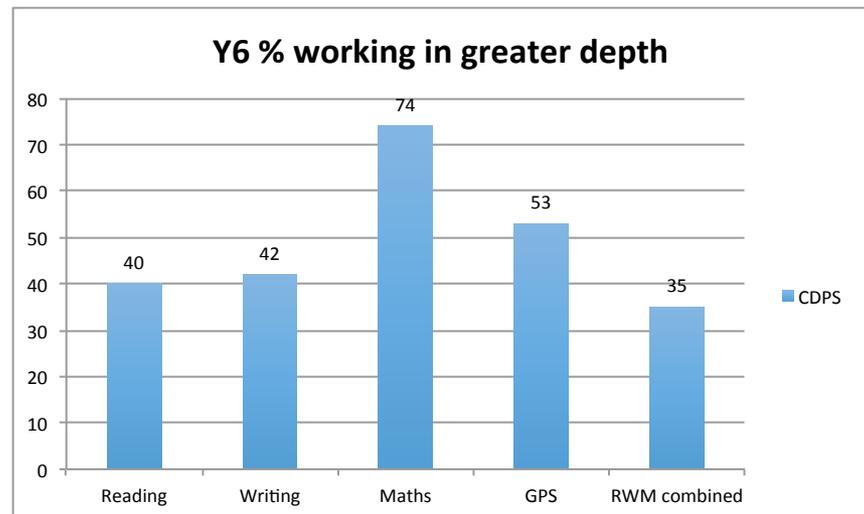
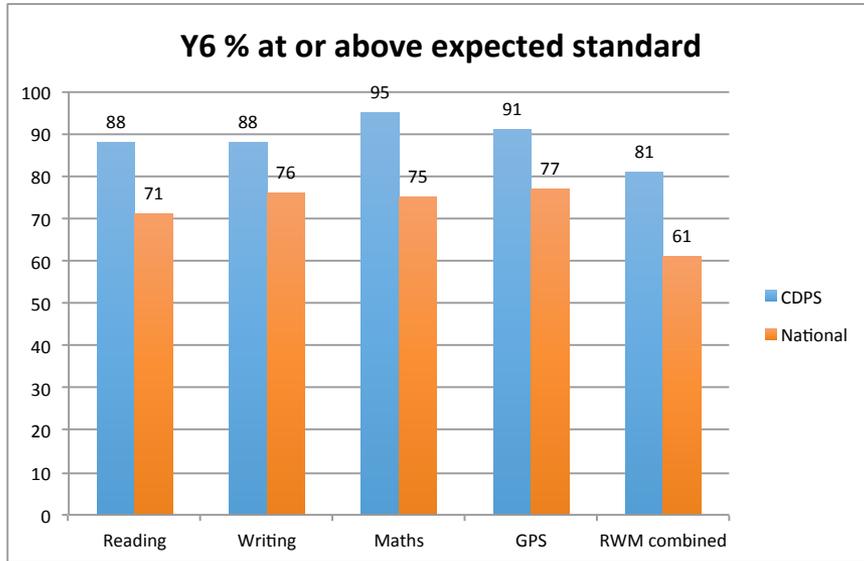


The outcomes of pupils at the school

Leadership Team's Report to Governors

Summer Term 2017

Year 6 attainment



Statutory outcomes

Reading:

88% at or above the expected level, 40% working in greater depth.
(CDPS 2016: 83%, 27%)

Writing:

88% at or above the expected level, 42% working in greater depth.
(CDPS 2016: 85%, 20%)

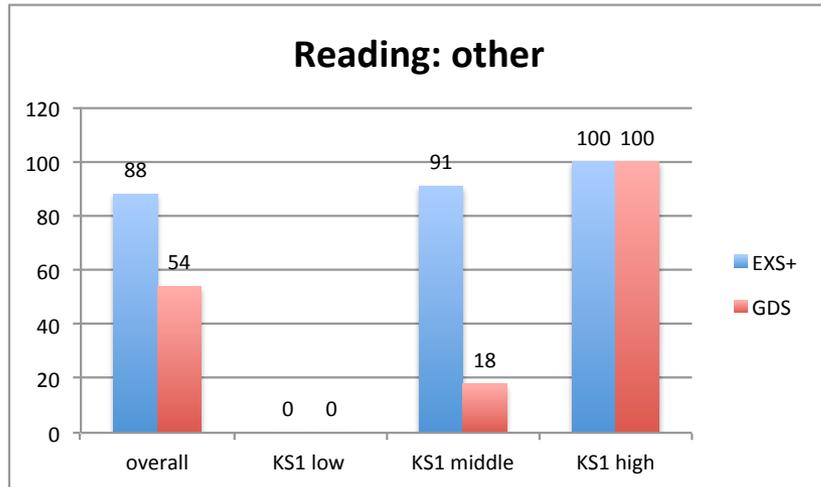
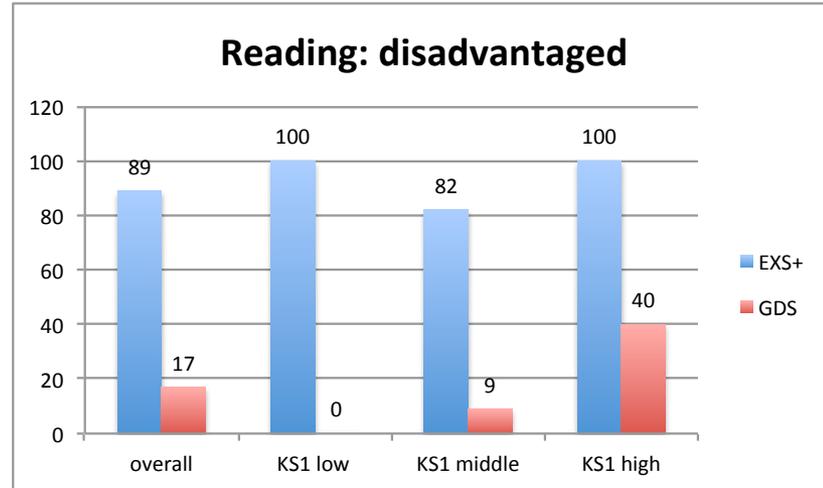
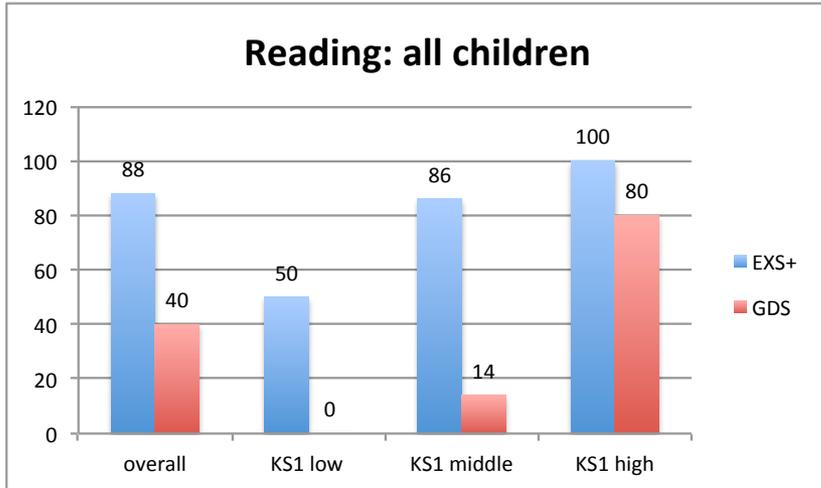
Maths

95% at or above the expected level, 74% working in greater depth.
(CDPS 2016: 93%, 34%)

RWM combined

81% at or above the expected level, 35% working in greater depth.
(CDPS 2016: 78%, 15%)

KS2 attainment: Reading



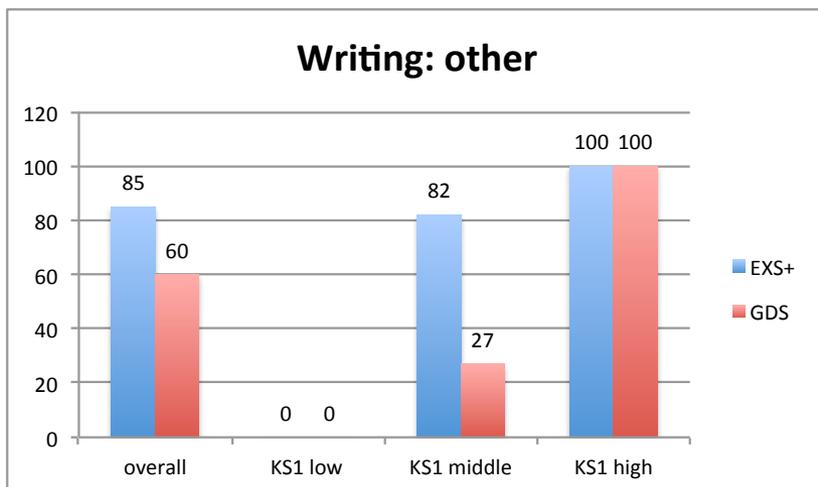
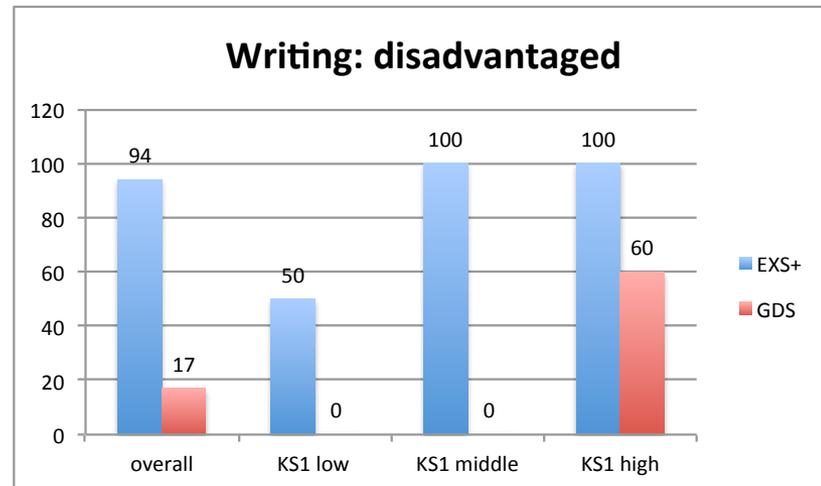
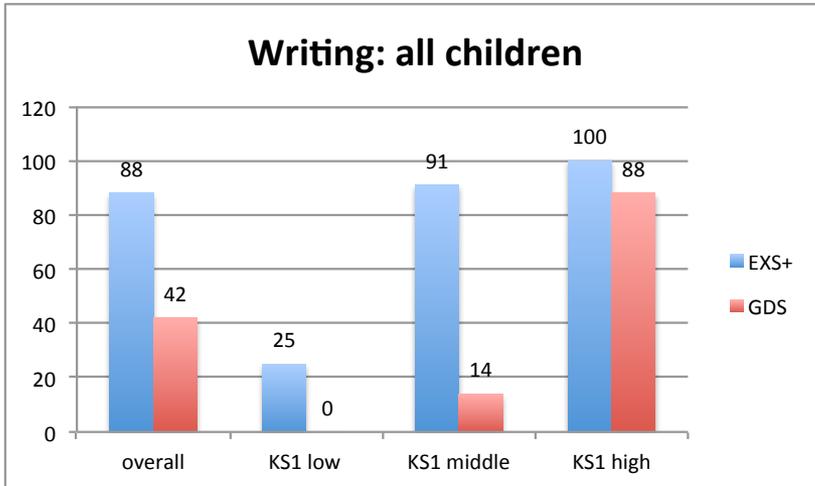
overall KS1 prior attainment groups

4 pupils - Low Attainment

23 pupils - Middle Attainment

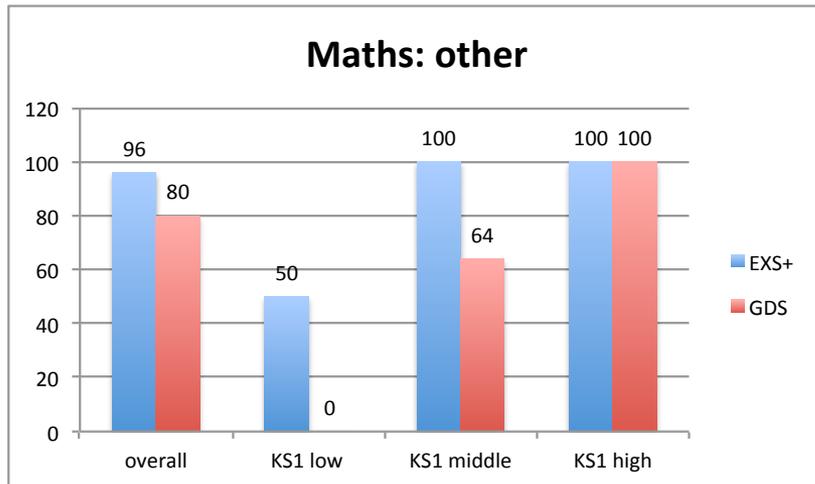
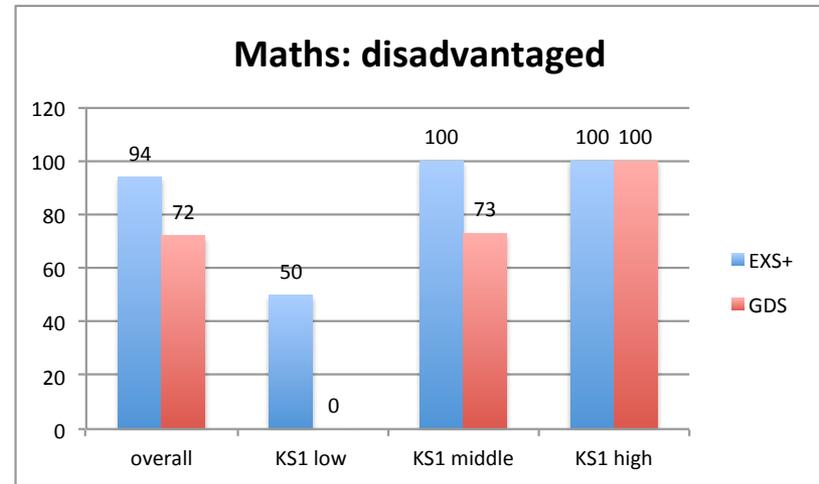
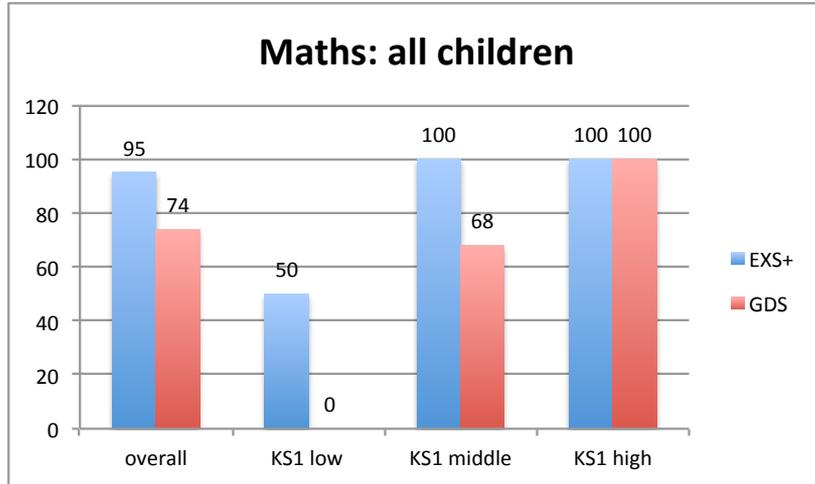
15 pupils - higher attainment

KS2 attainment: Writing



There was a larger group with lower prior attainment - 13 pupils had Level 2C or below - 7 more than maths and reading

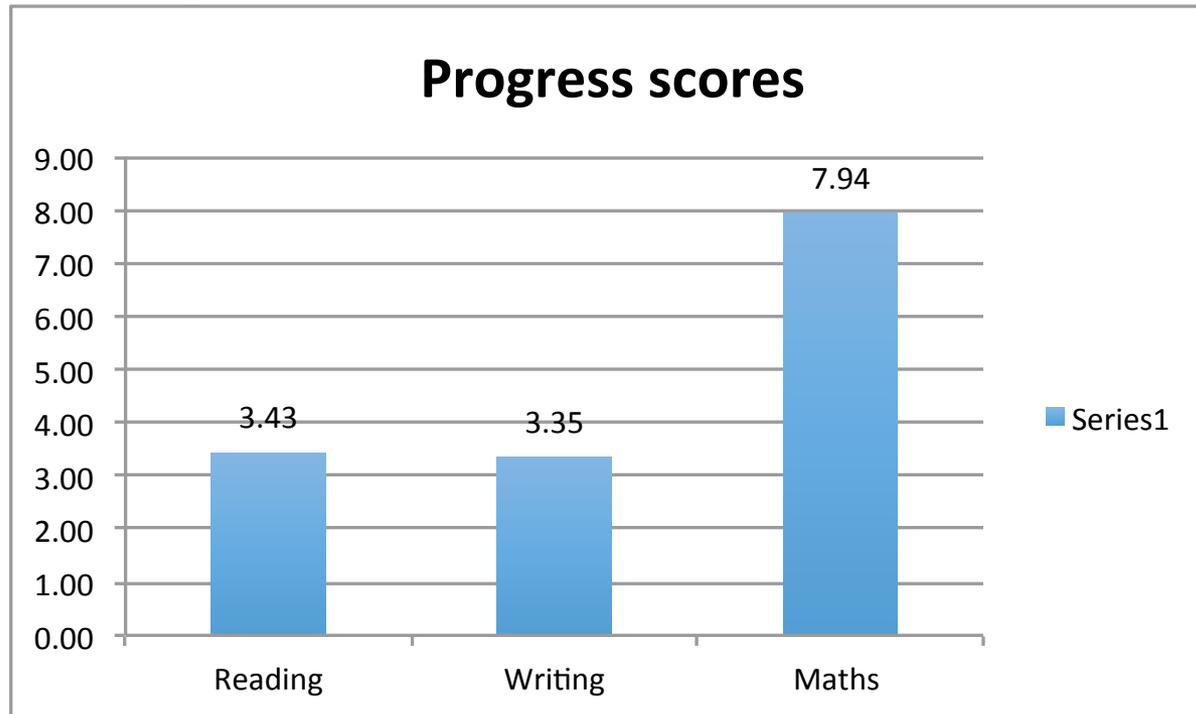
KS2 attainment: Maths



Maths

- Maths progress and attainment is generally strong, with smaller gaps between disadvantaged and other children.
- 73% of KS1 middle PPG children are now working in greater depth.
- 50% of KS1 low attaining children are now working at the expected level.

Key Stage 2: Progress

Notes

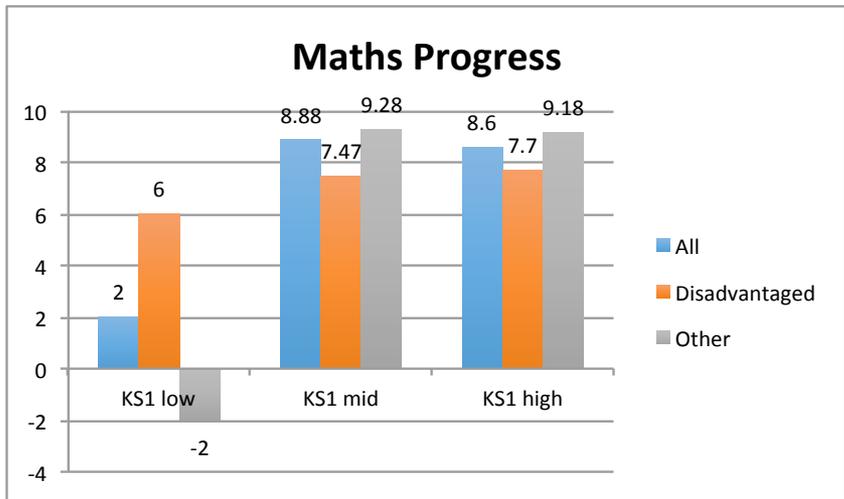
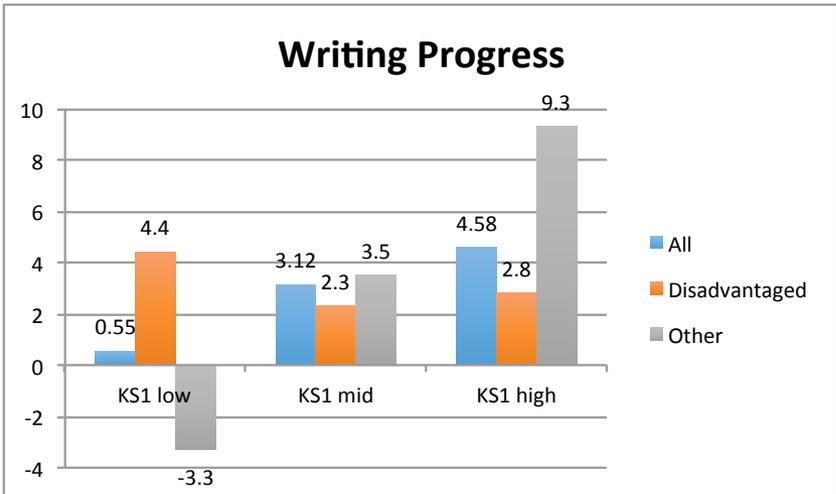
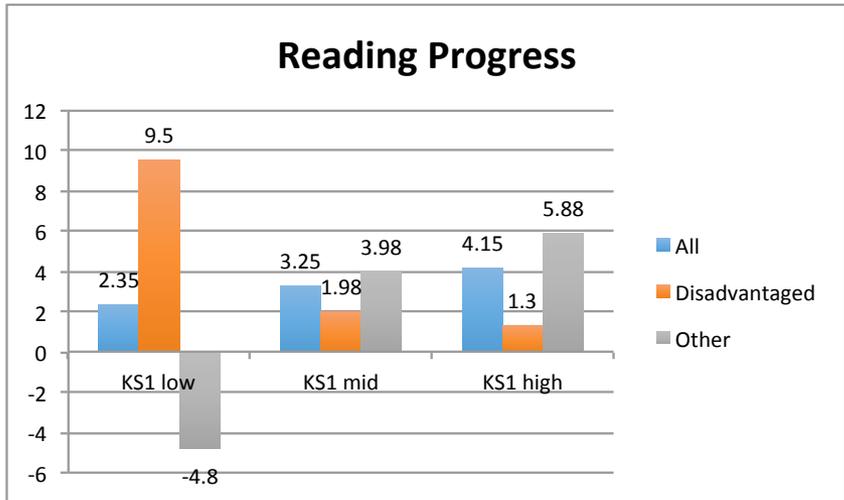
2017 national progress data overall and for groups is not yet available

Progress this year for Year 6 has been exceptionally strong. As a reminder,

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 needs 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 current Year 6 children struggled to engage with reading for pleasure or writing at length.

Key Stage 2 Progress

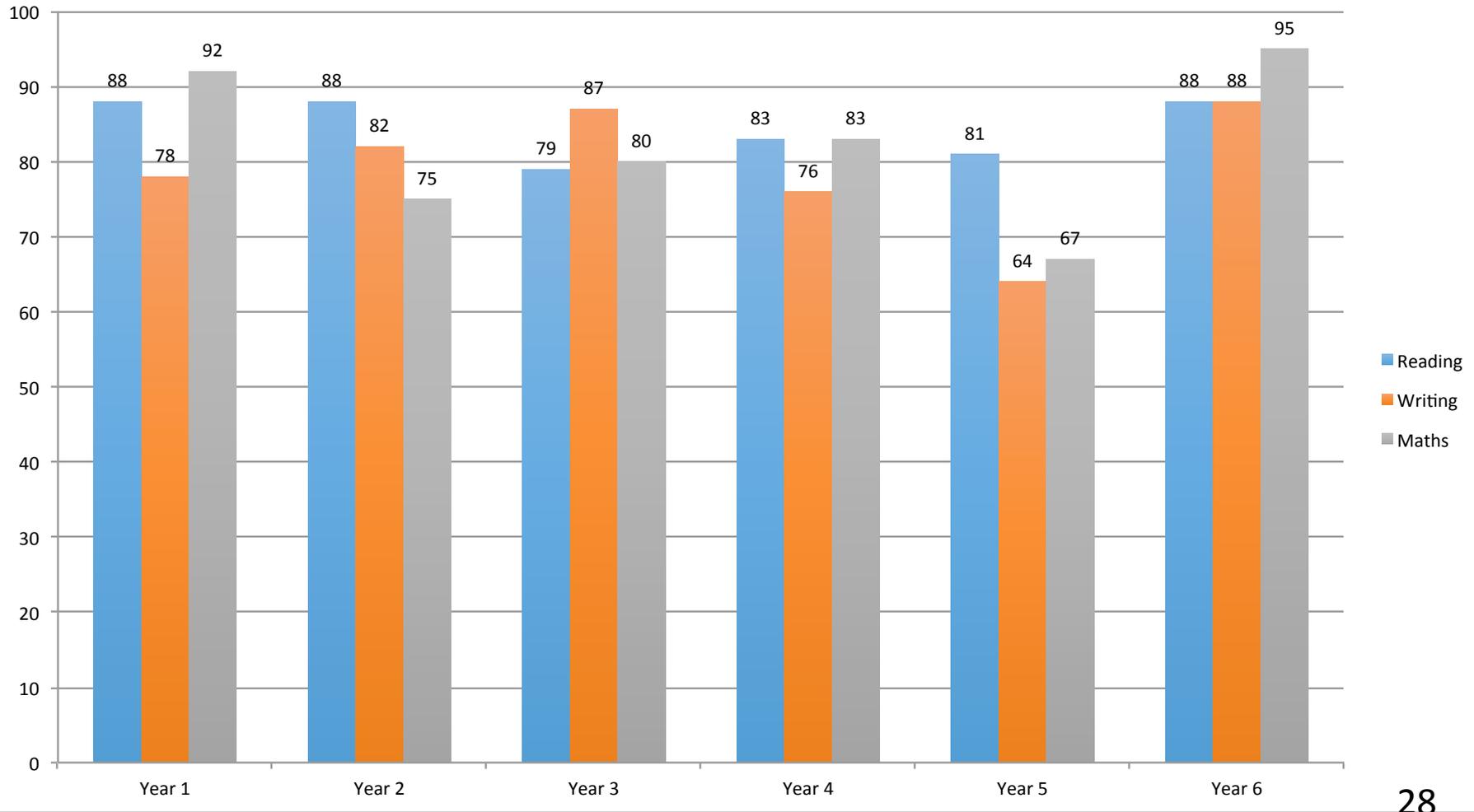


Notes
 Negative progress for KS1 low other is accounted for by 1 SEN child.

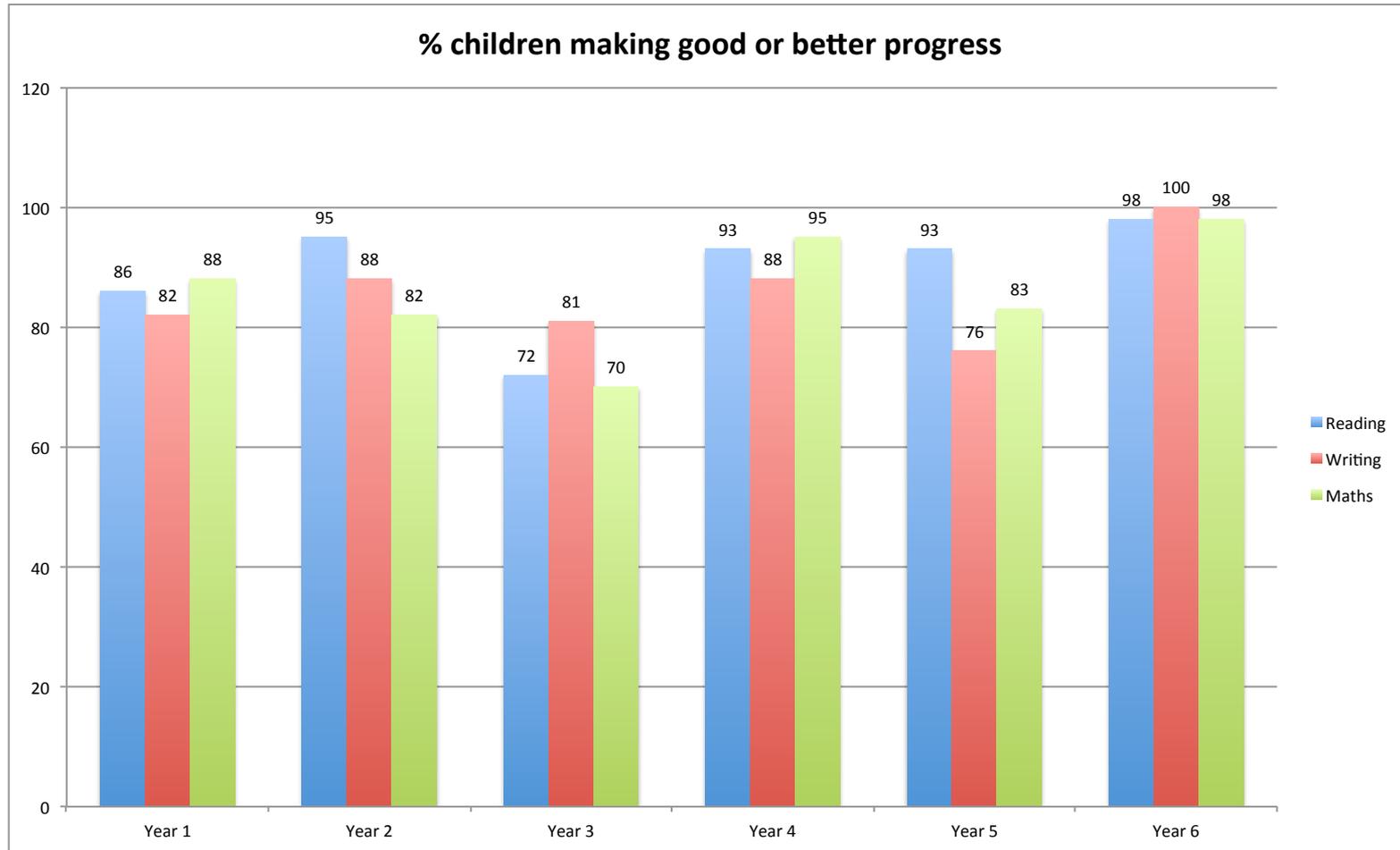
Whole school attainment

Outcomes

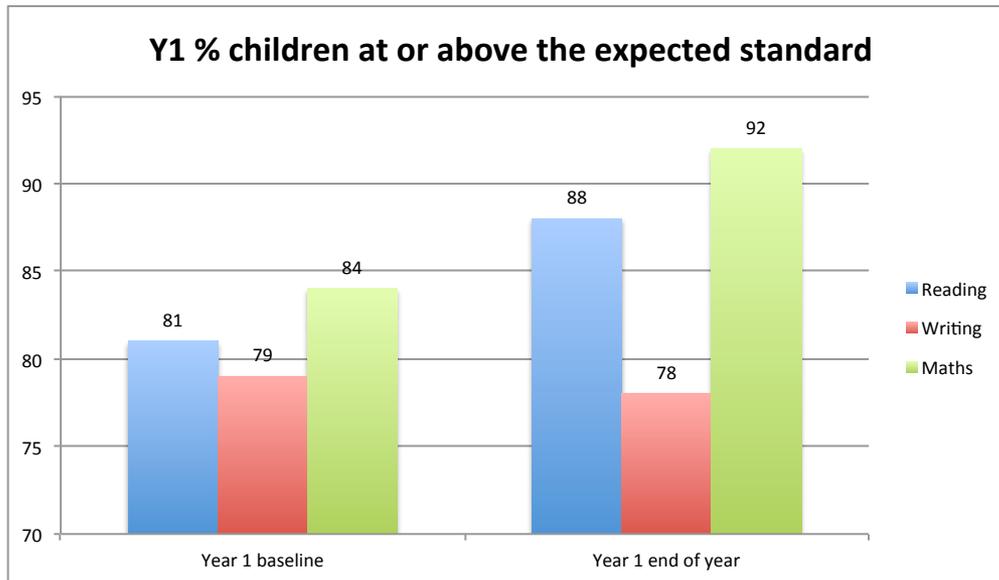
% children at or above the expected standard



Whole school progress



Year 1 progress and attainment

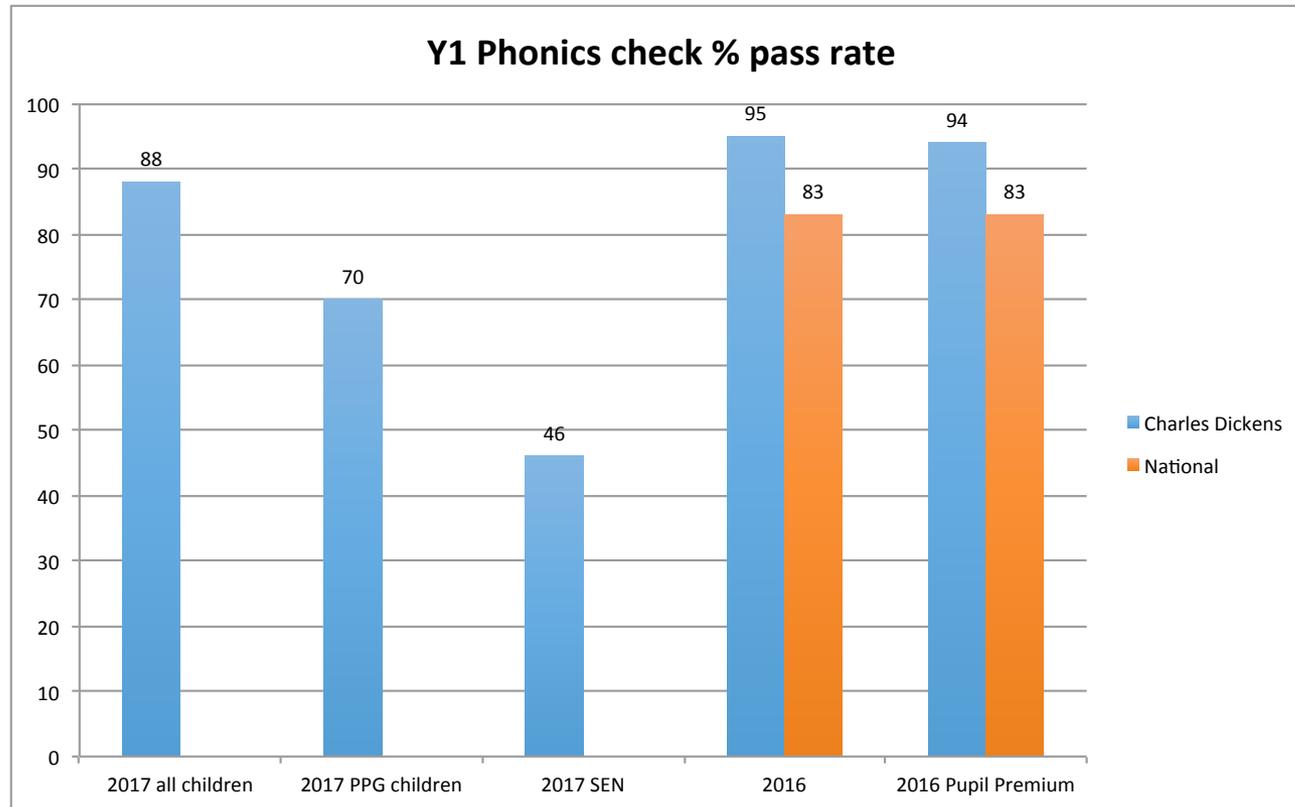


YEAR 1	PROGRESS EXPECT 3				Progress
	R	W	M	ALL	PUPILS
ALL	2.9	2.8	3	2.9	57
BOYS	2.8	2.8	2.9	2.8	29
GIRLS	3.1	2.9	3	3	28
PUPIL PREM	2.6	2.8	2.8	2.7	13
NON P PREM	3	2.8	3	3	44
SEN	2.1	2.6	2.9	2.5	8
NON SEN	3.1	2.9	3	3	49
ASIAN	3.1	2.9	3.1	3	7
BLACK AFR	2.6	2.9	2.9	2.8	7
BLACK CAR	2	2.8	2.8	2.5	4
MIXED	3	2.4	2.9	2.8	9
WHITE BRI	2.9	2.7	3	2.9	10
WHITE OTH	3.1	3.2	3	3.1	10
AUTUMN	3.1	2.8	3.1	3	16
SPRING	3	3	2.9	3	13
SUMMER	2.9	2.8	2.9	2.9	28

Notes

- PP/non-PP gap: 0.3
- SEN/non-SEN gap: 0.5

Year 1 and 2 Phonics check



Notes

- Year 1 Phonics check: 88% pass rate (95% 2016, 81% national). Outcome is in line with predicted, with 7 children with significant barriers to learning identified.
- Pupil Premium outcomes are below national (2016). 30% of children in receipt of PPG have significant barriers to learning.
- In Year 2, 2/3 children passed the phonics check, none of the 3 children were FSM. Pupils not passing receiving additional support with wider barriers to learning

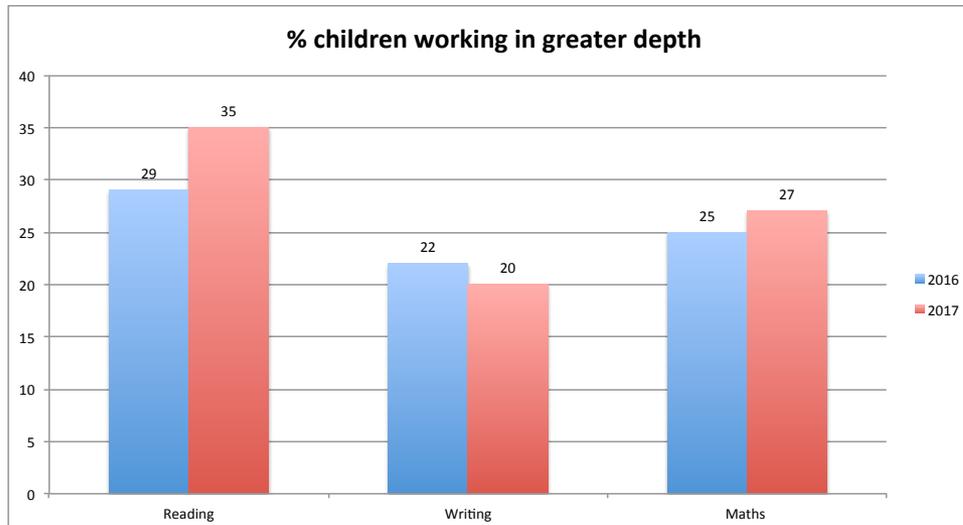
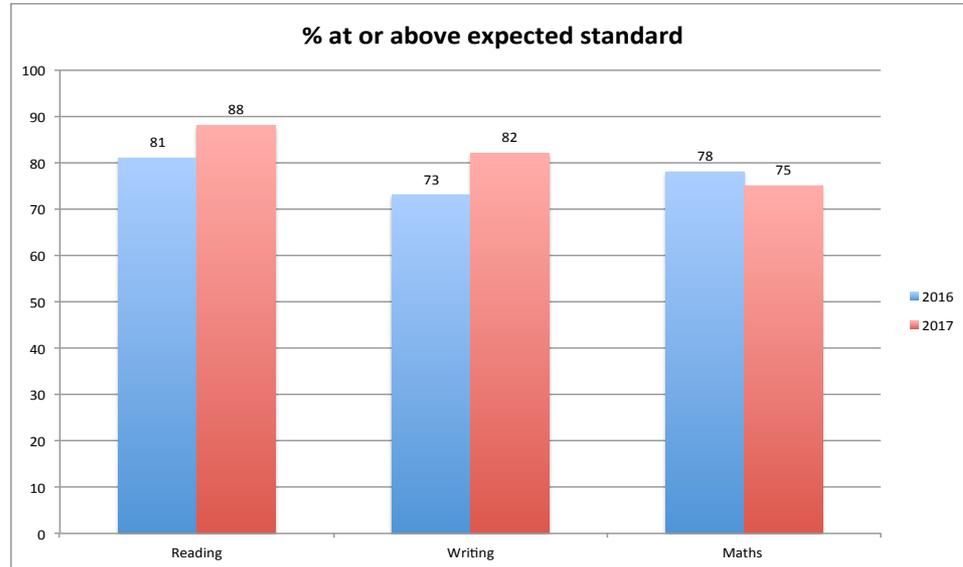
Year 1 Phonics check progress from ELG reading

	Boys	Girls
% achieving ELG (2016) in reading (32 girls and 28 boys)	66%	86%
% passing the phonics screening (30 boys and 30 girls)	73%	100%

Notes

- 7/8 boys who didn't pass have identified additional needs including one pupil with an EHCP

Year 2 attainment



Year 2 statutory outcomes

Reading:

88% at or above the expected level,
35% working in greater depth
(2016: 81%, 29%)

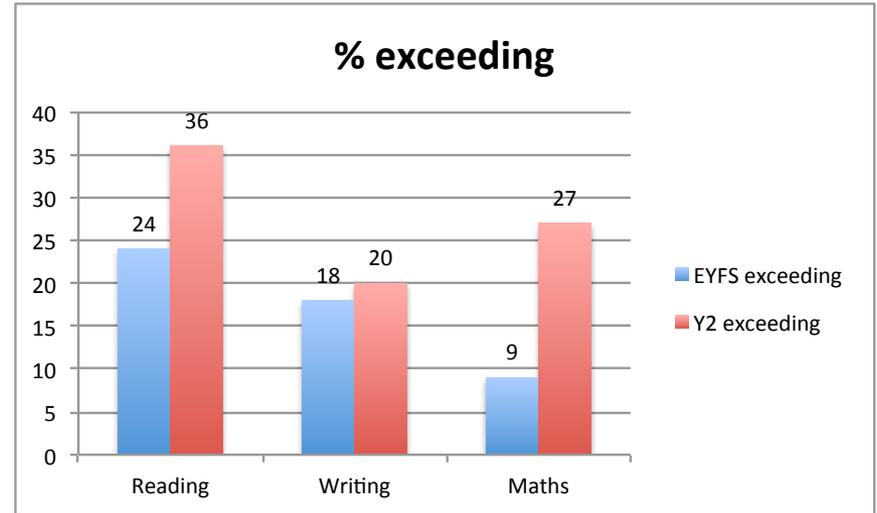
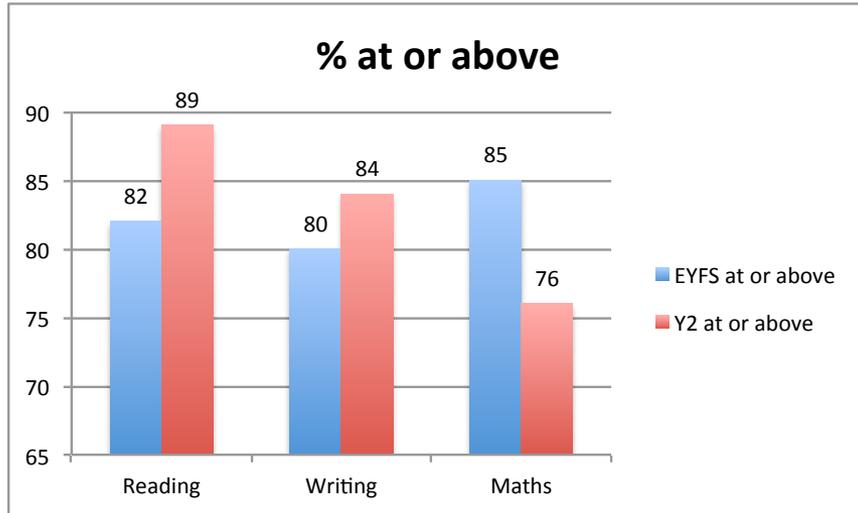
Writing:

82% at or above the expected level,
20% working in greater depth
(2016: 73%, 22%)

Maths

75% at or above the expected level,
27% working in greater depth
(2016: 78%, 25%)

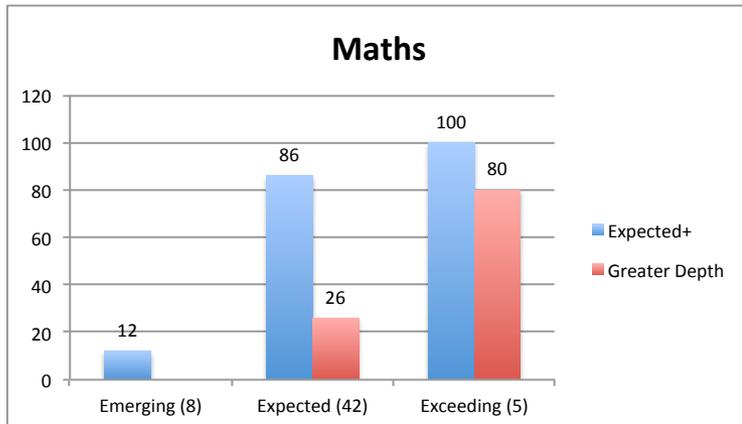
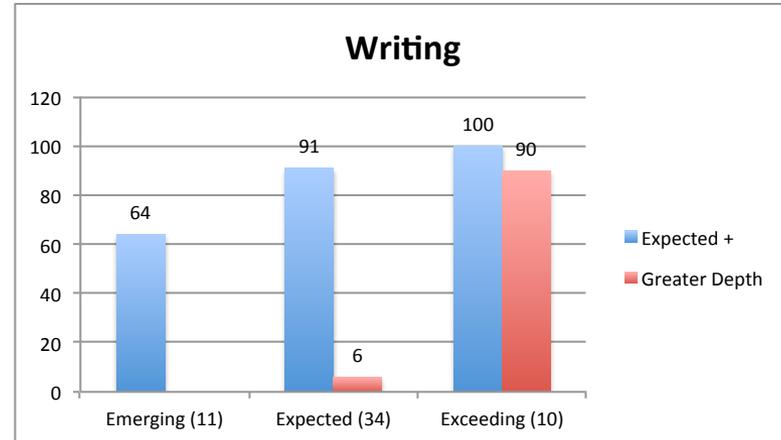
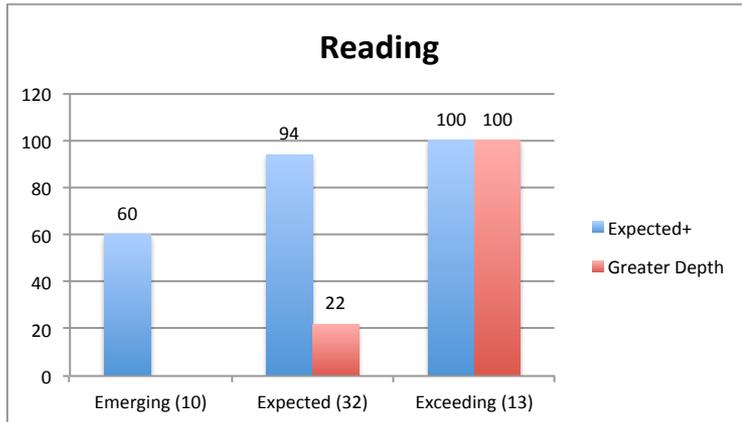
Year 2 progress from EYFS



Notes

- Progress in Reading and Writing is good for all children.
- Progress is good in Maths for higher attaining children, with a large increase in the number of children working in greater depth.
- However, progress in Maths for middle and lower attaining children is less good.

Year 2 progress from EYFS by prior attainment group



Reading:

- 60% of children who were working below the expected level have now caught up and are at the expected level.
- 94% of children who were previously at the expected level remain on track with 22% of this cohort also now working in greater depth.
- 100% of children previously exceeding continue to exceed in Reading

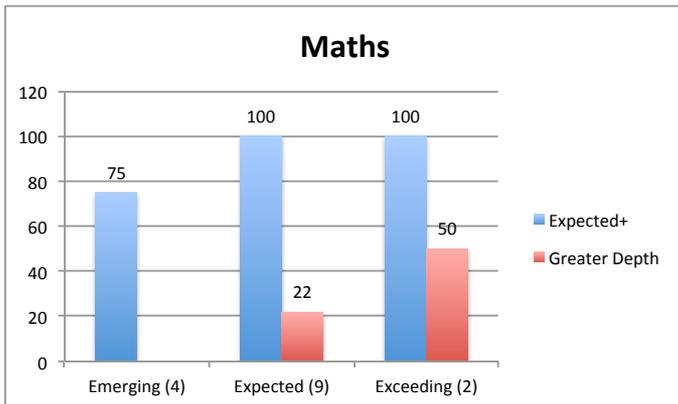
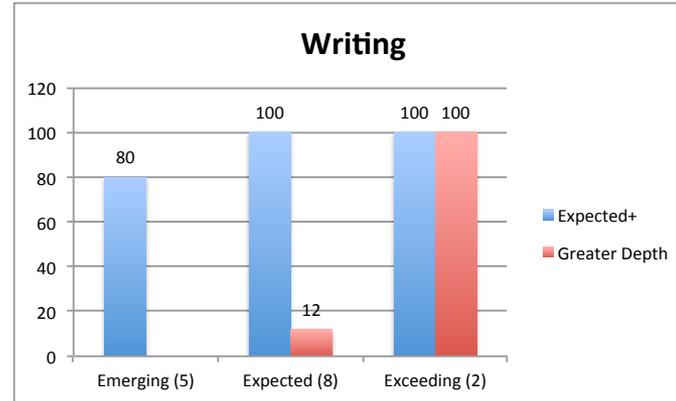
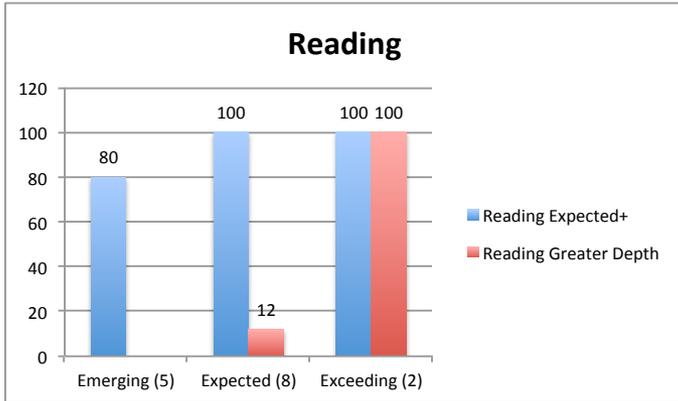
Writing:

- 64% of children who were working below the expected level have now caught up and are at the expected level.
- 91% of children who were previously at the expected level remain on track with 6% of this cohort also now working in greater depth.
- 90% of children previously exceeding continue to exceed in Writing with the remaining 10% (1 child) now at the expected level but with possible dyslexic traits.

Maths:

- 12% of children who were working below the expected level have now caught up and are now at the expected level.
- 86% of children who were previously at the expected level remain on track with 26% of this cohort also now working in greater depth.
- 80% of children who were exceeding continue to exceed, with the other 20% now working at the expected level.

Year 2 progress from EYFS: Pupil Premium (15 children)



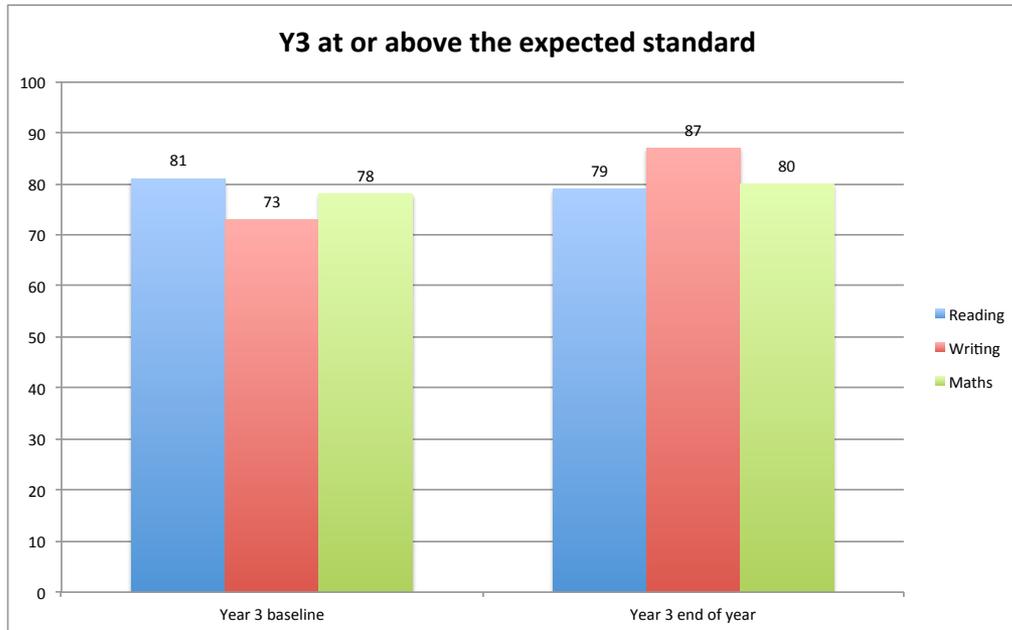
Reading and Writing:

- 80% of children who were working below the expected level have now caught up and are now at the expected level.
- 100% of children who were previously at the expected level remain on track with 12% of this cohort also now working in greater depth.
- 100% of children previously exceeding continue to exceed in Reading and Writing.

Maths:

- 75% of children who were working below the expected level have now caught up and are now at the expected level.
- 100% of children who were previously at the expected level remain on track with 22% of this cohort also now working in greater depth.
- 50% of children who were exceeding continue to exceed, with the other 50% now working at the expected level.

Year 3 progress and attainment

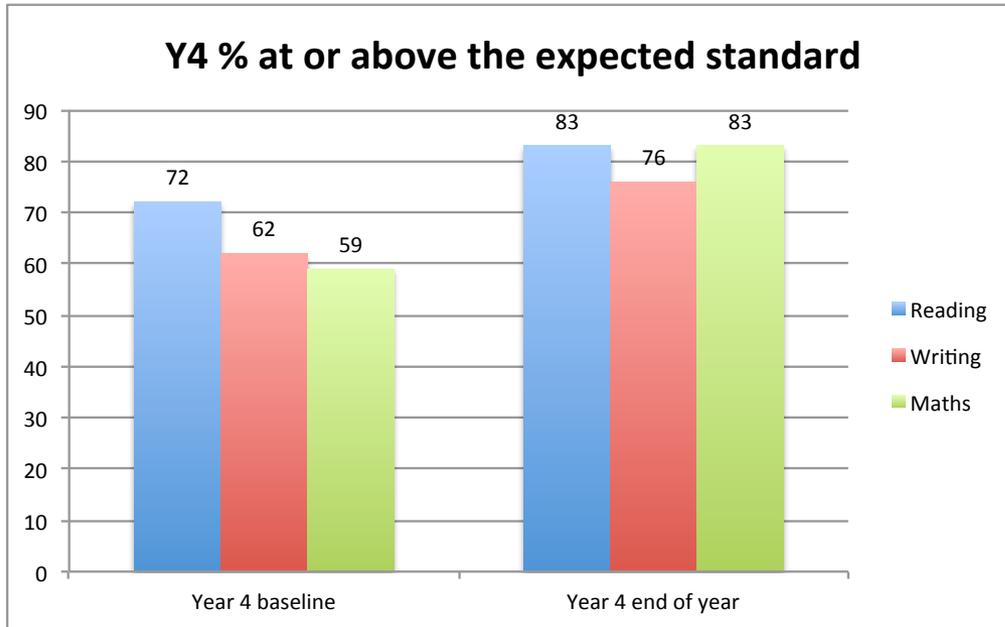


Notes

- PP/non-PP gap: 0.1
- SEN/non-SEN gap: 0
- Questions to prompt discussion : why has Reading attainment dipped?

YEAR 3	PROGRESS EXPECT 3				PUPILS
	R	W	M	ALL	
ALL	2.8	2.9	2.7	2.8	54
BOYS	2.7	2.9	2.7	2.8	35
GIRLS	2.8	2.9	2.6	2.8	19
PUPIL PREM	2.6	2.8	2.8	2.7	20
NON P PREM	2.9	3	2.6	2.8	34
SEN	2.8	3.1	2.6	2.8	21
NON SEN	2.8	2.8	2.7	2.8	33
BLACK AFR	2.8	2.7	2.8	2.7	8
MIXED	3	3.1	2.8	3	14
WHITE BRI	2.7	2.9	2.5	2.7	11
WHITE OTH	2.7	2.8	2.7	2.7	6
AUTUMN	2.7	2.9	2.7	2.8	19
SPRING	2.9	3.1	2.9	2.9	23
SUMMER	2.6	2.9	2.4	2.6	18

Year 4 progress and attainment

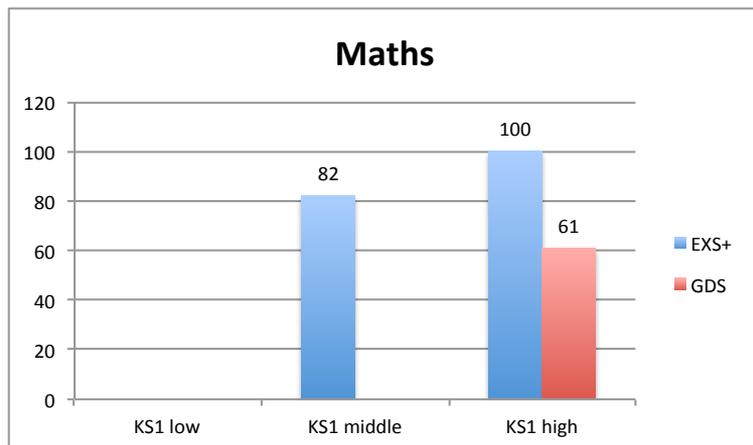
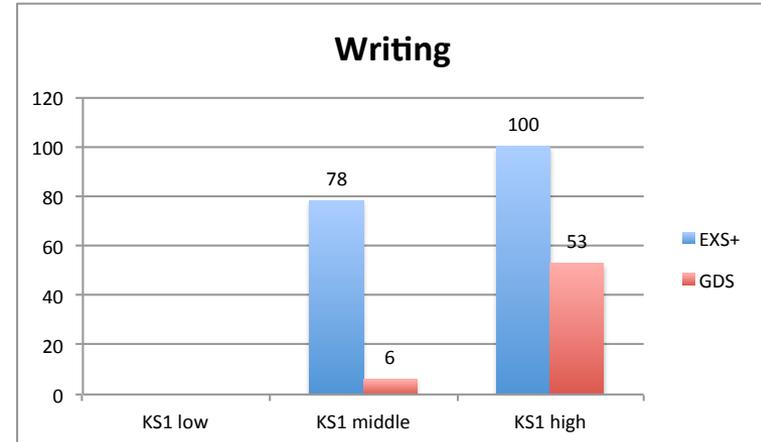
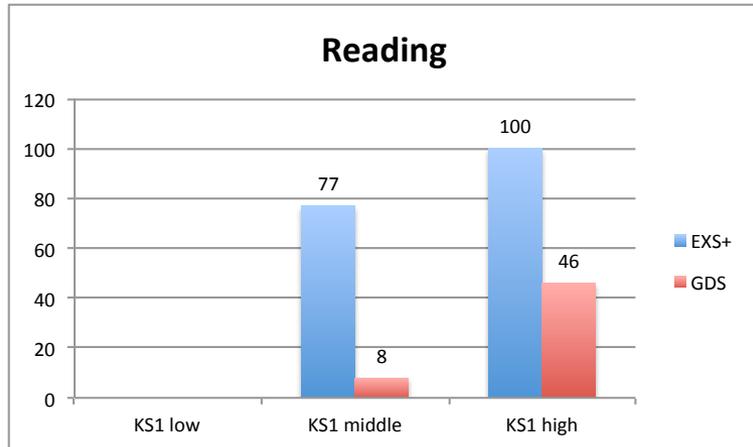


YEAR 4	PROGRESS EXPECT 3				PUPILS
	R	W	M	ALL	
ALL	3.2	3.3	3.4	3.3	59
BOYS	3.2	3.4	3.5	3.4	30
GIRLS	3.2	3.2	3.3	3.2	29
PUPIL PREM	3.2	3.3	3.4	3.3	25
NON P PREM	3.2	3.3	3.4	3.3	34
SEN	3	3.1	3.4	3.1	17
NON SEN	3.3	3.4	3.4	3.4	42
ASIAN	3	3	3.5	3.2	6
BLACK AFR	3.5	3.7	3.9	3.7	11
MIXED	3.5	3.5	3.4	3.5	10
WHITE BRI	3	3.1	3.3	3.1	14
WHITE OTH	3	3.4	3.1	3.2	7
KS1 HIGH	3	3.2	3.1	3.1	24
KS1 MED	3.5	3.7	3.8	3.7	26
KS1 LOW	1.8	1.5	2.4	1.9	5

Notes

- Strong progress across the board for this group which was significantly behind last year.
- KS1 low attainers are falling further behind and will receive a Catch Up Literacy intervention in Year 5.
- PP/non-PP gap: 0
- SEN/non-SEN gap: 0.3

Year 4 progress from KS1 (all children)



All three areas

- Children who were behind the expected level have not yet caught up.

Reading

- 77% of children who were previously at the expected level remain on track with 8% of this cohort also now working in greater depth.
- 100% of children previously exceeding are now working at the expected level with 46% continuing to exceed in Reading.

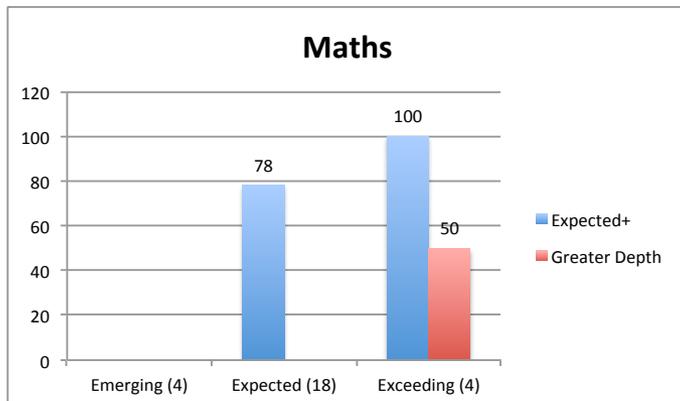
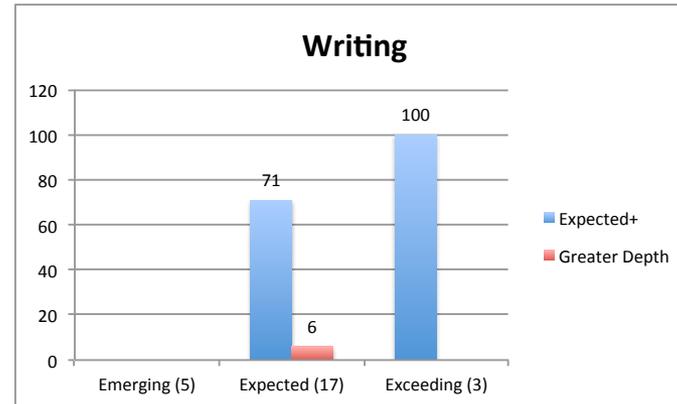
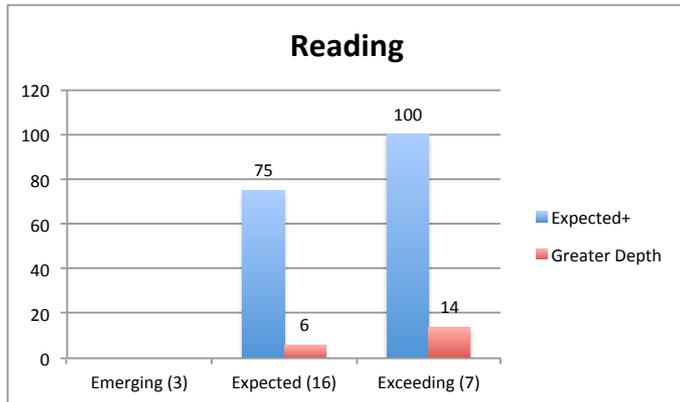
Writing

- 78% of children who were previously at the expected level remain on track with 6% of this cohort also now working in greater depth.
- 100% of children previously exceeding are now working at the expected level with 53% continuing to exceed in Writing

Maths:

- 82% of children who were previously at the expected level remain on track.
- 61% of children who were exceeding continue to exceed, with the other 39% now working at the expected level.

Year 4 progress from KS1 (Pupil Premium: 25 children)



All three areas

- Children who were behind the expected level have not caught up.

Reading

- 75% of children who were previously at the expected level remain on track with 6% of this cohort also now working in greater depth.
- 100% of children previously exceeding are now working at the expected level with 14% continuing to exceed in Reading.

Writing

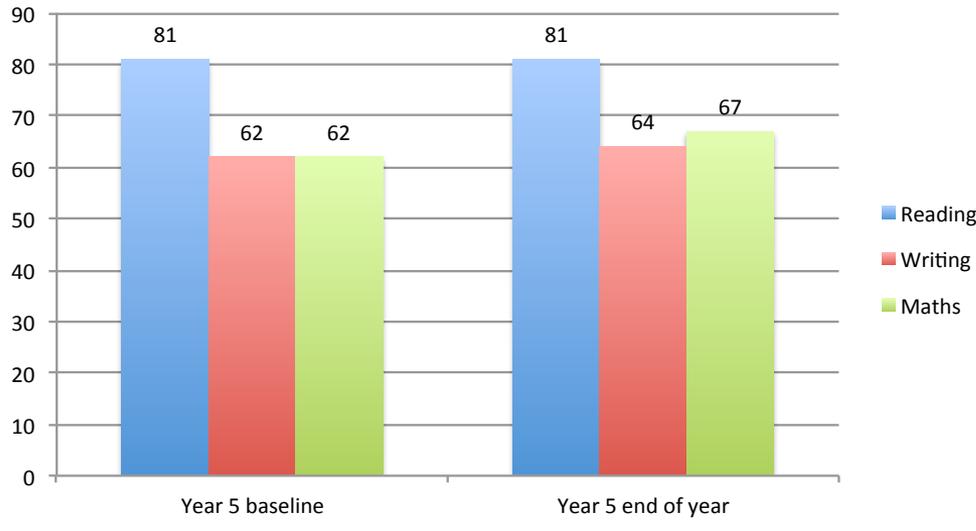
- 71% of children who were previously at the expected level remain on track with 6% of this cohort also now working in greater depth.
- 100% of children previously exceeding are now working at the expected level with 6% continuing to exceed in Writing

Maths:

- 78% of children who were previously at the expected level remain on track.
- 50% of children who were exceeding continue to exceed, with the other 50% now working at the expected level.

Year 5 progress and attainment

Y5 % at or above expected standard

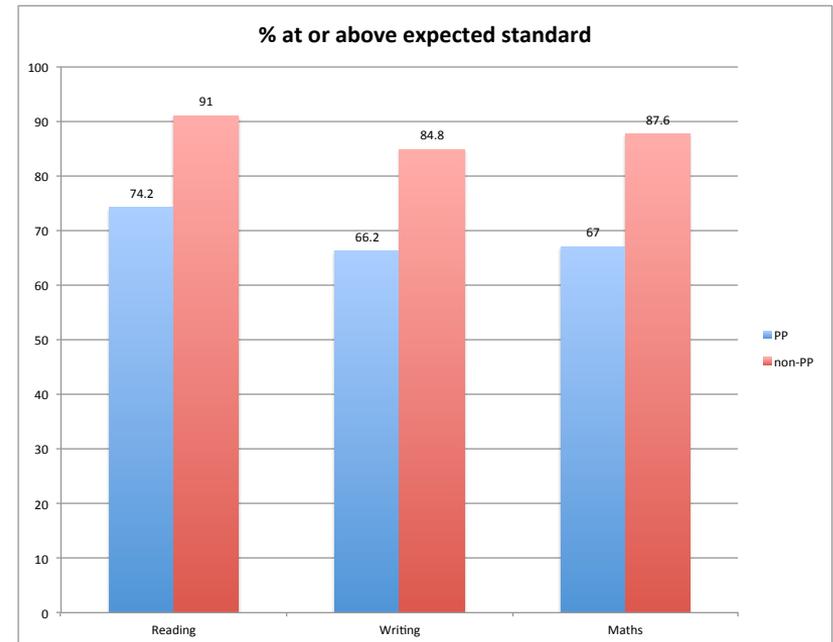
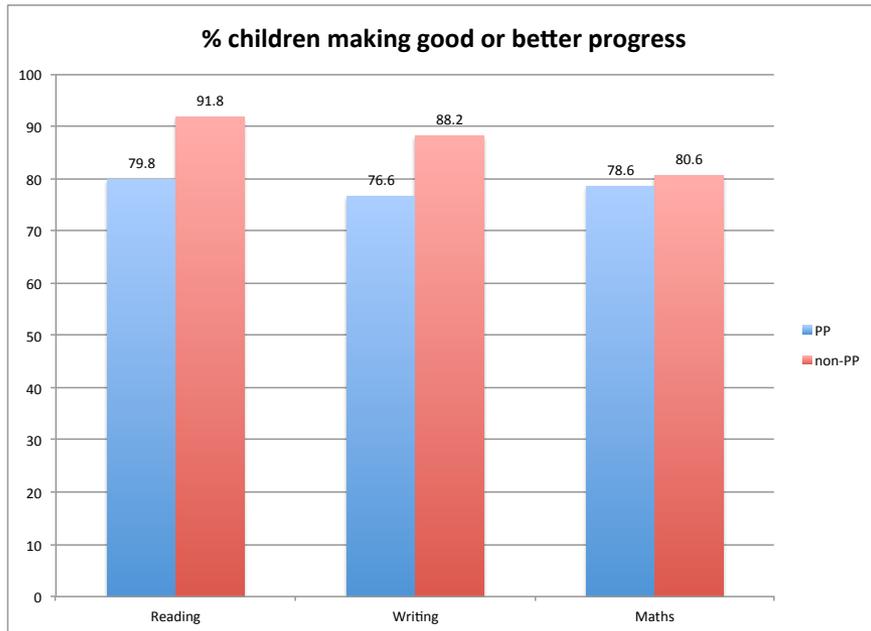


Notes

- PP/non-PP gap: 0.1
- SEN/non-SEN gap: 0.1

YEAR 5	PROGRESS EXPECT 3			ALL	PUPILS
	R	W	M		
ALL	3.2	2.9	3.1	3.1	42
BOYS	3.2	3	3.4	3.2	21
GIRLS	3.1	2.9	2.8	2.9	21
PUPIL PREM	3.2	2.7	3.2	3	22
NON P PREM	3.2	3.2	3	3.1	20
SEN	3.4	2.8	3.1	3.1	16
NON SEN	3.1	3	3.1	3	26
BLACK AFR	3.2	2.9	3.3	3.1	10
MIXED	3.1	3.3	3	3.1	7
WHITE BRI	3.4	3	3.3	3.3	9
KS1 HIGH	3	3	2.8	2.9	11
KS1 MED	3.3	3	3.1	3.1	28
KS1 LOW	2	1	4	2.3	1
BARNABY	3.1	2.4	2.9	2.8	20
SUMMERSON	3.3	3.3	3.3	3.3	22

Whole school Pupil Premium comparison



Whole School Pupil Premium comparison (exc. EYFS & Y6)

	R	W	M	ALL	PUPILS
ALL	3.1	3.0	3.0	3.0	270
PUPIL PREM	2.9	2.9	3.0	2.9	95
NON P PREM	3.1	3.1	3.0	3.1	175

SEN pupils

Key foci and impact of actions 2016/17

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.

- Language Link has been used to assess and diagnose pupils who need additional support with language difficulties. This has allowed us to make specific learning plans for a vast number of pupils. This is due to be assessed in September. Feedback from teacher's have been, that is definitely helping the pupils in the classroom.
- Five EHCP has been applied for and granted. Two more are being applied for by the end of the year to ensure we are providing dedicated support for pupils of high needs.
- Currently 111 pupils on the SEN register which demonstrates improved reporting on last year.
- GL assessment allows us to do in house dyslexia screening prior to assessment. Over half the Year 6 cohort are on the SEN register with a high number of dyslexic pupils. Through exceptional support 98% of children made expected progress in reading, 100% in writing and 98% in maths.

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. Further training is scheduled for September with the focus on maths.
- Training on Social Stories for staff and parents.
- Training on social and emotional support for pupils.
- All staff have had training on attachment theory to support LAC and training has been booked in for PAC UK to work with all staff in September.

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. However, we understand that communication between the SENCo and parents during these meetings was not as we would have wanted. As a result, we will be changing how we work with parents as of next year.
- Individual resources have been purchased to support pupil's needs. e.g. weighted blankets to support sensory needs.
- Autism, social stories 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
<p>Target 1:To improve the progress of pupil premium pupils in all areas as compared to non pupil premium pupils in the school</p>	<p>yes - book look evidence</p>			<p>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.</p> <p>Pupil premium pupils making similar progress or better than non ppg pupils . See data</p>
<p>Target 2 Non- negotiable pupil attainment and progress targets for all year groups</p>	<p>yes - book look evidence</p>			<p>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.</p>

Self Evaluation of Outcomes

Area	Grade	
	Outstanding	Notes to explain outstanding judgement
<i>Levels of attainment</i>	✓	<ul style="list-style-type: none"> • KS1 outcomes - no comparative data for Year 2 for 2017 but pupils exceeding 2016 national data and progress is strong, especially for low attainers including ppg. • KS2 outcomes continues to rise with attainment all areas (at expected and greater depth/high scores) well above national averages . PPG do considerably better than national other for both progress and attainment. • EYFS is above national despite baselines showing many pupils below typical on entry. • Boys and girls do equally well except the year 1 phonics test where genders not the defining characteristic but some boys did less well in 2017.
<i>Historic progress</i>		✓ 3 year trend in all key stages and subjects
<i>Progress of current pupils</i>	✓	Published progress data shows a very strong picture in all subjects, particularly Reading and maths. In year data is at or above expected, except for Year 3 which is at or just below expected (2017 only)
<i>Overall judgement</i>	✓	

Priority Areas - 2017/18

- * priority year groups -Year 2, 3 and 4 -increasing evidence of progress in writing and maths.
- * priority whole school groups - progress of SEND and high attaining PPG pupils in reading
- * 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

Summer Term 2017

Exclusions - fixed term exclusions this year.

Exclusions to date	All pupils	Pupil Premium pupils
Number of fixed term exclusions	4	2
Average number of days of fixed term exclusions	1	2
Number of pupils given fixed term exclusions	3	2
Number of permanent exclusions	0	0

Exclusions

One pupil from Year One twice.

One Pupil from Year Six and another Pupil from Year One.

There was one exclusion in the Autumn term, one exclusion in the Spring term and two children in the Summer term. All of the children are boys. Two of them are black British Nigerian and one is Black Caribbean.

The one child in Year One is currently being educated at a PRU for two days a week. We have a support assistant from the PRU as his one to one on a Wednesday morning. We have reduced his timetable on a Wednesday and Thursday and provided him with a 1:1 on a Friday. We have now successfully achieved an EHCP which will enable us to give him 1:1 support for his behaviour, next year. The funding currently promised by the EHCP is not the enough to pay for this in full. The child in Year Six, now receives mindfulness intervention each day to support him with anger. The other child in Year One has had significant changes at home which is causing him to be unsettled and as a result impacting on his behaviour. Our family Liaison team are working closely with the family to ensure boundaries and consistency is evident in the home. Previous CAF referrals for external support have not been accepted by the Local Authority. However, a social worker is now working with the family.

Incidences of poor behaviour including racism and bullying

Incidents from 1 st September 2015 to end of June 2016		Incidents from 1 st September to June 2017
Data	All pupils	All pupils
Racist incidents	0	0
Bullying incidents	0	0
Red Forms	42	24
Yellow forms	118	72

Low (amber) and medium level (red) disruption

	Summer 2016	Summer 2017	Spring 2017	Autumn 2016
Average numbers of total forms per week	3	2	2	5
Average number of red forms /week	1.2	1	1	1
Average number of amber forms	1.8	1.6	1.6	1.6

Analysis:

Incidents of behavioural concerns are continuing to decrease and reduced significantly during this academic year. We believe this is a result of all of the pastoral support and consistency of positive behaviour management which is now embedded throughout the school.

This includes:

- RULER (whole school approach)
- More games and equipment at playtimes and lunchtime
- Positive behaviour management training for all staff including de-escalation training.
- Restraint training
- Mindfulness in classes that need it, including separate interventions for groups.
- Family Liaison team running lunch time groups to support and facilitate play.
- Lego therapy, ELSA, social skills group
- Mindfulness intervention for pupils with repeated red forms.
- Staff training on “membership” focusing on supporting LAC to ensure we support these pupils who often have complex needs.
- Updated and embedded PSHCE/e-safety curriculum.
- Tracking of behaviour in our weekly Welfare meetings.
- Parent training on behaviour management (1:1 sessions)
- Identifying and gaining EHCP for our most vulnerable and complex pupils.

Analysis of behaviour

Strengths and Achievements

- The pastoral team have worked strategically with particular children to reduce the number of red forms they have received over the year.
- Mindfulness sessions have been successfully led by the ELSA based on the resources by Smiling Minds schools kit to support the behaviour of children who find positive behaviours for learning difficult to apply.
- A series of successful parent workshops have increased parental engagement in learning at home, safeguarding and pastoral behaviour. Internal observations, learning environment walks, performance management and the governor learning walks have shown that pastoral lessons are well embedded in the school. We have surveyed all of the staff to find out if additional training is needed and to check if everyone understands the importance of the new lessons. The lessons that we teach in class are being shared with parent's through the weekly newsletter and parent workshops.
- Charles Dickens have presented at Southwark and National training events to share our expertise in the Pastoral field. Links have been made with Yale University who would like to use Charles Dickens as a beacon to share the work of RULER and start training in the UK.
- Our Family Liaison team are continuing to mentor specific children and run groups to support vulnerable pupils. Their expertise has been used over the Summer term to support LAC with more severe behavioural needs.
- We continue to run Lego therapy groups, ELSA, social groups, mindfulness groups and structured playtimes.
- We have asked for feedback and evaluated our parent workshops which took place throughout the year, totalling over 35 sessions. Feedback was excellent!
- Progress of pastoral lessons and the impact on specific pupils is being measured through performance management of teachers and an adjusted SHEU survey. Results have shown a significant impact in the level of emotional intelligence, reduced behavioural incidences and better reporting by staff. Staff now have practice measures to support pupils before problems arise which can then require external support such as an Educational Psychologist.

Next Steps for Autumn 2016/17

- Embed peer mentoring throughout the school.
- Online seminars for parents to support engagement and learning for working parents
- Create a structured policy/guide for pastoral lessons which can be given to any new member of staff and displayed on our website to show the proactive work we do everyday to promote positive mental health.
- Continue to monitor pastoral lessons, giving each class teacher time to share a “breakthrough” or good practise within their classroom on a termly cycle.
- Improve the skills and consistency of leading positive play and behaviour management by lunchtime staff
- Continue to raise the awareness of RULER by hosting RULER training, led by Yale University at Charles Dickens School.

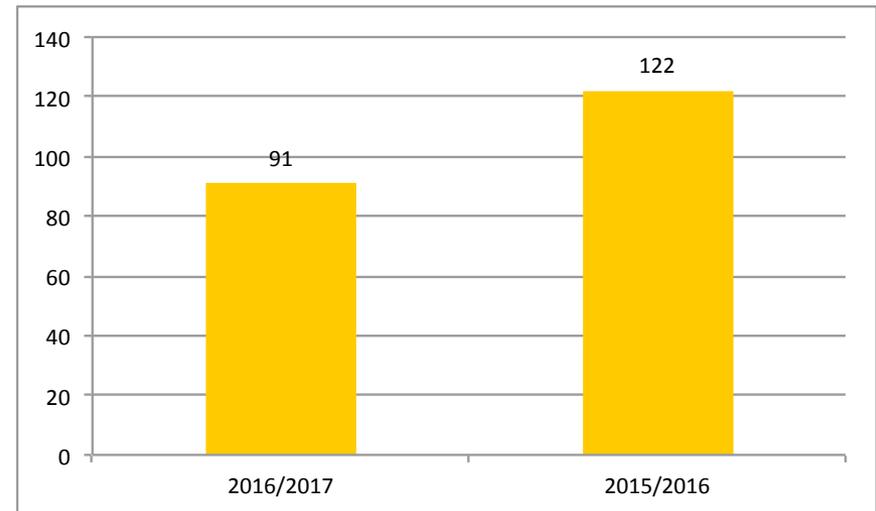
Analysis of Accident log

Last year, we started analysing accidents during the start of the Spring term. Therefore, the results above show a significant improvement as this year we have compared since September.

The accidents have improved due to zoning of the outdoor area, improved resources for EYFS, KS1 and KS2 and ensuring adults are proactive at walking around the playground and supporting children. I

In June, we opened the roof top playground which means children have more space in which to play. Accidents continue to be monitored each week and proactive measures are put in place to support children and amend the premises if needed.

Average number of accidents comparison



Next Steps for 2017/18

- Continue to monitor accidents each week to identify any trends quickly
- Monitor amount and quality of resources in the playground
- Ensure staff continue to move round the playground and be a visible presence in addition to improving the quality of adult led play

Attendance – data this term and over time comparisons**Attendance from September to date – using attendance from Years 1–6**

Date	2015/16.	Sept to June 2017 PPG	Sept - June 2017
Overall percentage absence	96.3%	96.27%	96.97%
pupils with less than 90%	18	4	11
pupils with less than 85%	0	0	0
pupils with less than 80%	0	9	0

Analysis:

Attendance continues to be analysed weekly by the Welfare team. Attendance Officer emails and rings parents when there is an unauthorised absence. Attendance Officer meets with all parents whose child's attendance is low. They agree on proactive measures and support to help raise their attendance. Stickers are given out each week to pupils in EYFS and KS1 who have 100% attendance. We continue to work with our EWO and use CAF referrals when we are concerned about a child's attendance and see no sign of improvement, despite support.

Summer term Steps:

- Continue to use stickers celebrating attendance. Consider incentives for KS2 (perhaps class reward)
- Attendance officer to meet parent's of children who have poor attendance to help support them.
- Continue to use CAF referrals when attendance doesn't improve, despite support.
- Attendance and Family Liaison team to remain visible and communicate with parents as much as possible when attendance is a concern.
- Aim to reach 97% for attendance.

Progress of school development plan – personal development behaviour and welfare (includes safeguarding)

The Progress of Key Priorities within School Development Plan – Behaviour & Safety

Objective/Action	Achieved	Partially achieved	Not achieved	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.	✓			

Previous targets for Summer term 2017

Ongoing work on embedding pastoral care in teaching and learning. **Met**

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

Develop policy for LAC. **MET**

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

To develop “Peer to Peer mentoring” with pupils. **MET and on-going**

To improve attendance so that it is above the national average by at least 1%. **Not yet met but almost there.**

Self-evaluation – overview

Pastoral

Strengths

- Attendance continues to be above the national average and has increased this year.
- improved engagement of parents through over 35, well attended workshops (listening to parental voice)
- Behaviour around school is improving year on year and incidences 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. The behaviour of year 6 has been significantly better in the Summer term than the previous year, which was a goal to improve.
- Teachers, parents and children are walking the walk as well as talking the talk when it comes to positive mental health. Pupils are more emotionally intelligent and have a range of strategies to regulate their emotions.
- Charles Dickens has achieved its goal of 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. Yale University are impressed with the work we do and wish to start training schools in the UK using Charles Dickens as a model and facilitator. Work is being done nationally and locally to share the good work being done by staff at Charles Dickens and to raise the profile of our pastoral interventions.
- Governors engage in learning walks on pastoral intervention, behaviour and e-safety and work collaboratively as a critical friend.
- Accidents in school have reduced and are gradually becoming less frequent despite the significantly limited space outside this year. Most accidents are common very minor injuries associated with children playing.

Area	Grade
	<i>Outstanding</i>
<i>Exclusions</i>	✓
<i>Behaviour</i>	✓
<i>Attendance</i>	✓
<i>Safety</i>	✓
<i>Overall judgement</i>	✓

Objectives for School Improvement Plan 2017 - 2018

- Consistency of behaviour and behaviour management between class time and lunchtime ensuring that all lunchtime staff follow the school behaviour management policy and proactively monitor the playground.
- To raise attendance to 97% for the year
- To ensure that peer mentors are available weekly to help mediate lunchtime issues and support children
- To continue pastoral lessons, further raising the profile of RULER and the exceptional work staff do with other schools in the area.
- To provide further training for all staff on supporting children with trauma, focusing on Looked After Children.



The quality of teaching, learning and assessment at the school

Leadership team's Report to Governors

Summer Term 2017

How we evaluation and monitor teaching learning and assessment

Context 2016/17:

- English lessons were formally observed in the autumn term alongside termly observations of spelling lessons for Years 2 upwards and phonics for Year R - 1. 3 Early career teachers benefitted from additional observations.
- Maths lessons were observed in the autumn and summer term.
- Prior to observations, teachers were 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). was also monitored via half termly work scrutinies for English and Guided Reading. This included reading records. Each term, second of each work scrutiny focused on also supporting teacher's understanding of expected standards through moderation.
- 2 Teachers were involved in a DFE 'no marking' research project during 2016/17 and 3 teachers were involved in an EEF funded 'lesson study' research project focused on writing.

Strengths

- frequent and developmental - 'professional conversations'
- 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
- research projects such as lesson study with the IOE and 'no marking' workload challenge with Greenwich University and the EEF build on the structure of regular observation and professional challenge accompanying 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.

Areas for development

- Developing the frequency of peer observation through adapted use of lesson study
- Ongoing development of class teacher's opportunities to be involved in their own quality assurance - such as joint work scrutiny.
- Ongoing development of wider senior leadership team to lead observations and work scrutinies.

Quality of teaching, Learning and Assessment - Writing

Teaching

Strengths

- Purposeful use of drama to support writing which is combined with precise modelling of language and grammatical features by teachers (especially in KS2) has led to high quality extended pieces of writing.
- Pupils in all year groups are embedding topic knowledge from history and geography with elegant turns of phrase from class texts of high quality to lift their writing to the expected level and for HA pupils, beyond.
- Year 1 phonics has supported the needs of all pupils in reading, but especially lower attaining pupils where progress from very low starts has been strong. (as a result of carefully tailored interventions as well as focused classroom teaching)
- Strong subject knowledge of adults, particularly the precise teaching of grammar and punctuation as seen through feedback to pupils in lessons and in books
- Effective use of support staff to support children with additional needs, particularly those with dyslexic tendencies in upper ks2.
- High expectations of behaviour and learning in most year groups with frequent embedded opportunities to collaborate with peers and reflect on their own writing to make improvements as seen by pupils' enthusiasm for writing and commitment to writing at length, especially in KS2.
- Pupils' books demonstrated coverage of wide range of text types and age appropriate (often beyond year groups) spelling and grammar
- Feedback from teachers is regular, in line with the school policy and the majority is supporting strategic improvements in pupils' writing as pupils respond to feedback by making improvements to writing. Some teachers have introduced more intensive feedback (conferencing) and these pupils have made accelerated progress in their writing.

2017/18 Next Steps

- Introduction of new handwriting expectations and lessons to support increased use of cursive handwriting
- Embedding spelling expectations and teaching to secure the recently seen improvements in spelling accuracy
- Greater planning support for Key Stage 1 to ensure pitch of lessons and resources is more tightly matched to pupils' needs. - including the features of a text..

Quality of teaching, Learning and Assessment - Maths

Teaching

Strengths

- Children are being supported and further challenged by the strategic use of adult support through guided groups - progress gaps between LA and MH/HA groups where they exist are very limited
- Assessment for Learning – Teachers assessed the children’s understanding through questioning, though observations and through white board work - lesson observations and book monitoring show learning being successfully reshaped over time to provide adequate challenge and support.
- Collaborative and group work has taken place in all classes. This has been especially evident in years 3 and 4 with the pilot of Maths- No Problem! and consequently improved progress of LA pupils seen as well as more accurate pupil use of mathematical language.
- Evidence and action research based approach embedded across the school to Years 3 and 4 piloted the Maths- No Problem! scheme. Outcomes confirm its success, particularly for LA and PPG groups - to be rolled out across key stage one and two.
- Highly effective use of support staff to support children with additional needs, particularly those with dyslexic tendencies in Year 6
- Pupil feedback from teachers is regular, in line with the school policy and the majority is supporting strategic improvements in pupils’ maths fluency and problem solving
- Two teachers took part in a ‘no marking’ pilot. There were elements of this pilot which have been shared with other staff members such as the increased use of strategic self and peer assessment within lessons which supports AfL.
- A wide range of ‘mastery style’ questions have been used - especially in years 2, 5 and 6 to develop understanding at greater depth rather than moving into the next year’s content.
- Increased challenge for more able children. Teachers accelerated the start of independent/ group tasks (once checked understanding) and then returned to lead both mastery-style questions and an open-ended investigation requiring team work.
- A good or better subject knowledge is being shown by staff members which allows for more strategic next steps to be given.

2017/18 Next Steps

- Introduction of new Maths- No Problem scheme based on Singapore Maths to accelerate progress one LA and PPG pupils in years 1 -5
- Teachers to become more familiar with concrete resources and how to use them to support childrens’ learning.

Progress of school development plan – Teaching Learning and Assessment

The Progress of Key Priorities within School Development Plan - Teaching

	Objective/Action	On target	Notes
	<p>Target 1 Target 1: Improve the accuracy and precision of pupils' writing at word and sentence level.</p>	✓	<ul style="list-style-type: none"> • 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. which has supported improvements in writing progress across the schools (years 2 - 6)
	<p>Target 2: Improve the teaching and learning of pupils with SEN in reading and writing</p>	✓	<ul style="list-style-type: none"> • Increase in identified pupils and increase in pupils receiving additional funding • increased involvement of outside agencies for SEN Pupils including SALT, Ed Psych and occupational therapy. • Introduction of SALT and dyslexia screening and targeted lessons - strong positive impact of 'language link' for pupils in YR and Y1 language. • Targeted lessons for pupils in KS1 and 2 with significant additional needs and pupils in y6 with dyslexia • New SENCo and SENCo administrator appointed for Sept 2017 to support improvements in parental communication and teacher 'in-class support for SEND pupils.

Self-evaluation – overview

Area	Grade			
	Outstanding	Good	RI	Inadequate
<i>Teaching, Learning and Assessment</i>	✓			

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

Stage

Leadership team's Report to Governors

Summer Term 2017

Quality of EYFS summary

Context:

The focus of development in children's portfolios has been evidencing increasing opportunities for parent engagement and contributions to learning journeys over time and well as further assessment for learning - capturing progress in learning (rather than attainment) in observations and involving children more directly in self assessing their achievements and shaping their own next steps.

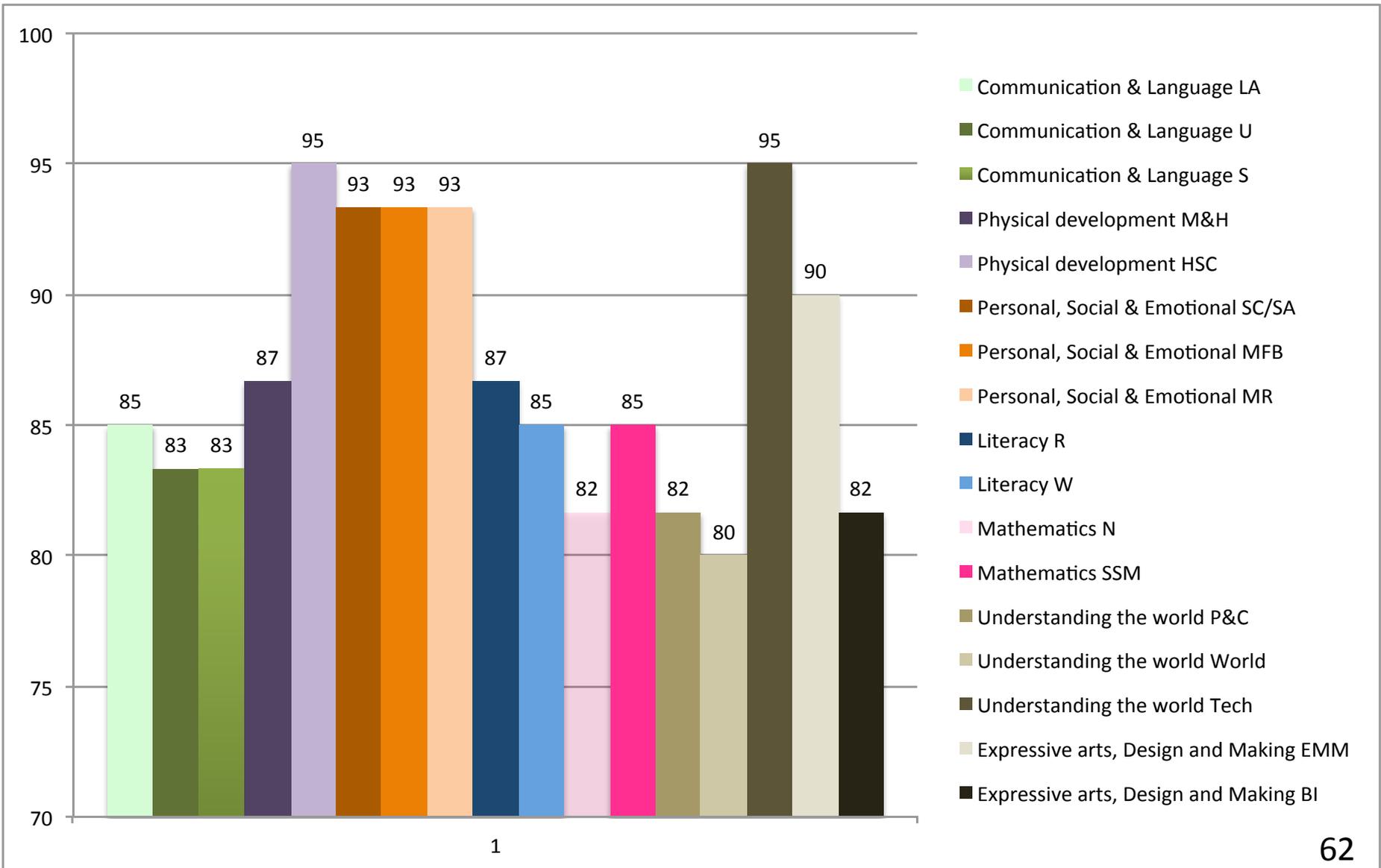
All books demonstrated progress that was at least good or better. Four formal lesson observations of each teacher. The focus was on developing an enabling environment and children's independent problem solving skills.

Strengths

- All books across the Early Years continued to be judged to be **outstanding through the summer term based on strong evidence of progress for all children and high quality observations which captured learning through play linked sharply to children's interests and needs.**
- All children have been conferenced termly, identifying their own next steps and reflecting on progress with the teacher through annotation.
- Strong evidence from all areas of learning continues to be captured but increasingly maths problem solving, physical development and application of phonics for mark making.
- There is increasingly a strong contribution from all team members to the completion of the black books.
- Target stickers highlight when children are meeting individual targets in observations
- There has been a 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?
- There has been a significant improvement on the impact of the adult as 'enhancer,' what this looks like in best practice through peer observation and recording best practice. (
- Greater progress has been built into into the teacher led activities – especially for Higher-achieving pupils. Looking specifically at the progression from concrete to pictorial to abstract, in maths learning.
- Significant improvements in development of high quality space (to equal quality of the inside environment) despite the limitations of the building work.
- Children are engaging for concentrated periods of time in deep play both independently and in small groups

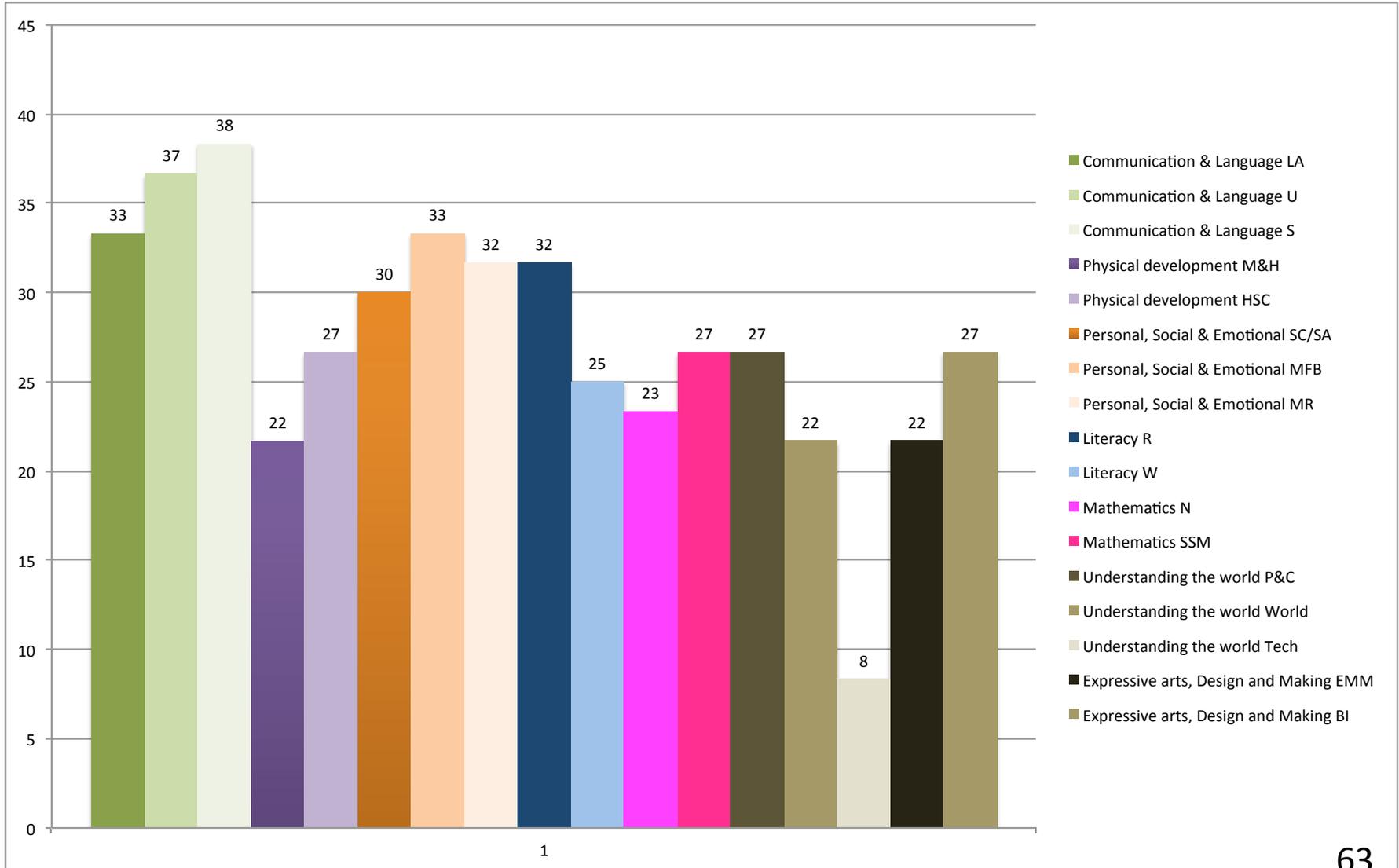
EYFS Early Learning Goals

% Reception children reaching the expected level in 2017



EYFS Early Learning Goals

% Reception children reaching the exceeding level in 2017



EYFS Early Learning Goals

% Reception children reaching the Good Level of Development

	2015	2016	2017
<i>All pupils</i>	75	73	80
<i>FSM pupils</i>	69	55	75
<i>Non FSM pupils</i>	77	72	81
<i>National Average</i>	66	69	<i>n/a</i>

% Reception children reaching the Good Level of Development the ELG in reading

	2015	2016	2017
<i>All pupils</i>	79	75	87
<i>FSM pupils</i>	69	71	81
<i>Non FSM pupils</i>	81	77	89
<i>National Average</i>	76	77	<i>n/a</i>

% Reception children reaching the Good Level of Development the ELG in writing

	2015	2016	2017
<i>All pupils</i>	77	75	85
<i>FSM pupils</i>	69	71	81
<i>Non FSM pupils</i>	79	77	86
<i>National Average</i>	71	73	<i>n/a</i>

% Reception children reaching the ELG maths

	2015	2016	2017
<i>All pupils</i>	80	78	82
<i>FSM pupils</i>	69	71	75
<i>Non FSM pupils</i>	83	81	84
<i>National Average</i>	76	79	<i>n/a</i>

EYFS Early Learning Foundation Stage profile 2016

Early Years

		Percentage of pupils achieving at least expected in															
		Communication and language						Literacy				Mathematics					
		Listening and attention		Understanding		Speaking		Reading		Writing		Numbers		Shape, space and measures			
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat		
	Cohort	Percentage of pupils achieving a good level of development															
All Pupils	60	73	69														
Gender																	
Male	32	63	62	80	86	82	86	80	85	75	77	75	73	78	79	78	82
Female	28	86	77	72	82	72	82	72	81	66	72	66	66	72	75	72	78
Free School Meals																	
FSM	17	65	55	89	91	93	90	89	90	86	83	86	80	86	83	86	86
Non FSM	43	77	72	71	78	71	78	65	77	71	63	71	58	71	66	65	70
		84	88	86	87	86	87	86	87	77	80	77	75	81	81	84	84

		Percentage of pupils achieving at least expected in																			
		Physical development		Personal, social and emotional development				Understanding the world				Expressive arts and design									
		Moving and handling		Health and self-care		Self-confidence and self-awareness		Managing feelings and behaviour		Making relationships		People and communities		The world		Technology		Exploring and using media and materials		Being imaginative	
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
	Cohort																				
All Pupils	60	82	90	87	92	85	89	82	88	87	90	82	86	82	86	88	92	90	89	87	88
Gender																					
Male	32	69	85	78	89	78	86	72	83	81	86	75	82	75	82	88	91	84	83	81	83
Female	28	96	94	96	95	93	93	93	93	93	94	89	90	89	89	89	94	96	94	93	93
Free School Meals																					
FSM	17	76	83	82	85	76	82	71	80	82	83	65	77	65	77	88	87	82	81	76	80
Non FSM	43	84	91	88	93	88	90	86	89	88	91	88	87	88	87	88	93	93	90	91	90

Areas of Learning and Development – Nursery attainment and comparison with ‘baseline’ information

