

Elm Park Primary School

SEF July 2016



‘Aspiring to be the best we can be!’

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EPPS School Context

Vision, aims and aspirations of the school

Elm Park Primary School is a larger than average primary school with just under 400 pupils.

The school is a vibrant, harmonious, happy mix of many cultures and religions, which are valued, respected and celebrated. This is one of its many strengths. It is a safe place to be and the very good behaviour of the community reflects this. The community care for each other and this is reflected in the way children play well together and look after each other.

Elm Park Primary's ethos is built around our school vision, which is the belief that it is every child's first chance at formal education and they deserve nothing but the best. Through our school we aim to grow good people, people who are inspired and excited to make a difference to their lives and the lives of those around them. Our school motto is **"ASPIRING TO THE BEST WE CAN BE!"**

Our core values –

Achieve

Success

Perseverance

Independence

Respect

Enthusiasm

ASPIRE

Demographic profile of the school

32% of our pupils are from an ethnic group other than White British, which is slightly higher than the national average (29%)

14% of our pupils have English as an additional language, which is slightly lower than the national average (18%)

34% of our pupils are entitled to FSM, slightly higher than the national average, (27%)

9% of our pupils have been identified as having Additional Needs and have School Support or EHC Plans (2.1%).

There are 18 different minority ethnic groups represented; the largest group being; 6% Eastern European

There are 20 languages spoken: The largest groups speak: 86% English, 2% Lithuanian, 2% Romanian and 1% Bengali

There are currently 5 pupils classed as Children who are Looked After.

Stability is at 70%, which has been slowly improving since 2011, when it was 53%, but is still in the lowest 20% of schools.

The school has been externally verified and awarded:

- FMSIS / Healthy Schools - June 2012 / Active Mark – May 2012 / Apple Regional Training Centre - September 2013 / International School Award: Intermediate Level - March 2014 / ICT Mark Accreditation - June 2014 / Philosophy for Children: Level 1 – October 2014 / Sustainable Travel: Silver Award - May 2014/Gold Award September 2015
- Currently the school is working towards accreditation of: Basic Skills Mark , Sports Mark and the NAACE 3rd Millennium Learning Award

Overall Effectiveness

The school judges its overall effectiveness to be at least good based on the following evidence:

- The achievement of pupils is good. From starting points that are below expectations, they make good and sometimes outstanding progress over time, (% of pupils making better than expected progress is well above national figures in reading and writing 2015 for example), so that by the end of year 6 they have attainment that is at least in line or better than national averages and almost all pupils make expected progress or better. This is achieved because of the drive and determination of everyone throughout school to ensure that each child has the very best educational experience and achieves their full potential.
- We have a rich and exciting curriculum that provides excellent educational experiences for all pupils, but particularly in the use of developing technologies. This results in children showing very positive attitudes to their learning and to each other.
- The curriculum is clearly focused on ensuring that children develop good levels of literacy and numeracy and ICT skills so that they are well equipped with the skills needed to be successful at secondary school.
- We use a core text approach to the teaching of Literacy, using texts which fully engages both boys and girls and challenges their reading and thinking skills, as a result of book choices that explore moral, social and cultural issues.
- We have a vast array of visits, visitors and special events that fully engage the children. We have well established links with local organisations that enable us to make the most of local facilities such as Hornchurch Country Park, Elm Park Business Partnership, St Andrew's Church and Elm Park Library, as well as making the most of being on the 'District Line' underground tube line with regular visits into London to various museums, theatres and art galleries.
- All staff members are committed to giving children the best possible education. This means that good practice is shared across the whole school. The continual pursuit of the school's motto 'Aspiring to be the best we can be!' is a strong feature of Elm Park Primary School. Teachers review their own practice and both teaching and support staff seek opportunities to develop their skills further so they can support children working at all levels. As a result the impact of teaching on learning over time is always good or better.

Outstanding Aspects:

- We place a high value on the development of children's spiritual, moral, social and cultural development as part of the school's overall vision of 'growing good people'. We provide numerous opportunities throughout the curriculum, including weekly Philosophy sessions, for children to develop knowledge, skills and understanding of the world, so they are able to thrive both in and out of school.
- Behaviour in and around school, as well as behaviours for learning are of a high standard, despite having a significant number of pupils with exceedingly complex needs and challenging behaviour. Staff care deeply about all our pupils and have worked with senior leaders to create a highly effective pastoral support system, which impacts significantly on such pupils, so they are better able to work in group and whole class situations, achieve success and ultimately thrive within a safe and nurturing school environment.
- Safeguarding is effective as a result of high expectations and thorough systems built on good practice.
- Pupils in the Early Years make good and better progress. Staff organise engaging activities that encourages the use of imagination and curiosity in pupils' learning. Early reading skills are well developed and pupils are well prepared for year 1. By the end of year 1 phonics and reading skills are well embedded, allowing pupils to achieve above average results in the Year 1 Phonics Screening Check
- Based on starting points almost all pupils make good and often outstanding progress over time and by the end of Key Stage 2 (See Raise Online data 2015 – pg 39-52)

Areas for development:

- Continue to improve % of exemplary teaching on a day-to-day basis across the school.
- Good systems and practices of distributed leadership at senior and middle level continue to be cascaded to all teachers and support staff so that all teams engage effectively in the cycle of plan-do-review to refine and improve practice so it is always exemplary.

Effectiveness of Leadership and Management

The effectiveness of leadership and management in this school is at least good:

The quality of leadership is at least good because it has provided the foundations, through its actions, for good and better teaching and learning, behaviour, personal development and welfare to embed which has enabled outcomes for our children to become good and better.

- The senior leadership team is effective and continually pursues excellence and the provision of excellent education for our pupils because there is a wealth and breadth of experience between the headteacher, deputy headteacher and assistant headteacher.
- The actions of school leaders have secured sustained improvement in standards across the school and for children at all levels of ability, with progress rates for most pupils being good and often outstanding over time, because of the rigour and accuracy of self-evaluation and the plans then designed and implemented to secure continual improvement.
- Middle leaders are playing an increasingly effective role in driving forward standards, for example, phase leaders have ensured marking feedback is consistent and effective and of a high quality across their phase, ensuring pupils make good progress as a result.
- The Governing Body is effective in holding the school to account because they are supportive of the school and ensure that the level of challenge and questioning is high.
- We have a clear vision for our children, which is understood by all in the school and embedded in our ethos, vision and values.
- Leaders and managers have created a culture where staff reflect on and debate the way they teach, using solution based approaches to teaching and learning through regular pupil progress and achievement meetings, where teachers take responsibility for ensuring pupil progress targets are met and barriers to learning are removed.
- Underpinning the quality of teaching is a determination to ensure that staff members are supported and encouraged to continually develop their skills. Senior leaders provide opportunities for professional development across the whole school. Teachers have accessed CPD to meet their individual needs as well as whole school development areas. Recent impact of this includes whole staff training in Philosophy 4 Children which has helped pupils to develop more effective thinking skills as well as supporting staff's own development in effective questioning. Training in use of a variety of iPad apps such as Adobe Voice/Aurasmas has helped pupils to develop their oral presentational skills as well as providing opportunities for pupils to evidence mastery of their maths knowledge and understanding.
- Support staff are well trained in procedures for supporting groups and individuals. They are encouraged to take the lead in developing expertise in the teaching of basic skills and leading intervention, which is impacting effectively on pupil progress.

- The value added data and school tracking systems indicate that pupils now make good or better progress over time, including pupils with special educational needs and/or disabilities, free school meals and disadvantaged pupils.
- The school uses resources, including Pupil Premium and Sports Premium, effectively to meet the needs of pupils; value added data and school pupil progress tracking data show the progress gap between disadvantaged and Other pupils across the school has narrowed rapidly or in most cases been closed.

Governors

- Governors have an acute understanding of their responsibilities.
- Through frequent formal and informal visits, they have become increasingly aware of the quality of teaching and how it relates to pupils' progress.
- They attend regular training to ensure that they have the knowledge to understand data and the skills to fully hold the headteacher and leaders to account for the school's performance.
- Governors keep a close eye on the allocation and impact of spending, through benchmarking exercises, this includes the Pupil Premium and Sports funding.
- Governors ensure that reviews of teachers' work are linked closely to the progress and attainment of their pupils to the standards expected of teachers and to the pay scales that teachers are on.
- Governors have a clear and accurate knowledge of the strengths and areas for development of the school and understand the challenges it faces. They are aware of the need to not just be supportive but also to challenge the headteacher and play the role of critical friend effectively.
- Following reconstitution, the Governing Body is now well structured to ensure a balanced focus on resources and budgeting and on the quality of provision and pupil care.
- School visits are now undertaken by a range of governors and are monitoring a range of aspects of our school effectiveness. They report back to the full governing body on their findings.
- Two governors have undertaken safer recruitment training They are involved in the appointment of teachers and all other senior members of staff.
- The School Improvement Plan is monitored regularly through governing body meetings and reviewed through a process of governors' involvement with staff.
- They have developed a good understanding of the use of data and are confident in addressing areas where performance could be improved.
- The governors receive the results of surveys designed to gather the views of users and stakeholders by the leadership team.

Safeguarding

- Almost all of our children tell us that they feel safe and well cared for in school. We question them regularly and ensure that they have a clear line of communication in reporting any concerns that they have to an adult in the school.
- Training for staff and governors in child protection and safer recruitment has been thorough and is up to date. All staff and governors attend regular update training, so no staff or governors go more than two years without safeguarding update training.
- Training for staff in the school means that they are clear of their role in the child protection process, who to go to with concerns and what to do if their concerns are not appropriately dealt with in the school environment.

- Therefore staff are fully aware of procedures for referrals for safeguarding – and use these appropriately as and when required. All staff in the school are acutely aware of who the designated safeguarding leads are and are absolutely confident that any concerns will be taken seriously and appropriate action will be taken.
- Governors monitor safeguarding rigorously and both they and senior leaders evaluate the impact of procedures on a regular basis.
- Current statutory guidance, 'Keeping Children Safe in Education' underpins our practice and overarching strategy and monitoring of safeguarding and ensures we have an ingrained culture of safeguarding.
- When referrals have been made or we have children with child protection issues, our written records give clear evidence of our determination to ensure that all concerns are robustly followed up and we have been dogged in ensuring that all agencies involved in our children's protection have been held to account and are undertaking their responsibilities appropriately.
- We are particularly aware of increased risk factors for groups of children e.g. disabled, children of parents with patterns of alcohol or substance misuse, who are at greater risk of a range of types of abuse.
- We have a fully up to date single central register for DBS. This is checked regularly and accurately maintained.
- We have checked all teaching appointees since April 2014 against the National Prohibition from Teaching List.
- All staff have been checked as to whether they are living with anyone who is deemed unsuitable because of prior convictions. We have found no staff in this position.
- No member of staff since the last inspection has been investigated or has had a suspicion of inappropriate behaviour with children levelled against them. Therefore no referrals have been made to the LA LADO.
- Our PSHE curriculum is well structured throughout the school and ensures that children understand the risks posed to them through prejudice, extremism and discrimination. Children are well prepared for life in modern, democratic Britain and have the knowledge they need to be tolerant and effective members of society.
- We undertake significant amounts of work across the school to help children stay safe using technologies and cyber safety is a central tenet of our ICT and PSHE teaching.
- Security of the site is appropriate and access for visitors is well controlled. There is no access to classrooms to adults without appropriate checks.
- H & S checks are routinely carried out (in and around school) and any issues are acted upon immediately.
- Risk assessments are included for activities in and out of school as appropriate.
- Communication about specific needs and risks is very good and all staff are made aware of, for example, allergy risks for pupils – this also extends to supply and temporary staff.
- Vulnerable pupils are identified to all relevant staff who are aware of the particular needs of that child within the confines of confidentiality.
- Fire and evacuation procedures are up to date and first aid provision (including paediatric first aid) is secure.
- We also work closely with other agencies and governors to ensure safeguarding.

Outstanding Aspects:

- The spiritual, moral, social and cultural development of pupils is exemplary. The school is a cohesive community with an ethos and culture that helps young people to thrive. There is a wealth of educational experiences that help to promote the spiritual, moral, social and cultural developments of all

pupils.

- Leadership at all levels promotes a highly inclusive ethos which is reflected in all aspects of school life – the senior leadership team have created a SEN nurture group for pupils with complex learning needs which has helped promote independence and the teaching of good basic life skills. As a result the school has been asked to work with the LA to support other schools in developing small nurture group settings to support inclusion for all across the borough.
- Pupils are encouraged to take on leadership roles across the school; so they understand the skills and qualities required in being a leader; School Prefects carry out jobs of responsibility throughout the school; Peer Mentors support younger pupils in their learning of basic skills, Digital Leaders work with staff and pupils within our school and schools across the country, teaching, presenting and showcasing innovative approaches to the use of ICT across the curriculum, Junior Travel Ambassadors educate our younger pupils in healthy ways to travel to school and keeping safe; Sports Leaders work with pupils in school and at secondary school; driving the teaching of sport, competition and team work with enthusiasm and dedication.
- The rich and increasingly innovative curriculum provides our pupils with a wealth of creative, imaginative and memorable experiences during their time in school. The use of ICT across the curriculum is a particular strength as well as a wide range of artistic, sporting and cultural opportunities which ensures that pupils develop socially, emotionally and academically, so they are well prepared for secondary life and living as citizens in the modern world.
- Safeguarding is highly effective and ensures pupils' welfare is actively promoted as a result of high quality training and clear systems and processes, which has developed staff's vigilance, competency and confidence to respond swiftly where pupils are vulnerable. All staff have regular CP training and are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they regularly report any concerns they might have using the appropriate procedures. Staff are competent and confident to challenge pupils' views. (Safeguarding Section 175 Audit – December 2014/LA Safeguarding Audit – Ofsted Readiness – Sept 2015)
- Leaders are uncompromising in their ambition to provide a wholly inclusive and exceedingly caring culture within school, which focuses on a holistic approach to every child's education. This helps to ensure that all pupils, but in particular vulnerable pupils, such as those with special educational needs and/or disabilities feel safe in school and pupils with behavioural, social and emotional difficulties feel very well supported, removing barriers to learning which allows them to flourish personally, socially, emotionally and academically.

Areas for development:

- **Achievement team meetings where all staff take ownership for barriers to learning have been established but require time to embed.**
- **Continue to provide on-going high quality CPD including coaching and mentoring skills and collaborative working to all teachers and support staff to sharpen highly effective practices in teaching.**

Quality of Teaching, Learning and Assessment

The quality of teaching, learning and assessment in the school is at least good:

- Teaching and learning across the school is now good or better. This is now impacting to the extent that outcomes for our children are at least good, with progress rates sometimes being outstanding.

Teaching and Provision Over Time	Quality of teaching & learning by Class 2014/15
Outstanding	25%
Good or better	90%
Requires improvement	10%
Inadequate	0%
Classes whereby T & L graded good or better	90%
Lessons graded:	Quality of teaching and learning by Class December 2015
Outstanding	30%
Good or better	100%
Requires improvement	0%
Inadequate	0%
Classes whereby T & L graded good or better	100%

- In order to arrive at our judgement we take into account a wide range of monitoring information, including pupils' progress, teacher performance and consistency, engagement of children in their learning, learning environments, work scrutiny and pupil interviews.

Improvement since the last inspection

- We have had a complete change of staffing at middle leader level. There are a number of reasons for this but by far the most common reason for teachers moving on is for promotion. Since the last inspection, 3 middle leaders have moved on to senior leader roles in other schools.
- There are a few teachers who have moved for personal reasons and we have agreed exit strategies with 2 teachers since the last inspection, who haven't taken advantage of the coaching and support we have given them and have not been able to maintain the standards we expect of our children. We are resolute in this and although we give high levels of support, coaching and development to our staff, we cannot allow our children to be subject to less than good teaching on a prolonged basis. Therefore we are not afraid to make difficult decisions when it is in the best interests of our children.
- Where changes of staffing have been enforced in this way, we have managed to use these opportunities to continue to strengthen teaching and learning across the school and this is evidenced by rising attainment trends at KS1 and 2 and accelerated and good or better levels of progress by the end of KS2.
- The school has been identified as a 'behaviour confident school' by the Local Authority and has been asked to set up an Additional Resource Provision for pupils with behavioural needs, as well as working with other schools to provide support in developing their capacity to become 'behaviour confident'; in managing vulnerable pupils with behaviour needs.

Key Strengths evident in overall teaching include:

- An analysis of lesson visits and a consideration of other evidence from work scrutiny and pupil interviews indicate that teaching is now strongly good, with some exemplary impact on progress. Teachers' high expectations are now ensuring that the overwhelming majority of pupils, including pupils with special educational needs and/or disabilities and other vulnerable groups are making more rapid and sustained progress.
- Lesson visits confirm that children are engaged and lessons are relevant and teach to and meet the needs of the children.
- Very good planning from excellent subject knowledge and assessment leads to appropriate challenge which is leading to high expectations and good engagement with pupils.
- Assessment and quality feedback are used effectively to inform planning and individual pupils' next steps of learning. Differentiation for specific groups of learners within lessons compliments the wide range of teaching styles our teachers use to enthuse and motivate their pupils, thus ensuring consistently at least good and increasingly outstanding outcomes from lessons and embedding perseverance, enthusiasm and independence in our learners.
- The school's Assessment for Learning strategies are effective because they focus on giving feedback that promotes learning. Oral and written feedback is used to provide individualised support for pupils and guidance on how they can progress through target setting and regular assessment of pupils achievements.
- Pupils are given feedback frequently and in line with whole school policy. Good practice identified across the school has been used to ensure a consistent approach to marking and feedback, which impacts on pupils' ability to make good and often accelerated progress in their work. The scrutiny of pupils' work supports our judgement that the quality of teaching is at least good and sometimes better. Good standards of literacy are evident in pupils' work.
- Regular moderation ensures that staff have good expertise in assessing pupils achievements. Data provided to staff enables them to have accurate knowledge of starting points and targets and then day to day assessment means that learning objectives are challenging and extension is focused on next steps in learning.
- Pupil interviews show that children are proud of the work they complete; they talk enthusiastically about their learning; they are able to talk about their prior and current learning, as well as about their targets and areas they are specifically working on.
- A range of intervention groups take place which are monitored and evaluated regularly and always time limited when children have achieved their target.
- Learning Support Assistants and other adults are used effectively across the school to ensure that all groups of learners, including SEND children are supported in making the best progress possible.
- A broad range of visits and visitors makes a very positive contribution to effective learning because the curriculum is more stimulating, challenging and engaging. The effectiveness of the engaging curriculum can be seen in the rising attendance rates.
- Appropriate and creative homework contributes to pupils' enthusiasm for learning. Homework tasks concentrate on providing opportunities to develop a wide set of skills such as independence, resilience, time management and self-motivation through independent research and focused tasks.

Views of pupils and parents

- The very large majority of parents and pupils think that the teaching and learning they receive helps them to make progress and that they feel safe in class.

Monitoring and evidence of external validation

- We have had considerable external validation of our efforts to improve teaching and learning through the LA. This consistently triangulates the schools' judgements on teaching and learning and ensures that we are robust in ensuring that we present an accurate picture of our core purpose.
- Our most recent LA Quality Assurance inspection (January 2016) confirms our own self-evaluation of at least a good judgement.

How performance management is used to improve performance

- Teachers complete a self-evaluation audit against the teacher standards. We then give each teacher three targets which cover quality of teaching, pupil progress and leadership responsibility. Teachers have clear responsibilities relevant to their pay scales and all progression on pay scales is and will be expected to show teaching strengths which are also in line with their seniority.

Outstanding Aspects:

- Staff confidently use ICT in a highly innovative way to enhance learning opportunities and ensure high levels of engagement and independence in pupils learning behaviours. Pupils in turn are confident in using technology to plan and present their work in a variety of mediums and have ICT skills which are better than expected for their age.
- Resources including ICT are used confidently and independently by adults and learners to extend their learning. Our passion to ensure technology is at the forefront of teaching and learning also means pupils are provided with a variety of curriculum enrichment opportunities in a local, national and global context and that we are a lead school that provides exemplary practice to other schools in the innovative use of ICT in teaching and learning. This has been recognised as we are an Apple Regional Training Centre, have gained the ICT Mark and have received the Intermediate International School's Silver Award – in recognition of our e-twinning work with schools around the country and globe.
- The development of pupils' spiritual, moral, social and cultural development is of a very high standard, which means that our pupils are developing very positive attitudes to learning. Pupils' well developed social awareness and sense of responsibility is a real strength of the school with pupils fulfilling all kinds of roles and responsibilities to a high standard – School Prefects/ Junior Travel Ambassadors/Sports Leaders/Digital Leaders/Peer Mentors/Playground Friends.
- The school uses school spaces creatively to extend pupils learning and encourage independence in learning - The learning environment is used highly effectively with high quality learning journey displays, 'Three Before Me' initiative, Learning Experts and Ambassadors and supportive Help Desks in every class.
- The new Symphony Assessment System is used effectively to inform planning and teaching to meet the needs of all pupils and robust moderation exercises internally and with external schools has ensured high standards and accurate teacher assessments and judgments.
- By the time pupils reach Years 5 and 6 they are self-motivated to learn. This takes the form of challenging themselves in setting their own targets in learning, identifying when they believe they have met their targets in their work and self-editing and improving their literacy work.

Areas for development:

- **The new system for assessing pupil progress across all core and non-core subjects (to replace current levels) needs time to embed.**
- **There needs to be a clear understanding of the expectations for outstanding teaching to ensure more teachers cross the grade boundaries between good and outstanding on a day to day basis.**
- **To continue to ensure pupils have a strong voice in leading their learning e.g. deciding what they want to learn to further enhance pupil engagement in their learning as well as the mediums and times at which they learn.**

Personal Development, Behaviour and Welfare of Pupils

The personal development, behaviour and welfare of pupils at the school is at least good:

Behaviour

- Evidence from lesson visits and learning walks show that children's learning behaviour and attitude to their learning is very good and often outstanding and highly conducive to learning. Children are almost always on task, engaged and motivated and virtually no learning is lost to disruption. Our children's behaviour, attitudes towards others and respect for young people and adults is exemplary. Children are proud of their work and their school.
- Pupils' conduct around school is excellent; they show respect for one another, for adults and for the facilities of the school. Visitors to school regularly comment on the very positive atmosphere and the sense of purpose within the school.
- Good behaviour is achieved because the school's policy is understood and followed by all. The system of choices and consequences is systematic and consistently applied. Pupils can talk enthusiastically about these and are involved in reviewing the behaviour policies and regular discussion takes place at school council meetings to discuss ways to maintain good behaviour and attendance for example.
- The large majority of parents tell us that behaviour is excellent in the school and this is a commonly held view when children work in the local community and visit public places; such as museums, galleries and theatres.
- Learners develop and maintain excellent relationships between themselves and are very tolerant of each other regardless of their background, culture or disability.
- As Individual Pastoral Support Programmes are becoming embedded as part of day to day good practice, the impact is most evident in some of our most vulnerable pupils, addressing social, emotional, behavioural and mental health issues effectively, which results in such pupils engaging with their learning and with their peers more successfully. As a result exclusion rates have reduced rapidly and significantly.
- In circumstances of greater need, we have support from the Educational Psychologist, Behaviour Support team, the school nurse, CAMHS, Counselling services, Family Mosaic – housing specialists and our Cluster navigation group.

Personal development and welfare

- The school's strategies to prevent bullying are effective and help ensure the safety and well-being of pupils. Instances of bullying including cyber-bullying and prejudice based bullying, (related to any particular needs, dispositions, aptitudes or circumstances of any pupil, or groups of pupils) are rare but if they do occur they are dealt with swiftly and effectively. Pupils are taught about different types of bullying and they play an active part in ensuring that occurrences are minimal.
- Through our PSHE curriculum and anti-bullying work pupils show that they know what constitutes bullying, racism and other discriminatory incidents and they know to report it if they witness or experience it. All staff having been trained on anti-bullying procedures and child protection are well-equipped to support children in staying safe.
- The school is highly inclusive and this has not been without its challenges. Since the appointment of an Assistant Headteacher with responsibility for Inclusion and a Family Support Worker since September 2014 -the provision for more vulnerable pupils is excellent. All members of staff are aware of and committed to the belief that every child is expected to succeed, regardless of the difficulties they need to overcome.

- We recognise that to be outstanding children need to know how to keep themselves safe at all times from these incidents and they do so by knowing that they are never to stand for it happening to them and that they have a responsibility to not allow it to happen to others. Our children cooperate and look after each other to a degree that ensures this is the case.
- We have very low levels of bullying and racial incidents but the fact that they are reported means that children have the confidence and knowledge to report incidents immediately.
- As a result of positive relationships between staff and pupils and a warm, supportive environment, almost all of our pupils tell us that they feel confident and secure in sharing fears and concerns with staff in school and know that issues raised will be dealt with effectively. This is a view shared by almost all of our parents and children who tell us they feel safe in our school.
- As we take online safety very seriously, the online safety policy is available for parents to view online. Online safety is an integral part of our curriculum and is constantly reinforced. Our ICT technician and ICT HLTA act as the school's online safety lead, who both work closely with parents to ensure they understand how to keep children safe online. We encapsulate this into an Acceptable Use agreement and consider that we follow a very high standard of practice in this area. We have regular training for staff, pupils and parents and have a wealth of information for parents and pupils about online safety on our website.
- Our pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens. This is borne out in the numbers of pupils, who are eager to take on a range of responsibilities to support others, their environment and learning.
- Every class takes part in weekly Philosophy4Children sessions- this has allowed our pupils to develop thinking, debating and reasoning skills, as well as understanding that people have differing view points, that things are not always 'black and white' and the development of empathy towards others' situations, opinions and feelings. As a result pupils have discussed some difficult and controversial themes such as terrorism, forgiveness, equality, justice to name but a few.
- We have numerous visits from safety organisations such as the fire brigade and police to help ensure our children have wider input on how to keep themselves safe beyond the school gate.
- Our children tell us they know which adult at school they can turn to if they feel scared or in trouble and they know they will be listened to.
- As part of the curriculum we undertake a variety of trips where again the aspects of health and safety are discussed and our children have to consider aspects of their own well-being and that of others. It is vital for our children to be able to use public transport safely and we give them the opportunity to learn how to use it and keep safe.
- We take our Year 5s to Stubbers Activity centre for a 2 night outdoor camping experience; our year 6 children go to Sealyham Activity centre in Wales for six days where they engage in outdoor and adventurous activities. This enables them to put into practice all they have learned about keeping themselves and others safe and they learn a great deal about themselves in the process.

Attendance and punctuality

- Attendance is improving year on year and is now broadly in line with national averages. Pupils and parents are well aware of the need for good attendance and children respond positively to the many initiatives that reward and celebrate good attendance and punctuality at school. Punctuality is also improving year on year and learning starts promptly at the beginning of the day with children well prepared and eager to get started.

	2012/13	2013/14	2014/15
Attendance	93.1	95.0	95.0
Persistent Absence	7.7	5.7	

Areas for development:

- We need to continue to monitor and improve whole school attendance and punctuality with a continuing focus on specific vulnerable groups of pupils, although target groups attendance is rising more rapidly.

Outcomes for Pupils

The Achievement of pupils at the school is at least good:

Children enter the school with standards that are below expectations and make good and often outstanding progress and achieve well over time so that their achievement at the end of year 6 meets and regularly exceeds national expectations.

KS1 Outcomes Overview

- Pupils have achieved above average results in the Year 1 Phonics Screening Check over the past 3 years because of the rigorous planning and consistently high quality teaching of phonics in Key Stage 1. Teachers plan effective lessons and they are effectively supported by well-trained support staff:

Year 1 phonics	School	National
2014	87%	74%
2015	86%	77%

- Current pupil progress tracking data reflects that the number of pupils passing the Year 1 Phonics Screening Check is on track to exceed national figures (2015) at approx. 86%
- 3% dip for disadvantaged pupils in 2015, but by **Year 2** the cumulative figure is again above national **(school disadvantaged: 90%: national disadvantaged:84%) (Raise Online p17)**
- Almost all pupils are making rapid and sustained progress during their time at the school. This has been achieved by ensuring high expectations and that the quality of teaching is consistently high, as well as closely tracking the achievement of every pupil through half termly pupil progress meetings. Where children have difficulties, this is now identified quickly and appropriate interventions are put in place to meet their needs, either through staff achievement meetings which ensure staff themselves focus on solutions or through targeted support provided in discussion with the Inclusion manager.
- Improvements in the teaching of basic skills at Key Stage 1 have impacted positively in English and mathematics, with almost all pupils making more rapid and sustained progress throughout Key Stage 1. Pupils' early reading skills are very well developed and teaching of early reading skills is an area of

strength within the school. (Ofsted Inspection Report -July 2014).

A thorough audit of how phonics was being taught across KS1 resulted in a clear and structured phonics programme and policy being formulated and implemented and a 6 month programme of tailored CPD for all teaching and support staff in KS1 which involved sharing good practice within school, as well as a joint partnership with another school.

- Basic maths skills have been improved as a result of high quality marking feedback, challenging targets being set for pupils as part of their learning, a focus on teaching based on gap analysis of regular summative assessments and the rigorous monitoring, support and evaluation of assessment data, pupil progress meeting information and a relentless focus on improving the quality of teaching by the KS1 Phase Leader.

APS	School	National
Overall	16.7	16.1
Read	17.0	16.6
Write	16.1	15.3
Maths	17.0	16.4

- At KS1 there is a 3 year rising trend in average points score. Attainment is now broadly in line with national figures in reading, writing and maths. All subjects APS is sig + in 2015.

Subject	School 2B+	National 2B+	School 3	National 3
Reading	90%	82%	32%	32%
Writing	83%	72%	22%	18%
Maths	92%	82%	28%	26%

- Overall attainment levels for all groups of pupils at KS1 are now broadly in line with national expectations and significantly above for pupils achieving L2b+ in maths. (See Raise Online data pg. 16,17,19,20,21 Year 1/Year 2 Phonics Attainment Data/ Fisher Family Trust Online KS1 data for Attainment & Achievement)
- Level 3+ attainment is on a three year rising trend in all measures and is now at least in line with national averages.
- By the end of KS1 the vast majority of our pupils make at least good progress and for some outstanding progress based on their starting points in Reception FS.
- Since Sept 2015 effective use of the Symphony Assessment System and gap analysis of summative assessments to inform planning and teaching has resulted in most pupils making good or better progress in all areas.

KS2 Outcomes Overview

- All Level 4+ measures over the past 2 years have been at least in line with national averages and the very large majority being above or well above. All

subjects were sig+ in 2014, with reading remaining at sig + again in 2015.

- Level 4b+ measures in all subjects over the last 2 years have been at least in line with national averages with reading being well above in 2015, so it is clear that our children are well prepared with the academic skills necessary to be successful at KS3.
- Level 5 attainment is now broadly in line with national averages.
- All measures of expected progress have been at least in line with national expectations in the three years to 2015, with an increasing majority being higher.
- At exceeded levels, all measures have been higher than the national expectations over the last two years. This would suggest that we have managed to sustain outstanding progress over this time. This is further evidenced by the 'all subjects' measure VA scores in 2014 and 2015 being sig+
- Our APS gains from KS1 to KS2 are consistently well above expected over time, suggesting that our children make consistently at least good and often outstanding progress in KS2.
- There is rigorous tracking and monitoring to ensure that target pupils make accelerated progress. Effective systems ensure that pupils at all levels receive the support they need to make progress. Interventions are planned to ensure that children's learning needs are met. The proportion of pupils making expected and more than expected progress is high. 100% of pupils made expected progress in reading and writing, 97% in maths at the end of KS2, all above national, with over 50% making more than expected progress in Reading and Writing and 40% in Maths; again significantly above national. Pupil progress rates for almost all pupils are now in line with national expectations with some pupil groups such as disadvantaged pupils often making better progress.
- Mobility remains an issue at the school but attainment and progress are particularly good for non-mobile pupils who have been taught throughout KS 2. Attainment for these pupils is significantly better than the national in Maths, Reading and Writing combined, Maths and English Grammar, Punctuation and Spelling and broadly in line in Reading and Writing. More able pupils who arrived in Year 5/6 (2A at KS1) did not achieve level 5 or 6 at the end of Year 6 in maths and writing but still made good progress throughout year 5/6 based on their starting baseline assessments.
- Since Sept 2015 effective use of the Symphony Assessment System and gap analysis of summative assessments to inform planning and teaching has resulted in most pupils making good or better progress in all areas.

Outstanding Features:

- Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age.
- Pupils in Year 1 achieve highly in the national phonics check, as a result of good and exemplary teaching of phonics and basic reading skills in reception and KS1 classes. There is a 3 year trend of results remaining above national figures. (2013 – 76%/2014 – 87%/2015 – 85%)
- Number of pupils meeting end of year expectations at end of KS1 in maths is significantly above national figures as a result of teachers providing pupils with high quality marking feedback, challenging targets being set for pupils as part of their learning, a focus on teaching based on gap analysis of regular summative assessments and the rigorous monitoring, support and evaluation of assessment data, pupil progress meeting information and a relentless focus on improving the quality of teaching by senior and middle leaders in particular.
- As a result of consistently strong teaching across the school and a climate that has been developed, where staff constantly reflect on their practice and support each other in encouraging and challenging their own teaching performance and pupil progress; progress rates are good across all core subject areas for pupils generally, including for disadvantaged pupils and those who have SEN and the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures, particularly for Disadvantaged pupils. Our APS gains from KS1 to KS2 are consistently well above expected over time, suggesting that our children make consistently at least good and often outstanding progress by the end of

KS2.

Areas for development:

- The attainment gap between disadvantaged pupils at the end of key stage 1 needs to narrow further.
- Lower attainers at KS1 need to make accelerated progress in order to make consistently good progress across the core subjects; but particularly in writing.
- Increase the number of middle attainers making accelerated progress so they achieve better than expected attainment results at the end of KS1 and 2.

Effectiveness of the Early Years Provision

The effectiveness of the Early Years provision at the school is at least good:

Children make consistently good and better progress through Reception class. They enter with standards that are below the expectation for their age and they leave the end of EYFS well prepared for the next stage of their education.

- Children enter the school in Reception with skills and knowledge at below the levels typical for their age. They make good progress as they are well supported and complete interesting activities, which help them to learn well. The proportion of children reaching a good level of development was above average in 2013 and has improved further in 2014 and remained broadly in line with national expectations in 2015. (See FS Leader's on entry baseline data summary 2015, End of year FSP results 2014 & 2015 (LA and internal school data), FS Leader's Summer term 2015 Monitoring Report to Governors,) This is because the foundation team is clearly focused on providing the best possible start for the children. The FS curriculum is well organised to meet the needs of the children working at different levels as a result children are well prepared for Year 1 - Ofsted Report July 2014.
- On entry to Reception in 2014 baseline assessments show that the vast majority of children were significantly below the expected standard.

	Below	At	Above
Reading on entry	90%	10%	0%
Reading end of year	33%	56%	8%
Writing on entry	41%	28%	0%
Writing end of year	36%	64%	0%
Number on entry	89%	10%	0%

Number end of year	33%	64%	3%
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Progress measure - % of children and how many bands progress made during Reception year 2014/15

	0	1	2	3	4
Reading	3%	10%	23%	59%	5%
Writing	3%	5%	54%	36%	0%
Maths	5%	5%	21%	67%	3%

- The curriculum is engineered in response to pupils' interests and needs to ensure criteria are met
- Good Level of Development (GLD) 2014 62%
Good Level of Development (GLD) 2015 62%
Good Level of Development (GLD) national 61%
- Gaps between the attainment of groups of children, and all children nationally, including disadvantaged children are narrowing and are better than the national gap between disadvantaged and other children.

School: Disadvantaged (7) 57% Other children 63%
National: Disadvantaged (7) 45% Other children 64%
- The quality of teaching in Reception FS is consistently good and often outstanding. The learning environment is rich and stimulating and every opportunity is taken to create spaces and activities that engage the children so they have a thirst for learning. Accurate and detailed assessments track the children's progress throughout Reception FS. Pupils' early reading skills are very well developed and teaching of early reading skills is an area of strength within the school. (Ofsted Inspection Report - July 2014).
- Staff are well directed and they work effectively in planned activities with small groups and individuals. The phonics program is skilfully taught by teachers and support staff so that children's early reading skills are well developed by the end of Reception FS. Other programs such as Speech Link are effectively used to meet the needs of our pupils, who often have poor language development. Adults work well with children in the Early Years Foundation Stage and provide interesting activities, which engage them in learning. (Ofsted Inspection Report -July 2014).
- Good behaviour is developed through effective routines and providing opportunities to manage the risk in a stimulating and safe outdoor environment. Keeping children safe is given high priority.
- Parents contribute to children's learning through learning journeys and WOW certificates, which they bring in from home. A wide variety of opportunities are created to enable parents to engage in school activities such as Teddy Bears' Picnic, Christmas Decoration afternoons, parents evenings and Stay and Play coffee mornings, use of Reception class blog which is updated weekly so parents can comment on their child's learning opportunities.
- Leaders have very high expectations of themselves, staff and their children and ensure that time is effectively used to ensure good levels of achievement

are attained. Excellent performance has been sustained within the Reception FS since 2013 because staff members are well-trained and share a common purpose which has a highly positive impact on outcomes for pupils.

Outstanding Features:

- Rigorous performance management and highly focused professional development (e.g. ECAT training, literacy training for LSAs) ensures that interactions between adults and pupils are of a consistently high quality, so that children make rapid progress.
- A range of successful strategies have been used to engage parents/carers in pupils learning, this partnership has contributed to the good learning behaviour displayed by the children. (e.g. children take a camera home to use at home and then discuss in school, WOW moments completed by parents and added to learning journeys, use of Reception class blog which is updated weekly so parents can comment on their child's learning opportunities.)
- Highly responsive teaching, which addresses pupils' interests and the gaps in their learning, so that they make rapid progress and continue to develop effective learning behaviours. (Lesson visits, monitoring planning, LA moderation visit)
- Rigorous and highly focused assessments lead to highly challenging activities across all areas of learning, as evidenced in the LA moderation feedback.
- The EYFS lead has a clear and accurate understanding of the strengths and areas for development within the phase and uses action plans to enable constant improvement.

Areas for development:

- **Continue to develop the outside learning environment to ensure pupils have opportunities to complete large scale and group activities as well as at an individual level.**
- **Establish Early Excellent baseline system into good practice already developed with EYFS staff.**
- **To continue to raise attainment in PSED through teaching of school's core values/Golden Rules.**

Spiritual, Moral, Social and Cultural Development

The effectiveness of SMSC is at least good:

- **Spiritual Development**
As a result of our diverse and topical RE curriculum along with carefully planned assemblies, Elm Park Primary pupils can talk confidently about both their own and other people's beliefs, feelings and values. The ethos of our school encourages children to be proud of who they are and what they believe whilst showing respect to those who hold different values than that of their own. Throughout the school, children enjoy finding out about the world around them and about different world and religious festivals. These are celebrated, ensuring that children have an appreciation of life in modern Britain. Our approach to behaviour management encourages children to make the right choices and to reflect on decisions that they make. Our weekly Philosophy 4Children sessions challenge children's thinking and creativity and celebrate children who have thought deeply about their responses to different situations and ideas. Within the classroom, children are encouraged to be creative in their learning and to reflect on their own and others' life experiences when tackling problems.

- **Moral Development**

At Elm Park Primary, we have clear expectations of behaviour throughout the school. As a result of high expectations and the displays around school, all children are aware of our school rules and the consequences for making wrong choices. Children are clear about the difference between right and wrong and children are encouraged to talk through difficult decisions and to discuss alternative solutions when problems have arisen. All children are valued and achievements are celebrated by all in classes, assemblies and our year group blogs and website. Pupils are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the police, the fire service, the mayor help reinforce this message. Within school, pupils are actively encouraged to make choices, knowing they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our online safety sessions and PSHE lessons. Whether it be through their choice of behaviour, or their choice of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make meaningful choices. We celebrate Anti-Bullying week, Safer Internet Day, the School Council has worked with pupils to review the Anti-Bullying policy and set up an Anti-Bullying Code. Bullying is regularly discussed in assemblies and there is a zero tolerance to bullying, children know we are a 'telling' school. Children learn that their behaviours have an effect on their own rights and those of others.

- **Social Development**

Our pupils' behaviour, attitude and willingness to work with other children is exemplary. At Elm Park Primary we believe in our pupils having many opportunities for their voices to be heard. Democracy is celebrated throughout the school and children enjoy participating in school council elections as well as voting on a regular basis for whose work exemplifies good practice and should be displayed as part of the class Literacy/Numeracy Learning Journey displays. The importance of laws, whether they be those that govern the class, the school or the country are considerably reinforced on a daily basis as part of the school day, when dealing with behaviour, as well as through school assemblies. All members of the school community treat each other with respect. Children volunteer in a number of ways and do great things for the school community, completing voluntary work on a monthly basis, such as litter picking, raising awareness about recycling in school and fundraising for good causes and we have pupils in the junior classes as part of the 'WE Team London Young Ambassadors programme'. The community spirit of our children really makes a difference.

- **Cultural Development**

Children at Elm Park Primary are proud to be members of our school community and are aware of the part they have to play in making our school a happy and safe place. Planned visits to different local places of worship along with discussion both in class and assemblies about global and local news ensure that children appreciate the vast and ever changing cultures in modern Britain. Through our extensive extra-curricular programme, children have the opportunity to participate in sporting, artistic, musical and cultural clubs which extend the work they are doing in the classroom.

- **Parental Engagement**

The things we do which bring parents into school, thus providing a role model to the children for how important continual learning is and how vital it is to be shown to be supporting their own children include:

- Stay and Play Toddler morning – every Tuesday during term time
- Parent/Teacher Consultation evenings
- Learning Together sessions – parents join children for lessons during the school day
- Parent Helpers

- Reading Partners
- School Improvement meetings with SLT
- Home visits
- Class assemblies
- Parent Curriculum Workshops