

## Cleves Primary School Self Evaluation 2019/2020

|   |   |
|---|---|
| <p><b>Context</b></p>   | <p>Cleves Primary School serves the community of East Ham, an area of considerable socio-economic disadvantage in one of London's most deprived boroughs. The School deprivation indicator is 0.3- highest 20%- (April ISDR) . We are a two form entry school with 496 children on roll. Cleves Primary School is in The Boleyn Trust. Our Executive Head teacher and CEO is an NLE. We are supported by Tollgate teaching school and partnered with ELA SCITT based at Tollgate.</p> <p>We are a very diverse school with 94% of children from ethnic minority backgrounds and 83% use English as a second language. 44 languages are represented from 43 different countries. The majority of our children live in local authority accommodation and short let housing. There is a high level of overcrowded households and the school community has a high level of pupil mobility at 21%. Levels of local unemployment are high and 35.1% of the school population qualify for free school meals.</p> <p>16% of our school population have Special Educational Needs and this is broadly in line with Newham and National averages. Our school has a higher number of pupils with a statement or EHCP than the national average due to our specialist resourced provision for 27 children with High Level/Complex Learning Needs. We have 35 children who are funded for high level additional support funding.</p> <p>Children come to school well below the expected levels for their chronological age. To address this we work very hard at including our parents in many aspects of school life. We offer a range of Pre-school activities -this includes provision for parents in supporting them in ESOL classes, parent and toddler groups, PPP training, family support worker service, Art therapy, music therapy and wrap around care including 30 hour provision for three year olds.</p> |
| <p><b>Quality of Education</b></p> <p><b>At Cleves we follow the National Curriculum Intent</b></p> <p><b>Our Curriculum intent is that all children have access to a broad and balanced curriculum that provides a wide range of experiences. Our community will become confident lifelong learners...</b></p> | <p><b><u>Our Intent</u></b></p> <p style="text-align: center;"><b>Our children come from low social economic backgrounds. We have to ensure we have systemic learning that is designed so all children have access to a progressive curriculum that provides the building blocks through repetition and rehearsal of basic skills at all ages so that they become confident learners.</b></p> <p style="text-align: center;"><b>Our curriculum is supported by engaging and enhancing experiences that support and reinforce learning opportunities for everyone.</b></p> <p style="text-align: center;"><b>All learners therefore receive an education that supports them for life in Modern Britain and the World.</b></p> <p><b>They gain knowledge through applying skills and building on firm foundations. This learning journey ensures all children transition successfully at every stage.</b></p> <p><b>We believe in inclusion for all and ensure that all pupils get the best access to a curriculum that develops them .That all children are able to progress and attain the best possible outcomes for them.</b></p>   |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Intent of Curriculum</li> <li>• SEND</li> <li>• Further Learning</li> <li>• Over Curriculum</li> </ul> <p>Design- Knowledge and Skills</p> <ul style="list-style-type: none"> <li>• Ambitions for students examples and case studies</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• Teacher knowledge</li> <li>• Teaching timeline</li> <li>• Marking and feedback</li> <li>• Planning and evaluations</li> <li>• Content links</li> <li>• Assessment</li> <li>• Workload expectations</li> <li>• Reading</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Achievement and progress</li> <li>• Transitions</li> <li>• Pupil progress</li> <li>• Outcomes across all subject areas</li> <li>• Cultural capital</li> </ul> | <p>The development of knowledge and skills is developed by providing engaging opportunities including extensive access to wider curriculum options such as, residential farm stays in wales for 4, 5 , 6. Barge trips and outdoor adventure and team building opportunities. Swimming from year 4 through to year 6. Mandarin language teaching from Nursery.</p> <p>Our children and staff have the opportunity to explore a wide range of educational supported visits and community functions. A large majority of our children leave School with formal qualifications in Mandarin and Music studies.</p> <p><b>Implementation</b></p> <p>Teachers in Cleves Primary school now have clear targets to work to in all year groups. The observation and monitoring cycle is rigorous and matched to in-house CPD focussing on pedagogy. The teaching and learning policy has been implemented alongside an intensive teacher CPD programme in conjunction with Tollgate Teaching School.</p> <p>Teacher workload is revised annually and we have reduced planning considerably in the past year as well as marking outside the lesson. All teachers are observed every term. These observations show the impact of the CPD with lessons improving over the term. The new planning for basic skills is evident across all year groups and this supports the continuity and progression of children’s learning. Teacher feedback to pupils is in the lesson the teacher will mark and check for learning. Children will respond to teacher’s questions and corrections or build on skills by using green pen in their books. Presentation in handwriting is celebrated weekly in whole school assemblies. All staff undergo training for handwriting at the beginning of the year. It is expected that most children will be joining their handwriting by the end of year 2</p> <p>The curriculum is now being further developed by the middle leaders who are now accountable to senior leaders every 6 weeks in ELT meetings. They now provide a report which focuses on the standards in their subject and next steps, specialist provision for Music, Sports, MFL, Mandarin( Since October 2016) and home learning links.</p> <p>Clear benchmarks are in place for each year group and pupil progress meetings happen each half term when senior leaders deconstruct data with class teachers and each child is tracked with rigor.</p> <p>Reading starts from Nursery with a focus on oracy reading and writing and we use Jolly Phonics. This scheme supports the acquisition of phonics to support reading through the ORT scheme that allows children to develop core reading skills applying both phonics and decoding across exciting stories of all types of genres. Cleves also provides three libraries and exciting book areas in all classrooms.</p> <p>Teachers set homework daily for English, Maths, Reading and Foundation Subjects. This is followed up on parent evenings and in the weekly newsletter. Parents also get to join weekly coffee mornings that focus throughout the year on different curriculum topics and aspects of school life.</p> <p>Home learning is encouraged throughout the year in termly Science fairs, International evenings, specialised festival inter school competitions and Shakespeare week.</p> <p>Children move through the school with confidence due to organised transitions that make all children feel apart of all that we do. The staff and children have the highest expectations of them and therefore achieve the best possible outcomes across all areas of learning and development. We celebrate success for all and value those steps that children take to build on their own learning.</p> <p>.</p> <p>The school and classroom organisation reflects displays that are a celebration of children’s learning and experiences. We celebrate progress and our many achievements that children can build on in their time at Cleves: like the times table champions.</p> |
|---|--|

**The children receive many opportunities to enhance their learning through**

- After school/lunchtime clubs
- Educational Visits
- Into-University- programme of mentors following children from primary into university
- Musicianship
- Commando team building days
- Theatre groups
- Science fairs
- Virtual Learning Environments- Bug club, my maths, Make waves- Blogging, 3D printing STEM challenges
- Secondary school partnerships
- Full time Sports coach
- Residential trips for year 3,4,5,6

**Impact**

**KS1 Assessment Summary**

| <u>Subject</u> | % Expected Standard |              | % Greater Depth |              |
|----------------|---------------------|--------------|-----------------|--------------|
|                | Cleves              | England 2018 | Cleves          | England 2018 |
| Reading        | 91                  | 76           | 28              | 25           |
| Writing        | 91                  | 70           | 28              | 16           |
| Mathematics    | 91                  | 76           | 28              | 22           |
| RWM            | 91                  | 65           | 14              | 11           |
| Science        | 90                  | 82           |                 |              |
| Phonics Y1     | 88                  | 83           | 72% (37+ marks) |              |
| Phonics Y2     | 75 (6/8 children)   |              | 50% (37+ marks) |              |

**KS2 SATs Results**

| <u>Subject</u> | Average Scaled Score |              | % Reaching Expected Standard |              |
|----------------|----------------------|--------------|------------------------------|--------------|
|                | Cleves               | England 2019 | Cleves                       | England 2019 |
| Reading        | 108                  | 104          | 91                           | 73           |
| Writing        | N/A                  | N/A          | 95                           | 78           |
| Mathematics    | 110                  | 105          | 95                           | 79           |
| GPS            | 115                  | 106          | 95                           | 78           |
| RWM –          | N/A                  | N/A          | 91                           | 65           |

**KS2 Greater Depth**

| <u>Subject</u> | <u>Cleves</u> | <u>National</u> |
|----------------|---------------|-----------------|
| Reading        | 33            | TBC             |
| Writing        | 31            | TBC             |
| Mathematics    | 55            | TBC             |
| R+W+M          | 13            | TBC             |

Cleves EYFS

| <u>GLD</u>                 | <u>Cleves 2018</u> | <u>England</u> |
|----------------------------|--------------------|----------------|
| Good Level of Development  | 89.8               | TBC            |
| GLD Boys –                 | 87.1               | TBC            |
| GLD Girls -                | 92.8               | TBC            |
| Exceeding in all GLD areas | 15.2               |                |
| Exceeding in Literacy      | 27.1               |                |
| Exceeding in Mathematics   | 28.8               |                |

Early Learning Goals Assessment Summary

| <u>Prime Learning Goals</u> | <u>Emerging %</u>                 | <u>Expecting %</u> | <u>Exceeding %</u> | <u>Expected or Exceeding</u> |
|-----------------------------|-----------------------------------|--------------------|--------------------|------------------------------|
|                             | <u>Communication and Language</u> |                    |                    |                              |
| Listening and Attention     | 10.1                              | 55.9               | 33.9               | 89.8                         |
| Understanding               | 10.1                              | 57.6               | 32.2               | 89.8                         |
| Speaking                    | 10.1                              | 61.0               | 28.8               | 89.8                         |
|                             | <u>Physical Development</u>       |                    |                    |                              |
| Moving and Handling         | 10.1                              | 64.4               | 25.4               | 89.8                         |

|   |      |      |      |      |
|---|------|------|------|------|
| Health and Self care                              | 10.1 | 59.3 | 30.5 | 89.8 |
| <b>Physical, Social and Emotional Development</b> |      |      |      |      |
| Self-confidence and Self Awareness                | 10.1 | 62.7 | 27.1 | 89.8 |
| Managing Feelings and Behaviours                  | 10.1 | 64.4 | 25.4 | 89.8 |
| Making Relationships                              | 10.1 | 59.3 | 30.5 | 89.8 |

Early Learning Goals Assessment Summary Continued

| <u>Specific Learning Goals</u>               | <u>Emerging %</u> | <u>Expecting %</u> | <u>Exceeding %</u> | <u>Expected or Exceeding</u> |
|--|-------------------|--------------------|--------------------|------------------------------|
| <b>Literacy</b>                              |                   |                    |                    |                              |
| Reading                                      | 10.1              | 59.3               | 30.5               | 89.8                         |
| Writing                                      | 10.1              | 62.7               | 27.1               | 89.8                         |
| <b>Mathematics</b>                           |                   |                    |                    |                              |
| Numbers                                      | 10.1              | 61.0               | 28.8               | 89.8                         |
| Shape, Space and Measures                    | 10.1              | 55.9               | 33.9               | 89.8                         |
| <b>Understanding the World</b>               |                   |                    |                    |                              |
| People and communities                       | 10.1              | 59.3               | 30.5               | 89.8                         |
| The world                                    | 10.1              | 59.3               | 30.5               | 89.8                         |
| Technology                                   | 10.1              | 61.0               | 28.8               | 89.8                         |
| <b>Expressive Arts, Designing and Making</b> |                   |                    |                    |                              |
| Exploring using media and materials          | 10.1              | 59.3               | 30.5               | 89.8                         |
| Being imaginative                            | 10.1              | 59.3               | 30.5               | 89.8                         |

|   |  |
|---|--|
|   |  |
| <p><b>Leadership and management</b></p> <ul style="list-style-type: none"> <li>• Vision and SEF</li> <li>• Policies</li> <li>• Staff training</li> <li>• Time tables</li> <li>• PDI</li> <li>• Pupil Voice</li> </ul> | <p><b>Leadership and Management</b></p> <p>Governance of the school is outstanding and governors fulfil all of their statutory duties to ensure the school is challenged and supported to meet the needs of all pupils. The new Senior Leadership Team has been extended and acts as the driving force to articulate and deliver the vision. The Senior Leadership Team is highly visible, accessible and lead from the front. Highly effective leadership is developing a highly effective and positive ethos across the whole school community.</p> <p>Throughout the school there is a relentless and uncompromising pursuit of excellence. The leadership across the school provides a strong sense of direction and is focussed clearly upon the learning and achievement of all pupils. We set high and ambitious standards for quality and performance. There is a clear moral purpose and a passionate, shared belief that the school can impact upon the lives and life chances of pupils. Senior leaders lead teachers and lead on improvement. As a consequence the capacity for improvement is outstanding.</p> <p>The provision for the most vulnerable is a real strength of the school. The school promotes a strong culture of involvement and achievement of all. The curriculum is carefully tailored to meet the needs of all pupils and we work in partnership with other schools and colleges in order to pursue specialist interests and needs. Monitoring and evaluation is highly effective at helping to reduce differences in outcomes and to ensure equality of opportunity for all students.</p> <p>We place a great deal of emphasis on promoting equality and eliminating discrimination. There are clear policies and procedures in dealing with bullying, racism and other discriminatory behaviour. As a consequence such instances are rare. Most notable is the extent to which we aim to recognise, promote and celebrate the differing skills and talents of all pupils. This is at the very heart of our school.</p> |

This last year we have had a key focus on developing staff awareness on FGM, prevention of extremist behaviour and grooming of young children and identifying indicators for children at risk – safeguarding all children.

The leadership at all levels is outstanding. The Senior Leadership team and all staff have high expectations of themselves and all the pupils. Evidence of this can be seen in the outcomes of our pupils across the school. The SLT and ELT drive for excellence can be seen through professional and effective planning and preparation of lessons and the consistent application of policies and procedures across the school. The senior leadership team have developed a re-branding of the school and has raised everyone's expectations and drive to succeed. The new Extended Leadership team are Middle Leaders who take responsibility for whole school issues and key priorities. This may include the co-ordination of a subject or a particular strand of the SDP. The Extended Leadership Team brings SLT and Middle Leaders together regularly to review whole school progress against key priorities. Subject Leaders now have a common curriculum development format that they must follow as an evidence base of their work and support for colleagues.

The Inclusion Team is led by a Senior Leader who oversees all provision mapping within the school and line-manages support staff. The staffing structure is now very clear in that it utilises the best use of human resources to deliver high quality strategic leadership across the school. Leadership is highly visible at all time in the school day on gates at the beginning and end of the day and in the dinner hall every lunch time.

Leadership in school has developed an outstanding programme of CPD which sustain excellent pedagogical delivery in every classroom. The monitoring and observation cycle is rigorous and each teacher is observed every half term by members of the SLT. Performance Management is used with high impact to develop teachers and support staff to deliver the key Priorities of the school and to develop future leaders. This new leadership framework is creating a united and focussed team that drives the schools high expectations and show the commitment /dedication to provide the highest outcomes for all our learners.

We have developed the highest expectations of the quality of teaching and learning through a robust system of:

- Feedback and support which is crucial to classroom observations and is followed up by demonstration lessons or observations of colleagues to allow teachers to reflect on recommendations.
- Work scrutiny of books by Subject Leaders happens every two weeks with reports to teachers on recommendations and good practice.
- The Head teacher/SLT monitors planning weekly and subject leaders complete a planning scrutiny with a report to teachers every half term.
- Learning walks are a regular part of school life by members of the SLT.
- Professional Development Interviews for all staff each term with the Head teacher reflect on the quality of teaching and learning observed during the term.

**Personal development, behaviour and safeguarding**

**Behaviour and attitudes**

- Behaviour policy of school
- Monitoring of behaviour
- School achievements
- Attendance
- Pupil voice

**Monitoring of protected characteristics-**

- Bullying
- Racist incidents logs
- Gender discrimination

**Personal development**

- Broader curriculum opportunities and development of talents
- Keeping healthy mind and body at Cleves
  - British Values
  - Community engagement
  - Wellbeing
  - Prevent training and safeguarding

The behaviour and safety of the pupils is outstanding. Pupils' behaviour around school and within lessons supports this. Behaviour is monitored closely termly. Feedback from lesson observation, pupil, parental and staff surveys as well as the many positive comments from visitors all support this judgement.

Ours Attendance target is 97%. We continue to support every lesson counts and follow up any absence with home visits and first day calling. Our pastoral and office staff supports this in meeting with parents weekly and signposting parents to services that could support improving attendance throughout the year.

The school has an appointed mental health champion for all staff and children who is specifically trained to support the school community in all aspects of keeping a healthy mind and personal well-being. Our sports coaching team ensure that children have access to healthy routines both in the classroom and at playtimes.

The school takes all incidents of bullying or discrimination seriously and these are immediately referred to SLT and parents contacted. We work with all staff and children to ensure they are highly vigilant at all times around the school.

Our school safeguarding file provides evidence that the school keeps up to date with changes the DfE fields to schools. As well as providing a monitoring log that the Head teacher, Chair of governors and/or link governor for safeguarding, check at least every term, it also provides evidence that is sought by Ofsted when they are carrying out a school inspection.

Included in the file is:

- A current copy of the Single Central Record and monitoring checking log
- Keeping Children Safe in Education document / Log of all staff receiving this information
- GDPR champion roles and responsibilities
- Safeguard training sessions for all staff.
- DBS undertaken every three years for all staff
- Staff training specifically on the protected characteristics in the workplace
- Safeguarding information for Contractors - every contractor has to sign this form and we retain this for our records.
- Safeguarding notice for all visitors - this is given to every visitor when they check in at reception.

We have termly safeguarding meetings to ensure that safeguarding remains a high priority of the school. This meeting also invites Local authority representative and family support workers who can support the families. We can also address any training issues we might need for the term ahead.

We are always monitoring our at risk and vulnerable children through the safeguarding meetings and track very carefully their progress to ensure we can close any learning gap through -

- Monitoring data- to baseline these pupils
- Benchmarking
- Pupil progress meetings every half term
- Meetings with support teachers and Learning mentor

We carry out highly effective Health and Safety risk assessments and Educational Visit risk assessments, discussing these with staff, pupils and parents. We have included safeguarding into our curriculum to develop pupils' knowledge and understanding of staying safe sessions and events such as e-safety day and drug and SRE work. This is also supported by outside agencies such as the police who regularly visit the school and have carried out assemblies on a variety of topics such as gangs and knife crime.

The school also has effective groups for identified pupils at risk such as the nurture group and makes use of other clubs such as breakfast club. We work closely with the local police, social workers, youth offending team, Educational Welfare Officer, School Nurse and other organisations in reducing the risk of harm to pupils.



|   |  |
|---|--|
|   | <p>Community cohesion is at the heart of all we do and is celebrated throughout the school through our commitment and celebration of our diversity. All school events are planned and considered to reflect and include the wide spectrum of diversity within the community. Children's religious faiths are recognised and valued through to which all our ethnic groupings attend.</p> <p>British Values is taught explicitly throughout the year and is celebrated in year 6 with a special community assembly and visits to local government organisations and parliamentary visit.</p> <p>We have a Parents council Friends of Cleves -that leads on ensuring we offer the highest quality of provision and practice for our community. This meets regularly and includes parents/carers that represent the wide range of diversity within our school. We are very open to parents requests to work alongside our children in our classrooms and parents' access is well organised to encourage parents to come in and observe the learning. The school has rigorous monitoring and support system. The outcomes for these students will be demonstrated in</p>   |
| <p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>• Reading /Literacy</li> <li>• Phonics</li> <li>• Mathematics</li> <li>• Assessment</li> <li>• Baseline Nursery</li> <li>• Baseline Reception</li> </ul> <p>Inclusion</p> | <p>Children within the early years make very rapid and sustained progress despite the majority of children coming in at below age related expectations.</p> <p>Groups of children are closely monitored through the use of pupil trackers, EYFS profile and clear on entry assessment. The staff have great expertise in early learning and are all focussed towards the development of key skills and school readiness. It is expected that 95% of children will leave the foundation stage at age expected development levels and that 40% will be exceeding expected levels of development.</p> <p>From on entry into Nursery it is expected that the children will be developing key literacy and numeracy skills. The targets are that on exit from Nursery 90% will be working at age related level before entering Reception. The children and parents have support through workshops, parent meetings and an open door policy to access home school Busy Bee books that support these essential literacy and numeracy skills at home. This also creates an excellent relationship with the key workers and the children in the early years.</p> <p>The classrooms are open and exciting learning environments with access to a newly developed outdoor area that promotes all areas of learning. The rooms provide a celebration of the children's work and support the learning at every opportunity.</p> <p>The Early year's co-ordinator is developing excellent links with the core co-ordinators around to develop moderation and rigorous assessment procedures using 2 Simple software.</p> <p>Home visits and on entry assessment provide a solid base to then start the individual child's learning journey through daily observations and key children. Weekly evaluations of planning and practice monitored by SLT ensure that the assessment of all children is rigorous and that no child is left behind.</p> <p>Children in the EYFS are focussed and organised. They are able to access a large range of resources and are eager to join in all activities and experiences. They have excellent concentration skills from very early on have developed high levels of curiosity and excellent listening skills.</p> <p>The Early Years Governor has good links with Foundation stage team about teaching and learning in Early Years. She has reported these visits to the main governing body and continues to visit regularly.</p> |

|  |  |
|--|--|
|  | <p>Children feel safe within the school and demonstrate excellent behaviour skills. They develop a good understanding of how to keep themselves safe and manage their own risks. The environment is encouraging this within very safe framework.</p> <p>Parents are engaged at every opportunity and many go on to volunteer in the setting when their children have left. Parents receive a weekly busy bee book and termly updates on how their child is progressing and suggestions of how to help their child at home. We also offer weekly classes and workshops from the community centre in literacy numeracy, e-safety etc.</p> <p>The EYFS achievement at the end of this year has shown the potential of all the children who start here at Cleves. The excellent management and partnerships with parents ensure that all children get the best start on their learning journey with 81% achieving a good level of development by the end of Reception. We have further aspiration to raise this to 95%</p> <p>Attainment at the end of EYFS shows an exceptional percentage of children are exceeding the Early Learning Goals. This is outstanding progress considering the very low on entry data.</p> |
|  |  |