

OUTCOMES FOR CHILDREN AND LEARNERS is judged as moving to Outstanding

It is judged to be EXCELLENT progress over time:

Stage	Standard	Progress over stage
On entry to Nursery	Well below average/ extremely low	Excellent progress
End EYFS	Below (58% but 62% without 5 high SEN)	Excellent progress
End KS1	In line with NA (without 5 high SEN)	Excellent progress
End KS2	In line with or above NA	Excellent progress



- GLD improved from 37% in 2013 to 58% (62% without High Level Needs children)
- Phonics increased from 77% to 86% in 2016
- Working at or above expected standards at KS1 is in line with National Average with nothing sig. below or above in any subject overall. With 5 high level need children removed reading and maths is above NA. The number of disadvantage children moving from emerging GLD to expected is below NA (Sig. below in some areas, eg, All reading and Boys writing) The number of children moving from expected GLD to expected KS1 is significantly higher than NA in reading all/dis, and maths all; the number of children moving from expected GLD to greater depth in reading, writing and maths is sig. higher than NA.
- KS2 progress is Sig. above NA in writing and Maths and is in line in Reading overall. Writing progress is Sig. above for Dis and Other for all prior attainment except dis. low. Dis. low is a progress issue for all subjects – 4 out of these 6 children have high level SEN.
- KS2 PP average scale score above 100 in all subjects. PP attainment just below NA but above when 5 SEN PP pupils taken out. PP progress above NA in writing and maths but below in reading.
- In school progress data shows that accelerated progress is around 30% across the school in core subjects.
- Boys average scale score is above girls in reading (102.4/101.9) and maths (106.1/104.7)

To secure outstanding:

- Improve the progress and attainment across the school of pupil premium children in reading
- Improve the percentage of chd working above expected standards in reading
- Improve the attainment of boys in writing
- Improve the attainment of Turkish children in EYFS, phonics, reading and writing in KS1.



QUALITY OF TEACHING, LEARNING AND ASSESSMENT is judged as Outstanding

- 95% of teaching and learning is good or better and 29% outstanding (with a further 14% on the verge of outstanding)
- Quality first teaching results in very good progress, thus, narrowing the gap over time
- Systematic approach to teaching phonics.
- Pupils view themselves as learners, enjoy their learning and are engaged during lessons.
- School uses clear, consistent, robust system for tracking pupil progress which is developing in line with the new curriculum and assessment procedures.
- Intervention is effectively targeted through rigorous pupil progress reviews.
- There is a strong focus on key skills and aspiration by everyone for pupils to reached ambitious targets.
- Excellent professional development ensures the consistent improvement of staff.
- Challenging performance management linked to school improvement plan.



To become more robustly outstanding:

- Evaluate 3 teacher model to ensure accelerated progress
- Empower our learners through embedding learning powers and the introduction of Growth Mindset.
- Further develop our understanding of mastery and depth

EYFS is judged as Outstanding

- GLD improved from 37% in 2013 to 53% in 2014 and 58% in 2016 - (62% without High Level Needs children)
- Attainment in all prime areas plus Literacy and Maths is on an upward trend.
- Progression from baseline is very good and exceeds progress made the previous year .
- Baseline speech and language assessment and intervention has improved from 15-16- 50% to 16-17- 31%
- Areas identified from analysis linked to performance management targets.
- Adults routinely check on children’s progress to help them plan challenging next steps for each child.
- Parents are actively involved in their children’s learning which we encourage through, opening morning, stay and read mornings, trips, events, and parents meetings.

To become more robustly outstanding:

- To continue to improve the attainment of Turkish children in EYFS
- Continue to improve speech, language and communication as a priority area.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE is judged as Outstanding

- Behaviour in lessons is exemplary (Educational consultant). Behaviour policy is consistently applied & understood by all.
- Lesson observation feedback for 15-16 shows learning behaviour was 100% good and above and 31% outstanding.
- Relationship between staff and children is a strength. Children with emotionally difficulties receive excellent support.
- No permanent exclusions for at least 8 years and no recent fixed term exclusions.
- SMSC is embedded throughout the curriculum and through all aspects of school life.
- E-Safety is regularly publicised and quick and effective steps are taken to combat bullying.
- Stakeholders views are positive 98% of parents say that behaviour is good, 99% of pupils state that they feel safe.
- British values are promoted through school council, London Citizens, curriculum, pupil voice and our inclusivity.
- Improved attendance over the last 6 years (92.9, 93.4, 94.3, 94.5, 95.99, 96.17(2015-16)

To become more robustly outstanding:

- Introduce Peer mediation
- Implement new data collection and analysis
- Further increase pupil impact on school improvement through pupil voice and school council.

EFFECTIVENESS OF LEADERSHIP & MANAGEMENT is judged as OUTSTANDING

- A relentless drive to improve teaching and learning in order to raise standards
- There is a clear shared vision of high expectations for all on our road to outstanding.
- High quality professional development and staff held to account through robust performance management
- Self-evaluation, especially data analysis is strength – used to target school improvement.
- Fastly improving middle leadership who have a significant impact on progress and attainment.
- Financially stable with a constant challenge to how resources are allocated and used.
- Excellent capacity to improve – as seen through whole school attainment and progress data
- Safeguarding is a priority with excellent support for vulnerable children
- Highly competent governors’ support and challenge school through various committees
- Parents are overwhelmingly positive about the school.



To become more robustly outstanding:

- Develop further the impact of middle leaders – especially new phase leaders.
- Formalise our partnership working with other schools to support school improvement.
- Improve skills, knowledge and understanding of reading.

OVERALL EFFECTIVENESS is judged as moving to Outstanding

- Enriched curriculum and a vibrant atmosphere to enhance enjoyment of school, eg, trips, BESS,
- The leadership of the school are instrumental in challenging underachievement, targeting appropriate intervention and driving forward improvement.
- Outstanding capacity to improve as seen in the improvements made over the last 4 years.

To secure outstanding:

- Target teachers for support to be consistently ‘Outstanding’.