

Stepney Greencoat Church of England Primary School



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STEPNEY GREENCOAT PRIMARY SCHOOL

SELF EVALUATION FORM – November 2016

School Vision: Helping children to flourish in a safe, diverse and inclusive Christian environment

School Context:

Stepney Greencoat is a smaller than average sized primary school. It is situated in the socially deprived Hamlet of Ratcliff in the Borough of Tower Hamlets.

- The number on roll has fluctuated over the last three years. This is partly a reflection of the changing demographics of the area, with social housing decreasing and private housing arrangements becoming increasingly expensive for families in the area.
- Stepney Greencoat has had a recent remodelling and extension of the existing staffroom, which has led to higher staff cohesion and increased working space for staff.
- The school far exceeds the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.
- The percentage of girls is currently 48% and boys are 52%
- In 2016 44% were eligible for free school meals, which is much higher than the national average of 25%.
- The percentage of pupils from minority ethnic backgrounds is 65%. This is above the national average of 32%.
- The percentage of pupils whose first language is believed not to be English has been marginally falling over the last three years and currently is at 41% in 2016, which is above the national average of 20%.
- The percentage of pupils with SEN support in 2016 was 29% and is above the national average of 12%
- The percentage of pupils at school with a statement or EHC plan is 3% and is higher than the national average of 1.3%.
- The percentage of school stability is 83.8% with the national figure being 85.7%.
- The school has had an increase in children arriving from overseas with little or no English.
- The school deprivation factor is 0.4 which is significantly higher than the national average of 0.21%. The school is ranked in the highest percentile ranking for deprivation.
- The school does not have a nursery attached. Children join the school in reception class from different local nurseries, playgroups, or directly from their home setting.
- Reception is one class of 30, with a teacher, nursery nurse, TA and LSA.
- There are 9 FT teachers with 17 full time and 5 part time support staff.
- The Headteacher has been in post since September 2004.
- There are 4 members of the Senior Leadership Team consisting of the Head teacher, Deputy Headteacher and two Assistant Headteachers.
- The school currently enjoys a very stable staff, with teaching staff being with us from between four and ten years and most TAs have been with the school for well over ten years.

- Stepney Greencoat Primary School works actively within a Tower Hamlets Head Teachers Consultative Group of schools, (Primary, Secondary and Special schools) and promotes positive relationships to provide effective networking and cohesion.
- The Network of Tower Hamlets Deanery (LDBS) Schools is also working together, doing whole school moderation and working on assessment without levels, to enable consistency across this group.
- Stepney Greencoat Primary School has a strong link with University of London Institute of Education and accepts PGCE students regularly throughout the year.
- Stepney Greencoat also has strong links with the LDBS SCITT teacher training programme and accepts students each year.
- The school has over the years appointed students from both these training schemes to permanent positions within the school.
- Over the academic year 2015 – 2016, the school has had review days in several areas including English, Mathematics, Humanities, Science, SEND, Phonics, Safeguarding and EYFS and IT, all of which were mostly outstanding.
- In 2015, the school had a Statutory Inspection of Anglican and Methodist Schools (SIAMS) which graded the school as Outstanding overall.
- Specialist coaches enhance the school’s provision in areas such as PE, Music, French and Drama.
- The school provides wrap-around care from 7.30am till 5.30pm in order to support working parents and the changing needs of families in our area.

Outcomes for Pupils:

Suggested Grade: Outstanding

Evidence that supports this judgement:

Achievement is outstanding because most pupils including those with disability and SEN make sustained progress in most subjects given their low starting points.

2016 – 2017 Baseline for KS1 and KS2 classes:

End of Year Prediction: July 2017: **MATHEMATICS**

	Year 1 %	Year 2 %	Year 3 %	Year 4 %	Year 5 %	Year 6 %
Greater Depth	22%	30%	32%	32%	19%	46%
Expected +	78%	83%	89%	93%	75%	93%

End of Year Prediction: July 2017: **READING**

	Year 1 %	Year 2 %	Year 3 %	Year 4 %	Year 5 %	Year 6 %
Greater Depth	22%	30%	32%	25%	30%	54%
Expected +	84%	84%	89%	86%	82%	93%

End of Year Prediction: July 2017: WRITING

	Year 1 %	Year 2 %	Year 3 %	Year 4 %	Year 5 %	Year 6 %
Greater Depth	22%	25%	25%	25%	19%	54%
Expected +	78%	80%	77%	82%	67%	97%

End of Year Prediction: July 2017: SPAG

	Year 1 %	Year 2 %	Year 3 %	Year 4 %	Year 5 %	Year 6 %
Greater Depth	-	35%	35%	36%	30%	54%
Expected +	-	86%	81%	86%	71%	93%

Summary of End of Year Predictions for KS1 and KS2 Classes (2016 – 2017):**Reading:**

- Across the school, at least 8 out of 10 children in all classes are predicted to achieve the expected levels in Reading by summer 2017.
- Year 6 prediction is the strongest with 9.6 pupils out of 10 predicted to achieve the expected level by summer 2017.
- In Year 6 more than 5 out of 10 pupils are predicted to achieve Greater Depth in Reading.

Writing:

- In Years 1 and 3, more than 7 out of 10 pupils are expected to reach the expected standard in writing compared to 8 out of 10 in Years 2 and 4.
- In Year 6, at least 9 pupils out of 10 are predicted to achieve the expected standard in writing.
- 4 out of 10 pupils are predicted to be working at greater depth by summer 2017.

Maths:

- In Years 4 and 6, at least 9 out of every 10 pupils are predicted to achieve the expected level by summer 2017.
- In Years 2 and 3, more than 8 out of 10 pupils are predicted to achieve the expected standard in maths by summer 2017; whereas in years 1 and 5 the ratio is more than 7 out of 10 pupils.
- In Year 6 more than half the class are predicted to be working at Greater Depth by summer 2017.

SPaG:

- In Years 2,3 and 4, more than 8 out of 10 pupils will achieve the expected standard in SPaG by summer 2017, compared with 7 out 10 pupils in Year 5.
- In Year 6, this figure is more than 9 out of 10 pupils, with half the class predicted to be working at Greater Depth in SPaG by summer 2017.

2015 – 2016 KS2 SATS Outcomes

2016 KS2 SATs RESULTS										
% of Pupils Working At Or Above The Expected Standard										
	Overall Expected	Overall Exceeding	Reading Expected	Reading Exceeding	Writing Expected	Writing Exceeding	Maths Expected	Maths Exceeding	SPaG Expected	SPaG Exceeding
Stepney Greencoat	80%	13%	80%	37%	83%	13%	90%	33%	87%	37%
National Standard	53%	5%	66%	19%	74%	15%	70%	17%	72%	23%
(difference to SGC)	27%	8%	14%	18%	9%	-2%	20%	16%	15%	14%
Local (Tower Hamlets)	60%	7%	70%	18%	81%	19%	78%	20%	80%	26%
(Difference to SGC)	20%	6%	10%	19%	2%	-6%	12%	13%	7%	11%
Where SCG ranks nationally	No Information Available		Reading: In the top 9% of schools nationally		No Information Available (Teacher Assessment)		Maths: In the top 5% of schools nationally		No Information Available	

Average Scaled Scores for Each Subject			
	Reading	Maths	SPaG
Stepney Greencoat	106	107	107
National Standard	103	103	104
(difference to SGC)	+3	+4	+3
Local (Tower Hamlets)	103	104	105
(Difference to SGC)	+3	+3	+3

- For pupils working at or above the expected standard, the school is well above the national in Reading (gap + 14.4%), Writing (gap +8.9%), Maths (gap 20.3%) and SPaG (+14.6%).
- The school's RWM combined score is 80% compared with the national score of 53.2% (a gap of +26.8%)
- The school's average scaled score for each subject is well above the national: Reading is +3.4% above the national; Maths is 4% above national; SPaG is +3% above national.
- The percentage of those working at greater depth in all subjects is higher than the national (except in writing: gap -1.7%). The gap for Reading is +18.3%; Maths +16.4; SPaG + 14.5 and Combined RWM +7.6%
- The school ranks in the top 9% of schools nationally for reading and in the top 5% of schools nationally for maths.

Summary of Groups:

In terms of Scaled Scores, the groups that are within the top 5% nationally are:

- Our girls' in Reading, Maths and SPaG
- Non Pupil Premium in SPaG
- Non SEN in reading, Maths and SPaG
- Pupils with higher prior ability in Reading, Maths and SPaG

In terms of Scaled Scores, the groups that are within the top 5-25% nationally are:

- all other groups except pupils with prior lower ability in reading, Maths and SPaG and SEN in just Reading and Writing.

In terms of Progress Score, groups within the top 5% nationally are:

- Girls in reading and Maths;
- Non Pupil premium in Reading;
- Non SEN in Reading and Maths;
- Prior Higher Ability in Reading and Maths;
- Prior Middle Ability in Reading

Phonics Screening Check – Three Year Trend

	Sch	National	Gap
2014	60%	74%	-14%
2015	77%	77%	0%
2016	90%	80.6%	+9.4pts

- This year's Phonics result shows the results being well above National (Gap: +9.4%)
- Since 2014 the Phonics results have been an improving picture.

Phonics Screening Percentage Attaining Expected Standard 2016

	Cohort	Number Achieving Expected Standard	%School	% National
All Pupils	29	26	90%	81%
FSM	9	7	78%	70%
Boys	14	13	93%	77%
Girls	15	13	87%	84%
Non SEND	20	20	100%	86%
SEN Support (w/o EHCP)	8	6	75%	46%
SEN Support (w/ EHCP)	1	0	0%	18%
White British	13	10	77%	81%
Bangladeshi	5	5	100%	82%
Autumn	7	6	86%	86%
Spring	10	9	90%	81%
Summer	12	11	92%	75%

KS1 Provisional Outcomes (teacher assessment) – June 2016

Percentage of pupils working at or above the expected standard:

	Sch	National	Gap
Reading	71%	74.0%	-3%
Writing	71%	65.5%	+5.5%
Maths	75%	72.6%	+2.4%
Science	82%	81.8%	+0.2%
RWM	64%	60.3%	+3.7%

Percentage of Pupils working above the expected standard (working at greater depth / higher standard)

	Sch	National	Gap
Reading	25%	23.6%	+1.4%
Writing	18%	13.3%	+4.7%
Maths	29%	17.8%	+11.2%
RWM	7%	8.9%	-1.9%

- With regards to pupils working at or above expected standards, the school is above National in Writing (Gap: +5.5%), Maths (Gap: +2.4%), Science (Gap: 0.2%) and Combined RWM (Gap +3.7%).
- Reading is the only subject where children are below the National (Gap: -3%)
- With regards to pupils working above the expected level, the school is above the national in Reading (Gap: +1.4%) , Writing (+4.7%) and Maths (+11.2%).
- The combined score for RWM is below National with a gap of -1.9%.

KS1 Teacher Assessment 2016

	Cohort	Mathematics				Reading				Writing			
		Expected Standard+		Greater Depth		Expected Standard +		Greater Depth		Expected Standard		Greater Depth	
		School	National	School	National	School	National	School	National	School	National	School	National
All Pupils	28	75%	73%	29%	18%	71%	74%	25%	24%	71%	65%	18%	13%
FSM	15	67%	77%	13%	20%	67%	78%	7%	27%	60%	70%	0%	15%
Boys	18	72%	72%	28%	19%	78%	70%	28%	20%	67%	59%	11%	10%
Girls	10	80%	74%	30%	16%	60%	78%	20%	27%	80%	73%	30%	17%
Non SEND	20	100%	80%	35%	20%	90%	82%	35%	27%	95%	73%	25%	15%
SEN Support (w/o EHCP)	6	17%	73%	17%	18%	33%	74%	0%	24%	17%	65%	0%	13%
SEN Support (w/ EHCP)	2	0%	73%	0%	18%	0%	74%	0%	24%	0%	65%	0%	3%
White British	9	67%	73%	56%	18%	67%	74%	56%	24%	67%	65%	22%	13%
Bangladeshi	11	82%	73%	18%	18%	73%	74%	0%	24%	82%	65%	18%	13%
Autumn	12	100%	80%	33%	25%	92%	80%	42%	31%	100%	73%	8%	19%
Spring	7	29%	73%	29%	17%	43%	74%	14%	23%	29%	66%	29%	13%
Summer	9	78%	65%	22%	12%	67%	68%	11%	17%	67%	57%	22%	8%
EYFS Emerging	6 – R* 5 – M 6 – W	0%	28%	0%	21%	33%	25%	0%	1%	33%	30%	0%	1%
EYFS Expected	16 – R 20 – M 17 – W	90%	79%	20%	14%	81%	75%	19%	9%	82%	82%	18%	13%
EYFS Exceeding	5 – R 2 – M 4 – W	100%	96%	50%	46%	100%	97%	40%	43%	100%	98%	50%	52%

*R= Reading M= Maths W = Writing

EYFS Results:**Attainment and Progress 2015 – 2016:**

		School		National	
Early Learning Goals		%Exp	%Exc	%Exp	%Exc
Prime Learning Goals	Communication and Language				
	Listening and Attention	55%	10%	63%	23%
	Understanding	60%	10%	63%	23%
	Speaking	60%	10%	66%	19%
	Physical Development				
	Moving and Handling	55%	20%	71%	19%
	Health and Self Care	70%	0%	72%	20%
	Personal, Social and Emotional Development				
	Self Confidence and Self Awareness	55%	15%	71%	19%
	Managing Feelings and Behaviour	70%	0%	72%	16%
	Making Relationships	60%	5%	73%	16%

Specific Learning Goals	Literacy				
	Reading	65%	0%	58%	20%
	Writing	75%	0%	61%	12%
	Mathematics				
	Numbers	80%	0%	63%	16%
	Shape, Space and Measures	70%	0%	67%	15%

Good Level of Development	65%	69.4%
Average Total Points for Cohort	29.7	34.5

2016 EYFS Good Level Of Development (Groups)

	%School	% National
All Pupils	65%	69%
Boys	55%	62%
Girls	78%	69%
White British	57%	69%
Bangladeshi	33%	60%

- The Baseline assessment data showed that the pupils joined the reception class at a low starting point: The percentage joining the reception class at the expected 40-60 months were as follows: Reading 14%, Writing 29%, Maths 29%
- The school's end of Reception Good Level of Development (GLD) for 2016 is 65% compared to the Local Authority GLD of 66% and National of 69.3%
- For the % achieving 'expected or exceeding levels, Numbers came out as the strongest area of learning (80%)
- The weakest areas are Listening & Attention (55%), Moving & Handling (55%) and Self Confidence and Self Awareness (55%)
- Very few pupils exceeded the national expectation at the end of reception in all areas of Communication & Language (10%), Moving and Handling (20%) and in Self Confidence & Self Awareness (15%).

- Despite the low starting point, most pupils achieved a GLD at the end of the year.
- From our own tracking data, looking at end of summer results compared with baseline, our pupils make outstanding progress across EYFS in all areas.

Actions that have had a significant impact on the pupils achievement this year

Intervention and Boosters:

- Early Literacy Support to target children working below track across year 1 and year 2 over the year.
 - There is regular tracking and assessment of phonics sounds to identify gaps.
 - As a result of these gaps identified, daily teaching of phonics intervention groups are put in place.
 - After school Mathletics booster for Year 2 children.
 - Additional Early Morning reading for identified children in Years 3, 4, 5 and 6.
 - Additional daily Numicon and Phonics Intervention for children in Year 3.
 - Year 6 maths booster classes running every morning from 8:30am
 - Booster classes run for children working below track in maths in Years 4, 5 and 6. This ensured challenge for all groups.
 - For pupils working at greater depth in maths, there is a weekly extended maths club until 5:00pm.
- As a result, high standards of attainment and outstanding progress across the school have been achieved in Reading, Writing, Maths, SPaG and Phonics in summer 2016.***

Data Analysis:

- Regular and robust pupil progress meetings at the beginning of the year, midway through the year and at the end of year, looks very closely at each pupil by class and their needs.
- As a result, the head teacher and deputy set challenging end of year targets for each child. Also, additional interventions are planned for those with identified needs.***

CPD:

- INSET training and an emphasis on basic skills such as SPaG, sight words and phonics.
 - High quality teaching which often reflects outstanding practice across the school.
 - Training of the teaching assistants in a range of interventions to support the needs of disadvantaged groups of pupils.
 - The two Assistant Headteachers help embed excellent practice across the school through coaching and mentoring.
 - Following on from the staff training with the new National Curriculum, a lot of investment has been made with external consultants to plan progression maps in humanities and science. Medium term plans in English and Maths, and the new schemes of work which have been put in place, have helped to ensure full coverage of lessons which are well matched and pitched
 - Reviews of weekly plans by subject leaders ensure that all groups achieve well and are challenged.
- As a result, standards across the school remain very high and progress is outstanding.***

Review Days/Moderation:

- A 'SWEEP' (by a Local Authority consultant) which identifies gaps in reading and writing early in the year informs subsequent planning and teaching
 - Moderation exercises between schools for Year 6, Year 2 and EYFS.
 - Regular and robust book monitoring with the SLT and subject leaders ensures standards are maintained. Actions are identified and followed up a week later with teachers.
 - Review days across all classes in areas such as Humanities, Computing, English, Maths, Science and RE with support from outside consultants validates the school's judgements.
- As a result, our judgements were validated, standards were continuously challenged and the results by summer 2016 were well above the National Averages in Reading, Writing, Maths and Phonics in terms of Scaled Scores and Progress measures for pupils working at the expected standard and at greater depth.***

SEN

- Through early identification of needs which often requires a multi agency approach, the children with the most needs are targeted and the relevant provisions put in place.
- Whole school bespoke training for children with high level SEN needs, particularly with Mental health needs has resulted in stability within those classes
- Regular team meetings to discuss particularly vulnerable pupils, with a focus on children with challenging and complex needs in Years 3 and 4.
- Multi-agency Inclusion Team meetings focus on children with additional needs.

As a result of these measures and interventions, SEN group made the most progress of all groups across the school at the end of summer 2016.

Areas we are focusing on this year: (2016 - 2017)

- Closing the gap between underperforming **White British pupils** and their peers in years 2 and 4.
- Continue the regular **SEND Parents' Forum Meetings** between the Inclusion Manager, SEN TA and Parents of children with more complex needs, which have been so well received.
- To achieve a high percentage of children working at **Greater Depth in Writing** by replicating the outstanding practice that exists in maths.
- A robust and systematic approach to the teaching, learning and assessment of **SPaG**.
- **Pupil Premium** children in years 2, 3, and 6 performed less well than their peers.
- **Reading in Year 3**
- To continue to support the underachieving groups in year 5 by closely tracking progress and gaps.

Evidence:

Foundation Stage data, KS1 and KS2 data from whole school tracker, Raise OnLine, Pupil Progress Meetings, in-year data, phonics tracking, performance management targets and additional staff impact, book scrutiny, pupil interviews, provision map tracking, analysis of surveys (feedback from parents, governors and staff), external advisors' reports

Key Stage 2

Year 6: 2014 – 2015 Summary of Results:

National Floor Standards		School
Level 4+ RWM	65%	73%
Expected Progress Reading	94%	96%
Expected Progress Writing	97%	100%
Expected Progress Maths	93%	82%

Floor Standard met?



Quality of Teaching, Learning and Assessment:

Suggested Grade: Outstanding

Evidence that supports this judgement:

Teaching is increasingly outstanding across the school. As a result, pupils overall make outstanding progress and achieve very well over time.

- The school's self-evaluation of the quality of teaching, evidenced through lesson observations, learning walks, planning and work scrutiny, plus pupil progress data, supports the schools judgement that teaching is increasingly outstanding.

- Ofsted 2013 judged teaching to be good and stated the school has improved rapidly since the last inspection. Since then, the pace of learning is rapid, **attitudes to learning** reflect pupils' curiosity which drives their desire to deepen their knowledge, understanding and skills. The senior leadership team makes rigorous checks of the effectiveness of school performance and quality of teaching setting ambitious targets for every pupil.
- Teachers have high expectations of pupils which feed through to the pupils setting high expectations for themselves. Pupils are taught to reflect regularly on their learning, seeking ways to challenge themselves to improve. High expectation, high aspiration and challenge permeate all we do with the pupils' learning. As a result, pupils continuously aim high to achieve their best potential.
- Successive years since the last inspection have identified gaps and different elements. Each time we fixed these identified gaps with huge impact ie: challenge in maths; teaching of basic skills in maths and English etc. We continually review, identify, set targets, monitor and track. We put such robust measures in place that each year our gaps are addressed and now we are a leading school in the local authority. Our pupils outperform their peers nationally. We have had consultants from the Local Authority now coming to us as a beacon school asking us to share our outstanding practice and to find out more about our systems to get the outstanding results we have been seeing in recent years.
- Over the last four years, challenging the more able has resulted in more than half the class achieving above the expected standard in year 6 in maths, reading and SPaG.
- As a result most children make outstanding progress with several groups making progress which is in the top 5% in the country by summer 2016. Pupils achieve well over time, including groups of children who make at least good progress from their low starting points.
- Our **assessment** systems have enabled more targeted, individualised provision. Personalised targets for pupils ensure that teachers plan to meet the specific needs of all children. Curriculum content is planned and delivered progressively following intensive mapping of Programmes of Study in all subject areas. Teachers regularly assess what children have learnt through a robust system of marking, peer assessment, self-marking and editing and a regular dialogue between teacher and pupils in the books.
- **Books and planning** are reviewed weekly to ensure challenge is provided for all and work is well pitched.
- **Homework** provides opportunities for consolidating skills learnt as well as researching topics of interest to further promote curiosity of learning, and deepen pupils' understanding.
- **Learning Reviews** have been carried out by senior leaders, middle leaders together with external consultants and the SIP in a range of subjects and this has formed the basis for the 'actual' judgement above.
- Development needs for staff are addressed and acted upon through both external CPD as well as high quality internal coaching.
- At the beginning of each half term, **pupil progress meetings** are held with each individual teacher and the headteacher and deputy headteacher to analyse progress and attainment. Needs are identified and interventions are used to support pupil needs where necessary. Our pupil progress meetings establish baselines and forecast end of year attainment and progress for each pupil.
- **Progress** is tightly monitored and tracked through our school tracker. Half termly assessments are used continuously to inform all of their planning and next steps.
- **Our robust, thematic and creative curriculum** enables us to create enriching real life experiences which engage and motivate all children. As a result, pupils produce very high quality, meaningful and purposeful work. The curriculum is well matched to the needs and interests of learners. The school aims to promote equal opportunities, race equality, SMSC and other aspects of inclusion in the curriculum. Extra- curricular activities are run to

accommodate the needs/interests of pupils, improve progress and raise attainment. High quality IT resources further extend learning opportunities for example, iPads, Chromebooks, cameras etc.

- Teachers provide a wide range of opportunities within school experiences to compensate for pupils' often disadvantaged backgrounds – including half termly trips and an end of year residential, in-school workshops and talks by outside specialists and drama groups to help bring learning to life and it give it a purposeful context for the children.
- Every year we offer pupils the opportunity to excel in the dramatic arts. The London Academy of Music and Dramatic Art (LAMDA) provide opportunities for our children in school to develop skills and sit external exams by the end of Year 6. This was free for Pupil Premium Children and subsidised for others. Some of the grades awarded in the last year were distinctions and merits.
- There is a strong emphasis on **SMSC** across the whole school, through daily lessons, whole school assemblies, and whole-school themed weeks. Each whole school assembly discusses a theme for the week. These themes are planned to link in with the school's values and British Values.
- A science consultant has supported with enhancing science with a focus on open questioning, posing own questions, developing scientific skills and enquiry based learning.
- Thanks to the **Pupil Premium / Sports Premium** funding, we have additional specialist provision in Music, French and Sport, themed weeks such as International Week and annual Enterprise Week, Book Week etc., school trips, including residential and special event days, to ensure that the curriculum offered is more specialised and enriched. This provides experiences which contribute to pupils' enjoyment and achievement. It also celebrates the school's rich diversity and is a reflection of the importance the school places on community cohesion.
- Parents are involved in their child's learning and progress. They know how well their children are doing through regular conferencing and reports, year group coffee mornings, open afternoons as well as termly consultation evenings. Parents equally know how to help their children improve through workshops organised by the school eg: Reading, Phonics and Mathematics as well as workshops for parents of SEND Children
- SEND children continue to make at least good progress because the school engages with their parents at the identification of needs stage putting in place necessary interventions and regularly reviewing progress at half termly Inclusion Team meetings.

Actions that have had significant impact on the quality of teaching and learning are:

- **Tailored rigorous CPD** have helped to develop the teachers' (particularly new teachers) knowledge and skills in areas such as Phonics, SPaG, Problem Solving and Reasoning, Assessment in science, Reading (both Guided and Shared), and other areas of the curriculum.
- **Teachers' confidence in interrogating their class data** ensures a regular review of where children are and what additional provision can be put in place for their class. Teachers do this independently with more confidence.
- **High quality training** for Middle and Senior leaders continues to have a positive impact on teaching and learning.
- **Collaborative practice** across the school (involving team teaching, planning and observing) has enabled teaching to become increasingly outstanding in most classes.
- **Weekly monitoring** ensures consistency of practice and that high standards are maintained.
- Half termly **Assess and Review Cycles** in Maths, English and other subjects enables teachers to see exactly what the children know. They plan for the pupils' next steps more effectively.
- **Regular monitoring and gap analysis** (including that carried out by external consultants) ensures a forensic approach to identifying needs and the next steps.
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Areas we still need to work on are: (taken from the SDP)

- Ensure **new teachers** adopt the excellent practice already consistent across the school through our collaborative approach to raising teaching standards.
- Ensure the in-school **gap** between disadvantaged **White British** pupils and their peers, **Pupil Premium** Group and their peers continues to narrow.
- Embed **new initiatives** in identified areas of the curriculum, especially SPaG, Writing at Greater Depth in English, Reasoning in Maths, enquiry based learning in science and PE.
- Embed **AFL strategies**, particularly editing and redrafting skills.
- Revise **intervention programmes** in KS2 for low pupils working below ARE.

Evidence:

Monitoring files on each class including books monitoring and teacher observations, in school data, CPD training, individual and group targets, marking, appraisal, pupil progress notes, curriculum map, homework, pupil voice, governors' monitoring, parent/carers' views, external moderation and Year Group Sweeps with reviews to follow up on actions, external consultant reports, In house staff INSET and curriculum meetings and training, Networks with others schools including cross school moderations, Strategies for Outstanding practice in Reading and Maths sent to Local Authority.

Personal Development, Behaviour and Welfare:

Suggested Grade: Outstanding

Evidence that supports this judgement:

The school is working within the criteria for outstanding. This has been validated in external monitoring.

- The **safety and welfare** of all our pupils and staff is given the highest priority by the Headteacher, SLT and Governing Body.
- The school operates a rigorous system of encouraging good **attendance** by awarding class trophies and termly 100% attendance certificates. The school follows through by ringing families when pupils are absent to find out why. A recent unannounced 1 day inspection on Admissions and Attendance found our systems and procedures to be robust. Each week class attendance is highlighted in newsletters and in assembly. Attendance figures are currently slightly below the national average at 95.4%, despite relentless efforts. We are working hard at implementing various strategies to increase this rapidly, especially with target groups such as disadvantaged children being offered free opportunities to attend our morning breakfast club and after school clubs. We employ the services of an AWA who meets with parents half termly (Attendance Panel Meetings). A governor also attends all of these meetings. This year we have had several families who have faced eviction from the private rental sector, been made homeless and have then been housed in emergency accommodation at great distances from the school. Some disadvantaged children are persistently absent and the school is holding these families accountable and supporting them where necessary. Although they are still below our attendance target, the children's attendance has improved. The school has also run Parent Workshops on Childhood Illnesses to educate parents on which illnesses require children to have time off from school and which do not.
- **Pastoral care** is a strength of the school. Exemplary systems and procedures are in place for identifying and supporting vulnerable pupils. These include: SEND Parents' Forum; Inclusion Team Meetings; Attendance Panel Meetings; Individual Educational Psychotherapy and also a Psychotherapy Group Project (to support with the school's most vulnerable pupils with mental health needs who need ongoing long term therapy); Behaviour Support Services; Specialist training to the whole staff for how to manage pupils

with higher order SEN needs etc. Learners are cared for and supported very well. They receive excellent guidance from staff. Our pupils' questionnaires reflect this. Our pupils are confident, self-assured learners.

- Many other children are supported by **CAMHS** through a school referral.
- Our pupils are extremely polite, with impeccable conduct. They have excellent attitudes to learning. Visitors to the school always comment on how well-mannered and considerate children are to one another and members of the community. There is mutual respect between members of the community, including between staff and pupils.
- **Safeguarding procedures** are securely in place with various staff responsible for each area.
- A recent safeguarding review (Spring 2016) by an external LDBS advisor found that the school is very effective at keeping children safe. 100% of parents who responded to our yearly evaluation agreed that their children feel safe and are cared for by the school.
- Strong systems are in place to guide and support vulnerable pupils. All records are kept up to date with any incidents.
- Stepney Greencoat has had **no permanent exclusions** in the last 13 years. In the last year there have been 2 fixed term exclusions for one child, each time for a five day period. As a result, the parent is now working more closely with the school to help us access the right support for him. This child is now demonstrating much improved and more settled behaviour and is making progress.
- **Governors** meet regularly to ensure policies are reviewed and current and procedures are carried out so that the children and staff are safe.
- Pupils are supervised well throughout the day and accidents are responded to and recorded in line with policy and guidance. Parents are notified when necessary.
- Most TAs are fully '**first aid**' trained as are some members of teaching staff.
- All staff are fully trained in procedures for dealing with child protection issues and safeguarding. Relationships with outside agencies are effective and children and families benefit from this support.
- Key staff have regular training for **Designated CP Officers** delivered by the NSPCC every two years.
- **Recruitment procedures** are robust and follow LA safer recruitment procedures.
- **Transition arrangements** at Stepney Greencoat are outstanding. The school works closely with parents, beginning with rigorous induction procedures from nursery to reception, to ensure we support all pupils and families. Internal transition arrangements ensure all staff are fully aware of all children's learning and emotional needs prior to them joining the next class. We also work closely with the local secondary schools and nurseries to ensure good continuity and support.
- We offer a **breakfast club and after school care** at a minimal charge, which provides quality out of hours care that serves our community well.
- The school adopts a non-tolerance approach to **bullying** of any sort. Cases are minimal. Pupils are continuously reminded of how to deal with bullying behaviour in class and assemblies. Parents/Carers and pupils are consistently taught and reminded on how to stay safe on the internet and what security measures to put in place for their children or themselves.
- Children are all keen to broaden and share their experiences with other pupils and gain an understanding of the world in which we live and situations which arise. Our pupils have lots of opportunities to go to theatres, museums, galleries etc. Workshops occur regularly in school to help bring learning to life. Over the years Stepney Greencoat has nurtured a viable school choir (who recently sang for Queen Elizabeth II, 2014) and has taken them to perform at various prestigious centres including the Barbican, Sadler's Wells, the Royal Albert Hall and Glyndebourne Theatre. The choir contributes significantly to the ethos of

our church school through performances at Carol Services, Easter Services, Harvest Services, Valedictory Services and Founders' (Kenton) Days, as well as Summer concerts and fairs.

- Stepney Greencoat takes part in many fundraising activities for charities in the community as well as around the world. The children make a strong contribution to the school community during Enterprise weeks, and 'International' weeks, World Book Week, Humanities Week, Sustainability Day, UNICEF Day which we have each year. The children made the decision to send money raised from the last Enterprise week to a local children's hospice. That was very well received by the organisation. The school also donates to local charities for Harvest Festival and also takes part in the Operation Christmas Child Shoebox Appeal run by the Samaritan Purse.
- Children have responsibilities in school; running the tuck shop, dinner champions, being playground friends, or being part of the school council and school prefects to ensure pupil voice is heard. We are also a Rights Respecting School where children form part of the Steering Group to have ownership over how the school respects the rights of the child.
- Children have a good understanding of the diverse world we live in. This is developed through assemblies, curriculum links and international weeks. **British values** are discussed with the children as a way to engage them in positive discussion about the diversity of our country and community we live in. Children show respect towards people who have different religions, cultural backgrounds, beliefs and morals. The children have also taken part in workshops on **PREVENT**, Drugs and Alcohol Awareness, Road Safety and the Junior Citizenship Programme. The growing diversity of the school population has helped everyone become more aware and knowledgeable.
- Parents, pupils and staff complete a questionnaire annually concerning their views on achievement, behaviour and safety and leadership and management which has had good feedback/results.

As a result, all these measures have contributed to the excellent behaviour of our children. Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Actions that have had a significant impact on personal development, behaviour and welfare this year are:

- More rigorous work with the AWA on raising the attendance figure by implementing rewards and sanctions, especially to those pupils, parents, who are persistent absentees or latecomers. These are beginning to have effect and must be embedded in order to exceed national averages.
- The Parents, Teachers and Friends Association (PTFA) is having an impact on parental engagement. They organise school events (Summer Fair; Christmas Event etc.) and contribute financially to projects that help to promote pupils' welfare such as a Year 6 Year Book and a new climbing wall structure in the playground.
- Robust safeguarding procedures have ensured that both pupils and their parents confirm that they feel safe at school.
- Pastoral care and support provided at Stepney Greencoat School nurtures the whole child, especially those with additional needs or from disadvantaged backgrounds, as well as provide effective support for their parents and carers, particularly through the SEND Parents' Forum.
- Rich curriculum and extra curricula opportunities provide well rounded pupils who are socially confident, emotionally resilient and physically fit and healthy.
- The After School care is already having an impact on supporting working families. Prospective parents are keen to join Stepney Greencoat School because of this facility.
-

Areas we still need to work on are: (taken from SDP)

- Meet /Exceed national attendance figures.
- Extend our emotional and mental health framework to support groups of children who may not meet the threshold for CAMHS or the school's Educational Psychotherapy.
- Further extend pupils' higher order thinking through avenues such as: Philosophy for Children; Debating Society including opportunities to debate on issues to do with radicalisation and extremism.

Evidence:

Attendance, behaviour records, all records ie: bullying, restraint etc., feedback from trips, visitors, questionnaires by pupils, staff and parents, Resources Committee Meeting, Attendance and Welfare Officer Notes, Policies and procedures, child protection etc., community links, enterprise, anti bullying documents, parents' groups fundraising activities, Rights Respecting School, School Council, Prefect Groups, Playground Friends, PTFA, Enterprise Week, International Week, Lunchtime Champions, Workshop for Parents, SEND Forum for Parents and records of meetings, Half Termly Inclusion Team Meetings, Attendance Panel Meeting, Health and Safety Monitoring Log, Various SLAs with Local Authority and the Diocese, Networks with others schools including cross school moderations.

Effectiveness of Leadership and Management:

Suggested Grade: Outstanding

Evidence that supports this judgement:

- The school is working within the criteria for outstanding.
- The school's **vision** statement (Helping children to flourish in a safe, diverse, inclusive Christian environment) overarches all that we do.
- The SLT and Governors ensure that the six core school **values** (God's Word - The Bible, Trust, Truth, Respect, Friendship and Perseverance) underpin all the school does.
- The **Senior Leadership Team** is made up of an experienced headteacher (in post since 2004), a deputy headteacher (2012) and two assistant headteachers who have been with the school for many years, but appointed to the SLT in 2013 and 2016.
- Senior leaders have created a culture of challenge and high expectations which continually sees all stakeholders striving for even high standards of excellence.
- **Leadership is distributed** at all levels such that, apart from the SLT, Middle Leaders, Senior TAs and Admin staff, the Premises Manager, Senior Midday Meals' Supervisors all make significant contributions to school improvement. Each team has regular meetings with a focus on different aspects of school improvement with action points which are well documented and acted on.
- In addition to the recognised roles of the Headteacher and the deputy headteacher, the SLT have carved out separate **roles for the two assistant headteachers** (Pupil Enrichment and Public Relations). This is yet another example of distributed leadership which is already having a positive impact.
- **The headteacher and the Chair of Governor** meet weekly to review all aspects of the school from Standards to Safeguarding. The impact has been significant but above all has provided a sounding board for the headteacher to discuss HR issues, Safeguarding issues, recruitment issues, governance etc.
- Governors and school leaders are rigorous and challenging in their monitoring role. They relentlessly focus on improving outcomes for all pupils, particularly those from disadvantaged backgrounds.
- Leaders and Governors have an accurate understanding of the **school's effectiveness** underpinned by its analysis of questionnaires from staff, parents and pupils, which are discussed regularly at Governors' meetings.

- The school offers a rich, **broad and balanced curriculum** which contributes to the pupils' enjoyment of learning. These include: French, music, science, drama, art, D&T, history, geography, computing, English, mathematics, religious education, PE and PSHE.
- The school provides rich opportunities which helps to nurture the pupils' **spiritual, moral, social and cultural** development. **British Values** permeate the fabric of the school and are celebrated through all we do. Our pupils are acutely aware of how to keep themselves safe particularly from dangers online and from radicalisation. Staff are trained to recognise and refer cases where necessary.
- Different areas of the curriculum and school are linked to different governors. The governors regularly visit the school to observe their area in action and see the action plans in operation. These visits are followed by a discussion with the lead co-ordinator and they report to the headteacher and the rest of the governors.
- The governing body provide a lot of support for the school as well as rigorous challenge.
- **Appraisal arrangements** for teachers and support staff are well organised and incisive with individual targets tailored to whole school priorities resulting in higher standards of teaching across the school.
- We have been successful in having all stakeholders contribute to school self-evaluation where strengths and next steps are discussed. These next steps feed into our school improvement plan priorities. School improvement planning is a collaborative effort over which all stakeholders feel ownership.
- The embedded **monitoring systems** ensure a rigorous approach to checking, validating and maintaining high standards and outcomes for pupils.
- The senior leadership team are successful in inspiring the school community to share a strong sense of purpose. Effective management systems are in place to help drive school improvement. A dedicated, early morning daily briefing for all members of staff sets the tone for the day.
- **Safeguarding**, including checks on staff and volunteers is thorough and to a high standard. Safeguarding training is given to all teaching and non-teaching staff who are aware of the Designated Safeguarding Leads. Staff and Governors comply with the LA and school's policies and procedures related to safeguarding and Child Protection. There is an up to date single central record for all staff.
- There is evidence of excellent development of staff both personally and professionally with succession planning to ensure sustainability.
- School improvement is monitored very closely by leaders, including the governing body.
- The school has a healthy budget with spending prioritised to meet school improvement targets.
- **Morale** at the school is extremely high amongst all levels of staff.
- **Partnership** with Diocesan Schools and some Tower Hamlets Schools continues to be in place, benefitting all parties in achieving higher standards and moderation of judgements. As a result of distributed leadership at all levels, subject leaders have developed so much that they have influenced standards across the school and beyond. For example, we are now a leading school in the local authority because our pupils outperform their peers nationally. Following requests from Local Authority educational consultants, we have been invited to disseminate to other schools strategies which have underpinned our outstanding results at the end of Year 6 in reading and maths.
- The whole school enjoys good partnership between parents and the community. Over the years the school has worked hard to develop the PTFA who now fundraise for the school. They organise social events such Summer Fayre and Christmas Party and Fundraising Sales which have all gone towards improving the quality of play for the children (purchasing a new climbing wall for the playground) and a Year 6 year book for children moving on to secondary

school. The school also holds regular coffee mornings, prayer meetings and invites parents to assemblies, curriculum workshops, as well as on school trips etc.

- The school operates an '**open door**' policy which includes all staff being available on the playground before school each day to meet and greet parents. The impact of this has been very positive. It has contributed to the good relationships between the school and the parent body. It has also provided an opportunity to nip any problems in the bud and ensures a calm start to the day.
- The **pupil premium grant, sports premium and SEND funding** are being deployed effectively to have an impact on attainment and pupils' health and welfare.
- All statutory policies are in place, reviewed regularly, and can be viewed on our website.

Actions that have had a significant impact:

- Structures and routines are well established and embedded and ensure the school is well run.
- The senior leadership team focuses on improved outcomes for pupils with rigorous monitoring, reviewing and evaluating.
- CPD at all levels linked with school improvement plan. This includes middle leadership training and senior leadership professional development opportunities as well as working in house with external consultants.
- The school's networks with Local Authority and Diocesan schools is well established and enables us to share outstanding practice with other schools.
- Following the training run for governors by the School Improvement Partner, Governors have become more astute in challenging and supporting the school.
- Leadership capacity has been increased through the various ways: the work of the Senior SEN TA supports our drive on inclusion; the new admin officer role has supported the work of the SLT significantly; development of middle leaders has ensured that they contribute effectively to school improvement.

Areas we still need to work on are: (taken from the SDP)

- Review roles and responsibilities of Teaching Assistants.
- End of Key Stage results are in line with or exceed national figures, particular for disadvantaged pupils in maths.
- Attendance is meeting national figures.

Evidence:

Early morning staff briefing notes, admin team meeting notes, SLT minutes, records of curriculum meetings, Inclusion Team Meeting Minutes, Parents Coffee Mornings Notes; CPD Logs; Observation and Book Scrutiny feedback; Grading of monitoring, Monitoring Cycle, SDP, School Priorities, data analysis, Intervention analysis and outcomes; CPD evidence and evaluations, budget spending, staff, pupil and parents questionnaires, PTFA AGM Minutes, Governors Minutes, School Business Partner Impact, SLT Meetings related to new curriculum, pupil Premium, Sports premium, Single central record, safeguarding.

Effectiveness of Early Years' Provision:

Suggested Grade: Outstanding

Evidence that supports this judgement:

- Children enter Reception class with attainment that is below what is expected, with on average children working at least 12 months behind their actual age.
- There is a rigorous effort to identify pupils who are underachieving early on entry to Reception. High quality teaching of basic skills starts early in Reception. These include phonics, sight words, reading, writing and maths. Pupils who have special needs are identified for early intervention. The regular input of specialists such as the Speech and Language Therapist, and Educational Psychotherapist helps to identify and support the needs of the pupils. The medical needs of the pupils are addressed by the school nurse and by the trained school first aiders. The learning environment is safe and the pupils are taught how to keep themselves safe. The rich experiences of the pupils while in school ensures that even though most of them enter into the Reception class well below age related expectations, outstanding progress is sustained throughout they year.
- The school's end of Reception Good Level of Development (GLD) for June 2016 was 65% compared to the Local Authority GLD of 66% and National of 69.3%. This was slightly less than the GLD for June 2015 (67%).
- The quality of teaching is consistently of high quality with the result that sometimes exemplary practice is shared with other schools in the Borough and outside of the Borough. Reception class assessments are regular and accurate and are moderated each half term. The assessments clearly identify what each child needs to learn next in order to make good progress. Staff across the early years uses the results of the assessments to plan activities that children find both interesting and challenging at their own level.
- The activities that are planned cover all areas of learning each week, with a strong focus on the prime areas.
- The children enjoy coming to school regularly demonstrated by their enthusiasm on entry into the classroom. The setting has a new, free flow outside area, as well as inside, where daily activities are planned as an extension of the work taking part inside. This is to enhance the children's independence. The children are able to quickly settle into well-established routines and are soon working and playing happily together. Children are able to respect each other's differences and see diversity as a positive element that should be celebrated.
- Behaviour is consistently outstanding. Children learn excellent manners and how to behave well around adults and their peers and are able to follow classroom rules from the moment they start school.
- Parents are fully involved in their children's learning. They contribute to the learning through the Special Books, helping with cookery lessons, attending workshops, accompanying pupils on trips and expressing their views at Coffee Mornings and through class surveys. Parents' views led to some of the changes introduced to the class routines.
- The Reception staff complete pre-start home visits and a staggered entry in September. Parents have the opportunity to meet with the class teacher early in September to discuss their children's needs (profile) before they start in Reception. Parents are invited in on a termly basis to work alongside their children for half a day in the classroom and to contribute to the children's special books. We regularly provide parents with workshops to help develop their skills and their ability to support their children. These have included phonics teaching and reading with your child. Parents are also invited into the settings at the beginning of each day to complete activities with their children. There is an open door policy for parents to approach staff to discuss their children's learning. As a result of these robust transition arrangements pupils settle in very swiftly into the reception class.
- Leadership and Management are outstanding. All policies, including those for keeping children safe and healthy, are implemented consistently and regularly reviewed and amended. The Early Years leader has a solid understanding of strengths and weaknesses in

the provision and there is a continuous drive to improve even the smallest areas of weakness. The staff receive training where gaps are identified. For instance new teaching assistants have in-school coaching in Phonics, Sight-words and making accurate observations. The tracking of pupil's progress is accurate and secure through cross school (and LA) moderation. All staff are made aware of assessment analysis at the end of each half term. This is used to aid staff in identifying those pupils who are not making expected progress and using this analysis to help plan topics and activities.

Actions that have a significant impact on the quality of early years provision:

- The daily teaching of sight words has had a positive impact on reading standards.
- The whole class rigorous approach to teaching phonics was also helped to raise standards in reading.
- The EYFS teacher has developed as a leader in the Early Years and has increased responsibility in line managing others in certain areas.
- Cross school moderation and EYFS forums have been effective in supporting teaching and learning within the reception class.
- Participation in the Early Excellence Project has helped to develop more independence for the pupils.

Areas we still need to work on are: (from the SDP)

- To develop a stronger system to interpret and evaluate EYFS tracker with the whole team on a half termly basis.
- to continue to develop the outside area.

Evidence:

Special books, Early Excellence Project, Learning Environment Development, Sight Words tracker, Phonics Tracker, Transition Arrangements, Welcome Pack and Induction Documentation, Induction Meetings, Parent Workshops and EYFS Parents' Questionnaires, LA Moderation plus observation reports, consultants' reports, EYFS tracker and analysis, Parents coffee mornings, parents learning workshops, parents afternoons (working in class with the children), beadstring workshops, regularly EYFS team meetings to plan, CPD within the Early Years.

Overall Effectiveness:

Suggested Grade: Outstanding

Evidence that supports this judgement:

- There has been an upward trend in outstanding attainment and progress by the time the pupils leave at the end of year 6, despite the pupils' relatively low point of entry to the Reception class. The quality of teaching being consistently good, with more than 50% of lessons being outstanding supports the judgement of an outstanding grade.
- The Headteacher and leadership team have focused on ensuring that outstanding practice can be seen mostly across the school. This has helped to promote very positive attitudes to learning and consequently standards are mostly above national figures.
- There is strong, effective distributed leadership at all levels, including governors.
- The governing body effectively holds leaders to account resulting in continual improvement in all areas of the school. They constantly challenge and support the leadership team in order to achieve the best outcomes for our children.

- Robust tracking systems are in place and higher target expectations have been set and are being achieved in all cases. These are linked to teachers through data appraisal targets.
- Pupils enter the school well below where they should be, but make excellent progress from their low starting points, even attaining higher and better than expected figures nationally.
- Pupils take pride in their school and are motivated to learn, which is reflected in their outstanding behaviour and high standards of safety across the school.
- SMSC is embedded throughout all school practices to create a cohesive learning community built on trust and honesty. The school values, British values and Rights Respecting School Charter underscore the practices at Stepney Greencoat School.
- The creative curriculum is stimulating, motivating and enables the pupils' enjoyment of learning through a skill based thematic approach.
- The use of specialists and creative approaches together with the development of music, sports, language and expressive arts sessions have enriched and enhanced the curriculum.
- The teaching of English (Reading, Writing) and Maths is outstanding throughout the school.
- Everyone at Stepney Greencoat is inspired to be ambitious and aspirational - through collaborative, innovative and creative experiences in an environment which enthuses and challenges all to be the best that they can be.
- Stepney Greencoat Primary School enables all to have an exciting future, socially, emotionally and academically.
- The majority of pupils leave Stepney Greencoat prepared and ready for the next stage in their education and look forward to the future. Our pupils are aspirational and they move on to local secondary schools as well as other academically competitive schools such as St Paul's Girls School London, City of Girls London, Forest School Epping, Redcoat Girls' School London, and several grammar schools in neighbouring Boroughs. We do keep track of our pupils and we have been delighted to note that three of our ex-pupils have gone on to further studies at Oxford and Cambridge Universities in the last three years.
- The school has a number of awards, further demonstrating the excellent provision; Healthy Schools, Sports Mark charter, Investors In people and we are a Rights Respecting School.

Evidence: See previous areas, SIP reports, and external monitoring reports.