

## The effectiveness of the leadership and management of the school

- Hoxton Garden is part of the Viridis Federation, a three school partnership in Hackney. The schools leadership team are actively involved in supporting other schools and sharing expertise.
- A new Headteacher was recruited to post in November 2017 and is an experienced member of the SLT from within the federation. The transition has been smooth and positive, continuing strong relationships with children, parents and staff and ambitious to ensure a continuous move forward.
- The school was inspected by Ofsted in February 2016 and was judged as Good overall with Outstanding for 'Pupil Welfare' and 'Early years Foundation Stage'. With sustained outcomes above national averages the school now self-evaluates the leadership and management of the school to be outstanding.
- A culture of high expectation has enabled pupils at the school to excel. KS2 progress in reading writing and maths in both 2016 and 2017 was significantly above national average, including for disadvantaged children.
- Rigorous self-evaluation and performance management at all levels ensures that any weaknesses are rapidly identified and systems and procedures to ensure excellent outcomes for pupils including SEN and disadvantaged pupils are highly effective.
- Assistant headteachers, phase leaders and subject leaders are knowledgeable of school standards and areas for development. They produce informed action plans for their subjects that link with whole school aims and ensure that high quality teaching across the curriculum is sustained.
- The school constantly strives for best practice in all areas of the curriculum and has achieved the Inclusion Quality Mark, Basic Skills Quality Mark, Eco Schools Silver, Artsmark Gold, The International Schools Award, The Leading Parent Partnership Award and the Anti Bullying Award mark. We are an accredited Stonewall School. This reflects the schools ambitions as well as its enthusiasm for sustaining best practise in every aspect of its provision.
- Safeguarding procedures are robust with effective action taken where needed to ensure all pupils are safe and staff knowledgeable of their responsibilities.
- Provision for SEN & disadvantaged pupils is highly effective with a range of academic and pastoral interventions which are reflective of need in place. These groups of pupils make strong progress in line with other pupils.
- The governing body was reformed in September 2016 to oversee the three-school partnership (Hoxton Garden, Orchard & Southwold Schools) and there is a highly constructive and ambitious dialogue between the school leadership and the governing body. Governors are well informed of the current school context and challenge robustly when needed. They are proactive in arranging visits to the school. They have high expectations for outcomes and provision for pupils.
- Parents are well informed and active partners in the school. The implementation of regular parent coffee morning workshops and drop in sessions is well attended by a diverse group of parents who give unanimously positive feedback.
- Hoxton Garden actively seeks to promote inclusion and diversity. A range of opportunities for pupils to share opinion and have an active voice in the school have been established resulting in excellent relationships between staff, pupils and parents and a highly positive school culture.
- As a result of regular and visible celebrations of the diversity of the school community alongside a robustly implemented PSE curriculum and high profile school council, pupils are well prepared for life in modern Britain.

### In the current academic year the following areas of Leadership & Management are a focus to sustain high quality provision:

- To ensure that Governance establishes a risk focussed methodology that supports futures thinking.
- To continue to develop middle leader and newly appointed senior leaders of learning, ensuring effective quality assurance of teaching, learning and accountability.
- To ensure that SEND provision enables all adults to confidently meet the needs of all the pupils.
- To raise the public profile of action research projects through publication opportunities.

## Quality of teaching, learning and assessment

- The quality of teaching is at least good with a growing % of outstanding, as a result of robust monitoring and performance management. Weekly CPD is carefully planned with the partner schools and evaluated for impact and next steps. This has resulted in teaching which demonstrates good subject knowledge and reflects the use of ongoing assessment of all groups. Staff opinions are regularly sought and used to inform and develop provision and best practice is modelled and shared. Action plans to map support for teachers who are moving to 'secure good' and for those moving from 'good to outstanding' have had a positive impact. Senior and middle leaders also deliver well planned support to teachers through coaching and modelling best practice.
- Teachers typically insist on well-presented work which demonstrates an ethos of pride and engagement in learning. As a result of good subject knowledge, teacher expectations of pupil outcomes are high and pupils make excellent progress over time
- Outcomes for significant groups are well catered for and this is reflected in overall good progress from starting points for pupils. This curriculum is reviewed annually and is rich and highly relevant to context. This curriculum is supported by music and MFL specialists employed by the school. The quality of teaching, learning and assessment overall is outstanding.
- Rigorous tracking and gap analysis are used effectively to inform provision at all levels. These identify concrete next steps for underperforming or coasting pupils as well as an opportunity to discuss the impact of teaching on pupil performance and challenge where needed. Teachers typically demonstrate a high level of ambition for their pupils.
- Teaching assistants attend regular CPD. They are able to provide high quality specialised support for children both in the classroom and in target groups.
- Teachers give feedback using incisive questioning and high quality marking to provide good opportunities for pupils to make next step improvement. Ofsted 2016 'The school has a very clear approach to marking pupils' work. This is well embedded at the school. Feedback is used very well in both written and spoken form in lessons. Pupils respond well and use it to make further improvements to their work.
- Termly pupil reports and year group curriculum leaflets, weekly workshops and reading sessions as well as termly meetings ensure that parents are well informed in how well their children are progressing and what their child needs to do to improve.

### In the current academic year the following areas of Teaching, Learning & Assessment are a focus to sustain high quality provision:

- To ensure the majority of teaching is outstanding
- To develop further oracy across all areas of the curriculum to enable confident communication for all pupils
- To ensure sufficient challenge that enables a greater number of pupils to be independently working at a greater depth.

## Personal Development, Behaviour & Welfare of pupils

- Attendance is good because of robust systems that ensure pupils attend school regularly and absence is challenged. The % of sessions missed has been below national averages for the last 3 years and continues to be so. The overall attendance for 2016-17 academic year was 96.2%, slightly above the national figure. Persistent absence in 2017 was 0.6% below the national average and the school has implemented robust procedures to reverse this trend.
- There is a continuing trend of no permanent exclusions.
- Well-mannered, courteous behaviour is typical. Pupils all understand and rise to the high expectations outlined in the rules for the corridors and move about the building in a calm, quiet way.
- Bullying is rare and systems to record and tackle issues are meticulous. Pupils have undertaken study in themes of bullying and safety. Pupils understand what most forms of bullying mean and speak highly of the effective way in which adults help to prevent it. The school has successfully become a 'Kidscape' anti-bullying school and is in the achieved the national anti-bullying mark. The school council have produced a 'keeping safe' guide for parents and pupils which was sent home to all families is on the school website.
- The learning environment both in classes and in the common areas is stimulating, purposeful and supports learning. Consistent application of whole school expectations can be seen in the displays, working walls, and in the excellent presentation of work in children's books.
- Safeguarding processes meet statutory requirements and policies are diligently applied.
- Pupils have a good awareness of personal safety, including the damage that smoking can do to the health and the need to be careful when using modern communication technology. They are alert to cyber bullying, for example, and understand the need to keep personal information secure.

### In the current academic year the following areas of PDBW are a focus to sustain high quality provision:

- To further develop pupil voice and pupil ambassadors to raise the profile of, and enrich the curriculum (implement pupil voice overview/policy)
- To raise the profile of healthy lifestyles and keeping active within the curriculum across the academic year
- To lower the percentage of persistent absence.

## Outcomes for pupils

Standards	Attainment		
	2015	2016**	2017
EYFS 2016: GLD (APS) N: NI72:64%/GLD60%	72%	71%	70%
KS1 2016: L2b+ R - W - M National: R74 -W66 -M 73	81 – 74 – 79	84 – 84 - 86	83 – 81 - 83
KS1 2016 : L3+ R - W - M National: R24 -W13 -M 18	30 – 17 - 26	23 – 18 - 18	22 – 22 - 22
KS2: National 2017: R 71 -W 76 -M 75 - GSP 77	66 -88 -78 – 71	82 – 93 – 93 -91	95 – 92 – 89 - 92
KS2: National 2017: R 25 -W 18-M 23 – GSP 31	24 -34 - 20 – 41	25 - 27 - 23 - 27	14 – 22 – 14 - 36

\*\* New Assessment Criteria

- Outcomes in **KS2** have been well above national averages for the past two years. **KS2 progress** in all subjects is significantly above average overall and not significantly below average for any prior attainment group. In 2016 & 2017, progress at KS2 was in the top 10% of schools nationally.
- In 2016 & 2017 **Disadvantaged KS2** pupils' progress in all subjects was significantly above average overall
- Current Year 6 pupils are on track to continue this trend of outcomes above national averages. Both DHTs support with the teaching of this year group.
- In **KS1** outcomes have been in line or above national averages over time. Focussed teaching and well targeted support have ensured that **KS1** attainment of at least the expected standard in all subjects for all EYFS development groups was above national figures. (2016) KS1 attainment of greater depth in all subjects for all EYFS development groups was close to or above national figures.
- For **KS1 disadvantaged pupils**, (2016) attainment of at least the expected standard in all subjects for all EYFS development groups was above national figures for other pupils. For KS1 disadvantaged pupils, attainment of greater depth in all subjects for all EYFS development groups was close to or above national figures for other pupils.
- Mobility in KS1 is currently high at 25% which has had implications for interventions and teaching in order to ensure good progress from EYFS.
- Current Year 2 pupils are on track to continue this trend of outcomes above national averages. The SENCo supports with the teaching of this year group.
- Pupils currently at the school are achieving well. School assessment information of pupils currently at the school shows attainment to be at least in line with expected and the majority of pupils in all year groups are at the expected level and have made at least good progress from starting points. The progress for current pupils including disadvantaged pupils is broadly in line with their peers.

Progress KS1 – KS2	National	School Progress		
	2014	2015	2016*	2017*
Reading EXP – MTEYP	92 – 34	74 – 21	5.9	5.0
Writing EXP – MTEYP	93 – 33	97 - 53	6.4	4.7
Maths EXP – MTEXP	91 – 38	85 – 26	7.2	3.5

\*National Expected =0

Progress EYFS to KS1	2013	2014	2015
EYFSNI72/GLD	42%	73%	72%
	2015	2016	2017
KS1 2b+ RWM	72%	84% (exp. stand)	80%

- EYFS** Pupils enter the Foundation Stage at levels below those expected nationally, particularly in communication and language and make good progress by the time they leave. In 2017 **70%** of reception pupils achieved a GLD which is similar to the previous 2 years and continues to be above national averages. Despite a dip last year, disadvantaged pupils historically do well in Reception. In 2017 this small cohort of 10 children included two children with an EHCP and 2 further children with moderate learning difficulties. This trend is not expected to continue and the gap between non and disadvantaged children achieving GLD is expected to close in 2018.
- Phonics Screening Check (PSC)** the number of pupils passing the phonics screening check in both 2016 & 2017 was in line with national averages.
- Achievement across the wider Curriculum demonstrates a high quality of provision and achievement across subjects.

### In the current academic year the following areas are a focus to sustain high quality provision:

- To continue to ensure that outcomes at the end of EYFS, KS1 and KS2 are at least in-line with those nationally.
- To raise standards for most able pupils at the end of KS2 so that a greater number of children are working at 'Greater Depth'
- To ensure consistency in outcomes in vertically grouped classes resulting in good or better progress.
- To ensure the percentage of disadvantaged children achieving GLD is at least in-line with that nationally at the end of Reception year.

## The effectiveness of the Early Years provision

- A new EYFS leader was recruited to post within the federation in March 2018 who demonstrates excellent practise and is actively developing Early Years to sustain an outstanding provision.
- Provision in the Early Years was judged as Outstanding during the 2016 Ofsted inspection. In 2017 the school was able to open two Reception classes due to increased applications for places resulting from the growing reputation of the school.
- Planning and assessment systems are robust and ensure that activities are well matched to children's learning needs and offer appropriate levels of challenge.
- Pupils enter the Foundation Stage at levels below those expected nationally, particularly in communication and language and make good progress by the time they leave.
- Despite entering the school well below expected starting points, pupils catch up quickly with significantly more pupils than nationally leaving Reception class at a Good Level of Development. 70% of reception pupils achieved a GLD which is similar to the previous 2 years and continues to be above national averages.
- As a result of ongoing responsive CPD and sharing of best practice, the quality of teaching and provision from both teachers and support staff is highly effective.
- The curriculum is highly responsive to pupil need and results in a wide variety of activities which stimulate interest and curiosity in all 7 areas of learning.
- Children demonstrate independent and safe learning behaviours as a result of the clear structures and adult guidance embedded in daily practice.
- Parents are actively engaged in both pupil profiling and supporting children in learning through a variety of well attended visits, activities and workshops as well as written termly reports & meetings.
- Children demonstrate independent and safe learning behaviours and are keen to take part as a result of the clear structures and adult guidance embedded in daily practice
- Safeguarding procedures are robust and implemented consistently with effective action taken where needed to ensure all pupils are safe.

### In the current academic year the following areas of Early Years Provision are a focus to sustain high quality provision:

- To continue to ensure the learning environment outdoors offers consistently excellent provision that maximises opportunities for learning which mirrors indoor provision.
- Continue to ensure that outcomes for all groups of pupils at the end of EYFS are at least in-line with National, demonstrating strong progress from low baselines.

## Overall effectiveness

- Ofsted 2016 graded Hoxton Garden Primary School as Good, 'This school is well led by the executive headteacher and head of school. They have improved teaching dramatically since the last inspection.' Since this inspection the school has continued to improve and the progress of pupils at the school has been in the top 10% of schools nationally for the last 2 years suggesting that the overall effectiveness of the school is outstanding.
- The school is now a dynamic and high-achieving place of learning where teachers typically have high expectations of pupils. The strong focus on developing pupils' core skills in speaking and listening, reading, writing and numeracy has accelerated their progress and enables them to succeed. Staff understand that pupils should work hard and behave well. The improvements to the school have resulted in an increased pupil role and a changing demographic with a declining number of pupils with English as an additional language (though this remains more than twice the national average).
- School data sets show an overall trend of substantial and sustained improvement with good progress in EYFS, KS1 and KS2. Pupil outcomes are now above national averages at the end of all 3 key stages. All groups of pupils are achieving in line or significantly better than national averages.
- The leadership team has taken robust and comprehensive actions to raise standards of teaching across the school and this is shown in the rapidly improving quality of learning and attainment as well as the highly positive culture and ethos of the school.
- A wide range of after school clubs is oversubscribed. These include: taekwondo, football, arts and crafts, cooking, multisport, basketball, film, ballet, athletics and homework.
- Provision for SMSC ensures that pupils demonstrate a growing willingness to explore new ideas and experiences including the use of philosophy in classrooms. Innovative curriculum design that allows for pupils to share and reflect on their own experiences, a strong understanding of the difference between right and wrong supported by a variety of ongoing activities including class councils and a comprehensive PSHCE curriculum to ensure that children are engaged in the values of the school and wider British society.
- Pupils enjoy a rich and varied curriculum including weekly French & Music lessons, themed enrichment weeks, gardening, coding, P4C, debate and use of new technologies to enhance learning.

### In the current academic year the following areas are a focus to sustain high quality provision:

- Increase the percentage of outstanding teaching in classrooms by ensuring that new staff are well supported and trained.
- Further CPD for middle leaders to enable them to take on a more strategic role in ensuring improvements in the quality of teaching and learning and impact on pupil outcomes.
- Raise the profile of the school and continue to increase the pupil roll.

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