

Self-Evaluation 2018/19 SUMMARY

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.
- The headteacher has now been in post for one year and was an existing senior leader in the federation.. She has developed strong relationships with children, parents and staff and an ambitious vision to ensure that the school continues to improve and offer an excellent education for its pupils.
- A new middle leadership team comprises of an assistant headteacher and three phase leaders. A new SENCO will be joining the team in November 2018 who has been appointed from within the staff. This has ensured the capacity for the school to continue to improve.
- A culture of high expectation has enabled pupils at the school to excel. Sustained progress scores for reading, writing and maths show that pupils in KS2 at Hoxton Garden do better than those with similar prior attainment nationally.
- 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 Primary Geography Quality Mark Silver. 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.
- 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.
- 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.
- 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 revised 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 develop a longer term vision for the leadership and accountability structure of the Viridis Federation in light of changing local and national structures.
- To inform accurate self-evaluation of Governance using external measures which support informed strategic leadership.
- To minimise potential risks from changes to the National Funding Formula.
- To raise the public profile of the Viridis school to school support offer and action research projects.
- To minimise risks of teacher recruitment challenges and ensure that teaching continues to be of the highest quality on all three school sites.
- To continue to develop middle leaders and newly appointed senior leaders of learning, ensuring effective quality assurance of teaching, learning and accountability.
- To induct and develop provision for apprentice teachers to successfully complete the in-school training programme.
- To recruit and induct a new SENCO to support the inclusion DHT in ensuring that SEND provision enables all adults to confidently meet the needs of all the pupils to make good progress.

Quality of teaching, learning and assessment

- The quality of teaching is typically good with a growing % 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.
- 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.
- The maths curriculum has been significantly revised to ensure progression from fluency to reasoning and problem solving.
- Teaching assistants attend regular CPD. They are able to provide high quality specialised support for children both in the classroom and in target groups.
- 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 effectively induct new members of staff so that the teaching profile reflects an increasing % of excellence in teaching and outcomes across the year.
- To further develop high quality oracy skills to support enquiry, critical thinking and social communication across the curriculum.
- To embed curriculum development (Maths, Art and Design, Design Technology and ICT) to ensure that the received learning increases challenge through the pitch of skills, knowledge and opportunity to reason and explain.
- To further embed assessment within the wider curriculum (topic and science) and develop its usage to inform progression of skills and knowledge.
- To prepare for the accreditation and reaccreditation of identified awards to ensure reflection on the school provision.
- To ensure teacher are differentiating all lessons which enable all groups of children make significant progress, with a particular focus on the more able.
- For all teachers to consistently and accurately complete ongoing assessment to and use these to plan for their next steps.

Personal Development, Behaviour & Welfare of pupils

- The overall attendance for 2017-18 academic year was 95.7%, slightly below the previous year and national figure. It is a priority for the school this academic year. Procedures have been revised to ensure robust systems that ensure pupils attend school regularly and absence is challenged. Persistent absence also remains a focus.
- Rates of exclusion are low and there have been no permanent exclusions at the school for the last 3 years as a result of the excellent pastoral care and intervention.
- 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 process of achieving 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 PSHE curriculum has been revised to ensure pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work. It focuses on the core themes of health and wellbeing, relationships and living in the wider world and developed skills such as resilience, self-esteem, risk-management, team working and critical thinking.
- 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 continue to embed strategies to improve the school's attendance % to ensure pupils gain maximum benefit from their education.
- To reduce the persistent absenteeism %.
- To continue to develop the visibility and role of pupil voice and pupil ambassadors to raise their profile and enrich the curriculum.
- To embed the revised PSHCE and RE curriculums so that children develop a greater sense of school community.
- To raise the profile of safety amongst pupils by obtaining the Anti-Bullying Quality Mark and to work with parents and children to establish and embed healthier living habits

Outcomes for pupils

| Standards | Attainment | | |
|---|-------------------|-------------------|-------------------|
| | 2016 | 2017 | 2018 |
| EYFS 2017: GLD | 71% | 70% | 74% |
| KS1 2018: Expected + National: R75-W70-M76 | 84 – 84 - 86 | 83 – 81 - 83 | 79 – 74 - 81 |
| KS1 2018 Greater Depth National: R26 -W? -M22 | 23 – 18 - 18 | 22 – 22 - 22 | 21 – 12 - 14 |
| KS2: National 2018: R 75 -W 78 -M 76 – GSP 78 | 82 – 93 – 93 -91 | 95 – 92 – 89 - 92 | 84 – 97 – 97 - |
| KS2: National 2018: GD R 25 -W 18-M 23 – GSP 31 | 25 - 27 - 23 - 27 | 14 – 22 – 14 - 36 | 26 – 23 – 16 - 58 |

At the end

of **Key Stage 2** (2018) the combined RWM was 84%. Significantly higher than national averages and not significantly below average for any prior attainment group.

- Progress scores (2018) show that pupils in KS2 do better than those with similar prior attainment nationally and provisionally in the top 10% nationally.
- The percentage of most able disadvantaged pupils achieving a high standard in reading, writing & mathematics was above that of other pupils nationally in 2018.
- Current Year 6 pupils are being assessed to continue this trend of outcomes above national averages. Both DHTs support with the teaching of this year group.
- At the end of **Key Stage 1** the number of pupils achieving the expected standard is slightly above the national average for R,W,M, Despite this representing strong progress from on-entry starting points, the number of pupils achieving at a higher standard is slightly below that nationally.
- Mobility in KS1 is currently high at 25% which has impacted on some attainment measures.
- Current Year 2 pupils are making very good progress from starting points. Pupils currently at the school are achieving well. School assessment information (July 2018) 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 | | |
|---------------------|----------|-----------------|------|-------|
| | 2018 | 2016 | 2017 | 2018* |
| Reading EXP – MTEXP | 0 | 5.9 | 5.0 | 0.9 |
| Writing EXP – MTEXP | 0 | 6.4 | 4.7 | 2.5 |
| Maths EXP – MTEXP | 0 | 7.2 | 3.5 | 1.7 |

*National Expected =0

| Progress EYFS to KS1 | 2014 | 2015 | 2016 |
|----------------------|------------------|------|------|
| EYFSNI72/GLD | 73% | 72% | 74% |
| | 2016 | 2017 | 2018 |
| KS1 2b+ RWM | 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 2018 **74%** of reception pupils achieved a GLD which is similar to the previous 2 years and continues to be above national averages. Disadvantaged pupils historically do well in Reception. In 2017 this small cohort of 10 children included two children with an
- Phonics Screening Check (PSC)** the number of pupils passing the phonics screening check in both 2018 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 increase the % of children who achieve the expected standard in reading at the end of KS2
- To raise standards for high prior attaining pupils at the end of KS2 so that a greater number of children are working at 'Greater Depth'.
- To ensure an increasing number of pupils achieve at greater depth in reading, writing maths at the end of KS1, particularly most able disadvantaged pupils.
- To further develop teaching and monitoring of phonics in year 1 to ensure a greater number of children meet the expected standard for phonics by the end of that year.
- To raise standards in writing for high prior attaining pupils cross years 1-6 so that a greater number of pupils are working at 'Greater Depth'.
- To ensure disadvantaged pupils make similar progress when compared to all children.

The effectiveness of the Early Years 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. A new EYFS leader was recruited to post within the federation in March 2018 who demonstrates excellent practise and has ensured that the Early Years sustains an outstanding provision.
- 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. 74% 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 bespoke 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.
- 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 review the pitch and access to independent learning for the most able pupils in EYFS.
- 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.' This inspection had followed a history of turbulence and low standards at the school. 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. The school is 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 slowly changing demographic with a declining number of pupils with English as an additional language (though this remains more than twice the national average). Is this true???
- School data sets show an overall trend of substantial and sustained improvement with good progress in EYFS, KS1 and KS2. Pupil outcomes are typically 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 ensure the continued high standards of teaching across the school 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, cycling, 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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