

## The Quality of Education

- Our long term and medium-term curriculum planning is structured to ensure a progression of a broad range of knowledge and skills from Nursery to Year 6. Outcomes in all subjects demonstrate age appropriate opportunities to make links between prior and new learning and apply this in different contexts.
- The school has developed a curriculum which is rich in oracy, key skills and real life experience to support the high percentages of EAL and disadvantaged pupils and to reflect the diversity of the children. Curriculum plans are well-structured and set out in a way which builds on prior learning, ensures high expectations and supports teacher workload.
- Lesson planning demonstrates good subject knowledge ensures that all groups of pupils are sufficiently challenged. The rigorous monitoring systems and procedures inform high quality professional development which in turn is systematically evaluated for impact. As a result pupil outcomes evidence a growing depth of knowledge and understanding being applied in all subjects over time.
- Achievement across the wider curriculum demonstrates a high quality of provision and achievement across subjects with links made between different areas of learning such as science and mathematics. Pupils take pride in their learning with well-presented outcomes that illustrate independent application of key skills.
- The school was re-accredited the Basic Skills Quality Mark and awarded the Inclusion Centre of Excellence Quality Mark, Science Gold Quality Mark, Silver Primary Geography Quality Mark, Arts Mark Gold and Hackney Languages Gold Award during the 2018 – 2019 academic year. The school holds current awards for the Investors in People Accreditation, STARS Gold Accreditation, and International Schools Award. Currently, we are being assessed for the Anti-Bullying Quality mark. This reflects the school's ambition to ensure a rich and balanced curriculum and sustain best practice in every aspect of its provision. During the academic year the school will be reassessed for the Arts Mark and LPPA quality marks.
- Parents are well informed and active partners in the school. Regular parent coffee morning workshops are well attended by the diverse parent group who give positive feedback and constructive suggestions on further learning opportunities they feel would benefit them.
- 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.
- Pupils make strong progress in reading and achieve above national averages at the end of KS2. This is the result of an effective provision for the teaching of reading across the school. Reading is high profile and books are celebrated in classrooms and corridors. Tracking systems ensure that children read regularly both at school and at home and pupils who are falling behind catch up.
- Synthetic phonics is taught systematically, and pupils make good progress. The number of pupils passing the Y1 phonics check has increased over time and is in line with the national average. By the time pupils enter KS2, the majority can read fluently and decode unknown words using phonic cues.
- Teachers give feedback using incisive questioning and high-quality marking to provide good opportunities for pupils to make next step improvement. Pupils show an enthusiasm for learning as a result and are able to articulate how teachers help them to improve. Pupils demonstrate application of learned key concepts in their responses.
- Formative assessments in reading, writing and mathematics are used 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 demonstrate a high level of ambition for their pupils and the ongoing use of questioning; vocabulary building and application are features of our agreed pedagogy.
- A mathematics curriculum has been implemented which builds on an emphasis on number and key knowledge in the earlier years progressing to applied problem solving in a range of contexts as pupils develop knowledge. Pupils are challenged and achieve at a high standard. Outcomes at the end of each key stage demonstrate strong progress and achievement at the end of KS2 is significantly above national averages.
- Two data points each year are used to inform supportive pupil progress meetings with teachers during which support for pupils who need to catch up is agreed. Moderation with partner schools and the use of a linked planning and assessment tool ensures that this process is meaningful and manageable for staff.
- 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 through half termly monitoring and engaging in yearly action research focus projects.
- Pupils at the school are achieving extremely well. School assessment shows the large majority of all pupils to be at least in line with expected attainment and there is strong progress from starting points in all year groups which has been sustained over time. Outcomes at the end of EYFS, KS1 and KS2 are in line with or above national averages.

Progress KS1 – KS2	School Progress		
	2017	2018	2019
Reading	+5.0	+0.9	4.8
Writing	+4.7	+2.5	2.6
Maths	+3.5	+1.7	4.4

Standards	Attainment		
	2017	2018	2019
N (2019): GLD TBC %	73	74	79
KS1: EXS National (2019): R75-W69-M76	83-81-83	79-74-81	78-72-78
KS1: GDS National (2019): R25-W15-M22	22-22-22	21-12-14	28-19-28
KS2: EXS N (2019): R73-W78-M79-GSP77	95-92-89-92	84-97-97-97	90-92-97-92
KS2: GDS N (2019) R27-W20-M27-GSP36	14-22-14-36	26-23-16-58	47-25-37-45
KS2: RWM EXS - GDS National (2019): 65-10			

- In 2019 disadvantaged KS2 pupils' progress in reading, writing, maths and GSP was above that of all pupils and national. Disadvantaged KS2 pupils attained an average scaled score above the national score for all pupils in reading, writing and mathematics in 2019. The percentage of most able disadvantaged pupils achieving a high standard in reading, writing & mathematics was above or significantly that of other pupils nationally in reading and writing.
- Mobility within the school is high as a result of demographic changes in the local area and a lack of local authority housing. The school inclusion team have a robust induction system for pupils new to the school which has resulted in the lowest possible impact on pupil outcomes.
- The percentage of SEND pupils has increased overall from 23% to 25%, EAL and mobility continue to be higher than average and the high deprivation index results in provision required to take an inclusive but strategic approach to teaching and learning.
- Rigorous systems for assessment and evaluating the effectiveness of provision mean that pupils' needs are quickly identified. Those children with additional needs are assessed and staff resources are deployed to support pupils particularly those with SEN and disadvantaged pupils. A thorough provision map is regularly reviewed and adjusted according to need. The school holds the Inclusion Quality Mark Flagship status for its excellent SEND provision.

### In the current academic year, the following areas 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 continue to develop the quality and effectiveness of modelling, questioning, marking and feedback (pedagogy) to ensure that it maximises direct impact upon outcomes for children.
- To ensure continued rigour in assessment and moderation of phonics groups for Year 1 and 2 to ensure a greater number of children meet the expected standard for phonics by the end of that year.
- To increase the % of disadvantaged children who achieve the expected standard in reading, writing and maths at the end of KS1
- To increase the % of children who achieve the greater depth standard in writing at the end of KS2
- To increase the progress score in writing at the end of KS2
- To embed curriculum development (History and Geography) to ensure that the received learning increases challenge through the pitch of skills, knowledge and opportunity to reason and explain.

## Behaviour & Attitudes

- Pupils are resilient and demonstrate pride and independence in their learning. Engagement in the many extra-curricular activities is extremely high and reflective of the diversity in the school. These include trips to universities and further education institutions, debating teams, sports and pastoral activities. A high number of children take up musical instrument tuition.
- Pupils work collaboratively and purposefully. The school actively promotes values of resilience and perseverance and children are able to articulate how this reflects on their learning.
- Pupils are supportive of each other in lessons and the behaviour of all groups around the school is excellent. Pupils encourage others to conduct themselves with consideration. Children have a range of opportunities to understand and celebrate key values such as democracy and co-operation and show a high level of respect for cultures other than their own including families, democracy and world culture celebrations. There are many well embedded pupil voice role models such as peer mediators, peer mentors, ambassadors, librarians and the green team who work alongside a proactive school council. Pupils meet regularly onsite and are engaged in cross site collaboration projects to review federation practices.
- Incidents of disruptive behaviour are uncommon and pupils typically report that their learning is not disrupted by others. Where pupils present particular needs, the school works with a range of external agencies to enable a full access to the curriculum. Our learning mentor works with particularly vulnerable groups alongside the on-site therapeutic support provided by the UP organisation to support the most vulnerable.
- The school has a robust anti bullying and behaviour policy and children have a good understanding of what bullying is and how to deal with it as a result of high profile anti bullying strategies including assemblies, PSHE curriculum focus, SEAL and Value Awards. The teaching of the risks of cyber bullying and safety is also revisited regularly through assembly themes and the PSHE curriculum to ensure that it is known and high profile. Each class documents comprehensive PSHCE and RE curriculum activities in a class floor book. Pupils have a good understanding of how to keep safe and they report that they feel safe in our school.
- Our PSE curriculum includes themes relevant to our context including celebrations of diversity and educating against the risks of gang and knife crime.

- The school is in the process of achieving the anti-bullying quality mark for its work to ensure that children understand what bullying is, and how to report it. Incidents of bullying are rare and dealt with robustly by school staff.
- As a result of a robust and comprehensive set of actions pupil attendance has been sustained above national averages for the last three years. The school works very effectively with outside agencies which offer additional support for the high number of pupils with need, and this, alongside the dedicated school staff, ensure a high quality of pastoral care.
- There are highly effective systems for integrating pupils at risk of exclusion. The school has successfully reintegrated pupils who have previously been permanently excluded however, as a result of a small percentage of vulnerable high need pupils, the rate of exclusion remains above that of the national average. The school is actively working to reduce this.
- Parents are very supportive of the school. In the last annual questionnaire over 92% agreed with the statement 'the school provides a good education for my child'. 95% of parents agreed 'the school keeps my child safe' and 'the school ensures the pupils are well behaved'. A number of healthy living and growing projects including a gold award winning flower and vegetable garden ensure pupils understand how to stay healthy.

### In the current academic year, the following areas of behaviour and attitudes 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 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.
- To reduce the number of fixed term exclusions.

## Personal development

- Pupils enjoy a rich and varied curriculum including weekly French & music lessons, themed enrichment weeks, gardening, chess, debate, spelling events, residential journeys including funded trips to our partner school in Spain, university trips, and use of technology to enhance learning. Our music curriculum is a strength, with visits from and to orchestras and musical performances.
- A wide range of clubs are oversubscribed both in the school day and after school. These have included: football, samba band, athletics, Forest School, boxing, arts and crafts, film, cooking, tag rugby, multi-sports, street dance, sewing and board games. Over 96% of children rated their coach/teacher as good or excellent and graded their club as good or better. The take up of peripatetic lessons has a sustained trend over three years with school analysis of take up demonstrating a broad range of pupils accessing them.
- Pupils are encouraged to participate in a range of community events to develop their understanding of community cohesion and collaborative working. Pupils have strength of voice through the school and class councils. They have recorded a number of successful actions including visits to our partner schools and learning walks, working with the local council to improve the safety of the road crossing outside the school, running a lunchtime club for pupils to access on-line learning at home, undertaken successful school charity fundraisers and created a fruit tuck shop for KS2 pupils.
- Provision for SMSC is excellent with pupils demonstrating a willingness to explore new ideas and experiences including the use of philosophy in classrooms. Our curriculum design allows for pupils to constantly 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, debate clubs, peer mediation and a comprehensive PSHCE curriculum. High profile school council elections, links with local councillors and enterprise activities and fairs including 'work and 'enterprise week' ensure that children are fully involved and engaged in the values of the school and wider British society. Creative holiday homework projects and a creative approach to the delivery of the core curriculum ensure pupils benefit from a variety of opportunities to develop their own talents and interests.
- The school has well established systems of pastoral support including onsite therapeutic support and strong links with external agencies such as children's social care and the Hackney re-integration unit. Termly reports demonstrate the positive impact of this on individuals.
- As a result of regular and visible celebrations of the diversity of the school community alongside a robustly implemented PSHCE curriculum and high profile school council, pupils are well prepared for life in modern Britain.
- The overall attendance for 2018-19 academic year was 96.1%, slightly above the previous year. Procedures have been revised to ensure robust systems that ensure pupils attend school regularly and absence is challenged. The % of unauthorised absence has decreased. 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.

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

- *To continue to develop the visibility and role of pupil voice and pupil ambassadors to raise their profile and enrich the curriculum.*
- *To increase the take up of peripatetic lessons and to increase the range of instruments and clubs currently offered.*
- *To review the PSHCE and SRE curriculum to reflect the new relationships and health changes to the curriculum 2020.*

## Leadership & Management

- Comprehensive action planning ensures well informed strategies are put in place to sustain and develop provision and outcomes for all pupils.
- Staff share good practice and view teaching as a collective responsibility and are actively engaged in their own development.
- A robust and responsive professional development plan is delivered in partnership with our two federated partner schools. Staff evaluations of weekly training sessions are very positive. Systems to support teachers at all stages of their career including NQT programmes and developing excellent practice programmes use structured coaching and mentoring to ensure strong teaching across the curriculum. This is evaluated through monitoring and observations of effectiveness undertaken by a range of leaders.
- Staff are consulted regularly over the impact of policies and their opinions sought. Our marking policy was revised as a result of this in 2019. A recent workload audit resulted in some changes to the frequency of delivery of staff meetings across sites in response to teacher concerns. We provide teachers with additional non-teaching time to deliver leadership roles and during the week to allow for preparation and marking. After school meetings are kept to a minimum and we collect evaluations of all staff training to inform its effectiveness.
- Our annual staff survey is used to continuously improve and develop and provision. Staff retention has recently improved as a result of this.
- We are an accredited Stonewall Champion and actively seek to promote inclusion and diversity. Prejudice is not tolerated. 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 being developed.
- Safeguarding procedures are robust with effective action taken where needed to ensure all pupils are safe. There are regular external audits of our safeguarding and Health and Safety systems and an annual Safeguarding report to governors.
- There have been no staff complaints regarding bullying and harassment recorded in the last 3 years.
- The governing body was reformed in September 2016 to oversee the three-school partnership 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.
- Governors have undertaken regular skills audits and self-evaluations. Their combined experience reflects a diverse range of skills. Systems of Governance hold the school to account highly effectively and have sustained high quality outcomes for pupils over several years.

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

- *To ensure the transition and induction of the new leadership team is successful.*
- *To ensure effective operational leadership is sustained with enough capacity to facilitate excellent outcomes for pupils.*
- *To raise the public profile of the Viridis school to school support offer and action research projects.*
- *To ensure that teacher workload is managed and ensure policies offer efficiencies whilst maximising impact on pupil learning.*
- *To ensure the success of the Teacher Apprenticeship programme and maintain a higher rate of teacher retention.*
- *To ensure that the curriculum offer demonstrates a clear progression of knowledge and skills over time responsive to on-going pupil need and that this is represented in pupil outcomes and experiences.*
- *To ensure that high standards provision for PPG and SEND pupils are maintained and that achievement gaps are minimised.*
- *To ensure that Safeguarding arrangements remain fully compliant and that all staff are aware of their role and vigilant to risks.*
- *To ensure that statutory health & safety responsibilities are effectively managed and that the school estate is maintained to a high standard.*
- *Governor terms of office and successful succession strategies established and enacted.*
- *To minimise potential financial risks and ensure continued financial stability.*
- *To ensure that the changing expectations of external accountability measures are met and understood by Governors and staff.*

## The Quality of Early Years Education

- All groups of learners demonstrate strong progress from starting points as a result of the high expectations of adults. The percentage of pupils attaining or exceeding a Good Level of Development has been in line or above the national percentages for the last 3 years with pupils making excellent progress from low baselines. Pupils currently at the school continue to make good or better progress.
- Our EYFS curriculum is highly responsive to pupil need and results in a wide variety of activities which stimulate interest and curiosity in all areas of learning this is supported by a well-resourced and highly stimulating environment. This has resulted in pupils who quickly develop learning approaches which are collaborative and sustain high levels of concentration and engagement. We pay particular attention to the development of language and oracy through a language rich provision and role play activities due to the low starting points in this area for many of our pupils.
- The use of innovative and creative approaches to themed learning such as 'mini-mes' as well as static opportunities to read, write and count both indoors and outside results in a highly purposeful environment.
- 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. They are able to demonstrate an understanding of right and wrong and learn to manage their own feelings and behaviour as a result of the skilled intervention of adults. Children with particular need are catered for well and in partnership with their parents.
- Teaching is highly effective, with specialist practitioners modelling new language and planning sequences of lessons which effectively build on develop on previously learned skills.
- Systematic teaching of phonics, alongside a well-managed home reading programme ensure that children commonly write and read well. Reading books are celebrated across the setting and children benefit from both independent and group reading activities. Our parent reading sessions on Friday morning are very well attended by our parents who share their enjoyment of books with children.
- The quality of teaching from teachers and support staff is consistently good with much outstanding practice and as a result all groups of children make rapid progress.
- Accurate assessment informs both group and individual need using an online system which supports teachers to be efficient. An EYFS handbook clearly outlines expectations of assessment and has been produced in collaboration with staff. Moderation is robust and results in a high level of consistency of judgments.
- Number is taught systematically and results in children applying these skills in workbooks and in oral activities. Independent number and mathematics activities are carefully planned to inspire and engage pupils.
- Children are confident to take risks and enthusiastically use our large play apparatus to explore and develop physically. Alongside our healthy living week, children have access to fruit and milk throughout the day and activities are planned throughout the year exploring the importance of healthy living.
- 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. Evaluations of visits demonstrate that parents value these opportunities and are keen to be involved. Harder to reach parents are targeted by staff to support their engagement e.g. through models of home reading diary completion and dual language reading prompts.
- Pupils move from EYFS to Year 1 seamlessly as a result of transition systems in place such as daily supported reader, early morning work, and homework taking place in reception classes. The strong foundations established in the early years result in excellent progress from baseline to the end of KS1.

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

- *To maintain attendance rates of pupils across EYFS with a particular focus on those whose attendance falls below 95%.*
- *To ensure that the pitch and access to independent learning for key groups, including disadvantaged pupils and boys in EYFS.*
- *To prepare for the new Profile and Baseline Assessment so EYFS is compliant by 2020.*
- *To embed a revised provision for early reading.*
- *To develop independent and outside learning opportunities in EYFS through effective facilitation.*