

## School Self-Evaluation 2024-25



### Aim

Our aim is to make a positive difference to every child's life and close any disadvantage gap that has arisen. We will support them to understand the world around them and give them the skills they need to fulfil their aspirations and live as confident, caring and integral members of society.

SCHOOL CONTEXT			
	Term 1	Term 2	Term 3
<b>Total number of pupils on roll</b>	649 (includes nursery)		
Girls	333		
Boys	316		
Disadvantaged (Pupil Premium)	154		
Free school meals	154		
English as an additional language (EAL)	603		
%SEND support	130 20.03% pupils		
Children with an EHC plan	16		
Children looked after	0		
Child in need, Early Help Plan, Child Protection	CIN – 4 EH-10		

### **Quality of Education (Teaching, learning and assessment)**

#### **Intent**

Leaders have constructed and evolved a mastery curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge, skills and cultural capital they need to succeed in life. Leaders have created a culture of extremely high ambition where staff, pupils and parents are highly valued. Respect and a fervent desire to ensure that everyone succeeds are at the core of the school's principles and ethos.

Shaftesbury's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Shaftesbury has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is ambitious and uniquely designed to enable us to meet the needs of these learners. Pupils study the full broad and balanced curriculum which is reviewed regularly and evolves to

meet the needs of all pupils and maximise outcomes. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary.

### **Implementation**

At Shaftesbury, having high expectations for both teachers and pupils is rooted in our vision. Our CPD is tailored to meet the needs of the school but also for individual members of staff. We have developed a coaching system with leaders and teachers where they share their knowledge, expertise and skills with one another. We have implemented a stringent CPD schedule which is reviewed half termly to focus on the evolving needs of the school. Monday INSET is directed to senior leaders and subject leaders in leading their vision across the school.

Our rigorous training, extends and deepens teachers' understanding and knowledge of the curriculum and therefore teachers have good knowledge of the subjects they teach and leaders provide effective support for those teaching outside their main areas of expertise. There is a positive professional support network involving senior leaders and middle leaders working closely with year groups during directed planning time. This enhances the quality of planning, teaching (imparting pedagogy) and learning resulting in receptive, well-pitched lessons which ensure excellent progress across time. In addition, weekly monitoring of books takes place to ensure there is consistency of provision and the impact of curriculum development is evident along with a clear picture of how standards are being maintained. It also offers an insight into areas for development.

The Boleyn Trust also supports the professional development of teachers at the school, including trainees and those new to teaching, extremely well. This has had a major impact in helping teachers to develop top-quality practice and offered support to teachers that encourages them to remain in the profession. Through working collaboratively within the trust, leaders at all levels work closely with their counterparts in other schools to share best practice and participate in high-level training opportunities. These arrangements are mutually beneficial and have ensured that both the effectiveness of leadership and the quality of teaching are outstanding.

We have a meticulous assessment process in school to raise attainment and a clear structure is in place for all staff to follow. Continuous CPD is in place to ensure all staff and any, who are new, are well-informed of the assessment process. Teachers use formative assessment daily to modify planning to increase pupil performance and summative assessment to track progress. Teachers check learners' understanding systematically, identify misconceptions accurately and provide clear, direct oral and written feedback. In doing so, they respond and adapt their teaching as necessary. Pupils self and peer assess in class to show their understanding.

As a school, we have shifted to end of year assessment cards for all subjects that are accessible to children, staff and parents. This allows pupils to have autonomy over their own learning and empowers them to become active learners as they are able to make links to prior achievement. Through assessment, lessons are personalised and challenging for all; this is possible because lessons are delivered as an immediate response to their individual

needs. Pupils also have a better understanding of their own learning and the next steps they need to take in order to improve their work.

We have a progressive curriculum that ensures skills and knowledge are built on each year. Teaching is designed to help learners scaffold and remember in the long term the content they have been taught and to integrate new knowledge into broadened concepts. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider’s ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

A rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners’ phonics knowledge. More challenging texts are being used throughout the school that are embedded into the English curriculum in order to develop pupils’ use of language. Learners are taught a wide range of subjects which are presented in a lively fashion. Each new topic across the school, including in the early years, is introduced by pupils sharing what they already know (prior learning) and what they would like to find out (future learning). Common misconceptions or challenges are premeditated, being recorded on unit plans so that they may be dealt with swiftly and younger, less experienced teachers are supported. Pupils who fall into the lowest twenty percent or disadvantaged category will have opportunities to catch up in order to eliminate further gaps forming. Literacy and maths skills are prioritised.

Additionally, learning is enriched with co-ordinated educational visits such as to museums, city farms, the theatre and places of worship. Furthermore, external specialist companies are brought in to deliver workshops and further enliven the curriculum for pupils. As a result, children immensely enjoy their learning, enthusiastically finding out new things and gaining a broad range of skills, knowledge and understanding.

Spiritual, moral, social and cultural development is strongly promoted and at the forefront of all aspects of learning particularly through the school’s values and the ‘Shaftesbury Pledge’ which are both underpinned by British values of tolerance, democracy and the rule of law respecting and having an appreciation of each other’s backgrounds and experiences.

### **Impact**

Teaching is outstanding and ensures that pupils make rapid progress in their learning. Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well, developing automaticity where required. Where relevant, this is reflected in results from national tests. Data indicates that in reading, writing and mathematics our pupils leave us significantly above national standards for the expected standard. Furthermore, learners are ready for the next stage of education. The large majority of our year 6 pupils read widely and often, with fluency and comprehension. Their curriculum looks ahead to Year 7 and offers a precursor approach to aid transition. Reading is very well-taught. Pupils make good progress in reading and achieve above national averages at the end of KS2. This is the result of an effective provision from Early Years onwards to the teaching of reading across the school. Reading has a high profile in the school and books are

celebrated through home reading, reading for pleasure and a systematic approach to diverse text exposure. Tracking systems ensure that children read regularly both at school and at home and that pupils who are falling behind catch up quickly. Staff are very well trained in the teaching of synthetic phonics which ensures that a love of reading is fostered right from the start in the nursery. Synthetic phonics is taught systematically, and pupils make excellent progress. The number of pupils passing the Y1 phonics check is above the national average. Teachers have focused sharply in recent years on helping pupils to develop their comprehension and inference skills and this has led to continued improvements in the standards pupils reach. Pupils read in school every day and are given books to take home each week. Teachers guide pupils, including the most able, very well to ensure that they read suitably challenging texts, so that they make rapid progress from their starting points. The importance of reading is further reinforced by weekly visits in the early years to the local library where children read, and are encouraged to borrow books. Pupils who enter the school as mid-phase admissions are assessed for reading ability on entry to school by the reading leader. This assists in deciding where to place each pupil to maximise their learning from their starting point. The school operates a fluid system for phonics and reading which enables pupils to be slotted in at an appropriate point. New pupils will also undertake an admission programme with the learning mentor to ensure they are well supported to settle into school life and have the relevant information and skills to enter the classroom.

The teaching of writing is effective. Across the school there is a consistent focus on learning and applying the rules of grammar, accurate punctuation and correct spelling. Pupils write for a wide range of purposes in their English books as well as in their topic books. This constant reinforcement of the expectations of high-quality writing and the wide range of opportunities to write ensures that pupils make rapid progress.

The teaching of mathematics is outstanding. Together with ensuring that pupils get the basic skills right and the increasing opportunities to apply their skills to solve problems, teachers ensure that pupils make rapid progress from their starting points. Pupils are challenged to apply their mathematical skills to solve increasingly complex problems. The mathematics curriculum has a strong emphasis placed on developing number and calculation skills with pupils developing automaticity of number facts in the earlier years progressing to applied problem solving in a range of contexts as pupils develop their skills. A clear pathway of development across the mathematical strands is outlined for staff through the calculation policy. Teachers are encouraged to discuss strategies from here for teaching a range of adapted methods during PPA sessions. Outcomes at the end of each key stage demonstrate strong progress and achievement at the end of KS2 is significantly above national averages.

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. Pupils' rates of progress for those who have attended the school since Year 2, have been significantly above average in reading, writing and mathematics for the last three years. Outcomes at the end of EYFS, KS1 and KS2 are above national averages. There are no

significant gaps between the achievement of any group of pupils. This was confirmed by school records and by work seen in pupils' books.

Provision in our early years is outstanding. Children choose from a wide range of stimulating and relevant activities which engage them fully in their learning. The classrooms and the outdoor areas are highly inspiring and organised to enable children to connect and make progress in all areas of learning. In the Nursery there is an excellent emphasis on developing children's personal, social and emotional development, language and communication, and physical skills.

Children play confidently and creatively together. They investigate and explore cooperatively, sharing and taking turns. At the centre of our setting are also families. Our EYFS practitioners develop close bonds and strong relationships with both parents and children. Our liaison is represented through a wide range of evidence such as 'Wow moments' cards or Golden Books; sharing regular discussions about what the child is doing at home and organising open family sessions assist in the development of a strong partnership. This in turn leads to an accurate picture of a child being formed and secure judgements made at different points during their time in the EYFS. A rigorous and effective approach to baseline assessment and then a continuous cycle of observation ensures that gaps in learning are identified and dealt with immediately.

Children leave our EYFS being confident and independent learners. They have a very smooth transition from home to Nursery to Reception and then to Year 1. They function brilliantly as a group and build sturdy foundations for the rest of their learning journey.

Pupils who are new to the country and have a limited knowledge of English take part in an intensive induction programme. They have additional language lessons and are immersed in language-rich classroom environments. Their mastery of English is therefore rapid and enables them to make themselves understood and to learn new subjects at the same rate as their classmates.

### **Personal development, behaviour and welfare**

Leaders are committed to inclusion and equality of opportunity. They lead their teams to ensure that any pupil and, as appropriate, their family, is extremely well supported to overcome any barriers to learning, personal development, good behaviour or attendance. Attendance is in line with the national average. Good attendance is celebrated and pupils are very aware of its importance. Rigorous procedures identify and respond to concerns regarding attendance. As a result, behaviour and pupils' outcomes are outstanding. High levels of aspiration lead to pupils being inquisitive, ambitious and having a desire for learning.

Leaders make extremely good use of the pupil premium funding to provide additional support to help disadvantaged pupils make rapid progress. They not only catch up with their classmates but make faster progress than other pupils nationally. Primary sports funding is used very well to support pupils' physical development. Specialist teachers and sports coaches are hired to support teachers in school and to run a range of sports-related clubs. These include handball, gymnastics, multi skills, dodge ball and archery clubs. In addition,

the funding supports participation in sporting competitions with teams from the school participating in local tournaments.

Parents are positive about all aspects of the school's work. They are offered many opportunities to learn things for themselves and about how to support their children. These include English and mathematics classes, parenting classes, workshops on internet safety and support in accessing health facilities. Pupils are set homework, from Reception up to Year 6, for spelling, times tables, maths, reading and topic subjects. 'Big projects' are set at intervals during the year by leaders to celebrate individual subjects and to encompass the holidays. Parents work with their children on these projects and then bring them into school which provides a platform for combining home and school learning. We also provide guidance for families to engage in additional home learning opportunities to broaden their children's learning and knowledge.

The behaviour of pupils is outstanding- the latest OFSTED report states, Pupils behave well around the school and play considerately with their friends at breaktimes. They feel happy and safe in school. Pupils know that if they have concerns, there are adults they can talk to and trust to take appropriate actions.' There is tolerance and respect for all people no matter what their race, culture, religion or lifestyle.

Pupils' attitudes to learning are outstanding. Inspectors saw no low-level disruption in lessons and pupils confirmed that this is usually the case. No time is wasted. Pupils readily get on with their work and collaborate effectively in pairs and groups. Pupils take care and pride in their work. Pupils love coming to school. Shaftesbury has a strong ethos of standards of behaviour and any breaches of these are dealt with consistently following the school's behaviour system and policy.

Teachers and other adults ensure that the school and classrooms provide a stimulating learning environment. Wall displays exemplify and celebrate pupils' achievements. They also provide information on the range of topics being studied and provide very useful reference points to support learning and the application of correct grammar, punctuation, vocabulary and mathematical operations.

The school's work to promote pupils' personal development and welfare is outstanding. The inclusion team, which incorporates the family support worker; work seamlessly together and with outside agencies as appropriate. Together they ensure that any pupil having academic or social difficulties, or whose family circumstances make them vulnerable, is given extremely well-targeted support. They also provide effective support for the many pupils who join the school at other than the usual times. As a result, all pupils are helped to engage well in school life, develop their interpersonal skills and become highly successful learners.

Our safeguarding procedures and our record keeping is robust- all staff use the safeguard software to make referrals and all actions are then recorded there. Leaders fulfil all statutory requirements and continuous training is provided to all staff who know what to do if they have any concerns about a pupil's safety or welfare. Staff liaise closely with parents and outside agencies to provide additional support as early as possible to secure pupils' welfare.

Pupils learn how to assess and manage risk in all areas of their lives as all areas of safeguarding is embedded within the curriculum starting from EYFS learning about the pants/privacy rule in PSHE to year 6 learning about FGM.

Typically, teachers and other adults in the classroom work very well together to ensure that all pupils are very well supported. Those needing support, such as pupils who have special educational needs or a disability, those who speak English as an additional language and those joining the school mid-phase, are assisted to catch up quickly. Together, teachers and other adults quickly pick up and address any misconceptions. They question pupils well to help them think more deeply and this makes a strong contribution to the rapid progress that pupils make.

Teaching makes a significant contribution to pupils' personal development. Evidence in their books shows pupils learning, thinking and writing about varied topics such as different types of marriage including legal, forced and illegal; how to keep myself safe and; understanding where a baby grows. Robust systems are in place to track any absenteeism, including visits to pupils' homes. No pupil is removed from the school's admission register until their whereabouts have been fully verified.

Every pupil joining the school mid-year is allocated a pupil buddy. The buddies readily befriend the new arrivals and take responsibility for helping their friends integrate into their new school.

Pupils have many opportunities for taking on responsibilities. Representatives on the junior leadership team (JLT) are democratically elected to their posts. The JLT assist adults in the smooth day-to-day running of the school such as ensuring no one is left alone in the playground. Pupils make a strong contribution to the local community and wider society. They raise funds for national charities and for the last two years pupils from the school have led the annual Newham carnival. In addition, the school has Climate Ambassadors where pupils take lead in initiatives to ensure the school is eco-friendly. Ambassadors ensure recycling of paper and plastic is being done daily, encourage children to walk or ride their bike to school and ensure electricity is not being used when it is not necessary. In addition to this pupils in Year 6 have the opportunity to become school ambassadors where they assist with additional responsibilities such as welcoming and escorting parents during consultation evenings and assisting with a range of school events.

Pupils participate in a range of sporting activities and learn how to lead healthy lifestyles. The school uses the services of counselling professionals to support any pupils with mental health issues. Additionally, pupils develop skills that will help them be successful in adulthood. Every year, representatives of an international bank run a 'money week' programme in the school. Each class is supported in setting up a business, helping pupils to gain insight into how to use money responsibly.

Parents and staff unanimously agree that the school is a safe place for children. Pupils told inspectors that adults always listen to their concerns and will help them if they have any problems. Pupils are taught about personal safety; posters remind them to be aware of, and to report, inappropriate contact, for instance. Older pupils have an age-appropriate

understanding of the dangers of radicalisation and extremism. Internet safety is given a high profile in the school. Pupils are aware of how to keep themselves safe when using computers and social media.

### **Leadership and management**

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.

Deputy headteachers, Assistant headteachers 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.

Shaftesbury's leaders have a clear and ambitious vision for providing high-quality, inclusive education and training for all staff. This is realised through strong, shared values, policies and practice and a commitment to children achieving quality outcomes. Leaders focus on improving staff's pedagogy, subject and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are developed according to the needs outlined in the school development plan and impacted around individual strength or areas for development.

Shaftesbury's leaders aim to ensure that all learners complete their programmes of study as far as possible, considering SEND pupils. They provide the support for staff to make this possible and do not allow gaming or off-rolling. Leaders liaise effectively with others in their community, including – where relevant – parents, carers, employers and local services and agencies including: Newham's Language & Communication Interaction Service; the Education Psychology Service, NHS, Speech & Language Services, CAMHS and the Occupational Therapy Service.

Shaftesbury's leaders engage with staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including a commitment to reduce or share their workload when possible. Shaftesbury's leaders endeavour to keep meeting times and training times succinct and focused so they are not overly burdensome. Leaders protect their staff from bullying and harassment. We have used both mediation and the formal disciplinary process in order to improve staff relations and to hold individuals to account. Teachers who require support have individualised plans constructed mutually where targets are set and worked on with dedicated members of the leadership team who devote themselves to improving performance in a supportive way. This is completed as part of the school's performance development for all staff.

Staff and Governors have a clear understanding of the school's strengths and weaknesses and are committed and proactive in the drive for improvement. Shaftesbury's Local Governing Board understands their role and carries this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education.



Shaftesbury's Local Governing Board ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners. The Local Governing Board ensures that the school has a culture of safeguarding that supports effective arrangements to:

- identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation
- help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help
- manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults.

In summary, members of the local governing board bring a broad range of expertise and experience to support their work in school, including from the worlds of education, local government, other public services and finance. All governors frequently visit the school. Each has a link to a particular subject area or leader. Visits include discussions with staff and pupils, scrutiny of documentation such as that relating to safeguarding, walks around the school to see learning taking place and looking at pupils' books. Senior and middle leaders regularly make presentations to governors and minutes of meetings show that governors ask questions and challenge all leaders as appropriate. As a result of these monitoring systems, governors are well aware of the quality of teaching in the school, how all groups of pupils are progressing and how pupils and their families whose circumstances make them vulnerable are supported. They also rigorously ensure that all safeguarding processes are robust and effective.