

Date of visit: 15.11.23

Time in school: 8:45 - 12:30

Staff seen: HT, DHT, AHT x2

1. Context – key points and updates

Leaders shared that there has been a strong start to the school year with a number of newly appointed staff and a well-planned induction programme which has positively impacted pupils and staff. A teacher for the Additional Resourced Provision (ARP) was also recruited and this has strengthened the SEND team, along with the change in roles following the promotion of the new inclusion lead ensuring continuity and strong leadership. The mathematics subject leader has been promoted to assistant headteacher and is also the phase leader, working closely with parents to support pupil behaviour. Leaders report that this is having a positive impact on the relationships with identified pupils. ECTs are being supported by their mentors and an Induction tutor ensures that the programme expectations are adhered to. The inclusion leader shared that there are 55 pupils with Education, Health and Care Plans (EHCPs) and 10 pupils registered in the Additionally Resourced Provision (ARP). Leaders have an increasing number of mobile pupils and shared that between September 22 and July 2023 there were 38 in-year admissions and 33 pupils left the school. Leaders have a waiting list for reception places, however in-year admissions continue to add instability to year groups. No changes have been made to the length of the school day and this remains in line with the DFE's non-statutory guidance.

2. Quality of education: Impact

EYFS: The percentage of pupils reaching the Good Level of Development is 71% with 58% of disadvantaged pupils reaching GLD

Outcomes at Key Stage 1:

KS1 Attainment	National 2023	Hackney 2023	School 2023	PPG 2023
Reading EXS+	68	74	74	64
Writing EXS+	60	71	72	61
Mathematics EXS+	70	76	74	68
Reading GDS	19	25	28	21
Writing GDS	8	17	24	18
Mathematics GDS	16	23	26	21

Phonics scores	National	Hackney	School	PPG
Year 1	79	84	88	85
Year 2		60	60	

Outcomes at Key Stage 2:

KS2 Attainment	National 2023	Hackney 2023	School 2023	PPG 2023
RWM combined EXS+	59	70	60	44
Reading EXS+	73	78	68	56
Writing EXS+	71	80	66	48
Mathematics EXS+	73	81	70	56
RWM combined GDS	8	13	15	4
Reading GDS	29	34	32	26
Writing GDS	13	23	30	15
Mathematics GDS	24	28	21	7

KS2 Progress scores	Expected	Hackney	School	PPG
Reading	0	0.5	0.9	0.3
Writing	0	1.7	3.1	1.6
Mathematics	0	0.6	1.1	-0.3

In the Year 1 Phonics Screening Check (PSC), outcomes (88%) were well above the national; 85% of disadvantaged pupils passed which is almost in line with the outcomes for all pupils. In the Year 2 PSC re-take, 60% of pupils (3 out of 5) achieved the pass mark. Leaders attribute these high outcomes to the rigorous early reading programme including the teaching of phonics with accurate assessments of where pupils are and flexible groupings to meet their changing needs. Pupil progress meetings ensure that expectations continue to be ambitious.

KS1 outcomes are above the national average at the expected and higher standards. 28 pupils in this cohort are disadvantaged and outcomes are equally strong for this group in reading, writing and mathematics. Leaders detailed the support that is in place for all groups that are below end of year expectations including tutoring, adapting lessons and targeted interventions.

At KS2, leaders are expecting 7 pupils' data to be removed which will be reflected in the final data in December. Outcomes in reading, writing and mathematics were broadly in line with national averages at the expected standard and above in reading and writing. Leaders are mindful that this year group missed a substantial amount of time out of school during the Covid-19 lockdown in Years 3 and 4. The National Tutoring Programme (NTP) funding continues to be accessed by the school. Progress measures are positive and leaders are closely monitoring and responding to the progress of all groups in the current Year 6.

3. Leadership and management and overall effectiveness: key priorities for this year

Leadership development is a key priority for this year with coaching a key tool to induct new staff and middle leaders supported by senior leaders who are reported as having more capacity this year. The school is now in the second year of the 'Science of Learning' CPD which is developing teachers' practice and pedagogy. Leaders are focused on ensuring outstanding progress from starting points for all pupils including mobile SEND pupils e.g. the SENCo is attending Hackney led adaptive teaching CPD to ensure that best practice is embedded and key developments understood so that leaders create their own SEN handbook that is bespoke to the

school's high expectations for supporting pupils. This will also enhance the school's support for parents with children who have additional learning needs. 'The Nurturing School Pioneering Project' will begin in the Spring Term to embed best practice.

4. Quality of education: main priorities for curriculum development and adaptation - intent and implementation

The ASPIRE curriculum reflects their ambition for all pupils including those who are disadvantaged and have SEND so that pupils acquire the knowledge, skills and dispositions needed to be confident and well-rounded learners. Leaders plan their curriculum to be 'oracy rich' so that subject specific vocabulary permeates all subject areas and enables pupils to explain their ideas with confidence and accuracy. The three teachers leading 'Oracy' continue to work with Voice 21 to ensure that their training is delivered and shared with staff to maximise speaking and listening opportunities in all curriculum subjects. The school's approach to anti-racism has been intrinsically woven into the curriculum to offer pupils time to reflect, debate and present in a range of contexts.

During the learning walk with the AHT for English, the focus was on the how writing is taught through 'The Power of Reading' which focuses on a range of high-quality texts to ensure that the sticky memorable knowledge is embedded in the writing process linking to the school's work on the 'science of learning.' In Year 1 pupils were talking in pairs about their feelings about how they felt when they have lost something special. Pupils were fully engaged and one child said they felt sad when they lost their teddy bear. The teacher asked for another adjective and the word 'miserable' was offered. The pupils had used role play as preparation the day before for them to write speech bubbles with their feelings and the teacher modelled how to use their phonics and finger spacing. The KS1 intervention room is set up as a classroom and is very well resourced with the pupils' current curriculum reflected in the displays allowing a focus on precision teaching and use of the dinosaur display to promote effective pupil talk for the targeted 6 children. In Year 2, pupils were writing an ending to The Three Little Pigs and The Big Bad Book with the working walls supporting the writing sequence with whole class shared ideas reflecting book talk, and words and phrases collected through shared writing. Visual images and prompts for language features linked to genres and added weekly to the learning walls. A range of writing genres were seen during the visit. For example, in Year 4 a newspaper report based on the pupils' visit to The Tower of London linked to the text 'Cruel Crimes' that pupils are studying in history. Year 6 pupils were writing a persuasive letter and were asked which persuasive language techniques they were using; their prompt responses included: 'rhetorical questions, emotive imagery, modal verbs and hyperbole,' - all were linked skilfully by the teacher's high level questions. Pupil and adult relationships were strong in all lessons seen. A calm atmosphere was observed across the school. Pupils exhibit a sense of pride and there is a culture of high expectations. Their conduct is exemplary and evident throughout the school. Leaders' place a high value on pupil voice as seen during the meeting with a group of pupils with SEND sharing their 'News' with a prepared powerpoint. This included Year 6's visit to the 'Inter University' in East London, Year 5 going to the Hackney Museum and their learning about South Africa and Galatasara. Pupils use 'working walls, sound charts, teachers' modelling, vocabulary and sentence starters help them in writing.

5. Wellbeing and personal development of pupils: key priorities

Wellbeing and the personal development of pupils is a key priority for leaders who outlined the extensive work they undertake in this area with many accredited awards that recognise the school's work and commitment e.g. Rights Respecting Schools (RRS) gold award, Flagship IQM, Healthy Schools and Eco-Schools' awards. Leaders are proud of their work on mental wellbeing which is addressed through a multi-agency approach with the WAMHS team, Place2Be and their established pastoral systems that include: onsite therapeutic support and links with CAMHs and Hackney Pirates. Speech and language programmes, circle of friends and social skills groups are planned for all pupils that require a bespoke offer. Healthy and active lifestyles are provided and promoted through PSHCE and the D&T curriculum. Pupils say that they are 'listened to and have a voice' in decision making.

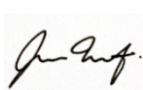
6. Wellbeing and professional development of staff: key priorities

Leaders give staff workload and their wellbeing strong consideration with flexible working arrangements in place, access to the cycle to work scheme, supervision with the WAMHS lead and buy-in to the Employee Assistance Programme. Hackney Education's HR core service is available and has enabled 1:1 meetings for staff with HR as well as support for their pensions with the Britannia Scheme. The annual staff survey is used to inform, improve and develop best practice. Leaders report that their feedback policy was revised in 2022. Ongoing development of mental health, cultural capital and a deep knowledge of SEND teaching is all incorporated into the continuing professional development offer

7. Areas of focus for this year's visits – approximately three (linked to areas for development)

Key areas	Rationale	Planned adviser activities e.g. deep dive, reading audit, learning walk...
To embed 'The Science of Learning' Y2	Ongoing training with a focus on Arts development	Meet new leader –impact of actions, learning walk, pupil talk
To induct new staff and middle leaders to develop their pedagogy and practice	To support teachers at all stages of their career including Teach First and ECTs. To deepen whole school approach on feedback & cognitive load	Talk to subject leaders and discuss impact of their actions, book looks
To embed strong teaching and learning practice for SEN/D learners across the curriculum.	Increase in mobility for SEND pupils – whole school 'The Nurturing School – Pioneering Project'.	SEND learning walk, pupil voice, SEN standards handbook, book look, Project update/outcomes.

8. School Self-Evaluation

Key: 1 – outstanding, 2 – good, 3 – requires improvement, 4 –inadequate	Ofsted May '13	School 22/23	School 23/24	Signed:
Overall Effectiveness	1	1	1	 Jason Marantz Assistant Director, School Performance and Improvement
The effectiveness of leadership and management	1	1	1	
The quality of education	*1	1	1	
Personal development	**1	1	1	
Behaviour	***1	1	1	
The effectiveness of the early years provision	1	1	1	