## SELF-EVALUATION SUMMARY (SES)

School: Buttercup Primary School

Head teacher: Rena Begum

Proprietors: Nessa N - R Begum

Date last reviewed: 25/11/2020

**SCHOOL SELF-EVALUATION SUMMARY**

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| **SCHOOL CONTEXT** |
| Most recent OFSTED inspection –JUNE 2017  Buttercup School is a good school with much strength and some outstanding features. The school provides for 147 students aged between 3-11 years of age,    **The main characteristics of the school:**  20 % of the schools population live in Tower hamlets the remaining children travel to school from the surrounding boroughs. The Headteacher, Mrs. Begum, has been in post since 2012.  The school currently has 137 pupils on roll aged from 3 to 11 and is therefore below average in size. The school has a high proportion of children who are on the low-income band; presently 95% of children come from a North African British background. Almost all children have English as a second language (EAL).  This is a good school with its many strengths being greatly appreciated by almost all parents. The vast majority of pupils' achievement is good, as they make consistently progress throughout the school and attain highly.  The school not only provides good teaching but also a supportive, caring atmosphere (inspection findings support this view); pastoral care is outstanding and ensures that all safeguarding requirements including health and safety requirements have robust procedures and are met. Pupils receive high levels of care, guidance and support resulting in strong personal development provision demonstrated by pupils’ excellent attitudes towards school, exemplary behaviour and high attendance rates.  Buttercup Primary School has a happy, caring environment promoting high achievement and learning for life. Education is very much a joint effort between home and school, with all families encouraged to be fully involved in all aspects of school life where every person is valued and every child is known and cared for; where cooperation is preferred to competition; where all successes are shared; where difficulties are talked through; where equal opportunities are given and where independent enquiring minds are developed.  Foundation Stage pupils are taught as a separate class. All children in Key Stage1 & 2 are taught as three mixed aged classes.  The school has occupied the present buildings since 2014. Although alterations and some additions have been made to the building, the size of some of the classrooms and the hall presents challenges. We have major plans for the redevelopment of part of the building should finances permit in the future. Such as a roof top playground and additional classes.  Rigorous baseline assessments are carried out showing that attainment on entry to Foundation Stage falls well below national averages.  The school is proud of its intervention programme. Presently there are 20 assessed as pupils who would benefit from extra support due to being new to English. No children have an education health and care plan / statement of special needs . There are presently no "Looked After Children", , Currently, the school has 5 children on a Child Protection Plan these children are also monitored to ensure they reach their full potential as are children on the lower income rate and those of who are eligible (but not receiving) free school meals; all of whom are seen as vulnerable due to their circumstances. The number of children leaving/joining the school other than at four and eleven years of age is above national averages most of who are starting with very low starting points. (See mobility data )    The school has religious character hosting an Islamic ethos and environment but and as such gives clear moral teachings. The school promotes British Values through assemblies, Circle Time and PSHE lessons and other curriculum lessons. All parents are made aware of their right to remove their children from assemblies and Religious Education lessons. At present we have 1 child who is of a Christian faith.  The school offers early morning and after school care and offers a wide range of extra-curricular opportunities after school eg arts and crafts club, Sports club, Cycling sessions, Homework support, Hifdh Club, and many other extra curricular activities that enables children to gain experiences outside of school.  The school forms part of a strong network of local primary schools and is a strategic partner of the learning box alliance. Training, support services and CPD are organised through these groups thus enabling the school greater access to a wide range of services. We also foster links with the University of cumbria and provide Schools Direct placements for trainee teachers and links with Tower Hamlets College to provide placements for teaching assistants and early years practitioners.  **Characteristics of learners:**  The pupils at Buttercup Primary come from a range of backgrounds. Approximately one third of pupils come from backgrounds where education is valued and families have high aspirations. About a third of parents and children are more difficult to engage. For these families, basic education and social skills are often lacking. The behaviour and attitude of a minority of parents and children is indifferent and sometimes challenging. We have to work hard with them to make them value and support their children's education, for example great efforts are made to engage parents in their child’s progress.  **Data indicates that many pupils in the school come from economically deprived backgrounds:**  Many pupils come from households of high poverty. A vast majority of families are on the lower income rate and some receive free education.  **Evidence from the school's assessment and tracking systems indicate that (see tracking and mobility data):**   * Pupils enter Nursery with skills significantly well below the average. * About a quarter of pupils from the Reception transfer to other schools. Our assessments show a trend for a significant number of these to be the more able pupils. * Pupils enter Reception with skills significantly well below the national expectations. (Reception baseline )   There is a drift of more able pupils to other schools as parents move due to financial problems, employment and housing issues. Though some have moved areas, yet kept their children at Buttercup.( Note: Punctuality will be continuously monitored as it is a key player  in relations to progress. Over 80% of our families are coming in to our school from outside of Tower hamlets borough, in relation to majority of mainstream schools, whereby majority of children attend from within catchment area.)   * Almost 80% of the pupils come from outside Tower hamlets. * 40% come from home school backgrounds * 5% are new to English   **The distinctive aims and special features of Buttercup:**  The school's aim is for pupils to be happy and successful.in pursuit of this it is a busy school. The learning environment has been redesigned and refurbished. The quality of management and succession planning is a strong feature of the school. The teaching staff is mainly young, hard-working and enthusiastic extra care is given in nurturing strong values and developing the personality of a child in line with fundamental British values,. additional enrichment activities, clubs and visits and partnerships eg with oxford /Cambridge university and enabling enterprise allow many experiences. The leadership is strong. (See SIP)  **Significant Barriers to progress**  1. **Limited parental involvement**: Some parents are supportive. One third are hard to reach, or involve, and do not support education or see it as a high priority. A minority of parents are quick to complain and can be confrontational in response to this, staff have to work hard through a range of strategies to communicate and involve parents. Complaints that do occur are often minor and do not end up in a formal complaint system even when when offered. Evidence is that complaints have reduced significantly year-on-year and engagement is increasing (See evidence of Parents’ Evening attendance and complaints). This attitude is also reflected in high levels of pupils’ lateness and non-attendance, which has had an impact on standards in the past. As a result, the Proprietors have been keen to monitor rates and to challenge the SLT to implement improvement strategies. A great deal of effort has been put into improving attendance rates. Attendance has been above the national average every year since 2012 for all groups (see detailed evaluations). The school has put in place robust systems to address this matter and has employed a education welfare officer who deals solely with this and as a result, attendance results stand above national average currently.  2. **Many pupils join Buttercup with significant development delay and they struggle to catch up**. Many of our children lack independent learning attributes e.g. resilience, concentration as a result the current focus is on developing independence and resilience. The school has recognised this and has put in place a curriculum acurriculum resilience and independence. It aims to engender the skills and knowledge pupils need to be successful in the next stage of their education. The range of experiences and the way that learning is planned fosters strong cultural capital for many of our disadvantaged pupils.  3. **Mobility**: The mobility of pupils is not relatively high, but the school's tracking shows that the pupils who leave are the more able and those joining are, in the majority, the least able, with social and personal issues, such as for example those with a history of poor attendance, low attainment, multiple school moves and some with social care involvement (see mobility data).  4. **There has been a significant turnover of teaching staff in recent years**. It had proved difficult to attract experienced teachers in the previous years, which resulted in the appointment of a high number of NQTs. This had been a challenge to the SLT to maintain high standards of teaching and learning in the past. Currently, staffing has become very stable. All staff are on a permanent contract.  5. **New to English**, we have a high number of pupils who enter school that are new to the country and are new to the English language this is not the same as being considered as EAL. This area is being monitored to assess the needs and impact made in school.  6. **Home-school** : We have a high number of turnaround and intake from home-schooled families who are entering into our primary school mainly into the KS2 classes. The majority of the time Mostly, the pupils entering below ARE. This has been extremely challenging for the school. The school has put in place a grade 1 intervention for those children to help them catch up and leaders have adapted curriculum to close gaps.  7. **Mental health and wellbeing**: Many families who are joining the school are coming in with the following risk factors described below. Currently a first aid mental health staff has been trained and a welfare officer introduced who deals with offering counselling and emotional literacy assistance to support pupils . The school has a Youth Mental health first Aider and a mental health champion who will be facilitating counselling and emotional literacy support.   * [Young carers](https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/vulnerable-children/young-carers/) * [Disability and illness](https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/vulnerable-children/disability-and-illness/) * [Migrant and refugee children](https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/vulnerable-children/migrant-and-refugee-children/) * [Special educational needs and disability (SEND)](https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/vulnerable-children/special-educational-needs-and-disability-send/) * [Discrimination](https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/vulnerable-children/discrimination/)   **8. Finance:**  Finance – The school runs as a not for profit entity, and started up initially through the plea of local parents who had children that were expelled and had not experienced any form of formal education. Parents did not simply have any money to pay as the state schools wouldn’t provide additional education based on their faith. Taking up private education meant that they would receive faith based education. A system was created whereby vast majority could get back into formal education by paying a form of contribution that was means tested through income. More than 60% of the families who attend the school are in receipt of welfare benefits.  The school runs on a majority of voluntary contributions from £0 - £330 a term some of whom pay in regular amounts and others who end up leaving without paying. There are currently 28 who are free.  Funds, including the schools nursery funding program, have assisted the running of the school and come from the wraparound care from the working parents, and the schools nursery funding program.  **Social capital:**  **Aids to progress:**  1. The staff have a high commitment, energy and determination to help the children succeed. Their determination and efficiency drives, and with the motivation of staff and leaders are managing to achieve the objectives in the face of all these barriers outlined .   * Relationships through the school are good between staff and pupils. Pupils recognise and appreciate this. (Pupil questionnaire report November 2019) * Attendance of teaching and support staff is high and has risen since 2012 (See reports on staff attendance). * Teachers and support staff run breakfast and after-school clubs. There is a great variety of experiences offered to all ages. * **Able Teaching Assistants run before-school and afternoon interventions.** * The highly effective leadership results in strong teams across every age range. * The head teacher is experienced and has a successful track record, having previously been described in OFSTED reports as ‘Exceptional and having High standards’ this has been a valuable support for the development of the staff. * Good use of volunteers who are well skilled.   2. The school welfare officer / pastoral , provides excellent support for the personal and social development of pupils and their families. (See mental health/ behaviour file, cultural capital/social action)  3. The local environment of Tower Hamlets is rich in historical resources which are well used to enrich learning eg historical areas and facts such as William booth salvation army , the bombing of Poplar school and other educational centres/ institutes such as , The cell centre , Soanes Centre, Booth , Tower of London, Whitechapel Art Gallery, Half moon theatre., Swedenborg garden nature trial.  4. The Proprietors and school improvement consultant provide strong challenge and support. The Assistant Head teacher and Deputy are leading officers for data analysis in the school the school consultant has been a leading who is ex- HMI and current lead inspector has been working with the school for over two years and has effectively been part of the leadership team in becoming a driving force for efficiency and outcomes relating to all ISS and evaluation areas.  **EXTRA CURRICULAR PROVISION**  The well-planned curriculum provides good opportunities for enrichment through a very wide range of visits and visitors, special days and themed weeks. A large majority of pupils also enjoy and are appreciative of the numerous extra-curricular clubs available, with a particular emphasis on sport and life skills. These promote a healthier lifestyle for the children; identify gifted and talented and able pupils and effectively ensure pupils are engaged and included in experiencing success. The school has recently joined as a member of the Progressive Sports Partnership and aims to encourage all our learners to develop their sporting abilities. Residential Experiences – residential trip Hendon activity week the children have a week full of exiting activities, and teambuilding experiences in a fully equipped campsite.  EVIDENCE: SMSC reports and tracking  (91% of parents feel their child has access to a wide range of opportunities at Buttercup) (95% of children and young people feel excited and happy about coming to school, and 86% of parents feel their child enjoys school)  **WORK RELATED LEARNING** :opportunities in KS2 – There is a comprehensive programme for work related learning that starts with pupils in Year 6 undertaking a day’s work experience undertaking numerous external work placements supported by staff members e.g. optician, Local Diner, Dentist and within school. Work experience and work placements where possible are linked to pupils future career plans. Pupils discuss with the SLT in a careers fair day. EVIDENCE: work experience file pshe  **PARTNERSHIPS** – The development of the partnership with Enabling Enterprise provides an arrangement to meet the needs of more able Buttercup Children. The partnership with the school is a fully inclusive model that ensures that children, from Buttercup work alongside peers from the mainstream school. Other partnerships include parents’ workshops , Salvation Army , Local mosque, local community shop and neighbours (see PSHE file)  **COMMUNITY LINKS** – Buttercup primary continues to benefit from massive support from a range of community organisations and companies. Over the last year, Kellogg’s, Fairtrade, Left Hook Boxing, Investors in pupils, Enabling Enterprise, salvation army Costa Coffee, Sonali gardens, 1001 science fair, have helped in receiving grants and support. |
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| **PROGRESS IN RELATION TO PREVIOUS INSPECTION KEY ISSUES** |
| |  | | --- | | **What does the school need to do to improve further?** | | Improve leadership and management by ensuring that Proprietors : take a full part in evaluating the quality of educational provision put a robust and rigorous system in place for the appraisal of teachers, including the headteacher.   * Improve leadership and management by ensuring that: the delivery of personal, health and social education is carefully tracked throughout the school   **Plans to improve the school are reviewed regularly and that the impact of actions taken is noted along with the intended next steps.**  **The school met all standards on the last monitoring inspection that took place in July 2018.** |   **Changes since the last inspection:**  The senior leadership has worked hard to ensure the attainment for more-able pupils by the end of each key stage is raised resulting in the proportion of pupil’s upper quartile progress is increasing. Furthermore, through focused learning improvement work lessons are more accurately pitched towards a clear focus based on an individual bespoke provision for a young person. Each interaction or activity has a clear focus and assessment are made based on that clear focus making sure the school is in a better position to demonstrate higher levels of progress.  Distributed leadership has been effectively used to strengthen the school leadership and management by widening opportunities for leaders and managers at all levels to help shape the strategic direction of the school. This has involved the Proprietor body monitoring the activity of the school leadership, documenting their findings effectively and providing good challenge and support to the leadership team.   * **The school has employed a highly skilled consultant for the purpose of external review the current Consultant works as HMI inspector for OFSTED** * Staff have received training in correctly filling up the admission registers * PSHE is being thoroughly tracked, additionally British values, protected characteristics ,RSA, social capital, mental health and e- safety have been embedded in across the board in all year groups, leaders monitor this rigorously and are involved in the planning of it. * An additional toilet has been installed on the first floor * Mastering Maths NCTEM and White Rose introduced * Blooms taxonomy and deepening knowledge through knowledge organisers * Staff work load and wellbeing: Plan B, Literacy tree, Classroom secrets purchased alongside a reformation of the schools Marking policy and further training for staff on it.( see mtp and marking policy)   EVIDENCE: PSHE File Leadership 1-2 File, (91% of parents are happy with the quality of education and care the school provides and 92% are confident in the school’s ability to meet the needs of their child and 90% of children and students are happy and excited by learning in school) |

**SECTION 1: OVERALL EFFECTIVENESS: THE QUALITY AND STANDARDS OF EDUCATION**

Overall Judgement: Outstanding 🞎 Good ✓ Requiring Improvement 🞎 Inadequate 🞎

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| **Good (2)**   * The quality of teaching, learning and assessment is at least good. * All other key judgements are likely to be good or outstanding. In exceptional circumstances one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good. * Deliberate and effective action is taken to promote pupils’ spiritual, moral, social and cultural development and their physical well-being. * Safeguarding is effective. | **Outstanding (1)**   * The quality of teaching, learning and assessment is outstanding. * All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding. * The school’s thoughtful and wide-ranging promotion of pupils’ spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive. * Safeguarding is effective. |
| **Requires improvement (3)**   * Other than in exceptional circumstances, it is likely that, where the school is judged to require improvement in any of the key judgements, the school’s overall effectiveness will require improvement. * There are weaknesses in the overall promotion of pupils’ spiritual, moral, social and cultural development. * Safeguarding is effective. | |

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| **EVALUATION OF EVIDENCE / IMPACT**  **THE QUALITY AND STANDARDS OF EDUCATION** |
| **1. OUTCOMES**  The achievement of the majority of pupils is OUTSTANDING  - The achievement of the majority of pupils by the end of the Foundation Stage is outstanding . The development of communication and understanding is a strength of the foundation stage, whilst progress in aspects linked to Knowledge and understanding of the world is currently being developed so that outcomes move from good to outstanding. (97% of parents feel that their child enjoys school: Foundation Stage Parent survey Summer 2019  - Achievement overall of pupils by the end of KS1 is outstanding ; A great deal of development work in key stage one has now secured outstanding outcomes across the phase, based around a highly individualised provision. As a result, provision for more able means that those children exceed their targets in most subjects whilst English, Maths and Science also provide areas for the majority to exceed. Elg exceed  - Achievement overall of pupils by the end of KS2 is good; Percentage of pupils meeting and exceeding their targets are as follows, Reading (94%), Writing (94%), Maths ( phonics is Outstanding resulting to 100% meeting AREby end of ks1 ) 2019 results – covid 2020 disruption  **2. THE QUALITY OF TEACHING**  The quality of teaching is Good  The teaching is consistently effective in ensuring that almost all are motivated and engaged in learning with the very large majority of teaching securing outstanding progress.  The vast majority of teachers have excellent subject knowledge & experience that is continually being refined through focussed CPD and weekly professional development meetings; this enthuses and challenges most pupils contributing to their rapid progress.  The vast majority of teachers’ plans are good or better meeting the needs of all pupils. Almost all pupils understand what they need to do to improve. Planning is consistently good or better effectively taking account of prior learning to ensure continuity & challenge.  The teaching environment is enhanced because of our distinctive culture evidenced by a commitment to: use of encouragement, praise and rewards for all pupils in order to create success.  Adults' excellent knowledge of learning, development and pupils’ welfare effectively promotes children's learning.  Almost all pupils experience success through engaging with the wider curriculum and this success raises pupils’ self-esteem, motivation and confidence, impacting positively on performance in the core subjects.  **3. BEHAVIOUR AND SAFETY**  Pupils' behaviour is outstanding.  The vast majority of pupils’ behaviour towards one another, staff and visitors in and out of the classroom context is outstanding. The overwhelming majority of pupils are highly considerate and very supportive of each other in lessons as a result of implementing the talking curriculum and the use of pupil mentors to support other pupils after literacy and numeracy lessons. Students behaviour whilst on work placements or trips is outstanding, which is evidenced well through email received ( enabling enterprise)  The safeguarding of pupils is outstanding. The school has excellent safeguarding procedures, risk assessment systems and pupil routines that are regularly monitored and evaluated. There is a comprehensive awareness of safeguarding issues among the Proprietors and staff at all levels, all of whom receive regular training on safeguarding, in particular child protection.  Overall attendance and attendance for the large majority of pupils and groups of pupils is outstanding. Due to the effective actions and early intervention by the leadership and management, persistent absence has decreased, furthermore pupils' punctuality is exemplary given the factors of many travelling in from out of borough.  The school’s ability to promote equality and tackle discrimination is outstanding, placing these issues at the heart of all of its work. These aspirations are understood and acted upon consistently at all levels.  **4. LEADERSHIP & MANAGEMENT**  The Leadership and Management of the school is OUTSTANDING.  The senior leadership team are outstanding due to consistent success in inspiring the school community to share a strong sense of vision, purpose and direction resulting in the meeting or exceeding of ambitious targets for all pupils. Outstanding self-evaluation informed by constructive feedback from governors, staff, parents and pupils help shape the strategic vision of the school leading to an accurate understanding of areas for development. These are externally verified by the schools self-improvement partner and Local Authority School Improvement Advisors.( see Gill’S Report LA towerhamlets )  Proprietors are good in evaluating, challenging and supporting the effectiveness of the school.The impact of good leadership is evidenced most strongly by pupils' application of their basic skills across many areas of school life being planned, innovative and effective. Pupils have a wide range of well-honed skills that are highly relevant to the next phase of their life in education. Pupils are aspirational, know precisely what they need to do and are determined to succeed. A large majority of pupils embody the school ethos which seeks to focus on the positive by affirming pupils’ aspirations, encouraging them to achieve great things. Coupled with this, there is the development of responsible habits, attitudes and well-informed choices.  **Capacity for Improvement**  The school’s self-evaluation is accurate as monitoring is thorough and systematic. A detailed tracking system enables leaders and managers to follow precisely how pupils are achieving and to intervene promptly and take action. The monitoring of the quality of lessons is done by the SLT, and middle managers are being given opportunities to do more observations, shaping the direction of the school and improving their own and their peers performance. The appraisal and observation process evolves annually and by following evaluation, this is indicative of the school’s self-reflective ethos. The proprietors are active in its support of the school, with improved, useful records of monitoring visits. The school has been successful in many areas of its development and has a good capacity for further improvement.  **Actions for further improvement of the school**  The school has identified the following as some of our main steps needed to be taken to further improve:   1. Children and students need to have a greater understanding of what they are trying to achieve in every session or interaction so they can make most progress 2. The evidence of progress does not match the observable phenomena of progress, so a greater range of evidence from a variety of settings need to be collected/ moderation. currently we have joined an alliance of schools with tower hamlets |

**SECTION 2: EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT**

Overall Judgement: Outstanding ✓ Good 🞎 Requiring Improvement 🞎 Inadequate 🞎

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| **Good (2)**   * Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school. * Leaders and governors are ambitious for all pupils and promote improvement effectively. The school’s actions secure improvement in disadvantaged pupils’ progress, which is rising, including in English and mathematics. * Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school’s work. * Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school. * Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils’ learning. Teaching is consistently strong across the school or where it is not, it is improving rapidly. * Governors hold senior leaders stringently to account for all aspects of the school’s performance, including the use of pupil premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils. * The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning. This supports pupils’ good progress. The curriculum also contributes well to pupils’ behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development. * Leaders consistently promote fundamental British values and pupils’ spiritual, moral, social and cultural development. * Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour. * Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils. * Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils. | **Outstanding (1)**   * Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary. * Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition. * The school’s actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics. * Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils. * Leaders and governors have a deep, accurate understanding of the school’s effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas. * Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers’ improvement. Teaching is highly effective across the school. * Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils. * The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning. * Pupils’ spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school’s work. * Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour. * Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils’ welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan. * Leaders’ work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff’s vigilance, confidence and competency to challenge pupils’ views and encourage debate. |

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| **EVALUATION OF EVIDENCE / IMPACT EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT** | |
|  | **Strategic Leadership:**  The senior leadership team is evaluated to be OUTSTANDING due to consistent success in inspiring the school community to share a strong sense of vision, purpose and direction resulting in the achievement of ambitious targets for all pupils  outstanding self-evaluation informed by constructive feedback from consultants, staff, visitors, parents and pupils help shape the strategic vision of the school leading to an accurate understanding of areas for development. Accurate identification of middle managers as sources for challenge and support of good quality first teaching has resulted in strong bespoke CPD opportunities that have impacted significantly on outcomes for children and young people. (See training file)  (See latest school improvement reports, local authority monitoring reports , parents views, students and child views, school council views and parent questionnaires  **Effective proprietor**  Proprietors are extremely good in evaluating, challenging and supporting the effectiveness of the school. This is exemplified by regular scrutiny of school targets, effective financial management and rigorous performance management. SEF judgements and school improvement evidence. Their relationships with staff are constructive and they show determination in identifying improvements. The strong ethos in school is governed by the spiritual, moral, social and cultural principles expected of a community special school. Proprietors are good in developing the ethos through challenging and supporting the school leadership. The skills set of the proprietors reflects all aspects of the teaching and non-teaching processes of school with a range of backgrounds and specialisms present.  **Leadership of Safeguarding**  The safeguarding of pupils is outstanding with 95% of pupils feeling happy or excited at school (June 2020).  The school has excellent safeguarding procedures, risk assessment systems and pupil routines that are regularly monitored and evaluated. The safeguarding of children is outstanding due to the robust steps taken including vetting of all adults working with the pupils, child protection explained at induction & first aid procedures for all the adults who work with the children,. The school employs their own social consultant Ofsted trained who scrutinises procedures and policies for safeguarding and child protection, as well as providing whole staff update and CPD. Recruitment procedures follow the school and LA safer recruitment procedures and are rigorous and robust and frequently reviewed – safeguarding messages are embedded throughout the recruitment and admission procedures. Buttercup primary school is an active member of the towerhamlets Safeguarding Schools Board and PREVENT..  The school's collaborative working with other key agencies is outstanding resulting in issues being dealt with efficiently; documented thoroughly and communicated professionally. There is a comprehensive awareness of safeguarding issues among the parents forum volunteers and staff at all levels, all of whom receive regular training on safeguarding, in particular child protection and staff recruitment including volunteers. As a result, a realistic and proportionate approach to safety and safeguarding permeates all aspects of the school's life.  (weekly meeting and training file& staff meeting minutes and safeguarding policies, internal & external risk assessments staff and proprietors codes of conduct and quizzes)  **Distributive Leadership:**  Distributive leadership such as: the Senior Management team, Assistant teachers provide excellent management and have accurate objectives that result in highly motivated teams, an increased capacity for improvement and the consistent raising of standards. The school actively encourages precise management CPD including focused training for middle leaders. Higher Level Teaching Assistants take on the role of developing bespoke CPD and appraisal systems for TAs, resulting in outstanding induction and impact. (See latest school improvement plan)  **Impact on Pupils:**  Due to outstanding strategic leadership committed to raising the quality of teaching & learning through closely monitored aspirational targets, continuous professional dialogue and a supportive team culture, the pupil outcomes continued to improve and have been positively imapcted resulting in a trend of outstanding progress.  (87% of parents are happy with the quality of education and care the school provides & 83% feel their child enjoys school march 2017)  (see external scrutiny reports and annual data reports |
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**Pupil Leadership:**

Pupil leadership in school is outstanding impacting confidence, behaviour, attitude and attainment. This has been a significant development since the last inspection and is evident through; The development of the students council at 3-11 and recent development of children’s voice at 2-11; Sports leadership and business enterprise schemes. (90% of students and children feel happy and excited by learning at Buttercup Primary school and comment of the different opportunities that are open to them There has been a marked increase in the phenomena of effective and functional work related learning placements, resulting in future ambition and destination planning School councillors are very progressive and work well with SMT.

**Value for Money:**

The leadership’s deployment of resources is good due to imaginative problem solving, often by the senior leadership team and The school business manager, bringing together financial, human and environmental resources to take decisive action in order to maximise provision and outcomes for pupils. The school continually works in partnership with the LA to ensure cost effective provision. The school uses creative and positive means to generate income e.g. The professional learning space, inclusion opportunities, service level agreements with local schools and therapeutic intervention.

(FVMs, provision mapping, resources & finance SMT agendas)

**Examples of decisive action**:

As a result of teaching and learning that seemed to be embedded at outstanding(see teaching data 2018-2019) a senior leader was appointed as leader of learning improvement to provide additional focused opportunities to move to outstanding teaching and learning across the school. As a result of this work teaching now stands at 67% outstanding; 33% good; 0% requiring improvement and 0% inadequate (see teaching files and minutes from performance and standards meetings)

Review of Pay, Appraisal and Performance Management Outcomes – In order to provide more incentive and to provide an accurate account of the quality of learning the school redefined the way that teaching and learning would be assessed and judgments made. The school is using more lesson drop ins, self and peer reflection, lesson videoing or pupil shadowing for those at good to outstanding, with formal lesson observations and bespoke support offered for those at requiring improvement or inadequate. The school is constantly reviewing procedures for improving learning as part of school self-evaluation. (see individual teaching files)

Focused and bespoke professional learning opportunities is closely linked to the school learning plan and based on detailed scrutiny of data and school progress. Weekly INSET, in house courses run in the professional learning space, and signposting to local and national courses, ensure a bespoke and precise response to improving the quality of learning at Buttercup primary school

Precise distributed leadership – To ensure that the focus remained on teaching and learning at Buttercup primary school the roles of the deputies were stripped back to provide pure leadership of teaching, learning and assessment in 3-and Both deputies do not take on additional no :teaching responsibility such as premises etc. )

Employment of Higher Level teaching Assistants, and additional teacher with QTS have increased specialism within the school resulting in a impact on the ability of staff to meet individual needs and overcome barriers to learning.

**Engaging with parents:**

When engaging with parents the school leadership is committed to open communication, proactive relationships, and continuous refining of procedures. The school has an outstanding relationship with a large majority of parents and carers, particularly those families who might traditionally find working with the school difficult. A majority of parents and carers are involved in decision-making on key matters through well-established procedures. Proprietor actively seeks and acts upon the views of parents when reviewing key school policies. Parents are consulted on their preferred method of communication, and parents are committed to all aspects of the school curriculum including Relationships and Sex Education and Religious and Cultural Education. The school actively provides a range of opportunities to engage with families ( weekly surgeries ,termly health & wellbeing drop ins where they can meet with a range of professionals.

(90% of parents think the school takes account of their views & 96% feel able to approach the school with concerns)

The school's systems for keeping parents informed are outstanding ensuring parents and carers have coordinated, up-to-date, accurate information. Children's progress is supported through regular consultations, end of term reports as well as an 'open door' policy where parents are invited to talk to the teachers at the start and end of each day, where possible. Pupil targets are shared with parents each term and key learning objectives for the year are shared at the start of each annual review cycle.

(See app our school newsletters, parent text facility, home school web site information, (95% of parents who feel the school keeps them well informed)

**Committed to the Community:**

As a special school and a significant partner of the local community, the leadership team has developed an outstanding role in the community by ensuring our pupils engage with a range of community groups, encourage local residents and explore their role and responsibilities within their local, national and international communities. Buttercup Primary school regularly receives volunteers from other schools and community organisations.

Community links include the many local charity projects such as salvation army, Charities, Local residential homes, mosque and other places of worship, inter-school sports, numerous community clubs and extensive visits & visitors.

(See club list & curriculum plans and Visits timetable and charities we support)

**SECTION 3: QUALITY OF TEACHING, LEARNING AND ASSESSMENT**

Overall Judgement: Outstanding✓ Good 🞎 Requiring Improvement 🞎 Inadequate 🞎

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| **Good (2)**   * Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils. * In lessons, teachers develop, consolidate and deepen pupils’ knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning. * Teachers use their secure subject knowledge to plan learning that sustains pupils’ interest and challenges their thinking. They use questioning skilfully to probe pupils’ responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils’ strengths. * Teachers give pupils feedback in line with the school’s assessment policy. Pupils use this feedback well and they know what they need to do to improve. * *Teachers set homework, in line with the school’s policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.* * Teachers develop pupils’ reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words. * Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress. * Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities. * Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills. * The school gives parents information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve. * Teachers promote equality of opportunity and diversity in teaching and learning. | **Outstanding (1)**   * Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils’ common misconceptions and act to ensure they are corrected. * Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils’ behaviour highly effectively with clear rules that are consistently enforced. * Teachers provide adequate time for practice to embed the pupils’ knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up. * Teachers check pupils’ understanding systematically and effectively in lessons, offering clearly directed and timely support. * Teachers provide pupils with incisive feedback, in line with the school’s assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively. * *Teachers set challenging homework, in line with the school’s policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.* * Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words. * Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils’ attitudes to learning. * Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities. * Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve. * Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve. * Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils’ experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Pupils love the challenge of learning. |

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| **EVALUATION OF EVIDENCE / IMPACT**  **QUALITY OF TEACHING, LEARNING AND ASSESSMENT** |
| **Quality of teaching:** The teaching is OUTSTANDING in ensuring that the majority of pupils are motivated and engaged in learning with the majority of teaching securing good progress. Teaching now stands at 67% outstanding; 33% good; 0% requiring improvement and 0% inadequate (see teaching files and minutes from performance and standards meetings) formal and informal (informal observation based on DH operational timetable)  **Pedagogy:** The majority of teachers, and teaching assistants, have excellent subject knowledge & experience that is continually being refined through focussed CPD and weekly professional development meetings; this enthuses and challenges the vast majority pupils and contributes to their outstanding progress. (70% of pupils enjoy most lessons, and 90% are happy or excited by learning October 2019) Parental partnership has been key in progression School has provided Workshops in key areas of the core curriculum  **Use of assessment to support learning:** As a result of effective summative & formative assessment procedures, teachers and other adults plan well to meet the needs of all pupils. Pupils are provided with good feedback through effective plenaries, consistent ‘next step’ discussions and small group work and effective intervention. Learners understand what they need to do to improve through use of targeted feedback and assessment of how to achieve the next level.  (See & intervention files, pupils work, lesson and drop in observations)  **Planning for progress:** Planning is consistently good or better, effectively taking account of prior learning to ensure continuity & challenge; meeting individual pupil’s needs through explicit differentiation and personalised intervention and is progress driven through use of explicit success criteria related to clear expectations & tailored teaching styles.  **(**See MONITORING FILE plans, Intervention files, Cohort performance actions)  **Teaching Styles:** In order to accelerate progress, teachers carefully select a range of effective styles to enhance learning such as, effective questioning, evaluative modelling and impact plenaries - rewarding, recapping and reassuring pupils who require additional help and intervention .  (See lesson and drop in observations L-M FILE).  **Use of resources:** Good and imaginative use is made of resources, including new technology to enhance learning; adults support is well focused and makes a significant contribution to the quality of learning - intervention pupils making at least 2 levels progress in English & Maths last year.  (See pupils published work, provision maps) |

**Teaching Environment:** The teaching environment is enhanced because of our distinctive culture evidenced by a commitment to: use functional learning environment for all pupils in order to create success; overcome the individual language barriers of the children, nurture of gifts & talents in every child, reinforce strong pupil identities through the use of positive and supportive communication and language; a supportive culture with clear procedural boundaries, high expectations that are both academic & behavioural and productive teamwork between staff, pupils and parents resulting in a shared ‘we believe we can do it mentality’.

The majority of pupils are good at thinking deeply about their own and others experiences and try to relate them to a clear set of personal values. They have a keen interest in ethical issues, act in a principled manner and understand the importance of reassessing values in the light of experience.

(See staff handbook, mission statement, T&L policy, spiritual, moral social, cultural audits, PSHE audit.

**Quality of teaching and assessment in the wider curriculum:**

Pupils experience success through engaging with the wider curriculum and this success raises pupils’ self-esteem, self-motivation and self-confidence, impacting positively on performance in the core subjects.

* The teaching of outdoor learning is outstanding, where children and students develop a range of skills in outside learning environment like the the local city farm, forest school Shadwell, and generally outdoor. (85% of pupils enjoy most lessons in forest school and on the city farm see eyfs outdoor learning log)
* High quality teaching in PSHE results in pupils understanding and making healthy choices, in which much of the work relating to mental health and well being is embedded. The expanded SRE provision empower children choose healthy and safe life styles. Increasingly students are encouraged to support others for the benefit of other children and extensive involvement with the local community. See l-m file pshe tracking file protected characteristic planning

(See lunchtime clubs timetable, community visitors including Police, Fire service, School nurse, Dentist, Sports clubs) (30% of pupils attend a weekly club, 82% of pupils enjoy their school dinners)

* The teaching of English is good to outstanding, providing opportunities for children and students to develop skills in a range of settings and environments. Accurate assessments allow for the future development of learning and reading and writing are evident within all subjects across the day
* Writing is ( shahada)
* Reading is
* Phonics teaching is

(2018-2019 data ) 2019- 2020 spring data

* (see lesson observations and scrutiny reports
* The preparation for secondary transition of children is planned well and integrated into upper ks2 PSHE. The school operate a flexible approach to class groups and movement throughout the school. For example, in 2 cases during 2018-19 students were moved early to Year 3 from year 2 and also year 6 from year 4 so their needs could be best met and challenged. All students benefit from extended internal transition, and children new to the school benefit from a detailed transition plan that includes all schools and families. In the case of preparation for next steps the students leaving will have spent reasonable periods of time at their new secondary schools before leaving in July.
* Teaching teams use assessment well to affect greater levels of progress from children. The school uses technology well to record outcomes in many different environments and collates the results well to inform where children and students have progressed. As a result, the students all have a secure database for achievement and judgments on progress are accurate. The school uses an online database linked to variety of different curriculums demonstrating early steps into ‘life beyond levels’. The school has worked hard to secure string judgements and is currently further enhancing procedures around moderation (see external scrutiny reports from Local authority year 6 moderationThe outcomes of these assessments are well communicated with families so that they have up to date information about their child’s progress in school**. (93% of families believe the school keeps them well informed about the progress of their child.)**

**SECTION 3: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**

Overall Judgement: Outstanding Good 🞎 Requiring Improvement 🞎 Inadequate 🞎

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| **Good (2)**   * Pupils are confident and self-assured. They take pride in their work, their school and their appearance. * Pupils’ attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make. * Pupils show respect for others’ ideas and views. * Pupils use careers guidance to make choices about the next stage of their education, employment, self-employment or training. * Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn. * Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement. * Pupils conduct themselves well throughout the day, including at lunchtimes. * The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare. * Pupils’ good conduct reflects the school’s efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs. * Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare. * Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping. * Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils’ well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying. * The school’s open culture promotes all aspects of pupils’ welfare. They are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology. * Pupils’ spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens. | **Outstanding (1)**   * Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. * Pupils discuss and debate issues in a considered way, showing respect for others’ ideas and points of view. * High quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training. * Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life. * Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average. * Pupils’ impeccable conduct reflects the school’s effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare. * For individuals or groups with particular needs, there is sustained improvement in pupils’ behaviour. Where standards of behaviour were already excellent, they have been maintained. * Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. * Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language. * The school’s open culture actively promotes all aspects of pupils’ welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have. * Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation. * Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites. * Pupils’ spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society. |

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| **EVALUATION OF EVIDENCE / IMPACT**  **PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE** |
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| **Pupils’ Personal Development, Behaviour and Welfare**  The vast majority of pupils' behaviour is outstanding evidenced through consistently thoughtful behaviour towards one another, towards staff and towards visitors in and out of the classroom context, which is intrinsically linked to the positive school ethos.  (see school mission statement, parent questionnaires, visitor questionnaires, learning walks and lesson observations see external scrutiny reports  (96% of parents feel the school is a safe place / 97% of staff feel safe in class, and 95% feel very safe in the wider school environment) and 100% of visitors feel safe in school and welcomed into the school)  >/  Most pupils are highly considerate and very supportive of each other in lessons  (see lesson and drop in observations)  Behaviour for the vast majority of pupils around the school is outstanding due to the high expectations set by the LEADERSHIP staff and parents. As a result, almost all pupils encourage one another to conduct themselves well supported by the school’s ethos, rewards system and secure procedures for administering sanctions. This results in most pupils self-regulating their behaviour and appropriately challenging and encouraging one another to grow in self-discipline.  (see BEHAVIOR LOG scrutiny reports  Teachers’ and teaching assistants outstanding management of behaviour results in learners that are self-confident, keen to do well ensuring all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity Pupils' spiritual, moral, social and cultural development is outstanding evidenced through their supportive behaviour towards their peers, charitable initiatives & community projects.  (See lesson observations and incident reports consultants report )  The pupils’ sense of community, where respect for each other is paramount and everyone helps everyone else, is extremely strong. Positive celebration of the different cultures represented in the school helps pupils develop a good appreciation of faiths, cultures and traditions that may be different to their own. Less than 5% of children and students display challenging behaviour, and the number of incidents is decreasing term by term, due to specialist intervention and individual support. Staffs are highly skilled and trained in de-escalation strategies.  (See evidence from cultural week, international week as well as British values Audit and SMSC Audit  **Characteristics**  Approximately one third of pupils come from backgrounds where education is valued and families have high aspirations. About a third of parents and children are more difficult to engage. For these families, basic education and social skills are often lacking. The behaviour of a minority of parents and children is indifferent and sometimes challenging. We have to work hard with them to make them value and support their children's education, for example great efforts are made to engage parents in their child’s progress,  **Pupils’ Safety**  The vast majority of pupils have an outstanding perspective of how to keep them self and their peers safe.  A large majority of parents and carers strongly agree that school keeps pupils safe. Pupils are well prepared for destinations due to regular positive events and visits to our link schools, globe primary bigland green, University (Cambridge oxford) e.g. events (100% feel their child is safe at school, pupil and parent questionnaire responses). |

**Pupils' attendance**

Overall attendance and attendance for all groups of pupils is consistently high the three year average is

Due to the effective actions and early intervention by the leadership and management, persistent absence has decreased furthermore pupils' punctuality is exemplary. Unauthorised absence stands at 0.4% during the last three years; as a result of rigorous intervention by senior leadership the number of unauthorised holidays abroad during term time has reduced. Children are eager to attend school and make significant gains in their learning. (see attendance data )

**Promoting equality and tackling discrimination**

The school’s ability to promote equality and tackle all forms of bullying and harassment is outstanding, placing these issues at the heart of all of its work. These aspirations are understood and acted upon consistently at all levels. This is evidenced by: our school mission statement and equality policies which explicitly emphasise this application to everyday practices and procedures in the school; our annual anti-bullying week; ICT curriculum relating to internet safety; RE/PSHCE lessons promoting non-prejudiced attitudes and behaviour through proactive community action to vulnerable groups; empowering pupils to stand up for what is right as part of our supportive family culture.

(See School Council, Race equality, Equal opportunity, Safeguarding, Teaching & Learning, Recruitment & Selection policies, assembly rota mtp on british values and protected characteristic )

Monitoring and evaluation is outstanding and highly influential in maintaining and improving the school's effectiveness.

We ensure our effectiveness through regular pupil and parent questionnaires that provide opportunity for pupils to provide feedback in relation to pupil well-being. There is no evidence of discrimination and inequality. On the issue of bullying the school has a robust anti-bullying policy and rigorous procedure for reporting and dealing with any incidents; parents agree this matter is dealt with well by the school. (see parent questionnaire, racial incident file - racial incidents this year = 0; 2 bullying incidents this year =) Exclusion 0

Our school attracts pupils from different racial and cultural backgrounds mainly of mixed race heritage (6.9%) which is celebrated in school by: regular cultural assemblies; Inter faith visitors in RE & PSHCE; established international link with a school in India; lessons and fund raising events for charity; extra family support from our family support worker, specifically focussed on this minority group and on-going display(s) celebrating diversity.

Our inclusive cultural planning withing our curriculum demonstrates excellent provision for EAL and NS ( Non English

) pupils and ensures on-going tracking of appropriate levels of support through the school assessment system and the enhanced provision systems where appropriate.

(See school tracking systems & analysis,

The highly effective school council provides the mechanism for pupils from a wide range of groups to have a strong voice expressing their rights, taking responsibility and making a significant contribution to the running of the school.

(see children and young person voice section and school council file

Most pupils resolve conflicts intelligently and seek consensus while accepting the right of others to hold different opinions and beliefs. They have a very good insight, based on first-hand experience, into similarities and differences between their own and others cultures and how these are constantly changing. The majority of pupils are open to new ideas, appreciate cultural diversity and challenge racism.

(See behaviour file < International week projects)

**SECTION 3: OUTCOMES FOR PUPILS**

Overall Judgement: Outstanding ✓ Good 🞎 Requiring Improvement 🞎 Inadequate 🞎

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| **Good (2)**   * Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge and understanding, considering their different starting points. * In a wide range of subjects, the progress of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll is close to or is improving towards that of other pupils with the same starting points. * Pupils read widely and often, with fluency and comprehension appropriate to their age. The vast majority of children in Year 1 achieve the expected standard in the national phonics check. * Pupils’ progress is above average or improving across most subject areas. Overall progress of disadvantaged pupils and those with special educational needs is above average or improving. * From different starting points, the proportions of pupils making and exceeding expected progress in English and in mathematics are close to or above national figures. The progress of the vast majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally. * Where attainment overall is low, it shows consistent improvement. * Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These pupils do so at a level suitable to meet appropriate career plans. | **Outstanding (1)**   * Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points. * The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points. * Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults. * Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Children in Year 1 achieve highly in the national phonics check. * For pupils generally, and specifically for disadvantaged pupils and those who have special educational needs, progress is above average across nearly all subject areas. * From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally. * The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly. * Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans. |

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| **EVALUATION OF EVIDENCE / IMPACT**  **OUTCOMES FOR PUPILS** |
| The achievement of the vast majority of pupils is good due to the fact that pupils’ overall attainment is consistently expected by the end of their key stage and pupils’ overall rate of progress is also consistently at least  **Analysis of Learn to Learning**  Progress for children in Nursery is good  Progress for children in Reception ogood  Progress for children in year 1 is generally good for those who have transferred across to the p-scales. For those who have remained on EYFS progress is generally limited.  Progress for children in year 2 is good with particular strengths in maths and English for more able children. For those children who access the partnership at Rokeby progress is outstanding  Progress for children in year 3 is good for those using national curriculum levels although the gap is closing to good.  Progress for children at year 4 is good .  Progress for children at year 5 is largely good  Progress for children at year 6 is good with all children achieving the majority of their targets  (See annual data reports)  **Analysis of Maths**  **Analysis for English**  **Analysis for Science**  **Analysis for nationally identified groups**  Data analysis shows that both boys and girls make similar progress at Buttercup Primary School, although girls tend to do better with entry levels. Given the diverse broad spectrum of need it would be difficult to make general comparison. Across the school it is unlikely to see how children on low income make progress that is different to those who pay for school fees unsubsidised . It is unlikely therefore those children on low income are disadvantaged at Buttercup Primary school. The size of the cohorts make it difficult to make the assumption that young people, who come from low Income, are disadvantaged. Data analysis shows that children with EAL are likely to make progress equal to that of those children who speak English as their first language. For those with English as an additional language we are looking at cohorts ranging from 1 rdu speaker, polish, 10 other language, When a comparative group is larger as in the cases of African language and dialects the comparison is more balanced, although there are differences at national curriculum and entry level. Data analysis shows that children from ethnic minorities are likely to make progress equal to that of those children who are WBRI. However, In this case we are dealing with tiny cohorts of children from English as first language backgrounds and therefore it is difficult to make accurate judgements or comparisons. The school has worked extremely hard to close gaps in these areas.  Generally it is difficult to identify how any of the traditional ‘vulnerable’ groups are disadvantaged by their provision and in some cases they continue to make progress, at least equal, if not more that other groups. In those cases where progress is less it is harder to gain an overall picture as those groups are limited to small groups of children  (See annual data reports 2016/2017, 2017/2018, 20182019; See external LA scrutiny reports 2018/2019,  **Analysis of school identified vulnerable groups**  Data analysis shows that those with low attendance are less likely to make as much progress as those with high attendance. These figures are based around 17 (28 the previous year) students whose attendance is less than 90%. This is particularly evident for more able learners, although for those at earlier stages in speaking and listening progress is massively limited. There is sufficient evident to show that children with vulnerable risks are no longer a vulnerable group the children with low %. And have made good progress with the support given by school (Outcome file, cultural capital,mental health SEND file ) |

**SECTION 4:**

**EFFECTIVENESS OF THE EARLY YEARS PROVISION: THE QUALITY AND STANDARDS**

Overall Judgement: Outstanding Good✓ Requiring Improvement 🞎 Inadequate 🞎

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| **Good (2)**   * Leaders and managers have an accurate picture of the strengths and weaknesses of the provision as a result of effective self-evaluation. The impact of concerted and effective action to improve provision, including the training and development of staff, can be seen in children’s achievement. * Leaders ensure that children’s needs are identified and give them the support they need, including through effective partnerships with external agencies and other providers. * Safeguarding is effective. * There are no breaches of statutory welfare requirements. * Child protection policies and procedures are implemented consistently; practice is reviewed regularly and clearly evaluated. * The curriculum provides a broad range of interesting and demanding experiences that meet children’s needs and help them make progress towards the early learning goals. * The quality of teaching is good. * All adults have high expectations of children based on accurate assessment of children’s skills, knowledge and understanding when they join the school. Practitioners use regular and precise assessments of children’s learning and development to plan activities that are suitably challenging for all children. * Parents and carers contribute to initial assessments of children’s starting points and are kept well informed about their children’s progress. Parents are encouraged to support their children’s learning and development at home. * Children are motivated and interested in a broad range of activities and are keen learners. They listen carefully to adults and each other. * Children’s behaviour is good and shows that they feel safe. They gain an understanding of risk through activities that encourage them to explore their environment. Children are learning to respect and celebrate each other’s differences and to build their understanding of diversity beyond their immediate experience through a range of activities that teach them effectively about people in the wider world. * Children make at least typical progress and most children make progress that is better than this from their starting points. This includes disabled children, those who have special educational needs, disadvantaged children and the most able. Children develop the key skills needed to make a positive start to the next stage of their education. * Where children’s starting points are below those of other children of their age, assessment shows they are catching up quickly. Any gaps between the attainment of groups, including those for whom the school receives additional funding and all children nationally, are closing. | **Outstanding (1)**   * The pursuit of excellence by leaders and managers is shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all children over a sustained period of time. * Incisive evaluation of the impact of staff’s practice leads to rigorous performance management and supervision. Highly focused professional development improves the quality of teaching. * Safeguarding is effective. * There are no breaches of statutory welfare requirements. * Children’s health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust policies and procedures. * Leaders use highly successful strategies to engage parents and carers, including those from different groups, in their children’s learning in school and at home. * A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences. * Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children’s needs. * Assessment is accurate and based on high quality observations. It includes all those involved in the child’s learning and development. Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children’s achievement so that every child undertakes highly challenging activities. * Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration. They are highly responsive to adults and each other. They do not distract others or become distracted easily themselves. * The vast majority of children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others. * Children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result, almost all children, including disabled children, those who have special educational needs, disadvantaged children and the most able, are making substantial and sustained progress. * Gaps between the attainment of groups of children and all children nationally, including disadvantaged children, have closed or are closing rapidly. Any gaps between areas of learning are closing. |

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| **EVALUATION OF EVIDENCE / IMPACT**  **EFFECTIVENESS OF THE EARLY YEARS PROVISION: THE QUALITY AND STANDARDS** |
| **EYFS leadership:**  **Outstanding**  EYFS leadership focuses on helping the vast majority of pupils to make at least good progress in their learning, development and welfare. Self-evaluation takes into account the views of children, parents/carers, and other interested partners. It is effective in identifying strengths and weaknesses of the provision and makes good use of findings from any other quality checks indeed a recent parent survey revealed 86% of parents thought EYFS induction was good or better. Specialist progress days involve all staff in developing and enhancing progress. As a result of the impact on this practice across the school has been enhanced.  (See EYFS action plan and on entry / on exit EYFS analysis, parent questionnaires, Observation records including pupil views, EYFS profiles, Ehcp s including pupil & parent views)  **Analysis of EYFS Outcomes**  The strength of speaking, understanding, listening and attention demonstrate the increased focus around communication and impact of the additional role around the HLTA for early communication. The teaching of reading for more able learners is an area for development.  Overall, aspects associated with expressive arts score lower with only children achieving or exceeding the targets for that academic year. This would suggest an enhanced focus required around maths at the early years with a particular focus around being imaginative and exploring using media  The target setting processes for children who are part time because of age or medical needs requires refinement.  (See annual date report2018-2019See external scrutiny reports 2018-2019  **Children’s personal development and wellbeing**  The vast majority of pupils' behaviour is outstanding evidenced through consistently thoughtful behaviour towards one another, towards staff and towards visitors in and out of the classroom context, which is intrinsically linked to the positive school ethos. Most pupils are highly considerate and very supportive of each other in lessons as a result of highly effective teaching. Behaviour for the vast majority of pupils around the EYFS is outstanding due to the high expectations set by the governors, staff and parents. As a result, almost all pupils encourage one another to conduct themselves well supported by the school’s ethos, rewards system and secure procedures for administering sanctions. This results in most pupils self-regulating their behaviour and appropriately challenging and encouraging one another to grow in self-discipline by the end of year 1. Teachers’ outstanding management of behaviour results in learners that are self-confident, keen to do well ensuring all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity Pupils' spiritual, moral, social and cultural development is outstanding evidenced through their supportive behaviour towards their peers. The pupils’ sense of community, where respect for each other is paramount and everyone helps everyone else, is extremely strong. Positive celebration of the different cultures represented in the school helps pupils develop a good appreciation of faiths, cultures and traditions that may be different to their own currently there is one child who is from the Christian faith. During the academic year 15/16 there were no significant incidents due to individuals overcoming barriers to learning.  **Quality of teaching:** The majority of teaching is outstanding in ensuring that the majority of pupils are motivated and engaged in learning with the vast majority of teaching securing outstanding progress. The majority of teachers have excellent subject knowledge & experience which is continually being refined through focussed CPD and weekly professional development meetings; this enthuses and challenges most pupils and contributes to their good progress. As a result of effective summative & formative assessment procedures, teachers and other adults plan well to meet the needs of all pupils. Pupils are provided with excellent feedback through effective plenaries. Planning is consistently good or better, effectively taking account of prior learning to ensure continuity & challenge; meeting individual pupils needs through explicit differentiation and personalised intervention and is progress driven through use of explicit success criteria related to high expectations & tailored teaching styles. In order to accelerate progress, teachers carefully select a range of effective styles to enhance learning - rewarding, recapping and reassuring pupils who require additional help. Good and imaginative use is made of resources, including new technology to enhance learning; adults support is well focused and makes a significant contribution to the quality of learning.  Lesson observations and drop in evidence shows that there is on-going observations and formative assessment. Staff use iPads intelligently to capture evidence. Work trawls show that evidence on the 2simple software. The monitoring of intervention groups ensure that specialist communication strategies are well embedded. Lessons observations and drop in evidence SMSC.  The majority of pupils are very good at thinking deeply about their own and others experiences and try to relate them to a clear set of personal values. They have a keen interest in ethical issues, act in a principled manner and understand the importance of reassessing values in the light of experience. Adults' excellent knowledge of learning, development and welfare requirements relating to EYFS effectively promotes children's learning, social, and physical well-being. An interesting, well equipped and welcoming environment including extensive outdoor learning facility successfully stimulates children to creative, independent and imaginative learning. In addition use of regular visitors & visits to local areas extends learning effectively beyond the boundaries of the school building. (See EYFS visits/observations, medium & short term plans, pupil outcomes)  High-quality planning and organisation ensure that every child is suitably challenged; activities are well planned, based upon thorough and accurate observations and assessment and matched to the full range of children's needs. | |
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| Buttercup Primary School | **Girls** | **Boys** | **National** |
| Communication and Language | 100% | 100% | 81.6% |
| Personal, Social and Emotional Development | 100% | 100% | 84% |
| Mathematics | 91% | 100% | 77.4% |
| Understanding the World | 100% | 100% | 83.2% |
| Physical Development | 100% | 100% | 87.5% |
| Literacy | 91% | 92% | 68.5% |
| Expressive Arts, Designing and Making | 100% | 100% | 86.4% |

The percentage of children achieving a ‘good level of development’ was 92 %. (This is defined as the number and proportion of children **achieving at least the expected level within the three prime areas of learning**: **communication and language**, **physical development** and **personal, social and emotional development** and the early learning goals within the **literacy** and **mathematics** areas of learning.) This is above the national figure of 69.3%. As is the case nationally, both girls

(92% -11/12) and boys –(92%13/14). Achieved the good level of development.

**Foundation Stage Progress**

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| 8% = one child | **Less than expected progress(emerging)**  **Girls Boys** | | **Expected progress**  **(expected)**  **Girls boys** | | **More than expected progress**  **(Exceeding)**  **Girls boys** | |
| Making relationships |  |  | 36% | 36% | 64% | 64% |
| Self-confidence and Self-awareness |  |  | 25% | 36% | 75% | 64% |
| Managing feelings and Behaviour |  |  | 24% | 42% | 76% | 54% |
| Listening and Attention |  |  | 25% | 35% | 75% | 64% |
| Understanding |  |  | 25% | 42% | 75% | 54% |
| Speaking |  |  | 26% | 35% | 74% | 64% |
| Moving and Handling |  |  | 14% | 16% | 86% | 64% |
| Health and Self Care |  |  | 25% | 75% | 75% | 25% |
| Reading | 8% | 8% | 40% | 40% | 52% | 52% |
| Writing | 8% | 8% | 40% | 40% | 52% | 52% |
| Numbers | 8% |  | 32% | 6% | 60% | 38% |
| Shape Space and Measure |  |  | 25% | 50% | 75% | 50% |
| People and Communities |  |  | 13% | 74% | 87% | 26% |
| The World |  |  | 10% | 15% | 90% | 85% |
| Technology |  |  | 75% | 15% | 85% | 85% |
| Exploring and using media and materials |  |  | 12% | 11% | 88% | 89% |

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| **Phonics Screening**  **2018-19 in house** | **School Results – percentage reaching the required standard** | **National Results – percentage reaching the required standard** |
| **All pupils (15 pupils)** | **100% (15)** | **74%** |
| **Pupils known to be on low income band or free Education** |  |  |
| |  |  |  | | --- | --- | --- | | **Boys (9)** | **100% (9)** | **70%** | | **Girls (6)** | **100% (6)** | **78%** | | **100%**  **100%** | **70%**  **78%** |

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|  | **School** | **National** |
| **Reading** |  |  |
| Expected progress |  |  |
| More than expected progress |  |  |
| Disadvantaged groups  Expected progress |  |  |
| Disadvantaged groups  More than expected progress |  |  |
| **Writing** |  |  |
| Expected progress |  |  |
| More than expected progress |  |  |
| Disadvantaged groups  Expected progress |  |  |
| Disadvantaged groups  More than expected progress |  |  |
| **Mathematics** |  |  |
| Expected progress |  |  |
| More than expected progress |  |  |
| Disadvantaged groups  Expected progress |  |  |
| Disadvantaged groups  More than expected progress |  |  |