

John Ruskin Primary School and Language Classes SCHOOL SELF-EVALUATION SUMMARY

Headteacher:	Clare Tayton	Chair of Governors	John Bulwer	Date:	September 2020
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SECTIONS	SUMMARY EVALUATION
<p>SCHOOL CONTEXT</p> <p>Key characteristics of the school, strengths inc awards, challenges, significant changes since the last inspection.</p>	<ul style="list-style-type: none"> • This is a larger than average inner city school with two classes in each year group. In addition there are three classes for 24 children with developmental language disorders. • The early years consists of two reception classes and two nurseries. One of the nurseries is situated in the Brandon Estate; the other is on the school site. • The school is situated in an area of very high deprivation with many social problems, high levels of knife crime and gang involvement. Many families are involved with social care. Many children live in homes of multiple occupancy. Over 60% of pupils come from the most deprived deprivation bands [0-20% bands-IDACI], 80% are from the 0-40% bands. • The proportions of children who speak English as an additional language, who are eligible for pupil premium funding, or who have identified special educational needs or disabilities are well above the national picture. 70 different languages are spoken in the school. • The senior leadership team consists of key staff who hold responsibilities for particular aspects of the school; this team is also long established and stable. • Ofsted inspected the school in October 2018 under section 8 of the Education Act 2005 and in accordance with Ofsted’s published procedures for inspecting schools with no formal designation. It was judged that the school continues to be outstanding, and that safeguarding is effective. • The school has gained a number of awards. These include the NACE challenge award for the school’s work with more able learners, the bronze award for food for life, the RHS 5 Star Gardening School and an ICT mark. The Mayor of London awarded the school his Success Award for exceptional work with lower attaining pupils, and Southwark gave the Schools Excellence Award for innovation and collaboration plus an award for supporting NQT’s [newly qualified teachers] across the borough.
<p>WHOLE SCHOOL IMPROVEMENT PRIORITIES (2020 -2021)</p>	<ul style="list-style-type: none"> • To increase the percentage of children achieving the higher standard in reading at the end of KS2
	<ul style="list-style-type: none"> • Ensure children in all year groups catch up missed learning during lockdown and partial reopening
	<ul style="list-style-type: none"> • Build up capacity for remote education for possible lockdown – plan needed by end of Sept.
	<ul style="list-style-type: none"> • Fully review the school’s curriculum to improve the development of pupils’ vocabulary

	<ul style="list-style-type: none"> Continue to develop a whole school mental health programme to enhance the happiness and social development of all pupils. 	
	<ul style="list-style-type: none"> Develop existing leaders to maintain outstanding performance, make provision for succession and to strengthen the partnership with governors. 	
PROGRESS SINCE THE LAST INSPECTION (against previous inspection key issues)	Key Issue	Impact
	<ul style="list-style-type: none"> Further refine the evidence of pupils' attainment on entry, and across the early years' curriculum to further support the excellent progress made in the Reception Year. 	<ul style="list-style-type: none"> Moderation and training carried out in school, across schools and using LA and external consultants verified the school's on-entry attainment assessments are accurate.
	<ul style="list-style-type: none"> Continue to work with parents to further develop home reading. 	<ul style="list-style-type: none"> Parental workshops in every class across the school increased parental skills. However this remains a focus. Reading outcomes are good at the expected level – above national average for both KS1 & KS 2. The percentage of children achieving the higher standard at KS1 is above national levels but in line at KS2; increasing this percentage is a priority for the school
OVERALL EFFECTIVENESS Judgement: Outstanding	<ul style="list-style-type: none"> All aspects of the school are outstanding. Pupils receive an excellent foundation to their education. They know that 'It is cool to be clever.' Staff put pupils' first at all times, raise their aspirations, and give them opportunities to change their lives e.g. aspirations afternoons, regular talks and assemblies, challenging targets, pupil development centre, enterprise projects, customised curriculum. Pupils' spiritual, moral, social and cultural development, and their physical well-being helps them to thrive. The school plays a key role in the community, supporting parents and pupils in the most challenging of circumstances e.g. regular courses and training for parents, fund raising and community events. Leaders, managers at all levels and governors take full responsibility for their roles and the impact they have on pupils' achievements this can be seen in their annual impact statements. Safeguarding is robust LA audits confirm this. 	
	Strengths	Areas for further development
THE QUALITY OF EDUCATION (including the curriculum, quality of teaching, assessment and outcomes) Judgement:	<ul style="list-style-type: none"> A rich, broad curriculum covering all subjects meets the needs of pupils and promotes high outcomes. The topics are tailored to reflect pupils' interests and backgrounds. (Ofsted, curriculum plans, pupils' questionnaires) It inspires pupils to do well as it is meaningful for them. Gardening and representation on the school council adds much to their personal development. The curriculum is reviewed regularly and is currently being updated to develop children's vocabulary. Parents were surveyed responded favourably to the home learning provided by the school during lockdown. The main area of need identified was for more feedback from staff. Surveys show that whilst most families have access to a digital device this is often limited to one per household and internet access is variable. 	<ul style="list-style-type: none"> Build up capacity for remote education for possible lockdown – plan needed by end of Sept. Ensure children in all year groups catch up missed learning during lockdown and partial reopening Fully review the school's curriculum to improve the development of pupils'

- Many opportunities for enrichment include music, choir, trips, residential visits, gardening, sports, a large range of clubs after school and philosophy (see extra-curricular programme).
- Teachers and teaching assistants have high expectation [see lesson observations and book scrutinies]. However there is a need to challenge the higher attainers more in reading and mathematics. (Super School Data and gov.uk website.) The analysis of test questions shows that pupils' vocabulary and use of language are the weakest elements.
- Lesson observations show that high quality subject knowledge enables teachers to correct misconceptions. Challenging questions make children reflect, consider their previous learning and think more deeply.
- Staff have expectations that pupils will demonstrate their reasoning and thinking in mathematics. (Ofsted) Internal monitoring shows that this is an area to develop further.
- Teaching in reading inspires pupils and they gain knowledge to develop empathy and depth of knowledge. (Ofsted)
- Planning takes into account the deployment of adults and resources for pupils with SEND. (SENCO reviews, policies, planning and IEP monitoring)
- Staff are reflective about their practice and the strategies they use to inspire pupils. Assessment data is used very well to promote learning in depth. Book scrutinies and monitoring indicate the need for improvements in marking and feedback especially in guided reading, and challenge for the more able.
- Teaching assistants (TAs) support pupils with particular needs. Monitoring by the SENCO and training lead enhances their skills and the positive impact they have on outcomes. TAs attend planning meetings and are involved in lesson planning weekly, which impacts on their effectiveness.

OUTCOMES

- In 2019 Key Stage 2 outcomes (Super School Profile, ASP gov.uk website) were above average in reading, writing and grammar, punctuation and spelling and significantly above for mathematics and the percentage achieving expected in reading, writing and maths. This maintains the rapid rise following a significant dip in reading in 2017. The percentage of pupils reaching higher than expected levels is significantly above the national average in Grammar, Punctuation and Spelling, above in writing and maths and in line in reading. Data indicate that there are no significant gaps between genders, ethnic or disadvantaged groups. (closing the gap table ASP, summary data for different groups)
- The average scaled core for all subjects was above national, significantly so for Grammar, Punctuation and spelling.
- 2018/2019 data published on the gov.uk website show that pupils' progress score in writing was 0.7, 0.4 in mathematics and -0.6 in reading There are no significant group differences
- Key Stage 1 (Super School Profile) outcomes have also been on an upward trend since 2016. In 2019 they were above average in reading, writing and mathematics. An above average percentage of pupils were found to be working at greater depth in reading, writing

vocabulary.

- Challenge more pupils to reach the higher standard in reading.
- Track pupils carefully to ensure they remain on track and intervene early if they are falling behind.
- Pupils can decode, check that there is also a focus on comprehension development especially in the younger age groups.
- Improving skills in vocabulary, use of language and inference.
- Introduce the new RHE to start summer 2021
- Building on work to achieve further improvements in the quality of feedback in guided reading.
- Monitor for consistent high level of challenge.

	<p>and mathematics. Data indicate that there are no particular gender, ethnic or disadvantaged group issues.</p> <ul style="list-style-type: none"> • Year 1 phonics (Super School Profile) also reflect an upward trend since 2014. In 2019 98% of pupils reached the expected standard compared to 82% nationally. Girls outperformed the boys. This data set included 8 children with ASD. • These high outcomes are the result of pupils' making substantial and sustained progress across each year group. Target setting and the promotion of high aspirations for pupils in their future life contribute to this. A rich curriculum that encourages pupils to apply their skills helps them to develop excellent knowledge, skills and understanding from their different starting points. Staff track progress carefully and intervene quickly if any pupil is falling behind. • All pupils are very well prepared academically, and emotionally for the next stage of their education. (Transition programme of events for each key stage) 	
<p>BEHAVIOUR AND ATTITUDES Judgement: Outstanding</p>	<ul style="list-style-type: none"> • Ofsted confirmed that this aspect of the school is very strong. The report states: 'The school's vision, 'be responsible, be fair, stay positive and care is borne out by the exemplary behaviour and attitudes of all the pupils in the school.' • The school has a calm atmosphere because pastoral care is strong; respects and courtesy are the norm. (Ofsted, feedback from visitors, and parents) • Pupils are resilient and take pride in their appearance and the school. • Following the full return to school, the children continue to display exemplary behaviour. They are positive about the return and there have been no children who are displaying distress at returning to school • Philosophy4Children allows pupils to learn to discuss and debate issues in a considered way. This, together with many aspects of the curriculum promotes pupil' spiritual, moral, social and cultural development strongly. They care for one another in school and understand needs in wider society. (PSHE curriculum, assemblies, governors' visits) • Bullying and racial incidents are very low. (Incident logs) When they do occur the school has robust procedures to prevent them happening again. • Responses to annual parental questionnaires are very positive about behaviour and safety. Feedback from observers when pupils go on trips reflect high praise. • Exclusions are very rare, but robust action is taken when necessary and the school has successful strategies that avoid permanent exclusion. • The school uses a wide range of strategies to promote high aspirations for future jobs, including aspirations afternoons and an enterprise project in all year groups. 	
<p>PERSONAL DEVELOPMENT Judgement:</p>	<ul style="list-style-type: none"> • The Ofsted report 2018 and LA reviews confirm that there is a culture of vigilance to keep children safe. The designated safeguarding lead and three deputies ensure that arrangements are effective and records robust. Training has raised staff awareness of how to recognise when pupils are at risk of radicalisation and female genital mutilation. Senior leaders work well with families and external agencies to ensure pupils receive the support they need. Records are 	<ul style="list-style-type: none"> • Continue to develop a whole school mental health programme to enhance the happiness and social

<p>Outstanding</p>	<p>robust.</p> <ul style="list-style-type: none"> • Pupils are taught by staff and other agencies, including the police, about how to keep themselves safe when using online technology, when out in the streets and when travelling to school. The school has an active gang and knife crime program. • The school's open culture actively promotes all aspects of pupils' welfare and safeguarding. Key staff are trained as Mental Health Champions to support both children and their parents in dealing with their mental health and well-being. • A Pupil Development Centre supports identified children with their well-being and emotional development. Children also access art therapy externally. • Staff liaise with colleagues at secondary schools in order to stay aware of issues that may impact younger siblings in John Ruskin. • The links with the Royal Horticultural Society and School Food Matters help pupils to understand how to grow food and eat healthily. 	<p>development of all pupils.</p>
	<ul style="list-style-type: none"> • Attendance: Overall reported attendance data 18/19 was both above the LA at 96.9% (LA 96.3%) (National 96.1%). This is an increase of 1.2% from the previous year (17/18 -95.7%, national 95.8%). Persistent absence has reduced to 4% and is significantly lower than national (8.4%). This is a reduction of 6.9% from last year (17/18 10.9%, national 9.6%). • Only 1 child did not return to school in September, due to concerns re COVID-19; the school liaised with the family and offered a range of support but the family elected to opt for home education. • Pupils' attendance is tracked rigorously. Regular meetings are held with parents of children whose attendance is at 90% or lower. Close co-operation with other agencies supports families to ensure their children attend regularly. Referrals to the school nurse and requests for doctor's letters limit absence for minor ailments. 	<ul style="list-style-type: none"> • Continue to draw on support from the local authority to work with families and take action against those that take their children out of school for extended periods of time for holidays. • Make parents more aware of the impact of their children's absence on their attainment and the school.
<p>LEADERSHIP AND MANAGEMENT</p> <p>Judgement: Outstanding</p>	<ul style="list-style-type: none"> • Leadership and management are strong. Skilled senior leaders and managers, across a wide range of aspects of the school, have a very positive impact on pupils' achievements and lives. They are clear about their roles because leaders and governors have created a culture in which staff and pupils can excel. [see Language unit, SEND, and ASP pupil progress grid data, impact statements, performance management reviews, leadership team minutes, governors minutes] • Leaders and managers at all levels share fully the vision of high expectations and aspirations for the children, which are communicated very effectively to staff, parents and children [see pupil, staff and parent questionnaires]. Policies and procedures provide a clear structure to which all adhere [see website]. • Self-evaluation by all leaders and managers is rigorous and used for continuous improvement. Data is used very well in Key Stage 1 and Key Stage 2 to identify gaps e.g. a dip in reading in 2017 was addressed quickly and results improved the following year and have remained stable. [gov.uk website, school data] • The leadership team is well-established, supportive to one another and collaborates very 	

	<p>effectively. To sustain high quality performance in the future succession planning is in place e.g. work shadowing is underway.</p> <ul style="list-style-type: none"> • Ofsted recognised that the use of pupil premium funding is highly effective in enabling these pupils to overcome emotional barriers to learning [see pupil premium report 2018-19 which shows disadvantaged pupils do very well.] • Information from monitoring, learning walks, progress meetings, analysis of outcomes for each year group and book scrutinies is used very effectively to sustain high quality provision and outcomes. Intervention programmes are provided for pupils who need them and their performance is tracked[data available] • Equality of opportunity is at the heart of the school's work. Policies, curriculum, attendance and progress are all monitored to ensure all groups do as well as they can. Pupils across the school learn Makaton to communicate with pupils in language unit. • The school's human resources management is rated as outstanding by the LA because safeguarding, equal opportunities and contractual obligations are managed very well. 	
	<ul style="list-style-type: none"> • Robust appraisal systems for teacher and teaching assistants, including peer observations support pupils' progress and identifies training needs. Staff training is designed to meet the school's priorities, such as safeguarding, The Power of Reading, using drama to promote high quality writing, challenge for the more able, marking, and Philosophy4Children. (Staff training programme, NQT support records) 	
	<ul style="list-style-type: none"> • Governors have improved their skills significantly. They are committed to the school's continuous improvement. (Ofsted, governors' minutes, school improvement plan) There is more to be done in deepening their understanding of the school's data, and partnership with leaders at all levels. 	<ul style="list-style-type: none"> • Develop existing leaders at all levels and make provision for succession and strengthen the partnership with governors, through data analysis, working parties and impact statements by senior staff.
	<ul style="list-style-type: none"> • Parents are overwhelmingly supportive of the school. (Ofsted, school's own questionnaires.) 	<ul style="list-style-type: none"> • Train and support parents to help their children to learn to read and comprehend.

<p>EFFECTIVENESS OF EARLY YEARS PROVISION: QUALITY AND STANDARDS</p>	<ul style="list-style-type: none"> • Data (Super School Profile) indicates an upward trend in attainment at the end of Reception since 2015. There was a slight drop back on 2018 to 71% of children reaching a good level of development, which then increased to 73% in 2019. This is broadly in line with the national picture and represents sustained strong progress from very low starting points. • Numbers achieving exceeding in Reading, Writing and Maths increased from 9% in 2018 to 13% in 2019 after a targeted approach to supporting children achieve the higher level. • Girls outperform boys. Children who are disadvantaged, those who speak English as an additional language, or come from Black African backgrounds do particularly well. • Children are assessed two weeks after starting Nursery/Reception. The information shows that that children enter at a low level of development especially in communication and language. (Assessment evidence, All about me books, home visits. On entry data and progress is moderated with other Southwark schools.(moderation records) • Post-Ofsted senior leaders made substantial inquiry into moderation and standards on-entry outside of the borough as well as within Southwark. Investigation showed our on-entry assessments continue to be robust and accurate, and were verified by nursery leaders consulted. • Exceeding scores across the curriculum areas have fluctuations between 5% and 30%, although most have improved on 2018 levels. • While outcomes in reading were close to the national average, the percentage exceeding the early learning goals 13% was much lower than the 2018 national average of 9%. 60% of children made rapid progress in Reading in 2018-9 • Children’s personal development is strong as they rapidly gain the skills they need in self-confidence and awareness, managing feelings and behaviour, and making relationships. (60% made rapid progress in 2018-9 in both nursery and reception cohorts) Exceeding scores improved in SCSA from 12% in 2018 to 18% in 2019 • Leadership and management is strong and ensures sustained, substantial progress. Strong partnerships are established with parents through home visits and transition events. 	<ul style="list-style-type: none"> • Set targets for exceeding in the EYFSP and focus group teaching on identified children to gain the exceeding judgement. • Amend curriculum planning to meet the new Development Matters document. • Align home reading scheme fully to stage of Letters and sounds document. • Tackle through curriculum adaptation lower achievement at exceeding in People and Communities (5%) and Being Imaginative (7%). • Continue work with parents to further develop home reading. (Whole school initiative following Ofsted inspection.) • Raise the number of children exceeding the early learning goals in Managing Feelings and Behaviour and Making Relationships
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