

John Ruskin Primary School and Language Classes

SCHOOL SELF-EVALUATION SUMMARY

Headteacher:	Clare Tayton	Chair of Governors	John Bulwer	Date:	September 2023
<div>SCHOOL CONTEXT</div> <div>Key characteristics of the school, strengths inc awards, challenges, significant changes since the last inspection.</div>	<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 is a 24 place resource base for children with developmental language disorders which consists of 3 classes.• 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. 60% of pupils come from the most deprived deprivation bands [0-20% bands-IDACI], 97% are from the 0-40% bands.• The proportions of children 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 holds the bronze award for food for life and the RHS 5 Star Gardening School. 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.				
Progress against previous inspection					
Areas to improve			Progress		
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.			Moderation and training carried out in school, across schools, including schools within neighbouring boroughs, and using LA and external consultants verified the school’s on-entry attainment assessments are accurate.		
Continue to work with parents to further develop home reading.			Parental workshops in every class across the school increased parental skills. 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 with the exception of 2022 has been above the national average and the percentage achieving this at KS2 has been significantly above the national average for the last 2 years.		
School improvement priorities	<ul style="list-style-type: none">• For the needs of all the SEND pupils to be met through the use of appropriate strategies and learning objectives in order for them to enable to make expected progress.• To continue to embed knowledge acquisition and retention throughout the curriculum• To increase the percentage of disadvantaged children achieving above expectations				

	<ul style="list-style-type: none"> Ensuring there is a sharp focus on the acquisition of a wide, appropriate and subject specific vocabulary in order to communicate effectively and to enhance curriculum knowledge and understanding
QUALITY OF EDUCATION	
Strengths	<p>Intent</p> <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. A robust recovery curriculum and use of the recovery premium for targeted interventions ensured gaps in learning from lockdowns have decreased. (End of KS assessment results 2022 & 2023, in school assessment data, book scrutinies) Progression grids have been developed for subjects that ensure that knowledge and skills deepen over time and this is reflected in planning and outcomes. <p>Implementation</p> <ul style="list-style-type: none"> Parents were surveyed and responded favourably to the home learning provided by the school during lockdown 58% of the parents surveyed stated the amount of work their child was asked to do at home was "Manageable (just the right amount of work for my child and the flexibility is there)" Parent feedback – "Being able to see the teachers' feedback and where he needed to improve so we were able to support him in those areas. Mr XX was available for the children to ask questions everyday and he came back quickly with a response. Also if as parents if we had a question we were able to email him and get a response quickly so thank you Mr XX" "The assignment and the use of Microsoft teams was really good, as well as the regular feedback and support we received from the teachers!" Parents were surveyed regarding the school's curriculum and responded favourably e.g. over 90% of parents found the different methods used to keep them informed about the curriculum were useful or extremely useful; responses show that the children enjoy learning a wide variety of subjects. The leadership team have planned actions to follow on from the responses e.g. maths workshops. Teachers and teaching assistants have high expectation [see lesson observations and book scrutinies]. 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 and to support us with this we are part of a Maths Mastery hub. 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) Children who are more able and talented continue to be identified and challenged and outcomes are good. (MAT coordinator data and provision, end of key stage outcomes) 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.

	<ul style="list-style-type: none"> 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. Termly meetings, Parent information leaflets and Curriculum in focus articles in the newsletter ensure parents are kept well informed <p>Impact</p> <ul style="list-style-type: none"> In 2023 Key Stage 2 outcomes in the main school (Super School Profile) were significantly above the national average for pupils achieving expected standard and for pupils achieving the higher standard in reading, writing, grammar, punctuation and spelling, mathematics and reading, writing and maths combined. Data indicates that there are no significant trends relating to gaps between genders, ethnic or disadvantaged groups. (closing the gap table ASP, summary data for different groups) Progress for all subjects was above national. Key Stage 1 (Super School Profile) main school outcomes at the expected level in 2023 were significantly above average in reading, writing and mathematics. The percentage of pupils found to be working at greater depth was above national average in reading and significantly above in writing and maths. Data indicates that there are no significant trends relating to gaps between genders, ethnic or disadvantaged groups. (closing the gap table ASP, summary data for different groups) Year 1 phonics main school outcomes for 2023 (Super School Profile) shows that 91% of pupils reached the expected standard compared to 79% nationally. Girls outperformed the boys. This data set included 7 children with ASD. 93% of children achieved the national standard by the end of year 2. Nationally 87% of children achieved the standard in 2022. 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>Actions from previous year:</p> <ul style="list-style-type: none"> To improve end of EYFS outcomes to gain 62% GLD in Summer 2023 For all staff to feel confident in meeting the needs of all the SEND pupils they work with in order for them to enable to make expected progress. 	<p>Impact of actions:</p> <ul style="list-style-type: none"> July 2023: <ul style="list-style-type: none"> GLD up 7% to 65% Met all ELG's up 2% to 61% Average ELG's met up 3.5 tp 14.6 All ELGS in CL and Lit up 6% to 67% July 2023 <ul style="list-style-type: none"> 90% of SEND pupils achieved expected progress in reading and 36% rapid 88% achieved expected progress in writing and 26% rapid 97% achieved expected progress in maths and 28% rapid <p>AST delivered an INSET on supporting children with ASD. Themes included sensory processing, challenging behaviour and supporting independence in the classroom.</p> <p>Staff reported positively regarding this day and a follow-up task on individual ASD pupils was completed during Twilight INSET in the summer term</p>

<ul style="list-style-type: none">To ensure cross curricular links across the curriculum		<p>Vocabulary folders are being finalised. They will be rolled out autumn 2023.</p> <ul style="list-style-type: none">At the point when MTPs were being reviewed, staff identified the skills and knowledge statements which can be taught within other subjects. These were included in the MTPs <p>Knowledge days introduced & planned again for 2023 – 24; positive feedback from staff and pupils</p>
Areas for development	<ul style="list-style-type: none">To continue to embed knowledge acquisition and retention throughout the curriculum.To increase the percentage of disadvantaged children achieving above expectations	
Next steps	<ul style="list-style-type: none">Continue to ensure the needs of all the SEND pupils to be met through the use of appropriate strategies.To further develop the role of TAs in supporting teaching and learning	
BEHAVIOUR AND ATTITUDES		
Strengths	<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; respect and courtesy are the norm. (Ofsted, feedback from visitors, and parents)Incidences of poor behaviour continue to remain very lowThe school's eight core values are embedded into everyday practice and children show these values in their conduct around school.These expectations of behaviour exist throughout the school day, including lunch time and the children respond well to incentives such as the jar of Good Choices and Reward afternoon/ morningPupils are resilient and take pride in their appearance and the school.Following the return to normal school routines, the children continue to display exemplary behaviour.Philosophy4Children is being reintroduced to allow 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 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 <p>Attendance</p> <ul style="list-style-type: none">Overall reported attendance data for the autumn and spring terms 2022-2023 was 94%, above national at National 93.7%.Persistent absence is 16%, which is significantly lower than national at 20.9%.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. EWO support, referrals to the school nurse and requests for doctor's letters limit absence for minor ailments.	
Areas for development	<ul style="list-style-type: none">Continue to reduce the level of persistent absence	
PERSONAL DEVELOPMENT		

Strengths	<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 were trained as Mental Health Champions to support both children and their parents in dealing with their mental health and well-being. Key staff have also undertaken Mental Health First Aid training.• Mental health activities have become an integral part of the school's curriculum e.g whole school transition text, well being week• Attainment and progress are good as children are settled and emotionally ready to learn.• 36 chn were part of individual or group mental health interventions and over 100 chn used 'Chill and Chat' drop in sessions• Wellbeing leads have continued to successfully provide all staff with the resources and confidence to support children's mental health.• Outside agencies engaged to support focus and provide training for children parents and staff with strategies.• A School Counsellor and Pupil Development Centre support identified children with their well-being and emotional development. Children also access social skills groups.• Staff liaise with colleagues at secondary schools in order to stay aware of issues that may impact younger siblings in John Ruskin.• The school offers a wide range of extra curricular activities and experiences such as recorder and ukulele lessons, after school clubs, bikeability, workshops linked to topics	
Actions from previous year: As part of RHE curriculum continue to develop a whole school approach to wellbeing by embedding actions on mental wellbeing and focusing on physical health and resilience.		Impact of actions: Wellbeing survey was carried out during Wellbeing week which showed Overall, the results are positive and the children are confident about the topic of mental health; 78% of children now see mental health as important as physical and 76% say they know who they would speak to All classes took part in 2 mini marathons which the children really enjoyed
Areas for development	As part of RHE curriculum continue to develop a whole school approach to wellbeing by embedding actions on mental wellbeing and focusing on physical health and resilience and celebrating differences	
LEADERSHIP AND MANAGEMENT		
Strengths	<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, 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].• The Ofsted report 2018 and LA reviews confirm that there is a culture of vigilance to keep children safe. The designated safeguarding lead and two 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 robust.• Self-evaluation by all leaders and managers is rigorous and used for continuous improvement. Data is used very well in EYFS, 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 effectively. To sustain high quality performance in the future succession planning is in place e.g. work shadowing is underway.	

	<ul style="list-style-type: none"> • Robust recovery curriculum and use of recovery premium ensured gaps in learning decreased significantly and rapid progress was made across the school. (in school data) • 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 2022 – 23 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 • 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. • Children with EHCPs and SEN support children take part in intervention groups along with their peers. As well as promoting inclusivity, their peers act as good role models. • The school's human resources management is rated as outstanding by the LA because safeguarding, equal opportunities and contractual obligations are managed very well. • 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. • Parents are supportive of the school. (Ofsted, school's own questionnaires.)
<p>Actions from previous year:</p> <p>To develop subject leaders with subject specific development.</p>	<p>Impact of actions:</p> <p>Subject leaders all participated in monitoring activities across the school and information from this was used to inform the curriculum review and this year's action plan.</p> <p>More targeted CPD provided based on staff requirements</p>
Areas for development	<ul style="list-style-type: none"> • To continue to develop the governing body's awareness of the school's curriculum intent, implementation and impact • To continue to develop the role of subject leaders
QUALITY OF EDUCATION IN EARLY YEARS	
Strengths	<ul style="list-style-type: none"> • Data (Super School Profile) indicates an overall upward trend in attainment at the end of Reception since 2015. The percentage of children who achieved a good level of development in 2022 dropped. This percentage increased to 65% in 2023. • Numbers achieving exceeding in Reading, Writing and Maths increased have remained stable at 12% after a targeted approach to supporting children achieve the higher level. • Girls outperform boys. Apart from in 2023, there are no significant differences for children who are disadvantaged. • Children are assessed two weeks after starting Nursery/Reception. The information shows 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.

	<ul style="list-style-type: none"> 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. (40% of children in the nursery and 50% of children in reception made rapid progress in 2022 – 23) Leadership and management is strong and ensures sustained, substantial progress. Strong partnerships are established with parents through home visits and transition events.
<p>Actions from previous year:</p> <p>To improve end of EYFS outcomes to gain 62% GLD in Summer 2023</p>	<p>Impact of actions:</p> <p>July 2023:</p> <p>GLD up 7% to 65%</p> <p>Met all ELG's up 2% to 61%</p> <p>Average ELG's met up 3.5 to 14.6</p> <p>All ELGS in CL and Lit up 6% to 67%</p>
Areas for development	Maintain the percentage of children achieving GLD so that it is in line with national outcomes and monitor groups to ensure there are no trends of under achievement that develop.
OVERALL EFFECTIVENESS	
Strengths	<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, wellbeing is an integral part of provision, 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 the outcomes achieved by all pupils. Safeguarding is robust LA audits confirm this.