



Ravenscroft Primary School Self-Evaluation Summary 2018/19

The context of the school

Ravenscroft Primary School is a large, friendly, multi-ethnic, inclusive primary school serving a diverse community in Canning Town, in the London Borough of Newham, East London. We gained academy status in April 2017 and are part of the *Boleyn Multi-Academy Trust* which is comprised of seven neighbouring primary schools. These are Ravenscroft Primary School, Tollgate Primary School, Cleves Primary School, Rosetta Primary School, Monega Primary School, New City Primary School and Shaftesbury Primary School. We are also part of the *Boleyn Trust Teaching School Alliance*, an alliance of over 40 schools.

Ravenscroft has almost finished its growth from two to three forms of entry; we currently have three forms of entry up to Year 5, and by September 2019, we will be three forms of entry throughout. We have two Nursery classes at present but there are plans to extend this to our usual three or four classes during the Spring Term 2019. In addition to this, we have a *Resourced Provision* for pupils with Autistic Spectrum Condition which has places for up to two pupils in each year group from Reception up to Year 6. Currently 11 of these 14 places are filled as we grow yearly from our Reception intake.

We have over 600 pupils on roll, 36.6% are eligible for Free School Meals. Our *Pupil Premium* allocation is currently £259,140, and details of how this money is spent can be found on our website. The school is in the highest deprivation quintile. 77.1% of our pupils are from minority ethnic groups and these are comprised of 15 of the 17 possible ethnic groups. 65.2% of our pupils' first language is not English.

Our percentage of pupils with SEN support is 11.7% compared to the national 14.6%. The percentage of pupils with EHC Plans is 0.6% compared to the national 2.9%. Of the 97 pupils currently on our SEN Register, 37 receive High Needs Funding.

Aims & Ethos

As a school we aim to...

- work as a powerful and innovative team, in partnership with families and carers and with shared goals, to educate our children for the world they will grow up in
- have a real sense of shared responsibility
- be reflective of our work, responding flexibly and creatively to challenges
- provide an environment (indoor and outdoor) that is attractive, friendly, safe and caring
- share our work in a variety of ways – displays, performances, open lessons etc.
- welcome and include all pupils in every area of school life and welcome families and carers into the daily life of the school
- communicate clearly and honestly
- contribute to, and enjoy being part of, the wider community
- **Be happy!**

As a pupil at Ravenscroft Primary School, I can expect to...

- be motivated, excited and challenged by my lessons
- be creative, imaginative and encouraged to explore and enquire
- be encouraged to be a reflective and independent learner including being part of planning and leading my own learning
- use technology and lots of different resources to enhance my learning
- have high expectations of my potential and to be given every opportunity to meet it
- choose from a range of extra-curricular activities
- be supported to develop socially, morally, emotionally and physically
- develop confidence in myself as a future citizen
- enjoy and explore the world around me
- enjoy being part of a diverse community
- feel valued and know that my opinions count
- **Explore, achieve and fly!**





Leadership and Management

Leaders at Ravenscroft Primary School have a clear understanding of their role in the continuing development and improvement of the school. School leaders and governors lead the formulation and implementation of the vision and ambitions for the school and this forms the basis of the School Development Plan. The school's website publishes the relevant information, but the school community is very aware of the school's vision through the day to day work of the school as well as major initiatives such as motivation and resilience projects; sharing celebrations from the faiths represented in the school; and displays promoting the values and life of the school including high profile/competitive events. Leadership is devolved and draws on the strengths, expertise and interests of staff at all levels in order to maximise pupils' achievement.

The effectiveness and stability of the school's leadership is borne out by the high standards of attainment achieved by pupils and by high quality teaching and learning. The Senior Leadership Team have an effective understanding of the school's strengths and areas for development and have a clear understanding of what to do to lead staff in order to develop teaching and learning to raise pupil attainment. Standards and expectations of Middle Leaders are guided, monitored and appraised by the Senior Leadership Team. All leaders have a clear and unified vision of what effective leadership is (and this is formally documented and evaluated through our *Leadership Matrix*) and how this impacts on children's learning, staff development and the wider picture of school improvement.

Leaders hold very high expectations of themselves and others; this is maintained through robust systems of monitoring and quality assurance. Regular classroom observations take place, each involving a member of SLT in joint observation with a fellow year group member of the teacher being observed. This serves to allow all teachers take part in monitoring, all having the chance to experience and discuss classroom practice and offer support or insight to enhance teaching and learning. Short term targets are suggested during feedback and the classroom observations are followed up approximately two weeks later by *Professional Discussions* where Senior Leaders discuss the improvements in practice that were suggested during observations, and the impact of those changes. This allows time for reflection as well as an opportunity for teachers to either provide evidence of improvements in practice, or to seek further support. Areas of commonality in terms of areas for development are discussed and identified by SLT and additional CPD is designed to improve teaching where appropriate.

Senior Leaders undertake work scrutiny on a regular basis ensuring high expectations are being met both in terms of pupils' work as well as teachers' quality and consistency of marking. Individuals or year groups where appropriate, receive focussed, honest and supportive feedback on the quality of pupils' work and their marking from members of SLT, and this feedback and resultant discussions lead to directed support for teachers, when required, as well as serving to inform future scrutiny. Separate to this, Middle Leaders scrutinise pupils' work in order to ensure curriculum coverage and high quality teaching and learning based on the planning that they have designed. Each term Senior Leaders conduct *Pupil Progress Meetings* with either individuals, or year groups where appropriate, in order to discuss, monitor and hold teachers to account the progress and attainment of all pupils, and most notably those groups who have been identified within the *School Development Plan* and *Performance Appraisal*. All information gathered during the monitoring cycle is shared and evaluated during SLT Meetings and is used to set priorities and to inform CPD for individuals, year groups, phases or the whole staff.





Leadership and Management *continued*

Leaders liaise effectively with other schools and outside agencies including Newham's Language & Communication Interaction Service; the Education Psychology Service, NHS, Speech & Language Services and the Occupational Therapy Service. The school is also an active member of the Tollgate Teaching School Alliance: we have three specialist leaders in Education; provide training as part of the ITT programme and through the Teaching School Alliance; and senior leaders are heavily involved in selecting ITT candidates and ensuring quality assurance in support of East London School Centred Initial Teacher Training. The Head Teacher also sits on the *Strategic Partnership Board* of the SCITT.

The recently reconstituted Governing Body has a broad range of skills and expertise and has an awareness of the school's strengths and weaknesses through questioning and scrutiny of the work of the school and by increasing engagement in the life of the school. Governors regularly visit the school, and in particular, the Link Governor for Safeguarding liaises very regularly with the Safeguarding Officer. Each year Governors attend the Ravenscroft *Governing Body Awards* where governors present prizes and host refreshments with pupils and their families.

We have high expectations of behaviour and performance throughout the whole school community and these are reflected in our results and participation in extra-curricular activities outside school. This is endorsed by attainment standards at KS2 being significantly above national average. Pupil premium is used to support disadvantaged pupils with the result that their attainment is in line with or exceeding other pupils in the school. Progress is rising steadily for all pupils and governors take a keen interest in the use of Pupil Premium to secure this improvement. The capacity for continuing improvement is robust and on-going.

All leaders are acutely aware of the need to measure the impact of the school's actions and use a range of sources to do so including data, pupil voice, consultations with staff and seeking the views of parents and carers on a variety of issues. *Performance Appraisal* is rigorous and is viewed positively by staff who are proactive in setting targets that include their own professional development. A coaching culture is firmly in place in school whereby teachers and support staff are now guided to set their own self-reflective targets and identify where support is needed; the main resultant shift in lessons is from good to outstanding.

Our curriculum is broad and balanced and has been carefully designed by our middle leaders. Specialist Art, P.E. and Music teachers deliver those subjects to pupils from Nursery to Year 6. Leadership is passionate about pupils' spiritual, moral, social and cultural development and to this end these values permeate the curriculum and there is zero tolerance of prejudiced or discriminatory behaviour.

Areas of responsibility are allocated on the basis of individuals' interests, professional development and experience; this is motivational and produces passionate and committed leaders at all levels and results in middle leaders increasingly working at higher levels of leadership. A coach, experienced in working with schools across the world, has had significant input in the professional development of our leadership teams. Leaders at all levels support each other formally and informally.





Quality of teaching, learning and assessment

Raising the aspirations and expectations of all teachers and pupils is rooted in our school vision, staff training and rigorous evaluation. Pupils have a more leading role as active learners due to lessons that are personalised and challenging for all; this is possible because lessons are delivered as an immediate response to their individual wants and needs. Pupils are increasingly taking responsibility for their own learning, and are becoming better able to provide constructive feedback to their peers and to themselves. This is leading pupils to have a better understanding of their own learning and the next steps they need to take in order to improve.

Philosophical enquiry is embedded throughout the curriculum and debate is encouraged. This interests and enthuses our pupils.

The new curriculum is firmly in place and foundation subject leaders have been appointed to support its delivery. A team of staff leads the English curriculum, each focussing on a particular area: reading, phonics, debate, spelling, grammar etc. More challenging texts are being used throughout the school in all aspects of the English curriculum in order to develop pupils' use of language.

A rigorous training programme, including the use of renowned experts, is put in place to extend and deepen teachers' understanding and knowledge of the curriculum. A highly personalised and targeted training programme is run in-house for newly qualified teachers and teachers in their second year of teaching. The Senior Leadership Team, support the deepening of teachers' ability to question and provide feedback to pupils during lessons in order to not only formatively assess understanding and progress during lessons but also to feedback to written work after lessons so that learning is scaffolded and progressed as appropriate.

There is a strong professional support network involving senior leaders working closely with year groups which enhances planning, teaching and learning resulting in responsive, well-pitched lessons which ensure excellent progress across time. The time that pupils are allowed to work independently is maximised in terms of the amount of time and the challenge of the tasks set. There is a fine balance between adequately breaking down subject content and ensuring a good rate of progress in learning. This is supported well by leaders both formally and informally.

Pupils are set homework, from Reception up to Year 6, for spelling, times tables, maths, English and humanities subjects. We also provide guidance for families to engage in additional home learning opportunities to broaden their children's learning in a range of situations.

Data indicates that in reading and mathematics our pupils leave us significantly above national standards for the expected standard. Self-motivation is an all-encompassing initiative in school which is showing significant improvements in pupils' resilience not only to failure but also to fear of failure. Our curriculum and the experiences we offer children promote tolerance and understanding of other communities as well as a curiosity about unfamiliar communities.





Personal development, behaviour and welfare

Pupils of all ages enjoy school life – lessons, breaks and lunchtimes, clubs, extracurricular competitions, the indoor and outdoor environments - and are proud to be students at Ravenscroft Primary School; this is clear when they escort visitors of all kinds around the school. Pupils are provided with opportunities to assess and manage risk – physical, e-safety emotional and social - and have a developing understanding of different behaviours and how to respond to these, including when it is appropriate to involve an adult.

A significant focus is placed on pupils being self-motivated and resilient in all aspects of their lives and these qualities are developed in all key stages in a range of situations by on-going work on developing pupils as powerful learners.

Children's behaviour is outstanding; all staff and students have high expectations of behaviour – their own and that of others – including supportive learning. Pupils have a clear understanding and appreciation of the impact of their behaviour on their learning and on that of others.

Pupils are clear about what unacceptable behaviour is and its consequences. Bullying, behaviour and/or the use of derogatory or aggressive language which prevents other pupils learning is likely to lead to severe consequences including fixed term exclusion and pupils are aware of this. Exclusions are handled as positively as possible – the school works closely with the family and the local authority's Reintegration Into Education Team both during and after the exclusion.

Attendance is in line with the national average and has shown a three year improvement; the number of 100% attendees per term is continuing to increase and the attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average. Good attendance is celebrated and pupils are very aware of its importance. Rigorous procedures identify and respond to concerns regarding attendance.

We work closely with Newham Attendance Service to communicate with parents – by telephone, letter and face to face meetings in school and sometimes in pupils' homes. Integral to this work is making parents and carers aware of the impact of poor attendance (on pupils' learning and their well-being as well as possibly resulting in a legal sanction).

Through the principles of philosophy and debating embedded throughout the curriculum, pupils show respect for the ideas and points of view of others when discussing and debating issues.

The school complies with statutory guidelines for healthy eating: pupils eating school dinners use the salad bar; there are group interventions for identified pupils; we provide parental information on healthy packed lunches; there is always free access to water in classrooms and for pupils attending sports clubs; and semi-skimmed milk is available to all pupils daily at no extra cost to families (plus fruit for the younger children).





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Personal development, behaviour and welfare *continued*

Emotional and mental well-being is supported through various personalised strategies e.g. mindfulness, our school dog (Rosie Dog), bereavement support and a range of workshops. Vulnerable pupils are identified, their emotional well-being and academic progress carefully monitored and their needs addressed.

Children enjoy attending a wide variety of clubs and in-school interventions which include sport, healthy cooking and mindfulness (all of which are regularly filled to capacity).

We are proud of our pupils and the measures we take to keep them safe because:

- The school has an exceptionally positive climate for learning
- Pupils' attitudes to learning and behaviour outside lessons are almost always impeccable
- Pupils demonstrate great pride in their school in a variety of ways
- The school has a strong ethos of standards of behaviour and any breaches of these are dealt with consistently
- Our safeguarding procedures are robust and pupils learn how to assess and manage risk in all areas of their lives.

They consistently represent the school well – on visits and when taking part in competitions - and are often commended by the general public in this regard.

We impact on pupils' aspirations by offering a wide range of extra-curricular activities including cookery competitions, *50 things to do before you are 12*, debating, chess, news clubs etc. and by the continuing transformational environmental improvements implemented in recent years which are continuing.

Formal and informal pupil voice; evidence trails; class discussions; questionnaires; making children agents of their own learning whenever possible; increasing independence (especially evident in the Y6 unit) inform how we move our school forward.

We have Safeguarding and Attendance Officers employed full-time in the school.

We (staff and pupils alike) celebrate all successes including competitive successes, personal achievement and excellent attendance.

Anti-Bullying work includes theatre groups, pledges, pupil/parental voice; and exploring issues throughout the curriculum. Pupils continue to develop effective strategies to combat bullying and to manage risk in a range of situations.





Outcomes for pupils

Pupils' progress and attainment is discussed and moderated during regular *Pupil Progress Meetings* and *Standards Meetings* which are conducted by Senior Leaders or Phase Leaders with year groups or individuals where appropriate. Next steps, remedial action and the possible requirement for interventions are shared, as is good practice in developing knowledge, understanding and skills. Teachers use planning documentation that enables them to pinpoint exactly where to start from with each child ensuring that achievable steps are in place to ensure every child meets their potential.

This year (based on our areas of lower performance for end of 2018) we have created a new way of setting which fosters combined high attainers (for Reading, Writing and Maths) and raises the attainment of low attainers.

Reading and Writing across the curriculum are also now at the forefront of classroom practice due to our end of Key Stage data for 2018. In addition, the use of more challenging texts in English is having a significant impact on children's comprehension skills, widening children's vocabulary, broadening children's imagination and supporting children's grammatical understanding. Each child having their own copy of fiction and non-fiction texts used in class is also impacting on pupils' motivation to read.

Key Stage 2 Attainment in Reading, Writing Maths combined for the expected standard is 86% which is 21 percentage points above the national proportion and this is a statistically significant difference. Progress is also still significantly above the national average (+21%). The Average Scaled Score for our school is 106 which is in line with the national average of 105. Value Added Progress Average Scaled Score is +1.3 which is significantly above the national average (0). The three-year average mathematics attainment score (107.4) was in the top 10%.

In reading, 88% of our pupils achieved the expected standard at the end of KS2 compared to 75% nationally and 24% achieved more than expected. In writing, 88% of our pupils achieved the expected standard at the end of KS2 compared to 78% nationally and 25% made more than expected. In English (Grammar, Punctuation & Spelling) 95% of our pupils achieved the expected standard at the end of KS2 compared to 87% locally and 61% achieved more than expected. In maths 93% of our pupils achieved the expected standard at the end of KS2 compared to 75% nationally and 25% made more than expected.

Writing progress has been in the top 20% for at least the last two years for all pupils; middle prior attainers as well as high prior attainers. Progress in mathematics has been in the top 20% for at least the last two years for all pupils; middle prior attainers as well as disadvantaged pupils. Mathematics progress is significantly above the national for other pupils for at least two years for disadvantaged pupils and middle attainers. Reading, writing and mathematics attainment of the expected standard is at or above the national for middle and high attainers as well as for disadvantaged pupils.

KS1 Attainment at the expected standard was at or above national for all pupils at 77% which is also significantly above the national average of 65% nationally. In reading attainment 79% of pupils met the expected standard or above – broadly in line with the national average of 75%. The number of pupils achieving a higher standard in reading was 28% which is in line with the national average of 26%. In writing attainment 79% of pupils met the expected standard compared to 70% nationally. The number of pupils achieving a higher standard in writing was 23% which is in line with the national average of 16%. In maths attainment 87% of pupils met the expected standard which is significantly above the 76% national average. The number of pupils achieving a higher standard in maths was 35% which is significantly above the national average of 22%.

Year 1 pupils achieved highly in the national phonics check (89% as opposed to 83% nationally).





Effectiveness of early years provision, quality and standards

The Deputy Head Teacher and Assistant Head Teacher for EYFS have an effective understanding of the strengths and the areas for development in EYFS. They have a clear understanding of how to lead staff in order to develop teaching and learning and to raise pupil attainment. EYFS is integral to all targets in the School Development Plan. Leaders continually re-visit the SDP throughout the year, including during staff and Governing Body Meetings, where progress towards targets is discussed, monitored and developed. Areas of school improvement are led by a range of staff including support staff. This devolved model of leadership involving many members of staff provides a robust model of sustainability for on-going and future school development. In EYFS, for example, planning, delivering and evaluating the sessions for pre-school children are led by a Teaching Assistant.

This model also allows them to lead and drive about change in other EYFS establishments in and out of Trust schools as SLEs. This year support has been provided to Rosetta Primary School and Longshaw Primary Academy.

EYFS leaders (whose remit also includes Year 1) lead the implementation of smooth transitions from Nursery to Reception and Reception to Year 1.

We offer a comprehensive induction program to Reception pupils and their families which includes:

- Home visits undertaken by a member of the Senior Leadership Team
- Interviews and “Welcome” with a member of the Senior Leadership Team
- Welcome booklets “school readiness”
- An Induction Day including lunch for the new intake
- Parents’ Meetings on the same day
- Support arranged in advance for SEN children

Leaders in EYFS are passionate about providing an outstanding learning environment both indoors and outdoors and accordingly ensure that all EYFS staff understand the need for a high quality learning environment which excites children and encourages them to explore and learn independently. Rigorous staff training therefore includes this aspect of EYFS alongside whole staff INSET, which includes specific EYFS INSET including ‘Characteristics of Effective Learning’, ‘Parental Involvement’, ‘Box Clever’, effective use of Teaching Assistants to name but a few.





Effectiveness of early years provision, quality and standards *continued*

EYFS Leaders attend partnership meetings organised by the local authority and all EYFS staff are encouraged to visit other settings within the trust which help to ensure that current and good practice is shared, implemented and maintained. Phase meetings where all EYFS can share good practice helps to create a manageable observation and planning cycle as a direct response to pupils' learning, interests, needs etc. We undertake Pupil Progress Meetings for all in order to quickly identify underperformance in areas of the curriculum and of particular groups of children; learning is then personalised in order to diminish the difference.

Ravenscroft EYFS strives to ensure that children within our Early Years Foundation Stage are provided with tailored support and opportunities in order to assist them in reaching and exceeding the expected level of progress and attainment.

A large number of our pupils enter our Nursery classes with knowledge, skills and understanding below those that are expected for their age. They are low in communication and language. However they benefit from attending our daily pre-school sessions and school nursery which prepares them for Reception. They are joined in the Reception by many children who have not had any experience of a pre-school setting.

Attainment within EYFS is a constantly improving picture over time, with outstanding EYFS teaching enabling pupils to make good progress, especially from their low starting points.

- 83.9% of Reception pupils have achieved a good level of development.
- 60.9% of Reception pupils have English as an additional language.
- 7% of all pupils achieved exceeding level of development across all areas.
- Overall, girls perform better than boys.
- Exploring Media & Materials was the top subject at 87.4% at expected level or above.
- Communication and Languages was the lowest performing area.
- Our pupils exceeded the Local Authority & National average levels in all the prime and specific areas of learning.





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Overall effectiveness

Ravenscroft Primary School is efficient and effective. The School Community is ambitious for all its pupils and there is a determination for the school to succeed in all aspects of its work. Robust, responsive and effective formative and summative assessment ensures that teaching and learning are outstanding. Pupils have excellent educational experiences at school and these help to equip them for the next stage of their education and their longer term futures. Attainment, progress, teaching, leadership and behaviour and safety of pupils are all highly effective.

There is a robust training and support programme in place with the aim of ensuring that all teaching is outstanding. Pupils enjoy their learning and are proud of their school. Children are offered clear guidance, excellent support and exemplary levels of care. The school's practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including disabled pupils and those with special educational needs.

There is a cohesive and rigorous drive for school improvement and the school's devolved leadership structure provides sustainability. Staff and Governors have a clear understanding of the school's strengths and weaknesses and are committed and proactive in the drive for improvement.

Great emphasis is placed on the promotion of pupils' spiritual, moral, social and cultural development and this in turn leads to a school which is not only supportive of learning and success but also produces a school community built on British Values including respect and an appreciation of each other's backgrounds and experiences.

Pupils leave Ravenscroft Primary School with attainment and progress far exceeding national expectations and equipped with the skills, knowledge, understanding, motivation and resilience to *Explore, Achieve and Fly*.

