



Inspiring minds through opportunity

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SCHOOL SELF-EVALUATION REPORT SUMMARY

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School Context

Cyril Jackson Primary School is a large and ambitious primary school. We have 492 designated pupil places, catering for children from Nursery to Year 6, with twenty of these places being given over to a borough-wide Language Resource Provision for children with significant language difficulties. We are routinely oversubscribed.

The school is situated in London's Docklands, in an area of considerable socio-economic deprivation (School Deprivation Index = 0.61), juxtaposed against the new wealth of Canary Wharf. A large number of our pupils are entitled to Free School Meals (56.8%), and other contextual indicators associated with educational underachievement suggest that many of our children are subject to serious social-economic disadvantages. The school has a high mobility rate (19%); this is principally a result of families moving from local temporary accommodation to permanent homes in other areas, both in-borough and out-of-borough. A number of our children are temporarily accommodated in the Hestia Women's Refuge. We do everything we can to overcome these barriers, narrowing the opportunity gap and equipping our pupils with the skills they need to succeed.

Although many of our children start school with skills which are well below the expected levels, the majority meet national expectations in English and Mathematics by the end of KS2. They therefore make outstanding progress across their time at Cyril Jackson. We are proud of this achievement, particularly in view of the contextual indicators described above. However, we are always striving for more, and we have ambitious plans to take our children's attainment to even greater heights.

The school has high levels of SEN and additional needs. Including the twenty children in the Language Resource Provision, the school has 40 full-time and 1 part-time pupil with Statements of SEN / EHC Plans (50 Statements 2013-2014). We have a reputation for exceptional SEN provision which has attracted the families of children with profound communication needs, ASD and significant cognitive delay, and we know that other services often recommend us to these families. A team of Speech and Language therapists and around thirty external agencies work with our pupils on a regular basis. The Language and Communication Group (FS/KS1) and the AEN Groups (KS1 & KS2) were formed to complement our mainstream provision, and to meet the needs of some of our most vulnerable children.

The school is on a split site (the two school sites are a short walk apart). There are four detached teaching blocks on the south site of the school, including a nursery, the Language and Communication group, and the main building which houses the Reception classes, Years 5 and 6 and the KS2 AEN group. Years 1 to 4 and the KS1 AEN group are based on the north site. Classroom and teaching spaces are small.

The school has gained the following kite mark accreditations: Read Write Inc model school; Schools Financial Value Statement; Healthy Schools Status; Living the Olympic and Paralympic values; Sustainable Travel; and Investors in People.

ACHIEVEMENT OF PUPILS is judged to be GOOD

The school judges pupils' achievement to be Good because children make exceptional progress from low starting points, and because the proportion of pupils meeting or exceeding national expectations consistently compares favourably with national results. Teaching is consistently good or outstanding.

As an inclusive school with a strong reputation for supporting children with Special Educational Needs and Disabilities, we welcome children who are new to English or who face other significant barriers to achievement. Because of this, the quality and value of the school's work is not always fairly represented in topline data, and tends to show some variation from cohort to cohort. Our detailed analysis of the progress and performance of individual pupils and groups of pupils ensures that we meet the needs of all our children.

An example of this variation can be seen in the phonics data. In 2013, a cohort with comparatively low incidence of SEN (now Year 3) exceeded national expectations significantly (School = 91%; National = 69%). By contrast, the most recent cohort (now Year 2) had a greater incidence of SEN than any other year group in the school. Their results (School = 70%; National = 74%) reflected this variation. From among the current Year 6 cohort, 3 high-performing pupils left the school at the end of Year 5, and 4 new children arrived, 2 of whom had no English on admission. Potentially, this single factor could cause a swing of over 11% in the outcomes of the current cohort.

The school produces a detailed termly assessment pack which includes: three year data trends; analysis of groups; year group information; analysis of groups and subjects; and details regarding interventions.

Foundation Stage 2012-2014 (p. 17)

- The 2013 data show that 57.6% of children achieved good levels of development.
- The 2014 data show that 60.3% of children achieved good levels of development (compared to 60% nationally).
- Children made very significant progress from their starting points.

Phonics 2012-2013

- Year 1 Phonics check results exceeded national averages in all measures. With its 91% pass rate, the school greatly exceeded the national figure of 69%. Significantly, the number of **FSM** children passing the test was 88% (compared to 57% nationally).

Phonics 2013-2014 (p. 18)

- Year 1 Phonics check results fell to a 70% pass rate (78% when children in the LRP are disaggregated). 85% of pupils scored 25+ on the test (89% when children in the LRP are disaggregated).
- **Boys'** results were below national averages, but this was due to a high incidence of SEN (6 children had Statements of SEN; 4 were at SA+). Disaggregating these children, 90% of boys achieved 32+ on the test. We continue to support all children who did not meet the expected standard in the phonics screening with (a) discrete phonics teaching, (b) the consistent teaching of spelling and (c) the cross-curricular use of phonological skills. Additional interventions are also in place where necessary.
- Children who are **believed to be English or who are English** also achieved results below national averages. This was again due to a high incidence of SEN (4 children had Statements of SEN; 1 child was at SA+). Disaggregating these children, 80% of children who are believed to be English or who are English achieved 32+ on the test.

Key Priorities ...

... and what we need to improve to move to the next grade.

- *To ensure the attainment and progress of all children is in line with, or above, national expectations.*
- *To raise standards of attainment in Reading and Writing by embedding systems to support a culture of Reading.*

Subject / Aspect		2012 Results School		2013 Results School		2014 Results School		2014 Results National
		Gross	Disaggregated	Gross	Disaggregated	Gross	Disaggregated	
Year 1 Phonics Screening: 25+	School Comparison to National	87%		93%		85%	89%	
Year 1 Phonics Screening: 32+	School Comparison to National	68% (+10%)		91% (+22%)		70% (-4%)	78% (+4%)	74%
Year 1 Phonics Screening: Boys: 32+	School Comparison to National					90% (+16%)		74%
Year 1 Phonics Screening: English or believed to be English: 32+	School Comparison to National					80% (+16%)		74%

KS1 Attainment 2012-2013

- APS averages for children with no identified SEN were above national averages.
- Our **FSM** children performed better than FSM children nationally. All subjects: School = 14.9; National = 14.3. Reading: School = 15.2; National = 14.8. Writing: School = 14.2; National = 13.5. Mathematics: School = 15.3; National = 14.8.

KS1 Attainment 2013-2014 (p. 24)

- Reading outcomes at Levels 2C and 2B were at national average rates. Outcomes at Level 2A were above national average rates, and outcomes at **Level 3 were below** national average rates.
- We believe that our reading results typically keep pace with national averages due to our rigorous teaching of synthetic phonics, complemented by a wide range of other interventions and teaching methods detailed in the Raising Attainment Plan.
- Writing outcomes at Levels 2C, 2B and 2A were at national average rates. Outcomes at **Level 3 were below** national average rates.
- Mathematics outcomes at Levels 2C and 2B were at national average rates. Outcomes at Levels **2A and 3C were below** national average rates.
- We believe that recent training and additional resourcing in the area of problem solving and the use of *Numicon* for our maths teaching will positively impact on all pupils (including the higher attainers) at KS1.
- Since the rate at which the school produces high attainers remains slightly below national average rates in all subjects, an array of actions have been identified, including: setting of pupils for Mathematics and Reading; additional Guided Reading sessions for high-achieving groups and additional Read Write Inc sessions for all pupils.

KS1 Attainment Over Time (p. 26)

- Outcomes in all subjects were below national averages in 2010, 2012 and 2013. This was due to the consistently high incidence of significant SEN among the successive cohorts (often including several pupils working at P-Levels), and high numbers of pupils with EAL. These factors disproportionately affected the school's APS.
- In the areas of Reading and Writing, the gap between the school's APS and national average outcomes has closed (measured between 2010 and 2014).
- In Mathematics, the gap between the school's APS and national average outcomes has also closed (measured between 2010 and 2014, and acknowledging a variation against the trend in 2013).
- There has been **considerable improvement** in attainment since 2010, to the extent that KS1 APS outcomes are now broadly in line with national average APS outcomes (School = 15.5; National = 15.9).

KS1 APS Groups 2013-2014 (p. 27)

- In common with national trends, **boys'** performance was, on average, surpassed by girls' performance at this Key Stage. An abundance of boys in the cohort ($\Sigma = 37$; 61.7%) adversely affected average attainment. Of the boys in the cohort, 3 had Statements of SEN / EHC Plans, and another 3 received SEN support at SA+.

- On average, **disadvantaged pupils** and pupils entitled to Free School Meals ($\Sigma = 26$) performed less well than other pupils ($\Sigma = 34$) in the cohort, but their outcomes were, in all subjects, better than those of disadvantaged pupils nationally (All subjects: School = 15.3; National = 14.6. Reading: School = 15.8; National = 15.0. Writing: School = 14.4; National = 13.7. Mathematics: School = 15.8; National = 15.0).
- Bangladeshi pupils** ($\Sigma = 42$) in the cohort outperformed Bangladeshi pupils nationally in all subjects.

KS1 Progress 2013-2014 (school data)

- Over a three-year period (2011 – 2014), pupils at KS1 have made levels of progress clearly in excess of national expectations (Reading: School = +9.1 per cohort; National = +6.0 per cohort. Writing: School = +8.1 per cohort; National = +6.0 per cohort. Mathematics: School = +8.6 per cohort; National = +6.0 per cohort).

KS2 Progress Measures 2013-2014 (school data)

Progress since KS1 (2013-2014)				
	Reading	Writing	Mathematics	Average
Year 3	4.6	3.2	4.3	4.0
Year 4	8.7	7.3	7.6	7.9
Year 5	11.6	9.2	11.4	10.7
Year 6	13.1	14.3	14.0	13.7
<i>Year 6 disaggregated</i>	<i>12.9</i>	<i>14.4</i>	<i>14.1</i>	<i>13.8</i>

Pupil Premium: Value-Added since KS1 (2013-2014)			
	Year 4	Year 5	Year 6
(A) Eligible for Pupil Premium	8.5	10.2	13.4
(B) Ineligible for Pupil Premium	7.6	11.0	14.0
(A – B)	0.9	-0.8	-0.6

KS2 Attainment 2012-2013

- On average, attainment was at least Good, but was affected by a cohort in which 25% of children were on the school's SEN register.
- The school's 2013 APS showed that outcomes in no subject were significantly below national averages, and that all subject outcomes had improved over a three-year period.
- Over the previous four years, the percentage of children attaining Level 4 had been on an upward trend across all subjects.
- The percentage of children attaining Level 4 in English improved from 69% in 2010, to 78% in 2011, and to 83% in 2012. It then reduced to 81% in 2013, but disaggregating the results of children placed in the LRP increases that value to 90% net.
- The percentage of children attaining Level 4 in Maths improved from 73% in 2010, to 75% in 2011, and to 85% in 2012. It then reduced to 84% in 2013, but disaggregating the results of children placed in the LRP increases that value to 87% net.
- The percentage of children attaining Level 4 combined also improved from 65% in 2010, to 69% in 2011, and to 81% in 2012. For 2012, the disaggregated value is 88% net (8% above gross national averages). In 2013, 74% of all children attained Level 4 combined (81% when the results of children placed in the LRP are disaggregated).
- The percentage of children attaining Level 5 compared favourably with national averages, and surpassed them in some areas. Reading: School = 39%; National = 45%. Writing: School = 40%; National = 30%. Mathematics: School = 35%; National = 41%. Grammar, Punctuation and Spelling: School = 56%; National = 48%.
- The school exceeded all national averages for Level 6. Reading: School = 2%; National = 0%. Mathematics: School = 9%; National = 7%. Grammar, Punctuation and Spelling: School = 5%; National = 2%.

- 15 pupils (12 boys and 3 girls) in the cohort did not reach the 4C and 4B benchmarks in Reading, and accordingly the school collected a *Sig-* rating in this area. Of the 15 children in question, 1 was discounted as he had been in the country for less than two years and his first language was not English. 5 pupils were not entered for the tests due to their significant SEN. A further 5 pupils had very low prior attainment at KS1 (1C to 1B); 4 of these made at least expected progress across KS2, and the other scored N on the test (a result which we feel this was linked to the style of the paper and its interaction with the pupil's own SEN). 1 child joined the school at the beginning of Year 6 with low academic levels. We acknowledge that 2 pupils who attained 2C at KS1 did not convert to 4C in the KS2 tests. All interventions were put in place to support these children, and both were teacher-assessed at 4C at the end of KS2.
- The school collected a *Sig+* rating for enabling (a) children entitled to Free School Meals, (b) low prior attainers, and (c) middle prior attainers to attain Level 4 in the Grammar, Punctuation and Spelling test. This testifies to our continuous drive to ensure that children meet the standards of the new National Curriculum.
- The school collected a *Sig+* rating for enabling (a) boys, (b) children entitled to Free School Meals, (c) children entitled to Free School Meals (or Looked After Children) and (d) middle prior attainers to attain Level 5 in Writing . We also collected a *Sig+* rating for enabling (a) children entitled to Free School Meals (or Looked After Children) and (b) middle prior attainers to attain Level 5 in the Grammar, Punctuation and Spelling test. This testifies to our continuous drive to ensure that our more able pupils reach the highest levels attainable.
- Our outstanding curriculum and high-quality teaching ensures that children are challenged at all levels of attainment.

KS2 Level 4 Attainment 2013-2014 (pp. 29-32)

- The 2013-2014 cohort presented considerable challenges to the Year 6 teaching team and the SLMT. The same teaching team had been in place during the previous academic year, when the school's value-added results placed it in the top 250 in the country. Despite these challenges, the teaching programmes and interventions for the most recent cohort ensured that children made progress at nationally-expected rates.
- 16 children with **low KS1 attainment** did not convert to Level 4 under test conditions; this had an impact on all the results, but particularly in the area of Reading. Of the 16 **low prior attainers**, 8 had Statements of SEN, 2 received SEN support at SA+, and 2 received SEN support at SA. 1 child was unable to sit the test due to an ongoing medical issue. 1 child joined the school during the last weeks of Year 4, with no prior experience of English (this pupil's results cannot be discounted). Teacher assessment data demonstrates that a number of these children were operating at Level 4, but they did not perform to this level in timed test conditions.
- This group also impacted on the data of other groups. 8 of the 16 pupils were girls, 8 were entitled to Free School Meals, 8 were disadvantaged, and 15 were learning English as an Additional Language.
- The **children on roll throughout Years 5 and 6** also attained below national expectations in Reading and Mathematics. However, 7 of these children joined the school in Years 1-4, and were therefore not part of our Foundation Stage or (in some cases) the beneficiaries of our teaching at KS1. Several were learning English as an Additional Language or came to the school with their own existing barriers to learning.
- A number of pupils, particularly those with Speech, Language and Communication Difficulties and those learning English as a Additional Language, did not finish the Reading and Mathematics papers in the allocated time, and therefore did not have the opportunity to demonstrate their full potential.
- Strategies and associated Action Plans to increase attainment levels in **Reading** have been in place for a number of years (see for example the Raising Attainment Plan). The school continues to drive this forward, and improvements are clearly manifested in the Foundation Stage, Year 1 and Year 2.

- **Writing and Grammar, Punctuation and Spelling** results are very good, particularly for **disadvantaged pupils, middle prior attainers** and **English-speaking pupils**. This is a result of (a) strong subject knowledge amongst the teaching staff, (b) significant levels of staff training, and (c) the extended timescale (through to June 2014) which enabled a focus on writing to continue throughout the summer term. In addition to this, the unrestricted time given to pupils to complete their writing pieces clearly assisted our **EAL** children. The regular, high-quality, discrete and direct teaching of grammar also brought out the capabilities of our pupils. Teachers helped all pupils to develop their writing skills during individual pupil conferences; this brought about significant improvement in the quality of pupils' writing. Expertise from the Local Authority and from within the school's own resources was brought together to help staff to assess children's work, identify learning points and plan for progress.

KS2 Level 5 Attainment 2013-2014 (pp. 33-5)

- Direct teaching and other successful interventions ensure that the school is highly successful at converting **middle prior attaining pupils** to Level 5. In the areas of Writing and Grammar, Punctuation and Spelling, children entitled to **Free School Meals** and **disadvantaged** pupils also attained Level 5 at a rate which surpassed national averages.
- In Reading at Level 5, for **all pupils** and for those **on roll throughout Years 5 and 6**, the school collected a rating of *Sig-*. The explanation for this has already been discussed: several pupils failed to complete the Reading paper and hence did not reach the Level 5 questions within the new format of the Reading test.

KS2 Attainment APS Over Time (p. 37)

- Attainment improved in all APS measures and all subjects between 2010 and 2013. There was a reversal of the trend in 2014, but on the whole pupils continued to make progress at or beyond nationally-expected rates.

KS2 Attainment APS overall and by Subject Groups (pp. 38-9)

- **No groups** were significantly below national average levels, but various measures had reduced in comparison to previous results. This applies to several groups and to gross measures in the area of Reading, as discussed above.
- Some groups attained in line with (or above) their average national equivalents, including: by combined measure, children entitled to **Free School Meals, disadvantaged** pupils, and **high prior attainers**; in **English**, children receiving SEN support at **SA+**; and in **Mathematics** children entitled to **Free School Meals, disadvantaged** pupils, **middle prior attainers** and **high prior attainers**. In Writing and Grammar, Punctuation and Spelling, most groups did better than their average national equivalents.

KS1 to KS2 Value-Added Scores (p. 40)

- Between 2012 and 2014, value-added measures surpassed national averages in all subjects; in 2013 the school collected a rating of *Sig+* in this area.
- In Mathematics, the school collected a rating of *Sig+* in 2012-2013, and was above national averages in 2014.
- In Reading, the school collected a rating of *Sig+* in 2013, and a rating of *Sig-* in 2014 (see above).
- In Writing, the school collected a rating of *Sig+* in 2013-2014.

KS2 Progress Measures 2012-2013

- In the 2013 Primary School Performance Tables, measured by the amount of progress pupils make between the end of KS1 and the end of KS2, Cyril Jackson Primary School was in the top 250 schools in the country.

Progress Measures: Value-Added – Fine Grades – Groups (pp. 41-2) and Summary Value Added (pp. 43-4)

- Pupils without identified **SEN** performed better than their average national equivalents. The school collected a rating of *Sig+* in this area.
- All groups for which the school collected a rating of *Sig-* in the area of Reading were adversely affected by the **Low Prior Attaining** group.
- The **majority of groups** in Writing and **middle prior attainers** in Mathematics (where children had access to 'readers' during the test) achieved results which resulted in ratings of *Sig+*.

Expected Progress and More Than Expected Progress (pp. 45-52)

- In the vast majority of subjects (taken individually), and in 'expected progress' and 'greater than expected progress' measures, school data surpassed average national equivalents. The incidence of conversion from Level 3 to Level 5 in Reading was disappointing, particularly because these pupils performed at Level 5 in mock tests.
- In Mathematics, low prior attaining pupils who were at Level 1 at the end of KS1 struggled to meet national benchmarks at the end of Y6; we note that the majority of these finished KS1 at 1C, as opposed to 1A.

Closing the gaps – Disadvantaged Pupils (pp. 54-5)

- At KS1, the percentage of **disadvantaged pupils** attaining Level 2 and above has improved year-on-year in all subjects.
- At KS1, the outcomes of **disadvantaged higher prior attaining pupils** have improved year-on-year in Writing and Mathematics from 2012, and in Reading from 2013.
- At KS2, **disadvantaged pupils** outperformed all average national equivalent measures in 2012 and 2013. Where measures have reduced for certain groups in 2014, the numbers of pupils involved are usually small (+/- 6). The exception is for low prior attaining pupils working at Level 1 at the end of KS1 (discussed above).

Closing the Gaps at KS2: APS of Disadvantaged Pupils (p. 56)

- By the combined measure, the attainment gap has closed between 2012 and 2014.
- The attainment gap in Mathematics has closed to the point at which the average APS score for disadvantaged pupils is now in line with that of other pupils.
- Disadvantaged pupils outperform other pupils in the school in Writing (by 0.5 APS) and in Reading (by 0.4 APS).
- The attainment gap for disadvantaged pupils in Grammar, Punctuation and Spelling is reducing and currently stands at -0.2 APS.
- Our disadvantaged pupils achieve well throughout the school. We believe this is due to increased parental aspirations, which are in turn at least partly the result of many years of consistent and thoughtful partnership work. In addition, the provision of small group teaching ensures that our curriculum is fully inclusive and accessible. We provide extensive resources to support learning at home (for example, free reading books). We broaden children's experiences through visits to inspiring destinations, and we offer a range of extra-curricular activities and events. We have a dedicated pastoral team who work tirelessly to meet the needs of those who are most vulnerable within our school community.

Closing the Gaps at KS2 – Value-Added (pp. 57-60)

- Since 2012, in all subjects, the gap between the school's attainment data and average national attainment data has closed over the course of KS2.
- For disadvantaged pupils, the attainment gap has closed in Reading and Writing since 2013. In Mathematics, the attainment gap closed in 2014.

Conclusion

- The school generates a complex array of assessment data which needs to be seen in its wider context. Significant numbers of children enter our Nursery setting with developmental ages of below 26 months. Recent data shows that this is true of 46% of pupils ($\bar{x} = 29$) in the area of Communication and Language, 56% of pupils ($\bar{x} = 35$) in Literacy, 67% of pupils ($\bar{x} = 42$) in Mathematics, and 51% of pupils ($\bar{x} = 32$) in Personal, Social and Emotional Development.
- With the exception of the recent variation caused by uncharacteristic KS2 Reading results, pupils' progress typically either closely matches national expectations or surpasses them.

Assessment

- With so much uncertainty regarding national assessment policy, and not wanting local standards to drop, we have continued to assess children using our existing protocols. These are being adapted to respond to new curriculum requirements, and to help us to ensure high standards and rapid progress for all children.
- Specific assessments are supported by outcomes in a range of subject areas, ensuring that high expectations are maintained across all curriculum areas.

- Lesson planning and pedagogy are evidence-based, and cross-curricular links are identified in schemes of work and sessional planning. We work hard to ensure that our children develop their skills, extend their knowledge and improve their understanding in all lessons and activities.
- Pupils are prepared for their next stage of education through the implementation of thorough transition programmes; alongside these, our staff ensure that pupils reach their full potential.
- Children who are eligible for the Pupil Premium are rigorously tracked and, where appropriate, suitable interventions are identified. Pupils in this group achieve well compared to their average national equivalents.
- A large number of our pupils are entitled to Free School Meals, and other contextual indicators associated with educational underachievement suggest that many of our children are subject to serious socio-economic disadvantages. The school has a relatively high mobility rate: this is principally a result of families moving from local accommodation to temporary housing in other areas, often out-of-borough. A number of our children are temporarily accommodated in the Hestia Women's Refuge. We do everything we can to help families to overcome these barriers, narrowing the opportunity gap and equipping our pupils with the skills they need to succeed.

QUALITY OF TEACHING is judged to be OUTSTANDING

A range of evidence contributes to the judgements on teaching and learning: formal lesson observations, informal lesson observations, work scrutinies, data (progress and achievement), learning environment feedback and pupil interviews all combine to ensure that our evaluation is thorough and reliable. Our robust monitoring enables us to develop the professional aptitude of our staff at all levels, and it has shown us that high-quality teaching is widespread throughout the school. This underpins our pupils' outstanding progress.

Statistics: September 2013 to July 2014

- 97% of teaching staff were graded Good or Outstanding, and over 60% were Outstanding (including NQTs);
- 31% of lessons (28) were graded Outstanding;
- 27% of lessons (25) were graded Good with Outstanding features;
- 28% of lessons (26) were graded Good;
- 3% of lessons (3) were graded as Requiring Improvement, and 9% of lessons (8) were graded as Requiring Improvement with Good features (8 of the 11 lessons in these categories were NQT lessons);
- 94% of English and Read Write Inc books were graded Good or Outstanding
- 95% of Mathematics books were graded Good or Outstanding
- 91% of Science books were graded Good or Outstanding
- 100% of Humanities books were graded Good or Outstanding
- 100% of FS Learning Diaries were graded Good or Outstanding

Statistics: September 2014 to December 2014

- 86% (25/29) of teaching staff were graded Good or Outstanding
- 86% (25/29) of Literacy lessons were graded Good or Outstanding
- 83% (19/23) of English and RWInc books were graded Good or Outstanding
- 88% (22/25) of Mathematics books were graded Good or Outstanding
- 100% (8/8) of Humanities books were graded Good or Outstanding
- 100% (9/9) of FS Learning Diaries were graded Good or Outstanding

January 2015 – April 2015

- All books deemed RI have been monitored in the spring term and points for development have been addressed.
- Lessons observed in the spring term have not been graded. The Leadership and Management team know the quality of teaching in the school and feel it is right to move the monitoring system to one where all staff are coached to improve. The school does not have any teaching staff on support plans (a number of support staff are currently on plans as outlined in the appraisal policy), therefore all staff have committed fully to continuous development without grades.
- Teaching in all subjects, including English and Mathematics, is consistently Good with much teaching showing elements of Outstanding.
- The school curriculum has been redrafted so that it is in line with the new national expectations and further meets the needs of the school community. A significant proportion of the new national curriculum has already been implemented within the school.
- Through planned professional development sessions and medium-term planning meetings, staff have a clear understanding of the expectations of the new curriculum for their year group, and how their year group fits within the whole school.
- Subject leaders support and model best practice where and when necessary to ensure that all staff have the knowledge and resources to deliver high quality lessons. The school's improvement plan, planned INSET days, professional development meetings and purchased resources ensure that we are in an excellent position to embed the curriculum, and therefore this aspect is deemed as Outstanding.

Key Priorities

- *To ensure the quality of teaching continues to raise attainment and achievement across the curriculum.*
- *To ensure the delivery of consistently Good and Outstanding practice.*
- *To raise standards of attainment in Reading and Writing by embedding systems to support a culture of Reading.*
- *To ensure all children are confident communicators.*
- *To ensure a consistent approach to learning behaviours and school systems.*

- The impact of CPD is evident in the high-quality teaching: most teachers have high expectations and plan lessons that challenge, motivate, inspire and engage all pupils. External agencies recognise our exacting standards: for example, the diligent management of Read Write Inc has led to our receiving model school status.
- As a result of good teaching, the majority of pupils make good progress and achieve well over time.
- The school has thorough assessment and tracking systems in place to ensure that all teachers assess pupils' attainment and progress regularly and accurately.
- Comprehensive mechanisms are in place to monitor the attainment and progress of different groups of pupils, enabling us to rapidly identify any inequalities and then to address them through carefully-planned and measurable interventions.
- Detailed medium-term planning, which is written and monitored by subject leaders, ensures that Mathematics, English and Communication are planned for across the curriculum, optimising the children's access to key points of learning.
- The school has a clear marking policy and guidance which ensures that all pupils' work is marked to a consistently high standard. As a result, pupils can confidently talk about their targets, know their next steps, and are able to develop independent learning skills.
- We are establishing a positive climate for learning where pupils are interested and engaged. In the pupils' questionnaires, 94% of children said that they learn a lot in lessons; 94% said that adults explain how to improve their work; and 81% said that they enjoy school.
- Children are given regular, appropriate homework, accessing these tasks via books, RWI resources and the internet. Homework is monitored weekly.
- As a result of the Pupil Premium Grant and our SEN funding, the school is able to undertake high-impact, high-quality interventions, including the deployment of a fourth teacher in each year group with the impact being that compared with other disadvantage groups nationally the school compares favourably with many indicators.
- Our monitoring shows that 98% of parents feel that their child is making good progress; 99% state that their children enjoy school; and 99% believe the teaching at the school is at least good (Data: January 2015).
- Our unrelenting drive to enhance the impact of teaching and learning carries with it a zero tolerance approach to under-performance.

BEHAVIOUR AND SAFETY OF PUPILS is judged to be OUTSTANDING

BEHAVIOUR

- School leaders and staff create a positive ethos throughout the school. We all work in a climate of mutual respect, honesty and often fun!
- Pupils exhibit excellent attitudes to their learning, as regular observations from internal and external staff demonstrate. This is a key factor in the excellent progress children make throughout the school.
- Pupils behave exceptionally well in all lessons and around the school, creating a positive learning environment for all.
- Exciting activities and stimulating resources contribute to a positive climate for learning, in which everyone is motivated, inspired and engaged.
- The behaviour policy is consistently applied and understood by all. The policy accepts nothing but the highest standards of behaviour. Where appropriate, individual children have personalised behaviour plans and receive specific support. Frequently this support has had a considerable impact on its recipients.
- Pupils relate well to one another, and treat each other with respect. We have not excluded any child in the last five years. Racist incidents and bullying are rare, but where they do occur they are immediately dealt with using Local Authority protocols.
- Children are rewarded with stickers for their positive approach to learning as well as achievement. This has been highly successful in motivating our children and helping them to sustain their energy and effort.
- Daily behaviour monitoring is robust, enabling low-level incidents to be identified and (where appropriate) parents notified or interventions put in place. Lunchtime behaviour is also monitored and the relevant rewards and sanctions are applied consistently across the school.
- The school offers outstanding care for all our pupils, including the high number of pupils whose circumstances make them vulnerable.
- Identified children with Social, Emotional and Mental Health difficulties are referred to and supported by external services and if appropriate alternative specialist placements are sought. The school has been successful in establishing placements at local SEMH schools for pupils whom they felt would struggle in mainstream settings.
- Our monitoring shows us that 99% of parents say their children enjoy school and 82% state that the school deals effectively with unacceptable behaviour. They are invariably positive about the way their children behave, the way we manage and care for them, and the way we keep them safe. They think our teachers are fair and consistent in their use of classroom procedures.
- Attendance and punctuality are outstanding (September 2013 to July 2014 = 96.4%; September 2014 to April 2015 = 96.8%).

SAFETY

- Our monitoring shows that 98% of pupils enjoy school and feel safe. Our children are safety-conscious without being fearful, and they act responsibly to manage everyday risks. We provide comprehensive guidance to ensure that children are aware of what to do about bullying (including cyberbullying), name-calling and racism.
- E-safety workshops are delivered to all pupils and form part of the curriculum. Workshops are also provided for families.
- Safe working practices and statutory requirements are fully in place. Children are confident, whether travelling around London or using various pieces of equipment and apparatus in school, and show an awareness of safety in a range of situations. In addition to everyday class discussions, specific programmes are designed to support the welfare of children, including swimming lessons and, for targeted children, independent travel training. We have links with the local police and have had talks from the local fire brigade. Additionally, a programme of assemblies supports the social and emotional side of children's development.
- Children are encouraged to make sensible choices and discuss risks both in and out of school through a comprehensive PSHE curriculum. The cycle of the PSHE curriculum allows children to access age-appropriate issues around safety and the community.
- All staff ensure that pupil safety is taught through SRE and Drugs Education, and the children understand their responsibilities with regard to Health & Safety when at school. The children know they have a duty to both themselves and others to stay safe. Risks are minimised, as far as possible, and managed through comprehensive risk assessments and staff training.

Key Priorities

- *To ensure a consistent approach to learning behaviours and school systems.*

LEADERSHIP AND MANAGEMENT is judged to be OUTSTANDING

Pursuit of Excellence

- The Senior Leadership and Management Team and other leaders inspire the school, radiating a strong sense of purpose and determination. This equips us to meet challenging targets and to widen the scope of the school's vision.
- Since the last Ofsted inspection the SLMT has retained its collective ambition to deliver the very best learning outcomes and to raise standards through a modern, inclusive and relevant curriculum, together with excellent standards of care, guidance and support.
- The Headteacher and several members of the SLMT provide support to a range of other schools in the Local Authority. The Headteacher is currently the Interim Executive Headteacher of another Tower Hamlets School; the Deputy Headteacher is a KS1 and KS2 moderator for the Local Authority. We also provide support to local schools (particularly around SEN) and have been a 'Model' Read Write Inc school for a number of years.

Ambition for Pupils

- School development planning is data-led, collegiate and strategic, and precise goals are established to develop practice and expertise within all key areas. Every member of the LMT inspires, motivates and influences staff, pupils and parents to support the current goals of the school.
- We have comprehensive mechanisms in place to monitor the attainment and progress of different groups of pupils, enabling us to rapidly identify any inequalities and then to address them through carefully-planned and measurable interventions.
- The school purchases additional support from the LA and we work in partnership with other schools. In-house expertise is used to moderate our judgements at FS, KS1 and KS2. This ensures teachers have the information they need to plan future learning and intervene where pupils are deemed to be underperforming.

The Management of Teaching and Learning

- Our monitoring is rigorous and includes; lesson observations, book looks and termly environment checks ensure consistency in the classroom and high quality outcomes for all pupils. Areas for development are revisited.
- Outstanding appraisal systems, effective monitoring systems and CPD are resulting in teaching quality that is moving towards good. As a consequence, children's progress is clear. Our appraisal systems are linked to teacher standards and salary progression. Staff who fall short of the national teaching standards receive a programme of support. Staff identified have received a programme of support, including; support with planning, book looks, partnership teaching the school can evidence the effectiveness of this approach through the outcomes observed in lessons and the children's work in their books.
- The school works within a number of collaborative partnerships. Best practice and innovative resources are routinely shared, enabling the school to continually drive forward in teaching and learning. The school works within a number of collaborative partnerships where best practice and resources are routinely shared. The LA run forums for a wide range of post-holders, staff enjoy these meetings and attend regularly. Best practice and innovation is brought back to the wider LMT for discussion and where appropriate implementation.
- There are many opportunities for staff to broaden their experience and develop their capacity to become leaders in education. Our staff often move on to undertake senior leadership posts, including headships, assistant headteacher posts, and posts with additional responsibilities. This programme of development has resulted in highly committed and effective staff at all levels.
- The SLMT have begun to consider how we are going to assess pupils without the use of National Curriculum Levels. SLMT members are reviewing the current performance descriptors released in October 2014 (now withdrawn but still under review). The Foundation Stage team use a bespoke baseline assessment created in-house and will move to a nationally-recommended version, the school has registered for the Early Excellence programme at this point.

Key Priorities

- *To continue to evaluate and improve progress and attainment through rigorous Pupil Progress meetings.*
- *To continue to track the effectiveness of additional support and interventions.*
- *To continue to improve the quality of teaching and learning, aiming to ensure that 100% of lessons are of a Good or better standard, and 65-79% Outstanding.*

The School Curriculum

- We judge the curriculum to be Outstanding because subject leaders promote high levels of achievement for all learners, with no group left out. The curriculum is broad, balanced and motivating, emphasising experiential learning and the real-life application of skills, knowledge and understanding. Whilst all statutory requirements are met, we individualise our provision, paying close attention to basic skills and personal development. There is embedded, successful provision for Reading, Writing and Mathematics, supported by cross-curricular links and the Computing curriculum. The school's curriculum ensures that teaching in all Key Stages and subjects promotes pupils' learning and demonstrates clear progress.
- The curriculum is enhanced by a range of enrichment opportunities. Specialists for Art, Design & Technology, Music and Physical Education support the teaching team to ensure that our children receive the highest-quality teaching in all subjects. As a result, children are provided with memorable learning experiences which will prepare them for the opportunities, responsibilities and experiences of later life in modern Britain.
- The school has a detailed programme to support pupils' spiritual, moral, social and cultural awareness and development. These elements are taught directly through the curriculum and our assemblies, as well as discretely through all that we do. The common British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs are at the core of our vision, values and aims. Children are therefore prepared for life in a diverse British society.

Governance

- The Headteacher and the SLMT are overseen by a well-structured and experienced Governing Body. The governors ask appropriately searching questions, and are rigorous in challenging the school and holding it to account. Governors are highly skilled in all areas of school management (Data: Skills Audit, Spring 2015). They understand and can articulate the performance data. They monitor the school's finances well.
- The Governing Body's Pay Committee is robust in its analysis of pay progression, demanding a detailed quality assurance report from the Headteacher in order to monitor the value of individuals' work.
- The Governors visit the school regularly outside of designated meetings to observe lessons, attend events, and to meet with their designated post-holder and the Headteacher to review the School Improvement Plan. The Governors are exceptionally well informed about the school, a comprehensive Headteacher report linked to the Raising Attainment Plan is presented termly.
- Governors are rigorous in meeting their statutory requirements (Governing Body Planner). They ensure that Child Protection procedures are closely adhered to, and that Health & Safety legislation is properly observed. Safeguarding is at the heart of our induction procedures, and regular training is arranged to maximise staff awareness. Recently, a Pastoral Support Administrator has been employed to meet the growing needs of the school's families.

Disadvantaged Pupils

- The Governing Body monitor the use of the Pupil Premium Grant (£247,127 [2013-2014]) against the standards expected for each child in order to ensure that it contributes to a narrowing of the attainment gap. As a result, disadvantaged pupils at Cyril Jackson outperform their national counterparts in the vast majority of areas at KS1, at KS2 and in Phonics assessments.
- The progress of students receiving the Pupil Premium Grant is rigorously monitored through pupil progress meetings, and specific interventions are identified to ensure that no learner is left behind.

Sports Premium

- The primary school sports funding is used effectively. The school provides a phenomenal range of sporting experiences and opportunities within and outside of school hours. The staff receive high-quality training to support their PE teaching and there is a strong commitment to ensure large numbers of pupils take part in competitive sport. The PE co-ordinator is driven and passionate. The school is working with a range of partners to tackle childhood obesity (a significant problem for many families living in Tower Hamlets) and promote healthy living with these partners and through the curriculum.

Parents and Carers

- The school has strong, positive relationships with parents and carers. We know that these relationships underwrite the progress our children make. Parents and carers feel welcome at the school. Staff work closely with parents to ensure they

have the resources and knowledge to support their children's learning at home.

- We are proactive in working with external agencies, and run workshops for parents, engaging them in their children's education, development and safety.
- An experienced pastoral support team, robust policies and embedded reporting and recording systems ensure all safeguarding concerns are dealt with appropriately and proportionately.

EFFECTIVENESS OF THE EARLY YEARS PROVISION is judged to be OUTSTANDING

- Early years provision is highly effective, and a strength of the school.
- Many of our children arrive in the nursery setting exhibiting a level of development which is well below national expectations. A large proportion of our children have immature speech and little understanding of number when they start school. They have limited experiences outside the home and a significant proportion do not have access to books. Excellent progress is made throughout the EYFS with the vast majority of children exceeding six points' progress in all areas of learning.
- Attainment for Literacy and Mathematics is above national results. In other areas of learning, our children achieve results close to Local Authority measures. After the introduction of *Read Write Inc.*, progress in the strands of Reading and Writing exceeded that in Mathematical Development. The school has worked to address this imbalance, with a drive in Mathematics, resulting in achievements in Mathematics and Literacy which are significantly higher than national results.
- A highly stimulating environment in both the Reception and Nursery settings supports all areas of learning. Staff are creative with space and resources and ensure that children have the equipment and materials required to facilitate rewarding experiences and learning opportunities.
- The quality of teaching in the EYFS is never less than consistently Good, and highly responsive to children's needs; NQTs and new staff are provided with high quality support and training to rapidly reach this standard. Our *Read Write Inc.* phonics programme is robust and rigorous and children are assessed regularly to ensure that they are challenged and making good progress. Children are set for Mathematics across the EYFS and receive focused sessions daily.
- Assessments are moderated termly throughout the EYFS, and cross-referenced with other local schools. High-quality observations and records lead to personalised, child-centred planning. Planning across all areas of learning provides an appropriate level of challenge and meets the needs of all learners.
- Staff inspire and motivate children through stimulating and engaging teaching methods, effective planning and the careful selection of resources. Many children do not start the school with characteristics of 'good' learners, but staff work tirelessly to raise our children's interest and curiosity, building levels of engagement, motivation and critical thinking. Staff are relentless in their pursuit of excellence and the progress children make within the EYFS setting, especially in their 'learning characteristics, is remarkable. By the end of Nursery, the children sit attentively and are highly responsive to their peers and staff alike (there is a notable difference in the learning behaviours of new starters in Reception [typically <15% pupils each year]). Staff support families comprehensively and address issues promptly. Firmly embedded policies for positive behaviour management ensure that children share, co-operate and make friends.
- Initially, children require high levels of support in order to understand how to keep themselves safe, manage risk and attempt new challenges. The staff offer experiences, both within the setting and when on outings, which develop children's understanding of their own and others' safety. As the school serves a rich and diverse community, children openly and actively celebrate and respect cultural differences from an early age; they quickly develop their understanding of diversity beyond their immediate experiences.
- Children's health, safety and well-being are significantly enhanced by the vigilant and highly-consistent implementation of robust policies, procedures and practice. The school provides exceptional care and support from a highly skilled and knowledgeable pastoral team. Safeguarding procedures are Outstanding.
- An effective transition from home to school is key to children's progress, and considerable time and resources are invested at every stage. Home visits for new starters are undertaken by the EYFS keyworker and one of our home-school workers, and these offer a familiar face for children and their families, as well as providing vital information for the teaching team. A range of basic resources are provided for families before the children start school to encourage active support from parents. Through open afternoons, which are held during the term before children start school, children and parents become familiar with the school's routines, setting and staff. High levels of participation at parent workshops and event meetings are typical. When children start school, a large number of parental sessions are offered, and high rates of participation are regularly witnessed at these meetings. The parents of children in Reception work with their children on letter formation at the start of every day. Parents are taught how to support their children: this strategy has been highly effective in encouraging engagement.
- Parents meet regularly with their child's key worker and are encouraged to actively contribute to their child's learning diary.

Key Priorities

- See priorities for Quality of Teaching.

- The Foundation Stage leaders and managers are highly skilled. They are successful in raising standards and driving improvement through the rigorous monitoring of practice, and they keep abreast of national initiatives. Staff training and development programmes are sharply-focused and linked to the monitoring of data and staff practice: these go on to have a clear impact on the outcomes for children. The pursuit of excellence by the Foundation Stage leaders is uncompromising and well-documented.
- Careful monitoring ensures that individual children with identified needs are targeted; appropriate interventions are implemented so that children receive the support they need. The school has an extensive range of strategies and capitalises on its partnerships with external agencies to meet the needs of pupils. The provision at Cyril Jackson School is highly regarded by the Local Authority.

OVERALL EFFECTIVENESS is judged to be OUTSTANDING

- Children make good progress in their learning.
- *RAISEonline* shows significant achievement.
- Pupils are very happy and enjoy learning.
- Good leadership and very effective learning opportunities result in good progress from very low starting points.
- We integrate learning, care, safeguarding and social development successfully in a purposeful and inspiring environment. We strive for and achieve excellence in all we do.