

SIR WILLIAM BURROUGH SELF EVALUATION, June 2021

SCHOOL CONTEXT

The school currently has:

- 354 pupils on roll
- 97% from ethnic minority groups
- 84% with English as an Additional Language
- 8% with Special Needs
- 35% eligible for Free School Meals during past six years
- 0.4 School Deprivation Indicator
- 57% of children in Tower Hamlets live in income-deprived households

QUALITY OF EDUCATION

We judge this to be outstanding, based on the following evidence:

The school is a **National Support School**, the head teacher and her leadership team work and when requested in partnership with the DfE System Leadership and Strategy Directorate to increase leadership capacity and raise standards in schools across London and beyond.

Our SATs results for 2019 showed 96% achieving expected standard or above across the board, with more than 50% of the children achieving the higher level in both reading and maths, and 80% doing so in the grammar test. We are ranked second in Tower Hamlets for attainment, and in the top 3% of schools nationally for progress. As a result we were recognised by the SSAT for exceptional attainment and progress for all pupils, including those on Pupil Premium, and were on Sunday Times Top State Primary Schools in England List.

We have every reason to believe that, based on our internal tracking data (see below), had the 2020 and 2021 SATs taken place, the results would have been comparable, and our mock SATs taken in May 2021 show that 94% of children would have achieved at least the expected standard in English, and 98% in Maths.

OUR INTENT IS FOR THE VAST MAJORITY OF CHILDREN TO ACHIEVE HIGH LEVELS OF LITERACY AND MATHS.

To this end we have a rigorous core skills curriculum for Literacy and Maths.

The key skills of reading, writing and oracy are at the heart of our curriculum, and we keep standards consistently high through fail-safe learning journeys which maximise the children's success at each stage of their learning. The children begin with a rigorous programme of phonics – the **Jolly Phonics Programme** – which leads to high levels of success - currently 96% in the 2019 Yr1 Phonics Assessment. We then track the children's progress forensically through our **Accelerated Reader Programme**, and **half termly Star Tests**, and intervene swiftly with any child showing deviation from an upward trajectory. As a result, we have 96% of pupils achieving the expected standard in the 2019 KS2 Reading, Writing and Grammar SATs. 80% of pupils achieved the higher level in Grammar, and 52% in Reading. Most children, regardless of ability level, including SEN children, learn to read with high levels of fluency and comprehension. For those for whom this is not possible as a result of high-level and complex needs, the curriculum is still designed to be ambitious and inclusive. **And for this reason, we have every confidence that our 2020 and 2021 results would continue reflect these Literacy standards, as our mock 2021 SATs results have shown**

In Maths we move the majority of pupils through the programmes of study at the same pace regardless of ability level and, for those with high-level SEN needs, we provide in-class support to allow them to access the curriculum in tandem with the mainstream teacher. The curriculum provides in-depth problem solving, continuous practice and intensive intervention where needed to enable the optimum levels of consolidation and challenge. We track the children's progress forensically through our **Accelerated Maths Programme**, and **half termly Star Tests**, and intervene swiftly with any child showing deviation from an upward trajectory. As a result, we have 100% of pupils achieving the expected standard in the 2019 KS2 Maths SATs (with 59% achieving the higher standard).

We would not have expected 2020 and 2021 to have deviated from this trajectory, as our 2021 mock SATs have shown.

OUR INTENT IS ALSO TO GIVE ALL CHILDREN THE KNOWLEDGE AND CULTURAL CAPITAL THEY NEED TO SUCCEED IN LIFE
To this end we deliver broad, balanced and ambitious curriculum for humanities, the arts and science.

The SWB wider curriculum is based on the **International Primary Curriculum**, which provides a broad and rich curriculum for science and humanities. It promotes a very strong sense of global citizenship and environmental responsibility. This runs through every topic and specific learning targets focus on exploration of similarities and differences between countries and cultures within the relevant topic. The progressive, sequenced and coherently planned curriculum design at Sir William Burroughs is one which, at its roots, starts with the child at the centre and, by the end of the children's time in Year 6, is very much focused outwards, with children having a great awareness of the history that has led us to where we are today, and the global responsibilities that being a citizen of the future brings. It is an ambitious curriculum, with high levels of cultural capital, ensuring that every child covers the essential knowledge needed for an appreciation of human creativity and endeavour. All children access the curriculum at the same level; it is built in such a way that there is no need for differentiation.

Disadvantaged and SEN children

We receive national recognition for Pupil Premium Impact. Our funding of **£143,915** is resourcing two part-time support teachers, four Learning Support Assistants, intensive Speech and Language Therapy, and digital programmes for accelerating progress in literacy and numeracy. As a result, we intervene immediately at a personalised level with all children including those with SEND and keep our disadvantaged and SEND pupils at or above their expected rate of progress.

All 19 of our Yr6 disadvantaged pupils (in 2019) achieved the expected standard or higher in all subjects and 4 of them achieved the higher level in all subjects. Furthermore, progress scores for disadvantaged pupils were well above the national average, and above their in-school peers.

WE IMPLEMENT OUR CURRICULUM THROUGH:

Robust Teachers' Standards

All teachers are appraised annually against the Teachers' Standards, and currently 100% of teachers have been judged "good" or "outstanding" according to the stringent criteria specified. In the latest round of observations, they display

- Ambitious expectations for all pupils, together with a relentless drive for their success.
- Year Group expertise, ensuring that their class progresses in line with, or exceeds, national expectations.
- In-depth and relevant subject knowledge, building on cultural capital and enriching learning.
- Skilful questioning, provoking in-depth and wide ranging discussion.
- Constant vigilance, scanning those pupils who are struggling and those who need challenging.
- Sharply focused verbal feedback, highly responsive to specific learning needs.
- Immediate targeted intervention for pupils needing extra clarification, scaffolding and practice.
- Uncompromising focus on disadvantaged pupils, those with special needs and disabilities.
- Courteous and respectful learning cultures and stimulating, inspirational learning environments.
- Effective and prompt communication with parents to triangulate knowledge of their pupils' strengths and areas for improvement.

Effective use of assessment:

- Robust **Baseline Assessment** in the first month of starting Reception
- *Early reading tracking and assessment*, using **Jolly Phonics**, followed into KS2 where needed.
- *Daily planning and evaluation sessions*, which enable staff teams to fine-tune their next lesson to appropriate levels of support and challenge, differentiate, consolidate and extend the children's current knowledge, understanding and skills. (Planning Portfolio)
- *Responsive personalised oral feedback* and mini-plenaries throughout lessons, which clarify, scaffold and chunk the learning and gives the children ample opportunity to know how well they are doing and where they need to improve. (Lesson Observations)

- *Prompt diagnostic marking* in pupils' workbooks which focuses on strengths and areas for improvement. (Work Surveys)
- *Daily digital assessments*, giving instant personalised feedback in maths and reading, marks attainment, diagnoses trends and signals timely intervention. (**Accelerated Reader, Accelerated Maths**)
- *Half termly digital Star Tests* for literacy and numeracy, giving in depth analysis on pupils' progress, class by class, group by group, red-lighting any downward trend, and diagnosing personalised "next steps".
- *Individual Education Plans* reviewed at least twice a year, in dynamic and responsive consultation with children, parents and all staff involved. (Special Needs Files)
- *Parent's Meetings* are held on a regular basis from the outset to provide invaluable information to staff as to what the children already know, understand and can do. (SWB Year)

Focus on metacognition

Our **High Performance Learning Programme** equips every pupil with the cognitive tools to become successful learners, and creates a climate of intellectual challenge which is relished by pupils and adults alike. This has been adapted for all age-ranges and abilities to encourage the children to see the bigger picture, make links and integrate new knowledge into larger concepts. In the wider curriculum, each topic is prefaced in children's books with a cover sheet detailing the content of the learning, what learning is being built upon and what will be following on. These sheets also list the fundamental core concepts what are being taught within the unit, concepts which are revisited, revised and built upon as the children progress through the curriculum, helping learners remember the concepts they have been taught.

Enriched Provision

The delivery of the curriculum is at a high level, with experienced teachers who are supported by the IPC and school leaders in the delivery of knowledge and skills. The curriculum is generously and comprehensively resourced, so teachers have immediate access to anything they require to aid the children's learning. Lessons vary from practical, hands-on experience of real-life events to discursive consideration of the implications of what has been learned. It is enriched with numerous visits to museums, important landmarks in London and beyond and every topic includes at least one - and frequently more - trips out. It is further enriched by a range of visiting performers and storytellers and the *Now Press Play* interactive experiences, which are specifically linked to topics in the IPC. **All visits have been currently paused due to the Covid pandemic, but the children are being given virtual tours instead.**

Throughout every age-range in the school, the children are generously provided with a wide variety of books at all levels, encouraging both confidence in and enjoyment of reading. Following on from the Jolly Phonics programme, at the early stages, reading materials are carefully sequenced and closely matched to ensure maximum success in their reading development.

OUR IMPACT IS MEASURED THROUGH CONSISTENTLY OUTSTANDING NATIONAL RESULTS

Our results for the 2019 SATS, the school again surpassed national levels of attainment across all subjects, with **96%** of pupils attaining **secondary readiness** (expected standard or above in all subjects) in comparison to the national figure of **65%**. **22%** of pupils attained a high standard in all subjects compared to a national figure of **11%**.

2019	Expected Standard		Higher Standard		Progress	Progress (Disadvantaged)
	Sch	Nat	Sch	Nat		
Reading	96%	73%	52%	27%	5.46	5.59
Writing	98%	78%	41%	20%	4.61	5.71
Maths	100%	79%	59%	27%	6.12	7.21
Overall	96%	65%	22%	11%		
Grammar	100%	78%	80%	36%		

PROGRESS: KS1 2015 to KS2 2019 SATs

Every pupil group on average has made more than expected progress. We are well above the national average for progress in Reading, Writing and Maths. The progress of our disadvantaged pupils is significantly above their disadvantaged peers nationally.

OVERALL ATTAINMENT: KS1 SATs 2019

The school surpassed national standards in all subjects at expected levels with attainment of the expected standard in both reading and writing in the highest 10% nationally.

	Expected Standard		Higher Standard	
	Sch	Nat	Sch	Nat
Reading	82%	75%	22%	25%
Writing	80%	69%	18%	15%
Maths	84%	76%	22%	22%

YEAR ONE PHONICS 2019

96% of children in Year One achieved the expected standard in Phonics, compared to a national average of 82%. This puts us in the top 10% of schools nationally.

EARLY YEARS FOUNDATION STAGE PROFILE, 2019

The latest results of the EYFSP show 72% of our cohort of 47 Reception pupils reached or exceeded a Good Level of Development (GLD) in Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy and Maths. This compares to the LBTH GLD average of 70%, and a national average of 72%.

Girls and boys are largely in line with each other (74% girls compared to 70% boys achieving GLD). Our disadvantaged children significantly outperform their non-disadvantaged peers (82% compared to 69%) and outperform all children nationally. This is in line with the school's absolute commitment to narrowing the gap and giving our disadvantaged children the best possible start. School trends show that these children will continue to exceed national expectations at Year Two and Year Six through rigorous intervention and tracking.

STAR DATA FROM MARCH - NOVEMBER 2020

There were no SATs in 2020. During lockdown, the school provided remote learning to all pupils. On the full re-opening of schools in September, all children returned to the teacher they had left in March for half a term, to undertake an intensive catch up programme, to bring them back into line with age-related expectation.

Our internal STAR test data for English and Maths combined showed that all children across all classes in Key Stage 2 made excellent progress in the half-term since they returned to school, having caught up and indeed most had moved considerably on from where they were at the point that we went into lockdown.

	Mar '20	Nov '20	<i>Progress</i>
Year 3 (30 pupils)	315	396	81
Year 4 (30 pupils)	452	520	68
Year 4 (15 pupils)	280	327	47
Year 5 (30 pupils)	517	611	94
Year 5 (15 pupils)	393	419	26
Year 6 (30 pupils)	606	710	104
Year 6 (15 pupils)	495	561	66

Further disaggregation of the STAR data suggests that this catch up programme had the most profound effect on our SEND pupils, who on average dropped 76 points between March and September, but thereafter increased their average score by 122 points.

STAR DATA FROM NOVEMBER 2020- JUNE 2021

We have continued to monitor the children's progress across a year that has been interrupted with another eight week lock-down and multiple periods where classes have been obliged to go into self-isolation. Throughout all such periods, intensive online teaching continued and our Star data for English and Maths combined, shows continued improvement at a rate comparable with more normal years.

	Nov '20	Jun '21	<i>Progress</i>
Year 3 (30 pupils)	396	523	<i>157</i>
Year 3/4 (30 pupils)	350	479	<i>129</i>
Year 4 (15 pupils)	520	648	<i>128</i>
Year 5 (30 pupils)	611	721	<i>110</i>
Year 5/6 (15 pupils)	541	665	<i>125</i>
Year 6 (30 pupils)	710	767	<i>57</i>

(NB: slight changes in the reporting process have meant that the split classes (disaggregated by year group in the March to November data, have now been combined.)

Further disaggregation of the data suggests that most groups in the school have made comparable progress, with very little difference between pupil premium children and their non-disadvantaged peers, and with boys making slightly more progress than girls.

We have used our **Coronavirus Catch Up Premium** of £24,800 to part-fund one additional teacher and one additional TA who work intensively with identified children at risk of falling behind. This has had a particularly profound effect on our SEN pupils who, across the school, have made **182** points of progress in Maths and Literacy combined across the academic year.

Furthermore, mock SATs tests (using the 2019 papers) for the current Year 6 suggest that, were they to have taken their SATs during the week in which the exams would normally happen, the number passing would be **between 94% (Reading) and 98% (Maths)**.

OVERALL IMPACT

The Sir William Burrough curriculum is designed to have a high impact, exposing children to many and varied experiences and concepts and to give them the knowledge-base, skill-set and drive to learn more, that will set them up for Secondary School and their education beyond. Children are clearly fascinated by their learning and the experiences that they have, and partake fully in the lessons. By the end of their time, the vast majority achieve at nationally expected standards, with a significant minority achieving at greater depth. They have also become well-rounded young citizens with a wide knowledge of a variety of subjects and concepts, and a firm understanding of how all these are bound together.

BEHAVIOUR AND ATTITUDES

We judge this to be outstanding, based on the following evidence:

The vast majority of pupils thrive in our **You Can Do It** culture of positive affirmation and descriptive praise. From the outset, they become aware of what successful learning looks like. Weekly Achievement Assemblies celebrate the pride and commitment they have to their own successes and to the achievements of their peers. Respect, dignity and trust underpin the learning climate, with tolerance, courtesy and consideration underpinning behaviour at all times, both within the classroom and around the school.

The school adopts the values of **Human Scale Education**, which puts positive relationships with adults and children at the heart of all learning.

Our overall absence for 2018-9 stood at **4.1%**, (**4% national**), with persistence absence at **5.8%** (**8.2% nationally**). All unexplained absence is followed up on the day with a phone call. We have no exclusions.

For the academic year 2020-21, absence currently stands at **8.1%**, with persistent absence at **18.7%**. This should be contextualised in that with the Spring term lockdown and multiple periods of self-isolation across most classes, there have been far fewer days where a child could be expected to attend. As such, some children require only 11 days of illness (as opposed to 20 in a normal year) to be considered a persistent absentee. Our analysis suggests that in a normal year, persistent absence would be at **4.6%**.

We have very few reported incidents involving racist or sexist bullying, and these are dealt with swiftly and with unreserved zero tolerance. Any rare conflict or aggression during playtime or transitions around the school and rare low-level non-

compliance in lessons is quickly and effectively dealt with. This is now underpinned by our [Peer on Peer Abuse Policy](#) which has given heightened awareness to all these issues.

PERSONAL DEVELOPMENT

We judge this to be outstanding, based on the following evidence:

Our creative and performing arts are breathtakingly good. Together with team sports, debating and public speaking, all of which contribute to sustained achievement and high levels of personal, social and cultural capital, we strongly facilitate successful transitions into secondary education.

All children are given ample opportunity to develop a healthy active lifestyle. We use our [Sports Premium](#) of £18,700 to buy in a [Choreographer in Residence](#) and to employ a constant stream of [sports coaches](#) both in-school and after school who support staff in the sustainable delivery of high-quality sports activities. The pupils are acutely aware of maintaining healthy life-styles through our vigorous [Sports and Well-Being Programmes](#), where the importance of exercise and healthy eating are lived out every day in the playground and the dinner hall. In order to provide additional and sustainable improvements to our sports facilities, we have significantly upgraded our [Multi-Use Games Area](#), and every child in Years Three and Four participates in [Intensive Swimming](#). As a result, over 200 children participate in after-school sports, with 46 children representing the school at cross borough level, and 13 selected for district trials. 74% of our Year Sixes were able to swim competently this year. All children have weekly dance classes, and many participate in after-school dance activities, involving a wide variety of modern and traditional genres, building confidence, poise and self-expression across all age-groups. Every child participates in our joyful music and singing culture and our seventy-strong choir is in great demand by local organisations and national corporations.

[We are endeavouring to continue as many of these activities as can be done safely during the Covid pandemic, and will resume all of the above when it is safe to do so.](#)

Tolerance of different faiths and cultures is a non-negotiable aspect of our vibrant, diverse community. As a multi-ethnic school we weave fundamental [British Values](#) into the delivered curriculum, encouraging the children to debate the merits of democracy, liberty and mutual respect, and enact them through their maturing relationships and beliefs.

The school has adopted, adapted, and implemented the [Personal, Social and Health Education Association](#) scheme of work, based on the over-arching concepts of : Identity, Relationships, a Healthy Balanced Lifestyle, Safety and Risk, Diversity and Equality, Power, and Enterprise. These concepts are developed incrementally through questions for class discussion appropriate to the age and stage of the children, and fully meet the statutory requirements of the [Sex and Relationships curriculum](#). The ensuing discussions are developing the critical thinking and oracy skills of the children, and broadening their perspectives on issues essential to their current and future well-being.

Our [School Council](#) encourages all the pupils to become thoughtful, caring citizens with a balanced awareness of social, environmental and global issues and high levels of impact and influence on continuous school improvement. British values of free speech, democracy and tolerance are alive and well at these meetings.

Our [RE curriculum](#) is based around stories in KS1, and learning about and from religions in KS2. Assemblies (linked to the RE curriculum) are multi-faith and reflect high levels of tolerance and spirituality amongst the whole school community. The pupils celebrate the underlying values of all the great world religions in story, song and dance, and these are often powerful and inspiring occasions.

Our formal debating culture, professionally supported by the [English Speaking Union](#), also develops the pupils' awareness of current issues and concerns and gives them a chance to hear both sides of an argument before they make an informed choice. British values in action yet again!

The oracy skills of every child in the Nursery and Year Five are formally assessed by the [English Speaking Board](#) with 87% [achieving Merit Plus or above](#), and one child nominated as [Young Speaker of the Year](#)

All Yr6 pupils take on many responsibilities, including: hosting visitors, ushering at assemblies, taking charge of recycling, running litter competitions, promoting road safety campaigns, and becoming reading buddies for younger peers and every Year 6 child performs in a spectacular end-of-year show. [All to be resumed when safe to so.](#)

LEADERSHIP AND MANAGEMENT

A clear and ambitious vision

- An absolute commitment to the highest aspirations and expectations for all groups of pupils and a relentless drive for their success. This is shared unequivocally by governors, staff, parents and children and communicated at every possible opportunity, informally, formally, online and most often face to face. In 2019 at KS2, **96%** achieved secondary readiness, and, as such, the school is among the highest in the country for overall attainment in KS2. Progress and attainment of our disadvantaged children are significantly higher than non-disadvantaged pupils nationally. At KS1, the school surpassed national averages in all subjects at both expected and higher levels, and **96%** of our Year Ones achieved the expected standard in Phonics.
- A bedrock of respect, tolerance, kindness and courtesy is deeply woven into our **You Can Do It** culture, and modelled by staff and pupils at all times.
- Quality assurance and continuous improvement are integral to our everyday practice, and backed by rigorous implementation of our Improvement Plan and consistent application of agreed policies and procedures.
- We seek forensic and accurate understanding of the pupil's performance. Through continuous interrogation of data, we stay vigilant in the moment of learning, and move in swiftly to remediate where needed. We implement a rigorous programme for literacy and maths which accelerates progress, highlights conceptual gaps and flags up need for intervention, tracked by adaptive digital technology.
- Staff teams meet weekly to evaluate impact and audit their planning to maximise pupil progress.

Continuous Improvement

We are passionate about the continuous improvement our organisation (adhering to the Japanese practice of **Kaisen**) and seek the views of all our stakeholders (parents, staff, governors, pupils) with systematic evaluation and regular meetings, effective analysis of data, to scrutinise all aspects of school life and address areas where performance is less effective. In this way we create rapid and effective strategies to keep the school on track and pupils working at their maximum potential.

High quality teaching

- Teaching quality is kept consistently high through a rigorous programme of induction, coaching, peer mentoring and modelling, professional development interviews and focused on-going professional development
- We hold half termly progress meetings which keep teachers continuously accountable for the progress of all their pupils, with an uncompromising focus on disadvantaged pupils and those with special needs or disabilities
- We monitor the quality of teaching and learning on a regular basis to ensure optimum learning climates and maximum impact on attainment and progress of pupils
- The annual performance review cycle sets challenging individual targets in line with ambitious school improvement priorities, and the continuing professional development priorities of their career progression
- Staff with leadership responsibilities participate in challenging national and international leadership programmes, bringing valuable perspectives to increase the range and quality of learning opportunities for the pupils
- As a **National Support School**, staff teams have many opportunities to share their expertise with peers in other schools, thus developing their own consultative and management skills.
- We have never implemented fixed term or permanent exclusions. We currently have no pupils with behavioural difficulties on our Special Needs register, and any child showing early behavioural problems receives speedy support from their LSA, or Key Worker.

Productive partnerships

Parents and carers are indispensable partners in the achievement and wellbeing of the pupils. They are involved in their children's learning and development through consistent daily availability of class teachers and head teacher. Our Early Years Unit provides a sustained period of induction for new entrants and their families. Parents are indispensable partners in supporting our synthetic Jolly Phonics programme, receive our IPC bulletin twice a term as well as a termly newsletter. They attend our monthly Quality Circles, which are powerful drivers for school improvement. They are enthusiastic users of our website and the vast majority attend Pupil Progress meetings. They give overwhelming support to our many events, concerts and assemblies, which are powerful and moving tributes to the rich diversity of our communities.

Our thriving business partnerships are all on hold at the moment, and we wait to see whether they will resume after the Covid pandemic.

We work in close partnership with the local authority and work with social services to support our vulnerable children and needy families. We similarly work in close partnership with local medical services to support those children with medical needs.

Staff Wellbeing

As part of the school's continuous improvement culture, we regularly engage with all members of staff through quality circles and one-to-one discussion as to their needs and desires for themselves and the school. We do not expect excessive paperwork from staff and provide them with necessary data rather than expecting them to provide it. Furthermore, every class has its own teaching assistant who focus on the administrative and housekeeping tasks of the classroom. This allows teachers to focus exclusively on the children's learning. Where staff may be experiencing difficulties, either personally or in their inter-personal relationships, our open-door policy allows them to discuss these in a supportive environment and in a timely fashion.

We are dealing compassionately and sensitively with all staff, and especially those more vulnerable, throughout the Covid pandemic.

Highly effective governance

Governors are formidable guardians of our vision, and hold senior leaders to account with unflinching, incisive and probing interrogation. They shape, and challenge our strategic direction, and they are integral to our drive for continuous improvement.

- They husband all school resources with utmost care, and pay meticulous attention to the additional funding streams of Pupil Premium, Sports Premium, and Special Needs.
- They fulfil all statutory duties required to oversee the standards, finance, personnel and facilities of the Academy, and they do this with great expertise, diligence, and thoroughness.
- They are ever-vigilant over the equality of opportunities and human rights of all our school users and stringently guard against any form of discrimination. Their attention to Safeguarding and the Prevent Agenda is paramount, and all the latest training in these matters.

Rigorous Safeguarding

We pursue the safety and well-being of our pupils with unconditional stringency.

- The Headteacher and Chair of Governors have current **Safer Recruitment Accreditation**, and our Designated Officer for Child Protection and Looked After Children, together with our Designated Member of the Governing Body receive **Child Protection** training every 2 years, and staff and governors annually.
- All staff working in the school have been vetted and have **Advanced DBS** clearance. The school maintains an up-to-date **Single Central Record**. All external agency staff, consultants, and contractors are strictly vetted.
- The school has rigorous policies and procedures for Safer Recruitment, Child Protection, Anti-Bullying, Drugs, Acceptable Internet Use, Health and Safety and Equality Policies.
- The school has rigorous policies and procedures for **Safer Recruitment, Child Protection, Anti-Bullying, Drugs, Acceptable Internet Use, Health and Safety and Equality Policies**. All policies are regularly reviewed and updated to meet with all current statutory requirements as set out in "**Keeping Children Safe in Education**" (September 2021) and "**Working Together to Safeguard Children**" (Sept 2018), which reflect emerging dangers to young people and these are regularly reviewed and updated.
- The school fully adheres to the **Prevent Agenda**, which addresses extremism in all its guises.
- Our Designated Safeguarding Lead shares all identified concerns regarding possible abuse or neglect, and refers them onto relevant agencies where appropriate. All concerns are clearly and accurately documented for internal and external use.
- Children and staff are reminded of our **Internet Access Policy** during our Induction Week at the beginning of every year and then continuously monitored to ensure their safe internet use.
- All staff are fully trained in data protection and the school abides by the requirements of the **General Data Protection Regulation, 2016**.

- Health, safety and security of all school users is our highest priority, with the premises continuously scanned by our Premises Manager, and all school users, with immediate response where a potential hazard is observed. We also undertake annual formal risk assessments.
- The school has been re-opened very safely, strictly in accordance with the [LBTH Corporate Health and Safety Services Risk Assessment](#), and in line with the [DfE Covid regulations](#). All children are in class 'bubbles' with staggered entry and exit times and locations, and no class ever comes into contact with another throughout the day. A strict cleaning regime and stringent protocols for infection control are mitigating the risk of Covid transmission within the school.

EARLY YEARS FOUNDATION STAGE UPDATE, SEPTEMBER 2021

We judge the overall effectiveness our Early Years provision to be outstanding, based on the following evidence:

- Curriculum intent and implementation is firmly and consistently embedded, across Nursery and Reception classes through meticulous planning, designing and delivery of the seven areas of the EYFS curriculum.
- The children have a consistent, coherent and cumulative experience of knowledge and skills over their time in Nursery and Reception.
- The children make significant progress, as measured by their Baseline scores.
- The impact of what the children know, remember and can do is clearly demonstrated through observations, samples of work. The latest (2019) results of the EYFSP show **72%** of our cohort of 47 Reception pupils reached or exceeded a Good Level of Development (GLD) in Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy and Maths. This compares to the LBTH GLD average of **70%**, and a national average of **72%**.
- Girls and boys are largely in line with each other (74% girls compared to 70% boys achieving GLD). Our disadvantaged children significantly outperform their non-disadvantaged peers (82% compared to 69%) and outperform all children nationally.
- Children with Special Needs are given one:one support according to their Individual Education Plans, and achieve excellent outcomes as they progress through the school.
- Many of our children are EAL, and engage in fluent and articulate communication through enriched EYFS interactions and provision.
- The behaviour and attitudes of the children benefit from the highest possible staff expectations, affirmative relationships and swift sensitive interventions, which keep the children safe secure and happy, and engender high levels of co-operation and self-regulation.
- The children's personal development is carefully curated to provide rich experiences which promote understanding and respect for diverse families and communities, and celebrates the children's own backgrounds and interests.
- The requirements for safeguarding and welfare are fully met, with ongoing, updated training.
- Leaders in both the Nursery and the Reception are outstanding, engaged in continuous improvement of their own and their team's practice, and ensuring that the delivered curriculum is enriched and inspired. Their teams enjoy high levels of support and well-being.