

SIR WILLIAM BURROUGH SELF EVALUATION, November 2017

SIR WILLIAM BURROUGH SCHOOL CONTEXT

The school was granted Academy status in December 2011 for outstanding leadership and consistently high pupil attainment and progress. We currently have formal recognition for our exceptional success in achievement, progress and pupil premium impact through the **Mayor's Schools for Success Programme**, and the **SSAT's National Awards**. The school is a **National Support School**, the head teacher and her leadership team work in partnership with the London Leadership Strategy to increase leadership capacity and raise standards in schools across London and beyond.

The school currently has:

- 366 pupils on roll
- 93% from ethnic minority groups
- 80% with English as an Additional Language
- 7% with Special Needs
- 30% eligible for Free School Meals during past six years
- 0.4 School Deprivation Indicator
- 39% of children in Tower Hamlets live in income-deprived households

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

The school judges the quality of leadership and management to be outstanding, taking into account the following factors:

An ambitious vision

- We have an absolute commitment to the highest aspirations and expectations for all groups of pupils and a relentless drive for their success. This is firmly embedded in our **Sir William Burrough Guarantee** of the children in the school being in the top 12% nationally for making expected or better progress and 85% attaining "secondary readiness." 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. This year at KS2, 91% achieved secondary readiness, with our disadvantaged pupils outperforming all children nationally in every subject. At KS1, the school surpassed national averages in all subjects at both expected and higher levels, and 100% 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 is 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 (**Accelerated Reader, Accelerated Maths**)
- Staff teams meet weekly to evaluate impact, audit their planning to maximise pupil progress.

A broad and rich curriculum

- We deliver a thematic, creative, experiential approach to learning, which promotes curiosity, enthusiasm and engagement, and creates a wealth of extra-curricular activities. (**International Primary Curriculum**)
- 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 £18,660 to buy into the **Tower Hamlets Sports Partnership** and a **Choreographer in Residence**, and enjoy a constant stream of sports coaches both in-school and after school who support staff in the sustainable delivery of high quality sports activities. As a result, over 180 children participate in after school sports, with 46 children representing the school at cross borough level, and 13 selected for district trials. 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.
- 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.

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, 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.
- The school is currently undergoing accreditation for the **High Performance Learning** Quality Mark which **systematically** builds cognitive competence for all pupils to become high performers.

Productive Parental partnerships

Parents 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.

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, the staff every 3 years.
- All staff and governors have received up-to-date training on the **Prevent Agenda**, and exercise sensitive vigilance in all incidents where children may be exposed to radicalisation.
- 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 stringently 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.
- All policies are regularly reviewed and updated to meet with all current statutory requirements as set out in **Keeping Children Safe in Education**, and **Working Together to Safeguard Children (Sept 2016)** which reflect emerging dangers to young people, including the urgent requirements of the **Prevent Agenda** to protect children at risk of extremism and radicalisation.

High Pupil Premium Impact

We receive national recognition for Pupil Premium Impact. Our funding of **£184,800** 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 and keep our disadvantaged pupils at or above their expected rate of progress. In the **2017 KS2 SATs** our disadvantaged pupils out-performed their in-school non-disadvantaged peers in Reading, Writing and Grammar, and out-performed all children

nationally in all subjects. Our 2016 cohort were in the top 11% nationally for progress in Reading, the top 2% for Writing and the top 1% for Maths. This will be updated when comparative data is available.

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, 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.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

The school judges the quality of teaching learning and assessment to be outstanding, taking into account the excellent progress of the vast majority of pupils, their significantly high attainment, (see above), robust adherence to the Teachers' Standards, the effective use of assessment, and feedback, and the rigorous Core Skills Curriculum.

Robust Teacher's 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 improvements (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)

Rigorous core skills curriculum:

Literacy: 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, with currently **100% success in the 2017 Yr1 Phonics Assessment**. We 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 **91% of pupils achieving the expected standard in the 2017 KS2 Reading SATs (with 49% achieving the higher standard), 93% in Writing (with 35% higher) and 93% in Grammar (with 72% higher)**

Maths: We move the majority of pupils through the programmes of study at the same pace. Providing 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 **95% of pupils achieving the expected standard in the 2017 KS2 Maths SATs (with 42% achieving the higher standard)**

Actions for further improvement.

- encourage every child to speak with high levels of coherence, clarity and confidence through programmes and protocols which prompt and promote their oracy skills.
- deepen analytical and critical skills in reading through scaffolded and structured approaches to questioning and responding to challenging texts.
- use enhanced oracy skills to improve mathematical problem solving skills at all ages and across all abilities.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

The school judges the behaviour and safety of the pupils to be outstanding, taking into account the following factors:

- 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 at the heart of all learning.
- 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.
- 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. (Lesson Observations)
- 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, Key Worker. (IEPRs, EP reports)
- 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.
- Assemblies 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 is formally assessed by the **English Speaking Board with 87% achieving Merit Plus or above**, and one child nominated as **Young Speaker of the Year**
- 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.

- 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.
- The **International Primary Curriculum** 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 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”** and **“Working Together to Safeguard Children” (Sept 2016)**, which reflect emerging dangers to young people.
- The school fully adheres to the **Prevent Agenda**, which addresses extremism in all its guises.
- Our Designated Child Protection Officer 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. (Confidential Pupil Files)
- 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.
- The children undertake many trips in and around London, and are rigorously supervised on busy streets and the London Underground, where they become experts at understanding and responding safely and appropriately to the risks involved. (Risk Assessments for Trips)
- The majority of KS2 children take charge of hosting our many visitors and are well aware of access, signing in and badging procedures and would report any stranger who gained unauthorised access. (Security Audit)
- 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. (Health and Safety Policy, Risk Assessments, Security Audits, Fire Risk Assessments)
- Our overall absence for 2016-7 stood at **4.8%**, (**4.8% national**), with persistence absence at **4.1%** (**3.6% nationally**). Unauthorised absence is **0.39%**. All unexplained absence is followed up on the day with a phone call. We work closely with **ISAP (Improving School Attendance Programme)** run by the East London Mosque, which supports and counsels Bangladeshi families with attendance issues. We have no exclusions.

Action for further improvement

- **Maintain attendance into line with national rates, and address persistent absenteeism where possible through ISAP.**
- **Encourage higher levels of punctuality amongst a small minority of families.**

OUTCOMES FOR CHILDREN (Attainment and Progress)

The school judges the achievement of the vast majority of pupils to be outstanding, taking into account that every pupil group on average made more than expected progress from KS1 to KS2, and scored significantly high attainment at the end of KS2. In the 2016 SATs we were within the top 13% of schools in the country for progress for Reading, top 6% for writing and top 2% for Maths. (to be updated when data is available)

OVERALL ATTAINMENT: KS2 2017 SATs

The school surpassed national levels of attainment across all subjects, with **91%** of pupils attaining **secondary readiness** (expected standard or above in all subjects) in comparison to the national figure of **61%**. **14%** of pupils attained a high standard in all subjects compared to a national figure of **9%**.

	Expected Standard		Higher Standard		Progress Score
	Sch	Nat	Sch	Nat	
Reading	91%	71%	49%	25%	2.40
Writing	93%	76%	35%	18%	2.60
Maths	95%	75%	42%	23%	3.41
Overall	91%	61%	14%	9%	
Grammar	93%	77%	72%	31%	

GROUP ATTAINMENT: KS2 2017 SATs

All pupil groups attained at a higher level than their national peers, with disadvantaged children out-performing their in-school peers in Reading, Writing and Grammar and out-performing all children nationally in all subjects. Our SEN pupils out-performed their national peers in all subjects. More EAL children achieved the higher level in all subjects than their non EAL peers in school, and all children

nationally. There is little significant in-school discrepancy between the groups, other than between boys and girls, where girls did significantly better in Reading.

	Reading Expected+		Writing Expected+		Maths Expected +	
	Sch	Nat	Sch	Nat	Sch	Nat
21 Boys	83%	68%	87%	70%	91%	75%
19 Girls	100%	75%	100%	83%	100%	75%
16 Disadv.	94%	60%	100%	66%	93%	63%
24 Non-Disadv.	89%	77%	89%	81%	96%	80%
33 EAL	89%	65%	92%	74%	94%	76%
7 Non EAL	100%	73%	100%	77%	100%	75%
5 SEN	40%	37%	60%	34%	60%	41%

	Overall Expected+		Grammar Exp +	
	Sch	Nat	Sch	Nat
21 Boys	83%	57%	87%	73%
19 Girls	100%	65%	100%	81%
16 Disadv.	93%	48%	94%	67%
24 Non-Disadv.	89%	67%	93%	82%
33 EAL	88%	58%	91%	78%
7 Non EAL	100%	62%	100%	77%
5 SEN	40%	20%	60%	39%

PROGRESS: KS1 2012 to KS2 2016 SATs (to be updated when data is available)

Every pupil group on average has made more than expected progress. We are significantly above the national average for progress in Reading, Writing and Maths. We are in the top **13%** nationally for progress in Reading, the top **6%** in Writing, and the top **2%** in Maths. Our disadvantaged children are in the top **11%** nationally for progress in Reading, the top **2%** for Writing, and the top **1%** for Maths.

OVERALL ATTAINMENT: KS1 SATs 2017

The school surpassed national standards in all subjects and both expected and higher levels.

	Expected Standard		Higher Standard	
	Sch	Nat	Sch	Nat
Reading	87%	76%	33%	25%
Writing	84%	68%	22%	16%
Maths	84%	75%	29%	21%

GROUP ATTAINMENT

All pupil groups attained higher than their national peers at the expected standard. Our disadvantaged children out-perform their national non-disadvantaged peers in Reading and Writing, and significantly out-perform their disadvantaged peers in all subjects.

	Reading Expected +		Writing Expected +		Maths Expected +	
	Sch	Nat	Sch	Nat	Sch	Nat
25 Boys	84%	71%	80%	62%	80%	74%
20 Girls	90%	80%	90%	75%	90%	76%
15 Disadv.	80%	63%	73%	54%	66%	62%
30 Non-disadv.	90%	79%	90%	72%	93%	79%
34 EAL	82%	72%	79%	67%	79%	74%
11 Non-EAL	100%	77%	100%	69%	100%	76%
5 SEN	60%	33%	60%	23%	40%	35%

YEAR ONE PHONICS 2017

100% of children in Year One achieved the expected standard in Phonics, compared to a national average of **81%**. Only **3%** of schools nationally achieved this level of su

Actions for further improvement

- Ensure the vast majority of children are “secondary ready” by the time they leave us, paying particular focus on the Reading Comprehension to bring it into line with our other results. .
- Focus on boys’ attainment in Reading, Writing and Maths in KS1.
- Set complex and challenging texts for all children to extend their vocabulary, deepen their comprehension skills, and enhance their oracy.
- Utilise Star Test analysis to diagnose and extend these skills for each child.
- Endeavour to correct punctuation and spelling in the moment of writing, and encourage children to self-edit as they go.
- Encourage every child to speak in full audible sentences, with high levels of coherence and clarity.
- Ensure every child in KS1 has a secure grasp of early number bonds, supported in transition to KS2
- Ensure every child has a secure and sustainable grasp of place value and times tables by the end of Yr 4.

EARLY YEARS PROVISION

The school judges Early Years provision to be outstanding taking into account the following factors:

- Team leaders are uncompromising in their drive to improve outcomes, as shown in the EYFS Profile
- Professional Development is relevant and focussed.
- All statutory welfare requirements around Safeguarding, Health and Safety are rigorous and robust.
- Parents and carers are highly engaged and supportive, and know how to support their child’s learning both at school and at home.
- The learning environment is full of rich, varied, and imaginative provision and ever-changing resources both inside and outside play is inspirational and stimulating.
- Planning is meticulous and assessment is sharply focussed on the current needs of each child.
- The children learn to manage their own behaviour and relate to each other in positive and co-operative ways, learning to manage risks and stay safe.
- Disadvantaged and most able children and those with Special Needs all make substantial and sustained progress from their starting points.

EARLY YEARS FOUNDATION STAGE PROFILE, 2016

The results of the EYFSP show **72%** of our cohort of 46 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 **66%**, and the national average GLD of **69%** .

81% of our 27 girls reached or exceeded GLD (**77%** national)

58% of our 19 boys reached or exceeded GLD (**62%** national)

63% of our 10 Pupil Premium children reached or exceeded GLD (**72%** non-pupil premium national)

77% of our 36 non-Pupil Premium children reached or exceeded GLD (**72%** national)

Although our results for Pupil Premium children are below their non-pupil premium peers nationally, this reflects their low starting point, and school trends show that they will be exceeding national expectations by Year Two through rigorous intervention and tracking.