

SIR WILLIAM BURROUGH SELF EVALUATION, November 2016

SIR WILLIAM BURROUGH SCHOOL CONTEXT

The school was granted Academy status in December 2011 for outstanding leadership and consistently high pupil attainment and progress. The school is a National Support School, the head teacher and her leadership team work in partnership with the National College of School Leadership and the London Leadership Strategy to increase leadership capacity and raise standards in schools across London.

The school currently has:

- 379 pupils on roll
- 90% from ethnic minority groups
- 77% with English as an Additional Language
- 8% with Special Needs
- 45% 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

- 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 15% nationally for making expected or better progress and 80% attaining “secondary readiness.” This is shared unequivocally by governors, staff, parents and children
- We are nationally recognised for our high Pupil Premium impact
- An unreserved commitment to quality assurance and continuous improvement, backed by rigorous implementation of the Improvement Plan and consistent application of agreed policies and procedures
- The leadership team have a forensic and accurate understanding of the school's performance. Through regular interrogation of data they stay vigilant and move in swiftly to remediate where needed
- Staff teams meet weekly to audit planning and evaluate impact, and share the very positive process of “appreciative enquiry” which cross-fertilises best practice across the school

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
- 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

An enriched curriculum

- We deliver a thematic, creative, experiential curriculum promoting curiosity, enthusiasm and engagement (IPC)
- We ensure the vast majority of pupils in KS1 become fluent readers and proficient writers through total immersion in synthetic phonics (Jolly Phonics), followed by a highly structured literacy learning pathway which consolidates and challenges their skills (Accelerated Reader, SPAG, VCOP)
- We implement a rigorous programme for maths which accelerates progress, highlights conceptual gaps and flags up need for intervention, tracked by adaptive digital technology (Accelerated Maths)
- 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 social and cultural capital, we strongly facilitate successful transitions into secondary education

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 headteacher. 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

- 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 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 around extremism and radicalisation.

Highly effective governance

Governors are formidable guardians of our vision, and hold senior leaders to account with unflinching, incisive and probing interrogation. 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 endlessly vigilant over the equality of opportunities and human rights of all our school users and stringently guard against any form of discrimination. They shape, and challenge our strategic direction, they are integral to our drive for continuous improvement and they ensure our pupils and staff fulfil their highest potential.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

The school judges the quality of teaching to be outstanding, taking into account the excellent progress of the vast majority of pupils, their significantly high attainment, (see above), the quality of pedagogy, the use of assessment, and the enriched curriculum.

Quality of pedagogy: All class teachers become Year Group Experts, ensuring that their class progresses in line with, or exceeds, national expectations. In the latest observations 100% of teachers have been graded good or outstanding, based on the following observed features:

- Ambitious expectations for all pupils, together with a relentless drive for their success.
- A learning culture of optimism, affirmation and respect.
- Expert 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.
- Pupils with maximum levels of confidence, resilience and persistence in the face of challenge.
- Mini plenaries throughout the lesson to clarify, scaffold and chunk the learning.
- Responsive daily planning and assessment for literacy and maths, which accelerates pupil progress.
- Daily practice in reading and maths, enabling pupils to consolidate skills and monitor own progress.
- Immediate targeted adult intervention for pupils needing extra clarification, scaffolding and practice.
- Uncompromising focus on disadvantaged pupils, those with special needs and disabilities.
- Engages, enthuses and inspires pupils through creative, thematic, and experiential learning of the IPC.
- Resources (including digital technologies) are appropriate and sufficient, and add value to learning.
- Celebrates great learning in classroom displays, and uses working walls to reinforce skills and knowledge.

Use of assessment:

- *Rigorous 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)

Enriched curriculum:

Our innovative and enriched curriculum lies at the heart of the pupils' learning and underpins their consistently high achievement and progress. We deliver the integrated and thematic learning of the International Primary Curriculum alongside a range of structured, rigorous literacy and numeracy programmes, and enhance it all with innovative technology, and a rich programme of creative arts to maximise achievement and promote enjoyment. We have a thriving sports, music, dance and debating culture, both within and after school, including a choreographer-in-residence, visits from professional musicians via the Worshipful Company of Musicians and twice-weekly external sports tuition. The children are also engrossed by the introduction of computer coding to their extensive multi-media skills. The children are well-challenged by the whole curriculum, which creates a wealth of memorable experiences and rich opportunities for high quality learning, social and cultural development, and is an excellent preparation for their secondary education and future employability.

Actions for further improvement.

- Increase levels of expectation and challenge in the Reception Class in line with the Early Years Foundation Stage Curriculum.
- Ensure all year groups are working at the new levels of challenge required by the New National Curriculum and all levels of ability are appropriately stretched.

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.
- 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. The number of pupils with behavioural difficulties on our Special Needs register is very low, and all receive support from their LSA, Key Worker and Learning Mentor. (IEPs, 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 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" (March 2015), 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)
- The Fire Brigade and Transport for London are frequent visitors, running workshops on Road Safety, Stranger Danger, and Fire Safety, helping children to recognise, assess and deal with risk.
- 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 currently stands 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 the consistently good or better progress made across KS2, and significantly high attainment at the end of KS2. We are currently within the top 13% of schools in the country for progress for Reading, top 6% for writing and top 2% for Maths.

OVERALL ATTAINMENT: KS2 2016 SATs

The school surpassed national levels of attainment across all subjects, with 76% of pupils attaining secondary readiness in comparison to the national figure of 53%. 13% of pupils attained a high standard in all subjects compared to a national figure of 5%.

	Secondary Ready		High Standard	
	Sch	Nat	Sch	Nat
Maths	98%	70%	31%	17%
Reading	78%	66%	22%	19%
Writing	91%	74%	27%	15%
Grammar	93%	72%	33%	22%

GROUP ATTAINMENT: KS2 2016 SATs

The vast majority of pupils attained significantly better than their national peers, whatever pupil group they belonged to, with disadvantaged children performing significantly better than their non-disadvantaged peers nationally in Maths, Writing and Grammar. There is little significant in-school discrepancy between the groups, except for our three SEN pupils.

	Maths Expected +		Reading Expected +		Writing Expected +		Grammar Exp +	
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
22 Boys	95%	70%	77%	62%	86%	68%	91%	67%
23 Girls	100%	70%	78%	70%	96%	81%	96%	78%
25 Disadvantaged	100%	75%*	72%	71%*	96%	79%*	96%	78%*
20 Other	95%	75%	85%	71%	85%	79%	90%	78%
37 EAL	97%		78%		89%	74%	92%	
8 Non EAL	100%		75%		100%	74%	100%	
3 SEN	67%		67%		33%	74%	67%	

Where no national comparator is given, these figures are currently unavailable and will be added upon release.

* Disadvantaged children are compared to their non-disadvantaged peers. There is currently no data for disadvantaged children nationally.

PROGRESS: KS1 2012 to KS2 2016 SATs

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 2016

The school surpassed expected national attainment scores across all subjects.

	Expected		Greater Depth	
	Sch	Nat	Sch	Nat
Reading	80%	74%	18%	24%
Writing	80%	65%	18%	13%
Maths	84%	73%	27%	18%

GROUP ATTAINMENT

The vast majority of pupils attained higher than their national peers at the expected standard, whatever group they belonged to, where data is available. Our summer-born children do better than their national peers. Our disadvantaged children perform significantly better than their non-disadvantaged peers in Maths and Writing, and equal them in Reading.

	Reading Expected +		Writing Expected +		Maths Expected +	
	Sch	Nat	Sch	Nat	Sch	Nat
24 Boys	71%	70%	71%	59%	79%	72%
20 Girls	90%	78%	90%	73%	90%	74%
23 Disadvantaged	78%	78%*	78%	70%*	87%	77%*
21 Other	81%	78%	81%	70%	81%	77%
33 EAL	79%		79%		85%	
11 Non-EAL	82%		82%		82%	
14 Summer born	71%	68%	71%	58%	71%	65%
5 SEN	20%		20%		20%	

Where no national comparator is given, these figures are currently unavailable and will be added upon release.

* Disadvantaged children are compared to their non-disadvantaged peers. There is currently no data for disadvantaged children nationally.

YEAR ONE PHONICS 2016

The school surpassed national pass rates, with **93%** compared to **81%** nationally, with all groups attaining significantly higher than their national peers. Three children did not achieve the required standard, and will be re-tested next year. Our Disadvantaged Children performed significantly better than their national peers.

Yr1 Phonics group attainment	Sch	Nat
20 Girls	90%	84%
25 Boys	96%	77%
14 Disadvantaged	79%	70%
31 Other	100%	83%
34 EAL	91%	80%
11 NonEAL	100%	81%
6 SEN	67%	46%
16 Summer born	92%	75%

EARLY YEARS FOUNDATION STAGE PROFILE, 2016

The results of the EYFSP show **67%** 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 **64%**, and the national average GLD of **66%** (figure from 2015).

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.