



## Simon Marks School Self Evaluation 2017/18

### **The effectiveness of leadership and management is judged to be 'Good'.**

- Simon Marks was judged as 'good' during its last OFSTED inspection.
- Rigorous self evaluation and performance management at all levels ensures that any weaknesses are rapidly identified and systems and procedures to ensure excellent outcomes for pupils including SEN and disadvantaged pupils are effective.
- Standards of teaching and pupil outcomes at all key stages sustain high expectations as a result of robust and effective intervention.
- Staff have regular INSET/CPD which is focused in developmental needs and as a result classroom practice is reflecting this. Staff are keen to learn and apply what they have been developing. This reflects the school's ambition as well as its enthusiasm for sustaining best practice in every aspect of its provision. A thorough timetable for professional development is implemented for both Class Teachers and Teaching assistants which addresses common areas of development and reflecting a focus on effective teaching & learning.
- An Assistant headteacher for Jewish Studies is in post and the Jewish studies curriculum has been overhauled. A program of study is being delivered.
- Subject leaders are in post for maths, phonics and ICT and a layer of middle leadership is being further developed. They will have targeted action plans in place to monitor and develop their subject areas. Literacy and science leads are currently not in post.
- A new baseline assessment is in place for both nursery and reception age pupils; this will give staff a solid understanding of where pupils are and where the gaps are. This will support planning.
- A new assessment strategy has been implemented with a focus on end of year expectations for all pupils.
- Parents are well informed and active partners in the school. Regular parent events are well attended parents.
- There is a highly constructive and ambitious dialogue between the school leadership and the governing body. Governors are well informed of the current school context and challenge robustly when needed. Governors have adopted a code of conduct and work closely with the school.
- Staff opinions are regularly sought and used to inform and develop provision. Best practice is modelled and shared resulting in typically excellent opportunities for pupils to learn.
- Prejudice is not tolerated. A range of opportunities for pupils to share opinion and have an active voice in the school are being established resulting in excellent relationships between staff and pupils and a highly positive school culture being developed.
- Safeguarding procedures are robust with effective action taken where needed to ensure all pupils are safe.

### **To sustain 'good' standards the following need to be addressed:**

- Induct and develop new SLT roles to ensure impact on key areas of improvement.
- Develop ICT, Maths and Pupil Voice curriculum so that it has a higher profile in the school
- Develop capacity at middle leadership to support secure outcomes in each year group in all subjects.
- Continue to develop Governance so that Governors systematically self-evaluate effectiveness and demonstrate deep knowledgeable of the context and challenges including provision for vulnerable groups.

### **Quality of teaching, learning & assessment is judged to be 'Good'**

- Teacher expectations of pupil outcomes are high and pupils make good progress as a result of this. The typical teaching profile is consistently good with some outstanding teaching.

- Teachers insist on well-presented work which demonstrates an ethos of pride and engagement in learning. Teacher planning demonstrates some good subject knowledge.
- Teachers give feedback using incisive questioning and quality marking to provide good opportunities for pupils to make next step improvement. Pupils show an enthusiasm for learning as a result and are able to articulate how teachers help them to improve.
- Teaching assistants attend regular CPD. They are able to provide high quality specialised support for children both in the classroom and in target groups.
- Pupils are resilient and take ownership of their learning. Engagement in the many extra-curricular activities is extremely high and reflective of the diversity in the school.
- Trips are planned in advance to ensure pupils can benefit from the opportunities available in London to enrich their learning
- Formative assessments in Reading, Writing and Mathematics are used very effectively to inform provision at all levels. These identify concrete next steps for underperforming or coasting pupils as well as an opportunity to discuss the impact of teaching on pupil performance and challenge where needed. Teachers demonstrate a high level of ambition for their pupils.
- Rigorous systems for assessment and evaluating the effectiveness of provision mean that pupils' needs are quickly identified. Those children with additional needs are assessed and staff resources are deployed to match needs and support pupils particularly those with SEN and disadvantaged pupils. A thorough provision map is regularly reviewed and adjusted according to need.
- Quality homework is set weekly in all year groups which is differentiated and marked according to school policies. A school homework diary and a robust system of organising reading books according to ability ranges has resulted in reading being a consistent feature of pupil experience at home and at school.
- Half Termly curriculum leaflets are shared with parents and are available on the schools website

**To embed 'good' the following need to be addressed:**

- Ensure that the CPD programme for new teachers and NQT results in a sustained good teaching profile.
- Ensure that the majority of teaching is good
- Improve the quality of marking in mathematics
- Ensure deepening understanding is embedded at every stage of pupils learning
- Ensure that the teaching of the most able ensures sustained progress
- Further develop school systems of assessment and tracking

**Personal development, behaviour & welfare of pupils is judged to be 'Good'**

- Pupils demonstrate thoughtful behaviour and excellent attitudes to learning which create a positive school ethos as well as being a significant factor in their successful learning. Pupils are supportive of each other in lessons and the behaviour of all groups around the school is generally excellent
- The school works very effectively with outside agencies including Norwood Therapeutic services, which offer additional support for pupils with emotional needs, and this alongside the dedicated school staff ensures a high quality of pastoral care.
- The school has a robust anti bullying and behaviour policy and children have a good understanding of what bullying is and how to deal with it as a result of high profile anti bullying strategies including anti bullying week and SEAL and Value awards. The teaching of the risks of cyber bullying and safety is also high profile.
- Pupils demonstrate a confidence in learning as a result of high quality pastoral care and a sense of ownership and belonging in the school.
- Pupils have a range of opportunities to understand and celebrate key values such as democracy, co-operation and show a high level of respect for cultures other than their own
- As well as regular circle time sessions, pupils have a voice through the class and school councils. Pupils feel they have input into School Council discussions and have successfully organised fund

raising activities. Each class documents comprehensive PSE curriculum activities in a class floor books

As a result of a robust and comprehensive set of actions overall attendance figures show a sustained trend in the last three academic years to sustain attendance in broadly in line with national averages.

**To embed ‘good’ standards the following need to be addressed:**

- To further develop a culture of high pupil aspiration, ownership of learning and self-responsibility
- To further develop pupil voice including school council, eco school and peer mediation, ensuring that all groups of pupils are represented.
- To improve attendance so that it is securely in line with national

**Outcomes for pupils are judged to be ‘Good’**

**KS2 outcomes for 2017 were as follows:**

	Reading	Writing	Maths	GSP	RWM
SM	71%	82%	82%	88%	64%
Nat (2016)	71%	76%	75%	77%	61%

KS2 outcomes reflect a ‘good’ outcome, pupils were reaching and exceeding National outcomes in all subject areas (based on 2016 National statistics).

**KS1 outcomes for 2017 were as follows:**

KS1	Reading	Writing	Maths	Science
Expected	80%	70%	75%	80%

- Key stage 1 outcomes are also good; pupils are at or above National expectations.
- Pupils make great progress in **EYFS**. During the year children have attained above national averages from low baselines. Simon Marks GLD was at 77%.
- A higher percentage of pupils at Simon Marks have attained expected averages in the Year 1 Phonics Screening Check compared to National. This year’s outcomes were at 87%.

**To sustain ‘good’ outcomes the following need to be addressed**

- Gap analysis to take place in both Yrs. 2 and 6
- Ensure staff CPD includes ‘deepening understanding’ development
- Marking and feedback moves learning on and is meaningful to pupils
- Ensure visible progress is evident in books and pupils are measured against end of year outcomes

**The effectiveness of the Early Years provision: The quality & standards is judged to be ‘Good’**

- Despite entering the school well below expected starting points, the majority of pupils leave Reception class with attainment above national expectations
- The percentage of pupils attaining or exceeding a Good Level of Development have been in line or above the national percentages for the year with pupils making accelerated progress from low baselines. Pupils currently at the school continue to make good or better progress.
- The quality of teaching from both teachers and support staff is consistently good and as a result all groups of children make rapid progress

- The curriculum is highly responsive to pupil need and results in a wide variety of activities which stimulate interest and curiosity in all areas of learning this is supported by a well-resourced and highly stimulating environment.
- The leadership of Foundation Stage is highly effective in ensuring a consistently high level of provision and meaningful engagement with parents and carers.
- Children demonstrate independent and safe learning behaviours and are keen to take part as a result of the clear structures and adult guidance embedded in daily practice.
- Parents are actively engaged in both pupil profiling and supporting children in learning through a variety of well attended visits, activities and workshops as well as written termly reports & meetings.
- Safeguarding is robust.

**To sustain 'good' the following need to be addressed:**

- Further develop the outside area so that it offers consistently excellent provision which mirrors indoor activities and maximises opportunities for learning
- To maintain an informative baseline in EYFS to ensure rapid and sustained progress for all groups to attain National levels at end of Reception year, particularly for SEN starters.
- To ensure planning consistently takes into account where pupils are and what their next steps should be

**Overall effectiveness is judged to be Good**