

The effectiveness of leadership and management is judged to be Outstanding

- 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.
- Gaps in learning have been identified through return to school assessments and teaching has been adapted to reflect these
- 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 and a consultant Rabbi in residence are in post and the Jewish studies curriculum has been overhauled. An assessment model is being developed to compliment the program of in place. Hebrew (Ivrit) teaching is strongly embedded with a real focus on all aspects of language development across all phases. An assessment model for Ivrit is being developed.
- Subject leaders are in post and line managed by the Deputy Headteacher
- The 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.
- An assessment strategy is in place with a focus on end of year expectations for all pupils.
- Parents are well informed and active partners in the school. Regular parent and family events have been resumed and are well attended by parents and other family members.
- 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 regularly visit the school to monitor different subject areas and link Governors meet subject leaders.
- Parent opinions are regularly sought and used to inform and develop provision.
- Prejudice is not tolerated. A range of opportunities for pupils to share opinion and have an active voice in the school have been established resulting in excellent relationships between staff and pupils and a highly positive school culture being developed.
- As a result of regular and visible celebrations of the diversity of the school community alongside a robustly implemented PHSCE/RSE curriculum and high profile school council, pupils are well prepared for life in modern Britain.
- Safeguarding procedures are robust with effective action taken where needed to ensure all pupils are safe.

To sustain good standards and achieve outstanding standards, the following areas need to be further developed:

- Continue developing leadership at all levels with a particular emphasis on middle leadership*
- Ensure Jewish studies and Ivrit maintains the same degree of excellence and assessment models are reviewed for impact*
- Put in place systems which allows the school to further assess progress across the wider curriculum with a view to establishing greater fluency in 'deepening understanding' for pupils*
- Review online learning tools and be better prepared for future lockdowns and prolonged pupil absences*

Quality of Education is judged to be Outstanding

- Teacher expectations of pupil outcomes are high and pupils make good and better progress as a result of this. The typical teaching profile is consistently good with more outstanding teaching.
- Teachers insist on well-presented work which demonstrates an ethos of pride and engagement in learning. Teacher planning demonstrates good subject knowledge and demonstrates skills progression over units of work.
- Regular assessment is used to inform teachers of next steps
- Gaps in learning as a result of the pandemic have been identified and staff are working towards narrowing this gap and pulling pupils back in line to where they need to be
- 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 are able to provide high quality specialised support for children both in the classroom and in target groups. They are active facilitators of learning.
- Pupils are resilient and take ownership of their learning. Engagement in the many extra-curricular activities is 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 and embed their knowledge and understanding of being citizens of London.
- 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. Pupils who need additional support are set Personal Learning Goals (PLG'S).
- Quality homework is set weekly in all year groups which is differentiated and marked according to school policies.
- Jewish Studies and Ivrit homework is regularly set and pupils benefit from the Jewish Interactive home/school learning program in place.
- Parents receive half termly curriculum newsletters so are aware of the topics being covered during each half term.
- School assessment information shows that pupils currently at the school are making substantial and sustained progress from starting points of pupils with the large majority of all pupils to be at least in line with expected attainment.
- Pupils make excellent progress in EYFS. GLD is better than National (2019) and on track to be in line with National this year.
- Key Stage 1 cohorts make excellent progress in KS1 from the end of EYFS. At the end of KS1 pupil attainment in line with and above national benchmarks in reading, writing and maths.
- A higher percentage of pupils at Simon Marks have attained expected averages in the Year 1 Phonics Screening Check with the average pupil score being 34 when nationally pupils scored 32
- The number of children making expected progress (KS1 to KS2) in Reading, Writing and Mathematics is at or above national levels. The percentage of pupils making more than expected progress is greater than national averages in Reading and Writing and in line in Mathematics
- Overall attainment indicators for sizable groups were in line or above average.
- Our KS2 progress measures showed that we were achieving 'well above average' results in Reading, Writing and Maths combined outcomes.
- Overall pupil outcomes for pupils with learning difficulties and/or disabilities/other significant groups including FSM/Pupil Premium Pupils was significantly above national averages.

To embed outstanding the following issues need to be addressed:

- Ensure that the majority of teaching is outstanding*
- Ensure deepening understanding is embedded at every stage of pupils learning*
- Ensure that the teaching of the most able ensures sustained progress*
- Ensure systems for developing stamina for reading are in place and monitor their impact*
- To further develop a culture of high pupil aspiration, and motivation so that more pupils achieve the 'higher standard'*
- To ensure pupils are set challenges in lessons to deepen their understanding and articulation of their learning*
- To ensure books going home matches pupils reading abilities as well as challenge their understanding*

Personal development, attitude, behaviour & welfare of pupils is judged to be Outstanding

- 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 delivering tailored support as and when needed
- 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 weekly values based assemblies. 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.
- Children 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.
- Safeguarding is robust and the schools has 5 safeguarding leads available throughout the day
- 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 PHSCE curriculum
- 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.
- The school has two security guards in place for the safety and wellbeing of all staff and pupils
-

To embed good standards the following issue 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, peer mediation and, art ambassadors ensuring that all groups of pupils are represented.*
- *Further develop peer mentors across the school and in the wider community*
- *To improve attendance so that it is securely in line with national*

The effectiveness of the Early Years provision: The quality & standards is judged to be Outstanding

- Despite entering the school well below expected starting points, the majority of pupils leave Reception class with attainment above national expectations
- Baseline assessments are in place and planning reflects the needs of the children
- The percentage of pupils attaining or exceeding a Good Level of Development have been in line or above the national expectations. 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 with much outstanding practice 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.
- Accurate assessment informs both group and individual need. Moderation is robust and results in a high level of consistency of judgments.
- 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.
-

To embed good the following issues 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.*

Overall effectiveness is judged to be Outstanding

- Teaching is highly effective. High expectations result in substantial pupil progress and outcomes mostly above that expected nationally for all groups of children.
- Pupils enjoy a rich and varied curriculum including weekly Hebrew & Music lessons, themed enrichment days and topic and skills related workshops
- Provision for SMSC is excellent with pupils demonstrating a willingness to explore new ideas and experiences including the use of philosophy in classrooms. Innovative curriculum design that allows for pupils to constantly share and reflect on their own experiences, a strong understanding of the difference between right and wrong supported by a variety of ongoing activities including class councils, debate clubs, peer mediation and a comprehensive PSHCE curriculum. High profile school council elections following democracy day events, links with local councillors and enterprise activities and fairs including 'work week' and 'enterprise week' ensure that children are fully involved and engaged in the values of the school and wider British society.

To embed good the following issues need to be addressed:

- *To ensure that the percentage of pupils in the current Year 6 cohort attain above national averages for in Reading and mathematics maintaining above National end of year outcomes achieving the 'high score' bracket*
- *Embed curriculum and assessment expectations to ensure that assessment is used to effectively benchmark achievement against year group expectations*
- *Ensure our Jewish studies and Ivrit curriculum monitoring is as robust as other curriculum areas*