

**1. Overall Effectiveness**

London Fields is a highly effective school. Pupils make excellent progress at all Key Stages and attainment continues to be above national averages. A broad and rich curriculum has been established which has enabled the academic and pastoral needs of pupils to be well met resulting in attendance which is above national averages and a very low rate of pupil exclusion. A growing leadership capacity aligned with a visionary Headteacher has ensured that the school continues to innovate and sustain an outstanding teaching profile.

**2. Categorisation**

Key: 1 – outstanding, 2 – good, 3 – satisfactory, 4 – inadequate	OfSTED	School		verified	HLT Good to Great categorisation	
	20.01.2015	Sep	Jul		Core	Enhanced
Overall Effectiveness	1	1	1	Y	Core	✓
The achievement of pupils at the school	1	1	1	Y	Enhanced	
The quality of teaching in the school	1	1	1	Y	Intensive A	
The behaviour and safety of pupils at the school	1	1	1	Y	Intensive B	
The quality of leadership and management of the school	1	1	1	Y	copy this symbol ✓ into one space above	

**3. Achievement**

**3a. EYFS (cohort size 60)**

%	below	exp	exc	APS
Reading	20	58	22	2
Writing	18	62	20	2
Number	12	67	22	2.1
SSM	12	72	17	2
GLD				75
Total APS				2.3

- Provision in EYFS was graded Outstanding following Ofsted inspection in January 2015. Outcomes in 2015 continue to be well above anticipated national averages.
- Assessment is used very effectively to inform planning and focus areas ensuring the large majority of children reach a good level of development from low starting points.
- As a result of issues identified in 2014 outcomes links were made between fine motor element of Moving and Handling and Writing development. PE planning was also reviewed to ensure maximised opportunities for gross motor skill development.

**3b. Key Stage 1 (cohort size 59)**

%	2c+	2b+	2a+	3	APS
Reading	93	85	64	34	17
Writing	93	85	64	31	16.9
Maths	93	90	58	32	16.9

Phonics	
58	90
10	80

- Outcomes at the end of Key Stage 1 at level 2b+ and 3+ continue to be above Hackney and National averages, with attainment in Writing and Mathematics particularly high at both L2B+ and L3. This represents good progress from EYFS where this cohort attained 78% GLD.
- Mobility has resulted in outcomes marginally lower than predictions which remain above national and Hackney averages apart from PPG children in Maths (-2%) Percentages at L2+, L2B+ and L3+ in RWM for both PP and Non PP are above 2014 Hackney averages.
- The gap between L3 PP and Non PP in RWM has closed this year (to be in line with the Hackney gap from 2014) as a result of targeting of PPG groups using non class based teachers, additional release of class teachers for focussed support, an increased emphasis on cross curricular writing and redrafting to deepen writing skills.
- There is declining number of pupils eligible for PPG in lower years due to the changing profile of the school.

**3c. Key Stage 2 (cohort size 60)**

%	4+	4b+	5+	6	2 L	3 L	RWM	L4+	L5+
								95	42
Reading	100	92	60	0	100	52	SPAG	L4+	L5+
Writing	95	n/a	53	5	100	71		95	78
Maths	95	90	57	10	100	61			

**N.B.** data is provisional data held by HLT. This may change after the validation exercise.

- Outcomes at the end of KS2 are above Hackney and National Averages for all groups
- Percentage of children achieving L5 has increased across all subjects and is above national averages in Reading, Writing & Mathematics
- Percentage of PPG children achieving L5 has also reportedly increased from 2014.
- Percentages at L4+, L4B+ and L5+ for ALL and PP and Non PP in RWM are above 2014 National and Hackney averages
- The gap between L5 PP and Non PP is closing this year with gaps that are less than the Hackney gaps from 2014
- Levels of progress are significantly above Hackney and National averages in Reading, Writing & Mathematics for both expected and more than expected progress.

#### 4. Quality of Teaching

%	Sep	Dec	Mar	Jul
Outstanding	35	55	55	60
Good	55	100	100	100
Requires Improvement	10	0	0	0
Inadequate	0	0	0	0
<b>Targets for 2014-15</b>	55% outstanding, 100 % good			

- The school reports a typically outstanding teaching profile and this is also evidenced end of Key Stage outcomes which are above national averages.
- The school has met its own targets for good and outstanding teaching in 2015, sustaining a typically outstanding teaching profile.
- In September 2015 the Middle Leadership Team will restructure to create both Key Phase Leader and Teaching and Learning Coach roles through the recruitment of two assistant headteachers.
- Three NQTs have been recruited from student placements alongside two M1 teachers to replace teachers relocating abroad or leaving the profession.
- The school's key action plan outlines a rigorous programme of coached lesson observations, focussed learning walks including weekly year group focussed learning walks and book monitoring which has established a consistently strong teaching profile.

#### 5. Behaviour and Safety

%	2014-5	Exclusions
Authorised absence	2.9	2 fixed term
Unauthorised absence	0.4	
Overall attendance	96.7	

*N.B. attendance data is provisional and based on two terms. Exclusion data is as reported to HLT on 1 June 2015.*

- Attendance is above national averages as a result of rigorous systems and effective pastoral care.
- Behaviours throughout the school are respectful and orderly, contributing to a very purposeful and calm atmosphere. Children demonstrate high levels of engagement in lessons and exclusions are uncommon.
- School staff and the Governing body are aware of the Prevent agenda as well as the need to evidence the school's work to prepare pupils for life in modern Britain. This is embedded in the school's curriculum through a code of conduct, a manners curriculum, a broad and balanced RE curriculum, a Magna Carta Week, a Philosophy for Children programme and school assemblies.

#### Leadership and Management

- The Headteacher is a National Leader of Education. The school has active links with the Queensbridge teaching alliance and has supported the leadership at other local schools. The school has also recently shared best practice in developing pupil voice with a local cluster of schools.
- The Governing body provide very effective support to the Headteacher and are able to exemplify their role in the strategic function of the school. Regular self-evaluation and skills audits have resulted in a Governing Body which demonstrates a high level of relevant expertise to enable ongoing support and challenge to the school using school data sets, finance and other key indicators of school performance.
- The Senior Leadership team demonstrate a clear sense of strengths and areas for development for the school. The school development plan has been redesigned in a format which enables regular reporting against key aims to Governors.
- The school has developed the role of non-class based phase leaders and assistant head roles to ensure a high level of capacity for continuing improvement. A new post of Key Phase AHT has been created for September 2015 and teaching and learning coaches have been recruited enabling a high level of capacity.

#### Priorities for 2015-16

- To assess against the new curriculum expectations and use this to identify gaps in learning.
- To enhance and embed opportunities for 'deep and far' learning in line with the Visible Learning programme
- Use the peer coaching programme to increase the percentage of outstanding teaching
- To continue to develop and enhance pupil attitudes towards learning through grit, resilience, philosophy for children and rights respecting schools programmes.

**SIP:** Stephen Hall

**Headteacher:** Caroline Tyson

**Assistant Director:** Sian Davies

**Date:** 2 September 2015