

**1. Overall Effectiveness**

London Fields continues to be an outstanding school in all aspects of its work. The embedded culture of high aspirations for all pupils is reflected in the outstanding outcomes they achieve. This year pupils have continued to attain well above national averages. This has been achieved because leaders remain highly focussed in ensuring that teaching and learning continues to be outstanding. High aspirations for all pupils are also ensuring that behaviour and attitudes to learning are exceptional. As a successful school, systems for monitoring, review and evaluation are good - leaders know their school well and accurately identify priorities for improvement.

**2. Categorisation**

Key: 1 – outstanding, 2 – good, 3 – satisfactory, 4 – inadequate	OfSTED	School		verified
	02/02/15	Sep	Jul	
Overall Effectiveness	1	1	1	✓
Outcomes for pupils	1	1	1	✓
Quality of teaching, learning and assessment	1	1	1	✓
Personal development, behaviour and welfare	1	1	1	✓
Quality of leadership and management	1	1	1	✓

HLT Good to Great categorisation	
Core	✓
Enhanced	
Intensive A	
Intensive B	

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

%	below	Exp	exc	APS
Reading	20	68	12	1.9
Writing	18	68	13	2
Number	13	72	15	2
SSM	20	68	12	1.9
Total APS				34.2
GLD				75

The EYFS lead ensures high quality provision both in nursery and in reception with all teaching judged to be at least good. The learning environments both indoor and outdoor continue to provide the children with challenging and stimulating activities which accelerate learning. Table top activities are well planned and offer specific learning opportunities for targeted pupils. Work in books show that pupils are making good progress in writing and number. The EYFS lead reports that pupils enter the Foundation Stage at levels below those expected nationally and make strong progress from their starting points. 75% of pupils achieved a GLD, although below previous year's outcomes, standards at the end of the Foundations Stage continue to be above national average.

**3b. Key Stage 1 (cohort size 60)**

%	% Expected standard	% Greater depth
Reading	80	28
Writing	78	27
Maths	82	32

**N.B.** Y2 Phonics data shows the proportion of pupils who retook the check and reached the expected standard (please note cohort size)

Pupil outcomes in KS1 assessments are in line with school predictions for both the expected and greater depth standard. In school and HLT cluster moderations; and use of the Interim assessment frameworks have secured the accuracy of teacher assessments. Books seen during SIP visits indicate pupils have made good progress since September. Leaders made sure sufficient challenge was built into class lessons so that pupils had more opportunities to apply their knowledge at greater depth.

**Phonics Screening Check (PSC)** Provision for pupils is secure; pupils make very good progress due to good teaching with outcomes significantly above the national average.

**Year 1** – 88% of pupils met the standard for the PSC.

**Year 2** – 100% of the 7 pupils retaking the PSC met the standard in 2017.

**Phonics**

	Cohort	% WA
Y1	60	88
Y2	7	100

**3c. Key Stage 2 (cohort size 58)**

%	% Expected standard	% Higher standard	Average scaled score	Average progress
Reading	79	n/a	106.8	n/a
Writing	83	31	n/a	n/a
Maths	84	n/a	107.9	n/a
SPAG	86	n/a	110	n/a
RWM	76	n/a	n/a	n/a

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

Outstanding teaching and the targeted interventions for some Year 6 pupils has resulted in very good outcomes for the cohort in the KS2 tests. Outcomes in all subjects are above provisional national averages. As a result, 76% of the cohort achieved the expected standard in RWM, significantly above the national average of 61%.

Careful monitoring of pupils' progress towards the expected standards by leaders throughout the school year allowed leaders to adjust provision and support so that pupils were well placed to perform well in the tests.

#### 4. Teaching, learning and assessment

%	Aut	Spr	Sum	Target
Outstanding	35	53	59	55
Good	65	41	41	45
Requires Improvement	0	0	0	0
Inadequate	0	0	0	0

The proportion of teachers graded as outstanding has increased over the academic year. The school has exceeded the target for outstanding teaching. Leaders continue to ensure that CPD is directly linked to the needs of individual staff, in order to increase the number of outstanding teachers and therefore increase the quality of provision and outcomes for the pupils. As a result exemplary teaching can be seen in all key stages – these teachers are well placed to support less experienced colleagues through team teaching, coaching and marking surgeries.

Pupils' books seen during SIP visits indicate standards of writing are improving due to ongoing CPD, support and monitoring. School systems for marking and feedback are being implemented consistently across the school.

This year, the Headteacher and her staff have been working on developing reasoning and problem solving in maths. Observations and discussions with the Headteacher and Maths Leader highlighted that there has been substantial CPD around maths and there is clear evidence that pupils are producing work of higher quality over time.

The school has effective systems in place to support NQTs - Three NQTs have successfully completed their induction year as good teachers.

#### 5. Personal development, behaviour and welfare

%	2016-17	FT	Perm
Authorised absence	2.6	1	0
Unauthorised absence	1.3		
Overall attendance	96.1		

*N.B. Attendance data is provisional and based on two terms. Exclusion data is as reported to HLT via B2B.*

Pupil personal development, behaviour and welfare continue to be outstanding.

Evidence from the learning walks demonstrates excellent attitudes to learning, pupils are highly motivated and diligent in lessons because of the emphasis the school places on providing learning experiences which are both challenging and enjoyable.

The learning environment both in classes and in the common areas is stimulating, informative and purposeful. Displays effectively support learning and showcase the pupils many achievements across the curriculum.

Safeguarding procedures are rigorous and monitored regularly to ensure pupils are safe at all times. Robust systems are in place for monitoring attendance, which is in line with national average.

There have been 1 FT exclusions this year.

#### 6. Leadership and Management

The Headteacher, leaders at all levels and governors articulate a clear vision for the school, which is reinforced continuously with staff. Pupils make excellent progress from their starting points and have achieved well over several years because the quality of teaching and learning is outstanding. Senior leaders monitor and evaluate with precision, noting the smallest details and acting quickly to address any lack of rigour or compliance with agreed best practice.

Middle leaders make a significant contribution to school improvement. Phase and subject leaders' play a leading role in driving up standards. They set clear expectations within their areas of responsibility, monitor standards and observe teaching and learning. All middle leaders report regularly to senior leaders on the impact of their work.

The governing body continue to provide highly effective leadership. They have a good understanding of the quality of teaching, outcomes for disadvantaged pupils and the impact of leaders' actions to bring about school improvements.

Provision for pupils with SEND is highly effective. Systems for SEND are clear. The school meets its statutory SEND requirements well and the SEND information report is fully compliant and is published on the school's website. EHCPs and statements are reviewed in accordance with statutory requirements and the provision map clearly outlines how funding is spent for children with SEND. High quality and differentiated teaching and learning practice is supporting all pupils with SEND to make at least good progress.

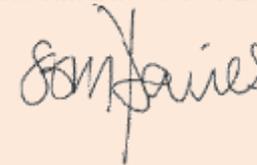
#### Priorities for 2017-18

- Continue to embed the new Maths scheme.
- Refine use of success criteria in topic lessons
- Reapply for Artsmark Gold
- Attain Geography Award
- Identified middle leaders to complete NPQML

**SIP:** Yasmin Chaudhry

**Headteacher:** Caroline Tyson

**Interim Director of Education:** Sian Davies



**Date:** August 2017