

Monega Primary School

Self-evaluation summary 2018

The context of the school

Monega Primary School is a three form entry primary school with approximately 700 pupils on roll. The school is now well-regarded by parents in the local and wider community. Monega Primary School is within a Multi Academy Trust known as the Boleyn Trust. This is a huge benefit to the school community as we work closely with the 6 other schools within the MAT sharing expertise and strategy.

We also benefit hugely from the Teaching School within the MAT which provides excellent training and support for all stages of professional development.

Monega Primary School serves the community of Manor Park, an area of considerable disadvantage in one of London's most deprived Boroughs. The Schools IDACI (Income Deprivation Affecting Children Index) ranking is currently 7,775 which is among the most deprived 10% nationally. This indicates that pupil deprivation levels are significantly above national averages.

Manor Park has the largest cluster of Bangladeshi families in the borough at 19%. Our schools rich ethnic mix means that after English we have large populations of pupils that speak Urdu, Gujarati, Punjabi and Romanian. We have pupils from many different backgrounds currently speaking 43 different languages.

This area has the highest rate of people in temporary accommodation in the country and has the highest percentage of privately renting households in London. Newham is ranked as being the borough with the most households with more than one person per bedroom. There is a high level of overcrowded households and the school community has a high level of pupil mobility at 30%, in the last academic year 126 pupils left the school.

Levels of local unemployment are reasonably high and parents with multiple jobs is common. 12% of the school population qualify for free school meals and our Pupil Premium allocation is currently **£180,840**. Details of our Pupil Premium spend are available on our website. We currently have no child looked after on roll. 13% of our school population have special educational needs and this is broadly in line with national averages (14.6%). Our school has a small number of EHCPs (4) but we are awaiting some for completion.

Attainment on entry to the nursery classes is well below that expected nationally in all areas but especially in language development and social and emotional interaction. To address this, the school has developed strong links with the local Family Centre and we promote early intervention, through parent workshops. The school has its own nursery and provides breakfast club from 8:00 until 9:00 and a range of after school clubs each night.

Leadership and Management

Suggested grade-Good to Outstanding
Evidence that supports this judgement

Leadership is improving at every level in the school; leaders have high expectations of themselves and all school staff and pupils. This is beginning to reflect in pupil outcomes for all learners and the active pursuit of excellence is shifting the learning culture significantly.

The school's senior leadership team is strong and the long serving staff who have worked with in the Boleyn Trust for much of their career are working tightly alongside long standing Monega staff to bring about real change. The team is focused on consistently improving standards for all pupils with particular attention being paid to those that are at a disadvantage. This team acts as the driving force to articulate and deliver the vision ensuring they are highly visible, accessible and lead from the front

The SLT are collaboratively engaged in improving teaching and learning across the school. Members of the Senior Leadership Team and Middle Leadership Teams are knowledgeable of school standards and areas for development. The middle leaders lead on specific areas and regularly report their impact, pupil outcomes and standards to the SLT via the regular ELT meetings (Extended Leadership Team). Leaders produce informed action plans for their subject or area of responsibility that include clearly identified areas for development.

Curriculum planning has been completely reviewed and altered to meet the needs of the school, this ensures we offer a rich, broad and balanced learning experience. Through monitoring of planning, teaching and pupil outcomes leaders ensure that high quality teaching across the curriculum is sustained. Teaching and learning reviews have shown a marked improvement in the quality of teaching at Monega

Inclusion is led by a newly appointed AHT and is improving rapidly. The implementation of clear provision mapping and training for staff is ensuring that the knowledge and skills base of the team is growing, directly impacting on pupil outcomes and curriculum

Performance Management is used with high impact to develop all teachers and support staff to deliver the key priorities of the school whilst also developing future leaders. Highly effective leadership has developed a transformational ethos where staff motivation and morale is high. This is a united team who have a dedication and commitment to providing the highest outcomes for all our learners.

All staff attend a programme of CPD based on needs identified during lesson observations and PDI meetings. Our comprehensive programme of CPD ensures strong pedagogical delivery in every classroom. The monitoring and observation cycle is rigorous and each teacher is observed every half term by members of the SLT. Parents are increasingly involved in the school through parent workshops and community events. The school website is under reconstruction and when relaunched will contain important information to support parents. The weekly newsletter also aims to increase parental involvement. Parents are kept well informed of their child's progress and future targets by half termly report cards, this is in addition to the child's annual report. Parents are becoming effective partners in the learning community. To help to enable parents to become more involved, the school offers ESOL classes, which are well attended. Parent's evenings are also very well attended events.

The Governing Body is developing well after the resignation of the previous team. This has been gradually strengthened with the addition of a staff governor, two parent governors and two co-opted members. The governors are proactive with training and are developing systems to effectively support the school. Governors have begun to visit the school; question what they have seen and feedback appropriately to the Governing Body.

Overall governance of the school is good. Governors fulfil all of their statutory duties to ensure the school is challenged and supported to meet the needs of all pupils. Finance is overseen meticulously by governors and the school shows outstanding value on its education spend. The school is well resourced and manages its budget well to avoid any overspend.

Safeguarding procedures were originally an area of focus for the school, but work with a safeguarding consultant and a review of procedures has ensured that Safeguarding is now secure. Key appointments have been made including a Family Support Worker, a Safeguarding and Attendance Officer and a team of learning mentors who underpin work on safeguarding, as does regular and specific CPD both for key staff and the whole learning community.

Quality of Teaching and Learning and Assessment

The quality of teaching and learning at Monega is Good to Outstanding

Evidence that supports this judgement:

Teachers at Monega are ambitious for their pupils and expect to do the very best. High quality CPD alongside very clear expectations of teacher delivery and structures guarantee parity for all pupils. Lessons have clear objectives to accommodate the different abilities in each class and challenge is present in all lessons.

We have clear systems to ensure the highest quality of teaching and learning:

- Feedback and support that is crucial to classroom observations and is followed up by demonstration lessons or observations of colleagues to allow teachers to reflect on recommendations.
- Work scrutiny of books by Subject Leaders happens every two weeks with reports to teachers on recommendations and good practice. SLT monitor all books on every alternate week.
- The Head teacher and Deputy Head teachers monitor planning weekly and subject leaders complete a planning scrutiny with a report to teachers every half term.
- Learning walks are carried out regularly by members of the SLT.
- Professional Development Interviews for all staff each term with the Head teacher to reflect on the quality of teaching and learning observed during the term.
- The SLT and Extended Leadership Team have a termly monitoring meeting to review the teaching and learning grades and work/planning scrutiny recommendations. This is fed back into CPD.
- Regular reporting to parents every half term through annual reports, report cards and parent evenings.
- All judgements on the quality of teaching are based on the triangulation of work scrutiny, data and lesson observation.

The strategic leadership of monitoring and performance management enable strengths and areas for support to be picked up very quickly and responded to.

The curriculum is challenging and offers high levels of enjoyment and motivation. The curriculum map shows progression in both skills, knowledge and understanding from Early Years to Year Six. Specialist provision for Music, Sports and MFL enriches the curriculum for all children. The consistent approaches that we use ensures there is a common purpose across the building.

The curriculum has been written and is continuously revised with key colleagues across the MAT. The pitch and expectation ensures that pupils are appropriately challenged and that the curriculum is covered in depth. The English curriculum has been written around high quality children's texts and the Maths curriculum has been

based on the Singapore maths scheme 'Maths No Problem'. Staff training is continuously revisiting the curriculum to support consistent delivery.

High quality planning ensures all groups are stretched and challenged ensuring strong outcomes for all pupils. Effective planning ensures that learning is always progressive and enjoyable. Children's individual learning profiles are analysed and personalised targets are written that children regularly refer to. Teachers provide consistent next step marking and feedback to enable pupils to reflect and refine learning skills.

Assessment

Termly summative assessments in Reading, Maths and Grammar are used effectively to inform future planning. Assessment data is also used to identify and support underachieving pupils and groups. Teachers have opportunities throughout the year to meet formally at pupil performance meetings to discuss ways to support pupils in their class.

Teachers assess children against all areas of the curriculum using a pupil tracker (SPTO). ELT are able to access this data to ensure all children are making progress and that there is good curriculum coverage. ELT draw on this data when writing their coordinator reports and formulating action plans.

Parents are kept well informed of their children's progress through annual reports, parents' evenings and report cards. Parents are encouraged to bring their children to parents' evenings so that children can contribute to the dialogue about their next steps and agree with what they need to do to improve.

Subject specific targets are shared with children and parents to allow children to take ownership of their learning. Regular data meetings and inclusion meetings are held with class teachers to enable communication to be all-encompassing.

The tracking of all pupils is persistent and wide-ranging. The use of pupil tracker, provision mapping and the diminishing the difference initiative make certain that all children's specific needs are clearly raised and targeted. Attainment targets are set at the beginning of the year for each year group. Progress is analysed at Pupil Progress meetings where SLT deconstruct information with class teachers and track each child with rigour.

Personal development, behaviour and welfare of pupils

Evidence that supports this judgement:

Pupils are very supportive of each other and the behaviour both inside classrooms and around the school are excellent. Behaviour and safety is very good and the school rigorously follows newly established safeguarding procedures.

Personal development and pupil voice will continue to be a focus ensuring that children become confident and independent learners. We teach children how to control impulses, to communicate their wishes and understand the need for rules, encouraging children to talk about and share their feelings. Learning mentors, sports coaches and mid-day supervisors are all skilled in supporting pupils with the emotional wellbeing. The school also has an active School Council which meets regularly, this allows council members to discuss pressing issues with their peers and make key decisions that impact on their day-to-day school life.

The school has a robust anti-bullying and behaviour policy. Children have a good understanding of what bullying is and how to deal with it. Children are supported through the PSHCE curriculum and regular whole school, phase and class assemblies. Anti-bullying and anti-racism is often discussed at our meetings so parents and children are fully aware of our procedures and how incidents of this nature are logged.

The school holds regular safeguarding meetings and early help meetings to ensure preventative approaches, clear communication and tracking of vulnerable children across the school community. The school has a contextualised safeguarding policy and tight practices that ensure effective referral and reporting to other agencies. The school holds a central register for DBS which completes effective checks and keeps good records which are reviewed and updated continuously. We have a very skilled Family Support Worker who works closely with Learning Mentors and Senior Leaders.

All staff have been trained on child protection procedures and practices including 'Keeping Children Safe in Education 2018'. The school has three designated safeguarding leads whom have attended full training. These make up part of the schools safeguarding panel. Senior leaders and governors have been trained on Safer Recruitment procedures. All staff have had training on current themes in safeguarding including Prevent, FGM, peer on peer abuse, online safety and gangs and knife crime.

The school develops care plans for pupils in consultation with parents, pupils and other professionals to ensure that the needs and safety of the individual pupils are met. The school has also ensured that there are a large number of qualified first aiders to deal with any medical incidents. We carry out highly effective Health and Safety risk assessments and Educational Visit risk assessments, discussing these with staff, pupils and parents.

SEND provision in the school is developing and high quality provision will be established quickly. EHCPs will be requested for relevant pupils and accurate assessments will be made using P-levels 1 to 4 and MAPP. Pupils with SEND are fully included in all aspects of school life and teachers are becoming increasingly skilled in providing pitched learning opportunities.

Community cohesion is at the heart of all we do and is celebrated throughout the school through our commitment and celebration of our diversity. All school events are planned and considered to reflect and include the wide spectrum of diversity within the community. Children's religious faiths are recognised and valued through to which all our ethnic groupings attend. All religious faiths are recognised and the beliefs of groups are considered, thus promoting British Values at Monega.

Outcomes for pupils

Suggested grade: Good to Outstanding

Evidence that supports this judgement

Our on entry data to Nursery clearly demonstrates that the majority of children join the school working below the expected level for their age. Attainment at the end of EYFS shows an exceptional percentage of 85% of children are meeting the Early Learning Goals. This is outstanding progress, considering the very low on entry data.

This outstanding progress continues at Key Stage 1 testing where 23% of children are attaining Greater Depth of Understanding (GDS) in Reading, Writing and Mathematics which is above national average (21%).

The exceptional start in Key Stage 1 allows us to have the highest expectations and aspirations for all our pupils in Key Stage 2, resulting in 77% of children attaining age related expectations in Reading, Writing and Mathematics. Furthermore, 22% of the children attained greater depth in Reading. This demonstrates rapid improvement from historical data.

Expectation for the whole school population is high, including those who are assessed against P-levels and pre national standards. This progress will be analysed using MAPP.

Early Years

Good Level of Development

<u>Monega 2016</u>	<u>Newham</u>	<u>National</u>
79%	73%	69%
<u>Monega 2017</u>	<u>Newham</u>	<u>National</u>
83%	75%	71%
<u>Monega 2018</u>	<u>Newham</u>	<u>National</u>
85%	75.8%	71.7%

Phonics

<u>Monega 2017</u>	<u>Newham</u>	<u>National average</u>
92%	88%	81%
<u>Monega 2018</u>	<u>Newham</u>	<u>National average</u>
91%	87.4%	82.7%

Key Stage 1 Year 2 National Test

Expected +	2017			2018		
	Target	Actual	National	Target	Actual	National
Reading	76	77	76	78	79	75.5
Writing	68	70	68	72	73	70
Maths	75	71	75	77	84	76.1
Science	83	83	83	85	86	82.7

Greater Depth	2017			2018		
	Target	Actual	National	Target	Actual	National
Reading	24	21	24	25	29	25.6
Writing	13	10	13	16	18	15.9
Maths	18	21	18	22	24	21.8

Key Stage 2 Year 6 National Test

Achieving the expected standard

Expected +	2017 Test results			2018 Teacher assessment		
	Monega	National		Monega	National	
Reading	48	71		83		
Writing	73	76		81		
Maths	74	75		83		
Science	79	82		84		
GPS	78	77		tbc		
RWM	46	61		81		

Achieving a higher standard

Expected +	2017 Test results			2018 Teacher assessment		
	Monega	National		Monega	National	
Reading	11	25		26		
Writing	13	18		19		
Maths	15	23		23		
RWM	6	9		tbc		

Effectiveness of Early Years Provision, Quality and Standards

Suggested grade: Good to Outstanding

Evidence that supports this judgement:

Children within the Early Years make very rapid and sustained progress despite the fact that 77% of pupils enter the Nursery below their age expected levels.

Areas of learning.	On entry to Nursery 2017 % below age related level.	On exit from reception 2018. % at Expected or Above.
PSE	100%	93%
PD	100%	93%
CL	95%	86%

Groups of children are closely monitored through the use of pupil tracker, EYFS profile and clear on entry assessments. The staff have great expertise in early learning and are all focused towards the development of key skills and school readiness. This ensures that pupils make rapid and sustained progress that leads to outstanding achievement.

From on entry into Nursery it is expected that the children will be developing key Literacy and Mathematics skills. When the children leave Nursery it is our expectation that 60% of children will be working at 40 to 60 months. When children leave Reception it is expected that 87% of children will be meeting good levels of development and 25% will be exceeding. The children and parents have support through workshops, parent meetings and an open door policy. They access home school learning books that support these essential Literacy and Maths skills at home. This also creates an excellent relationship between the key workers and the children in the Early Years.

The classrooms are well organised, providing a wide range of learning experiences, exciting learning environments with access to the outdoor area that promotes all areas of learning. The rooms provide a celebration of the children's work and support the learning at every opportunity. EYFS teachers and support staff foster warm interactive relationships with children.

Monega has a high proportion of pupils with EAL; many of the children start their EYFS journey with low levels of English and low attainment in Speaking and Communication. This can impact on their ability to reach the Early Years Goals within the prescribed time frame and often requires intensive interventions to ensure that children can catch up.

The Early Year's Co-ordinator has excellent links with the core co-ordinators around the school and leads the Early Help Team that support families in accessing support from local family centres.

Home visits and close on entry assessment provide a solid base to then start the individual child's learning journey and profiling. Continuous assessment is undertaken through observations, recorded work and photographic evidence. Outcomes are measured against the Development Matters Foundation Stage Profile criteria. Progress is closely tracked which enables learning to be focused and targeted where it is needed most. Weekly evaluations of planning and practice monitored by SLT ensure that the assessment of all children is rigorous and that no child is left behind.

Parents are engaged at every opportunity and parent time is encouraged weekly. Parents receive regular updates on how their child is progressing and suggestions of how to help their child at home. We also offer regular classes and workshops encouraging parents to enhance their own skills, which in turn supports the children.

Overall Effectiveness

Suggested grade: *Good to Outstanding*

Overall Effectiveness.

Monega Primary School is *Good to Outstanding* in all the main categories of:

- Leadership and Management
- Quality of Teaching and Learning and Assessment
- Personal Development Behaviour and Welfare
- Outcomes for Pupils
- Effectiveness of Early Years Provision, Quality and Standards

There is excellent communication and working partnerships between parents, staff and pupils.

We are a highly cohesive learning community demonstrated through:

- *Good /Outstanding* teaching and learning
- *Outstanding* CPD that includes staff sharing practice
- *Outstanding* curriculum opportunities including SMSC
- *Outstanding* community relations and outstanding approval ratings from the community
- *Outstanding* delivery and challenge to children with SEND

The strong school ethos is clearly apparent to anyone who visits our school and is articulated to children through our 5Cs: care, commitment, consideration, courtesy and co-operation.

Monega Primary School is multi-cultural school with a strong identity of inclusive practice at its heart. The diversity of our community is our greatest strength and the school aims to reflect this at all times. Community languages are represented strongly throughout the school. Children talk positively about their sense of cultural identity and this enhances their learning.

The curriculum is reflective and contextualised in planning, it includes culturally inclusive aspects and international dimensions to give learning relevance and meaning to all children. The school celebrates all faith festivals and works with outside agencies to ensure that education is broad and balanced.

We have an active School Council to ensure that all our pupils have a voice. We promote a wide range of community events such as International Evenings, Summer Fetes and Big Breakfasts to support community cohesion.

We understand that our families are the people that make the most impact on our pupils. We have high expectations on parent input and provide support to enable this.

