

Tollgate Primary School

Self-evaluation summary 2018:

The context of the school

Tollgate Primary School serves the community of South Plaistow, an area of considerable disadvantage in one of London's most deprived Boroughs. The Schools IDACI (Income Deprivation Affecting Children Index) ranking is currently 3263 which is among the most deprived 10% nationally. This indicates that pupil deprivation levels are significantly above national averages.

The school is a two form entry primary school, soon to be three form entry from September 2019, with approximately 500 pupils on roll. The school is well-regarded by parents in the local and wider community. Tollgate Primary School is a Teaching School and we have 40 partner schools within our Teaching School alliance. Our CEO is an NLE and we have been designated as a Lead Teaching School for School to School support and ITT. We have a team of 45 SLEs who are deployed through the Teaching School and 5 of the SLEs are Tollgate teachers.

Tollgate is the flagship school of The Boleyn Multi Academy Trust which is made up of 7 neighbouring primary schools. These are Tollgate Primary School, New City Primary School, Cleves Primary School, Monega Primary School, Rosetta Primary School, Shaftesbury Primary School and Ravenscroft Primary School. Tollgate is also a Lead Teaching School and provides national support.

In Sept 2015 we launched The East London Alliance SCITT offering Primary and Secondary PGCE, QTS and 3 year Masters degrees in partnership with the University of East London. To date we have trained 121 teachers for local schools and this year we are currently training 29 School Direct trainees. The SCITT was graded as outstanding by Ofsted in October 2017

The majority of our children live in local authority accommodation and short let housing. There is a high level of overcrowded households and the school community has a high level of pupil mobility at 21%. Many parents are very keen that children continue their education at Tollgate and if re-housed will often travel from neighbourhoods across the local authority.

Levels of local unemployment are high and 45% of the school population qualify for free school meals. Pupil Premium allocation is currently **£215,800** and details of our Pupil premium spend are available on our website. We currently have 1 child looked after on roll. 90% of children are from ethnic minority backgrounds and 46 languages are spoken from 40 different countries.

13% of our school population have special educational needs and this is broadly in line with Newham and national averages. Our school has a higher number of pupils with a statement than the national average due to our specialist resourced provision for 31 children with Autistic Spectrum Disorder.

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 a Family Centre on site to promote early intervention. Progress made within the nursery classes can be tracked through our nursery records and Foundation Stage profile. Progress made by children is seen as outstanding and attainment at the end of the Foundation Stage shows our children make exceptional development.

Special Features:

- Our Family Centre reaches out to all our families and focuses in on three main aspects. These are School Readiness, Overcoming Barriers to Learning within family settings and responding to local and national priorities such as mental health and gangs and knife crime. Previously we had our own Children's Centre on site which in 2012 was graded outstanding.
- The school has its own nursery and provides breakfast club from 8.00 until 9.00 and after school care from 3.00 until 6.00.
- Following inspection in June of 2006, 2008, 2010, 2013 and 2016 from the National Autistic Society, Tollgate has consistently received Autism Accreditation. Tollgate was the first school in the country to receive NAS accreditation. Our next NAS inspection is due November 2019.

Leadership and Management

Suggested grade-Outstanding (1)

Governance of the school is outstanding and 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 generously resourced and manages its budget well to avoid any overspend.

Leadership is outstanding at every level in the school; staff have high expectations of themselves and all pupils. This is reflected in exceptional outcomes for all learners and the pursuit of excellence throughout the learning environment is clearly evident. The school's capacity to encourage ambitious leadership ensures that senior and middle leaders are accountable and effective. The quality of the Senior Leadership Team is outstanding and acts as the driving force to articulate and deliver the vision. The Senior Leadership Team are highly visible, accessible and lead from the front. The Extended Leadership team are Middle Leaders who take responsibility for whole school issues and key priorities. This includes subject leadership and the delivery of key priorities in the SDP. The Extended Leadership Team meetings bring SLT and Middle Leaders together regularly to review whole school progress against key priorities. Subject Leaders have a common curriculum development format that they must follow as an evidence base of their work and support for colleagues.

Inclusion is led by one of our experienced senior leaders who oversee all provision mapping within the school and line manages all support staff. In addition to this the ASD specialist team is led by a very experienced senior leader.

The staffing structure is very clear in that it utilises the best use of human resources to deliver high quality strategic leadership across the school. 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.

Leadership in school has developed an outstanding programme of CPD which sustains excellent 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.

We sustain the highest qualities of teaching and learning through a robust system :

- 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 monitors all the books 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 a regular part of school life by members of the SLT.
- Professional Development interviews for all staff each term with the Head teacher reflects 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 takes place every half term.

All judgements on the quality of teaching are based on the triangulation of work scrutiny, data and lesson observation

Quality of Teaching and Learning and Assessment

Suggested grade: Outstanding (1)

The quality of teaching and learning at Tollgate is Outstanding.

Teachers at Tollgate are ambitious for their pupils and make excellent use of the tracking systems to pinpoint what the children can do and what they need to do next. Lessons have clear objectives to accommodate the different abilities in each class. There are rigorous monitoring systems and procedures that ensure the quality of teaching and learning is exceptional. The new curriculum is fully embedded across the school and mastery of the curriculum is secure.

- Weekly planning scrutiny and feedback
- Fortnightly book scrutiny and feedback
- Weekly learning walks with feedback
- Half termly pupil progress meetings
- Half termly teacher observations with feedback and CPD signposting.
- Weekly CPD sessions that are driven by teaching pedagogy and the key priorities of the school.

Scrutiny and feedback with planning ensures that learning is always progressive and enjoyable. Across the school lesson observations show that pupils' settle quickly to their learning and their attitude towards work is very good. Assessment For Learning is embedded across all lessons giving children opportunities to reflect on their learning and respond to teachers marking. Teacher marking is diagnostic and informs pupils what they need to do next to make further progress. All children are encouraged to reflect on teachers' marking and respond in green pen to create a dialogue between the teacher and the child.

Regular Continued Professional Development ensures teachers use moderation of levels across the school. The planning for basic skills is evident across all year groups and this supports the continuity and progression of children's learning.

Lesson observations demonstrate the impact that appropriate CPD and specific guidance from senior leadership has had on teaching overtime. All teachers understand the expectations and are supported to use the timeline in place, ensuring delivery of the big 5 (variation, assessment, pace, questioning, progress).

Monitoring shows that over 90% of lessons are consistently good and outstanding and new teachers have a very supportive induction programme to ensure that lessons move to good within the first two terms.

The observation and monitoring cycle is rigorous and matched to in-house CPD focussing on pedagogy. Current lesson observations show that teaching is outstanding and all learning outcomes in our books are exceptional. Progress over time is outstanding.

The newly developed curriculum is challenging and offers high levels of enjoyment and motivation. The curriculum map shows progression in both skills, knowledge and understanding from EYFS to year 6. Specialist provision for Music, the Creative Arts, Sports and MFL enriches the curriculum for all children. The school is very well resourced to support teaching and learning and there is a common purpose across the building. Classroom organisation and displays are exceptional.

The tracking of all pupils is persistent and wide-ranging. With 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. Clear benchmarks are in place for each year group and pupil progress meetings each half term when senior leaders deconstruct information with class teachers and each child is tracked with rigour.

All pupils work towards their personalised targets and use next step marking and feedback to guide them in this. Targets are shared with children and parents and regular data meetings and inclusion meetings are held with class teachers to enable communication to be all-encompassing.

Our comprehensive tracking ensures that any FSM children who may be below target are quickly identified and supported through our intervention programmes. Our data shows that all FSM pupils are meeting end of key stage targets with the exception of FSM pupils with autism. Autism being primarily a male condition creates a differential in certain year groups. All FSM pupils meet national expectation in all year groups and are challenged to meet the higher than national expectations of Tollgate.

Suggested grade: Outstanding (1);

Evidence that supports this judgement

Pupil and staff attitudes to learning are exemplary and always positive. Behaviour and safety is outstanding and the school rigorously follows safeguarding procedures and ensures child protection policies are followed. The school holds half termly all agencies safeguarding meetings to ensure communication and tracking of vulnerable children across the school community.

Through consultation, it is clear to see that parents, staff and pupils are positive and engaged in the school community. We offer a range of workshops which enable parents to have a full understanding of the policies, procedures and expectations of our school. Anti-bullying and anti-racism is often discussed at our meetings so parents and children are fully aware of our procedures and incidents are logged.

All staff have been trained on child protection procedures and practices including 'Keeping Children Safe in Education 2018'. The school has four designated Child Protection Officers whom have attended child protection training. These make up part of the schools safeguarding panel. We have a designated key member of staff for monitoring and implementing the Looked after Children policy. Senior leaders and governors have been trained on Safer Recruitment procedures. All staff have had training on the Prevent Strategy to raise awareness about extremism and also Female Genital Mutilation. More recently we have trained all staff to be alert to the importance of reporting missing children from registers. This is then followed up by our Attendance and Safeguarding Lead.

The school follows safeguarding policy and practice through 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.

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.

We have included safeguarding into our curriculum to develop pupils' knowledge and understanding of staying safe through our PSHE sessions and events such as e-safety day and drug and SRE work. This is also supported by outside agencies such as the police who visit the school and have carried out assemblies on a variety of topics such as gangs and knife crime.

The school also has effective groups for identified pupils at risk such as the nurture group and makes use of other clubs such as breakfast club. We work closely with the local police, social workers, youth offending team, Educational Welfare Officer, School Nurse and other organisations in reducing the risk of harm to pupils.

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.

We have a Parents council that leads on ensuring we offer the highest quality of provision and practice for our community. This meets regularly and includes parents/carers that represent the wide range of diversity within our school.

We are very open to parents requests to work alongside our children in our classrooms and parents' access is well organised to encourage parents to come in and observe the learning. In addition there are regular assemblies, events and concerts that parents are invited to. We celebrate our partnership with parents through a large range of community events throughout the year, such as 'Big Breakfast' 'international evening' and the 'Early Years Carnival'.

Outcomes for pupils

Suggested grade: Outstanding (1)

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 92% of children are meeting or exceeding 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 35% of children are attaining Greater Depth of Understanding (GDS) in reading, writing and mathematics.

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 91% of children attaining age related expectations in reading, writing and mathematics. From 90% a further 40% of children attained greater depth of understanding in writing. This demonstrates rapid and sustained progress across all year groups.

Expectation for the whole school population is high including those who are assessed against P-levels. This is analysed through the use of CASPA . Our P-level summary data for 2017 demonstrates an average 0.4 increase for 86% of children.

There are 25 children with a diagnosis of autism and complex needs within the school this has a significant impact upon our data in a number of ways. ASD is primarily a male condition and therefore this influences our gender differential. The majority of these children are also FSM which again influences our trends in data.

Effectiveness of Early Years Provision, Quality and Standards

Suggested grade: Outstanding (1);

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 2017. % at Expected or Above.
PSE	70%	92%
PD	70%	92%
CL	70%	92%

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 mathematical skills. When the children leave nursery it is our expectation that 60% of children will be working at 40 to 60 months. 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 numeracy skills at home. This also creates an excellent relationship with the key workers and the children in the early years.

The classrooms are open and exciting learning environments with access to newly developed 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.

The Early Year's Lead has excellent links with the core subject leads around the school and is also working closely in partnership with the family centre.

Home visits and close on entry assessment provide a solid base to then start the individual child's learning journey through daily observations and key children. 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.

Children in the EYFS are able to access a large range of resources and are eager to join in all activities and experiences. We build upon excellent concentration skills and from very early on have developed high levels of curiosity and excellent listening skills. Children feel safe within the school and demonstrate excellent behaviour. They develop a good understanding of how to keep themselves safe and manage their own risks. The environment is encouraging this within very safe framework. Children's safety is paramount to all we do. We have a school wide safeguarding statement closely monitored safeguarding and behaviour procedures that encompass the EYFS.

Parents are engaged at every opportunity and many go on to volunteer in the setting when their children have left. Parents receive a weekly and termly updates on how their child is progressing and suggestions of how to help their child at home. We also offer regular classes and workshops from the family centre in phonics numeracy, e-safety and Triple P.

Attainment at the end of EYFS shows an exceptional percentage of children are exceeding the Early Learning Goals. The attainment of free school meals pupils is above non FSM and ensures that all of our children are making excellent progress. This is outstanding progress considering the very low on entry data.

Overall Effectiveness

Suggested grade: Outstanding (1);

Overall Effectiveness.

Tollgate Primary School is 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 and staff to support pupil well-being. There are high levels of parent involvement across the school.

The school employs family support workers who develop outstanding partnerships between home and school. We are a highly cohesive learning community demonstrated through:

- Outstanding teaching and learning

- Outstanding CPD that includes staff sharing practice and ITT
- Outstanding curriculum opportunities including SMSC.
- Outstanding community relations and outstanding approval ratings from the community
- Outstanding delivery and challenge to children with SEN

The strong school ethos is clearly apparent to anyone who visits our school and is articulated to children through our 5Cs of Care, Commitment, Consideration, Courtesy and Co-operation.

Tollgate Primary School is an inspirational example of cultural harmony and diversity and our sense of community is very well developed. 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 outstanding as it includes culturally inclusive units and an international dimension to give learning relevance and meaning to all children on a global scale.

The school has strong international links and partnerships with schools across the world and this enhances the learning experience for all.

The school celebrates all faith festivals and works with outside agencies to ensure education is broad and balanced.

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

We have very close links with our neighbouring primary and secondary schools. An excellent programme of transition is in place for our year 6 children and our majority feeder secondary school is part of our teaching alliance. Our children perform drama, dance and singing for community events and have a high profile in Newham.

Tollgate Primary School is well known as a national centre of excellence and has been chosen by HMI as a school to film training videos for outstanding practice in literacy. We have been recognised by The National Teaching Awards, British Council International School Award, Artsmark Gold, Sportsmark and Investors in People Gold.