RIGHTS RESPECTING SCHOOLS

unicef
UNITED KINGDOM

LEVEL 1

Our School Vision

Thomas Buxton Primary School will work with everyone to create a happy, safe and stimulating setting where children are motivated to learn together. By maintaining high expectations of ourselves and each other, our children will be equipped to encounter opportunities and challenges with resilience and determination. We encourage a curiosity about the world and strive to ensure that our children will contribute positively, now and in the future.

contribute

respect

Our School Values

CREATE

Contribute We can all make this an exciting place to learn, discover and create.

Respect Treat everyone in our school equally, in everything we say and do.

Enjoy Celebrate our love of learning and recognise effort and achievement.

Aspire Aim high to ensure that everyone fulfils their potential.

Team Work Our collaborative culture ensures children, families and staff work and learn together.

Enquire Ask questions, take risks, nurture curiosity and make discoveries.

enjoy

aspire

team work

enquire

SELF-EVALUATION SUMMARY SHEET

Introduction

"Learning Together" is the motto of our school. Children make good progress from very low starting points to ensure that they leave at levels in line with or exceeding national expectations. Secure systems support children and families so that high quality teaching is effective in achieving good outcomes for children. Skilled and dedicated staff work in partnership with all stakeholders to realise our high expectations for all.

School Context

Thomas Buxton Primary School opened on 26th April 2011 following the amalgamation of Thomas Buxton Infant School and Thomas Buxton Junior School. The school is a larger than average, 2 form-entry, community school with 450 pupils on roll. Children are aged from 3-11 years old. We are situated in Whitechapel, within the London Borough of Tower Hamlets. It is a diverse and vibrant area with good access to all that the capital has to offer. There is a community farm next to the school which offers children the opportunity to experience rural and city life simultaneously.

Most of the children live close to the school or in adjacent wards.

Figure 1. Basic characteristics of the school 2016

Characteristic	National	School	Comparison
Number on roll	263	**436**	Above average
% free school meal eligibility	26.6	**55**	Above average
% pupils from minority ethnic groups	29.7	**99.1**	Above average
% pupils with first language not English	18.8	**91.3**	Above average
Deprivation indicator	0.24	**0.59**	Above average

Summary Judgements

Key aspect	Judgement
Leadership and Management	**Outstanding**
Teaching Learning and Assessment	**Outstanding**
Personal Development, Behaviour and Welfare	**Outstanding**
Outcomes for Children	**Outstanding**
Effectiveness of Provision in Early Years	**Outstanding**
Overall effectiveness	**Outstanding**

Thomas Buxton Primary School is a highly effective organisation, but it will never be a complacent one. The school has significant capacity to sustain what has been achieved and to further develop the range and quality of the provision on offer. Senior leaders are relentlessly ambitious and consistently aim for outstanding outcomes in all aspects of the school's work. The promotion of pupils' spiritual, moral, social and cultural development underpins all aspects of children's learning and experiences at school. This is evidenced in the high standard of behaviour throughout the school, the high levels of engagement and enjoyment seen in lessons and the positive relationships between all parts of the school community.

Overall Effectiveness - Thomas Buxton Primary School is an outstanding school.

Ofsted
Outstanding
Provider

OUR SCHOOL GOALS
2016 — 2017

Children, staff and families are empowered through effective coaching and mentoring.

Leadership and Management

- Staff are able to innovate successfully.
- Children are independently able to make connections in learning.
- Effective forms of assessment inform parents, children and staff of attainment and progress.

Teaching, Learning and Assessment

- Children, families and staff are motivated to live healthy lives.
- Rights respecting work is strengthened through the achievement of an Eco School Award and participation in the Global Learning Programme.

Personal Development, Behaviour and Welfare

- Children are motivated to read for pleasure.
- At least 80% of children reach Age Related Expectations in Reading, Writing, Maths and Science at each stage of the school.

Outcomes for Children

create

A place of learning, laughter and friendship

Thomas Buxton Primary School
Learning Together

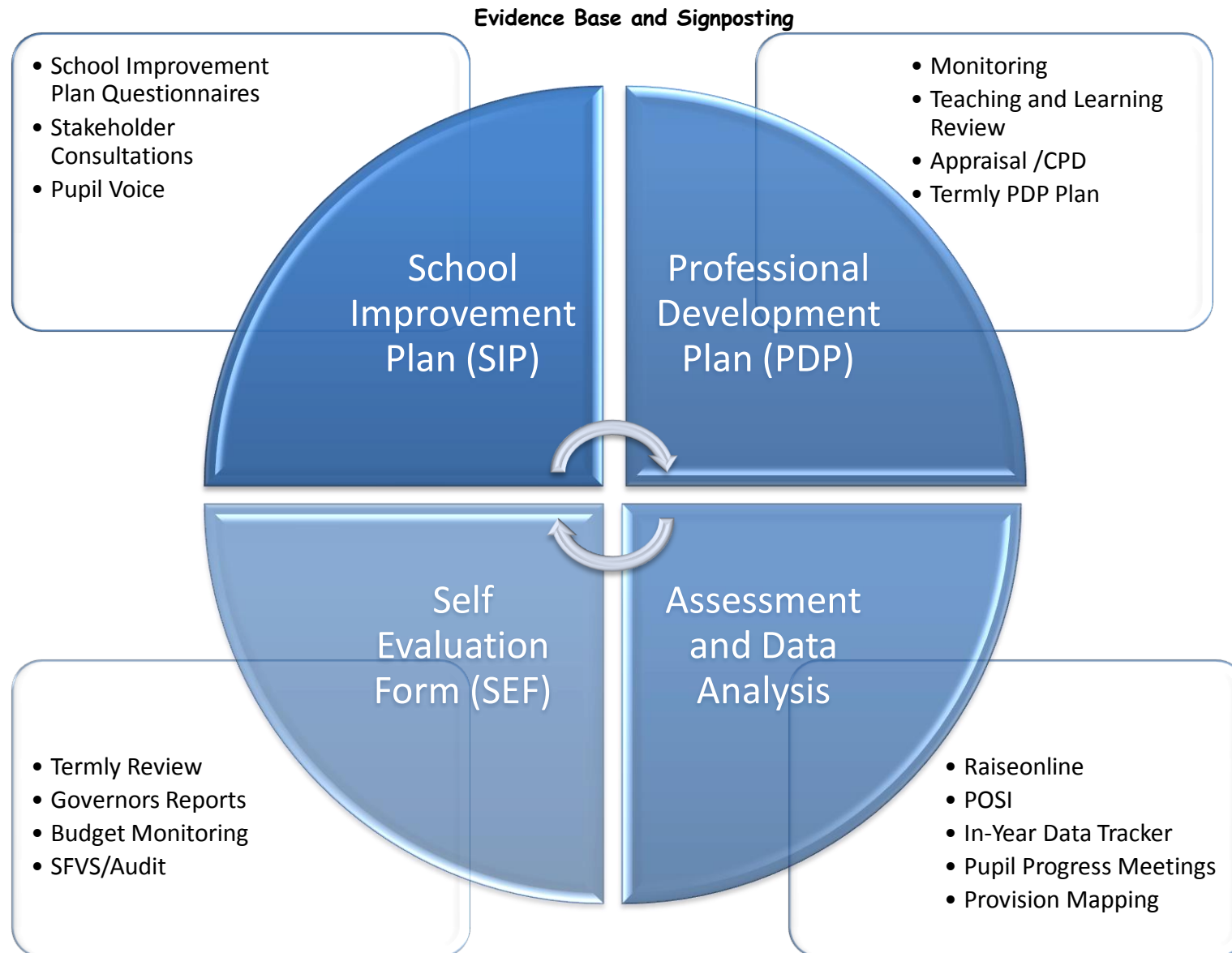**Context for the School Improvement Plan (SIP) 2016 - 2017**

The starting point for this plan was a review of the previous School Improvement Plan 2015-2016 which was carried out by the school's Leadership and Management Team and the Governing Body. The Self-Evaluation Form (SEF) reflects the outcomes of the school review process (listed below) the School Improvement Plan questionnaires (March 2016) and responses from stakeholders (children and families consultations). The SIP consists of a detailed Action Plan for the financial year 2016/17 alongside the school year 2016/17.

This plan sets out the strategic direction for school improvement work during this school year. However, it is considered within the context of the previous year's plan and may refer to planned actions in the next school year. The plan will be reviewed in January and October of each year to align with changing priorities and to ensure consistency with financial planning.

Timeline	Event	Action
Jan 2016	Budget Review	Financial Monitoring 2015/6 against SIP 2015/16 School Improvement Plan Questionnaires
April 2016	Budget Setting	Financial Planning 2016/17 against SIP 2016/17
September 2016	School Goals Setting	Progress against previous SIP evaluated and used to formulate new school goals Action Plans published by postholders
October 2016	School Improvement Plan	Agreed by Governors and published for all stakeholders (SIP 2016/17)
Jan 2017	Budget Review	Financial Monitoring 2016/17 against SIP 2016/17 School Improvement Plan Questionnaires

Process – Through the analysis of:
- ♦ Review of the current SIP/Action Plans – identifying progress on all the key issues for action and the impact on standards of teaching and learning.
- ♦ Formulation of a termly Professional Development Plan
- ♦ School Self Review Form (SEF)
- ♦ Review of curriculum monitoring feedback
- ♦ Review of resources
- ♦ Classroom observation information through Appraisal, partnership teaching and Teaching and Learning Review days
- ♦ Questionnaires responses from all staff, governors, pupils and parents/carers.
- ♦ Analysis of School Data Tracker
- ♦ Analysis of RAISEonline
- ♦ Analysis of Fischer Family Trust data
- ♦ Analysis of the Early Years Foundation Stage Data/Learning Journals/Baseline Assessments
- ♦ National Priorities – Review of Numeracy and Literacy Curriculum in line with the revised frameworks
- ♦ Targets set for Key Stage 1 and 2
- ♦ Teachers' Appraisal Objectives
- ♦ Workstream Target Setting
- ♦ Support staff Appraisal Objectives
- ♦ Outcomes from Pupil Progress Meetings
- ♦ Outcomes from SEN / Inclusion Reviews
- ♦ Financial Planning Review

Evidence Base and Signposting

- School Improvement Plan Questionnaires
- Stakeholder Consultations
- Pupil Voice

School Improvement Plan (SIP)

- Monitoring
- Teaching and Learning Review
- Appraisal /CPD
- Termly PDP Plan

Professional Development Plan (PDP)

Self Evaluation Form (SEF)

Assessment and Data Analysis

- Termly Review
- Governors Reports
- Budget Monitoring
- SFVS/Audit

- Raiseonline
- POSI
- In-Year Data Tracker
- Pupil Progress Meetings
- Provision Mapping

Data Summary 2015/16 Data

Key Stage 1 Data Over Time

^ upwards trend (compared to national)		2013	2014	2015	National 2015
Reading	L2+	79% (-10%)	86% (-4%)	86% (-4%)	90%
	L2b+	64% (-14%)	75% (-6%)	82% (=)	82%
	L2a+	29% (-27%)	42% (-15%)	56% (-3%)	59%
	L3+	13% (-16%)	20% (-10%)	25% (-7%)	32%
	APS	14.1 (-2.2)	15.3 (-1.2)	16.2 (-0.4)	16.6
Writing	L2+	79% (-6%)	85% (-1%)	88% (=)	88%
	L2b+	63% (-5%)	59% (-10%)	74% (+2%)	72%
	L2a+	13% (-25%)	14% (-26%)	42% (+1%)	41%
	L3+	5% (-10%)	7% (-9%)	12% (-6%)	18%
	APS	13.4 (-1.5)	13.8 (-1.3)	15.2 (-0.1) ^	15.3
Maths	L2+	86% (-6%)	86% (-6%)	93% (=)	93%
	L2b+	63% (-16%)	80% (=)	88% (+6%)	82%
	L2a+	16% (-35%)	31% (-23%)	56% (+1%)	55%
	L3+	5% (-18%)	10% (-14%)	26% (=)	26%
	APS	13.9 (-2.2)	14.9 (-1.3)	16.6 (+0.2) ^	16.4
ALL SUBJECTS	APS	13.8 (-2.0)	14.7 (-1.2)	16.0 (-0.1) ^	16.1
ALL SUBJECTS	%2b+	63% (-12%)	71% (-6%)	81% (+2%)	79%

Overview of Outcomes for Pupils – EYFS & KS1				
^ upwards trend (compared to national)	2013	2014	2015	2016
EYFS GLD	29% (100% Below on entry)	69% (100% Below on entry)	76.5% (100% Below on entry)	55% * (100% Below on entry)
Phonics Year 1	32% (-37%)	77% (+3%)	78% (+1%)	85% (+4%)
Phonics Year 2	90% (+21%)	87% (+21%)	95% (+5%) *cumulative 2015 only	93% (+2%) *cumulative 2016 only

Key Stage 1 Data 2015/16

KS1 Outcomes 2015-2016		% Achieved Teacher Assessment	% Achieved Teacher Assessment Nationally	% Achieved Local Authority
Reading	Expected	75% (+1%)	74%	76%
	Higher	27% (+3%)	24%	25%
Writing	Expected	62% (-3%)	65%	70%
	Higher	15% (+2%)	13%	16%
Maths	Expected	60% (-13%)	73%	76%
	Higher	15% (-3%)	18%	22%
R/W/M Combined	Expected	52% (-8%)	60%	65%
	Higher	5% (-4%)	9%	11%

create

Key Stage 2 Data – Over Time

^ upwards trend (compared to national)		2013	2014	2015	National 2015
Reading	L4+	89% (+4%)	91% (+2%)	95% (+6%)	89%
	L4b+	75% (=)	76% (-2%)	88 (+8%)	80%
	L5+	32% (-13%)	35% (-15%)	49% (+1%)	48%
	L6	2% (+2%)	0% (=)	0% (=)	0%
	APS	28.3 (-0.2)	28.3 (-0.7)	29.4 (+0.4)	29.0
Writing	L4+	86% (+3%)	87% (+2%)	92% (+5%)	87%
	L5+	16% (-14%)	27% (-6%)	34% (-2%)	36%
	L6	0% (-2%)	2% (=)	0% (-2%)	2%
	APS	26.8 (-0.7)	27.8 (-0.1)	28.2 (=)	28.2
Maths	L4+	79% (-6%)	91% (+5%)	93% (+6)	87%
	L4b+	63% (-10%)	85% (+10%)	88% (+11%)	77%
	L5+	25% (-16%)	51% (+9%)	41% (=)	41%
	L6	4% (-2%)	9% (=)	7% (-2%)	9%
	APS	27.2 (-1.5)	29.9 (+0.9)	29.3 (+0.3)	29.0
EGPS (Grammar, Punctuation and Spelling)	L4+	88% (+14%)	87% (+11%)	93% (+13%)	80%
	L4b+	77% (+13%)	84% (+15%)	93% (+20%)	73%
	L5+	61% (+14%)	58% (+6%)	71% (+16%)	55%
	L6	7% (+5%)	7% (+4%)	5% (+1%)	4%
	APS	30.1 (+2.1)	30.1 (+1.5)	31.0 (+1.9)	29.1

KS2 2015-2016		% Achieved in Test	% Achieved in Test Nationally	% Achieved Teacher Assessment	% Achieved Teacher Assessment Nationally	% Achieved Local Authority
Reading	Expected	78% (+12%)	66%	74% (+8%)	66%	70%
	Higher	20% (+1%)	19%		18%	19%
Writing	Expected	N/A	N/A	83% (+9%)	74%	81%
	Higher	N/A	N/A	30% (+11%)	19%	15%
Maths	Expected	87% (+17%)	70%	78% (+8%)	70%	78%
	Higher	19% (+2%)	17%		20%	17%
GPS	Expected	80% (+8%)	72%	-	72%	80%
	Higher	25% (+2%)	23%	-	26%	23%
Combined R/W/M	Expected	72% (+19%)	53%	69% (+16%)	53%	61%
	Higher	7% (+2%)	5%		7%	5%

Average Progress Measures	Thomas Buxton	Local Authority
Reading	1.8	+1.02
Writing	4.7	+1.99
Maths	3.2	+1.67

Average Scaled Scores	Thomas Buxton	National	Local Authority
Reading	102	103	103
GPS	105	104	105
Maths	105	103	104

School Improvement Plan Questionnaires – Children's Views March 2016

No	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	% Strongly Agree/Agree
5	I am taught well at this school	149	52	7	2	210	**96**
3	I am making good progress at this school	105	93	8	4	210	**94**
9	The school is well led and managed	130	65	9	6	210	**93**
11	My parents know about my progress and what I can do in school	130	62	11	6	209	**92**
2	I feel safe at this school	120	72	13	5	210	**91**
4	I am well looked after at this school	126	62	18	3	209	**90**
1	I am happy at this school	106	82	18	4	210	**90**
7	The school makes sure its pupils are well behaved	113	72	21	3	209	**89**
8	The school deals effectively with Bullying	132	53	18	7	210	**88**
6	I receive appropriate homework	115	69	15	11	210	**88**
10	The school responds well to any concerns I raise	101	76	25	8	210	**84**

Key Priorities and Link to UNCRC Articles :

- To improve the physical and emotional wellbeing of all groups in the school community.
- To develop children's awareness of their place in the world as global citizens.
- UNCRC Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

School Improvement Plan Questionnaires – Parents and Carers Views March 2016

No	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	% Agree or Strongly Agree
3	My child makes good progress at this school	24	26	0	0	50	**100**
5	My child is taught well at this school	23	27	0	0	50	**100**
9	This school is well led and managed	21	29	0	0	50	**100**
1	My Child is happy at this school	28	21	1	0	50	**98**
2	My Child feels safe at this school	28	20	1	0	49	**98**
4	My child is well looked after at this school	22	26	1	0	49	**98**
7	This school makes sure its pupils are well behaved	20	27	3	0	50	**94**
10	This school responds well with any concerns I raise	17	30	3	0	50	**94**
6	My child receives appropriate homework for their age	22	24	3	0	49	**94**
8	This school deals effectively with bullying	15	30	3	0	48	**94**
11	Parents/Carers receive valuable information from the school about my child's progress	23	23	4	0	50	**92**

Key Priorities and Link to UNCRC Articles:

- Children, families and staff are motivated to live healthy lives.
- Effective forms of assessment inform parents, children and staff of attainment and progress.
- UNCRC Article 24: Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

School Improvement Plan Questionnaires – Staff Views March 2016

No	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	% Agree or Strongly Agree
1	I'm proud to be a member of staff at this school	35	23	0	0	58	**100**
2	Children are safe at this school	45	13	0	0	58	**100**
3	Behaviour is good at this school	34	23	0	0	57	**100**
4	Behaviour of pupils is consistently well managed	30	28	0	0	58	**100**
5	The school deals with any cases of bullying effectively	35	22	0	0	57	**100**
6	leaders do all they can to improve teaching	31	27	0	0	58	**100**
9	I know what we are trying to achieve as a school	35	23	0	0	58	**100**
11	The school is well led and managed	35	23	0	0	58	**100**
8	The school successfully meets the differing needs of individual pupils	26	30	2	0	58	**97**
10	All staff consistently apply school policies	36	20	2	0	58	**97**
7	The school makes appropriate provision for my professional development	22	30	5	0	57	**91**

Key Priorities and Link to UNCRC Articles:

- Ensure that Continuous Professional Development is effective in motivating and empowering staff.
- UNCRC Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Abbreviations used:

AfL - Assessment for Learning

AHT - Assistant Head

AWO - Attendance & Welfare Officer

AO - Admin Officer

CPD - Continuing Professional Development

DHT - Deputy Head

DT - Design & Technology

EAL - English as an Additional Language

EMA - Ethnic Minority Achievement

ENGCO - English Leader

EYFS – Early Years (Foundation Stage)

FS - Foundation Stage

G&T - Gifted & Talented

HT - Head Teacher

INSET - In Service Training

KS1 - Key Stage 1

KS2 - Key Stage 2

L1 - Level 1

LA - Local Authority

LBTH - London Borough of Tower Hamlets

LT - Leadership Team

LMT – Leadership and Management Team

NCSL - National College of School Leadership

NPQH - National Professional Qualification for Headship

PE - Physical Education

PM - Performance Management

PM - Premises Manager

PSHE - Personal, Social & Health Education

RE - Religious Education

RRSA – Rights Respecting Schools Award

SATs - Standard Attainment Tests

SBM - School Business Manager

SEF - School Evaluation Form

SEN - Special Educational Needs

SENCO – Special Educational Needs Leader

SIP - School Improvement Partner or School Improvement Plan

SLT - Senior Leadership Team

TA - Teaching Assistant

Y1 - Year 1

Y2 – Year 2

Y3 – Year 3

Y4 – Year 4

Y5 – Year 5

Y6 –Year 6

*All other abbreviations are the initials of staff members

12

Ofsted grade descriptors for the effectiveness of leadership and management (September 2016)

Note: Grade descriptors are not a checklist.

Outstanding (1)

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

School Goal 1 Leadership and Management - *Children, staff and families are empowered through effective coaching and mentoring. (Review)*

UNCRC Article 29: *Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

Our main objectives are:

a.)   To ensure that children and families are actively engaged in their learning at all ages. (Mentoring)
b.)   To motivate staff to take ownership of their own professional development. (CPD Framework implementation)
c.)   To develop teaching through coaching.
d.)   To provide opportunities for leadership development for all.

Outcome What are we aiming to achieve?	Spring Term Review	Summer Term Review
a.) To ensure that children and families are actively engaged in their learning at all ages.	• A range of workshops offered to parents/carers have been well attended. Parents are clear about school expectations around attendance, behaviour, curriculum and home learning. ESOL continues to be oversubscribed, Outdoor Learning sessions and Safeguarding sessions were well received with positive feedback. A workshop on toilet training for EYFS has ensured better understanding for parents of how to toilet train children with communication difficulties. Two E-Safety workshops had a high turnout, raising the profile of E-Safety and allowing open communication with parents about current issues. • The IT weekly workshops run by a Pathways team leader have continued to promote skills and safety. There is now a termly safety letter home including which apps are not appropriate for children to use. The partnership with Herbert Smith Freehills continues with a number of training sessions held for parents throughout the term. The sessions have been planned with parents to meet their needs and goals. • Outcomes of learning and enrichment activities uploaded regularly to the school website and Twitter account. Families and children are well informed about the broad curriculum opportunities the school endeavours to provide. • Reading workshops offered in KS1 and KS2 have not been as successful and the parents of children further up the school are not as engaged as those with children in EYFS. Parents feedback states they do not see the sessions as beneficial. The goal is to run these again in the Summer Term targeting specific families including those in receipt of Pupil Premium funding. This will be an opportunity to explain Read Write Ink and support parents in using the strategies at home.	

	• Members of the Pathways Team have been meeting once a week 'Healthy Living Committee' and have organised a range of events. There is a parent's conference planned for Summer 2017. • In EYFS a member of staff is now the appointed lead for Parental Engagement. The Induction sessions were well attended. Planned sessions will take place in the Summer Term for new 17/18 parents so all parents will continue undergo support exploring early learning and school expectations. • The Interests and Needs document has been developed and now needs to be formalised ready for Autumn 2017. • A weekly morning fitness club for mothers has run this term and the website and Football club continues to target fathers. More parents are regularly joining parent fitness sessions now and are accessing fitness videos on the blog. • The newsletter has a weekly article to read linked to Health and Well Being and PE homework in KS2 has been well received. This is to be introduced across KS1 in the Summer Term. In the Summer term specific families and year groups will be targeted for support and invited to fitness opportunities for children and parents together.	
b) To motivate staff to take ownership of their own professional development	• The appraisal review cycle has been completed for the Spring Term. A Spring Term review template was used to gather evidence for each member of staff towards meeting their targets. Where there are signs of potentially not meeting the target by Summer bespoke support has been put in place. • The GROW model is now used to carry out appraisals. Appraisal targets match school goals, with clear action plans for the academic year so there is cohesion of professional and school development. • The Teaching and Learning Team have developed guidance and timeline for Summer 2017-Summer 2018 for appraisals and information gathering to support the process. This will be shared with all staff in Autumn 2017. • The CPD Framework and policy have been revised to meet the changes in school and clearly define the expectations of both staff and the school. • Induction has been carried out for all new staff, so they are confident with school procedures and key policies. They are knowledgeable of the safeguarding systems and how to keep children safe. • The NQTs have an opportunity to access coaching or mentoring from senior staff. NQTs are well supported through comprehensive induction and are on track to meet Teacher Standards. • Curriculum leads are confident and empowered to lead their subject through regular line management and provided support and leadership development to ensure the quality of curriculum provision across the school. Teachers are supported during planning time and offered guidance on how they can improve teaching sequences and their lessons. Teachers feel more confident and have had successful outcomes from children by following advice	

	• INSET training and appraisal meetings have been carried out for Midday Meals Staff • Appraisal targets match the school goals. A clear action plan is in place so that there is greater cohesion between individual and school development. Staff understand best practice in their role and have up to date safeguarding knowledge and how to keep children safe. - Professional Development Cycle for Support staff – appraisal cycle has been effectively carried out. All support staff now have clear professional development targets. Areas of strength have been identified as well as areas for improvement. Pathways Team have been supported and trained by the School Therapist and are rolling out pastoral sessions in each year group for identified vulnerable children. They are supporting team members through 'coaching' style conversations.	
c) To develop teaching through coaching.	• A Coaching Team has been set up led by the Assistant Head with responsibility for Coaching with the goal to have a clear structure to refer to in order to stay true to the aims of coaching in school. • Jenny has written a Coaching Policy to form part of the Teaching and Learning Policy. - Support delivered to develop coaching leaders and an action plan has been developed with support from Brad Wray. Specific staff are confident facilitating coaching sessions to support colleagues to develop quality of leadership/learning and teaching. • Teachers and Support Staff have participated in one Professional Development Meeting this term where the vision and principles was shared, with another session planned for the Summer Term. The uptake from staff volunteering to be involved in coaching was high. Staff opted in to a coaching cycle either in the Spring or Summer Term and chose who they would like to coach them. Coaching has developed using principles of Leverage Leadership and Incremental Coaching style. A range of options (Coaching Menu) was created including Leadership Coaching trial with one group. • The 1st coaching cycle was interrupted by inspection so some staff have continued past the timetabled cycle dates . Questionnaires will be sent out to gather feedback from participants in this cycle. • The computing leaders is coaching a member of Pathways to develop computing leadership linked to developing wider community engagement, the provision of the Computing curriculum and that member of staff now has a more prominent role within the provision of ICT/Computing support in the school. She has been able to assist other members of staff with Computing related queries with increased confidence. Changes to specific SIP targets have been made as the process has evolved and as yet children have not been involved in the coaching cycle.	
d.) To provide opportunities for leadership development for	• Utilising coaching and mentoring strategies to empower teachers with planning and teaching support for enrichment days (for example: Spanish Buzz Day, Black history Month) • Monitoring of planning and displays has ensured a range of high quality outcomes are	

all.	planned and resourced for (for example: high quality art outcomes for BHM displayed in Junior hall and corridors • In the Summer Term there will be a focus on greater depth and mastery across the curriculum with scholar's trips and coffee mornings planned. There has been a drive to re-establish the E1 Partnership Scholars programme and parents have been invited to partake in sessions and attend aspirational trips to Halibury School and University of Cambridge. The Scholars Programme is successfully running, with good attendance from New Year 5 scholars.	

Ofsted Grade descriptors for the quality of teaching, learning and assessment (September 2016)

Note: Grade descriptors are not a checklist

Outstanding (1)
- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

School Goal 2 - Teaching, Learning and Assessment Goals Review

- *Staff are able to innovate successfully.*
- *Children are independently able to make connections in learning.*
- *Effective forms of assessment inform parents, children and staff of attainment and progress.*

UNCRC Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously

Our main objectives are:

a.)   To empower staff to take risks in teaching in ways which are right for their pupils.
b.)   To develop staff confidence in teaching computing and PE.
c.)   To ensure that P4C is used to effectively to deepen and broaden knowledge and thinking skills.
d.)   To formulate an assessment framework which effectively aligns statutory, interim and formative assessment requirements.

Outcome What are we aiming to achieve?	Spring Term Review	Summer Term Review
a.) To empower staff to take risks in teaching in ways which are right for their pupils.	- Created opportunities for staff to lead curriculum changes by adopting a distributed leadership approach. Examples include: - Six teachers volunteered to organise a successful Science Week by which was undertaken in the Spring Term. - Curriculum Postholders are taking a lead in MTP for their subjects. - Ran a Spanish Buzz Day that required teachers to take responsibility for their own subject knowledge whilst giving them scope to plan profile raising activities around Spanish language and the culture of Spanish speaking people. - All teachers have been supported in starting their curriculum topics with innovative practise – a 'hook' into the learning. Children have been well and truly 'hooked' by interesting and exciting activities. Many are on the school website. - Links with three year groups and three rural schools in Lincolnshire. This has provided excellent opportunities for	

innovative approaches to teaching the PSHE and Geography curricula. He have hosted teachers from Lincs. and accepted their invitations for a return visits. More are planned.
- A comprehensive schedule of peer coaching has been rolled out across the school after the appointment of an Assistant Headteacher for Coaching.

Maths
- The maths lead has taken part in a borough wide development project alongside an RQT with a view to developing maths mastery exeprts withing school to seek advice from.
- Maths Week – All children had to be the leader, at some point in the week, of a group undertaking investigational work. This furthered the children's experience of leading a team, perseverance and problem solving skills to apply in curriculum coverage in maths lessons and across the curriculum.
- Maths Buzz Day organised for March to consolidate skills used in Maths Week

Pupil Voice and G&T
- Lead teacher worked with curriculum leads to promote and develop innovative lessons which engage pupils within a Rights Respecting environment. This has meant that children are more engaged in lessons that interest them leading to raised attainment.
- Re established Rights Respecting in the school and new School Ambassadors to be trained to lead sessions with a rights focus.
- The school has been accredited as a GLP Expert Centre for good practice and is beginning to provide

Arts
- Facilitated long term project with Year 3 children that involved both classes working with an artist at the Whitechapel Gallery and eventually curating their own exhibition in the summer term.
- Developed ideas to support teachers to innovate outcomes especially in Years 3, 6 and EYFS. As a consequence artwork of a high quality is displayed throughout the school.

	Humanities • Black History Month in October and Interfaith Week in January gave considerable opportunity for enriched and innovative outcomes. The outcomes were very high and are evidenced around the school, un children's book and on the school's website. • A lunch time Art Club has been sent up for high ability artists. • Trips for Year 6 and Year 3 to visit galleries (Wallace Collection and Tate Modern) have been organised.	
b.) To develop staff confidence in teaching computing and PE.	**Computing** • Subject lead held Professional Development Meetings held for teaching staff and support staff so that teachers are now more confident with the programming strand of the computing curriculum. This had, hitherto, been an area of the National Curriculum that teachers identified as the one they were least confident teaching. • Yearly planning overviews for computing completed and distributed to teaching staff; every lesson for this year has an aim, success criteria and description. Consequently, teachers are able to plan ahead for computing units and identify areas for development within the computing curriculum. Teachers are also aware of weekly e-Safety expectations and monitoring has taken place in the form of pupil voice, to ensure that e-Safety is taught weekly. • Technology resources have been audited and gaps addressed so there are no barriers to providing expected outcomes. **PE** • Subject lead held Professional Development Meetings for teachers on gymnastics and dance. These were two areas of the PE curriculum that were identified as being an area of weakness. Class teachers have been asked to teach these areas of the PE curriculum themselves this year. Expectations were clarifies and modelled dance lesson was linked to topic themes. As a result, teacher feedback has shown that teachers feel more confident in	

	teaching dance and, moreover, have ideas on how to plan a lesson linked to themes. • Daily Mile has been implemented across KS2. All classes have attempted this with a view to increasing it as the children's fitness improved and it takes less time for them to do a mile. Children have enjoyed this and teachers report that they are focussed in class afterwards.	
c.) To ensure that P4C is used to effectively to deepen and broaden knowledge and thinking skills.	• All teaching staff had completed SAPERE 1 Level 1 accreditation after taking part in two days of training. • P4C is timetabled and taught weekly in all year groups including the EYFS where it is appropriate. • A regular newsletter is written and distributed regularly. It serves as a training tool and teaching resource.	
d.) To formulate an assessment framework which effectively aligns statutory, interim and formative	• Changes to the school assessment schedule have resulted in teachers assessing most children's likelihood of meeting their age group expectations. Other arrangements exist for children with SEN for whom such arrangements are not appropriate. • This has resulted in teacher's being much more focussed on assessing children formatively against the year group expectations. This is important because, this is how the children are assessed in Year 6 (as having met year group expectations). • Ambitious targets of 80% of children to meet age expectations and it is now children's progress towards these expectations that are tracked. • Teachers in Years 3 and 4 have been using SIMS to track	

assessment requirements.	children's progress against the year group expectations in that subject. This has proved manageable and useful, and will be rolled out across the school from next academic year.	

Ofsted grade descriptors for personal development, behaviour and welfare (September 2016)

Note: Grade descriptors are not a checklist

Outstanding (1)

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

School Goal 3 -   Personal Development, Behaviour and Welfare Goals (UNCRC Article) (Review)

- *Children, families and staff are motivated to live healthy lives.*
- *Rights Respecting work is strengthened through the achievement of an Eco Schools Award and participation in the Global Learning Programme.*

Article 24: Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

Our main objectives are:

a.) To improve the physical and emotional wellbeing of all groups in the school community.
b.) To develop children's awareness of their place in the world as global citizens.

Outcome What are we aiming to achieve?	Spring Term Review	Summer Term Review
a.) To improve the physical and emotional wellbeing of	- At first data capture point at least 80% of children (including Pupil Premium children) in each year group are on track to reach age related expectations by the end of year. - Children developing a more positive relationship with food – support for children at lunchtime has had a positive impact.	

all groups in the school community.	- School Ambassadors have already led sessions in classes and have expressed that they feel empowered to access information that enables them to make informed decisions about their learning, health and wellbeing. - Children enjoy the Daily Mile and are more focussed on trying to keep active for the whole 12 minutes. They are also more focussed in class after releasing energy in a short burst. - Parents and Carers have formed a 'working party' for whole school events. - Attendance at Dads' Thursday Football Club has increased. - Mothers / carers increasingly attending the Friday fitness session. - School Health Ambassadors have been introduced (children that lead the tuck shop / stall). - Physical development in outside areas of a higher quality that ensure children are making progress towards a GLD. - Children being taught developing their physical development in weekly sessions. Higher levels of physical development participation in outside area.	
b.) To develop children's awareness of their place in the world as global citizens.	- We have now been accredited as a GLP Expert Centre for good practice and provide local peer-led training and support for teachers in Partner Schools over four terms. - Pupils have initiated and are leading on community work which engages the whole school community. - The Convention is embedded in teaching and learning about global citizenship and sustainable development. - Children are beginning to have a greater awareness and understanding of their place in the world.	

Ofsted grade descriptors for outcomes for pupils (September 2015)

Note: Grade descriptors are not a checklist

Outstanding (1)

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
- The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.
- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
- Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Pupils in Year 1 achieve highly in the national phonics check.
- For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress is above average across nearly all subject areas.
- From different starting points, the progress in English and in mathematics is high compared with national figures. The progress of disadvantaged pupils from different starting points matches or is improving towards that of other pupils nationally.
- The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly.
- Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

School Goal 4 - Outcomes for Pupils (Review)

- ***Children are motivated to read for pleasure.***
- ***At least 80% of children reach Age Related Expectations in Reading, Writing, Maths and Science at each stage of the school.***

UNCRC Article 31: *Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.*

Our main objectives are:

a.) To promote reading so that books are celebrated through; inspiring storytelling and the high quality teaching of reading skills.
b.) To develop children's spoken and written vocabulary.
c.) To establish exemplars for Age Related Expectations for each year group to provide clarity of expectation in reading, writing, maths and Science.

Outcome What are we aiming to achieve?	Spring Term Review	Summer Term Review
a.) To promote reading so that books are celebrated through; inspiring storytelling and the high quality teaching of reading skills.	• Extremely well attended events (70+ parents). Parents are now familiar with the school library, Bug Club and 'Early Reading' strategies. There was very positive feedback from the parents. • Curriculum leads have a robust understanding of English provision across the school. Any weaknesses in the provision have been ascertained and plan put in place to address them swiftly. • Greater awareness of how to support children's early reading amongst parents. • Children accessing opportunities to read for pleasure in continuous provision. • Increased staff confidence in teaching talk for writing in EYFS	

	• Teachers becoming more confident with teaching the more challenging concepts in the subject. Continuing to promote conceptual understanding through the CPA approach to teaching maths • Guided Reading is now streamed across each year group in KS1 so that every child is working with an adult to develop their reading skills and their reading for pleasure. • Children are visibly showing that reading is a pleasurable pursuit via choices made in playgrounds • Initial reaction is that children are very excited about reading book prizes • Children are more motivated to read for pleasure during their own leisure time. • Children to see that staff across the school value reading as an enjoyable activity • Staff members are fully aware of how to plan and resource high-quality and efficient guided reading sessions.	
b.) To develop children's spoken and written vocabulary.	• Poetry Focus Buzz Days have been successful in promoting oracy and exploration of the use of vocabulary.	

c.) To establish exemplars for Age Related Expectations for each year group to provide clarity of expectation in reading, writing, maths and Science.	• Teachers have clear expectations on what and how to assess individuals • School has a system for tracking progress and attainment of classes and specific groups • Teachers understand the strengths of their class matched to age related expectations and identified targets for the class, groups and individuals. • Data analysed and strengths and weaknesses identified across school, key stages, year groups and classes for SLT to track from groups and subgroups. • Underperforming groups identified and actions taken to ensure gaps are closed. School can make more accurate predictions for end of Key Stage outcomes for a range of groups	

What Ofsted says about Thomas Buxton Primary School (January 2017)

- ..... a highly competent and dedicated team of leaders whose collective high expectations are reflected in all aspects of the school.
- The quality of teaching is outstanding. Teachers' accurate assessments and their positive relationships with pupils mean that they know each child very well and what each needs in order to be successful.
- Pupils' behaviour is exemplary.
- The school forges strong and positive links with parents. Leaders have close communications with parents about their child's experiences at school and provide them with helpful guidance on how best to support their child's learning at home.
- The early years provides a safe and stimulating setting where children have an excellent start to their education.

What Children say they like about our school: (Questionnaires 2016)	
- Friendly staff and children - Fun learning and trips - Good with bullies - Keeping us safe - Kind and helpful teachers - Listening and understanding - Looking after people - Managing behaviour - Organising clubs and trips - Respect rights and fun learning - Setting up job centre - Sports day, teaching,PE, homework and clubs - They explain things when we don't understand - Telling people to do homework - Teaching well. We are all getting better - Whoop Whoop Friday, teaching and solving problems.	- Teaching, attendance, clubs and trips - Teaching well and assembly - Deals with things effectively - They make sure we learn life skills and engage us - They take bullying really seriously. They make sure you do your homework and we have a good playground - If somebody is gloomy a teacher invites them to talk. The school respects everybody's rights - Monday assemblies are really good because they get children ready for the rest of the day - Healthy snacks - Fun staff - Teachers help children who don't understand - Having fun and learning at the same time - They do good stories - Marble jar treats, competitions and trips - The school is amazing.
Parents and Carers and Staff say: (Questionnaires 2016)	
- Parental involvement is great - Creating a safe and inclusive environment. Focus on the right of the child - Maths Whizz is really good - Our curriculum is something to be proud of. High quality - Working as a team - Good teaching - We are very focused on the impact of what we do on children's learning. Amazing staff who are supportive but professional - Very good leadership team	- Managing behaviour. Good opportunities and upholding community involvement - Behavior is excellent thanks to consistent and well applied policies. Children and staff are respected and treated well - Staff leadership and planning support. I have felt very supported since commencing work here - Trips are wonderful

Vision without action is merely a dream.

Action without vision just passes the time.

Vision with action can change the world.

(Barker, 1991)