



Duncombe Primary School

Self- Evaluation (SEF) 2021



Contents;

Leadership and Management Page 3

Quality of Education Page 6

Behaviour and Attitudes page 8

Personal Development page 9

Early Years Foundation Stage Page 11

Leadership & Management

After a period of intense turbulence following the departure of the previous Headteacher of thirty years standing, the removal of the previous school governing body by the DFE and a global pandemic, the school has stabilised. The school leadership and management is good and has led the school through a multitude of changes and challenges. Senior leaders, including those responsible for governance monitor and evaluate the work of the school frequently and robustly. Effective self-evaluation at all levels creates a culture that enables staff and pupils to achieve well and ensures that any weaknesses are rapidly identified and proactive systems (e.g. effective committees, focused pupil progress meetings, positive teacher and teaching assistant appraisal, effective mentoring of NQTs) are in place to respond.

Senior leaders, subject leaders and those responsible for governance have an informed and accurate understanding of the school's effectiveness and we consistently communicate high expectations and ambition for the school.

There is strong leadership of learning at all levels and in all curriculum areas. Our teachers' subject knowledge and pedagogical approach consistently builds and develops over time due to carefully targeted CPD opportunities. This consistently translates into improvements in the teaching of the curriculum.

Subject leaders lead improvement in the quality of teaching and learning and the quality and enrichment of the curriculum

- Annual action plans which are linked to the school development plan and have targets linked to performance management
- Informed practical monitoring activities such as planning and work book scrutiny, pupil perception surveys, lesson dips and observations, learning environment evaluations
- Up to date knowledge of the subject and how it is taught in all three primary key stages.
- Sharing good practice through demonstration lessons, team lesson study and opportunities for subsequent evaluation.
- Routine data analysis to ensure the subject leader is aware of the achievement of groups of pupils and areas for development.
- Embedding and refining systems of Foundation Subject assessment.
- Running specialised weeks, such as Science Week

The leadership team rigorously led the remote learning for six months to ensure that all pupils had access to high quality lessons throughout the lockdown period from 9am-3:30pm. The leadership team ensured that SEND / key workers and vulnerable pupils were identified and encouraged to continue to come into school. A rota system ensured that all children were taught by teachers, whilst teaching assistants supported SEND pupils and conducted well-being calls. The structure implemented by the Duncombe leadership team has been used as a model of best practice by the borough.

The performance of the Headteacher, class teachers and teaching assistants is directly linked to the school improvement plan through performance management and professional development. There is a clear leadership and management structure in which The Senior Management team conducts periodic cohort pupil progress meetings with teaching staff, scrutinising the data for all groups of pupils. Teachers are challenged to explain where attainment or rates of progress give concern and, where appropriate, further support or intervention is put in place and impacts monitored through lesson observation, book scrutiny and at the following Pupil Progress meeting. Rare instances of poor performance are challenged and further mentoring and support is implemented.

The governing body has a good knowledge and understanding of the school's work. They bring a wealth of skills and experience to supporting and challenging school leaders.

Leaders engage effectively with all staff by holding regular meetings, listening to staff opinions and ideas and also teaching regularly in class so that leaders have a realistic perspective of the school and are willing to make changes in order to make effective progress in all areas. We identify workload issues by listening to staff views and by being flexible in our approach and scrutinising our systems to monitor impact so that we do not keep unnecessary procedures for the sake of it. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. We have a nominated member of staff who is responsible for staff wellbeing and who works with the leadership team to ensure that this remains a priority. All members of staff were offered supervision during and post lockdown.

Staff share good practice, viewing teaching as a collective responsibility and are actively engaged in their own development. Systems to support teachers at all stages of their career, including NQT/Teach First

programmes, are in place through coaching and mentoring to ensure strong teaching across the curriculum. Our school's induction process ensures the appropriate guidance, support and training, to include the development of skills, knowledge, expectations and observations provided through a structured but flexible individual programme. This programme will enable an NQT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

Achievement of all pupils, regardless of their starting point, is paramount and we have robust systems in place to support and challenge disadvantaged pupils. 'Within school' gaps are monitored on a regular basis and provision and intervention adjusted accordingly. Additional funding is used to provide intervention group teaching of a high level in support of pupils eligible for the pupil premium and this is ensuring in most cases that they make good progress in their lessons and progress in their moral, spiritual, social and cultural development. We create an inclusive culture and we do not allow gaming or off-rolling.

The attainment and progress of disadvantaged pupils is tracked on a half-termly basis. As we strive to diminish the difference between groups of pupils within our school, attainment and progress is compared to 'other' pupils. The school also carefully monitors the achievement of groups that underachieve nationally and monitors the progress and achievement of boys and girls in subjects such as maths and science.

The Early Years Foundation Stage team works closely and effectively with parents and Early Years providers to ensure a smooth transition into school. This is particularly effective in the case of EHC plan children. Leaders have ensured that the Early Years is highly effective; pupils come happily into school feel safe and are making good progress from a varied baseline.

Safeguarding is effective and meets current requirements. Adults at all levels of the school know the children well and are trained to notice signals that may identify a pupil at risk of neglect, abuse or exploitation. Staff give children time and ensure that they feel listened to. Staff understand the need for vigilance and are confident and fluent in the reporting and recording procedures we have in place. The implementation of CPOMS in September 2020 has meant recording procedures are rigorous and documentation is robust.

Governors ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the Prevent duty and safeguarding. Staff have had training and understand their responsibilities and what they need to do to protect pupils from radicalisation and extremism (Prevent 2018). Regular 'values' assemblies promoting tolerance, inclusion; friendship; respect take place.

Our purpose at Duncombe is to ensure that every child that enters our school is able to achieve the very best that they can, whatever the barriers to learning. To support this principle, the leadership team decided on six core values to help to support the children's learning, development and achievement; ambition, self-esteem, independence, respect, and enthusiasm. In September 2020, following a consultation with all stakeholders, we launched the new school ethos, 'ASPIRE'. The implementation of this ethos is not yet fully embedded, due to lockdown. However, there has been a series of assemblies that have explored for example, what 'ambition' could look like in the classroom. The ASPIRE roll out will be a key focus for SLT next academic year and is reflected in the school development plan.

The Quality of Education

Intent

At Duncombe we have a curriculum that is ambitious and designed to give our pupils, particularly our disadvantaged pupils and those pupils with SEND, the knowledge and cultural capital they need to succeed in life. This curriculum is the National Curriculum with many additional bespoke elements that draw on the specific needs of the school community, for example we emphasise spoken language across the curriculum as we have the highest number of speech and language SEND children in Islington. This can be seen through our use of planned partner talk and group talk in all subjects.

Whilst our curriculum intent is to always teach a broad and balanced curriculum, the impact of Covid and the loss of learning have meant that we chose to narrow some aspects of the curriculum in order to provide catch up for our pupils in the core subject areas. As we transition back we know that an educational recovery for our children is through a vibrant, knowledge-based curriculum.

Our curriculum is successfully adapted to meet the needs of different groups of pupils, particularly those with SEND, where we are uncompromising in our ambition to develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

More able pupils are challenged further through research, debate and enquiry. They are given opportunity to reason and problem solve across the curriculum.

CPD, planning sessions and action plans evidence our curriculum journey. We have ensured that our school's curriculum is coherently planned and sequenced and that learning progresses meaningfully through the year groups. This means that our pupils have cumulatively sufficient knowledge, skills and attitudes for their future education and employment.

Implementation

High quality CPD and SLT monitoring ensure that teachers understand what they need to do to strive for excellence in their teaching. We maintain a detailed, rigorous and robust timetable of environmental walks, lesson dips, workbook scrutiny and full lesson observations in order to evidence our judgement and to identify areas in which teaching can improve.

Features of quality first teaching at Duncombe include:

- Pupils are challenged to do their best work and practical and interactive activities ensure their full engagement.
- Teachers display secure and confident subject knowledge.
- Work that the pupils are set is in line with our curriculum intent.
- Very good learning habits and organisational systems ensure pupils are encouraged to think for themselves and have the confidence and motivation to take responsibility for their learning.
- Teachers have consistently high expectations resulting in positive behaviour.
- Clear differentiated questioning ensures appropriate responses can be made by all groups of pupils both through support and challenge. Pupils' work is used to model good examples, identify next steps and sensitively address misconceptions throughout the lesson.
- *Pupils have sufficient time to respond to feedback suggestions, in order to understand the next steps in their learning.*
- Support staff are empowered to be proactive in using their time to target groups of pupils (for example during plenary sessions).
- Formative assessment and feedback are used to good effect. Work books are regularly marked and children are given time to respond to teacher suggestions in helping to take their learning forward.

We use the information gathered from regular monitoring activities. This enables us to ensure consistency in our teaching and across subjects. We follow up all monitoring activities with oral and written feedback detailing the strengths of the lesson and identifying up to two specific aspects of the teaching that require development.

The Headteacher's termly report to governors outlines the strengths of the teaching following all observations and monitoring activities.

We routinely conduct whole school and pupil group 'Book Looks' to ensure consistency in high standards of clearly identified next step marking; productive peer and self-assessment opportunities and to regularly check that time is given for pupils to respond to feedback. The Marking and Feedback policy is currently being reviewed so that its standards and expectations are applied to all subjects.

Lessons are taught so that pupils have regular opportunities to consolidate their learning. Pupils:

Use LO/SC independently to support their learning and can articulately discuss what they are learning / how well they are learning

Articulate links to previous and future learning

Explain clearly what they are learning and how best they can achieve their LO

Articulate links to previous and future learning and can apply previous learning to new and different contexts May have shaped or developed LO/SC themselves

Our teaching and learning rubric was developed by all staff and ensures a consistency in approach across the school. Teachers are determined that their pupils will make progress and are tenacious in seizing opportunities to practise skills and apply knowledge. A range of 'catch up' and enrichment activities ensure that all pupils remain curious, interested and skilful learners.

We train our support staff members in targeted group teaching to ensure their full and active contribution to the teaching in all parts of the lesson.

Teachers plan lessons collaboratively, capitalising on each other's strengths and enthusiasms and ensuring that lessons in each year group are well pitched. Lessons are taught in a variety of ways encompassing discrete and cross-curricular learning with reading, writing, communicating and where appropriate maths incorporated into a variety of curriculum areas. We drive writing through the use of high-quality texts that model excellent vocabulary, grammar and punctuation. We have an insistence on the use of standard English in all writing and teach a full range of written genres from EYFS upwards.

Our mathematics curriculum emphasises number concepts and knowledge about shape in the earlier years, progressing to applied problem solving in a range of contexts as pupils develop their understanding. The White Rose scheme is designed to give sufficient time to explore and understand concepts in depth. This practice and consolidation help children to grasp the links between topics and to understand them more deeply.

There is an ongoing dialogue between teachers and the senior leadership team around the percentage of pupils deemed likely to achieve or exceed age related expectations in core subjects and foundation subjects. We also focus on our lowest 20% of pupils and those children who are not making expected progress. The effectiveness of intervention programmes is analysed, together with discussion of individual children who may benefit from support in a specific area e.g. emotional, social, phonic skills etc. to help move their learning forward.

Our phonics programme Read Write Inc. ensures progress and the reading books the children take home match the sounds they are learning in class. Phonics is taught from the start of Reception. We carefully monitor the lowest 20% of pupils in early reading skills and work closely with parents to ensure that they have the information and confidence to support their children at home. Phonic teaching is effective and well resourced. Staff receive regular feedback from the phonics lead and targeted training to ensure that they are secure in the teaching of the programme and that the children continue to make progress.

Whole class reading is a key feature in Key Stage 2 and this is regularly monitored. We know that our focus on reading and being read to is having an impact because our children tell us so - Pupils overwhelmingly enjoy their Reading sessions in school. They enjoy the ways they were able to get a good understanding of what they were reading.

We engage with parents, our local community and other agencies on a regular basis and we believe that our parents / carers understand their responsibility to educate children in partnership with our school e.g. our online SRE workshops held in April and online support workshop for parents with children who have SEND in March 2021. Once school opened fully to parents in September 2021, we were able to start up parent workshops that help them support their children at home. For example, the LEA Islington Maths consultant held a workshop on 'How to teach times tables' to parents and there is a phonics workshop planned for November.

From Reception through to Year 6 opportunities are taken to enrich the curriculum through:

- Visitors to the school, including artists, authors, craftspeople, actors, musicians
- Use of the locality e.g. Year 4 visit to the Murgha Temple, Year 5 visit to The British Museum
- Educational visits and workshops e.g. Into University days
- Special whole school days or weeks e.g. World Book day, Science Week, Well-Being Week
- The appreciation and response to art and music.
- Inter school sporting competitions
- 11 by 11 Cultural Events, such as the Arsenal tour and workshop, Angel Theatre online show, London Philharmonic online assembly

Many of these activities embrace the geographic location, cultural diversity and social priorities of the community in which we live and enhance the aesthetic environment of the school.

Impact

Pupils are ready for their next stage in learning because they attain well in core subjects and attain good basic skills. We also have evidence that our school prepares pupils well in many other areas for the next stage. Through the curriculum, pupils develop a good understanding of different faiths and cultures and show respect and consideration for others. As part of our transition back to a broad and balanced curriculum we have mapped in a number of RE days throughout the year. These allow pupils to develop a depth of knowledge in religion which is so important in the multi-faith community in our school. Our pupils are confident learners who are happy to work well together. There are good opportunities for older pupils to take responsibility in school and we encourage pupils to be involved in making decisions and contributing to school policy through our elected school council. Pupils demonstrate courtesy and respect for one another and try to ensure that every member of the school community is considered. Older pupils act as positive role models for their younger peers and mutual respect is highly evident.

Behavior & Attitudes

Behavior and attitudes at Duncombe are good. There is evidence of exceptional practice that is having a highly positive impact on pupils' learning and development, including those pupils who have particular needs and would potentially be at risk of exclusion without the highly effective pastoral support provided by the school. The school works to challenge discrimination and promote equality and diversity demonstrate a high commitment to inclusion. This is exemplified through our willingness to take children at risk of exclusion from other schools, notably in year 5 where we have taken two children as 'managed moves' with great success. These two children are no longer at risk of permanent exclusion.

Pupil conduct is very good because we have high expectations. This is against a backdrop of challenge, whereby some pupils experience chaotic home lives that would make it difficult for them to self-regulate and access their education without significant help. We use three, easy to remember rules across the school that encompasses our behavior expectations: Ready, Respectful, Safe.

Behavior incidents are infrequent and have reduced considerably over time and there have been no permanent exclusions under the current headteacher. No pupils are currently at risk of exclusion, including those with challenging behavior, due to the effective support they receive. However, there have been a number of short-term exclusions for bullying and sexist/racist behavior. By taking a clear line on these kinds of incidents the senior leadership team has ensured that the transition from an established Headteacher of thirty years standing to the new Headteacher in September 2019, has been a smooth one.

To ensure pupils' behavior strongly supports their learning, we have very well-established systems. In rare instances where behavior for learning within classes may not be quite as strong, these are isolated and not systemic. Support is provided and appropriate action is taken to ensure this is quickly addressed. For example, pupils who struggle to focus in class may be given an adjusted timetable that includes a movement break. We set short, attainable targets for pupils who are placed on behavior reports. Reports are reviewed

daily by the class teacher and weekly by the phase lead. Small improvements are noted and praised.

Pupils enjoy their learning and take pride in their achievements. They value their education and coming to school. We promote a strongly respectful culture where difference is both accepted and celebrated. Bullying or discrimination is not tolerated, and issues are dealt with quickly. The school's work in this regard goes beyond generic principles of fairness, as the school takes a strong stance in pro-actively challenging discrimination through educating pupils about equality, considering the protected characteristics.

Pupils' understanding of, and commitment to, equality and diversity is deeply felt and readily evident in their attitudes towards those who are different from them within the school community.

This school does not have a formal additionally resourced provision for pupils with SEND and behavior needs, but it provides excellent support for those pupils that is comparable in quality to those schools that do.

Staff expertise has been developed and utilized to ensure that pupils who would otherwise likely fail in mainstream education, including those with challenging behavior, are given the structure and provision they need to succeed. This reflects a deep wider commitment within the school culture towards inclusion and supporting those who need extra help the most. This commitment to inclusion is further reflected in pupils' attitudes to others, (including those with disabilities and requiring extra support).

The school has effective procedures for managing attendance. Overall attendance is above 95% The attendance of all key groups is good however persistent absence can be high amongst some families. Roles and responsibilities are clearly defined, pupils are diligently tracked and follow-up actions for individual pupils, particularly vulnerable pupils, are timely and appropriate. There are clear procedures for contacting parents of pupils who are absent and a consistent approach to supporting families and challenging non-attendance. The welfare team play a highly effective role in supporting families where low attendance could indicate a safeguarding risk.

Throughout the pandemic, the school made considerable efforts to encourage as many vulnerable pupils to come into school as possible (where capacity made it safe to do so). All vulnerable pupils and SEND pupils were offered a place. The outcome was that 110 children attended Duncombe every day between 3rd January and 5th March 2021 in lockdown school. This ensured that our most vulnerable children, those with SEND and the children of key workers were being educated and safe throughout lockdown. Other children were monitored through daily/weekly well-being checks and a robust system of reporting non-engagement to the safeguarding lead resulted in a number of home visits and welfare checks during both lockdowns.

Personal Development

At Duncombe, our curriculum extends beyond the academic and our work to enhance pupil's social and emotional development is good. We provide a positive ethos, culture and climate that values and nurtures every child's contributions to the life of the school. Consequently, the overwhelming majority of our pupils are happy, confident and are open to the challenge of learning.

All members of our school community have high expectations of each other and role-model a belief in fundamental British Values. Through a carefully planned curriculum and interaction with adults of quality and integrity we work hard to instil character, grit, resilience and self-efficacy in our children. This is rooted in our core values of ASPIRE Pupils and staff demonstrate respect and courtesy towards each other and relationships are highly positive.

The Spiritual, Moral, Social and Cultural (SMSC) development of our pupils is effective. Our SMSC programme is systematically planned for and taught through a host of activities throughout the year.

Children are prepared for life in modern Britain and to be active citizens of the future through our online safety education, our academic curriculum and SMSC curriculum. This all prepares our pupils for their future life as adults.

We capitalise on explicit opportunities to teach SMSC, such as in our carefully planned values and manners assemblies where pupils are encouraged to reflect on their own beliefs while showing respect for others. We also seize formal and informal curriculum opportunities to build cultural capital through exposing pupils to the richness London has to offer, with half-termly trips planned for all classes. These link closely to curriculum and have included this year a trip to St. Paul's Cathedral, visiting the Science museum and Finsbury Park Mosque education centre. Although the pandemic has limited our ability to travel, we have extended learning through the Garden Classroom and online offers, such as the Angel Puppet Theatre.

Pupils understand the consequences of internet safety and cyber bullying and these issues are integral aspects of the computing curriculum. Parents have also been invited to attend online workshops to support e-safety this year.

The school has robust procedures for reporting concerns about a pupil's online safety and an unequivocal approach to breaches of the school IT 'User Agreement'.

Through our Relationships education we promote pupils' personal development and economic wellbeing. Pupils experience a graduated, age appropriate teaching programme of relationships, sex and health education. We consulted with parents through online workshops to ensure that any cultural sensitivities were addressed. Our curriculum supports the development of important pupil attributes such as ambition, self-belief, perseverance, independence, resilience and enthusiasm.

The religious background of all pupils is considered so that sensitive topics are appropriately handled. Our curriculum teaches what is age appropriate behaviour by law and allows pupils to reflect upon the implications of decisions they may make. Pupils are taught about health issues in particular those to do with mental wellbeing allowing us to reduce the stigma attached to mental health issues.

We are a trauma informed school and through staff professional development from CAMHS Solihull training and the Virtual School, have an in-depth understanding of the social and emotional barriers that impact some of our children to succeed. We have a joined up pastoral system and link up our school based CAMHS clinician, our school therapeutic counsellor, DSL, SENDCo and outside agencies such as New River College behaviour unit to identify a bespoke approach to children that are exhibiting signs of trauma and poor mental health. The pastoral team meets twice every half term to discuss individual pupils and signpost them to the correct intervention.

Early Years Foundation Stage (EYFS)

The EYFS is good. It is a safe, secure, stimulating and happy setting where the children's academic, personal and social development is nurtured and specific to individual needs and experiences.

Children enter our school with knowledge and skills below those typically found for their age. Recent changes to our curriculum planning, staffing and resources have ensured that leaders and all staff working across the EYFS identify the gaps required to enable future success and accelerated progress for our children.

We were Early Adopters of the revised EYFS framework (2020-2021). The new EYFS Framework and Development Matters documents are used as part of the Early Adopter approach. The new Development Matters gives statements for the ages of the children. We share this with parents and base the next steps for the children on this.

Intent

Effective teaching ensures good quality outcomes for our pupils. Senior leaders monitor the Foundation Stage on a regular basis in many ways to secure quality outcomes. Leaders and staff are also supported by the LA with relevant CPD and networking experiences.

The curriculum is responsive to children's needs and provides a wide variety of activities which nurture interest and curiosity across all seven areas of learning. Linked to the overall curriculum intent statement we successfully plan and deliver a balance of both adult-led and child-initiated learning using continuous play and small group activities.

Progression leads well into the KS1 curriculum and is based around characteristics of effective learning that children need to acquire whilst the content is based around what interests and motivates the children. The impact of what our children know, can remember and do is strong and is captured regularly through 'child voice' feedback.

Implementation

Phonic teaching is a strength and prepares children well for success in the Year 1 Phonic Check. We use the Read Write Inc (RWI) phonics scheme. Reading books are carefully tailored to the children's correct reading levels. All staff across the EYFS and KS1 are trained to teach RWI. Consequently, children learn to read accurately and fluently. Book corners are attractive and well-resourced and children have free access to books. The school library compliments the children's reading experiences and they have weekly access to visits and choosing a book of their choice to share at home.

Adults read to children daily so that they have a love of reading and listening and this in turn means that they comprehend well. Children acquire a wide vocabulary in a planned way through the interactions with staff and other children so that they can communicate effectively. Key books are integral to the planning of topics and enable a 'hook' to engage, motivate and further develop relative key vocabulary.

In our teaching of early mathematics, we ensure that the children have sufficient opportunities to practice concepts and develop a deep understanding of numbers including the composition of each number.

Inclusion and progress of pupils with Education and Health Care plans (EHCP) is effective. We have a EYFS SENDCO who works to ensure early identification of special needs and leads on interventions such as 'attention builders'. and teachers work alongside the SENDCO to ensure that targets are smart and progressive. Relevant staff are appointed to work alongside and support children with specific needs. Where required children with specific needs are given adequate space to demonstrate independent and safe learning behaviours with clear structures and adult guidance embedded in daily practice.

Children's health is a focus across the EYFS to ensure that the children develop well physically, socially and personally. The daily mile is a key daily initiative to promote social, emotional and mental health and wellbeing, as well as fitness. Children understand how to be healthy through role play spaces; circle times; school visits; books and adult led activities. Oral health is promoted through teaching and learning.

The children have direct access to the purpose-built outdoor learning space which encourages both explorational learning opportunities alongside physical challenges such as climbing and balancing. They also have a daily opportunity to use the KS1 climbing equipment to further encourage risk taking and build upper body strength.

Parents are involved in both pupil profiling and supporting children in learning both in and out of school. We provide information to parents about supporting their child's learning at home and have run special meetings about our methods for teaching reading and how parents can help their child to learn to read.

Impact

The EYFS provides opportunities for the children to develop good knowledge and skills across the seven areas of learning in an age-appropriate way. This is demonstrated through positive attitudes to learning, high levels of curiosity, concentration and joy.

We equip our children with the knowledge, skills and characteristics of effective learning they need to benefit from all that school has to offer ensuring that they are well prepared for the next phase of their educational learning journey. The transition to Year 1 is carefully planned with the recipient teacher and an opportunity for class visits are planned across the final term.