



## Self-Evaluation 2021/2022 Summary

## School Context:

- Duncombe Primary is a larger than average (366 on roll) primary based in the north of the London Borough of Islington. The school location deprivation indicator is in quintile 5( most deprived) of all schools. The pupil base is also in quintile 5, also the most deprived of all pupils.

64% of all pupils are eligible for FSM, this is well above the National Average.

14 out of a possible 17 ethnic groups are represented within the school population and 58% speak English as an additional language

15% of pupils need SEND support and there are 17 children with EHCP

School stability is 69% which is well-below average

Significant factors that impact the school are the number of children known to social services, particularly because of exposure to domestic violence, mental health issues and drug/alcohol abuse

School attendance is 95% by July 2022, above national average. Persistent absence is 26% - above national average

Behaviour – there were 11 fixed term exclusions 2021-2022. The school admitted 5 pupils on managed moves at risk of permanent exclusion between 2020-2022.

The school is part of the North Islington Education Action Zone, the LEA and has Healthy Schools Status ( Silver) and the bronze Arts Mark .

The school went through a period of turbulence following the retirement of the outgoing Headteacher three years ago. It is now stable.

The ASPIRE ethos was launched in September 2020 and is now embedded into all facets of our school life and all stakeholders are completely aware of these 6 desired behaviours that we believe will help all Duncombe pupils achieve more. We teach these behaviours constantly, including: in lessons, in staff rooms, during CPD, in our weekly Values and Celebration assemblies, in pupil conferencing .



## Progress against previous inspection

OFSTED identified the following areas to improve reading , phonics, assessment, EYFS outside provision	Progress <b>GOOD</b>
<ul style="list-style-type: none"> <li>• Improve attainment and progress in reading which was well-below National Average.</li> <li>• Improve outcomes in Phonics</li> <li>• Improve outcomes in GLD</li> <li>• All pupils make good or better progress by ensuring that robust tracking identifies pupils who are falling behind so that support can be implemented swiftly</li> <li>• The outdoor area in the early years is rich in resources and activities so that children make faster progress in their literacy, numeracy and problem-solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress in reading has improved significantly since the last inspection. In May 2022, 82% of pupils achieved the expected level or above at the end of KS2</li> <li>• Phonics outcomes have improved significantly since the previous inspection. In June 2022, 79% of pupils passed the phonics screen at the end of year 1.</li> <li>• GLD has improved since the previous inspection. In July 2022 , 61% of pupils passed GLD. A higher proportion passed literacy and numeracy.</li> <li>• The school operates a robust tracking system for all pupils, focussing on groups such as pupil premium children and SEND. Pupils who require extra support are identified on a half-term basis and interventions/catch-up is implemented rigorously.</li> <li>• Significant work has gone into the development of the outdoor area in EYFS including a writing hut, water area, reading stools, and focussed maths and problem solving areas</li> </ul>

#### School improvement priorities 2021-2022



## The Quality of Education

### Curriculum intent and design:

- To encourage pupils to become ambitious, empowered learners who can make a positive contribution to the school and wider community.
- To develop pupils' knowledge and skills by providing a coherent, progressive, vertical curriculum.
- To build rich cultural capital that will advantage our pupils as they progress to secondary school and the world of work.
- To make learning experiences memorable, to ensure long-term retention of new ideas, with a whole-school focus on environmental issues.
- To develop a wide vocabulary among our pupils, through regular talk, so they are well-equipped with a rich understanding of language so that they may become articulate orators.....
- Plans are well-structured and set out to ensure prior learning in different contexts, ensures high expectations and supports teacher workload. Opportunities to develop cultural capital are integrated in the curriculum .
- The school has reviewed the diversity of the curriculum to ensure that the school is actively reflecting the rich variety of cultures and communities present in the school community. History, Geography, Science and reading texts have all been reviewed methodically by subject leads and outside specialists ( *CPD on Diversity in the Curriculum, planning, flipcharts, reading texts*)

### Curriculum implementation :

- Behaviour for learning is uniform across the school with a well-embedded system that all understand. This ensures that the conditions for learning are optimal and those children who display low level disruption are quickly identified ( *Behaviour policy, monitoring*)
- The teaching rubric developed with staff ensures a consistency of approach in all classes. Monitoring shows that all staff provide concise modeling against a success criteria. In reception and nursery the children are introduced to this approach more gradually. ( *Duncombe Teaching and Learning Policy/Rubric*)
- Monitoring of teaching and learning shows teachers have consistently high expectations for all pupils including those with SEND, who are included in classroom learning for the majority of time. They may be taken out for small group 'pre-teaching' of specific vocabulary . Learning is made accessible through scaffolded resources, visual timetables for those who need it and support staff who are skilled at instruction and support( *PPM data, SEND monitoring*)
- The majority of children are expected to complete work set in the individual subject areas with well-planned challenge for more able pupils ( *pupil books, pupil voice*)
- Oracy is used systematically with partner talk, the use of subject specific language and sentence scaffolds ( *vocabulary ladders, partner talk TPS , CPD* )
- Vocabulary is taught explicitly and revisited throughout the lesson in English. Children rehearse vocabulary and sentence types orally. In other subjects, subject specific vocabulary is taught through direct instruction, wall displays and knowledge organisers such as mind maps and KWL

GRIDS ( vocabulary ladders,planning)

- In addition to a carefully planned and sequenced curriculum , the children are taught P.E. by a specialist teacher . All children do two hours of physical activity a week through timetabled lessons, the daily mile and many children are targeted for additional activity. This includes two early morning high intensity athletics sessions and after school sports activities including football, boxing and karate ( *Sports Premium Report, PE curriculum, Extended Day timetables*). Children in years 3,4 and 5 each partake in an intensive two week swimming course.
- A specialist provider, The Garden Classroom connects our urban children with nature. Following a successful recovery programme post -Covid 19, this active programme is delivered three times a year to all pupils from reception to year 6 in the green spaces of London. ( *Garden Classroom Planning, pupil voice ,digital evidence*)

### Reading

- Phonics is taught rigorously using Read Write Inc from the summer term of Nursery until the children have completed the programme in Year 1 or 2. Children have termly assessments to track progress and allow for regular movement of groups to ensure that children are always being challenged and enabled to move on . Children who are not making progress are swiftly identified and have specific 1-1 daily catch-up. The children's reading is supported by books that go home carefully matched to the sound that they are practising. Staff who teach phonics are well trained and attend weekly master class workshops led by the skilled phonics lead. ( *English Hub action plan, RML visit reports,internal and external data*)
- When children complete the phonics programme they move onto whole class reading. This builds on their fluency,vocabulary and comprehension skills ( *reading curriculum map, reading records, reading planning*)
- Children in KS2 benefit from carefully selected whole class texts that are engaging, linked to the foundation subjects where possible and challenge the most able. There are timetabled story times for all children to encourage a love of reading. Regular visits to the local library in Archway, consistent use of the Accelerated Reader programme and participation in the Islington Winter and Summer Reading Road Map Challenge ensure that all children are encouraged to read for pleasure. ( *timetables, storytime book timetable, accelerated reader data, book corners,reading diaries,*)
- Outcomes at the end of each key stage are above national average in reading ( *Phonics, KS1,KS2 data 2022*)

### Writing

- Writing is developed through structured planning using the Talk for Writing programme from reception to the end of KS2. Oracy is developed through writing as children learn specific vocabulary and how to internalise and repeat key sentences and paragraphs ( *Talk for Writing CPD,planning,children's books*)
- Quality texts, linked to the foundation subjects,where appropriate,provide rich and stimulating writing opportunities ( *curriculum maps,monitoring,books*)
- Big writing lessons ensure that children practice and apply the essential skills of editing ( *monitoring,planning,display*)

### Maths

- The school largely follows the White Rose Scheme of Learning, but is modified and adjusted to meet the needs of the children following the Covid 19 pandemic. There is a consistent approach to number and calculation from Early Years onwards. Securing number sense and fluency are a part of daily maths practice in lessons and through the Doodle maths programme ( *calculation policy, White Rose Scheme, planning,children's books*)
- Observations and monitoring show that teachers are making good use of blocking topics whilst also ensuring a spiralised approach that ensures topics are revisited .

Key procedural knowledge is modeled in all lessons and children are given the opportunity to practise before completing independent tasks

- NCTEM was introduced last year and has begun to develop the Mastering Number Programme for pupils ( *London Central Maths Hub, CPD Camden and Westminster*)
- Outcomes at the end of each key stage are in line with national average

#### **Feedback and Assessment**

- The school has a rigorous feedback and marking policy that incorporates live feedback and marking, detailed and verbal feedback. Children understand what they need to do to improve through whole class, group and individual feedback. ( *pupil books, pupil conferencing*)
- Three data points and the use of online assessment trackers feed into pupil progress meetings where current and future provision for pupils is discussed between phase leaders, class teachers, the SENDCO and SLT. Additional catch-up and intervention classes are put in place where needed and impact is reviewed on a half termly basis . ( *PPM, Target Tracker, internal data systems*)
- The school conducts three internal whole school writing moderation workshops a year and attends external writing moderation with the Local Authority for specific year groups. The deputy head and assistant head are accredited STA writing moderators

#### **Key improvement priorities to ensure a high quality provision:**

1. Continue to focus on high quality phonics teaching in Reception and KS1 through ongoing CPD and monitoring.
2. Develop Oracy through the partnership with Voice 21.
3. Improve maths outcomes at the end of KS2 with a rigorous focus on gaps and regular scrutiny of work.
4. Continue to develop a knowledge rich curriculum.
5. Ensure a sharp focus on the lowest 20%, planning strategies to support in all areas of the curriculum.

#### **Behaviour and Attitudes**

- Duncombe's behaviour policy ensures consistency in approach, a calm working environment and a positive use of praise and positive reinforcement .This results in excellent behaviour across the school.
- The three school rules, 'Ready, Respectful and Safe' are known by all children and encompass the calm and orderly atmosphere that Duncombe seeks to promote. (*Assemblies, class display, behaviour policy*)
- For pupils who require additional support with their behaviour, clear systems are put in

place to ensure they are getting the provision that they need. Bespoke individual behaviour plans are created by the phase lead/ behaviour lead and are reviewed daily to ensure rapid impact. The school has a dedicated behaviour mentor who works with a specific case load. ( *Case load notes, CPOMS, reflection room forms*)

- The complex nature of children who on a daily basis experience high levels of disadvantage means that the school recognises the need to be a trauma informed school. Training and support is on-going for this since September 2020 ( *Solihull training, Integrative therapist training, CAMHS, New River College outreach*)
- Duncombe's school values of ASPIRE weave through the school day. They underpin a focus on developing behaviours for life that will support the children in education, personal development and as citizens in the wider world. ( *assemblies, ASPIRE green forms, ASPIRE award ceremony*)
- The school's extended day provision runs from 7.30 am to 6pm by staff who know the children well. Children who struggle with school are encouraged to attend breakfast club for a 'soft start' to the day .
- There is strong communication between the school and home, led by the behaviour lead and the pastoral team. Extra support with outside agencies is identified where it will be beneficial ( *Chance UK, Sunflower Project*).
- An integrated child psychologist is employed directly by the school and works directly with children who need therapeutic support. Referrals are made through CPOMS and discussed with the pastoral team and parents/carers. This has enabled a number of children on 'managed moves' to improve their behaviour. ( *caseload notes, pastoral meeting minutes*)
- The pastoral team includes outside agencies such as the assigned CAMHS clinician, PRU outreach, Educational Psychologist and social workers - where appropriate enabling a joined up approach for vulnerable children ( *Pastoral team minutes, case notes, children's social care minutes*)
- The school has a robust anti-bullying and behaviour policy and children have a good understanding of what bullying is and how to report it. Learning about bullying is embedded into the PSHE curriculum and through participation in anti-bullying week and outside workshops ( *pupil books, workshop materials, bullying records*).
- In the rare instance that bullying occurs, behaviour records show that the school deals with them swiftly and with rigour. ( *Serious incident log, exclusion records*).
- Safeguarding procedures are robust and effective action is taken when needed. The school pupils are taught how to keep safe and report that they feel safe in school. ( *Safeguarding policy, peer on peer abuse policy, pupil voice*)
- Weekly celebration assemblies celebrate an individual pupil from each class who has shown one or more of the school values 'ASPIRE' promoting a positive attitude to learning. ( *Weekly celebration assembly*)
- Effective systems for monitoring pupil attendance are in place , including work with the local authority attendance group on persistent absentees. Weekly attendance assemblies and termly attendance award assemblies reward excellent attendance. ( *Attendance system records, attendance data, assemblies*)

#### **Personal development:**

- The school uses the Islington LEA PSHE curriculum. RSHE is fully embedded and, following consultation with parents and the delivery of parent workshops, ensures that parents are fully informed of the content of RSHE lessons. ( *flipcharts, planning, monitoring*).
- Healthy lifestyles are promoted through the science curriculum, during PE lessons, through the active playground, extended school provision, the daily mile ( *Planning, playground timetables, extended school provision*) .
- Every class has a termly session with the 'Garden Classroom' , learning more about nature. Outdoor learning is threaded throughout the curriculum to



maximise the outdoors for our urban cohort. (Garden Classroom survey, planning, books)

- Children are encouraged to take responsibility for themselves and others through the School Council, sports coaches, First Aid Angels and Reading Buddies ( *school council minutes, pupil voice*)
- The School has strong links with IntoUniversity and their aspirational workshops run from Year 4 to Year 6 and culminate in a trip to Cambridge University. Many children attend the IntoUniversity extra tuition programme which runs after school at a nearby secondary school.
- Cultural capital is developed through individual subject leaders planning and the use of the 11 by 11 project run by the Islington LEA. Despite Covid 19, online theatre and storytelling continued during the pandemic. ( *11 by 11, IntoUniversity records and planning, pupil voice*).
- Well-Being and Mental Health have been a priority since the pandemic with a bespoke programme of support put into place, and a mental health champion trained through the DFE scheme. Staff are well trained to identify children who may be struggling with self-care and mental health. (*Same Sea but different Boat project, Garden Classroom, Mental Health Champion, Well-Being award*)
- A wide range of extra-curricular enrichment activities are offered such as musical instrument lessons, mini music, choir, karate, boxing, football, fitness, cookery and sign language. PP children and LAC children are in many cases, given free places through the school's hardship fund. (*Extended day, hardship fund records* )
- The school has close ties with local secondary schools and does extensive work on transition to secondary school including visits from Head Teacher's, Inclusion leads and popular year 7 to year 6 pupil to pupil question and answer sessions.

**Key improvement priorities to ensure a high quality provision:**

1. Implement I-TIPS training systematically to ensure further development of trauma informed practice.
2. Refine systems to improve attendance, including attendance prizes. Challenge persistent absentees robustly.
3. Review playground provision and plan improvement through staff CPD and extra resources.





## Leadership and management

- The Headteacher and the Senior Leadership Team, alongside the governors have a clear vision for the school and its pupils which we have shared with staff and wider community. *(SDP/Priorities)*
- The Governing Body at Duncombe is strong, with a variety of people from a wide range of backgrounds, led by an enthusiastic and dedicated Chair. Each governor has a link role focussing on a particular area of the school, which they report back to at committee and Full Governing Body Stage. This system of governance holds the school to account. *(Governing Body minutes, committee minutes).*
- Comprehensive action planning linked to the school priorities ensures a strategic approach to the school development and improving outcomes for all pupils. Both senior leaders and middle leaders are actively engaged in school improvement and have a sense of collective responsibility. *(Action plans)*
- The subject leaders have a mix of experience and those newer to the role are supported through fortnightly 1-1 meetings with SLT. Joint planning with SLT and more experienced colleagues combines to provide effective subject leadership . *( Monitoring, CPD, planning, pupil voice)*

- Staff share good practice through weekly phase meetings, observations, subject led staff meetings, formal and informal support through the development of phonics 'master classes'. (*Staff meetings, monitoring*)
- The well-being of staff is considered in many different ways. Workload is always a consideration, evidenced by the review of the marking policy, providing extra time out of class for subject and phase leads, having a mentoring programme for ECT's and ensuring that detailed planning and quality schemes of work are constantly refined and evaluated but able to be re-used. Unnecessary meetings are minimised, with parents meetings, PPM, performance management meetings all taking place during directed time. The school supports part-time working and has termly staff surveys to monitor workload and react appropriately. (*Staff surveys, yearly school calendar*)
- There has been a good level of staff retention in recent years. Staff report that they feel happy to come to work, have positive relationships with their colleagues and feel trusted to do their jobs. Issues, such as workload pinch points are quickly identified and responded to. (*Staff survey*)
- Performance management systems are rigorous including a whole school target that is linked to the School Development Plan and separate individual targets that are set in collaboration with the staff member. Progress against targets is formally evaluated at the mid-point of the year and at the end of the year. Progress against targets are referred to informally in work scrutiny meetings and following lesson observations. (*Appraisal documents*).
- Safeguarding procedures are robust with effective action taken where needed to ensure that all children are safe. There is an annual audit of the school safeguarding procedures and through regular updates to staff. Weekly pastoral meetings with the pastoral team ensure that a strong focus remains on the school's most vulnerable pupils. (*Minutes of governors meetings, Section 11 report, CPOMS, Pastoral minutes, Children's Social Care reports*).

**Key improvement priorities to ensure a high quality provision:**

1. All leaders to drive the school vision and priorities.
2. Continue to develop middle leadership through high quality CPD.
3. Ensure that roles and responsibilities in the SLT are clearly delineated and reviewed for impact.
4. Ensure that governance is effective at all levels through clear communication and regular visits.
5. Robust safeguarding remains the highest priority.

## The Effectiveness of Early Years Provision

### Early Years Curriculum

- The Early Years curriculum is designed using a topic based approach and high quality texts. ( *Curriculum plans*)
- There are clear links in all areas between Early Years and KS1. ( *Curriculum planning*)
- Children's vocabulary is developed through scaffolded sentence structures
- PE and music specialist teachers deliver high quality lessons in line with year 1 ensuring a breadth in the curriculum. Foundation subject leads plan with the EYFS phase lead ensuring progression through knowledge building ( *EYFS planning, monitoring*)
- Trips are planned that link to the curriculum, to develop children's understanding of the topics, their wider cultural capital. ( *Local area, The Seaside*)

### Phonics , reading and writing

- Read,Write Inc scheme is followed in nursery and reception. In nursery class it is the,'Sound of the Week'; in reception all children start precise and systematic RWI groups with regular assessment ensuring rapid progression and support . ( *RWI monitoring and internal data*)
- Books are highly valued in the classroom: defined attractive book corners, book displays and time given to reading books with individuals, small groups and the whole class. Books are always available during continuous provision. ( *environment*)
- All pupils take a picture book home on a daily basis, to help them and their families develop reading for pleasure habits.
- Talk for Writing is used in reception , encouraging vocabulary acquisition and internalising of sentences. Children learn how to write through these sessions and direct instruction as well as the free flow play that encourages mark making to lists. ( *planning,observations,monitoring*)

### Maths

- The White Rose Scheme is taught systematically and results in children building solid foundations of number sense through concrete, oral and written outcomes
- The maths lead has worked with teachers in reception to support their planning,knowledge and understanding,which has resulted in improved teaching and provision as evidenced by our observations, assessments and outcomes for children.( *planning,monitoring,observations,GLD data 2022*)

### Environment including outdoor learning

- Extensive works to extend the outside area has resulted in a well-resourced outdoor learning space. Child led continuous provision is carefully balanced with a daily timetable that allows the children to acquire the knowledge and GLD skills that they need for a successful transition to year 1. This balance of direct instruction teaching changes over the year.
- In nursery the introduction of direct teacher times are introduced slowly and linked to the core text/sound of the week.
- The outdoor area provides opportunities not only for the three prime areas to be developed in all children. ( *outdoor learning environment* )

### Targeted Support for the lowest 20%

- Children's progress is tracked using a variety of tools (observations,RWI

assessments, EYFS Framework assessments, maths and literacy assessments). Timely interventions are provided for any child judged to be making slow progress ( *assessment data, PPM* )

- Evidence based interventions such as the NELI programme, attention builders, speech and language groups, 1-1 phonics catch up are used to support the progress of the lowest 20% in the cohort ( *monitoring, observations, planning* )

### **Parent and Carer engagement**

- Families are actively engaged as soon as they arrive at Duncombe to support their children's learning.
- The Two Year Old provision runs regular stay and play sessions
- Meet the teacher, support workshops on phonics and early reading are run every term. ( *Flip charts* )
- Parents are invited to support on school trips and with transition from nursery to reception . ( *Letters, Newsletter, Parent voice* )
- Weekly communication is sent out in an Early Years newsletter to parents.( *Newsletters* )

### **Key improvement priorities to ensure a high quality provision:**

1. Continue to develop the learning environment.
2. Develop and enrich the EYFS curriculum so that there is an effective foundation for key stage 1.
3. High focus on provision of SEND pupils in EYFS .

