

Recent Initiatives / Improvements:

We have worked hard to improve provision since our last inspection, please see the summary of improvements listed below:

- The School is striving to be an “Optimistic School” – determined to create a positive culture in which everyone can reach their full potential
- School named as “National Primary School of the Year” in Pupil Premium Awards 2013 for raising attainment of disadvantaged pupils – PP pupils meeting and exceeding national at KS2
- Increased attainment and progress across the school
- Gap between key groups has been significantly narrowed
- Rising roll and school a “first choice school” of parents
- Improved support for higher ability pupils through extension of interventions provided and collaborative maths project with local primary and secondary
- Excellent safeguarding audit (February 2012)
- Successful implementation of whole school behaviour scheme – “It’s Good to be Green” resulting in excellent behaviour across the school both inside and outside of the classroom
- Team Leaders (an additional non-class based teacher) established across each phase (EYFS, 1/2, 3/4, 5/6) to continue to improve quality of teaching, ensure greater consistency in practice and expectations thus reducing any within school variance
- Introduction of assertive mentoring, which includes 1:1 mentoring sessions for every child from Years 1 to 6 each term so that children are clear about where they are and what they need to do next to improve
- Introduction of Numicon to support children’s understanding in maths, especially in relation to number and calculation
- Introduction of workstreams to develop the effectiveness of school improvement planning, especially in relation to the role of middle leaders
- Earlier interventions in place in years EYFS, 1/2 and 3/4
- Art Therapists, based at school, providing support for children with social, emotional and behavioural issues
- Saturday school, funded by SHINE/Richard Reeves Foundation, providing targeted places for 60 children across 5 local schools
- New ICT infrastructure, including the use of iPads and green screen technology, allows ICT to be delivered in classes
- New library and teaching space to support teaching of reading and 1:1/small group interventions and extensive new reading resources
- New building (“The Lodge”) facilitates improved teaching of individuals and small groups, especially in reading, with increased numbers of voluntary readers working in the school
- Increased uptake of extended school provision
- Leading Parent Partnership awarded in recognition of excellent partnership working with parents
- Financial - School FMSIS and SFVS used as example of best practice by local education authority
- Extended partnership working with Futurezone (a collaboration of 17 local schools), Duncombe Primary School and Mount Carmel Secondary School, Music First, Shine, Beanstalk, Hornsey Road Children’s Centre and Families First
- Extensive CPD: Mindsets - Carole Dweck, Formative Assessment – Shirley Clarke, Outstanding Teaching Programme (KS2), Power of Reading, Philosophy for Children, CAME, ECERs Training (EYFS environments), Workstreaming, Leadership training
- Broader use of research to inform decision making and policy – Sutton Trust Toolkit interventions, within school variance and Carol Dweck’s Mindsets
- Collaboration with the Institute of Education to improve practice and develop a research based culture
- Introduction of P4C across the school – supporting greater participation, confidence, thinking and debating skills

- Children acting as “leaders” across the school in a variety of roles – new coordinator post and child leaders’ accreditation
- Increased sports provision in school time – golf, squash, football and a new school sports coordinator
- Accreditations reflecting our best practice include: Financial Management in School; Healthy School Mark; Arts Mark (Gold); Science Mark (Silver); Sing Up (Gold); Active Mark; Leading Parent Partnership Award; Core Offer in Extended School Provision; Pupil Premium Award and Schools Financial Value Standard.

However, we are not complacent and are relentless in our drive for continual improvement. We belong to a cluster of schools providing support and challenge for each other, our headteacher has trained as an Ofsted inspector and we regularly invite the LEA to conduct school reviews on specific areas for improvement. We welcome this challenge so that we continue to develop our school and our standards further.