

Sir John Cass's Foundation Primary School

**Strategy and
self-evaluation
2015- 2018**

Updated October, 2017



www.sirjohncassprimary.org

Context of our school

Sir John Cass's Foundation Primary School is the only maintained school in the City of London. We are proud of our history and achievements to date but are constantly striving to ensure that every child receives an exceptional education grounded in Christian values and high aspiration.

We work in partnership with our various stakeholders including Sir John Cass's Foundation, the London Diocesan Board for Schools and the Corporation of London.

We currently have 283 children on roll – just above the national average. This includes childcare provision within an integrated Sure Start Children's Centre (CCFC).

Key contextual statistics (updated following 2017 final Analyse School Performance ASP report)

- There are marginally fewer girls than boys at school (47.6%).
- The numbers of children eligible for free school meals is just above the national average (28.6%) and declining.
- The majority of children come from minority ethnic groups (80%) other than white British (14%), although this has declined from 90% in 2011. 65% of children have a first language that is not English.
- The proportions of children supported at school with SEN and with statements or EHC plans is significantly higher than the national average
- Stability is similar to the national average, with around 87% of children continuing at SJC throughout their education.

Inspection reports

The school was last inspected in a section 5 inspection in 2013 and was graded **outstanding**.

Our RE and collective worship was inspected in 2014 and graded as **outstanding**.

The child care in the children's centre was inspected in 2016 and graded **good**.

The children's centre was inspected in 2012 and graded **good**.

What did Ofsted tell us about improvement areas?

1. Provide more opportunities for pupils to use information and communication technology across all topics in the curriculum to deepen and extend their learning. (*Section 5*)
2. Give children further help so they can respond more effectively to questions (*Childcare*)
3. Use more opportunities to extend children's learning, particularly with regard to understanding mathematical ideas. (*Childcare*)

4. To move pupils on more rapidly in their RE learning by ensuring that they know their next step and by creating opportunities for them to reflect and respond to high quality marking. (SIAMS)
5. To sharpen the school aims, enabling all members of the school community to articulate a clear and explicitly Christian vision for the school. (SIAMS)

What complements this plan?

This is the self-evaluation and long term strategy of the school. It is complemented by yearly plans and subject action plans in different areas of school development work.

Each year we also produce a review of standards document in November which gathers and evaluates all of the information about school performance, including the in-year data and performance of different cohorts. This review is conducted with our school improvement partner and a group of governors

In the Children's Centre we contribute to an area wide improvement plan and self-evaluation.

Our key target areas		Success Criteria
Exceptional teaching, attainment and progress	<ol style="list-style-type: none"> 1. Teaching is typically outstanding. 2. Enhancing pedagogy through lesson study and professional debate 3. Provision for children with SEN is excellent and resources are exceptionally well used to support and extend learners. 	<ul style="list-style-type: none"> ● Monitoring indicates the strength of teaching across the school. ● All children make at least expected progress between KS1 to KS2. ● CPD is a strength of the school and there is a lively debate about pedagogy and professional approaches. ● Attainment is exceptionally high, especially by the end of key stage 2. ● Attainment and progress for children in receipt of pupil premium is exceptional. ● Work in books demonstrate excellent teaching over time and the active involvement of children in their subjects.
Powerful learners in control of their learning	<ol style="list-style-type: none"> 4. Children are involved, independent, engaged and committed learners who have a growth mind-set. 5. Behaviour in and out of lessons is impeccable. 6. Children are exceptionally safe and make positive decisions to help them to be healthy. 	<ul style="list-style-type: none"> ● Children are in control of their learning, respond to feedback and are committed to self-improvement. ● They are able to talk confidently about how their attitudes and values effect their learning. ● Play outside of the classroom enhances learning, creatively, enjoyment of school and social relationship ● Early intervention strategies with behaviour have very positive effects. ● Safeguarding provision is exceptionally strong and staff work in partnership with external agencies very well.

<p>An inspiring subject - based curriculum</p>	<p>7. We offer a rich, challenging subject-based curriculum.</p> <p>8. Excellent subject teaching in the arts, humanities and sports complements effective teaching and learning in the core subjects.</p>	<ul style="list-style-type: none"> ● Parents and children can talk confidently about the ways in which they use assessment to help them learn. ● A range of specialist subject teaching is woven into the curriculum of even child. ● The curriculum is well designed and ensures no time is ever wasted. ● Each year group makes the most of the unique location of the school. ● Digital learning and new technologies are central to day to day teaching and learning and independent activity.
<p>A distinctive Christian education with a rich spiritual, social and cultural life</p>	<p>9. Our Christian mission is lived out in everything we do.</p> <p>10. There are space for prayer, spiritual and moral development throughout the day and across the curriculum</p>	<ul style="list-style-type: none"> ● The religious life and character of the school is palpable. ● We engage in an active ministry in partnership with churches within the Diocese of London and further afield. ● RE is firmly a part of the core curriculum and children are engaged and highly purposeful in their learning.
<p>Leadership with ambition for every child to receive an exceptional education.</p>	<p>11. Leaders and managers at every level are committed to providing an exceptional education for all.</p> <p>12. The physical environment of the school makes a significant and positive contribution to children's learning and wellbeing.</p>	<ul style="list-style-type: none"> ● Governors are relentlessly focussed on standards and the curriculum ● Financial management procedures efficient and effective. ● Income generation raised to 5% of total income each year. ● Physical environment of the school is attractive, modern and well equipped.

Outcomes and targets

A note on Raise online

The first release of analyse school performance data includes a pupil the school has applied to be discounted from the data set as she arrived from a non-English speaking country in October, 2016. Governors should note the effect one very low score can have on data within the data set. Attainment data and ranking will likely rise when the data is validated.

Early Years Foundation Stage Outcomes

- Outcomes at the end of Foundation stage were strong.
- Number and reading have maintained standards have been maintained in 2017 after a significantly improved in 2016 and are now above the national average.
- There were only 3 children in receipt of pupil premium, therefore meaningful analysis of this group is difficult. All performed well. One has now left the school to move overseas with family.
- Fewer children exceeded expectations in writing than in Reading.
- Significantly more girls achieved GLD than boys with 87% of girls at expected standards and only 67% of boys.
- In maths and reading, similar proportions of girls and boys achieved their early learning goal. However, in writing there was a significant difference in performance of 15% although this gap has closed significantly since, 2016.

This table shows performance in reaching early learning goals at the end of EYFS in 2017

EYFS outcomes	Reading 2017	Reading 2016	Writing 2017	Writing 2016	Number 2017	Number 2016	GLD 2017	GLD 2016
At expected standard	89	86 (76)	84	73 (70)	87	90 (77)	77	73 (66)
Pupil premium at expected standard (3 children)	100	60 (58)	100	40 (51)	100	60 (60)	100	40 (45)
Exceeding the expected standard	23	40	13	3	16	40	NA	NA
Pupil premium exceeding the	25	0	0	0	0	0	NA	NA

expected standard								
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Key Stage 1 Outcomes

- Phonics outcomes remained good and above the national average at Year 1 and Year 2. 3 children in receipt of pupil premium didn't attain the benchmark. 2 have SEND, one with an EHC plan for global delay and the third arrived halfway through the year from South East Asia, having never been in school before.
- Key Stage 1 data outcomes were above national average in reading and just above in writing and mathematics. Proportions at greater depth are in line with performance nationally.
- Attainment of pupils in receipt of pupil premium is lower than national, 4 out of 7 of these children are supported at SEN school support. All children in receipt of pupil premium made strong progress from EY outcomes to end of Year 2 assessment apart bar 1 child who has recently been diagnosed with a processing disorder.
- Several children improved from a the expected standard at the end of EY to the greater depth standard at the end of KS1. For example, one child was exceeding at the end of EY in mathematics. By the end of year 2, 6 children had achieved the greater depth standard.
- Performance in mathematics has improved significantly since 2016, a 10% increase. .
- In 2016 boys outperformed girls, in contrast to national statistical averages. There is a gap of 10% between boys at the expected standard and girls in 2017. This is smaller than the national gap.

These tables illustrate performance at the end of Key Stage 1

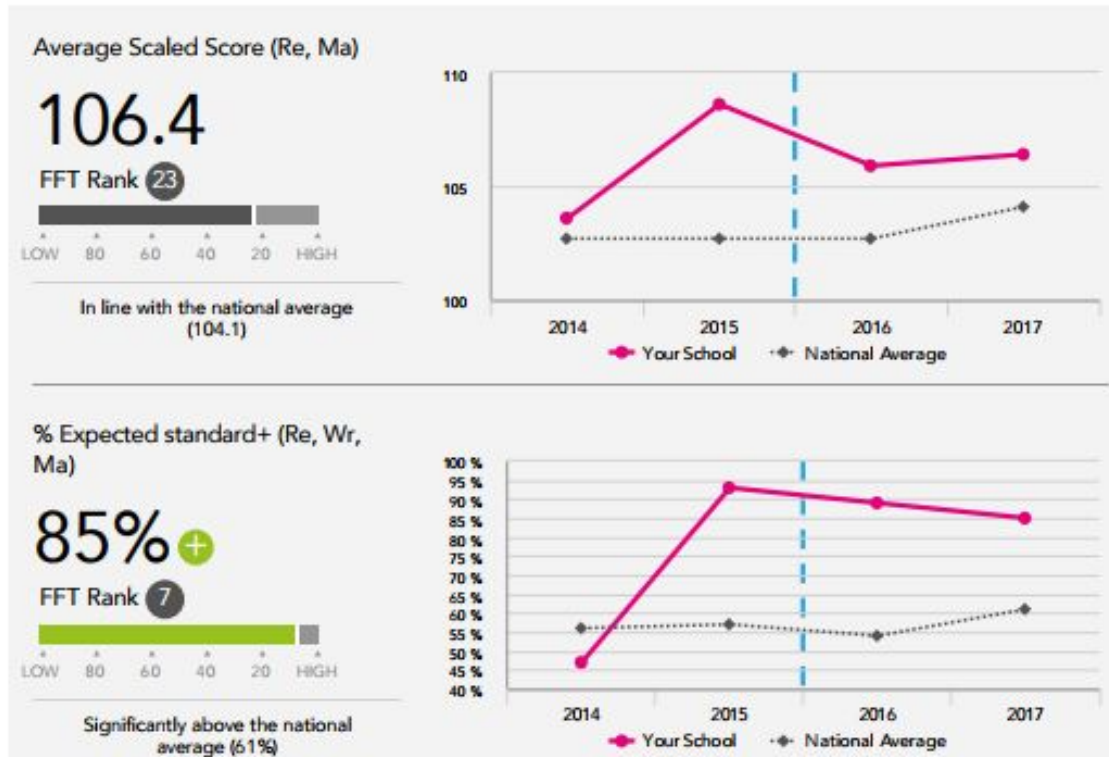
Key Stage 1 Proportions at different levels (comparator same)	Reading 2017	Reading 2016	Writing 2017	Writing 2016	Mathematics 2017	Mathematics 2016
At expected standard	90 (76)	80 (74)	70 (68)	70 (65)	80 (75)	70(73)
All Greater depth	21 (25)	30 (24)	17 (16)	20 (13)	20 (21)	23 (18)
Pupil Premium at expected standard (6)	57	100 (60)	57	50 (53)	71	50 (60)
Boys at expected standard	82	87 (70)	64	67 (59)	82	93 (72)
Boys at greater depth	9	40 (20)	0	20 (10)	27	27 (19)
Girls at expected standard	95	73 (78)	74	73 (73)	79	47 (74)
Girls at greater depth	26	20 (27)	26	20 (17)	16	20 (16)

Phonics check				
	Year 1 2017	Year 1 2016	Year 2 2017	Year 2 2016
At expected standard	87 (81)	90 (81)	100 (92)	97 (91)
Pupil premium at the expected standard (6 children)	57	71 (7 children) (70)	100	100 (86)

This table provides an overview of progress and attainment based on Key Stage 2 SATs results in 2017 (FFT Aspire)

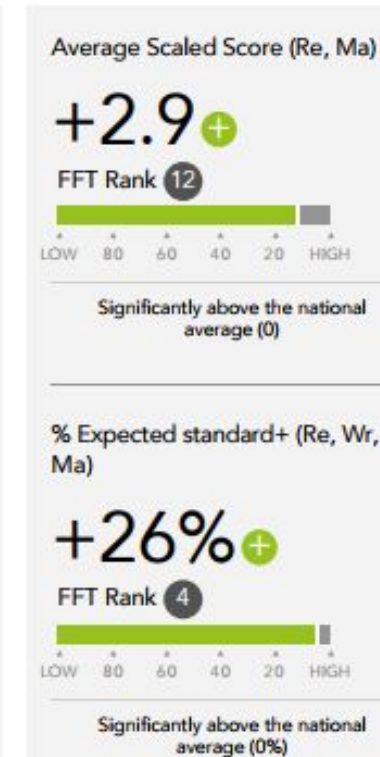
KS2 Attainment 2017

27 pupils



KS2 Progress 2017

25 matched pupils



This table indicates the proportions of children at the expected standard in each of the subject areas

Key Stage 2 Proportions at different levels	Reading 2017	Writing 2017	GPVS 2017	Mathematics 2017
At expected standard	85	89	89	93
All Greater depth	30	22	48	37
Pupil Premium at expected standard (6)	89	89	89	89
Pupil Premium at GDS	7	0	7	4

This table compares the target set in each area to the actual result

Target compared to actual attainment	Target at expected +	Target at greater depth	Key
R+W+M Combined	93	30	Below target
Reading	93	37	In line with target
<i>Disadvantaged</i>	90	20	<i>Met or exceed</i>
Writing	93	30	Just below
<i>Disadvantaged</i>	90	10	
Mathematics	96	33	
<i>Disadvantaged</i>	90	10	
Spelling and Grammar	93	30	
<i>Disadvantaged</i>	90	10	

- Consistently high outcomes are achieved by the school by the end of Key Stage 2. In 2017 the school progress score of +2.77 in Reading, +2.55 in writing and +3.05 in mathematics, all with confidence intervals above 0. This places the school in the top 20% nationally for progress. The FFT rank for progress in Reading and Mathematics is +2.9, significantly above the national average.
- The school is in the top 7% of schools nationally for the proportions of children meeting the expected standard and the top 4% for children attaining the greater depth standard. Unvalidated data indicated 85% are at the expected standard or better in reading, writing and mathematics, this will rise to 88% when data is validated.
- Proportions of children attaining the greater depth standard was significantly higher in individual and combined measures than in 2016, and than the national average in 2017.
- More girls attained the expected and greater depth standard than boys, this was also the case in 2016. Though both groups are well above the national average, girls are more significantly so.
- No disadvantaged child attained the high standard in reading, writing and mathematics combined. However, all but one attained the expected standard and some disadvantaged children attained the greater depth level in individual subjects, though proportions were below the national average.
- Question level analysis indicates that understanding of grammatical terms and word classes and the function of sentences was a comparative strength. School spelling scores were in line with the national average. In mathematics, Children were particularly confident in questions involving ratio and proportion, statistics, measurement and geometry. A comparative weakness was questions relating to algebra.
- There is a gap between the attainment of pupils with EAL and non-EAL of 10% at the expected standard (combined) and 20% at the greater depth standard (combined)

Priorities for whole school improvement

- Continue to embed good practice in approaches to writing teaching and phonics which enable children to form good habits from their starting points.
- Closely monitor the performance of boys and evaluate the early years curriculum to ensure that boys are being challenged in reading and writing, including whether there is enough engagement with boys writing development.
- Focus on the quality of script in Key Stage 1 so that writers are fluent in transcription.
- Embed the use of target setting and pupil ownership of written work at Key Stage 1 and 2.

- Develop a reading working technique to improve the pace and challenge in the teaching of reading.
- Build on recent gains in mathematics at Key Stage 1 by the implementation of a mastery curriculum in Year 1 and 2 and a raising of the bar in respect to attainment expected at the end of key stage 2.
- Increase the proportions of disadvantaged children and those with EAL attaining the highest levels in reading, writing and mathematics at both key stages.
- Improve the proportions of children attaining a reading recovery level 5 or higher by the end of Reception to 80%

This table indicates the targets set for the 2018 cohort, our current Year 6

Targets for 2018	Expected standard 2017	Greater depth 2017
Reading, writing and mathematics combined	93	48
<i>Disadvantaged</i>	91	17
Reading	97	52
<i>Disadvantaged</i>	91	45
Writing	93	52
<i>Disadvantaged</i>	91	55
Mathematics	100	52
<i>Disadvantaged</i>	100	45
Spelling and Grammar	97	52
<i>Disadvantaged</i>	93	55

These tables outline attainment at the end of 2016-17

	Mathematics		Reading		Writing	
	Average % score	Mathematics Band	Average % Reading	Reading Percentage Band	Average Writing teacher assessment	Average spelling score out of 20
Y1 All	71.26	4.12	73.87	4.23	3.36	6.57
Year 1 Pupil Premium	55.77	3.46	59.43	3.57	2.77	5.15
Y2 All	65.93	3.83	75.93	4.35	3.38	11.63
Y2 Pupil Premium	59.43	3.57	73.00	4.21	3.21	9.86
Y3 All	71.79	4.09	76.07	4.36	3.64	15.55
Y3 Pupil Premium	69.07	4.07	73.00	4.14	3.64	15.43
Y4 All	66.12	3.81	69.19	4.00	3.43	12.69
Y4 Pupil Premium	59.18	3.47	60.18	3.53	3.24	11.12
Y5 All	57.43	3.39	61.70	3.73	3.52	14.23
Y5 Pupil Premium	47.37	2.95	57.32	3.47	3.11	12.53

- There are small differences between the performance of all children and those who are disadvantaged. The largest gap is at Year 1 in all subjects and in Mathematics at Year 5, Reading at Year 4.

Comparing performance between girls and boys

	Mathematics %	Mathematics Band	Reading Percentage	Reading Percentage Band	Writing Teaching Assessment	Spelling Raw Score
Y1 Girls	71.61	4.17	77.89	4.42	3.39	6.39
Y1 Boys	70.68	4.05	66.91	3.91	3.32	6.86
Y2 Girls	61.82	3.62	75.15	4.35	3.50	11.29
Y2 Boys	71.31	4.12	76.96	4.35	3.23	12.08
Y3 Girls	64.88	3.79	74.00	4.25	3.79	16.67
Y3 Boys	76.97	4.31	77.63	4.44	3.53	14.72
Y4 Girls	56.38	3.35	66.42	3.88	3.42	12.00
Y4 Boys	74.03	4.19	71.44	4.09	3.44	13.25
Y5 Girls	52.75	3.13	62.25	3.75	3.63	13.63
Y5 Boys	60.94	3.59	61.28	3.72	3.44	14.69
Y6 Girls	78.33	4.33	73.56	4.22	4.33	14.44
Y6 Boys	76.82	4.24	66.00	3.76	4.06	11.94

- Girls are performing significantly less well in Mathematics in Year 3 and 4. The gap is smaller in other year groups and at the end of Year 6 performance of girls was better than boys. The gap is smaller in Year 5, although performance overall in Mathematics is lower than other classes in KS2.
- The difference in outcomes in reading is far less pronounced with boys and typically performing as well as each other.

- In writing boys and girls performance is broadly typical in each class. Spelling performance shows some marked differences but there is no clear theme across the school.

This table illustrates targets for each year group for end of year attainment based on the latest data from internal testing and teacher assessment

	Year 1		Year 2		Year 3		Year 4		Year 5	
Number of disadvantaged children in cohort	3		6		6		7		8	
Attainment compared to national	Target at expected +	Target at greater depth	Target at expected +	Target at greater depth	Target at expected +	Target at greater depth	Target at expected +	Target at greater depth	Target at expected +	Target at greater depth
Reading	81	27	90	30	90	26	83	30	83	37
Disadvantaged	3 children		71	14	57	29	100	14	75	13
Writing	81	22	87	27	81	23	83	30	80	30
Disadvantaged	3 children		57	14	57	29	86	14	75	13
Mathematics	85	17	87	37	94	29	87	33	80	37
Disadvantaged	3 children		57	14	86	14	100	14	75	25

- At the expected level performance is strong across the school
- There is a gap in performance of the disadvantaged group in writing at expected plus at Year 2 and 3. In year 2, 2 out of the 6 children (each worth about 17%). In year 2 4 out of the 6 children have low prior performance including 2 with EHC plans.

**Exceptional
teaching,
attainment
and
progress**

Leadership and management of learning

1. Leaders and managers at all levels have ambition and a drive for every single child to achieve exceptionally well. Leaders and managers have created a culture of high expectations for the conduct of staff and pupils and as a result relationships are excellent.

Starting points

2. Starting points in the Early Years are typically below those found nationally.
3. Progress from starting points in all areas of the EYFS is strong and by the end of EYFS children are performing at age related expectations.
4. Disadvantaged children typically do as well in Reception. All disadvantaged children typically reach a good level of development.

Outcomes at key stage 2

5. At Key Stage 2 attainment is significantly above the national average in all subjects at and has been for many years.
6. In 2017 88% of children attained the expected standard in reading, writing and mathematics combined and 26% were working at a greater depth in all subjects combined placing the school in the top 4% of schools nationally.
7. Children receiving Pupil Premium perform well and typically reach the expected standard, however, they less frequently reach the greater depth standard in all subjects combined.
8. Actions by leaders have a striking impact on outcomes. For example, proportions of children attaining at a greater depth was lower than targeted in 2016. As a result of targeted actions the proportions of children achieving the greater depth standard increased significantly in 2017 and is now in the top 4% of schools nationally.
9. Girls are performing less well than boys in Mathematics in Year 2-5, this will be a key focus in the coming year. Outcomes at the end of Ks2 are stronger for girls than boys.

Other subjects

10. Achievement in other subjects is typically outstanding. In Music, children achieve exceptionally well and all leave being able to read music typically to grade 2 standard and perform competently stringed instruments and play untuned percussion confidently.
11. In art, design and technology children outcomes for children are exceptional. 3d modelling, sculpture, drawing and painting are impressive at every phase.
12. In Science, children achieve well by the end of Key Stage 1 and 2 with all children meeting the expected standards in science at the end of key stage 2 in 2016.
13. In RE, our new curriculum is embedding with teachers and staff. Outcomes are increasingly strong with thoughtful topics pursued.

Quality of teaching

14. Teaching is consistently excellent throughout the school - it is typically outstanding.
15. Interventions have a striking impact and tuition alongside specialist provision from for example, our library coordinator, is excellent.
16. Where acceleration groups are established, striking gains are made.

Powerful learners in control of their learning

Learning power

17. Staff at every level have very high expectations for children. We are determined that pupils will achieve well.
18. Children are increasingly developing their approach to targets and assessments. Children respond in some depth to feedback from their teachers and have a good range of opportunities to improve their work. The frequency and detail of this response has improved significantly in the last 2 years and is now excellent.
19. Children are highly engaged in subjects and want to do the best they can in school. They participate eagerly in clubs and extracurricular activities.
20. Homework is has a good impact on learning and develops curiosity and stamina especially in Key Stage 2.

Behaviour for learning

21. Pupils are very proud to represent the school, demonstrate an excellent attitude and regularly perform in external sporting events and high profile concerts.
22. Children's behaviour in lessons is typically exemplary. Children get along exceptionally well with each other and they behave equally as well with all members of staff irrespective of role.
23. All forms of aggression are extremely rare and behaviour interventions often have a striking impact on behaviour.
24. Parents are provided with timely, informative reports and a range of opportunities to assist them to support their child at home to improve further. Parents' feedback that they are happy with the school and the information we provide about learning and progress.

Pastoral care and emotional health and wellbeing

25. Pastoral care is very strong and children's emotional health is well supported. Our Tavistock trained counsellor works closely with our Educational Psychologist to support staff and children to deal appropriately with any issue that might arise.

Safeguarding

26. Procedures for safeguarding are excellent and well managed including awareness of Prevent, CSE and children at risk of missing education. Yearly audits are conducted either by the LA or the LDBS. Our most recent audit confirms that procedures and practice are excellent.
27. Children learn strategies which help them to develop positive attitudes and make good choices through a programme of Personal and Social Education including DARE lessons delivered in partnership with the City of London Police.
28. Children are knowledgeable about all forms of bullying and are confident to air a concern when they have one. The impact of Cyber safety work is strong and children know how to use technology safely.
29. Our attendance rate is excellent and consistently above 97%. Very few pupils fall into the persistent absentee category . We monitor attendance and follow up absences keenly through our attendance, welfare and administration team.

**An
inspiring
knowledge
- based
curriculum**

Curriculum

30. English and mathematics are carefully planned, well-resourced and challenging. The curriculum helps the swift mastery of a range of key skills including Phonics in the early years and reading, writing and mathematics later on.
31. We are in the process of building capacity in English and mathematics through the use of specialist teaching and mastery approaches. We are currently trialling a new form of mastery approach in mathematics in Key Stage 1 to close the gap between attainment in Reading and Mathematics at the end of the Key Stage.
32. Our approach to boys writing is also developing in the Early Years and were are implementing Storytime Phonics to better inspire children to write with purpose from an early age.
33. The curriculum varied and interesting. Children enjoy coming to school and relish the opportunity to develop their skills in different areas.
34. Teachers make the most of the outdoor environment and extra-curricular activities which are broad and wide ranging. Further improvements could be made on the main playground in resources which echo the school curriculum and enhance learning throughout playtimes and lunchtimes.
35. This includes trips to concerts, adventurous activity centres, rural locals and the best cultural institutions within London. As a result pupil's cultural understanding is excellent. Children participate in major national parades, performed in Barbican concert and events at the O2 and Royal Albert Hall.
36. We have a unique provision of specialist teaching including sports teaching, specialist art teaching, Cookery teaching by a trained chef from Leith's School of Food and Wine and an extensive programme of specialist music teaching which progressively builds skills from the early work on unturned percussion to every child learning to play a stringed instrument in Year 4 to 6. We are often used as an exemplar school for music teaching.
37. The quality of singing at school is exceptional and the school choir is regularly asked to perform at London-wide and national events.
38. The curriculum continues after school and the vast majority of pupils in KS2 take part in a structured programme of dance, singing, percussion and drama workshops.

Early years

39. A balance of play and structured teaching managed well in the early years. Classrooms are well-resourced learning environments. Even more could be done to develop the outdoor area so it made the best possible use of natural materials and complemented learning indoors.
40. We need to develop further the opportunities for mark making within the outdoor settings in the early years and the use of targeted mathematics activities to introduce key number concepts.
41. Practitioners in the under 3 rooms have developed their approach to physical development through participation with the Little Movers programme. This has had an excellent impact on children's physical development.
42. Parents and carers are well involved in the education of their children in the Early Years. Our family services have a good uptake with targeted families e.g. baby massage

Leadership with ambition for every child to receive an exceptional Christian education.

The effectiveness of leadership as a Church school

43. The drive and moral purpose for decisions about provision arises from our Christian values and commitment to providing a rich education based on the principles and practices of the Church of England.
44. A range of views shape collective worship and RE. We have recently reviewed our worship and RE policies and we regularly seek the feedback of children in developing our assemblies.
45. Parents and representatives from different Christian traditions contribute to the governance of the school and its effectiveness

The impact of decisions made about finance

46. Careful planning and resourcing ensure that money is spent well to achieve excellent educational outcomes at all stages resulting in high academic standards and excellent progress made over time. Allocation of resources is precise and planned comprehensively during our target setting and children's needs meetings. Teaching interventions and additional teaching have been evaluated robustly.
47. The stewardship of public funds is central to all decision making. Financial probity is maintained through adherence with financial procedures and compliance with audit requirements and recommendations.
48. Governors are aware of the need to maximise spending in order to promote excellent achievement across the school.
49. Capital funding has been better focussed in recent years so that the physical environment of the school can be improved. The school has started to implement a minor improvement works cycle to more effectively maintain the building so it is attractive to work and learn in.

The use of data

50. Data is used proactively in all areas of school life. Summative assessments are made 3 times per year and any trends within groups are identified, the progress of all pupils is discussed in target-setting meetings where interventions are agreed and formally recorded. The SENCO oversees all interventions and closely monitors the progress of pupils with SEN.
51. The quality of teaching is robustly monitored using a range of strategies including observation of lessons, unannounced "drop ins", reviews of planning folders, work scrutiny and in-class support. Records are kept of all monitoring and there is a section on feedback and targets. Monitoring is conducted by both senior and middle leaders. Themes are identified from these and used purposefully to plan CPD.

Staff development and challenge

52. The school has a generous CPD budget which enables a wide range of choice of providers. A wide range of training is provided for staff, internally and externally. Teachers are encouraged to attend courses where data or performance management indicates a need. Recently two talented teachers have been supported to undertake a master's level qualification.
53. Performance management and appraisal is undertaken with all staff and linked back to outcomes for children in school.
54. Senior leaders have grown and moved successfully into positions of leadership in this school and beyond.

Role of Governors

55. Governors challenge the school to constantly strive for the very best. Through headteacher's reports, presentations and regular observation visits. They have an excellent knowledge of the school's strengths and weaknesses. Governors are very challenging for example they challenge target predictions and the implementation of the school development plan. Their scrutiny and challenge ensures that additional pupil premium and sports grant funding is well spent.
56. The governing body has been unable to reconstitute in-line with the 2012 regulations due to the trustee declining to give permission for our

proposed instrument. We are working constructively with the trustee, the LA and the LDBS to resolve this problem.

Parental engagement

57. The involvement of parents is a key and effective part of the school's strategy for improvement. Attendance at parents' meetings is excellent and well-attended classes are held in family literacy and family numeracy. A wide range of classes are held for parents including English as a second language (at three levels), ICT, and creative stitch-craft. GCSE maths is also offered.
58. Parental surveys indicate that every parent would recommend Sir John Cass's Foundation Primary School to another family. Overwhelming majorities are happy with the provision at the school, including the safety of their children and the progress they make.
59. We are very active in seeking the feedback of parents and carers on the quality of provision. We offer parents the opportunity to formally evaluate provision on two occasions each year.
60. Almost all feel their child is taught well, home activities and homework are appropriate, that their child feel safe and makes good progress in school

Sharing best practice

61. We are used as a model for best practice in a number of areas including by the LDBS SCITT programme who host training days here regularly.
62. The school is looking to develop its profile in training and development and hopes to make an application to become a training school in the coming years.

**A distinctive
Christian
education
with a rich
spiritual,
social and
cultural life**

How well does the school- through its Christian ethos- meet the needs of all learners?

63. There is a strong sense of community where pupils from a range of backgrounds and faiths mix together very harmoniously. There is a high level of community cohesion.
64. Prayer and thankfulness is an important part of the daily spiritual life of the school. All members of the school community contribute to our school's life in prayer.
65. We have an active calendar of worship including marking key events in the Christian year and exploring through assembly key religious concepts such as the Holy Spirit, sacrifice, and trust in God.
66. There is a strong and effective drive to promote the Christian ethos and other faiths are respected. Religious education, worship, prayer and the Code of Conduct all make a significant contribution to the school's spirituality.

The impact of collective worship on the school community

67. Collective worship and prayer has a central place in the curriculum. Daily worship revolves around planned themes, the Christian calendar and our distinctive Christian values, it is inclusive and engages children well.
68. Worship themes regularly involve biblical materials and themes challenge learners to be responsible for their own conduct.
69. Prayer and reflection form part of classroom practice and collective worship.

The effectiveness of religious education

70. Religious education is effective, well planned and resourced. In one lesson recently observed children reflected on honesty and wrote poems about the topic after exploring a verse in the bible.

Personal and social and moral education

71. Pupils have a very strong sense of right and wrong. Moral issues are discussed in whole school, church and phase assemblies, circle time, PSHE lessons and a range of other curriculum subjects such as RE and English.
72. Our school council is active and has a very positive impact on recognising when things are going well and developing areas which need improvement.
73. Children are reflective about their own beliefs and display a sense of fascination in learning about others.
74. Children have a strong sense of the consequences of their behaviour. They reflect purposefully after any problems arise and are encouraged to appreciate each other's views.

Cultural life of the school and British values

75. Artistic activities form a key part of the school's provision. Music and performing arts are strengths and the school has an outstanding choir. All pupils in Years 4, 5 and 6 learn the violin or the cello. Three school productions are held each year. These are major productions and extremely well-received by parents. Children also enjoy regular live performance of talented musicians from orchestras around London. Each year we attend a live theatre performance.
76. Sporting activities for both boys and girls are very well attended and a wide range is on offer. Year 3 and 4 pupils attend swimming classes.
77. There has been an effective drive to ensure the curriculum reflects the range of cultures represented in the school. Extra-curricular activities such as international days also make a contribution.
78. Teaching and learning about British values, the rule of law, individual liberty and respect for different beliefs and faith permeates across the curriculum although children could be more explicit about the British Values they have learnt about.



79. Children learn about other children in living in different contexts and faith communities in the UK through an exchange visit with a school in rural Nottinghamshire. They use pen pal contact and visit each other's school in year 5 forging friendships and a better understanding of each other.