

St James' Junior School

SELF EVALUATION FORM, September 2021



“A place where we aspire to excel in knowledge, faith and love.”

The curriculum is designed to meet the needs of St James's community. It is ambitious and ensures there is strong challenge for all groups of pupils. The intent and implementation are clearly embedded through a clear structure and sequence. The curriculum is continually reviewed and developed to ensure that it continues to inspire our children and skills progression is carefully planned for in all subjects. All work given to pupils matches the aims of the curriculum and shows sequence in how knowledge and skills build for future learning. Pupils' outcomes including disadvantaged pupils and pupils with SEND are progressing (of a good quality), and consistently improving.

Curriculum provision is based on our ethos of innovation and is designed to equip all pupils with the knowledge and skills to become lifelong learners. It is our vision for every pupil to succeed and achieve their full potential by becoming confident learners. Our lessons are sequenced not only to develop the acquisition of knowledge and skills, but are also enjoyable, challenging and accessible to all. It is our aim to provide opportunities for pupils to develop values and transferrable life skills, as well as providing them with opportunities to broaden their experiences.

Content
School Context
The Bespoke Curriculum: COVID19
Curriculum innovations and awards
Quality of Education
Effectiveness of Leadership and Management
Behaviour & Attitudes
Personal Development
Jargon buster

SCHOOL CONTEXT

PUPILS

Location: Located in a high density, economically deprived area of East London.

Number of pupils on roll: 217 (2 form entry) (previously a three form entry) and has the capacity for 360 children.

Gender: male (112) 51.6% female (105) 48.3 %

Languages: 74% of pupils first language **not** English. (Approx. 27 languages and dialects spoken)

Ethnicity: Largest ethnic group is Bangladeshi (26%)

Pupil premium: **44%**. Details of pupil premium spend are available on the website.

Free School Meals: **40%** which is above national

SEND: **15%**

Mobility: Year 3 - 6 population - Mid Phase Admissions. 12.7% Mid Phase Leavers 10.2%

A high proportion of our mid-phase admissions have no English and no previous schooling.

Attendance: 95.6%

Local area: The school location and pupil base deprivation indicators is in quintile 4 (more deprived) of all schools.

St James CofE Junior School is currently operating as a two-form entry school with 217 pupils on roll (previously a three form entry) and has the capacity for 390 children. In a social context, 40% of pupils are eligible for Free School Meals (FSM), which is above average. The percentage of pupils for whom English is a second language stands at 79%. In a SEND context, the number of pupils with SEND is currently 34. This includes 5 pupils with an EHC plan.

WORKFORCE

We have a relatively stable staff, with maternity and a few career development teaching vacancies filled over the academic years.

Opportunities for development:

We talent spot and provide opportunities for development and progression. Currently 5 members of our teaching team have a TLR (with one off payments to 2 staff currently in first year of subject leadership), 3 UPS and 3 management responsibilities. All teaching staff who are NQT+1 or above shadow a subject area or responsibility.

Highly trained support staff: Our teaching assistants are trained and are highly effective in supporting different low level interventions and classroom in small groups and one to one support.

Staff attendance: Staff attendance is very good. There have been three members of staff who have had long-term absence due to the long term ill-health of two members of staff and one member of staff being on maternity leave.

Wellbeing: All members of staff have a personal interview with the Head Teacher twice (during appraisals Sept & June) a year to discuss workload and wellbeing. Actions for support are put in place by the leadership team as a result of these meetings.

An anonymous survey was completed via Padlet in January 2021 to ascertain how staff felt about returning to work and issues surrounding the pandemic. Concerns of staff were mainly about the mental health of pupils and families after being in Lockdown. Many staff reported feeling challenged but hopeful and grateful for their health/families etc. A second survey conducted in Summer term of 2021 revealed that the majority of staff are happy in their role and feel supported. One issue that was raised was around communication from SLT. This is something that will be addressed in Autumn 2021. Suggestion from governors to include some open ended questions where staff can suggest improvements.

Area for development

Leaders and those responsible for governance should ensure that:

- *the recent dip in reading outcomes is reversed and all pupils achieve to the very best of their capabilities in this subject*
- *the teaching of mathematical reasoning and problem-solving skills is strengthened so that all groups of pupils, including the 'more able', are routinely challenged in their learning*

Progress:

- More rigorous assessment, reporting and pupil progress analysis systems have been put in place so that leaders now more closely track all groups, including the more able.
- Rigorous training for staff on how to teach for greater depth through the introduction of 'challenge work'
- Rise **in** percentages of pupils achieving greater depth across the school
- Rise in progress (and attainment) –revise progress measured from starting point (baseline assessment)

THE BESPOKE CURRICULUM: COVID19 STRATEGY STATEMENT

COVID CONTEXT

- 2 bubble closure since Sep 2020. – Risk Assessment routinely updated
- Average pupil attendance – Autumn 2020 97%, Spring 2021 96%. Summer 95.4% Due to our high attendance at this time, the school received a letter from Anita Stewart, Director of Education for Newham, celebrating this achievement.
- Protocols for bubble closure, bubble reintegration and home learning are rigorous and monitored by class teachers and SLT
- The school was open for children of key workers, vulnerable children Year 3 to 6. Attendance was consistent and high in comparison to neighbouring schools, reflecting how much pupils enjoy coming to St James’.

St James COVID19 RESPONSE

The Bespoke Curriculum



Some of the words children used to describe coming back into school

Actions from March to 2020- April 2021

- SLT alongside the other staff team kept in regular contact with families to find out about wellbeing and help by offering support by signposting to local government services and delivering food parcels.
- Teachers and senior staff closely monitored the online learning provision and where children were notably absent, evidenced through missing work, teachers and senior staff contacted those families to offer support, through offering access to technology, extra 1:1 time with the teacher, home learning packs or other pastoral support.
- All pupils, those attending school and at home are taught the same objectives - content from live online classes taught by the teacher
- Every year group had the usual class teachers to share the teaching of children in school and those at home each week on a rota basis
- Chromebooks were offered to some families and 'blended learning' home learning packs were sent so that all children were able to access. Pupils learning was monitored closely and celebrated through our website and social media.
- SEND pupils and parents were signposted to the LA for wellbeing support and were allocated funding ahead of the DfE 'catch up' fund to buy into 'Fairplay House' to promote health, wellbeing and interventions in maths and reading for academic support.
- LA is leading on the implementation of R(S)HE in the borough. St James' held virtual parental consultation in December 2020 - good feedback overall. There are PSHE/Wellbeing lessons built into the weekly timetable. The school follows the Jigsaw scheme of work which has been adapted to meet the needs of the pupils and the community. In summer 2021, all year groups completed the unit: Changing Me. Parents were sent information about what was to be covered. Parents were encouraged to speak to PSHE leader if there were concerns. These were discussed thoroughly with the parents concerned. Only two pupils were withdrawn from the Sexual education aspect in Year 6.

CURRICULUM DESIGN

Topics are planned over a long period of time enabling time for consolidation.

- An audit by SLT and subject leads of subjects has been completed to find out which units were not taught in the Summer '20 term and an action plan has begun so that these missing units are integrated seamlessly into 2020-21
- Teachers will utilise lesson starter time to address misconceptions and revisit topics.
- CPD time has been dedicated to support teachers in assessment for learning techniques to ensure that all pupils have secured the basics. Teachers will use the non-negotiables in maths and English from the year before for some children to support progression
- A robust programme of academic interventions is carefully planned using assessment data to identify misconceptions and to ensure there is confidence and fluency.
- From September 2020, leaders monitored social and emotional wellbeing through base line standardise assessment tests and teacher assessments to find out how the school closure has impacted upon the social and emotional wellbeing of St James pupils, with priorities placed on developing collaboration, resilience, emotional literacy, community, self-esteem, empathy, mindfulness and kinaesthetic learning.

CURRICULUM INNOVATION AND AWARDS

AREA OF FOCUS

CURRICULUM & INNOVATION

EVIDENCE & COMMENTARY

At St James' we are curriculum innovators. Through research and sharing practice with other professionals, we regularly develop and review initiatives aimed to improve standards and pupil outcomes.

St James' uses a range of well-known national initiatives such as Read Write Inc., TT Rockstars and Education4Change to help improve the knowledge and skills of our learners, whilst at the same time providing them with a wide range of opportunities to broaden their experiences. We are aware that many of our learners come from disadvantaged backgrounds and are committed to providing a curriculum that is challenging and accessible to all.

St James' has been part of the East London Maths hub, which is a Department for Education funded programme, led by NCETM. It brings together mathematics education professionals in a collaborative national network of hubs, designed to develop and spread excellent practice, for the benefit of all pupils. It ensures that all pupils, teachers and leaders have access to support, training and innovation that will improve the enjoyment and attainment in mathematics.

As a result of the Covid-19 pandemic, St James' has begun making the move towards becoming a 'Google school' and has been using Google classroom to support and enhance the learning of our pupils both at home and at school.

AWARD WINNING SCHOOL

At St James' we are committed to providing a broad and balanced curriculum that encourages all to 'aspire to excel in knowledge, faith and love.' Our commitment to providing quality first teaching in the core subjects of English and mathematics has been recognised by Tribal and as a result the Basic Skills Quality Mark was renewed for St James' in March 2021. During this process, the school was praised for its consistency in the delivery of English lessons, the availability and use of practical maths resources and the inclusion of problem solving and reasoning elements to maths lessons. In addition to this, we have provided our pupils with opportunities to enter national competitions for mathematics and English. As a result of this, some of our pupils are currently completing the UK Maths Challenge and approximately 40 of our pupils have had their written work published by Young Writers.

St James' promotes extra-curricular activities and one of our most successful clubs has been Debate Mate. Pupils from St James' compete in these competitions annually and were named Newham Debate Mate champions in 2019.

During Covid-19, St James' was recognised for its high attendance and has received recognition from Anita Stewart, Director of Education for Newham, due to this. We are very proud of our awards as they reflect our school vision and we strive to add to this collection.

OUTDOOR LEARNING

At St James' we have a wide range of outdoor learning opportunities. Our Nature Garden has been developed and improved by our school gardening club, making it a valuable teaching resource where children can learn about the environment. St James' is also fortunate enough to have an outside classroom and outdoor open space which can be used for outdoor learning. In addition to this, our school grounds are enhanced by interactive activities such as times table grids, problem solving questions and fraction walls. Staff are encouraged to plan opportunities to use these spaces and activities in order to enhance and embed our curriculum, particularly in subject areas such as Science and mathematics. Our latest addition has been the installation of orienteering equipment, to provide our students with opportunities to develop their teamwork and problem solving skills.

QUALITY OF EDUCATION

INTENT

- Curriculum design, coverage and appropriate-ness

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IMPLEMENTATION

- **Curriculum delivery**
- **Teaching (pedagogy)**
- **Assessment**

SEND

Refer to the adapted curriculum and lesson variation for the L20% accessing the NC

All pupils with SEND are given the opportunity to access the national curriculum through quality first teaching, with variation in delivery where required to enable access for all. Pupils whose ability to access the national curriculum is impaired by their special needs have their curriculum personalised in the form of an adapted curriculum, which enables them to access aspects such as the core subjects at age expectations below their biological age, but enables progress to be measured and tracked.

A quality first teaching approach ensures that lessons are consistently good or outstanding. Leaders monitor teaching and learning weekly to ensure high standards. Methods of monitoring include pupil conferencing, book looks, learning walks and planning scrutinises. Year groups work closely to ensure consistency of high expectations.

Assessment systems are well-established with a particular emphasis on AfL and formative assessment so that misconceptions and gaps in knowledge can be addressed systematically. Teachers adapt their teaching to meet pupils' learning needs and have the highest expectations of all pupils. Teachers use assessment well to ensure confidence and fluency. Pupils build on previous learning, practice and automaticity. Pupils are involved with assessing their own work and identifying next steps. SIMS is used to track the progress of small steps of learning (sublevels within each level) and this is used to inform future planning, teaching and target setting.

There are three summative assessment periods each year, followed by Pupil Progress meetings. All groups are tracked and actions are identified to ensure the best possible outcomes for pupils during these meetings. Intervention programmes, planned by senior leaders, are put in place to support pupils who are not making expected progress. Assessment data and outcomes from monitoring are used to inform the School Development Plan and the school's professional development programme. When introducing new curriculum and assessment initiatives staff are consulted and insets held to clarify misconceptions and that there is no unnecessary addition to workload.

SEND

Quality first teaching forms part of the first wave for all SEND pupils; planning for the pupils who do not access the national curriculum at age-appropriate levels is done by the class teacher, with the delivery of the adapted curriculum forming part of quality first teaching. The main elements however, are delivered by trained additional adults, under the guidance of class teachers. This enables teachers to dip in and focus on pupils not accessing the national curriculum regularly, and also discuss and initial their work to ensure quality meets the school's high expectations.

SDP PRIORITIES:

- Ensure outcomes of the English and maths review continue to impact on standards and increase the number of pupils achieving the expected standard and greater depth in writing increases, with an emphasis on boys writing.
- More rigorous monitoring of formative assessment to ensure that lesson planning is based on accurate and frequent assessments to meet the needs of all pupils including the lower20% and more able.
- Provide opportunities for teachers to observe and share outstanding practice with a focus on greater depth.
- Develop Google Education and the use of the media to inspire those who are hard to engage with writing.
- Develop and embed a consistent curriculum for high-needs SEND pupils
- To raise the percentage of pupils for combined expected standard (reading/writing/maths)

Three year progress results 2017-2019

Impact

- Attainment & Progress
- Reading
- Writing
- Maths

	School progress score	Progress description	LA state- funded schools	England state-funded schools
Reading				
2017	-0.4	Average	1.5	0.0
2018	-2.2	Below average	1.8	0.0
2019	-2.2	Below average	1.9	0.0
Writing				
2017	0.2	Average	2.6	0.0
2018	0.7	Average	2.1	0.0
2019	0.4	Average	1.9	0.0
Maths				
2017	-0.1	Average	3	0.0
2018	-1.9	Below average	3.5	0.0
2019	-2.5	Below average	2.7	0.0
Expected standard in RWM				
2017	60%		70%	61%
2018	61%		76%	64%
2019	59%		76%	65%
Higher standard in RWM				
2017	5%		11%	9%
2018	5%		13%	10%
2019	7%		16%	11%

EFFECTIVENESS OF LEADERSHIP & MANAGEMENT

AREA OF FOCUS	EVIDENCE & COMMENTARY
VISION & ETHOS	<p>Leadership and management are continually developing. A new head teacher was appointed and the format of SLT was changed since September 2021 SLT and staff share a clear vision of high expectations for all despite challenging circumstances. Our SLT provides quality pedagogical support to all teachers so that training is personalised and teaching is good to outstanding. All staff and subject leaders are supported to build knowledge and skills to consistently improve the curriculum.</p>
STAFF DEVELOPMENT	<p>Curriculum and subject leadership has started to develop with an eye for potential which will help to ensure sustainable leadership at all levels. Effective succession planning ensures the school maintains standards of leadership into the future. Professional development needs are identified through monitoring and link to the school development plan. NQTs receives mentoring, resulting in rapid progress. Leaders undertake national professional qualifications such as NPQH & NPQSL. Leaders are ambitious in providing high quality education for all pupils. Induction of new staff is rigorous and strong support is available to all pupils. St James is committed to equality of opportunity, inclusion and the Equality Act, 2010</p>
STAFF WORKLOAD & WELLBEING	<p>Leaders are committed to staff wellbeing and regularly consult on ways to reduce teacher workload. Staff are consulted on new policies and initiatives to take account of workload and report support for leaders</p> <p>Personal interviews are conducted bi-annually with the HT to gauge staff satisfaction. We have a range of wellbeing strategies, e.g., staff counselling available. Newham Psychology Service, Drama Therapist</p> <p>This is evident from attendance figures which have not only remained high but improved last year, this is due to the level of support the senior leadership</p>
GOVERNANCE	<p>The Governing board is robust in holding the school to account. They know the school well and present effective challenge and support to leaders. Governors are well trained and contribute valuable skills to impact on school improvement. Link governors for each curriculum area and safeguarding have termly visit.</p>
SAFEGUARDING	<p>Leaders have developed a strong culture of safeguarding. Safeguarding teams in school have ensured all staff are vigilant to signs of risk or harm. Pupil mental health and well-being are carefully supported and pupils are aware of the need to keep safe in the wider community. The team reaches out to families and focuses on school readiness, overcoming barriers to learning, and responding to local and national priorities such as mental health, signposting them to appropriate agencies and services.</p> <p>The school employs a Drama Therapist two days a week to support the mental health of individual pupils and going forward will also be working with some groups who face similar issues. The safeguarding team meet regularly to discuss pupils on their caseload and what</p>

the next steps might be for those pupils. In addition, a CAMHs clinician comes into school every half term to discuss cases that meet the threshold for CAMHs involvement; where it does not, they support the school with strategies which could be employed to support pupils and families.

PARENTAL ENGAGEMENT

We have very high attendance at parent events e.g. Meet The Teacher Evening for each year group. We conduct an annual parent survey, as well as Parentview surveys at events such as Parents Evening and the results feed in to the school development plan.

SDP PRIORITIES:

- SLT to devise a termly calendar for progress and standards monitoring. Observations and monitoring are more frequent and effect quicker improvements on pupil outcomes.
- To continue to develop subject leader accountability so that all leaders are unanimous in their ambition for the best for all St James' pupils.
- To develop a more rigorous CPD programme and appraisal process for support staff.
- Subject specific CPD devised for staff and support staff based on arising needs of the school
- *To continue to develop the ability of staff to cater for the learning needs of L20%, especially, those pupils who require an alternate curriculum to enable them gain access.*
- *To systemise the tracking of progress for pupils following an alternate curriculum.*
- *To continue to involve parents' voice in their children's provision in school.*
- To raise the attainment of boys so that more boys achieve GLD (Greater Level of Development)
- Research and implement strategies to further support summer born pupils to ensure they achieve in line with their peers
- Provide additional CPD opportunities for all staff at all levels to ensure support for pupils is of the highest standard

BEHAVIOUR AND ATTITUDES

BEHAVIOUR

Behaviour and attitudes are outstanding. Pupils demonstrate high levels of respect for each other. They recognise and celebrate differences. Behaviour is positive in classrooms and playgrounds. Pupils uphold the school's core values of care, consideration, courtesy and cooperation. Pupils play an active part in the life of the school through, school council members, lunchtime buddies etc. All staff have consistently high expectations of behaviour and low level disruption is not tolerated. Behaviours for learning are always positive and pupils show strong resilience in their learning. Relationships between staff, pupils and parents are very positive. Pupils feel safe and well looked after in school.

Our behaviour policy focuses on connection with children and understands the causes of unacceptable behaviour. Children have a sense of responsibility and fairness.

Our 'time out' system, which is a consequence for consistent low-level disruption or unsociable behaviour, has proved very successful at reducing incidents with a reduction of children using the 'time out' table. Our monitoring shows that classroom disruption is extremely rare. Exclusions are rare. We have had one fixed exclusion in 2019 and no permanent exclusions.

ANTI-BULLYING

Incidents of bullying, including cyber bullying incidents, are rare but when they do occur they are dealt with swiftly and effectively. The potential dangers of bullying and use of social media are regularly addressed in class, assemblies, parent's meetings and newsletters. Racist incidents are rare and are dealt with swiftly and followed up with lessons focusing on equality and tolerance.

ATTENDANCE

Children's attendance is well above the Newham and National average consistently. Our in house attendance officer robustly and successfully tackles persistent absence. Our attendance rate is 95.6%. Our persistent absence rate is continuously monitored and followed up.

FAMILY SUPPORT

St James supports families in many ways. Our learning mentor, SEND lead and safeguard lead work with external agencies to ensure vital crisis support for parents, so that pupils living in difficult circumstances do not have their schooling interrupted. The impact is that St James' has one of the highest attendance rates in the local authority.

ATTITUDES TO LEARNING

Pupil satisfaction is high, resulting in 97% attendance as children want to come to school and not miss out on memorable experiences we continually provide. Pupil conferencing gives children a voice and children are fully involved in the decision-making processes within the school (e.g. school council) to ensure that children are happy and enjoying learning.

SDP PRIORITIES:

- Develop strategies for key pupils to support emotional wellbeing using.
- Keep training up to date with all staff for consistency of approach.
- Ensure the 4Cs are consistently embedded into school life.

PERSONAL DEVELOPMENT

St James & BRITISH VALUES

The school goes above and beyond the expected to enable all pupils to have access to unique and meaningful experiences that would be unavailable to them outside of school and make St James an exciting place to learn. All disadvantaged pupils have priority in after school clubs. Speech and language therapists, sports coaches, first aiders all support personal development, character and wellbeing. Character education is embedded through teaching our 4 core values (care courtesy consideration and cooperation) which permeate school life. Pupils are confident in understanding the St James values and are taught about these in assemblies, PSHE and other areas of the curriculum. They are praised and encouraged to demonstrate these values in their approach to school life.

Pupils develop resilience in a rich learning environment that promotes strong spiritual, moral and social cohesion. Leaders offer strong pastoral support and pupils are highly knowledgeable about physical and mental health well-being. Pupils are aware of age-appropriate relationships, they respect differences and understand fundamental British values.

Pupils have a global perspective and are well prepared for life in modern Britain.

HEALTHY LIVING INCLUDING SEMH

SEMH is very well provided through assemblies, lessons and school events. As a result, pupils are kind and caring and understand how to regulate their emotions. Staff have all received CPD on how to support pupils with social and behavioural difficulties. We have a sensory room, which we use to help pupils regulate their emotions. Healthy lifestyles are promoted e.g. choice of school menu as well as PE, well-being and PSHE lessons

PSHE & SMSC

Our school vision is 'to aspire to excel in knowledge, faith and love.' This vision is built into curriculum planning and delivery, whole school homework projects and educational visits. Pupils demonstrate care and concern for issues locally and globally e.g. homelessness in our community, sustainability issues such as overfishing and the impact of single use plastic on the environment.

CAREERS GUIDANCE

Pupils are taught to be ambitious through values education. We showcase their talents to enable them to develop confidence, oral presentation skills and work ethic. We educate the children about multiple intelligences so they can identify their strengths e.g. logic, language and creative thinkers. Teachers make the curriculum relevant by linking to real world opportunities whenever possible – this is aimed at motivating pupils to work towards potential career goals from an early age.

The school regularly takes part in 'The Brilliant Club' where more able students have the opportunity to visit universities, participate in lectures and tutorials as well as writing a graded essay.

EQUALITY & DIVERSITY

This is a strength. The diversity of the school community is reflected in staffing and pupils that come from various countries and ethnicities. Racist incidents are very rare. Different cultures are celebrated e.g. we have cultural evenings and celebrate international events. The children feel valued as their cultures are represented in everything from the school menu to our uniform.

SDP PRIORITIES:

- To develop the support given to new mid-phase admissions (particularly those with little English or no previous schooling) so that they can settle into learning and wider school life quickly.
- Continue to add additional after school activities to engage hard to reach pupils.
- To further develop 'Cultural Capital' within the school

JARGON BUSTER

ARE	Age Related Expectation
CPD	Continuing Professional Development
CPSHE	Citizenship and Personal Social and Health Education
EYFS	Early Years Foundation Stage
GLD	Good Level of Development
KS2	Key Stage 2
NQT	Newly Qualified Teacher
PSHE	Personal, Social, Health and Economic Education
RMW	Reading, Maths, Writing
RWI	Read Write Inc
SDP	School Development Plan
SEMH	Social, Emotional & Mental Health
SEND	Special Educational Needs & Disability
SLT	Strategic Leadership Team
RHE	Relationship & Health Education
EXS	Expected standard
GDS	Greater depth