

Tyssen School Self Evaluation Review

School Context

Tyssen Community School is a fully inclusive hub for all groups in the community. It is an amalgamation of a Primary School, Day care and a Children's Centre. The school is 1 of 3 schools in Hackney which has a resource provision for ASD children and one of the few mainstream schools across the country with ASD Accreditation. The provision is also extended to children from other local schools with ASD.

The school is a culturally diverse 2-form entry school. There are currently approximately 438 pupils on roll of which 60% have English as an additional language (35 languages), The school is situated within an area of high socio-economic deprivation as witnessed by national indicators for housing, unemployment and average income. The school's catchment area is situated within the 10% most deprived political wards in England. The demography of the student intake reflects the wide cultural diversity within the location that it serves – i.e. 18.7% Black African, 18.3% Caribbean heritage, 16.9% Asian heritage, 6.2% TKC Heritage, White British 5.7%, 1.4%, Eastern European and 12.1% other ethnic groups. The stability of the school population is very low but this is well managed by the school. The assessment and induction of new arrivals is very strong. A large proportion of new arrivals come with little or no English. The proportion of pupils' eligible for the pupil premium is higher than national expectations at 44%. The proportion of pupils who are on the EHCP register is significantly higher than national figures.

Attendance mirrors figures nationally and absence is vigorously tackled by the school and LA Attendance Officers who work closely with external agencies to ensure all children are in school. Tyssen has a large extended schools team including family support practitioners, clinical psychologists, speech and language therapists and other health and community professionals. The school builds strong relationships with parents through workshops on how to support children at home and also through offering adult education opportunities such as ESOL and NVQ qualifications that can lead to future employment. We also have a thriving PSA who work closely with the school by holding numerous fund raising events, coffee mornings and art workshops. We work with the Orthodox Jewish community through partnerships with local Jewish groups and have established links with family and organisations throughout the area. Community links and partnerships are strong. Breakfast, lunch and a wide range of other after school clubs and interest clubs provide wider opportunities for children and their parents. Tyssen is open throughout the year providing excellent day care and other activities during the holidays. Tyssen also offers a Saturday school for year 6 and Spring and Summer schools. Activities are for families in the community including respite for families with children with additional needs

The most recent OFSTED inspection (2013) has graded the school as Good with some features outstanding. This judgement has been supported and verified by the LA SIP who has noted the school's continual drive for improvement.

The effectiveness of leadership and management is judged to be at least Outstanding

- Leaders, governors and staff have a shared, common vision and focus on rapid improvement through carefully planned actions
- There is a wide, varied and engaging curriculum that ensures pupils have a 'thirst for knowledge'
- Performance Management sets clear and ambitious objectives linked to the school priorities. Targets for each teacher supports the drive to improve pupil progress.
- SSER, SIP and CPD plans are aligned to ensure a coherent and well-structured approach to school improvement.
- Post holders are able to lead and promote high levels of achievement through clear and effective action plans, well developed support systems and robust self-evaluation
- The quality of teaching is good and improving further through rigorous monitoring and professional development.
- EYFS provision is highly effective including the early identification of vulnerable under 5s
- Governors fulfil their responsibility to support the school in the efficient management of financial resources, ensuring the best use of resources
- The school have achieved accreditation for our ASD provision from the NAS and the Quality Mark for Basic skills.
- Middle leaders show capacity to ensure monitoring processes are robust

To ensure outstanding standards the following issues need to be addressed:

- Governors continue to further develop their skills and understanding in order to challenge the school and ensure that they have a rigorous cycle of monitoring and control, building on the current developing practice, to ensure that deployment of resources is excellent and benefits all groups of pupils.
- Middle leaders to act as role model practitioners to colleagues by sharing outstanding practice through target setting, open classrooms and continual professional dialogues.
- To strengthen the engagement of feeder/ external providers (PVI) for school readiness.
- To embed effective strategies for engaging parents and carers in their children's learning as well as community cohesion activities
- Continue to make rapid improvement in core curriculum areas for boys, disadvantaged children and SEND
Investigate the accreditation for Science, Art, Healthy Aschool Bronze award and International Schools award.

The quality of teaching, learning and assessment is judged to be at least GOOD

- Teaching across all year groups and all subjects is consistently good or outstanding (including NQTs).
- Lesson observation is part of the school monitoring programme and each teacher is observed initially in the autumn term by an SLT member. Teachers who need support or we feel they are moving to the next level, i.e. good to outstanding, receive a coach to support them.
- Work looks, professional dialogue and learning walks support the lesson observations in obtaining an overall judgement of teaching standards.
- Marking, diagnostic feedback and pupil interactions are monitored consistently by subject leaders and senior leaders.
- Performance management targets are closely linked to lesson observations, SDP and the teacher standards.
- SEND children benefit from consistently good or better differentiated or personalised programmes of study developed in collaboration with children, families and professionals
- Non-negotiables - based on national professional standards - have been set and are continually monitored by leaders.
- Stimulating classroom environments lead to enhanced support for learning.
- High expectations for planning, skilful questioning, observation and reflective practice means that learning is maximised.
- Additional adults are used effectively: supporting, motivating and teaching pupils.
- From the guidance given in marking, most children know and understand their next steps to improvement (targets) and are developing confidence in evaluating their learning. (March 2017 pupil voice)
- Improved systems to support EAL and new arrivals to the school are impacting on new arrivals during the year
- Assessment for learning is strong and the impact can be seen through the rigorous monitoring and assessment cycles.
- New assessment procedures are now embedded and staff can confidently discuss the needs of their children during termly meetings i.e. pupil progress meetings, AAM and annual reviews
- Robust moderation processes inhouse and borough wide ensure consistency with judgments
- Curriculum has been developed to ensure quality reading is embedded.

To ensure outstanding standards the following issues need to be addressed:

- Approximately 40% of teaching time is rated as outstanding we need to ensure that more good teachers move to outstanding by implementing a bespoke programme to support each individual through coaching
- Ensure all new teachers are monitored and supported so that all teaching across the school continues to be good or better.
- Implement CPD programme for teachers to meet the school priority needs and individual professional development needs identified through performance management.
- Support for NQTs and HLTAs through induction program as well as ongoing support.
- Deepen understanding of the new assessment procedures to ensure that pupils are rigorously assessed against the new national curriculum
- Continue the uncompromising focus on Quality First Teaching in reading, writing and maths to accelerate progress and ensure high expectations at all phases.
- Moderate the teaching and learning in writing closely to ensure consistent practice.
- Improve the attainment of high achieving pupils to exceed national expectations through highly effective planning and implementation of the new curriculum.
- Build on the success of the focus on writing and adjust the focus accordingly to improve attainment in reading for all groups
- Reading attainment reflects the transformation in the reading curriculum.

Personal Development, Behaviour and Welfare of Pupils is judged to be OUTSTANDING

- Behaviour at Tyssen is outstanding. Children tell us that their lessons are engaging and free from disruption enabling them to enjoy their learning.
- The vast majority of parents tell us that their child feels safe in school and that the school deals effectively with the few incidences of unacceptable behaviour that occur (Parent feedback November 2016)
- Children are aware of different types of bullying including cyber bullying. Highly positive outcomes from the previous anti bullying review with pupils.
- Pupil voice is obtained regularly through circle time, school council, house meetings and dialogue with Senior Leaders
- E-safety is a priority. All pupils have repeated training annually at the start of the year on the safe use of e-technologies. All pupils have Internet permission slips signed by parents; this is updated annually with the internet and e-safety policies. Information sharing and training with parents is offered termly. Good links with police and Tier 2 services to heighten awareness of community issues (gang crime)

- Specific behaviour needs are addressed through monitoring and personalised programmes of support. The school has regular fire evacuation drills and has an emergency evacuation plan. The most recent drill was completed successfully in May 2016.
- Ofsted stated that the children at Tyssen 'adore' coming to school.
 - Peer mentoring and young interpreters contribute to a safe and positive learning environment
 - Low rate of exclusion due to highly effective systems that integrate at risk pupils
 - Rigorous tracking systems are in place for vulnerable children including those with medical needs
 - Years 1-6 receive emergency first aid training
 - Children leave the school having achieved a good level of cycling proficiency
 - Improved family awareness of other cultures, traditions and practices through wider community events.

- Children are clear about what procedures to follow in order to keep themselves safe in school and know which adults they can turn to if they feel scared or in trouble; they know they will be listened to.
- Health and safety around the school premises are well managed and pupils are safe. This applies equally to their welfare when they are on off-site visits.
- The school works very effectively with outside agencies which offer additional support for the high number of pupils with need
- Tyssen values linked to British values are introduced weekly during assembly and explored throughout the week in class. Children and parents are aware of the values being enthused and praise is linked to the display of the values.

To maintain outstanding standards the following issues need to be addressed:

- Attendance figures will need to be tracked and monitored so that they are in line with National figures
- Continue to Improve attendance and punctuality for all groups of children
- Further involve pupils in school initiatives and working with the wider community
- Promote behaviour management skills so children are able to resolve issues surrounding behaviour more independently

Outcomes for pupils is judged to be at least GOOD

Progress EYs – KS1	2014	2015	2016	2017
EYFS NI72 / GLD	61	66	75	77.3

EARLY YEARS

Our end of EYFS profile shows a GLD in line with national age related expectation at 75%. Most children start school with knowledge and skills below national expectations. High quality provision within EY, and innovative strategies, including, 'In the moment teaching' are addressing any gaps in the profile.

Attainment Standards	2014	2015	2016	2017
Phonics Y1 – Y2 retakes National: 81 – 67	83	73 - 68	83-73	88-60

Phonics Screening

The number of children passing the phonics screening test continues to grow in both year 1 and year 2.

Attainment Standards	Reading	Writing	Maths
KS1 Expected 2017	81	77	79
National 2017			
2018 Predictions			
KS1 Greater Depth/Higher Achievement	32	21	25
National 2017			
2018 Predictions			

KEYSTAGE 1

Age expected attainment at KS1 is above national expectations as are the number of children working at greater depth in all three areas. Current Interventions targeting potential greater depth children through additional VCOP, Destination reader, 1-2-1 reading support and other interventions as appropriate. All interventions are for a set periods and monitored through Pupil Progress meetings to ensure impact.

Attainment Standards	Reading	Writing	Maths	GSP	RWM
KS2: Expected 2017	76	80	82	78	70
National 2017	71	76	75	77	61
2018 Predictions					
KS2: Greater Depth / Higher Achievement	12	11	10	19	4
National 2017	5	23	19	26	5
2018 Predictions					

Progress Measures KS1 to KS2	R	W	M
Progress	-0.6	+0.3	+0.3
Floor target met	y	y	y

KEYSTAGE 2
The amount of

Children meeting expected levels in writing and maths is above the national average whilst reading is significantly below. Reading is a priority this year across the whole school and we are working closely with other schools and the LA.

Our progress from kKS1 to KS2 indicates that we have met this year's floor standards. As our figures range from negative to positive and they straddle 0 then our progress is sufficient

Personalised learning programmes, including 1-2-1 tuition, streaming, after school homework clubs and Saturday school have been put in place to accelerate learning for targeted groups

Black Caribbean children perform below the other ethnic groups. These children are supported through a variety of interventions including coaching and 1:2:1 support. Attainment overall is broadly in line with national expectations for all year groups.

Baseline data for all new children (Foundation stage and new arrivals) shows that the majority of children arrive working below national standards. The end of key stage scores show that by the time they leave Tyssen progress is good or better.

To ensure outstanding standards the following issues need to be addressed:

- Focus on identified at risk groups to ensure good or better progress.
- Continue to target the use of PPG funding to provide opportunities for accelerated learning opportunities and provide enrichment activities
- Improve the attainment of high achieving pupils to exceed national expectations
- Rapidly improve attainment for almost all groups closing the gap to national expectations.
- Ensure that In all year groups and across subjects, progress is consistently strong for each different starting point

The effectiveness of the Early Years provision: The quality & standards are judged to be at least OUTSTANDING

- Over half of children are judged to be below age expected levels in every area of learning on entry. Children make rapid progress in their learning from these starting points (we judge this to be four or more steps of progress). On average, 80% of children made 4+ steps of progress over the year.
- In 2016, children in Reception achieved above national and Hackney levels (69% children achieved GLD). We were in line with national levels in 2015 (61%)
- Children made accelerated progress and achieved highly in both Physical Development and Communication and Language. This is due to targeted intervention groups led by specialised staff.
- We are closing the gap between children with PP and the rest of the cohort, (in 2014 the gap was 11%, in 2015 the gap was 11% and in 2016 the gap was 1%).

- We judge behaviour to be outstanding in the Early Years, with clear management systems that are rigorously and consistently adhered to by all staff. Children feel safe and secure to learn and be independent.
- Assessments are made in teams and then moderated at regular points. A range of evidence is used to support assessments that results in consistent and accurate judgements. Assessments are undertaken by all staff through in the moment teaching and learning. This is through observations, photos and samples of work. Assessments are moderated regularly by the team, the EY Lead and externally by Hackney learning trust
- Parents are actively involved in their children's learning, which we encourage and support through open mornings in Reception, trips, events, Profile afternoons and meeting, open door policy, stay and play sessions, trips, workshops, Parents/carers are met with every half term when it is their child's special week to give the families targets to work on at home. The children also have a clear voice in their learning and input into this regularly.

<ul style="list-style-type: none"> • Quality of interactions between staff and children is judged to be at least good, with a culture of high standards and expectations for all. Interactions and staff knowledge of the children is outstanding. Staff are confident to teach all learners with excellent differentiation. • The curriculum is balanced with child-initiated learning. The environment is inspiring and reflective of the current learning needs of the children. The curriculum is taught through the children's interests at all times. In the moment approach allows next steps to be met immediately enabling accelerated progress for all learners. 	<p>To ensure outstanding standards the following issues need to be addressed:</p> <ul style="list-style-type: none"> • Increase the percentage of children achieving Expected or better in Reading and Writing (Literacy Strand) to at least 82%. (both were 81/79 % in 2016, our lowest two strands, both were 76% and 69% in 2015). • Sustain the percentage of children achieving GLD so it remains above national. (it was 75% in 2016, 61% in 2014) • Continue to target identified groups from the initial assessment to ensure that gaps are minimal for gender, ethnicity and ppg by further tailoring support to individuals.
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Overall effectiveness is judged to be at least GOOD

<ul style="list-style-type: none"> • Our rich, diverse and balanced curriculum ensures that children at Tyssen are taught a variety of subjects by at least good teachers. Our profile of outstanding teaching is gradually improving. • Children experience good levels of progress from relatively low starting points due to quality first teaching and targeted intervention and booster programmes. • Changes to the curriculum and assessment have been successfully implemented and the school are working within the national guidelines. • Our assessment strategies are robust which ensures that every teacher knows the children's capabilities and tailors the curriculum to suit individuals. Inclusion for all is a strong ethos of the school. • Behaviour for learning across the school is outstanding as children have developed a keen sense of identity which means they are increasingly more independent when dealing with day to day issues. 	<p>To ensure outstanding standards the following issues need to be addressed:</p> <ul style="list-style-type: none"> • Although children do well from their starting point we need to raise achievement across the school so it is in line with national standards. • Increase the number of children working at greater depth/higher standard • Narrow the gaps between targeted groups i.e PPG in year 5 • Increase the percentage for attendance of all groups of children
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