

Holmleigh Primary School: School Development and Evaluation

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School Context

- Holmleigh is a one form entry school primary school located in Stamford Hill in a unique and diverse community. Teaching staff, support staff and leadership are all stable. We are proud of our school and driven and ambitious for everyone: children and staff.
- There are 212 pupils on roll with 54% boys and 46% girls. The Early Years consists of one Nursery class and one Reception class.
- The school has a mixed socio-economic community, with 16 out of 17 possible ethnic groups on roll. There are 38 different languages spoken, with EAL pupils making up 75% of the school roll, compared to 21% nationally, placing the school in the highest quintile. Turkish is the most common additional language spoken, and the school ensures that the staff includes staff native in this language.
- The deprivation indicator places the school in the highest quintile of all schools nationally. Currently 35% of pupils are eligible for Free School Meals (23.8% nationally).
- There are 39 pupils with SEND, making up 18% of the school roll. Currently, 5% of pupils have an Education, Health and Care Plan, placing the school in the highest quintile (2.1% nationally). Currently 13% of pupils receive SEND Support (12.6% nationally). The high proportion of SEND is in the following categories: SEMH (36%), ASD (36%) and Speech and Language (18%). All proportions are above national averages.

Previous OFSTED Inspection 2015: Outstanding

What does the school need to do to improve further?

Ensure a greater proportion of the most-able children in the early years provision make rapid progress by rigorously checking their academic progress and putting in measures to accelerate it where appropriate.

To address the above the Early Years lead reviewed the provision for more able pupils, and the collection and application of achievement data. Implementation and monitoring of systems and practice includes training for all EYFS staff. This now evidences a clearer narrative of progress for all groups of pupils, resulting in:

- Raised awareness and expectations amongst all staff about child initiated and teacher led learning.
- New assessment procedures involving all staff.
- Improved planning, learning environment and displays.
- Ongoing programme of support and quality assurance for practitioners through monitoring of lessons and modelling good practice within a flexible team.

Overall Effectiveness: Good

Leaders judge the school to be good in all areas. Pupils join Nursery and Reception with a range of abilities. A significant majority have low entry points and many barriers to learning. Leaders and teachers work with great determination to plan a broad and engaging curriculum that focuses on skills progression, to ensure that children finish their primary school career ready for the next stage in their schooling. At the end of KS2, results at the expected standard are consistently in line or above National Averages. At a higher standard there has been a dip in GDS outcomes in writing this year, however results are typically in line or above. Exceptional levels of care, guidance and support ensure that pupils with SEND make at least good progress from starting points.

We are passionate about providing the best provision for all our pupils to ensure that they leave Holmleigh as confident, competent and motivated learners; responsible citizens with an inquiring mind. Our pupils demonstrate consistently positive attitudes to learning, are eager and ready to learn. Typically, attendance is good. Pupils respond well to the high expectations of the staff in terms of behaviour and achievement. The school consistently promotes the extensive personal development of pupils through enriching experiences, including wide-ranging extra-curricular activities.

Leaders at all levels have a clear and ambitious vision. They use this to drive change and raise standards. The Governors have high expectations for provision and outcomes for all pupils and are proactive in holding the school leaders to account. Safeguarding is robust, with effective action taken where needed to ensure pupils are safe and well cared for. To support leaders and help drive further improvement, the school makes good use of external partnerships and consultants such as our School Improvement Partner, LA consultants and SEND specialists. We build strong relationships with an extended network of external professionals to enable effective support teams to be developed around identified pupils and their families.

School Development Priorities: Strategic Priorities

1. Embed a comprehensive model of writing across the school.
2. Embed the new schemes of work for science and humanities.
3. Ensure a consistent model of high quality adaptive teaching across all curriculum areas.
4. Maintain a high quality ethos and reading provision in line with school expectations and values.

Quality of Education: Good

The quality of education provided is consistently good, with some areas of excellent practice. Pupils receive consistently good or better teaching which ensures that they make good progress from individual starting points and are well-prepared for the next stage of their education. The established curriculum is broad, balanced and inclusive; celebrating the richness and diversity of the school community. Leaders have developed the curriculum to ensure that learning is effectively sequenced and consolidated over time. Pupils make links to prior knowledge and have numerous opportunities for reasoning and application using newly acquired skills and concepts. Staff value the training and professional development opportunities on offer; with systems in place to ensure effective dissemination across the school.

We prioritise and foster a love of reading. The ethos and teaching of reading is an ongoing part of our school improvement cycle, to ensure it remains the effective cornerstone of our provision. This is supported by an engaging library and an environment that celebrates authors and readers. Following a review, we are in the process of embedding a systematic and rigorous approach to the teaching of early reading to ensure that a greater proportion of pupils leave Reception and Year One with high levels of phonic knowledge and fluency. Across the school, whole class reading lessons ensure that pupils develop the vocabulary and comprehension skills they need to become confident and fluent readers by the time they leave the school.

Broader pupil development, including developing cultural capital, is catered for through rich and diverse curriculum experiences designed to reflect the school community and encourage the highest aspirations for all pupils. This includes regular trips, visitors to the school and a range of extra-curricular clubs led by teachers and support staff. The school engages in exchange programmes including the Comenius European exchange project, Erasmus Project and Erasmus Plus Robotics Projects. The school has also represented the United Kingdom at the Children's Day International Festival in Turkey since 2011. These experiences are embedded within the culture of Holmleigh and give children the opportunity to experience other cultures, develop new friendships and broaden their horizons.

High expectations for planning, adaptive teaching and on-going assessment support the quality of provision for all groups of pupils. Leaders are quick to identify pupils with SEND. They utilise SEND systems and work closely with the SENDCo to ensure that appropriate support is put in place to help these pupils thrive academically and socially.

Evidence to support the judgement of Good:

Our curriculum is constructed using National Curriculum expectations. We continue to review and develop our long term and medium-term curriculum planning to ensure a precise and structured progression of knowledge and skills from Nursery to Year 6 that deepen over time. Regular leadership observations and book-looks across all subjects increase evidence that pupils receive a range of opportunities to deepen and broaden learning, make links to prior knowledge and reasoning using newly acquired concepts. Assessment outcomes demonstrate that all groups of pupils are making good progress. Pupil interviews evidence that pupils articulate their learning and links to prior learning well.

Our curriculum is rich in oracy, key skills and real life experience to support the high percentage of EAL and disadvantaged pupils. Enhancement of the curriculum through visits, visitors and extra-curricular activities has always been a real strength of the school. Children engage well with specialist teaching in Art/D.T, Music and Spanish. Teachers demonstrate a high level of ambition for their pupils and the ongoing use of questioning; vocabulary building and application are features of our agreed pedagogy.

The curriculum is constantly reviewed by leaders to improve provision. Subject leaders are knowledgeable of school standards and areas for development. They produce informed action plans for their subjects that link with whole school priorities. They ensure relevant CPD and training support expectations for teaching and learning. There is a consistent focus on developing oracy and high quality adaptive teaching. Quality assurance is undertaken through half termly monitoring, with individual and whole school feedback informing the next steps. All groups of pupils make at least good progress from starting points.

Reading is high profile and books are celebrated through home reading, reading for pleasure and a systematic approach to diverse text exposure. Once children's early reading skills are embedded, we foster a love of reading through a rich range of reading opportunities which provides breadth, challenge and no cap to their reading enrichment and development.

We have developed how synthetic phonics is taught to ensure that it is taught systematically, and pupils make good progress. The number of pupils passing the Y1 phonics check in July 23 has increased from the July 22 benchmark. By the time pupils enter KS2, the significant majority can read fluently and decode unknown words using phonic cues. The KS2 Destination Reader Programme supports the strong foundations built in KS1, and inspires pupils to read and enjoy texts. As a result, pupils are able to articulate a good comprehension of the texts that they read. Tracking systems ensure that children read regularly both at school and at home and that pupils who are falling behind catch up quickly. KS2 reading outcomes are consistently above national averages.

The writing curriculum results in children developing skills in planning, spelling, grammar and punctuation, writing, editing and publishing. These are always rooted in first hand experiences or topic related work. Discrete spelling and vocabulary sessions ensure children's vocabulary and spelling are age appropriate. Monitoring evidence demonstrates that writing progress is good across the school. A priority for the school is to continue to improve our writing outcomes. This year there is a particular focus on writing at a higher standard across KS2 .

The carefully structured mathematics curriculum centres on number, key knowledge and skills with opportunities for application and problem solving in a range of contexts. The focus is on mastery and building confident mathematicians. Pupils are challenged and achieve at a high standard. Outcomes at the end of each key stage demonstrate strong progress and achievement. Outcomes at the end of KS2 are consistently above national averages.

A priority for the school is to ensure consistently good or better teaching across all subjects. Lesson planning demonstrates the high expectations held for all groups of pupils. Leaders continue to train and support staff to ensure a strong foundation of pedagogy and subject knowledge. A range of curriculum documents are in place to support planning and delivery. This includes subject and year group curriculum mapping, progression documents and knowledge organisers. Teachers have a clear understanding of the sequence of learning across the school and within their year group. High quality CPD, team teaching, quality assurance, marking and moderation support teachers and support staff to continue to develop their knowledge and understanding. The CPD programme is linked both to school improvement priorities, with opportunities for personalised learning. Leaders regularly review coverage and outcomes to provide tailored support for teachers and support staff as required.

The school systems for assessment and evaluating the effectiveness of provision mean that pupil needs are quickly identified. Our assessment cycle gathers evidence from day to day work, regular testing, and ongoing teacher assessment. Formative assessments in reading, writing and mathematics are used to inform provision at all levels. These identify concrete next steps for underperforming or coasting pupils, as well as an opportunity to discuss the impact of teaching on pupil performance and challenge this where needed. Termly Progress Meetings provide the forum for all relevant professionals to review provision and outcomes. The impact of Wave 1, 2 and 3 interventions are assessed. Pupils with additional needs are assessed and staff resources are deployed to support pupils particularly those with SEND and disadvantaged pupils.

Careful planning is undertaken for pupils with SEND. Medium term plans set objectives to enable progress and engagement for this cohort of pupils. This planning follows the same principles as age expected groups: unit objectives, delivery and assessment processes. Scaffolding and adaptations are made to allow pupils to access the age appropriate curriculum where appropriate. The offer for this cohort includes therapeutic support, speech and language, gross motor and communication skill development. This ensures that pupils make excellent progress from starting points. Small group teaching is used within a planned approach for individual pupils.

Leaders are continually working to ensure and evidence that the marking and feedback policy is consistently used and is used to a high standard. We continue to monitor the quality of feedback linked to learning objectives and success criteria. Teachers give feedback using incisive questioning and high-quality marking to provide good opportunities for pupils to make next step improvement. Recent moderation/ monitoring has shown greater consistency in teacher feedback and pupil responses.

Planning for oracy and pupil voice is a cornerstone of the curriculum provision. As a result, pupils are keen to contribute ideas and they show an enthusiasm for learning. They are able to articulate how teachers help them to improve. Pupil views on their learning are ascertained through the Pupils Curriculum Committee, subject leadership discussions and pupil surveys.

The school has developed a set of values to encompass British Values. Our values: Trust, Respect, Empathy, Kindness Integrity and Resilience inform our curriculum and are designed to develop character, conduct and academic achievement of our pupils. Links are made to cultures within our school community to bring learning to life and this continues to be developed. A determined effort is made to raise awareness of injustice and racism so that children make links to their own heritage and can challenge oppression. As a result, children respect differences and know how to give their views confidently and sensitively. We have recently participated in a local Heartstone project, where our pupils worked with the police on building relationships in a context of anti-racism. This culminated in our school being chosen to give a presentation by pupils to Council Members.

Parents are well informed and active partners in the school. Meet the Teacher sessions, Parents' Evenings, termly learning overviews, half termly year group newsletters and Parent Into School events, e.g. weekly reading sessions, ensures that parents are well informed as to how well their children are progressing and improvement areas. Parent surveys demonstrate consistently positive feedback and provide a useful opportunity for the school to make changes based on parental ideas and suggestions.

School Development Priorities 2023/24: Quality of Education

- Raise the attainment of Year 1 phonics outcomes, in line or above the national average.
- Embed a consistent and comprehensive model for writing across the school.
- Continue to embed high quality SEND systems and robust graduated response.
- Ensure that high quality adaptive teaching and interventions are embedded for all groups of learners; supporting the continued drive to raise attainment for specific groups: disadvantaged pupils, boys and higher ability pupils.
- Continue to develop the leadership team to ensure good progress of skills in subjects, excellent curriculum design, modelling and outcomes for all pupils.

What our pupils say about the Quality of Education (taken from pupil voice interviews)

- Our pupils are extremely positive about the quality of learning experiences. In the most recent round of pupil voice interviews (October 23) pupils said:
- They enjoy being in school, and that they learn well as their lessons are fun and interesting. 'We do lots of experiments in science and play games in maths.' (Ziyad)
- They are expected to work hard, they get help when they are stuck, and teachers show them how to improve their work.
- All children behave well, and children are friendly.
- Children know that adults will help if they have a problem and that they will be listened to. 'I know what DSL stands for and I know who the DSLs are.' (Lily)

Quality of Education in Early Years: Good

All groups of learners demonstrate strong progress from starting points as a result of the high expectations of adults. Consistently good or better EYFS provision is in place across outdoor and indoor settings. The planned curriculum facilitates a wealth of opportunities for all children to develop skills and independence across the seven areas of learning. Cultural capital is supported through a range of external visits, visitors, themed and focused days.

Reading is at the heart of our curriculum. Due to the low starting points of the majority of our pupils, we ensure particular attention to the development of language and oracy through a language rich provision and role play activities. Our curriculum is highly responsive to pupil needs and results in a wide variety of activities which stimulate interest and curiosity in all areas of learning. This is supported by a well-resourced and highly stimulating environment.

A robust and systematic approach to phonics teaching starts in nursery. Regular monitoring and assessment inform CPD and high quality phonics teaching. From a typically low baseline, the percentage of pupils attaining or exceeding a Good Level of Development has been in line or above the national percentages for the last two years. Strong foundations enable children to thrive in Year 1; supported by robust transition processes and a well-structured curriculum. Early identification of pupils with SEND is a key feature of EYFS support and provision.

Evidence to support the judgement of Good

The leadership of the EYFS is very strong. Regular monitoring of provision and assessment informs CPD and improvements. Where there are areas of weakness, action is swift. Improvements to delivery and outcomes are tracked and celebrated. As a result, children make good progress. The annually updated EYFS handbook clearly outlines expectations of curriculum provision and assessment and has been produced in collaboration with staff and in line with national guidance.

Our rich and broad EYFS curriculum is highly responsive to pupil need, whilst maintaining high expectations. This results in a wide variety of activities that are planned to engage all pupils and enable them to develop their own creativity, confidence, skills and independence. As a result, pupils quickly become familiar with learning approaches which are collaborative and have high expectations regarding levels of concentration and engagement. We pay particular attention to the development of language and oracy through a language rich provision and role play activities. The curriculum is planned sequentially to build on prior learning and activities are adapted to capture interest and take advantage of our diverse school community. These are modelled expertly by the EYFS lead, with a programme of partnership teaching and CPD in place to embed expectations. The use of innovative and creative approaches to themed learning, e.g. pupil assessment tools, as well as static opportunities to read, write and count results in a highly purposeful indoor and outdoor environment. Pupils benefit from specialist teaching in Music, Art and Spanish.

The school understands the importance of quickly developing reading in the early years. We dedicate time and energy to developing a love of books from the start of Nursery. Systematic teaching of phonics, alongside a well-managed home reading programme ensures that pupils develop confidence, and typically read and write well. Reading/ story books are celebrated across the setting and children benefit from both independent and group reading activities. Parents are encouraged to read with their children, talk about the pictures and what they have heard. Our weekly visits to the library, parents' reading sessions and workshops are designed to model to parents the importance of early reading and to enable them to support their children effectively at home. Reception age children access daily phonics teaching, daily supported reading sessions and have access to free reading at all times. The EYFS curriculum enables children to make links with a range of texts, use books and other reading materials well and values the importance of reading at all stages. Phonic levelled home readers are also sent home.

The early identification of pupils with SEND is paramount. Needs are identified and interventions set with adequate support in classes and for the families in understanding their child's needs. Funding is accessed and support plans are in place. Smaller groupings and carefully thought out adult-to-child ratios enable children to access the curriculum, making good, relative progress from on entry points.

The quality of teaching from teachers and support staff is consistently good and as a result all groups of children make rapid progress. Accurate assessment informs both group and individual needs which supports teachers to be efficient. Precision teaching is evident for all pupils so that incremental learning can be tracked and recorded and reviewed amongst the teams. This results in all staff knowing the specific needs of the children and the adaptation of planning to meet evolving needs is integral to the curriculum offer.

Parents are actively engaged in both pupil profiling and supporting children in learning through a variety of well attended visits, activities and workshops as well as parents' evening and review meetings. Evaluations demonstrate that parents value these opportunities and are keen to be involved. Harder to reach parents are targeted by staff to support their engagement.

Safeguarding policies and child protection procedures are followed consistently and reviewed regularly. All staff have regular safeguarding training and paediatric first aid training.

Strong foundations built in the EYFS enable children to thrive in Year 1. Careful transition throughout the Summer term is managed with staff, families and pupils, supported by the well-structured curriculum.

School Development Priorities 23/24: Quality of Education in Early Years

- Continue to use baseline data to assess needs of the cohort and steer planning.
- Ensure that the pitch of independent learning for key groups, (disadvantaged pupils, boys and higher achieving pupils) results in rapid progress from baselines.
- Further enhance independent learning opportunities through high quality adaptive questioning; both inside and outside.
- Embed the new EYFS framework in line with statutory guidance.

Behaviour and Attitudes: Good

Behaviour and attitudes are consistently good. This is evidenced through a range of internal and external judgements; including SIP reports, link governor visits and the work with partnership services. High expectations and effective use of systems such as 'The Holmleigh Way' ensure pupils behave well, reflect meaningfully and make good choices. We support pupils to manage emotions and make positive behaviour choices. Pupils have positive attitudes to learning and take pride in their progress. They enjoy working cooperatively with peers.

The leadership team responds quickly to support staff and pupils. Where there are underlying causes for behaviour that is less than good, the senior leaders provide advice promptly and seek external support when necessary. Systems for managing punctuality and attendance provide a clear structure for addressing absence. Hard to reach families are nurtured and valued.

Relationships among pupils, families and staff are positive and respectful and this supports the work of the school. We also build strong relationships with an extended network of external professionals that enable effective support teams to be developed around identified pupils and their families.

Evidence to support the judgement of Good

The strong and positive school ethos is supported by high expectations for behaviour and relationship building across staff, parents and pupils. In the classroom teachers hold high expectations of pupils and support them to make positive behaviour choices through the embedded use of 'The Holmleigh Way.' Good or better behaviour is typical across the school; both in the classrooms and around the school building. Observations of teaching and work within pupil books demonstrates that pupils show a consistently positive attitude to learning and are eager and ready to learn. They take pride in their work and the school. Low level or off task behaviour is quickly redirected, with minimum disruption to learning time.

Pupils demonstrate consistently positive attitudes to learning and take pride in their work and the progress they make. A strong focus on oracy has supported pupils when expressing themselves and listening and responding to each other. Typically, pupils have the confidence to talk about their work and explain their thinking. Feedback and observation demonstrates that they enjoy working cooperatively with their peers and benefit from this approach. Pupils are keen to celebrate each other's success.

Across the school pupils conduct themselves well and are friendly, helpful and courteous. This is frequently commented on by external visitors. 'The Holmleigh Way' provides a basis for our expectations of pupils' behaviour. 'The Holmleigh Way' includes our school values, our pledge, playground rules and the Give Me Five approach. Our 'Word of the Week' helps pupils to understand the choices that they can make to keep safe and well in body and mind. Our newly appointed School Council representatives support this work.

Behaviour is managed consistently well, with a focus of positivity and success. Staff communicate with parents about their child's positive choices or share concerns at the end of the day. Weekly BIG Book celebration assemblies recognise children who have regularly followed 'The Holmleigh Way', with the names of these pupils shared with parents via text messages. All staff are committed to supporting pupils to manage their emotions. This is supported by a strong PSHE curriculum. Staff are well trained in the impact of trauma and attachment on child development and understand that behaviour is a form of communication. Staff use our emotions fans to help children identify their emotions and strategies they can use. Staff understand that before children can self-regulate, co-regulation helps build up their soothing strategies. Where pupils have made poor choices or experienced conflict, staff support them through restorative conversations.

Allegations of unkindness or bullying are rare. When any concerns are voiced they are treated seriously and are followed up promptly and effectively. Children understand the types of prejudice based behaviour, and how to deal with it. All children have participated in Anti-Bullying Week activities, Internet Safety Days and acquired knowledge backed up in workshops from Young Hackney, assemblies and lessons. Pupils are aware of cyberbullying and what to do if they encounter it. They are regularly encouraged to identify which members of staff they would speak to if they have any concerns and they can name staff with whom they would speak to with confidence. Following any allegation, feedback is provided to all parties concerned and staff are informed so that they can monitor the situation on an ongoing basis.

The leadership team responds quickly when staff or pupils need support. Our weekly staff meetings, regular SENDCo 'drop in' sessions and termly pupil progress meetings are used to share information and concerns about pupils. There is careful planning for pupils with SEMH needs, with evidence of improvement over time. Where there are underlying causes for difficulties with behaviour or learning, the SENDCo observes pupils and provides advice promptly, seeking multi-agency advice and support where necessary. The school works closely with external agencies such as CAMHS, the Educational Psychology Service, Young Hackney and Re-Engagement Unit to secure positive outcomes for pupils. As part of the Hackney Wellbeing and Mental Health in Schools (WAMHS) programme, the school receives fortnightly support from a CAMHS clinician with the aim of supporting pupil and staff well-being and positive mental health. The clinician has undertaken surveys with families and staff and used feedback to enhance support in these areas. A pupil survey will take place at the end of the Autumn term.

Systems for managing punctuality and attendance provide a clear structure for addressing absence and include regular communication with parents. Persistent absence is rare. Absence is monitored weekly by the school attendance officer, with support from the LA attendance team each term. Swift referrals are made if necessary. The school works closely with target families and will only authorise up to five days absence per year for exceptional circumstances. The vast majority of children arrive at school on time. We offer free breakfast club space to families who struggle with punctuality and hold regular meetings with families to help identify ways the school can help and support improved punctuality and attendance. We work with the local authority and hold parents to account for attendance which is causing concern.

The school has worked with many children with challenging behaviour. This includes pupils excluded from other schools, who have been successfully re-integrated back into mainstream education. Exclusions and suspensions are very rare. The last permanent exclusion was in 2010. There has been two one-day, fixed-term suspensions issued in the past five years.

Safeguarding policies and child protection procedures are followed consistently and reviewed regularly. Leaders work with LA consultants to ensure these are up to date and in line with best practice. All staff receive regular safeguarding training and updates.

School Development Priorities 2023/24: Behaviour and Attitudes

- Develop the evidence base to document good or better provision.
- Develop case studies for key pupils to evidence improvement over time.
- Use outcomes from the pupil questionnaire to further develop provision and engage pupils.
- Continue to proactively address attendance and punctuality of a few families with support from the local authority and develop case studies and reports to show the impact.

What our pupils say about Behaviour and Attitudes (taken from pupil voice interviews)

Pupil voice interviews evidenced that pupils are exceptionally happy in their friendships and relationships with no instances of bullying reported by the wide range of pupils interviewed.

- They are excited and motivated to learn.
- They have positive attitudes towards learning and work with diligence, purpose and enthusiasm.
- They are aware of their rights and know why it is important to 'speak out and stay safe.' (Mahir)
- They are aware of 'The Holmleigh Way' and how they 'help every child to learn and do their best.' (Amaka)
- They understand the importance of being at school every day. 'If you're not at school, you're going to miss an important part of your education.' (Anaaf)
- Children know that adults will help if they have a problem that they will be listened to. 'If I am feeling sad, I can speak to the teachers.' (Ale)

Personal Development: Good

Developing pupil voice, confidence and leadership are cornerstones of Personal Development across the school. Our curriculum is designed to allow pupils to develop and practise the knowledge, skills and qualities that they need to develop in order to become happy and responsible citizens who make a positive contribution to their community and the wider world. The curricular approach, alongside extra-curricular activities and a focus on building cultural capital, ensures that pupils are exposed to a wide range of experiences and teaching. As a result, they demonstrate an excellent understanding of concepts such as social justice, the importance of healthy lifestyles, positive mental health and SRE. They are acutely aware of issues related to the local environment and sustainability, supported by activities such as the Nature Club. On-line safety is promoted and integrated into the curriculum at regular and appropriate points. Pupils are responsive and reactive to current global issues and current affairs e.g. pupil initiated fund-raising for the people impacted by the Turkish earthquake and the Moroccan earthquake.

We co-ordinate support for pupil well-being and mental health in a variety of ways. Our WAMHS worker works closely with the school to ensure that positive pupil mental health is at the centre of its rationale. Pupils engage in a range of activities and events to improve their connectivity and broaden their outlook. A range of opportunities are available for pupils to represent their class and school, including holding positions of leadership and responsibility. The school's commitment to improving oracy and embedding cooperative learning across the curriculum provides pupils with opportunities to develop confidence, resilience and co-operation.

Evidence to support the judgement of Good:

Our school values of Trust, Respect, Empathy, Kindness Integrity and Resilience permeate everything that we do. They are embedded with whole school policies, systems and teaching. These values are celebrated weekly in our BIG Book assembly and discussed regularly in assemblies and circle time. Pupils are taught to take responsibility and respect each other's beliefs, differences and cultures through our school assemblies, lessons and workshops from external agencies e.g. Young Hackney.

Our pupils are knowledgeable and respectful of the cultures and beliefs of others. Through our teaching, we provide a framework for them to state their opinions, listen to the viewpoints of others, make judgements and take action. The planned curriculum, assemblies and extra-curricular activities helps them to understand and respond to current global issues and national/local current affairs. This includes fundraising initiatives (some of which are pupil initiated), assemblies and campaigns. This results in well informed and articulate pupils with valid opinions about local and global issues.

Through the curriculum, pupils are taught how to keep themselves safe from relevant risks, including when using the internet and social media. They have a good knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating. We have themed weeks/days on Mental Health, Healthy Living & Anti-Bullying as well as having a Computing, PSHE and Science curriculum that provide opportunities to embed these life skills. All pupils are aware of how to report concerns and who to report them to. All staff

undergo training in safeguarding practices and have had the Prevent awareness training. Pupils and staff report that they know how to stay safe online, what to do if they feel unsafe and how to raise concerns.

Our Well-Being and Mental Health Policy identifies how we coordinate support for pupil well-being and mental health. Staff receive regular training on attachment and trauma theory and also know that they can seek specific support from our WAMHS clinician, who provides regular opportunities for teachers to come and talk about pupils in their classes. The clinician also works closely with the school lead for mental health to ensure that policy and practice are analysed and adapted so that good support for pupil mental health is at the centre of its rationale. As a result, pupils and staff feel well supported at school. A range of physical and mental health initiatives and campaigns across the school. This includes our daily morning exercise. We enable children to ask questions and make informed choices about their own health. School sports funding is used to provide specialist tuition in fencing and canoeing and mountain biking. The school participates successfully in a range of Hackney sporting events including, gymnastics, Bike Around the Borough and Young Hackney Personal Best.

The school's commitment to developing pupil oracy and embedding co-operative learning enables pupils to work well independently, in groups and as whole classes. Using approaches such as Talk for Writing and Destination Reader, pupils receive numerous opportunities to develop as confident and articulate speakers. Policies, CPD, coaching and monitoring embed these key strategies. As a result, pupils develop resilience, teamwork, and the ability to learn reflectively. Our PSHE curriculum includes themes relevant to our local context; including celebrations of diversity, belonging and inclusion. A range of opportunities are available for pupils to develop responsibility through leadership roles within the school. This supports pupils to exercise leadership and communication skills and develop their understanding of democracy. Roles include School Council, Librarians, Reading Champions, Curriculum Ambassadors and Lunchtime Monitors. Building on the success of these roles, further opportunities will be developed this academic year.

Broader pupil development, including developing cultural capital, is catered for through rich and diverse curriculum experiences designed to reflect the school community and encourage the highest aspirations for all pupils. This includes regular trips, visitors to the school and a range of extra curricular clubs led by teachers and support staff. The school engages in a large variety of competitions, and events that focus on literature, art, music and science. Each year the school hosts Holmleigh's Got Talent. Through music teaching and additional clubs, every child has the opportunity to participate in performances within school and local venues, including the Hackney Music Festival. Over the last few years the school has engaged in the following international projects:

Comenius Project: The school participated in a Comenius European exchange project with schools in Italy, Poland, Germany and Turkey. 22 children and 11 teacher visits took place between 2011-14. This added huge cross-cultural value as well as providing great personal development for pupils and excellent CPD for teachers.

Erasmus project: Through our Erasmus Project and Erasmus Plus Robotics Project over 126 children have visited 10 countries. The children, all from Years 5 and 6 stay with host families, attend our partner schools and take part in lessons. These trips give children the opportunity to experience other cultures, develop new friendships and broaden their horizons.

Children's Day International Dance Festival in Turkey: For many years now, children from Holmleigh Primary school have represented the United Kingdom at the Children's Day International Dance Festival in Turkey. The children stay with Turkish families, enjoy being pupils in a Turkish school and perform a dance that is televised to millions of people.

School Development Priorities 2023/24: Personal Development

- Continue to ensure that our school values and pupils' personal development needs are fully subsumed into our school curriculum.
- Continue to embed high quality Circle Times across the school.
- Develop playground buddies and peer mediators.
- Develop wellbeing ambassadors.

What our pupils say about Personal Development (taken from pupil voice interviews)

Those who took part in the pupil voice interviews held very positive views about the school provision.

- They understand and appreciate the school values, aims and aspirations. 'The Holmleigh Way helps us all to learn.' (Khamoy)
- They know what helps them to learn and that resilience is about bouncing back, but also about what can grow from our mistakes.
- They understand the importance of celebrating and respecting each other's beliefs, differences and cultures through our school curriculum.
- They are confident, well mannered, polite, and articulate and represent themselves and the school exceptionally well.
- They enjoy having visitors at school, workshops, visits to museums, theatres and abroad. "They help us to be more confident.' (Emily- Rose)

Leadership and Management: Good

Leaders at all levels drive change and raise standards. They have clarity and focus regarding their expectations and their role to ensure the highest standards for all pupils, both academic and personal development. Action planning, modelling, monitoring and review are used to develop teaching and learning. Leaders support teachers to deliver a high quality curriculum through a programme of coaching, partnership working and quality assurance. Feedback to teachers is precise and followed up. The school meets all statutory requirements for safeguarding.

Governance across the school is strong. Governors have high expectations for provision and outcomes for the children. They are proactive in holding the school leaders to account in a constructive way through a clear link visit schedule. The well-executed structure, enables them to be strategic and understand the current position of the school both pedagogically and financially.

Leaders strive to ensure that teachers are consistent in their use of behaviour systems, learning environments and quality of teaching. This is supported by a strong collegial approach to support for each other and sharing best practice. Performance management is undertaken for all staff, with targets relating to whole school priorities. A relevant and robust professional development plan is in place that dovetails to school priorities. Ongoing feedback from improvement priorities and the termly overviews are communicated to all staff.

Safeguarding is robust with effective action taken where needed to ensure pupils are safe. There are regular link visits from Governors and audits completed from external bodies around health and safety. Rigorous safer recruitment practices are in place.

Evidence to support the judgement of Good:

Expectations of leaders are high. Leaders understand the impact they can have on children and families and challenge and support staff, children and families in pursuit of excellence. All leaders are enabled to monitor, support and improve their subject and have coaching and training to help them do so. Action planning, clear direction, modelling, monitoring and review are essential to the development of teaching and learning. Documentation evidences the planning, support and challenge that they provide to enable high quality provision. Consistency is a feature of effective leadership and leaders work hard to ensure that teachers are consistent in their delivery of curriculum expectations, their use of behaviour systems, learning environments and adaptive teaching. New teachers receive clear direction so that consistency is developed in teaching and learning. Carefully planned CPD is informed by the development priorities and ongoing monitoring. There is a focus on leadership at all levels, and all staff benefit from high quality training. The school makes good use of external partnerships and consultants to support leaders and help drive further improvement e.g. SIP, advisers, SEND specialists.

Leaders tightly monitor the assessment cycle to ensure that all pupils make sustained progress. Monitoring and use of data ensures that interventions are well matched to pupil needs, and gaps are identified where rapid progress is required. Leaders have clear expectations for improving teaching. They respond quickly when areas for improvement are identified and model expertly to all staff. Pupils typically make good progress from their starting points in all subjects. A core principle is to ensure inclusive teaching for all groups of pupils and leaders work hard to enable this with their subject area. This is supported by an ethos that ensures leaders and staff know the children well.

The wellbeing of the pupils, staff and families is central to the school's positive ethos. This is evidenced in the strong teaching and ethos that allows pupils to manage their own emotions, reflect, change and be learning ready. Careful assessment, analysis and reflection ensures that any additional support for pupils and families is tailored to need, monitored and reviewed. The school is reflective about any concerns raised by children, staff or families. The open culture of the school enables ideas, problems and solutions to be openly discussed and reviewed.

The school values and development plans have been clearly communicated to all stakeholders and are continuously modelled and integrated by leaders. Well-structured routines and meetings enable good communication at child, parent and staff levels. This is demonstrated by the strong inclusive ethos across the school community. Effective communication also means staff have their voices heard. Through carefully planned CPD, staff are brought along a school improvement journey. Staff feed into whole school decisions and curriculum development plans. New ideas and initiatives are welcomed and continue to enrich the school provision. Performance management is closely linked to the development priorities outlined in the SDP and to the professional development programme. It is used with high impact to develop all staff to deliver the key priorities as well as to develop future leaders.

The school meets all statutory requirements for safeguarding. Safeguarding procedures are robust with effective action taken where needed to ensure all pupils are safe. There are regular external audits of our safeguarding and Health and Safety systems and an annual Safeguarding report to governors. Safeguarding policies and child protection procedures are followed consistently and reviewed regularly.

There is a highly constructive and ambitious dialogue between the school leadership and the governing body. Governors are well informed of the current school context and challenge robustly when needed. Governors are proactive in attending termly visits to the school and in undertaking link governance roles. They have high expectations for outcomes and provision for pupils. They are highly effective in holding the school to account and in driving on-going improvement.

School Development Priorities 2023/24: Leadership and Management

- Continue to develop the new leadership team to ensure they have the skills to deliver an effective and consistent curriculum model.
- Build upon the established curriculum including delivery of CPD resulting in high challenge for all pupils across learning opportunities.
- Ensure that curriculum intent, implementation and impact can be robustly evidenced by all leaders.
- Continue to ensure good or better SEND provision with a consistent approach to adaptive teaching.
- Continue to ensure that teacher workload is managed and ensure policies offer efficiencies whilst maximising impact on pupil learning.
- Continue to develop the involvement and impact of the Governing Body.