



East Sheen Primary School

Self-Evaluation Form Summary

This one-page document summarises the school's more detailed 'Self-Evaluation Form', reflecting on school performance in the academic year 2023/24

Our most recent Ofsted report, which judged the school to be 'Outstanding' in all areas, can be found [here](#).

Context: East Sheen Primary School is a large, three-forms-of-entry primary school in Richmond-upon-Thames. The school has a diverse community, with 46% of pupils having English as an additional language, and 14% of pupils being eligible for the Pupil Premium Grant. The school is inclusive and proud of its strong support for pupils with SEND. The school has a Specialist Resource Provision (SRP) for children with Social, Emotional & Mental Health (SEMH) needs, which also provides a strong pastoral support base for all pupils. The school is an accredited Thinking School, earning an 'Award of Excellence', as well as winning awards such as Eco Schools Green Flag (Distinction), Attachment Aware Schools Award (Bronze), and being a partner school in the trailblazer cluster for the Mental Health Support Team. It uses these initiatives, as well as its impressive school site and facilities, to support pupils to succeed in line with the school's core values of pupils being happy, curious, resilient and kind.

Quality of Education: Outstanding

- Pupil outcomes for all statutory assessment measures in '23/'24 were above national and better than local averages after 'KS2 Checking Exercise'.
- Progress measures for '22/'23 (most recent) were 'above' or 'well above' average, with particularly high scores for progress of disadvantaged pupils.
- The full curriculum is delivered to all pupils, and adaptations are successfully made to ensure all learners access key learning. Staff training and preparation time is prioritised for this.
- Research-informed pedagogical practices are used consistently across classes and curriculum subjects to maximise pupil knowledge (including embedded 'Rosenshine's Principles of Instruction', Thinking School methodologies, and carefully designed 'Writing Journey').
- Early Reading is taught effectively with strong outcomes.
- Curriculum design is effectively planned to ensure broad coverage, sequential learning, opportunities for retrieval and securing knowledge into long-term memory. The school provides curriculum support to other schools
- Thinking Schools and Environmental Intelligence strands enhances the ambitious curriculum.
- Assessment is used effectively through questioning and 'in the moment' feedback to ensure misconceptions are addressed.

Behaviour and Attitudes: Outstanding

- Effective and consistent use of trauma-informed behaviour policy (implemented as part of the Attachment Aware School's Award).
- Monitoring (observations, surveys, outcomes) shows pupil behaviour is excellent in lessons and unstructured times, and pupils and parents feel that behaviour – including bullying – is dealt with by the school well.
- Zones of Regulation used across the school to support behaviour regulation, including the use of regulation stations, and wellbeing areas around school.
- Behaviour systems based on respect, reflection and rewards, including 'Respect Tokens', 'House Points' and 'Merit Cards' for example.
- Pupil attendance is better than national averages, and the school works in partnership with families and external support agencies to secure good attendance.
- Pupils have strong sense of community responsibility, supported through environmental intelligence, pupil voice (captains, PLT, etc.), habits of mind, and embedded SMSC education.

Personal Development: Outstanding

- Curriculum design supports personal development, for example by embedding environmental responsibility, SMSC and life-long learning habits through the Habits of Mind, Thinking Hats and Thinking Maps.
- Pupil voice is encouraged, celebrated and acted on, for example through the PLT, governor conferencing and in the pupil survey.
- 93% of pupils say that school helps them to respect others.
- Assemblies are used to support pupil development, by celebrating achievement and allowing self-expression, including initiatives such as the 'Helping Hands Cup'.
- The extracurricular offer is large (47 extracurricular clubs), and broad with clubs varying to meet different pupil needs, support for children with disadvantage or SEND.
- Educational visits are well-planned and support cultural capital, curriculum knowledge and personal development.
- Pupils hold a range of leadership responsibilities, for example being members of the 'Pupil Leadership Team', 'House & Sports Captains' 'Junior Librarians' or 'Playground Buddies'.
- Partnerships with external agencies (e.g. local secondary schools, faith groups, charities and community youth groups) are used effectively to support pupil opportunities and development.
- The school is an active part of the Mental Health Support Team, and uses support effectively to support pupils.

Leadership and Management: Outstanding

- Clear distributed leadership is in place, and leaders are aware of statutory duties and the common priorities to improve.
- Curriculum leaders are supported with additional time and training to develop their leadership skills in different subjects.
- There is a robust monitoring system in place to ensure strong curriculum delivery, as well as targeted governor monitoring of EAL, PPG, SEND and Safeguarding provision.
- CPD is targeted and accessed by all levels of staffing, including using in-house expertise, local authority networks and accessing training through The National College.
- External further development is encouraged in staff: Teachers engaged in NPQs (3), MEds (1), SPA[RK]Ed research projects (3), and bespoke leadership projects (2).
- ECTs are effectively supported to achieve well, and the school was praised in its quality assurance visit for the Early Career Framework induction it provided.
- Staff survey demonstrates exceptionally high staff satisfaction: 100% are proud to work here and feel the school challenges pupils to make good progress; 94% agree that leaders consider their wellbeing.
- Safeguarding is effective.

Early Years Provision: Outstanding

- Outcomes are high in EYFS for all pupil groups
- Well planned transition programme from June before joining school supports children in readiness for school; SEN needs identified early and support put in place.
- Outdoor environment used effectively to support all areas of learning (writing area, mudkitchen, chickens, diggerland, waterplay, phonics play, etc.)
- EYFS is led well, and staff engaged in effective CPD (e.g. NPQEYFSL, Med).
- There is clear rationale for how the curriculum in EYFS (following 'Development Matters') links with the curriculum planning of the rest of the school – all subject curricula begin in EYFS, and whole-school pedagogy is introduced here (e.g. Thinking Schools methodologies and Environmental Guardianship).
- Educational visits (e.g. postbox, farm) and visitors (fire brigade, vets, police) support understanding of the world.
- Early Reading is taught well using RWI, and it is taught straight from the start of the year, with parent talks given in October to support home learning.
- Learning is supported through high-quality adult-child interactions and child-led learning experiences.