

## School Self Evaluation Form 2022 - 2023

Thomas Buxton Primary School Buxton Street London E1 5AR	Number of Pupils on Roll: 432 October 2022	Current Ofsted Judgement: Outstanding January 2017
Tel : 0207 247 3816	Website <a href="http://www.thomasbuxton.towerhamlets.sch.uk">www.thomasbuxton.towerhamlets.sch.uk</a>	Previous Ofsted Judgement: Good June 2012
DFE Number 211/2828 URN Number 100930	Headteacher: Lorraine Flanagan	Chair of Governors: Md. Pervez Qureshi

### Our School Vision

Our community prepares our children for the future that they will create

### Our School Values

**Contribute, Respect, Enjoy, Aspire, Team Work, Enquire**



### Overall Effectiveness: Outstanding

Thomas Buxton Primary School is a highly effective organisation, but it will never be a complacent one. The school has significant capacity to sustain what has been achieved and to further develop the range and quality of the provision. Senior leaders are relentlessly ambitious and consistently aim for outstanding outcomes in all aspects of the school's work. The promotion of pupils' spiritual, moral, social and cultural development underpins all aspects of children's learning and their experiences at school. This is evidenced in the high standard of behaviour throughout the school, the high levels of engagement and enjoyment seen in lessons and the positive relationships between all parts of the school community.

### Our Curriculum

The exceptional curriculum offer (Intent) and enrichment opportunities ensure that children make excellent progress from low starting points. Our curriculum drivers (Implementation) underpin all that we do to support effective learning across all phases of the school. Skilled teaching ensures that children develop the skills and knowledge to succeed at each stage of their time in the school. Children are exceptionally well motivated to engage with challenge at all points and across all curriculum subject areas. Building on excellent foundations in the Early Years, our children are confident and secure learners as they make the transition into KS1. On leaving at the end of KS2, our children are well prepared for the next stage in their school life. They are articulate, confident and able to make links between their experiences in the school and the wider world.

Our high expectations for all children are modelled by all in the school community. The commitment to securing early reading and maths fluency is evidenced in effective curriculum implementation at all points in the school. The high quality of outcomes across the curriculum is evidence of our impact. Responding to the diverse range of needs within our community ensures that we remain flexible and adaptive in mapping our curriculum across ages and subjects.

## School Context

Thomas Buxton Primary School opened on 26<sup>th</sup> April 2011 following the amalgamation of Thomas Buxton Infant School and Thomas Buxton Junior School. The school is a larger than average, 2 form-entry, community maintained school with up to 480 pupils on roll. Children are aged from 3-11 years old. The school is in a single-storey building with spacious, well- resourced outdoor areas for play and learning.

We are situated in Whitechapel, within the London Borough of Tower Hamlets, an area of considerable socio-economic contrasts. It is a diverse and vibrant area with good access to all that the capital has to offer. There is a community farm next to the school which offers children the opportunity to experience rural and city life simultaneously. The deprivation evidenced in the immediate vicinity of the school is juxtaposed against; the wealth of the City, the traditional food services on Brick Lane and the new energy of the modern media industry spreading out from Shoreditch.

## (Inspection Data Summary Report valid to 2019. IDSR update due October 2022 )

Characteristic	2018	2019	2021	Comparison
<b>Number on roll</b>				
School	431	438	438	Well Above Average
National	281	282		
<b>% Free school meal eligibility (FSM6)</b>				
School	42%	38%	35%	Above average
National	24%	23%		
<b>% SEND Support</b>				
School	8.4%	6.8% (13%)	11%	Close To Average
National	12.4%	12.6%		
<b>% SEND EHCP</b>				
School	5.1%	4.1%	5.3%	Well Above Average
National	1.4%	1.6%		
<b>% EAL</b>				
School	92%	85%	71%	Well Above Average
National	21%	21%		
<b>% Stability</b>				
School	86%	86%	81%	Close Average
National	86%	86%		

## Contextual Factors

A significant number of our pupils are entitled to Free School Meals, and other contextual indicators associated with educational underachievement suggest that many of our children are subject to considerable socio-economic disadvantage.

Most of the children live close to the school or in adjacent wards with over 60% of households being overcrowded (2011 Census). Our outstanding pastoral support helps us to do everything we can to overcome these barriers to learning, narrow the opportunity gap and equip our pupils with the skills they need to succeed.

Although many of our children start school with skills which are well below the age-related expectations, the vast majority meet or exceed national expectations in English and Mathematics by the end of KS2. The majority of children do not speak English at home and, on entry to the Nursery, many have low verbal skills; their level of independence is also very low. 2021 data shows 77% of children were assessed as being at aged 3-4 Emerging for Speaking which is significantly below ARE. 23% of children were assessed as being well below. They make rapid progress through their time at Thomas Buxton Primary School. We are proud of this achievement, particularly in view of the contextual indicators. However, we are always striving for more, and we have ambitious plans to take our children's attainment to even greater heights.

In 2022 the proportion of pupils with SEND Support is currently above the national rate, with currently 82 children identified as requiring additional support (18%). There are 24 children with an EHCP (5%) and a further 58 (13%) recorded on the SEND register. There is effective provision for pupils with SEND and AEN through dedicated teaching staff and resources. Effective intervention mapping and early identification ensure that support for children and families is targeted appropriately.

The school has recently observed a shift away from above average stability to a level of 81% with many families choosing to stay in the local area for education even if they do move home further away. However, the impact of economic change is being felt in increased mobility of the school community. The home language of the Bangladeshi children is mainly Sylheti which is an unwritten dialect of Bengali. Most of our older pupils attend classes outside school to learn to speak, read and write in formal Bengali and Arabic. Parents have varying degrees of literacy which is dependent on whether they are first, second or third generation born in this country. Parents who have themselves been pupils at the school value the close relationship between school and community. The school is highly regarded by parents. 92% of parents said that they would recommend the school to others (SIP Data 2021/22)

## **Staffing**

A dynamic, committed and cohesive staff team work to ensure that teaching meets the needs of children as individuals. Staff are supported by leadership and management which is outstanding. There are clear systems and structures for all aspects of the school's work. Governors support the work of the school in a range of ways; they work with the leadership and management team to scrutinise, challenge and hold all to account so that there is a clear strategic direction for the school.

## **Awards**

Thomas Buxton Primary School has twice achieved Gold for the UNICEF Rights Respecting Schools Award. This work exemplifies the importance of the Charter in providing a foundation for Personal Development and Behaviour and Attitudes across the school.

## The Impact of Covid

The school has provided exemplary support both academically and pastorally throughout the pandemic. From being a local hub school for the children of key workers and vulnerable children to ensuring that every child and family was actively engaged in remote learning: the school was relentless in meeting the needs of all. The successful return to school has been evidence of the impact of the security that children felt about learning and the strength of relationships across the school. Expert planning of the curriculum both through remote learning and whilst children were in school mean that the gap in attainment is lower than might be expected.

<b>Previous Inspection Targets - Section 5 Inspection January 2017</b>	<b>Impact of Action Taken</b>
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| <ul style="list-style-type: none"> <li>• <b>Ensure that thorough analysis of pupils' progress identifies any underachievement of groups of pupils as promptly as it does for individual pupils.</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>The school has made excellent use of the PiXL programme to ensure effective catch up for all children. The forensic tracking of children's understanding of knowledge and the effective use of intervention to address those gaps means that no group is further disadvantaged.</b></li> </ul> |
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