

## Thomson House School Self-Evaluation Document

Headteacher: AMANDA LETCH

Chair of Governors: KELLY MCEVOY

Date: Sept 2023

### School's context

Year	2019-20 (Nat)	2020-21 (Nat)	2021-22 (Nat)	2022-2023 (Nat)
Roll	360 (281)	360 (278)	364 (278)	375 (278)
PAN (Pupil Admission No.)	28	30	30	30
Attendance (pupils)	96.4%	98%	95%	96.4%
Attendance (staff)	96.5%	96.9%	95%	97%
Gender (M/F)	52%/48% (51%/49%)	51%/49% (51%/49%)	51%/49% (51%/49%)	49%/51% (51%/49%)
FSM	6% (22 chn)	9% (32 chn)	10% (35 chn)	10% (36 chn)
PPG	9% (32 chn) (23%)	9% (31 chn) (25%)	10% (35 chn) (25%)	10% (36 chn) (25%)
SEND Support	9% (32 chn) (12.8%)	9% (32 chn) (12.6%)	9% (31 chn) (12.6%)	9% (33 chn) (12.6%)
EHCP	0% (0 ch) (1.8%)	1% (4 ch) (2.1%)	1% (4 ch) (2.1%)	1.8% (7 ch) (2.1%)
EAL	20% (73 ch) (21%)	23% (79 chn) (21%)	28% (104chn) (21%)	29% (107chn) (21%)
PLAC (Prev Looked After)	1% (3 chn)	0.3% (1 ch)	0.3% (1 ch)	0.3% (1 ch)
Fixed Term Exclusions	0%	0%	0%	0%
No. of Complaints and Complaints Upheld	1/0	1/0	0/0	0/0
No. of SPA Referrals / SPA investigations	1/3	2/1	2/1	6/2
Stability	76% (81%)	77% (82%)	77% (82%)	

**Leadership** – The Senior Leadership Team is under transition – in September 2022 the Executive Head moved to 3 days per week on a 2-year contract; a new Head of School (was Dep Head for 5 years) took over the day-to-day running of the school; an existing Dep Head undertook a new area of responsibility (curriculum). The Deputy Head on maternity leave

resigned (April 2023). The school appointed one new permanent Asst Head in April 2023. The EYFS Lead left in July 23. SENCo joined in Feb 2022. SLT intend to appoint Phase Leaders in Sept 2023. Support is in place for the team through an educational consultant and mentoring from Exec Head. (SDP 2023-24 L&M)

**Premises** – the school is on two sites, approximately 300m apart but divided by the mainline railway into London. One site, an old church building, has no outdoor space and houses Y4-Y6 (Upper School). To overcome the issue of no outdoor space the school has lengthened the lunch break period so that the children have lunch and walk to Mortlake Green for an hour of outside play each day. Morning break for Upper School children takes place in the school Hall. The roof of Upper School was repaired during the year (a CIF bid project). A new CIF bid will be submitted for replacement of windows (SDP 2023-24 L&M)

The Lower School site on Sheen Lane (YR-Y3) is situated on a busy road, next to a garage, opposite a working woodshed business and within a few metres of the mainline level crossing. Safety of the pupils is paramount. Consequently, the school regularly communicates safety messages to the whole community and educates the children in road and rail safety annually.

**Staffing** - the school continues to review its staffing model regularly to ensure a sustainable financial model. During the year THS seconded two part-time teachers to a local primary, who were struggling to recruit, which positively impacted the THS budget. Those teachers returned to THS in May 2023. To overcome the issue of finding quality teachers in recruitment drives, the school is training student teachers internally (4 in 2022-23 and 4 in 2023-24). THS works closely with the West London Teaching School Alliance, Roehampton Uni and E-qualitas to train students. The Exec Head is a Roehampton Mentor for student teachers, to help improve the training the school gives. THS also works with The Wandle Learning Trust to support early career development of teachers. (SDP 2023-24 L&M).

Staff attendance for 2022-23 was 97% (95% in 2021-22).

**Deprivation** – In 2022-23, THS had 10% deprived families (36 children on FSM/PPG). Whilst this is low compared to national data, it is a rising trend (8% in 2017-18). The economic downturn (Aut 2022) has seen increasing numbers of families needing to access foodbanks. The school continues to work with a local charity 'Share and Care Collective' which distributes food to those in need. Attendance is monitored monthly for the PPG children, with the Head of Sch seeing parents and encouraging engagement. The impact of this is that attendance of PPG children has improved from 91% (Dec 22) to 94% (July 23). The HoS is also PPG Champion. Teachers are trained by the Inclusion Lead in how to best support PPG children through Quality First Teaching. All children at THS participate in the enriched curriculum, irrespective of financial status, ensuring that cultural experiences are maximised for all. (SDP 2023-24 QoE) In 2021-22, 53% of PPG children participated in extra-curricular clubs; by February 2023, this had improved to 91%. The aim is to sustain attendance of PPG at clubs above 90% (SDP 2023-24 QoE).

THS uses funding from charitable trusts (Richmond Parish Lands Trust; Lord Cockfield Memorial Trust) to help support vulnerable children by paying for trips and music lessons. The school identifies families who are not in receipt of benefits but who are struggling financially ie the 'working poor', through open conversations and regularly sharing contextual knowledge as a team. Children from these families are supported through grants to help pay for clubs, music lessons, lunches, uniform, trips etc. The school has developed a process for identification of these families, has improved communication with these families and regularly offers support. (SDP 2023-24 QoE)

**EAL** - In Sept 2022, numbers of EAL stabilised at 28% of the cohort. Prior to this there had been a rising trend from previous years. 5 children were 'New to English' and received 1:1 support. The impact of this varied and will be reviewed next year.

In EYFS the language rich environment is aligned with the needs of EAL pupils, as is the whole school curriculum, which is underpinned by oracy. The Inclusion Lead regularly hosts CPD on QFT strategies to support EAL pupils in the classroom. Once fluent in English, internal monitoring shows EAL pupils make good or better progress across core subjects.

**SEND** – Numbers of pupils with SEND remain stable at 9% (33 chn). However, there is a rising trend with EHCPs as the school has 7 pupils with EHCPs (4 in 2021-22). There has been a marked increase in children with complex issues in EYFS (3 EHCPs this year) and several children with speech and language delays. Consequently, staffing was increased in EYFS, which, with improved training positively impacted the provision for those children. Next year, THS aims to highlight these issues with parents of pre-school children and offer coffee mornings to encourage talking with children. (SDP 2023-24 EYFS).

Within SEN Support, 8 children have a diagnosis of dyslexia; and 5 a diagnosis of ASC.

These children are supported through Wave 1 and Wave 2 teaching strategies, determined by their levels of need and the barriers to learning – THS offers a personalised approach to this.

Teachers use scaffolding; explicit instruction; technology; chunking; and flexible grouping (based on research from EEF) to maximise progress for this group. CPD included Adaptive Teaching techniques within Quality First Teaching. (SDP 2023-24 QoE)

**Diversity** – The context of the school is slowly changing. Since opening (2013) the White British group has decreased from 72% to 50% by July 2023, with the next largest declared ethnic groups being White Other (7%); White European (4%) and Any Other White Background (4%) - in general a high proportion of 'white'. Consequently, the school ensures a diverse range of role models are presented to the children, such as: important historical figures; famous artists, sculptors & designers; highly regarded authors; motivational speakers - all pupils benefit from the school's rich, broad and diverse curriculum coupled with the enrichment programme. (SDP 2023-24 B&A) Pupil outcomes are not noticeably impacted by ethnicity (July 2023: 100% of Y6 BAME pupils WA+ in R and W, 75% at WA+ in M).

**Mobility / Stability** – The educational landscape continues to be challenging as numbers of pupils in London are falling. In 2022-23, 19 children joined THS (excluding YR Sept intake) and 18 left, with a net gain of 1. New pupils settle quickly through a clear plan of support which includes the parents meeting the Head of School; class teachers liaising with the previous school; the allocation of a buddy; identifying gaps in learning quickly through formative assessment. Stability remains constant at 76%/77%

**Curriculum** – In 2022-23, curriculum reviews showed strong pedagogy, compliance to the curriculum, a consistency of approach across the school, and engagement of the children in their learning.

In May 2023, we entered 18 mathematicians for the UK's Junior Maths Challenge, attaining 5 gold, 6 silver and 3 bronze awards – much improved on the previous year (4 gold, 4 silver, 2 bronze).

During 2022-23 the EYFS curriculum and new RE curriculum were embedded – further work on RE required next year with new staff to ensure consistency (SDP 2023-24 QoE)

The Maths Lead is part of a TRG with the SW London Maths Hub. The Mastering Number Lead led a project involving parents in Mastering Number (NCETM). We continue our work on tighter cross-curricular links, consistency of approach and use of manipulatives. Maths outcomes remain strong (EoY Outcomes 2022-23)

Reading sessions were adapted in KS2, to align with the Little Wandle reading process in fluency, prosody and comprehension. The aim was to improve Greater Depth reading outcomes to be significantly above borough, 44% in 21-22. EoY outcomes 2022-23: GD in Reading was 61%.

#### Progress in Areas For Improvement (AFI) identified at the previous inspection:

THS was previously inspected in June 2015. The school was judged outstanding by Ofsted. The AFI was to sharpen the focus of the Strategic Development Plan. The school now uses a template for its Strategic Development Plan which holds leaders accountable, has clear links with the Self-Evaluation Document and gives clear time frames. The SDP has recently been shared with other schools as an exemplar.

#### Quality of Education

#### Grade: 1

##### INTENT

The THS curriculum has been designed to enable children to leave THS with six key skills (confidence, eloquence, communication, resilience, collaboration and outward looking) alongside core knowledge and understanding. The curriculum prepares children well for the next stage in their educational journey and empowers them to be globally competent, socially conscious, 21<sup>st</sup> Century world citizens. Local secondary schools have commented on how well educated and well-rounded pupils from THS are. *"The students that we receive into Y7 at Richmond Park Academy from Thomson House come in secondary ready in terms of academics and embody many of our shared school values. Thomson House students are excited and prepared for the challenges of secondary transition and come to us as inquisitive and adaptive learners with well-developed social skills. We have an excellent relationship with Thomson House and do our utmost to ensure that we are able to support each student regardless of their needs or starting points"* Jack Costello, Deputy Head, Richmond Park Academy.

The THS curriculum design has a strong emphasis on internationalism to support the development of tolerance and respect for other countries and cultures by THS pupils.

The THS curriculum is underpinned by the school values of kindness, curiosity and courage. These values are embedded throughout school life and 'lived' by everyone in the school. This is evidenced by the winners of Roary and Golden Tie, receiving nominations from members of the public and in lesson observations. Also underpinned by oracy, the curriculum is intended to develop strong speaking and listening skills. Children are expected to answer questions in full sentences; teachers are expected to model standard English, use sentence stems and correct pupils where necessary; and there is an emphasis on explaining methodology as part of developing understanding. Following our History Curriculum Review, our Educational Consultant fed back *'Our discussions with groups of students highlighted their developing (subject specific) and, in many cases, impressive oracy skills. For example, the Year 6 pupils could confidently and fluently retrieve, explain, and discuss with each other key historical knowledge and chronology.'* Oracy also helps the vulnerable (including EAL) pupils, who are further supported by pre-teaching and consolidation of language and technical vocabulary.

The curriculum is broad and balanced with an emphasis on performance in both music and sport - to build character, self-esteem and resilience. All pupils access the full breadth of the curriculum with a cross-curricular approach providing meaningful, relevant learning experiences through interconnected topics with clear links made by teachers. For example, the history curriculum review highlighted the strong cross curricula link with geography. Year 5 were looking at the seven Anglo Saxon kingdoms, discussing the heptarchy and etymology of each kingdom. They then had to locate the kingdoms on a map. This involved the children retrieving their geographical knowledge to enhance their historical knowledge. Progression grids show clear intent to develop skills, knowledge and understanding across all subjects. Topics are carefully chosen to engage and motivate all pupils. There is an emphasis on reading and writing across the curriculum so that children can engage with all subjects.

Fundamental British Values are woven throughout the curriculum. The intent is for pupils to develop spiritual, moral, social and cultural awareness through meaningful events. The enrichment of the curriculum increases the cultural capital of every pupil (including those in receipt of PPG funding and the working poor) – trips; visitors; workshops; motivational speakers, theme weeks, and memorable experiences enrich the curriculum for all pupils. In October 2023, we invited a select group of children (including keen scientists in receipt of PP funding) to the New Scientist Live event ‘It was the best trip. We got to learn all about space rockets, circuit boards and this cool t-shirt science illusion experiment. Loved it’, Year 6 pupil. In addition to this, and for all children at THS, the school had chicks hatching in May 2023 – access was given to all classes across the school, going off curriculum to engage and motivate.

The 2022-23 focus on embedding secure pedagogy in core subjects – building progressively throughout the school, has been successful. (EoY outcomes 2022-23)

### **IMPLEMENTATION**

Every lesson has a focused learning intention (WALT), success criteria, reference to prior learning, clear teacher modelling, assessment for learning, scaffolding and challenge. Teacher subject knowledge is strong and improving where it needs development (eg maths use of manipulatives; diverse reading materials). Subject leaders are ‘experts’ in their subject areas through attending external CPD and disseminating that expertise through high quality internal CPD. Following a staff survey conducted in March 2023 of our CDP, 100% of teachers agreed that the focus of our CPD aligns with the needs of THS and 93% agreed that the new CPD format has a clear teaching and learning focus, supporting the development of subject areas. All subject leaders have written and presented their THS subject story demonstrating a comprehensive understanding of the teaching and learning of their subject across the school. The Curriculum Review cycle has found that ‘teaching is well structured in lessons around clear learning intentions’, ‘teachers provide clear explanations with appropriate examples and modelling’ (Science Review Nov 2022). The school has a culture of self-improvement and encourages open lessons which all teachers are expected to attend, followed by a structured professional dialogue. This is having a positive impact on pedagogy across the school, seen in termly lesson observations and teacher feedback.

Understanding is systematically checked by teachers through a variety of Assessment for Learning techniques – WALT; SC; self-assessment; peer assessment; questioning; verbal &

written feedback. Children understand the school's marking notation and where misconceptions are identified, they are immediately addressed.

Teaching is designed to help children remember – by addressing prior learning (previous years, weeks, days) in each lesson. End of topic 'quizzes' (summative assessment) allow teachers to establish where the gaps in long term memory exist and address them through future planning, consolidation, pre-teaching and intervention. This is more evident in core than in non-core subjects, which will be addressed in SDP: QoE 2023-2024.

*Teachers build on prior learning to build new learning, for example, "What can we remember about gravity?" was asked before moving on with forces / force meters.*

*A range of teaching methods were used to engage the children in their science learning, for example, discussions, collaborative work, concept cartoons, misconceptions, hands on experiments, classifying, sorting and scientific videos. (Science Review Nov 2022).*

The progressive curriculum is part of this consolidation of learning, along with cross-curricular links which allow children to integrate new knowledge into larger ideas.

Work scrutiny and curriculum reviews, conducted by subject and senior leaders, have shown appropriate coverage of the curriculum, clear progress and strong presentation. Each foundation subject review has determined points to act upon by subject leaders in their action plans.

The school continues to work on a consistent approach in EYFS (SDP 2023-24 EYFS) as staff turnover has been an issue.

Levels of consistency across the school are a positive contributor to the children's learning.

*Teachers modelled the use of age-appropriate scientific vocabulary, for example density, immerse, force, displace, vertebrae, taxonomy, classification, backbone, carnivore, omnivore, herbivore, light, dark, spring, summer, autumn and winter..." Children used this vocabulary accurately within the lessons and full sentences were encouraged throughout. This was a strength throughout the school. (Science Review Nov 2022)*

Phonics and reading are a key focus throughout the school. EYFS and KS1 have daily phonics lessons and reading sessions. Staff have been trained in Little Wandle to ensure fidelity to the scheme and further training has been given to support SEND / EAL pupils with phonics. *Staff in KS1 saw the value of teaching reading using Little Wandle (Reading Review Oct 2022).* The Chair of Governors, who volunteers as a reader noticed 'an enormous difference' in the children she was reading with each week. Their fluency and decoding noticeably improved. Reading sessions that reflected Little Wandle's approach were implemented across KS2. 98% of Y6 attained WA+ in Reading (61% at GD) by July.

A love of reading is promoted through theme weeks, World Book Day, class book corners, library time and ERIC (Everyone Read in Class) sessions, as well as exposure to high quality texts. In the recent review, a Year 6 child '*understood how Fluency, Prosody and Comprehension helped her to become a better reader. She loved the opportunity to drop everything and read*'. (Reading Review Oct 2022)

Reading across the curriculum is strong along with access to a variety of quality texts eg Junior The Week; First News; Poetry books; Junior National Geographic. All classes attend the Barnes

Literary Festival each year. THS participate in the annual Spark Book Awards, ensuring that pupils (PPG had the books bought for them) participate and vote on their favourite books. Adults share their love of reading with children by modelling reading and discussing their opinions. Children participate in reading sessions, pitched at an appropriate level. In 2022-23, the local bookshop advised on key texts to extend the diverse range of authors in both libraries. In 2023-24, our intent is to introduce a library loan system to monitor use of books by each child. In addition, our School Librarians (in every year group) help maintain the quality and accessibility of our literature.

## **IMPACT**

Whilst the school recognises that each child's journey is individual and that contextual factors such as differing starting points, mobility, language acquisition and levels of deprivation may impact the attainment of a child, the school aims to ensure that each child's rate of progress is at least good or better - through regular progress tracking, pupil progress meetings, engaging with parents, and supporting teachers.

The iterative revisiting of strands of the curricula at increasing levels of difficulty enables the children to retain, remember and reapply knowledge. New skills and notions are clearly related to previous learning through meaningful links, with the aim of progressively increasing competency. As a result, pupils make powerful connections in the short term (sharing of big picture, WALT and success criteria, drawing on prior knowledge) and alter their long-term memory (eg progressive curriculum, CPA approach in maths, etc).

Phonics outcomes are strong at THS. In phonics 2022-23 98% of Year 1 pupils attained 'working at' in the Phonics Screening Check (June 23). This aligns with the historical data relating to the PSC over several years. 100% of phonics lessons observed in 2022-23 were good or better. KS2 SATS in 2023: reading outcomes were strong (98% WA+, 61% at GD).

Writing - the Art of Writing approach to pedagogy has had strong impact via a quality text, an immersion phase, a skills phase and a writing phase with each genre.

Maths – The MTC outcomes for 2022-23 showed an improvement with 87% of pupils attaining in the 20-25/25 bracket (61% in previous year). Maths challenge groups participated in the UK Junior Maths challenge (May 23) achieving 5 gold, 6 silver and 3 bronze awards (improved on May 22) - from the 18 children who attempted it. In the follow up rounds, two children were automatically entered into the Junior Mathematics Olympiad (aimed at Y9 and below) and the Junior Kangaroo competitions.

In June 2023, a Y5 team of 4 pupils were invited to participate in the KCS Maths Cayley Olympiad at KCS Wimbledon. In addition, a Y6 team of 4 pupils attended a debating event at Latymer Upper School and reached the semi-finals.

Pupils achieve well at THS. Statutory assessment outcomes have been significantly above national and borough standards since 2013. (EoY outcomes 2022-23)

SEND - 4/5 pupils attained WA+ in Reading and Writing; 1/5 in Maths (review maths support for next year). In Year 2, 1/3 SEN pupils attained WA+ in R, W and M. Internal tracking shows that SEN pupils, as a group, make good progress from a variety of starting points. IEPs show progress against targets at termly review meetings incorporating staff, parent and pupil voice.

**Quality of Education - areas to further develop/embed:**

1. Ensure that vulnerable children are supported to attain to the best of their ability from a variety of starting points. (SDP 2023-24 QoE)
2. Focus on reviewing assessment of non-core subject areas. (SDP 2023-24 QoE)

**Behaviour and Attitudes**

**Grade: 1**

THS school values are used to ensure behaviour is based on respect for others and for oneself. Behaviour management is positive and restorative. The behaviour management policy is fairly applied to all. Children enjoy coming to school and find the environment stimulating and challenging. (Parent Survey Feb 2023 – 98% of pupils engaged well with the THS curriculum). There is a calm and purposeful atmosphere in the classrooms. Behaviour in the lunch halls is monitored by leaders and staff. As Assistant Teachers are used for lunchtime duties, the children have consistency of approach in restorative behaviour management. SMSAs had training in behaviour management which resulted in a positive uplift in confidence from the lunchtime team and less issues. Lesson observations 2022-23 evidenced that low level disruption is rare. When it does occur, teachers deal with it swiftly and fairly, ensuring that the learning of others is not impacted. Attendance in 2022-23 was 96% (95% last year); with 94% for PPG and 94% for SEND. Attendance is monitored monthly by the Head of School and she meets regularly with parents whose children have slipped below 90%. Two families have been referred to the Education Welfare Service for attendance issues. Attendance improved for one of these families as a result (from 59% to 77% for one child; 73% to 81% for the other). Punctuality is also monitored. All PPG children have targets set for attendance and punctuality. The curriculum helps pupils understand about keeping safe both in and out of school - online safety; road safety; rail safety; healthy living; self-regulation of emotions; well-being weeks. Parent Survey Feb 2023 stated that 100% of children felt safe at school. Bullying is dealt with swiftly at THS. During 2022-23, there were 5 bullying incidents. Bullying is dealt with by speaking to the children involved, the parents, the staff and through support for the victim and perpetrator. One year group has been working with the MHST to help with friendship issues. The Anti-Bullying Week pupil survey showed that 96% of pupils feel safe at school (Nov 2022). There is zero tolerance to any discriminatory behaviour – racial incidents are reported to the borough and parents are always seen (there were 3 in 2022-23). Parent workshops take place regularly about behaviour, safety, bullying, racism – for consistency of message.

**Behaviour and Attitudes – areas to further embed/develop**

1. Introduce The Diana Award for Anti Bullying Ambassadors (SDP 2023-24 B&A).
2. Become a Rights Respecting School (UNICEF) to encourage tolerance and understanding for all. (SDP 2023-24 B&A)



**Personal Development****Grade: 1**

The school aims for all children to leave THS with six key skills - confidence, eloquence, communication skills, resilience, collaborative skills, to be outward looking.

The wide range of extra-curricular activities offered enrich the curriculum and provide additional opportunities for children to develop these skills. For each phase there are 10-12 clubs on offer. Challenge clubs are also offered, by invitation. Spring term 2023, 91% of **all** children participated in at least one club (72.5% last year).

PPG children are offered one free club per term to support their curriculum enrichment.

In Spring 2023, 96% of PPG children participated in at least one club (53% same period last year; 71% in Aut term). The aim is to sustain PPG attendance at clubs above 90% (SDP: 2023-24 QoE).

**Pupil Well-Being**

The school considers the mental health and well-being of pupils to be a priority. Leaders recognised the intrinsic link between one's own well-being and serving others. Children are encouraged to think of others and to support those less fortunate than themselves by raising funds for charities. Regular well-being weeks and mindfulness days are celebrated to reinforce this message, including Children's Mental Health Week. An annual theme week is devoted to physical and mental health and well-being, recognising the link between the two (summer term). The PSHE and well-being curriculum incorporates mental health and there are regular opportunities to discuss worries and concerns. The school has a trained ELSA, a drawing and talking therapist and a nurture group leader to further support children with their mental health and well-being. A second Mental Health First Aider qualified in Feb 2022. A second ELSA starts training in Aut term 2023. The school is part of the Trailblazer project, working alongside a MHST (Mental Health Support Team).

**Pupil Voice**

School Council meets regularly to share the views of pupils to improve the school. The school conducts curriculum reviews every half term, which involve children sharing their experience of subjects. Children complete surveys on anti-bullying / safety and internet safety. The Feb 2023 online safety survey showed that over 95% of pupils knew what to do when confronted with issues online.

Pupils nominate candidates for the Golden Tie and Roary – for pupils who show the school values in abundance.

**SMSC / FBV / D&I**

A planned assembly programme provides opportunities for children to learn about religion, SMSC development, FBV, diversity and inclusion. Each year group visits a different place of worship annually, to develop their understanding and respect for different faiths. Workshops are used to create memorable learning experiences e.g. kindness workshops. Equality and diversity has been considered in the design of the curriculum. For example, the significant individuals studied in history, the artists/designers studied in art and the authors of the key texts in English are balanced across gender and race – we constantly review these. Seeing themselves and their families reflected in different ways across the curriculum allows all children to build self-esteem and view themselves as valued members of the school community. The Aut term theme week in 2021 'This Is Us' was a celebration of all the different races and cultures at THS.

Staff have participated in anti-racism training and LGBTQ+ inclusivity training. THS has worked with a Conscious Inclusion Specialist to continue to broaden their understanding of these and all protected characteristics. The school celebrates International Women's Day by having

female motivational speakers in from the world of work for Q&A sessions. Feb 2022 theme week was 'Learning About Beliefs' where the children learnt further about different religions and non-religions.

**Character Building Education**

Children build independence and resilience through our overnight visits programme, beginning with a sleepover in school in Year 3, an overnight camping trip in Year 4, a 3-night land based residential in Year 5 and a 4-night coastal-activities residential in Year 6. Growth mindset and resilience are also spoken about in class and children are encouraged to see making mistakes as a positive part of learning and developing. Competitive sport and games allow children to become good sportspeople and to win and lose graciously. Music and performance are incredibly important at Thomson House, and we pride ourselves on the quality of music education at THS. Children perform regularly in assemblies, recitals, concerts and productions with a focus on having courage, developing confidence and raising self-esteem. Y3 and Y6 pupils have leadership responsibilities through the House Captain system. Y6 also have Sports Captains; Music Captains; prefects; and librarians. Digital leaders exist from Y2-Y6; Green Team exists from Y4-Y6.

Children debate and discuss across the curriculum. For example, as part of their rainforest topic, Year 3 debate the arguments for and against deforestation.

Children are encouraged to consider views, beliefs and opinions that are different from theirs. A Philosophy 4 Children approach provides children with opportunities to justify, reason, debate and discuss in a respectful way. Clear guidance, rules and structure to discussions allow children to disagree in a safe and supportive environment. In Upper School children are provided opportunities to explore and deepen their understanding of protected characteristics.

**Personal Development - areas to further embed/develop**

1. To sustain the Improved attendance of PPG children at extra-curricular clubs >90%
2. To continue to prioritise the mental health and well-being of staff AND pupils. (SDP 2023-24 PD)

**Leadership and Management**

**Grade: 2 / 1**

**High Expectations**

Leaders have high expectations of all pupils and staff. The school strives for excellence in all they do – mediocrity is not accepted. High expectations are embodied in leaders' and staff's day-to-day interactions with pupils - in appearance, in behaviour, in respect and in the calm and purposeful manner which exists in classrooms.

High expectations are maintained through the constant review of provision and close tracking of outcomes. Leaders strive for a consistent approach throughout the school – this is achieved through CPD sessions, open lessons, feedback from observations and weekly team meetings. Pupils benefit from effective teaching and consistent expectations. (See Curriculum Reviews 2022-23)

**Focus on Education**

Leaders focus continuously on the education provided by the school through a culture of self-reflection and self-improvement. Half termly tracking allows for a close monitoring of pupil progress. Leaders continue to embed a self-reflective practitioner model alongside an open culture of observation and improvement. Teachers feel supported by leaders in professional terms and in well-being. (Staff Survey Dec 22).

Governors have set up a working party to explore options regarding joining a 'strong trust' to improve outcomes further. The working party is discussing the potential to merge with an existing MAT.

#### Staff Development

Following feedback from staff, a new CPD approach was introduced in Sept 22. The CPD programme is aligned with the curriculum and SDP focus areas. (SDP 2023-243QoE)

Other professional development opportunities are offered through Achieving for Children Workforce Development and Wandle Learning Trust.

The National Professional Qualifications have been promoted with one teacher completing the NPQ in Ethos, Culture and Behaviour in Dec 22; another has begun the National SENCo Award in Jan 2023.

The school works alongside the West London Teaching School Alliance to support student teachers in their training. THS is highly thought of by the WLTSa and is a training facility of choice by students. All student teachers at THS attained QTS in July 2023.

#### Staff Well-Being

Leaders continually reflect on workload and well-being of their staff, while also developing and strengthening the quality of the workforce. Well-being weeks occur termly which include low-key marking, a 'lie-in', breakfast being supplied and dress-down Fridays. Morale at the school was not as high as usual (Staff Survey Dec 2023) due to pressures of workload. Leaders put in place additional subject leadership time to ensure workload was eased.

#### Parents and Community

The school engages well with parents and the community – SLT on the gates each morning which helps to develop relations with the community. There is an 'open-door' policy which engenders good relations with parents. Parents are given appropriate training to support their children with achieving the aims of the curriculum (eg Early Reading / Writing skills). Parents strongly support the school through attendance at parents' workshops, virtual fund-raising events, attending assemblies (virtual), attending recitals / productions (virtual). (Parent Survey 2023 – 98% of parents feel part of the THS community)

The Executive Head Teacher meets regularly with community groups and the neighbours to work towards common goals. Currently the focus is on the MBCG (Mortlake Brewery Community group) and the redevelopment of the Stag Brewery site which will likely have a significant impact on the area, during construction and after. Leaders continue to work towards the school moving to the brewery site.

#### Pupil Premium

Pupils from deprived families are closely tracked by the school. Targets are set for each child every term, including attendance and punctuality. Leaders make every effort to engage with parents of these children. There is a personalised approach to the use of the funding – relating to each family's needs and those of the school.

#### Safeguarding

The DSL and DDSL attend DSL networking meetings regularly. The EHT and HoS attended Peer Supervision training.

The school follows safer recruitment practices with every interview addressing any gaps in employment; and determining the understanding of applicants with regards to safeguarding; and checking social media prior to appointment.

Leaders and staff promote being a 'telling school' and consistently message this.

Safeguarding is on the weekly admin meeting agenda, so staff are aware of which children to keep an eye on. Safeguarding is on every SLT meeting agenda similarly, to ensure that support is appropriate.

All staff use CPOMS and records are kept of all incidents which help build a 'picture' over time. Recent safeguarding training has included low level concerns and self-recording. Policies have been amended to reflect low level concerns (Whistle-Blowing Policy Feb 23; Child Protection Policy 2023-24).

#### Governance

Governors meet four times a year. Each Governor has their own area of accountability and meets with school staff accordingly. Termly 'Governors In School' days assist with Governors' understanding of the school's operational and strategic issues.

There are four sub-committees – Finance, Education, Premises and Pay. The committees were reconfigured in 2021 to reflect the school's needs. Each committee meets prior to FGB.

The Governing Board has a secure understanding of the need to sustain a financial model, hence the decision to increase PAN to 30 (FGB minutes Feb 2021). Finance Committee has appointed new auditors for internal and external scrutiny (2021-22).

Governors have impact through questioning, compliance and strategic decision-making. (See FG minutes 2022-23).

#### Leadership and Management - areas to further embed/develop

1. Ensure continued success for THS through merging with a strong MAT (SDP 2023-24 L&M)
2. Ensure that the CIF Bid project is successful. (SDP 2022-23 L&M)

#### Overall Effectiveness

**Grade: 2 / 1**

**Leaders recognise that the school is graded good (new staff in place from September 2023) with the school working towards maintaining an outstanding judgement.**

- Quality of teaching – evidence from lesson observations (2022-23) show that high quality lessons are delivered consistently at THS. Teaching is good and often better. Teaching practice is improved by impactful feedback from senior leaders following monitoring; regular tailored CPD sessions; and a personalised approach to professional development opportunities.
- Pupil premium funding is well used - PPG children make good or better progress during the year from a variety of starting points. See EoY Outcomes in Appendix 1.
- In EYFS, a parent questionnaire regarding starting school was overwhelmingly positive. End of year outcomes in July 2023 need to improve at 76% attaining GLD.
- Reading – much progress has been made in Reading for Pleasure. Both libraries have additional and diverse stock; book corners in every classroom have been improved in book stock and appearance; displays around the school have been improved; Xmas reading challenge had 85% participation; Little Wandle SSP is embedded; libraries are more frequently used; theme week focus "Around The World In 80 Books".
- 2022-23 attendance is 96.4%. Attendance is gradually improving (95% last year) since Covid. Recent parent communications have stated that whilst school leaders have been sympathetic to those with families abroad; zero tolerance to holidays in termtime remains. PPG pupil attendance is 94% and SEND is 94%. Persistent

Absenteeism (less than 90%) is running at 5% of pupils (10% in 2021-22). This improvement is due to the Head of School closely monitoring attendance and seeing parents regularly.

- Behaviour for learning is exemplary with low level behaviour rare and swiftly dealt with. Parent Survey (Feb 2023) showed 98% of parents said behavioural expectations were high.
- Leadership and management continue to have very high expectations of staff and pupils. Staff survey highlighted workload for subject leaders (Dec 2022) so SLT have employed various strategies to support.
- An effective performance management and appraisal system for staff supports high quality teaching and learning. Targets align with curriculum review findings to raise standards in teaching and learning.
- Strong community links ensure that the school continues to be well supported by parents and local businesses.

#### **SMSC**

- Thomson House School encourages strong spiritual, moral, social and cultural development in all pupils – through a strong PSHE curriculum and assembly programme which has had a greater focus on mental wealth since the Covid-19 pandemic.
- Pupils display curiosity about the world around them and enjoy celebrating successes in and out of school in every Friday assembly.
- Children show a genuine respect for each other and for other cultures.
- A 'Green Team' ensures that sustainability is promoted. In 22-23 the Green Team ensured recycling happens in all offices; ensured that lights / air-conditioners are turned off etc. A Power To The Pupils Fundraising scheme promoted less use of energy.
- Y6 house captains; prefects; music captains; sports captains were elected to give the children experience of leadership. Digital leaders have been elected in Y2-Y6. Y3 house captains have been elected. Each have clear roles and responsibilities. PPG and SEN are represented.
- Several school trips take place, including Kew Gardens (Y1); Science Museum (Y5); Mortlake Green (Y1); St Leonard's Air Raid Shelter (Y6); Imperial War Museum (Y6); Richmond Toy Museum (Y1); Florence Nightingale Museum (Y1); Westminster Abbey (Y6); Richmond Station (YR); Wimbledon Synagogue (Y3); Buddhist Temple (Y1); Circus Workshop (Y2); Camping (Y4).
- The school has a strong focus on the performing arts, music and sport – Christmas performances were filmed and uploaded to Google Classrooms for parents and families to watch.
- Termly theme weeks encourage cultural understanding.

#### **EYFS**

##### **Statutory Assessment:**

In 2022-23, 76% of children achieved Good Level of Development. Whilst this was disappointing, the cohort were heavy SEND (3 x EHCPs, increased SAL issues) and EAL (38%).

Changes in context:

- EYFS lead left at Easter 23. New EYFS Lead appointed in Sept 23.
- Two experienced EYFS teachers moved back into EYFS from Sept 2023
- SLT to ensure consistency of approach in EYFS due to staff changes.
- Staff trained in Phonics and in Mastering Number.
- New EYFS curriculum introduced in 2021-22.

Focus areas for development are:

- Consistency of approach with staff changes;
- Enabling Environments to support the EYFS curriculum;
- Providing for the children's needs eg Speech & Language