

Thomas Jones School Evaluation Document 2022-23

School Context

Data for this section has been drawn from a range of sources: Analyse School Performance (ASP – including the Inspection Data Summary Report IDSR), local authority data, information from our census, analysis carried out by the Thomas Jones Leadership Team and other data collected by the school through questionnaires and surveys.

Disadvantage

The **percentage of pupils known to be eligible for free school meals at any time during the past 6 years is 41%** (LA data) compared with 23% nationally and 34% locally. This puts Thomas Jones in the **highest quintile nationally**. The school's **deprivation indicator is 0.35** compared with 0.21 nationally (ASP data). When employing IDACI deciles, **53% of the school community is drawn from the 10% most deprived wards nationally** (LA data).

Attendance and Behaviour

Rising steadily over the last ten years, our mean average **attendance in the three years pre-pandemic was frequently 98%**. This compares to 96% nationally (LA data) and demonstrates a radical improvement compared to 2001 when attendance was 86%. There are no persistent absences. Thomas Jones has stability of 89.5% compared to 85.6% nationally, exceptionally high considering the school is based in inner London.

From September 2022 to December 2022, attendance was 97%.

There have been **no fixed or permanent exclusions for 6 years**. Only **one pupil has been permanently excluded in the last 20 years**.

Ethnicity

90% of pupils come from an ethnic minority background (LA data). There are **33 discrete ethnic categories represented**. However, this data is limited by the categories dictated by the school census format. Due to the diverse make-up of the school, no single ethnic group dominates the school population. The largest ethnic groups are: Black African (29%), Moroccan (14%), White British (10%) and Black Caribbean (4%).

53% of pupils are Muslim, 33% Christian and 1% Buddhist. 1% describe their faith as 'other'. 12% of families identified themselves as being from a non-faith background.

EAL

The percentage of pupils speaking **English as an additional language is 65%** (LA data). This compares to 21% nationally. There are 31 distinct languages spoken. When different dialects of Arabic are factored in, there are a total of **44 languages spoken**. The most commonly spoken first languages are English (35%) and Arabic (28%), followed by Somali (11%) and Amharic (3%). Many children with English as an additional language are in the early stages of fluency with the language.

SEND

12 pupils at Thomas Jones have an Education Health Care Plan (5% of the roll). This compares with 2% nationally. There are **32 pupils who received special educational needs support** representing 14% of the roll (LA data) and this compares to only 11% nationally.

Locality

Thomas Jones is located in St Mark's Road, in the Notting Barnes ward of Kensington and Chelsea. The school is directly opposite the Lancaster West housing estate. **Grenfell Tower is 200 meters from the school's main entrance. 40 families have homes on the estate.** Six of our families lived in Grenfell Tower. Significant numbers of families lost family and friends. The above housing estate experiences a myriad of challenges. It is labyrinthine, with narrow, poorly lit corridors. Noise is a significant factor. **By far the most debilitating challenge pertains to overcrowded living conditions.** The immediate area has **one of the highest crime rates in the UK, mostly linked to drug and gang-related violence.** The fact that Thomas Jones is such an oasis of calm, a sanctuary for its pupils, especially those living in noisy, overcrowded conditions, is on some level a minor miracle.

Awards

In **2022 we were re-accredited (having been accredited in 2019) as a 'World Class School'**, one of only a handful of settings in the UK to be accorded this accolade.

As a Department for Education (DfE) designated Teaching School (until 2022), we were, from 2016, frequently visited by educationists from around the country and abroad. **Support afforded to teachers and school leaders during this period can best be described as 'significant'** and was cited by many of the above in regard to improvements made in pedagogy, curriculum, strategy and outcome. The aforementioned venture ensured we remained valid and acutely accountable.

For a 7th consecutive year we appeared in the Sunday Times list of 'Top Schools' (December 2022). Thomas Jones has been identified as one of the 'Golden 28' (schools nationally whose pupils, many of whom are disadvantaged, have achieved the highest of academic successes over many years).

In 2018 we were invited to take part in the filming of Key Stage 1 Ofsted reading exemplification materials. The school has provided advice to the DfE apropos the development of the 2014 National Curriculum and the Leadership Team's **views have been sought pertaining to deprivation, the pupil premium, Early Years education** and the deployment of support staff.

We have been presented with a Royal Borough of Kensington and Chelsea Excellence Award and an Evening Standard Newspaper 'London School of the Year' trophy.

In June 2016 the Head was awarded an OBE for Services to Education.

The school appears in the current edition of the **Good Schools' Guide** in glowing terms and has Food for Life Gold and **Healthy Schools Gold status.**

The Here and Now

We have long been the advocate for the weakest child, the individual who struggles the most profoundly, both at Thomas Jones and, as and when opportunities arise, in other settings (SEE BELOW). If a pupil does not make sufficient progress to achieve at or above the expected standard, the professional with responsibility for that child has failed. We ensure that the most capable are challenged to become more deft and expansive in their thinking. Our track-record, in regard to the above is strong as evidenced by the exacting outcomes that have been achieved over a number of years. Learning remains the single element that sets us apart and it is this which primarily informs our improvement agenda. Thomas Jones' greatest asset continues to be its pupils, who are loyal, assiduous and immensely proud of their school and its qualities.

Pupils' behaviour is frequently disarming – this is palpable, as commented upon by the many visitors to the school (see the What They Say folder/s 2019-2022).

The only single-form entry community school in the north of the borough of Kensington & Chelsea, we are full to capacity with 235 pupils on roll (118 girls and 117 boys). Over-subscribed, with long waiting lists, in recent years there have annually been **between 220 and 250 applications for 30 Reception places (230 applications in January 2023)**. The mean average **attendance for the five years preceding COVID-19 was 98%**. In **2021, for months at a time, it was 97%**, which, considering the context of the pandemic, evidences in real terms pupils' and their family's commitment to learning. **From September 2021 to July 2022, attendance was 97%. From the start of the 2022/2023 school year to the beginning 9th December attendance was 97%.**

In the summer 2022 **pupil evaluation, 97% of pupils responded positively to the question 'do you like being at this school?'** In a survey of parents and carers conducted at the same time, 97% of parents were effusive in regard to the statement 'I would recommend this school to another parent'.

Over the last twelve months we have continued to be overwhelmed with **requests to afford remote support to schools on an incidental basis**. It is possible that Thomas Jones will form an alliance with the Central London Teaching School Hub in 2023. Until 2022, the Head was is a National Leader of Education and we have challenged and supported a variety of settings, including a local secondary school, over a number of years. It is possible we will ally in one form or another with another community school in 2023/2024. In the first instance, this will entail leading CPD, 1:1 tutelage and the scrutiny of learning.

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In **2022 we were re-accredited (having been accredited in 2019) as a 'World Class School'**, one of only a handful of settings in the UK to be accorded this accolade.

Despite COVID-19, strong academic outcomes at the end of Key Stage 2 were sustained in 2020 and 2021. It could be argued that these cohorts were not adversely affected by the pandemic. July 2022's staging of *The Lion, the Witch and the Wardrobe* and 2021's *Under Milk Wood* were evocations of quality (this bold claim can be evidenced by viewing excerpts of both 35 minute-long performances). In terms of formalised **SATs results as described in our ISDR in 2019, 97% of pupils achieved the expected national standard in English and mathematics. 72% of pupils achieved the higher standard in reading, 79% in grammar, punctuation and spelling (GPS), 34% in writing and 69% in mathematics. In 2022 100% of Year 6 pupils achieved at the Expected Standard in Mathematics, while 97% replicated this success in Reading and GPS.**

Since the 2009 Inspection

Our intent, aspiration and ambition in regard to ***the curriculum has been validated most recently by the school's designated LA Principal School Improvement Advisor (summer 2022)*** – and on numerous occasions in the past by visiting HMI's, the DfE and the many other visitors who frequently effuse about Thomas Jones. The ***2016-2021 Teaching School venture afforded a near permanent avenue for validation.*** Thomas Jones' pupils speak candidly about their learning. It is our collective desire to consistently deliver a curriculum that is eclectic and meets the needs of all. Nevertheless, the Leadership Team fully acknowledge that despite the school's attributes, especially pertaining to reading, PD, the quality of writing by our Year 6 scholars, and the EYFS, continual improvement is absolute. More detail can be found in the documents ***Curriculum Intent*** and the expansive ***Evaluation Document (ED)***. ***Subject leaders are resourceful, knowledgeable and keen.***

We have reinvented on numerous occasions. ***The leadership team's motivations in the here and now are very much about 2022/2023/2024.*** There ***exists a refreshingly candid approach to much of what we do.*** The leadership team have an ***aversion to anything arising from excuses or complacency.*** The notion that one is only ever as strong as one's last match (and indeed the match to come) resonates as much today as it did in 2009.

When originally executed, some of what has now become the 'norm' at Thomas Jones was considered innovative - having an in-house play therapist; organic free-range lunches; a long-established 'booster' programme – a pre-cursor to the Pupil and Catch-Up Premium, as well as the literature taught in Year 6, including works by Maya Angelou, Emily Dickinson, Blake and Shakespeare in the original Middle English. Despite a shift in direction, with the curriculum now at the centre of inspection, at Thomas Jones, pedagogy and the quality of teaching and learning have remained paramount. Many of our pupils start their education from a low baseline but by the time they depart at the end of Year 6, achieve highly. Curriculum per se has always been a strength.

Cosmetically, the fabric of the school building is the antithesis of how it was. Our grounds, beehives and nature garden are a now a hugely important part of the success we have enjoyed, and are considered an antidote to the harshness of the inner city. The family of foxes that live in the wooded enclosure and other resident wildlife afford an otherworldly quality.

Thomas Jones' demographic today is far more complex than in 2009. On some level, we have achieved the goal of establishing a school that genuinely serves a diverse microcosm of society, in which all groups excel.

CPD led by staff is exemplary - strongest it has ever been: insightful, well researched and ultimately impactful as evidenced by the many improvements made.

The leadership team continue to be its own harshest critic. The Deputy (since 2014) is highly regarded by pupils, their families, staff and the wider community. Humility that exists amongst staff is authentic. The view that 'better never stops' is a view held by the great majority. There is warmth in abundance. Collegiality is a strength. There are no cliques or factions.

We push against accepted ideology. Some of what we do is idiosyncratic and inventive, but hopefully never a cliché. The model we espouse is bespoke. It reflects those elements that have had the most significant impact.

Displays are exacting. The standard of theatrical staging of plays - Under Milk Wood in July 2021, The Lion, the Witch and the Wardrobe in 2022, the 2021 and 2022 Christmas concerts, is disarming. Cello, violin and piano performances are humbling (most recently July 2022 to a packed hall).

Some strands remain unchanged from 2009. The Deputy (in 2009 the Assistant Head) and Head still teach in the Nursery and Year 6 respectively, the latter every day. The Nursery continues to be the single most important part of the school, simply because this is where everything begins. Early Years and Key Stage 1 practice remains outstanding. Led by the Deputy, SEN provision across the school is exacting. We remain ultra-pedantic about everything from the colour of a child's hair tie to the content of a packed lunch. Learning is referred to as 'learning', not 'work' and children are referred to as children, pupils or in the case of Year 6m 'scholars', never 'kids'. Language per se remains an acutely important strand. The lexicon of the school, the cadence that is encouraged, and the vocabulary that is the 'norm' even amongst younger pupils defines us.

There have been various additional challenges since 2009, some ubiquitous, others less so. Capacity is frequently compromised, despite making significant changes to staffing. Funding too. The fact we are something of an anomaly and out of step with the accepted narrative can be difficult. Despite being 'popular' with prospective parents and carers, not being in a position to expand to two-forms of entry has been frustrating. The 2017 Grenfell Tower fire was debilitating (six of our families lost their homes in the fire; two former pupils and their family died; one pupil lost her entire immediate family). The 2016 permanent exclusion of a Year 4 pupil (the only permanent exclusion in 20 years) still resonates.

For a 7th consecutive year we appeared in the Sunday Times list of 'Top Schools' (December 2022). Thomas Jones has been identified as one of the 'Golden 28' (schools nationally whose pupils, many of whom are disadvantaged, have achieved the highest of academic successes over many years). In 2018 we were invited to take part in the filming of Key Stage 1 Ofsted reading exemplification materials. The school has provided advice to the DfE apropos the development of the 2014 National Curriculum and the Leadership Team's **views have been sought pertaining to deprivation, the pupil premium, Early Years education** and the deployment of support staff. We have been presented with a Royal Borough of Kensington and Chelsea Excellence Award and an Evening Standard Newspaper 'London School of the Year' trophy. In June 2016 the Head was awarded an OBE for Services to Education. The school appears in the current edition of the Good Schools' Guide in glowing terms and holds both Food for Life Gold and Healthy Schools Gold Awards.

We hosted the launch of the Ofsted report 'Moving English Forward' in March 2012. The school features in various publications, including 'Reading by Six: how the best schools do it' (Ofsted, 2012); 'Closing the Gap: Giving every child the chance to succeed' (OUP, 2012); and 'Building an Outstanding Reading School' (OUP, 2013). Minister of State for Schools, Mr Nick Gibb, MPhas visited on three occasions, most recently in November 2022. 2012 to 2016 Chief Inspector of Schools, Sir Michael Wilshaw, and then Secretary of State for Education, Mr Michael Gove MP (2017 to 2019), also visited, the latter twice. All were exceptionally complimentary. In 2013, two senior HMIs, including Ofsted's Head of Early Years, Ms Gill Jones spent several days at the school, collating evidence of outstanding practice in the Early Years. Both Gill and her colleague commented effusively, not just about Nursery and Reception provision, but also pertaining to the quality of teaching and learning per se. In addition to all of the above, please also **refer here to our Ethos and Values statement**. In 2018 Ofsted spent two days filming phonics lessons in Reception, Year 1 and Year 2 as part of the exemplification materials that were published in 2019.

COVID-19

- Thomas Jones made a success of the period from March 2020 to December 2021, though it was not linear - ***please see the Head teacher's Summer 2020, Autumn 2020, Spring 2021, Summer 2021, Autumn 2021, Spring 2022, Summer 2022 and Autumn 2022 reports to the governing board – which afford candid insight in regard to the above timeframes.***
- January 2022 was challenging with our ***highest number of COVID cases*** since the start of the pandemic.
- In regard to any apparent ***patterns/trends in behaviour/other that have emerged from the pandemic***, amongst a number of families, a ***re-occurrence of need pertaining to emotional and mental well-being, in part linked to the 2017 Grenfell Tower fire*** has arisen. Alongside this, there have been a far ***higher than normal variety of situations involving domestic violence.***
- ***It is not in Thomas Jones' nature to make excuses.*** Staff are magnanimous in regard to 'turning any dynamic on its head, no matter how obtuse, and making it work' (this approach served us well in 2017 following the Grenfell Tower fire – 300 meters from the school). The model that was embraced at that time (pupils not being defined by what happened but instead 'transcending'/excelling) is not dissimilar to that which exists now.
- During the January 2021 lock-down, ***70+ pupils (33%) continued to attend*** school, comprising of vulnerable pupils, those in receipt of an EHCP and the children of key workers.
- The ***2021 remote learning venture was implemented with aplomb***, in no small part because we proactively ensured that quality laptops were expediently made available to all pupils who did not readily have access to technology. Communication between teachers and pupils during this period was strong. Implementing a hybrid model with elements of Google Classroom, oral ***parental feedback was effusive.*** The ***success of this venture can perhaps best be measured if one considers the remarkable end of KS 2 outcomes that were achieved in 2020, 2021 and 2022.***
- Going forward, the cohorts that made the least progress in 2022, ***will need additional support and challenge.*** Funds from the ***will be utilised to add a significant layer of tutelage*** in the form of 'booster' lessons that will commence in the 2022 autumn term, coordinated by the assessment leader, SENDCO, Key Stage leaders and Head teacher. The above plan will be interpolated into the Improvement Plan in November.
- 1:1 and small group extra lessons (post 3.20) were executed for various pupils who have been identified as in danger of not fulfilling their potential/achieving at the expected standard due to the pandemic.
- One of the casualties of the pandemic was ***extra-curricular enrichment opportunities – which for a while became more limited.*** Our long-established Play+ venture, a myriad of post-3.20 clubs and competitive inter-school sport were in part, or in their entirety, suspended for short periods.
- In November 2021 we ***launched an altogether more expansive 8.00 to 5.45 offer.***

<ul style="list-style-type: none"> Despite being full to capacity, mobility was more pronounced than at any point since 2002, with some families re-locating outside of London or returning to countries of origin. 	
Progress against previous inspection	
Areas to improve	Progress
<p>Ensure that the marking of pupils' books is of a consistently high standard throughout the school (2009).</p>	<ul style="list-style-type: none"> Termly book looks with personalised feedback (written and verbal). Annual marking CPD for teachers led by Head Updated marking policy Marking key updated in all books Expert modelling of marking by KS1 Leader and Head Evidence – exemplar book library and end of KS2 results
<p><i>Please refer to Thomas Jones School Improvement Plan November 2022 for review of Objectives for 2021-22</i></p>	
QUALITY OF EDUCATION – 1	
Strengths	<ul style="list-style-type: none"> The quality of education at our school is exceptional and learning is of a consistently high quality. Our curriculum intent is embedded within the school learning ethos and regularly shared and revisited with all staff. Our curriculum is designed with our community in mind using our ‘curriculum essentials’ and looking ahead to future learning. Teachers are trained in how children learn – the importance of knowing more and remembering more through cyclical learning which is sequentially planned for. Implementation - teaching and learning remains absolute from Nursery to Year 6 – ultimately quality teaching informs quality outcomes. Teaching is visceral, insightful and exacting, underpinned by rigour and implemented with a deft touch. Teaching of early reading and phonics is outstanding – rigorous, engaging, and ultimately, improves outcomes. The exacting standards are juxtaposed with a great deal of empathy, encouragement and warmth. Strong assessment systems are fit for purpose, not onerous and improve outcomes. Impact - children arrive at Thomas Jones with significantly below starting points (on average) but the time they depart in year 6 are in the top 2% nationally. Twice yearly pupil progress tracker meetings

	<ul style="list-style-type: none"> • Children with gaps in learning for core subjects are developed through robust interventions in order to lay foundations for future learning. • Outcomes for children with SEND are outstanding. <p><i>Please refer to Thomas Jones School Data Report for a breakdown of outcomes at EYFS, KS1 and KS2.</i></p>
Areas for development	<ul style="list-style-type: none"> ➤ To increase percentage of pupils achieving greater depth across all subjects at the end of KS2 through effective differentiation, returning to ‘winning ways’ pre-pandemic.
BEHAVIOUR AND ATTITUDES – 1	
Strengths	<ul style="list-style-type: none"> • No fixed or permanent exclusions for 6 years, and only 1 child has had a permanent exclusion in the past 20 years. • Behaviour is consistently commented upon as ‘disarming’ by visitors, both around the premises and in lessons. Mutual respect is evident. • Curing the pandemic, attendance remains static at 97%, pre-pandemic we had a mean average over 5 years of 98%, it has now returned to 98%. • Tardiness is something we take very seriously and revisited across the year in many forums. Our expectations is exacting. • Although rare, incidents of bullying are taken very seriously and are never tolerated no matter how minor they are perceived to be. Senior Leaders invest much time in investigating such matters. • Ensuring a safe learning environment is prioritised – children want to come to school. • A reflective approach is adopted with any incidents of discrimination or similar issues. These are followed up and further tackled using a whole school approach – circle times, story times, assemblies, adapted lesson plans, the Personal Development curriculum, as examples. • Our Personal Development curriculum is proactive so behaviour and attitudes is taught systematically across the school and revisited in an age appropriate way year on year to embed in long term knowledge. • Policies and documentation are updated annually and reflect the inclusive nature of the school. • Huge emphasis placed on presentation of learning in books – children take pride in what they produce and are responsible. • Presentation of handwriting is sublime, particularly when children leave in year 6. This continues to be remarked upon by many visitors to the school. • Children are taught to take pride in the school environment, look after it and value resources. • Whilst we do use some reward systems, these are not the primary motivator. Children have an intrinsic desire to value education for its own sake and the benefits and rewards it offers. • Children aspire to attend a first class university or art school, for example, and children understand that education can open doors for their future.

<p>Areas for development</p>	<p>➤ Identifying and working with individual families to improve punctuality, particularly within the EYFS and KS2 children (alongside support from agencies such as Early Help).</p>
<p>PERSONAL DEVELOPMENT – 1</p>	
<p>Strengths</p>	<ul style="list-style-type: none"> • Spiritual, moral, social and cultural development (SMSC) is embedded into the life and ethos of the school, including assemblies, community links, classroom displays and our school council. • Our track record demonstrates our commitment in real terms to British Values, ranging from our annual remembrance assembly, to recent jubilee celebrations. Acknowledging religious festivals is a priority. We embrace at every opportunity the notion of democracy and free speech – we celebrate our commonality rather than our differences. In Year 5 and year 6 especially, identity and belonging are explored in depth in a transparent and sophisticated manner. As with SMSC, British Values are embedded into the life and ethos of the school. • Compliance with statutory guidance for RHSE, in liaison with our community and incorporated within our whole school Personal Development Policy. In addition, we have our Sex Education curriculum run in partnership with local NHS services in years 5 and 6. • Single Equality Policy with annual review of objectives. • Equality and inclusion is a fixed agenda item for governing board meetings. • Pastoral support is outstanding, with families and children at the centre of our motivation. We ensure the community we serve are trusting and their emotional and mental wellbeing remains absolute. The school remains hands on in affording support to the most vulnerable and we pre-empt and intervene appropriately. • Emotional literacy is taught as part of our Personal Development curriculum. Each class utilises a space as a ‘calm corner’ to support children where necessary. • There exists an open door policy by the SENDCo and Deputy Head. Children utilise trusted adults at times of need. • We have a Gold Healthy Schools Award and an ongoing commitment to healthy school lunches remains an priority. • Children are afforded a range of experiences and opportunities through both the broad curriculum and also enrichment activities ranging from music, sports, arts and technology based disciplines. • Regular reviews of extra-curricular experiences and opportunities take place – we consider the children’s and parents/carfares voice. Clubs are reviewed regularly and uptake is good. • We consistency host visits from other professionals with a focus on how we develop pupil’s character.
<p>Areas for development</p>	<p>➤ To further develop resilience and emotional wellbeing for all children, whilst considering capacity and resources and the needs of the wider community.</p>

LEADERSHIP AND MANAGEMENT – 1	
Strengths	<ul style="list-style-type: none"> • Leaders have a clarity of vision and direction (ethos and values), including a relentless focus on learning and high standards. • Senior leaders lead by example and both the Head and Deputy teach in Nursery and Year 6 up to 4 times a week. • Senior leaders use a distributed leadership model and have faith in the team. • Safeguarding procedures are robust, consistent and thorough including dealing with incidents (however small they appear to be) as they arise. An exceptional track record of liaising with outside agencies, reporting to governors, staff safeguarding CPD and update of policies/following legislation. • Annual Health and Safety audit, liaison with RBKC health and safety teams and any incidents are reported to the borough. Robust health and safety policies are in place and reviewed annually. • Policies are updated annually in line with statutory guidance. These are shared with governors and staff. • Continuous professional development led by subject leads or outside professionals. Training needs identified through robust appraisal progress and subject scrutiny/action plans. • There exists a strong programme of evaluation with all stakeholders, informing school improvement priorities. • Extremely strong emphasis placed on staff wellbeing and workload including PPA tasks carried out at home, open door policy by SLT for all staff, consistent review of working practises and a supportive view of professional development for staff members. Our staff report high levels of support for their wellbeing. • Senior Leaders have an open-door policy for parents. Parental communications with class teachers are strong and include sharing curriculum information, coffee mornings, welcoming children and families in the playground daily and listening to parent’s voice and acting upon feedback. Parent teacher meetings are positive and feedback is frequently extremely positive.
Areas for development	<ul style="list-style-type: none"> • To ensure the Governing Board remains strong through utilising a robust programme of governance tasks and training.
QUALITY OF EDUCATION IN EARLY YEARS – 1	
Strengths	<ul style="list-style-type: none"> • The quality of Early Years education is outstanding, this has been frequently ratified by visitors. • Quality of teaching is exemplary. • Unified and shared vision for learning, the learning environment and outcomes. High ambition is shared by all staff. • Children are highly motivated to join in and engage with learning. Children are developing their character education and becoming more robust through daily focus on PSED. • Strong emphasis on language acquisition and communication skills. • Children learn to manage social situations through high levels of self-control and respect, co-operative play and sharing.

	<ul style="list-style-type: none"> • Robust programme of systematic phonics is taught and followed up through well planned child led activities and adult led tasks. • There is a consistency of staffing and approach to teaching and learning within in the EYFS. The Deputy Head teaches in Nursery each week. • Rigour and attention to detail of EYFS leadership – linked to statutory assessment, resourcing and school development priorities. • Developing strong relationships with parent and carers through engagement is prioritised. We hold coffee mornings, open afternoons and annual events parents can get involved with. • The impact of the curriculum on what children remember and can do over time, is strong.
<p>Areas for development</p>	<ul style="list-style-type: none"> • Continue to develop outdoor resourcing and provision in the EYFS, with particular reference to literacy and mathematics. • To increase percentage of pupils achieving a GLD across core areas.
<p>OVERALL EFFECTIVENESS – 1</p>	
<p>Thomas Jones is an outstanding school and continues to be so because of reflective practise, robust evaluation and strong leadership. As a result, outcomes at KS2 remain incredibly high despite the complexities within the community we serve.</p> <p>Outstanding is evidenced through:</p> <ul style="list-style-type: none"> • Latest Ofsted inspection report - https://reports.ofsted.gov.uk/provider/21/100488 • ‘What they say’ visitor file • Thomas Jones Curriculum Intent • Thomas Jones Curriculum Action Plan • Teaching and Learning Policy • Thomas Jones Intervention Programme (ongoing document) • Thomas Jones Assessment Policy • Final EYFS 2022 Analysis • Final Phonics 2022 Analysis • Final KS1 2022 Analysis • Final KS2 2022 Analysis • Pupil Progress 2022 Analysis • Achievement over Time Report 2022 	

- Final SEND Outcomes Annual Report 2022
- Final Pupil Premium Report 2022
- Thomas Jones Parent/Carer Evaluation Results Summer 2022
- Thomas Jones Children's Evaluation Results Summer 2022
- Thomas Jones Governor's Evaluation Results Summer 2022
- Thomas Jones Positive Behaviour Policy
- Thomas Jones Home School Agreement
- School Improvement Plan – 2022
- Appraisal folders (any staff member)
- Monitoring feedback – classrooms, book looks and planning
- Thomas Jones Primary School – Safeguarding Audit 2021-2022
- Early Years Foundation Stage Policy
- Thomas Jones School English Overview
- Thomas Jones School 2021/22 Early Years Foundation Stage Data Analysis
- Children's individual learning profiles (Nursery and Reception)
- Thomas Jones Single Equality Policy 2020-2024
- Thomas Jones Single Equality Objectives - Report on meeting objectives
- Year 6 writing files
- Accessibility Plan and Equal Opportunities Policy
- Thomas Jones Accessibility Objectives - Report on meeting objectives

Next Steps

Please refer to the Thomas Jones Improvement Plan 2022-23 for a summary of school development targets and next steps.