

Summary Evaluation Document and Improvement Plan (EDIP)

Reviewed and Updated: October 2022

<p>The Here and Now</p>	<p>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.</p> <p>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).</p> <p>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 2022). 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 Friday 11th November attendance was 98%.</p> <p>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'.</p> <p>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.</p> <p>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.</p> <p>In 2022 we were re-accredited (having first been accredited in 2019) as a 'World Class School', one of only a handful of settings in the UK to be accorded this accolade.</p> <p>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),</p>
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<p>Since the 2009 Inspection</p>	<p>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.</p> <p>Our intent, aspiration and ambition in regard to <i>the curriculum has been validated most recently by the school's designated LA Principal School Improvement Advisor (summer 2022)</i> – 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 <i>2016-2021 Teaching School venture afforded a near permanent avenue for validation.</i> 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, art, 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 <i>Curriculum Intent</i> and the expansive <i>Evaluation Document (ED)</i>. <i>Subject leaders are resourceful, knowledgeable and keen.</i></p> <p>We have reinvented on numerous occasions. <i>The leadership team's motivations in the here and now are very much about 2022/2023/2024.</i> There <i>exists a refreshingly candid approach to much of what we do.</i> The leadership team have an <i>aversion to anything arising from excuses or complacency.</i> 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.</p> <p>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 an exceptionally low baseline but by the time they depart at the end of Year 6, achieve highly. Curriculum per se has always been a strength.</p> <p>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.</p> <p>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.</p> <p>CPD led by staff in 2022 is exemplary and the strongest it has ever been: insightful, well researched and ultimately impactful as evidenced by the many improvements made.</p> <p>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.</p> <p>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.</p>
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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' (November 2021). 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.

<p>Context</p>	<p>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.</p> <p>The percentage of pupils known to be eligible for free school meals at any time during the past 6 years stands at 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).</p> <p>Rising steadily over the last ten years, our mean average attendance over the last five years (pre-pandemic) was 98%. This compares to 96% nationally (LA data) and demonstrates a radical improvement compared to 2001 when attendance was as low as 86%. Thomas Jones has stability of 89.5% compared to 85.6% nationally, exceptionally high considering the school is based in inner London.</p> <p>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%).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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. But 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.</p>
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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 and Summer 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 behavior/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 ***Catch-Up Premium 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.***

- 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.

HEADLINE OBJECTIVES

1	Pupils' education is outstanding (2022-on-going).
2	Nursery provision is sustainable and continues to afford quality (ditto).
3	Further reinvent, in order to keep Thomas Jones as a leader in the field of providing exceptional 'in-reach' provision (2023).
4	The curriculum continues to develop and remains ambitious, accessible and coherently planned; there is exacting subject leadership and this positively influences the breadth, depth and quality that is afforded (to be reviewed autumn 2022)
5	Ensure staff continue to be afforded first class CPD, primarily led by Thomas Jones' subject leaders, in relation to the curriculum per se, but in particular pertaining to any adaptations and improvements that have been made (on-going).
6	Consolidate the school's governing board to ensure that succession planning is stronger than in the recent past and that governors are appropriately inducted, concerning everything pertaining to Thomas Jones (2023).
7	Enhance yet further the PD curriculum to ensure that safeguarding for all pupils remains exemplary (2022/2023).
8	Ensure the PD and Relationship, Health and Sex education curriculum continues to comply with September 2020 statutory legislation (2022/2023).
9	Class teachers and all adults working with pupils expertly execute differentiation (2022/2023).
10	Extend use of the premises to ensure there is adequate space for learning, especially supporting the development of pupils with SEN (By Spring 2023).

QUALITY OF EDUCATION					
OBJECTIVE/S	ACTION/S	EVALUATION	LED BY	ACHIEVED	COST
Pupils' education continues to be outstanding	<ul style="list-style-type: none"> The quality of leadership is such that pupils acquire the composite knowledge and skills to learn Pupils' attitudes demonstrate that they overtly active participants The curriculum is designed to address gaps in pupils' knowledge Where/when applicable, remote learning enhances the curriculum offer and accommodates the needs of disadvantaged pupils 	Leadership Team in consultation with the Curriculum, Learning and Standards sub-committee	The Leadership Team	To be reviewed Autumn 2022	N/A
<p>The curriculum is coherently planned and sequenced in such a way that it is accessible</p> <p>Ensure strong subject leadership throughout the school and as a result ensure outstanding breadth, depth and quality of curriculum from</p>	<ul style="list-style-type: none"> The Leadership Team large scale curriculum review of PD CPD for working party Allocated reading time Curriculum meetings – review of curriculum action plan half termly Curriculum design meetings Writing of documentation Sharing new curriculum with teachers Resourcing the curriculum (2020 and 2021) Re-structuring of subject leaders in the light of possible/likely staff changes in 2021 and 	<p>Outcomes in books and child evidence</p> <p>Class teacher feedback</p> <p>End of key stage outcomes remain strong regardless of COVID-19</p>	Leadership team AK/VH Curriculum Working Party	Ditto	£10,000 in 2020/2021; 2021/2022/2022/2-23

Nursery through to Year 6	<p>2022 – implementing a proactive, pre-emptive model</p> <ul style="list-style-type: none"> • CPD for subject leaders (2021) 				
Differentiation is intended and implemented to an outstanding level by all class teachers and adults working with children	<ul style="list-style-type: none"> • Work with class teachers in terms of planning and assessment • Peer observations 	<p>Outcomes in books and child evidence</p> <p>Planning scrutiny</p> <p>End of key stage results remain strong</p>	Leadership Team and all class teachers and support staff	Ongoing	n/a

BEHAVIOUR AND ATTITUDES

OBJECTIVE/S	ACTION/S	EVALUATION	WHO IS RESPONSIBLE?	ACHIEVED	COST
Sustain the exceptional management of pupils' behaviour across the school, impacting on the quality of learning and the way in which all stakeholders commit to this venture in real terms	<ul style="list-style-type: none"> • Head's assemblies • Modelling by Year 6 scholars • 1:1 meetings with families • Focused Play Therapy initiative – families most in need • CPD led by the Head and outside agencies (where applicable) 	<p>Annual family and pupil questionnaires</p> <p>Ditto in regard to all staff – their candid views</p> <p>As evidenced by staff, pupils and visitors</p> <p>Validated by visitors</p>	Led by the two senior leaders but ultimately all staff, in varying degrees	On-going but to be gauged utilising the 2022/2-23 whole school evaluation	Nil

PERSONAL DEVELOPMENT

OBJECTIVE/S	ACTION/S	EVALUATION	WHO IS RESPONSIBLE?	ACHIEVED	COST
Further develop the PD curriculum/Relationship Health and Sex Education to ensure compliance with the new statutory legislation (from September 2020)	<p>The Leadership Team large scale curriculum review of PD – to continue:</p> <ul style="list-style-type: none"> • CPD for working party • Allocated reading time • Curriculum meetings – review of curriculum action plan half termly • Curriculum design meetings • Writing of documentation • Sharing new curriculum with teachers • Resourcing curriculum 	<p>Strong PD curriculum in place</p> <p>Class teacher feedback</p> <p>Outcomes in books/child as evidence.</p> <p>Planning scrutiny</p>	<p>Leadership team Curriculum working Party</p> <p>PD Subject Leader</p>	Autumn 2022	Part of £10,000 (above)
Further enhance the PD curriculum to ensure safeguarding for all children remains exemplary, and that children are given tools to help themselves manage their own risks and safety	<p>The Leadership Team large scale curriculum review of PD – to continue:</p> <ul style="list-style-type: none"> • CPD for working party • Allocated reading time • Curriculum meetings – review of curriculum action plan half termly • Curriculum design meetings • Writing of documentation • Sharing new curriculum with teachers • Resourcing curriculum 	<p>Strong PD curriculum in place</p> <p>Class teacher feedback.</p> <p>Outcomes in books/child as evidence</p> <p>Planning scrutiny</p> <p>Incident management notes</p>	<p>Leadership team – Curriculum Working Party</p> <p>PD Subject Lead – PH</p>	Ditto	Part of £10,000 (above)

LEADERSHIP AND MANAGEMENT

OBJECTIVE/S	ACTION/S	EVALUATION	WHO IS RESPONSIBLE?	ACHIEVED	COST
Review Nursery provision to ensure that a high-quality model is sustainable	<ul style="list-style-type: none"> Establish a base budget review Staffing structure is reviewed Appropriate marketing strategy is developed to ensure that the Thomas Jones Nursery remains the ‘first choice’ for prospective parents Internal and external monitoring of the quality of provision – to ensure that what has been established is sustainable 	<p>Precise understanding costs and income</p> <p>The least expensive option is implemented without compromising integrity or impacting negatively on quality</p> <p>Accessible and linear model is launched</p> <p>The Nursery is oversubscribed</p>	<p>Business Manager</p> <p>Deputy Head, EYFS Leader, Head teacher</p> <p>Deputy Head, EYFS Leader, Head teacher</p>	<p>By December 2022</p> <p>Spring 2023</p> <p>September 2022/February 2023</p>	Nil
Explore the reinvention of Thomas Jones as an ‘in-reach’ Centre of excellence	<ul style="list-style-type: none"> Develop a pithy strategic plan Thomas Jones remains full to capacity Governors have the opportunity to consider a range of options pertaining to the school’s future 	Stakeholders are satisfied that a through a robust process, all possible options have been considered	Leadership Team	To be reviewed by December 2022	Nil
Extend the role of the school’s governing body and to ensure that succession planning is robust	<ul style="list-style-type: none"> Appoint a new chair and vice-chair Ditto a new chair of the Curriculum, Assessment and Standards sub-committee 	Resourceful, insightful robust governing body in place	Head teacher, newly appointed chair of governors	2023	Potential Governor Hub (training) costs

Employ a designated clerk		Governor meeting minutes			
To develop use of the premises to further enhance the use of space, with special focus on the re-configuration of the School House	<ul style="list-style-type: none"> Continue to formulate plans for the future development of the premises Architect meetings Meeting with RBKC regarding the site manager's dwelling Rationalise existing space SEN and for visiting professionals 	<p>New school footprint implemented</p> <p>Positive feedback</p>	Head teacher	Spring 2022	Fully funded venture outside of the school's finances
To ensure all staff have appropriate CPD in relation to any curriculum changes	<ul style="list-style-type: none"> Develop continual professional development as part of the ongoing large scale curriculum project, including Cognition and learning, specific strands Use of The National College annual subscription to professionally develop staff. 	<p>Feedback from class teachers in annual questionnaire</p> <p>Evidence in scrutiny of planning/outcomes in children's books</p>	Leadership team – Curriculum Working Party	Spring, Summer, Autumn 2021	Part of £10,000 (above)
Restructure the administrative team to enhance efficiency, retain expertise and collaborative working	<ul style="list-style-type: none"> Appoint a new Administrative Officer. 	Administrative team is efficient, collegiate, skilled, reliable and robust	Leadership Team	Autumn 2022	Possible advertising costs - TBC