

Tollgate Primary School

Self-evaluation summary 2020-2021

The context of the school

Tollgate Primary School serves the community of South Plaistow, an area of considerable disadvantage in one of London's most deprived Boroughs. Tollgate is the founding school of The Boleyn Multi Academy Trust which is made up of 7 neighbouring primary schools. Tollgate is also a Teaching School providing national support to vulnerable schools and also has a SCITT training 32 teachers a year. The SCITT was judged to be outstanding in 2017.

Levels of local unemployment are high and 25% of the school population qualify for free school meals. Pupil Premium allocation is currently £188'300 and details of our Pupil premium spend are available on our website. 90% of children are from ethnic minority backgrounds. Our pupil premium pupils attain highly and make exceptional progress.

Tollgate has a resourced provision for 29 pupils with autism. 15 pupils have resourced provision placements and 14 pupils are exceptional needs funded. Currently 15 pupils have EHC plans and 13 are waiting for plans to be finalised from the LA . This is a new way of working for Newham LA. 14% of our school population have special educational needs and this is broadly in line with Newham and national averages. Our SEND support pupils make exceptional progress and meet expected standards. Our complex pupils with EHC plans make exceptional progress from their individual starting points.

Special Features:

- Our Family Centre reaches out to all our families and focuses in on three main aspects. These are school readiness, overcoming barriers to learning and responding to local and national priorities such as mental health, gangs and knife crime.
- The school provides breakfast club from 8.00 until 9.00.
- Tollgate has been accredited by the National Autistic Society from 2006 to present. We have an NAS inspection every two years and our most recent inspection to meet the exacting NAS standards was February 2020.

Quality of Education

Outstanding (1)

The quality of education is exceptional. The curriculum is designed to meet the needs of this disadvantaged community. The intent and implementation of the curriculum are clearly embedded through a clear structure and sequence. The curriculum is a progression model where pupils build on previous learning. Pupils know more and remember more through rehearsal. All staff understand the school's curriculum intent and what this means for their practice. All work given to pupils matches the aims of the curriculum and shows sequence in how knowledge and skills build for future learning. Pupil outcomes are consistently of a high quality, including disadvantaged pupils and pupils with SEND.

The curriculum is ambitious and ensures there is strong challenge for all groups of pupils. The curriculum goes well beyond the academic to build cultural capital through music, the arts, sports, languages and international links. Teachers have strong subject knowledge and leaders have provided bespoke professional development opportunities to build confidence and expertise. The level of coverage and depth of learning is exceptional.

Teachers check pupils' understanding systematically, identify misconceptions and provide clear feedback. Teachers adapt their teaching to meet pupils' learning needs and have the highest expectations of all pupils. Teachers use assessment well to ensure confidence and fluency and all learning is referenced to previous experience. Pupils build on previous learning, practise and rehearse to build automaticity.

The learning environment is exceptional and reading is prioritised across the full curriculum. The reading curriculum is clearly sequenced to develop skills, confidence and fluency. Books supporting early reading are clearly matched to the sounds being taught. There is a love of reading across the school, evident in high quality texts within classrooms and the stunning, visual backdrop to learning celebrating stories and language. Any gaps in learning are identified quickly and a wide range of additional support is available to support pupils to keep up with their peers.

Pupils' work across the curriculum is exceptional and attainment in national tests is well above national averages. The numbers of pupils attaining expected and the higher standard in key stage 1 and expected and greater depth in key stage 2 is exceptional. The school is consistently in the top 3% of schools nationally for progress and attainment.

Leadership and Management

Outstanding (1)

Leadership and management are exceptional. Teachers' subject knowledge is developed and supported through high quality pedagogical support through the teaching school. All staff and subject leaders are supported to build knowledge and skills to consistently improve the teaching of the curriculum. Leaders are committed to staff well-being and regularly discuss ways of working to ease teacher workload. Staff report strong support for leaders.

Leaders are ambitious in providing high quality education for all pupils. Common purpose is a strong feature of the school through shared values, policies and practice. Induction of new staff is rigorous and strong support is available for all staff. Tollgate is committed to inclusion, equality of opportunity, the Equality Act 2010 and a celebration of diversity. Governors and trustees know their school well and present effective challenge and support to leaders. Leaders have developed a strong culture of safeguarding. Early help and safeguarding teams in school have ensured all staff are vigilant to signs of risk or harm. Pupil mental health and well-being is carefully supported and pupils are aware of the need to keep safe in the wider community of Newham, particularly, drugs, gangs, county lines and knife crime.

Behaviour and Attitudes.

Outstanding (1):

Behaviour and attitudes are exceptional. Pupils demonstrate high levels of respect for each other. They recognise and celebrate difference. Behaviour is always positive in classrooms and playgrounds. Pupils uphold the school's core values of care, cooperation, consideration, courtesy and commitment. Bullying is very rare and is dealt with quickly and effectively. Pupils play an active part in the life of the school through prefects, head boy, head girl and school council members. All staff have consistently high expectation of behaviour and low-level disruption is not tolerated in classrooms. Behaviours to learning are always positive and pupils show

strong resilience in their learning. Pupils have high attendance and persistent absence is low. Staff understand clear behaviour procedures to follow in terms of behaviour and attendance. Exclusion rate is zero and relationships between, staff, pupils and parents are very positive. Pupils feel safe in school and well-looked after.

Personal Development

Outstanding (1)

Personal development is exceptional. The school goes beyond the expected to enable all pupils to have access to experiences that would be unavailable to them. All pupils in key stage 2 learn a musical instrument and the school runs two successful choirs and a 35-piece school orchestra. Pupils are taught both French and Mandarin and enjoy regular visits to the British Council to work with schools globally. Residential visits, international visits to France and Belgium, visits to contrasting parts of the country and regular visits to museums, theatres and galleries, make Tollgate an exciting place to learn. All disadvantaged pupils have priority in after school clubs. Play therapists, speech and language therapists, sports coaches, art therapist, music therapists, mental health first aiders and a specific language difficulties specialist all support personal development, character and well-being.

Pupils develop resilience in a rich learning environment that promotes strong spiritual, moral and social cohesion. Leaders offer strong pastoral support and pupils are highly knowledgeable about physical and mental health well-being. Pupils are aware of age-appropriate healthy relationships, they respect cultural, religious, gender and sexuality differences. They understand fundamental British values. Pupils are well prepared for life in modern Britain.

Early Years Provision

Outstanding (1):

The quality of early year's education is exceptional. The EYFS curriculum has high ambition for all learners regardless of their starting points. Children are highly motivated, engaged, behave well, share together, take turns and cooperate. All staff have the highest expectations and children demonstrate sustained levels of concentration. Children know more and remember more through repetition and rehearsal. All pupils are immersed in a language rich setting with a love of reading at the heart of all learning. All pupils including disadvantaged pupils and pupils with SEND achieve strong outcomes. Pupils can play their phonic skills, whole word recognition and new vocabulary into independent writing of a high standard.

Pupils are given the knowledge, self-belief and cultural capital they need to succeed. The curriculum is sequenced carefully to build on previous learning and to allow for repetition and rehearsal to confidently develop skills. Vocabulary is a key priority in this disadvantaged community. Ambitious vocabulary is introduced and modelled in context through repetition leading to automaticity. Staff are experts in early reading and the phonic phases taught across early years are ambitious and challenging all learners. Staff are knowledgeable in delivering a meaningful curriculum in the Reception year. Reading, writing and mathematics follows Ofsted's 'Bold Beginning' guidelines and curriculum plans are rich in challenge to ensure all children are ready for the Year 1 curriculum.

Children develop knowledge and skills across all seven areas of learning and the curriculum supports the emotional security and physical development of all children. Speaking and listening opportunities are built into the daily activities alongside familiar stories, rhymes and songs. Staff work closely with parents to support their children's development and to share books that reinforce the sounds that have been taught in class. Consistently, 90% + of children reach a good level of development at the end of the Reception year with a third of pupils exceeding GLD. Pupils with SEND make very strong progress from their individual starting points.

Overall Effectiveness

Outstanding (1)

Overall effectiveness is outstanding.

The quality of education is outstanding.

All key judgements are outstanding.

Safeguarding is effective.
