

<b>DIRECTORS' REPORT SPRING TERM 2019</b>	<b>ITEM NO 1</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF:</b> All governors
<b>TITLE</b>	<b>Children's Services Achievements</b>		
<b>SUMMARY</b>	This item provides an opportunity for schools and children's services staff in the council to share their successes and achievements since September 2018 with other schools and colleagues in the Ealing education community.		
<b>KEY ACTION POINTS</b>	If you have a particular success or achievement in your school that you would like to tell us about, please submit an item for the next Directors' Report by 26 July 2019. The item should be sent to <a href="mailto:egflwebteam@ealing.gov.uk">egflwebteam@ealing.gov.uk</a> with 'children's services achievements' in the title line.		
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### **Wood End Academy - Ealing in Bloom winners**

Wood End's Eco Club consists of dedicated children from every year group who are passionate about their local and global environment. They have been active participants of the Trees for Cities project to establish areas of woodlands within the borough of Ealing and to date have planted 115 trees in a bid to create greener, healthier communities that will attract wildlife for future generations. To achieve their Bronze Award, they have focused on three topics, healthy living, school grounds and litter which will take between one and two academic years to complete.

Wood End's young gardeners have been extremely busy growing fruits and vegetables which has enabled them to get first-hand experience of the food cycle, from the sowing of seeds to supplying the school kitchen. They have worked hard at creating an oasis in the heart of the school and it is a space that is informative, interactive, connects with our senses and enjoyed by students, staff and visitors alike. Their hard work and dedication has resulted in them becoming the proud recipients of the Ealing in Bloom Award 2017 and 2018.

### **Ealing's nursery schools achieve national success**

The Nursery World Awards, held on 22 September last year, put Ealing at the forefront of children's education – with three nurseries winning awards and others receiving high commendations and making it to the finals.

Greenfield's Nursery and Children's Centre in Southall was the stand out achiever, winning Nursery of the Year and the Early Years in School awards.

Grove House Nursery School and Children's Centre in Southall was a finalist for the Nursery of the Year award and was also highly recommended for the Early Years in School category.

Joining Greenfields on the winners list was Hungry Caterpillar at Acton Park Children's Centre, in the Online and Social Media category; and South Acton Nursery School and Children's Centre, which picked up the Team Development award.

South Acton was a finalist for two further awards: In the 'Working' and 'Parents' category; and Nursery Practitioner of the Year, for staff member Chevone Newman.

Meanwhile, Sasha Northam, from Hungry Caterpillar, was a finalist in the Nursery Manager of the Year category.

### **Perivale Primary School's successful initiative to improve attainment at greater depth in the core subjects.**

Perivale Primary School embarked on an initiative to increase the numbers of pupils achieving higher standards. This was begun in 2014, embedded over two years and revisited last year to induct new staff. The school believes that all children should have the opportunity to reach greater depth and aims to ensure as many pupils as possible achieve this. The project involved three strands: Continuing professional development (CPD) for staff on how to deepen the thinking and learning of pupils at all levels; the use of assessment data to set targets for specific pupils and distributive leadership to help drive improvement.

A baseline survey was carried out by staff-including five newly qualified teachers on how confident they felt to stretch and challenge their pupils. This showed many staff felt the need for support in this area. This was followed up with a series of insets to provide CPD for teaching staff. They explored national research showing a decline in attainment in pupils over time from high starting points, particularly for disadvantaged pupils, and established the moral purpose behind the initiative. Work was done with staff on the pedagogy around challenge and the optimum level of difficulty required to get children into the 'Learning Pit' where they struggle with the learning, embrace mistakes as a learning opportunity and overcome difficulty to make maximum progress. They also examined what greater depth looked like in the different subjects.

To ensure learning would be put into practice in the classroom, expectations and tasks were set. Middle leaders were trained to analyse data, groups of children were named who reached higher standards at key stage 1 or early years foundation stage (EYFS), and pupils with hidden potential, including those who were disadvantaged were identified and targets set. Middle leaders shared responsibility for ensuring that these pupils were given enough challenge every day in every lesson and their teams were held to account by senior leaders who monitored through learning walks, lesson observations, book scrutiny and data analysis.

Comparative data shows the impact of the initiative. The table below shows the percentage of pupils achieving greater depth in each year group, compared to the previous year or to national figures. There are significant improvements (green) compared to last year or to Ealing/national figures. Next steps for the school are to increase reading at greater depth and the percentage of disadvantaged pupils reaching the higher standards in English and maths.

#### KS1

Cohort 20 pupils	School 2018		Ealing 2018		School 2017	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Reading	21%	19%	17%	27%	13%	16%
Writing	21%	16%	11%	18%	13%	12%
Maths	21%	23%	15%	25%	7%	28%
RWM	14%	12%	7%	13%	7%	12%

#### KS2

KS2 GDS / HS	School 2018 <sup>1</sup>	Ealing 2018	National 2018*
Reading	28%	28%	28%
Writing	29%	22%	20%
Maths	45%	30%	24%
RWM	14%	12	10%
GPS	52%	45%	34%

	Reading 2018	Reading 2017	Writing 2018	Writing 2017	Maths 2018	Maths 2017
Year 3	23%	12%	22%	8%	30%	15%
Year 4	30%	18%	23%	15%	30%	25%
Year 5	22%	17%	17%	17%	24%	22%

Monitoring shows strategies are used with increasing confidence, staff are using data to inform their teaching and the language of challenge is becoming embedded across school.