



School Development & Self Evaluation Plan

(SDP/SEF)

September 2023

School Vision

Birch Hill is an inclusive and respectful school. In collaboration with parents, and the wider community, we work to enable all children to develop their **aspirations**.

We believe that teaching and learning should be inspiring. We create challenging opportunities, which encourage children to develop respectful attitudes towards learning and all members of our school community. All children are encouraged to take responsibility, think for themselves and become independent.

The key to learning at Birch Hill is for everyone to **learn, believe** achieve **together**.

402Pupil profile

Number on roll: 419 (Jan 2023 Census)	Attendance: 95.1% [Nat Av - 95.1%] - LiveFFT	Absence: 4.9% LiveFFT	Unauthorised Absence: 1.0% LiveFFT Persistent Absence (PA): 17.4% Live FFT
Nursery Capacity: 26 per session Current: 25	Serious Incidents Racist: 0 (2022/23)	Bullying: 0 (2022/23)	Lates: 0.47%
	Fixed Term Exclusions; 3 (1.2%) (2022/23) [Nat Av -%] [LA Av - 0.74%]	Permanent Exclusions; 0 (2022/23) [Nat Av -0.01%] [LA Av - 0%]	Complaints: 2022/23 Governors - 0 Ofsted - 2

Contextual information

% girls % boys	Girls: 199 (48%) Boys: 220 (53%)
SEND Support	24 children 6% [National Average 12.6% - Sept 2023] [LA- 11.2%]
EHCPs	18 children 4.3% [National Average 4% - Sept 2023] [LA- 2.9%]
Pupil Premium	51 children 12.2% [LA 11.8]
FSM	51 children 12.2% [Nat Av 22.5% - Jan 2022] [LA - 11.8% - Jan 23]
Ethnicity	104 children 26% [Nat Av 34.5% - Jan 2022]
EAL - English	353 children 84.2% [National Average XXXX] [LA - 83.0% - Jan 23]
EAL - Not English	66 children 15.8% [National Average XXXX] [LA - 16.7% - Jan 23]
Deprivation (0.176)	Band 2 (20-40%) = 87 (20.8%) Band 3 (40-60%) = 146 (34.8%) Band 4 (60- 80%) = 172 (41.1%) Band 5 (Least Deprived 20%) = 14 (3.3%)

Other significant factor to share?

Birch Hill is a community school with relatively stable staff, pupil roll is inline with national, although in Sept 23 our reception was down from 60 to 58. The vast majority of parent engage and support the school and first our preference is high. We have been a Good school for the last two Ofsted inspections (Oct 2019). We work well to support children's SEND needs and offer a range of good quality SEND provision. We have an excellent range of well-being and personal development initiatives, including; Play therapy, Rainbow Room (Nurture), Therapy Dog (Read to Dogs), Mentoring via Kerith Church and a summer house. In September 2021 we open our SRP for children with Autism and MLD. Our Golden Rules and BLP develop children's independence and sense of taking responsibility.

* <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>

Strengths;

EYFS – 77% (+9 Nat)

KS2

Y6 Writing EXS 81% (+10 Nat)

Y6 Maths EXS 81% (+8 Nat)

Y6 GPS EXS 79% (+7 Nat) and GDS 42 (+12 Nat)

Main themes for School Development in 2023/24

- Y1 Phonics 64% (-15% Nat)
- KS1
 - Combined in EXS and GDS
 - Writing GDS Writing
- KS2
 - Y6 Reading EXS (-4 Nat)
 - Y6 Writing GDS (-4 Nat)
 - Y6 Maths GDS (-3 Nat)
- Groups
 - PPG and DD significant gap in all areas
 - SEND significant gap in all areas
 - Gender significant gap with Boys/Girls in all areas

KS2 Expected Standard or Above Attainment (EXS)	School2019	Target 2020	Targets 2021	Result 2022	LA 2022	National 2022	Targets 2023	Results 2023
% achieving the expected standard or above in reading	72	75	-	76.6	77	74.4	78	69
% achieving the expected standard or above in writing	78	78	-	59.6	69.7	69.5	75	81
% achieving the expected standard or above in mathematics	72	75	-	83	73.7	71.3	82	83
% achieving the expected standard or above in SPaG	74	79	-	87.2	73.6	72.4	-	79
% achieving the expected standard or above in reading, writing and mathematics	60	65	-	55.3	58.5	58.7	67	63

Higher Level Attainment (GDS)	School2019	Target 2020	Target 2021	Results 2022	LA 2022	National 2022	Targets 2023	Results 2023
% achieving the 'high level' in reading	22	27	-	36.2	27.8	27.8	24	35
% achieving the 'high level' in writing	21	21	-	2.1	7.9	12.9	20	10
% achieving the 'high level' in mathematics	28	26	-	34	24.2	22.4	41	23
% achieving the 'high level' in SPaG	34	36	-	46.8	28.3	28.2	-	42
% achieving the 'high level' in reading, writing and mathematics	12	11	-	2.1	5.1	7.2	10	4

Average Scaled Score	School2019	Target 2020	Target 2021	Results 2022	LA 2022	National 2022	Target 2023	Results 2023
Reading	104	-	-	105.8	105	104.8		104.9
SPaG	106	-	-	108.7	105.2	105		107.3
Mathematics	104	-	-	106	104.3	103.8		105.9

Progress	School2019	Target 2020	Target 2021	Results 2022	LA 2022	National 2022	Result 2023	Results 2023
Reading	-0.40	0.0	-		-	Average	-	-0.4
Writing	0.08	0.0	-		-	Average	-	+0.8

Mathematics	-1.04	0.0	-		-	Average	-	+1.6
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Year 4 Multiplication Table Check	School 2019	Target 2020	Target 2021	Results 2022	LA 2022	National 2022	Targets 2023	Results 2023
KS1 (Y2) Expected Standard or Above Attainment	School 2019	Target 2020	Target 2021	Results 2022	LA 2022	National 2022	Targets 2023	Results 2023
% achieving the expected standard or above in reading	76	76	-	56.7	70.3	67.1	62	72
% achieving the expected standard or above in writing	71	71	-	28.3	58.5	57.8	64	63
% achieving the expected standard or above in mathematics	75	76	-	61.7	70.7	67.9	57	70
% achieving the 'Expected Standard' in reading, writing and mathematics	-	-	-	23.3	54.8	53.6	43	56

Greater Depth Attainment	School 2019	Target 2020	Target 2021	Results 2022	LA 2022	National 2022	Targets 2023	Results 2023
% achieving greater depth in reading	22	25	-	3.3	17.4	18.1	9	26
% achieving greater depth in writing	15	15	-	1.7	5.7	8.1	4	6
% achieving greater depth in mathematics	27	22	-	1.7	13.4	15.2	4	20
% achieving the 'high level' in reading, writing and mathematics	-	-	-	1.7	4	6	2	2

Y1 Phonics Screening Check	School 2019	Target 2020	Target 2021	Results 2022	LA 2022	National 2022	Targets 2023	Results 2023
% achieving the expected standard or above in Phonics	81	82	-	87.3	81.3	75.7	82	66

Y2 Phonics (retake) Screening Check	School 2019	Target 2020	Target 2021	Results 2022	LA 2022	National 2022	Targets 2023	Results 2023
% achieving the expected standard or above in Phonics	44	45	-	40	37.8	47.7	-	-

Good Level of Development (GLD) in Early Years Framework	School 2019	Target 2020	Target 2021	Results 2022	LA 2022	National 2022	Targets 2023	Results 2023
% achieving GLD	70	75	-	52.1	68.1	65.2	71	77
Average Total Points Score	-	-	-	31.2	31.5	31		
% achieving above GLD	-	-	-	-	-	-		

Year group Targets and Results 2023 []

	Reading		Writing		Maths		Combined	
	EXP+	GDS	EXP+	GDS	EXP+	GDS	EXP+	GDS
Year 1	60 []	4 []	60 []	0 []	70 []	0 []	49 []	0 []
Year 3	63 []	7 []	56 []	8 []	61 []	8 []	47 []	2 []
Year 4	65 []	13 []	55 []	13 []	73 []	5 []	47 []	4 []
Year 5	79 []	48 []	60 []	23 []	72 []	27 []	60 []	4 []

Year group targets 2022 (Results [])

PPG	Reading		Writing		Maths		Combined	
	EXP+	GDS	EXP+	GDS	EXP+	GDS	EXP+	GDS
Year 1 (5)	40	0	40	0	40	0	40	-
Year 2 (7)	58	0	58	0	43	0	-	-
Year 3 (7)	43	0	29	0	43	0	-	-

Year 4 (7)	58	0	29	0	43	0	-	-
Year 5 (8)	50	0	38	0	50	0	-	-
Year 6 (6)	-	-	-	-	-	-	-	-

Year group targets 2022 (Results [])

PPG & SEND	Reading		Writing		Maths		Combined	
	EXP+	GDS	EXP+	GDS	EXP+	GDS	EXP+	GDS
Year 1 (1)	0 []	-	0 []	-	0 []	-	0 []	-
Year 2 (2)	0 []	-	0 []	-	50 []	-	0 []	-
Year 3 (1)	0 []	-	0 []	-	0 []	-	0 []	-
Year 4 (1)	0 []	-	0 []	-	0 []	-	0 []	-
Year 5 (4)	0 []	-	0 []	-	0 []	-	0 []	-
Year 6 (2)	0 []	-	0 []	-	50 []	-	0 []	-

Year group targets 2022 (Results [])

Boy/Girl	Reading		Writing		Maths		Combined	
	EXP+	GDS	EXP+	GDS	EXP+	GDS	EXP+	GDS
Year 1 (Boys)	0 []	-	0 []	-	0 []	-	0 []	-
Year 1 (Girls)								
Year 2 (Boys)	0 []	-	0 []	-	0 []	-	0 []	-
Year 2 (Girls)								

Year 3 (Boys)	50 []	-	0 []	-	50 []	-	0 []	-
Year 3 (Girls)								
Year 4 (Boys)	0 []	-	0 []	-	0 []	-	0 []	-
Year 4 (Girls)								
Year 5 (Boys)	0 []	-	0 []	-	0 []	-	0 []	-
Year 5 (Girls)								
Year 6 (Boys)	0 []	-	0 []	-	50 []	-	0 []	
Year 6 (Girls)								

Progress against previous inspection (October 2019)

Areas to improve

Progress (updated September 2023)

- Leaders have used the national curriculum to create new plans for teaching science, geography, history, art and DT. These subjects are being linked together by topics and a sequence of knowledge, skills and vocabulary. The plans are not yet fully in place. Leaders need to make sure that staff are given the support and training necessary to complete the planning and implementation of these new topics.
- Leaders and governors are determined that all pupils fulfil their potential. However, they need to increase the participation of disadvantaged pupils and those with SEND in curriculum enrichment opportunities, especially those activities that take place out of school time.
- Leaders need to ensure that parents and carers are kept even more up to date about their children's achievement and well-being. This will ensure that all parents can support their children's learning fully.

SLT, Subject Leaders and Class Teachers have completed Phase 1 of our Curriculum Design review. We have ensured this reflects our school vision, links with our local community and clearly sequences both skills and knowledge. We will begin Phase 2 during 2023/24 academic year – reviewing our curriculum with a Equality, Diversity and Inclusive (EDI) agenda.

We will also continue to ensure, that it fills any gaps in children's learning with a specific focus on the gaps in attainment between our key groups (PPG and SEND and Boys/Girls).

We continue to monitor SEND/PPG access and engagement to after school clubs/activities as the school begins to offer more enrichment activities and after-school clubs.

SLT and governors continue to explore ways to ensure parents and carers are kept even more informed about their children's achievements and wellbeing; including SLT visible daily, updates to Weekly Newsletter, school website, Parent Workshops and Open Door Policy.

More events to celebrate children's achievements are planned for 2023/24, including Home Learning exhibitions, Music events and our annual Art exhibition. Parents feedback from July 2023 survey highlighted that some parents still do not understand Termly Reports and that communication remains a concern. These will be focus for 2023/24.

Self Evaluation of 2022/23

Challenges

September 2022 saw schools fully emerge from the COVID-19 pandemic. The pandemic had a significant impact on us, like many other schools. Staff were anxious, and many felt the impact of the pandemic on themselves and their family – many contracted COVID19 and some hospitalised. We lost one member of staff to Covid19, and many families were also impacted.

During 2022/23, we saw a continued high number of staff absences due to illness and medical procedures. At one point, we had two teachers and a HLTA all out due to medical leave. In addition, we also had two teachers leave at Easter and another leave in June for maternity leave.

Due to budget restraints and the lack of agency staff, much of this was covered by HLTAs and/or TAs acting up as HLTAs. While we were able to continue to provide a safe and stimulating environment for

our children, one immediate impact was the lack of staff to run interventions, particularly for our low-achieving (B1/E2) children.

At the end of the 2022/23 school year, we saw another high staff turnover; some staff retired after a long association with the school, several teachers relocated and others moved for promotion. We also lost several Teaching Assistants due to the cost of living crisis and several Senior Staff left due to workload pressures.

2022/23 also saw a huge increase in SEND demand and pressure. While our SRP (Sapphire Class) is very successful – it was a challenge to appoint and retain high-quality staff. We also saw an increase in children with more complex needs coming to us – either through parental choice and/or lack of Specialist placements. This meant we had to keep these children in the SRP full-time as they were not able to access the mainstream school. This had a knock-on impact on staff not being able to fully support our SRP/MLD children back in the mainstream classes. In addition, we have a significant increase in children presenting challenging behaviour and mental health/anxiety issues.

We also started the Autumn without a SENDCo, and spent much of the remaining year managing the backlog – including, writing EHCPNAs applications, and training staff in EduKey's Provision Map software we had purchased. Finally, like lots of schools, we had significant challenges with getting our Provision Maps fully funded by the Local Authority.

All of these pressures and competing demands – staff recruitment and retention, budget restraints, and increasing SEND demands to the school decided that to put the school on the most secure footing going forward it would be best to join a Multi Academy Trust (MAT). After a long due diligence process governors voted unanimously to join Maiden Erlegh Trust (MET) and are working towards 1st December 2023 for conversion.

Successes

Although there were some significant challenges during 2022/23, we also celebrated many successes and children enjoyed a range of enrichment activities and events.

We took our Y4 and Y6 away on residential; Y4 visited Oakwood for 3 days and 2 nights, while Y6 visited Rhos Y Gwalia in mid-Wales for 6-day trip; both trips helped the children to build their resilience and independence by doing high-ropes, canoeing Bala Lake, walking a mountain, and completing a river-study.

Children enjoyed a range of musical trips from performing at Bracknell Junior Music Festival at the Hexagon Theatre and attending the Young Voices event at London's O2 – along with 8k other children! They also attended the local church's Community Christmas Carol concert.

We held our annual whole-school Art Exhibition - following the National Gallery's 'Take one Picture' event - studying Pointillism and the work of Georges Seurat.

Children performed a wide range of plays including; - Nursery, Reception and Y2 performing a range of Nativity plays, Y3 performing their Poetry Recital and Fashion Show, Y4 performing 'Rock Pool' to the rest of the school and their parents. Y5 performing their INGNITE speeches and Y6 children performing Macbeth and Twelfth Night as part of the Shakespeare in Schools Festival at the Wilde Theatre.

We celebrated National Science Week - with a theme of connections and the children grew vegetables in our Edible Playground.

We competed in a range of sporting competitions across the school including, the local boys and girls Football League, Rugby, Athletics, Badminton Tournaments, and Cricket Festival (which we won!), Cross Country Running event, and the Schools Triathlon event in conjunction with the Brownlee Foundation.

Children from across the school enjoyed a range of visits, including; Oxford Castle (Y4 - Crime & Punishment), Windsor Castle (Y1 - Castles), Upton Court (Y5 - X), Chertsey Museum (Y3 - River/Vikings), Odds Farm (Y2 - Animals).

Year 5 & 6 welcomed Aaron Martyn (singer, songwriter, DJ, and ex-footballer). He performed some of his songs and spoke to us about mental health before signing a personalised photos. Children across KS1 & 2 also had a Mental Health theatre group 'Fantastic FRED' talking to the children about how to build resilience and look after their mental health by explaining the link between physical and mental health.

Working with the local Family Learning Team, we offered parents a range of 'Family Learning' Workshops - Magic Marbles (Reception - Y2) , and also offered several parent workshops including; Managing Anxiety and Challenging Behaviours.

Y6 also ran a range of Charity events in aid of Sebastian's Action Trust - raising an amazing £776 - including Birch Hill's Got Talent Show and Cake Sales and a fair on the field.

Further afield - we worked with the local library, youth club, Scout groups, Arts Centre (South Hill Park), local leisure centre, and local churches - Easthampstead Baptist and Kerith

Quality of Education (Grade: Good)

We started to review our school curriculum during 2021/22 and ensured it aligned with our school vision – developing children’s respectful attitudes to learning and the community, resilience and engagement. In September 2022, we agreed to update our school vision – to include the word ‘independent’. We will begin to review our curriculum, our topics, and enrichment activities to ensure we are developing this aspect.

Our phase 1 curriculum review was completed in Summer 2023 and we begin Phase 2 on 2023/24 - looking at it through the lens of EDI.

We have worked hard to continue to further embed and train staff in a range of high-quality, evidenced-based Teaching & Learning, Assessment practices- including, Oracy, Pie Corbett’s Talk for Writing, Mastery Maths approach, our whole class guided reading approach, PiXI (Assessment) and Floppy Phonics.

A key priority for us continues to be focusing on developing teachers’ Professional Development (PD) and working with Teacher’s Development Trust (TDT) to embed a Collaborative Enquire Project. Alongside this, we purchased Tom Sheringham’s WalkThrus material and in 22/23 and worked with across boroughs on a Professional Development project. Since 2021/22 we updated our staff CPD policy and put staff training at the heart of our SDP going forward. During 2023/24 we will continue to embed our Collaborative Enquire and combine it with the pedagogy framework offered by WalkThrus. This has been very successful and teachers enjoy this work.

Our robust internal and external quality assurance observations / Learning Walk show that majority of teachers have high expectations of children, and classroom management, organisation and routines are secure. Where practice is strong, there is consistency in the use of the school’s T&L policy and procedures including; Talk 4 Writing, Mastery Maths, Oracy. Areas for improvement for 2023/24 will be to induct new staff into our school procedures.

Data shows that children made attainment broadly in line with national;

Behaviour & Attitudes (Grade: Good)

We successfully opened Sapphire Class (SRP for ASD/MLD) in September 2021. We are now full with 10 children in the setting. Sapphire class, alongside Rainbow (Nurture) adds an important strand to our Inclusive practice. In addition, we offer play therapy, ELSA, Dog Therapy and we work with our local Mental Health Support Team (MHST). In 2021/22 we employed a Lead behaviour TA, who supported other TAs and LSAs across the school. In July 2023 we successfully completed Behaviour Hub Project and reviewed our Behaviour Policy, changing some of our procedures including lunchtime systems, introduced Playground Trolleys and changed our Traffic Light system - away from colours to words.

Personal Development (Grade: Good)

We use the Jigsaw (PSHE) Scheme of Work in September 2020 and spent much of the last year embedding the material and training staff. In 2022 we focused on training staff on Sex and Relationship (SRE) material and scheme. We have an active Children's Voice programme including; School Council, House, Sports Leaders, Buddies and Eco-Warriors.

Leadership & Management (Grade: Good)

Alongside Covid, a significant impact has been to manage an increasingly tight budget. This was particularly regarding SEND funding – making applications for EHC Plans and secondly chasing the LA for funds to support those children with significant SEND needs.

Subject Leaders and Team leaders have worked hard and along with Phase / Key Stage Leaders, they are developing skills and knowledge to improve their subjects. This has included various leaders completing NQP courses (ML, SL and BL) and others working on their Curriculum Maps, Knowledge Organisers and Skills Progression Map and monitoring and evaluating their subjects,

Our headteacher completed DfE funded Mental Health & Wellbeing training and introduced a new Mental Health & Wellbeing policy. The new policy, a Wellbeing Team and shared resources (INSET Sept 2022), this will continue to be a priority for 2022/23.

Our Governing body is stable and effective. Governors complete Skills Audits, have an experienced Clerk, Terms of Reference, a Code of Conduct and Annual Meetings Schedule. However, we have had a number of changes and in 2022/23 priority was given to inducting our new chair and vice of governors, and exploring academisation.

We have had significant staff changes over the last two years - including a new SBM (June 2022) and our SENDCo leaving in August 2022 and new one starting in January 2023. A number of teachers have left the profession, been promoted, relocated or moved into the Special School sector. Support Staff have also left due to cost of living.

EYFS (Grade: Good)

Over the last 2 years it has been a challenge to find a successful EYFS leader, and this has had an impact on the ability to further develop our EYFS practice. A new strong team is in place during 2022/23 and will continue to focus on developing EYFS curriculum and practice during 2023/24. Our Nursery continues to have a stable staff (although one TA left in August 2022 after 28 years in post).

School Development Priorities (2023/24)

- **Quality of Education**

Continue to put staff Professional Development at the heart of the SDP. Developing teachers pedagogical understanding through Collaborative Enquiry (WalkThrus and Teachers Development Trust)

Ensure consistency of teaching strategies (*Mastery Maths, Pie Corbett's Talk for Writing, Oracy, Floppy Phonics, Guided Reading*)

- Prioritise Talk for Writing
- Especially with new staff, ECTs and HLTAs

Explore effective ways to develop and deploy Support Staff

Review Curriculum Design Phase 2 – explore Equality, Diversity and Inclusion (EDI)

Increase the participation of disadvantaged pupils and those with SEND in curriculum enrichment opportunities, especially those activities that take place out of school time

Group/ Data

- Combined for all year groups
- Close group analysis – low attainers, boys/girls, PPG/NonPPG

- **English**

Increase % of children attaining **writing** across the school GD across the school

Embed **Oracy** fully across the curriculum (Voice 21) - with a focus on Foundation Subjects

Reading

- Improve and develop boys reading – especially at KS2
- Identify children graded WTS and move them into Expected – especially in KS2
- Embed a Love of Reading strategies - with a focus on developing children's independent love at reading

- **Maths**

Support new Subject Leader – working with Mobius Maths Hub

Further develop teachers' Knowledge and understanding of Mastery maths - with a focus on their understanding of applying problem solving and reasoning through fluency

Focus on WTS/Lower attainer and extending Highers

Agree a planning template

- **Behaviour and Attitudes**

All staff implement schools Behaviour Policy and procedures consistently [CPOMs, pupil survey/red book audit]

Review Guy Claxton's Building Learning Power (BLP) training and resources and ensure it is understood by children

Continue Embed TA Behaviour Lead

Further development and embedding of outdoor curriculum (Edible Playground and Summer House, Lookout /Ranger and South Hill Park)

Ensure attendance is high for all children and strategies are in place to support specific groups (PA)

- **Personal Development**

Monitor PPG/SEND children's participation and engagement in after-school activities

Work with parents to understand the importance SRE scheme of work

Continue to develop our Outdoor Learning provision / Edible Garden (PSHE/ Science), Summer House
Embed Pupil Voice to ensure children are 'active citizens who contribute positively to society' and to help improve the school

Review Computing and E-Safety SOW

Continue to further develop links with local facilities to develop 'character' and cultural capital

- Well-being/resilience – Oakwood
- Art – South Hill Park
- Science – Lookout and 3M
- Confidence – Drama including Shakespeare Schools

- **Leadership and Management**

Continue to work on academisation

Review structure of SLT to ensure there is a balance of EYS,KS1 and KS2 representation and roles and expectations are clear and defined

All teachers to continue to engage in TDT project Collaborative Enquire Project (walkThrus and Teacher Development Trust)

Develop Middle and Subject Leadership to enable them to fully contribute and make effective changes to whole school development that will enable them to be empowered to make a positive contribution to school development [staff survey, PM reviews, CPD Implement CPD policy, TDT project]

Governors to ensure they complete their monitoring visits

Senior and Middle Leaders have a robust Monitoring schedule in place to ensure high-quality learning is taking place, and any support is identified early and acted on.

All Leaders review their subject to ensure it is taught in a sequenced, appropriate in a clear and coherent way (following Subject Handbook and Action Planning) **Ofsted Actions:**

- All Leader to monitor and aim to increase the participation of disadvantaged pupils and those with SEND in curriculum enrichment opportunities, especially those activities that take place out of school time.
- Leaders need to ensure that parents and carers are kept even more up to date about their children's achievement and well-being (website).

_T/Governors and Friends to explore more ways to involve children and parents (particularly PPG/SEND) e kept even more up to date about their children's achievement and well-being.

review staff wellbeing strategies – embed new policy and review DfE Staff Wellbeing Charter

- **Quality of education in Early Years**

develop outside provision – space, resources and planning

further develop continuous provision from Reception into Y1

- **Overall effectiveness – Good**

QUALITY OF EDUCATION

Ofsted Grade: Good

Strengths

- Phase 1 Curriculum Design complete. Schemes of Work for Foundation in place (Computing/ PurpleMash, Discovery/Science, Oddizzi /Geography, Language Angels/ French, REAL PE, Jigsaw/PSHE, Changra/Music)
- Quality of teaching and learning consistently good across the school with some outstanding practice
- Assessment - GL and PiXL strategies and material embedded and used to identify gap analysis
- Pupils with SEN and/or disabilities have a good quality provision (SRP, Nurture, ELSA, Play therapy, MHST)
- Positive relationship and good Behaviour for Learning. Children *Ready to Learn* - children calm, settled, effective transitions and good classroom organisation
- T&L scheme and procedures are high-quality and evidenced based - Mastery Maths, Talk4Writing, Floppy Phonics, Oracy (Voice21), PiXL & GL Assessments.
- Building Learning Power (BLP) enables children to understand 'how to learn' (Metacognition)

<p>Areas for development</p>	<ol style="list-style-type: none"> 1. Complete Phase 2 of Curriculum Design (EDI) 2. Further develop consistency of Teaching, Learning & Assessment across the school – particularly with a focus on new staff/ECTs; <ol style="list-style-type: none"> a. Talk for Writing b. Mastery Maths through work with Mobius BBO Network c. Oracy Framework using Voice21 strategies d. Embed Love of Reading strategies across the school - (monitor reading from Y2-Y4) e. Phonics 3. Review Computing and E-Safety Scheme of Work
<p>How will we know we have achieved this?/ What will it look like?</p>	<ul style="list-style-type: none"> • Curriculum Design Review (Phase 2) complete and published • Quality of teaching consistently graded good – and more outstanding (SLT/STEP Learning Walks/PPM/PM/appraisal) • Evidence of teaching strategies used effectively and consistently; <ul style="list-style-type: none"> ○ Pie Corbett's Talk for Writing ○ Voice 21 ○ Mastery Maths ○ Reading material between Y2-4 reviewed ○ Love of Reading being used • Progress and attainment data in line with national (FFT 25%) • Parents and Pupil surveys /feedback show high % of satisfaction (85%) • Teachers more confident to use Computing & E-Safety Scheme of Work
<p>Progress to date:</p>	<p>Autumn Term:</p> <p>Spring Term</p> <p>Summer Term</p> <p>Emerging priorities for 2024/5</p>

BEHAVIOUR AND ATTITUDES

Ofsted Grade: Good

Strengths	<ul style="list-style-type: none">• Positive culture of learning• Positive attitude to learning• Staff committed to inclusive behaviour management strategies• Good multi-agency working enables children (there are few children who need additional needs and we work closely with Local Authority). [BST/EP/ASSC/CDC]• Data show low incidents of bullying• Data show low incidents of discrimination• Data show attendance and punctuality is broadly in line with national and local• PASS survey and pupil feedback show effective positive Attitudes to Learning• Teachers and SLT work proactively with parents to manage behaviour incidents• Behaviour logs show low incidents of Serious Behaviour Incidents• Completed Behaviour Hub Project (July 2023) and updated Behaviour Policy and Strategies
Areas for development	<ol style="list-style-type: none">1. Review E-Safety Scheme of Work and Provision2. Further embed Lead TA Role - support TAs in the classroom3. Further embed BLP resources and material to ensure children fully understand these4. Behaviour analysis (CPOMs)5. Ensure all staff are confident to implement Behaviour Support Plans – working with multiply agencies recommendations where needed

<p>How will we know we have achieved this?/ What will it look like?</p>	<ul style="list-style-type: none"> • Maximise attendance & punctuality PPG/SEND children in line with Nt/LA data • Minimise exclusions especially for PPG/SEND children in line with Nt/LA data • Staff and children confident in delivering and understanding E-Safety. • E-Safety taught across the school and reduced number of incidents reported • Behaviour logs to be analysed regularly by SLT/Child Meeting Team • Exclusion data (0%) – including groups (SEND/PPG) • Attendance data (Target 95%) • STEP reports • Evidence that classroom management, systems and routines embed positive relationships and good Behaviours for Learning are implemented effectively and consistently across the school [SLT and STEP Learning Walks, Phase Leaders feedback] • Parent/Children/Parent survey
<p>Progress to date:</p>	<p>Autumn Term:</p> <p>Spring Term</p> <p>Summer Term</p> <p>Emerging priorities for 2024/5</p>

PERSONAL DEVELOPMENT

Ofsted Grade: Good

<p>Strengths</p>	<p>Good evidence across the school of;</p> <ul style="list-style-type: none"> ○ SMSC ○ British Values ○ Supporting children’s mental health and well-being (Nurture, Play therapy, Edible Playground/Summer House, Mental Health Support Team - MHST) ○ Pupil voice strategies (Houses/School Council, Sports Leaders, Buddies – children attend Parent Consultations) ○ Children running charity projects ○ Children able to articulate their own view(s) - Oracy (IGNITE Speeches)
<p>Areas for development</p>	<ol style="list-style-type: none"> 1. Monitor PPG/SEND children’s participation and engagement in after-school activities 2. Further embed PSHE scheme of work (Jigsaw linked to whole school believe themes/assemblies) – including SRE scheme. New online portal 3. Training for Pupil Voice groups to ensure they understand their role and are able to articulate the impact of their work on the wider school community (Houses, School Council, Buddies, Sports Leaders) and further develop strategies to ensure children are ‘active citizens who contribute positively to society’ 4. Embed Outdoor Learning / Edible Garden cycle and planting 5. Further develop links with local facilities that support and develop charter and cultural capital 6. Re-introduce ELSAs
<p>How will we know we have achieved this? What will it look like?</p>	<ul style="list-style-type: none"> ● PPG/SEND participation and engagement monitored ● Believe vision clearly articulated in staff handbook and on school website ● PSHE/SRE SOW implemented and reviewed. Staff confident using the material and portal ● Edible Playground continues to embed and growing seasons complete and continues to embed and science linked shared with teachers ● Pupil Voice activities ● PASS survey ● Children engage in a range of activities in local facilities

Progress to date:	<p>Autumn Term:</p> <p>Spring Term</p> <p>Summer Term</p> <p>Emerging priorities for 2024/5</p>
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LEADERSHIP AND MANAGEMENT –

Ofsted Grade: Good

Strengths	<ul style="list-style-type: none"> • Leaders (SLT/Governors) have a clear, ambitious vision for school improvement; clearly identifying strengths and area for development • SLT/KS Leader structure clear and becoming more embedded • Safeguarding is effective. All staff trained and SLT/named Governor review their safeguarding audit termly • Health and safety, including premises is effective • Governance is good. The board runs a 'flat structure' and there are agreed Terms of Reference, clear agenda and annual policy schedule • School Development (Include SEF) is updated annually and closely monitored termly by all staff, Middle/Subject Leaders, SLT and FGB • Continuous Professional Development programme is planned and linked to PM/appraisals. [CPD policy] • High Staff morale • There are strong links with parents and the local community. There is an active Friends of Birch Hill, an annual Parent Survey, school runs an open-door policy, parents volunteer in the school and attendance at parent consultations is high. The number of formal complaints is low.
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<p>Areas for development</p>	<ol style="list-style-type: none"> 1. Join Maiden Erlegh Trust (MET) 2. Develop a Culture of Coaching across Leadership Team(s) 3. Subject /Middle Leaders involved in <i>adopting or constructing a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i>[Ofsted framework 2019] <ul style="list-style-type: none"> ○ Middle/Subject Leaders to complete: data gap analysis, develop year group profiles, write action plan to fill any gaps, talk to year group teams and ensure the National Curriculum needs are met and then ensure that it adapts to meet the needs/analysis of the children. This is also articulated /feedback to the school community (website, year groups, FGB) – initially start with English/Maths/Science 4. Develop staff CPD and teachers CPD through work with the TDT to develop a collaborative enquiry project 5. Work with MET – support with monitoring and evaluation of their subjects 6. Further develop Mental Health & Wellbeing strategies 7. Review KS/Phase Leaders structure and roles 8. Governors to build in capacity to monitor school outcomes (visits) more robustly <p>Ofsted Action</p> <ul style="list-style-type: none"> ➤ Leaders need to ensure that parents and carers are kept even more up to date about their children's achievement and well-being. This will ensure that all parents can support their children's learning fully. ➤ Leaders and governors are determined that all pupils fulfil their potential. However, they need to increase the participation of disadvantaged pupils and those with SEND in curriculum enrichment opportunities, especially those activities that take place out of school time.
<p>How will we know we have achieved this?/ What will it look like?</p>	<ul style="list-style-type: none"> • Join MET 1st December 2023 • Complete review of KS/Phase Leaders and more capacity to move school improvements forward • Middle/Subject Leader more confident in understanding their role, ability to articulate it and complete review of subject • FGB presentations (English/Maths/Science/PSHE and Mental Health & Wellbeing) • Staff welling team meet regular and strategies being implemented – including review DfE Wellbeing Charter and School policy • Continue to support teachers/staff CPD – working with Teachers Development Trust (TDT) and WalkThrou material • Website updated with Curriculum Subject/ Teams information

Progress to date:	<p>Autumn Term:</p> <p>Spring Term:</p> <p>Summer Term:</p> <p>Emerging priorities for 2024/5</p>
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QUALITY OF EDUCATION IN EARLY YEARS

Ofsted Grade: Good

Strengths	<ul style="list-style-type: none"> • Strong EYFS Leader (and Team) • Quality of teaching and learning consistently good across EYFS • Effective transitions enable positive relationship and good Behaviours for Learning • Children Ready to Learn - children calm, good classroom organisation
Areas for development	<ol style="list-style-type: none"> 1. The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning. 2. Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge. 3. .Develop outside provision – space, resources and planning 4. Further develop continuous provision from Reception into Y1
How will we know we have achieved this?/ What will it look like?	<ul style="list-style-type: none"> • Curriculum and planning clearly shows learning outcomes and builds on prior learning • All staff knowledgeable about EYFS outcomes and curriculum expectations • Outside provision is stimulating and engaging for children • EYFS and Y1 provision continues to be graded at least Good [STEP / SLT learning walks]

Progress to date:	<p>Autumn Term:</p> <p>Spring Term:</p> <p>Summer Term:</p> <p>Emerging priorities for 2024/5</p>
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OVERALL EFFECTIVENESS – Good

Strengths	
Areas for development	
Progress to date	<p>Autumn Term:</p> <p>Spring Term:</p> <p>Summer Term:</p>

Senior Leadership Team (SLT)

<p>Headteacher:</p> <p>Michael Dillon</p> <p>Safeguarding & Attendance, Standards, H&S/RA, SEF, SDP, M&E, PM, PPG</p>	<p>Deputy Headteacher: KS2</p> <p>Karen Cameron</p> <p>Learn Behaviour (KS2) Oversee English & Maths, PiXL & Assessment, SATs/Standards T&L, Teachers CPD/Mentoring,</p>	<p>SENDCo/Inclusion/EAL</p> <p>Helen McAllister</p> <p>SENCo, Inclusion Nurture, Play therapy, CLA/SGO, TA Allocation and CPD, Volunteers,</p>	<p>School Business Manager:</p> <p>Nicola Down</p> <p>HR/Personnel, Budget, Office/Admin, H&S/RA, Site, Catering, website and social media</p>
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Subject Teams & Governors - Roles & Responsibilities

English & Maths & Assessment	KUW	Creative Arts	Wellbeing	EYFS
Karen Cameron	Emma Bradshaw	Helen Davis/Chantal Watson	Hannah Kerslake	Molly Archer
<ul style="list-style-type: none"> • Writing – Chloe Hodge • Reading - Carla Hooper • Maths – Shirley Moore • Assessment – Karen Cameron • Phonics & Early Reading – Molly Archer 	<ul style="list-style-type: none"> • Science (& Edibles) – Emma Bradshaw • History – Sam Russell • Geography – Sam Russell • Computing Michael Dillon • French (KS2) – Helen Davis 	<ul style="list-style-type: none"> • Art – Chantal Watson • D&T – Chantal Watson • Music – Helen Davis • Displays - Chantal Watson 	<ul style="list-style-type: none"> • PSHE, SMSC & SRE – Hannah Kerslake • RE- Hannah Mustoe • PE – Sophie Middlemass/Lauren Kaye • Houses – Imogen Attrill • School Council – Emma Blackford 	<ul style="list-style-type: none"> • Molly Archer • Chantal Watson • Becky Giles • Julie Keane

Governors Strategic Link: L&M: Michael Dillon	Governors Strategic Link: QofE: Karen Cameron <i>English, Maths, Assessment, Curriculum Design, KUW, Creative Arts</i>	Governors Strategic Link: Personal Development: PHSE/SRE/SMSC, RE, Houses/School Council, E-Safety, Pupil surveys/attitudes	Governors Strategic Link: Behaviour: Behaviour, Anti Bullying, Exclusions, attendance	Governors Strategic Link: EYFS Molly Archer
School Lead: Michael Dillon FGB: Jane Newman	School Lead: Karen Cameron FGB: Nigel Penstone	School Lead: Hannah Kerslake FGB: Lee Clarke	School Lead: Carla Hooper FGB: Ruth Newling-Ward	School Lead: Molly Archer FGB: Ruth Newling-Ward

PPG/Sport Premium	Development	SEND/Inclusion	Safeguarding	GDPR	Wellbeing	Health & Safety	Finance & HR (SFVS)
Joey Gurney	Nigel Penstone	Ruth Newling-Ward	Jane Newman	Lee Clarke	Stephen Weeks	Lee Clarke	Lee Clarke

CPD (Learning) Focus			
Learn	Believe	Together	Resources
<ul style="list-style-type: none"> • Writing – Pie Corbett • Mastery Maths • Teaching & Learning Pedagogy (WalkThro Material) • PIXL • Voice21 • Love of Reading strategies (English Hub) • Curriculum Design/Planning overview • Collaborative Enquire Project (TDT) 	<ul style="list-style-type: none"> • Jigsaw & SRE • BLP (Guy Claxton) • Pupil Voice (Houses/school council) • Behaviour policy/procedures / Zones of Regulation (Behaviour Hub) 	<ul style="list-style-type: none"> • Graduated Approach • Nurture (Rainbow Room) • SRP (Sapphire class) 	<ul style="list-style-type: none"> • Staff meetings • TDT Project / Collaborative Enquire Project • Phase Meetings • Coaching (MD/KC) • Middle Leader meeting / training • LA courses • Conferences • External consultants • Self research and Professional Development

Monitoring & Evaluation Policy/Schedule		
<p>Types of Monitoring</p> <ul style="list-style-type: none"> • Learning Environment • Learning Walk • Book –Look (quality & quantity of work) • Behaviour Observations (against policy) • Governor Presentation / Governors Day / 1:1 meetings • PM Processes and Lesson observations • CPOMs 	<p>By Who</p> <ul style="list-style-type: none"> • SLT • STEP • Governors • Subject / Middle Leaders 	<ul style="list-style-type: none"> • Karen Cameron (Learn, Reading & Maths) • Lianne Shakespeare (Believe) • Helen McAllister (Together / Interventions, Learning Environment, differentiation) • Molly Archer – EYFS outside environment & planning and Phonics • Middle/Subject Leaders (Planning) • Dom O’Brien – Maths • Chloe Hodge – English/Writing • Carla Hooper – Reading

Priorities	RAG	Autumn				Spring				Summer			
		Not Started	On Track	Completed	Blocked	Not Started	On Track	Completed	Blocked	Not Started	On Track	Completed	Blocked
1) Quality Education													
2) Behaviour & Attitude													
3) Personal Development													
4) Leadership & Management													
5) EYFS													

Blocked - for reasons beyond our control

3 Year Overview			
Ofsted	Ofsted (Outstanding)	Year 2 (2023/24)	Year 3 (2024/25)
Quality of Education	<ul style="list-style-type: none"> ➤ The school's curriculum intent and implementation are embedded securely and consistently across the school. ➤ It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. ➤ Across all parts of the school, series of lessons contribute well to delivering the curriculum intent. ➤ The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. ➤ It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. ➤ Pupils' work across the curriculum is consistently of a high quality. ➤ Pupils consistently achieve highly, particularly the most disadvantaged. ➤ Pupils with SEND achieve exceptionally well. 	<ul style="list-style-type: none"> • Further embed consistency on Qof Ed and % of outstanding teaching increases • Teacher use of collaborative Enquire and research is well established • Review Curriculum Design with Inclusion and Diversity • Review Spelling and GPS approaches 	<ul style="list-style-type: none"> •
Behaviour & Attitude	<ul style="list-style-type: none"> ➤ Pupils behave with consistently high levels of respect for others. ➤ They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. ➤ Pupils consistently have highly positive attitudes and commitment to their education. ➤ They are highly motivated and persistent in the face of difficulties. ➤ Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. 		

	<ul style="list-style-type: none"> ➤ Pupils actively support the well-being of other pupils. ➤ Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education. 		
Personal Development	<ul style="list-style-type: none"> ➤ The school consistently promotes the extensive personal development of pupils. ➤ The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. ➤ Opportunities for pupils to develop their talents and interests are of exceptional quality. ➤ There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work. ➤ The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer. ➤ The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others 	<ul style="list-style-type: none"> • Recording and Assessment arrangements for PSHE/Jigsaw • Develops children's resilience as learners • Further Review Equalities Provision (BLM/LGBTQ+) • Review RE Scheme of Work and Policy 	<ul style="list-style-type: none"> • Further develop children's aspiration (Curriculum topics, Pupil Voice, BLP)
Leadership & Management	<ul style="list-style-type: none"> ➤ Leaders ensure that teachers receive focused and highly effective professional development. ➤ Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum. ➤ Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. 	<ul style="list-style-type: none"> • Continue to work with Subject & Middle leaders • Develop consistency across all subject so the 3i are embedded and taught effectively in all year groups • Evidence governors are holding school to audit in all 3 aspects of governors role 	

	<ul style="list-style-type: none"> ➤ Staff consistently report high levels of support for well-being issues. 		
EYFS	<ul style="list-style-type: none"> ➤ The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff. ➤ The impact of the curriculum on what children know, can remember and do is strong. ➤ Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. ➤ Children with SEND achieve the best possible outcomes. ➤ Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties. 	<ul style="list-style-type: none"> • Outdoor provision • Links with nursery 	
Site/Environment / Conditions Survey		<ul style="list-style-type: none"> • Climbing frames • Type park 	<ul style="list-style-type: none"> • Sails /shade (Nursery, Y5 and Y4)