

# Self Evaluation Summary Sheet (SEF)

September 2019



SECTIONS		SUMMARY EVALUATION	
1	Introduction (School Context)	<p>Birch Hill is a two form Primary &amp; Nursery school serving the Birch Hill and Hanworth districts of Bracknell Forest. We have 410 children on roll (plus our nursey children). In addition we have a KS2 Inclusion class (8 places MLD/ASD), which is linked with the local Special School – Kennel Lane. The school was built in 1975 and offers spacious, single storey accommodation with ample outdoor space. The school is organised into EYFS/ KS1 and KS2, with a Deputy Head leading each Key Stage. The current Headteacher was appointed in September 2015 and along with the Senior Leadership Team (SLT), governors and other stakeholders is focused on continuing to raising standards, while also ensuring school's vision is updated to meet the needs of the children and community.</p>	
2	Areas for Whole School Improvement Plan (SIP): Key priorities identified through school performance review & evaluation	<ol style="list-style-type: none"> <li>1. Ensure Quality First Teaching is consistent</li> <li>2. Futther develop Leadership &amp; Management at all levels (especially Middle Leaders)</li> <li>3. Review and develop the curriculum to ensure its provides an engaging and enriching provision</li> </ol>	
3	Progress since the Previous Inspection / Key Issues (Ofsted March 2016)	Key Issues	Progress
		<ol style="list-style-type: none"> <li>1. Some leaders do not routinely check the impact of improvements on the quality of teaching and the outcomes for all pupils.</li> <li>2. Teaching is not yet outstanding across the school</li> <li>3. The quality of teachers' marking and feedback to</li> </ol>	<p>The SLT structure includes two DHTs, one for each key stage, SENCo/Inclusion Leader And School Business Manager (SBM).</p> <p>One DHT leads <b>LEARN</b> strand of the school MOTTO - Teaching &amp; Learning (English &amp; Maths, Pedagogy, &amp; Assessment).</p> <p>The other DHT leads <b>BELIEVE</b> strand of the school MOTTO – Well-Being/PE, Behaviour, Buddies, Sports leaders, House Captain, School Council, SMSC</p> <p>The Inclusion Leader oversees <b>TOGETHER</b> strand – SEND, Attendance, Community Engagement, Parental involvement.</p> <p>Middle Leaders lead one of five 'teams'. Focusing on improving T&amp;L. They have</p>

		<p>pupils sometimes falls short of the school's policy standards</p>	<p>completed training with the LA and also with local Cluster schools.</p> <p>The school is focused on providing quality CPD (including mentoring, coaching-joint planning and team teaching) . The T&amp;L and assessment policies are annually updated and shared with staff.</p> <p>INSET, STEP visits, PMR template. School focused on Embedding Assessment cycles (formative &amp; summative) training for Moderation and more rigorous Pupil Progress Meetings (PPMs). The school uses PIXI assessment material to <i>'identify gaps and plus them'</i></p> <p>The school continues to develops teacher's understanding of QfT and AfL – in particular the use;</p> <ul style="list-style-type: none"> <li>• Questioning (looking at different types of questions),</li> <li>• Oracy (Voice 21)</li> <li>• PiXL Primary to further focus on gap analysis and 'Key Marginals';</li> <li>• We are working with an external Maths consultant (and working with the FLA Maths project).</li> </ul> <p><b>T&amp;L</b> strategies introduced since last inspection include; Talk4Writing, introduced cursive handwriting and Guided Reading strategy. The school has reviewed its Feedback, Marking &amp; Presentation Policy and much work has been done to ensure all feedback is meaningful, and manageable and impacts on children's learning.</p> <p><b>Believe</b> strategies introduced since last inspection include; Golden Rules, Annually update Behaviour Policy, strategies and training, Well-Being Audit, Updated RSE policy and training, extended Pupil Voice initiatives,</p> <p><b>Other</b> strategies also introduced include; Alternative Provision – extended therapeutic support by introducing ELSA, Nurture, Summer House, Edible Playground, Nurture staff taken off-timetable, updated School Vision &amp; MOTTO to include <b>Aspiration &amp; Together</b></p>
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4	Overall Effectiveness	Grade	2	
		Summary of Strengths & Actions [evidence]	Impact	Areas for Development

	<ul style="list-style-type: none"> <li>• Birch Hill is a Good school</li> <li>• Senior Leadership Team and Governors have a clear understanding of the schools' strength and areas to improve and are focused on improving standards and challenging poor performance.</li> <li>• Most pupils benefit from teaching that is at least good, with some Outstanding practice.</li> <li>• Most pupils have positive attitudes to learning due to a good curriculum that is adapted to meet their needs, including good SMSC provision.</li> <li>• Provision for SEND and PPG is adapted to meet the needs of children</li> <li>• As a result, achievement for the majority of children is broadly in-line with national expectations</li> <li>• The school has high expectations of all children and</li> <li>• All staff are committed to ensuring all pupils, including those with special educational needs, boy/girl, EAL and PPG reach their potential.</li> <li>• EYFS practice is strong</li> <li>• Safeguarding is effective</li> </ul>		<ol style="list-style-type: none"> <li>1. Ensure Quality First Teaching is consistent across the whole school (embed new systems – particular focus on PPG and GDS)</li> <li>2. Develop Leadership &amp; Management of the school (focus on <b>Middle Leaders</b> and impact of SDP Action Plans 2019/20)</li> <li>3. Curriculum Development – continuing to develop/review curriculum</li> <li>4. Continue to review Nurture Provision and new Alternative Provision (Summer House and Edible Playground)</li> </ol> <p>See below for more details</p>
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5	Quality of Education	Grade	2	
		Summary of Strengths and Actions [evidence]	Impact	Areas for Development
		<p><b>Curriculum;</b> The school have been updating and adapting the curriculum since Sept 2018 to ensure it was well planned and sequenced, using the local context of the children and community;</p>	<ul style="list-style-type: none"> <li>• Children are engaged and motivated in their lessons</li> <li>• Strong focus on BLP, developing reflective and independent learners</li> </ul>	<p>Continue to review to ensure consistency of curriculum development across the school by:</p> <ul style="list-style-type: none"> <li>• Develop Knowledge Organisers (History/Geog)</li> </ul>

	<ul style="list-style-type: none"> <li>Continued focus on core subjects (Eng/Maths, Reading and Oracy)</li> <li>Topics and Trips/Enrichment activities have are being reviewed <ul style="list-style-type: none"> <li>Included new Knowledge Organisers (Science)</li> <li>Residential trip for Y4</li> </ul> </li> <li>Afternoon Alternative Provision (Nurture) established (Year 1&amp;2)</li> <li>Morning Alternative Provision (Summer House/Edible Playground) being set up</li> <li>SpLD TA non-class based</li> </ul> <p><b>Where teaching is Good:</b></p> <ul style="list-style-type: none"> <li>Teachers have high expectations of children and routines are well established</li> <li>Opportunities for children to become 'Lead Learners'</li> <li>Teachers have very good subject and pedagogical knowledge and skilfully challenge, question and move children's learning forward</li> <li>Relationships are very good (between adults and between children)</li> <li>Teachers develop a positive atmosphere that encourages children to reflect, learn their own learning through enquire and by making mistakes</li> <li>Develop children's understanding (Depth of Learning)</li> <li>Marking follows the new school policy</li> <li>Teacher promote respect, equality and diversity</li> <li>Focus on developing oracy</li> <li>Embedding PiXL assessment system</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Local Authority STEP visits</li> <li>Pupil achievement – 3 year trend – broadly in-line with National</li> </ul>	<ul style="list-style-type: none"> <li>Planning is adapted to meet the needs of children</li> <li>Marking is beginning to shows it follows school policy</li> <li>Books are well presented and children have pride in their work</li> <li>Children attainment is broadly in line with National</li> <li>Engaged with Voice21 project</li> </ul>	<ul style="list-style-type: none"> <li>Develop Middle Leaders knowledge of curriculum development</li> </ul> <p>Ensure consistency of teaching across the school by:</p> <ul style="list-style-type: none"> <li>Ensure adults have a high degree of subject &amp; pedagogical knowledge</li> <li>Ensure children's work is of a high quality and quantity</li> <li>Ensure pupils' have a secure understanding in the core mathematical skills &amp; concepts for their age/year group</li> <li>Ensure staff about all aspects of assessment (moderation/Teacher Assessment/Embed PiXL)</li> <li>Ensure children's needs are met through effective differentiation</li> <li>Teachers need to deepen children's learning through the use of more effective AfL - particularly questioning and re-shaping the learning in the 'moment' and giving children more opportunities for children to lead their own learning.</li> <li>Embed updated Assessment policy &amp; updated Feedback, Marking &amp; Presentation policy</li> <li>Continue to monitor provision and progress of children in EYFS (GLD)</li> <li>Ensure parents are clear about expectations</li> <li>Continue to embed Maths scheme (Barbara Carr / White Rose Hub)</li> </ul>
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	<ul style="list-style-type: none"> <li>• Senior Leadership observations (formal and Drop-ins)</li> <li>• Learning Walk (Classroom Environment)</li> <li>• Teachers Performance Management Meetings</li> <li>• Poor performance is robustly challenged</li> <li>• Pupil Progress Meetings (PPMs)</li> <li>• NQT observations /Mentoring</li> <li>• Governors Monitoring Visits</li> <li>• Key Stage Meetings [on-going]</li> </ul>		
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6	Behaviour & Attitude	Grade		2
		Summary of Strengths & Actions [evidence]	Impact	Areas for Development
		<ul style="list-style-type: none"> <li>• Children display good attitudes to all aspects of learning and this has a positive impact on their progress in lessons.</li> <li>• Buddies system embedded</li> <li>• School's <i>Golden Rules</i> are embedded setting out clear expectations</li> <li>• Strong focus by Senior Leadership Team (SLT) on monitoring and reporting on behaviour</li> <li>• Attendance and punctuality focused on with SLT and f/t Family Support Advisor (FSA).</li> <li>• Incidents of bullying are dealt with swiftly</li> <li>• Good multi-agency work for the most vulnerable children (Inclusion, EP, BST, FIT, CAF, ASSC, SEND Panel)</li> <li>• Work with NSPCC (every 2 years) to deliver safeguarding assemblies/training for children</li> </ul> <p>Behaviour;</p> <ul style="list-style-type: none"> <li>• Annually review Behaviour &amp; Anti-bullying policy</li> <li>• Established Nurture policy in Sept 2018 and extended to full time in Sept 2019</li> <li>• 4 children in PSP</li> <li>• SLT highly accessible (playground/ Radios)</li> </ul>	<ul style="list-style-type: none"> <li>• There is a calm, positive atmosphere around the school</li> <li>• Majority of children are well behaved around the school</li> <li>• Clear and well established routines around the school</li> <li>• Children motivated and engaged in the learning process</li> <li>• Children are aware of different types of bullying and feel safe</li> <li>• Attendance 95.5% [FGB Summer 19</li> <li>• Exclusion 23 2018/19 [FGB Summer 19]</li> <li>• PASS survey (2017 &amp; 2019)</li> </ul>	<ul style="list-style-type: none"> <li>• Annually review behaviour policy – including strategies and training 98%</li> <li>• Review PSHE / Circle Time provision</li> <li>• Review Golden Time provision</li> <li>• Ensure school policies and procedures consistency promote positive behaviours throughout the whole school</li> <li>• Embed RSE SoW (Sept 2019)</li> <li>• Review SMSC provision</li> </ul> <p>Children Working Beyond:</p> <ul style="list-style-type: none"> <li>• AM Alternative Provision established Sept 2019</li> <li>• Annually review behaviour policy – 2% - including external support</li> </ul>

	<ul style="list-style-type: none"> <li>• 3 Nurture Practitioners non-class based (Sept 2019)</li> <li>• Working closely with external behaviour specialist (Jan 2019)</li> <li>• Staff INSET training – TEAM teach - Nov 2018</li> <li>• Staff INSET training – Nov 2019</li> </ul> <p>Children working Beyond;</p> <ul style="list-style-type: none"> <li>• Strong systems in place to help children in crisis <ul style="list-style-type: none"> <li>○ ELSA, Play therapy, Nurture, Alternative Provision (Sept 2019)</li> <li>○ Working with local agencies (ED Psychology, Behaviour Support, CAF, EWO, MASH)</li> <li>○ In addition, working with SEND team with external AP – Manor Green, JAC)</li> </ul> </li> <li>• While exclusion rates are high (against National) – the majority of these result from close work with parents and multi-agency and reintegration is used effectively to support these children.</li> </ul>		
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7	Personal Development	Grade		2
		Summary of Strengths & Actions [evidence]	Impact	Areas for Development
		<ul style="list-style-type: none"> <li>• There is an good range of PSHE &amp; SMSC provision –</li> <li>• Y6 Charity Project run for 4 years <ul style="list-style-type: none"> <li>○ Molly’s Charity</li> <li>○ James Giant Journey</li> <li>○ African School</li> <li>○ Sian’s Charity</li> </ul> </li> <li>• Range of Pupil Voice <ul style="list-style-type: none"> <li>○ Houses,</li> <li>○ School Council,</li> <li>○ Buddies</li> <li>○ Sports Leaders</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Re-establish Golden Time</li> <li>• Develop middle Leaders understanding of SMSC</li> <li>• Review RE curriculum</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide quality pastoral support (Class Teacher, ELSA, Play therapy, FSA, Nurture)</li> <li>• All staff have had LGBT+ training (Oct 2018)</li> <li>• Lunchtime 'Zoning' system established in playground</li> <li>• School worked with 5 local primaries on Well-Being Audit – via Jenny Mosely (2017/18)</li> <li>• Guy Claxton's Building Learning Power (BLP) is well established</li> <li>• Assembly focus and themes</li> <li>• Voice21 assembly (Sept 19)</li> <li>• Golden Rules changed in Sept 2018 – away from UN Child's Rights &amp; Responsibilities to Nurture Principles</li> <li>• Introduced residential in Y4 to embed more resilience</li> <li>• Updated Sex &amp; Relationship curriculum and provided staff training (2017-18)</li> <li>• Training teachers to deliver quality PE (REAL PE legacy)</li> <li>• Children involved in more competitive sports</li> </ul>		
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8	Leadership & Management	Grade	2	
		Summary of Strengths & Actions [evidence]	Impact	Areas for Development
		<p>Leadership, at all levels, are clear about their role and focus in the pursuit to ensure the highest standards, both academic and personal development for all children</p> <ul style="list-style-type: none"> <li>• DHT in charge of MOTTO strand – Learn, Believe, Together</li> <li>• Governors able to hold the HT and staff to account for all aspects of schools performance through developing their skills to monitor systems including- Governors Visits, learning walks, minutes &amp; agenda [SIP visit, Safeguarding, PPG, SEND]</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership (SLT &amp; Governors), are ambitious, and becoming more focused on raising standards and promoting children's wellbeing</li> <li>• Leadership focused on rapidly improving teaching and learning</li> <li>• Developing a focused professional development for teachers</li> </ul>	<p>Leaders at all levels ensure consistency of Good teaching across the school and focused and empowered to bring about rapid improvements by:</p> <ul style="list-style-type: none"> <li>• Induct new staff and monitor staff well-being</li> <li>• Future embed roles and responsibilities of revised SLT Team (in particular strengthening the capacity within EYFS)</li> <li>• Develop the role of Curriculum Team Leaders (meeting with SLT/Governors, Middle Leaders CPD, writing Action Plans and budget bids) - Arranging L&amp;M training</li> </ul>

	<ul style="list-style-type: none"> <li>• Rigorous and robust system has been developed to monitor children's progress – Performance Management cycle, Pupil Progress Meetings, whole school and Key Stage moderation meetings, clear focus on targeted groups – PPG, SEN &amp; Gender</li> <li>• Poor teacher performance robustly challenged and support put into place</li> <li>• Broad and creative curriculum – including British Values, SMSC – including embedding Golden Rules, School Council, Houses, Buddies, and LGBT+ , Charity, Alternative Provision</li> <li>• High quality Inclusion practice</li> <li>• Good CPD / coaching for teachers – one DHT out of class)</li> <li>• Several staffing restructures completed (latest Sept 2019) to ensure school presents a balanced budget – actions include; DHT taken out of class, employing School Direct, HLTAs to cover PPA, 3 x f/t Nurture staff</li> <li>• Teaching Assistants paid to attend INSET training days</li> </ul>	<ul style="list-style-type: none"> <li>• Policies and procedures in place to ensure the effective running of the school</li> <li>• The curriculum is broad and creative and promotes and sustains a thirst for knowledge and understanding and a love of learning</li> <li>• School budget is closely monitored and actions taken to present a balanced budget</li> </ul>	<p>for Middle Leaders (via Forest Schools Alliance)</p> <ul style="list-style-type: none"> <li>• Organising 'cluster' support for English/Maths/EYFS practice</li> <li>• Reviewing key T&amp;L policies – Assessment &amp; Feedback, Behaviour</li> <li>• Complete Governors Skills Audit, reconstitution, review Governors Self Evaluation</li> <li>• Review Governors Visits Policy</li> <li>• Complete PPG audit / PPG 'In a Nutshell'</li> </ul>
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<b>9</b>	<b>EYFS</b>	<b>Grade</b>		<b>2</b>	
		<b>Summary of Strengths &amp; Actions [evidence]</b>		<b>Impact</b>	<b>Areas for Development</b>
		<ul style="list-style-type: none"> <li>• Senior Leadership Team have a good understanding of the strengths and weaknesses of the provision through self-evaluation</li> <li>• New EYFS Leader Appointed – Sept 2019</li> <li>• The quality of teaching is consistently good</li> <li>• Children are motivated through a good range of activities and an improving stimulating environment (particularly focused on the outdoor environment)</li> </ul>	<ul style="list-style-type: none"> <li>• Children are engaged and motivated and show characteristics of effective learning</li> <li>• Staff provide a good provision that is adapted to meets the needs of most children</li> </ul>	<ul style="list-style-type: none"> <li>• Induct new EYFS Leader and continue develop the leadership capacity across whole of EYFS (Nursery and Reception classes)</li> <li>• Continue to develop outside provision</li> <li>• Review planning and provision of different areas; e.g., writing, reading, number, creative, home corner, outside</li> </ul>	



	<ul style="list-style-type: none"> <li>All staff have high expectations of children based on good assessment of children's skills, knowledge and understanding when they join the school.</li> <li>The learning opportunities are well planned and based on regular and accurate assessments of children's achievement so that every child is beginning to be suitably challenged.</li> <li>Children's good behaviour shows that they feel safe</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Leadership Drop-ins (HT &amp; DHT)</li> <li>Formal Observations</li> <li>Learning Walk</li> <li>LA visits / STEP Visit</li> <li>Visits local Cluster schools settings</li> </ul>	<ul style="list-style-type: none"> <li>New EYFS Leader appointed (Sept 2019)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop closer links with own school nursery</li> </ul>
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10	Outcomes	Grade					KS2 – Good KS1 – Good EYFS - Good																																																																														
		<table border="1"> <thead> <tr> <th rowspan="2">Data</th> <th colspan="3">School 2019 Actuals</th> <th colspan="3">LA (2019)</th> <th rowspan="2">School Progress</th> <th colspan="3">National (2019)</th> </tr> <tr> <th>EXS</th> <th>GDS</th> <th>Scaled Score</th> <th>EXS</th> <th>GDS</th> <th>Scaled Score</th> <th>EXS</th> <th>GDS</th> <th>Scaled Score</th> </tr> </thead> <tbody> <tr> <td>EXS – Y6 (58 children)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading (test)</td> <td>72 (-1)</td> <td>22 (-5)</td> <td>104</td> <td>76</td> <td>27</td> <td>105</td> <td>-0.3</td> <td>73</td> <td>27</td> <td>104</td> </tr> <tr> <td>GPS (test)</td> <td>74 (-4)</td> <td>35 (-1)</td> <td>106</td> <td>80</td> <td>37</td> <td>106</td> <td></td> <td>78</td> <td>36</td> <td>106</td> </tr> <tr> <td>Writing</td> <td>78 (=)</td> <td>21 (+1)</td> <td></td> <td>79</td> <td>18</td> <td></td> <td>+0.2</td> <td>78</td> <td>20</td> <td></td> </tr> <tr> <td>Maths (test)</td> <td>72 (-8)</td> <td>28 (+1)</td> <td>104</td> <td>79</td> <td>27</td> <td>105</td> <td>-1.1</td> <td>79</td> <td>27</td> <td>105</td> </tr> </tbody> </table>											Data	School 2019 Actuals			LA (2019)			School Progress	National (2019)			EXS	GDS	Scaled Score	EXS	GDS	Scaled Score	EXS	GDS	Scaled Score	EXS – Y6 (58 children)											Reading (test)	72 (-1)	22 (-5)	104	76	27	105	-0.3	73	27	104	GPS (test)	74 (-4)	35 (-1)	106	80	37	106		78	36	106	Writing	78 (=)	21 (+1)		79	18		+0.2	78	20		Maths (test)	72 (-8)	28 (+1)	104	79	27	105	-1.1	79
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Combined	60 (-5)	12 (+1)		64	9			65	11	
Progress	Reading		-0.46	Writing		0.04	Maths			-1.18

EXS – Y2 (54 children)										
Reading	76 (+1)	22 (-3)	79	31			75	25		
Writing	71 (+1)	15 (=)	72	15			69	15		
Maths	75 (-1)	27 (+5)	78	24			76	22		
Combined	66 (-1)	11 (=)	67	12			65	11		
Y2 Phonics (9 chd retake)	44 (-12) (4/9)		61				56			

Year 1 Phonics	81 (-1)		85				82			
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EYFS GLD	70 (-2)		76				72			
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EFYA Ave Score	33		36				35			
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PPG 2019 Actual	Rd	Wrt	GPS	Mths	Com	Rd	Wrt	Mths	Com	
	PPG					PPG & SEN				
Y6 (14) 1 chd at AP and didn't sit tests	62% (8/13)	48% (6/13)	-	62% (8/13)	38% (5/13) Nt [X%]	12chd 50% (6/12)	12 chd 33% (4/12)	12 chd 50% (6/12)	12 chd 25% (3/12)	
Progress	-2.47	-3.10		-1.94		-2.58	-3.35	-2.51	-	
Y2 (10)	60% (6/10)	50% (5/10)		40% (4/10)	30% (3/10) Nt [X%]	3 chd 0%	3 chd 0%	3 chd 0%	3 chd 0%	
Y2 Phonics retakes (3)	33% (1/3)					3 chd 33%				
Year 1 Phonics (6)	50%					2 chd 0%				
Reception (5)	20% GLD (1/5)					0 chd -				

		<b>Areas for Development</b>
		<p style="text-align: center;"><b>Strategic Aims</b></p> <ul style="list-style-type: none"> <li>• <b>KS2</b> <ul style="list-style-type: none"> <li>○ Ensure middle achievers (medium/EXS prior band) achieve EXS</li> <li>○ Ensure high achievers (highier /GDS prior band) achieve GDS</li> <li>○ Improve % of children achieving EXS (Maths &amp; GPS)</li> <li>○ Improve % of children achieving GD (Reading)</li> <li>○ Increase Combined EXS</li> </ul> </li> <li>• <b>KS1</b> - Improve % of children achieving GDS (Reading)</li> <li>• Close the Gap of PPG and 'double disadvantaged' children against National</li> <li>• Increase % of children passing Phonics in Y1 (especially against LA)</li> <li>• Increase % of children achieving GLD in EYFS (especially against LA)</li> </ul>

<p><b>Quality of Education</b> <b>Grade 2</b></p> <ul style="list-style-type: none"> <li>Teachers have high expectations of children</li> <li>Teachers have good subject and pedagogical knowledge</li> <li>Relationships are very good and teachers develop a positive atmosphere</li> <li>English and Maths are a key focus with good schemes in place – including Talk for Writing, Guided Reading &amp; Barbara Carr &amp; WRH Maths</li> </ul> <p><b>School Development Plan Link</b> Develop consistency of teaching across the school by:</p> <ul style="list-style-type: none"> <li>Continue to improve AfL &amp; Teacher Assessment</li> <li>Embed Voice 21</li> <li>Ensure Maths mastery is taught consistently</li> <li>Embed Guided Reading in EYFS/KS1</li> </ul>	<p><b>Overall Effectiveness</b> <b>Grade 2</b></p> <ul style="list-style-type: none"> <li>Birch Hill is a Good school</li> <li>Pupils benefit from teaching that is at least Good and some Outstanding. Where areas of weakness are identified, there is robust improvement plans in place</li> <li>Groups of children do well and the curriculum is well matched to meet their needs</li> <li>Children have very positive attitudes to learning</li> <li>Leaders ensure children are achieving well, both academically and socially</li> <li>The school works well with all stakeholders, governors, parents and the wider community to promote children’s spiritual, moral, social and cultural development</li> </ul>	<p><b>Behaviour &amp; Attitudes</b> <b>Grade 2</b></p> <p>Children display good attitudes to all aspects of learning and this has a good impact on their progress in lessons</p> <ul style="list-style-type: none"> <li>School’s Golden Rules are embedded and sets out clear expectations</li> <li>There is an strong provision of PSHE &amp; SMSC</li> <li>Excellent lunchtime practice and routines (including staff training, playground ‘Zones’)</li> <li>Children leadership opportunities developed – House, School Councils, Buddies, Sports Leaders</li> </ul> <p><b>School Development Plan Link</b></p> <ul style="list-style-type: none"> <li>Embed SRE curriculum</li> <li>Embed Golden Time</li> <li>Complete well-being audit for all stakeholders</li> </ul>
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**Self Evaluation – September 2019**

<p><b>Achievement of Pupils</b> <b>Grade 2</b></p> <p>Most groups are making at least expected progress from their starting point. <b>KS2</b> - by the end of KS2 achievement is broadly in-line with national. <b>KS1</b> – achievement is broadly in line with National, apart from Reading GD. <b>Phonics</b> – outcomes in-line with National. <b>EYFS</b> – outcomes slightly below National</p> <p><b>School Development Plan Link</b> <b>Increase percentage of children:</b></p> <ul style="list-style-type: none"> <li><b>KS1</b> - Improve % of children achieving GD (Reading)</li> <li><b>KS2</b> - Improve % of children achieving EX (Maths &amp; GPS) and GD (Reading)</li> <li><b>KS2</b> - Increase Combined EX</li> <li>Close the Gap with SEND and PPG groups</li> </ul>	<p><b>Effectiveness of EYFS</b> <b>Grade 2</b></p> <ul style="list-style-type: none"> <li>Leaders have a secure understanding of the strengths and weaknesses of the provision</li> <li>The quality of teaching is good – where improvements are identified, actions are being implemented</li> <li>Children are motivated through a good range of activities and an improving stimulating environment</li> <li>All staff have high expectations of children</li> <li>Children’s good behaviour shows that they feel safe</li> </ul> <p><b>School Development Plan Link</b></p> <ul style="list-style-type: none"> <li>Develop the schools leadership capacity across EYFS - including nursery</li> <li>Further develop early Lit &amp; Maths skills (GLD)</li> <li>Develop outside environment</li> </ul>	<p><b>Leadership &amp; Management</b> <b>Grade 2</b></p> <p>Leadership, (SLT and Governors) are focused on embedding improvement, both academic and personal development for all children</p> <ul style="list-style-type: none"> <li>Poor performance is challenged and where improvements are identified there is rapid improvement</li> <li>A rigorous and robust systems in place to monitor children’s progress</li> <li>Safeguarding systems are robust – with strong multi agency work including – Education Welfare Service, Education Psychology, Behaviour Support Family Intervention Team (FIT)</li> </ul> <p><b>School Development Plan Link</b></p> <ul style="list-style-type: none"> <li>Governors Monitoring Policy is embedded</li> <li>Develop all Middle Leaders understanding and capacity to ensure policies are consistency embedded and improvements sustained</li> </ul>
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