

<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: Continue to improve AfL &amp; Teacher Assessment</p> <ul style="list-style-type: none"> <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- 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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