**Birch Hill Primary School**
*Learn, Believe, Achieve*

# Self Evaluation Summary Sheet (SEF)

| | SECTIONS | SUMMARY EVALUATION | |
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| 1 | Introduction *(School Context)* | Birch Hill is a two form entry school serving the Birch Hill and Hanworth districts of Bracknell Forest. We have 420 children, plus 52 spaces in our nursery.  In addition we have a KS2 Inclusion class (8 places ASD), which is linked to the local Special School – Kennel Lane. The school is organised into EYFS/ KS1 and KS2, with a Deputy Head leading each Key Stage. The school was built in 1975 and offers spacious, single storey accommodation.  The current Headteacher was appointed in September 2015 (with 5 years experience) and along with the Senior Leadership Team (SLT), governors and other stakeholders it is focused on rapidly raising standards, while also maintaining the school's ethos. | |
| 2 | **Areas for Whole School Improvement Plan (SIP): Key priorities identified through school performance review & evaluation** | 1. KS2<br>    a. L5 Writing (-8), L5 Maths (-8)<br>    b. L4b+ Maths (-1)<br>    c. Close the Gap in PPG (particularly increase % making above expected progress (eg L3+) particulary for maths)<br>    d. Close the Gap in SEND<br>2. KS1<br>    a. L3 Reading (-9), Writing (-4)<br>    b. Close the Gap in PPG (particularly increase % making above expected progress)<br>    c. Close the Gap in SEND<br>3. Ensure EYFS, Phonics remains at least in-line with National Expectations (continue to close the gap for PPG in phonics)<br><br>**1. Ensure Quality First Teaching is consistent across the whole school**<br>**2. Develop Leadership & Management of the school**<br>**3. Curriculum Development** | |
| 3 | **Progress since the Previous Inspection / Key Issues** | **Key Issues**<br><br>1) Teaching is inconsistent because;<br>    a. Probing questioning are not used effectively<br>    b. Track and adapt learning within the lesson<br>2) Marking is not consistent and does not always support children to understand 'next steps' in their learning<br>3) Pupils are not always given opportunities to decide for themselves what they need to learn | **Progress**<br><br>1/2) The school have been working on developing teacher's understanding of QfT and the use of AfL – in particular the use of questioning (looking at different types of questions),  The school has reviewed its Marking & Feedback Policy (focusing on the work of Shirley Clarke) and much work has been done to include children in this process particularly with peer and self assessment against LI and SC and include 'Top Tips' marking comments.<br>3) The school has purchased a new topic based curriculum |

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| | next<br>4) Phonics is not consistent and not always correctly pitched<br>5) Maths is inconsistent<br>    a. Key skills are not reinforced and embed<br>    b. Not enough children make higher level of achievement<br>6) Leaders are not consistent in making rapid improvements | (*Inspire*) and along with the above points, teachers are beginning adapt lessons to meet the children's need more effectively<br>4) Phonics continues to be a focus.  The school has recently purchased a new Phonics scheme (Abacus). SLT continue to monitor phonics; reviewing teaching, planning and resources. The school is working with a LA 'Lead Teacher' to provide training for TAs (08/03/16) and Abacus own 'in-house' training consultant.<br>5) Deputy Head (EYFS/KS1 & Maths Leader) is working with an independent consultant with a focus on Leadership & Management and Maths.  The school have also bought a new whole school maths scheme (Abacus).  The school used its INSET (23/10/15) to begin the implementation of this and again on 5/01/2016 and 02/03/2016.  In addition the school have used Abacus 'in-house' trainer to support the implementation of the Abacus scheme.<br>6) A Leadership and Management staffing review has been undertaken and a new SLT structure with DHTs for each key stage and a, Inclusion Leader (expanding the role of the SENCo) has been recommended and approved by the Governing Body.  Governors are also working with an external consultant to review their roles and responsibilities, Self Evaluation and Skills Audit.  The next session will be booked for Summer 1 2016.<br>Training and support provided to focus on raising standards including SIP visits, LA T&L review June 2015, external leadership consultant, new PMR template.  Focus on embedding the school assessment system, training for Moderation and more rigorous Pupil Progress Meetings (PPMs). | |

| 4 | Overall Effectiveness | Grade | | 2 |
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| | | **Summary of Strengths & Actions [evidence]** | **Impact** | **Areas for Development** |
| | | • Birch Hill is a Good school<br>• Most pupils benefit from teaching that is at least good, with some Outstanding practice. | | • **Ensure Quality First Teaching is consistent across the whole school**<br>• **Develop Leadership & Management of the school**<br>• **Curriculum Development** |

| | | • Most pupils have positive attitudes to learning due to a good curriculum that is adapted to meet their needs, including good SMSC provision.<br>• As a result, achievement for the majority of children is in-line with national expectations<br>• Closing the Gap data shows:<br>   ○ the gap is closing across **KS1** -1.6 (All subjects RoL and LA data (2015)<br>   ○ the gap is closing across **KS2** -2.0 (RoL and LA data (2015)<br>• The school has high expectations of all children and<br>• All staff are working hard and are dedicated to ensure all pupils, including those with special educational needs, boy/girl, EAL and PPG reach their potential.<br>• 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. | | See below for more details |
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| 5 | Leadership & Management | **Grade** | | **2** |
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| | | **Summary of Strengths & Actions [evidence]** | **Impact** | **Areas for Development** |
| | | 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<br>• Governors are more 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 | • Leadership (SLT & Governors), are ambitious, and becoming more focused on raising standards and promoting children's wellbeing<br>• Leadership focused on rapidly improving teaching | Leaders at all levels ensure consistency of Good teaching across the school and focused and empowered to bring about rapid improvements by:<br><br>• Future embed roles and responsibilities of revised SLT Team (in particular strengthening the capacity within EYFS)<br>• Develop the role of Curriculum Team Leaders (meeting with SLT/Governors, |

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| | | & agenda [SIP visit, Safeguarding, PPG, SEND]<br>• 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 & Gender<br>• Poor performance robustly challenged and support put into place<br>• Broad and creative curriculum – including British Values, SMSC – including embedding Rights & Responsibilities Charter, School Council, Houses, Buddies, and LGBT+<br>• High quality Inclusion practice<br>• Good CPD for teachers | and learning<br>• Developing a focused professional development for teachers<br>• Policies and procedures in place to ensure the effective running of the school<br>• The curriculum is broad and creative and promotes and sustains a thirst for knowledge and understanding and a love of learning<br>• School budget is balanced | Middle Leaders CPD, writing Action Plans and budget bids)<br>• Arranging L&M training for SLT and Middle Leaders (via Forest Schools Alliance)<br>• Review Assessment Policy and leadership to fully understand the school assessment system (SPTO) and clarify any anomalies<br>• Ensure L&M have robust procedures for moderation and standardisation to ensure all data is accurate across the school<br>• Track 'more able' children to ensure they are making 'better than expected' progress<br>• Organising 'cluster' support for English/Maths/EYFS practice<br>• Reviewing key T&L policies – Assessment & Feedback, Behaviour<br>• Complete Governors Skills Audit, reconstitution, review Governors Self Evaluation<br>• Review Governors Visits Policy<br>• Complete PPG audit / PPG 'In a Nutshell'<br>• Arrange independent governors training (Oct 2015 with follow up sessions in, Summer 1 2016) |

| | Teaching, Learning & Assessment | **Grade** | | **2** |
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| 6 | | **Summary of Strengths and Actions [evidence]** | **Impact** | **Areas for Development** |
| | | Where teaching is Good:<br>• Teachers have high expectations of children and routines are well established<br>• Opportunities for children to become 'Lead Learners'<br>• Teachers have very good subject and pedagogical knowledge and skilfully challenge, question and move children's | • Children are engaged and motivated in their lessons<br>• Strong focus on BLP, developing reflective and independent learners<br>• Planning is adapted to meet the needs of children<br>• Marking is beginning to | Ensure consistency of teaching across the school by:<br><br>• Ensure teacher have high expectations of all children<br>• Ensure adults have a high degree of subject & pedagogical knowledge including teaching |

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| | | learning forward<br>• Relationships are very good (between adults and between children)<br>• Teachers develop a positive atmosphere that encourages children to reflect, learn their own learning through enquire and by making mistakes<br>• Marking is linked to clear LI and SC and a dialogue with the children<br>• Teacher promote respect, equality and diversity<br><br>**Evidence**<br>• Local Authority T&L Review  [June 2015]<br>• Levels of pupil achievement – combined [RoL 2014]<br>• Leadership Drop-ins (HT & DHT) [Sept 2015]<br>• Formal Observations [Sept/Oct 2015]<br>• Learning Walk (Classroom Environment) [Oct 2015]<br>• Teachers Performance Management Meetings<br>• PPMs [Oct 15, Feb 2016]<br>• NQT observations<br>• HT/DHT Phonics Review [Jan 2016]<br>• SIP Visit [Spring 1]<br>• Key Stage Meetings [on-going] | shows dialogue between the teacher and child<br>• Books are well presented and children have pride in their work<br>• Children are making at least Good progress across to school | of phonics and mathematics<br>• Ensure children's work is of a high quality and quantity<br>• Ensure pupils' have a secure understanding in the core mathematical skills & concepts for their age/year group<br>• Ensure children are clear about next step through the use of:<br>  o Clear Learning Intentions & Success Criteria<br>  o Precise guidance and feedback, with opportunities for children to reflect on and improve their work independently<br>• 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.<br>• Embed updated Assessment & Feedback policy<br>• Embed new phonics scheme, resources and teaching (including subject knowledge and pedagogical understanding)<br>• Continue to monitor provision and  progress of children in EYFS<br>• Review the provision for the *more able* children (in KS1 and KS2) – including how we track their progress and reviewing the provision / enrichment their receive<br>• Ensure parents are clear about expectations and teaching strategies<br>• Embed new Maths scheme (Abacus) |

| 7 | **Personal Development** | **Behaviour  Grade**<br>**2** | **Safety Grade**<br>**2** |
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| , Behaviour & Welfare | Summary of Strengths & Actions [evidence] | Impact | Areas for Development | Summary of Strengths & Actions [evidence] | Impact | Areas for Development |
|---|---|---|---|---|---|---|
| | • Children display good attitudes to all aspects of learning and this has a positive impact on their progress in lessons.<br>• Buddies system embedded<br>• School's *Rights & Responsibility Charter* is becoming embedded setting out clear expectations<br>• Strong focus by Senior Leadership Team (SLT) on monitoring and reporting on behaviour<br>• Incidents of bullying are dealt with swiftly<br>• There is an good range of PSHE & SMSC provision – including updated Rights & Responsibility Charter and BLP<br>• All staff have had LGBT+ training<br>• Healthy Schools [Bronze]<br>• PE Schools Award [Bronze]<br>• School Council and House system established<br>• New 'Zoning' system established in | • There is an positive ethos around the school<br>• Most majority of children are well behaved around the school<br>• Children are aware of different types of bullying and feel safe | • Review PSHE / Circle Time provision<br>• Develop lunchtime provision (hall and playground, including training staff)<br>• Ensure school policies and procedures consistency promote positive behaviours throughout the whole school | • A good programme of safety programmes – School Council, Houses, F/T Family Support Adviser (FSA)<br>• Pupils' attendance and punctuality<br>• First-Day calling system in place<br>• Strong multi agency work including – Education Welfare Service, Family Support, Nurture Provision<br>• All teachers had PREVENT & LGB+ training<br>• New 'Citizenship' Award for Y5/6 children<br>• Excellent support for most vulnerable children [play therapist, 1:1 LSAs, PSPs]<br>• 6 teachers and all TAs/LSAs trained in Team-TEACH (Nov 2015) | • Most children say they feel safe [circle time, PSHE]<br>• Strong systems in place to monitor and track children and families' needs | • Pupils' ability to assess and manage risk appropriately and keeping safe online<br>• Review system to monitor and report Behaviour Incidents from class through to governors<br>• Embed new Safeguarding Policy<br>• Induct new staff<br>• Develop high quality Circle Times<br>• Embed new Gooseberry Planet E-Safety program |

| | | playground (lunchtimes) | | | | | |
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| 8 | Outcomes | Grade | KS2 – Good<br>KS1 – Good<br>EYFS - Good |
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See Attainment & Progress report for full details (Autumn 2015)

**Y6 TARGETS 2016** (set in Nov 2015) as a % of children to achieve Age Related Expected (ARE), Exceeding ARE and targeted to achieve 'Expected Progress', including combined Reading, Writing & Maths (RWM)

| | ARE | Exceeding ARE | Expected Progress |
|---|---|---|---|
| **Reading** | 90 | 47 | 94 |
| **Writing** | 84 | 30 | 92 |
| **Maths** | 82 | 33 | 82 |
| **GPA/SPAG** | 88 | 58 | |
| **RWM Combined** | 60 | 30 | |

*Chart below shows **PPG Targets** 2016 (14 chld)* as a % of children to achieve Age Related Expected (ARE and Exceeding ARE

| | Y6 | |
|---|---|---|
| | **% of children expected to achieve ARE** | **% of children expected to Exceed ARE** |
| **Reading** | 70 (10/14) | 35 (5/14) |
| **Writing** | 57 (8/14) | 14 (2/14) |
| **Maths** | 63 (9/14) | 14 (2/14) |
| **Combined RWM** | 49 **(7/14)** | 14 (2/14) |

**2016 TARGETS for current Y2** (set in Nov 2015) as a % of children to achieve Age Related Expected (ARE), Exceeding ARE and targeted to achieve 'Expected Progress', including combined Reading, Writing & Maths

| | ARE | Exceeding ARE | Expected Progress |
|---|---|---|---|
| **Reading** | 86 | 25 | |
| **Writing** | 86 | 27 | |
| **Maths** | 90 | 30 | |

**RWM Combined**

**Year 2 PPG Targets for 2016**

*Chart below shows **PPG Targets** 2016 (10 chld)* as a % of children to achieve Age Related Expected (ARE and Exceeding ARE

| | Y2 | |
|---|---|---|
| | **% of children expected to achieve ARE** | **% of children expected to Exceed ARE** |
| **Reading** | 80 | 20 |
| **Writing** | 80 | 20 |
| **Maths** | 90 | 20 |
| **Combined RWM** | 80 | 20 |

*Chart below shows Y2 Phonics Screening Check re-takes results for 2014 -15 and **TARGETS** for 2016* (60 pupils)

| Percentages | | | | | | |
|---|---|---|---|---|---|---|
| **2014** | | | **2015** | | | **TARGETS -2016** |
| BH | LA | Nat | BH | LA | Nat | BH |
| 58% | | 67 | 62.5<br><br>(5/8 passed) | 70 | 66 | 62.5<br>(5/8)<br><br>(If calculated as whole cohort – 91.6% will have passed by end of Y2) |

**Year 1 Phonics targets 2016**

*Chart below shows Phonics Screening Check results for 2013 -15 and **TARGETS** for 2016* (60 pupils)

| TARGET 2016 | | |
|---|---|---|
| BH | LA | Nat |
| 85 | | |

**A Good Level of Development**
*Chart below shows **TARGETs** for 2016, including **PPG targets***

| 2016 – TARGET | % of PPG achieve GLD |
|---|---|
| BH | |
| 78 | 62.5 (5/8) |

| Areas for Development |
|---|

**KS2**
Improve % achieving:
- L4b+ & L5 Maths
- L5 Reading & Writing

KS1
- L3 Reading
- L3 Writing
- L3 Maths

**Phonics**
- Increase percentage of children passing phonics screening check in Year 1

**EYFS**
- To increase the percentage of children attaining a Good Level of Development

| 9 | EYFS | Grade | | 2 |
|---|---|---|---|---|
| | | **Summary of Strengths & Actions [evidence]** | **Impact** | **Areas for Development** |
| | | • Senior Leadership Team have a good | • Children are engaged | • Develop the leadership capacity across whole of |

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| | understanding of the strengths and weaknesses of the provision through self-evaluation<br>• The quality of teaching is consistently good<br>• Children are motivated through a good range of activities and an improving stimulating environment (particularly focused on the outdoor environment)<br>• All staff have high expectations of children based on good assessment of children's skills, knowledge and understanding when they join the school.<br>• 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.<br>• Children's good behaviour shows that they feel safe<br><br>**Evidence**<br>• Local Authority T&L Review  [June 2015]<br>• Leadership Drop-ins (HT & DHT) [Sept 2015]<br>• Formal Observations [Sept/Oct 2015]<br>• Learning Walk (Classroom Environment) [Oct 2015]<br>• LA visits [Diane Pye – Autumn 1]<br>• SIP Visit [Spring 1]<br>• Visits to local settings [Autumn & Spring] | and motivated and show characteristics of effective learning<br>• Staff provide a good provision that is adapted to meets the needs of most children | EYFS (Nursery and Reception classes)<br>• Embed new Phonics scheme<br>• Continue to develop outside provision<br>• Review planning and provision of different areas; e.g, writing, reading, number, creative, home corner, outside<br>• Embed new Early Excellence Baseline Assessment system<br>• Continue to review SPTO for EYFS<br>• Trial new 2Simple 'profile' programme<br>• Develop closer links with school nursery |

| Quality of Leadership & Management | Overall Effectiveness | Behaviour & Safety |
|---|---|---|
| **Grade 2**<br>Leadership, (SLT and Governors) are focused on embedding improvement, both academic and personal development for all children<br>• Poor performance is challenged and where improvements are identified there is rapid improvement<br>• A new rigorous and robust systems in place to monitor children's progress<br>• Broad and creative curriculum – including SMSC – including promoting Rights & Responsibilities Charter and Building Learning Power (BLP)<br>• Excellent Inclusion practice<br>**School Development Plan Link**<br>• Governors Monitoring Policy is embedded<br>• Develop leaders understanding and capacity to ensure policies are consistency embedded and improvements sustained | **Grade 2**<br>• Birch Hill is a Good school<br>• Pupils benefit from teaching that is at least Good and some Outstanding.  Where areas of weakness are identified, there is rapid improvement<br>• Groups of children do well and the curriculum is well matched to meet their needs<br>• Children have very positive attitudes to learning<br>• Leaders ensure children are achieving well, both academically and socially<br>• The school works well with all stakeholders, governors, parents and the wider community to promote children's spiritual, moral, social and cultural development | **Grade 2**<br>Children display good attitudes to all aspects of learning and this has a good impact on their progress in lessons<br>• School's Rights & Responsibilities is more embedded and beginning to set out clear expectations<br>• There is an strong provision of PSHE & SMSC<br>• Strong multi agency work including – Education Welfare Service, Education Psychology, Behaviour Support Family Intervention Team (FIT)<br>• Developing lunchtime practice and routines (including staff training, playground)<br>• Safeguarding systems are robust<br>**School Development Plan Link**<br>• Embed updated Behaviour Policy<br>• Review SMSC & PSHE curriculum<br>• Ensure school policies and procedures consistency promote positive behaviours throughout the whole school |

**Birch Hill Primary School Self Evaluation Form Summary – February 2016**

| Achievement of Pupils | Effectiveness of EYFS | Quality of Teaching |
|---|---|---|
| **Grade 2**<br>Most groups are making at least expected progress from their starting point.<br>**KS2 -** by the end of KS2 achievement is in-line with national.<br>**Phonics** – outcomes at least in-line with national<br>**EYFS & KS1 –** by the end of KS1 achievement is at least in line with National.<br><br>**School Development Plan Link**<br>**Increase percentage of children:**<br>• **KS2** – Increase % exceeding National Expectations<br>• **KS1** - Increase % exceeding National Expectations<br>    Continue to close the gap for PPG and SEND groups | **Grade 2**<br>• Leaders have a secure understanding of the strengths and weaknesses of the provision<br>• The quality of teaching is good – where improvements are identified, actions are being implemented<br>• Children are motivated through a good  range of activities and an improving stimulating environment<br>• All staff have high expectations of children<br>• Children's good behaviour shows that they feel safe<br>**School Development Plan Link**<br>• Develop the schools leadership capacity across EYFS/KS1 (including nursery)<br>• Ensure provision is engaging and meaningful<br>• Ensure assessments are accurate | **Grade 2**<br>• Teachers have high expectations of children<br>• Teachers have good subject and pedagogical knowledge<br>• Relationships are very good and teachers develop a positive atmosphere<br>• Marking is linked to clear LI and SC and there is evidence of a dialogue with the children<br>**School Development Plan Link**<br>Develop consistency of teaching across the school by:<br>• Improving AfL<br>• Review key T&L policies (Assessment & Feedback, English, Maths)<br>• Embed new phonics scheme<br>• Teachers scaffolding learning more effectively |