



Self Evaluation Summary Sheet (SEF)

	SECTIONS	SUMMARY EVALUATION	
1	Introduction (School Context)	<p>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 continuing to raising standards since the last Ofsted inspection (March 2016), while also maintaining the school's ethos.</p>	
2	Areas for Whole School Improvement Plan (SIP): Key priorities identified through school performance review & evaluation	<ol style="list-style-type: none"> 1. Ensure Quality First Teaching is consistent across the whole school 2. Develop Leadership & Management at all levels across the school 3. Develop the Curriculum to ensure it provides an engaging and enriching provision for our children 	
3	Progress since the Previous Inspection / Key Issues (Ofsted March 2016)	Key Issues <ol style="list-style-type: none"> 1. Some leaders do not routinely check the impact of improvements on the quality of teaching and the outcomes for all pupils. 2. Teaching is not yet outstanding across the school 3. The quality of teachers' marking and feedback to pupils sometimes falls short of the school's policy standards 	Progress <p>The SLT structure with DHTs for each key stage, an Inclusion Leader (expanding the role of the SENCo) has been established. Middle Leaders have been created and from Sept 2017 DHT for KS2 will begin to come out of class to focus on improving T&L across the school. Middle have started a year long course with the LA and also with local Cluster Schools.</p> <p>The school is more focused on providing quality CPD. A new T&L policy is being drafted and shared with staff on Oct 2017 INSET. STEP visits, PMR template. School focused on embedding Assessment cycles (formative & summative) training for Moderation and more rigorous Pupil Progress Meetings (PPMs).</p> <p>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),</p>

			<p>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.</p> <p>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.</p> <p>The school has reviewed its Feedback, Marking & Presentation Policy (Sept 2017) and much work has been done to ensure all feedback is meaningful, and manageable and impacts on children's learning.</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"> • Birch Hill is a Good school • Most pupils benefit from teaching that is at least good, with some Outstanding practice. • Most pupils have positive attitudes to learning due to a good curriculum that is adapted to meet their needs, including good SMSC provision. • As a result, achievement for the majority of children is in-line with national expectations • The school has high expectations of all children and • 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. 		<ul style="list-style-type: none"> • Ensure Quality First Teaching is consistent across the whole school • Develop Leadership & Management of the school • Curriculum Development <p style="text-align: center;">See below for more details</p>

	<ul style="list-style-type: none"> 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. 		
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5	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"> 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 & agenda [SIP visit, Safeguarding, PPG, SEND] 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 Poor performance robustly challenged and support put into place Broad and creative curriculum – including British Values, SMSC – including embedding Rights & Responsibilities Charter, School Council, Houses, Buddies, and LGBT+ High quality Inclusion practice Good CPD for teachers 	<ul style="list-style-type: none"> Leadership (SLT & Governors), are ambitious, and becoming more focused on raising standards and promoting children's wellbeing Leadership focused on rapidly improving teaching and learning Developing a focused professional development for teachers Policies and procedures in place to ensure the effective running of the school The curriculum is broad and creative and promotes and sustains a thirst for knowledge and understanding and a love of learning School budget is balanced 	<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"> Future embed roles and responsibilities of revised SLT Team (in particular strengthening the capacity within EYFS) Develop the role of Curriculum Team Leaders (meeting with SLT/Governors, Middle Leaders CPD, writing Action Plans and budget bids) Arranging L&M training for SLT and Middle Leaders (via Forest Schools Alliance) Review Assessment Policy and leadership to fully understand the school assessment system (SPTO) and clarify any anomalies Ensure L&M have robust procedures for moderation and standardisation to ensure all data is accurate across the school Track 'more able' children to ensure they are making 'better than expected' progress Organising 'cluster' support for English/Maths/EYFS practice Reviewing key T&L policies – Assessment & Feedback, Behaviour

				<ul style="list-style-type: none"> • Complete Governors Skills Audit, reconstitution, review Governors Self Evaluation • Review Governors Visits Policy • Complete PPG audit / PPG 'In a Nutshell' • Arrange independent governors training (Oct 2015 with follow up sessions in, Summer 1 2016)
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6	Teaching, Learning & Assessment	Grade	2	
		Summary of Strengths and Actions [evidence]	Impact	Areas for Development
		<p>Where teaching is Good:</p> <ul style="list-style-type: none"> • Teachers have high expectations of children and routines are well established • Opportunities for children to become 'Lead Learners' • Teachers have very good subject and pedagogical knowledge and skilfully challenge, question and move children's learning forward • Relationships are very good (between adults and between children) • Teachers develop a positive atmosphere that encourages children to reflect, learn their own learning through enquire and by making mistakes • Marking follows the new school policy • Teacher promote respect, equality and diversity <p>Evidence</p> <ul style="list-style-type: none"> • Local Authority SIP visit [July 2017] 	<ul style="list-style-type: none"> • Children are engaged and motivated in their lessons • Strong focus on BLP, developing reflective and independent learners • Planning is adapted to meet the needs of children • Marking is beginning to shows it follows school policy • Books are well presented and children have pride in their work • Children attainment is broadly inline with National 	<p>Ensure consistency of teaching across the school by:</p> <ul style="list-style-type: none"> • Ensure teacher have high expectations of all children • Ensure adults have a high degree of subject & pedagogical knowledge including teaching of phonics and mathematics • Ensure children's work is of a high quality and quantity • Ensure pupils' have a secure understanding in the core mathematical skills & concepts for their age/year group • Ensure staff about all aspects of assessment • 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

	<ul style="list-style-type: none"> Levels of pupil achievement – combined [ASP 2017] Leadership Drop-ins (HT & DHT) [Sept 2017] Formal Observations [Sept/Oct 2017] Learning Walk (Classroom Environment) [Oct 2017] Teachers Performance Management Meetings PPMs [Oct 17] NQT observations Key Stage Meetings [on-going] 		<p>more opportunities for children to lead their own learning.</p> <ul style="list-style-type: none"> Embed updated Assessment policy & updated Feedback, Marking & Presentation policy Continue to monitor provision and progress of children in EYFS Ensure parents are clear about expectations Continue to embed new Maths scheme (Barbara Carr / WRW)
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7	Personal Development , Behaviour & Welfare	Behaviour Grade 2			Safety Grade 2		
		Summary of Strengths & Actions [evidence]	Impact	Areas for Development	Summary of Strengths & Actions [evidence]	Impact	Areas for Development
		<ul style="list-style-type: none"> Children display good attitudes to all aspects of learning and this has a positive impact on their progress in lessons. Buddies system embedded School's <i>Rights & Responsibility Charter</i> is embedded setting out clear expectations Strong focus by Senior Leadership Team (SLT) on monitoring and reporting on behaviour Incidents of bullying are dealt with swiftly 	<ul style="list-style-type: none"> There is an positive ethos around the school Most majority of children are well behaved around the school Children are aware of different types of bullying and feel safe 	<ul style="list-style-type: none"> Review PSHE / Circle Time provision Ensure school policies and procedures consistency promote positive behaviours throughout the whole school Review SRE SoW (Jan 2018) 	<ul style="list-style-type: none"> Safeguarding Audit completed annually and reviewed termly A good programme of safety programmes – School Council, Houses, F/T Family Support Adviser (FSA) Pupils' attendance and punctuality First-Day calling system in place Strong multi agency work including – Education Welfare Service, Family 	<ul style="list-style-type: none"> Most children say they feel safe [circle time, PSHE] Strong systems in place to monitor and track children and families' needs Working with local schools to provide additional support 	<ul style="list-style-type: none"> Pupils' ability to assess and manage risk appropriately and keeping safe online Review system to monitor and report Behaviour Incidents from class through to governors Induct new staff Develop high quality Circle Times Embed new Gooseberry Planet E-Safety program HT & SENCO reviewing Nurture provision

		<ul style="list-style-type: none"> • There is an good range of PSHE & SMSC provision – including Rights & Responsibility Charter, Charity work, BLP, Houses, School Council • All staff have had LGBT+ training • Healthy Schools [Bronze] • PE Schools Award [Bronze] • Lunchtime ‘Zoning’ system established in playground (lunchtimes) • School working with 5 local primaries on Well-Being Audit (2017/18) • Good multi-agency work for the most vulnerable children (Inclusion, EP, BST) 			<p>Support, Nurture Provision</p> <ul style="list-style-type: none"> • All teachers had PREVENT & LGB+ training • ‘Citizenship’ Award for Y5/6 children being developed • Excellent support for most vulnerable children [play therapist, 1:1 LSAs, PSPs] • 6 teachers and all TAs/LSAs trained in Team-TEACH (Nov 2015) • 6 TAs trained in ELSA (March & May 2016) • Y6 invloved in FUSION programme (Oct 2017) 	(Social Skills Nov 2017)	
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8	Outcomes	Grade	KS2 – Good KS1 – Good EYFS - Good
		<p>See Attainment & Progress report for full details (Autumn 2017)</p> <p>Y6 TARGETS 2018 (set in Nov 2017) as a % of children to achieve Age Related Expected (ARE), Exceeding ARE and targeted to achieve ‘Expected Progress’, including combined Reading, Writing & Maths (RWM)</p>	

EXS	Target 2018		Progress	LA (2017)		National (2017)	
	EXS	GD		EXS	GD	EXS	GD
Y6 - Comd	61 (=)	9 (+1)		57	6	61	9
Y6-Rd (test)	71 (+3)	27 (=)	0.0	71	24	71	25
Y6 -Wt	78 (=) ¹	18 (+6)	0.0	72	13	76	18
Y6-Mths (test)	78 (=)	23 (+4)	0.0	71	20	75	23
Y6 -GPS	77 (+2)	36 (=)		76	29	77	31
Y2 - Comd	65 (+1)	11 (+7)		64	12	63	11
Y2 - Rd	76 (+2)	25 (+6)		75	27	76	25
Y2 -Wt	69 (=)	16 (+10)		67	17	68	16
Y2 -Mths	75 (+3)	21 (+6)		76	22	75	21
Y2 Phonics retakes	62					62	
Y1 Phonics	85 (+2)			85		81	
EYFS - GLD	75 (=)			73		71	

Chart below shows **PPG Targets 2017** (11 chld) as a % of children to achieve Age Related Expected (ARE and Exceeding ARE

PPG Targets 2018									
	Reading	Writing	Maths	Comb		Reading	Writing	Maths	Comb
	PPG					PPG & SEN			
Y6 (11)	73% (NOT	55%	73%	55%	(2)	0%	0%	0%	0%
Y2 (8)	75%	75%	88%	75%	(2)	50%	50%	50%	50%
Year 1 Phonics (6)	66%					0%			

¹ Notes – a = symbol indicated that in 2017 the school results are already above National. + symbols indicates the points increase from 2017 results

		EYFS – GLD (3)	50%					50%			
		Areas for Development									
		<ol style="list-style-type: none"> 1. Improve teachers understanding of greater depth in order to enable more pupils to work securely at this level across the school. 2. Ensure the quality of teaching across KS1 in writing consistently good or better 3. Further develop provision for Pupil Premium pupils so that their progress accelerates and the gap 4. Monitor KS2 progress gap in Rd, Wrt, and Mths 									

9	EYFS	Grade	2
		Summary of Strengths & Actions [evidence]	Impact
		Areas for Development	
		<ul style="list-style-type: none"> • Senior Leadership Team have a good understanding of the strengths and weaknesses of the provision through self-evaluation • The quality of teaching is consistently good • Children are motivated through a good range of activities and an improving stimulating environment (particularly focused on the outdoor environment) • All staff have high expectations of children based on good assessment of children's skills, knowledge and understanding when they join the school. • 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. • Children's good behaviour shows that they feel safe 	<ul style="list-style-type: none"> • Children are engaged and motivated and show characteristics of effective learning • Staff provide a good provision that is adapted to meets the needs of most children
		<ul style="list-style-type: none"> • Develop the leadership capacity across whole of EYFS (Nursery and Reception classes) • Continue to develop outside provision • Review planning and provision of different areas; e.g, writing, reading, number, creative, home corner, outside • Continue to review SPTO for EYFS • Develop closer links with own school nursery 	
		Evidence	

	<ul style="list-style-type: none">• Leadership Drop-ins (HT & DHT) [Sept 2017]• Formal Observations [Sept/Oct 2017]• Learning Walk (Classroom Environment) [Oct 2017]• LA visits [Diane Pye – Autumn 1]• SIP Visit [2016/17]• Visits local Cluster schools settings		
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<p>Quality of Leadership & Management Grade 2</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"> • Poor performance is challenged and where improvements are identified there is rapid improvement • A rigorous and robust systems in place to monitor children's progress • Broad and creative curriculum – including SMSC – including promoting Rights & Responsibilities Charter and Building Learning Power (BLP) • Excellent Inclusion practice <p>School Improvement Plan Link</p> <ul style="list-style-type: none"> • Governors Monitoring Policy is embedded • Develop all leaders understanding and capacity to ensure policies are consistency embedded and improvements sustained 	<p>Overall Effectiveness Grade 2</p> <ul style="list-style-type: none"> • Birch Hill is a Good school • 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 • Groups of children do well and the curriculum is well matched to meet their needs • Children have very positive attitudes to learning • Leaders ensure children are achieving well, both academically and socially • The school works well with all stakeholders, governors, parents and the wider community to promote children's spiritual, moral, social and cultural development 	<p>Behaviour & Safety Grade 2</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"> • School's Rights & Responsibilities is embedded and sets out clear expectations • There is an strong provision of PSHE & SMSC • Strong multi agency work including – Education Welfare Service, Education Psychology, Behaviour Support Family Intervention Team (FIT) • Excellent lunchtime practice and routines (including staff training, playground 'Zones') • Safeguarding systems are robust <p>School Development Plan Link</p> <ul style="list-style-type: none"> • Review Behaviour Policy • Review SRE, SMSC & PSHE curriculum • Complete well-being audit for all stakeholders
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Birch Hill Primary School Self Evaluation Form Summary – October 2017

<p>Achievement of Pupils Grade 2</p> <p>Most groups are making at least expected progress from their starting point.</p> <p>KS2 - by the end of KS2 achievement is broadly in-line with national. Combined equal to National. GD slightly below. Phonics – outcomes slightly above national. KS1 – by the end of KS1 achievement is broadly in line with National at EX, but below in GD. EYFS - – outcomes slightly above national</p> <p>School Development Plan Link Increase percentage of children:</p> <ul style="list-style-type: none"> • KS2 – Increase % exceeding National Expectations and Progress across KS2 • KS1 - Increase % exceeding Nat Expectations • Continue to diminish the gap for PPG and SEND children against National 	<p>Effectiveness of EYFS Grade 2</p> <ul style="list-style-type: none"> • Leaders have a secure understanding of the strengths and weaknesses of the provision • The quality of teaching is good – where improvements are identified, actions are being implemented • Children are motivated through a good range of activities and an improving stimulating environment • All staff have high expectations of children • Children's good behaviour shows that they feel safe <p>School Development Plan Link</p> <ul style="list-style-type: none"> • Develop the schools leadership capacity across EYFS - including nursery • Further develop early Lit & Maths skills • Develop outside environment 	<p>Quality of Teaching Grade 2</p> <ul style="list-style-type: none"> • Teachers have high expectations of children • Teachers have good subject and pedagogical knowledge • Relationships are very good and teachers develop a positive atmosphere • English and Maths are a key focus with good schemes in place – including Talk for Writing, Guided Reading & Barbara Carr & WRH Maths <p>School Development Plan Link</p> <p>Develop consistency of teaching across the school by:</p> <ul style="list-style-type: none"> • Continue to improve AfL • Embed Talk for Writing • Ensure Maths mastery is taught consistently • Embed Whole class Guided Reading
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