



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). 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.</p>	
2	Areas for Whole School Improvement Plan (SIP): Key priorities identified through school performance review & evaluation	<ol style="list-style-type: none"> 1. KS2 <ol style="list-style-type: none"> a. L5 Writing (-8), L5 Maths (-8) b. L4b+ Maths (-1) c. Close the Gap in PPG (particularly increase % making above expected progress (eg L3+) particularly for maths) d. Close the Gap in SEND 2. KS1 <ol style="list-style-type: none"> a. L3 Reading (-9), Writing (-4) b. Close the Gap in PPG (particularly increase % making above expected progress) c. Close the Gap in SEND 3. Ensure EYFS, Phonics remains at least in-line with National Expectations (continue to close the gap for PPG in phonics) <ol style="list-style-type: none"> 1. Ensure Quality First Teaching is consistent across the whole school 2. Develop Leadership & Management of the school 3. Curriculum Development 	
3	Progress in Previous Inspection Key Issues	Key Issues <ol style="list-style-type: none"> 1) Teaching is inconsistent because; <ol style="list-style-type: none"> a. Probing questioning are not used effectively b. Track and adapt learning within the lesson 2) Marking is not consistent and does not always support children to understand 'next steps' in their learning 	Progress <p>1/2/3) 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), Marking & Feedback and the work of Shirley Clarke. Teachers are beginning to adapt lessons to meet the children's need more effectively. This is still a focus for school improvement.</p> <p>4) Phonics continues to be a focus. The school uses Jolly Phonics, alongside Letters & Sounds. SLT continue to monitor phonics; reviewing teaching, planning and resources.</p>

		<p>3) Pupils are not always given opportunities to decide for themselves what they need to learn next</p> <p>4) Phonics is not consistent and not always correctly pitched</p> <p>5) Maths is inconsistent</p> <p style="padding-left: 20px;">a. Key skills are not reinforced and embed</p> <p style="padding-left: 20px;">b. Not enough children make higher level of achievement</p> <p>6) Teachers/leaders are not consistent in making rapid improvements</p>	<p>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.</p> <p>6) A Leadership and Management staffing review has been undertaken and a new SLT structure with DHTs for each stage and a Inclusion Leader (expanding the role of the SENCo) has been recommended. This is currently being considered by the Governing Body.</p> <p>7) Training and support provided to focus on raising standards including SIP visits, LA T&L review June 2015, external leadership consultant, new PMR template and arrangements for Pupil Progress Meetings (PPMs).</p>
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4	Overall Effectiveness	Grade		3
		Summary of Strengths & Actions [evidence]	Impact	Areas for Development
		<ul style="list-style-type: none"> • Birch Hill is a RI school – but quickly improving • 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 – KS2 Value Added score of 99.6 (RoL 2015) • Closing the Gap data shows: <ul style="list-style-type: none"> ○ the gap is closing across KS1 -1.6 (All subjects RoL and LA data (2015)) ○ the gap is closing across KS2 -2.0 (RoL and LA data (2015)) 		<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"> • 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. 		
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5	Leadership & Management	Grade	3	
		Summary of Strengths & Actions [evidence]	Impact	Areas for Development
		<p>Leadership, at all levels, are becoming clearer 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 becoming more able to hold the HT and staff to account for all aspects of schools performance through developing their skills to monitor systems including- regular and targeted Governors Visits, learning walks, minutes & agenda • 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 • Broad and creative curriculum – including SMSC – including embedding Rights & Responsibilities Charter, School Council, Houses, Buddies, LGBT+ and British Values • Committed and very effective Inclusion practice • Good CPD for teachers 	<ul style="list-style-type: none"> • Leadership at all levels, are ambitious, and becoming more focused on raising standards and promoting children's wellbeing • Leadership re-focused on 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"> • Reviewing staffing structure (aligning DHT posts - EYFS/KS1 and KS2, Develop Middle Leaders and review the deployment of TAs) • Develop the role of Curriculum Team Leaders (meeting with SLT/Governors, Middle Leaders CPD, writing Action Plans) • Arranging L&M training (Oct – March 2015/16) • Ensure L&M have robust procedures for moderation and that 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 policies – Safeguarding, Assessment & Feedback, Behaviour, Rights & Responsibility Charter • Complete Safeguarding Audit

				<ul style="list-style-type: none"> • Complete Governors Skills Audit, reconstitution, review Governors Self Evaluation • Review Governors Visits Policy • Complete a review of SEND provision • Complete PPG audit • Arrange independent governors training (Oct 2015 with follow up sessions in Autumn 2, Spring 1) • Ensure school website meets it statutory requirements
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6	Teaching, Learning & Assessment	Grade	3	
		Summary of Strengths and Actions [evidence]	Impact	Areas for Development
		<p>Where teaching is strong:</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 • There is evidence that marking is linked to clear LI and SC and a dialogue with the children • Teacher promote respect, equality and diversity <p>Evidence</p> <ul style="list-style-type: none"> • Local Authority T&L Review [June 2015] • Levels of pupil achievement – combined [RoL 2014] 	<ul style="list-style-type: none"> • Children are engaged and motivated in their lessons • Strong focus on BLP, developing reflective and independent learners • Where it is good, planning is adapted to meet the needs of children • There is evidence of marking beginning to shows dialogue between the teacher and child • Books are generally well presented and children have pride in their work • Children are making at least Good progress across to school 	<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 children are clear about next step through the use of: <ul style="list-style-type: none"> ○ Clear Learning Intentions & Success Criteria

	<ul style="list-style-type: none"> • Leadership Drop-ins (HT & DHT) [Sept 2015] • Formal Observations [Sept/Oct 2015] • Learning Walk (Classroom Environment) [Oct 2015] 		<ul style="list-style-type: none"> ○ Precise guidance and feedback, with opportunities for children to reflect on and improve their work independently • 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. • Review Assessment & Feedback policy and ensure procedures are fully embedded • Review phonics – scheme, resources and teaching (including subject knowledge and pedagogical understanding) • Continue to monitor provision and progress of children in EYFS • Review the provision for the <i>more able</i> children (in KS1 and KS2) – including how we track their progress and reviewing the provision / enrichment they receive • Ensure parents are clear about expectations and teaching strategies • Re-establish Building Learning Powers (BLP) • Implement a new Maths scheme (Abacus)
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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. School's <i>Rights & Responsibility Charter</i> is becoming 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 There is an good range of PSHE & SMSC provision – including updated Rights & Responsibility Charter and BLP All staff have had LGBT+ training Healthy Schools [Bronze] 	<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 Develop lunchtime provision (hall and playground, including training staff) Ensure school policies and procedures consistency promote positive behaviours throughout the whole school 	<ul style="list-style-type: none"> 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 Support, Nurture Provision All teachers had PREVENT & LGB+ training 	<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 	<ul style="list-style-type: none"> Pupils' ability to assess and manage risk appropriately and keeping safe online Write Case Studies for CP/Vulnerable children Review system to monitor and report Behaviour Incidents from class through to governors Embed new Safeguarding Policy Induct new staff

- School Council and House system established

8

Outcomes

Grade

KS2 – Good
KS1 – Good
EYFS - Good

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 (5/8 passed)	70	66	62.5 (5/8) (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**

		<table border="1"> <tr> <td>2016 – TARGET</td> <td>% of PPG achieve GLD</td> </tr> <tr> <td>BH</td> <td></td> </tr> <tr> <td>78</td> <td>62.5 (5/8)</td> </tr> </table>	2016 – TARGET	% of PPG achieve GLD	BH		78	62.5 (5/8)
2016 – TARGET	% of PPG achieve GLD							
BH								
78	62.5 (5/8)							
		<p>Areas for Development</p> <p>KS2 Improve % achieving:</p> <ul style="list-style-type: none"> • L4b+ & L5 Maths • L5 Reading & Writing <p>KS1</p> <ul style="list-style-type: none"> • L3 Reading • L3 Writing • L3 Maths <p>Phonics</p> <ul style="list-style-type: none"> • Increase percentage of children passing phonics screening check in Year 1 <p>EYFS</p> <ul style="list-style-type: none"> • 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
		<ul style="list-style-type: none"> • Senior Leadership Team have an good understanding of the strengths and weaknesses of the provision through self-evaluation • The quality of teaching is consistently good • Children are motivated through an 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. 	<ul style="list-style-type: none"> • Children are engaged and motivated and show characterises of effective learning • Staff provide an good provision that is adapted to meets the needs of most children 	<ul style="list-style-type: none"> • Develop the schools leadership capacity across EYFS • Review phonics provision consistently across KS1 • Develop outside provision • Review planning and provision of different areas; e.g, writing, reading, number, creative, home corner • Embed new Early Excellence Baseline Assessment system • Develop closer links with school nursery

	<ul style="list-style-type: none">• 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 <p>Evidence</p> <ul style="list-style-type: none">• Local Authority T&L Review [June 2015]• Leadership Drop-ins (HT & DHT) [Sept 2015]• Formal Observations [Sept/Oct 2015]• Learning Walk (Classroom Environment) [Oct 2015]• LA visits {Diane Pye – Autumn 1}		
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<p>Quality of Leadership & Management Grade 3</p> <p>Leadership, at all levels, are focused on making rapid improvement in their pursuit to ensure the highest standards, both academic and personal development for all children</p> <ul style="list-style-type: none"> • A new 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) • Strong and very effective Inclusion practice <p>School Development Plan Link</p> <ul style="list-style-type: none"> • Ensure Governors Self Evaluation is completed • Ensure school website meets it statutory requirements • Develop leaders understanding and capacity to ensure policies are consistency embedded and rapid improvements 	<p>Overall Effectiveness Grade 3</p> <ul style="list-style-type: none"> • Birch Hill is currently Require Improvement (RI), but is in strong position to make rapid improvements • Most pupils benefit from teaching that is Good and where improvements are identified, there is rapid improvement. • Groups of children do well and the curriculum is well matched to meet their needs • Most children have positive attitudes to learning and ensures that 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>Most children's 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 are becoming more embedded and beginning to set 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) <p>School Development Plan Link</p> <ul style="list-style-type: none"> • Review SMSC & PSHE curriculum • Review & develop lunchtime practice and routines (including staff training, playground and hall provision) • Ensure school policies and procedures consistency promote positive behaviours throughout the whole school
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Birch Hill Primary School Self Evaluation Form Summary – October 2015

<p>Achievement of Pupils Grade 2</p> <p>Most groups are making at least expected progress from their starting point. KS2 - by the end of KS2 achievement is in-line with national. Phonics – outcomes at least in-line with national EYFS & KS1 – by the end of KS1 achievement is at least in line with National.</p> <p>School Development Plan Link Increase percentage of children:</p> <ul style="list-style-type: none"> • KS2 – Increase % exceeding National Expectations • KS1 - Increase % exceeding National Expectations Continue to close the gap for PPG and SEND groups 	<p>Effectiveness of EYFS Grade 2</p> <ul style="list-style-type: none"> • Leaders have an 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 an 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/KS1 • Ensure provision is engaging and meaningful • Ensure assessments are accurate 	<p>Quality of Teaching Grade 3</p> <p>Where teaching is strong, there is evidence of:</p> <ul style="list-style-type: none"> • Teachers have high expectations of children • Teachers have very good subject and pedagogical knowledge • Relationships are very good and teachers develop a positive atmosphere • Marking is linked to clear LI and SC and there is evidence of a dialogue with the children <p>School Development Plan Link Develop consistency of teaching across the school by:</p> <ul style="list-style-type: none"> • Improving AfL • Review key T&L policies (Assessment & Feedback, English, Maths) • Review teaching of phonics • Review provision of children in EYFS
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