

<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 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) • Excellent Inclusion practice <p>School Development Plan Link</p> <ul style="list-style-type: none"> • Governors Monitoring Policy is embedded • Develop 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 rapid improvement • 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 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) • Developing lunchtime practice and routines (including staff training, playground) • Safeguarding systems are robust <p>School Development Plan Link</p> <ul style="list-style-type: none"> • Embed updated Behaviour Policy • Review SMSC & PSHE curriculum • 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 – February 2016

<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 in-line with national.</p> <p>Phonics – outcomes at least in-line with national</p> <p>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 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/KS1 (including nursery) • Ensure provision is engaging and meaningful • Ensure assessments are accurate 	<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 • 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) • Embed new phonics scheme • Teachers scaffolding learning more effectively
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