

<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 – September 2015

<p>Achievement of Pupils - Grade 2</p> <ul style="list-style-type: none"> • 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>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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