



School Self-Evaluation Summary 2015-2016

SCHOOL	Blackheath Primary School	HEADTEACHER	Pali Nahal	DATE:	Sep 2016
SECTIONS		SUMMARY EVALUATION			
1	SCHOOL CONTEXT Information additional to Data Dashboard	<ul style="list-style-type: none"> ▶ The school was judged as 'good' by Ofsted in July 2016. ▶ The school has been recognised as a rapidly improving school and was amongst the top 10% of school for outstanding progress in 2015. As a result, the school have been invited to represent primary education in the 2015-2016 Parliamentary Review, which showcases effective practice for strong success and extensive improvement. ▶ The school have taken on an additional class in Reception from September which means there will be a bulge year group from 2016. ▶ The school was recognised for its work on promoting pupils' personal development and welfare by being judged as outstanding in this area by Ofsted in July 2016. The 'Healthy Minds' programme offers highly effective mental health and wellbeing support to children. 			
2	AREAS FOR WHOLE SCHOOL DEVELOPMENT Key priorities identified through school performance review & evaluation.	L & M	<ul style="list-style-type: none"> ▶ Further develop leadership roles and opportunities at all levels. ▶ Raise the profile of reading across the school all levels. ▶ Joint professional development is in place for staff to further improve and reflect on their practice. ▶ Governors play a more strategic role in all areas of school. 		
		T/L/A	<ul style="list-style-type: none"> ▶ Increase the proportion of outstanding teaching in all year groups so that 80% of teaching is outstanding. ▶ Marking is consistent and effective in all classes and in all subjects. ▶ AfL is used effectively by all teachers, TAs and pupils to consistently move learning forward. ▶ New stage targets are used consistently and effectively to ensure expected progress for all pupils and judgements moderated. ▶ Celebrate children's successes showcasing work 		
		Outcomes	<ul style="list-style-type: none"> ▶ Continue to be in line or above with national in R,W,M & GPS, at the end of all Key Stages. ▶ To increase the attainment of boys in phonics in KS1. ▶ To increase the attainment of boys reading and writing in KS2. 		
		PDBW	<ul style="list-style-type: none"> ▶ School attendance to be above national average for the academic year 2016 – 2017. ▶ Personal Development and Welfare provision continues to be outstanding. ▶ Sustain exceptionally high standards of behaviour. 		
		EYFS	<ul style="list-style-type: none"> ▶ To continue to develop leadership and management opportunities across EYFS. ▶ To sustain outstanding teaching in EYFS. ▶ To sustain the consistently high rates of EYFS children's progress in relation to their starting points. ▶ Ensure PDBW continues to be outstanding within EYFS. 		
		Governance	<ul style="list-style-type: none"> ▶ Ensuring that governors' actions are entirely focussed on continuing to improve the quality of educational provision so that pupils' achieve as well as they should. ▶ Ensuring all teaching continues to be at least consistently good with an increase in outstanding teaching and ensuring all pupils, and groups of pupils, make at least good progress. ▶ Ensuring pupil's attendance is in line or above national averages. 		
3	PROGRESS IN PREVIOUS INSPECTION KEY ISSUES (July 2016) 2016-2017 School Development Plan also outlines these priorities.	Key Issue	Progress to date (Sep 2016)		
		<ul style="list-style-type: none"> ▶ Outcomes in reading, although good, are not as strong as in writing and mathematics. Sometimes, the teaching of reading is not fully effective to enable pupils to make rapid progress. Boys, for example, do not achieve as well as girls. 	<ul style="list-style-type: none"> ▶ Middle leadership re-structure to enable Maths, Reading and Writing leaders. ▶ KS2 average scaled score for Reading in line with national in July 2016. ▶ KS1 in line with national in 2016. ▶ Gap between girls and boys has narrowed based on July 2016 KS1 data. ▶ Peer coaching to focus on reciprocal reading (Aut 1). 		
		<ul style="list-style-type: none"> ▶ The school's marking policy is not consistently effective in supporting pupils' progress. 	<ul style="list-style-type: none"> ▶ Staff meeting planned for effective gap tasks. ▶ Monitoring of pupils' books to focus on marking – see Autumn term monitoring calendar. 		
		<ul style="list-style-type: none"> ▶ Attendance is improving for most pupil groups, but the overall figure is not yet in line with the national average. Some pupils are absent from school too often and arrive late. Some parents continue to take their children on unauthorised term-time leave and holidays. 	<ul style="list-style-type: none"> ▶ Updated register of PA families based on 2015-2016. ▶ Meetings with all families causing concern planned for Autumn 1. 		

4	LEADERSHIP AND MANAGEMENT	Strengths		Areas for Development					
		▶ The school have made rapid improvements in a short space of time. There is an ambitious culture that permeates the school.		▶ Senior leaders and middle leaders to meet as a wider leadership team to monitor and review provision regularly.					
		▶ Teaching is consistently good or better.		▶ Raise the profile of reading so pupils are reading more widely and more often.					
		▶ The school's well-designed curriculum provides a rich range of learning experiences, rooted in the school's strong values.		▶ All subject leaders to lead staff training and model effective practice as well as TAs to take on role of leading pupils committees.					
5	OUTCOMES	Strengths		Areas for Development					
		▶ Outcomes in all phases of the school are either broadly in line or above national average		▶ Although disadvantaged pupils make accelerated progress, there is still a gap in attainment in KS1.					
		▶ Pupils make good progress across all year groups		▶ Close the gap for pupils in Year 1 in Phonics between boys and girls.					
		▶ The school is broadly in line and above national in some areas at all stages. The school's progress score is 3.2 in Reading and Writing and 3.9 in Maths.		▶ Although boys make accelerated progress and the gap has narrowed, there is still a slight gap in attainment in KS1.					
6	TEACHING, LEARNING, ASSESSMENT	Strengths		Areas for Development					
		▶ The teaching of Writing and Maths is effective and is speeding up the rate of progress in this subject.		▶ Further develop maths to ensure a greater depth of understanding through implementing Singapore Maths.					
		▶ Due to the high expectations and T&L policy, there is consistent and highly effective practice throughout the school.		▶ Increase percentage of outstanding teaching through peer coaching.					
		▶ School policies are consistently and effectively applied in all areas of the school and adhered to by the whole school community		▶ Continue to fully embed moderation (internal and external) in all year groups in RWM.					
Quality of teaching		Inadequate	0%	Requires imp.	0%	Good	100%	Outstanding	60%
7	PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE	Strengths		Areas for Development					
		▶ Leaders have created an excellent climate for learning at this school. The exciting corridors are well designed and the whole school provides a rich learning environment.		▶ Continue to sustain and improve attendance to be in line with national.					
		▶ The mental health and wellbeing programme 'Healthy Minds' provides immediate, appropriate and effective support to pupils.		▶ To further develop personal development by implementing Healthy Harry, Growth Mindset and peer mediation.					
		▶ Excellent relationships between staff and pupils promote pupils positive conduct and attitude.		▶ To ensure all staff are fully supported to sustain high standards of behaviour at all times during the school day.					
8	CURRICULUM English, Maths, Science, and other Foundation subjects	Strengths		Areas for Development					
		▶ Pupils enjoy coming to school and experiencing the broad and exciting curriculum topics and memorable experiences on offer.		▶ Showcase pupils work around school with examples of exceptional work and effort and ensure consistency in creative ways to evidence learning in topic books.					
		▶ Cross curricular links evidenced in curriculum books.		▶ Further develop assessment of non core subjects.					
		▶ Display of the curriculum topics is of excellent quality in classrooms.		▶ To ensure pupils are reading widely by creating linked text sets for each topic in each year group.					
9	STAKEHOLDER FEEDBACK	What we do well		What we could improve					
		▶ Parents are really supportive and any concerns about their children are dealt with swiftly and appropriately.		▶ SEN parent group to have opportunities to meet at least termly.					
		▶ Regular opportunities for parental feedback ensure parents are listened to.		▶ Develop further opportunities to create links with parents and the local community.					
		▶ Governors support and challenge the school well.		▶ Governors to ensure all aspects of school provision are performing to the highest standard.					
10	OVERALL EFFECTIVENESS	The children's excellent relationships, behaviour and attitude are hallmarks of the school's success and contribute much to the academic, personal and social success of all. This is an inclusive school where staff, governors, parents and pupils share common goals and aspirations. High aspirations and high expectations result in positive outcomes for our whole school community.							

School Self-Evaluation Supporting Evidence

PUPIL GROUPS			
11	SIGNIFICANT GROUPS	DSEN	▶ There are some variations in progress made with DSEN in some year groups. However, attainment and progress at the end of KS1 and KS2 has narrowed in comparison to previous years.
		FSM	▶ Disadvantaged pupils in nearly all year groups are making similar progress to non-disadvantaged pupils. Where there is a gap, interventions and support is put in place for all pupils. The gap has narrowed in KS1 compared to previous years. In KS2, disadvantaged pupils the gap has also narrowed and pupils are making similar progress to their peers.
		EAL	▶ Although there are gaps between EAL and non EAL, EAL pupils are still achieving at least good progress in all years. There is an attainment gap in KS1, however this is closed by the time pupils leave at the end of KS2 with EAL pupils doing better than national in some areas.
		Gender	▶ Progress is at least good in most areas. On entry, there is a significant gender gap but by the time pupils leave, the gap has closed. However, there is still an attainment gender gap in Year 1 phonics and at the end of KS1 with girls outperforming boys.

KEY STAGES									
12	KEY STAGE PERFORMANCE	EYFS	The GLD was 71% and in line with national. This has shown a rising trend and has now been in line with national for the previous two years.						
		KS1	KS1	Expected	Exceeding	Phonics			
			Reading	76%	26%	Year 1	77%		
			Writing	69%	14%	Year 2 repeat	80%		
			Maths	79%	26%				
		KS2	Subject	Expected	Exceeding	Combined		Scl	
Reading	73%		20%	Expected RWM Combined		68%			
Maths	85%		17%	Exceeding RWM Combined		5%			
GPS	87%		38%						
			Average Scaled Score	Scl	Nat	Progress Score		Scl	Nat
			Reading	103	102	Reading	3.2	tbc	
			GPS	104	103	Writing	3.2	tbc	
			Maths	104	102	3 Maths	3.9	tbc	

2015-2016 IN YEAR DATA

13 PUPIL ACHIEVEMENT DATA						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Points per year	Points per year	Points per year	Points per year	Points per year	Points per year
R	4.6	5.8	5.1	4.5	5.7	7
W	4.5	5.5	5.2	4.2	5.3	7.5
M	5.8	6.2	5.1	4.6	7	8.1