



School Self-Evaluation Summary 2017-2018

SCHOOL	Blackheath Primary School	HEADTEACHER	Matt Hytch/Anna McElwee	DATE:	Sept 2017
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	SECTIONS	SUMMARY EVALUATION
1	SCHOOL CONTEXT Information additional to Data Dashboard	<ul style="list-style-type: none"> ▶ From September 2017, the school has restructured due to the secondment of the head. There is now a Co-Headship in place with Matt Hytch and Anna McElwee in post. ▶ Within the new structure, middle leaders have increased areas of responsibility reflected in their TLRs. ▶ The school was judged as 'good' by Ofsted in July 2016. ▶ KS2 - the school were in line with national for expected and broadly in line for exceeding for R,W,M for 2016-2017 ▶ KS2 – the school were above national for both expected and exceeding in GPS for 2016-17 ▶ KS1 - the school were in line at expected and exceeding for R,W,M for 2016-17 ▶ In 2016, the school took on an additional class in Reception. This means from September 2017, there will be a bulge year group in Year 1. ▶ 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. The school is currently offering support to other schools around health minds.
2	AREAS FOR WHOLE SCHOOL DEVELOPMENT Key priorities identified through school performance review & evaluation.	L & M <b style="color: red;">Ensure that the quality of L&M is judged as outstanding at the next S5 inspection
		The school will: <ul style="list-style-type: none"> ▶ Develop new middle and senior leads to ensure their action plans support relevant sections of the main SDP ▶ Raise the profile of reading across the school through rigorous monitoring and implementation of reading leads SDP. ▶ Establish Joint professional development for staff to further improve and reflect on their practice alongside improved CPD programme. ▶ Ensure Governors self evaluate effectively to identify areas for development as well as continuing to challenge leaders.
		Impact to date
		T/L/A <b style="color: red;">Ensure that the quality of teaching, learning and assessment is judged as outstanding at the next S5 inspection
		The school will: <ul style="list-style-type: none"> ▶ Increase the proportion of outstanding teaching in all year groups so that 80% of teaching is outstanding through effective CPD such as peer mentoring. ▶ Implement the use of Target tasks to replace 'gap tasks' in order to make feedback specific and support rapid progress. ▶ Ensure all teachers, TAs and pupils use peer assessment and moderation to consistently move learning forward. ▶ Monitor handwriting and spelling skills to check these are transferred into all pupil books ▶ Ensure the teaching of reading and phonics is consistently good in all classes through embedded use of reading staged targets and reciprocal reading sessions and phonics in KS1.
		Impact to date:
Outcomes <b style="color: red;">Ensure that outcomes for children are judged as at least good at the next S5 inspection		
The school will <ul style="list-style-type: none"> ▶ Sustain attainment at the end of all key stages, including groups, to be in line with or above national through assessment and consistently good/Outstanding teaching and learning. ▶ Increase the combined attainment of boys in both key stages to match that of girls at 70%+ by researching and embedding 'Boy friendly' strategies. ▶ Increase the progress in science in KS1 to ensure at least 80% of children achieve expected, through improved teaching, learning and assessment, driven by Science leads. 		
Impact to date:		

		PDBW	Ensure that personal development, behaviour and welfare is sustained as outstanding at the next S5 inspection.	
			<p>The school will:</p> <ul style="list-style-type: none"> ▶ Work to ensure attendance is in line/above national average(96%) for the academic year 2017-18. ▶ Promote positive learning behaviours by embedding 'Growth Mindset' from the Spring term. ▶ Establish peer mediation through Y5 pupil leadership (supported by Senior lunchtime supervisors) 	
			Impact to date:	
		EYFS	Ensure that Early Years is judged as at least good at the next S5 inspection.	
			<p>The school will:</p> <ul style="list-style-type: none"> ▶ Continue to develop leadership and management opportunities across EYFS through effective CPD. ▶ Sustain outstanding teaching in EYFS through peer mentoring. ▶ Sustain the consistently high rates of EYFS children's progress in relation to their starting points by outstanding teaching and effective parent liaison. ▶ Ensure PDBW continues to be outstanding within EYFS through positive praise assemblies, VIP's etc. 	
			Impact to date:	
		Governance	Ensure that Governance is judged as outstanding at the next S5 inspection.	
			<p>Governors will:</p> <ul style="list-style-type: none"> ▶ Ensure that their actions are entirely focussed on continuing to improve the quality of educational provision so that pupils' achieve as well as they should. ▶ Ensure that 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. ▶ Ensure pupil's attendance is in line or above national averages. ▶ Ensuring all pupils, and groups of pupils, make at least good progress in Reading, Writing and Mathematics, and a greater proportion of pupils exceed expected progress. 	
			Impact to date:	
3	PROGRESS IN PREVIOUS INSPECTION/ SDP PRIORITIES	We are not yet Outstanding because:	Progress to date (April 2017)	
		<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"> ▶ KS2 average scaled score for Reading + 1.1 compared with national in July 2017. ▶ KS1 in line with national in 2017 with the exception of science at 72%. ▶ Reciprocal reading fully implemented and monitoring show consistency across all years, compared to last year. ▶ Reward scheme embedded alongside the use of reading logs ▶ Additional 'boy friendly' texts are now being used to engage boys in and outside of school ▶ Bug club phonics is embedded ensuring more accurate and consistent daily phonics teaching 	
		<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"> ▶ Current attendance figure is 96.4% (5+) ▶ Meetings with all families causing concern taken place for Sum1 and Sum 2 ▶ New LA attendance policy, guidance and procedures adopted by Governors from 25th September 2017 ▶ Attendance Officer role enables robust monitoring of attendance and ensures safeguarding procedure 	
		<ul style="list-style-type: none"> ▶ Impact to date: 		
4	LEADERSHIP AND MANAGEMENT	Strengths	<ul style="list-style-type: none"> ▶ All staff have regular CPD for RWM and have opportunities to share effective practice and moderate. ▶ All TAs lead a pupil committee with responsibility for writing and implementing an action plan. ▶ The school has sustained effective leadership, providing new and further opportunities for leaders to ensure SDP priorities are completed. 	

<ul style="list-style-type: none"> ▶ The profile of reading is increasing with children reading more widely and often. 	
Areas for Development	How we will move to Outstanding
<ul style="list-style-type: none"> ▶ Middle leaders to develop ownership of their subject, identifying priorities, actions and impact. (1.7) 	<ol style="list-style-type: none"> 1. Subject leaders evaluate staff needs and create action plans 2. Subject leaders source/engage with training opportunities 3. Subject leaders provide training for staff 4. Evaluate impact of training
<ul style="list-style-type: none"> ▶ Leaders and teachers to work to raise the profile of parental engagement in reading.(1.2) ▶ Reading leader to continue to monitor reciprocal reading, evidence gathering and assessments, in particular, discreet skills. 	<ol style="list-style-type: none"> 1. Set up reading retreats on the playground 2. Hold reading competitions 3. Implement new reading reward system 4. Further develop reading areas 5. Set up 'reading buddies' system – older children reading with younger children
<ul style="list-style-type: none"> ▶ Implement joint professional development through peer mentoring, for all staff to further improve and reflect on their practice.(1.3) 	<ol style="list-style-type: none"> 1. More opportunities to share effective practice through staff and phase meetings 2. Opportunities for staff to observe practice at other schools. 3. Peer mentoring - review model 4. Staff room swap shop to share useful resources
<ul style="list-style-type: none"> ▶ Impact to date: 	

5 OUTCOMES	Strengths <ul style="list-style-type: none"> ▶ Outcomes for RWM in all Key Stages of the school are either broadly in line or above national average ▶ The gap for pupils in Year 1 in phonics has diminished with boys out performing girls. ▶ Percentage of FSM pupils achieving RWM expected in increasing and above national. 																										
	EYFS		The GLD was 70% and in line with national. This has been in line with national for the previous three years.																								
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Areas for Development		How we will move to Outstanding																									
<ul style="list-style-type: none"> ▶ Boys and girls attainment is in line or broadly in line with national. There is, as with national, a gap which needs to be diminished, particularly in maths. ▶ Increase percentage of pupils achieving greater depth in RWM in KS2. (3.1) 		<ol style="list-style-type: none"> 1. Ensure all monitoring records for monitoring activities are completed and sent to SLT 2. SLT and middle leaders analyse data of individuals and groups half termly 3. Present progress data to Governors 4. Complete and evaluate MEANI grids 5. Class Teachers identify pupils in need of intervention and plan actions for these both at PPM's and in between 6. Phonics lead to monitor individuals and groups across the year, ensuring gaps (particularly gender) are identified and interventions planned for and narrowing the gaps 																									

		<ul style="list-style-type: none"> ▶ To ensure that KS1 science is in line with national. (3.3) 			<ol style="list-style-type: none"> 1. All staff are confident in planning appropriately pitched lessons and planning differentiation (including interventions) to ensure accelerated progress 2. Appropriately challenging targets are set for all pupils to achieve at age related expectations 3. Progress is analysed half termly to identify any gaps and required intervention 4. Science leads ensure progress in science is being made through appropriate training, resourcing and moderation 				
		Impact to date:							
6	TEACHING, LEARNING, ASSESSMENT	Strengths							
		<ul style="list-style-type: none"> ▶ The teaching of Writing and Maths continues to be effective, speeding up the rate of progress in these subjects. ▶ Teaching across school is consistently good with an increased percentage of outstanding teaching ▶ Regularly moderation is used effectively in Years 2 and 6 to ensure accuracy of stage targets. 							
		Areas for Development		How we will move to Outstanding					
		<ul style="list-style-type: none"> ▶ Further develop the teaching and assessment of greater depth in mathematics. (2.5) 		<ol style="list-style-type: none"> 1. Implement the new maths planning linked to stage targets 2. Monitor quality of maths lessons through observations/learning walks etc 3. Provide refresher training for use of apparatus, challenging the more able, use of target tasks 4. Ensure staff are supported in the teaching of 'mastery' 5. Accurately plan for and assess children's knowledge through use of new pre/post learning tasks 					
		<ul style="list-style-type: none"> ▶ Continue to increase percentage of outstanding teaching through peer mentoring. (2.1) 		<ol style="list-style-type: none"> 1. Peer mentoring to continue, sharing outstanding practice – extended to middle leaders supporting academy staff 2. Teachers to develop the use of ICT effectively to enhance learning and support independent learning 3. Provide target children with learning kits to ensure they are well equipped for every lesson 4. Support teaching of greater depth through introduction new maths planning and pre/post tasks 5. Raise profile of reading across school (see Reading subject leader action plan) 6. Quality of teaching in all academies is consistent 					
<ul style="list-style-type: none"> ▶ Marking and feedback is consistent and effective in all classes and in all subjects. (2.2) 		<ol style="list-style-type: none"> 1. Teachers and TAs use effective feedback to ensure progression of skills. This is evident in books 2. New target tasks provide children with 'next step' linked to stage targets 3. Teachers and TAs consistently apply presentation policy- unacceptable presentation addressed 4. SLT and Academy Heads to monitor books in line with monitoring calendar 							
Quality of teaching		Inadequate	0%	Requires imp.	0%	Good	100%	Outstanding	60%
		Impact to date:							
7	PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE	Strengths							
		<ul style="list-style-type: none"> ▶ The school has improved attendance and is now in line with national. ▶ The mental health and wellbeing programme 'Healthy Minds' provides immediate, appropriate and effective support to pupils and has supported other schools nationally. This is through the provision of over 20 therapies such as sand, lego, water play, colour, sensory circuits, and draw. ▶ The vast majority of pupils consistently uphold the schools RESPECT values. 							
Areas for Development		How we will move to Outstanding							
<ul style="list-style-type: none"> ▶ Embed the new LA guidance and procedures for attendance to further reduce unauthorised absence. (4.1) 		<ol style="list-style-type: none"> 1. Leaders / Governors to continue meeting with parents of persistent absenteeism / lateness to find solutions for improvements made 2. Continue to track and monitor vulnerable families attendance (case studies) 3. Continue to include attendance / late figures to school newsletter so parents are informed 4. SLT to continue weekly meeting with Attendance Officer to review case studies and attendance monitoring 5. Develop attendance display in school to promote improved attendance 							

		<p>▶ To further develop personal development by implementing Growth Mindset and peer mediation.(4.2 & 4.6)</p>	<ol style="list-style-type: none"> 1. Year 6 to trial 'Growth Mindsets' Leicester Programme exploring concepts of Growth Mindset 2. Year 6 to trial using Reflection Journals to record work on Growth Mindset 3. Staff to be trained on the vocabulary of Growth Mindset 4. Introduce language of Growth Mindset to children in school 5. Implement Growth Mindset/reflection sessions into the school week 6. Children to be trained by 'Peacemakers' on peer mediation (x24 Y5 children – 3 days of training) 7. 2. Peer mediation (P.M) staff leads to share training and mediation strategies whole school 8. 3. Peer mediation base set up in school as a place where disputes
		Impact to date:	
8	OVERALL EFFECTIVENESS	<ul style="list-style-type: none"> • Pupils make at least good progress from their starting points and an increasing number make better than expected progress. • Pupils are happy and proud of their school. They feel safe, behave well and have positive attitudes to their learning. • Parents and carers are supportive of the school, particularly those with special educational needs. The school is working towards creating more opportunities for parents to engage further with the school • Teaching is at least good and there is an increasing amount of outstanding teaching. The school continues to strive towards more and consistent outstanding practice. • The organisation of the resource bases and the provision for pupils with special educational needs throughout the school are extremely well managed by the two special educational needs coordinators. • The driving force behind the school's improvement has been the requirement for all teachers and school leaders to be reflective and the need to acquire high levels of knowledge related to teaching and learning. The school has good leadership and a highly involved governing body which has challenged leaders at all levels rigorously. • There is a relentless focus by staff on raising pupils' achievements and improving the quality of their learning. Staff know the pupils well. • Pupils have many memorable and vibrant learning opportunities, including a wide variety of visits and visitors to the school, which contribute very well to their spiritual, moral, social and cultural development. 	

School Self-Evaluation Supporting Evidence

2016-2017 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	5.1	6.3	4.6	5.1	5.0	8.2
W	5.0	8.0	4.2	4.5	6.3	11.3
M	5.2	6.2	5.0	4.3	6.2	10.0