**Blackheath Primary School**

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**Self-Evaluation Summary 2021-2022**

**Co – Headteachers**

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| **Quality of Education**  **Context**   * **Our child centred 3D Challenge Curriculum of equality, progressive skills and knowledge was created to meet the needs of all of our children. The Intent is therefore based around our ‘7 Steps’: Reading, Experiences, Aspirations, Knowledge, Well being, Vocabulary and Skills. This enables children to develop detailed knowledge and skills to enable them to achieve well.** * **The 7 steps develop cultural capital and encompass our core school values of ‘RESPECT’: Responsibility, Empathy, Smart, Polite, Empower, Care and Team.** * **Each topic is structured through three phases; Stunning Start, Marvellous Middle and a Fabulous Finish. The curriculum has been designed to meet the needs of our children by subject leaders.** * **Each subject in the wider curriculum has an Intent and a progression document. For RE, the school follows the SACRE. This ensures that subjects and topics are progressive with the knowledge and skills which our children need to meet appropriate end points and to become future global citizens who now more, remember more and are able to do more.** * **School prioritises reading across the entire curriculum and has formed a partnership with the Little Sutton English Hub to further enhance teaching of phonics and reading. The school had adopted the DfE certified Little Wandle phonics scheme with specific focus on bottom 20%.** * **Subject leaders reviewed the curriculum and identified missed and at risk content which was then integrated into the Summer term plans.** * **At the end of Summer term, subject leaders have re written MTPs to account for gaps in pupil’s knowledge and skills which have arisen from the pandemic.** * **To support low entry points in EYFS , we have two qualified NELI practitioners, one of which also provides Talk Boost in additional to the changes brought by the new reform.** * **Catch Up funding Strategy was established early September to tackle any delay or gaps in learning that arose as a result of the pandemic.** * **Basic Skills Quality Mark has been renewed June 2021.** | |
| **What we do well** | **Reading**   * Pupils read widely and often with fluency and comprehension which is appropriate to their ability through early reading being well prioritised. * The school has clear strategies in place to support the bottom 20%.These are tracked and supported to maximise progress and attainment from starting points. * Reading has a focus across all wider curriculum subjects to expose children to subject specific quality texts and appropriate tier 2 and tier 3 vocabulary. * The school has adopted the’ Little Wandle Letters and Sounds’ phonics programme. This is underpinned by the school’s affiliation with a DfE accredited English hub. Children who do not meet expectations at the end of KS1 are supported in KS2 and children who missed the phonics test in Y1 due to Covid closure are supported to meet expected standard. * The school has spent a large amount of money and time to ensure that new books are matched to sounds and words which children know. In addition, the school employs a librarian and children are provided with grapple books to further challenge them of which children choose from a range of genres. * Leaders have ensured a consistent approach to the teaching of reading, this encompasses catch up requirements following Covid closure, and exposure to reading in greater depth. * Leadership ensures there are experts across school who are highly skilled in the teaching of phonics and early reading. In addition, the school has undertaken a day of phonics hub CPD for **all** staff * The love of reading is a growing strength across school. All teachers read to children every day with a new text each term.   **Writing**   * Leaders, including certified moderators, (KS1 and KS2) have a clear knowledge of the breadth required in writing and provide teachers with appropriate resources and progressive framework to ensure age related expectations for the writing process. * Leaders prioritised writing as the focus for last academic year, providing CPD, monitoring activities , targeted individual CPD and encompassing catch up requirements following covid closure on top of any further Covid catch up actions. This has resulted in improved teaching and quality of writing across the school.   **Maths**   * Leadership of maths is strong, with subject leader (AHT) providing teachers, including those in the early years, with appropriate resources and progressive framework to ensure age related expectations; this encompasses the latest DfE guidance for the teaching of maths following covid closure as well as catch up requirements based on school stage targets * ‘At risk’ content due to covid closure is identified from in depth assessment analysis and shared with teaching staff. It is also built seamlessly into MTPs to consolidate existing knowledge before extending onto age related expectations. * Teachers have good subject knowledge and regularly expose all children to ‘mastery’. * Lessons demonstrate a clear sequence of learning providing opportunities for fluency, consolidation, reasoning and problem solving and mastery where appropriate. The school’s revised MTPs for September 2021 revisit previous units through retrieval practice to support knowing more and remembering more and identify key vocabulary needed for each lesson. * Automaticity is encouraged through daily use of counting activities in all year groups. * Pupils enjoy maths lessons and are regularly given opportunities to demonstrate their maths knowledge, fluency and reasoning and celebrate successes.   **Wider Curriculum**   * Our school curriculum is broad, balanced and ambitious, investing in Cultural Capital through a variety of enrichment activities and experiential learning. The knowledge and skills set out in lesson plans are progressive and enable a rich, deep understanding of key concepts within and across subjects. This ensures equality for all learners, in particular disadvantaged pupils and ensures they are ready for the next stage of education and to succeed in life. * The school’s vision and the ‘Seven Steps’ is well established and embedded in the curriculum with all subject leaders given inset CPD opportunities to promote their subject with other staff. * Children are developing good work habits and their ability to acquire and retain knowledge and vocabulary over time, through the introduction of structured retrieval practice and wider reading in all lessons, enabling them to talk confidently about what they have learnt, retain knowledge and make connections within and across subjects. * Teachers use low stakes quizzes to continually inform gaps in children’s knowledge and skills. * There is a clear emphasis on Tier 3 vocabulary in the wider curriculum. This is pre taught at the start of lessons to enable pupils to understand and use new and unfamiliar vocabulary and concepts. * We have recently introduced the ‘chunking’ method to teaching in the wider curriculum to enable key knowledge and skills to be broken down into bitesize pieces. This method structures and compartmentalises learning to ensure retention and to make our curriculum accessible to all pupils. |
| **Next steps** | **Covid Actions**   1. Covid Curriculum action plan incorporates gaps from assessments across all subjects to inform all leaders and shared with school governors. 2. Academic mentors and Tutoring programmes   **Reading**   1. Continue to increase the breadth of texts available for free readers in KS2. 2. Monitor the impact of the newly implemented systematic synthetic phonics programme “Little Wandle letters and Sounds’ 3. Implement the new reading approach for application of phonics using decodable texts in EYFS from week 4. 4. Continue with daily phonics for Year 3 pupils who have not yet grasped the phonetic code. 5. Pilot new intervention approach for word reading and fluency for pupils in KS2 who are at risk of falling behind but are beyond phonetic acquisition level. This approach will build on success of KS1 reading for consistency for pupils. 6. Revise stage targets for new academic year to incorporate gaps from formative assessment and non embedded stage targets due to Covid.   **Writing**   1. Ensure progress is consistent across all year groups, particularly KS2 through dissemination of sentence ladder and sentence construction focus in Aut 1, stage target progression document and genre planning frames. 2. Continue to develop moderation practices internally and externally to validate judgements 3. Review and embed changes to handwriting, for Nursery through to Year 4 following September 2021 Kinetic letters training 4. Review spelling processes to ensure early fluency and age appropriate spelling 5. Use knowledge acquisition from wider curriculum and apply this to writing to ensure quality writing for purpose. 6. Writing lead to ensure all teachers using revised stage targets encompassing lost learning from catch up programme. 7. Attend Jane Considine training in September. Implement key features / structures into the writing curriculum.   **Maths**   1. Teachers use concrete, pictorial and abstract representations in all lessons to ensure maximum conceptual understanding in all areas of maths 2. Improve retention of information by introducing a ‘chunking’ method in maths to ensure a lower cognitive load. Children are fluent and secure before progressing onto further consolidation/reasoning and problem solving activities. 3. Teachers use low stakes quizzes to continually assess gaps and inform teaching and target tasks to close these 4. Improve number confidence through increased counting and recall of times table facts. 5. Develop parental engagement with maths; provide parents with the tools and support they need to feel confident with supporting their child with their maths learning at home. 6. Maths lead to ensure that all teachers are using the revised stage targets and MTPs encompassing ‘missed’ and ‘at risk’ content due to Covid closures. 7. Disadvantaged pupils receive targeted support from class teachers within maths lessons and interventions are purposeful in closing gaps in knowledge and skills. 8. Embed retrieval practice/warm up activities to build on prior knowledge and retention of facts.   **Wider curriculum**   1. Develop exit quizzes for wider curriculum so gaps are quickly identified for future retrieval practice to ensure pupils ‘know more and remember more’ 2. Continue to support leaders, particularly new leaders, in the leadership of their subject including the execution of their subjects Intent and progress documents. 3. Evaluate ’chunking’ teaching and learning strategy for impact (working memory overload and retention) 4. Tasks are scaffolded for bottom 20% of pupils to ensure they can access the same broad curriculum offer. 5. Disadvantaged pupils receive targeted support from class teachers within wider curriculum lessons. 6. Concrete resourcing for subject disciplines to ensure that pupils also develop skills well alongside knowledge. 7. Improve science assessment so that teachers are able to make easier, more accurate judgements against National curriculum expectations and to identify gaps.. |
| Impact to date (October 2021) |  |

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| **Behaviour and Attitudes**  **Context**   * **The school has high expectations for pupils behaviour and conduct, underpinned by the RESPECT values (Responsibility, Empathy, Smart, Polite, Empower, Care and Team) . These are reflected in pupils behaviour and conduct and are celebrated through the school reward system. These also support pupils wellbeing .** * **School rewards are effective in encouraging positive learning behaviours an celebrating effective study.** * **Leaders and staff create a positive environment in which bullying is not tolerated. School has effective systems, processes and support in place to ensure bullying or other unwanted behaviours are tackled quickly and effectively. School was awarded the Bronze ABQM (Antibullying Quality Mark) in recognition of this.** * **The school employs a learning mentor to support children, in particular Pupil premium, who need social and emotional support whether related to Covid 19 or otherwise.** * **The school operates a Challenge 97% attendance reward scheme under O.T.I.S (On Time In School) agenda and has upgraded reward initiatives and celebrates good attendance (Weekly and termly) to maximise attendance following Covid 19 closures to make every session count.** * **The school continues to employ an attendance officer to support and maintain good levels of attendance, identifying groups/individuals in need of support. The school use of CPOM’s maximises the effectiveness of referrals for families that choose to break our values and do not ensure our children are in school when they can or should be (In line with referral criteria). The school challenges the local authority where cases are not upheld.** * **The school employs a family support worker to maximise support to families in response to their individual and complex needs and further ensure overall safeguarding and attendance of children.** * **The school used some of the Covid Catch-up grant to focus on children’s attitudes and learning behaviours through commissioning ‘Every Child Needs a Mentor’ programme to create a bespoke project ASPIRE project for KS2 pupils in the Summer term.** * **School uses effective reporting systems for safeguarding including CPOMs creating a strong safeguarding culture where pupils are safe and feel safe.** | |
| **What we do well** | * Children are well behaved, upholding the ‘values’ and responding to values points and consequences accordingly. As a result, incidents of low level disruption are rare and children regularly earn rewards which are celebrated weekly. * Pupils receive swift effective behaviour and Wellbeing support where needed (Particularly following any concerns raised from Covid 19 impact or through class teacher referral system) through Learning Mentor work and associated behaviour strategies. Consequences and behaviour passports are reviewed weekly to maximise progress alongside interventions targeted at Boxall profile outcomes. * The school has no exclusions for the fourth year in a row for any onsite behaviour and acts immediately upon any concerns raised to tackle behaviours that if continued could evolve into bullying. As a result there have been no bullying incidents under the schools S.T.O.P agenda and Bronze ABQM certification. * Pupil voice is strong in school. Pupils have a wide range of opportunities to take on a variety of roles and responsibilities to support their peers and develop responsibility and leadership skills. Over half of the PLT committee is made up of Pupil premium children with all committees having further strong PP representation. * Our ‘offer’ for SMSC and wellbeing is strong, embedded through the weekly progression and delivery of Jigsaw * The school is highly proactive in promoting high levels of attendance and takes action where families, individuals or groups fall short of this or need support. As a result, despite Covid 19 last year, EOY attendance was 95.1% and PP premium attendance was within 1% of None PP. * Safeguarding, family and pastoral support is effective and robust with a high percentage of families receiving support with high levels of outcomes and impact. |
| **Next steps** | 1. Embed updated attendance systems and processes following damage to school expectations caused by Covid 19, e.g. late gate, challenging /supporting any parents who fall short of school’s expectations for attendance. Renewed rewards will be used accordingly to those families and pupils who attend well or react positively to support. 2. Embed the relaunch of ‘Challenge 97%’ from 2nd September and associated rewards to maximise the years attendance 3. Following the acquisition of the Anti Bullying Quality Mark (Oct 2019), and the Well being Charter Mark (March 2021) the school is now seeking the Silver ABQM 4. Embed wellbeing, Learning Mentor support programme for new or continuing children identified for in class support following baselines and previous EOY referrals, in addition to supporting the CPD of colleagues working with identified children alongside setting of targets in their ‘Learning Passports’ 5. HT to provide CPD on behaviour and attitudes to staff identified (Particularly NQT/ECT’s) where monitoring has identified support or practitioners have requested 6. EYFS to remap SMSC provision under the new EYFS reform to best meet the needs of pupils whilst ensuring progression   Further identify CPD opportunities to strengthen strategies and approaches to tackling challenging behaviours of pupils with complex behavioural needs to maximise inclusion in mainstream education. |
| Impact to date (October 2021) |  |

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| **Personal Development**  **Context**   * **The school provides a rich and varied curriculum with a balance between academic and social/emotional teaching.** * **The school’s work to enhance SMSC and British Values provides opportunities of high quality experiences, threads through all subject areas reflecting the schools established values on which our curriculum is built.** * **The school extends the curriculum beyond the basic through many enrichment experiences and activities which ordinarily, many of our children would not experience. It encourages high aspirations and positive mind-sets supporting pupils to be confident, resilient and independent.** * **Alongside in school pastoral support, the school creates strong links with external agencies to support and nurture the emotional wellbeing and mental health of all of our children, especially the most vulnerable. This ensures that all children are given the best opportunities to excel and flourish in later life.** * **The school has implemented the new RHE curriculum to support the teaching of Relationships and health education, further supporting developing the child as a whole and supporting positive personal development both physical and mental** * **The school gained the Wellbeing Charter Mark in March 2021** | |
| **What we do well** | * The school extends beyond the academic through providing a wealth of enrichment activities including termly memorable experiences, subject focus days and subject weeks including culture week, arts week, anti bullying week, safer internet day, international peace day and Blackheath’s Got Talent. * The school’s wider work through Health Ambassadors, Healthy Minds programme, growth mind-set assemblies, use of behaviour mentor and pupil committees, promotes resilience, confidence and independence both physically and mentally. * The in school academy structure supports effective transition. Pupils are secondary ready through strong links with secondary schools. In addition the school recognises aspirations for higher education with an annual trip to Oxford University. * Pupils are taught to be responsible, respectful, active citizens through strong teaching of RE, RHE, PSHE, SMSC and British Values which run throughout the school curriculum and moreover, encompassed in the school’s “respect’ values. * Pupils are taught how to stay safe both online and in the ‘real world’ though a comprehensive safety calendar and curriculum which encompasses lessons, activities, visitors, safety days and workshops. * Pupils are invited to be members of school committees, strengthening the responsibility value as well as providing strong pupil voice |
| **Next steps** | 1. To further enhance career’s ‘season’ to continue to raise aspirations about future options 2. To re-establish extra-curricular opportunities to nurture, develop and stretch pupil’s individual pupil’s talents and interests 3. To measure the impact and robustness of the new RHE curriculum in line with government guidelines including an increased focus on children’s mental health and wellbeing. 4. To implement ‘Votes for Schools’ into the weekly timetable to develop children’s understanding of democracy and allow them opportunities to share views and vote on topical issues. 5. Establish a pupil Well-being committee to enhance the wellbeing curriculum already in place 6. Re- establish the staff wellbeing committee and execute the wellbeing action plan written in conjunction with LA. |
| Impact to date (October 2021) |  |

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| **Leadership and Management**  **Context**   * In 2020, the school formally appointed a substantive Co-Headship following the previous Head’s secondment. Subsequently, the leadership structure in the school was amended to ensure strong leadership across the school and to support new staff. * Leaders have a clear and ambitious vision for shared values, policies and practice for education. * The leadership structure is designed to support the improvement teachers (in particular ECTs and RQs) of subject, pedagogical and pedagogical content knowledge to enhance the effectiveness of the curriculum and use of assessment. * The school operates an internal academy structure with three academy heads leading EYFS, Y1,2,3 and Y4,5,6 * The school invests in writing through employing two accredited writing moderators * The school has worked with an advisory teacher from the LA to ensure school is realistic and constructive in the way staff are managed, including their workload. * The school was selected for a DFE pilot OFSTED in April 2019 with 4 HMI’s in attendance. This was a positive supportive experience which enabled the school to identify strengths and areas for development * The school has adopted one new Governor to support curriculum committee. Each Governor is linked to specific areas of the school. They continue to challenge and hold leaders to account. * The school employs a family liaison officer who is also deputy DSL to ensure safeguarding is effective. | |
| **What we do well** | * Leaders embed their shared vision, policies and practice through dispersed leadership and CPD over time. As a result, summer monitoring showed 80% of teachers were operating at at least good and specific support was in place for those underperforming. * Leaders are ambitious and forward thinking in their drive for achieving the very best outcomes for their children and staff. * Leaders follow a clear cycle of evaluation, support and monitoring which ensures that the teaching and assessment of the curriculum continues to improve over time, particularly in light of the Covid closure catch up requirements. * Leaders have forged relationships with the wider community to meet the needs of our pupils and parents. As a result, during the pandemic, parents were highly positive around all aspects of remote education including children’s progress and support offered. Where areas for development were highlighted, the school has already responded e.g. Learning With Parents for EYFS/KS1. * Leaders are highly mindful about staff’s wellbeing and in response to staff ‘voice’, ensure staff are offered a wealth of wellbeing initiatives. A recent staff survey showed that the overwhelming majority of staff feel wellbeing is supported in school and initiatives are appreciated. * Leaders nurture and seek opportunities to support staff professional development and individual needs, developing a positive and reflective team e.g. NPQs * Safeguarding is highly effective. Children are safe and feel safe in school and know who to talk to if they have worries or concerns. * SENCO liaises effectively with external professionals and supports teachers to plan bespoke targets for pupils with SEND / SEMH to ensure they are given the support they need to make good progress. As a result, majority of pupils made progress. |
| **Next steps** | 1. Following Covid disruption, all leaders to continue to use intelligence and observations alongside low stake assessments to support teachers in wave 1 activities to maximise catch up without narrowing the curriculum. 2. Leaders and mangers monitor and evaluate curriculum changes in response to Covid 19 disruption, in particular where learners are not responding to these. 3. Ensure all governors receive adequate training and support to fulfil their roles and understand the school’s strengths and key priorities. 4. Leaders, in particular those who are new, to effectively lead subject areas with increased focus on teaching, learning and outcomes of specific groups, and amendments ot the curriculum following covid disruption. 5. Continue to support ECTs, staff returning from maternity leave or staff new to the school to ensure they are fully aware of school expectations for teaching, learning and assessment. 6. Continue to support staff with career development and CPD opportunities (in particularly, cpd requested during the appraisal process) 7. School to continue to identify and embed catch up premium needs, including the use of Academic mentors and NTP programme. |
| Impact to date (October 2021) | 1. *.* |

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| **EYFS**   * Children come in well below age related expectations in both Nursery and Reception. In 2019 EYFS achieved in line with national. * Nine 30 hour places have been accepted in Nursery (the school offers 12). * All Reception children visit the mobile library to support the school’s drive for reading for pleasure and to promote early reading including phonics from day 1 and the introduction of Little Wandle, a certified DfE phonics scheme to increase reading speed, accuracy and fluency. * Where children need phonics support, Littel Wandle ‘Keep Up’ is used in line with EEF guidance. All staff are fully trained 2.9.21. * The EYFS environment and 7 primes areas of the curriculum have been designed to foster the changes of the reform, in particular early language acquisition and the changing roles of adults within the setting. This ensures that children are ready and succeed in the next stage of education. * EYFS have two qualified NELI practitioners, one of which also provides Talk Boost to support those children who have poor communication and language skills. | |
| **What we do well** | * Environment supports children to make good progress reflecting staff’s knowledge and understanding of the pupil’s needs * Forest schools and balancability are woven into the curriculum to strengthen provision * Curriculum is well organised with clear end points and progression identified to meet the needs of all of our pupils , in particular those who enter well below. * Leaders recognise the need for enhanced social, emotional and physical development in particular to help children to listen attentively, manage their feelings and behaviour and develop a sense of right from wrong. * EYFS staff provide wider experiences to ensure the beginnings of cultural capital are embedded in the EYFS curriculum * Children are well supported to make good progress from their starting points in communication skills. * All EYFS staff (alongside whole school) have been fully trained on Little Wandle phonics (2.9.21) |
| **Next steps** | 1. To ensure the new leadership structure of EYFS is effective in its continued shared vision of the new reform. 2. To support new staffing structure in EYFS, ensuring shared vision is implemented and that individual new staff CPD is provided alongside CPD for the EYFS as a whole 3. Continue to develop wider experiences both in and outside of the classroom including the local community – All LSP staff to attend Group Leader Training so that groups can be taken out in the local community, without disruption to class and school staffing. (Postponed due to current World situation) 4. Continue to embed Kinetic Letters programme (YR to increase pace of delivery.) 5. To launch learning with parents Face to Face sessions 6. YR staff to attend moderation meeting in preparation for end of year Data. (Postponed due to current World situation) 7. To continue to develop Early communication and Language including Talk Boost, I can talk and NELI etc 8. To embed little Wandle and revised reading approach, alongside the use of Academic Mentor to further support the ‘Keep up’ strategy under Little Wandle, in addition to school staff. |
| ***Impact to Date*** |  |