

Bethersden Primary School Self-Evaluation Summary Sheet October 2015

Sections	Summary Evaluation	
1. Introduction	Bethersden Primary School underwent an inspection in March 2014: Inspectors judged the school to be good overall with good capacity to improve. Headteacher in post since September 2012, Deputy in post April 2013. Working with the Governing Body, the leadership team have promoted an ambitious vision which has acted as a catalyst for the school community to review, analyse and overhaul current practice and implement new systems and procedures to move the school forward. The senior leaders' determined drive for higher expectations is now ensuring that the focus on raising standards of learning is properly balanced with high quality care of pupils.	
2. Progress towards previous Inspection Key Issues	Key Issue	Progress
	Increase the proportion of outstanding teaching.	Ongoing quality CPD, internally and externally provided. Expectation for subject leaders and class teachers to observe within and outside of school a range of outstanding learning opportunities. Renewed focus on the triangulation of T&L and teaching profile over time, with an emphasis on a coaching and development model of observations. Impact: Percentage of Outstanding teaching and learning has risen from 16.7% to 50%. Progress of learners is outstanding, with 66% 3 levels in R and 55% in W and 66% of FSM in R & W.
	Raise pupil achievement by ensuring that expectations and challenge are consistently high so that all pupils make the progress of which they are capable. (With a focus on Novice & Master)	Reviewed literacy and numeracy curriculum planning with clear LIs and Steps to Success. Manipulatives and speaking and listening explicit on plans. Training and INSET planned on curriculum, assessment and expectations (particularly in respect of N&M pupils). Marking for improvement is learning focused and useful with a regular element of peer and self-marking. General expectations of learning, behaviour and books are increased. Red Hot Challenge (RHC) is embedded and used by adults & pupils to accelerate learning. Maths, RWI & L&L are set to pupil ability across the school, with regular review and adjustment. Impact: N&M pupils are making at least good progress in line with all other pupils. Increasing % of pupils working at or above 'ARE' term on term.
	The successful approach to learning in reading and writing to be fully developed in other subjects. (RWI strategies)	Weekly MOFFs in literacy (RWI) are focused on areas of development. Regular drop-ins and learning walks identify 'P' strategies used successfully across the curriculum and at break and lunch times. Hand/silent signals are used across every class and subject for consistency, 123 strategy is embedded to ensure smooth transitions. MOFFs in maths are planned termly, SLs to identify and plan a MOFF once a year for their subject. Impact: consistency across all subjects enables pupils to achieve maximum progress. Leuven measures of wellbeing and involvement are used to track high engagement with learning where RWI strategies are successfully implemented.

Areas for Whole School Development

3. Outcomes Attainment & Progress, quality of learning for individuals, vulnerable groups & SEND **Judgement: Outstanding**

Strengths	Impact
• KS1 data shows a rising trend in all core subjects over five years	•
• KS2 APS data shows a rising trend in R, W, M & SPAG over 3 years	•
• VA in R, W, M has risen over the last 3 years	•
• In- year cohort data currently shows that yrs 2- 6 are on track for 85% 'expected' level	•
• Rigorous PPMs track vulnerable groups A & P	•

- Areas for Development**
- Close the APS gap between disadvantaged and non-disadvantaged pupils
 - Ensure all pupils are making accelerated progress (4 pts or 6 steps + per year)
 - Case studies of key pupils to track their diet of T&L
 - Links with preschool provision to ensure consistency of data
 - Clear focus to address gaps in subject knowledge

4. Teaching, learning & Assessment Expectations, engagement, motivation, challenge, independence, core skills, assessment & next steps
Judgement: Outstanding

Strengths	Impact
• 100% teaching 'Good' or better as a picture over time with 50% outstanding enhanced through high expectations of all pupils' learning	• Outcomes show a rising trend in progress and an irregular trend in attainment in KS2 due to cohort size.
• RWI is embedded and reading teachers are successful at planning, implementing and assessing pupils at individual levels.	• Quick transition through RWI
• Exciting, stimulating and challenging learning opportunities(both in school and at home), well matched to the children's needs through differentiation, AFL and M4I.	•
• Teachers effectively use developmental marking to enhance the pupils' learning, knowledge, understanding and skills.	•
• An inspirational curriculum embeds reading, writing, communication and maths to equip all pupils with a thirst for learning and life skills	•

- Areas for Development**
- Equip all staff with the skills to achieve outstanding teaching within their daily practice in order to maintain outstanding progress for every child
 - Embed pupil conferencing as a key element in each pupil's individual learning journey with the specific role of target setting and raising expectation.
 - Provide even greater challenge for the more able through planned questioning, focused independent tasks and embedding the new assessment system. With a focus on deeper level learning and mastery of the curriculum.
 - Pupils take ownership over the marking and feedback cycle; beyond the teacher's developmental marking and extension of peer & self-review.
 - Continue the current momentum of engagement in wider national research – embed growth mindset culture for staff and pupils

5. Behaviour & Welfare In lessons, in & around school, attendance, punctuality, attitudes to others, bullying, pupils/parents.
Judgement: Outstanding

Strengths	Impact
<ul style="list-style-type: none"> • Staff use consistent strategies linked to RWI to ensure that children's behaviour is at least good and is linked explicitly to learning. 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Robust systems in place to ensure concerns are addressed, followed up and monitored by the inclusion team – including a FLO& PSA to support children during learning and playtimes. 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Regular CPD for TAs around behaviour and strategies. Regular review of management and procedures. Champions' for key pupils. 	<ul style="list-style-type: none"> •
Areas for Development <ul style="list-style-type: none"> • Sustain initiatives the attendance officer has supported to raise attendance in line with national average by further reducing persistent absentees • Pupils to be more actively engaged in their own learning where their enthusiasm challenges themselves to improve even further. (Red Hot Challenge initiative) • Ensure all behaviour and safety arrangements are kept under regular review so that 100% of children to feel safe around school at all times. 	
6. Leadership & Management Ambition for pupils, improve T&L, develop staff, sustain improvement, accuracy of SE, curriculum, equal opps, governance, safeguarding, partnerships Judgement: Outstanding	
Strengths	Impact
<ul style="list-style-type: none"> • GB and HT provide ambitious vision & direction for school. Supportive Gov body (with new CoG) that are confident to challenge and question. 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • The HT, staff and Governors have worked together to identify areas of strength and weakness that feed into a clear school plan focused on raising standards. The motivated and enthusiastic school team are all helping drive forward the aims consistently. 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Rigorous monitoring schedule in place, regularly reviewed, linked to CPD & whole staff development 	<ul style="list-style-type: none"> •
Areas for Development <ul style="list-style-type: none"> • Development of middle leadership to continue to have sustained impact on school improvement and include regular monitoring of each subject. • To encourage all governors to involve themselves fully in the strategic direction of the school new circle model and improvement plan linked monitoring. To write and be responsible for a specific governor action plan, linked to increasing their effectiveness. • Extend and embed collaborative working for staff, pupils and governors to ensure identified good practice is shared 	
7. Early Years Provision: Quality & Standards: Achievement, provision, meeting all needs, contribution to physical, emotional, safety, wellbeing & smsc. Working with & informing parents Judgement: Good	
Strengths	Impact
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
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Areas for Development <ul style="list-style-type: none"> • 	
8. Overall effectiveness Judgement: Good with good capacity to improve	
<ul style="list-style-type: none"> ❖ The outcomes for individuals and groups of pupils over time are good and improving, including vuln grps. ❖ The school has made sustainable improvements that are contributing to better outcomes for its pupils including high levels of literacy & mathematical knowledge, understanding & skills appropriate to their age. ❖ The school is on track to meet or exceed the pupils' progress targets for 2015 ❖ It ensures that all pupils in its care reach their maximum potential; in order to do this they are effectively supported and challenged through a rich, relevant, broad and balanced curriculum. ❖ Pupils demonstrate positive attitudes towards learning. The vast majority attend school regularly and punctuality is good. The number of pupils persistently absent from school is reducing. ❖ The school works successfully with a range of partners to the benefit of learners including Tenterden Rural Alliance, Ashford Teaching School and the RWI team. 	
9. SMSC: Spiritual, moral, social and cultural development is good.	
<ul style="list-style-type: none"> ❖ This is interwoven across the curriculum, teaching, leadership and behaviour expectations. Pupils have a confident understanding of the range and diversity of cultures and traditions across the whole school. ❖ High expectations from all staff around B4L and sunshine behaviour are reflected in the schools ethos towards embracing all cultures and faiths and celebrating these as well as recognising the difference between right and wrong and understanding the consequences of their behaviour and actions. ❖ The school promotes Fundamental British values through regular PSHE sessions that are complemented across the whole curriculum when relevant. 	