

**Bethersden Primary School Self-Evaluation Summary Sheet May 2016**

| Sections  |  | Summary Evaluation   |  |
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| <b>1. Introductory</b>  | Bethersden Primary School underwent an inspection in March 2014: Inspectors judged the school to be good overall with good capacity to improve.<br>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.          |  |  |
| <b>2. Progress towards previous Inspection Key Issues</b>   | <b>Key Issue</b>   | <b>Progress</b>  |  |
|   | Increase the proportion of outstanding teaching.   | Ongoing quality CPD, internally and externally provided.<br>Expectation for subject leaders and class teachers to observe within and outside of school a range of outstanding learning opportunities.<br>Renewed focus on the triangulation of T&L and teaching profile over time, with an emphasis on a coaching and development model of observations.<br><b>Impact:</b> Percentage of Outstanding teaching and learning had 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.<br>Training and INSET planned on curriculum, assessment and expectations (particularly in respect of N&M pupils).<br>Marking for improvement is learning focused and useful with a regular element of peer and self-marking.<br>General expectations of learning, behaviour and books are increased.<br>Red Hot Challenge (RHC) is embedded and used by adults & pupils to accelerate learning.<br>Maths, RWI & L&L are set to pupil ability across the school, with regular review and adjustment.<br><b>Impact:</b> 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.<br><b>Impact:</b> consistency across all subjects enables pupils to achieve maximum progress. Leven measures of wellbeing and involvement are used to track high engagement with learning where RWI strategies are successfully implemented. |  |  |
| <b>Areas for Whole School Development</b>   |  |  |  |
| <b>3. Outcomes</b> Attainment & Progress, quality of learning for individuals, vulnerable groups & SEND   |  | <b>Judgement: Outstanding</b>  |  |
| <b>Strengths</b>  |  | <b>Impact</b>  |  |
| <ul style="list-style-type: none"> <li>Expectations are raised for all learners through setting and growth mindset</li> <li>Dedicated SPAG/maths blaster/guided reading time for all pupils</li> <li>Rigorous PPMs track vulnerable groups Attainment &amp; Progress</li> <li>CPD on new assessment, working alongside other '21 step' schools to moderate, assessment feeds directly into planning</li> </ul>  |  | <ul style="list-style-type: none"> <li>KS1 data shows a rising trend in all core subjects over five years</li> <li>KS2 APS data shows a rising trend in R, W, M &amp; SPAG over 3 years</li> <li>VA in R, W, M has risen over the last 3 years</li> <li>In-year cohort data currently shows that yrs 2-6 are on track for 85% 'expected' level</li> </ul>  |  |
| <b>Areas for Development</b>  |  |  |  |
| <ul style="list-style-type: none"> <li>Close the APS gap between disadvantaged and non-disadvantaged pupils</li> <li>Ensure all pupils are making accelerated progress (10 sub steps + per year)</li> <li>Case studies of key pupils to track their 'diet' of T&amp;L</li> <li>Links with preschool provision to ensure consistency of data</li> <li>Clear focus to address gaps in subject knowledge</li> </ul>  |  |  |  |
| <b>4. Teaching, learning &amp; Assessment</b> Expectations, engagement, motivation, challenge, independence, core skills, assessment & next steps   |  | <b>Judgement: Good with Outstanding elements</b>   |  |
| <b>Strengths</b>  |  | <b>Impact</b>  |  |
| <ul style="list-style-type: none"> <li>83.3% teaching 'Good' or better as a picture over time with 17% outstanding enhanced through high expectations of all pupils' learning</li> <li>RWI is embedded and reading teachers are successful at planning, implementing and assessing pupils at individual levels.</li> <li>Exciting, stimulating and challenging learning opportunities (both in school and at home), well matched to the children's needs through differentiation, AFL and M4I.</li> <li>Teachers effectively use developmental marking to enhance the pupils' learning, knowledge, understanding and skills.</li> <li>An inspirational curriculum embeds reading, writing, communication and maths to equip all pupils with a thirst for learning and life skills</li> </ul>  |  | <ul style="list-style-type: none"> <li>Outcomes show a rising trend in progress and an irregular trend in attainment in KS2 due to cohort size.</li> <li>Quick transition through RWI, confident readers ensure access to whole curriculum.</li> <li>Children are active learners and keen to engage with all topics and subjects, including home projects.</li> <li>Pupils know next steps in learning and link to individual targets. Clear challenge provided for all during lessons.</li> <li>3 stage topic to maintain momentum and ensure all pupils' ideas and knowledge are taken into account.</li> </ul>   |  |
| <b>Areas for Development</b>  |  |  |  |
| <ul style="list-style-type: none"> <li>Equip all staff with the skills to achieve outstanding teaching within their daily practice in order to maintain outstanding progress for every child</li> <li>Embed pupil conferencing as a key element in each pupil's individual learning journey with the specific role of target setting and raising expectation.</li> <li>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.</li> <li>Pupils take ownership over the marking and feedback cycle; beyond the teacher's developmental marking and extension of peer &amp; self-review.</li> <li>Continue the current momentum of engagement in wider national research – embed growth mindset culture for staff and pupils</li> </ul> |  |  |  |
| <b>5. Behaviour &amp; Welfare</b> In lessons, in & around school, attendance, punctuality, attitudes to others, bullying, pupils/parents.   |  | <b>Judgement: Good</b>   |  |
| <b>Strengths</b>  |  | <b>Impact</b>  |  |
| <ul style="list-style-type: none"> <li>Staff use consistent strategies linked to RWI to ensure that children's</li> </ul>   |  | <ul style="list-style-type: none"> <li>Pupils have clear understanding of expectations and</li> </ul>  |  |

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| behaviour is at least good and is linked explicitly to learning.   | consistency enhances provision for SEN/AEN pupils   |
| <ul style="list-style-type: none"> <li>Robust systems in place to ensure concerns are addressed, followed up and monitored by the inclusion team – including a FLO &amp; PSA to support children during learning and playtimes.</li> </ul>   | <ul style="list-style-type: none"> <li>Barriers to learning are reduced as pupils have dedicated time to discuss issues and concerns. Pupils with SEMH have targeted support to access mainstream curriculum.</li> </ul>              |
| <ul style="list-style-type: none"> <li>Named 'champions' for vulnerable pupils</li> </ul>  | <ul style="list-style-type: none"> <li>Wellbeing and involvement is improved for key pupils</li> </ul>  |
| <ul style="list-style-type: none"> <li>Regular CPD for TAs around behaviour and strategies – both internal and externally provided. Regular review of management and procedures.</li> </ul>  | <ul style="list-style-type: none"> <li>Clear expectations for all staff ensures consistency for all pupils. Staff feel supported to manage all behaviour.</li> </ul>  |
| <ul style="list-style-type: none"> <li>Sunshine behaviour ensures consistency of a approach for pupils/staff/visitors</li> </ul>   | <ul style="list-style-type: none"> <li>All pupils recognise clear boundaries &amp; relate to adults well</li> </ul>   |
| <b>Areas for Development</b> <ul style="list-style-type: none"> <li>Sustain initiatives the attendance officer has supported to raise attendance in line with national average by further reducing persistent absentees</li> <li>All staff keep up to date with new safeguarding arrangements</li> <li>Ensure all behaviour and safety arrangements are kept under regular review so that 100% of children to feel safe around school at all times.</li> </ul>   |   |
| <b>6. Leadership &amp; Management</b> Ambition for pupils, improve T&L, develop staff, sustain improvement, accuracy of SE, curriculum, equal opps, governance, safeguarding, partnerships <b>Judgement: Outstanding</b>   |   |
| <b>Strengths</b>   | <b>Impact</b>   |
| <ul style="list-style-type: none"> <li>GB and HT provide a ambitious vision &amp; direction for school. Supportive Gov body (with new CoG) are confident to challenge and question.</li> </ul>   | <ul style="list-style-type: none"> <li>School is rigorously challenged through greater knowledge &amp; understanding of FGB. All staff confidently articulate vision and are part of stakeholder visioning day.</li> </ul>            |
| <ul style="list-style-type: none"> <li>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.</li> </ul>   | <ul style="list-style-type: none"> <li>Clear monitoring schedule for staff and gobs in place to monitor SIP &amp; premises plan. Subject leader action plans feed directly from the SIP with linked areas for development.</li> </ul> |
| <ul style="list-style-type: none"> <li>Rigorous monitoring schedule in place to monitor T&amp;L, regularly reviewed, linked to CPD &amp; whole staff development</li> </ul>  | <ul style="list-style-type: none"> <li>Clear next steps for all staff, with planned staff PDM/CPD to move T&amp;L toward outstanding.</li> </ul>  |
| <ul style="list-style-type: none"> <li>Strong collaborative links with local schools, including TRA and '21 step' schools ensures regular external support and development</li> </ul>  | <ul style="list-style-type: none"> <li>External expectations support internal opportunities for all staff through joint CPD/collaborative working</li> </ul>  |
| <b>Areas for Development</b> <ul style="list-style-type: none"> <li>Development of middle leadership to continue to have sustained impact on school improvement and include regular monitoring of each subject.</li> <li>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.</li> <li>Extend and embed collaborative working for staff, pupils and governors to ensure identified good practice is shared</li> </ul>   |   |
| <b>7. Early Years Provision: Quality &amp; Standards:</b> Achievement, provision, meeting all needs, contribution to physical, emotional, safety, wellbeing & smsc. Working with & informing parents <b>Judgement: Good</b>  |   |
| <b>Strengths</b>   | <b>Impact</b>   |
| <ul style="list-style-type: none"> <li>Outstanding teaching provides outstanding continuous provision and opportunities for all learners throughout the school day.</li> </ul>   | <ul style="list-style-type: none"> <li>Learners make accelerated progress towards GLD expectations from a low starting point</li> </ul>   |
| <ul style="list-style-type: none"> <li>Effective transition during Term 6, including home visits and nursery visits by the class teacher and Inclusion manager.</li> </ul>   | <ul style="list-style-type: none"> <li>This ensures all pupils are settled quickly and display high levels of well-being and involvement</li> </ul>   |
| <ul style="list-style-type: none"> <li>Practitioners throughout the classroom are trained and effective at developing pupils through questioning and provision.</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils have excellent relationships with all adults and progress is accelerated for all learners.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Curriculum is developed to meet the needs of each cohort and individual pupil</li> </ul>  | <ul style="list-style-type: none"> <li>Balance of CI/PI/TD is adjusted daily to ensure all pupils have access to the full curriculum.</li> </ul>  |
| <b>Areas for Development</b> <ul style="list-style-type: none"> <li>Develop outdoor provision through enhanced outdoor 'free-flow'.</li> <li>Embed early excellence model for continuous and enhanced provision both indoors and outdoors.</li> <li>Develop communication and language skills, through explicit teaching of RWI and child initiated focused skills for literacy.</li> </ul>  |   |
| <b>8. Overall effectiveness</b> <b>Judgement: Good with good capacity to improve</b>   |   |
| <ul style="list-style-type: none"> <li>The outcomes for individuals and groups of pupils over time are good and improving, including vuln grps.</li> <li>The school has made sustainable improvements that are contributing to better outcomes for its pupils including high levels of literacy &amp; mathematical knowledge, understanding &amp; skills appropriate to their age.</li> <li>The school is on track to meet or exceed the pupils' progress targets for 2015</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul> |   |
| <b>9. SMSC: Spiritual, moral, social and cultural development is good.</b>   |   |
| <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>The school promotes Fundamental British values through regular PSHE sessions that are complemented across the whole curriculum when relevant.</li> </ul>   |   |