



School Self-Evaluation Summary – December 2015

SCHOOL	Blackheath Primary	HEADTEACHER	Pali Nahal	DATE:	Jan 2016
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	SECTIONS	SUMMARY EVALUATION
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1	SCHOOL CONTEXT Information additional to RAISE	<ul style="list-style-type: none"> ▶ The school is currently at an overall grade boundary between good and outstanding (<i>The whole school community are now on a drive to become outstanding at its next full section 5 inspection. This is a highly effective school being rapidly transformed – Teaching school review July 2015</i>) ▶ Significant staffing re-structure took place in April 2014 ▶ Governors reconstituted committees to be aligned with new Ofsted framework ▶ All actions on the school Post Ofsted Action Plan have been achieved and a new SDP is in place ▶ The school have had a LA Behaviour review (Dec 14), 2 reviews by teaching schools (Mar and July 2015), Basic Skills audit, HMI peer to peer review (June 2015), LA Teaching review and a SEN review by a teaching school (Dec 15). Evidence from all reports states that the school has made rapid improvement and is at least good with outstanding in many areas.
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2	AREAS FOR WHOLE SCHOOL DEVELOPMENT Key priorities identified through school performance review & evaluation.	L & M	<ul style="list-style-type: none"> ▶ Sustain outstanding level of leadership and management ▶ Further develop whole school curriculum topics with a focus on basic skills ▶ Joint professional development in place for all staff ▶ Further develop innovative practice within SMSC
		T/L/A	<ul style="list-style-type: none"> ▶ Increase proportion of outstanding teaching ▶ Revised AfL and Marking policies are embedded ▶ New staged targets are embedded and used effectively to ensure accelerated progress
		Outcomes	<ul style="list-style-type: none"> ▶ Continue to be in line or above at the end of all key stages ▶ Continue to increase rates of progress of disadvantaged pupils ▶ Continue to close the gap between gender and pupil premium in KS1
		PDBW	<ul style="list-style-type: none"> ▶ Maintain high standards of learning behaviour ▶ Further promote and embed an ethos of independent and confident learners ▶ School attendance to be in line or above national ▶ Further promote emotional, mental health and wellbeing for pupils
		EYFS	<ul style="list-style-type: none"> ▶ Further improve teaching to consistently outstanding ▶ Continue to close the gap in attainment between significant groups of children ▶ Continue to engage parents and carers in supporting learning at home
		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 80% outstanding by July 2016 ▶ Ensuring all pupils, and groups of pupils, make at least good progress ▶ Ensuring pupil's attendance is routinely above national averages, and that their behaviour and safety at are all times outstanding

3	PROGRESS IN PREVIOUS INSPECTION KEY ISSUES Areas for development identified at the previous Ofsted inspection (Feb 2014)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Key Issue</th> <th style="width: 50%;">Progress</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ▶ Achievement at end of all key stages is in line with national </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ▶ GLD 71% in line with national ▶ KS1 broadly in line with national ▶ KS2 in line with national and more than expected progress well above national </td> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ▶ Ensure teaching is consistently good with more which is outstanding </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ▶ Teaching was 100% good across all year groups with 50% outstanding by July 2015 ▶ More able pupils made accelerated progress in all year groups ▶ Teaching assistants graded as outstanding (<i>Teaching school review July 15</i>) ▶ Questioning is used effectively to support learning by teachers and TAs ▶ Presentation has improved significantly and pupils take pride in their work </td> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ▶ Improve the impact of leadership and management </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ▶ The headteacher, through her outstanding and inspirational leadership, together with the highly effective and competent senior leaders and managers, and a highly skilled governing body are now securing strong outcomes for pupils and sustained improvements ▶ Accelerated progress for all teaching groups in all year groups </td> </tr> </tbody> </table>	Key Issue	Progress	<ul style="list-style-type: none"> ▶ Achievement at end of all key stages is in line with national 	<ul style="list-style-type: none"> ▶ GLD 71% in line with national ▶ KS1 broadly in line with national ▶ KS2 in line with national and more than expected progress well above national 	<ul style="list-style-type: none"> ▶ Ensure teaching is consistently good with more which is outstanding 	<ul style="list-style-type: none"> ▶ Teaching was 100% good across all year groups with 50% outstanding by July 2015 ▶ More able pupils made accelerated progress in all year groups ▶ Teaching assistants graded as outstanding (<i>Teaching school review July 15</i>) ▶ Questioning is used effectively to support learning by teachers and TAs ▶ Presentation has improved significantly and pupils take pride in their work 	<ul style="list-style-type: none"> ▶ Improve the impact of leadership and management 	<ul style="list-style-type: none"> ▶ The headteacher, through her outstanding and inspirational leadership, together with the highly effective and competent senior leaders and managers, and a highly skilled governing body are now securing strong outcomes for pupils and sustained improvements ▶ Accelerated progress for all teaching groups in all year groups
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5	OUTCOMES	Strengths		Areas for Development					
		▶ Children making 3 levels progress is well above national		▶ Although our disadvantaged pupils make accelerated progress, there is still a gap in attainment in KS1					
		▶ Pupils make accelerated progress across all year groups considering their attainment on entry		▶ Continue to close the gap for pupils in Year 4 in Maths between disadvantaged and non disadvantaged pupils.					
		▶ Outcomes in all phases of the school are either in line or above national average		▶ Although boys make accelerated progress, there is still a gap in attainment in KS1					
6	TEACHING, LEARNING, ASSESSMENT	Strengths		Areas for Development					
		▶ All classes in all year groups across the school make accelerated progress		▶ Further develop whole school curriculum topics to promote basic skills and independence					
		▶ Due to the high expectations from leaders and managers, there is consistent and highly effective practice		▶ Implement principles of growth mindset to promote independent learning					
	▶ School policies are consistently and effectively applied in all areas of the school and adhered to by the whole school community		▶ Review the impact of new assessment policy and staged targets						
Quality of teaching		Inadequate	0%	Requires imp.	0%	Good	100%	Outstanding	50%
7	PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE	Strengths		Areas for Development					
		▶ There has been rapid and sustained improvement in pupils behaviour through the implementation of the school values		▶ Sustain and improve attendance to be in line with national					
		▶ Pupils have excellent attitudes towards learning and in all areas of school		▶ Further promote innovative practice within SMSC					
		▶ The school provides bespoke support for both vulnerable families and children		▶ Further improve punctuality by implementing 'late gate'					
8	CURRICULUM English, Maths, Science, ICT and other Foundation subjects	Strengths		Areas for Development					
		▶ The school has redesigned the curriculum topics and the memorable experiences linked to each topic are interesting and engaging		▶ Showcase pupils work around school with examples of exceptional work and effort					
		▶ Pupils home learning projects are of high quality and encourage parents to work with their children		▶ Further develop assessment of non core subjects					
		▶ Display of the curriculum topics is of excellent quality in classrooms		▶ Further promote basic skills and independence within topics					
9	STAKEHOLDER FEEDBACK	What we do well		What we could improve					
		▶ The school have made rapid changes that have had a positive impact on the children and families		▶ Parents and governors want the school to continue on its improvement journey to ensure all implemented changes are now sustainable					
		▶ The curriculum is engaging and exciting for children through the much loved memorable experiences.		▶ Develop further opportunities to create links with parents and the local community.					
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. To address this, the school has created its own non-funded in house focussed provision for pupils with emotional/social/behavioural barriers. Data from 2014-15 shows that the 20 pupils accessing the focussed provision xxx
		FSM	▶ Pupils in nearly all groups are outperforming non-disadvantaged pupils. Where there is a gap, interventions and support is put in place for all pupils.
		EAL	▶ Although there are gaps between EAL and non EAL, EAL pupils are still achieving outstanding progress in all years, with EAL out performing Non EAL in many areas
		Gender	▶ Progress is outstanding in most areas. On entry, there is a significant gender gap but by the time pupils leave, there is no gender gap at national expectation (4b).

KEY STAGES								
12	KEY STAGE PERFORMANCE	EYFS	The GLD was 71% and in line with national. This is a significant improvement from a GLD of only 42% in 2013.					
		KS1	Level 2b	Level 3				
			Reading	80%	30%			
			Writing	72%	13%			
		Maths	78%	25%				
		KS2	Subject	Level 4	Level 5+	Combined	Scl	Nat
			Reading	92%	43%	L4 RWM Combined	80%	80%
			Writing	87%	28%	L4b RWM Combined	73%	69%
			Maths	93%	37%	L5 RWM Combined	23%	24%
			GPS	87%	38%			
	Scl		Nat		Scl	Nat		
2 levels Reading	93%		tbc	3 levels Reading	48%	tbc		
2 levels Writing	97%		tbc	3 levels Writing	59%	tbc		
2 levels Maths	97%		tbc	3 levels Maths	45%	tbc		

IN YEAR DATA

18 PUPIL ACHIEVEMENT DATA														
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Progress and Attainment data 2014-15	
	5.6	11.8	5.9	16.1	3.0	18	5.6	21.2	5.2	23.8	8.3	28.1	Overall APS progress/attainment	
	6.0	12.4	6.3	16.7	2.2	18.1	6.1	21.4	5.3	25.6	8.3	28.8	Reading APS progress/attainment	
	6.0	10.7	5.8	15.4	3.7	17.9	3.8	19.2	4.4	21.3	9.4	27.1	Writing APS progress/attainment	
	4.7	12.2	5.7	16.1	2.9	18.0	6.8	23.0	6.0	24.5	7.4	28.6	Maths APS progress/attainment	
											L4+ 87%		SPAG	
Nat	4	11	4	15	3	18	3	21	3	24	3	27	National APS	

VULNERABLE GROUPS		- 10 + ->		-5 to -9		+ or - 4		+ 5 to +9		+ 10 ->	
Different Groups 2014 -2015	Ma. Read. & Write		Maths		Reading		Writing		SPAG		
	National	School	National	School	National	School	National	School	National	School	
Boys	29	28	tbc	29	tbc	29	tbc	27	-	28	
Girls	29	29	tbc	29	tbc	29	tbc	29	-	28	
FSM	27	28	tbc	28	tbc	29	tbc	27	-	28	
SEN (SA & SEN not SA)	30	30	tbc	30	tbc	30	tbc	29	-	29	
EAL (School specific)	29	29	tbc	30	tbc	29	tbc	27	-	27	