

Self -Evaluation Form



Headteacher: Mrs Georgina Delmonte
Chair of Governors: Mr Brian Davy

Reviewed: January 2018

Self-Evaluation Form

School Profile and Context

Structure and Organisation

Hilldene Primary School is a 3 form entry LA maintained school with a Nursery provision in Harold Hill in the London Borough of Havering. There are 686 on roll, in 21 classes, including 61 PT Nursery pupils. New pupils arrive regularly, with 38 starting in the autumn term.

The Community Served by Our School

The school serves the wards of Heaton and Gooshays. Both wards have high rates of large, young families and high rates of children residing in a household where no adult works. Although Havering as a whole is an affluent borough, ranking 102 out of 152 upper tier local authorities in England with rank 1 being the most deprived, the borough does contain some LSOA's (Lower Super Output Areas) that are in the top 20% most deprived in the country; Harold Hill contains two of these with Gooshays being in the top 10%.

The Characteristics of the Pupils 2017 - 18 Cohort

- 42% of pupils were eligible for Pupil Premium funding.
- 20% of pupils speak English as an additional language which is in line with National figures
- 32% of pupils are from minority ethnic groups and the number of different languages spoken in school is currently 36
- White British children continue to be the largest group of pupils (58%) with our second largest group being white Eastern European children (9%)

Special Educational Needs figures are as follows:

- 84 pupils, Year 1-6, are supported at SEN Support
- 8 pupils have an Educational Health and Care Plan

Vulnerable Pupils:

- Approximately 126 pupils are identified as vulnerable and are supported by our Pastoral Team.
- We currently have 6 Children Looked After on roll.

On Entry to Nursery:

- Pupils are working below the age-related expectation of 30-50months in all of the Prime Areas of learning. On average the children are coming in at 16-26 months in these areas which is 1-1.5 years below where they should be. In particular they are well below in the 'Speaking' element of 'Communication and Language.'

Staffing

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The leadership team consists of the Head teacher (appointed Easter 2015), the DHT (appointed Summer 2017) and 3 AHTs with the responsibilities of SEND, Assessment and Curriculum Development. The AHT with the responsibility of SEND is currently on maternity leave.

The AHTs were appointed as follows:

AHT SEND – Autumn 2015 (internal appointment)

AHT Assessment -January 2016

AHT Curriculum Development – September 2016 (internal appointment)

The middle leadership team consists of 8 year group leaders responsible for year group teams from Nursery to Year 6 with an additional temporary middle leader with the responsibility of SEND whilst the AHT is on maternity leave. 2 of the year group leaders were appointed in September 2017, both being internal promotions.

7 new teachers were appointed in September 2017,two of whom are NQTs and one long term supply teacher.

Links with other schools

We work closely with our local schools in the Harold Hill Cluster, which includes the local Secondary Academy, providing after school opportunities for more able pupils and a range of other experiences, including an annual Spelling Bee and Sports Day.

Networks have been established for moderating standards across the community. As a cluster of schools, HT, DHT, SEND, EYFS network meetings are held half termly where opportunities to enhance opportunities for pupil and staff development are organised. Governors also share training and meet in informal networks.

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The Overall Effectiveness Self-Assessed as GOOD

Our overall judgement is that we continue to be a 'Good' school. This judgement has also been verified with the last 3 quality assurance visits made by the LEA.

All areas are judged as 'Good' with clear areas of impact as detailed in the evaluation form. Whilst we have a clear understanding of the systems and processes that have a positive impact on outcomes for our pupils and their families, we are also able to identify key areas for development and have a clear understanding of the actions we need to take in order to continue to develop and improve.

Engagement with parents and carers continues to be a key strength and this makes a significant contribution to our pupils' learning and development. We are a fully inclusive school and we work tirelessly to ensure all needs are catered for and equity of opportunities for all learners. Our families and pupils are well supported by all staff who listen carefully to any concerns, always seeking solutions and provide timely support and advice. Our experienced pastoral team have well established relationships built on trust with all the families they support, diminishing potential barriers to engagement with statutory services.

Pupils make good progress from very low starting points. We are committed to providing relevant, engaging and purposeful learning activities for all pupils, widening their understanding of the world they live in. We continually seek to strengthen our practice in ensuring no child's educational success will be limited by their socio-economic background. It is our responsibility as educators to help our pupils' have high aspirations and develop their sense of worth and purpose.

Each member of the staff team takes pride in being part of our Hilldene community. Staff are friendly and approachable and enjoy positive, supportive relationships. We are a caring community of positive, resilient professionals with our pupils and their families at the heart of all we do. We demonstrate ourselves as learners and seek opportunities for self development. We positively encourage training new teachers and students and work closely with work experience students and volunteers. We provide a high quality of care and ensure equality of opportunity.

Children, families, staff and governors at Hilldene Primary: We are all learners, on a journey of opportunity and development, who believe there is no limit to our potential, no ceiling for our ambitions... ***Always striving to be better.***

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The Effectiveness of Leadership and Management Self-assessed as GOOD

What do we know?

- The leadership team, led by the head teacher and chair of governors, has created a clear vision and demonstrates tireless determination to ensure that the school is at least good in all aspects.
- The SLT has high expectations of all staff and pupils.
- All leaders have specific roles and responsibilities, with a clearly defined staff structure. All staff are aware of their responsibilities and accountability.
- The SLT has implemented a range of scrutiny and monitoring procedures to provide a clear focus on improvement and to raise standards across the school.
- Robust systems for performance management are in place which focus on securing at least good teaching.
- Creating a coaching culture is a priority for continual review and development throughout the school with the leadership team working with all staff to support and enhance teaching and learning opportunities and consequently, outcomes for pupils.
- Staff and governor development is a priority – CPD and provision of opportunities are provided.
- An ethos of self and continual development is embraced by staff and pupils.
- There is a clear and understood code of behaviour, which is shared with all staff and pupils.
- The school has rigorous safeguarding arrangements and high priority is placed on pastoral support for pupils and staff well-being.
- There is a strong commitment and collaboration from Governors for school improvement and strategic leadership.
- Experienced external School Improvement Partner and mentor for the leadership team, who provides challenge and support in all aspects of school leadership.
- Outward facing approach with strong relationships and links with other schools in the locality.
- Our curriculum is fully compliant with the National Curriculum and there are very strong links between subjects and opportunities to apply the skills learned in one subject in another. We focus on developing the whole child through a relevant and cohesive curriculum.
- Leaders promote equality and apply school policies consistently within the school. All pupils have access to the opportunities that the school provides including out of schools learning.
- Strong, supportive relationships established with parents through an open door policy and effective pastoral practice.
- Effective strategic financial management of the school.

What is the impact?

- Pupils make good progress at the end of KS2 from low starting points on entry to EYFS. (trend?)
- Attainment at the end of KS2 over the last 3 years has been in line with the national average, which continues to increase.
- Three year trend of improving attendance.
- The quality of teaching and learning continually improves - due to monitoring, performance management, professional development and actions identified from data analysis
- Staff survey results evidence the positive, collaborative ethos - January 2018:
I know what we are trying to achieve at this school – 100%
I feel supported by the leaders at the school – 95%

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I enjoy working at the school – 98%

Staff members focus on the improvement of teaching and learning – 100%

- The impact of the leadership is evident in the Parentview questionnaire completed in October 2017: *This school is well led and managed 94% agree/strongly agree. Would you recommend this school to another parent? 97% said yes.*
- Leadership development opportunities have resulted in: previous DHT promoted to HT in another Havering school (Easter 2017); year group leader appointed as AHT (summer 2016); promotion of two class teachers to year group leaders (summer 2017).
- Continual development of subject and middle leaders increasing levels of accountability
- Consistent and effective communication, record systems and assessment in place.
- Systems in place for monitoring the impact of Pupil Premium and Sports funding.
- Any elements of staff underperformance identified through monitoring systems are tackled and effective support put in place.
- Effective relationships with other schools within the cluster and LA – effective collaboration and opportunities for JPD, peer to peer support for leaders, involvement in LA projects and initiatives (e.g. North Locality Project, The Havering Academy of Leadership)
- Positive, supportive, critical friend relationship built with governing body
- Strong commitment from governing body to training and increasing their knowledge and skills
- Pupils demonstrate positive learning behaviours in class and around the school
- School budget is effectively managed ensuring all elements of financial security are in place and monitored

Areas for development

- Progress and attainment in KS1 to be in line with national comparisons (SDP Priority 2)
- Improve progress and attainment in KS2 to exceed national comparisons particularly in reading and maths. (SDP Priority 2)
- Continue to develop leadership capacity through relevant and effective development opportunities at all levels.(SDP Priority 1)
- Develop consistency in monitoring through staff development of dialogue, coaching, training and support (SDP Priority 1)
- Continue to raise standards of behaviour and attitudes to learning of all pupils and equip staff with the relevant training and support (SDP Priority 1)
- Continue to seek the views of all stakeholders in the development of systems and processes and introduction of new initiatives (SDP Priority 1)
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The Quality of Teaching, Learning and Assessment

Self-assessed as GOOD

What do we know?

- The quality of teaching is improving. All teachers understand our high expectations of what pupils can achieve and how they will behave. The impact of teaching on pupils' learning is improving in all year groups and this is evidenced in TOAP document.
- A range of monitoring information (data, observations, book looks, learning walks, learning environments, pupil voice, self-assessment) is collated on Teacher on a Page (TOAP) document and used to inform judgements.
- 85% of teaching over autumn term 2017 was judged as at least good with 10% outstanding.
- Where teaching over time is judged as requiring improvement – teachers are receiving mentoring and focused timely support.
- External monitoring (LA Quality Assurance, SIP visits) and joint observations quality assure judgements
- Teachers established and review teaching certainties for effective teaching which they hold themselves accountable to and assess themselves against.
- Teaching team has a balance of experience and those new to the profession.
- Progress in lessons evidenced through marking and feedback and pupils' responses and classwork.
- Teachers are increasingly checking pupils understanding throughout the lesson using responsive teaching strategies and then responding appropriately.
- Standards of marking and feedback are regularly monitored by all teaching staff and evaluations of impact made.
- The Symphony Assessment System is robust and allows for the assessment of children's performance against age-related descriptors for reading, writing and maths in years 1-6. EYFS pupils are assessed against the Development Matters Age and Stages and all year groups use SIMs to track and analyse our groups.
- Pupil progress meetings are carried out termly with half termly reviews and interventions are planned for and evaluated for impact.
- Having received the NACE award in January 2016, our more able and talented team continue to focus on supporting teachers to provide challenge for all in their classrooms through planning, resources and questioning.
- 2016 -14 data shows the proportion of pupils who attained the expected standard in Year 1 Phonics screening increased by almost 12% bringing outcomes in line with national.
- **KS1** - The proportion of pupils who attained the expected standard is below national in all areas, although FFT shows % Expected Standard combined is in line with national.
- Outcomes in Reading and Maths were lower than those in 2015/16 and the same in Writing and RWM+, The proportion of pupils who attained Greater Depth is below national in all areas. FFT shows that the % at Greater Depth in RWM+ was in line with national.
- FFT shows that value added at the Expected Level and Greater Depth is in line with national.
- Disadvantaged pupils attained less well than their peers in RWM+ at the Expected Standard and Greater Depth. The attainment of disadvantaged pupils in RWM+ increased on 2015/16 outcomes. The gap diminished between disadvantaged pupils and their peers in 2016/17 although this was helped also by their non-disadvantaged peers attaining less well.
- Disadvantaged pupils attained less well than their peers in Reading, Writing and Maths at the Expected Level but higher than their peers at Greater Depth in Reading and Maths.
- **KS2** - The proportion of pupils who attained the expected standard in RWM+ was in line with national.
- The proportion of pupils who attained the expected standard in Reading and Maths was below national but higher than national in Writing.

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- The proportion of pupils who attained Greater Depth was lower than national in all areas.
- The attainment gap in Reading and Maths (average scaled score) between disadvantaged pupils and their peers diminished due to an increase in attainment of disadvantaged pupils and a slight drop in attainment of their peers.
The proportion of disadvantaged pupils who attained Greater Depth was lower than their peers in all subjects.
- Pupil progress was above national in RWM+, in all subjects and significantly above in Writing.
- The progress of disadvantaged pupils at the expected standard was greater than their peers in Reading, Writing and Maths and lower at Greater Depth.

What actions are we taking to improve?

- Quality interventions monitored by MLS/SENDco improving progress of individuals/groups
- Personalised learning and behaviour plans for individual children experiencing barriers to learning
- Focused, high quality INSET and staff development/ training opportunities
- Bespoke development programme for LSAs led by DHT and SENDco
- Setting of aspirational targets for all pupils linked to PM targets for teachers
- Book looks developed to be more evaluative challenging teachers to identify evidence of progression resulting in more accountability and understanding of how marking and feedback impacts on pupil progress
- Read, Write, Inc. (RWI) introduced into the school to improve the consistency of teaching of phonics in the EYFS and KS1 and to support pupils who need additional intervention in KS2.
- Planned INSET to reform Guided Reading and improve strategies to develop and assess reading comprehension
- Planned INSET to introduce new resource to practice multiplication tables and to explore use of resources to develop understanding
- Support days from LA subject advisors – joint monitoring and to disseminate development strategies
- Involvement in pilot peer review project with local schools – conducting peer reviews with improvement workshops (EDT model)
- Mentors and peer to peer support for least experienced staff
- New members to More Able and Talented team
- Responsive teaching strategies continue to be evaluated
- Development to improve teacher confidence in assessment and analysis of data including cluster school moderation of core subjects to increase confidence and accuracy
- Ongoing review of quality of learning environment to ensure all resources have impact

Areas for development

- Continue to increase the percentage of teaching judged to be good and outstanding (SDP Priority 1)
- To continue to implement, monitor and evaluate formative and summative assessment systems ensuring that pupil progress is constantly and consistently assessed and tracked in all subjects and effective assessment systems are embedded in daily practice (SDP priority 4)
- Ensure effective feedback accelerates progress and subsequently improves attainment for all pupils, particularly in Reading and Maths across KS1 and KS2
- Improve teachers skills and understanding teaching reading, ultimately improving outcomes for pupils (SDP Priority 2)
- Improve teachers skills and understanding teaching maths in order to improve outcomes for all pupils (SDP Priority 2)
- Implement and embed Read Write Inc for consistent teaching of phonics across EYFS and KS1 (SDP Priority 3)

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- Continue to review and revise the quality of the learning environment to ensure all resources have impact
- To develop transition for next year group throughout the summer term to improve 'readiness' for increased expectations.
- Monitor and develop consistent and effective strategies for assessment continues to be a focus for the school this year (SDP Priority 2)

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The Personal Development, Behaviour and Welfare Self- assessed as GOOD

What do we know?

- There is a clear ethos within the school that we are proud to be part of our school community. We take pride in ourselves, each other and our school.
- Pupils have good attitudes to learning. They are enthusiastic and willing to learn. They work well in groups and are willing to help and support their classmates.
- There are many opportunities for pupils to debate and be involved in directing the work of the school and working with schools within the cluster through the school council.
- The behaviour systems of 'Going for Gold' and 'Caught Being Good' implemented in spring 2017 for behaviour are embedded providing consistent rules, rewards and consequences across the school, in class and in the playground.
- Pupils learn appropriate behaviour towards others and learn strategies to handle conflict through our core school and British values, PSHE curriculum, school assemblies and classroom circle time, and are seen to use them in their interpersonal relationships.
- Growth Mindset and emotional resilience is demonstrated by staff and pupils - "*Always Striving to Be Better*"
- Provision for pupils with challenging behaviour reflects the needs of the pupils especially with pupils with high SEND needs in order to protect the children and staff within the school. We work along outside agencies and take advice offered.
- Individual behaviour plans are in place for pupils presenting challenging behaviours and staff receive relevant training to support them
- Experienced pastoral team consisting of 2 HSSWs, 2LMs and an attendance mentor provide support for parents if behaviour issues are causing concern at home.
- Vulnerable register kept and monitored by pastoral team of families who do not meet threshold for statutory support but require a range of support from the team.
- Pastoral team with HT involved in North Locality pilot project to improve outcomes for vulnerable families prior to meeting threshold for statutory services.
- DHT has responsibility for PPG spend, monitoring impact on pupils progress and reduce barriers resulting from disadvantage.
- Dedicated CLA teacher and learning mentor to provide pastoral care for CLA. and post adoption pupils.
- Punctuality is an area for improvement. The attendance mentor and pastoral team continue to work with our families and pupils.
- Attendance is identified as a school priority for development. The attendance mentor tracks and monitors attendance and PA rigorously with incentives regularly awarded each week and at the end of the term. She works alongside the EWO and has sought good practise from other outstanding schools.
- Visits from safety organisations such as the fire brigade, road safety and police help to ensure our children have a wider input on how to keep themselves safe beyond the school gate.
- Health and safety requirements regularly checked and monitored by site team with LA H&S advisor. IOSH training completed by site staff and HT/DHT.
- All staff and governors have been trained in the school's Safeguarding procedure and PREVENT and understand their role and responsibilities. There is a Safeguarding team and clear guidance, a policy and protocol for safeguarding and an overall register has been developed to ensure that within the school there is a coherent and confident approach to protecting children. S175 audit completed annually and reviewed regularly.
- All SLT and representation from Governing Body completed Safer Recruitment training
- Pupils and parents are trained to understand the dangers of online safety, bullying and cyberbullying and pupils report that bullying happens rarely and is dealt with effectively if it does. Online safety is delivered through the Rising Stars curriculum, assemblies and workshops led by visitors (e.g. NSPCC)
- We have a growing number of children with medical and and complex needs requiring comprehensive Health Care Plans and specialist training (e.g. type 1 diabetes, hydrocephalus, epilepsy) and/or individual support physical disabilities.
- We also have a growing number of pupils diagnosed with behavioural disorders such as ADD, ADHD and SEMH concerns or are on the Autistic spectrum.

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Support is provided through behaviour/pastoral support plans by trained staff.

- Through the curriculum the children have access to a diverse range of texts and literature and our weekly culture club provides an opportunity for a snapshot of different cultures. Themed weeks and weekly assemblies also enable the pupils and staff to explore cultural differences and to discuss current topical issues around the world with a sensitive and responsible approach.
- Enrichment opportunities provided to all year groups including clubs, visits, visitors, weekly assembly taken by local vicar.
- PSHE lead and AHT with responsibility for curriculum, reviewing PSHE curriculum with LA advisor
- PE team and Sports coach provide regular activities to develop pupils' healthy life skills and physical development.
- Weekly Toddler group for preschool children and their families led by HSSW

What is the impact?

- *Very good positive relationships between teacher and pupils and this encouraged the pupils to participate eagerly.* SIP visit report Jan 2017
- Impact of intervention to improve Persistent Absence shows decrease in PA from autumn 2016 - 17.63 to autumn 2017 – 14.63.
- Pupils views are gathered at regular times throughout the year, e.g. the new school logo was decided by a democratic vote from all stakeholders; the new nurture provision was named Rainbow Retreat through a democratic vote led by school council members. The school council also work with our cluster schools as the Harold Hill School Council Alliance (HHSCA) on joint projects i.e. improving awareness of the importance of a healthy lunch.
- Our Junior Travel Ambassadors have an outward facing approach for improving road safety awareness outside our school working with a neighbouring school.
- Our overall attendance for 2016-17 was 94.6% however there is an upward 3 year trend.
- On occasions when poor choices have been made, pupils are encouraged to identify for themselves the rule they may have broken and the appropriate consequences are discussed with them. Pupils have a very clear understanding of right and wrong in relation to their own behaviour or the behaviour of others and are able to reflect on alternative ways to resolve disputes.
- As a result of positive relationships between staff and pupils and a warm, supportive environment, the vast majority of pupils say that they feel confident and secure in sharing fears and concerns with staff in school and know that issues raised will be dealt with effectively. This is a view shared by most parents and children who therefore tell us that they feel that we keep them safe in school. Ofsted Parent View October 2017 – 94% of parents state that the school makes sure its pupils are well behaved and 97% of parents confirm that their child feels safe at school.
- Incidents of racism and bullying are rare within the school but there are clear systems and procedures for when they do occur and are dealt with by the SLT and are reported to parents with appropriate actions.
- Through our continuous PSHE curriculum, anti-bullying week pupils show that they know what constitutes bullying, racism and other discriminatory incidents and they know to report it if they witness or experience it.
- Parent view results in October 2017 74% of parents agreed the school deals effectively with bullying with an additional 20% who stated 'don't know' which implies they are not aware of bullying incidents. The overall % could therefore be interpreted as 94% of parents agree/strongly agree that bullying is dealt with effectively.
- Staff survey results January 2018 : *Bullying is dealt with effectively* – 100% agree
- Parent views on behaviour were collated in October 2017 as part of the Parentview survey *My child feels safe at this school* - 97% agree/ strongly agree *My child is well looked after at this school* - 95% agree/ strongly agree.
- Staff survey results January 2018: *Students at this school feel safe* – 94% agree *Students are happy at school* – 100% agree
- Weekly Toddler group enables parents and children to develop positive relationships with staff and knowledge of the school

Areas to develop

- To raise whole school attendance to 95% and decrease the numbers of pupils with persistent absence(SDP Priority 5)
- Continue to target focus groups of pupils with low attendance and monitor the impact of intervention

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- Continue to develop strategies for improving attendance and use these to tackle persistent lates
- To provide a Nurture Group for specific pupils identified with SEMH - monitor impact
- Provide counsellor/supervision sessions for pastoral team and any staff working with pupils displaying challenging behaviour
- Continue to seek support from outside agencies to tackle more challenging behaviours and provide support for colleagues
- Continue to promote positive behaviours for all pupils and staff through consistently high expectations
- To continue to keep up to date with Safeguarding requirements and training for all staff
- Continue to work closely with parents
- Working with the LA on the North Locality project and measure the impact on our families
- Continue to evaluate impact of pastoral care

Outcomes for Pupils Self-assessed as GOOD

What do we know?

EYFS Outcomes 2017

| Level at end of Reception | School 2017 Reading | School 2016 | School 2017 Writing | School 2016 | School 2017 Maths (Number) | School 2016 |
|---------------------------|---------------------|-------------|---------------------|-------------|----------------------------|-------------|
| Emerging | 24% | 31% | 34% | 37% | 20% | 28% |
| Expected | 53% | 49% | 66% | 63% | 79% | 71% |
| Exceeding | 22% | 20% | 0% | 2% | 1% | 1% |

Good Level Of Development

| | School 2017 | School 2016 | School 2015 |
|---------------------|-------------|-------------|-------------|
| Whole Cohort | 64% | 60% | 61% |

Year 1 Phonics Screening – Reaching Expected Standard

| | School | National |
|---------------|--------|----------|
| Year 1 | 82% | 81% |

3 Year Trend

| | 2015 | 2016 | 2017 |
|---------------|------|------|------|
| Year 1 | 74% | 71% | 82% |

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KS1 Outcomes 2017 (FFT Aspire)

| | 2016 School Expected or above | 2017 School Expected or above | 2017 Emerging National Expected or above | 2016 School Greater Depth | 2017 School Greater Depth | 2017 Emerging National Greater Depth |
|-----------------|-------------------------------------|--|--|---------------------------------|---------------------------------|---|
| Reading | 73% | 69% | 76% | 9% | 16% | 25.2% |
| Writing | 66% | 66% | 69% | 5% | 7% | 15.6% |
| Maths | 75% | 69% | 75% | 8% | 16% | 20.5% |
| Combined | - | 62% | 64% | - | 4% | 10.9% |

- Although attainment improved for pupils exceeding age related expectations (greater depth) from last year. There is a decrease in the attainment in reading and maths, with pupils attaining below expectations in both subjects. However, combined RWM is in line with the national average.

KS2 Outcomes 2017

| | 2016 School Expected or above | 2017 SATS Expected or above | 2017 National Expected or above | 2016 School Higher Level | 2017 SATs Higher Level (scale score 110) | 2017 Emerging National Higher Level |
|---------------------|-------------------------------------|--------------------------------------|--|--------------------------------|---|---|
| Reading | 68% | 67% | 72% | 13% | 16% | 25% |
| Writing (TA) | 80% | 84% | 76% | 20% | 12% | 18% |
| Maths | 74% | 74% | 75% | 17% | 19% | 23% |
| GPS | 71% | 79% | 77% | 16% | 24% | 31% |
| Combined | 55% | 61% | 61% | 6% | 4% | 9% |

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Disadvantaged Data KS2 2017 (41 pupils)

| | ARE School 2017 | ARE National 2017 | Higher standard School 2017 | Higher standard National 2017 |
|-----------------|----------------------------|------------------------------|--|--|
| Reading | 68% | 72% | 12% | 25% |
| Writing | 85% | 76% | 5% | 18% |
| Maths | 71% | 75% | 10% | 23% |
| Combined | 61% | 61% | 5% | 9% |

SEND Data KS2 2017 (11 pupils)

| | ARE School 2017 | ARE National 2017 | Higher standard School 2017 | Higher standard National 2017 |
|-----------------|----------------------------|------------------------------|--|--|
| Reading | 0% | 72% | 0% | 25% |
| Writing | 18% | 76% | 0% | 18% |
| Maths | 27% | 75% | 0% | 23% |
| Combined | 0% | 61% | 0% | 9% |

Phonics Screening

| | School 2017 | National 2017 |
|-----------|--------------------|----------------------|
| Y1 | 82% | 81% |
| Y2 | 91% | 91% |
| | | |

- Progress is improving however the decrease in reading at ARE in KS2 and reading and maths at ARE in KS1 have made them a focus this year.

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KS2 Progress (all)

| | Reading | Writing | Maths |
|----------------------|---------|---------|-------|
| School 2016 | 0.7 | 1.2 | 1.7 |
| School 2017 | 0.17 | 2.31 | 1.13 |
| National 2017 | 0 | 0 | 0 |

KS2 Progress (Disadvantaged pupils - 41)

| | Reading | Writing | Maths |
|--|---------|---------|-------|
| School 2017 | +0.28 | +2.8 | +0.39 |
| National average for Non-disadvantaged 2017 | +0.33 | +0.17 | +0.28 |

- Pupils' attainment in 2015 was good. However, in 2016, there was a dip in outcomes which was disappointing and an anomaly. However, for 2017, the % of pupils expected to reach ARE in reading, writing and maths was 61% meeting National average (including the 2 disapplied).
- Pupils enter the school typically well below average and typically leave in line with national expectations.
- Our pupils are reaching expected standards at EYFS GLD so that they are ready for KS1 however pupils need to make more progress in KS1 to ensure attainment at the end of KS1.
- Although phonics results in KS1 demonstrated significant improvement in 2016-17, a consistent approach to teaching phonics from the EYFS would benefit all pupils and improve reading and writing outcomes as the pupils progress through the school.
- In KS2 we prepare our children well for secondary school as we are meeting National expectations for combined R/W/M, however we need to ensure that we meet ARE and Higher standard for KS2 reading and maths.

What actions are we taking to improve?

- SDP Priority to improve progress made by all pupils resulting in attainment at the end of each key stage reaching the nationally expected level in all core subjects.
- Introduction of Read Write Inc (RWI) in EYFS and KS1 (and as intervention in KS2) to provide consistent approach to teaching phonics and early reading
- Middle Leader appointed as RWI manager to provide support, training and to evaluate impact of system
- DHT to monitor and review impact of PPG spend - LA Health check in spring term
- Peer review programme to be completed with a focus on improving progress in Reading and Writing in KS1
- Literacy team reviewing impact of Guided Reading and reforming practice across the school - with LA advisor support
- Maths team reviewing use of resources to support understanding and improve progress
- Introduction of Symphony end of unit assessments to support teacher assessment in maths
- Assessment lead (AHT) and MLs supporting teachers assessing reading and maths to improve confidence and competence when completing data drops
- Cluster moderation to be completed each term in addition to peer to peer moderation in school
- MAT team to evaluate levels of challenge and provide strategies to support raising standards to support all pupils

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- Robust and rigorous monitoring of teaching standards to ensure all pupils are appropriately challenged and progress is made in all lessons

Areas for Improvement

- Pupils in KS1 need to make more progress in reading, writing and maths to meet or exceed national expectations for the end of KS1.
- Pupils in KS2 need to make more progress in reading and maths to meet or exceed national expectations for the end of KS2
- Continue to monitor the impact of PPG with a focus on diminishing the difference – particularly for focus groups
- Use in year data to continue to provide targeted intervention for pupils working just below expected standards in all year groups
- Increase the number of pupils attaining Greater Depth in Reading, Writing and Maths in both key stages
- Ensure all teaching is good or better
- To monitor provision mapping to ensure targeted, relevant strategies are in place
- Focus on improving attendance of disadvantaged pupils

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The Effectiveness of Early Years Provision self assessed as GOOD

What do we know?

Context

- As the Reception year group leader began maternity leave in July 2017, the year group leader in the Nursery has responsibility for the whole EYFS team and pupils for the year 2017-18. As an experienced and accomplished teacher and middle leader she has written a development plan for the EYFS and together with a team of experienced staff she is implementing developments and improvements.
- The staffing in Reception consist of 4 experienced teachers (2 part time job share in one class, who were new to Hilldene in September 2017).
- The school has three reception classrooms which all have access to a free flow area outside. This leads into a well-resourced outside area which is shared by the Nursery children. The stimulating and welcoming environment supports the children's learning and development and gives them the confidence to explore, experiment and take risks in a secure and safe but challenging area, both indoors and out.
- There is a Link Governor assigned to EYFS who visits termly and receives updates from the EYFS lead.

Achievement

- On entry to Nursery children's skills are significantly well below when compared to normal age related expectations. Particular weaknesses are communication and language and personal and social development. The focus on the Prime areas of PSED, Physical development and Communication and Language in Nursery enables the children to make outstanding progress.
- Pupils make better than expected progress in Nursery in all areas.
- Children make rapid progress because of the exciting activities planned for them both indoors and outdoors.
- The Early Years teachers assess their children against Development Matters using the 2Simple system. This gives them the opportunity to immediately assess the children's' learning both in the inside and outside areas and to build a profile over time. This is regularly monitored to identify the gaps and provide necessary interventions. Groups of children are identified half termly who are not making enough progress and interventions are provided to ensure rapid progress
- By the end of Reception in 2017 64% achieved GLD. EYFS staff are aware of the expectations of Y1 and the transition in the summer term helps pupils to be 'Y1 ready'. At the end of Reception staff assess pupils using the Symphony Assessment System which is a baseline for the Y1 teachers in September 2017

The Quality of Teaching, learning and assessment

- Through triangulation of evidence in the autumn term (ref TOAP) the quality of teaching in EYFS is good. All teachers complete an Iris reflection per half term which is shared to discuss ways to improve teaching and learning.
- All children have high levels of curiosity, observation and imagination. Weekly challenges are set
- The teaching of phonics and the use of Read Write Inc is taught systematically with small groups within the setting by all teachers and support staff.
- Practitioners plan and resource an inviting environment where children's play is valued, supported and extended. Skilled practitioners use high quality observations to identify the individual needs of vulnerable children and those with additional needs in order to plan an appropriate curriculum.
- CPD opportunities are identified for all staff to ensure they are highly skilled to meet the needs of the children.
- The induction process, which includes stay and play sessions and home visits, enables pupils to settle quickly into the school and baseline assessments are accurate.
- Baseline data for pupils who attended the Nursery are collected at the end of the summer term, whilst assessments on the new to Hilldene Reception pupils are completed in the first few weeks of attending school.
- Staff use the Development Matters age related statements to assess the pupils and collect evidence through the use of 2Simple app on their iPads. These are moderated internally.

Self-Evaluation Form

- Staff attend regular moderations internally and ones organised by the local cluster of schools and borough.
- Pupil progress meetings are held termly and reviews half termly and staff are aware of pupils to focus upon in the natural setting.
- Home visits before the pupils started means that strong relations between staff and parents are formed from the beginning. Staff are available for parents to speak to before and after school.
- Parents are invited to attend stay and play sessions, 'How to Support your child' sessions and RWInc phonic sessions.
- Parents are invited in to discuss their child's progress at termly open evening appointments.

Behaviour and safety of pupils

- Behaviour of pupils in the EYFS is outstanding. They follow the school behaviour system and are encouraged to make good choices.
- Well established routines and relationships enable children to demonstrate positive attitudes and exceptional behaviour
- British values are actively promoted and are becoming embedded in our day-to-day work with the children. We actively teach children more about the world in which they live and developing their understanding of life in modern Britain.
- Safeguarding procedures are effective in the EYFS and all members of staff are aware of when and how to refer their concerns.
- Children are encouraged to take risks and actively explore their environment.

Leadership of EYFS

- The EYFS leader has looked outside at outstanding practice in neighbouring schools and informal school to school support has been arranged.
- Further Training opportunities have been sought to improve outdoor provision this has resulted in maths being added to all areas outside.
- The year group leader is accessing development for EY leads through a Havering Teaching School to improve staff development. The focus has been on communication and language.
- The EYFS lead regularly provides training for all teachers and support staff. All EYFS staff have received training on interactions with pupils, using 2 simple and " risk taking ".The impact of training (since September 2017) has already been evident from observations of child interactions and monitoring of 2 simple observations.
- A vision has been developed where all staff know what is expected from them, the children and the environment.
- Teachers and leaders have the opportunity to observe good practice and in turn their coach observes them in school.
- Classrooms and the outdoor area have been reorganised so that all equipment is accessible for pupils to self-select and are not 'setup' as they were in the past. The outdoor provision for the pupils is continually being reviewed and new resources purchased e.g. sand pit, mud kitchen.
- Children have a voice in the development of their environment both inside and out which ensures the spaces are well used and motivate children's interests enabling them to play and explore effectively

What is the impact?

- Stay and play parent questionnaires for Nursery and Reception show 100% of parents found them beneficial and felt more able to support their child at home. Parents have asked for a Reception Maths stay and play which we are providing this term.
- The garden now has real life objects: bricks, go kart wheels, crates which the children asked for to build. This has provided more challenge, risk taking and engagement which has resulted in the children problem solving and showing high levels of energy and fascination.
- Staff are more confident using 2 simple and the observations produced are of a much better quality from all staff.
- Staff are more confident on what exceeding looks like at the end of Reception and how to challenge all children.
- Developing self selection in Reception has resulted in a smooth transition from Nursery and children becoming more engaged in their play.
- The curriculum is highly responsive to pupils needs and and results in a wide variety of activities which stimulate interest and curiosity in all areas of learning.

Areas for Improvement

- To improve GLD and all ELG strands to be in line or above national expectations including literacy and mathematics.
- To improve the provision in Reception and facilitate quality interactions in order to raise attainment and accelerate progress.
- Moderate baseline assessments to ensure confidence
- Continue to develop transition to KS1 through summer term
- Monitor and Improve attendance of children in the Nursery
- To develop the Maths and writing areas in Reception.
- To ensure consistent high expectations are regularly maintained and the quality of provision is a continual focus.

Appendix 1:

SMSC and British Values

- The inclusive ethos of the school permeates all aspects of school life and supports moral and social development. Pupils are helped to form constructive relationships with each other and with adults and demonstrate positive attitudes to learning. They are very caring and welcoming to new pupils and staff, volunteering to help others and demonstrating a considerate approach for pupils with special needs or to those who are new to the school.
- Pupils are encouraged to be proud of themselves and their families and are taught to show respect and tolerance towards others. They are generally respectful of different points of view and are encouraged to express their emotions, feelings and opinions appropriately.
- A wide range of opportunities are provided for pupils to examine and reflect upon moral issues and to understand the difference between right and wrong. They are encouraged to take responsibility for their actions and to empathise with and help others.
- Pupils are encouraged to treat others with respect and tolerance regardless of background.
- Most pupils enjoy being given responsibility for helping in class and around the school and respond to the challenges seriously. Year 6 pupils who help midday staff at lunchtime do so very well and particularly enjoy looking after younger pupils.
- Pupil Voice is given a high priority. Every year group elects School Council representatives and the pupils are given the opportunity to express their opinions regarding a range of school issues.
- House captains are elected from each year group. They meet regularly with the DHT and organise inter house competitions and events, fostering democracy, and mutual respect and tolerance of their peers.
- Through involvement with charitable initiatives pupils demonstrate generosity, the ability to empathise with others and a willingness to share and help others.
- Pupils develop a good understanding of the expectations of society. They have a developing understanding of why the laws of our country have been developed through their participation in educational visits and our PSHE programme which is complemented by visiting professionals
- including our Police liaison officer, Fire Service and religious leaders.
- Our school visits programme which includes residential visits for pupils in years 5 and 6 provides opportunities to develop independence, self-esteem and team work.
- Provision for spiritual and cultural development is good. Pupils are provided with opportunities to develop curiosity and respect for the wider world and to reflect on their own lives as well as increasing their understanding of the way that people live/have lived. They are provided with opportunities across the curriculum and during special weeks/celebrations to learn about a range of different cultural traditions and to consider the beliefs associated with these.
- Pupils are proud to participate in and enjoy a range of curriculum, sporting and musical events and challenges organised as a result of our connections with other local schools

Parental Engagement

We encourage parents to play an active role in their children's education, providing pupils with a consistent message and demonstration of the importance of continual learning and also how vital it is for parents to demonstrate to their children how they are supporting the school and their education. This is done through a number of different approaches:

- Introduction of Hilldene PSA (Parent Staff Association)
- Home visits for all pupils in the EYFS
- Weekly read together sessions
- Parents' evenings
- School open days
- 'Supporting your child in ...' sessions
- Stay and Play sessions in EYFS.
- Parent helpers
- Invitations to participate in lessons
- Themed days – Science, Maths, WBD
- Maths workshops/ Phonics workshops
- Year group assemblies
- Christmas productions

Communication

- Parentview survey
- Home School Books
- Nursery and Reception intake meetings
- Reading journals
- Open door policy
- Weekly Golden book letters sent home to parents
- Parents' Evenings
- School open days
- School website
- School Facebook and Twitter page
- NewslettersParent Mail