

Self-Evaluation Form



Headteacher: Mrs Georgina Delmonte

Chair of Governors: Mr Brian Davy

Reviewed: March 2019

School Self -Evaluation
March 2019

SECTION	SCHOOL CONTEXT	
	<p>School size & intake Hilldene Primary School is a 3 form entry primary school with 21 classes and a 90 place Nursery. Current NOR is 614 + 64 Nursery.</p> <p>Pupil Demographics</p> <p>The proportion of pupils known to be eligible for free school meals is currently 37%, which is higher than the national average. Our deprivation indicator is in the 1st quintile meaning that we are within 20% of the most deprived in the country and we continue to serve a significantly lower than average socio economic community (IDSR 2018). Typically the KS2 classes have higher proportions of Pupil Premium eligible children, due to impact of UFSM in KS1 & EYFS (Y1 30% compared to Y6 53%)</p> <p>The percentage of pupils with special educational needs and/or disabilities is in line with that seen in most schools. Most of the pupils with special educational needs and/or disabilities have general learning difficulties. The proportions of pupils from minority ethnic groups and those who speak English as an additional language is broadly in line with the national average. These numbers are increasing year on year with a noticeable increase with those joining EYFS.</p> <p>The above factors place us 57/61 for vulnerability in Havering Primary schools (2017-18).</p> <p>Staffing</p> <ul style="list-style-type: none"> ● SLT – HT/ 2 x DHT & Business Manager – both DHTs are new to their roles promoted from AHT Sept 2018 ● MLT – 8 Year Group Leaders and SENDco ● Upper pay scale CT have core subject responsibility or specific responsibility agreed by HT ● Stable staff made up of experienced 35% UPS, 48% Main scale teachers, 10% NQTs. 7% Unqualified 2 students on ITT. ● 33 experienced LSAs supporting either 1:1 or providing in class support and targeted intervention <p>Partnerships</p> <ul style="list-style-type: none"> ● HT a board member of Havering Academy of Leadership ● HT represents Cluster of schools at LA funding forum, Primary Inclusion Network and Mental Health Transformation Group. ● In partnership with 7 Havering schools through the Educational Development Trust (EDT) completing a 3 year project of Peer to Peer support. ● HT, DHT, SEND, EYFS cluster school network ● Neli speech and language development programme ● Vision to Provision development of EYFS leaders via the Havering Learning Federation Teaching School. ● Local Authority North Locality Project providing support for vulnerable families 	
PREVIOUS	AREAS FOR IMPROVEMENT	CURRENT POSITION

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INSPECTION																																										
	<p>Raise standards from good to outstanding by: -Improving the quality of teaching writing -giving more consistent written feedback so that pupils know how to improve their written work -having higher expectations of the quality of writing produced in all subjects as well as in English.</p>	<p>The quality of teaching writing has improved through subject knowledge development, clearer expectations of writing across the curriculum and clarity and confidence in effective marking and feedback. This has been systematically monitored by the leadership team and moderated internally and externally. The impact is evident in the improving progress and outcomes for pupils in KS1 and KS2.</p> <table border="0"> <tr> <td>KS1</td><td>2016</td><td>2017</td><td>2018</td><td>KS2</td><td>2016</td><td>2017</td><td>2018</td> </tr> <tr> <td>EXS</td><td>66%</td><td>66%</td><td>68%</td><td>EXS</td><td>80%</td><td>84%</td><td>77%*</td> </tr> <tr> <td>GD</td><td>6%</td><td>7%</td><td>7%</td><td>GD</td><td>20%</td><td>12%</td><td>16%</td> </tr> </table> <p>*Dip in 2018 data – cohort dependent. Fewer attained EXS but increase in Higher Standard – sustained trend of progress above 0</p> <p>KS2 progress</p> <table border="0"> <tr> <td></td><td>2016</td><td>2017</td><td>2018</td> </tr> <tr> <td></td><td>1.1</td><td>2.3</td><td>1.1</td> </tr> <tr> <td></td><td>1.1</td><td>2.3</td><td>1.1</td> </tr> </table>	KS1	2016	2017	2018	KS2	2016	2017	2018	EXS	66%	66%	68%	EXS	80%	84%	77%*	GD	6%	7%	7%	GD	20%	12%	16%		2016	2017	2018		1.1	2.3	1.1		1.1	2.3	1.1				
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<p>Giving pupils in all ability groups opportunities to try harder work that will challenge them further in all areas of learning, but especially in writing.</p>	<p>A challenge for all culture is expected in all teaching. Lessons provide opportunities for pupils to try harder work through questioning, group activities, challenge areas and independent work. Ongoing assessment informs planning and intervention. Teachers provide consistent feedback with same day intervention actioned when possible. Teachers and support staff are receiving ongoing training for Wave 1 intervention to address all needs and provide appropriate challenge for all. All groups of pupils are monitored closely and appropriate interventions put in place. Impact of intervention is monitored by MLs. Assessment informs planning.</p> <p>% of pupils achieving Higher Standard</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">End of KS1</th> <th colspan="3">End of KS2</th> </tr> <tr> <th>2016</th> <th>2017</th> <th>2018</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>9%</td> <td>16%</td> <td>19%</td> <td>13%</td> <td>16%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>6%</td> <td>7%</td> <td>7%</td> <td>20%</td> <td>12%</td> <td>16%</td> </tr> <tr> <td>Maths</td> <td>8%</td> <td>16%</td> <td>9%</td> <td>17%</td> <td>19%</td> <td>20%</td> </tr> <tr> <td>Combined</td> <td>3%</td> <td>5%</td> <td>1%</td> <td>6%</td> <td>4%</td> <td>8%</td> </tr> </tbody> </table>		End of KS1			End of KS2			2016	2017	2018	2016	2017	2018	Reading	9%	16%	19%	13%	16%	21%	Writing	6%	7%	7%	20%	12%	16%	Maths	8%	16%	9%	17%	19%	20%	Combined	3%	5%	1%	6%	4%	8%
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SECTION	EVALUATION
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<p>OVERALL EFFECTIVENESS (Grade: Good)</p>	<ul style="list-style-type: none"> • Effectiveness of Leadership and Management • The Quality of Teaching, Learning and Assessment • Personal development, behaviour and welfare • Outcomes for pupils • The Effectiveness of Early Years provision
<p>LEADERSHIP & MANAGEMENT (Grade: Good)</p>	<p>Leadership and Management is Good because:</p> <p>Leaders at all levels have a clear vision for all pupils, their families and staff - supporting them and equipping them with the tools, mind-set and ambition to strive to be better both academically and personally. Holistic development drives all areas for improvement focusing not only on pupils' achievement but also their social and emotional development, building confidence and strategies to address challenges they may face. As a result of strong, positive relationships with pupils and their families, attitudes to learning are positive, pupils are confident and self-assured and they are happy at school.</p> <p>Parent View March 2019 - <i>My Child is happy at school</i> - 98% agree/strongly agree (1% don't know)</p> <p>Due to reduced capacity in the SLT in 2017/18 the HT was the main driver in securing school improvements. Governors and the HT are confident that the internal appointment of two non-class based DHTs who are strong leaders, will enable the school to continue to secure further improvements. Development of the DHTs along with new members to the ML team is a priority to ensure consistently high quality of leadership, T&L and outcomes for pupils. This is being led by the SLT and School Improvement Partner.</p> <p>Our self -aware and self- improving team of staff have a focused approach to development of self and others through both self-reflection and outward facing opportunities. SLT proactively develops leaders at all levels: Leadership development opportunities have resulted in: 2 AHTs promotion to DHT (summer 2018); previous DHT promoted to HT in another Havering school (Easter 2017); year group leader appointed as Phase leader in a school in another borough (summer 2018); promotion of two class teachers to year group leaders (summer 2017). Opportunities for continuing professional development are provided for all staff. NQTs and new Middle leaders are effectively supported and mentored by experienced members of the leadership team.</p> <p>Staff survey results in October 2018 show that 96% of staff who completed the survey believe their professional development is well supported. This is an increase in the survey results in January 2018 – 88%. Additionally, teaching staff retention improved over last 2 years (2016-17 11 teachers left, 2017-18 5 teachers left). Leaders are hopeful that this will become a positive trend for staffing.</p> <p>Staff survey results evidence the positive, collaborative ethos - October 2018:</p> <p><i>I know what we are trying to achieve at this school – 100%</i></p> <p><i>I feel supported by the leaders at the school – 95%</i></p> <p><i>I enjoy working at the school – 98%</i></p> <p><i>Staff members focus on the improvement of teaching and learning – 100%</i></p> <p>Staff mental health and well-being are supported. Staff survey completed in October 2018 demonstrated 98% of staff completing the survey agreed that Leaders consider their well-being. Teacher workload survey conducted in autumn 2018 concluded that out of 21 teachers (22 FT teachers) completing the survey 86% said that overall they achieve a good balance between their work life and private life. 100% of staff completing the survey stated that the enjoy working at school. In addition to internal support for staff from the pastoral team and each other, half termly support provided for staff by external counselling service. All staff also have access to Health Assured - employee assistance programme.</p> <p>Pupils make good progress from low starting points on entry to EYFS. Progress scores for Reading, Writing and Maths are well within the expected range nationally at the end of KS2. Although the school demographic is in the lowest 20% for deprivation, pupil progress does not correlate with this. There is a significant and sustained trend of disadvantaged pupils attaining national expectations at the end of KS2.</p>

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The leadership team has developed systems for continuous monitoring of progress and attainment. Targets are set using FFT 20 and 50 and end of KS data. Half termly data analysis provides opportunities for teachers and leaders to discuss progress and attainment and identify and implement interventions for target pupils. End of key stage data and in year data is analysed and informs whole school development priorities. Areas for development based on analysis of outcomes are addressed through intervention and staff development. Raising whole school attendance has been a school priority for a number of years. Poor attendance significantly impacts on pupil achievement. Through consistently implementing a range of strategies to improve attendance and regularly reviewing impact, we are now seeing a 'green shoot' of sustained improvement.

A Pupil Premium Review was undertaken in February 2018 by Hsis' School Improvement Manager. Many strengths were identified e.g. policy, website compliance, tracking and monitoring of Disadvantaged (DA) pupils' achievements and the range of provisions. Attainment of disadvantaged pupils in Reading, Writing and Maths has been above national for DA pupils at the end of KS1 and KS2 for last 3 years. However, in year data demonstrates progress and attainment is not in line with non DA counterparts. Therefore, this is a priority for development and we have joined the Achievement for All project for schools. Support commences in the second half of the spring term.

Our curriculum is designed to provide quality experiences for pupils both in and out of the classroom enriching their knowledge and understanding and providing opportunities to explore interests, including languages and music. Whilst we provide a wealth of chances and choices for pupils, leaders are mindful of low academic starting points and subsequently the focus on developing confidence in key basic skills of the core curriculum areas is fundamental in preparing pupils for future success and improving cultural capital. Consequently, there is a consistent and systematic approach to teaching phonics and early reading and systems are in place to improve confidence and ability in reading comprehension as pupils become more confident decoding texts. Our Maths curriculum has been reviewed and in order to develop deeper levels of understanding a new concrete, pictorial and abstract (CPA) approach to teaching has been adopted through a new maths scheme of work.

Impact of implementation to changes in reading comprehension and maths curriculum are in the early stages however in year data for the autumn term shows that at least 80% of pupils in almost all year groups have made expected progress. This is a significant increase on progress data from autumn 2017.

Staff provide extracurricular opportunities to all pupils in a range of clubs varying from sports, music, culture of different countries, performing arts. They visit other schools to participate in competitions, including a local secondary school for the annual sporting event attended by all cluster schools. We endeavour to take our pupils' interests into account and provide opportunities to develop their skills and knowledge in these areas. For example, our Gold travel plan survey indicates a high proportion of pupils travel to school on bicycles or scooters therefore, we promote their safety in the community by providing Bikeability training for all age ranges and there is a weekly Bike Polo club for UKS2 pupils. In the beginning of the autumn term there was also a road safety roadshow for pupils in KS2 promoting cycling safety on the roads. Funding has recently been secured to purchase balance bikes for pupils in KS1 to develop their cycling skills and one of the DHTs has completed the NSI training to instruct L1 and L2 Bikeability courses across the age ranges within school.

Through the curriculum the children have access to a diverse range of texts and literature and a weekly culture club for pupils in KS2 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.

Pupil voice drives new initiatives in the school and decisions are decided democratically through our School Council, Junior Travel Ambassadors and House Captains. All pupils are encouraged to voice opinions and are aware of the importance of tolerance and equity. The PSHE curriculum encompasses all elements of British Values. These are also promoted implicitly and explicitly as Hilldene values through assemblies, events and visitors.

Primary PE and Sports Premium funding is used to employ specialist sports coaches who work alongside teachers developing PE provision and teacher confidence. Lunchtime sports and activities are also provided along with a range of afterschool clubs. As a result of increased opportunities at lunchtimes, logging of behaviour incidents at lunchtimes in autumn demonstrates a decrease in comparison to autumn 2017 in KS2. Additionally, there is an increase in numbers of pupils attending sports clubs led by staff and coaches compared to autumn 2018 (for example, dance clubs in KS1 and KS2, basketball club for KS2) and in a recent teacher survey, teachers expressed greater confidence in teaching specific areas of the PE curriculum due to coaching from specialist staff (particularly gymnastics).

All members of the school community enjoy positive relationships. Engagement with parents is good with strong attendance at school events, assemblies, parents' evenings, Read Together, information meetings. The leadership team encourages an open door policy for parents, inviting them to attend lessons and assemblies and participate in school events. Parents feel confident to share any concerns they have, which are dealt with in a timely and positive manner. The recently formed Parent

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	<p>Staff Association met regularly with SLT during the autumn term and have hosted a successful range of events. The impact of leadership is evident in the Parent View questionnaire completed in March 2019:</p> <p style="text-align: center;"><i>This school is well led and managed 97% agree/strongly agree (2% don't know) Would you recommend this school to another parent? 98% said yes.</i></p> <p>The Governing Body are well informed and offer support along with challenge to the leadership team (demonstrated in meeting minutes).Governors have a clear and accurate knowledge of the strengths and weaknesses of the school and understand the challenges it faces. They are aware of the need to not just be supportive but also to challenge the Head teacher and play the role of critical friend effectively. Governors recognise the importance of self evaluation as key for continual development; therefore there is currently an external review of governance to support and improve their effectiveness.</p> <p>School visits are taking place by a range of governors and are monitoring a range of aspects of our school effectiveness. They report back to the full governing body on their findings. There is a strong commitment from the governing body to training and increasing their knowledge and skills (attendance at LA and in school training). There is a proactive approach to future governance arrangements with a small working party exploring options available to support continued school improvement and development in the changing educational landscape.</p> <p>Safeguarding is effective because there is a strong culture of vigilance, with effective, robust systems in place which all staff are aware of. The DSL and members of the safeguarding team regularly attend external training ensuring all areas of Safeguarding are covered and they are all aware of their roles and responsibilities. Half termly training for staff ensures all staff are up to date with current guidance and local issues, ensuring a clear coherent and confident approach to protecting children.All staff and governors have been trained in the school's Safeguarding procedure and PREVENT and understand their role and responsibilities. Cpoms has been introduced to record, track and monitor concerns in a consistent and efficient way. A S175 audit is completed annually and reviewed by the LA Safeguarding advisor. All SLT and representation from Governing Body have completed Safer Recruitment training.</p> <hr/> <p>TO FURTHER IMPROVE WE NEED TO:</p> <ul style="list-style-type: none"> ● Continue to develop the knowledge and understanding of the expectation of leadership at all levels for new DHTs and MLs, securing distributive leadership model throughout the school. ● Improve the progress of disadvantaged pupils (particularly more able and less able pupils).
<p>TEACHING, LEARNING & ASSESSMENT</p> <p>(Grade: Good)</p>	<p>Teaching, Learning and Assessment is Good because:</p> <p>Teachers demonstrate high expectations for all pupils through robust, personalised target setting for end of year and KS outcomes/progress using FFT 20 and 50. All pupils are expected to work hard within lessons with clear explanations from staff of their intended learning and how they will meet their objectives. All pupils benefit from teachers' good subject knowledge and opportunities to discuss and address any misconceptions in the learning. Effective support is provided to teachers to develop their understanding of expectations for teaching and assessment strategies through coaching/mentoring, differentiated staff meetings and a robust induction process. Consequently, all staff implement high expectations for pupils' learning. This is evidenced during SLT learning walks and lesson observations and moderated during the Peer Review conducted in October 2018.</p> <p>Lesson observations, book scrutinies conducted by the leadership team and progress data demonstrate that 85% of teaching over time is good or better. Autumn term data shows that in the vast majority of year groups, more pupils made at least expected progress in all the core subjects in the autumn term 2018 compared to autumn 2017. Any elements of staff underperformance identified through monitoring systems are tackled and effective and timely support put in place. Where improvement is required – teachers receive mentoring and focused timely support to develop and improve target areas identified. External monitoring by the SIP, SLT colleagues in Havering schools (Peer Review) and joint observations quality assure judgements.</p> <p><i>Deputy Headteacher and Headteacher make accurate judgements when observing lessons. They know where the strongest and weakest teaching is and provide support and challenge. Pav Saunders (SIP) Jan 2019</i></p>

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	<p>Lessons are thoroughly planned using NC lesson objectives providing pupils of all abilities with the experience of tasks that will challenge and further develop their learning and understanding. Key skills are addressed across the curriculum, with opportunities for extended writing in Foundation subjects at least half termly.</p> <p>There is a focus on providing pupils with skills necessary to support and ease their transition to secondary school, leaving primary education with the skills necessary to be proficient readers, writers and mathematicians, thus preparing them to be active members of society. In order to support this, a consistent and systematic approach to teaching reading was implemented in 2017 (RWInc) and staff are developing strategies and their approach to teaching reading comprehension skills. A new approach to teaching maths has also been adopted to provide children with the opportunity to develop a better understanding of mathematical concepts. The impact of the changes are in the early stages however staff are being provided with ongoing support and training.</p> <p><i>It is evident that the implementation of the new resource has ensured that reading skills are explicitly taught and these skills are consistent throughout KS2 – Peer Review feedback November 2018.</i></p> <p>Summative and formative assessment strategies are used effectively to plan appropriate teaching and learning based upon pupils’ ability. Where possible same day intervention is implemented to address any misconceptions. Teachers and support staff ensure marking and feedback provides accurate and consistent ongoing assessment giving pupils the opportunity to address errors/misconceptions and reflect on their learning and how to improve. Regular ‘data drops’ and pupil progress meetings provide focused opportunities to identify pupils not on track and appropriate intervention is implemented with these pupils then monitored closely.</p> <p>The SENDCo is actively involved in supporting the progress of the pupils and ensures pupils with additional educational needs have equal and fair access to the support and provision necessary, both within school and from external agencies, in order to thrive in the school community. Pupils at all levels of SEND are effectively supported, having the effective provision in place, as a result of the Assess Plan Do Review cycle. This includes provision as a result of referrals to external agencies, such as the Educational Psychologist, SALT, paediatrics and CAMHS. In addition, pupils with significant SEND have, or are in the process of having an Education, Health and Care Plan to safeguard their provision up until the age of 25. In the Autumn term 2018, 100% of referrals to external agencies have resulted in further provision via assessment. 100% of EHCP requests have been successful. Provision maps are created and evaluated half termly with teachers and Middle Leaders using assessments to inform personalised learning and behaviour plans for individual children experiencing barriers to learning. The SENDCo is currently providing training and strategies to support teachers in Wave 1 intervention ensuring all pupils of all abilities receive quality first teaching within the classroom. Teachers also promote resilience through the use of self-assessments and challenge within the lesson.</p> <p>Parents receive accurate and regular information on how well their child is progressing and what they need to do to improve. Parents are invited to attend regular workshops and events to engage in and support their children’s learning. Over 100 parents attended a maths workshop for parents in the spring term and all feedback was positive. Parent survey results March 2019: <i>I receive valuable information from the school about my child’s progress – 97% agree/strongly agree</i></p> <p>Curriculum enrichment opportunities and visits from safety organisations, such as the fire brigade, road safety and police, help ensure our children have a wider input on how to keep themselves safe beyond the school gate. Many pupils cycle to school and are out on their bicycles in the community. Therefore we have a trained member of staff to deliver Bikeability training for all pupils encouraging and educating about road safety. Pupils can also attend bike polo club to further their interest in cycling.</p> <p>TO FURTHER IMPROVE WE NEED TO:</p> <ul style="list-style-type: none"> ● Monitor and review impact of new Maths scheme of work ensuring the vast majority of pupils make at least expected progress. ● Monitor and review impact of Reading comprehension ensuring consistency in year groups and challenge for all.
PERSONAL	<p>Personal Development, Behaviour and Welfare is Good because:</p> <p>Pupils demonstrate positive attitudes to their learning:</p>

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DEVELOPMENT, BEHAVIOUR AND WELFARE

(Grade: Good)

There was a calm and purposeful learning environment observed whilst visiting classrooms. Across the school children demonstrated excellent behaviour for learning. They listened carefully to adults, responded appropriately, participated with purpose in their learning demonstrating effort and commitment and worked positively with their peers.
QA report November 2018.

Behaviour in and outside of the classroom is good and pupils demonstrate the school's high expectations and standards. Pupils respond well to incentives and are aware of school systems for reward and consequence. Individual behaviour plans are in place for pupils presenting challenging behaviours and staff receive relevant training to support them. Incidents of inappropriate behaviour are dealt with effectively with the embedded behaviour system - reduction in number of fixed term exclusions in autumn term 2018 compared to 2017.

In autumn 2018 one pupil received 2 FTEs compared to 4 FTEs for 3 pupils in autumn 2017. The one pupil who received 2 FTEs is now attending alternative provision and receiving tuition provided by the LA pending an EHCP and placement at a specialist setting.

Autumn	FTEs	No of Pupils
2017	4	3
2018	2	1

A growing number of pupils diagnosed with behavioural disorders such as ADD, ADHD and SEMH concerns or on the Autistic spectrum are supported through behaviour/pastoral support plans by trained staff. Pastoral team are trained to support mental health and well-being needs of pupils and staff. All staff are supported to identify, promote and support children's mental health and wellbeing through a range of approaches (curriculum, circle time, positive play etc). A teacher attended Mental Health Champion training led by Place2Be, developing strategies to identify and support pupil well-being. These are to be disseminated throughout the spring term.

Pupils learn appropriate behaviour towards others and learn strategies to handle conflict through our core school and British values, PSHE curriculum, school assemblies, themed weeks (anti bullying) and classroom circle time, and are seen to use them in their interpersonal relationships. Incidents of racism and bullying and derogatory comments are dealt with effectively and in line with the relevant policies and all stakeholders promote clear messages about the impact of bullying.

Staff survey October 2018:

Bullying is dealt with effectively - 100%

Parent View March 2019

This school deals effectively with bullying - 84% agree/strongly agree 12% don't know

Pupils are taught 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, You and Me Counselling - Knife Crime).

Nurture Provision is accessed by targeted pupils providing personalised support every afternoon. The impact in the first year of the provision (2017-18) - 5 out of 8 pupils successfully transitioned back to mainstream classes following 2 terms of provision. 3 of these pupils were previously accessing education in HLSCG - two of whom joined the HLSCG from the Havering Primary PRU.

There is a strong ethos of community within all stakeholders in the school. Pupils and families identified as 'vulnerable' are monitored and supported by our experienced pastoral team, who are highly experienced and understand the assessment process for providing early help and intervention through statutory and non statutory services.

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Those families who do not meet threshold for statutory support, receive a range of support from the team. Staff have a good knowledge and understanding of our families and work tirelessly to support their needs and encourage high aspirations for all children. Readiness to learn is key and staff are equipped with strategies to support individuals whose home lives and daily circumstances do not always support a positive start to the day. Staff consistently demonstrate a relentless resilience to ensure our pupils experience positivity and reassurance, improving self-esteem and confidence, encouraging them to have a growth mindset towards their learning.

Attendance is rigorously monitored and safeguarding procedures are followed. First day absence procedures are robust and parents understand the importance of good attendance and communication. Targets for attendance are set in line with national expectations. Despite this, attendance continues to be an area for development and improvement. There are a range of incentives and rewards in place for year groups, classes and individuals and improved attendance is celebrated. Successful recruitment of a new Attendance Mentor in the autumn term has resulted in current systems and processes being reviewed and revised. Links with LA EWO and school HSSW are strong and parents are supported to reduce barriers and encouraged to improve pupil attendance. Whole school attendance in 2017/18 improved on previous 2 years and there is a 3 year trend of improved attendance and punctuality in the autumn term since 2016.

Autumn Term Attendance YR-6			Autumn Term Attendance Y1-6		
Autumn 2016	Autumn 2017	Autumn 2018	Autumn 2016	Autumn 2017	Autumn 2018
94.5%	94.6%	95.1%	94.7%	94.8%	95.5%

Data demonstrates a 3 year upward trend for improving attendance in the autumn term.

24% of pupils in Reception classes are summer born and are therefore not statutory school age until autumn 2019.

Data for pupils in Y1-Y6 demonstrates a 3 year upward trend for improving attendance in the autumn term and overall attendance closer to the overall target of 96%.

Autumn Term Punctuality number of lates		
Autumn 2016	Autumn 2017	Autumn 2018
1253	911	557

Data demonstrates a 3 year trend for improving punctuality in the autumn term.

Although Persistent Absence (PA) improved in 2017-18 compared to the previous year (16.6% compared to 18.2%), the number of pupils with attendance below 90% continues to be an area for improvement. With the new Attendance Mentor working with the LA EWO to support families to improve, autumn term comparative data demonstrates a 3 year trend of reduced PA since 2016 (2016 - 17.63%, 2017 - 14.73% 2018- 14.3%).

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The Attendance Mentor will be working with a target group of families in the spring term and will also be involved in a LA project to improve school attendance. Key area to improve is attendance of DA pupils which is significantly below non DA counterparts. Comparison of autumn 2017 to autumn 2018 attendance data demonstrates improved attendance of DA pupils in majority of year groups (all except Y3 where PA is high).

TO FURTHER IMPROVE WE NEED TO:

- Raise whole school attendance to 96% and decrease the numbers of pupils with persistent absence, with a key focus on DA pupils.
- Continue to develop strategies to support pupil Mental Health and Well being.

OUTCOMES

(Grade: Good)

Outcomes for pupils is Good because:

EYFS

Despite entering the EYFS (Nursery and Reception) considerably below ARE, pupils make rapid progress. On entry to Reception data demonstrates that a higher % of pupils who attended Hilldene Nursery are on track in all 17 learning goals in comparison to new to Hilldene pupils in the autumn term. At the end of EYFS, the vast majority of pupils make at least expected progress with a large proportion of children making accelerated progress in order to achieve GLD (see progress data below)

KS1 and KS2

Attainment for Writing and Maths at the end of KS1 and KS2 over the last 3 years has generally been in line with the national average, which continues to increase. Improved KS1 attainment in Reading in 2018, however, a dip in KS2 resulted in lower combined attainment and reduced progress. This was due to 'test performance' of 7 pupils all teacher assessed to meet national expectations with moderated evidence to endorse this (TA for Reading 70%) Attainment of pupils at the end of KS1 in 2018 in Reading, Writing and Maths demonstrates improvement on previous year outcomes and diminishing difference between school and national data. Pupils make good progress from low starting points on entry to EYFS to end of KS2 with a sustained trend of progress in line or above national in Reading, Writing and Maths. Identified dip in Reading attainment and progress in 2018 resulted in 3 year downward trend - therefore actions taken to reform teaching of reading comprehension skills from Y2-Y6.

End of Year data for 2017- 18

Nursery 2017-2018 Outcomes

Reception 2017-2018 Outcomes

	Attainment	Progress		Attainment	Progress

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	On Entry 2017	End of Year 2018	Expected	Accelerated		On Entry 2017	End of Year 2018	Expected	Accelerated
Reading	0% (0)	28% (18)	98% (63)	81% (52)	Reading	4% (4)	60% (53)	95% (85)	55% (49)
Writing	2% (1)	26% (17)	98% (63)	78% (50)	Writing	6% (5)	60% (53)	97% (86)	54% (58)
Number	0% (0)	25% (16)	98% (63)	78% (50)	Number	6% (5)	73% (65)	98% (87)	67% (60)
SSM	2% (0)	28% (18)	98% (63)	73% (47)	SSM	7% (6)	73% (65)	97% (86)	66% (59)
Listening and Attention	2% (1)	30% (19)	98% (63)	80% (51)					
PD (Health and Self-Care)	2% (1)	36% (24)	98% (63)	78% (50)					
PSED (managing feelings and behaviour)	0% (0)	25% (16)	98% (63)	84% (54)					

Year 1 Phonics Check

- Over 80% of Year 1 cohort passed their Phonics Screening Test for the second year running (up from 71% in 2016) - just below national in 2018
- The proportion of DA pupils who attained the expected standard (81%) was close to other pupils nationally (85%) and higher than DA pupils nationally (72%).
- Gap between DA pupils and their non DA peers has diminished - 80% v 81%
- Gap between the performance of boys versus girls has decreased from 13% in 2017 to 8% in 2018

Year 2 Phonics Check

- Highest ever pass rate for Year 2 cohort since the test started in 2013 – 96%
- Over 90% of Year 2 cohort passed their Phonics Screening Test for the second year running (up from 83% in 2015)

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Improvement in phonics screening outcomes is as a result of the introduction of RWInc as a systematic and consistent approach to teaching phonics across the school. Leadership of the programme is strong with 2 middle leaders responsible for monitoring, staff development, analysis of data and provision mapping. Staff have invested and immersed themselves in the programme resulting in improved outcomes in the last 2 years. It is anticipated that outcomes will continue to improve. At the end of the autumn term, comparative data for the number of pupils on track to autumn 17 was positive.

EYFS - end of KS1 Progress Headlines

Cohort 86 pupils	Reading	Writing	Maths
Expected Progress	86%	94%	87%
More than Expected Progress	14%	17%	19%

The progress figures shown in the table above are calculated by comparing the attainment of pupils at the end of Reception, i.e. whether the children are working below, at or above a good level of development, with the attainment figures for those same children at the end of KS1. For example, if a child was working at a good level of development in Reception, their expected progress would mean they would be working at the expected standard for KS1 by the end of Year 2. If, however, that child was now working beyond the expected standard for KS1 that would constitute more than expected progress.

Key Stage 1

- The proportion of pupils who attained the expected standard in RWM+ and in individual subjects increased in 2018 and was in line with national in all areas except Reading where it was 5% above.
- The proportion of DA pupils who attained the expected standard in individual subjects increased and was higher than DA pupils nationally.
- The proportion of pupils who attained the higher standard in RWM+ fell by 4%.
- The proportion of DA pupils who attained the higher standard in all areas fell and was lower than other pupils and DA pupils nationally in Maths and Writing (Reading +1%)

3 year trend - KS1 data

- **The percentage of children achieving greater depth in Reading has increased from 14% in 2016 to 16% in 2017 to 19% in 2018**
- **The percentage of children achieving the expected standard in Writing has increased from 66% in 2016 to 67% in 2017 to 69% in 2018**
- **The percentage of children achieving the expected standard in RWM has increased from 62% in 2016 and 2017 to 64% in 2018**

Key Stage 1- 2 progress headlines

- 73% of children made expected progress in Reading from KS1 to KS2, with 21% making accelerated progress
- 96% of children made expected progress in Writing from KS1 to KS2, with 35% making accelerated progress
- 94% of children made expected progress in Maths from KS1 to KS2, with 22% making accelerated progress

KS2 Attainment Headlines

- % of children achieving at least the expected standard in Reading, Writing and Maths combined fell by 2% from 2017
- % of children achieving at least the expected standard in Reading and Writing fell by 4% and 6% respectively from 2017
- % of girls achieving at least the expected standard in all 3 subjects was at least 20% higher than boys (17% higher for GPS)
- % of DA pupils achieving at least the expected standard in all 3 subjects was higher than their Non-DA counterparts

Greater Depth Headlines

- % of children achieving greater depth in Reading, Writing and Maths rose by 3% from 2017
- % of children achieving greater depth in Reading rose by 6% from 2017

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- % of children achieving greater depth in Writing rose by 4% from 2017
- % of children achieving greater depth in Maths rose by 1% from 2017

Autumn 2018 In Year Data

In the majority of year groups the % of pupils making at least expected progress has improved in comparison to their progress in autumn 2017. Where there has not been an increase, support is in place for the spring term by the leadership team to address areas of underperformance.

Progress - % of pupils making at least expected progress compared to autumn 2017

	Reading		Writing		Maths	
	2017	2018	2017	2018	2017	2018
Y1-Y2	80	85	86	80	83	83
Y2-Y3	71	94	58	93	61	93
Y3-Y4	83	85	76	90	78	91
Y4-Y5	76	76	62	72	51	82
Y5-Y6	56	82	66	82	66	90

Attainment - % of pupils working at ARE compared to autumn 2017

	Reading		Writing		Maths	
	2017	2018	2017	2018	2017	2018
Y1-Y2	39	56	38	55	40	57
Y2-Y3	61	68	52	65	54	70
Y3-Y4	70	70	63	67	64	62
Y4-Y5	54	56	47	48	48	56
Y5-Y6	53	61	36	52	49	52

TO FURTHER IMPROVE WE NEED TO:

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- Increase number of DA and prior lower attaining pupils making accelerated progress to improve numbers achieving EXS across all core subjects
- Closely monitor prior middle attaining pupils and higher attaining pupils (including DA Pupils) to ensure they make at least expected progress and remain on track in reading and maths
- Improve teaching of reading and maths to ensure all pupils make at least expected progress.

EYFS (Grade: Good)

EYFS is GOOD because:

Pupils make at least expected progress from very low starting points and a significant % of pupils make accelerated progress.

Nursery Entry 2016 – Reception End of Year 2018

	Attainment		Progress	
	On Entry 2016	End of Year 2018	Expected	Accelerated
Reading	0% (0)	55% (49)	91% (50)	80% (44)
Writing	0% (0)	54% (58)	96% (53)	87% (48)
Number	0% (0)	67% (60)	95% (52)	80% (44)

*These figures represent the 55 pupils who attended our nursery on entry 2016 and continued through to our reception until the end of year 2018. End of year 2017-2018 figures for attainment and progress shown on page 10.

Effectiveness of Leadership and management

Experienced middle leaders have an accurate picture of the strengths and areas for development of the provision and implement necessary and relevant changes to ensure that pupil needs are met and the curriculum is relevant - outdoor area developed to improve opportunities for risk taking and increase levels of curiosity.

Leaders continue to improve their knowledge and understanding through effective collaboration and partnerships with cluster schools and the LA. Reception YGL is a SLE and is supporting other schools in developing EY provision. Local authority 'Vision to Provision' project to improve leadership in the early years enables EYFS MLs to develop strong outward facing links and keep abreast of current issues.

High expectations set by all members of the team ensure that our pupils make very good progress from low starting points. Aspirational targets set at 60% GLD from starting points this academic year of 11% reading, 17% writing and 17% maths at expected entry levels to Reception demonstrate this.

Safeguarding systems are robust - all staff members receive half termly training and use school systems to report any concerns. First day absence calls are made in Nursery in line with school system.

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Quality of teaching, learning and assessment

A team of self-aware and self-improving staff ensure that pupil needs are met and opportunities for pupils are developed across the EYFS. There are 6 experienced EYFS teachers, 2 nursery nurses and 5 teaching assistants within the setting. Through regular monitoring and coaching, the quality of teaching and learning is judged to be Good. Performance management targets set for teachers in Early Years relate to the needs of the cohort this year and outline ways to support a range of identified areas for development. These include; boys in reading and writing, improved provision for art and design and imaginative play, and also development of fine motor skills which will lead to meeting writing objectives in the spring and summer terms.

Staff members have a thorough knowledge of the cohort they teach and provide focused and relevant learning activities. Assessment records (2simple) are updated on a daily basis to include observations of children meeting elements of each profile strand. Half termly-data drops track pupils and analyse group data. This then informs planning and intervention. Data outcomes determine half termly focus areas which are reviewed and revised regularly. There is a larger cohort of boys (approximately 60%) in Reception classes therefore activities are tailored to encourage and promote their learning through their interests. Autumn term data demonstrates that both boys and girls are attaining equally in numbers of pupils meeting age related expectations. In terms of progress, the percentage of boys making expected progress is higher than the percentage of girls for the three areas of reading, writing and maths.

Read Write Inc. sessions commence in the summer term in Nursery as an introduction enabling pupils to begin the programme on entry to Reception at the beginning of the autumn term.

Parental engagement is good with 68% of parents attending stay and play sessions and parent workshops for reception pupils. Positive feedback back was received from 100% of parents attending.

The contribution of the provision to children's personal development, behaviour and welfare

Behaviour is judged to be good with pupils demonstrating increased independence and resilience in their learning. Pupils engage in self-selected activities which are then enhanced by adult interactions. Training for staff on effective adult interactions is on-going and sourced from the Vision to Provision Project (Leadership development) with this element led by independent Early Years Adviser - Julie Fischer.

All staff have high expectations of pupils regarding listening and attention. 95% of the Nursery cohort made expected or better than expected progress in this area this autumn term. For Reception, this percentage stands at 98%. Sharing is encouraged and modelled and self-selection opportunities are provided to ensure high levels of PSED in developing dependence. Children are encouraged to take risks and actively explore their environment through a range of activities. To improve health and self-care, healthy snacks are provided and the snack table is accessible for self-selection. On entry data in PSED showed 9% of Nursery pupils on track in this area and 13% in Reception. Autumn term data analysis shows that 100% of our Nursery cohort has made at least expected progress and 97% of pupils in Reception have made at least expected progress in this area.

Outcomes for children

On entry to nursery the children are significantly lower than age related expectations, but almost all children make at least expected progress and the majority exceed this and make better than expected progress across the year. Baseline Nursery data 2017-2018 for reading demonstrates that no pupils were working at age related expectations in reading, with 48% of the cohort working a whole age bracket (3 progress points) below age related expectations. 99% made at least expected progress, 84% made accelerated progress in this area and 28% left nursery at age related expectations.

Approximately two thirds of our pupils attend our own nursery provision and therefore have a good experience of nursery education. On entry to Reception the children are still working below age related expectations, but again make better than expected progress with 60% achieving GLD in 2018 from a starting point of 4% on track at the beginning of autumn 2017. Progress measures in Reception show 95% of the cohort made at least expected progress. To ensure judgements are an accurate reflection of pupil ability they moderated internally and externally with other providers. All data is moderated internally and externally with Cluster colleagues.

TO FURTHER IMPROVE WE NEED TO:

- To improve attainment in Reading and Writing to be in line with maths to improve overall % of pupils achieving GLD

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| | <ul style="list-style-type: none">• GLD and all ELG strands to be in line with national expectations including literacy and mathematics.• To continue to improve the provision in EYFS and facilitate quality interactions to raise attainment. |
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