

**Hildene Primary School**

# **Self-Evaluation Form**



**Headteacher: Mrs Georgina Delmonte**

**Chair of Governors: Mr Brian Davy**

Reviewed: September 2016

### The Context and Characteristics of the School

#### Structure and Organisation

Hilldene Primary School is a 3 form entry LA maintained school with a Nursery in Harold Hill in the London Borough of Havering. There are 710 on roll, in 21 classes, including 73 PT Nursery pupils. In addition to the mainstream school there is the Havering Learning Support Group (HLSG). The group is an additional LA resource for excluded pupils, with behavioural, emotional and social needs. Admission is via the LA SEN panel with the aim to support integration into 'main school' to enable a successful transition to secondary education.

#### The Community Served by Our School

The school serves the wards of Heaton and Gooshays. Both wards have the highest rates of large, young families and the highest rates of children residing in a household where no adult works. Heaton and Gooshays wards have the highest proportions of people claiming Job Seeker's Allowance in Havering. Although Havering as a whole is an affluent borough, being ranked 200 in the Index of Multiple Deprivation (out of 354 local authorities), the borough does contain some LSOA's (Lower Super Output Areas) that are in the top 10% most deprived in the country; Harold Hill contains two of these.

Our school's deprivation indicator is 0.33, compared with the national figure of 0.24. Our stability indicator is 82.9% compared with 85.9% nationally (RoL pg 9).

#### The Characteristics of the Pupils

- 42.5% of pupils were eligible for Pupil Premium funding in 2015/2016 compared to 26.0% nationally.
- 20% of pupils speak English as an additional language. Raise online 2015 shows a figure of 18.9%.
- 33.8% of pupils are from minority ethnic groups and the number of different languages spoken in school is currently 35

Currently 9 pupils on our roll are in the Havering Learning Support Group.

We currently have 7 Looked After Pupils on roll.

Special Educational Needs figures are as follows:

- 137 pupils, Year 1-6, are supported at SEN Support including Speech and Language
- 15 pupils have an Educational Health and Care Plan (9 of these pupils are in the LSG).
- Approximately 162 pupils are identified as Vulnerable and in September 2016 alone 23 CP concerns were dealt with by the Safeguarding team.

Ofsted Dec 2014 recognised that the pastoral care of the large number of disadvantaged and vulnerable children in school was unique. It stated 'many of these pupils have multiple needs, which are correctly identified. Support in the HLSG is very sympathetic and it allows pupils to succeed and to be well prepared for secondary school at the end of Y6. Many pupils throughout the key stages have severe language impairment needs. A highly tailored programme allows them to make good progress.'

On entry to Nursery all 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

## Self-Evaluation Form

in the 'Speaking' element of 'Communication and Language.'

### Staffing

The leadership team consists of the Head teacher (appointed Easter 2015), the DHT (appointed Summer 2015) and 3 AHTs with the responsibilities of SEND, Assessment and Curriculum Development.

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 9 year group leaders responsible for year group teams from Nursery to Year 6 plus the teacher in the HLSG. In addition, there is 1 part time year group leader supporting induction of new year group leaders. 4 of the year group leaders were appointed in September 2016, two of whom were internal promotions.

Teachers and middle leaders are regularly successful in securing for posts of increasing responsibility internally and in other schools. In the last year 4 members of staff have successfully been appointed in leadership posts (3 internally and 1 at another school out of borough).

7 new teachers were appointed in September 2016, four of whom are NQTs. One of our biggest challenges relates to the recruitment of high quality staff to the vacancies that regularly arise; there are currently vacancies for full and part time posts. The DHT and all 3 AHTs have teaching commitments of at least 0.2FTE whilst the vacancies exist.

### 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.

A programme for joint development is held half termly at Hilldene for NQT's, aspiring leaders, middle leaders, SLTs and LSAs and 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.

Self-Evaluation Form

Overall Effectiveness

Overall Grade				
	Grade 1	Grade 2	Grade 3	Grade 4
		✓		
Reasons for Grade				
<ul style="list-style-type: none"> <li>• The effectiveness of leadership and management = 2</li> <li>• The quality of teaching, learning and assessment = 2</li> <li>• Personal Development, behaviour and welfare = 2</li> <li>• Outcomes for pupils = 2</li> </ul>				

The Effectiveness of Leadership and Management

Grade	Grade 1	Grade 2	Grade 3	Grade 4
		✓		
<ul style="list-style-type: none"> <li>• The school is led by a relatively new enthusiastic Leadership Team who value and develop leadership skills in the team through a positive distributed model.</li> <li>• A strong positive and passionate ethos is demonstrated by all members of the Leadership team.</li> <li>• Each member of the team has a clear role, utilising individual strengths of leadership and management to form a cohesive leadership team.</li> <li>• All teaching teams have devised a Team Rubric making expectations of an effective team explicit.</li> <li>• A very effective Business Manager works as a key member of the Leadership team, providing a strategic overview of finance and staffing issues.</li> <li>• Development of all levels of leadership is a strength. Our aim is to build a strong vibrant professional culture of development through relevant CPD opportunities (particularly Middle Leaders).</li> <li>• There is a strong distinction between leadership and management with regular meetings held with a specific focus for development or agenda to address management issues.</li> <li>• Trust and transparency are key strengths across the team through an open door policy. There is a strong ethos of listening to staff, pupils and parents/carers regarding concerns and taking appropriate action.</li> <li>• Raising standards and ensuring progress are key priorities.</li> <li>• INSET days address whole staff training needs and are differentiated according to need.</li> <li>• Leaders have a clear understanding of the unique nature of life at Hilldene facilitating effective self-evaluation.</li> <li>• Led by the SLT, staff develop positive relationships with 'hard to reach' parents, resulting in positive benefits for pupils.</li> <li>• Staff are well trained and supported by the SLT when identifying and reporting concerns regarding pupils' welfare. The Safeguarding team is known to staff.</li> </ul>				

## Self-Evaluation Form

- The Leadership team support and forge strong working partnerships with local universities, supporting ITT.
- Coaching observations are conducted regularly which significantly contributes to raising standards and establishing consistency in teaching and learning.
- Revised and thorough arrangements for performance management are in place and applied with rigour, ensuring teaching over time can be judged as good and any underperformance is addressed.
- There is a shared vision for teaching and learning at Hilldene Primary and the actions required to establish and sustain them.
- Governors are very experienced (skills audit completed) and involved in many aspects of school life. Three sub committees ensure that the work of the Governing Body is effective
- Governors hold the Leadership team to account for the budget and finance of the school.
- SDP priorities are agreed and understood by all staff and governors, who are dedicated to making further improvements for all pupils.
- Governors act as a critical friend, holding the Leadership team to account by challenging and supporting.
- Strategic direction is guided by both the governors and Leadership team, including succession planning.
- Newly reconstituted Governing Body continues to work effectively. Ofsted Dec 2014 recognised that 'governors have a good set of skills collectively. They know their school very well and their pupils' needs'.

### In order to continue to improve we need to:

- Recruit additional teachers to increase teaching capacity in each year group.
- Provide robust relevant induction for all new members of staff
- Provide ongoing relevant differentiated training opportunities for all staff in order to increase leadership capacity
- Devise a system to record and track the impact of CPD
- Continue to develop the curriculum and role of subject teams in order to further raise standards.
- Ensure that all staff are meeting agreed career stage expectations through a rigorous consistent approach to performance management
- SDP reflects outcomes of SEF and is reviewed and revised regularly
- SDP milestones are reviewed and revised at identified times (December/April/ July) to track progress and reported to staff and governors
- Due to the changing landscape of the LA support for schools, an outward facing approach to leadership of the school must continue and further develop, through cluster collaboration and attendance at relevant consultative meetings with the LA.
- Continue to communicate key messages to staff and governors and involve all in decision making process when applicable.
- Regular leadership meetings to discuss, plan and implement continuing school development and strategic planning.
- Safeguarding procedures are up to date and regularly monitored by safeguarding team.
- Continue to develop the H and S knowledge of the site team.
- Continue to monitor the condition and suitability of premises and ensure appropriate conditions for effective learning.

Self-Evaluation Form

Quality of teaching, learning and assessment

Grade	Grade 1	Grade 2	Grade 3	Grade 4
		✓		

**Teaching and Learning**

- The quality of teaching and learning is consistently good throughout the school. Monitoring confirms that currently at least 85% of teaching is good or better. Support is being provided where improvements need to be made.
- Creating a coaching culture is a priority for 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.
- Judgements moderated within SLT and with LA School Improvement Partner (ref: SLT joint lesson observations).
- NQTs monitored regularly by SLT mentors
- All teachers are observed teaching for 15 minutes every 3 weeks and a target is set which is reviewed at the next observation. Coaching conversations follow observations with teachers encouraged to identify targets for development.
- IRIS cameras are used by all teaching staff at least once every half term for self-reflection (whole school PM target)
- High expectations and very positive approach to all aspects of school life.
- NACE accreditation has enabled all teaching staff to develop use of questioning, improve challenge opportunities and have a greater focus on higher expectations for all pupils, and themselves. More Able team continue to monitor.
- Well-planned, motivating lessons ensure pupils are engaged and enthusiastic.
- Improvements in teaching and learning since the last inspection are linked to higher expectations, more effective monitoring and evaluation, and review of approaches towards teaching and learning. (SLT monitoring & evaluation)
- Pupils are encouraged to develop a positive attitude towards their learning and each other.
- Pupils are aware of their next steps for development and have opportunities to address misconceptions, assess their own learning and participate in peer assessment.
- Pupils are encouraged to reflect on learning behaviours and develop a growth mind-set towards their learning.
- Pupil Voice has been used to gain a pupil perspective of their own learning (Survey completed Summer 2016)
- Pupils in KS1 and KS2 responded positively to questions relating to their learning experiences in school; 93% of pupils believe “they learn a lot in lessons.”
- SLT and middle leaders review the curriculum through planning scrutinies and book looks. Any areas for development are identified and shared with staff with a date set to review.
- High quality CPD opportunities for staff – dissemination of good practise and challenge is actively encouraged throughout the school.
- Teachers work in triads supporting and challenging practice.
- JPD (joint professional development) opportunities with local primary schools (one of which is judged as outstanding by Ofsted) to share good practice and cultural and sporting events.
- Regular opportunities to moderate with other Havering schools for all year groups.
- Performance Management is linked to Teaching Standards, with all staff completing a self-review. This is used to inform CPD and set objectives whilst enabling a discussion around strengths and weaknesses. All staff have clearly defined PM targets linked to



## Self-Evaluation Form

- professional development, pupil progress and development of whole school aspects
- PM objectives reviewed mid year with HT and discussion and evidence considered and progress towards meeting targets.
- Clear staffing structure - SLT and middle leaders work highly effectively together. YGL's and teachers in year groups where the teaching is consistently good or outstanding are used to support others.
- AHT working with subject teams – monitoring (including planning scrutinies, book looks, learning walks) highlights strengths and areas for development. Review dates are set and staff are informed.
- LSAs/additional adults are used effectively in lessons with well-targeted support and intervention to closely match pupils' needs to ensure good progress.
- Precision Teaching continues in all year groups as an intervention. LSA's have been trained to deliver the sessions which are personalised to meet the pupils' needs.
- Teaching of phonics has been extended across Key Stage 2 in accordance with need.
- Teaching and Learning Policy and Marking Policy have been reviewed and revised by a working party of teachers to ensure clarity and consistency.
- Competencies for effective learning devised by all staff to ensure expectations are clear.
- National funding has enabled us to provide specialist PE teaching in years 1 to 6 and at after-school clubs.
- Lunchtime and after school clubs are extremely popular and provide opportunities for pupils to enjoy a range of activities, interests and sports.
- Parental feedback with regards to progress and teaching is positive. 99% of parents felt that their child made good progress and their child was taught well (Parent View Autumn 2015).
- Strong partnership with parents - open door policy, opportunities to observe lessons, transition meetings.
- Environment is used effectively - additional teaching areas allow space for intervention groups; excellent use of outdoor area in foundation stage; classroom environments are welcoming and stimulating and create a positive climate for learning; environment checks are conducted termly by YGL's; good use of available space for extracurricular activities e.g. halls for sports clubs, ICT suite for newspaper club; canteen used for Breakfast and After School Clubs.
- Bespoke LSA training programme ongoing throughout the year.
- Homework activities are set regularly and reinforce and extend learning from lessons.

### Assessment

- Introduction of new assessment system in the summer term of 2014-15 (Symphony Assessment System). All staff are receiving ongoing training and atte
- Assessment systems are used regularly and effectively across core subjects. All teachers have good understanding of next steps in learning due to rigorous AFL and regular assessments, including those pupils on intervention programmes.
- Marking and feedback are used effectively to identify corrections and next steps in learning and pupils are provided with time to respond to this.
- Regular moderation ensures staff have good expertise in making judgements and AFL.
- Data drops every half term – data is then analysed by Middle Leaders and appropriate interventions arranged to support pupils making less than expected progress.
- Pupil Progress meetings held every term with year group teachers and a member of SLT to interrogate and analyse data.
- Regular review of provision maps to ensure support is targeted.
- Year group, cross school and Cluster moderation attended regularly.

Self-Evaluation Form

**In order to continue to improve we need to:**

- Continue to coach and develop teaching staff in order for at least 90% of teaching over time to be judged as good or better.
- Continue to provide support to develop new staff to the school/year group staff in order to develop appropriate subject knowledge and understanding of school expectations, practice and procedures.
- Devise a tool for self evaluation to measure the impact of coaching/CPD.
- Continue to develop a comprehensive, relevant curriculum incorporating the national curriculum which is relevant to our pupils.
- Review systems of AFL used
- Ensure pupils are given sufficient time in lessons to produce work of a high standard and respond to marking.
- Provide targeted teacher led intervention for specific pupils and support for higher attaining pupils.
- Maximise opportunities for pupils to support peers in cross phase partnerships.
- Continue to monitor 'guided writing' to ensure it is consistently used in year groups to focus on pupils' particular needs to enable them to become confident, independent writers.
- Continue to have termly Pupil Progress meetings where target pupils are identified/ tracked and additional provision discussed and arranged.
- Appoint additional teaching and support staff to deliver high quality teaching in small groups for targeted pupils.
- Continue to provide appropriate intervention for identified SEND pupils.
- Improve teaching of phonics in KS2 based on pupils' individual needs.

**Personal Development, Behaviour and Welfare**

Grade	Grade 1	Grade 2	Grade 3	Grade 4
		✓		

**Behaviour**

- Pupils know the school rules and are generally positive, respectful and courteous taking pride in their own and others' achievements.
- Expected learning behaviours are explicit in all classrooms.
- Pupils' attitudes to learning are positive. They know and understand how to work and behave in school and are encouraged to adopt a growth mindset.
- Pupils move about the school in a calm and confident manner.
- Pupils respond positively to receiving stars for their effort and achievement in relation to hard work in class
- 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.
- All members of staff have high expectations of pupils' behaviour. An emphasis is placed on self-control, making positive choices and working hard.
- Incidents of bullying, including racial comments are rare and addressed swiftly by SLT. All incidents are discussed with parents and recorded.
- Staff liaise closely with parents to make improvements where needed.



## Self-Evaluation Form

- Staff provide support for parents if behaviour issues are causing concern at home.
- Pupils who may have on going behaviour problems are supported by the use of Achievement Books for a period and improvement is evident.
- The behaviour of every pupil is monitored every half term. Appropriate intervention/ support is provided and close links made with parents.
- Ofsted Parent View February 2016 – 94% of parents state that the school makes sure its pupils are well behaved and 98% of parents confirm that their child feels safe at school Ofsted Dec 2014 stated that pupils feels safe and supported; they say that teachers help them learn; any problems are sorted out by adults. Pupils understand different forms of safety, including e-safety.
- Ofsted Dec 2014 stated the behaviour of pupils is good. Pupils behave responsibly in and around school because good behaviour is promoted by using positive systems to ensure consistent discipline. Pupils are particularly courteous towards visitors.
- Effective induction procedures for new families and at transition points where ethos, values and expectations are made explicit.
- Lessons are interesting and engaging thus minimising low level disruption.
- The Behaviour policy is revised annually with all staff to ensure a consistent approach.
- Consistent rules, rewards and consequences are in place across the school, in class and in the playground
- The introduction of ‘caught being good’ tokens to celebrate children who are making the right choices has been highly successful. The reward of having tea with the SLT is very popular and provides the children with a further opportunity to interact and share their views with SLT.

### Personal Development and Welfare

- Safeguarding and induction training for all staff ensures consistency and safety for pupils.
- All recommended procedures for the safe appointment of staff are adhered to and safer recruitment training attended.
- Regular meetings are held between the DSL and the HSSW's/ Learning Mentors to review their work to support the most vulnerable children and their families
- The Safeguarding team meet regularly to review the Vulnerable Register reflecting the concerns of all class teachers
- Staff attend a range of training to meet the needs of particular pupils.
- Ofsted Dec 2014 stated that ‘pupils are safe in school because managers have good systems in place to make sure that pupils stay safe while on school premises’.
- On site Home School Support workers and learning mentors - any areas which raise concern are investigated by LMs and action taken.
- Learning Mentors support all new pupils and undertake follow up meetings across the first few weeks with pupils and parents to ensure the process has been supportive, referring to HSSWs if necessary.
- 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.
- Pupils can identify a range of staff who they can talk to if they are concerned about a personal issue or an aspect of school life.
- Links with local Safer Neighbourhood team reinforces the school expectations for good/safe behaviour in the community
- Daily conversations are held in relation to meeting the needs of the most vulnerable pupils working in close partnership with social care, health and housing colleagues.
- School used for Breakfast Club from 8 o'clock every day and ‘Wonder Years’ after

## Self-Evaluation Form

- school club. School offers free places to vulnerable pupils in our breakfast club.
- Attendance was recorded as 94.5% in July 2016. All families are aware of the 95%+ expectation for attendance.
  - Attendance mentor continues to work closely to monitor attendance and target families .
  - Persistent absence - in July 2016 our 'under 90%' figure was 17%, this is not comparable to the previous year which was based on 'under 85%) We recognise this as an area for development (SDP)
  - PSHE curriculum supports age appropriate understanding of risk.
  - E-safety is given a high profile in curriculum and assemblies. This was recognised by Ofsted Dec 2014.
  - All aspects of Health and Safety overseen by SLT and GB. LA reviews result in grading at the highest level.
  - Regular inspection of boundaries and gates to ensure safety of pupils.
  - Regular staff training provided by borough H&S officer.

### In order to continue to improve we need to:

- Continue to ensure that the behaviour of pupils who join the school mid-year/key stage is monitored for the first 6 months to ensure that they are confident about expectations.
- To provide support for pupils with challenging behaviour and emotional difficulties to access the curriculum and participate fully in the wider life of the school.
- Continue to develop pupils as leaders of their own learning in order to increase pupil their love of learning and decrease reliance on adults.
- Continue to ensure that school procedures are consistently followed during lessons.
- Further develop partnerships with families before admission to school via Toddler Group and links with local pre-schools.
- Continue to provide behaviour support for parents.
- Continue to improve attendance and persistent absence (SDP)

### Outcomes for pupils

Grade	Grade 1	Grade 2	Grade 3	Grade 4
		✓		

As a result of our effective provision and good teaching pupils who enter the school with basic skills that are significantly below national expectations make nationally expected/good progress over time.

- Pupils benefit from a broad, balanced and interesting curriculum and demonstrate a positive approach to their learning and a determination to succeed
- As a result of high aspirations and focused support most pupils, including those who are considered to be disadvantaged, make expected progress with the development of basic skills

### Attainment

#### EYFS

- Achievement on entry to Nursery is well below the expected level of 30 – 50 months with the majority of pupils working within the 16 – 26 month stage of development or below.
- In summer 2016 62% of pupils achieved a 'Good Level of Development' (GLD) which is

## Self-Evaluation Form

an increase on 2015 at 60% and is line with national figures for 2015. (2016 data not yet available)

### Y1 Phonics Screening

- 74% of pupils achieved at or above national expectations which is in line with 2015 figure, however this is below the national average of 81%.
- 88% of Year 2 pupils have now achieved the expected standard in the phonics screening test which is slightly below national figures of 91%. However, this is an increase on the 2015 Year 2 cohort at 83%

### End of KS1

- End of KS1 teacher assessments show that in writing and maths pupils achieved at or above national expectations – writing 66% (N 66%) and maths 75% (N 73%) and slightly below in reading 73% (N 74%), compared to below national expectations in all three subjects in 2015. Although comparison of results is not possible as expectations are different, comparison year on year against national expectations can be made.
- 7.7% of pupils achieved 'Greater Depth' in reading, writing and maths combined in comparison to 8.9 % nationally. In writing 12.1% of pupils achieved 'Greater Depth' in comparison to 13% nationally.

### End of KS2

- 55% of pupils achieved expected standards in combined reading, writing and maths compared to 53% nationally. Although comparison of results is not possible as expectations are different, comparison year on year against national expectations can be made. In 2015 76% of pupils achieved national expectations in all 3 combined subjects compared to the national expectation of 80% - 4% below compared to 2% above in 2016.
- The percentage of pupils achieving at or above national expectations in reading, writing and maths exceed national figures – reading 68% (N 66%) writing 80% (N 74%) and maths 74% (N 71%). This is an improvement on 2015 data (reading below 5%, writing below 1%, maths below 1%)
- 6% of pupils achieved 'Greater Depth' in reading, writing and maths combined in comparison to 5 % nationally. In writing 20% of pupils achieved 'Greater Depth' in comparison to 15% nationally. In maths 17% of pupils achieved 'Greater Depth' which is in line with national figures. This is an improvement on 2015 data (writing below 17%, maths below 4%)
- 71% of pupils achieved the expected standard in EGPS which was below the national standard of 74%. This is an improvement on 2015 data – 7% below national expectations.

## Progress:

### EYFS

- In the EYFS pupils make rapid progress from their baseline assessment (Development Matters) on entry to Nursery in order to be in line with national GLD figures at the end of Reception.

### End of KS1

Progress in KS1 has been measured from the % of pupils achieving GLD (in that subject) to the Y2 expected standard.

- From the 49 pupils who achieved GLD in Reception 88% (43 pupils) achieved at least expected standards in the combined reading, writing and maths which demonstrates at least expected progress.
- A further 13 pupils who didn't achieve GLD or had no score reported in Reception

## Self-Evaluation Form

achieved the combined expected standards in Y2 which demonstrates accelerated progress.

- There were 17 pupils new to school since the end of Reception, some of which have no EYFS data.

### End of KS2

- Reading progress 0.7 (confidence interval -0.6 to 2.0)
- Writing progress 1.2 (confidence interval -0.1 to 2.5)
- Maths progress 1.7 (confidence interval 0.6 – 2.

The lower bound of the school's confidence is greater than zero – implying that the school has achieved greater than average progress compared to pupils with similar starting points nationally.

### Provision

- SIMS Assessment Manager is used to monitor and track progress of all pupils and vulnerable groups for early identification for intervention.
- Data analysis from Year Group Leaders and Pupil Progress Meetings with staff and SLT are held half termly.
- Learning Support Assistants and additional adults are used effectively in lessons to support different groups of pupils to ensure at least expected progress is made
- Targeted intervention groups and 1-1/1-2 teaching to meet individual needs and help close gaps, e.g. 1:1 tuition and SATs Booster groups.

### **In order to continue to improve we need to:**

- Increase the percentage of pupils achieving exceeding levels of attainment at the end of Reception.
- Increase % of Year 1 and 2 pupils passing the phonics screening test in order to be in line with national figures.
- Raise the % of pupils achieving expected progress across KS1 especially in reading.
- Increase the % of pupils making accelerated progress over KS1 to ensure higher % in reaching greater depth in Y2.
- Increase the number of pupils attaining the nationally expected outcomes at the end of KS2 in combined reading, writing and maths so they are in line with floor standards of 65%.
- Increase the number of pupils achieving expected and higher standards in reading at the end of KS2.
- Improve EGPS attainment at expected and higher standards in order to be in line with national expectations.
- To increase the lower bound of our confidence band to above 0 in reading and writing which will demonstrate that our pupils have achieved greater than average progress compared to pupils with similar prior attainment.
- Teachers continue to be aware of and track the attainment and progress of the pupils in their class across core subjects..
- Ensure that all pupils in all year groups make at least expected progress.
- Effective interventions planned and delivered to all year pupils identified as not on track to make at least expected progress

## Self-Evaluation Form

### Appendix 1:

#### SMSC

- 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 able 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.

### Appendix 2:

#### 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 'Parent Voice' group

## Self-Evaluation Form

- 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
- Parent helpers
- Invitations to participate in lessons
- Themed days – Science, Maths
- Maths workshops/ Phonics workshops
- Year group assemblies
- Christmas productions

### Communication

- Parent Voice
- 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
- School blog
- Newsletters
- Parent Mail