

Self-Evaluation Form



Headteacher: Mrs Georgina Delmonte

Co-Chairs of Governors: Mr Chris Speller/ Mr Brian Smith

Autumn 2021

School Self -Evaluation

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SECTION	EVALUATION																					
<p>SCHOOL CONTEXT</p>	<p>Structural Organisation Hilldene Primary School is a larger than average primary school with 21 classes and a PAN of 630 with a 90 place Nursery. Current NOR is 622 + 48 Nursery. Most children begin in our Nursery but our Nursery serves a wide area and not all the Nursery children transfer to the Reception classes in the following September. In 2021 65% of the Reception intake came from the Nursery setting. Mobility is high with 27 pupils joining in the autumn term which is comparable to autumn 2020 when 29 pupils joined.</p> <p>Characteristics of our pupils based on current data (%) and national comparison. (Comparative figures from Sept 20 in brackets)</p> <table border="1" data-bbox="389 603 1744 836"> <thead> <tr> <th>%</th> <th>Female</th> <th>White British</th> <th>Disadvantaged</th> <th>EAL</th> <th>SEND/ support</th> <th>SEND/ EHCP</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>48</td> <td>51</td> <td>32.3</td> <td>28</td> <td>16</td> <td>1.2</td> </tr> <tr> <td>National IDSR 2018</td> <td>49</td> <td>-</td> <td>24</td> <td>21</td> <td>12.2</td> <td>1.3</td> </tr> </tbody> </table> <p>The proportion of pupils known to be eligible for free school meals is currently 30%. 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 the impact of UFSM in KS1 & EYFS (Y1 15% compared to Y6 57%). Although % of pupils considered EAL has risen in the last 2 years (21% in 2019 - 29% in 2021), there is not a significant increase in support required.</p> <p>Staffing</p> <ul style="list-style-type: none"> ● Senior Leadership Team (SLT) – Headteacher (HT), Deputy Headteacher (DHT) 2 x Assistant Headteachers (AHTs) and School Business Manager (SBM) ● DHT new to post and school January 2021 ● Both AHTs new to post September 2021 – internal promotion of Middle Leaders ● Middle Leadership Team (MLT) – 8 Year Group Leaders (YGL), 1 x acting Year Group Leader and SENDco – all receive TLR for their responsibility of leading a year group team of teachers and support staff ● One YGL is currently on maternity leave ● 2 YGLs are new to post following internal promotion ● Acting YGL is new to post following temporary internal promotion to cover maternity leave ● Upper pay scale (UPS) teachers have core subject responsibility or specific subject responsibility ● The school has a stable teaching staff consisting of experienced 35% UPS, 48% Main scale teachers, 1 Early Careers Teacher (ECT) 7% Unqualified teachers (Music and MFL) and 2 students on ITT. 	%	Female	White British	Disadvantaged	EAL	SEND/ support	SEND/ EHCP	School	48	51	32.3	28	16	1.2	National IDSR 2018	49	-	24	21	12.2	1.3
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- experienced Learning Support Assistants (LSAs) supporting either 1:1, small groups of pupils (e.g. 1:3) or providing in class support and targeted intervention
- Pastoral support is provided to all pupils and parents by 2x Home School Support Workers (HSSW) – one of whom was new to school in July 2021 and 2 x Learning Mentors.

Partnerships

- HT a board member of Havering Academy of Leadership
- HT represents the Harold Hill cluster of schools at LA funding forum and Primary Inclusion Network.
- Harold Hill Cluster school partnerships – informally working together.
- HT, DHT, SEND, EYFS cluster school networks for consistency of approach and joint working
- Linked to James Oglethorpe Primary for Data Protection Officer
- HT Visiting Fellow for Ambition institute delivering ECT clinics and NPQSL conferences and clinics
- We have participated in the Peer Review Project through Educational Development Trust (EDT) completing a 3 year project of Peer to Peer support with seven other schools. This included training of members of the leadership team to carry out peer reviews and engage in improvement workshops. Continuation of the project beyond 3 years was suspended due to COVID-19 restrictions.

PREVIOUS INSPECTION 19 th March 2019	AREAS FOR IMPROVEMENT	CURRENT POSITION														
	<p>Leaders and those responsible for governance should ensure that:</p> <ul style="list-style-type: none"> • pupils' progress in mathematics at key stage 1 is further improved by ensuring that pupils are given more opportunities to think more deeply and explain their answers 	<p>The quality of teaching mathematics has improved through the introduction of a consistent approach to teaching and learning of the subject. Introducing the Power Maths programme in September 2018 has provided a structured, progressive and consistent way of teaching and learning; designed to spark curiosity and excitement through a 'mastery approach'. Monitoring of teaching and learning demonstrates that pupils have more opportunities to think about, discuss and explain their answers. Comparative end of KS1 data 2018 to 2019 demonstrates improved outcomes in the initial year of introducing the scheme. Unfortunately, since summer 2019, we do not have comparable data as pupils in Y2 in summer 2020 did not return to statutory education until autumn 2020. Since the introduction of the new approach to teaching maths, outcomes in KS1 demonstrate signs of improvement. Unfortunately, data collected since summer 2019 is not comparative due to extended periods of school closure and lost learning.</p> <table border="1" data-bbox="882 1248 1413 1398"> <thead> <tr> <th></th> <th></th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Maths</td> <td>Expected +</td> <td>74%</td> <td>77%</td> <td>No data</td> </tr> <tr> <td>Greater depth</td> <td>9%</td> <td>11%</td> <td>No data</td> </tr> </tbody> </table>			2018	2019	2020	Maths	Expected +	74%	77%	No data	Greater depth	9%	11%	No data
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	<ul style="list-style-type: none"> pupils' attendance continues to improve, particularly that of pupils eligible for free school meals. 	<p>Improving pupil progress in maths at KS1 continues to be a focus for monitoring. Academic year 2020-21 was another disrupted year and therefore there has been a significant impact on the % of pupils on track. However termly data demonstrates that the % of pupils on track is increasing term on term.</p> <p>In-year data for Autumn 2021 demonstrates progress against outcomes in summer 21 (same cohort). Integral in the 'catch up' strategy for pupils and the curriculum review plan is to provide consistent quality first teaching in all areas of the curriculum. The impact of this will continue to be monitored and evaluated.</p> <p>Due to the impact of the pandemic on attendance there is no comparative data for the last 2 years. Improving the attendance of pupils eligible for FSM continues to be an area of concern and an area to improve. Strategies to support and improve attendance of pupils eligible for FSM will be addressed in the PP Strategy - to be reviewed in the spring term.</p>
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SECTION	EVALUATION
OVERALL EFFECTIVENESS Good	<p>The quality of education is at least good in all key judgement areas.</p>
Quality of Education Good	<p>Intent:</p> <p>Our curriculum intends:</p> <p>To promote enjoyment of learning and ensure pupils continually strive to be better.</p> <p>To provide a broad and balanced range of subjects where each pupil learns the social and intellectual skills and knowledge needed to succeed in life regardless of background or starting point.</p> <p>To be ambitiously designed, coherently planned and meet the needs of all pupils for future learning and employment.</p> <ul style="list-style-type: none"> There are long term, medium and short-term plans, which are progressive and build on the skills and knowledge within each year group to ensure our children are best prepared for secondary education and life beyond. The broad and deep curriculum is adapted to meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. Class teachers and MLs analyse gaps in learning from termly assessments, which feed into their planning. Subject leaders looked strategically at areas, which were missed due to disruption during school/bubble closures and adjustments have been made to planning to address areas of missed learning. During the period of disrupted learning in school from March 20 – September 21, we had a greater focus on supporting and maintaining positive pupil and staff wellbeing, whilst also providing a broad curriculum through use of theme days/ weeks.

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Implementation

- 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.
- 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 was reviewed in 2018 and in order to develop deeper levels of understanding a concrete, pictorial and abstract (CPA) approach to teaching has been adopted and embedded through a Power Maths scheme of work.
- The DHT has written a two year curriculum review and development plan evaluating all curriculum areas and identifying and addressing areas to improve our curriculum. Termly progress of actions taken and impact is reported to governors.
- Introduction of The Write Stuff as a consistent and progressive approach to teaching writing.
- Take One Book approach to teaching reading has been introduced to commence in the autumn term.
- INSET days and staff meetings provide time for training and development of staff confidence and subject team members provide regular updates and reviews and drop in opportunities to discuss and address concerns and misconceptions.
- Monitoring of the impact of new strategies is planned for the autumn term.
- DHT oversees all curriculum areas and supports all subject leaders in creating individual subject development plans and implementing actions to develop and improve curriculum areas.
- Through performance management targets, subject leaders are accountable for their subject and have a more comprehensive understanding of the expectations and progression of their subject across the school. The majority of existing staff have chosen to continue to lead the same subjects as previous years for continuity.
- The majority of teachers have good knowledge of the subjects they teach – evidenced in monitoring.
- SLT provide effective support by overseeing the core subjects and working alongside the leaders as well as releasing core subject leaders to work with teachers, where appropriate, to develop and improve the quality of teaching and learning. The majority of UPS teachers hold core subject leadership roles.
- Subject leaders arrange theme days/ weeks or whole school events for their subject e.g. Science week, Wellbeing week, Maths day, Literacy week. We have worked with local secondary schools to develop and enhance opportunities in Science lessons.
- There is specialist language and music teaching across the whole school and specialist dance teaching in KS1.
- There are also opportunities for the children to learn musical instruments through the offer of peripatetic teaching (to begin in spring term). Part of the pupil premium offer enables children to have access to learn to play an instrument.
- In previous years, musical theatre has had a strong focus with a Performing Arts club which has been very popular with children. It is hoped that this will resume in the spring term.
- Swimming lessons are provided for pupils in Year 5 and Year 6 as those pupils now in Year 6 were not able to access these as part of the curriculum in Year 5 due to Covid-19 restrictions.
- Sports funding has been used to enhance the PE curriculum and has seen the introduction of a new PE scheme. This provides teachers with clear lesson plans, assessment and is fully progressive to ensure that all pupils are being challenged in PE throughout their time with us at Hilldene. This funding has also been used to support pupils at lunchtimes, MDAs have been employed as well as a sports coach from Premier Sports (starting in the spring term). these are to provide focused sports activities to pupils during the lunchtime to encourage engagement in sporting activities. The Premier Sports coach is teaching a sport for half a term with the intention to build pupils' knowledge and skills for sports that are less common to pupils (for example, hockey and cricket).
- Foundation subject lessons are blocked and lessons are taught in succession for continuity and progression. Where appropriate links are made across core subject areas to enhance understanding and application of skills and knowledge. For example: World War Two taught in History ran alongside texts that were taught in both reading and writing lessons.
- Marking and feedback is generally consistent; Expectations are revisited at the beginning of the academic year and books regularly monitored as part of the monitoring timetable. Any misconceptions are addressed with staff.
- Teachers and leaders are re-establishing clear and rigorous summative assessment systems, to embed and sustain effectively. Throughout the disrupted period of learning caused by the pandemic, assessment of core subjects was not prioritised, as the focus was on wellbeing and ensuring pupil readiness to learn.

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- Responsive teaching strategies are in place in all classes for ongoing assessment to inform teaching, identify different starting points and gaps in order to prioritise extra intervention and support; often same day intervention.
- Leaders understand the limitations of assessment and ensure that staff and pupils are supported with this, e.g. breaking into smaller groups for formal assessments and given breaks and support where necessary.
- NFER assessments and previous SATs papers are used at least termly to provide evidence towards teacher assessment judgements in reading and maths. We acknowledge that at KS2, maths and reading outcomes are solely assessed from the SATs test results; therefore, our children must be prepared for more formal assessments earlier in their school career than Year 6. Additionally, the outcomes are used as a diagnostic tool, to identify gaps in learning and inform planning for the coming term.
- External moderation of writing is arranged with colleagues from cluster schools on a termly basis to ensure consistency in judgements and to develop knowledge and understanding.
- The school leadership team moderate data to ensure accuracy, consistency in judgements, and shared accountability. Information is shared with governors.
- The leadership team work with teachers to triangulate evidence from formative assessment, NFER/SATS assessments and books when assessing pupils' progress and attainment.
- The leadership team continues to monitor and support teachers in carrying out assessments accurately, particularly less experienced teachers.
- When planning lessons, teachers evaluate resources used and adapt plans from previous years.
- The school plans subjects coherently across the wider curriculum, with the creation of progression and skill maps.
- We continue to develop our reading culture that include home-school links, use of volunteers and incentives to read regularly and foster a love of reading.
- Our school librarian reads with groups of children, arranges competitions and promotes reading through use of a library blog.
- RWI is used to teach phonics and our Early Reading team regularly evaluate the impact of teaching of phonics and implement strategies for improvement and development. RWI assessments are regular and track the progress of individual children. This information is used to plan interventions and future RWI groups and lessons.
- 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.
- Opportunities for cross-curricular extended writing have been planned for and are being implemented.
- The SENDCo is actively involved in supporting the progress of the less able pupils. 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. Training and strategies are shared to support teachers in Wave 1 intervention ensuring all pupils of all abilities receive quality first teaching within the classroom.
- Lesson observations and book scrutinies conducted by the leadership team since the beginning of the academic year demonstrate that the majority of teaching over time is good or better. 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.

Impact

- Disruption to learning and support caused by school and bubble closures has significantly impacted pupil outcomes with a large number of pupils working towards national expectations; however strategies are in place to support pupils to make accelerated progress over this academic year.
- Pupils develop knowledge and skills across the curriculum.
- Pupils are prepared for the next stage of education, e.g. vulnerable pupils are prioritised for Personalised Centred Reviews going to secondary schools and transition plays an important role in the school with pupils spending time with their new teacher and teachers conversing about the pupils in their care.
- Pupils with SEND are tracked termly by the SENDCo and provision evaluated.
- COVID-19 has affected monitoring and assessment of subjects by the subject leaders and the planned support for teachers where standards were not being met. Therefore, this needs further development.

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	<ul style="list-style-type: none"> ● Pupil Progress Meetings are carried out with year group teachers and SLT to create provision maps to target certain pupils with quality first teaching in class or external interventions where possible. These are rigorous, focused professional conversations identifying effectiveness of provision and areas for development. ● Parents receive accurate and regular information at an autumn and spring open evening and one formal end of year report about how well their child is progressing and what they need to do to improve. ● No statutory data available for 2019-20/ 20-21 due to the cancellation of all assessments and COVID-19 school closure. <p>In-year data (see appendix) demonstrates the significant impact of the pandemic on our pupils with a large number of pupils in all year groups working towards national expectations. Engagement with remote learning was disappointing (approx 50% across all year groups) despite best efforts from all staff to engage and encourage pupils and parents. When analysing end of year data in summer 21 we looked at pupils on track and also those working up to a term behind. It is clear that teaching, learning and provision in 2021-22 must focus on pupils making accelerated progress so they are attaining at least in line with previous key stage/ pre-Covid data (summer 2019). For pupils up to Y2 we have no comparative data and therefore it is important that targets are ambitious but realistic for these pupils who have missed huge chunks of their education, disproportionate to pupils in KS2.</p> <p>Areas to develop further:</p> <ul style="list-style-type: none"> ● To embed new strategies for teaching reading and writing and new EYFS curriculum – School priority ● Continue to develop curriculum in accordance with the development plan. ● Recovery of pupil attainment in core subjects due to impact from school closure/remote learning – focus on accelerated progress – School priority. ● Outcomes of PP pupils to improve through targeted provision ● Raise the profile and importance of rigorous assessment systems and processes. ● Develop understanding of assessment in EYFS – establish criteria for varying 'levels' of 'not on track'.
<p>Behaviour and Attitudes Good</p>	<p><i>Pupils say they feel safe in school and the overwhelming majority of parents who answered Ofsted's online questionnaire agreed. Pupils are taught how to make sensible choices to help keep themselves safe outside school in a variety of situations. They say they understand about different forms of bullying, including online bullying, and that incidents are rare. However, if bullying does happen they know who to talk to and are confident that an adult will deal with it quickly. Ofsted, March 2019</i></p> <ul style="list-style-type: none"> ● The school has high expectations for pupils' behaviour and conduct which is reflected in pupils' positive behaviour choices and conduct.

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	<ul style="list-style-type: none"> ● Behaviour in and outside of the classroom is good and pupils demonstrate the schools 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. ● Impact of restrictions due to Covid-19 have meant changes to playtime organisation resulting in less pupils on the playground at one time – this has resulted in fewer incidents of poor behaviour choices at break and lunchtimes. ● Since the easing of restrictions (bubbles) in September 21, lunchtime arrangements have remained the same in KS2 in that pupils eat their lunches in classrooms and have a fixed period in class and playground, alternating between year groups. This has had a positive impact on wellbeing as it has been less overwhelming for pupils. ● Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. ● Staff received training on the Restorative Approach to support pupils and staff in managing incidents of poor choices of behaviour. The behaviour policy has been reviewed and updated and includes strategies/prompts to support restorative conversations – supporting both wronged and wrong doer. ● Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. Parents are involved and supported. ● Pupils' attitudes to their education are generally positive, they are committed to their learning and comments from pupils during learning walks demonstrate that they feel confident in taking risks and making mistakes with the view that they will learn from them. ● Determination and resilience are recognised and celebrated in assemblies. ● 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). ● Attendance is monitored and safeguarding procedures are followed. First day absence procedures are robust and parents understand the importance of good attendance and communication. 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 for 2020/21 was in line with national data (92.5% Hilldene – 92.7% National FFT) ● There was one fixed-term exclusion in the academic year 2020-21. This was supported by the parents and governors and the pupil is now accessing education at an alternative provision better suited to meeting the child's needs. The school adopts an approach of using internal exclusions when appropriate however, these are very rare also. The school reintegrates pupils on their return as stated in the behaviour policy and manages their behaviour effectively. ● Parent View survey in March 2019 evidences 99% of parents agree/strongly agree that the school makes sure its pupils are well behaved. (289 completed the survey) ● The school council and house captains meet regularly to plan whole school events and projects. In previous years inter house competitions have been held, House Emblem design competition etc) <p>Areas to develop further:</p> <ul style="list-style-type: none"> ● To ensure the behaviour policy is being used consistently by all adults and restorative conversations are being followed. ● Further training for staff using adopting the Restorative Approach (postponed due to Covid) ● Up to date parent and pupil survey to be completed regarding behaviour. ● To rigorously monitor attendance, making allowances for Covid related absence, and focusing on improving non Covid related absence and to continue to develop strategies to reduce the percentage of persistent absentees within the school. ● To regularly meet with the school council and plan strategic pieces of work
<p>Personal Development</p> <p>Good</p>	<ul style="list-style-type: none"> ● The school provides high-quality pastoral support for pupils, their parents and staff through the role of the learning mentors and Home School Support workers. ● Through well-being theme days/weeks, assemblies and PSHE curriculum, pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy.

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- There is a comprehensive PSHE and RSE provision within the school and pupils have age-appropriate understanding of healthy relationships.
- 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 PSHE curriculum, assemblies and workshops led by visitors (e.g. NSPCC, You and Me Counselling - Knife Crime).
- 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. The 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. In recognition of the necessity for a strategic and planned approach to supporting staff and pupil well being, there is a nominated lead and developing and embedding a well being strategy is a school priority.
- Staff survey completed in October 2020 demonstrated 100% of staff completing the survey agreed that Leaders consider their well-being. 29 out of 30 teachers completing the survey said that overall they achieve a good balance between their work life and private life. 100% of staff completing the survey stated that they enjoy working at school.
- In addition to internal support for staff from the pastoral team and each other, half termly support is provided for staff by external counselling service. All staff also have access to Health Assured - employee assistance programme.
- 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. These are families who do not meet threshold for statutory support but require 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 mind-set towards their learning.
- Pre-pandemic, curriculum enrichment opportunities and visits from safety organisations, such as the fire brigade, road safety and police, helped to 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. Bikeability training for all pupils is planned, encouraging and educating about road safety.
- Progress and achievement and talents are celebrated in weekly assemblies.
- Our pupils have a developing understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect through themed assemblies and roles of certain roles such as school councillors, JTAs.
- 'Vote for Schools' resources are used in assemblies which cover topical issues and develop the children's opinions on certain topics and helps to develop the notion that they have a voice through a voting system.
- The children also watch Newsround to keep up to date with topical issues.
- Through various fundraising projects, pupils have meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society – e.g. sponsored events/non uniform days
- 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.

Areas to develop

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- To further, develop the mental health and wellbeing provision for both staff and pupils - school priority.
- To seek pupil and staff opinion on wellbeing and work load through a survey so next steps can be identified.
- To relaunch the house system within the school and team identity after covid.
- To develop the extra-curricular provision before, after school, and at lunchtime so that all pupils have the opportunity to engage in clubs – post covid restrictions.

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LEADERSHIP & MANAGEMENT

Good

Leaders have a clear and ambitious vision for providing high-quality education to all pupils.

- 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: the promotion of 2 MLs to AHT effective from September 2021 (advertised externally); internal promotion of 3 class teachers to Middle Leaders in September 2021.
- Opportunities for continuing professional development are provided for all staff. Trainee teachers, ECTs and new Middle leaders are effectively supported and mentored by experienced members of the leadership team. This is evidenced in the staff wellbeing survey in autumn 20 when 98% of staff stated that their professional development is encouraged and supported.
- 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.

Parent View March 2019 - *My Child is happy at school* - 99% agree/strongly agree

- All members of SLT have clear roles and responsibilities and work with the staff to develop and improve outcomes for all.
- The practice and subject knowledge of staff, including Early Career teachers, build and improve over time and we aim to ensure that all pupils successfully complete their programmes of study and provide support for staff to make this possible.
- Effective appraisal and performance management is in place for all staff and is monitored by the governing body.
- Staff underperformance is addressed in a timely and supportive way to build capacity and secure a positive outcome. There is currently 1 member of staff receiving informal support.
- Leaders value pupil voice and allow it to drive new initiatives in the school and decisions are decided democratically with the role of the school council e.g. playground markings to enhance playtime provision
- Leaders engage with their staff and through effective communication feedback at leadership meetings - held half termly.
- SLT are aware and take account of the main pressures on staff, and often ask how else they can support or elevate workload. Workload questionnaires were completed in Aut 2019 and changes made where appropriate or needed - we regularly evaluate the impact of strategies and systems.
- All staff are treated with equity and compassion. SLT are realistic and constructive in the way they manage staff, including their workload. This was evident throughout the pandemic - managing expectations of staff during remote learning. Many of our staff had children at home themselves also or had other issues related to covid, which SLT were very aware of and took into account.
- 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.
- Leaders and governors have an accurate picture of the quality of teaching and learning through a rigorous approach to monitoring by middle and senior leaders.
- 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. Regular training updates and bitesize information 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. Cpoms is used to record, track and monitor concerns in a consistent and efficient way. A S175 audit is completed annually (internally) and an external review is arranged for March 2022 by the LA Safeguarding advisor.

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- All members of the school community enjoy positive relationships. Engagement with parents is good using school systems (ClassDojo) and face to face when possible. The leadership team encourages open communication with parents, and pre pandemic they were invited 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 impact of leadership is evident in the Parent View questionnaire completed in March 2019:
- *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.*

Areas to develop further:

- To drive teaching and learning forward with a view to raising standards across the school in all core subjects following the impact of COVID.
- To develop leadership capacity of the SLT (2 new AHTs and DHT)
- To develop the capacity of the ML team through internal and external development.
- To develop the role of the ECT Mentor and Coordinator.
- To continue to develop the role of the subject leader and increase their confidence in monitoring the quality of teaching and learning as well as supporting staff.
- To reintroduce visits from governors (dependent on Covid-19 RA restrictions)
- To reintroduce opportunities for parents to come into school to engage in learning, workshops and events - when possible, following national guidance.

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Intent

The EYFS team have worked together with all members of the team to ensure that there is a clear vision that supports the new EYFS framework; this has seen the introduction of a more 'play based' curriculum where all practitioners move pupils on in their learning through play. Timetables have been carefully looked at to ensure that there is sufficient time within the day for pupils to engage in sustained periods of play using both indoor and outdoor provision. Interactions with children is a key element of the curriculum and developing children's learning through play is a focus for our Early Years practitioners.

The Early Years curriculum was also looked at during the curriculum review and there are now progressive links with the Early Years and the National Curriculum. Within the curriculum review, the introduction of 'Talk Through Stories' to support the development of pupils' communication and language. Power Maths is also used within the Early Years which provides consistency for pupils as this is also used with Years 1 to 6.

Phonics in the Early Years is systematic and follows the RWi programme, this too is used across KS1 and KS2 where necessary. This approach allows pupils to learn the early reading fundamentals and to become confident and fluent readers.

In 2021 - 2022 there are two experienced members of the team, including the Reception YGL as well as an experienced teacher who is new to Early Years and a new acting YGL who is new to Nursery, although they are experienced in Early Years.

The Early Years team have high expectations and ambition for all children and are very inclusive of children with complex needs. All staff have been trained on the use of the Reception Baseline Assessment (RBA) and new Early Learning Goals (ELGs). They are working with cluster schools to develop expertise and growing confidence in the new assessment of pupils, especially where children are 'not on track'.

Implementation

Planning is carefully considered, the use of high quality texts that are used as a basis for pupils' learning are considered and ensure that communication and language is developed to support children. Power Maths RWi provides consistency across the key stages and develops the early learning skills required for pupils to be successful in KS1 and 2. The Write Stuff is being implemented in the spring and summer term as the focus in autumn is on PSED and behaviour for learning.

- Appropriate training and school-to-school support has been put into place to develop staff knowledge about the areas of learning they teach, e.g. RWi, Power Maths, Talk Through Stories and The Write Stuff.
- Observations of the teaching of synthetic phonics ensures that children practise their reading from books that match their phonics knowledge. The Early Reading Team are experienced EYFS and KS1 practitioners and offer support. One of the Early Reading team is part of the Early Years team.
- staff are knowledgeable about the teaching of early mathematics and one of the Early Years team was previously on the maths team.
- Staff create an environment that supports the intent of an ambitious curriculum. The resources are chosen to meet the children's needs and promote learning and are chosen by the children and trained to use them independently, e.g. expressive arts and design through building and woodwork.
- The curriculum and care practices promote and support children's emotional security and development of their character. Quality interactions enable staff to develop the independence of the children and help to resolve situations themselves.
- Staff have provided opportunities, teach and encourage the children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.
- Staff provide information for parents about their child's progress at parents' evening meetings twice a year. They provide information to parents about supporting their child's learning at home, including details about the school's method of teaching reading and how to help their children learn to read through 'How to Help my Child Succeed' parent videos.
- Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children, therefore assessments were reduced in 2019 and have been further refined in 2021 in line with the ethos of the new EYFS framework.. Pupils are reported as either 'on track' for ELG or 'not on track' throughout the year with the emphasis on the professional conversations about why they are 'not on track', next steps and interventions for these children. Practitioners have assessed pupils carefully and grouped them into four groups to see where additional support is needed, this also supports practitioners with planning as they are aware of which children are 'nearly on track' and could achieve the ELGs if targeted support and interventions are implemented.

School Self -Evaluation
Autumn 2021

	<p>For those children who are working 'significantly not on track' discussions with the SENDCo have taken place and referrals have been made to ensure support is in place for all pupils.</p> <ul style="list-style-type: none"> • Moderation of writing takes place termly; this is with cluster schools. <p>The Reception and Year 1 staff and leaders work closely to ensure there is a smooth transition into Year 1, this has been impacted due to COVID but the majority of pupils are settled into school. Parents of Nursery and Reception received welcome videos so that practitioners could be introduced to children and Y1 teachers interacted with children throughout summer 2.</p> <p>Impact</p> <p>Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing accuracy and fluency.</p> <p>Children are ready for the next stage of education, especially Year 1 in school and have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other.</p> <p>Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong. Overall behaviour is good with children demonstrating increased independence and resilience in their learning.</p> <p>Children are engaged with self-selected activities, which is then enhanced by the adult interactions.</p> <p>GLD in summer 2018 was 60% and 62% in summer 2019. Targets have been set for GLD to be inline with previous achievement; this takes into account the low on-entry data.</p> <p>Areas to develop</p> <ul style="list-style-type: none"> • To continue to encourage subject leaders to discuss how their subject is taught within the EYFS curriculum and new ELGs and add this to their provision and skill map to ensure there is progression into Year 1 and beyond. • To carry out the new Reception Baseline Assessments for Sept 2021 and the new ELG standards in EYFS.- school priority • To continue to develop practitioner knowledge of the new EYFS framework and how observational assessments form the basis of assessing children. • To continue to develop practitioner knowledge and understanding of moving children on in their learning through interactions and whilst alongside play.
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