



Beormund Primary School Self-Evaluation July 2016

SECTIONS		SUMMARY EVALUATION	
1	INTRODUCTION	<p>Beormund School caters for 35 pupils with a statement or EHCP for Social, Emotional and Mental Health Needs (SEMH). We currently have 35 pupils in 5 academic year group classes of 6 – 8 per class. Pupils have a range of complex needs including ADHD, ASD, Speech And Language Difficulties And Oppositional Defiance Disorder. 70% (25 pupils) are from the borough of Southwark with the remaining 30% (10 pupils) coming from neighbouring boroughs of Lambeth, Croydon, Lewisham, and Merton. 17% of pupils travel with parents or independently to Beormund school and 83% travel using the local authority transport services. 28% of boys come from a White British background. 44% of boys are from a Black African or Caribbean Background. 76% of pupils are eligible for Pupil Premium grant funding and . Beormund currently has 1 pupil (3%) looked after by the local authority children's services department. We currently have 3 pupils (9%) on Child in Need monitoring plans with a further 3 (9%) pupils receiving support from the Early Help Service within Southwark</p> <p>Pupils normally join Beormund at the beginning of the school year but we also have additional pupil entries mid-term and the beginning of later terms throughout the school year.. When pupils join they are usually significantly below age related expectation in their academic ability, have had serious behavioural issues in their previous primary schools including frequent exclusions. Children have also had significant issues with attendance prior to joining school. Attendance at Beormund last academic year was 89.57%</p>	
2	AREAS FOR WHOLE SCHOOL DEVELOPMENT	<p><u>OUTCOMES FOR PUPILS</u></p> <ul style="list-style-type: none"> • Personalisation • Transitions – Those joining/KS2-3 transfers <p><u>TEACHING LERNING AND ASSESSMENT</u></p> <ul style="list-style-type: none"> • Personalised Curriculum – inclusive • Assessment without levels – linked to National Curriculum and Southwark guidance • SMSC – Healthy schools and PSHCE development <p><u>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</u></p> <ul style="list-style-type: none"> • Safeguarding – development of whole school tracking systems • SEN – EHCP transfers/Annual Reviews • Therapeutic provision <p><u>LEADERSHIP AND MANAGEMENT</u></p> <ul style="list-style-type: none"> • Distributive leadership – Raising the standard of middle leaders and staff • Health and safety, Buildings, finance and HR 	
3	PROGRESS IN PREVIOUS INSPECTION KEY ISSUES.	Key Issue	Progress
		<p>The impact of teaching is not resulting in outstanding progress overall. Inconsistencies mean learning at times is not focussed precisely enough to promote outstanding progress (Ofsted 2013)</p>	<p>We have focussed on teaching and learning at staff meetings and introduced the International Primary Curriculum to give a consistency of approach. Senior leaders and outside consultant have observed and monitored teaching and learning across the school via observations and Learning Walks. Work has been carried out on developing clear and consistent targets for academic and personal development for each child. To that end:</p> <ul style="list-style-type: none"> • Teaching has improved with 100% of lessons observed being judged as good or better [Evidence - Observation file] • There is greater consistency across the school with teaching and the curriculum. Classes follow the new national curriculum for English and Maths and the IPC for science, Humanities. There is a structured SMSC programme of study delivered through the carousel on Fridays along with Arts, ICT, Sport, MFL and Gardening [Evidence –Learning walks/Observation file]



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			<ul style="list-style-type: none"> • Personalised learning has developed through the consistent use of Basics to support the learning in classes contributing to the closing of the gap in age related expectation from starting points to end of Key Stage data [Evidence – Basics books/Marking] • Peer observations have been embedded allowing teachers to work together and see good practice, share ideas and develop through CPD opportunities [Evidence – staff meetings timetable and registers] • Weekly staff meetings have focussed on a range of skills and training opportunities including consistent target setting and moderation of work, safeguarding, assessment and planning. [Evidence – staff meetings timetable and registers]
		<p>The impact of leaders at all levels is now developing well and they understand that a more systemic approach to analysing performance will focus targets and make monitoring even more effective (Ofsted 2013)</p>	<p>Assessments have been developed in line with Southwark practice and linked to behaviour. The performance data collected each term has been analysed and compared with similar schools across the country. To that end:</p> <ul style="list-style-type: none"> • Southwark training on assessment without levels has been completed and disseminated through staff meetings. Discussions have been had to establish how Beormund transitions from the previous levelling system to the new guidelines. [Evidence – Staff meeting register and timetable/student books/teacher tracking documents] • Ongoing staff meetings have been held to ensure clarity and links are made between the new assessment tools and the National Curriculum and that there is a direct link in curriculum plans to meet this. [Evidence – staff meetings timetable and registers] • Performance data across the school has been analysed and linked to behaviour data. Direct comparisons have been made with similar schools data within a 25 mile radius and across primary SEMH schools nationally. [Evidence – Data Information handout/Ofsted dashboard/pupil work]
4	<p>OUTCOMES FOR PUPILS</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Standards continue to rise shown by having best attainment data in comparisons to local and national schools of a similar setting • Since 2012 an average of 90% making expected progress or better in Reading by the end of KS2. 80% of pupils receiving PPG funding gain Level 4 or higher with an average of 67.5% across the whole school. • Since the 2012 an average of 76.5% making expected progress or better in Writing by the end of KS2. 47% of pupils receiving PPG funding gain Level 	<p>Areas for Development</p> <ul style="list-style-type: none"> • Ongoing embedding of personalisation through further development of Basics in addition to wider teaching and learning strategies • Embedding of creative curriculum that incorporates a range of curriculum themes, ideas and opportunities (International Primary Curriculum, Enrichment and Carousel) • All pupils to make expected levels of progress from starting points and aspirations for pupils to achieve in line with national expectations or better

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		<p>4 or higher with an average of 37% across the whole school.</p> <ul style="list-style-type: none"> • 2012 an average of 76.5% making expected progress or better in Maths by the end of KS2. 70% of pupils receiving PPG funding gain Level 4 or higher with an average of 62.5% across the whole school. • Personalised learning is a focus – currently targeted through basics and core subjects • Pupils have clear targets set in line with expectations and are shared and reviewed closely with families each term. • Development of the whole child and assessments made against the readiness for return tool • All children have opportunities to access therapeutic support across a range of options including reflexology, art and play therapy, music therapy and Speech Bubbles <p>[EVIDENCE – school data pack/Pupil Personalised learning plans/Readiness for reintegration paperwork/therapy timetable and reports]</p>	
5	<p>TEACHING, LEARNING AND ASSESSMENT</p>	<p style="text-align: center;">Strengths</p> <ul style="list-style-type: none"> • High expectations for teaching set against standards nationally. • Effective target setting for staff through performance management targets and for pupils through personalised attainment targets in line with PLP's (Personalised Learning Plans) • Enriched curriculum that utilises the teachers sound subject knowledge which is carefully mapped and prepared to meet the needs of the learners and allow progress and attainment in line with national age related expectations • Enrichment and carousel Friday elements of the weekly timetable to compliment and provide a diverse range of learning opportunities that meets the learning styles of the children • Accurate assessment systems in line with the local authorities guidance on assessment without levels and transition from old levels <p>[EVIDENCE – school data pack/Pupil Personalised learning plans/teaching and learning observations/timetables /behaviour data]</p>	<p style="text-align: center;">Areas for Development</p> <ul style="list-style-type: none"> • New server for ICT system and a review of the ICT resources to allow more up to date programmes and tools to be accessed by staff and pupils to improve the quality of teaching and learning • All teaching is good or better and where teaching is not, support is provided to bring this into line efficiently. • Review all teaching and learning policies to ensure clarity and consistency is achieved thus improving the quality of the learning within school • Continue to develop reading and writing to enable all children to access learning across the curriculum • Transition from old levels to new LA system which is to be in place and embedded by summer 2016

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6	PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE	<p>Strengths</p> <ul style="list-style-type: none"> • Excellent safeguarding procedures – Successful Local Authority Safeguarding Audit July 2015 • Views of pupils taken into account via school council/assemblies/PSHCE. School council used to drive decisions and promote the student voice as well as assisting in recruitment of staff. • Rigorous recruitment protocol and procedures to find high quality staff to increase the effectiveness of the school • Outstanding HR audit September 2014 demonstrating rigorous and robust systems that support recruitment and safeguarding. • Risk assessments in place for activities in and out of school and senior staff registered on the Educational Visits Co-Ordinators register • Improved the health and well-being of all our pupils and staff by installing a new purpose built kitchen and having the meals cooked on site with our own cook and kitchen assistant. • Liaison with Harrisons catering about the menus and special meals for international days etc. • Use of stakeholder voices on their opinions about the food and menu suggestions • Provision of support and training in school and across local area for physical intervention and pupils behaviour management. <p>[EVIDENCE – school council minutes and actions/HR audit feedback/ Safeguarding Audit feedback/School visits file/evolve reports (School trips + Journeys)/Team-teach registrations/consultation paperwork for catering contract]</p>	<p>Areas for Development</p> <ul style="list-style-type: none"> • Regular analysis of behaviour data from thinking time, LSR interventions and serious incidents forms interrogating the connections with learning and progress ultimately reducing behaviour incidents across the year. • Clear and concise Safeguarding database and emotional monitoring system that allows staff to be clearly informed of concerns and actions taken to follow up points raised • Review behaviour policy to take into account data on behaviour and new ideas and techniques to be more proactive in approaches. • Review safeguarding policy to bring it into line with current practices and incorporate new initiative including FGM and radicalisation
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7	LEADERSHIP/MANAGEMENT	<p>Strengths</p> <ul style="list-style-type: none"> • Knowledgeable, committed and stable SLT – New Deputy Head teacher appointed in June 2015 and the Assistant Head teacher has returned from maternity leave in June 2015 • Hierarchy of leadership with effective line management and accountability which includes responsibility areas for all staff providing a shared vision on the direction of the school. • Embedded Performance management system that shows progression of staff through CPD that directly impacts on 	<p>Areas for Development</p> <ul style="list-style-type: none"> • Clear and robust lines of communication and systems for logging exchanges within school and with parents • Priority on wellbeing of all stakeholders and stronger links to wider support networks where appropriate. • Ongoing partnership development between Beormund and wider stakeholders including Parent partnerships, local authority contact as well as primary and secondary transition networks • Support systems for parents/carers through regular meetings highlighting available services
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		<p>the development and performance of the school.</p> <ul style="list-style-type: none"> • Positive parent/carer relationships reflected through the Parent View responses – 86% agree their child likes school; 95.5% agree their child is making good progress; 95.5% agree that teaching is good. • High expectations of all staff within the school and an understanding of the needs of the children and families and what the best approaches are for individuals, groups and the school as a whole. • High Quality INSET and CPD programme offered to all staff in line with performance management targets • Supportive and knowledgeable Governing Body who play an active role in all aspects of the school's life <p>[EVIDENCE – HR and Recruitment paperwork/Performance management information/leadership structure and responsibility chart/staff training log/parent view/student view data]</p>	<ul style="list-style-type: none"> • Develop Beyond Beormund and design website.
8	OVERALL EFFECTIVENESS	<p>Pupils enjoy attending Beormund and many make highly effective progress during their time at the school. There are close working relationships between home and school. Excellent teamwork is in evidence amongst all staff who have developed positive, productive and appropriate relationships with the pupils. The children are taught in a safe, stimulating and calm atmosphere.</p> <p>There are high expectations for all stakeholders. The creative curriculum inclusive of the IPC and SMSC are integrated into the whole curriculum which in itself is enriched through visits, partnership working and a variety of other extracurricular activities. There is a relentless focus on improvement, the meeting of individual needs through personalisation, target setting and a sound platform is created on which productive, positive and fulfilling futures can be built.</p>	