



SELF-EVALUATION SUMMARY REPORT

Date of this report: February 2018

SECTION 1: CONTEXT

- The school has expanded in recent years and is slightly larger than the average-sized primary school; there are currently three Year 2 classes, three Year 1 classes and two Reception classes. Children attend the Nursery on a part-time basis, currently mornings only.
- The proportion of disadvantaged pupils is much higher than that found nationally; the school deprivation indicator of 0.4 puts it in the top 20% of schools nationally.
- The school has a wide range of ethnic groups, the largest group, at 57%, is White British.
- The Ofsted inspection report in November 2016 judged the school to require improvement; the monitoring visit by HMI in July 2017 found that senior leaders and governors were taking effective action to tackle the areas requiring improvement.
- There has been a big turnover of staff and governors since the last Ofsted inspection.

SECTION 2: PROGRESS IN PREVIOUS INSPECTION KEY ISSUES

Extent to which areas for development identified in last Ofsted Inspection have been addressed

Considerable work has been done to address the issues identified in the Ofsted inspection of November 2016:

1. Improve the quality of teaching so that it is consistently good in all classes

- A planned programme of frequent and rigorous monitoring, of teaching, planning and pupils' work, by senior leaders, with immediate feedback and subsequent follow-up observations has positively impacted on the quality and consistency of teaching (*see Monitoring Plan 2017-18*)
- The support and training brokered by BEP (Birmingham Education Partnership), plus an in-school programme of support for planning, curriculum development and timetabling, including implementation of a new phonics scheme, has helped to develop teachers' subject knowledge and aspects of good practice (*CPD log*)
- Training in using the whole school pupil tracking system (SPTO) has enabled teachers and leaders to effectively and accurately monitor and analyse pupil progress, identify issues and plan next steps accordingly (*Pupil Progress meetings, SPTO data analysis*)

Evaluation: we are on track to achieve the Spring term 2018 target of 100% of teaching to be at least good

Further action: continue with external package of support (*see SDP 2017-18 for further details*)

2. Improve leadership and management, including school improvement planning, monitoring and evaluation and the roles of governors

- Comprehensive monitoring programme implemented, which is having a positive impact on standards of teaching and learning (*see Monitoring Plan 2017-18, 2017 pupil outcomes in ASP, and current pupil data SPTO*)
- External Review of Governance (February 2017) has provided the Governing Board with a clear plan of action; this plan, together with changes in membership of the GB, is helping to strengthen governance (*see ERG Review & Action Plan*)
- Leaders have made effective use of the external support provided through BEP to develop school improvement planning and self-evaluation (*see Priority Partner reports*)

The HMI monitoring visit (July 2017) highlighted further action for leadership and management to:

Increase the effectiveness of governance

- The Progress Report (November 2017) on the External Review of Governance acknowledged that clear in-roads are being made into addressing the action points identified by the Review (*see Progress Report, 3-11-2017*)

Stabilise staffing

- Following significant staff turnover in 2016-17, the appointment of three new teachers, including an EYFS leader, in September 2017, has led to a more stable staff

Ensure greater clarity in school improvement planning and self-evaluation

- Revised format for school self-evaluation has been drawn up, which provides a clear picture of leaders' understanding of the strengths and areas for development (*Self-Evaluation Summary Report, February 2018*)
- Improvements made to the format of the School Development Plan to incorporate all other plans and programmes into one document (*see SDP 2017-18*)

Evaluation: with the implementation of these actions, we are confident the issues are being effectively addressed, although we acknowledge further evidence of impact will be necessary before we can judge ourselves to be good.

Further action: continue to develop format of self-evaluation summary and SDP, continue to work through the recommendations in the External Review of Governance.

3. Improve early years provision

- The appointment of an experienced EYFS leader, together with participation in the SSLA Early Years Network, including standardising moderation judgements has positively impacted on the quality of provision in the Early Years.

Evaluation: provision in the EYFS is good, we are on track to significantly increase the number of children achieving a GLD to the target of 65% in 2018.

Further action: continue to develop EYFS provision with actions detailed in SDP 2017-18.

SECTION 3: EFFECTIVENESS OF LEADERSHIP & MANAGEMENT

How well leaders demonstrate ambition, vision, have high expectations, improve teaching & learning, develop staff, sustain improvement, accurate self-evaluation, appropriate curriculum, parental engagement, safeguarding

Leaders are highly focused and uncompromising in their drive to address the areas for improvement in the school; the impact of the actions that have been taken is already evident in improved outcomes and progress for pupils. We acknowledge further evidence of impact will be necessary before we can judge ourselves to be good.

- We place a high emphasis on ensuring that pupils' well-being and safety is at the heart of our work; this results in a caring, nurturing environment in which all pupils are valued and supported. Relationships are positive and parents are very supportive of what we do.
- Our curriculum has been designed to engage and inspire our pupils, widen their experiences and raise their aspirations of what they can achieve in life.
- The school has excellent safeguarding procedures, risk assessment systems and pupil routines which are regularly evaluated for effectiveness. There is a good awareness of safeguarding issues among staff at all levels, all of whom receive regular training and updates on safeguarding, particularly Child Protection. Recent training has included issues such as Female Genital Mutilation, e-safety, radicalisation and extremism. Governors too have received training on their role regarding safeguarding.
- The School Development Plan is now effectively focused on improving areas identified for development. The plan is regularly monitored and impact of actions evaluated; it is a standing item on the agenda of every Governing Board meeting. The revised format for school self-evaluation has been drawn up, which provides a clearer picture of our understanding of the strengths and areas for development.
- We have put into place a comprehensive monitoring and evaluation programme: teachers' planning, lesson observations, work scrutiny and pupil progress discussions are planned over each half term and feed into school development priorities.
- Challenging pupil targets are routinely monitored by senior leaders to ensure standards are sustained and built on; robust pupil progress meetings every half term ensure any under-achievement is quickly tackled.
- We are vigilant in supporting disadvantaged pupils and their families, and use Pupil Premium funding to help reduce barriers to learning, making sure that every pupil has an equal chance to succeed, whatever their ability or background; additional staff provide small group and one-to-one support.
- Performance Management of all staff is linked to our SDP priorities and supports school improvement; teachers' objectives are based on improving outcomes for pupils.
- Following an external review of Governance, plus changes to membership and leadership of the GB, governors are now developing their effectiveness. They have a clear action plan in place to implement the recommendations of the review and a determination to provide the effective support and challenge required.

AREAS FOR FURTHER DEVELOPMENT: continue to develop focused school development planning and self-evaluation skills; continue to develop governors' skills of analysing school performance in order to provide support and challenge (see SDP 2017-18 and GB Action Plan)

Evidence: Ofsted inspection reports 2016 & 2017; SDP 2017-18; Monitoring & Evaluation file; Parents' Questionnaire responses; Pupil progress data; Single Central Record; Safeguarding File; GB minutes.

SECTION 4: QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Expectations, engagement, motivation, challenge, assessment and next steps in learning, marking and feedback

The quality of teaching, learning and assessment is improving; targeted support has seen the percentage of good and outstanding teaching increasing, the target for Spring term 2018 is to have all teaching at least good.

- Autumn term, September 2017: 75% of teaching was at least good, 33% outstanding
 - Year 1 teacher identified as underperforming (teacher provided by Greet TSA)
 - Year 1 team supported in planning; further observations and book scrutinies followed, resulting in a resignation from an under-performing teacher. HT covered class until appropriate teacher secured

- Spring term, January 2018: 89% of teaching is good or better
 - NQT identified as needing further support, provided through team teaching and coaching by mentor
 - TSA schools are supporting Year 1 in Maths and English
 - All Year 1 teachers have received Pie Corbett training
- The robust programme of frequent and rigorous monitoring, of teaching, planning and pupils' work, by senior leaders, with immediate feedback and subsequent follow-up observations has positively impacted on the quality and consistency of teaching.
- The support and training brokered by BEP (Birmingham Education Partnership), plus an in-school programme of support for planning, curriculum development and timetabling, including implementation of a new phonics scheme, has helped to develop teachers' subject knowledge and aspects of good practice. Training in using the whole school pupil tracking system (SPTO) has enabled teachers and leaders to effectively and accurately monitor and analyse pupil progress, identify issues and plan next steps accordingly.
- Teachers' planning now incorporates effective provision for more able pupils; challenging targets are regularly monitored. Other provision for MAP includes homework and extra-curricular activities.

AREAS FOR FURTHER DEVELOPMENT: Continue to share and develop practice in teaching throughout the school through planned CPD programme and external programme of support; develop network groups and moderation meetings through SSLA schools; robust monitoring of teaching, learning and pupil progress carried out through regular Pupil Progress meetings and implementing the Monitoring Plan (*see SDP 2017-18; Monitoring Plan 2017-18*)

Evidence: monitoring reports, CPD log, BEP monitoring reports, lesson observations, pupil progress meeting reports.

SECTION 5: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Including conduct in lessons and around school, attendance and punctuality, attitudes to others, how well protected from bullying, how well spiritual, moral, social and cultural development is promoted

Personal development, behaviour and welfare are good, and a strength of the school.

- The well-being of our pupils is at the heart of our work; our nurturing and caring culture creates a calm and secure learning environment which ensures our children feel safe and valued. Positive relationships and attitudes are evident throughout the school; pupils show consideration and respect for others.
- Our caring culture is reflected in the consistently high standards of behaviour pupils demonstrate in the classroom, playground and at lunchtime.
- Through our curriculum and ethos we continually promote the fundamental British values of respect and tolerance; staff act consistently as excellent role models. In 2016 we started working towards becoming a Rights Respecting School and are putting children's human rights into our curriculum, ethos and culture; we have gained the Unicef RRSA's Recognition of Commitment and are now working towards Level 1.
- Our School Council, made up of elected members from all KS1 classes, provides pupils with a vehicle for expressing their views and opinions, the opportunity to take responsibility and make a contribution to our school, as well as introducing children to the idea of democracy.
- The high focus we place on ensuring pupils attend regularly and on time, and the robust and effective systems put into place to monitor attendance, has led to improvements; data for 2016-2017 is now only just below the national average. Our welfare and pastoral lead works closely with parents to reduce unnecessary absences.
- Because of the quality of our provision and curriculum, children are well-prepared for the next stage of their education. We successfully promote fundamental British Values and the spiritual, moral, social and cultural development of all our children, both through our ethos and also through planned opportunities and experiences in the school curriculum. Children work and play together harmoniously in a supportive atmosphere of tolerance, consideration and respect.

AREAS FOR FURTHER DEVELOPMENT: continue to work with families to promote the benefits of good attendance and reduce rates of absence ; *continue to work towards achieving Level 1 of the RRSA.*

Evidence: Ofsted inspection report 2016; lesson observations; attendance analysis file; School Council records; R.E. & Collective Worship Report 2016 [Local Authority Inspection]; observations of children's behaviour in and around school, e.g. in lesson observations, responses in collective worship; children's work; planning and assessment files, playground observations; Racist Incidents log, RRSA evidence file.

SECTION 6: OUTCOMES

Attainment, progress and the quality of learning for individuals, different groups (Disadvantaged, SEND, EAL).

Outcomes at the end of Key Stage 1 in 2017 have improved considerably from 2016, especially for the more able pupils working at greater depth; compared with national figures, standards are above in Writing and Science, in line in Reading and just below in Mathematics. Challenging targets* set for 2018 are set to build further on these outcomes, and if achieved we will be able to judge our outcomes as good. Progress from EYFS to the end of Year 2 has also shown an increase from the previous year, and is better than the progress seen nationally.

- The number of children achieving the expected standard in the **phonic** screening at the end of Year 1 has been below the national for the past three years, although the gap is decreasing:

Year 1 Phonics Screening Check:

% of Year 1 pupils meeting expected standard	Bellfield 2015	National 2015	Bellfield 2016	National 2016	Bellfield 2017	National 2017
	67%	77%	73%	81%	75%	81%

- At the end of Key Stage 1 **standards of attainment** in Reading, Writing and Mathematics have risen since 2016, with a considerable improvement in the proportion of pupils achieving at greater depth in all subjects.

End of Key Stage 1:

	Bellfield 2016 % reaching expected level	Bellfield 2016 % working at greater depth	National 2016 % reaching expected level	National 2016 % working at greater depth	Bellfield 2017 % reaching expected level	Bellfield 2017 % working at greater depth	National 2017 % reaching expected level	National 2017 % working at greater depth	Difference +/- Percentage points EXP/GD
READING	60%	2%	74%	24%	75%	25%	76%	25%	-1/0
WRITING	57%	2%	65%	13%	77%	22%	68%	16%	+9/+6
MATHS	60%	7%	73%	18%	72%	25%	75%	21%	-3/+4
SCIENCE	92%		82%		98%		83%		+15

- Disadvantaged** pupils' outcomes are higher than the previous year in all subjects, particularly for the more able disadvantaged pupils who have gone on to achieve greater depth. Disadvantaged pupils achieve best in Reading, both at the expected standard and at greater depth. Maths continues to be the poorest subject for disadvantaged pupils – only 52% reached the expected standard, 20 percentage points down on all Bellfield pupils and 23 percentage points below all nationally.

Comparing outcomes of disadvantaged pupils:

	Reaching expected+ level			Working at greater depth		
	Bellfield	National - all	National - other	Bellfield	National - all	National - other
READING 2017	65% (Bellfield all 75%)	76%	79%	13% (Bellfield all 25%)	25%	28%
2016	54% (Bellfield all 60%)	74%	77%	0% (Bellfield all 2%)	24%	26%
WRITING 2017	61% (Bellfield all 77%)	68%	72%	9% (Bellfield all 22%)	16%	18%
2016	54% (Bellfield all 57%)	65%	68%	0% (Bellfield all 2%)	13%	15%
MATHS 2017	52% (Bellfield all 72%)	75%	79%	9% (Bellfield all 25%)	21%	23%
2016	50% (Bellfield all 60%)	73%	75%	4% (Bellfield all 7%)	18%	19%

- Progress** from starting points is generally good, comparing favourably to the progress seen nationally.

Progress from EYFS to KS1 2017:

READING						
	Emerging - expected	Emerging – greater depth	Expected - expected	Expected – greater depth	Exceeding - expected	Exceeding – greater depth
Bellfield 2017	45%	0%	89%	37%	100%	100%
National 2017	34%	1%	87%	20%	99%	70%

'Emerging' pupils: in 2017 we increased the numbers of emerging pupils achieving the expected level, numbers are also above national figures.
 'Expected' pupils: increase in no. of expected pupils reaching expected level, and no. achieving greater depth – both above national.
 'Exceeding' pupils: in 2017 we greatly increased the no. of exceeding pupils achieving greater depth, bringing it to well above national figures.

WRITING						
	Emerging - expected	Emerging – greater depth	Expected - expected	Expected – greater depth	Exceeding - expected	Exceeding – greater depth
Bellfield 2017	50%	5%	92%	33%	100%	0%
National 2017	24%	1%	78%	10%	98%	50%

'Emerging' pupils: in 2017 we increased the numbers of emerging pupils achieving the expected level, bringing it above the national figures.
 'Expected' pupils: big increase in numbers going from expected to expected, and in expected to greater depth – both above national.
 'Exceeding' pupils: in 2017 no exceeding pupils achieved greater depth – well below the national figure of 50%.

MATHS						
	Emerging - expected	Emerging – greater depth	Expected - expected	Expected – greater depth	Exceeding - expected	Exceeding – greater depth
Bellfield 2017	35%	0%	89%	35%	100%	100%
National 2017	36%	9%	85%	16%	99%	56%

'Emerging' pupils: fewer emerging pupils reach expected level than nationally, although the gap has decreased from 2016. No greater depth.
 'Expected' pupils: increase in numbers going from expected to expected, and in expected to greater depth – both above national.
 'Exceeding' pupils: in 2017 we greatly increased the no. of exceeding pupils achieving greater depth, bringing it from below to above national.

- The outcomes of pupils with SEND are lower than those found nationally; none of the pupils identified with SEN achieved the expected standard at the end of KS1 in 2017. The complex nature of the needs, including cognitive and global delay, account for this level of attainment. A provision map is in place for each identified child, reviewed on a half termly basis.
- *Targets for 2018:**

Targets for Year 2 (end of Key Stage 1): 2018				
	% reaching expected level+	<i>National 2017 Expected+</i>	% achieving Greater Depth	<i>National 2017 Greater Depth</i>
Reading	75%	76%	20%	25%
Writing	70%	68%	15%	16%
Maths	75%	75%	20%	21%

Targets for Year 1: 2018		
	% reaching expected level+	% achieving Greater Depth
Reading	75%	15%
Writing	70%	15%
Maths	71%	11%
Phonic screening:	81%	<i>(National 2017: 81%)</i>

Targets for Reception: 2018		
	% reaching expected level+	% achieving Greater Depth
Reading	70%	21%
Writing	65%	11%
Maths	68%	11%
Good Level of Development:	65%	<i>(National 2017: 71%)</i>

AREAS FOR FURTHER DEVELOPMENT: Continue to monitor standards and progress towards targets through regular Pupil Progress meetings and implementing the Monitoring Plan.

Evidence: SPTO tracking data, ASP data analysis.

SECTION 7: EARLY YEARS FOUNDATION STAGE

Attainment, progress and the quality of provision

Changes to staffing and leadership of the EYFS is already showing an impact on the quality of our provision; there is a target of 65% achieving a Good Level of Development in 2018 and if this is achieved then we can confidently judge our EYFS to be good.

- A substantial proportion of children enter Nursery working at levels below that expected for their age; from this low starting point, children make good progress. Standards and numbers achieving a Good Level of Development at the end of the EYFS showed a substantial increase in 2017, although they are still below the national. A target of 65% GLD has been set for 2018.

Early Years Foundation Stage Profile:

	Bellfield 2016	National 2016		Bellfield 2017	National 2017
	% expected or exceeding	% expected or exceeding		% expected or exceeding	% expected or exceeding
Communication and Language	51%	82%		76%	82%
Physical Development	73%	87%		82%	87%
Personal, Social & Emotional Devel	59%	85%		74%	85%
Reading	47%	77%		62%	77%
Writing	38%	73%		51%	73%
Mathematics	49%	77%		63%	78%
Average total points for cohort	27	34.5		30.8	34.5
Good level of development GLD	36%	69%		55%	71%

- Following a review of the planning, a good balance of child initiated learning and direct teaching is now evident; Read, Write, Inc has been introduced into Reception and Nursery.
- Regular observations and learning walks monitor the standard of provision
- External support has impacted on the quality of provision: Early Years network with SSLA schools, support from external Early Years advisor in improving provision for language development (ECERS) and completing second year of URLEY research project.

AREAS FOR FURTHER DEVELOPMENT: continue to develop planning to provide an adequate level of challenge, continue to carefully track progress towards targets, further develop indoor and outdoor environments.

Evidence: monitoring reports, ASP data analysis, SPTO assessment data