



# Self-Evaluation Summary

## Context

	NOR	Outside Catchment	Male	Female	Pupil Premium	FSM (Ever 6)	EAL
<b>Number</b>	381	120	197	184	120	80	31
<b>%</b>		31.5	51.7	48.3	31.5	21.0	8.1

	SEND Support	EHCP	LAC	POST LAC	Service Children
<b>Number</b>	90	8	0	8	32
<b>%</b>	23.6	2.1	0	2.1	8.4

- BCPS has an increasing roll and the re-establishment of the nearby barracks and house-building has resulted in year group combinations varying annually. 2021/22 was the first year the school has been two form entry. We increased from 265 pupils (2017) to 380 presently. By 2023, numbers are set to increase to 420.
- After a period of transition and instability in the senior leadership team, a new Co-Headteacher was recruited in September. This Co-Head will begin working 4 days per week from September. The long serving co-head (of 10 years) left the school at the end of the spring term. During the summer term, an experienced Head will join the leadership team temporarily, as Co-Head.

## The last Ofsted (2017) set the following priorities:

- Leaders and those responsible for governance should ensure that they review and plan curriculum provision to ensure that boys are provided with interesting and relevant experiences that fully engage them in their writing tasks, so that they always achieve the best they can.
- The most able pupils have a range of creative opportunities to write for a variety of purposes so that they make the progress of which they are capable.

# Quality of Education (Requires Improvement)

The SLT recognises that the quality of the education currently provided at BCPS require a substantial development for it to be considered good. Our internal monitoring shows that teaching does not consistently ensure good enough progress for all groups of learners and progress towards the previous Ofsted targets has not been rapid enough. We are aspirational in what we are setting out to achieve, starting with a re-assessment of our current school vision, values and ethos, which we deem to know longer represent the needs of the community we serve. We aspire to create a community of passionate learners (pupils and staff), who are reflective and excited by challenge and new opportunities.

## Curriculum Intent

We are in the process of re-designing our curriculum, with the primary purpose of enabling all of our pupils, regardless of any perceived or potential barrier, to thrive throughout their school careers and in their futures. Through vibrant, engaging and challenging learning opportunities, we wish for children to gain knowledge and skills at pace which will support them across all areas of the curriculum. By the end of this academic year, reading will be fully at the heart of the curriculum in order enable all of pupils to develop the skills they need to access the full curriculum.

## Curriculum Implementation

During the Autumn term, we established our 'Principles of Excellent Teaching, the pedagogical approach we expect to underpin all lessons. These strategies underpin the highest quality of education for all of our pupil groups. Teachers and leaders also worked together to design an aspirational and defined approach to the teaching of maths, writing. Each of these approaches are routed in those strategies which are proven to have the biggest impact on pupil learning and progress.

## Curriculum Impact

### Key stage 2

This is revised data for 2018/19.

### Progress in reading, writing and maths

#### Reading

Number of pupils = 53

Pupils with adjusted scores = 0

**Average 0.72**

Confidence interval  
-0.9 to 2.4

#### Writing

Number of pupils = 53

Pupils with adjusted scores = 1

**Average -0.67**

Confidence interval  
-2.2 to 0.9

#### Maths

Number of pupils = 53

Pupils with adjusted scores = 0

**Average 0.37**

Confidence interval  
-1.1 to 1.8

### Reading, writing and maths combined

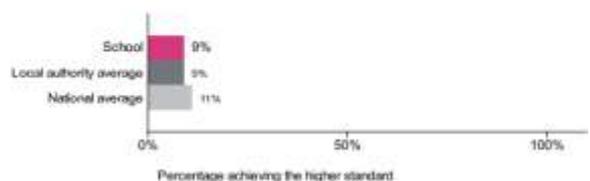
#### Percentage of pupils achieving the expected standard or higher

Number of pupils = 54



#### Percentage of pupils achieving the higher standard

Number of pupils = 54



Our aim is to create a professional culture which inspires a passion for learning and improvement amongst all of our staff and pupils therefore we need to...

## **1. Ensure all teaching staff teach according to our Principles of Excellent teaching and approaches for maths and writing**

### **Action we are taking:**

- Develop our 'Principles of Excellent Teaching (PET)
- Create a CPD offer centred around our PET
- Monitor teaching, with a focus on the above PET
- Develop a consistent, well-researched approach to teaching maths and English
- Engage staff in a range of development and training centred around the above
- Develop a high quality development curriculum for middle leaders
- Write a teaching and learning policy

## **2. Create a consistent pedagogical approach for reading, which is routed in the science of learning**

### **Action we are taking:**

- Feb 2022- Appointed a reading lead to guide the school through this significant development in pedagogical approach
- Reading lead to explore best practice outside of our school (through visits to other schools and by engaging in reading materials and research)
- Create a CPD offer centred around our new reading approach

## **3. Embed our chosen SSP**

### **Action we are taking:**

- ELS decided upon as new SSP
- Training for teachers and TAs in the summer term

## **3. Develop effective monitoring and performance management systems for teachers, initially**

### **Action we are taking:**

- Exploring best practice examples for both monitoring cycles and performance managements approach



## Behaviour and Attitudes (Good)

Our approach to behaviour is holistic. The needs of the children are at the centre of every decision. It is our belief that every child is entitled to reasonable adjustments, regardless of any behaviour, SEND, pastoral or well-being need. The aim is that our pupils develop skills which support them through their schooling and adult life thus enabling to make a positive and sustainable contribution to society.

We have a whole-school approach to positive behaviour. Following the Cambridgeshire Step-On therapeutic approach to behaviours which are considered difficult and dangerous. We use a balance between teaching pro-social behaviours and following logical consequences in order for children to learn from every conflict and or difficulty. We continually train our staff to understand the links between pastoral needs, trauma, background, special education needs and the role they have to play in behaviour.

The impact of using the Step On therapeutic approach has meant we have been able to analyse the underlying causes for a child's behaviour and it has enabled us to take multiple steps to make reasonable adjustments within school and also to work closely with external agencies to support the family and teaching staff as a whole.

Behaviour	2018-2019	2019-2021	2020-2021	2021-2022
Bullying	3	2	2	0
Prejudice incidents	4	5	7	4
esafety incidents	1	0	3	1
Fixed term Exclusions	4	2	1	3
Permanent Exclusions	0	0	0	1

[Our aim is to provide a school where all children, regardless of barriers, are supported in accessing the very best education and enrichment opportunities, therefore we need to ...](#)

**1. Develop the self-awareness and reflection skills of our staff and pupils in order for us to become a community of learners.**

**Action we are taking:**

- Create a robust and challenging personal development program for all pupils and staff through staff training, assemblies and the use of reflection journals
- Develop the leadership skills, knowledge and capital of the PSHRE lead

## Personal Development (Good)

Our curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development of their spiritual, moral, social and cultural development. We are currently developing learning behaviours across the school so that all children actively engage in their learning and demonstrates high levels of resilience when faced with set-backs and challenges. Our aim is that we provide children with a range of tools and strategies which enable all of our pupils to thrive when faced with learning challenges and take pride in their achievement and progress.

Physical Education has a high priority in our school: our pupils are physically active for 90 minutes, per week. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships. We provide a wide range of opportunities to nurture, develop and stretch pupils' talents and interests, which our pupils make good use of. We prepare pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect. We promote equality of opportunity and diversity effectively.

Our pupils engage with views, beliefs and opinions that are different from their own in considered ways. We provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Our pupils know how to discuss and debate issues and ideas in a considered way.

**Our aim is to develop our pupils' resilience, collaboration and self-awareness skills so that they leave our school ready to thrive beyond primary school and especially in the face of adversity, therefore we need to:**

### **1. Develop the self-awareness and meta-cognitive skills of our staff and pupils**

#### **Action we are taking**

- Create a robust and challenging development program for all pupils and staff through staff training, assemblies and the use of reflection journals
- Develop the leadership skills, knowledge and capital of the PSHRE lead

### **2. Create further enrichment opportunities and improve pastoral support for our children**

#### **Action we are taking:**

- Create further group room spaces around the building to ensure that designated spaces for enrichment activities (such as specialist music or cooking provision) are used specially for that purpose
- Increase the enrichment provision for targeted groups of children (e.g. our most vulnerable to engage in cooking activities in order to develop their language and communication skills)
- Incorporate the appointment of Family liaison workers into the budget for 2022-23

### **3. Enhance the teaching for diversity and inclusion**

#### **Action we are taking:**

- Ensuring diversity in the resources we use (ordering new books for the library and to support the curriculum)
- Booking visitors and enrichment opportunities which are presentative of modern Britain (e.g. the Steel pan band for history day, The Windrush Generation as a focus for history day).

## Leadership and Management (Good)

Ultimately, our school leaders are deeply passionate about enabling all of our children, irrespective of possible barriers, to achieve beyond any expectation they or others may have of them in all areas of the curriculum, socially and emotionally.

The senior leadership team recognise that since the start of the pandemic the school has prioritised operational management over strategic leadership; our school became increasingly inward facing. Whilst this ensured that pupils and staff were kept safe and were well supported in dealing with the impact of the pandemic, it has meant that not enough progress has been made in guaranteeing the highest quality of teaching and learning and in ensuring leaders and staff remained self-critical in order to move the school on.

In order to bring about essential development work, we recognise that we need to begin by establishing an agreed, clear and ambitious core purpose and vision. Ensuring our vision is meaningful and relevant to the community we serve and is shared and understood by pupils, parents/carers, staff and governors is a significant priority. Staff, parents, and governors have all reported feeling unclear about our school aims. A significant amount of work is underway in this area and further work is planned throughout the spring and summer term, including close liaison with private education consultant, selected specifically for his expertise in this area.

The Governing body are made up of individuals with a valuable mix of expertise including finance, education, business and public service. Governors regularly hold senior leaders to account through the active and integral roles they play in governor committees.

There is a strong culture of wellbeing across the school. We have a designated safeguarding lead and we have just conducted our most recent wellbeing survey in order to plan our next steps.

There is a robust safeguarding culture across the school. All members of staff work together to ensure that they identify pupils who may need help. We further enhanced our safeguarding measures in September by introducing CPOMS.

Work to further develop middle leaders across the school is of high importance and is underway. We are working with our School Improvement Officer, other local and national schools, governors, and a private education consultant to support with this. Throughout spring term 2, an aspirational programme is being written to develop middle leadership across the whole school. This programme will comprise, internal and external training programmes, shadowing effective leaders within school, visits to other schools with best practice.

CPD is intrinsically aligned with the School Development Plan. The Co-Headteachers and Inclusion lead have the NPQH and the assistant headteacher will be starting the same programme this year. We now need to seek more opportunities to develop our outward facing approach to staff and school-wide development.

Rigorous financial management underpins school improvement and ensure solvency and probity.

**Our aim is to develop the leadership capacity across the whole school, therefore we need to:**

**1. Create a strong professional school culture, rooted in high aspirations for pupils and staff, starting with our SLT**

**Action we are taking:**

- Leaders engaging in weekly professional learning and reflection (through SLT meetings, training and reading)
- Starting in May 2022, the SLT to engage in a series of visits to other schools, demonstrating excellence in specific areas
- SLT meetings to focus on the strategic development of the school
- Post Vision and Values day - Leaders to act as role models in this area by embodying our new values and vision

**2. Develop and empower middle leaders to monitor and drive their subjects effectively**

**Action we are taking:**

- Create then implement a specific and aspirational development programme for middle leaders, supporting skills such as vision development, monitoring, coaching.

**3. Increase both accountability and autonomy amongst all teachers.**

**Action we are taking:**

- Develop rigorous staff appraisal plans (underpinned by the SDP) which drive school development and remains focussed on outcomes for pupils.

**4. Ensure staff workload and wellbeing is considered, to enable all to perform at their best**

**Action we are taking:**

- From January 2022, all teachers offered a wellbeing day, to be taken on a date of their choice
- During spring 2022, staff surveyed to establish a picture of wellbeing and related priorities across the school
- Well-being remains a focus in governor meetings
- We have appointed a well-being champion
- By end of spring 2022, all staff to have had a 1:1 with new co-head. These meetings have already highlighted the negative impact marking is having on teacher wellbeing.
- Across spring and summer 2022, teachers surveyed to establish how we can reduce teacher marking requirements
- New marking feedback policy to be finalised by end of summer 2022
- Policies and job descriptions being re-written to ensure there is no duplication of roles or tasks

## Quality of Education in the EYFS (Good)

Our leaders construct a curriculum that is ambitious and designed to give all children the skills they need to succeed. Our curriculum builds on the skills that the children have when they begin with us. There's a sharp focus on ensuring that our children acquire a wide vocabulary, communicate effectively, and secure a knowledge of phonics for future learning. Our school's approach to teaching early reading and synthetic phonics is systematic and aims for all children to learn to read words and simple sentences accurately by the end of reception. To this aim, our staff ensure that children practise their reading from books which match their phonics knowledge. We have the same academic ambitions for all children; adapted and tailored for individual need.

Our staff are knowledgeable about the teaching of early mathematics. We ensure that children have sufficient practice to be confident in using and understanding numbers – using the maths mastery approach. Over the EYFS, teaching is designed to bolt new larger concepts onto identified areas of learning. This is checked well by staff and leaders. Children benefit from a large zoned and well-resourced outside area; providing for diverse learning styles. We promote and support children's emotional security and development of their character. Our staff provide information for parents about their child's progress. They provide information to parents so they can support their child's learning at home – for instance created video about the school's method of teaching reading and how to help their children with phonics at home.

Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Our children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others by developing a sense of right from wrong. EYFS staff member has joined Cambridgeshire LA team as lead teacher to model / support other schools and share best practice.

**Our aim is to provide children with a start to school which provides them with the essential knowledge and skills they need to thrive throughout their school career therefore we need to:**

### **1. Improve children's oracy skills**

#### **Action we are taking**

- All classes engaging in class-based research to determine which approaches we will adopt formally
- Develop a whole-school oracy approach, starting in and being led and driven by EYFS
- Providing continual guidance and information to support parents/carers to further support oracy at home (including how-to videos on school website)
- New oracy rules for talk used by all teachers and TAs. These also shared with parents/carers.
- Continual oracy CPD for TAs and teachers

### **2. Ensuring writing opportunities are available at all times in all areas inside and out**

#### **Action we are taking**

- Making sure that writing is being used for different purposes (labelling, notices, letters, stories, menus etc) and ensuring that adults regularly model writing for these purposes.
- Ensuring that materials for writing are readily available and replenished regularly.
- phonic sounds and tricky words are displayed and easily located to help with independent writing.
- Kung Fu Punctuation is introduced as soon as is possible to reinforce sentence structures
- Writing is linked to oracy and children are encouraged to speak in sentences and say their sentences out loud before trying to write them.
- Ensuring a reading rich environment where children are exposed daily to different types of literature and language.

## Overall Effectiveness – Good

### Evidence to support this decision:

- The leadership team have a strong understanding of the strengths and weaknesses of the school and have clear plans for how to bring about rapid school improvement.
- The leadership team have capacity to implement and monitor the necessary developments linked to the quality of teaching and learning.
- The leadership team are well supported by the local authority and other external advisors.
- Since September, the teaching approach for all core subjects has been re-written alongside middle leaders and teachers, all staff have been trained on the new approaches and they are currently being implemented in the classroom.

