

Autumn Term 2019

School Improvement Advisers' Visit 1

Name of school: Beech Hill Primary Academy	Name of Advisor: Nick Conway
Date(s) of Visit: 11 th November 2019	Time: 1pm

SUMMARY POINTS INCLUDING SCHOOL CONTEXT

Beech Hill Primary is a larger than average school serving an area of socio-economic deprivation with a high proportion of children being entitled to a free school meal. Within the local area, unemployment across multi generations is common and so we work to raise aspirations and ensure our pupils are ready to make a full contribution to society in the future. While children sometimes enter school at a very low starting point, deprivation and poverty are not used as an excuse for underachievement and progress for all always remains a priority.

- FSM and PP have decreased but are still well above LA and National
- SEN population is stable and above LA and National
- Pupil mobility in line with LA and National
- IDACI score above LA and National

Due to the low aspirations and the disappointing number of our pupils under achieving at high school through making bad choices, we have had a huge emphasis on character development for a number of years and we are now developing work around careers alongside continuing to eliminate the poverty of experience many of our children experience.

SCHOOL AGENDA

- Develop the language and verbal reasoning of Literacy and mathematics.
 - How can we flourish? (linked to staff and pupil wellbeing)
 - Character development: in line with the 5 new initiatives from the DFE
 - Poverty of experience : linked to STEM and broadening expectations of career choices
 - Focus on HA to ensure they stay HA across school in reading, writing and maths - specifically around vocabulary
- Progress across key stages is at 100% for years 2 and 6

KEEPING CHILDREN SAFE IN EDUCATION

The focus this term will be on the implementation of the revised document Keeping Children Safe in Education 2019.

Are leaders familiar with the updated guidance? Have staff been given time to re-read part 1 and the new part 5? What are the training implications for schools? Are there any issues relating to staff recruitment? Is the management of safeguarding effective? What action does the school take in the absence of the DSL?

All the staff have been given time to re read part 1 and the new part 5

There are no issues relating to staff recruitment

We have 6 DSLs in school – all training up to date

All new staff and students are given safeguarding induction by the FSC

OUTCOMES IN THE EARLY YEARS

Skills on Entry													
		All PUPILS				DISADVANTAGED				SEN			
		2017	2018	2019	National	2017	2018	2019	National	2017	2018	2019	National
EYFS	Good Level of Development	75%	77%	72%		61%	75%	72%				0%	

Early Years Summary

Does the school have sufficient evidence of skills on entry? What was the context for the 2019 cohort? How do 2019 outcomes compare with the previous two years and against national? How well do boys do over time? Where are the gaps in terms of the performance of boys and girls? Is the school closing the gap between disadvantaged children and other children in the school? How successful has the school been in increasing the proportion of children who exceed expectations? How well do pupils with SEN achieve in terms of GLD? Which priorities has the school set from the 2019 outcomes?

Key points and areas for further exploration - 2019 Cohort

Overall Judgement:

Actions to be taken:

OUTCOMES IN KEY STAGE 1

KS1 Phonics

		All PUPILS				DISADVANTAGED				SEN			
		2017	2018	2019	National	2017	2018	2019	National	2017	2018	2019	National
Y1	Phonics	86%	90%	85%		79%	85%	76%		25%	67%	40%	
Y2	Inc Y1 Cohort	96%	93%	97%		94%	89%	96%		82%	60%	75%	

Attainment Outcomes: End of Year 2

		All PUPILS				DISADVANTAGED				SEN			
		2017	2018	2019	National	2017	2018	2019	National	2017	2018	2019	National
KS1 Expected Standard	Reading EXS	80%	78%	80%	75%	72%	63%	71%		18%	30%	40%	
	Writing EXS	72%	78%	80%	69%	66%	63%	71%		18%	30%	40%	
	Maths EXS	84%	80%	80%	76%	75%	70%	63%		27%	40%	40%	
KS1	Reading GDS	21%	29%	18%	25%	16%	11%	18%		0%	10%	0%	

Greater Depth	Writing GDS	8%	22%	12%	15%	16%	7%	4%		0%	0%	0%	
	Maths GDS	24%	22%	12%	15%	16%	7%	25%		0%	10%	20%	

Attainment outcomes at the End of Y2

Phonics

What was the context for the 2018 Year 1 cohort? What is the trend in outcomes in the Year 1 phonics screen? Are any gender gaps narrowing? In particular, how well do boys and the disadvantaged pupils perform? How well do SEN pupils achieve? How successful was the school in supporting those pupils who did not pass in Year 1 last year? How was the phonics curriculum adapted to support them?

End of Year 2

There should be discussion about outcomes in Year 2 and trends over time, paying particular attention to key groups, particularly boys/girls and the disadvantaged? If any gaps are widening, what is the school doing about it? How well did pupils with SEND achieve? Is there a positive trend in terms of outcomes for the most able?

Year 1 and Year 2 Phonics Screen Key Points

Attainment Outcomes: End of Year 2 Key Points

Overall Judgements: End of Key Stage 1

Outcomes: End of Year 6

		All PUPILS				DISADVANTAGED				SEN			
		2017	2018	2019	National	2017	2018	2019	National	2017	2018	2019	National
KS2 Expected Standard	Reading EXS	98%	96%	84%	73%	95%	92%	75%		100%	80%	53%	
	Writing EXS	89%	89%	80%	78%	84%	84%	67%		29%	50%	47%	
	GPS EXS	96%	92%	93%	76%	100%	100%	96%		71%	60%	80%	
	Maths EXS	95%	89%	80%	80%	84%	84%	63%		71%	60%	53%	
	RWM Combined EXS	86%	85%	71%	65%	94%	100%	87%		29%	50%	40%	

KS2 Greater Depth	Reading GDS	39%	50%	24%	27%	26%	44%	29%		43%	20%	13%	
	Writing GDS	21%	12%	16%	22%	11%	4%	13%		0%	0%	0%	
	GPS GDS	34%	48%	22%	35%	50%	69%	30%		14%	20%	7%	
	Maths GDS	25%	17%	18%	27%	11%	8%	13%		0%	0%	0%	
	RWM Combined GDS	11%	6%	6%	10%	22%	23%	9%		0%	0%	0%	

Average Progress Scores 2017-2019

Subject	Overall APS			Disadvantaged APS			SEN APS		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Average progress reading	4.7	3.1	2.6	5.3	3.0	3.4	15.1	2.5	4.5
Average progress writing	0.9	0.3	0.1	0.3	0.0	-0.1	-8	-1	-4
Average progress mathematics	2.1	0.2	-0.1	2.4	0.0	-0.5	6.5	-2.0	0.9

OUTCOMES IN KEY STAGE 2

Please outline the contexts for the cohort. There should be discussion about outcomes in Years 6 and trends over time, paying particular attention to key groups, particularly boys/girls and the disadvantaged? If any gaps are widening, what is the school doing about it? How well did pupils with SEND achieve? Is there a positive trend in terms of outcomes for the most able?

Are the average progress scores at least average? Do they demonstrate the impact of leadership on school improvement priorities? What are the trends in progress for boys/girls, the disadvantaged and SEN? Are there any subjects where the progress of any particular group is consistently low? Are there any year groups where progress slows? If so, what action is being taken? Does the school have updated summaries for attainment and progress across year groups in place?

End of Year 6 Attainment

Will be discussed with the year 6 teachers

End of Year 6 Progress

Progress across year groups:

Judgements: End of Key Stage 2

If inspected, pupil outcomes in the infant and junior schools are likely to be

**2019 PREDICTIONS AND TARGETS
PROPORTIONS OF PUPILS EXPECTED TO REACH THE NATIONAL STANDARD AND ABOVE**

End of Year 2

	Prediction Expected	TARGET Expected	Prediction Greater Depth	TARGET Greater Depth
Reading	87%	80%	26%	
Writing	89%		16%	
Mathematics	83%		23%	

End of Year 6 prediction taken from high FFT estimate

	Prediction Expected	TARGET Expected	Prediction Greater Depth	TARGET Greater Depth
Reading	87%		32%	
Writing	89%		23%	
Mathematics	91%		32%	
Grammar, Punctuation & Spelling	91%		43%	
% achieving the national standard in R/W/M combined	83%		11%	

Commentary

ATTENDANCE

Discussion about trends in absence and persistent absenteeism with reference to key groups. If attendance is consistently below average and/or persistent absenteeism is high, the school should be able to discuss actions in the school improvement plan.

Overall Absence

	2016/17	2017/18	2018/19	2019/20 Target	2018 National
OVERALL					
% PAs 10%	12.2%	15.2%	9.3%	10%	8.7
% Absence	4.7%	5.6%	4.5%	5%	4.2
DISADVANTAGED					
% PAs 10%	25.2%	20%	9.3%	10%	8.7
% Absence	6.7%	6.7%	5.3%	6%	4.2
SEN					
% PAs 10%	22.7%	24%	10%	10%	8.7
% Absence	6.1%	6.8%	5.1%	6%	4.2

Year Group	Overall attendance 2018	Persistent Absence 2018
Y6	5.6%	7.55%
Y5	5.6%	12.7%
Y4	5.6%	16.1%
Y3	4.8%	12.9%
Y2	5.5%	21%
Y1	6.3%	19.6%

Of the persistently absent children: 15%.. are SEN 52.6%.... are pupil premium/FSM

Commentary

PA for this term is very high due to a number of children having operations and holidays into the beginning of term. This is being closely monitored and we expect this will decrease and the PP gap will also narrow.

CURRICULUM REVIEW

What changes does the school plan to make over the next year? Is a curriculum audit planned? How is curriculum development going to be shared out amongst leaders? Does your curriculum reflect the school's context? How do you make sure you develop progression as pupils move through the school? What difference is your curriculum having in terms of outcomes for pupils? Does the school intend to review its curriculum enhancement offer?

Will the curriculum review be based on issues identified through performance data? What are the curriculum priorities in the school improvement plan? Does the school plan to develop a Curriculum Policy?

Commentary

Following research and a visit to another school Jackie Opie, our curriculum leader, led a training day on re designing the curriculum.

Actions

Subject leaders will have put all units in across all year groups by 22nd November, JO then to cross reference between subjects. December and spring term, staff time given to compile knowledge organisers.

Reading and maths deep dives in the spring term, one curriculum deep dive in the summer term.

SIA Judgement:

IDENTIFICATION OF SUPPORT NEEDS FOR 2019-20

SUMMARY OF ACTIONS

Action	Responsibility	Timescale