



BEECH HILL PRIMARY SEF SUMMARY

Latest Revision: February 2020

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 so we ensure our pupils are ready to make a full contribution to society in the future and are motivated to seek employment. 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.

Numbers on Roll as of 2018/19 (Reception-Year 6)	413	49.8% Girls 50.2% Boys
IDACI (SDI)	0.36 (higher than National Average of 0.2)	Highest quintile (Inspection Data Summary Report 2019) 25% of pupils are drawn from the the 1% most deprived wards in the UK.
Attendance	95.3% 12.2% PA	Attendance has historically been, and continues to be, an area of focus. Our Family Support Officer works well with children and parents to remove any barriers to the children attending school on time. A variety of initiatives have been used across school to ensure that attendance is seen as a high priority as well as using sanctions and legal procedures where necessary. We employ an attendance officer who works alongside the family support coordinator to both support families, and to work with them to get their children into school. Since becoming an academy, there has been a downward trend in absence.
Stability	87.3%	In 2019 – 20, 80% of the year 6 cohort has attended Beech Hill since reception. This is higher than both the Newcastle and national figure.
Pupil premium	50%	Highest quintile (Inspection Data Summary Report 2019) Higher than Newcastle (38.3%) and National (23.5%)
SEN	SEN Support 16.4% SEN EHCP 1%	The SEND register is monitored on a regular basis and children are added and/or removed when needed. We are committed to early identification of SEND and intervention is specific and focused. A very strong SEND team Primary need of SEND children: C&I – 38%, C&L – 52%, S&P – 7%, SEMH – 11%
MEG	13.8%	10 ethnic groups are represented in school
EAL	9.5 % (higher than National Average of 20.6%)	There are 12 languages in school
LAC	9 pupils	All of these children have previously been, but are not currently LAC.

- Beech Hill received a special commendation from Parliament in recognition of its work with children in receipt of Pupil Premium funding, February 2016. In June 2017, the school became the Primary Regional Champion and National runner up in the Pupil Premium Awards.
- The school is a highly active member of the Walbottle Village Teaching School Alliance and leads on a well-regarded School Direct teacher-training program. Beech Hill was designated as a National Support School in 2010 and has delivered school to school support to a range of North East school, including taking one school from special measures to outstanding in all areas in under 2 years. Beech Hill is an approved body for the accreditation of NQTs and is currently working alongside Nothumbria University and the Ambition Institute in developing and delivering the Early Careers Framework
- The current Head Teacher joined Beech Hill Primary in 2010 as a deputy head and has been in a headship role for 4 years. Three experienced deputy head teachers alongside a well-established senior leadership team ensure that school improvement is a continual focus.
- In July 2017, Beech Hill joined Walbottle Village Primary to create Valour Multi Academy Trust with Dame Nicola Stephenson as the CEO.
- A strong Local Advisory Board works in conjunction with Trust members to hold teachers and leaders to account both of which are informed by minutes from weekly Valour meetings which focus on OFSTED areas; budget; HR and areas for school improvement

2019-2020 SCHOOL IMPROVEMENT TARGETS:

Continue and develop work on character development in line with the 5 new initiatives from the DFE

- Developing the ability of middle leaders, to lead on character within their own curriculum areas
- Giving a focus on character around research and work with wider partners
- Staff to deliver lessons on character traits such as stickability (resilience)

Enrich the curriculum to further eliminate the poverty of experience particularly linked to STEM and broadening expectations of career choices

- Further implementation of the Primary Writing Project
- Pupil premium children monitored to ensure that a wide range of opportunities are being provided for our most disadvantaged children
- Auditing all subjects to ensure there is a varied and rich depth of experiences available to our pupils.
- Promoting community cohesion further by giving pupils more opportunities to learn about and value cultural diversity.

How can we flourish?

- Having a staff champion who monitors flourishing of staff and children and supports staff where appropriate with the research and implication aspects.
- To facilitate the flourishing of staff through training, education and awareness
- Curriculum plans to focus on character and flourishing
- All teaching and support staff to have a flourishing performance management target based on PERMA model.
- Staff develop a progression of flourishing document which will be used across all year groups shared with the school council.
- Supporting children to understand when they are flourishing and where they can get help if they're not

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

- Internal and external CPD around maths progression and the use of problem solving focusing on White Rose materials
- Maths documents ensure progression across school and non-negotiables are followed
- To ensure PWP further develops and continues to be implemented successfully in all applicable subject areas.
- To continue to develop the use of ambitious vocabulary in all subject areas (maintain poverty of language)
- To further develop pupils ability to verbalise logic and reasoning in Maths and improve the understanding and use of subject specific vocabulary.
- To raise the profile across the school recall of tables and number bonds knowledge.

Develop the language and verbal reasoning of Literacy and Mathematics

- Deeper reading focusing on vocabulary and more complex inferential questions
- Numeracy reasoning sessions focusing on the important elements of the problem
- Primary Writing Project focusing on higher level and tier 3 vocabulary
- Maths activities throughout the day focusing on the language of reasoning (odd one out)
- Work during numeracy on reasoning prior to the abstract

(See exemplification of these targets and actions in the School Development Plan 2019-2020)

Data Summary

STAGE	2019 SCHOOL	2019 PP	2019 NATIONAL	2020 TARGET
EYFS				
EYFS (GLD)	71.7%			73%
YEAR 1				
YEAR 1 PHONICS	85%	82%	81.9%	82%
KEY STAGE 1				
YEAR 2 READING	80% (18%)	71% (18%)	75% (25%)	80% (22%)
YEAR 2 WRITING	80% (12%)	71% (4%)	69% (15%)	75% (15%)
YEAR 2 MATHS	80% (22%)	63% (25%)	76% (22%)	82% (24%)
KEY STAGE 2				
YEAR 6 READING	84% (24%)	75% (29%)	73% (27%)	81% (16%)
YEAR 6 WRITING	80% (16%)	72% (13%)	78% (20%)	81% (12%)
YEAR 6 MATHS	80% (18%)	76% (13%)	79% (27%)	82% (21%)
YEAR 6 GPS	93% (22%)	91% (30 %)	78% (36%)	82% (24%)

THE QUALITY OF EDUCATION - OUTSTANDING

- All leaders, staff and governors have a determined, shared vision that Beech Hill is a place where children feel 'Happy, safe and loved'. This has been shared effectively with staff, pupils and parents through meetings; newsletters; the school website and the school's Facebook page. Children know and understand the vision for their school.
- The school follows the EYFS and National Curriculum. Work scrutinies and children's work across time demonstrate that the curriculum is matched to their needs and is designed to ensure that all children gain the knowledge they need to succeed.
- Curriculum leaders ensure the curriculum is planned and sequenced. They can confidently discuss the intent, implication and impact of the subject they lead. This was evidenced during subject leader meetings with the HT and curriculum lead and continues to be monitored through curriculum walks; work scrutinies; displays; pupil progress meetings; fortnightly evaluation books; discussions with pupils and deep dives (some being external).
- Staff development time is given to ensure that the curriculum is planned out sequentially and so that there is clear intent, implementation and impact. Deputy head teachers have professional development time during which they coach, model and provide support for staff around teaching and learning.
- Learning is plotted to ensure that learning is secured over time and that children and staff have a clear understanding of what they are learning and why. Learning is sequenced to ensure that knowledge is revisited and children know more and remember more.
- All children, regardless of ability, access the full curriculum and wider opportunities and we look at every child as an individual to ensure we support them in overcoming any barriers they may have to being able to access areas of learning.
- Progress meetings for literacy and numeracy focus on the progress made by individuals and groups. Robust discussions take place around progress from starting points in EYFS and KS1; ensuring all children, particularly the middle attainers make at least expected progress.
- Leaders, including foundation subject leaders, have a rigorous and robust programme of monitoring and evaluation that secures continual improvement and which feed into the SDP priorities.
- Continuous professional development of staff is carefully considered in terms of the staff as a whole and as individuals with bespoke requirements. This results in staff at all levels of leadership being able to ensure high-quality teaching and learning experiences for children and also to contribute to whole school improvement.
- Reading, writing and maths are a focus across school and are planned to ensure all children make progress from their starting point. Basic skills are practised across the wider curriculum and applied in a variety of contexts.
- The curriculum and wider experiences are planned to equip children with the knowledge and cultural capital so they can succeed at the next stage of their education and beyond.
- The broad and wide curriculum offers full entitlement for all children across school. Additional resources and scaffolding are provided for those children with SEN and teachers plan to ensure that everyone can access and make progress in all areas of the curriculum. Learning is introduced with no glass ceilings so that children can challenge themselves to make accelerated progress. Teachers used the Newcastle Assessment Tool for those children working well below their age related expectations: this allows teachers to give specific and timely targets and can identify small steps of progress.
- Using summative and formative assessment, teachers use data to plan effectively for individuals and groups in their class so that all children are catered for and challenged. Interventions at Wave 2

and 3 are carefully timetabled to ensure both teachers and highly trained teaching assistants are used effectively throughout the school day.

- The school has developed a culture that promotes a love of reading and this is evident in learning environments around school and when talking to pupils. Whole class books and novels are used for reading for pleasure and as stimuli for writing, and children speak enthusiastically about reading. Children are heard read one to one regularly by teachers, teaching assistants and sixth form students from a local independent school.
- The Primary Writing Project (PWP) is now fully embedded and the impact of the CPD is evident in classrooms, on displays and in books. As well as raising the profile of reading in school, it has had a big impact on how much more varied and challenging vocabulary is taught and used throughout school.
- School has a continual focus on improving teaching and learning further through targeting staff to take ownership of their own CPD and use both internal and external training alongside professional dialogue and research to move their practice on.
- Teaching across school is good and outstanding and teachers are aware of their next steps for improvement. Lesson observations, audits and curriculum walks result in targets which are monitored and form the focus for the next round of scrutiny. External visits and the CEO verify judgements.
- The teaching of phonics is streamed across Early Years and Key Stage 1. Children are assessed regularly to ensure they are working within the correct group and, because of the high quality teaching and tracking, the Year 1 phonics test results have been well above national for the past three years. Those children who do not pass the screening are targeted in year 2 to ensure they can access the curriculum.
- Our SDP has a focus of eliminating poverty of language and experiences. This is being addressed through a broad and engaging curriculum and with regular visits and visitors into school.
- Teachers and teaching assistants work collaboratively to ensure a high quality learning environment with professional discussions around effective assessment to inform future planning.
- A consistent marking and feedback system is in place including the use of the 'Think Pink' strategy highlighting the importance of pupils' self-correcting, consolidating and embedding their knowledge. Teachers are using this effectively, alongside rapid intervention which takes place immediately after the lesson to address any misunderstanding.
- Homework focuses on developing basic skills for all children through weekly spellings, times tables practice and reading. Monthly challenges are also sent home which encourage children to find out or visit places in their local area with a focus on diversity and British Values.
- Parents are provided with good-quality information that tells them how well their child is doing and, crucially, what they need to do to improve. Mid-term reports, parents meetings and SENd reviews enable school home partnerships to be fostered. In the Parent Voice survey from September 2019, 100% agreed or strongly agreed that they are kept well informed about how their child is getting on; such as school reports and parents' evenings.
- Experiences and assemblies demonstrate the value placed on challenging stereotypes and teaching diversity, respect and understanding of people within and beyond the local community. Assemblies are also used as a vehicle to introduce children to the world of work and what they would need to do in order to secure a job in the future. STEM opportunities, particularly focused on encouraging girls to get involved, are across school and include visitors in school, visits out of school, and parental engagement opportunities.

- Character development continues to be a focus across school. Children are encouraged to develop around 3 areas: stickability (resilience); mirror image (seeing ourselves as others see us) and community spirit. This is encouraged through trips; visitors into school and charity work.

Key Priorities:

- **Further develop the curriculum so that learning is sequential, remembered and revisited.**
- **Ensure higher attainers make at least expected progress in reading, writing and maths.**

BEHAVIOUR AND ATTITUDES – OUTSTANDING

- Behaviour around school and within lessons is outstanding. Children enjoy making people feel welcome in school and have impeccable manners. Visitors into school and members of the public comment on this and the children take great pride in the school. All staff follow the behaviour policy and sanctions are imposed where necessary. In the Parent Voice survey from September 2019, 100% agreed or strongly agreed that behaviour in school is good.
- Behaviour for learning in lessons is excellent with children able to work alone, in pairs or groups to enhance learning. Following a recent visit to school, an NLE commented that

Behaviour for learning around school and in the lessons observed was exemplary. This led to good and outstanding progress in the sessions, with pupils working diligently and demonstrating their enthusiasm and eagerness to learn. (September 2019)

- Safeguarding is embedded in the culture of the school. All safeguarding training and updates have taken place with regards to the new Keeping Children Safe in Education document (Sept 2019). An induction takes place for all volunteers, students and staff new to school to ensure that systems are followed. Concerns are recorded in an agreed format and are stored securely.
- Children feel safe and cared for in school. They have clear ways of asking for help or support through 'named person' for year 6s and a self-referral system for children who want to talk but do not have the confidence to approach a member of staff.
- Attendance, while continuing to be a focus, is currently at 95%. Regular meetings between the Head teacher and Family Support Coordinator ensure that the absence of vulnerable groups is monitored closely and that parents and children are supported in coming to school.
- Persistent absenteeism is below national average. Those who have attendance below 90% are closely monitored. Parents are invited in to discuss the importance of their child's attendance and to find strategies to make sure they come to school more. A series of letters are also sent out to remind parents of expectations and procedures if attendance does not improve.
- Leaders have high expectations of behaviour and ensure that the curriculum teaches tolerance and respect for all people; preparing pupils for the responsibilities and experiences of life in modern Britain.
- In line with Beech Hill's ethos and values, the school has policies and procedures to ensure the highest levels of behaviour and safety at all times. These are shared with and understood by all staff, pupils and parents, supporting our development of high expectations, respect and celebrating the diverse culture in school.

- Pupils' attitudes to learning are consistently good with children confident when working co-operatively and independently to promote learning and progress. They listen well and any disruption is extremely rare and is dealt with appropriately. Teachers apply learning points very consistently and these are valued by pupils and parents.
- Pupils take pride in their work and are keen to talk about their learning and achievements both in and out of the classroom. Pupil's individual and group achievements are celebrated in whole school assemblies e.g. Dance Festival, Music, Sporting Achievements.
- Pupils demonstrate a very clear understanding of safety through their play, including in reception. The same is true of older pupils in their activities such as on road safety, visits to 'Safety Works' and close links with local emergency services.
- Staying safe online is an integral part of the school's teaching through e-safety programmes, parent and child events and parent training sessions. It has become apparent that online safety linked to social media and reality gaming is an area of keeping safe that needs additional focus. School is working alongside Gem Education to ensure children know how to keep themselves safe and understand the difference between online games and reality.
- School Councillors are active in their role, linking with a year group to ensure pupil voice is disseminated. They have the opportunity to discuss what is working in school and offer ideas on areas that could be improved. They also produce a termly newsletter with information about what's happening at school and what they have achieved.
- A Dream Team has been established from year 6 pupils with specific with specific responsibilities around E safety, Community, attendance and governorship. They work alongside staff to gather children's opinions and affect change across school.
- Buddies and sports leaders are active across school to support their peers and to encourage activity during lunchtimes.
- PSHE lessons, class and whole school assemblies reinforce the importance of working as part of a team, British Values and current affairs. Pupils are very supportive of each other and genuinely enjoy celebrating successes.
- For children who struggle with additional barriers linked to their home life or mental health, staff are trained to identify those who are having difficulties so they can access extra support around flourishing in small groups and with a member of 'Flourishing' staff. Teachers also work in small groups during assembly and playtimes on such themes as Fun Time Friday working on friendships and self esteem.
- Where poor behaviour is encountered (including racism and bullying), it is swiftly addressed with thorough record keeping, actions and analysis using the agreed school system. Parents are involved at the earliest stage to resolve any disputes and issues appropriately.
- Children are encouraged to learn about current affairs through PSHCE and assemblies. A weekly assembly on interesting news from around the world is used for discussion.

Key Priorities:

- **Further develop community spirit and flourishing – this links to our character characteristics and focusing on community action**

PERSONAL DEVELOPMENT - OUTSTANDING

- Through a school wide focus on character development and a holistic view of developing children, Beech Hill delivers a curriculum with a wide range of opportunities, visits and visitors to ensure our children have the chance to develop into well rounded individuals who are responsive, respectful active citizens who are able to play their part and become actively involved in public life as adults.
- The children of Beech Hill develop a set of personal traits that guide their conduct in school and beyond so that they behave with integrity and can flourish in our society.
- School provides a wide range of extra-curricular activities. The children contribute to what is offered and both school staff and outside agencies are involved in their delivery. In the Parent Voice survey from September 2019, 100% agreed or strongly agreed that there is a good range of extra-curricular activities that my child finds interesting and enjoyable. A recent report on Poverty Proofing reported that children said that the choice of clubs was really good and that they enjoyed going to them.
- Residential visits – Year 4 to Berwick; Year 5 to London and Year 6 to Robinwood – allow children to develop independence and team building skills as well as learning about history and culture. These visits are heavily subsidised and the children have a fantastic time.
- Our Pupil Premium champion talks to all the PP children to ensure that they are accessing activities within, and where appropriate, outside of school.
- Our PSHE programme is strong and is reviewed regularly with new guidance being used to inform practice. Some aspects of PSHE and Sex and relationships work is covered through science, P.E. or specific PSHCE/ RSE lessons. As a result, children are supported to develop socially and emotionally as well as having an awareness of how to be healthy in body and mind. This is in line with our core values of children feeling happy safe and loved.
- Where a barrier is found, a solution is sought. The number of children without books in their home was audited and, using donations of nearly new books from a local independent school, those children received some to take home.
- An understanding of the British values is developed across school through elections, pupil voice and the promotion of mutual respect and tolerance.
- Children with additional needs benefit from support and resources such as SEN support; Flourishing work; 1:1 time with staff members; small group time and, where appropriate, Educational Psychologist and CYPs support.
- Ample opportunities for children to be active throughout the school day and through extra-curricular activities are provided in order that the children develop an understanding of how to keep physically healthy and maintain an active lifestyle.. Recent fund raising is going towards a golden mile running track which the children will use in school time and as part of after school provision.
- Monthly challenges encourage children to visit their local area, places of interest and places of worship to further enhance their knowledge of their place within society while encouraging spending time with significant adults out of school.
- The children are to be involved in targeted work in the community; this will include taking care of the local area and visiting our neighbours in sheltered housing. Christmas gifts for staff were replaced with donations to the local foodbank which children and families fully supported.
- Through PSHCE lessons, alongside visits from the school nurse and the NSPCC, the children develop an age appropriate understanding of healthy relationships and sex education.
- Parents and children who have been victims of or have witnessed domestic violence are signposted to appropriate outside agencies and supported in school.

- There is a focus in school on preparing the children for the world of work. Through speaking and listening, performing, taking part in community projects and a wide range of visitors into school and out, children are encouraged to see themselves as future members of the workforce. This is particularly important as a number of our children come from families which are in the fourth generation of unemployment.
- The CEO is working on a national project to improve primary career education and is using Beech Hill as an example of good practice
- Children in years 5 and 6 attend a careers fair where they find out more about the world of work and career options.
- Transition between year groups, key stages and schools is carefully planned for. A renewed approach to transition between Reception and Year 1 has allowed for a very positive experience for children and parents and has had a positive impact on the progress of pupils in the prime areas, literacy and numeracy.
- Beech Hill is an early adopter for RSE. The CEO is supporting Newcastle schools as they prepare for RSE in the curriculum.

Key Priorities:

- **Continue promoting flourishing for staff and children**
- **Continue to engage with outside partners to enhance the quality of information, education and advice around the world of work and future careers.**

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT – OUTSTANDING

- Beech Hill is part of Valour MAT, the CEO of which is Dame Nicola Stephenson who has worked with many schools on their journey to improvement.
- The Head Teacher has experience of rapid school improvement and leadership development as an LLE. Beech Hill is a National Support School, a Schools Direct Provider, an NQT accreditor and a lead school in a large Teaching School Alliance.
- The Deputy Heads are all SLEs with experience in literacy, numeracy, early reading, staff development and teaching and learning.
- Leaders have high expectations of all pupils in school and their interaction with pupils is focused on the education they provide and better outcomes for the children.
- Continuing professional development is linked to whole school priorities and individual teacher's teaching and learning targets in order that they can deliver better teaching for children.
- The Multi Academy Trust is managed by a Local Advisory Board and the Trust Board. Governors and Board members have a range of knowledge and skills which are utilised fully. Visits by LAB members along with recommendations to the Trust Board ensure that they are involved in self-evaluation; monitoring and moving the school forward.
- Through attendance at meetings alongside Head teacher and teacher reports, governors hold teachers and leaders to account for attainment and progress and ensure that any gaps or dips in results are promptly addressed.
- Staff work load and flourishing are monitored and any issues addressed. The SLT used the DfE work load document to ensure that school is compliant and a recent well-being survey of staff showed that the overwhelming majority agreed that work load was taken into account when policies and procedures were being developed and implemented.

- Leaders and teachers seek to engage parents positively in the life of the school. As well as performances, parents' evenings and school fairs, parents are invited in to learn alongside their child; have a home visit from nursery staff before they start; have the opportunity to learn about aspects of the curriculum such as the teaching of phonics and maths and join in with family events such as sports day.
- An enthusiastic group of parents meet regularly with the Family Support Coordinator to discuss aspects of school and to suggest ways to further improve communication and involvement.
- Performance management is rigorous and is used highly effectively to highlight strengths of staff and identify next steps. Targets are given which contribute towards school improvement as well as their own personal development and flourishing.
- Staff receive focused and appropriate training around whole school development i.e. Primary Writing Project, White Rose Maths and behaviour as well as bespoke development around their own targets. The SDP identifies that staff should take leadership of their own professional development which may include working with colleagues, visiting other settings or external training. The Deputy Head teachers have designated time to work alongside staff on their individual development which is identified through performance management, lesson observations, audits and evaluation books.
- Middle leaders have been developed and have the opportunity to lead in whole school improvement. A number of staff have already completed the NPQML qualification and two are currently undertaking the course. Time is given to these staff to ensure they can complete research and work towards the qualification.
- Support staff are also supported in their professional development. 4 support staff have completed their level 3 teaching assistant qualification: release time and additional personalised support was given to ensure staff felt fully supported.
- PE leaders manage the sports funding well and use it to ensure that all children have a wide range of sporting opportunities.
- Staff report high levels of support for well-being issues. In a recent survey, 91% agreed or strongly agreed that the Head teacher and SLT are considerate of their well-being, no one disagreed.
- Associate leadership opportunities are offered when research based pedagogical study is required. The most recent has been with regard to the year 1 transition which resulted in a change in the way year 1 was resourced and organised.
- The school has a strong culture of safeguarding that facilitates effective arrangements to identify those at risk or who need help; securing they receive the support they require and, where appropriate, referring them to outside agencies.
- Staff are fully trained on a wide variety of safeguarding including: child sexual exploitation; female genital mutilation; radicalisation and extremism; County lines and Team Teach.

Key Priorities:

- **Ensuring that teachers take leadership of their own CPD linked to their own PM targets and the School Improvement Priorities.**
- **Further develop middle leaders with a systematic approach to succession planning.**