



Poverest Primary School Self Evaluation Form Summary

5th October 2022 January 2023 March 2023 July 2023

QUALITY OF EDUCATION

SEF JUDGEMENT: 2 GOOD OFSTED 2018 JUDGEMENT: GOOD

EVIDENCE FOR JUDGEMENT

- Learning has been impacted by the global pandemic
- During the second national lockdown all children had access to home learning with the school providing over 130 devices.
- Three years of sustained improvement in Reading (R) Writing (W) Mathematics (M) prior to pandemic
- Results demonstrate that our children are receiving good or better teaching on a daily basis. This has also been evident from lesson observations and learning walks and with the gap closing which was created through the pandemic
- KS1 (Years 1 and 2 combined)- R 55%, W 37%, M 63% Combined 36% at expected
R 20%, W 2%, M 14% Combined 2% at GDS
- KS2 (Years 3,4,5,6 combined)- R 70%, W 47%, M 76%, GPS 70%, Combined 46% at expected
R 31%, W 5%, M 29%, GPS 16%, Combined 25% at GDS
- Our Curriculum and the school's ethos is to enable our children to have opportunities, responsibilities and experiences to achieve and progress. This is reflected in the high quality work the children produce particularly after visiting places of interest or having visitors in school.
- The children are returning to a large variety of clubs before, during and after school and many of these are free so that our disadvantaged families aren't penalised
- In learning conferences teachers/ children share their learning with SLT explaining things they have done well and things they would like to improve on each week. SLT ensures that the curriculum is taught consistently and enables children to have the sufficient skills and knowledge for future learning and employment.
- Half termly Pupil Progress Review meetings ensure that we discuss with teaching staff the progress of their children and any that may require additional support in order to achieve at least expected or to their full potential. Specialist teachers are used to address different areas e.g. challenging our more-able children.
- Tight intervention programme is in place to close gaps according to the child's needs.
- We worked with other schools e.g Bromley High GDSD who run a club for our AAR pupils
- We have one first year and two second year Early Careers Teachers following the Early Careers Framework (ECF) with SLT as mentors.
- Our Head Teacher is a facilitator for the mentors of the ECF working with the University College London

KEY AREAS FOR DEVELOPMENT

- Continue to identify and address any gaps in learning particularly Phonics and Reading.
- Improve the number of children in Year 1 passing the Phonics Screening, back to our pre-covid levels
- Use the new Oracy Project to help improve speech and language through reduced exposure for many due to pandemic
- Revise and improve the skills of those children identified with the ability to achieve GDS in writing.
- Improve the number of children in KS1 achieving at expected to be in line with national.
- Continue to develop our writing and phonics schemes and monitor to see impact and progress.
- Become more confident with the ECF, particularly with Year 2 for ECTs
- All curriculum areas to have a clear Intent, Implementation and Impact statement which is being embedded consistently across the school.

BEHAVIOUR AND ATTITUDES

SEF JUDGEMENT: 2 GOOD OFSTED 2018 JUDGEMENT: GOOD

EVIDENCE FOR JUDGEMENT

- OFSTED said that behaviour was exemplary
- A decrease in the number of in-class incidents compared with the previous year and the number of pupils this involved
- Attendance meets National at 96%
- No exclusions in 2020/21 2021/22
- We had no proven incidents of bullying and any suspected issues were dealt with immediately
- Stakeholders trained with Restorative Justice, including parents
- Positive parent questionnaires October and in previous years
- Peer mediators to be trained and work across the school
- Learning walks show that pupils are highly motivated and engaged in lessons even in the face of difficulties. They actively praised other children and celebrated their successes as well as taking pride in their own achievements.
- During our Open Days our visitors comment on the respect the children showed for the school and each other.

KEY AREAS FOR DEVELOPMENT

- Increase further lunchtime activities to stimulate children
- Governors and lunch staff to be confident with the use of Restorative Justice
- Develop Character Education through focusing on and celebrating a different character trait each term.

PERSONAL DEVELOPMENT

SEF JUDGEMENT: 2 GOOD OFSTED 2018 JUDGEMENT: GOOD

EVIDENCE FOR JUDGEMENT

- Our School Council has been involved in both local and global projects. Our Junior Cray Forum organised a collection for the Second Chance Animal Rescue Centre and the school council has organised a 'fun run' to raise money for a guide dog, a food collection for the local food bank, as part of Children's Mental Health week they raised money for MIND as their global campaign and they produced an 'Anti-Bullying leaflet' to children and parents.
- Class Ambassadors were praised by visitors to the school for their warm welcome and knowledge about what they were learning
- LGBT+ Ambassadors were celebrated at Bromley Head Teachers Conference and other schools have come to learn from our approach
- Peer Mediators support behaviour as part of the Restorative approach to behaviour management at play and lunchtimes.
- Digital Leaders / Sports Leaders (pupils) have been supporting pupils in our school and others with computing skills or playtime activities.
- Mental Health Lead and other members of staff have received emotional well-being training eg. Place2B, PAWS B & Dots.
- Every term a different year group has Paws B or Dots weekly lessons with our qualified Mindfulness Lead. This ensures that the children know what good mental health is and have strategies to cope when things are difficult.
- British Values underpin everything in our school from our Class Charters to behaviour and our inclusive nature - Picture News class discussions happen weekly linked to a different British Value. This focuses on the children knowing how to be respectful, socially and morally responsible, active members of society appreciating difference and diversity.
- ASC Awareness enables our pupils and families to be empathic; celebrating strengths and weaknesses that we can all learn from
- Links with local businesses e.g Bank of America / Metro Bank/ STEM Day have helped to develop the children's confidence with economic wellbeing and consideration for skills necessary for future careers
- EAL children receive teaching from a specialist teacher who also supports the families and arranges regular coffee mornings for the families to meet and support each other. Our Class Dojo system for messaging has a translation facility so no one misses out.
- The school provides high-quality pastoral support for our children and their families. Play Therapy, counselling and social groups support identified children and for parents who are struggling we provide food, clothes, toys, white goods etc
- Through our PSHE and PE curriculum our children know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics.
- The Parent Forum each half term ensures that parents learn about our school and its systems and this is also an opportunity for us to answer any questions that they might have
- Parents are able to develop themselves because we provide the facilities for them to work through Breakfast/Afterschool and Holiday Clubs.
- Friends of Poverest act as positive role models for organising events, raising money, etc.
- Children have been working on a project with our AFACT schools called Lost in Words linking Well-being with Art and Writing

KEY AREAS FOR DEVELOPMENT

- All stakeholders to be supported with mental well-being as a consequence of our on-going pandemic
- Well-being staff forum has been established and an action plan created as a result of the staff well-being survey.
- Achieve Staff Wellbeing Gold Award
- Continue to develop Autism Spectrum Condition group with LA stakeholders and our parents when re-started

LEADERSHIP AND MANAGEMENT

SEF JUDGEMENT: 2 GOOD OFSTED 2018 JUDGEMENT: GOOD

EVIDENCE FOR JUDGEMENT

- Head Teacher works closely with external specialists to deliver new initiatives to the school
- Head Teacher is a facilitator for Teaching Development Trust & UCL , training other Head Teachers and senior leaders
- Deputy Head teachers have presented their expertise at Head Teacher Conferences in 2020-21 on PHSE/Equality & Computing
- Our Senior Leaders are Local Authority moderators for Year Six, Two and EYFS so we know our judgements are correct when assessing these key years
- All leaders are trained as Designated Safeguard Leaders and this occurs annually so we always have a minimum of two on site if there is an emergency
- Senior SLT attend any updates or training throughout the year
- We have a Local Authority lead moderator for KS2 with moderators for Year 6, Year 2 and EYFS also supporting across the borough
- Our Chair of Governors is a retired Head Teacher which a wealth of knowledge and success with School Improvement and our Vice-Chair is a retired teacher so has a good understanding of good and effective teaching and learning
- Leaders work very closely with governors to ensure that all safeguarding procedures are adhered to and new guidelines are implemented
- Safeguarding is at the forefront of all staff communication
- Computer Safeguard system following GDPR. Improve quick communication between the safeguarding team and staff. This includes annual training for all.
- E-safety is addressed regularly throughout the year with parents receiving training and children.
- Strong regular communication between Governors and SLT, including Governors Days. All have a secure understanding of the school's strengths and areas of development.
- Health and Safety training is annual for all staff and is received by any staff joining us within the year; this applies to volunteers too
- Regular internal and external sites walks are taken by SLT/School Business Manager/Caretaker
- Leaders work with governors and external advice to ensure that all policies are up-to-date and in-line with government guidelines when necessary.
- School Development Plan (SDP) feeds into all action plans and these are regularly reviewed and adapted and shared with stakeholders.
- Parents are informed through a variety of communication channels including Parent Forum which is held half termly.
- Parent View shows that they are very happy with the leaders in this school.
- We have a Head Boy and Girl who attend our Full Governing Body meetings and present to parents for our Open/New Parents meetings.
- Our Year 5/6 children take on roles of responsibility throughout the school to gain skills for their future
- The community are kept up-to-date with school news through our website/newsletters/welcoming our community into informative/celebration events
- We recently hosted a community event explaining the plans for developing our local shopping centre. Our pupils views were gratefully received alongside local councillors and residents here
- Rigorous performance management for all staff is linked to the priorities of our SDP considering the impact Lockdown has had on data
- Mental health and well-being is given key priority. Leaders take into account workload agreement and try when possible to reduce workload
- Counsellors are available for staff and children for emotional well-being
- Being part of a Foundation Trust where we share success and work on areas to develop together

KEY AREAS FOR DEVELOPMENT

- To build on the AFACT vision to learn from each other and to use our strengths and improve any areas to be developed -
- Lesson study approach to improving Teaching and Learning
- Developing a coaching culture - Triad observations focus on coaching each other rather than telling staff what went well and any areas that might need improving.
- Develop the roles of middle leaders.
- Train one Year 1 and two Year 2 Early Careers Teachers
- One senior leader undertaking the new NPQLTD and one doing the NPQLT
- One senior leader undertaking the mentor training for our new ECT Year 1
- AHT doing the NPQSL.
- Both DHTs doing the training for mentors of the new ECF and to fulfill the role for the second year
- HT to do the training for facilitators of the new ECF for Years 1 & 2

QUALITY OF EDUCATION IN THE EARLY YEARS

SEF JUDGEMENT: 2 GOOD OFSTED 2018 JUDGEMENT: GOOD

EVIDENCE FOR JUDGEMENT

- Met national expectations for Good Level of Development despite a large proportion of our children arriving below expected standards in September 2022. This included children with SEND, EAL and disadvantaged pupils
- The pursuit of excellence is shown by the EYFS Leader working with the Government on the EYFS curriculum & Baseline Assessment as well as being an external moderator for the LA. We carry out agreement trialling with other schools in the AFACT as well as having an LA EYFS moderator as part of our EYFS team who regularly carries out observations and does CPD with the staff; this shows that our assessment is accurate and based on high-quality evidence.
- Children make accelerated progress, are highly motivated and independent learners as a result of our engaging curriculum. By the end of reception, children have the personal, physical and social skills they need to succeed in the next stage of their education.
- As we have a new building, we have a highly stimulating environment and resources to provide the children with rich, varied and imaginative experiences. This building is linked with an external nursery who works closely with us to ensure consistency of practice and progress.
- Teaching is high quality due to the continuing professional development of the staff.
- The EYFS Intent, Implementation and Impact statement ensures that the curriculum is ambitious and designed to give children the knowledge, self-belief and cultural capital they need to succeed in life.
- Through the continued systematic focus on early reading and synthetic phonics children learn to read words and simple sentences accurately by the end of reception. This was commented upon during the previous Ofsted Inspection.
- Learning Walks show that the impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration.

- Through ensuring that the characteristics of effective learning are embedded throughout the daily offer and weekly PSED & PD lessons, staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.
- The curriculum and care practices promote and support children's emotional security and development of their character. Staff teach children the language of feelings, helping them to appropriately develop their emotional literacy.
- Children respect and celebrate each other's differences through weekly homework discussion tasks and celebration assemblies. Parents use the weekly homework to contribute towards their child's profiles as well as through celebration of learning afternoons and parents evenings.
- Parents have the opportunity to watch phonics lessons every week and through class dojo information about the phonemes being taught and how to support their child's learning at home are shared.

KEY AREAS FOR DEVELOPMENT

- Increased number of children achieving expected results and the GLD to exceed LA & National Standards.
- All children settle into school and are happy to be here. They have built relationships and can manage and regulate themselves. This is evidenced through less behaviour incidents being reported.
- The curriculum opportunities and the learning environment are adapted regularly to reflect the needs of the children with an emphasis on Cultural Capital.
- More challenge for children in writing and opportunities for children to write at length throughout the week. Moderation shows that all children are completing daily challenges independently.
- Use the new Oracy Project to ensure that children acquire a wide vocabulary & communicate effectively in preparation for them becoming confident and fluent readers. This project will be shared by the LA Advisor for Teaching and Standards (Julia Andrews) with other schools in Bromley as best practice.
- Ensure new staff to EYFS are familiar with the curriculum and are using the assessment tools on 'Insight' and 'Evidence Me' to record observations and attainment.
- New EYFS lead succession training to begin - shadow current EYFS lead this year.

Last revision: October 2022