

Southend East Community Academy Trust

Bournes Green Infant School



Self Evaluation

2017 - 18

Southend East Community Academy Trust

Bournes Green Infant School

On 1st September 2016 we became a member of Southend East Community Academy Trust (SECAT). This academy now consists of six schools, Bournes Green Infant School, Bournes Green Junior School, Hinguar Primary and Nursery School, Richmond Primary School, Thorpedene Primary School and Shoeburyness High School.

At Bournes Green Infant School the governors, staff, children, parents and carers work together in an atmosphere of mutual respect and trust in a community that is strengthened and enriched by a diversity of background, culture and religion. Our priority is to foster the self-confidence, self-esteem and independence of *all* in a climate of growth and opportunity that will enable us to achieve the highest standards. We actively promote a healthy environment in which children enjoy learning and develop the skills needed to become responsible members of society. We aim to bring learning to life.

'**Strength Through Wisdom**' was the original mission statement for our school. Today we nurture our children to be confident and articulate with an enjoyment of learning in the belief that this will enable them to gain strength from their developing wisdom.

Bournes Green Infant School is a two form entry infant school set in a prosperous residential area. We are a popular school with a caring and inclusive ethos. We are always full and have very low levels of mobility

We currently hold:

- Healthy Schools Enhanced Accreditation;
- Youth Sport Trust - Silver Quality Mark
- Gold 'SPLASH' Award - MFL

to show our commitment to improving children's life chances.

We provide before and after school care from 7.50am until 6pm respectively. On site we offer a range of before and after school activities.

Our school also has a range of other overlapping partnerships including:

- Bournes Green Junior School;
- South East Teaching School Alliance;
- ASSA;
- SSSCo

to show our commitment to collaborative working and learning.

Our school consists of:

- 26% of our children from outside our designated catchment area. (47)
- 91 boys & 91 girls
- 0 children registered as disabled.
- 3.29% of our children have special needs. (3 EHCP & 3 School Support)
- 27% of children have English as an additional language(49)
- 25% of children are from minority ethnic groups. (45)
- 2 Looked After Children
- 5 children in receipt of free school meals funding
- 3 children adopted from care
- 2 children under Special Guardianship Order

Achievement of children at Bournes Green Infant School

Achievement of children at Bournes Green Infant School is outstanding because:

The percentage of children making expected progress and exceeding expected progress in English and in mathematics are high compared with national figures. (Assessing School Progress, Southend data, Our own tracking data)

Our low numbers of children eligible to FSM sometimes give a misleading impression. The achievement and/or progress of children for whom the pupil premium provides support is becoming equal to that of other children in the school in English and mathematics, apart from those children who are Pupil Premium children and appear on our SEN Register.

(Tracking sheets, Children's books, Support records)

Children make good progress throughout all year groups across subjects, including reading, writing and mathematics. (Tracking Sheets)

Our children read a variety of genres at a high level; they are encouraged to use their skills in a wide variety of subjects. (Reading Scheme, Reading Record Books, Planning)

Children are taught using multi-sensory methods and use a wide range of strategies in reading, writing, communication and mathematics. They are exceptionally well prepared for the next stage in their education. (Planning, Classroom Observation)

Children in Reception learn through carefully structured interactive play activities, in both indoor and outdoor environments, which enable them to quickly acquire knowledge and develop their understanding in a wide range of different subjects. (Planning, indoor and outdoor environments)

Children enter our school generally at average ability. By the end of Reception many children have made good/outstanding progress. (Tracking sheets & EYFS Data)

The learning of our vulnerable children is constantly monitored and their progress is consistently good or better. (Learning Conversations)

Progress and attainment are high because our planning encompasses a variety of learning styles to enable all children to fully access all areas of the curriculum. Personalised, differentiated learning is well planned and teaching is excellent. (Planning classroom observation)

We have an exciting cross curricular approach to learning that develops skills. We have clarity about targets, learning intentions and success criteria which enable the children to have an understanding of how they learn and what they need to do to improve. Challenging activities encourage children to use and apply their learning and skills. (Planning & classroom observation)

Children's attainment in reading is outstanding because:

- Staff are well trained (teaching and support staff)
- We have a successful, fast moving, engaging, multi-sensory phonics programme; (Planning)
- Parents are encouraged/supported to get involved in phonic learning and reading with children; (Year Group Curriculum Meetings, Phonics Support Meetings, Consultation)

Meetings, Reading Challenges, Open Door policy)

- Regular formal & on-going formative assessment helps to identify phonic levels and appropriate targeted interventions; (Planning)
- Regular reading parents come into school to assist with children who are struggling or are not read with at home for whatever reason. (Reading Parents Timetable)

Interventions, support groups & resources are targeted to meet identified needs; enabling all children to achieve. (Intervention Files)

We have an 'open door policy'. Staff engage with parents to help them get involved in their children's learning at induction meetings, held at the beginning of each school year. Staff also send out termly curriculum information sheets to enable parents to see what is going to be covered each term. We have different reading challenge each term; encouraging children and parents to read at home at least 3 times each week. (Induction Meeting and Curriculum Meeting Powerpoints, Curriculum Letters, Reading Record Books & Classroom displays)

We run an English and mathematics parents course throughout the year. Consultation evenings are held twice per year and we have a celebration evening during the summer term. A variety of guidance sheets for reading, phonics and mathematics are also provided as appropriate. A full written report with request for feedback is provided in the summer term. (Reports, English & mathematics parent course evaluations & guidance sheets)

Teaching and Learning and Assessment

Teaching, Learning and Assessment at Bournes Green Infant School are outstanding because:

All staff have high expectations of behaviour and achievement, including all vulnerable groups, gender groups and the most able. Their enthusiasm engages and motivates children to learn.

(Table groupings, tracking sheets, intervention groups, planning, teaching, and children's books)

All staff have an understanding of the age group they are working with and training will be given to any staff new to a year group. All staff have relevant good subject knowledge that is detailed and communicated well to the children. (Planning & Classroom observation)

Assessment information is used to plan appropriate teaching and learning strategies and to identify children and learners who are falling behind in their learning or who need additional support, enabling all children to make good progress and achievement. (Assessment, Planning, support/booster groups documentation)

Progress of individuals, target groups and vulnerable groups is tracked through both on-going assessment and learning conversations. Quality first teaching with appropriately differentiated planning, results in only a few children requiring SEN support. (Tracking sheets, learning conversations, planning)

Teachers systematically and effectively check children's understanding throughout lessons, anticipating where they may need to intervene to good effect and impact on the quality of learning. This allows us to make good use of appropriate intervention, support and booster groups. (Assessment, Planning, classroom observation support/booster groups documentation)

We hold learning conversations, termly, between staff and learning leaders in, reading, writing and mathematics, where all children who have not made sufficient progress are discussed, along with children that have the potential to exceed expectations. Support and intervention groups are regularly monitored to enable us to reach all children who require extra support. We also identify children requiring short term/regular booster support. (Learning Conversations, Support group files)

We continue to foster relationships with external agencies which enable us to deliver the best education to our SEN children. (S & L reports, St Christopher reports, EP reports, Occupational Health Reports PLT reports - Behaviour)

We have 'Looked After Children Champions', who attend training and relevant meetings concerning our children. (See CPD record, LAC documentation PEPs)

Equality of opportunity and recognition of diversity are promoted through teaching and learning. (Observation)

Where relevant, English, mathematics and other skills necessary to function as an economically active member of British society and globally are promoted through teaching and learning. (Planning, observation)

Teaching is consistently good with outstanding elements. As a result, almost all children are

making good or better progress. (Observation Records, Tracking sheets)

We see our role as an infant school to help children to develop a love of learning, to develop their concentration skills and the resilience to tackle challenging activities. Our carefully structured skills based curriculum is designed to develop children's knowledge, a wide range of skills and their understanding across a range of subjects. We also develop social skills as we aim to prepare children for lifelong learning and their place in an ever changing technological world. (Ethos, talking to children, staff Governors and parents)

Children are able to verbalise how much they enjoy learning, understand what they expect to achieve & how confident they are. (Talking to children, Survey Results)

Our survey results indicate that parents are very happy with the way the school is run. (Survey Results)

Children understand how to improve as a result of consistent high quality marking and constructive useful feedback from staff and, where relevant, parents and carers understand how learners should improve and how they can contribute to this make rapid progress. (Marking Policy, Books, Talking to children, Parents, Literacy and Numeracy courses, Curriculum meetings, Open Evenings)

Leadership and Management of Bournes Green Infant School

Leadership and Management are outstanding at Bournes Green Infant School because:

All members of staff demonstrate an ambitious vision, have high expectations and ensure high standards of provision and care for children. They have a good understanding of the school's ethos as well as the performance both academic and non-academic of the children.

Challenging performance management and appropriate professional development Our subject leaders constantly focus on improving teaching and learning and provide excellent professional development as appropriate and applicable, for all staff. Performance management improves staff practice and encourages, challenges and supports teachers' teaching, learning and assessment. (Performance Management, SDP, Staff Meetings Subject Leaders file, CPD List)

All staff strive to maintain or improve, the highest levels of achievement and personal development, for all of our children, over a sustained period of time and in all of the school's activities, whether academic, social or other. (Subject Leaders Files, Schemes of Work, Extra curricula Activities. Competitions/Dance/Music festivals)

We provide a curriculum that is broad and balanced which meets all statutory requirements. We involve the children in the planning of lessons taking account of their needs and interests. This assists in successfully planning and managing learning programmes to enable all children to get a good start and prepare them for the next stage in their education. (Planning, Subject Leaders Files, Schemes of Work)

We actively promote equality and diversity, tackle bullying and discrimination through circle time, assemblies and PSHE.

We make a conscientious effort to narrow any gaps in achievement between different groups of children and learners. (Vulnerable groups, Tracking System, Behaviour File, Returns to LA, PP File, PP Records)

Safeguarding arrangements to protect children, young people and learners meet all statutory and other government requirements; we promote their welfare and are ever vigilant to observe changes in behaviour in order to prevent radicalisation and extremism. We involve the children in assemblies, safeguarding work, risk assessments and visits out of school. Our Safeguarding Governor visits us on a regular basis to discuss the safeguarding agenda. She checks the SCR. (Safeguarding Assemblies, Safeguarding Return to LA Safeguarding Level 2 training Risk Assessments notices Governor Reports)

We actively promote British values through all areas of the curriculum. (Planning, Displays Information booklets, Assemblies)

Governors regularly meet with the Headteacher and hold them to account for all aspects of the school's performance.

Governors regularly meet with teachers to access development in curriculum areas. (Governor Reports)

We have excellent policies describing practice that ensures that children are making excellent progress and have high levels of literacy. (Teaching and Learning, Curriculum, English Policies)

We have successful strategies for engaging with parents. Our school operates an 'open door policy' which enables any parent to come into school at any time to discuss any issues that may have arisen, or to celebrate success. (Prospectus, Curriculum Meetings, Coffee Afternoons)

Views and ideas from staff, parents, carers, children and our School Council are given due consideration. (Suggestion Box, Newsletters, Questionnaires)

Decisions with regard to some aspects of school life have been delegated to the school council. (School Council Minutes)

Governors take an active role in the school ensuring that they become familiar with the way the school is run and finding out other ways in which they can contribute. (Governor Visits)

Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources. (Budget, School Finances, Governor Minutes)

The school is led confidently as evidenced by the ethos, smooth running and the popularity of the school, as well as the progress of children and outcomes. (Waiting lists, Letters and cards, Report returns, Tracking Data, Results)

We are working with our partner Junior School, as well as our MAT and are finding ways in which we can develop closer working relationships, activities and professional development opportunities.

Regular classroom observations ensure that SLT know how well staff are performing in the classroom and this information is shared with the Governing Body. (Pay Committee Minutes, Performance Management reviews, Observations)

Personal Development, Behaviour and Welfare

Behaviour of children at Bournes Green Infant School is outstanding because:

All staff instil a pride in achievement, at whatever level, and a commitment to learning, supported by a positive culture across the whole school. We promote self-confidence, self-awareness, resilience and understanding of how to be a successful learner. (PSHE Scheme, Circle time, Assemblies)

Prompt and regular attendance is expected from all children. Attendance is tracked half termly and action is taken with any children causing concern. (Assemblies, Newsletters, Curriculum Meetings, New Intake Meetings, Attendance Tracking & Notes)

Excellent Behaviour is expected throughout the school at all times. We follow our school policy on positive behaviour management, which explains our guidelines for behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others. (Positive Behaviour Management Policy, PSHE, Assemblies, Circle Time)

It is our role as an Infant School to help our children understand the concept of "being safe". We help the children to understand how to keep themselves safe in and out of school discussing bullying, racism and exploitation, including when using the internet and social media. We are constantly looking for any signs or changes in behaviour which may leave our children vulnerable. Our children are aware of who is responsible for keeping them safe and their part to play in that. (PSHE, Science, Circle time, Curriculum, Assemblies, ICT Code of conduct)

Staff regularly teach the children the knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating. We also talk about personal development, so that our children are well prepared to respect others and contribute to wider society and life in Britain. (Curriculum, Assemblies, Planning, Classroom observations, children's comments)

Children are keen to come to school and have a love of learning. They experience a variety of learning strategies including independent, paired, group and whole class work, depending upon the work to be covered. (Observations. Planning, Support Planning and notes)

Children's respect and attitudes to learning are of an equally high standard with all staff. (Classroom Observations, talking with children)

Children's pride in the school is constantly shown by their excellent participation and effort in school activities and outside events either sporting or creative. (Dance Festival, Infant Music Festival, Trophies, Attendance at Events)

Children are aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and we actively try to prevent it from occurring. All behaviour issues are dealt with immediately and very effectively. (Anti Bullying Policy Racial Discrimination Policy, Positive Behaviour Management Policy & File)

Any disruptive behaviour is dealt with immediately in a firm but fair way. Any ongoing behavioural issues are identified as early as possible, action planning takes place, and advice is sought. Our behaviour file shows examples of good behaviour as well as records of how undesirable behaviour is managed. There are excellent improvements in behaviour over time for individuals with particular behaviour needs. (Positive Behaviour Management Policy, Behaviour File, Notes from Outreach Support)

Children are very thoughtful and supportive of each other as evidenced in all classrooms. The children show particular sensitivity and understanding in classes with children on EHCPs.

We have several members of staff qualified in Team Teach, placed strategically around the school. This gives them the opportunity to respond quickly should the need arise. There have been no exclusions for more than 10 years. (CPD list)

Safety

All children are safe and feel safe at school. They understand danger and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety. (Questionnaire, assemblies, Class safety Rules Computing Planning, PE Planning)

Our survey results indicate that parents are very happy with the way the school is run. They agree that we keep their children safe. - (Survey Results)

There have been no reports of racial discrimination/ harassment in recent years. (Returns to LA)

Reports of any incidents (potential bullying) have been thoroughly investigated and the results fed back to children and their parents. (Behaviour Management File Complaints/SuggestionsFile)

E-safety is discussed with parents and children. The policy is available on our website along with guidance for parents. New parents sign our E-safety agreement.

Children are able to discuss matters of concern during circle time or PSHE lessons. Two members of staff and one governor have completed Safer Recruitment Training. We follow these guidelines when recruiting staff. (CPD List, Certificates, Safeguarding Refreshers List)

The school's arrangements for safeguarding are regularly audited by the local authority. We have completed all recommendations and therefore meet all statutory requirements. (Safeguarding Return)

Our Governor responsible for Health and Safety has worked with the staff to ensure that any suggestions for further improvement are explored and any new issues are identified. We have a structured annual timetable of visits. (Health and Safety Meeting Minutes, Governors Inspection List, School Health and Safety Log)

Healthy Lifestyles

We have been awarded our Healthy Schools enhanced level accreditation. (Trophy & Story, Re-validation submission)

Good quality first teaching and curriculum planning ensures that children have knowledge and understanding, affecting many aspects of physical and emotional well-being. If children have a healthy lifestyle then they are best able to concentrate to access a good education.

Parents state that their children understand what it means to be healthy. (Questionnaire)

We actively encourage children to drink water during the school day.

We encourage all children to have a fruit or vegetable snack during the morning and to have the government provided fruit in the afternoon.

All children have at least 2 hours of physical activity with many children participating in sports clubs at school. We have a 'Super Cool Club' for children who do not participate in extra-curricular sporting activities.

Our travel plan includes encouraging children to walk, cycle or scoot to school. We provide two shelters within the school grounds.

Spiritual, Moral, Social & Cultural Awareness at Bournes Green Infant School

Personal, Social and Health Education is taught in all classes. We also have 'Circle time', which enables us to discuss any planned or evolving issues. The school council have the opportunity to bring up any issues at a school council meeting. These issues are then taken back to the classroom for discussion.

We acknowledge many religions and introduce these to the children as celebrations of festivals and special days. Our programme of development in this area includes assemblies; follow up in classrooms, celebrations and sharing individual occasions.

We promote all children's spiritual, moral, social and cultural development by providing positive experiences through planned and spontaneous opportunities in the curriculum and through interactions with teachers and other adults to:

- reflect on the experiences provided, children use their imagination and creativity to develop curiosity in their learning
- develop and apply an understanding of right and wrong in their school and life outside school
- take part in a range of activities requiring social skills
- gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training
- discuss and plan to overcome barriers to their learning
- respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school
- develop the skills and attitudes to enable them to participate fully and positively in all school activities
- understand and appreciate the range of different cultures within school and further afield
- prepare children for the next stage in their education - transition to the Junior School