

BHPS on a Page September 2023

Current Inspection Grade – February 2020 – Good in all areas				Current school self-evaluation judgement																																																																																																																																	
				Q of E –Good, Leadership and Management – Good, Behaviour and Attitudes -Good, Personal Development -Good, EYFS - Good																																																																																																																																	
School Characteristics				SIP Key Priorities :																																																																																																																																	
June 2023				1.) To improve outcomes in reading and writing through achieving greater consistency, subject knowledge and more robust assessment.																																																																																																																																	
NOR – 460 (Gender – Girls = 46.1%, Boys = 53.9% FSM6 – 10.1%; SEND = 11.9% inc EHCP – 0.4%; EAL = 11.1%				Focusing on:																																																																																																																																	
81% of our pupils are White British, 19% represent a range of different ethnic backgrounds, with the second most prominent group being any other white background (6.4%)				<ul style="list-style-type: none"><li>Consistent high quality T &amp; L within reading</li><li>Further developing ‘The Love of Reading’</li><li>Modelling and achieving greater consistency in teaching of writing</li><li>Improving writing outcomes for all</li><li>Further refining feedback in reading and writing to close gaps with a sense of urgency</li></ul>																																																																																																																																	
49% of our school population identify as having no family religion. 32% identify as having Christian family ethos. 3.5% identify as having Muslim beliefs.				2.) To ensure that the wider curriculum is tailored to Berry Hill pupils and allows pupils to make good progress																																																																																																																																	
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<div><div>2020</div><div>2021</div><div>2022</div><div>School number on roll</div><div>Well above average 446</div><div>Well above average 447</div><div>Well above average 449</div><div>School % FSM</div><div>Below average 10</div><div>Below average 10</div><div>Well below average 10</div><div>School % SEND support</div><div>Well below average 5</div><div>Well below average 5</div><div>Well below average 8</div><div>School % EHC plan</div><div>Well below average 0.2</div><div>Well below average 0.2</div><div>Well below average 0.4</div><div>School % EAL</div><div>Close to average 9</div><div>Close to average 9</div><div>Close to average 11</div><div>School % stability</div><div>Above average 88</div><div>Well above average 90</div><div>Above average 88</div></div>				<ul style="list-style-type: none"><li>Developing meaningful links with the community and locality within wider curriculum</li><li>Developing subject leaders so that monitoring of progress and attainment is robust across the curriculum</li><li>Refining assessment practices across the wider curriculum to support rapid progress</li><li>Delivering CPD to teachers to support all children’s progress against the progression of knowledge documentation.</li></ul>																																																																																																																																	
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				<ul style="list-style-type: none"><li>Developing the structure of lessons so that children make effective progress across the wider curriculum</li><li>Implementing the ‘matching’ of disciplinary knowledge across the wider-curriculum lessons</li><li>Enhancing governors’ knowledge of strengths and development points for the wider curriculum subjects</li></ul>																																																																																																																																	
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SEND: <ul style="list-style-type: none"><li>A curriculum design that is ambitious for all</li></ul> Majority of SEND children taught in class to ensure broad and balanced curriculum with reasonable adjustments inc: small group support/scaffold; specific intervention; resources, <ul style="list-style-type: none"><li>Special adjustments are made to implement bespoke and tailored approaches due to significant individual needs.</li><li>7 x EHCP</li><li>11.9% on SEND register, reviewed half termly.</li></ul>				Pupil Premium + Recovery Premiums 2022-23 PP Spending £54,015: <ul style="list-style-type: none"><li>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support<ul style="list-style-type: none"><li>Specific interventions</li></ul></li><li>Whole school CPD to ensure consistency of approach</li><li>Improve the range of activities and experiences (cultural capital) which PP children would otherwise be unable to access: Extended Schools coordinator, After school clubs – homework; Additional sports activities; Access to Forest Schools – Outdoor Oracy; Improved opportunities to develop social and confidence through play and lunch times. (Opal)</li><li>Inclusion and Attendance</li></ul>																																																																																																																																	
Safeguarding Team – 7 Bi-weekly meetings to discuss and review concerns/cases Strong practice – attendance, support for families,				Attendance, PA and Exclusion 2022-23 Attendance = 94.6% (National 92.5%) Persistent Absenteeism = 10% Exclusions = 1.1% (total suspensions, 5 pupils – 4 physical assaults against an adult, 3 damage – no permanent exclusions)																																																																																																																																	
Teaching and Learning: 3 x ECTs (Early Career Teachers) SENCO 0.5				. Things to be proud of: <ul style="list-style-type: none"><li>OPAL</li><li>Pastoral care / nurture</li><li>Broad and Balanced Curriculum</li><li>Collaboration opportunities</li><li>Behaviour</li><li>Wider opportunities</li></ul>																																																																																																																																	
Sports Premium Funding Sports Funding 2021 – 2022 = £19,540 plus balance from 2020 – 21 (£8,826) Priorities: <ul style="list-style-type: none"><li>Weekly CPD provided for teachers</li><li>MPSSP CPD for PE Lead</li><li>Widening opportunities for children to attend variety of sport clubs after school</li><li>Children to attend variety of PE and sports festivals, fixtures and events.</li><li>Take part in sports fixtures and events</li></ul>				Next Steps: <ul style="list-style-type: none"><li>Effective implementation of curriculum documents across the wider curriculum</li><li>Development of OPAL in wider school grounds in supporting varied, enhanced play provision</li><li>Implementation of ‘The Write Stuff’ to improve standards of writing</li><li>Further development of family mentor role –Attendance focus</li><li>Reengage parents/carers in children’s learning</li></ul>																																																																																																																																	
Vision <ul style="list-style-type: none"><li>Provide the highest possible standard of education so that every child leaves Berry Hill having realised their full potential and is equipped for the next stage of learning.</li><li>Offer a broad, balanced and challenging curriculum that develops children with the necessary conceptual and procedural knowledge to succeed in life.</li><li>Create a safe environment, which promotes learning and curiosity, where children and staff are aspirational and feel confident to ‘have a go’ to develop themselves.</li><li>Inspire children through a ‘see it to be it’ approach to know that people just like them can be anything</li><li>Encourage every child to become socially mature, demonstrating essential life skills such as: high levels of emotional intelligence including resilience, empathy, understanding, tolerance and respect so that they engage positively with society</li></ul>				Ethos: Be Kind, Work Hard, Be Brave “Listen more to your dreams and less to your fears”  Produce outstanding individuals who know the importance of kindness, hard work and being brave and who will leave us with a sense of responsibility to make positive contributions to society.  Curriculum Drivers:  Diversity Resilience Empowerment Ambition Morality																																																																																																																																	

