

BHPS on a Page Revised March 2025

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

NOR – 449 (404 excl Nursery) (Gender – Girls = 47.0%, Boys = 53.0% FSM6 – 8.9%; SEND = 14.5% + 12.0% on SEND concerns list; EHCP – 2.4%; EAL = 18.5% (an increase of 10.5% since Sep 2021)
77.5% of our pupils are White British, 22.5% represent a range of different ethnic backgrounds, with the second most prominent group being any other white background (7.8%). 63% of our school population identify as having no family religion. 30.1% identify as having Christian family ethos. 4% identify as having Muslim beliefs.

	2022	2023	2024
School number on roll	Well above average 449	Well above average 452	Well above average 451
School % FSM6	Well below average 10	Well below average 9	Well below average 8
School % SEN support	Well below average 8	Well below average 9	Below average 10
School % EHC plan	Well below average 0.4	Below average 1.3	Below average 1.8
School % EAL	Close to average 11	Above average 13	Above average 16
School % stability	Above average 88	Above average 86	Above average 86
Pupil base deprivation	Below average	Below average	Below average
School location deprivation	Well below average	Well below average	Well below average

SDP Key Priorities:

Priority 1: Quality of Education

To improve outcomes in Writing

Focusing on:

- Increased CPD for teachers and TAs to support the development of writing, such as an emphasis on grammar
- High quality modelling and robust instruction enable all pupils to improve presentation
- Changes to spelling which better enables pupils to have transferrable knowledge to more widely apply knowledge of patterns and conventions
- Greater opportunities for oracy within the curriculum to underpin effective writing practices.
- Refined assessment to enable greater clarity, clearer priorities and more secure judgements

Priority 2: Leadership & Management

To further develop the curriculum and maximise cohesion

Focusing on:

- Stakeholders better understand the school values, curriculum drivers and how these are interwoven through the curriculum
- Progression of vocabulary will be a key driver of progression of knowledge, with children communicating effectively, subject-specific vocabulary effectively
- Lesson observations will show that working walls are highly relevant and contribute to teaching and learning
- Transition will be aided by physical environments, with clear age-appropriate environments in place which reflect curriculum progression.
- Pupil voice shows that enjoyment and motivation levels to complete tasks in the wider curriculum have increased.
- Task design facilitates more effective pupil assessment
- Work scrutiny shows that pupils are increasingly proficient in problem solving in Maths

Priority 3: Personal Development

To raise the profile of Berry Hill Primary School, ensuring that the values, wide Personal Development offering and achievements are in the public domain.

Focusing on:

- Day-to-day observations and pupil voice show that the overwhelming feel is that core values are well-instilled, through the things that they say and the things that they do.
- Berry Hill will be featured at least three times during the academic year with positive articles.
- Over the course of the year, parent voice will reflect that there have been many and varied opportunities for parents to come into school to be a part of their child's learning.
- Berry Hill has evidence of affecting positive change in their community.

EYFS outcomes	2019		2022		2023		2024	
	BHPS	NA	BHPS	NA	BHPS	NA	BHPS	NA
% GLD	70%	71.8%	51.7%	65.2%	80%	67%	75%	67.7%

Phonics Outcomes	2019		2022		2023		2024	
	BHPS	NA	BHPS	NA	BHPS	NA	BHPS	NA
Year 1	80%	82%	50%	82%	82%	79%	88%	79%
By end of Year 2	83.3%	82%	98%	82%	96.2%	79%	97%	79%

KS1 Outcomes	2019		2022		2023		2024
	BHPS	NA	BHPS	NA	BHPS	NA	
%EXS + Reading	71%	75%	66%	67%	72%	69%	No longer required to report.
%EXS + Writing	70%	69%	61%	58%	56%	61%	
%EXS + Maths	63%	76%	68%	68%	70%	72%	
% EXS+ Combined					49%	56%	

Progress end of KS1 to KS2	2019	2022	2023	2024
Reading	0.5	-0.70	-0.1	No progress measure
Writing	-0.7	-0.90	0.5	No progress measure
Maths	0.6	-0.78	0.7	No progress measure

KS2 Outcomes	2019		2022		2023		2024	
	BHPS	NA	BHPS	NA	BHPS	NA	BHPS	NA
%EXS + Reading	70%	73%	68%	75%	72%	73%	81%	74%
%GDS Reading	22%	25%	19%	28%	22%	29%	41%	28%
%EXS + Writing	71%	78%	71%	69%	73%	71%	66%	71%
%GDS Writing	15%	22%	5%	13%	8%	13%	14%	13%
%EXS + Maths	78%	79%	68%	71%	76%	73%	78%	73%
%GDS Maths	13%	22%	16%	22%	22%	24%	19%	24%
%EXS+ SPAG			77%	72%	70%	72%	76%	72%
%GDS SPAG			15%	28%	20%	30%	31%	32%
% EXS + combined	64%	65%	52%	59%	63%	59%	59%	61%
%GDS combined	14%	11%	2%	7%	8%	9%	5%	8%

SEND:

- A curriculum design that is ambitious for all

Majority of SEND children taught in class to ensure broad and balanced curriculum with reasonable adjustments inc: small group support/scaffold; specific intervention; resources,

- Special adjustments are made to implement bespoke and tailored approaches due to significant individual needs.
- 13 x EHCP and 1 in progress, this has significantly grown over the past 2 years.
- 14.5% on SEND register and a further 12% on the SEND Concerns register which is now 26.5% of school, reviewed half termly.

Pupil Premium 2024-25 - PP Spending £59132:

Intended Outcomes:

- Improved engagement, confidence and use of language and vocabulary skills among disadvantaged pupils across the curriculum..
- Improve attainment in reading, writing, maths and combined for disadvantaged pupils at KS2.
- To improve and sustain improved well-being for all pupils within school in particularly our disadvantaged pupils, in particular to encourage greater levels of active learning and support seeking.
- To facilitate pupil to fully embrace wider curriculum opportunities
- To improve, and sustain improved attendance for targeted pupils
- To provide responsive support to families in order to help them to meet basic needs – both physical and emotional, for children or parents.

Safeguarding Team – 6
Bi-weekly meetings to discuss and review concerns/cases
Strong practice – attendance, support for families,

Attendance, PA and Exclusion 2024-25

Attendance = 96.5% (National 92.5%) Persistent Absenteeism = 6.4% Exclusions = total suspensions 2 pupils totalling 5 days, physical assault against a member of staff, threatening behaviour against other pupils and damage to school property. Both SEND pupils.

Teaching and Learning:
3 x ECTs (Early Career Teachers)
SENCO 0.5

Things to be proud of:

- OPAL
- Pastoral care / nurture
- Broad and Balanced Curriculum
- Collaboration opportunities
- Behaviour
- Wider opportunities

Sports Premium Funding

Priorities:

- Increase the grading of the school games mark
- Introduce sports leaders
- Staff CPD through Express Coaching
- Swimming pool on site to increase % of children who are confident swimmers
- Increase % of children attending sports clubs and representing the school.
- Increase awareness of inclusion and diversity in sport

Next Steps:

- Effective implementation of curriculum documents across the wider curriculum
- Embedding and refining 'The Write Stuff' and implementation of foundational skills to improve standards of writing
- Reengage parents/carers in children's learning
- Site development to further enhance learning opportunities
- Form further links with other good / outstanding schools to support our development

Vision

- 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.
- Offer a broad, balanced and challenging curriculum that develops children with the necessary conceptual and procedural knowledge to succeed in life.
- 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.
- Inspire children through a 'see it to be it' approach to know that people just like them can be anything
- 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

Ethos: Be Kind, Work Hard, Be Brave

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**