



Broomhill Infant School Self Evaluation September 2020

Overall Effectiveness: Outstanding

The Quality of Education: Outstanding

Behaviour and Attitudes: Outstanding

Personal Development: Outstanding

Leadership and Management: Outstanding

School Vision Statement

At Broomhill Infant School we are an enthusiastic, caring and co-operative team. We ensure a safe and secure environment that is welcoming to all. All our children are encouraged to achieve their best within an enriching, enjoyable and relevant curriculum with creativity at its heart. We celebrate diversity by learning from each other, and prepare our children to develop the skills and attitudes they will need for a happy and fulfilling life.



OVERALL EFFECTIVENESS: OUTSTANDING



This is because Broomhill is a unique and special school. The quality of education, behaviour and attitudes, personal development and leadership and management are outstanding. Education at Broomhill is alive and rich. The predicted outcomes for children at the end of Reception and KS1 are broadly in line with national figures. September 2020 baseline assessment and gap analysis (post covid 19 lockdown) informs interventions and additional support for pupils.

THE QUALITY OF EDUCATION: OUTSTANDING



Intent

- The school has embedded a question based 'Learning Challenge Curriculum'. The curriculum is engaging, exciting and enriching with creativity at it's heart. It promotes and inspires a love of learning and enquiry helping pupils to excel and shine
- The curriculum is continually being refined to ensure that in every subject - skills, knowledge and understanding are developmental. Progression planning will ensure that desired end points are clear to all staff and that key concepts are identified and opportunities are taken to consolidate information/committed to long term memory. Annual special events... Forest School, The Broomhill Bonfire, November Remembrance Service, Christmas celebrations and visit to Bridlington are a few examples.
- Daily outdoor learning for all year groups is new feature of Broomhill education in 2020/21. Fifteen children are learning outdoors (in bubbles) each day

- Increased 'Continuous Provision' also features in each class base, from FS2 to Y2. Child initiated activities in continuous and enhanced provision facilitates opportunities to deepen understanding and commit concepts to long term memory
- School staff are determined that every child will achieve their best and receive maximum benefit from innovative and unique learning opportunities
- Visitors and visits (including the Year 2 residential visit to Whirlow Hall Farm) are used to further develop learner's knowledge and understanding of the world. These are often used as a 'Wow' at the beginning of a topic, sometimes part way through a topic and or as a celebration for reflection at the end. An emphasis on a sense of belonging (to school and the community) is woven into all aspects of learning
- Pupils have access to a wide range of extra - curricular activities that deepen and enrich learning. These opportunities also provide an opportunity for nurture in small groups. Cooking ... each child in school receives a six week programme of 'Let's Get Cooking.' Sports - the clubs change each half term and shadow skills and games being taught in PE lessons. Art, Drama, Dance, Mindfulness and Gardening all build self - esteem, (physical and mental) wellbeing and develop transferable skills

Implementation

- Opportunities that are all part of a cohesive vision support pupils' development of core skills. The connectedness of learning across subjects, with opportunities to consolidate knowledge and skills, enables learning to be committed to long term memory. English and Maths are used across the curriculum. Our curriculum planning is reviewed annually with both staff and children
- The sports premium is used well to enhance sporting opportunities and has an impact on pupils' behaviour, welfare and attitudes to learning. The 'Arches' PE coach facilitates lunchtime clubs to support SEND groups, More Able children and disadvantaged pupils in receipt of Pupil Premium
- The PE coach mentors 'Year 2 Sports Leaders'
- Quality first teaching and a range of interventions eg, FFT, Finger Gym, Lego Therapy are used to overcome barriers to learning
- Teachers use subject knowledge and subject strengths/specialism well to ensure that basic skills are embedded and that the level of challenge is appropriate for all children

- Specialist teaching of 'Computing' is delivered by the Computing lead teacher. Sarah Hawley covers PPA for all teachers so has an overview of curriculum coverage, delivery and progression
- Teachers create inspiring learning opportunities that excite children and create a love of learning
- The good (or better) quality of teaching and strategic use of support staff results in positive attitudes to learning. We now have a TA assigned to support children with SEND and EAL. Another TA is working with children highlighted as needing to 'catch up' following lockdown due to Covid 19.
- Teachers ensure that pupils have the attitudes, skills and knowledge needed for success in the next stage of education. The Broomhill Secrets of Success are an integral part of all learning

Impact

- Predicted outcomes at the end of FS2 are broadly in line with the national figure. At the end of KS1 predicted outcomes are broadly at the expected level in reading, writing and maths the national figure.
- Pupil progress meetings take place the first week of each half term. Analysis of progress is monitored by the head teacher and class teacher/s. All staff working in each class and the Sendco receive follow up notes from pupil progress meetings re: interventions / extra provision
- Pupil Premium is targeted effectively at individuals and groups to ensure that progress is maximised and disadvantaged pupils have equal access to every learning opportunity. Our 'Active Teaching Assistant' - funded from sugar tax finance works with disadvantaged children daily - an example is in 'Wobble Workshop' a twenty minute session to improve core stability
- Children understand the 'Secrets of Success', are resilient in their learning and thrive on a high level of challenge
- Most children are able to articulate their understanding of their learning process
- The teaching of phonics is highly effective. We know this through assessment and observations.
- In maths the focus on developing reasoning skills to support maths mastery of the curriculum is leading to further improvements on progress and higher levels of attainment
- Reading, writing and maths is clearly and effectively embedded across the curriculum (this can be seen in topic books)
- Standards of work and progress in learning across the rich, cohesive and connected curriculum is good...learning is alive

- Work in most pupils books shows that the vast majority are making at least good progress from their starting points
- Pupils are very well prepared for the next stage of their education. A love of learning is instilled.

Next Steps:

- Maintain the whole school approach to the teaching of basic skills with special emphasis on reading (with a focus on phonics and early reading)
- Ensure that all of the most able pupils, especially the most able disadvantaged, achieve the greater depth in learning of which they are capable by providing challenge in lessons
- Further develop teaching and learning that is flexible and particularly supports 'rapid graspers' (the more able within a lesson) ensuring progress is maximised

BEHAVIOUR AND ATTITUDES - OUTSTANDING



- Pupils are aware of and subscribe to the high expectations set for learning.
- Pupils are aware of and subscribe to the school's very clear behaviour policy, understand the 'Secrets of Success' and want to take part in earned 'Success Time' each Friday afternoon. All staff offer exciting learning opportunities in Success Time... jewellery making, cycling & scooter skills are two examples
- Children take great pride in their work and their school; have a high level of respect for each other and celebrate each other's successes. Their manners are exemplary
- Understanding and support for pupils with difficulties and /or additional needs is exceptional
- There is a calm, purposeful atmosphere around school and in lessons
- Children support and care for each other
- Behaviour is supported through a clear policy that takes account of the needs of all children in school

- Staff and pupils deal effectively with the very rare instances of bullying behaviour and /or use of derogatory or aggressive language

PERSONAL DEVELOPMENT - OUTSTANDING



- Return to school (September 2020) has been smooth, safe and successful after a sustained period of disruption for many children
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental universal values, are at the heart of the school's work, this is reflected in the curriculum - topics, visits and visitors
- Pupils contribute to the life of the school and feel a sense of belonging School Council is active and has a high profile
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring, kind and active citizens in school and in wider society * Note 'Wall of Appreciation' in the School Hall thanks from Sheffield Children's Hospital, Sheffield Cathedral Archer Project, students and parents etc
- Social cohesion within the school is strong with children from a range of cultural and ethnic backgrounds (*see world map in foyer) along with a range of special needs all understanding and embracing differences
- Relationships between all people in school are extremely strong which significantly contributes to all aspects of school life including general behaviour, behaviour for learning and for safeguarding
- The PSHE curriculum provides opportunities for pupil voice and to consider relevant issues within the wider society, including prevent
- Pupils know how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology
- Visits and visitors are used to support personal development as well as social, cultural, spiritual and moral development. For example Christian, Muslim and Baha'i leaders regularly take assemblies

- Pupils have a strong voice and their contribution to school is promoted through the school council and sports leaders. Children seize these opportunities with enthusiasm and a strong sense of responsibility. School Council often visit Governors at the lunchtime Teaching & Learning Committee meetings
- The school is working hard to ensure that pupils are safe in the online environment - meetings for parents, newsletter, website and assemblies

Next steps:

- Timetabled weekly 'Circle Time' will take place in each base (15 children per session)
- Maintain the learning resilience of the most and least able pupils
- Pupils will develop resilience and perseverance particularly when challenged by high level; questioning and tasks
- Maintain the emotional resilience of individual, vulnerable children in preparation for the next stages of life
- Foundation Stage to annually review the safeguarding requirement of the EYFS framework
- Pupils continue to be prepared for life in the modern world with a particular focus on being safe in the digital world with parents supported in their role
- Enhance the mental health and well-being of all pupils and staff through engagement- Fiona Watson - Mindfulness (Relaxation and Sleep training)
Twilight 30.9.20

LEADERSHIP AND MANAGEMENT - OUTSTANDING



- Leaders, governors and all staff have an unwavering focus on improving pupil outcomes through a visionary, systematic and collegiate approach
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.

- The Chair of Governors is a National Leader of Governance
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas
- Safeguarding is effective, policies and procedures are well established and in date. All staff are aware of their roles and responsibilities (including prevent and online safety.) Children at risk are identified and helped as an absolute priority in the school
- Safeguarding policy and procedures are understood by all, children feel safe in school and know that all adults are here to help them
- Pupils are safe and feel safe at all times. A parent /child review will be sent to all families in the final week of Autumn 1 2020 half term. Children understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Leaders ensure that all staff recognise their shared responsibility in ensuring pupils attain the highest standards
- The shared vision, including the vision for the curriculum is understood and articulated throughout the school leading to a clear sense of purpose
- Subject leaders constantly refine the curriculum, and design activities, leading to a curriculum that has a clear progression of skills and with clearer end points. A curriculum that has a more planned and sequential development of skills and attitudes and has greater clarity about the key concepts that need to be committed to long term memory (Action Plan 2020/21 Spring '21)
- Leaders in reading, writing and maths have a key role in monitoring and evaluating the standards and quality of provision in their subjects
- Leaders meticulously monitor and evaluate the performance of the school and use this knowledge strategically to set clear goals for improvement
- CPD and performance management are clearly linked to the school's improvement priorities whilst also addressing individual development needs. They are clear and can be measured for impact. This year our main priority is wellbeing for all
- Opportunities are provided for teachers to develop curriculum knowledge and understanding of age related expectations through moderation activities within school and with both the Sheaf Cooperative Learning Trust and the Triad of schools (Learn Sheffield Covid Recovery Festival)
- Opportunities for professional debate leading to improved pedagogy are seized by the staff during year group and staff meetings
- Risk taking in order to improve outcomes for children is encouraged.

- The impact of leadership development can be seen in that in the last 5 years teaching staff have moved into EYFS lead teacher, Deputy Head, and Headteacher roles.
- The school has an outward looking and collaborative approach and works in partnership with Learn Sheffield, the locality, with a working group of six schools known as The Sheaf Cooperative Learning Trust and Infant Head teachers across the City
- The school shares both expertise and staff with the Sheaf Cooperative Learning Trust and other Sheffield Infant schools
- The school has a welltrained army of reading volunteers (to return post pandemic)

Next steps:

- Further develop the impact of subject leaders through effective CPD and a connected, whole school approach to long term and medium term planning
- Refine further (Annually - July Inset) a curriculum that engages, enthuses, challenges and brings learning to life for all pupils through a clear articulation of aims and vision
- Continue to develop a clearly structured and sequential curriculum that is aspirational and enables pupils to embed key concepts in their long term memory
- Ensure that CPD is focused on subject, pedagogical and pedagogical subject knowledge leading to improved outcomes for more able, SEND and EAL pupils
- Further improve the analysis of SEN funding and impact of interventions to improve the progress of SEN children
- Timetable for TA designated to support EAL and SEND children
- Catch up ... Designated TA to support identified gaps in learning Y1/2 children

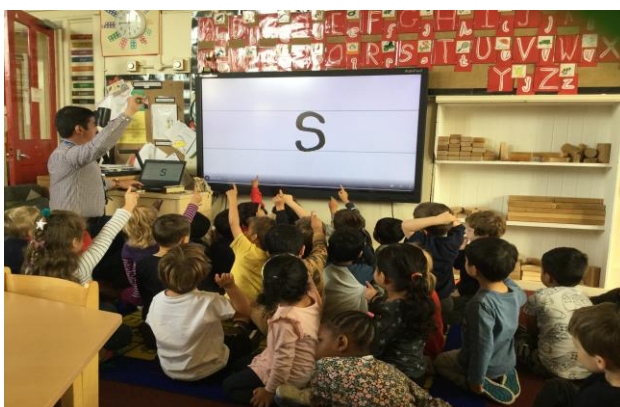
EARLY YEARS FOUNDATION STAGE - OUTSTANDING

- Foundation Stage is always full and oversubscribed
- Leaders, Governors, Learn Sheffield Improvement Partner, feedback, LA moderators along with monitoring and evaluation clearly illustrate that the aims of the EYFS are met in all areas of learning
- There is systematic and aspirational planning and delivery of the EYFS in a sequential way; knowledge, skills, understanding and language are carefully built on and lead to the next stage in learning

- The teaching of multisensory synthetic phonics is a focus as is the teaching of reading. Resources, include phonics based reading materials alongside quality age appropriate texts, these are well used to support children's learning
- Children confidently learn through exciting play and exploration, through active learning and through well planned adult direction and intervention
- Children are confident to talk about their learning with one another, class adults and class linked governors

Intent:

- The curriculum with a structured approach to teaching phonics, reading, writing and maths challenges all children whilst developing the personal and social skills crucial for future learning
- The teaching of phonics and reading is a major focus. The expectation is that all children will be masters of phase three and working confidently within phase 4, with some at phase 5 by the end of FS2
- Through play and focussed activities children are encouraged to develop their speaking and listening skills, communicating effectively with each other and adults
- Examples of multisensory phonics...





Overall priorities to inform the School Action Plan: 2020/21

KEY IMPROVEMENT PRIORITY WELLBEING AND RECOVERY

HYGIENE

- Prioritise wellbeing in school for children and all staff members
- Ensure systems are in place to ensure good hygiene outside and inside school
- Children to sanitise hands on entry to school
- Tables and equipment to be cleaned thoroughly between sessions and groups
- Extra clean downstairs after lunch... tables, chairs, door handles and light switches

WELL BEING

- Support for emotional wellbeing will be a priority
- We will know this because Circle Time will take place at the same time every week
- Each class will have a 'Think Box' for children to put forward ideas for circle time discussion
- Each child will have a 'Listening Token' ... a token for time to talk to their teacher or TA

Reading:

- Phonics will be assessed in September to provide a solid baseline for future teaching and learning.
- Year 2 pupils will be assessed using a past paper.
- Each adult teaching phonics will have a phonics file to include planning and resources. Each session taught to be ticked and dated.
- Shared and guided reading will take place regularly.

- Every child will read at least once a week with their class teacher or TA. Those needing extra support will be identified and will read more frequently.
- Story time will take place in every class at 2.30 everyday. Mystery reader will still happen, virtually.
- Reading will be promoted on the weekly newsletter.



INSET and Staff Meetings 2020/21 to support development of school priorities

Inset:

- Tuesday 1st September: Inset in school
- Fri 23rd October: Twilights 7.10.20 & 14.10.20 First Aid
- Friday 2nd July 2021 : Long Term Planning for 2021/22
- Wed 21st July 2012 (twilights to be arranged for transition)

