School Self-Evaluation and Improvement Plan

Evaluation of progress: May 2017
School Self-Evaluation and Improvement Plan

- Overall effectiveness
- Leadership and management
- Teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for pupils
Overall effectiveness

Name:  Alan Black (head@beatricetate.towerhamlets.sch.uk)
Date:  10/02/2016
Evidence:  
  • The quality of teaching, learning and assessment is outstanding.
  • All other key judgements are outstanding.
  • The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.
  • Safeguarding is effective.
  • The school has the following awards: Investors in People, Artsmark Gold, Healthy School Status and Sportsmark. The school is currently working towards the achievement of the Equality Award and Governor Mark.
  • The school has successfully piloted a pre-formal curriculum model to ensure pupils with profound and multiple learning difficulties continue to make more than expected progress towards their learning targets.
Leadership and management

Inadequate  Req. Improvement  Good  Outstanding

Name: Alan Black (head@beatricetate.towerhamlets.sch.uk)
Date: 10/02/2016

Evidence:
- Governance continues to improve and the effectiveness of leadership continues to be outstanding because it has a positive impact on the quality of teaching, learning and assessment leading to outstanding pupil outcomes.
- Recent restructuring of leadership, based on the development of a distributive model, has enhanced the quality of leadership across the school because it has had a positive effect on the quality of teaching and learning. Teachers and teaching assistants are extremely clear about what has to be taught, how it is to be taught and their role in assessment and learning.
- Strategic monitoring ensures that the school improvement priorities in the school improvement plan and subject leaders' plans are met within budget and timescale.
- Performance development for all staff is carried out effectively across the school.
- In September 2015, all teachers eligible for incremental pay progression received an increment based on evidence based reviews of their performance over three terms.
- All teachers have been appraised according to the teachers' standards.
- There is no evidence of under-performance.
- Parental engagement is positive and improving. Recent teacher parent interviews in the autumn term 2015 have been well attended and facilitate collaborative planning.

File attachments:
Leadership Review V2.docx  Staff Structure 2015.docx  Policy 201415.pdf
audit_report1Feb 2015.html  Safeguarding Summary Audit Feb 16.docx
Links: http://www.beatricetate.towerhamlets.sch.uk/school-information/policies-2/

Helping Factors:
1. Leadership restructuring has been completed
2. Subject leadership is improving with a focus on improving learning
3. Safeguarding is effective
4. Parental engagement is positive and improving
5. Governors have agreed a governor improvement plan

Hindering Factors:
1. Review impact of leadership restructuring to ensure it has a positive impact on learning and outcomes for pupils
2. Ensure the training and development of the governing body improves its overall effectiveness
3. Develop a positive and supportive succession planning strategy and appoint a new headteacher
<table>
<thead>
<tr>
<th>Factor</th>
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</thead>
</table>
| L1     | Review impact of leadership restructuring to ensure it has a positive impact on learning and outcomes for pupils | 1. Ensure AHTs are clear about their roles and responsibilities and set challenging targets for improvement  
2. AHT’s to lead on key school improvement areas to secure improved pupil progress over time  
3. AHT’s to improve leadership knowledge, skills and experience through training so that leadership has a positive impact on learning across the school | DHT  
1. Performance development targets met  
2. SIP targets met  
Supply cover: 10 days £2000  
3. Training objectives met and pupil progress improves over time  
Training and supply costs: £3000 | 31/10/2016  
Success criteria met  
• AHTs performance development targets met  
• AHTs have effectively led key school improvements in the following areas:  
  ▪ Assessment Recording and Reporting (ARR)  
  ▪ Behaviour management inc. TeamTeach  
  ▪ Parental engagement  
  ▪ Outreach  
  ▪ Communication strategies for all pupils inc. AAC  
  ▪ The introduction of SoSafe!  
• AHTs have undertaken training to support the leadership of above key school improvements |
| L2     | Ensure the training and development of the governing body improves its overall effectiveness | 1. Governors develop a secure understanding of their roles and responsibilities with regard to safeguarding  
2. Governing body improves its overall effectiveness through training on key issues of school governance  
3. Governors visit the school regularly, construct informed visit reports and have a positive impact on pupil achievement over time | Chair of Governors  
1. Governors demonstrate their understanding by reporting on the effectiveness of safeguarding related policies  
Training costs: £2000  
2. Governing body has positive impact on learning through improved understanding of role  
Training Costs: £1500  
3. Governors visits are informative and secure improvement  
Governor expenses: £500 | 14/07/2017  
Success criteria met  
Note: Governing body reconstituted January 2016  
• SLA agreed with NPW to provide training. Governing body training needs analysis undertaken June 2016  
• Educare online training available to staff and governors  
• Feb 2016. Co-opted governor with financial experience appointed. SS.  
• Dec 2016. ZP & SS attended SH School FGB meeting  
• ZP, SS & TM have attended LBTH governor training sessions  
• Regular governor monitoring visits, participation in events and focused Curriculum and Resources committee visits undertaken and recorded.  
• Governor participation in lesson observations, acting headteacher and teacher interviews. ZP, AH, TM & SS  
• Designated safeguarding governor TM  
• Nov 2016. LA representative governor appointed. Extensive leadership experience at local government level, including education. IC. |
| L3     | Develop a positive and supportive succession planning strategy and appoint a new headteacher | 1. Governing body to review and agree succession planning proposal presented by HT  
2. If proposal agreed, HT and DHT to jointly report to governors in first half of nominated transition term and acting HT to report in second half of term  
3. HT will restructure leadership team to ensure smooth transition | HT/DHT  
1. Succession planning completed. Date to be confirmed pending the confirmed retirement date of the current HT  
HT/DHT  
HT | 31/08/2016  
Success criteria met  
• HT retired 31st August 2016  
• July 2016. DHT interviewed by governors ZP, SS & AH. Appointed as acting headteacher from 1st September 2016  
• Nov 2016. Governors agreed to extend acting post to July. Appointment options will then be reconsidered  
• Dec 2016. Performance development objectives set with Pat Barford (Education consultant) ZP & TM. Progress to be reviewed and evaluated June/July 2017 |
Teaching, learning and assessment

Name: Alan Black (head@beatricetate.towerhamlets.sch.uk)
Date: 10/02/2016
Evidence: The quality of teaching is always at least good and often outstanding.

- Evidence from observation of teaching and learning demonstrates shows that staff support and challenge pupils to improve the quality of learning.
- Good understanding of pupil’s individual special educational needs and evidence of robust planning to meet these needs.
- The new assessment, recording and reporting system is monitored by leadership to ensure that expectations of pupil achievement are high and realistic.
- Excellent collaborative teamwork between teachers, teaching assistants and other professionals means that opportunities for learning are maximised and pupil progress is assured.
- ICT is used very effectively to support and challenge pupils so that they are meaningfully engaged and motivated to learn.

File attachments:
Quality of teaching Dec 2015.pdf
Quality of Teaching Feb 15.pdf

Links:
http://31.222.223.186/users/sign_in

Helping Factors:
1. Teachers’ standards are being met
2. Evidence of high expectations about what pupils can achieve
3. Assessment procedures are effective
4. Staff work collaboratively to plan and record pupil progress
5. ICT is used effectively to promote learning

Hindering Factors:
1. Evaluate the effectiveness of the assessment, recording and reporting system across the school to ensure it improves teaching and learning
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>T1</td>
<td>Evaluate the effectiveness of the assessment, recording and reporting system across the school to ensure it improves teaching and learning</td>
<td>1. Monitor, review and improve functionality of the bespoke IT based ARR programme</td>
<td>Leadership team</td>
<td>14/07/2017</td>
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<tr>
<td></td>
<td></td>
<td>2. Ensure teachers use the programme effectively and in a timely manner</td>
<td>• Software works effectively because it achieves its desired functionality <strong>Software bugs/updates: £3000</strong></td>
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<td>3. Ongoing monitoring of the ARR procedures to develop a dynamic model which eliminates pupil underachievement</td>
<td>• Pupils’ objectives set within time frame and evidence is robust and secure</td>
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<td>4. Report to the governing body on the medium term effectiveness of the programme in securing pupil progress</td>
<td>• DHT to ensure that pupils’ learning objectives are challenging and achievable within a reasonable time frame</td>
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<td>• Governing body report ensures governors are fully aware of the impact of ARR procedures in improving the quality of teaching, learning and assessment</td>
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<td>• All software fixes, updates and requested improvements were completed by summer 2016. SLA with Poplify.</td>
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<td>• Software fully operational and meets our design expectations of functionality in all areas</td>
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<td>• All aspects of ARR system have now been fully tested and effectively used. A full academic cycle of assessment, recording and reporting has been completed, including transferring data to the next year without any faults or issues.</td>
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<td>• All teachers have full understanding of the system and are competent users.</td>
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<td>• Pupils’ objectives are set within time frame and evidence is robust and secure</td>
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<td>• AHTs ensure that pupils’ learning objectives are challenging and achievable (within a reasonable time frame) through regular department meetings</td>
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<td>• Key stage staff awareness and understanding of individual pupils LO’s has been enhanced. STAs and TAs now have a greater understanding of, and involvement in, pupils’ ARR.</td>
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<td>• LO’s are effectively discussed and shared with parents and the multi-professional team. Some of these stakeholders also actively contribute to LO’s.</td>
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<td>• Governors have received regular updates on progress with the system. They have also had demonstrations of use and been provided with sample reports</td>
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<td>• Teachers admin time and tasks have been reduced through the effective use of this system</td>
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<td>• The ARR system underpins our pupil centred approach. Pupil progress remains outstanding</td>
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</table>
Name: Alan Black (head@beatricetate.towerhamlets.sch.uk)

Date: 10/02/2016

Evidence:
- Behaviour is outstanding because it is exceptionally well managed and has a positive impact on the quality of teaching and learning.
- The behaviour policy and procedures have been reviewed in line with current outstanding practice to reflect the school’s philosophy of Positive Behaviour Support including the introduction of Team-Teach positive handling strategies.
- Attendance is analysed to ensure improvement over time.

File attachments:
Beatrice Tate ARR 2014-2015.doc
Behaviour.pdf

Helping Factors:
1. Behaviour policy and procedures have been reviewed
2. Pupils show respect for each other
3. Whilst attendance is low, it is effectively monitored

Hindering Factors:
1. Moderate and quality assure the implementation of behaviour support plans to ensure a consistent approach so that pupils make good progress towards their behaviour targets
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<tr>
<td>P1</td>
<td>Moderate and quality assure the implementation of behaviour support plans to ensure a consistent approach so that pupils make good progress towards their behaviour targets</td>
<td>Through meetings with TAs STAs and teachers, ensure that the behaviour policy is fully understood by all staff</td>
<td>AHT</td>
<td>• All staff can effectively implement the procedures associated with the behaviour policy</td>
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<tr>
<td></td>
<td>1. Monitor the effectiveness of behaviour support plans and take appropriate action to secure improvement where required</td>
<td>Monitor the effectiveness of behaviour support plans and take appropriate action to secure improvement where required</td>
<td>AHT</td>
<td>• Behaviour plans are used effectively to improve behaviour for all pupils</td>
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<td>2. Initiate training as required to ensure all staff are up to date and effective</td>
<td>Initiate training as required to ensure all staff are up to date and effective</td>
<td>AHT</td>
<td>• Training completed and evaluated</td>
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<td>3. Report on the impact of the behaviour policy using a detailed analysis of individual pupil responses to behaviour support</td>
<td>Report on the impact of the behaviour policy using a detailed analysis of individual pupil responses to behaviour support</td>
<td>AHT</td>
<td>• Report to the governors to ensure they are fully informed about the effective management of behaviour</td>
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<td>4.</td>
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**Success criteria met**
- Two teaching staff trained as TeamTeach trainers. WH & NM
- Staff TeamTeach training now updated through in-house rolling programme of Inset
- Autumn 2016. Behaviour policy and supporting documentation updated and approved by Governors. WH
- AHTs regularly monitor the effectiveness of behaviour support plans and take appropriate action to secure improvement where required
- AHTs/teachers ensure all BSP are effectively implemented and that strategies are fully understood by all staff
- Autumn 2016. AHTs, led by WH, assessed ‘IRIS Adapt Special’ web based software.
- Purchased spring term 2017. This software will enable us to more effectively track and analyse behaviour trends and patterns. Underdevelopment by AHTs, staged introduction for targeted pupils. Spring-summer 2017.
Outcomes for pupils

Name: Alan Black (head@beatricetate.towerhamlets.sch.uk)
Date: 10/02/2016
Evidence: Pupil achievement is outstanding because from each different starting point, the proportion of pupils making and exceeding expected progress in English and in mathematics is high compared with national figures. There are no statistical differences for any group of pupils.

Links:
http://www.beatricetate.towerhamlets.sch.uk/school-information/year-7-catch-up-plan-and-review/
http://www.beatricetate.towerhamlets.sch.uk/school-information/pupil-achievement-data/
http://www.beatricetate.towerhamlets.sch.uk/school-information/pupil-premium/

Helping Factors:
1. CASPA and PIVATS used effectively to assess and plan pupil progress
2. Learning objectives are monitored and reviewed to minimise underachievement
3. Pupil premium is used effectively so that pupils achieve as much as they can
4. Curriculum is regularly reviewed
5. Bespoke ARR procedures are in place and effective
6. Y7 Catch-up funding is used effectively to improve pupil progress

Hindering Factors:
1. Review the effectiveness of the curriculum and ensure it is meaningful and relevant to all pupils across the age and ability range
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<tr>
<td>O1</td>
<td>Review the effectiveness of the curriculum and ensure it is meaningful and relevant to all pupils across the age and ability range</td>
<td>DHT</td>
<td>Evaluation of the 11-16 pre-formal, and semi-formal curriculum completed to inform planning to secure improvement in pupil outcomes</td>
<td>14/07/2017</td>
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<td>AHT</td>
<td>• Evaluation of the 16-19 curriculum completed to inform planning to secure improvement in pupil outcomes</td>
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<td>KO</td>
<td>• Evaluation of the 11-16 pre-formal, and semi-formal curriculum completed to inform planning to secure improvement in pupil outcomes</td>
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<td>AHT DR</td>
<td>• Schemes of work in place for pupils with severe learning difficulties</td>
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<td></td>
<td></td>
<td>DHT</td>
<td>Training and supply costs: £2000</td>
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<td>Subject leaders</td>
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**Success criteria met**

Subject leaders and the leadership team continually review the effectiveness of the curriculum to ensure it meets the needs of all learners:

- Feb 2016. Semi-formal Mathematics curriculum map and schemes of work (SoW) rewritten by DR, WH & EB.
- Arts Award and ASDAN accredited courses continue to be effectively managed and implemented. Pupils’ consistently meet attainment criteria.
- Subject leaders responsible for annual cycle of subject review, auditing and action planning in spring term.
- Reviews, audits and action plans approved by HT.
- AHTs responsible for breadth and balance of key stage offer in timetabling.

**Note:** Although Subject leaders and the leadership team continually review the effectiveness of the curriculum to ensure it meets the needs of all learners:

- There is a need to review BT curriculum documentation to ensure it accurately reflects the progress made in curriculum development and practice.
- There is a need to rationalise the formatting of SoW and curriculum maps and to produce updated curriculum statements for pre-formal and semi-formal pathways.
- There is a need to produce an updated 16-19 curriculum statement.