***Bridgewater School Improvement Plan 2016/17 and summary SEF***

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**Context**

Bridgewater is now a bigger than average sized school that continues to grow to two form entry. It is a 0-11 inner-city school in the west end of Newcastle serving a community that is one of the most deprived in England. Newcastle is a city with significant deprivation and social challenges, Bridgewater is placed in one of the most deprived parts. 72% of our children live in the Benwell and Scotswood Ward, an area of substantial social and economic deprivation (it is in the 1% most deprived areas of England, 1-10% SOAs), with 50.14% of our children receiving Ever 6 free school meals. This has dropped substantially in recent years due ti changes in the benefit system and more economic migrants entering who do not qualify for benefits but are very poor. Only 11 of the 32,482 wards in England have a lower score for adults' education, skills and training. Anti-social behaviour is high compared with England and hard drug dependence and violent crime are on the increase. Domestic Violence and alcohol related incidents are amongst the highest in the country. Child Poverty (before housing costs) statistics show 42% of children who live in the Scotswood/Benwell Ward live in poverty; the figure for Newcastle is 29% and the national figure is 20% (see [www.endchildpoverty.org.uk](http://www.endchildpoverty.org.uk)). The 2011 national census (see [www.officefornational](http://www.officefornational) statistics) shows the area to have a significantly higher percentage of poor health, lower economic activity and a significant percentage of people with no qualifications (40%). Indices of deprivation show it to be one of the most deprived areas of the country on all indicators , from health deprivation, to levels of people claiming benefits, life expectancy, unemployment levels, education, dwellings below the ‘ decent home standards’ and property values.

Bridgewater Centre caters for children from birth to 11 and their families. It opened in September 2006 on the site of what was Delaval Road Primary School and it amalgamated 2 Nursery settings and 1 Primary. In the 0-3 provision there are a mixture of fee paying and supported places(Local Authority funded places for children in need). Bridgewater is a full service extended school open 52 weeks of the year; we provide child care from 7.30am to 6pm, wrap-around care, education, courses for parents, access to other services (particularly health), family events and out-of-school activities. We work with a number of services and agencies and have a parent support team led by the extended services manager to support our families and communities, which includes social work students, a family support worker , well being officer and a psychotherapist two days per week. We also employ a speech and language therapist for two days per week, an Educational Psychologist and Occupational Therapist one day per week to support our children.

We have 8 pupils in our Early Years Additionally Resourced Centre (ARC), which serves the whole city and provides assessment and inclusion provision for those children under 7 who have complex learning difficulties. The attainment of these children is included in both the school’s foundation stage profile scores, phonic scores and key stage one data.

Children on entry are well below national expectations in all areas but particularly in all aspects of their language development (see data). The impact of the 0-3 provision is seen when those children enter nursery and reception, they are nearer to being in line with national expectations. Pupils from Nursery to Y6 have a high percentage of free school meals, it is currently 40.6%, however Ever 6 is over 50%. Those who are non-FSM are also vulnerable as they are on low incomes or are our EAL population who do not qualify for benefits. There is a growing proportion of pupils with English as an additional language (41.14%) and currently these children speak 21 languages including Chinese, Polish, Czech, Slovakian, Turkish and African languages as their home language. Our parent support team work with these families to fully integrate them into the community. We have a high casual intake rate and as a result our % stability in 2016 is only 65.9%

23% of the children are on our more able register; 25% of children are on the Special Needs register . 10% are vulnerable children with either a CAF , Child Protection Plan or Child in Need Plan. 3 are currently Looked after Children. Our attendance figure continues to rise and for 2015/16 it was 95.9%.

Bridgewater is in Scotswood, which has been in a regeneration phase for over a decade; many houses have been demolished, families dispersed and uprooted, which had a significant impact on the school roll. New houses in the first phase are now being built and are selling rapidly. The school has recently been extended and refurbished to cater for the increased demand on school places. We are currently one-form entry in Y5 and Y6 only and 2 form entry all other year groups. We are registered for 50 per session in our childcare and currently have 70 children attending at varying times.

The staffing at Bridgewater is relatively stable. There are new staff starting in September due to the school expanding. We have achieved a number of awards including the Basic Skills Quality Mark twice, Healthy School Award, Extended Services Quality Mark twice, the full International School Award, Arts Mark, the Active Mark, the Enviro Schools Award, the Investors in Children Award three times, fund-raising school award, Advanced Inclusion Mark, an award for our garden and allotment and we were a Creative Partnership School. We were also finalists in the national Nursery Awards.

On February 1st 2015 we were the lead school in forming the West End Schools’ Trust with 6 other primary schools in our cluster. We have appointed a Trust Officer to drive the work of the business plan and coordinate the working parties that are focusing on raising standards, joint ventures and economies of scale. The Head teacher is a Local Leader of Education and last academic year supported one of the other schools in our Trust, Broadwood Primary School, as acting Head until a new head was appointed. This was achieved with the support of the Deputy Head teachers, senior staff, Governors and all the staff working together across the two schools. This year she is mentoring two new Head teachers.

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| **Criteria** |  | **Comment / evidence** |
| **Attainment on entry to school** | Well below expected | Nursery 2016 on entry data. |
| **SDI** | (higher than National Average) | 80% pupils drawn from the 1-20% most deprived wards in England, IDACI score: 0.38  (Latest DFE Deprivation indicator 94.38 = 22nd most deprived in UK) |
| **% Stability** | (lower than National Average) | 65.9% |
| **FSM** | (higher than National Average) | 50.1% FSM Ever 6 |
| **SEN** | (higher than National Average) | The school is committed to early identification of SEN and intervention is specific and focused. 25% are on the SEN register which includes 8 children in our Early Years Additionally Resourced Centre, 3 children with statements/EHCP and 7 children with top up funding. |
| **EAL** | (higher than National Average) | 22 different home languages, 41.14% of the population. |

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|  | **2012** | **2013** | **2014** | **2015** | **2016** |  |
| Achieving at least 78 points across EYFS  2013 Expected in all areas | 63% | **25%\*(23%)** | **28%\* (18%)** | **37%\*(32%)** | **59%\*(54%)** |  |
| Achieving 6+ in PSED | 51% | **57%\*(55%)** | **54%\* (44%)** | **92%\*(77%)** | **77%\* (73.2%)** |  |
| Achieving 6+ in CLL | 43% | **57%\*(55%)** | **50% \* (40%)** | **66%\*(62%)** | **74%\*(73%)** |  |
| Achieving 6+ in PSRN  2013 Mathematics | 57% | **37%\*(35%)** | **46% \* (36%)** | **72%\*(68.1%)** | **59%\*(55.4%)** |  |
| Achieving 6+ in PSED and CLL  Prime Area 2013  Specific Areas 2013 | 40% | **55%\*(53%)**  **25%\*(23%)** | **41% \*(31%)**  **28%\* (18%)** | **66%\*(62%)**  **37%\*(32%)** | **70%\*(66.1%)**  **58%\*(54%)** |  |
| Achieving at least 78 points and 6+ in PSED and CLL  Good Level of Development 2013 | 40% | **34%\*(32.5%)** | **41%\* (31%)** | **49%\*(47%)** | **59%\*(55.4%)** | **National**  **66%** |
| Y2 Maths : Level 2+ | 86% | **76%(92%)\*** | 82% (100%)\* | **73.2%(97%)\*** | **Meeting the expected standard**  **76%\*(69.2%)** | **72.6%**  **74%**  **65.5%** |
| Y2 Reading : Level 2+ | 82% | **76%(92%)\*** | **71% (86%)\*** | **68.3%(97%)\*** | **71%\*(67.3%)** |
| Writing : Level 2+ | 71% | **59%( 71%)\*** | **68% (83%)\*** | **66% (93%)\*** | **63%\*(59.6%)** |
| Y1 phonics test | 56%(63%)\* | **57%(74%)\*** | **58% (62%)\*** | **49% (54%)\*** | **75%\*(72%)** | **81%** |
|  | **2012** | **2013** | **2014** | **2015** | **2016** | **2016 National figures** |
| Maths : Level 4+ | **88%** | **94%** | **100%** | **77%(92%TA)** | **70%(90%TA)** | **70%** |
| English:Level 4+ | **100%** | **R=94%**  **W=88%**  **SP&G=56.3%** | **100%**  **87%**  **60%** | **R=73.1%(92%TA)**  **W=92.3%**  **SPAG=77%(92%TA)** | **R=60%(87%)**  **W=87%**  **GPS=73%** | **66%**  **74%**  **72%** |
| Combined : Level 4+ | **88%** | **88%** | 87% | 65.4%(92%TA) | 47%(83% TA) | 53% |
|  | **2012** | **2013** | **2014** | **2015** | **2016** | **2016 National figures** |
| Maths progress | 88% | **100%** | 100% | 91.3%(100%TA) | 1.2 | -0.5 |
| English progress | 88% | 100% | 100% | R= 96%(100%TA)  W=100% | R=1.8  W=4.9 | -0.5 |

\*Excludes ARC

**Summary SEF September 2016**

**Overall Effectiveness: Grade 1, Previous Inspection Report (1)**

Outcomes, Teaching, Learning and Assessment, Leadership and Management and Personal development, behaviour and wellbeing are judged to be outstanding. Children are well prepared for their next stage of learning. Effective action is taken to ensure all groups including those with special educational needs and those who have fallen behind reach their potential. There is a positive climate for learning and spiritual, moral, social and cultural provision, as well as safeguarding and well being are a clear strength of the school.

**Outcomes :**

Context

Children enter Bridgewater at various points within our 0-5 phase. Either from birth, as a fee payer or on a supported place,(the very nature of the latter is due to the child or family having additional needs and vulnerable); when they are two; the term after they are three; the September of the start of their nursery year or the September of their reception year.

When children entered Nursey they have been historically well below national expectations, those children who have accessed the 0-3 provision are now more likely to be just below on entry to nursery and reception with an increasing number now at age related expectations. This has resulted in an improving trend in our profile scores over recent years.

We also have an Additionally Resourced Early Years Assessment Centre (ARC) on site which serves the city, the children in our ARC are included in our profile, phonics and KS1 published data. Historically they have represented a large proportion as class sizes were low. In July 2009 the first cohort of 30 children completed the profile and were the first year group to have accessed the 0-3 provision. In July 2011 this cohort completed their Y2 SATs and 100% of those children who had accessed the 0-3 provision achieved a Level 2 in all areas. This cohort were in Y6 in 2015 and made expected or better progress in all areas.

Children also enter Bridgewater at various times throughout the year, some have even been known to leave and then return and some, predominantly English as an Additional Language (EAL) families, only stay for a short time. Mobility overall is approximately 25% and has been higher for some cohorts. Almost all the children who join us throughout the year are EAL with no English.

**End of KS2 Summer 2016**

Nationally teacher assessment was higher than the test scores and we believe it more accurately reflects how the children were working.

Using teacher assessment 87% met the standard in reading, in the test it was 60%, the national test score was 66%.

Teacher assessment for writing was 87% which was higher than the national average which was 74%. Grammar Punctuation and Spelling was teacher assessed as 87%, the test score was 73%, the national test score was 72%.

Working at greater depth 10% in reading, 9% lower than the national average. Writing 16.5%, 1.7% above the national average. GPS 6.7%, 16.3% lower than the national figure. Maths was 6.7%, 10.3% below the national figure and the joint score was 3.3%, 1.7% below the national figure. Caution needs to be taken however as GPS, Reading and Maths is using test scores only.

Teacher assessment in maths was 90%, the test score was 70% which was the same as the national average.

Joint English and Maths attainment using teacher assessment was 83%, using the test score it was 47%, 6% below the national average 0f 53%.

Using test scores there is a large gap between PP and NPP, however there is no such discrepancy using teacher assessment.

Progress using the test scores was above the national average in all areas Reading 1.8, Writing 4.9 and Maths 1.2. Using teacher assessment the figures for reading and maths would be more in line with writing.

**End of KS1 Summer 2016**

Our Y2 published data includes children in our Early Years Additionally Resourced Centre who have significant needs. This affects our attainment data and the data in brackets includes these children.

Our KS1 judgements were successfully moderated and agreed with our LA. 71% (67.3%) met the standard in reading , only 3% below the national average. 63% (59.6%) met the standard in writing, only 2.5% below the national standard. 76% (69.2%) met the standard in maths, 3.4% above the national figure. The table below shows the % working at greater depth and although we were well below the national average in Maths and writing, reading is only 2.4% below. The table also shows the progress made by children from the end of Reception to the end of KS1. Only three children did not make expected progress, 2 were admits, 1 we disagreed with the previous school’s judgement the other was EAL so language held back evidence for reasoning in maths and the third is being screened for dyslexia.

**Y2 data – meeting the end of year expectation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Reading | \*  71% (67.3%) | NA  74% | GD  21.2% | NA  23.6% | Progress (Rec-Y2)  100% expected, 46% better |
| Writing | 63% (59.6%) | 65.5% | 3.8% | 13.3% | 97% expected, 39% better |
| Maths | 76% (69.2%) | 72.6% | 0 | 17.8% | 95%  expected, 35% better |
| CRWM | 63% (57.7% | 60.3% | 0 | 8.9% |  |

\*( includes ARC children)

**Phonics Y1 and Y2**

Our phonics scores were the highest the school has achieved.

Y2 phonics: 72% (64.3%), previous year 31%, national 67%

Y1 phonics: 75% (72%, previous year 49%, national 81%)

**Reception** Profile Score: 59% (55%)\*, previous year 41%, national 68%. This is the highest score we have achieved and a continuation of our improving trend. The gap is therefore continuing to be diminished.

Our ‘Baseline’ to the end of Reception (CEMs standardised score of 100+)showed improvement Literacy 27% to 78%, Maths 39% to 75%, Joint Literacy and Maths 34% to 78%.

**Whole school**

The % of children meeting age related expectations increased in all classes across the school from the previous year and progress was good.

**Attendance**: Continued to improve and rose to 95.9%, the previous year was 95.5%, the national figure is still higher at 96.3% (whole school: Girls=95.7%, Boys 94.9%, EAL lower than non EAL except in Y3)

**Judgement: Outstanding**, PIR (1) **Evidence: half termly data summaries, RAISEONLINE, tracking systems**

**To improve further from last inspection: Meet the needs of all learners across the curriculum through effective differentiation.**

**What we need to do to remain outstanding?**

Results best fit the descriptor for outstanding achievement, as those making and exceeding expected progress were high compared to national figures.

Groups and cohorts across the school, in every year group have met targets over the last six years set to raise accelerated progress and so improve attainment. SEN, EAL (excluding recent admits) and pupil premium children have achieved exceptionally well.

Children are acquiring knowledge and develop their understanding rapidly across the foundation stage and KS1 and a larger proportion of children are achieving national expectations but we are not yet reaching national figures.

Increasing numbers of lessons with outstanding aspects are being seen and it is almost consistent across the school.

**School Improvement Plan: Outcomes**

Priorities:

* Continue to meet the needs of all learners through effective differentiation across the curriculum and increase the number of children meeting end of year expectations and to a deeper level.
* Embed the new tracking system and particularly how we track vulnerable groups.
* Develop reasoning in maths.
* Further develop reading comprehension across the school including the use of Read, Write Inc.
* Further develop talk for writing and grammar strategies as tools for improving children’s writing.

SEF update: Judged outstanding.

**Summary SEF - September 2016**

**Teaching, Learning and Assessment: Judgement: Outstanding,** PIR (1)

**To improve further from last inspection: Continue to increase the % of outstanding teaching including NQTs & new staff .**

**Evidence**: monitoring and evaluation file, cohort action plans, provision maps & pupil progress meetings. Planning files, APP files and children’s work, TA logs, CPD/Appraisal information, parent/pupil questionnaires, analysis of the impact of interventions.

Teaching has improved due to:

• Increased subject knowledge (CPD)

• Sharing of good and outstanding practice (CPD, visits, coaching)

• Improved use of assessment, including AFL (Assessment for Learning) techniques. This has led to a greater focus on learning, as assessment leads the planning, and improved marking and feedback. (CPD)

* Increased accountability and hence higher expectations (Pupil Progress Meetings, Data analysis, CPD, middle and senior leader training)Using staff strengths – some specialised teaching and mentoring, focused extra -curricular activities and homework. (adapting use of available resources).
* Improved use and purchase of resources – used for targeted and timely interventions and use of staff ie setting, in class or withdrawal support.
* Constructive regular feedback to staff and children.

100% of teaching was judged to be good or better in 2015/16. Over 60% of teaching and learning was outstanding. Scrutiny of children’s books have shown progress and teaching over time to be outstanding (confirmed by AP). 9/16 lessons judged outstanding in last Ofsted.

**What we need to do to remain outstanding?**

Continue to refine the above and support staff new to the role. Continue to analyse what we teach (the curriculum and our drivers) and how we teach (pedagogy and use of resources) to enable greater outcomes.

Continue to Increase the proportion of outstanding teaching.

School Improvement Plan: Teaching, Learning and Assessment

Priorities: Continue to increase the proportion of outstanding teaching by effectively meeting the needs of all learners.

Continue to refine our assessment & tracking system to ensure it informs teaching and enables learning which particularly meets the needs of our vulnerable groups.

Further develop reading comprehension across the school including the use of Read, Write Inc.

Further develop reasoning in maths.

Further develop talk for writing and grammar strategies as tools for improving children’s writing.

Further develop Science, the Arts and Foreign Languages across the school.

SEF update: Judged outstanding.

**Summary SEF – September 2016**

**Personal Development, Behaviour and Wellbeing: Judgement: Outstanding**, PIR (1)

**Evidence: Behaviour log, questionnaires, attendance figures, case studies.**

Attendance was 95.9% for 2015/16.

Pupils’ attitudes to learning and behaviour in lessons and around school is exemplary for almost all pupils. Behaviour logs show a decrease in incidents over time and the positive outcomes of how incidents are managed.

Pupils feel safe in school. Parents, staff, Governors and children support these views. Children are respectful, courteous and show good manners. This has been developed and supported by a consistent whole school behaviour policy that is also responsive to need; training, specialist staff members, curriculum changes, improvements in teaching and learning, structure of the day and effective partnerships with other agencies. A small minority of children have social and emotional needs &/ special educational needs that require a different approach. Effective swift plans are put in place to enable the child to receive the support they need and so behave and learn well. Our Family Support Worker, Wellbeing Officer and Counsellors work effectively with these children. The children are aware of different forms of bullying as it permeates through a significant part of the curriculum and they know any incidents will be dealt with. The school values the opinions of children and incorporates pupil voice in a lot of our work, this enabled us to achieve the Investors in Children Award four years in a row as well as the Advanced Inclusion Award.

**What we need to do to remain outstanding?**

Attendance has improved over the past 8 years due to a range of highly effective strategies. At points in recent years we have been above the national average; our attendance needs to be consistently above the national average to maintain an outstanding judgement. Mobility and social deprivation remain a challenge for the school, a minority of the children with social and emotional needs, and who may have been excluded from other schools require effective strategies and support which can take some time to have an impact, there are a number of specific cases which can demonstrate our effectiveness in this area.

School Improvement Plan: Personal Development, Behaviour and Wellbeing

Priorities:

Continue our relentless drive to improve attendance and ensure it is at or above national average 96.3%.

Continue to develop our provision and work with parents and families.

**SEF update**: The judgement remains outstanding.

**Summary SEF – September 2016**

**Leadership & Management : Judgement: Outstanding**, PIR (1)

**Evidence: Monitoring file, Governors minutes and reports, CPD file & Appraisal file**

Senior and middle leaders are responsible for producing improvement plans and monitoring their impact on learning. Their skills have been developed to support them in this role through professional development and this has improved.

Governors are involved in monitoring the impact of the School Improvement Plan. Governance has improved as they are more involved and more informed which enables them to both support and challenge effectively.

The curriculum offers effective learning opportunities and coordinators take a lead in shaping this, particularly around themed weeks. We offer broad experiences and through identified curriculum drivers and cohort action planning we tailor the curriculum to meet our children’s needs. We have achieved the International School Award, Arts Mark and Healthy School Award as well as the Basic Skills Quality Mark, Extended Services Quality Mark and The Advanced Inclusion Award. We have also been a Creative Partnerships school, our garden/allotment has won first prize in a regional competition and two of our Y3 girls won first place in a regional primary engineering project.

Safeguarding is robust.

Provision for Spiritual, Moral, Social & Cultural development is very strong and supports the outstanding behaviour judgement.

Teaching has improved over time due to accurate monitoring, effective feedback and professional development.

We have effective systems to engage with hard to reach parents, in particular through the Extended Services Manager and Family Support Worker as a result we have a good relationship with parents and their participation in school life has increased.

Partnerships are a strong feature of the school and support the curriculum and extended aspects of the school. The school is currently consulting on forming a Trust with 6 other primary schools.

Financial management is robust and sound.

**What we need to do to remain outstanding?**

Leaders need to continue to support, guide and develop teaching and learning across the school in order for it to remain outstanding.

School Improvement Plan : Leadership and Management

Priorities:

• Induct new staff to ensure teaching & learning remains outstanding.

* Manage a growing school and the improved provision on site to maximise the potential for improved outcomes for child
* Continue to work with our Trust partners.

SEF update: Judged outstanding in this area

**Summary of Priorities for 2016/17**

* Continue to meet the needs of all learners through effective differentiation across the curriculum and increase the number of children meeting the end of year expectations & to a deeper level. (Outcomes & Assessment, Teaching & Learning)
* Ensure attendance is at or above national average. (Personal Development, Behaviour & Welfare)
* Embed the new tracking system and particularly how we track vulnerable groups. (Leadership & Management, Assessment, Teaching & Learning & Outcomes).
* Develop reasoning in maths (Teaching and Learning & Outcomes).
* Further develop reading comprehension across the school including the use of Read, Write Inc (Teaching and Learning & Outcomes).
* Further develop talk for writing and grammar strategies as tools for improving children’s writing (Teaching and Learning & Outcomes).
* Continue to develop our provision and work with parents and families (Personal Development, Behaviour & Welfare).
* Develop new senior staff in school and middle leaders (Leadership and Management).
* Further develop Science , the Arts and Foreign Languages across the school (Teaching & Learning & Leadership and Management).
* Further develop our relationship with the Trust (Leadership & Management).

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