	Blackminster Middle School URN:116960 DfE: 8854408	HEADTEACHER	Lorna Button	DATE:	August 2018

BLACKMINSTER MIDDLE SCHOOL SELF EVALUATION 2017-18

	SECTIONS	SUMMARY EVALUATION			
1	**SCHOOL CONTEXT** Information additional to RAISE	Blackminster is a smaller than average middle school (NOR 173, PAN 130), serving year 6 to year 8 and has seven main feeder first schools in the villages around Evesham. Two of the partner schools are currently judged to require special measures to improve. Blackminster is in a hard federation with Pebworth First School, judged as 'good' in May 2018: a very small school with just 37 pupils on roll. The governing body governs both schools. Blackminster faced significant challenges as some feeder schools now offer Y6 places and this has implications for the future viability of the school; however, the HT and governors are working hard to continue to raise standards, while working with the LA and partner schools to mitigate any potential negative impact of the planned changes. The LA has approved plans to invest significantly in the structure of the school. The science and technology areas will be refurbished as part of phase one which started in July 2018 and should be complete by February 2019. A number of classrooms are out of use while the refurbishment takes place which has led to some disruption to the curriculum.			

		Key Issue	P.I. Date	7/8th November 2013	Progress against targets
2	**PREVIOUS INSPECTION KEY ISSUES** Areas for development identified at the previous Ofsted inspection	• Some teaching requires improvements, not enough outstanding.			• The quality of teaching is typically effective, despite having lost several experienced staff. Two members of staff have received intensive coaching and have improved their practice.
		• Need more independent learning opportunities.			• This remains a focus of the school development plan: a complete revamp of the KS3 curriculum is planned over the next 3 years.
		• Need to use assessment data more effectively to enhance opportunities.			• Since inspection, the school has adopted a new assessment policy, because of the abolition of NC levels. Subject leaders have worked with pyramid partners on this to give consistency in the town schools. We have reviewed our policy and further improvements are planned for the new academic year.
					• We are part of the PiXL community (joined January 2018) and have begun to use the diagnostic tools, tracker and therapies to sharpen provision and to improve outcomes in KS2
					• Middle leaders have much greater ownership of their data and there is now a clear expectation that teachers in their teams use the current data to plan for their children.
3	**OVERALL EFFECTIVENESS** L & M; Behaviour & Safety of pupils, Teaching, Achievement & SMSC **School's Current Judgement**	• Blackminster continues to provide a broadly effective education, despite significant external challenges in the area and in the school, itself. • The Headteacher, supported by all staff and governors, has a clear picture of the school's strengths and areas for development. • The curriculum is broad and balanced and offers specialist input for KS2 pupils and some options for Y8. • The curriculum and ethos of the school demonstrate the promotion of British values and the equality of opportunity and diversity.			

- The behaviour and attitude to learning of pupils is typically good and the number of detentions and fixed term exclusions had been showing a downward trend although the inclusion of some challenging pupils on managed moves has affected this. The number of FTE has been too high.
- Overall attendance is still not good enough and the number of pupils whose attendance is below 90% is too high, though the implementation of a new attendance policy is beginning to have some impact.
- While outcomes at KS2 in maths are below National average, this is not a true reflection of the progress made at the school as children transfer in Y6 and so have only 2/11 of their KS2 input at Blackminster.
- Progress from entry to exit is broadly expected although there are still gaps in some year groups and in some subjects for disadvantaged pupils.
- Safeguarding arrangements are effective.
- The school is not yet good because there are still inconsistencies in provision and outcomes for pupils.

4	EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT How, Leadership, MLT & governors pursue excellence – inc. leadership of teaching, effective management and governance & its impact on ethos.	**Strengths**	**Areas for Development**
		• The leadership team has a clear understanding of the strengths and areas for development of the school. Leaders, including middle leaders have actively engaged with external support, including SSIF funding and the Aiming for Outstanding Program, delivered by Babcock Prime services. • Middle leaders have had extensive training and support to enable them to effectively hold their teams to account. New job descriptions reflect the raised expectations and termly 'Holding Ourselves to Account' (HOTA) meetings after each data collection point mean that there is a more cohesive approach to improving pupil progress.	• The consistency of monitoring and evaluating performance, particularly at middle leadership level, to ensure impact needs to improve further. • With new English and maths leads in post, this is still an area for further development. English lead started with us Easter 2018 and Maths lead is a temporary post while the incumbent recovers from a serious illness
		• Following a review of governance in June 2016, actions to strengthen governance in the school/federation have improved the effectiveness of governors. Governors make regular visits to the school to find out about the quality of provision. They follow up the visits with written reports and questions. Governors' meeting minutes show that they ask the right challenging questions about school performance.	• While work has been done to ensure Governors can use school data effectively, further development is needed to ensure governors can analyse school performance independently.
		• Progress of pupils is broadly expected from entry to exit in the school. In some areas, the progress of disadvantaged pupils attracting pupil premium is better than non-disadvantaged (see data in appendix 1).	• Improve the progress of all pupils and ensure a greater number of pupils exceed ARE, especially in mathematics and writing in KS3 • Need to ensure the good outcomes in reading and writing in Y6 are sustained through Y7 and 8.
5	TEACHING, LEARNING AND ASSESSMENT	**Strengths**	**Areas for Development**
		• In some subject areas, for example Science, French and History especially, there is evidence of good teaching and learning through effective planning which sustains the pupil's interest and challenges them.	• Ensuring more consistent learning and teaching across all subjects and by all teachers through support/team teaching and joint planning. Too much variability in

		• Typically, questioning in lessons is effective and supports progress.		practice leads to teaching and learning requiring improvement.
		• Stronger teachers know pupils very well & match work accurately. Pupils generally know their next steps because of effective marking and feedback in most subjects		• Ensure marking consistently informs pupils of next steps and there is evidence in pupils' work that they have acted on feedback to improve their work.
		• Assessment is based on a variety of evidence including external (GL and PiXL) assessment, including Cognitive Attainment Tasks. Teachers have engaged in moderation with colleagues locally to ensure assessment is consistent and robust.		• Teacher assessment in foundation subjects needs greater rigour. • Teachers need to be consistent in their use of assessment information to plan for progress for all learners.
6	**PERSONAL DEVOLOPMENT, BEHAVIOUR AND WELFARE** Including behaviour in lessons & around the school, attendance & punctuality, attitudes towards others, safety, including e safety etc	**Strengths**	**•**	**Areas for Development**
		• Bullying is rare– pupils report feeling safe and happy in school.		NA
		• Pastoral support to support pupils' personal development is broadly good and most pupils enjoy coming to school.		• Rigorously address pupil attendance issues: PP v non-PP remains an issue. The PA figure is still too high due to a small number of pupils and pupils with long term issues. • Attendance overall is too low >96% • The number of term time holidays has also risen. We are planning to reintroduce fines, subject to support from the LA • Reduce the number of fixed term exclusions
7	**OUTCOMES** Attainment & progress for individuals, different groups, particularly SEND pupils. Quality of pupils 'work, Current progress and progress over last three years.	**Strengths**	**•**	**Areas for Development**
		• Progress measures for groups in all years (6,7 and 8) in maths, reading and writing is broadly expected (> 1 'Band') except for Y8 maths (last year's cohort). See Appendix 2 for explanation of assessment at BMS		• Continue to work with partner Firsts to ensure consistency of attainment at entry to BMS, including regular moderation of standards in R, W and M. • Improve transition arrangements further into and out of the school. Work with TDMS to ensure Y8 are well prepared to choose their options for KS4 starting in Y9.
		• Reading, writing and GPS outcomes were above national standards at the end of KS2. • Pupils achieving above ARE was also above Nation in these areas. • Overall ARE in RWM was up by 10 percentage points over last year.		• Improve outcomes in mathematics for all year groups. Ensure a forensic analysis of pupils' information to target gaps in skills and knowledge quickly and effectively. • Ensure the English curriculum in KS3 supports good progress in reading and writing to build on the strengths of current Y6 into Y7
9	**SMSC** Spiritual, Moral, Social, Cultural development	**Overall Strengths**	• Pupils are courteous and polite to others in the main and they have positive moral values. They also have developed a good understanding of British values through a variety of ways including the PSHE and assemblies program. • Inclusion, e.g. Den Days where all children had the chance to build dens and camp in the school grounds.	

		Areas for development	• Continuing to prepare the pupils, situated in a rural community, with skills for life in a broader society, nationally and globally > through building links with schools in urban communities and internationally.

SEF SUPPORTING EVIDENCE

	THE CURRICULUM			
10	**ENGLISH** Evaluation of the development of core language & literacy skills, presentation & current year progress	**Quality & Standards**	• Pupils are now being challenged through more differentiated planning as we have moved away from setting, with regular analysis of attainment data through half-termly PPMs and via the HOTA schedule. Rigorous ½ termly work trawls are a major focus area for improving quality & quantity of pupils' work and marking to ensure progress. We are using PiXL tracking and intervention program to identify gaps and effectively close them. • Accelerated Reader program has improved progress in reading overall. A lack of impact was noticed in the early part of last term and so the scheme has had a reboot with some emerging evidence of improvements. • A curriculum review in May 2017 praised the Y6 English/humanities curriculum. KS3 English is less consistent and staff expectations should be as high as they are in Y6. New HoE is introducing a new KS3 curriculum. • There is a need to engage much more closely with partner first schools to ensure there is a coherence in the curriculum, especially in KS2. Unfortunately, no first schools were willing to engage with this review.	
		Attainment & progress	**Last year** Exceeded National standards in reading, writing and spelling and improved over last year in all areas	**Last 3 years** Three year upward trend in all areas
11	**MATHS** Evaluation of the development of core numeracy skills, use of AT1, presentation, current year progress	**Quality & standards**	• Pupils develop their knowledge & understanding of maths through a program of study based on the new curriculum based on reasoning (White Rose Maths SoW) • Q & S in maths are raised & maintained by regular monitoring & moderation, pupil progress meetings, observing good practice & precise intervention strategies, including Third Space Learning once a week as Y7 Catch Up. PiXL tracking and interventions were used from January 2018 – full impact yet to be realised. • Curriculum review by Babcock in May 2017 found that there is a need to create a coherent program through KS2 through liaison with first school maths leads to ensure application of skills is embedded. • Head of maths was absent for a term in 2017 and then for 6 months in 2018. This has had a significant negative impact on the quality of teaching in maths as we had a number of supply teachers teaching the bulk of maths lessons in Y6,7 and 8	
		Attainment & progress	**Last year** **Up by 3 percentage points on last year which is better than 1% uplift Nationally despite significant challenges in the maths department**	**Last 3 years** **Upward trend in ARE and exceeding but still well below National. Progress from KS1 to KS2 still not good enough. More pupils need to exceed the standard**
12	**SCIENCE** Standards and quality of provision	**Strengths**		**Areas for Development**
		• Science is taught discretely, mainly by specialists even in Y6 • Two new state of the art laboratories being built in autumn 2018		• Update curriculum to reflect skills and knowledge needed to support good outcomes at KS4
		• Progress in science has been consistently good for the past three years.		
13	**CURRICULUM** Quality of overall curriculum provision, particularly for non-core subjects, extra-curricular opportunities etc.	**Strengths**		**Areas for Development**
		• Ofsted 2013 identified a 'Vibrant curriculum' including year 8 options program. Links to business via cross curricular program.		• More thematic curriculum to be introduced into Y6 to support opportunities for cross curricular reading and writing.

		• Very inclusive curriculum. Children, whether disadvantaged or not access extracurricular activities. • Wealth of opportunities to take part in cultural, sporting and artistic opportunities. • Curriculum supports development of self-esteem and allows children to achieve external qualifications.	• Further develop the curriculum to provide high levels of challenge and opportunities for creativity. • Work with partner high schools to ensure KS3 programs support the continued progress into Y9 and ensure GCSE readiness.

PUPIL GROUPS

14	**SIGNIFICANT GROUPS** How the school is addressing any under performance	**SEND**	• All SEND groups make progress, because of early identification and support. Literacy focus & targeted small groups. Achievement for All program had a significant impact – Quality Mark achieved Feb 2016. Principles still applied in supporting SEND pupils. Last year, the progress of some individual pupils identified as SEND did not make enough progress.
		PP	• All teachers know their PP pupils and provide, through whole school support and intervention, enriched opportunities funded through PPF. Gaps are closing although this needs to happen faster. PP review June 2015 supported this judgement. AfA was used for this group also. The good progress and attainment of some disadvantaged pupils can mask underachievement of other disadvantaged pupils. Not enough disadvantaged pupils exceed ARE. The attendance of PP pupils is not good enough yet.
		GRT	• Attendance is above National average for this group. Dedicated support worker meets with identified traveller children regularly. Children with a GRT profile generally make similar progress to non GRT.
		Boys	• Boys appear to be underperforming in reading and writing. The last Y8 cohort was especially affected. Consider teaching boys and girls separately in maths especially. Look at English curriculum to explore more 'boy friendly' activities. Promotion of reading.

17	**STAKEHOLDER FEEDBACK** To support judgements – from pupils, parents and wider community	**What we do well**	**What we could improve**
		• Parents are very positive. 100% would recommend the school from Ofsted Parent View 2017-18	• Parents are keen to be involved in learning workshops – eg. SATs evening in February 2017 a success.
		• The pupils say that they find school a happy enjoyable place to learn and feel very safe.	• Create more opportunities for pupils' to support school improvement through meetings with SLT and governors

18	**PRIORITIES FOR WHOLE SCHOOL DEVELOPMENT** Key priorities identified through school performance review & evaluation.	**1 Continue to develop leadership in the challenging circumstances facing the school** – developing the leadership skills of middle leaders so that they contribute more effectively to monitoring and evaluating, supporting staff development and improving outcomes for pupils.
		2. Raise achievement across the school for all groups, **especially in mathematics** through high quality teaching, a rich curriculum and challenging targets, to ensure pupils' age-related progress is in line or better than National Curriculum expectations. The progress and achievement of boys in reading in KS3 and writing needs to improve faster. Improve the progress and attainment of more able pupils in reading, writing in KS3 and maths across all year groups.
		3. Improve attendance to 96% overall and for the attendance of PP children to be closer to 96% and significantly improved over last year. PA to be below National figure < 10%
		4. Improve the behaviour of a small minority of pupils to reduce the number of fixed term exclusions.

SUMMARY ACTION PLAN		**KEY ACTIONS**	**SUCCESS CRITERIA**	**RESPONSIBILITY**	**TIME SCALE**
1.	**Continue to develop leadership across the federation to ensure outcomes for pupils are at least in line with National expectations**	• Continue program of support for middle leaders. • Performance management has key targets for middle leaders which show impact of plans on	• Effective leadership team, able to effectively promote good quality classroom provision and good outcomes for pupils • Better quality of learning and teaching	Head LB	On-going

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		attainment and progress. • Strengthen line management and ensure middle leaders meet with governors	• Improved standards and progress – in line with or better than National standards		
2.	**Raise achievement across the school for all groups, especially in mathematics**	• Develop a curriculum to promote skills, knowledge and application of same – especially in maths • Continue to develop the quality of teaching, especially of disadvantaged learners through SSIF funded coaching program • Effective use of tracking using PiXL for maths to identify skills and knowledge gaps. Make effective use of therapies to close gaps.	• Improved standards and progress – in line with or better than National standards – especially in mathematics • More pupils exceed National standards, especially in mathematics.	LM and LB	July 2019
3	**Improve overall attendance to at least 96%, reduce the number of pupils who are persistently absent and close the attendance gap between disadvantaged and non-disadvantaged pupils**	• Monitor pupils' attendance via attendance officer and support tutors to intervene • Timely meetings with families when attendance begins to fall to support families and remove barriers to attendance • Implement fines for term time holidays	• Overall attendance is 96%+ • Attendance of disadvantaged pupils is closer to non-disadvantaged. • PA>10%	AHT AL	By end July 2019
4	**Improve the behaviour of a small minority of pupils to reduce the number of FTE**	• Implement ePraise and new tutor training program to improve positive behaviour management. • Implement new behaviour policy	• Identified pupils have similar number of positive merits cf all pupils. • Number of sanctions for identified pupils is no more than average • Number of FTE is half of last year's FTE	AHT AL	July 2019

APPENDIX 1: OUTCOMES 2017-18

KS2 OUTCOMES

Year	Maths ARE		Maths above		Reading ARE		Reading above		Writing ARE		Writing above		GPS ARE		GPS above	
	BMS	Nat	BMS	Nat	BMS	Nat	BMS	Nat	BMS	Nat	BMS	Nat	BMS	Nat	BMS	Nat
2016	48	70			59	66			70	74			58	73		
2017	56	75			73	72			69	71			74	77		
2018	59	76	6	23	78	75	30	25	79	78	17	18	83	78	32	31

Year	WRM ARE		WRM above	
	BMS	Nat	BMS	Nat
2016	38	53		
2017	46	61		
2018	56	64	3	3

Attendance: 1st September 2017 to 20th July 2018

% attendance	ALL	WBR	PP	NON-PP	GRT
2017-18	94.4%	94.9%	91.72%	95.06%	91.5%
2016-17	94.4%	94.7%	91.74%	95.5%	82.9%
2015-16	95.2%	95.6%	90.9%		84.4%
2014-15	95.1%	95.2%	91.7%		86.9%

Perisitent absence: 14.45%

Total number of Exclusions for whole school year

2014/15	2015/16	2016/17	207/18
67 days 15 pupils	33 days 12 pupils	5 days 4 pupils	46 11 pupils

Number of fixed term exclusions	Gender		Year Group			Pupil Premium		SEN		GRT	
	M	F	Year 6	Year 7	Year 8	Yes	No	Yes	No	Yes	No
26 separate episodes 46 days for 11 pupils	9	2	0	3	8	6	5	5	6	3	8

2018-19 Contextual data – draft

The school faces significant mobility of pupils. Between 10-15% of pupils leave the school at the end of Y6 to go to secondary schools in Gloucestershire and Warwickshire. Parents also try to join Middle Schools on the other side of Evesham to secure a route into Prince Henry's High School, rated outstanding. Our partner high school, The De Montfort School is currently rated as requiring improvement.

The percentage of students eligible for **Free School Meals (FSM)** is now **43/173 =24.85%**
The percentage of students from **Black Minority Ethnic (BME)** groups is **below average at 0**.
The percentage of students with **SEN Need: 29 students = 16.76%; Education Health Care Plan: 1 student**
The percentage of students from **Gypsy, Roma, Traveller** (GRT) groups is 1**%** (2 students)
The percentage of **Looked After Children (LAC)** is **below average at 2.3%** (4 students).
The School has **2 students with English as an additional language** which is **below national average**.
The percentage of **more able students is**

APPENDIX 2: Blackminster Middle School Assessment Statement 2017-18

The new National Curriculum has been in place since September 2014 and was assessed for the first time in summer 2016. Statutory assessment no longer uses levels; instead it is based in the concept of mastery – something to which every child can aspire, and every school should promote. Mastery is about ensuring children have deep, secure learning, with extension for the most-able students (deeper work on the same topics), rather than acceleration (moving on to new content). Effective assessment is required to show how secure students' learning is, and to help teachers to plan the most appropriate next steps for future learning.

Here at Blackminster Middle School, we believe that assessment must be clearly linked to its intended purpose. The three main forms we use are:

- On-going formative assessment. This is what takes place day to day in classrooms. Each lesson has a clear aim (phrased as WALT – We Are Learning To) and clear success criteria (framed as WILF – What I'm Looking For) and students' knowledge, skills and understanding are judged against these. This can involve questioning, marking work in books, class tests, recap questions and many other methods.
- In-school summative assessment. This is used to measure how much a student has learned at the end of a period of teaching. It would normally involve a test or a piece of formal "work" of some kind.
- National summative assessment ie SATs. These are used by the Government to hold schools to account and consist of a mixture of exams and teacher-assessments.

The second and third of these can be considered as assessment OF learning, whereas the first is assessment FOR learning.

Ofsted and other stake holders expect us to be able to demonstrate evidence of students' progress over time. Key evidence for this is in books and work folders, and recorded in teachers' mark books. A summative judgement is made each half term and entered into the school's data management system so that progress can be tracked and monitored. These, as well as a score for Attitude to Learning, are communicated to parents and carers via the Review Grades.

Each year's work is assessed against a five-point scale; students are said to be **Emerging, Developing, Secure, Mastering or Exceptional** in the knowledge, skills and understanding expected of a student in that year group. Each 'point' on that scale is known as a **BAND and each BAND has two STEPS**. The majority of students will be expected to start a school year at Developing and move to being Secure, so **2 STEPS which is equal to one BAND**. We judge this to be a good level of progress. Some children may progress more quickly and attain Mastery, while some students who find the work more challenging may start a year 'Emerging' in their knowledge, skills and understanding. This is summarised in our Assessment Grid (a copy of which can be found on our website):

(http://www.blackminster.worcs.sch.uk/index.php?page=genericpage&pageid=31)

This has been agreed with the schools in our cluster and pyramid, including St Egwin's, The De Montfort School, Prince Henry's High School and Bredon Hill Middle School, who meet regularly to moderate work and ensure clarity and parity of standards across the town schools.