



Dream Big, Aim High
& Make a Difference

Potley Hill Primary School Self-Evaluation Form September 2024

Introduction School Context

Potley Hill Primary School is a smaller than average Primary School located in Yateley, a town with a population of around 22,000. The school previously had a PAN of 45 but this was reduced in 2019 which has led to a reducing roll with a slightly larger cohort remaining in Year 6 with every other year group from Year 5 to Reception being single form entry. A significant majority of the children come from within the catchment area and we share a site with Potley Hill Pre-school and Frogmore Community College. We work closely with these organisations, (together with Everyone Active and Frogmore Care & Wellbeing Centre who also occupy the site), to develop partnerships at all levels as a means of improving transition and developing more effective ways of collaboration to improve outcomes for all; providing an all through education for our community. The Yateley area is served by ten local authority schools catering for a population diverse in socio-economic terms including: a traveller site, halfway house, council and private housing and a registered charity providing accommodation and employment for people with disabilities. The population is predominantly of white, British background and there is little religious diversity, (10% including 13/21 ethnic groups). The significant majority of our pupils come from homes where education is valued and parents support school policies and practice. Currently there are 196 pupils on roll, (YR-13, Y1-29, Y2-30, Y3-25, Y4-30, Y5-31, Y6-38)
Specific groups within the school include:

<ul style="list-style-type: none"> • EFSM 16.8% (33 Pupils) • Pupil Premium 17.3% (34 pupils, 4 of whom are Service children) • EHCP 4.1% (8 pupils) • SEN Support 15.3% (30 pupils) • Post CLA 1% (2 pupils) 	<ul style="list-style-type: none"> • CLA 0 • Minority Ethnic Groups 19.7% (44 pupils) • EAL 11.7% (23 pupils) • Traveller 1% (2 pupil) • Gender balance Boys 45.4% (89 pupils), Girls 54.6% (107 pupils)
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Our School Vision 'dream big, aim high and make a difference' underpins all that we do to ensure we fully utilise our resources to develop lifelong learners, we engage with and have an impact on the wider community, we effectively meet the individual needs of every pupil, we support all children, staff and families to have a healthy mind and body, we provide a diverse, challenging and engaging curriculum, and we also enable staff to feel valued and empowered to make a difference.

Beyond our immediate school community, we are proud of our commitment to collaboration and highly value this as a means of continued school development and improvement. As part of our commitment to this we gain and contribute to a number of professional networks including but not exclusively; Frogmore Community Users Group, Frogmore Pyramid Cluster, (which includes Frogmore Community College, Frogmore Infants, Frogmore Juniors and Hawley Primary), the Maths Hub, the SHARP Alliance and Yateley Schools. Also, in collaboration with the cluster we also explore opportunities for staff members to work across the cluster of schools on specific projects in order to achieve a consistent approach, e.g. Cluster Home Link Worker. We also work alongside a range of other Hampshire services such as Children's Services, Early Help, Inclusion Support Service, Legal Intervention Team, School Nursing Team, EMTAS, Primary Behaviour Service and the SENCO Circle, together with wider organisations to serve the wider community including St Barnabus Church, Wokingham Vineyard Church, (both of whom provide foodbank support for families), Citizens Advice, Camberley All Night Café, and many more.

Our attendance rate for 2023-24 was 96.1%, a 1.5% increase on the rate in 2021-22.

No exclusions took place throughout 2021-22, 2022-23 or 2023-24.

School Improvement Priorities

Intent 1: To refine the skill of teaching to impact on pupil progress across all subjects.

Intent 2: To improve the consistency in attainment and progress in Maths across all pupil groups

Intent 3: To further develop the expertise of subject leaders to improve the acquisition of skills and knowledge by pupil across the wider curriculum

Intent 4: To further develop our wider school offer to maintain our high standing within the local community

Progress on previous inspection key issues

Key Issue: Ensure the most able pupils in history, geography and science are regularly challenged to build their subject-specific skills effectively.

Progress:

- Clear Progression of Skills in place for each curriculum subject
- Curriculum coverage has been reviewed to ensure progression against the skills
- Key subject knowledge and vocabulary has been identified in each subject and included in planning

Key Issue: Ensure assessment strategies in mathematics lead effectively to the provision of work that is consistently well matched to pupils' prior knowledge and skills, particularly, but not solely, for those pupils with below average starting points

Progress:

- Membership of the Maths Hub to ensure the teaching of maths reflects current pedagogy
- Number Sense project in use since Sep 2021 for EYFS & KS1 to develop understanding of number, especially lower attainers

<ul style="list-style-type: none"> Focussed Action Plans for each subject with SMART outcomes Participation in HIAS training to embed and further develop good practice across the wider curriculum Participation in cross-school moderation to compare standards Assessment arrangements in place to track progress across projects and the wider curriculum <p>Identified next steps:</p> <ul style="list-style-type: none"> Ensure and check the retention of key subject knowledge and vocabulary Compilation of evidence for the expected standard for each year group in each curriculum subject Collaboration with partner school to further develop, and moderate standards Implementation of the SOLO Taxonomy across the curriculum 	<ul style="list-style-type: none"> Number Sense programme for years 4 & 5 in use since September 2023 Experienced Maths Leader in place with attendance at HIAS Core Provision ensuring current and relevant practice is implemented in school Maths Action Plan in place together with identifying specific CPD opportunities for staff, including direct work focusing on reasoning, fluency and problem solving, (as identified through the Maths Advisor visit) Termly provision plan in place for lowest 20% mathematicians Standardised tests used to inform teacher assessments with the relevant question Level analysis used to identify gaps/next steps in learning CP <p>Identified next steps:</p> <ul style="list-style-type: none"> Teachers to carefully select sentence stems and relevant CPA approaches which draw attention to the structure of the mathematics so that pupils are able to represent their mathematical thinking in full, reasoned sentences. (Identified through Maths Advisor visit) Teachers to utilise pre-teach approach in order to equip lowest attainers before whole class teaching
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Achievement:		Reading	Writing	Maths	SPAG	RWM Combined
	KS2 Published Data Jul 24 – Y6 @ Expected Standard (Greater Depth)	79 (31)	82 (21)	77 (26)	90 (54)	64 (10)
	Internal TA Jul 24 – Y5 @ Expected Standard (Greater Depth)	79 (46)	74 (28)	64 (25)		
	Internal TA Jul 24 – Y4 @ Expected Standard (Greater Depth)	65 (26)	61 (16)	71 (42)		
	Internal TA Jul 24 – Y3 @ Expected Standard (Greater Depth)	79 (44)	79 (31)	89 (34)		
		Reading	Writing	Maths	Phonics Screening Check (Y1)	Good Level of Development (EYFS)
	Internal TA Jul 24 – Y2 @ Expected Standard (Greater Depth)	85 (31)	73 (31)	73 (27)		
	Internal TA Jul 24 – Y1 @ Expected Standard (Greater Depth)	79 (14)	68 (11)	82 (18)	85	
Internal TA Jul 24 – YR @ Expected Standard					73	

Quality of Education:	Strengths	Areas for Development
	<ul style="list-style-type: none"> Staff and governors aim high in their pursuit for excellence, (School Improvement Plan, Action Planning, Monitoring Cycle, Continuing Professional Development of all staff, Governors action planning, Governor monitoring) Curriculum review and update throughout 2022-23 ensured updated progression of skills for all foundation subjects which were used to ensure effective curriculum coverage and sequencing of learning with meaningful links made across the curriculum for some subjects in a 'project based learning' approach. This was further embedded throughout 2023-24 with key knowledge and vocabulary in place for the wider curriculum together with the implementation of a purposeful assessment process for the wider curriculum. Subject curriculum development is in place led by the Subject Leader with overviews of coverage, breakdown of skills progression together with identified key knowledge and vocabulary, and also clear teaching expectations within each lesson for each subject Subject leaders have robust action plans in place together with subject specific CPD through HIAS LLPR in February 2024 focussed on the wider curriculum provision with the report highlighting, 'This is a self improving school. Outcomes are in line or above national figures and leaders are committed to maintaining a broad and balanced curriculum. Senior leaders are well supported by the governing body, who are effective in their role. The headteacher has a good understanding of the current strengths and areas for development and is taking actions to bring about improvements.' Reading is placed at the heart of the curriculum with early reading being effectively taught with a systematic synthetic phonics programme, texts used as curriculum drivers, book talk sessions, a culture of reading for pleasure, which is enhanced through the use of the BoomReader app, together with targeted support for the lowest 20% of readers. Cultural capital is gained beyond the 'taught' curriculum through the use of the Potley Hill Guarantee together with wider school experiences including opportunities for pupil leadership and events such as 'Our World in Our School Week,' 'Children's Mental Health Week' and Careers Day. Effective monitoring systems that drive improvement are in place and continually reviewed, (monitoring cycle, both SLT and governors, with appropriate supporting documentation, and CPD overview) 	<ul style="list-style-type: none"> Further improve the knowledge of subject leaders to improve outcomes within their subject Collate documentation of evidence of the expected standard in all year groups across all foundation subjects To define expectations and develop provision in their subject in relation to children with special educational needs and higher attaining children, so that all pupils receive the right level of challenge and support to make sustained progress (as identified through the LLPR).

	<ul style="list-style-type: none"> Preparation and transition processes are thorough and effective, both to and from our school, to support all pupils in becoming equipped for the next stage in their education, including those with SEND, especially mid-year transitions 	
Behaviour and attitudes	Strengths <ul style="list-style-type: none"> Relationships across our school community are positive and respectful including through the implementation of our values and rules, (culture, atmosphere, parent and pupil survey feedback) The standards of behaviour for all pupils is high through the consistent implementation of the behaviour system and the vast majority of pupils display positive attitudes to learning and engagement in all aspects of school life, (learning walks, observations, external professionals – including through the LLPR, CPOMs, SLT minutes) Safeguarding systems and monitoring are rigorous to promote pupils' feelings of safety, (commissioned HCC Safeguarding Audit, CPOMs files, Governor monitoring documentation, pupil/parents surveys) Extensive and varied support in place for pupils' social and emotional development and well-being through the implementation of myHappyMind for all pupils, together with more specific support for vulnerable pupils where a more flexible approach is needed in school to both support and meet their needs, (e.g. nurture, ELSA, Canine Assisted Learning, play therapy, Consistent Approach Plans) A range of opportunities for pupil leadership within the PHPS community which have a positive impact on the wider life of the school, (School Council, Play leaders, Team Captains, Happiness Heroes, EARA Committee, JRSOs) Attendance rates are in line with national expectations, (attendance monitoring documentation, class attendance celebrated weekly in assembly, and shared on bulletin), with the number of pupils who are persistently absent being significantly lower than national expectations 	Areas for Development <ul style="list-style-type: none"> Embed the School Values so they impact on positive behaviour in the school community Provide earlier intervention for pupils to reduce incidents of escalated behaviours Further develop robust attendance procedures to engage wider services to challenge and support those who are persistently absent in line with updated government guidance
Personal Development	Strengths <ul style="list-style-type: none"> Breadth of experiences within and beyond our curriculum to develop life-long skills and promote SMSC, (planning, curriculum overview, Potley Hill Guarantee, School Games Mark, weekly bulletins, assembly themes, visitors to school) Regular and consistent promotion of School and British Values, (Assemblies, School Council minutes, weekly bulletin, Platinum Jubilee and Coronation events, Remembrance) Promotion of equality of extended curriculum opportunities through clubs, visits, workshops, visitors, residentials, competitions, (club monitoring – with targeted clubs, pupil conferencing, PPG monitoring) Promotion of whole school, national or global events to further broaden links with and impact on events beyond Potley Hill Primary School, (School Council minutes, 'Our School in Our World' week, charitable support, Harvest) Supporting of parents to effectively meet the personal development of pupils at home, (parent workshops, liaison with foodbanks, Citizens Advice engagement) and the appointment of a Family Support Worker further strengthens these links 	Areas for Development <ul style="list-style-type: none"> Make links beyond the school and local community for pupils to understand their place in the world Further develop robust attendance procedures to support and challenge those who are persistently absent in line with updated government guidance Further develop engagement with local organisations to support parents and families
Leadership and Management	Strengths <ul style="list-style-type: none"> Leaders have a clear and ambitious vision for our school community which is evident in vision, values, policy and practice, (culture, atmosphere, School Vision & Values document, School Improvement Plan, SLT minutes, website, parent/pupil/staff surveys, governor minutes and action plan) Supportive, inclusive and reflective culture within a collaborative and well-managed setting which enables staff (CPOMs, Monitoring Cycle documentation, CPD arrangements, PHPS Staff Guarantee) Leadership evident at all levels of school, (School Improvement Plan, Subject Action Plans, outcomes for pupils, Performance Management documentation) Effective and reflective CPD programme for staff focused on enhancing teaching and learning, improvement priorities as well as developing all individual staff and preparing for their next step, (CPD overview, Performance Management) LLPR in February 2024 identified clear strengths in leadership and management, 'The school is well led and managed by the headteacher who works closely with the assistant headteacher and the governing body to drive school improvement. He has an accurate understanding of the current strengths in teaching and learning and is committed to providing pupils with an engaging and progressive curriculum. Leaders are committed to supporting staff on a personal and professional level with the headteacher proactively supporting staff wellbeing where possible. Staff are supported to access training commensurate to their roles, including through local cluster working processes. External training is commissioned where it is felt this will positively impact in school. The headteacher is committed to supporting middle leaders to monitor and develop their subject areas.' Safeguarding culture, systems and monitoring are rigorous and transparent, (commissioned HCC Safeguarding Audit, annual HCC Safeguarding Audit, Safeguarding CPD, CPOM files, pupil files, governor monitoring documentation) 	Areas for Development <ul style="list-style-type: none"> Further develop confidence, effectiveness and capacity of middle leaders (subject leaders) to drive sustainable curriculum improvements across the school Look strategically at how external organisations may provide further challenge and support leaders to improve the school further

Early Years	Strengths	Areas for Development
	<ul style="list-style-type: none"> • Clear assessment procedures, with milestone markers, ensures specific needs of cohort are effectively met across all areas of EYFS, (Baseline Assessment, EYFS Action Plan, pupils outcomes, planning documents) • Provision both indoors and outdoors enables pupils to engage with a range of learning across the EYFS with learning linked to themes and focussed on areas in which pupils need further support, (planning, EYFS Action Plan) • Systematic synthetic phonics programme ensures pupils read words and sentences (phonics tracer, pupil outcomes) • External moderation by HCC in 2021-22 quality assured judgements against EYFS outcomes, (assessment tracker, moderation report) 	<ul style="list-style-type: none"> • Further develop provision to challenge higher attaining pupils • Ensure the outside space is fully utilised to consistently and positively impact on pupil outcomes • Develop links with PHPS pre-school and Age Concern in order to maximise how members of the local community are engaged

Summary Self-Evaluation		
	School Grade	Previous Ofsted Grade
Quality of Education	Good	Good *(Quality of teaching, learning and assessment)
Behaviour and Attitudes	Good	Good *(Outcomes for pupils)
Personal Development	Good	Good *(Personal development, behaviour and welfare)
Leadership and Management	Good	Good
Early Years	Good	Good *(Early years provision)
Date of Previous Ofsted Inspection	25 April 2019	