



Dream Big, Aim High
& Make a Difference

Potley Hill Primary School Self-Evaluation Form February 2025

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 201 pupils on roll, (YR-14, Y1-30, Y2-30, Y3-24, Y4-31, Y5-32, Y6-40) Specific groups within the school include:

<ul style="list-style-type: none"> • EFSM 17.9% (36 Pupils) • Pupil Premium 21.3% (43 pupils, 4 of whom are Service children) • EHCP 6.5% (13 pupils) • SEN Support 13.4% (27 pupils) • Post CLA 1% (2 pupils) 	<ul style="list-style-type: none"> • CLA 0 • Minority Ethnic Groups 20.9% (42 pupils) • EAL 12.4% (25 pupils) • Traveller 1% (2 pupil) • Gender balance Boys 45.8% (92 pupils), Girls 54.2% (109 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. 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 current attendance rate for 2024-5 academic year is 95.8% which is compared to an overall attendance for last academic year, 2023-24 being 96.1%.

No exclusions have yet taken place this year or 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 identified areas for improvement from OFSTED inspection October 2024

Key Issue:

In a few foundation subjects, the curriculum does not clearly identify the key knowledge and skills that pupils need to learn. This means that pupils do not always learn as well as they should. The school should continue to develop a clearly sequenced curriculum in all subjects, which allows pupils to be well prepared for their next educational steps.

Progress:

- Clear Progression of Skills in place for each curriculum subject
- Curriculum coverage has been reviewed to ensure progression against the skills

Key Issue:

In early years, activities do not always have a clear learning focus. This means that children do not make the most of them to consolidate and deepen their learning. The school should ensure that all activities support children with their learning.

Progress:

- Creation of EYFS expectations document to ensure day-to-day running of EYFS is explicitly clear
- Purposeful Provision in place for the internal environment

<ul style="list-style-type: none"> Key subject knowledge and vocabulary has been identified in each subject and included in planning Focussed Action Plans for each subject with SMART outcomes Established schemes of work in place for specific subjects 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 	<ul style="list-style-type: none"> Re-allocation of the role play area and utilisation of previous reading shed Displays used to either support or celebrate learning Learning environment to be purposeful and matched to themes/topics being explored Paired teaching of Little Wandle Phonics scheme to Review of planning format to ensure it is fit for purpose and in line with school expectations Paired visit undertaken to similar small school setting to provide support and critical challenge <p>Identified next steps:</p> <ul style="list-style-type: none"> Consistent and ongoing implementation of Potley Hill EYFS Expectations linked to purposeful learning, effective use of the learning environment and robust planning Use of Drawing Club expectations to improve outcomes Ensure the outside space is fully utilised to consistently and positively impact on pupil outcomes
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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 Dec 24 – Y6 @ Expected Standard (Greater Depth)	87 (38)	79 (23)	76 (25)	95 (38)	69 (13)
	Internal TA Dec 24 – Y5 @ Expected Standard (Greater Depth)	77 (17)	73 (10)	77 (47)		67 (3)
	Internal TA Dec 24 – Y4 @ Expected Standard (Greater Depth)	71 (42)	74 (29)	71 (35)		67 (19)
	Internal TA Dec 24 – Y3 @ Expected Standard (Greater Depth)	86 (35)	85 (30)	87 (39)		70 (26)
		Reading	Writing	Maths	Phonics Screening Check (Y1)	Good Level of Development (EYFS)
	KS1 Published Data Jul 24				85	73
	Internal TA Dec 24 – Y2 @ Expected Standard (Greater Depth)	73 (13)	63 (13)	76 (16)		
	Internal TA Dec 24 – Y1 @ Expected Standard (Greater Depth)	73 (46)	60 (30)	76 (23)	77	
Internal TA Dec 24 – YR @ Expected Standard					31	

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 in place from summer 24. 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.' 'Pupils are confident and skilled readers. Staff teach younger pupils to read using a phonics-based approach. Pupils use their knowledge of letter sounds to break down words and read them with increasing fluency. A love of reading is promoted across the school. Pupils enjoy their 'book talk' lessons and the many opportunities to explore books and listen to stories. They use their detailed analysis of texts to explore authors' grammatical structure and language. Pupils then apply this knowledge well in their own written work.' OFSTED October 2024 'Recent work to improve the teaching of mathematics has had a positive impact. Pupils have many opportunities to practise and build their number fluency. They apply these skills in their mathematical reasoning and problem-solving activities. Teachers routinely recap previous learning and demonstrate efficient calculation methods. This means that 	<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 Ensure there is appropriate scaffold and challenge across the wider curriculum for all pupils

	<p>pupils have strong recall of what they have learned before and are successful in their new learning.' OFSTED October 2024</p> <ul style="list-style-type: none"> • 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) • 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 • 'Pupils enjoy their opportunities to learn about the world beyond Potley Hill. These include residential trips and meeting visitors, who help pupils to make links with their learning beyond school.' OFSETD October 2024 	
<p>Behaviour and attitudes</p>	<p>Strengths</p> <ul style="list-style-type: none"> • 'Pupils' behaviour is exemplary.' OFSTED October 2024 • 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). 'Pupils know the school values well, and these thread through their actions and learning. OFSTED October 2024 • 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, (OFSTED, learning walks, observations, external professionals – including through the LLPR, CPOMs, SLT minutes) • Safeguarding systems and monitoring are rigorous to promote pupils' feelings of safety, (OFSETD, 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). 'There are a wide range of support systems available for those pupils who require extra help.' OFSTED October 2024 • 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. 'Pupils have high levels of attendance. This is because the school supports families well and promotes the benefits of regular attendance. Pupils want to come to school because they enjoy their learning.' OFSTED October 2024 • 	<p>Areas for Development</p> <ul style="list-style-type: none"> • 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
<p>Personal Development</p>	<p>Strengths</p> <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). 'The motto 'dream big, aim high and make a difference' is enacted by the whole school community. Pupils are happy at school and take pride in their achievements.' OFSTED October 2024 • 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). 'Pupils benefit from the part they play in community events, such as litter picking and Christmas events at the local church. The annual careers day allows pupils to build aspirations for their future. Pupils enjoy the after-school activities on offer, including the popular space club.' OFSETD October 2024 • 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). • Pupil leadership opportunities in place for pupils of all ages, 'Pupils relish their responsibilities through leadership roles, which include team captains, road safety officers and school councillors. As a result, pupil voice is strong and contributes to school decision-making.' OFSTED October 2024. • Supporting of parents to effectively meet the personal development of pupils at home, (parent workshops, liaison with foodbanks, Citizens Advice engagement) and the Family Support Worker has ensured these relationships continue to be strong 	<p>Areas for Development</p> <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 engagement with wider local organisations to support parents and families • Further promote global diversity through assembly themes and visitors to PHPS

Leadership and Management	Strengths	Areas for Development
	<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 January 2025 identified clear strengths in leadership and management, 'Leaders and governors have a clear understanding of the strengths and areas for development in this school. This school is self-improving as evidenced by the strong outcomes in the Year 1 phonics screening check and at the end of KS2 and therefore is not a priority for Local Authority (LA) support; Discussion with the chair of governors demonstrates that governors work strategically and with purpose.' 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) Clear understanding of the balance between high expectations and staff workload which is noted in annual staff surveys and the OFSTED Inspection of October 2024, 'Staff are proud to be part of the school team. They appreciate their wide-ranging development opportunities and the consideration given to their workload and well-being. There is a shared passion to enact the school's vision and ensure that everyone does make a difference.' 	<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) 'Children are happy and settled in early years. They are cared for by their kind staff, who take the time to get to know them well. The curriculum is shaped around their interests as well as including what they must learn to prepare them for Year 1. There are many activities for children to explore, including a well-stocked reading area that reminds children about the stories they have listened to.' OFSTED October 2024 Varied 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) Effective links made with Potley Hill pre-school and Age Concern which has led to improved engagement with the wider community 	<ul style="list-style-type: none"> Consistent and ongoing implementation of Potley Hill EYFS Expectations linked to purposeful learning, effective use of the learning environment and robust planning Use of 'Drawing Club' expectations to improve outcomes Ensure the outside space is fully utilised to consistently and positively impact on pupil outcomes

Summary Self-Evaluation		
	School Grade	Previous Ofsted Grade
Quality of Education	Good	Good
Behaviour and Attitudes	Outstanding	Outstanding
Personal Development	Good	Good
Leadership and Management	Good	Good
Early Years	Good	Good
Date of Previous Ofsted Inspection	15 th & 16 th October 2024	