



'Only my best is good enough for me'

**The Self-Review and
Evaluation Summary Form**
for
Benhurst Primary School
February 2017

Context

- Benhurst School has served the community in Hornchurch and Elm Park since 1936 and offers schooling for 4-11 year olds.
- We serve a community that is close in proximity; most pupils live within walking distance of the school.
- Housing is largely owner occupied, but there is a trend towards more rented accommodation.
- Our school motto 'Only my best is good enough for me' is integral to the school. This is underpinned by our Core Values (belief, compassion, responsibility, respect, justice, wisdom and courage).
- Ofsted graded the school as Good in June 2014.
- In September 2014, the school increased in size from 1½ FE to 2FE. Over 100 new children have joined the school since the expansion.
- We are now a larger than average primary school currently with 413 children on roll and a capacity of 420.
- In October 2016, Benhurst joined The LIFE Education Trust, a new local Trust formed by Frances Bardsley Academy Girls School. We are the first primary to join the Trust and have a significant role in shaping and developing its successful growth.
- In 2016, we were successful in becoming a SMART training school, the first in the country.
- In January 2017, we were awarded the Sports Gold Kite Mark.
- We run ICT and EAL training sessions for The Benfleet Teaching Alliance.
- We work with the Billericay SCITT and provide training and support for trainee teachers.
- We work with local schools to moderate, develop our practice and lead inset.
- Benhurst has a much lower than national average stability which has significantly reduced in the last two years (from 92.9% in 2014 to 77.9% in 2016). *Source: RAISE Online 2016*
- The school has also witnessed a steady rise in Minority Ethnic children (18.9% to 34% in the last five years. This is above the national average). *Source: RAISE Online 2016*
- In the past four years, the school has seen a rise in EAL children (10.7% to 21.5%. This increase is considerably faster than the national average and above national average). *Source: RAISE Online 2016*
- Our children speak a total of 26 different languages. *Source: EAL report Oct 2016*
- The school's population is largely White British (64.6%) with an increasing representation of ethnic groups. The largest ethnic minority groups are Black or Black British African (7.1%) and Bangladeshi (4.1%). *Source: RAISE Online 2016*
- Our deprivation indicator has risen from 0.15 in 2014 to 0.2 in 2016. This is now in line with the national average. *Source: RAISE Online 2016*
- 15.3% of children are eligible for Free School Meals; this figure has risen for the last three years. *Source: RAISE Online 2016*
- 19 children are on the SEN register and includes 1 EHCP. This is below the national average. *Source: RAISE Online 2016*
- Children enter YR broadly in line with national average. *Source: Baseline assessment data report.*
- Results in EYFS, KS1, Phonics and KS2 are consistently above national average. *Source: BPS Results Analysis 2015-16*
- We have a very good range of sporting opportunities for our children. *Source: Clubs list on the website*
- Our curriculum provides regular opportunities for interesting and enriching experiences.
- Pupils are very positive about the behaviour in the school. *Source: Hsis Quality Assurance Report Nov 2016*

- 99% of parents & carers say their child is happy at Benhurst. *Source: Parent Questionnaire - Feb 2017*
- All staff are proud to work at Benhurst. *Source: Staff Questionnaire - Feb 2017*

This is a good because:

- Our motto 'Only my best is good enough for me' underpins the ethos of the school.
 - The Headteacher, Senior Leadership Team and Governors have set a culture of high expectations for all stakeholders.
 - Monitoring and evaluation is robust and effective at all levels, including governance.
 - Middle Leaders have increased autonomy and responsibility.
 - Effective Business Management has enabled the school to maintain financial viability whilst further developing excellent classroom resources and outside facilities.
 - The safeguarding of our children is strong. Teachers, support staff, office staff and MDAs are fully aware of children on the schools register and how to report concerns.
 - Regular safeguarding training is provided at all levels.
 - Teaching is good with elements of some exemplary impact evident. This is evident through triangulation of Learning Conversations, data, books and children's feedback.
 - Classrooms are excellent learning environments and are bright and well laid-out, with good use made of the walls to promote and support learning.
 - Feedback is strong and inform children of how well they are doing and clear steps for improvement.
 - Newly introduced home learning activities reinforce and extend learning from lessons.
 - Behaviour of pupils, throughout the school, is outstanding and children show enthusiasm for school.
 - Pupils demonstrate resilience and maturity in a variety of contexts.
 - Pupils have a strong voice in the school, further strengthened by the expansion of the Pupil Parliament, where the school council is only one of six committees
 - Pupils were instrumental in identifying and exploring our Core Values which underpin the Behaviour Policy and encourage all stakeholders to develop a positive attitude to learning and the wider school community.
- Pupils feel safe in school and are of the view that there is no bullying; however, they know how to respond to bullying if it were to occur. They are also very familiar with the concept of online safety and described the regular training they have received.
- Children achieve well at Benhurst.
 - In 2016, GLD was 75%, 6% above the national average.
 - In 2016, 91% of pupils achieved Phonics Screening compared to 81% nationally.
 - In 2016, the percentage of pupils achieving the expected standard at KS1 was above the national average in Reading and Writing and in line with the national average in Maths. The percentage of pupils working at greater depth was above the national average in all areas.
 - In 2016, the percentage of pupils achieving the expected standard at KS2 was above the national average in all areas and the percentage of pupils working at greater depth was above the national average in Writing, Maths and Grammar, Punctuation and Spelling. The number of pupils achieving ARE in Reading, Writing and Maths was 65%, which is above the LA average of 63% and the National average of 53%. Based on the number of pupils reaching the expected standard, our school is ranked 34/124 schools whose pupils had similar achievement at KS1.
 - Through a range of activities and events, we actively engage our parents in the life of the school.
 - 96% of parents and carers say the school has high expectations for my child.
 - 99% of parents and carers say their child is making good progress at school.
 - 100% of parents and carers agree that the children are encouraged to behave well at school.
 - 98% of parents and carers agree that the school treats their child fairly and with respect.
 - 100% of parents and carers believe that Benhurst keeps their child safe.

This is good because:

- An analysis of lesson visits and a consideration of other evidence (Learning Conversations, data captures, book scrutinies and children's feedback) indicate that teaching is good, with some exemplary impact evident. *Source: Lesson Visits, Planning Folders, Learning Conversations, KS1/2 Questionnaires.*
- We use Lesson Visits, Learning Conversations, data captures, book scrutinies and feedback from all stakeholders when assessing the quality of teaching.
- Lesson Visits confirm that children are engaged, happy and taught well. *Source: Lesson Visits folder*
- Classrooms visited provided an excellent learning environment; they were bright and well laid-out, with good use made of the walls to promote and support learning. *Source: Hsis Quality Assurance Report Nov 2016*
- Classrooms provide an excellent learning environment; they are bright and well laid-out, with good use made of the walls to promote and support learning. *Source: QA report - Nov 2016*
- We co-ordinate moderation meetings for cluster schools to validate our reading, writing and maths assessments. *Source: Staff Meeting Timetable*
- Provision and practice in IT is a strength across the school and supports the delivery of exciting teaching and the sharing of outstanding practice *Source: Lesson Visit Folder, Planning Folders.*
- Planning from secure subject knowledge and assessment leads to appropriate challenge, which is leading to high expectations and good engagement with pupils. *Source: Planning folders, Lesson Visit folder*
- Teachers are flexible in their approach to lesson delivery, reshaping tasks and explanations to improve learning, taking into account pupils' understanding and needs through on going assessment.
- Time in lessons is used well, with opportunities for pupils to apply their skills in a range of lessons and contexts. *Source: Lesson Visit Folder*
- Support staff and helpers are used effectively across the school to ensure that children are supported in making the best progress possible.
- Teachers follow the Feedback policy and ensure the children know how well they are doing and provides clear steps for improvement. *Source: Feedback Policy and Monitoring*
- Home learning activities are set weekly, and reinforce and extend learning from lessons. The children also have a choice with their project work that has led to an increase in homework returned and greater enthusiasm.
- 96% of parents and carers say the school meets the needs of their children's individual learning needs. *Source: Parent Questionnaire - Feb 2017*
- 96% of parents and carers say the school has high expectations for my child. *Source: Parent Questionnaire - Feb 2017*
- 99% of parents and carers say their child is making good progress at school. *Source: Parent Questionnaire - Feb 2017*
- A large majority of children in KS1 say their lessons are fun and interesting. *Source: KS1 Questionnaire - Feb 2017*
- A large majority of KS2 children say that adults explain how to improve their work. *Source: KS2 Questionnaire - Feb 2017*
- Pupils are very positive about the teachers, stating that they are very supportive and helpful. *Source: QA report - Nov 2016*

Teaching, learning and assessment will be outstanding

- when teachers feedback is of a consistently high quality;
- when children use their feedback effectively to improve their knowledge and skills and engage in a meaningful dialogue;
- when children are given work that is consistently challenging for them (according to their ability);
- when the attainment gap is significantly reduced with disadvantaged children;
- when the new assessment system is embedded and fully utilised to drive forward school improvement at all levels.

This is outstanding because:

- Behaviour of pupils, throughout the school, is outstanding and children show enthusiasm for school. Pupils demonstrate resilience and maturity in a variety of contexts; working individually, in pairs, in groups and at less structured times of the school day. [Source: Quality Assurance Visit - Nov 2015](#)
- Children are actively engaged in their learning and inspired by a positive learning environment. [Source: Lesson Visit Folder](#)
- Pupils are given regular opportunities to share and contribute to positive experiences. [Source: Celebration Assemblies, sporting activities, school productions, fund raising, trip to The Eden Project, Y6 residential.](#)
- Whole School, class assemblies and PSHE lessons are used to explore our Core Values and beliefs. These include: religious beliefs and festivals and the way in which they impact on people's lives. [Source: Assembly Planner](#)
- Cultural differences are celebrated through a curriculum that reflects our diverse school. [Source: Planning folders, Cultural Week, Being British Week](#)
- The Year 6 Leadership Team provides every pupil with the opportunity to further support and develop their sense of respect and responsibility for our school. [Source: Y6 Leadership Board](#)
- At 95.6% overall attendance in 2016, the school's attendance record remains above national average
- In addition, taking into account long term absence due to medical needs, no groups of pupils were disproportionately represented over the last two years. [Source: Quality Assurance Visit - Nov 2015](#)
- High attendance is celebrated with the award of the KS1 and KS2 Attendance Trophy during Celebration Assembly. [Source: Attendance Records.](#)
- Pupil voice has a high profile within the school. Children develop their own class rules as well as abiding by the school's Golden Rules. The very active Pupil Parliament leads on fundraising for charities and the school, improving our facilities and the quality of learning within the school. [Source: Pupil Parliament Action Plan, School Website, School Display Boards](#)
- 'Staff and pupils were of the view that pupils have a strong voice in the school and that this has been strengthened by the expansion of the Pupil Parliament, where the school council is only one of six committees'. [Source: Quality Assurance Visit - Nov 2016](#)
- KS2 children take part in the Benhurst Big Debate. This develops speaking and listening skills and encourages greater understanding and tolerance of different views. [Source: Assembly rota](#)
- Pupils have opportunities to take a lead as part of the daily life of the school (e.g. eco leaders, play leaders, reading buddies, welcoming visitors). Circle Time, Class and Pupil Parliament meetings, Class monitors, Play leaders, Reading Buddies, the Y6 Leadership Team and Resolution Role models all provide opportunities for pupils to demonstrate leadership and responsibility. [Source: Timetables, displays around the school, Pupil Parliament Minutes.](#)
- Pupils have been instrumental in identifying and exploring our Core Values. They underpin the behaviour policy and encourage all stakeholders to develop a positive attitude to learning and to other members of the school community. [Source: Quality Assurance Visit - Nov 2016](#)
- Every year, the school reviews the school behaviour policy through discussion with all stakeholders. [Source: Staff meeting minutes](#)
- All members of staff are aware of the Behaviour Policy and actively maintain standards of behaviour, through the implementation of consistent strategies including core value stickers, learning stickers, certificates and team points. [Source: Behaviour Policy](#)
- Pupils were positive about behaviour in the school. They said that their learning is very rarely

disrupted by poor behaviour and that, on the rare occasions when "silly behaviour" occurred, it is quickly dealt with. [Source: Quality Assurance Visit - Nov 2016](#)

- Instances of low level disruption are rare. Any low level disruption in class is managed by the class teacher in partnership with the SLT. [Source: Behaviour Incidents book](#)
- The implementation of five levels of 'traffic lights' ensures that positive behaviour choices are acknowledged and celebrated while unwise choices can be dealt with in line with school policy. Pupils were also very positive about the impact of the school's colour-coded behaviour system, which they feel is clearly understood and fair. [Source: Quality Assurance Visit - Nov 2016](#)
- Parents are informed of the behaviour policy and home school agreement through parent meetings, newsletters and school website. [Source: School website](#)
- Pupils were unanimous in stating that they feel safe in school and were of the view that there is no bullying in the school; however, they were clear that they understood how to respond to bullying if it were to occur. They were also very familiar with the concept of online safety and described the regular training they have received.' [Source: Quality Assurance Visit - Nov 2016](#)
- Pupils integrate fully in the playground and instances of bullying are very rare. Reported incidents of bullying based on race, sexual orientation or name-calling are dealt with swiftly. [Source: Behaviour Book, Racial Incidents Folder, Quality Assurance Visit - Nov 2015](#)
- A Worry Box and Online Worry Box are available for all children. These concerns are swiftly dealt with by the Head teacher and Deputy Head teacher. [Source: Website and Worry Box File](#)
- Online safety teaching is embedded in the curriculum. Significant work across the school helps pupils understand how to stay safe using technologies and cyber safety is integral to ICT and PSHE teaching. [Source: Quality Assurance Visit - Nov 2015](#)
- Through extended opportunities, our children have a good understanding of how to keep safe. [Source: Safer Internet Day, Cycling Inset, Police Inset, Fire Inset, TFL Workshop.](#)
- Our new PSHE scheme of work is based upon the needs of our children with a focus on children learning how to be learners. The scheme also incorporates personal health and safety, Core values, British values and gives children the opportunity to voice thoughts, feelings and concerns. In addition, some content is covered in other aspects of the curriculum - Computing, Special days/weeks, Assemblies, Bikeability, Restorative Approach. These lessons provide pupils with strategies to keep themselves safe, make good choices and develop the skills needed to be a good friend and a successful learner. [Source PSHE Scheme of work, Staff meeting minutes, Switched on Computing Curriculum, Restorative approach, Assemblies folder, Bikeability, Core values, Being British week, Cultural week, Special days](#)
- We have a defined set of Core Values which underpin our thoughts and action. [Source: School displays, Core Value of the half term, Core Value stickers, Sunshine badges, PSHE lessons, promotion with parents through the website and social media.](#)
- British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are promoted throughout the school. [Source: Being British week, displays throughout the school, website, PSHE lessons, links made to Core Values, Resolution Role Models, Pupil Parliament.](#)
- All statutory safe guarding requirements are met with an area of outstanding practice noted as the monitoring of risk factors and symptoms of vulnerability. [Source: Quality Assurance Visit - Nov 2015](#)
- 100% of parents and carers agree that the children are encouraged to behave well at school. [Source: Parent Questionnaire - Feb 2017](#)
- 98% of parents and carers agree that the school treats their child fairly and with respect. [Source: Parent Questionnaire - Feb 2017](#)
- 100% of parents and carers believe that Benhurst keeps their child safe. [Source: Parent](#)

Questionnaire - Feb 2017

- A very large majority of children in KS1 and KS2 feel safe at Benhurst. Source: Children Questionnaire - Feb 2017

Outcomes for Personal Development, Behaviour and Safety will be further outstanding

- Once the restorative approach is fully embedded, throughout the whole school.
- When the link between British Values and our Core Values are fully understood by all pupils within the school.

Outcomes for children are good.

EYFS

- The percentage of pupils achieving GLD was 75%, which is 6% above the national average. *Source: BPS Summer Data Pack 2015 - 2016*
- A third of pupils made accelerated progress across all 12 areas of learning. This was particularly evident in Managing Feelings and Behaviour (46%), Moving and Handling (49%), Speaking (42%), Reading (39%) and Writing (36%). *Source: BPS Summer Data Pack 2015 - 2016*

Phonics Screening Test

- The Phonics Screening test continues to be a strength with 91% of pupils reaching the expected standard compared to 81% nationally. *Source: RAISE online 2016 p51*
- Over the last three years, the percentage of pupils reaching the expected standard has increased. *Source: RAISE online 2016 p48*

End of KS1: Attainment

Subject	% at expected standard		% at greater depth	
	School	National	School	National
Reading	78	74	35	24
Writing	72	65	20	13
Maths	72	73	22	18

Source: RAISE online p38, p40 and p42

- The percentage of pupils achieving the expected standard at KS1 was above the national average in Reading and Writing and in line with the national average in Maths. *Source: RAISE online 2016*
- The percentage of pupils working at greater depth was above the national average in all areas. *Source: RAISE online 2016*

End of KS2: Attainment

Subject	% at expected standard		% at greater depth	
	School	National	School	National
Reading	72	66	14	19
Writing	88	74	18	15
Maths	74	70	27	17
GPS	74	72	21	22

Source: RAISE online p12, p14 and p16

- The percentage of pupils achieving the expected standard at KS2 was above the national average in all areas and the percentage of pupils working at greater depth was above the national average in Writing, Maths and Grammar, Punctuation and Spelling (GPS) *Source: RAISE online 2016*
- The number of pupils achieving Age Related Expectations in Reading, Writing and Maths was 65%, which is above the Local Authority average of 63% and well above the National average of 53%. *Source: OFSTED Data Dashboard 2016*

- Based on the number of pupils reaching the expected standard, our school is ranked 34/124 schools whose pupils had similar achievement at KS1. *Source: OFSTED Data Dashboard 2016*

End of KS2:Progress

- The progress made between KS1 and KS2 was above both the National (0) and Local Authority (+0.6) averages in writing (+2.9) and Maths (+1.8). This places us within the top 20% of schools for progress in these subjects. *Source: OFSTED Data Dashboard 2016*
- In Writing, progress made by pupils in lower prior attainment group was +5.3 which is well above National average and by pupils in middle prior attainment group was +3.3 which is above National average. *Source: OFSTED Data Dashboard 2016*
- In Maths, progress made by pupils in the higher prior attainment group was +4.3 which is well above National average and places us within the top 7% of schools. *Source: OFSTED Data Dashboard 2016 and RAISE online 2016*
- Progress in Reading (+0.6) is in line with the National average. *Source: OFSTED Data Dashboard 2016*

Internal Progress Data

Year 1

Subject	Expected Progress (%)	Accelerated Progress (%)
Reading	100	27
Writing	100	15
Maths	100	15

Source: BPS Summer Data Pack 2015 - 2016

Year 2

Subject	Expected Progress (%)	Accelerated Progress (%)
Reading	100	33
Writing	100	41
Maths	100	31

Source: BPS Summer Data Pack 2015 - 2016

Year 3

Subject	Expected Progress (%)	Accelerated Progress (%)
Reading	100	50
Writing	100	50
Maths	100	44

Source: BPS Summer Data Pack 2015 - 2016

Year 4

Subject	Expected Progress (%)	Accelerated Progress (%)
Reading	100	59
Writing	100	61
Maths	100	41

Source: BPS Summer Data Pack 2015 - 2016

Year 5

Subject	Expected Progress (%)	Accelerated Progress (%)
Reading	100	54
Writing	100	48
Maths	100	32

Source: BPS Summer Data Pack 2015-2016

- 100% of pupils in years 1, 2, 3, 4 and 5 make expected progress. Source: BPS Summer Data Pack 2015-2016
- More than half of pupils in Years 3, 4 and 5 made accelerated progress in reading Source: BPS Summer Data Pack 2015-2016

Disadvantaged Pupils

Attainment

- 67% of disadvantaged pupils in Reception achieved GLD compared to 69% of non-disadvantaged pupils. Source: Internal Reception data 2015-2016
- 100% of disadvantaged pupils achieved the expected standard on the Phonics Screening test compared to 90% of non-disadvantaged pupils. Source: RAISE online 2016 p51
- The attainment in Reading, Writing and Maths for Disadvantaged Pupils (in brackets) compared to all pupils is:

Year Group (Number of Disadvantaged pupils in brackets)	At and above ARE Reading		At and above ARE Writing		At and above ARE Maths	
	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
1 (6)	87%	67%	80%	60%	87%	83%
2 (11)	78%	64%	72%	55%	72%	55%
3 (7)	83%	29%	85%	43%	80%	14%
4 (13)	90%	61%	88%	62%	85%	62%
5 (7)	82%	43%	77%	57%	89%	71%
6 (14)	72%	57%	88%	93%	74%	57%

Progress

- A higher number of disadvantaged pupils made accelerated progress in 15/17 areas of EYFS compared to non-disadvantaged pupils. Source: Internal Reception data 2015-2016
- The progress made at the end of KS2 by disadvantaged pupils in Writing (+3.7) was well above National average and places us within the top 4% of schools. Source: OFSTED Data Dashboard 2016 and RAISE online 2016
- In Year 2, 45% of disadvantaged pupils made accelerated progress in Reading compared to 27% of non-disadvantaged pupils. Source: Internal data 2015 - 2016

Outcomes for children will be outstanding

- when the gap between disadvantaged and non-disadvantaged pupils is closing across KS1 and KS2;
- when the number of pupils reaching the expected standard in Reading, Writing and Maths combined at KS2 increases;
- when the number of pupils achieving a higher standard in Reading, Writing or Maths at KS2 increases;
- when progress in Reading at KS2 is in line with that of Maths and Writing;

- When accelerated progress in Maths is in line with accelerated progress in Reading and Writing in Years 1,2,3,4 and 5.

This is good because:

- The children are provided with a daily diet of consistently good and sometimes outstanding lessons. *Source: Lesson Visits, Learning Conversations*
- Support staff and other adult helpers are well deployed to support children's learning in both child-initiated activities and focussed activities. *Source: Lesson Visits, Learning Conversations*
- Early Years Staff attend regular CPD at HSIS.
- Additional support is put into place as and when necessary e.g. intervention strategies, small group teaching. The impact of the provision is evaluated to ensure success and value for money. *Source: BPS Results Analysis 2015-16*
- Early Years staff are very good at identifying children with additional needs and getting the support they need. *Source: Discussions with SENCo, Speech Link, Language Link*
- Sound subject knowledge is used by all staff to further pupils' understanding and skills.
- New initiatives have been introduced to develop a range of opportunities, including Helicopter Stories, Dough Disco, Hold a Sentence *Source: Planning files and BPS Data Analysis*
- In recent years, GLD has remained at a consistently good level (75% in 2015-16, 76% in 2014-15). In 2016-17, we expect to exceed recent GLD. *Source: BPS Results Analysis 2015-16*
- Regular internal and cross school moderation ensures judgements are accurate *Source: Year Group Leader File*
- Early Years staff effectively use 2 simple assessment programme and email parents monthly with information about their child's learning *Source: 2 Simple assessment programme*
- There is a broad and balanced curriculum in place, which is adapted to reflect the interests and needs of the cohort. *Source: Year Group Leader File, Planning Files*
- Early Years staff have high expectations for behaviour and reward systems are in place. *Source: Classroom environments*
- CARERS is implicit in the planning and teaching by all Early Years teaching staff
- PSHE is valued in the planning and delivery of lessons and is reinforced by staff throughout the day. *Source: 2 Simple Assessment programme, planning files*
- British Values are regularly promoted and underpin our curriculum (e.g. Being British week) *Source: Planning file*
- SMSC is evident throughout the teaching and delivery of lessons and daily activities. *Source: Planning files*
- Children in Early Years are given opportunities to assume responsibilities, e.g. taking the register to the office, keeping their environment tidy.
- Children are provided with opportunities to find out about the world around them through Multicultural week and their topics. *Source: Planning files*
- Links with the local community - visits to local places of interest e.g. Harrow Lodge Park, Elm Park Library; visitors in to the school e.g. Local Fire Service, Community Police; opportunities for parents and carers to visit the school- including 'Stay and Play', Pre start date visits, Reading opportunities.
- Parents are very well informed about their child's progress through a range of sources including the 2 Simple Assessment programme emails, half-termly newsletters, Stay and Play sessions, parent consultation evenings and Open Class sessions.
- Transition between pre-school and school is smooth with a range of effective transition activities including home visits, staff visiting pre-schools, pre-schools visiting with the children, children visiting the classrooms with their parents, new intake meeting prior to starting and a Welcome to Reception meeting.

- Home visits provide valuable information about the incoming cohort including information about children with additional needs and potential resources required for the coming year. *Source: New Intake Information*

Early Years will be outstanding

- when provision in the outside learning environment has been developed, to allow for further engaging, stimulating and exciting learning opportunities;
- when GLD is consistently above 80%;
- when there is no gap between gender or disadvantaged children;
- when accelerated progress is shown from baseline to end of year profile data.

This is good because:

- The Head teacher is an active member of the local Cluster, Funding Forum, Head teachers Reference Group, and Billericay SCITT Management Board and speaks at SMART conferences and seminars.
- The Headteacher, Senior Leadership Team and Governors have set a culture of high expectations for all stakeholders.
- In September 2015, the school identified and embedded seven core values that permeate the school community.
- The Self Evaluation Form has been redesigned to be in line with the new OFSTED framework and is more robust.
- Changes to the Behaviour Policy, the introduction of restorative practices and increased emphasis on good manners have resulted in very good behaviour and attitudes to learning modelled throughout the school. *Source: QA report Nov 2016*
- Of 238 responses, 100% of parents agree the children are encouraged to behave well. *Source: Parents and Carers Questionnaire Feb 2017*
- The Learning and Teaching policy was reviewed in September 2016. The policy, written by teachers and TAs, details what good learning and teaching looks like at Benhurst School. This enabled all staff to have a clear input and understanding of expectations at Benhurst School. The clear understanding of what good and better learning looks like has resulted in more good and outstanding teaching. *Source: Learning & Teaching Policy, Lesson Visits folder*
- Lesson visits and Learning Conversations are used to raise the quality of teaching. SMART targets are provided where necessary and agreed by all parties, resulting in all teaching being at least good. *Source: Lesson Visits Folder*
- Monitoring and evaluation is robust and effective. Through a Snapshot Monitoring and Learning Conversations, the SLT and curriculum leaders have a good understanding of the strengths of each teacher and their specific areas for development. Governors support and challenge this through the Curriculum sub-committee. *Source: Monitoring folder, SLT Monitoring Programme, Learning Conversations*
- We co-ordinate moderation meetings and lead INSET days for local schools. *Source: Staff Meeting Timetable*
- Middle Leaders have increased autonomy and responsibility (SMART trained teachers, Extended Leadership Team, Achievement Team Leaders etc.) *Source: Curriculum Leaders and Key Roles sheet 2016-17*
- We regularly host national and international seminars to showcase our systems and resources. (OfSTED seminar for RI schools, BETT presentations, oversees delegations)
- The school works closely with a number of professional partners (Havering ICT, SMART, BETT, Rising Stars) to trial and develop new resources.
- When referrals have been made or we have children with child protection issues, our written records ensure school records are up to date. We actively work with a range of agencies and professionals to ensure appropriate support and challenge is provided. *Source: CP files*
- We are particularly aware of increased risk factors for groups of children who are at greater risk of a range of types of abuse e.g. children of parents with patterns of alcohol or substance misuse.
- Our DBS register is up to date, checked regularly and accurately maintained by our Office Manager. *Source: DBS register*
- We check all teaching appointees against the National Prohibition from Teaching List.
- No member of staff since the last inspection has been investigated or has had a suspicion of

inappropriate behaviour with children levelled against them. No referrals have been made to the LA LADO.

- Of 238 responses, 99% of parents agree their child is happy at Benhurst. *Source: Parents and Carers Questionnaire Feb 2017*
- Of 238 responses, 100% of parents agree the school is led and managed effectively. *Source: Parents and Carers Questionnaire Feb 2017*
- Communication with parents has improved considerably. Of 238 responses, 99% of parents agree the school communicates effectively. *Source: Parents and Carers Questionnaire Feb 2017*
- The school has a broad and balanced curriculum which has recently been reviewed by staff to reflect the new curriculum and the changing needs of our children. *Source: Planning folders*
- The school promotes fundamental British Values through lessons and the Pupil Parliament. *Source: Pupil Parliament minutes, planning folders, school website*
- The Pupil Parliament and four sub-committees ensure our children have a strong voice within our school. *Source: Pupil Parliament and sub-committee minutes*
- The Performance management system is embedded and include links to SIP priorities. *Source: Performance Management paperwork*
- Governors discuss the link between staff performance and pay for each teacher. *Source: Governing Body minutes*
- Governors are forward thinking and supported the school in key decisions (e.g. OFSTED good grading, school expansion, academisation, governance restructure).
- Policies are up to date and shared with Governors. These are also on the school website for the wider community. *Source: Governor minutes, school website*
- Effective Business Management has enabled the school to maintain financial viability whilst further developing excellent classroom resources and outside facilities.
- Our communication of children causing concern (CP, CIN, TAF etc) is strong. Teachers, support staff, office staff and MDAs are fully aware of children on the schools register. *Source: Safeguarding file*
- The school arrangements for safeguarding meet statutory requirements with no cause for concern. *Source: Hsis Quality Assurance Report Nov 2015*

School Improvement Actions

- Continue to develop senior and middle leaders.
- Successful transition to an academy within LIFE Trust.
- Restructuring the governing body to be in line with the Trust.

Leadership will be outstanding

- when the quality of outcomes are outstanding;
- when there is a greater consistency of approach with teacher's feedback to children;
- when senior leaders and Governors secure greater accountability;
- when governors have fully developed their new roles within the newly formed LGB which leads to greater accountability, more effective questioning and challenge;
- when the relentless drive to raise standards is evident in the attitude and approach of all teachers and support staff.

We believe the Spiritual, Moral, Social and Cultural education our children receive is good because

- Our motto 'Only my best is good enough for me' underpins the ethos of the school.
- The school ethos is inclusive and students feel safe.
- The school provides a broad and balanced curriculum, which incorporates and promotes the development of the whole student and the learner characteristics called CARERS.
- We introduced a new PSHE scheme of work based upon our children's needs. Children learn how to be learners as well as provide them with the opportunity to voice thoughts, feelings and concerns.
Source: PSHE Scheme of work
- We have a defined set of Core Values that underpin our thoughts and actions. *Source: Class displays, hall display, rewards system, Twitter, You Tube videos*
- British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are promoted throughout the school. *Source: Being British week, class displays, school website, PSHE lessons, Restorative Role Models, Pupil Parliament minutes*
- Whole School and class assemblies are used to explore our Core Values and beliefs, including religious beliefs and the way in which they impact on people's lives. *Source: Assembly Planner*
- Pupils are given an enriched curriculum and are given opportunities to come together for positive experiences. Cultural differences are celebrated through a curriculum that reflects our diverse school. *Source: Being British Week, Cultural Week, special days linked to topic learning, class trips, sporting activities, school productions, residential in Y5 and 6*
- Our Pupil Parliament promotes pupil leadership opportunities, enabling children to develop valuable communication, organisation and debating skills through key roles of responsibility and new experiences. *Source: Pupil Parliament minutes, school website, fundraising events*
- Restorative Role Models empower children to develop a sense of empathy with others concerns and passions. It encourages children to develop an ability to show courage in defence of their beliefs. *Source: Restorative training for children and staff, Restorative Role Models in Y2-6*
- Children are keen to help and support other year groups (e.g. reading buddies, Y4 Positive Role Models.)
- Internationalism, we receive international visitors into the school as part of BETT in January, which provides children an opportunity to meet and work alongside visitors from a variety of different countries. We actively encourage global collaboration projects with schools in other countries. *Source: BETT timetable, work with the Czech Republic, Canada, Finland, America and Denmark*
- Links with the local community are very strong and include sport, music and dance links as well as work with local schools, Elm Park library, St Nicholas' church and a care home. *Source: Planning Folders, Twitter*
- We provide a variety of ways to engage our parents in the life of the school. This includes Stay and Play sessions, Parents Evenings, Display Evenings, Open Class sessions, parent helper opportunities in every year group, welcome to the new school year meetings for every year group, trip/residential meetings, Friends of Benhurst meetings (our PTA), parent curriculum workshops, SATs meetings and Parent Partnership meetings. *Source: school website, parent letters*

SMSC will be outstanding

- when Restorative Role Models are fully embedded and take the lead in resolving low level conflict in the playground;

- when the Pupil Parliament and sub committees are fully embedded and can demonstrate a variety of ways they have improved our school;
- when the school develops greater links schools overseas.