

Everybody Prepared and Inspired to be the Best we can be.
Excellent Relationships.
Excellent Classrooms.
Hearts in Billingham and Eyes on the World.



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SCHOOL SELF EVALUATION SUMMARY 2021-22

OVERALL EFFECTIVENESS - GOOD

- Billingham South is proud to be a community school and all the successes below are based on a thorough understanding of our community's needs.
- We believe that staff well-being is crucial to ensuring successful provision for children. Our staff are well cared for and therefore successful.
- Our parental community is empowered to be partners in their children's education through a full programme of parental support.
- Affordable wrap around care is offered.
- We have a strong relationship with the Stockton SCITT program, taking at least 2 students a year and often employing from the Stockton SCITT program.

QUALITY OF EDUCATION - GOOD

- Our curriculum intent based on 5 core values (happiness, quality, responsibility, courage and resilience) is fully implemented.
- We are a fully inclusive school with an excellent track record in caring for the needs of children with a range of SEND.
- Quality First Teaching is embedded and there is a graduated approach to SEND in all classrooms based on a robust review system.
- We have an excellent record of educating and caring for CIOC pupils.
- The new EY curriculum has been fully implemented.
- We have implemented a new systematic synthetic phonics programme (Little Wandle) to build on our previous successful program.
- We are fully aware how the pandemic impacted our children: tutoring was put in place in Y1 and Y6, continuous provision is being established in Y1, individual online learning programmes are being enabled through the use of ICT, enhanced pastoral care offer has been established, additional outdoor learning has been put in place.

BEHAVIOUR AND ATTITUDES – GOOD

- We are a Stonewall Champion school for our approach to peer on peer abuse.
- Behaviour for learning in our classrooms is excellent and based on our 5 core values.
- Our school staff are fully trained to be AATI (attachment aware and trauma informed). Our behaviour policy is based on the principles of PLACE.
- Full attendance at school is encouraged through a graduated approach by our attendance team.



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PERSONAL DEVELOPMENT - GOOD

- We were the World's first Outstanding Happy School and are currently in the process of being reaccredited.
- We have a mental health offer to all of our pupils which includes day to day excellent practice as well as group and individual solutions.
- We have a school pledge to promote independence for all our pupils.
- Resilience and cultural capital are progressively built by the use of visits and experiences throughout EY, KS1 and KS2.
- We have an excellent range of after school clubs on offer for children.

LEADERSHIP AND MANAGEMENT - GOOD

- Fully distributive leadership enables excellent strategic planning and subject development.
- We make a strong commitment to staff career development including supporting teaching assistants onto the SCITT apprenticeship pathway. We have invested in apprenticeships for admin staff and teaching assistants.
- We provide strong mentoring for students and NQTs and a programme of shadow leadership, mentoring and coaching for early career teachers.
- All our subjects are led by enthusiastic champions for their subjects and Computing and PE are led by and taught by specialist teachers.
- We collaborate successfully with other schools through the LA RAP programme, connections with schools in Middlesbrough but primarily our partner school High Clarence.

Improvement Plan Summary 2021/22

- Ensure we can fully evidence the impact of our curriculum through a strong action planning, monitoring and assessment for learning programme.
- Ensure Little Wandle phonics programme is fully embedded with complete fidelity across school.
- Ensure EY curriculum and assessment is securely embedded and all subject leaders have knowledge of the changes.
- Ensure continuous provision in Y1 is fully embedded and effective.
- Fully research the prospect of federation with High Clarence Primary School, evaluate joint working arrangements and make recommendations to Governing body.
- Ensure that the catch up programme for writing and the teaching of writing enable strong catch up by the end of the academic year.
- Ensure governors are fully informed about curriculum development.

