

# **Self-evaluation form for St. Andrew' s CE Primary School**

## **Mission Statement**

**We aim to:**

**show concern and care, through a strong sense of  
Christian values, for all members of the School  
Community;**

**establish a centre of excellence in which all individuals  
are enabled to experience success at varying levels and  
so are encouraged to develop to their maximum  
potential;**

**ensure support and communication channels are clear  
and links between home and school are positive and  
genuine;**

**be a school in which a sense of belonging, involvement  
and real partnership is felt by all.**

## The context of St. Andrew's CE Primary School

St Andrew's is part of a mixed catchment, comprising of Kingswood, Sutton Park and Bransholme areas (private and council housing). There is a low percentage of EAL students compared with other local schools. We have a vast amount of community links and parental contribution towards school life is outstanding.

The school has grown each year for 25 years (250 pupils to 650 - bringing challenges re: space, storage etc). Despite such large numbers our school has been recognised as 'an oasis of good behaviour' (OFSTED/LA/Visitors), with only one exclusion and attendance consistently above the National Average.

Based on the SEN Register for the Autumn term 2020, 15.5% of the school are on the SEND register. The percentage of children on the register at SEN Support is 6% and 1% of children with an EHCP. This equates to 37 children who are SEN Support, and 8 children with an EHCP.

The staff and governing body are committed to ensuring that outcomes for our pupils are judged at least Good. We want our school to be outstanding and a range of improvements have taken place that have shown an impact on standards. These include: changing times of day to give an increase of teaching time; a flexible timetable to enable more thorough teaching of Foundation Subjects; an intensive programme of monitoring and coaching to ensure the quality of learning is maintained at Good or better; inviting LA and Independent advisory consultants to review our school regularly and the development of school leadership has become an increasing strength since the last inspection. These initiatives led to pupil progress improving rapidly since 2012. Our capacity for improvement has risen significantly. The school now sees it as a non-negotiable to perform with a gold level mentality and be consistently above national averages with all expectations met or exceeded by the end of KS2. With the introduction of the new curriculum and assessment strategies, new challenges have been rigorously embraced and action plans in place. In 2019 our attainment had again risen in KS1 and KS2. The school also saw an increase in the % of children at EXP+ and GD in RWM combined. This went from 67% to 78% to 85%, now 91% (2019) and above the national by 26% and shows that school is rising faster than the national picture with GD rising from 8% (2018) to 26% (2019). We continue to raise our standards and KS1 and KS2 attainment figures are well above the national averages.

The school is recognized as having a strong leadership model since 1998.

This strong Christian family serves all the children and their families, inspiring high aspirations for all. (SIAMS)  
An Outstanding Church School. (SIAMS)

### Next Steps from the last inspection (Dec 18) to ensure that:

Pupils continue to benefit from opportunities to develop reasoning and problem solving skills in mathematics, so that a higher proportion of pupils reach the higher standard at the end of KS2.

#### Impact:

KS1 results 2019    Exp+ 88%    GD 29%

KS2 results 2019    Exp+ 96%    GD 45%

2019 - This is an increase in percentage of pupils achieving expected and higher standards.

Any inconsistencies in the quality of teaching, learning and assessment which remain are removed.

#### Impact:

The continuation of book scrutinies but with more comparison of the Y2/Y3/Y4 together to compare standards. Staff reorganization and staff development.

The small number of pupils who do not attend school as regularly as they should do are encouraged to improve their attendance.

#### Impact:

Absence 18/19 – 4.1% which is lower than last year of 4.2% and below the NA of 4.2%.

Persistent Absence 18/19 – 7.8% which is lower than last year of 10.6% and below the NA of 8.7%.

***The school also sees Mental Health issues as an ongoing developmental priority target as part of our Healthy Bodies agenda, which has been ongoing from September 2019. This is even more so since the Coronavirus Pandemic and lockdown.***

| Overall effectiveness   | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Grade:  | X | X |   |   |
| The quality of education is at least good.<br>Behaviour and attitudes is at least good. (Outstanding - SIAMS Oct 2016)<br>Personal development is at least good. (outstanding – SIAMS Oct 2016)<br>Leadership and Management is at least good. (Outstanding - SIAMS Oct 16)<br>The effectiveness of Early Years Provision is at least good.<br>The effectiveness of SMSC is outstanding. (Outstanding - SIAMS Oct 16)<br>Safeguarding is effective. |   |   |   |   |

| Quality of Education | 1 | 2 | 3 | 4 |
|----------------------|---|---|---|---|
| Overall Grade:       | X | X |   |   |

The leadership team has maintained the good quality of education in the school since the last inspection (Ofsted Dec 2018).

Assessment is a strength of the school. Leaders monitor pupils' achievement closely and frequently. They check on the progress of groups of pupils such as disadvantaged pupils, those with special educational needs and/or disabilities (SEND) and boys and girls. Leaders use the information to identify those pupils at risk of falling behind and to plan further support and any interventions which are required. (Ofsted Dec 2018).

Teachers set high expectations in the classroom for all pupils. In all lessons observed and all books scrutinised, teachers are careful to consider the different starting points and abilities of the pupils. (Ofsted Dec 2018).

During the school 'lockdown' from March, home tuition and supporting our families became the priority of the school. Throughout this period, staff (teaching and well being mentors) were contacting all families every week through emails, phone calls and the use of Google Classroom and class video calls, with social interaction being the prime focus. This contact was to all families but especially to those vulnerable, trying to promote the well being of all.

Since the start of lockdown, all families were given weekly homework across the school, monitored by the Assistant heads. This included emails in the first instance, and then was incorporated into Google Classroom tasks. Staff have also provided the children with teaching videos and extra work as well as developing cross curricular style projects. Parents could contact classteachers through a new class email system. Parents were provided daily, including weekends and holidays, with links to other useful work sites such as White Rose/ Twinkl/ BBC Bitesize/ Oak Academy as well as many more. Links also provided families with well-being tasks and activities to help promote positive well-being during this time.

The SLT have driven the development and reinforcement of the basic skills/ non negotiables throughout this period. As the lockdown eased, these were still the priority with the SLT drawing up plans to help this development through the summer holidays and through to October half term, with the aim of 'catch up' for all children.

During the school summer holidays, all children were set summer homework which consisted of project work with a maths and english focus and non negotiable work. Parents were also given a Summer Learning Timetable with other optional work that could support their child's education through the holidays. This consisted of a weekly overview of activities (maths and english focus) using websites such as Bitesize and Oxford Owl. This was sent to parents at the start of the holidays and again part way through as a reminder.

2020 outcomes were based on teacher assessments. Staff used the data of where the children were at the half way point of the school year in February, with assessment results and used this to say whether the children were on track at that stage to reach ARE or GD. We understand that the second half of the year, shows rigorous progress for pupils so the schools' outcomes will differ to previous years. From September, rigorous assessment

has been put in place to look at and address the education deficit in the basic skills and non negotiables. Below is a summary of the 2020 outcomes, more in depth data is available.

## 2020 Outcomes

### KS1 Outcomes

Reading - KS1 on track results 2020 Exp+ 72% GD 26%

Writing - KS1 on track results 2020 Exp+ 69% GD 14%

Maths - KS1 on track results 2020 Exp+ 67% GD 20%

ARE+ combined KS1 - 64%

Expected progress + from Y1 - Reading - 88% Writing - 95% Maths - 82%

### KS2 Outcomes

Reading - KS2 on track results 2020 Exp+ 83% GD 39%

Writing - KS2 on track results 2020 Exp+ 81% GD 1%

Maths - KS2 on track results 2020 Exp+ 76% GD 20%

ARE+ combined KS2 - 71%

Expected progress + from KS1 - Reading - 95% Writing - 81% Maths - 96%

## 2019 Outcomes

- 2018/2019 - **Y6 Results 18/19:**
  - Reading – Exp+ 92% GD 45%
  - SPAG - Exp+ 97% GD 45%
  - Maths – Exp+ 96% GD 45%
  - Writing – Exp+ 100% GD 42%
  - Combined - Exp+ 91% GD 26%
  - FFT Progress R - +1.5 W - +2.4 M - +1.9
- Y2 Results 18/19:**
  - Reading – Exp+ 89% GD 33%
  - Maths – Exp+ 88% GD 29%
  - Writing – Exp+ 87% GD 27%
  - Combined - Exp+ 78% GD 18%

More in depth outcomes for 2019 can be found in the Appendix.

## Targets 20/21

- KS1**
  - Reading Exp+ 84% GD 34%
  - Writing Exp+ 79% GD 20%
  - Maths Exp+ 84% GD 30%
  - R/W/M Exp+ 74% GD 17%
- KS2**
  - Reading Exp+ 86% GD 45%
  - Writing Exp+ 88% GD 42%
  - Maths Exp+ 91% GD 46%
  - SPAG Exp+ 90% GD 58%
  - R/W/M Exp+ 80% GD 25%
  - R/M Exp+ 83% GD 32%

Recent Pupil Progress meetings with staff (September 2020) had a varied response on how lockdown had had an impact on the progress of the children. Approx half the year groups felt that the pupils had a good start point for the year and not as much of an impact as first thought. Whereas some year groups felt that the lockdown had had a bigger impact on the children than others.

In this secure environment all children make good progress and achieve well (Siams)

**Action required to improve the quality of education:**

To 'close the gap' for all pupils due to education missed during the Coronavirus Pandemic lockdown, including the development of the non negotiable and basic skills. (Recovery curriculum)

Whole school focus - development of writing skills and composition.

To continue to develop remote learning.

To develop further our 'closing the gap' strategies for all groups.

To continue the development and knowledge of the whole curriculum (catch up of the core and foundation subjects)

School focus 20/21 – to continue to further develop the teaching of maths and problem solving throughout the school, including developing staff skills.

KS1 focus – to further develop outcomes at KS1 in all core subjects, through rigorous monitoring of teaching, books, planning and the implementation of new resources.

Middle attaining children to achieve higher levels.

To continue to monitor progress of pupils from all different starting points in KS1 and KS2.

KS2 Disadvantaged pupils – more to achieve greater depth/ higher standard across the subjects.

To continue to review the school's marking procedures, specifically in English, to create more independence with children checking and identifying areas for improvement.

To continue to develop parental awareness of the new expected standards.

To further develop moderation of all subjects with other schools.

To develop further throughout the curriculum the principles of British Values.

|                                |          |          |          |          |
|--------------------------------|----------|----------|----------|----------|
| <b>Behaviour and Attitudes</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| <b>Overall Grade:</b>          | <b>X</b> |          |          |          |

We are outstanding. (SIAMS Oct 2016)

Pupils said that during breaktimes they play happily together and are enthusiastic about the recently introduced guided-play sessions during the lunch break, which are supervised and structured by school staff. Pupils talked confidently and proudly about the school's values of 'endurance, love and respect'. (Ofsted Dec 2018).

**Action required to improve behaviour and attitudes:**

To develop and support mental health and anxiety concerns.

To continue to develop strategies to maintain the high standards of behaviour.

|   |          |          |          |          |
|---|----------|----------|----------|----------|
| <b>Personal development</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| <b>Overall Grade:</b>   | <b>X</b> |          |          |          |
| <b>Separate grade for spiritual, moral, social and cultural development</b> | <b>X</b> |          |          |          |

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners (SIAMS).

Excellent relationships at all levels, based on Christian values of forgiveness, love, trust and endurance enable everyone to have the confidence to succeed (SIAMS).

In July 2020, all children had the opportunity to take part in transition bubbles (come onto the school premises to meet with their class friends and teachers - keeping within social distancing guidelines - on one occasion and on the second occasion to meet with their new class teacher). These sessions were to support the children and parents into coming back into school and to begin to ease some of the anxiety they may be feeling. The Year 6

pupils, also had an extra session with their class to be part of a Leavers' service which was supported by the local reverend and parents could watch from their cars 'drive in' style.

During the summer holidays, parents were informed daily either through Twitter or emails from the Headteacher about the plans of re-opening of school in September with the main focus on supporting families (pupils and parents) and trying to ease the anxiety some may be feeling. The schools' Risk Assessment was readily available on the school website during the holidays for parents to access. Videos and class messages from new class teachers were sent to families as well as photos and videos of the school ready for September, showing the changes from June/ July but also to support families with the new arrangements in September. Staff have also continued to contact families during the holidays. On the school training days in September, all children were invited into school by appointment slots at set times to have a 'taster session' where they could meet the new teacher, see their new classroom and also experience the doors/ gates that they would enter and exit school. From September, part of our curriculum focus is the well being and the reintegration of pupils at school. Staff will begin to use the 'Jigsaw' programme to support the curriculum. Jigsaw will be used throughout the school, implementing the PHSE/ RHE curriculum, with all aspects in place from Summer term 2021. Well being mentors from September, will be working with the children to support them at school and make links with the families.

Parents speak highly of the care and support of all pupils receive at the school, and how this approach helps their children to develop their social skills and make the progress they are capable of in their lessons and in their personal development. (Ofsted Dec 2018).

**Action required to improve personal development :**

To further develop the use of external agencies/advisors, when necessary, to continue to promote online safety.  
 To increase opportunities for the transition of vulnerable children into new year groups at the end/ beginning of the year.  
 To further develop a program to cater for the needs of vulnerable children (anger/ feeling issues) to equip them for school life and society.  
 Monitor closely the attendance of the group of pupils SEN support and disadvantaged pupils.  
 To focus on the reintegration and well being of pupils as part of the daily curriculum.  
 To implement the new PHSE/ RHE curriculum with the use of Jigsaw.

**Action required to improve SMSC:**

Implementation of our Recovery Curriculum and catch up strategies.  
 To continue what we are doing.

| <b>Effectiveness of leadership and management</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
|---|----------|----------|----------|----------|
| <b>Grade:</b>                                     | X        | X        |          |          |

The school has improved the quality of leadership at all levels, adopting a strong model of distributed responsibility. Senior and middle leadership teams are focused and effectively use the information which is routinely and regularly collected to inform their planning and actions. (Ofsted Dec 2018).

Over the past year, there have been further addition to the SLT team. 'Lockdown' propelled some staff to enhance their leadership skills.

The dedicated headteacher, staff and governors work together as a team to enable the children to make a positive difference to society. (SIAMS)

**Action required to improve the effectiveness of leadership and management:**

For governors to be further involved in the monitoring and evaluation of the whole curriculum.  
 Further development of governance with an expected change in Chair and potential introduction of new governors.  
 For leaders to continue the drive in staff development of the curriculum/ assessment/ quality first teaching, with a greater emphasis on maths and outcomes at KS1.

| <b>Effectiveness of the early years provision</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
|---|----------|----------|----------|----------|
| <b>Grade:</b>                                     | X        | X        |          |          |

We feel our Early Years provision is operating close to outstanding.

### **Outcomes for 2019/20**

**F1** – baseline. 49% on track (30-50) months.

End of Autumn Term 72% on track (30-50+) months

End of Spring Term Data 85% of children were on track (40-60) months

(75% boys and 96.6% girls) sent to LA

End of Autumn Term (Teacher assessment predicted) due to lockdown and work seen during period April to July 99% (30-50+ months)

**F2** – Baseline 41% on track (40-60) months (including 24 new to school children)

End of Autumn Term 72% children on track (40-60+) months

End of Spring Term 89% on track (40-60+) months with 5% GLD. 82% of boys and 94% girls

End of Autumn Term (Teacher assessment ) prediction - due to lockdown and work seen during period April to July. 48.5% of children at GLD

The Nursery F1 works closely with its feeder providers attending meetings to discuss the children and their starting points, our main partner- Jst 4 Kidz/ Totz and the leader visits children in the setting prior to entry. Both settings work together on a similar themed curriculum. Almost 100% of children who attend F1 enter a F2 class which promotes a smooth and effective transition. A small percentage of children each year enter F2 having not been to our school nursery. 1:1 meetings between staff, parents and children are held to ensure that all are familiar with the standards and non-negotiables. In F1 the children receive a broad and balanced curriculum and make at least good progress from their starting points. 96% entered F2 last year 19/20 at ARE or above.

We provide wrap around care with our partner - Just 4 Kidz.

Assessment is accurate and based on a combination of observations of child initiated and teacher led activities. The school participates in LA moderations, as well as moderation with other primary schools. Parents feed into the assessment process and are kept informed of their child's progress by informal pop in days, Open Evenings and written reports.

The curriculum provides a broad range of learning experiences and differentiated learning groups ensure all children's needs are identified, met and challenged. As a consequence all children are confident, independent and eager to learn.

The leader and staff ensures the health and safety and the children's well being are at the forefront of all learning experiences and all staff are constantly reviewing safeguarding procedures and up to date training in Early Years pedagogy. The leader continually strives for improvements to enhance children's outcomes.

In the early years, staff work very effectively to engage the children's interest and ensure they sustain concentration. (Ofsted Dec 2018).

### **Action required to improve the effectiveness of the early years provision:**

- Close the gap between boys and girls.
- Close monitoring of disadvantaged pupils.
- Close monitoring of potential high achievers.

## SEF Appendix

### Quality of Education

The quality of teaching overall in the school is at least **good** and improving rapidly.

Through rigorous monitoring of books and lesson observations and the teacher appraisal system, teachers standards are being met throughout the school.

Book scrutinies and lesson observations show that teachers set high expectations which inspire, motivate and challenge pupils of all abilities. Lessons show that teachers deepen pupils knowledge, understanding and skills but also allows them to consolidate skills. From a parent questionnaire, 99% of parents feel their child is taught well at school.

Feedback from staff (verbal/written) show children what they need to do next in their learning and how to improve their work.

Pupils are given opportunities within lessons and at other times to improve their work. An example of this has been the implementation of the English format for writing, where through the week children draft, edit and improve work to produce a final piece of writing.

The cross –curricular approach to the curriculum (Rainbow) develops basic English and maths skills across a wide range of subjects with 'joined up' learning. The development of the 'Rainbow Curriculum' ensures that **intent** and **implementation** are consistent throughout the school. Strategies to achieve this have been the introduction of flexible timetabling to ensure breadth and balance as well as the inclusion of subject focus days to promote this further.

Ongoing CPD is enabling teachers and other staff to develop their understanding of the age group they are working with. As a result, their knowledge of the new curriculum is increasingly secure and is communicated well to pupils. An example of this is a strong focus on developing children's reasoning skills in maths throughout the school. In addition, there has been a strong emphasis on whole school Enterprise projects to develop maths skills, linked to British Values.

By making use of formative and summative assessments, teachers are securing pupils progress by using the data to set appropriate targets as well as plan subsequent lessons. This will also include the use of homework as a consolidation of learning for all children. 100% returns of homework is the norm.

Use of assessment information enables teachers to put in place intervention strategies for pupils who have been identified as being 'not on track' with their learning and those with additional needs. The SLT increasingly hold staff accountable for planning to the children's needs based on data. (Pupil Progress Meetings, SLT regular meetings). In September 2019, the school introduced 'B-Squared' to track the progress of SEN children who are not able to access the National Curriculum of their current year group.

Strong communication with parents/ carers through half term assessment updates/ open evenings/ daily communication allows parents to know how well children are doing in terms of national standards, the progress they are making and what they need to do to improve. SEN parents are invited to separate parents meetings with the SENCO team and parent involvement is encouraged at school e.g. 2 parent assemblies to raise awareness of autism/ downs syndrome and an assembly about Tourettes. We have also had autism awareness days where an autism outreach teacher was available for support to parents.

Policies exist for equality of provision and we actively promote positive values about sexual, racial, disability and religious tolerance and understanding.

Lessons such as Enterprise, Thinking Skills as well as daily reasoning/ problem solving start to prepare children to be economically competent members of British society.

An MFL leader who was keen to develop MFL teaching and assessment through their support and guidance, which has been actioned was appointed 19/20.

The assessment and teaching of Science has been good. The Science leader has led and supported staff to ensure high standards have been maintained.

## 2019 Outcomes Summary

- a. The proportion of pupils reaching a **Good Level of Development** was slightly lower than the previous year. however, it remained higher than levels seen nationally (+6%).
- b. The proportion of pupils meeting the required standard in **phonics by the end of Year 1** was 92% which is above the national average (+10%).
- c. Standards by the end of **Key Stage One** were above average across all subjects (+8% R, +18% W, +12% M). This was replicated at the greater depth standard (+12% W, +7% M).
- d. **FFT Progress in KS2** was above average in **Reading** (+1.5), with all prior attainment groups scoring above 0.9. The progress made by the **disadvantaged pupils (FSM)** exceeded the overall rate (+3.0). Consequently, standards were very high. 92% of pupils met the expected standard (+19% to NA) and 45% achieved the **highest standard** (+27% to NA).
- e. **FFT Progress** was above average in **Writing** (+2.4), with the higher prior attaining pupils making very strong progress (+3.0). The progress made by the **disadvantaged pupils (FSM)** matched the overall rate. **Boys** made slower progress than girls but was better than the previous year. 100% of pupils met the **expected standard** (+22% to NA) and 42% achieved the **highest standard** (+20% to NA).
- f. **FFT Progress in Mathematics** was average (+1.9) with all prior attaining groups scoring +1.4 or above. The progress made by the **disadvantaged pupils (FSM)** exceeded the overall rate (+2.1). 96% of pupils met the **expected standard** (+17% to NA) and 45% achieved the **highest standard** (+27% to NA).
- g. Overall, by the time they leave in Year 6, the proportion of pupils reaching the **expected standard in all subjects combined** is very high (+26%). **Disadvantaged pupils** attained as well as non-disadvantaged pupils nationally.

- The attainment of almost all pupils is above the national averages at the end of KS2.

Impact of provision:

- 2019 KS2 expected standard R 92%, W 100%, M 96%, GPS 97%.
- 2019 KS2 at higher standard R 45%, W 42%, M 45%, GPS 45%.
- 2019 KS2 at national expected standard in RWM was 91% (NA 65%)
- 2019 KS2 at the higher standard in RWM was 26% (NA 11%)
- 2019 KS2 Disadvantaged at expected standard R 88%, W 100%, M 94% (all above NA)
- 2019 scaled scores were all above national averages R 108 (NA 104) M 109 (NA 105) SPAG 110 (NA 106)
- 2019 KS2 RWM has seen a 4 yr rising trend.

The school aspires to perform consistently above the national averages (Basic Skills Review Oct 17)

- The attainment of pupils at the end of KS1 is above national averages.

Impact of provision:

- 2019 expected standard+ – R 83% (NA 75%), W 87% (NA 69%), M 88% (NA 76%) W/M improved on last years outcomes. 2018 - R 86% , W 85%, M 83%
- 2019 – Greater depth – R 33% (NA 25%), W 27% (NA 15%), M 29% (NA 22%). Writing improved on last years outcomes. 2018 - R 38% , W 21%, M 31%
- 2019 KS1 % at expected+ standard (R/W/M) was above the national average 78% (NA 65%)
- 2019 KS1 % at higher standard (R/W/M) was above the national average 18% (NA 11%)
- 2019 KS1 Disadvantaged attaining expected standard+ - R 62%, W 69%, M 85%

- In a wide range of subjects, the progress of disadvantaged pupils and pupils who are SEND is close to that of other pupils.

Impact of provision:

- KS2 FFT 2019 – Average scaled progress scores for R/M for SEND was 1.8, 0.3 respectively and above the NA of 0.
- KS2 FFT 2019 - Average scaled progress scores for R/W/M for disadvantaged pupils was 3.0, 3.5, 2.1 respectively which are all above or significantly above the NA of 0.
- KS2 FFT 2019 - Average scaled scores attainment for R/W/M for disadvantaged pupils was significantly above the NA.
- 2019 Disadvantaged pupils achieving the Year 1 Phonics pass was 67% (NA 2017 84%)
- 2019 KS2 progress measures for Disadvantaged pupils (R 2.9, W 3.2, M 2.1) with R/W/M above the national other progress measures.
- 2019 KS2 progress measures for Disadvantaged pupils shows from 2016 the gap is getting narrower with non-disadvantaged pupils.

- 2019 KS2 SEND progress measures (SEN Support) of 2.8, -1.5, 2.2
- KS2 Disadvantaged 94% achieved the expected standard in GPS.
- KS1 FFT 2019 – the attainment of Disadvantaged pupils at expected+ W/M was above the national averages.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. A very large majority of pupils in Year 1 achieve the expected standard in the national Phonics check.

#### Impact of provision:

- 2019 KS2 reading attainment at the expected standard was 92% (NA 73%)
- 2019 KS2 reading attainment at the higher standard was 45% (NA %)
- 2019 KS2 reading attainment of disadvantaged pupils at the expected standard was 88% (NA 73%) and 53% at a higher standard (NA 27%)
- 2019 FFT KS2 reading progress was above average at 1.5
- 2019 FFT KS2 reading progress for disadvantaged pupils was well above average at 3.0
- 2019 KS1 reading attainment at expected standard+ was 83% (NA 75%)
- 2019 KS1 reading attainment at greater depth was 33% (NA 25%)
- 2019 KS1 reading attainment for disadvantaged pupils at expected standard+ was 62%
- 2019 Year 1 Phonics check was 92% (NA 87%)
- 2019 in school data for Year 1 at expected standard+ for reading was 78%
- 2019 in school data for Year 1 at higher standard for reading was 24%
- 2019 in school data for Year 1 disadvantaged pupils at expected standard for reading was 33%

### **Behaviour and Attitudes**

Pupils are confident learners, they are proud of their achievements, their school and their appearance. Behaviour standards are high and there are very few instances of poor behaviour. Any low-level disruption is quickly controlled and any persistent behaviour issues addressed in partnership with parents. At every level of any sign of pupil misbehavior, parents are informed immediately, such is the strength of the partnership with home and school. There has been only one permanent exclusion. Pupil commitment is evidenced by 100% completion of homework, the engagement of pupils and parents in family learning activities and the attendance of pupils at revision/extension classes. Any pupils with particular needs, the school works with them and the families and other agency support in order to improve their behaviour and attendance.

The Pupil Opinion Party (POP Group) and Mini Opinion Party (MOP Group) [equivalent of School Council] carry out their duties with enthusiasm; members of the POP Group are designated 'Associate Governors' and attend monthly meetings to advise governors and staff on pupil perceptions and attitudes to bullying etc, health and safety matters and spending suggestions based on the ideas put forward by pupils. As a result of the involvement of the POPs and MOPs, pupils feel that their opinions are respected and their views are aired.

Attitudes to learning are at least good. Children listen well and often offer good comments and suggestions throughout lessons and activities. We aim to develop the use of the outside environment to enhance attitudes to learning. One aspect of Health Education we are developing is the use of sports coaches/ outside specialists to promote fitness. Also in 2019, we had built in additional TA support at lunchtimes, to organise and encourage structured play sessions to develop fitness which has further improved attitudes and behaviour on the playground. Children regard healthy eating as an important part of life.

Our school has been awarded a renewal of the International School Award, which we have now had since 2003. Our KISS project (Keeping Individuals Safe and Secure) which promotes safeguarding awareness, including cyber safety and TWEET (Together We'll End Environmental Tragedy) which keeps global issues to the fore all lead to awareness and develop children's responsibility, duty, independence and respect.

Vulnerable children, including those with behaviour difficulties, are identified and progress is monitored by class teachers and the SENCO team. Individual plans/ interventions are in place for these children and the children take increasing responsibility to control their own feelings/behaviours. Referrals to the Early Help Team (EHASH) are sometimes made to support parents with managing behaviour at home. Since September 2018, staff have been trained as 'Mental Health First Aiders' with at present 9 staff trained. Also every child has been allocated a 'well-being mentor' within school as an extra contact point to help address any issues. Well being mentors are accessing CPD to develop confidence and skills in supporting families. All staff in school have had the team teach training – the positive handling of children.

Attendance is regularly above National Averages ... 250+ (45%) pupils generally have 100% termly attendance. Small minority of Pupil Premium pupils have been below national but these are monitored carefully, case studies are available on request and the school data for 'catch up' with these pupils show that generally they leave in Y6 showing progress at or above national average. However, we are working on improving persistent absence rates in vulnerable groups. Case studies are available. The attainment gap of this group of pupils is closing from KS1 results (Y6 19/20 – evidence available).

- Absence 18/19 – 4.1% which is lower than last year of 4.2% and below the NA of 4.2%.
- Persistent Absence 18/19 – 7.8% which is lower than last year of 10.6% and below the NA of 8.7%.

The vast majority of pupils have well developed social skills and resolve differences well. Bullying is not tolerated and occasional allegations of bullying and the use of derogatory language are dealt with instantly, involving all parents, and the policy is reviewed regularly. Because all children are clearly aware of expectations for their behaviour, they demonstrate a high level of respect for adults and other children both when moving around the school and during lessons. (Lesson Observations; Visitor comments). The school is a happy place and the extent to which pupils feel safe is a strength – as evidenced in Pupil Questionnaires. In line with the new computing curriculum, E-Safety figures strongly, all pupils have an excellent understanding of how to stay safe online and the dangers of social network sites, including visits from the local PCSOs to talk to the Year 4, 5 and 6 children.

The school has an open door policy, through structured 'Pop In' sessions (at present, this system is through 'virtual methods' due to the Pandemic), and regular contact is made with parents. Outside agency involvement is regularly sought and parents are always consulted and given extensive advice. Evaluations (since 1991) by pupils tell us that they enjoy attending our school and feel safe and secure. This is also evidenced by regular parent evaluations, in which the vast majority of parents support our systems and policies in this area. Parents are involved through the Parent Think Tank which meets with the Head Teacher regularly as well as through pop-ins, Open Days and home visits by Head/SLT member (POP Group - Pupil Opinion Party - minutes; children's evaluations; parent evaluations). Parent Open Days have 100% attendance such is the strength of our home – school partnership. All stakeholders are kept fully informed, building a sense of ownership by all, they trust leaders to take rapid and appropriate action to resolve and concerns they have.

We have sessions we call 'DAZZLE' and 'Crackerjack', which are sessions of engaging, enjoyable activities to promote enjoyment of learning as well as a broad curriculum. These contribute towards our celebration of musical/creative arts talents throughout the school, developing pupil directed opportunities.

### **Personal Development**

We are a distinctive Church School. SMSC and pupils' spiritual growth have never been judged less than outstanding by SIAS/SIAMS Inspections, consequently, due to ongoing improvements, we believe this section has a good argument again to be judged as outstanding. *The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners (SIAMS).*

We have introduced a Values Trophy, which is awarded to pupils displaying key values of love, trust, endurance and forgiveness. Pupils SMSC development shows that they are thoughtful, caring and active citizens in school and the wider community (eg taking the initiative to raise money for charities). *Excellent relationships at all levels, based on Christian values of forgiveness, love, trust and endurance enable everyone to have the confidence to succeed (SIAMS).*

Policies exist for equality of provision and we actively promote positive values about sexual, racial, disability and religious tolerance and understanding. (British Values)

There is normally a range of extracurricular clubs including sports and music throughout the school and these promote wellbeing and develop the skills of those who take part to a more advanced level. Over 400 pupils attend regularly. NESSY clubs are also run to support the SEN children.

### **Effectiveness of Leadership and Management**

Having an effective system of distributed leadership since 1998 has been seen as one of our major strengths, and a best practice example (SIP, LEA Reports). Our capacity for long term improvement is currently strong, improving and sustainable. Our own assessment analysis, book scrutinies, classroom observations and data indicate that the impact of our restructured SLT is at least good.

The SLT is strong and ambitious, showing real drive for improvement. Efficient monitoring systems, which include regular work scrutinies and classroom observations, has enabled our SLT to identify and share good practice, as well as mentor/coach where appropriate, in order to secure improvement. Our increase in accountability measures enables Action Plans for development to be introduced as appropriate with drive and commitment to ensure improvement.

Distributed leadership remains central to our agenda and our flexible 'COG' system of leadership enables leaders to have specific responsibilities, yet also have some overlap with others. We see leadership as a team responsibility and teams in all areas are continually reviewed. A zero tolerance philosophy exists for anything less than good, always aiming for outstanding. Subject leadership has moved on significantly in the assessment of subjects, ensuring breadth and balance and cross curricular/joined up learning.

Our rigorous monitoring and evaluation, in turn impacts positively on pupil progress and staff development. Rigorous Pupil Progress Meetings and a Governing Body Raising Achievement Working Party have made a significant impact with the raising of the bar for all staff re accountability. (Minutes of meetings)

A review of the school timetable, which is now a flexible 2-4 week rolling programme, ensuring there is breadth and balance across the curriculum and that a cross-curricular approach is used (Pupils books, Year group scrapbooks). This enables our pupils to use and apply skills across the curriculum (DT/ Enterprise projects) which encourages pupils to make good progress and inspires their learning.

As a consequence of regular meetings and classroom involvement, Governors are kept well informed and have the opportunity to ask strategic questions, being now in a position to be able to comment on and contribute towards decisions, policies and practices within the school (minutes, reports). The Governing Body is keen to develop and become increasingly effective, particularly regarding areas relating to our key issues, eg raising achievement. Succession planning is also always high on the agenda.

The SLT remains focused on raising attainment levels and developing challenge throughout the school. The school also values the role Pupil Voice has in the evaluation and planning processes.

Teacher Appraisal is closely linked to our School Development Plan, Success Criteria and target setting. This means that all staff are fully aware and focused on raising standards of achievement. Our appraisal systems are acknowledged as 'robust' (Ofsted).

Since our last inspection, we have put greater emphasis on the Foundation Subjects and cross curricular issues – particularly reading, writing and maths through other subjects. Because of the rigour with which staff approached this next step in our development we expect this to continue to raise standards across the curriculum – subject co-ordinators are now increasingly aware of standards in their subjects. A key focus is the 'mastery' of key concepts/skills and monitoring of planning for high achievers/ disadvantaged pupils. We have introduced a two to four week timetable to help enable the teaching of all subjects and develop leadership of each curriculum area.

A recent review of the Foundation Subjects and the development of subject leadership, found that good foundation subject assessment systems were in place and that subject co-ordinators could talk with confidence about standards, improvements and impact of their role/work. Each subject has clear next steps for development incorporated into action plans. The school has developed, over a number of years, a variety of links with other schools, in and outside of the local area. A comprehensive list and impact is available on request.

Safeguarding is effective, protecting pupils who maybe at risk. Staff are trained to be vigilant in identifying pupils who maybe at risk and leaders act upon these concerns. All concerns are well documented using Safeguarding logs and CPOMS. Staff and governors are trained as part of the Prevent Agenda, and staff have undertaken the FGM training online, these have developed staffs competence and confidence in monitoring our most vulnerable pupils. SLT meet daily to discuss pupils, staffing and curriculum issues.

After another 'Outstanding' Church School judgment, we have agreed, following advice from a Diocesan, to apply for 'Teaching School' status.

### **Effectiveness of the Early Years Provision**

Traditionally, children enter F1 just below average in reading, writing and the vast majority leave F2 with a GLD (79% in 2019) which is above national. Girls outperform boys in most Areas of Learning but this is in line with national averages. 18/19 - 14% of the children made exceeding progress in writing which was 4% up on the previous year and 13% made exceeding progress in maths which is in line with last year. All children make high rates of progress in relation to their starting points and are well prepared academically, socially and emotionally for the next stage in their education. Early identification of children with additional needs means children receive the specialist support they need to reach their full potential and best possible outcomes. All groups of children, including those with SEN, PP, LAC and EAL make good sustained progress.