



SELF-EVALUATION RECORD

Executive Summary

St Francis Catholic Primary School

Major Review: 11 September 2014

Minor Revisions: 20 November 2014

1. The School's Context

Attainment on entry is below average. The school is only slightly smaller than the national average. The percentage of pupils eligible for FSM is consistently well below the national average. The vast majority of pupils are white British, with the most numerous other ethnic groups being white and black Caribbean. The percentage of pupils with special educational needs, SEN, is below the national average. Of those pupils with SEN, the majority have moderate learning difficulties, with many of these pupils having behaviour, emotional and social difficulties. The percentage stability at the school is well above the national average. The school deprivation indicator is consistently below the national average.

2. Overall Effectiveness

Overall effectiveness is good.

Teaching: is good.

Literacy; mathematics: all pupils have good levels of literacy and mathematical knowledge, understanding and skills.

Expectations of all pupils: the high expectations of staff and aspirations for our pupils is a strength of the school.

Best practice disseminated: the best practice is spread effectively in a drive to provide continuous improvement. However, this is an ongoing focus for us.

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Pupils' spiritual; moral; social, and cultural development are outstanding and a strength of the school.

3. Quality of leadership in and management of the school

Quality of leadership in and management of the school are good.

We have an ambitious vision for the school, "Together we are exploring our special gifts, Together we are growing towards God". This Mission Statement drives all we do. There is a strong focus on the achievement of pupils. Leaders clearly and effectively demonstrate high expectations and ambition for pupils. The headteacher and SLT evaluate the school's strengths and weaknesses and make effective use of their findings to promote improvement through the School Development Plan. Our teachers are very reflective of their own practice. Governors are very effective at holding senior leaders to account for all aspects of the school's performance. The curriculum provides very positive experiences and opportunities for learning.

4. Behaviour and safety of pupils at the school

Behaviour and safety of pupils at the school are good.

Pupils' attitudes to learning are good and a strength of the school. Pupils demonstrate a thirst for learning, and this is as a consequence of the high expectations of teachers. Pupils' behaviour, and respect towards other young people and adults, is a strength of the school. We have many opportunities for our pupils to take on roles and responsibilities within school. Attendance is now good.

5. Quality of teaching in the school

The quality of teaching in the school is good.

At its best, teaching at our school leads to penetrating and searching questions. Teachers have an excellent understanding of their pupils' needs, and know exactly when to move on in order to maintain a high pace of learning. Particular groups of pupils are targeted for additional support from the most effective teachers in school. Teachers' expectations of pupils are high and a strength of the school. Teaching is very effective in enabling pupils to develop skills in reading; writing; communication, and mathematics. Marking provides consistently good guidance for pupils concerning the next steps they need to take in order to improve their work.

6. Achievement of pupils at the school

The achievement of pupils at the school is good.

Pupils make substantial and sustained progress throughout year groups; across all subjects, including English and mathematics. Pupils enjoy their learning at St Francis. Generally, standards are above national averages for middle attaining pupils, and around national averages for higher attaining pupils. This reflects the profile of attainment on entry. We have no issues with Closing the Gaps in the performance of disadvantaged children.

7. Effectiveness of the early years provision

The effectiveness of the early years provision is outstanding.

The EYFS provision is characterised by a highly stimulating environment and exceptional organisation of the educational programmes. Teaching is highly responsive to individual children's needs. Children make consistently good rates of progress in relation to their starting points. They are well prepared academically; socially, and emotionally for the next stage of their education. The teaching of all the ELGs is equally effective. However, standards on entry in mathematics are falling year-on-year, and this pattern is matched by falls in self-confidence and self-awareness. When looking at the Prime Goals altogether then, performance at the school improved in 2014 in contrast to the national picture, due to the outstanding provision in EYFS.

Strengths of our school

Pupils' achievement is a strength of the school, as shown by our tracking.

The impact of our Mission Statement.

Pupils' attitudes to learning; behaviour, and respect for others.

The high expectations of staff and aspirations for our pupils.

Pupils' spiritual; moral; social, and cultural development.

Through high quality assessment, the impact of RE and EYFS.

Main areas for development

Further improve outcomes in reading.

To improve the impact of sharing outstanding practice.

Continue to raise aspirations of our pupils and families.