

School Self-Evaluation and Priorities for Next Academic Year

As a school we have evaluated the improvements made during this academic year and share them with you in the document below. You can also see the headline improvement priorities for the next academic year.

Key Priority Area	IMPROVEMENTS 2018 - 2019	PRIORITIES FOR 2019 - 2020
MATHS	<ul style="list-style-type: none"> • Teachers are using children's prior attainment more effectively to raise expectations for progress • Changes to the way we feedback to children has really made a difference to their day to day progress and improvements 	<ul style="list-style-type: none"> • To improve fluency in mathematics • To focus on the lower attaining children and their progress • To trial a pilot project in teaching calculations at KS2
LITERACY	<ul style="list-style-type: none"> • There is a huge increase in opportunities for writing across the curriculum • The new delivery of spelling has meant more secure progress for many children • Changes to our phonics teaching has resulted in much higher phonics pass rate 	<ul style="list-style-type: none"> • To continue with the new phonics approach • To continue with looking at opportunities for cross curricular writing
QUALITY OF TEACHING	<ul style="list-style-type: none"> • Teachers use children's prior attainment more effectively and can demonstrate their impact on progress • Teachers can show the strategies they have used for giving effective feedback to children 	<ul style="list-style-type: none"> • To ensure all groups of children make good progress, including lower prior attainers • To deliver new strategies for increasing independence • To continue to develop the wider curriculum experience for all children • We will be working closely with the Devon Wildlife Trust next year and every child will experience outdoor learning with them and through our new Forest School initiative
BEHAVIOUR and SAFETY	<ul style="list-style-type: none"> • The school councils have been a great way of getting the children involved in decision making • Safeguarding remains strong and externally validated as secure 	<ul style="list-style-type: none"> • To develop a new profile of learning behaviours • The OPAL project will be our biggest focus area next year; continuing to develop the grounds to benefit play and the wider curriculum

2018 Achievement Information

The key milestones for assessing children and reporting these results publicly are the end of Reception, Year 1 for phonics screening, the end of Year 2 (Key Stage 1 SATs) and the end of Year 6 (Key Stage 2 SATs).

End of Foundation Stage

Children were assessed to be either emerging, expected or exceeding the milestones for the end of Reception.

In 2019 the percentage of children achieving a Good Level of Development was 62%. Many of our young learners have additional needs and, although attainment is below national, the progress each child has made from their individual starting point remains strong.

Year 1 Phonics screening test

	2017 School Data	2018 School Data	2019 School Data
Pass rate	82%	70%	81%

We are delighted that the changes made to phonics teaching have raised the pass rate to national standards (83% in 2018).

Year 2 (KS1) Sats

Reading

66% reached expected standard (2018 National 75%)
32% reached a high standard (2018 National 26%)

Writing

59% reached expected standard (2018 National 70%)
23% reached a high standard (2018 National 16%)

Maths

66% reached expected standard (2018 National 76%)
36% reached a high standard (2018 National 22%)

Whilst we know that this group of KS1 children are working below national averages, they have continued to make expected progress during KS1 from their starting points.

Key Stage 2 Results

Assessment is by test for Reading, Grammar, Punctuation and Spelling and Maths. 2016 saw the introduction of new test formats and higher expectations in line with the new curriculum. Writing is assessed by the teachers against the new curriculum.

Neither the 2019 National % for the Higher Standard or the Progress measures have yet been released by the DFE.

Reading

79% reached expected standard (2019 National 73%)

31% reached a high standard (unreleased)

We are delighted with our reading outcomes this year, particularly the high percentage of children working at Greater Depth.

Writing

75% reached expected standard (2019 National 78%)

16% reached a high standard (unreleased)

We are pleased that last years' standards have been maintained and look forward to a greater percentage of children achieving Greater Depth as the improvements to writing continue.

Grammar, Punctuation and Spelling

75% reached expected standard (2019 National 78%)

25% reached a high standard (unreleased)

We are pleased that the children achieved national averages at the expected standard and we have increased the % of children achieving the higher standard.

Maths

69% reached expected standard (2019 National 79%)

19% reached a high standard (unreleased)

Our maths results are lower than predicted this year and we will continue to analyse the test outcomes and how they vary from our predictions in order to shape developments to the maths curriculum and teaching next year.

The academic standards of our children are at the heart of what we do at St Nicholas. Whilst we recognise that each cohort of children is different, we use the national benchmarking to plan for improvements to ensure we are delivering the best quality teaching and learning we can.

We are a school who welcomes all children regardless of need or ability. 30% of our children in every year group have recognised additional needs within the SEND Code of Practice. We are proud of each individual who has worked so hard to achieve their very best this year. We continue to strive for each child to reach their God-give potential whilst ensuring all their individual needs are met.

We wish our leavers all the very best for their exciting futures and we look forward to another year of exciting learning in September.

With best wishes,

Angela Folland
Headteacher