

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

SELF EVALUATION OVERVIEW 2018-2019

June 2019 Update

VISION, AIMS AND ASPIRATIONS

As a Catholic School we aim to help each child through their primary education years:

- to grow in love and service of God and each other
- to develop a deeper commitment to the Catholic faith and Christian living.

'At St Joseph's we love, learn and live by the example of Jesus Christ'

We aim to ensure that pupils leave St Joseph's having identified skills, talents and intelligence, and with a sense of their own uniqueness. We encourage all children to foster high aspirations and encourage positive self-esteem, enabling them to leave our school secure in the knowledge that the world is at their feet.

We are committed to enabling our children to be confident, autonomous learners by developing a range of key learning skills including creative thinking, independent questioning, self-managing, independence, perseverance and teamwork.

We motivate and inspire pupils through high quality and creative teaching and learning which is innovative and uses the most up to date methods and technology. The use of Computing to enhance teaching and learning is a particular strength of our school.

At St Joseph's we teach pupils to take responsibility for their own actions; children learn that they have choices and learn to evaluate the consequences of the choices they make.

All members of the school community, including pupils, staff, governors, parents and parish recognise that they hold a stake in St Joseph's Catholic Primary School; we are committed to establishing a life-long love of learning, enabling our children to take their place confidently within a rapidly changing world.

SCHOOL CONTEXT

- **Most (88%) of the pupils are baptised Catholics- this has reduced by 9% over the past two years.**
- The school is situated in the Marlborough ward with 19% of the children coming from Kenton West and Belmont wards – considered to be relatively high social demographic wards
- 33% of the children come from Marlborough and Wealdstone wards – considered to be the two lowest social demographic wards in the borough
- Over the past 5 years, there has been a declining proportion (-8%) coming from Kenton West and Belmont Wards.
- Percentage of pupils eligible for FSM is 8% (32 pupils) -significantly below national (N 14% 2018)
- Percentage of pupils from minority ethnic groups – **significant increasing trend** over past 5 years: 59.2% in 2014, 62.1% in 2015 and 65.5% in 2016 , 71% in 2017,74% in 2018, 74% in 2019 (**increase + 14.8% over 5 years**) and significantly above national (**+41%**) (**N:33% 2018**)
- % of White British has declined by 14.8% over the past 5 years to 26% but still just remains the largest ethnic group compared to any other white background at 25%
- Percentage of pupils' first language believed not to be English – **significantly increasing overall trend 24% increase in 5 years:** 22.7% in 2014, 27% in 2015, 31.5% in 2016, 36% in 2017, 47% in 2018, 47% in 2019 and well above national (**N:21% = +26%**)
- 8% of pupils at SEN Support (1.4% increase on previous year) and **well below national average** (N:12.4%).
- 2% of pupils with an EHCP above national average (**N:1.4%**)
- SEN type – 2 most significant SEN types are Speech, Language and Communication needs, and Autistic Spectrum Disorder .
- Stability of school population shows a declining trend (90% , 88.8%, 87.8%, 85.5%, 85%) with a **5% decline over 5 years.**
- Early Years Foundation Stage pupils have transferred from 22 different child care settings.(32 children transferred from St Joseph's Nursery)

OFSTED (Dec 12)

What does the school need to do to improve further?

Ensure that all marking is of equally high quality so that pupils are very clear about what they need to do to achieve the next level of success.

Action

- New Marking and Feedback policy
- Training for all staff
- Feedback from Pupils
- Ongoing work scrutiny

ATTAINMENT INFORMATION 2016-2018

EYFS GLD

2018	2017	2016
76% T=75%	77% T= 75%	67% T=68%
LA :74%	LA17 :73%	LA16 :72%
N18:72%	N17:71%	N16:69%

PHONICS

2018	2017	2016
86% T=90%	93% T=85%	98% T=92%
LA : 87%	LA17 =87%	LA 16 :84%
N18 : 82%	N17= 81%	N16:81%

KS1

	Reading		Writing		Maths		EXS in R,W,M	GDS in R,W,M
	>=EXS	GDS	>=EXS	GDS	>=EXS	GDS		
2018	90% T=88%	26% T=25%	88% T=86%	22% T=22%	88% T=86%	28% T=24%	85% T=85%	16% T=15%
	LA :79%	LA: 26%	LA:74 %	LA:18%	LA: 80%	LA: 25%	LA: 70%	LA:15%
	N18 : 76%	N18 :26%	N18 : 70%	N18 : 16%	N18 : 76%	N18 : 22%	N18 : 65%	N18 : 12%
2017	90% T=82%	28% T=25%	87% T=85%	20% T=17%	90% T=88%	27% T=22%	83% T=80%	10% T=15%
	LA17 :77.5%	LA17 :25%	LA 17 :73%	LA 17 :16%	LA 17 :78%	LA 17 :25%	LA 17 :69%	LA 17 :13%
	N17: 76%	N17: 25%	N17: 68%	N17: 16%	N17: 75%	N17: 21%		
2016	71%	25%	67%	7%	72%	13%	64%	7%
	LA16 :77.5%	LA16: 25%	LA 16 :71%	LA 17 :16%	LA 16 :77.5%	LA 16 :23%		
	N16:74 %	N16 :24%	N16: 65%	N16: 13%	N16: 73%	N16: 18%		

KS2										
Year	Reading			Writing (TA)		Maths			R + W +M	
	>=EX S	High Score	Average scaled score	>=EX S	GDS	>=EX S	High Score	Average scaled score	>=EXS	High score
2018	80% T=88%	38% T=43%	107 T=108	88% T=88%	45% T=45%	92% T=88%	38% T=45%	108 T=109	78% T=82%	27% T=28%
	LA18 :81%	LA18 :35%	LA18 :107	LA18 :84%	LA18 :21%	LA18 :86%	LA18 :36%	LA18 :107	LA18 :73%	LA18 :14%
	N18: 75%	N18: 28%	N18: 105	N18: 78%	N18: 20%	N18: 76%	N18: 24%	N18: 104	N18: 64%	N18 :10%
2017	83% T=81%	31% T=29%	107 T=104	83% T=85%	21% T=19%	90% T=80%	47% T=34%	108 T=104	76% T=65%	16% T=15%
	LA17 :76%	LA17 :29%	LA17 :105.4	LA17 :81.5%	LA17 :19%	LA17 :84%	LA17 :37%	LA17 :107	LA17 :69%	LA17 :11.5%
	N17: 71%	N17: 25%	N17:104	N17:76%	N17:18%	N17:75%	N17:23%	N17: 104	N17:61%	N17: 9%
2016	73%	19%	SS :103	85.5%	8%	69%	11%	102.5	56.5%	6%
	LA 16 :70%		LA 16 :104	LA 16 :76%	LA 16 :?%	LA 16 :78%		LA 16 :105	LA 16 :60%	
	N16:66%	N :19%	N16:103	N16:74%	N16:15%	N16:70%	N :17%	N16: 103	N16:53%	N16 :5%

CURRENT POSITION as of JUNE 2019

The Catholic life of the school

OUTSTANDING

- ‘The overall effectiveness of the Catholic life of this school is outstanding’. (Diocesan Inspection Sect 48 - 2018).
- Religious education receives its full allocation of 10% taught time at each key stage as required by the Bishops of England and Wales.
- The school’s motto ‘At St Joseph's we love, learn and live by the example of Jesus Christ’ permeates life at this school.
- The newly appointed headteacher is making a very positive impact and is a visible and energising presence for parents, staff and pupils.
- The very experienced religious education leader is a driving force in the school’s commitment to educate its pupils.
- Religious education is at the heart of the school and its curriculum.
- The pupils are excellent ambassadors for their school and are proud to talk about it to visitors.
- Pupils’ spiritual and moral development is carefully fostered in this school.
- The school provides excellent opportunities for pupils to develop their call to serve others, through their involvement in a wide range of activities and events.
- Worship and prayer are central to the life of the school and underpin its vision, ethos and commitment to its Catholic faith
- School leaders share a commitment to the provision of prayer and worship across the school.
- Governors are actively engaged in promoting the Catholic life of the school and are committed to continuous improvement.
- Parents are overwhelmingly supportive of the school. One parent said, ‘I feel lucky to be part of this school.’

Priorities

- Further develop links with parents by regularly seeking their views and fostering an even stronger partnership.
- Develop the school website to reflect the work of this outstanding Catholic school.

Classroom Religious Education

GOOD

- Religious education lessons are closely mapped to the Religious Education Curriculum Directory.
- Staff create a positive and nurturing climate for learning for all pupils.
- Pupils are keen and eager to learn.
- Pupil attainment is generally in line with other core subjects.
- Teaching is good with examples of outstanding practice throughout the school.
- Pupils in Early Years Foundation Stage receive a strong foundation for developing their religious literacy.
- Pupils who have special educational needs and or disabilities are well supported and make good progress.
- Pupil behaviour and attitudes to learning are outstanding.
- Displays around the school are of a high quality, linking class work and homework.
- The newly appointed headteacher, along with his very experienced deputy and religious education leader have the vision and drive to move the school to outstanding.
- The school’s self-evaluation is accurate and used honestly to help improve all aspects of school life.

Priorities

- Introduce a more creative approach to the teaching of RE to ensure that all pupils make rapid and sustained progress.
- Review the expectations for written work and recording in RE books.

1. Overall effectiveness: the quality and standards of education

GOOD

- Outcomes for individuals and groups of pupils are good
- The school's capacity for sustained improvement is Outstanding
- An overall rising trend in attainment across both KS1 + 2 over the last three years with a fluctuating 3 yr trend in EYFS and attainment over the last two years SIGNIFICANTLY above the national average at both KS1 + 2.
- The school self-evaluation systems are rigorous in identifying the school's strengths and weaknesses. This culminates in incisive action in key areas of school improvement.
- Teaching is good with some outstanding
- At Expected ,results in pupil outcomes are above that expected nationally for reading for boys and girls at KS2 but below for Disadvantaged, EAL and SEN cohorts. All groups are above national at GD apart from SEND. Progress is below national for all groups in reading. In writing and maths, outcomes are above national in all groups apart from Disadvantaged and SEND for EXP and above for all groups at GD apart from SEND in maths.
- In KS1 all groups are above national at EXP in reading, writing and maths apart from SEND and above for all groups at GD apart from Disadvantaged and SEND in reading and SEND and boys in writing and SEND in maths.
- Data systems and the analysis of these are continuously being refined and improved for all pupils as individuals and groups.
- There is a relentless focus on improving the quality of teaching and learning including the management of pupils' behaviour.
- There is a strong commitment to professional development and support for all staff and a determination to set high professional standards throughout the school. Staff views help to shape the vision and direction of the school.
- Inclusion is at the heart of the school and there is a commitment to ensuring that all pupils, including vulnerable groups, overcome any barriers to learning and achieve their potential.
- The school ensures that all pupils are safe.
- The monitoring of performance is good and systems are constantly improving.
- The school is a harmonious community where relationships are of a high order.
- Moral and social development is outstanding; spiritual and cultural development is outstanding

2. Effectiveness of leadership and management

GOOD

- The **evaluation of performance is effective** and systems are constantly improving.
- A three year cycle of monitoring and evaluation is well established. Performance data is regularly collated and rigorously analysed
- **SLT and phase leaders rigorously monitor progress and achievement**, scrutinise teacher's planning and review pupil work. They work closely with their phase teams and individual teachers, meeting regularly to discuss and action key outcomes.
- The **focus on enhancing the quality of learning** through developing pupil learning skills and teachers' knowledge and understanding in this area is having a positive impact on achievement and progress.
- **Pupil's progress is closely tracked** through teacher assessments, individual targets, challenging class/cohort targets and termly testing. This enables the SLT to identify potential strengths and weaknesses and action early intervention programmes.
- **Lesson observation and work scrutiny** are used to follow-up issues and diagnose causes of strengths and aspects for improvement. These systems enable the SLT to set appropriate and challenging targets and success criteria for improvement.
- **Performance Management** is effectively implemented and has a clear focus on pupil progress.
- There is a clear link between **teacher performance and pay**
- The **governing body** is highly effective and provides the required level of challenge in order to hold senior leaders to account for all aspects of the school's performance. Governors' views are key to the vision and direction of the school.
- **Governors critically challenge** and secure improvement in key areas of school life.
- Designated governors conduct **scrutiny visits** regularly to support the strategic work of the governing body for example Safeguarding (Jan 2019) and SEND (July 2019)
- Governors **actively participate** in the life of the school i.e. Governors Day, linked classes and monitoring visits.
- They are innovative and ambitious in driving improvements in the school i.e. developing and sustaining best value outcomes and challenging school targets.
- The governing body is made up of a number of experienced professionals who provide a range of specialist expertise particularly in the areas of finance and personnel.

Priorities

- Development of a more rigorous school self-evaluation system
- Maximising the use of support staff to raise standards of teaching and learning
- Supporting the quality of learning for growing cohort of EAL pupils.
- Increasing the progress and attainment of SEND cohort
- Effective use of PP funding to accelerate progress for this cohort of children
- Delivery of capital building projects to enhance the condition, quality, safety and efficiency of the learning environment –primarily replacement doors and windows and renovation of the front entrance.
- Conversion to academy status

3. The quality of teaching, learning and assessment

GOOD

- The quality of teaching throughout the school is **consistently good with some outstanding**. Teachers on the Senior Leadership Team provide opportunities for colleagues to **observe exemplar teaching** across all phases.
- **Observing exemplar teaching both within school and beyond** has enabled teachers to share outstanding practice.
- The teaching of **core subjects and RE** are of a consistently high standard.
- The teaching of **maths and reading is evolving throughout the school** with an improving trend in GD in writing at both KS1 and 2.
- **One to one teacher support for maths and literacy** has been used to **target specific teachers** to enable them to improve their practice.
- Systematic and methodical **mentor coaching by senior leaders and focussed staff training** on outstanding teaching greatly enhances the school's capacity for sustained improvement.
- The developing role of **the leadership team as leaders of learning is beginning to** impact on the quality of teaching and learning.
- The **governing body** are self-critical when challenging the school's performance and the quality of teaching.
- **Performance Management** systems ensure that pupil progress targets are achieved and high quality learning and teaching is continually evolving.
- **Pupils as leaders of learning** regularly contribute their thoughts regarding improving the quality of teaching and their personal learning preferences.
- High quality teaching is supported and informed by **high quality formative assessment**
- Pupils supported by the Pupil Premium at KS2 make less than **average progress**- as a result of this, focussed support has been implemented through a review of planning and effective deployment of adults
- Targeted interventions have focussed on narrowing the gap re SEND and Disadvantaged groups.
- Data is rigorously analysed – areas of improvement identified and necessary action implemented as a continuing cycle for school improvement.

Priorities

- To ensure that all teaching at St Josephs is consistently good and much of this is outstanding.

4. Personal development, behaviour and welfare

OUTSTANDING

- **Pupils' behaviour is outstanding in and around the school.** Most pupils (**83%**) and Parents (**98%**) believe behaviour is good at the school (Pupil + Parent Survey Results July 2018)
- There are **no elements of poor behaviour** that disrupt the learning of others and during lesson observations behaviour is always exemplary.
- **Strong parental support** is highly valued in helping to **sustain the outstanding behaviour of the children.** Most parents (**90%**) stated the **school deals effectively with bullying** (Pupil Survey Results July 18)
- **86% (July 18) of pupils feel that the school deals effectively with any incidents of bullying**
- The **school's behaviour policy clearly states expectations of pupil behaviour** together with the resultant consequences and sanctions. It provides a clear ethos where positive role models are praised and excellent behaviour is reinforced.
- **Meetings with parents at the beginning of the year clearly state what is expected in terms of behaviour of pupils.**
- **Play therapist and links with Harrow Horizons for targeted support** has helped to reduce emotional barriers to learning and increased children's confidence.
- Children **know there are people to talk** to and can share their worries in person with an adult or through worry boxes in classrooms. Few concerns are raised. **Most children (94%)** agree that they feel safe in school(July 2018)
- **100% of parents feel that the school keeps their child safe** (Parents and carers survey results July 2018.)
- Pupils make an exceptional contribution to a safe, positive learning environment. Pupils show very high levels of engagement, courtesy, collaboration and co operation in and out of lessons. They are highly adept at managing their own behaviour, supported by systematic, consistently applied approaches to behaviour management.
- A range of well-considered policies and strong procedures for safeguarding pupils helps them to feel safe and secure in school.
- The school's **strong links with external agencies support the progress and well-being of vulnerable pupils** and those in need of additional help.
- The PSHCE curriculum addresses priorities such as the protection of children, raising children's self-esteem, encouraging social inclusion, promoting citizenship, promoting British values and celebrating cultural diversity.
- We have **8 junior road safety officers** (2 from each year group) who raise the profile of road safety throughout the school through assemblies, competitions and newsletters. They take a proactive role in keeping the immediate vicinity of the school safe.
- Years 5 and 6 received Cycle proficiency training and Yrs 1 and 2 received **scooter training** (Spr 19) from the Harrow Road Safety Officer which covered different aspects of how to keep safe on the roads.
- **Road safety presentations** were given to all pupils by the Harrow Road Safety Officer.
- **Online Safety framework** is in place for all pupils as part Computing/PSHCE curriculum.
- **Annual Online Safety assembly** for all pupils is delivered by Computing leader (**CEOP** registered)

- **The school has strong links with a range of outside agencies including the police and NSPCC to support the safety and well being of the children.**
- Attendance for 2017-2018 is 95.7% a decline of 0.7% from the previous year (illustrating a 3 year fluctuating trend) -below the **national average by 0.1** (95.8%) with 6.6% of persistent absentees being **below**(9.6%) the national average for primary schools.
- Rigorous procedures are in place to monitor attendance and punctuality including working closely with the school nurse team in order to address any situations where attendance is causing a concern.
- Attendance and punctuality are **monitored on a half termly** basis and parents are contacted if the school considers that either of these is a concern.
- **All Staff and designated safeguarding governors received Level 2 training in Nov 18 along with annual refreshers.** The school's designated officer and deputy attend relevant training every 2 years. (Updated Nov 2018). The school's designated officer ensures all staff are kept up to date with developments with additional updates at monthly briefings during the school year.
- **Online safety training for all staff** is provided annually by the Computing leader.

Priorities

- To attain 96.5% attendance
- To reduce the %age of persistent absence by 1% to 5.6%.
- To achieve 100% punctuality
- To ensure all safeguarding policies and procedures are outstanding in terms of accountability and application including transferring staff over to the DBS update service
- 100% of pupils feeling safe and no incidences of bullying
- Empowering children to be proactive in continuing to develop a safe and secure learning environment
- Continue to ensure behaviour for learning is outstanding

5. Outcomes for pupils

GOOD

KEY STRENGTHS:

Foundation Stage

- GLD – Target exceeded by 1%- a 9% improvement over 3 yrs and 4% above national

Phonics Screen – Yr 1

- Disadvantaged pupils attained 86% an increase of 8% on 2017

KS1

- In reading, targets were met or exceeded for EXP and GD
- In reading, there has been sustained improvement over the past 2 yrs re attainment at EXP and GD.
- In writing, targets were met or exceeded for EXP and GD
- Attainment at GD in writing improved from previous year by 2%.
- In maths, targets were met or exceeded for EXP and GD.
- Attainment at GD in maths improved by 15% in the past 3 yrs.
- EAL attained 73%
- The gap between reading and writing attainment at EXP has narrowed by 1% from 2017.
- Disadvantaged pupils attained above all pupils nationally at EXP (across all core subjects and above similar cohort nationally).

KS2

- Reading = 80% – EXP , 38% - high score
- Writing = 88%- EXP an increase of 5% on the previous year -10% above national
- SPAG = 87% EXP , and 48% attained a high score
- Maths = 92% – EXP , 38% - high score
- Science = 88% – EXP
- For EXP in Reading, writing and maths, exceeded national by 14% .
- For High Score in Reading, writing and maths,27% exceeded national by 17%.
- Disadvantaged pupils attained below all pupils nationally and below similar cohort nationally.

Priorities

EYFS Targets:

- For 75% of children to attain a GLD **Achieved 76%**
- To raise the % of boys attaining a GLD by 10% to 77% **Not achieved 72% - increased by 5%**
- To raise the % of pupils attaining EXP in Writing by 2% to 84% **Not achieved 78%**
- To raise the % of pupils attaining a EXP in Maths by 4% to 84% **Achieved 84%**
- To increase the % of children with EAL attaining GLD by 3% to 84% **Not achieved 70%**
- To increase the % of Disadvantaged children attaining GLD by 3% to 60% **Achieved 67%**

Year 1 Target:

- For 90% of pupils to attain the expected standard in the Phonics Screen **Not achieved 85%**

KS1 Targets:

- To increase the % pupils to attain EXP or above in Reading Writing, and Maths by 2% to 85% **Achieved**
- To increase the % of pupils to attain GD in Reading , Writing and Maths by 5% to 15% **Achieved 15.5%**
- For 88% of KS1 pupils to attain EXP or above in Reading and 25% at GD **Achieved 90% / Achieved 26%**
- For 86% of KS1 pupils to attain EXP or above in Writing and 22% at GD **Achieved 88% / Achieved 22%**
- For 86% of KS1 pupils to attain EXP or above in Maths and 24% at GD **Achieved 88% / Achieved 28%**

KS2 Targets :

- To increase the % of pupils attaining expected or above in Reading, Writing & Maths by 6% to 82% **Target missed by 4%**
- To increase the % of pupils attaining above expected in Reading, Writing & Maths by 12% to 28% **Target missed by 1%**
- To increase the pupil progress score in Reading, Writing & Maths by 1 point (+2.2 for reading , +0.6 for writing and +3.0 for maths) **Not achieved for reading -0.3 ,achieved for writing +1.9, not achieved for maths +1.4**
- To increase the % of pupils attaining expected or better in Reading by 5% to 88%)**Target missed by 8%**
- To increase the % of pupils attaining above expected in Reading by 12% to 43%**Target missed by 5%**
- To increase the % of pupils attaining expected or better in Writing by 5% (to 88%).**Target achieved**
- To increase the % of pupils attaining above expected in Writing by 24% to 45% **Target achieved**
- To sustain the % of pupils attaining above expected in Maths at 45% **Target missed by 7%**

CONTEXT

In the nursery cohort there are 48 children, 27 boys and 21 girls

- 1 early years pupil premium
- 3 children with SEND/ECHP
- The children are from 9 different ethnic minorities. The largest ethnic minority group are the children from a Romanian background (13 children)

In the reception cohort there are 60 children, 30 boys and 30 girls

- 5 early year's pupil premium children
- 38 children with EAL
- The children are from 7 different ethnic minorities. The largest ethnic minority group are the children from any other white background (18 children)
- Early Years Foundation Stage pupils have transferred from 22 different child care settings.
- Standards into nursery are below age related expectations according to the Kent tracker.

Generally, **standards on entry into reception** are below age related expectations at 30-50 months as only a very small minority of children are able to demonstrate all the elements of skill, knowledge and understanding within the 30-50mths band.

EYFS GLD

2018	2017	2016
76%	77%	67%
(T=75%)	T= 75%	T=68%
LA18:74%	LA17 :73%	LA16 :72%
N18:72%	N17:71%	N16:69%

6.1 Overall Effectiveness

- There is a fluctuating 3 yr trend in achievement in EYFS.
- Teaching is outstanding and results in pupil progress and outcomes are above that expected nationally.
- Observations of the children are carried out by the EYFS team regularly. They are used effectively to assess the individual needs and support planning for the children's individual next steps.
- The nursery and reception teams meet weekly to discuss the children's next steps and interests and work together to combine this into their weekly plans. The weekly meetings also involve sharing any updates to policies and sharing safeguarding updates.
- Moderations of the children's work are also carried out with year one and nursery staff to ensure judgements are robust as well as with other schools in the LA.
- Intervention group support is carried out in nursery for EAL, physical skills and social skills. In reception intervention groups are carried out for EAL, Physical skills, social skills, phonics and maths to support the children's development and to help narrow the gap.
- Workshops for parents about the curriculum, communication and language, phonics and maths are carried out to help parents support their child's learning at home.
- 80% of girls attained a **Good level Development** of attainment 72 % of boys attained a GLD
- There was a 10% differential in attainment in GLD between Autumn (86%) and Summer born children (76%)
- 76% of the children who attended St Joseph's Nursery achieved GLD
- 0% of the children with SEND achieved GLD

- 70% of EAL children achieved GLD
- 67% Disadvantaged achieved GLD
- Data systems and the analysis of these are continuously being refined and improved for all pupils as individuals and groups.
- There is a relentless focus on improving the quality of teaching and learning including the management of pupils' behaviour.
- In EYFS staff complete regular risk assessments on the indoor and outdoor environments to ensure the equipment and environments are safe.

6.2 Effectiveness of leadership and management

- **Early Years Leader monitors progress and achievement** through analysing data, looking at the children's learning journals and children's work.
- The EYFS action plan is shared with the EYFS team.
- Moderation with the EYFS team, the nursery staff and year one teachers are carried out to ensure the EYFS team judgements are robust and staff are clear as to how to support the children and move the children's learning on.
- The EYFS team moderate with other schools.
- **Pupil's progress is closely tracked** through the use of teacher assessments and observations.
- Children are given instant next steps on their learning story observations and in reception they have individual literacy targets and maths passport targets.
- Performance Management is effectively implemented and has a clear focus on pupil progress
- The assigned EYFS governor meets with the EYFS leader to discuss the EYFS action plan and EYFS data. The EYFS leader writes termly updates for the governors.
- The EYFS Leader has worked with the EYFS Leader from St George's, both Leaders shared and observed good practice as well as moderating the children's leaning journals and data.

Priorities:

- Maximising the use of support staff to raise standards of teaching and learning
- Supporting the quality of learning for growing cohort of EAL pupils.

6.3 The quality of teaching, learning and assessment

- The quality of teaching in EYFS is **consistently good with much outstanding**.
- The use of intervention groups have supported the children progress within the areas of Communication and Language, Literacy and Maths with an increasing trend of children achieving an expected or exceeding level in those areas: 84% of children achieved an expected or exceeding judgement in Communication and Language, 82% in Literacy and 84% in Maths.
- 76% of the children achieved GLD.
- The EYFS team moderate the children's work and observations together this ensures all of the practitioners are aware of the children's progress and how to scaffold and move the children's learning on.
- The EYFS Leader has worked alongside EYFS Leader from St George's sharing and observing good practice as well as moderating the children's leaning journals and data.
- Learning stories highlight children's instant next steps, the next steps also inform weekly planning.
- **Performance Management** systems ensure that pupil progress targets are achieved and high quality learning and teaching is continually evolving.

- The characteristic of effective learning are displayed in the classrooms and are shared with the children on their learning stories.

Priorities:

- To ensure that all teaching within the EYFS is consistently good and much of this is outstanding.
- To develop an assessment tracking system that can be used effectively for both nursery and reception

6.4 EYFS Personal development behaviour and welfare

- **Strong parental support** is highly valued.
- Parents have the opportunity to talk to the EYFS staff during the **soft start** every morning. During this time they have the opportunities to look at their child's journal. The parents are encouraged to share their child's progress at home through the use of wow cards and this also informs planning.
- Parents can arrange additional meetings with reception teachers or their key person in the nursery.
- Parent consultations are carried out termly and parents receive an end of year report.
- Workshops are run for the parents based on feedback they have given through parent questionnaires.
- Home lending libraries are in place in nursery and reception to support home learning.
- Home visits are also carried out to strengthen the bond between home and school. Feedback from the parents was very positive with 70% of the parents who received a home visit said they found the visit very useful and one parent said "I was very impressed about how everything was organised. The transition was quite smooth for both us parents and our kid"
- The **school's behaviour policy clearly states expectations of pupil behaviour** together with the resultant consequences and sanctions. It provides a clear ethos where positive role models are praised and excellent behaviour is reinforced.
- **Meetings with parents at the beginning of the year clearly state what is expected in terms of behaviour of pupils.**
- A range of well-considered policies and strong procedures for safeguarding pupils helps them to feel safe and secure in school.
- The school's and nurseries **strong links with external agencies support the progress and well-being of vulnerable pupils** and those in need of additional help.
- The EYFS team book visits from the fire engine, a dental nurse, a nurse to talk to the children about the importance of keeping safe and how to promote healthy lifestyles.
- Cooking activities are regularly planned for to support and encourage healthy eating such as making porridge and fruits salads.
- In PSE 91.5% of children achieved an expected or exceeding judgement and 97.5% in PD
- Attendance and punctuality are **monitored on a half termly** basis and parents are contacted if the school considers that either of these is a concern.
- **All Staff and designated safeguarding governors received Level 2 training in Nov 2018 along with annual refreshers.** The school's designated officer and deputy attend relevant training every 2 years. (Nov 2018). The school's designated officer ensures all staff are kept up to date with developments with additional updates at monthly briefings during the school year.
- **Online safety training for all staff** is provided annually by the ICT leader.

Priorities:

- To attain 96.5% attendance **Not achieved 95.7% (2018)**
- To reduce the %age of persistent absence by 4% to 8.8%. **Achieved 6.6% 2018**
- To increase the % of attendance for cohort of FSM by 4% to 95% **Not achieved 91% 2018**
- To increase the % of attendance for cohort of SEN Support (SEN support) by 3% to 95% **Attained 95.4%**

- To achieve 100% punctuality
- To ensure all safeguarding policies and procedures are outstanding in terms of accountability and application including transferring staff over to the DBS update service
- 100% of pupils feeling safe and no incidences of bullying
- Empowering children to be proactive in continuing to develop a safe and secure learning environment
- Continue to ensure behaviour for learning is outstanding

6.5 Outcomes for EYFS pupils

KEY STRENGTHS:

Foundation Stage

GLD –76% Target exceeded by 1%- 4% above national

Priorities:

EYFS Targets:

- For 75% of children to attain a GLD **Achieved 76%**
- To raise the % of boys attaining a GLD by 10% to 77% **Not achieved 72% - increased by 5%**
- To raise the % of pupils attaining EXP in Writing by 2% to 84% **Not achieved 78%**
- To raise the % of pupils attaining a EXP in Maths by 4% to 84% **Achieved 84%**
- To increase the % of children with EAL attaining GLD by 3% to 84% **Not achieved 70%**
- To increase the % of Disadvantaged children attaining GLD by 3% to 60% **Achieved 67%**