

# ST JOSEPHS CATHOLIC PRIMARY SCHOOL

## SELF EVALUATION OVERVIEW 2015-16



### 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 ICT 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

- ☐ **Almost all** (97% ) of the pupils are **baptised Catholics**.
- ☐ 39% of the children come from Marlborough and Wealdstone wards considered to be the **two lowest social demographic wards** in the borough.
- ☐ Over the past 6 years, there has been an increasing % (+4%) of pupils coming from these wards.
- ☐ **Stability** of school population shows a **declining trend** over 3 yrs (91.7- 90% - 88.8%)
- ☐ **School Deprivation Indicator** has **increased** to 0.30 (this means that 30% of children are living in families that are income deprived) first increase in 3 years.
- ☐ Early Years Foundation Stage pupils have transferred from 21 different child care settings.
- ☐ Generally, **standards on entry** 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.
- ☐ A **majority** (62%) of pupils are from minority ethnic groups including : any other white background (15.3%), Irish(11.7%), any other Asian background(8.4%) and Black African(6.5%); placing the school in the highest quintile for this characteristic
- ☐ Compared to the previous year, the current picture shows a significant increase in the percentage of pupils coming from **any other white background** for the third consecutive year (+ 3.4%) with a

decrease of 2.9% of those pupils coming from a British background for the third consecutive year. There has been a 8.5% decrease in pupils coming from British background over the past 3 years.

- ▣ The % of pupils from **minority ethnic groups** demonstrates an **increasing trend** over past 3 years 53.6 in 2013, 59.2% in 2014 and 62.1% in 2015.
- ▣ 27% (RAISE) of pupils have EAL- this is a **significantly rising trend** – an overall increase of 8.9% in 3 yrs. This is well above national (N:19.5 %).
- ▣ 15.2% of pupils access **FSM** which is a **significant increase** on the previous year of 3.6% but is still **well below** the national average (N:26%) although there is narrowing differential re national over 3 yrs (Differentials : 15.7% 2013, 10% in 2014 and 10.8% in 2015)
- ▣ Currently 10.3% of pupils with **SEN Support** which is below the national (N: 13%) and 2.3% of pupils with an **SEN statement** or EHC plan which is **well above** the national average ( N :1.4%).

## **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 2014-15

Foundation Stage & KS1											
Year	REC	Year 1 Phonics	Reading			Writing			Maths		
	*GLD		2+	2B+	3	2+	2B+	3	2+	2B+	3
<b>2015</b>	<b>71%</b> (65%) LA 70.5% N=61%	<b>91.5%</b> (84%) N=77%	<b>98%</b> (95%) N=90%	<b>92%</b> (92%) N=82%	<b>47%</b> (43%) N=32%	<b>98%</b> (95%) N=88%	<b>87%</b> (87%) N=72%	<b>32%</b> (29%) N=18%	<b>100%</b> (97%) N=93%	<b>92%</b> (87%) N=82%	<b>38%</b> (30%) N=26%
<b>2014</b>	<b>61%</b> (65%) LA 61% N=61%	<b>90%</b> (85%) (N 74%)	<b>93.5%</b> (93%)	<b>92%</b> (89%)	<b>44%</b> (43%)	<b>97%</b> (92%)	<b>84%</b> (89%)	<b>29%</b> (27%)	<b>98%</b> (93%)	<b>87%</b> (89%)	<b>32%</b> (32%)
<b>2013</b>	<b>58%</b> LA-44% N=52%	<b>82%</b> (N : 69%)	<b>97%</b> (98%)	<b>95%</b> (88%)	<b>41%</b> (40%)	<b>97%</b> (97%)	<b>89%</b> (82%)	<b>29%</b> (28%)	<b>97%</b> (97%)	<b>89%</b> (87%)	<b>32%</b> (30%)

KS2						
Year	Reading			Writing		
	Level 4+	Level 5+	2 levels progress	Level 4+	Level 5+	2 levels progress
<b>2015</b>	<b>95%</b> (T=95) (N= 89%)	<b>64%</b> (T=64) (N= 48%)	<b>97%</b> (T=92) (N= 91%)	<b>87%</b> (T=90%) (N= 87%)	<b>39%</b> (T=36%) (N= 36%)	<b>97%</b> (T=93%) (N=94%)
<b>2014</b>	<b>97%</b> (95%)	<b>69%</b> (72%)	<b>87%</b> (95%)	<b>92%</b> (92%)	<b>41%</b> (43%)	<b>88.5%</b> (95%)
<b>2013</b>	<b>93%</b>	<b>55%</b>	<b>90%</b>	<b>78%</b>	<b>27%</b>	<b>88%</b>

Year	Maths			Science		R + W +M	R + W +M
	Level 4+	Level 5+	2 levels progress	Level 4+	Level 5+	Lev 4+	Level 5+
<b>2015</b>	<b>97%</b> (T94%) (N= 87%)	<b>67%</b> (T=57%) (N= 42%)	<b>100%</b> (T=92%) (N= 90%)	<b>92%</b> (T=94) (N= 89%)	<b>55%</b> (T=62%) (N= 40%)	<b>87%</b> (T=87) (N= 80%)	<b>36%</b> (T=36%) (N= 24%)
<b>2014</b>	<b>95%</b> (94%)	<b>62%</b> (59%)	<b>85%</b> (95%)	<b>100%</b> (96%)	<b>69%</b> (66%)	<b>88.5%</b> (90%)	<b>36%</b> (39%)
<b>2013</b>	<b>92%</b>	<b>57%</b>	<b>98%</b>	<b>95%</b>	<b>57%</b>	<b>80%</b>	<b>27%</b>

## CURRENT POSITION as of JANUARY 2016

### The Catholic life of the school is:

**OUTSTANDING**

- ‘The overall effectiveness of the Catholic life of this school is outstanding’. (Diocesan Inspection Sect 48 - 2014).
- Worship and prayer are central to the school, which provides pupils and staff with a wide variety of experience of Catholic faith and tradition.
- Pupils take an active role both in preparing liturgies, and working for the Common Good.
- They are committed to developing social justice.
- The pupils clearly articulate how they are empowered to lead and support a range of fundraising events.
- Pupils fully understand their role in being “called to serve” which includes the way the school develops their qualities of leadership and responsibility.
- The school works in close partnership with parents, parish and the Diocese.
- The school is fully aware of its ecclesial responsibility in particular its growing partnership with the feeder Catholic secondary schools to support transition and continuity.
- There is a strong and shared vision, which permeates the entire school ethos and its contribution to the mission of the Church.

#### Priorities:

- **Raise the profile of the Catholic Life of St Josephs**
- **To increase the amount of level 5s at KS2 & level 3s at KS 1**
- **To begin to use the Agreed Understanding for AT 2**
- **To sub-level RE assessments.**
- **To further develop planning the curriculum using the Curriculum Directory as guidance.**

### 1 Overall effectiveness: the quality and standards of education

**OUTSTANDING**

- Outcomes for individuals and groups of pupils and the school's capacity for sustained improvement are both outstanding
- A rising trend in achievement across both EYFS and KS1 + 2 over the last three years and attainment over the last three 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 outstanding and results in pupil progress and outcomes is above that expected nationally for all groups of children at both KS1 and 2 across all core subjects..
- All groups make good or outstanding progress relative to their starting points. This includes those with SEND
- 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 outstanding 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

## OUTSTANDING

- The **evaluation of performance is outstanding** and systems are constantly improving.
- A three year cycle of monitoring and evaluation is well established. Performance data is regularly collated and rigorously analysed.
- **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 **current 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 LMT to identify potential strengths and weaknesses and action early intervention programmes.
- **Lesson observation and work sampling** are used to follow-up issues and diagnose causes of strengths and aspects for improvement. These systems enable the LMT 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 (Oct 15) and SEND ( Dec 2015)
- They **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**
- **Continue to embed the implementation of the new SEND code of practice**
- **Maximising the use of support staff to raise standards of teaching and learning**
- **Continue to embed the implementation of the New National Curriculum and 'Challenge Curriculum'**
- **Supporting the quality of learning for growing cohort of EAL pupils.**

- **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 .**
- **Possible conversion to academy status**

### 3 The quality of teaching, learning and assessment

**OUTSTANDING**

- The quality of teaching throughout the school is **consistently good with much outstanding**. Teachers on the Senior Leadership Team provide regular opportunities for colleagues to **observe exemplar teaching** to colleagues across all phases.
- The teaching of **core subjects and RE** are of a consistently high standard.
- Evidence from lesson observations and learning walks shows **an upward trend from 2013** as shown below:



(Appendix 1 & 2 provide a detailed analysis of these outcomes)

- The teaching of **maths and reading is a strength throughout the school** which is evident in attainment data.
- A new Teaching and Learning Policy and associated training; linking clearly to the Teacher Standards and Ofsted 'outstanding' criteria, has enhanced the quality of teaching throughout the school.
- **Observing exemplar teaching both within school and beyond** has enabled teachers to share outstanding practice and as a result there has been a **13% increase** from the previous year in the proportion of lessons graded as good or outstanding with a **7% increase** in the proportion of lessons graded as outstanding.
- **One to one teacher support for maths and literacy** has been used **to target specific teachers** to enable them to improve on 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** impacts significantly 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.
- Highly effective **assessment for learning** ensures that all groups of pupils make outstanding

progress across all key stages

- High quality teaching is supported and informed by **high quality formative assessment**
- Pupils supported by the Pupil Premium make **outstanding progress** as a result of well focussed support through effective planning and deployment of adults
- Targeted intervention ensures all pupils make outstanding progress including those pupils with SEND attaining well above national across both KS1 and 2.
- 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.**
- **To maintain or improve the 2014-15 % of good and outstanding teaching, Targets: 100% (Last year - 98%) = Good+ / 60% (Last year - 47%) = Outstanding**
- **Embed and develop the new system for assessment without levels and Reception Baseline Assessment.**
- **Maintaining momentum of the delivery of the 5 core objectives-2020 Vision for Learning initiatives – emphasis on :**
  - **Effective marking and feedback**
  - **Improved academic resilience and ability to work independently**
  - **Accessible and high impact learning objectives and success criteria**

#### 4 Personal development behaviour and welfare

#### OUTSTANDING

- **Pupils' behaviour is outstanding in and around the school.** Most pupils (**93%**) believe behaviour is good at the school (Pupil Survey Results Aut 2015)
- 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 (**94%**) stated the **school deals effectively with unacceptable behaviour** (Pupil Survey Results Aut 15)
- **Play therapist for targeted support** has led to a significant reduction of disruptive incidents and 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 (96%)** agree that staff in the school care about them. This results in few incidents.
- 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.**
- 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.
- **96% (Aut 15) of pupils feel that the school deals effectively with any incidents of bullying. 93% feel that there is a good standard of behaviour at the school.**
- A range of well-considered policies and strong procedures for safeguarding pupils helps them to feel safe and secure in school.

- **98% of parents feel that the school keeps their child safe** (Parents and carers survey results Aut 15.)
- 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 PSHE 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 2 and 3 received **scooter training** (Summer 15) 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.
- **E-safety and E-literacy framework** is in place for all pupils as part Computing/PSHCE curriculum.
- **Annual e-safety assembly** for all pupils is delivered by ICT leader (**CEOP** registered).
- Attendance for 2014-2015 is 95.7% ( in line with the **national average** (96%) with 4.3% of persistent absentees being **significantly above**(1.6%) the national average for primary schools(2.7%).
- 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.
- A new system has been introduced to **more rigorously monitor pupils arriving late** for school and enable intervention at the earliest opportunity to **prevent poor habits of punctuality developing**.
- All **Staff and designated safeguarding governors received Level 2 training in Oct 15**. The school's designated officer and deputy attend relevant training every 2 years.( Dec 14). The school's designated officer delivers **whole staff training** at the start of each school year to ensure all staff are kept up to date with developments with additional updates at monthly briefings.
- **E-safety training for all staff** is provided annually by the ICT leader.

#### Priorities:

- **To attain 96% attendance**
- **To improve the level of persistent absence in line with national**
- **To increase the % of attendance for cohort of FSM by 2% to 95%**
- **To increase the % of attendance for cohort of SEN Support ( SEN support) by 1% to 95%**
- **To increase the % of attendance for cohort of traveller children by 5% to 86%**
- **To achieve 100% punctuality**
- **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**
- **To ensure all safeguarding policies and procedures are outstanding in terms of accountability and application**
- **Continue to ensure behaviour for learning is outstanding.**

**KEY STRENGTHS:****Foundation Stage**

- GLD – Target exceeded by 6%- a 10% improvement on the previous year ,a 3 yr improving trend and 5% above national

**Phonics Screen – Yr 1**

- Target has been exceeded by 7.5% - a 1.5% improvement on the previous year, an improving 3 yr trend and 14.5% above national
- Disadvantaged pupils attained (78% ) above all pupils nationally(77%) and 12% above this cohort nationally

**KS1**

- In reading, targets were met or exceeded in Level 2+ (8% ↑N15), 2B+( 10% ↑N15), and Level 3 (15% ↑N15)
- In reading, there has been an improving 3 yr trend re attainment at Level 3 41% -44% - 47%  
In writing, targets were met or exceeded for level 2+ (10% ↑N15), 2B+ (15% ↑N15), and level 3+ (14% ↑N15)
- Attainment at Level 3 in writing improved from previous year by 3%.
- In maths, targets were met or exceeded for Level 2+ (7% ↑N15), 2B+ (10% ↑N15), and Level 3+ (12% ↑N15)
- Attainment at Level 3 in maths improved from previous year by 6%.
- Both EAL and Disadvantaged cohorts attained in line with cohort
- The gap between reading and writing attainment at Level 3 has slightly increased from 12% in 2013 to 15% in 2014 and 2015
- Disadvantaged pupils (16.2) attained above all pupils nationally (16.1)across all core subjects and 1.4APS above similar cohort nationally.

**KS2**

- Reading = 95% – Level 4+( 6% ↑N15), 64% - Level 5 ( 16% ↑N15), / 97% x 2 levels progress ( 57/59) target exceeded and 10% increase on the previous year and 6% above national
- Writing = 87%- level 4+ a decrease of 5% on the previous year -in line with national Level 5- 39% - 3% above national / 2 levels progress =97% (57/59) - 8.5% increase on the previous year and 3% above national.
- SPAG = 90% level 4++( 10% ↑N15), and 71% level 5+ (15% ↑N15), and 15% level 6+ an increase of 10% on previous year
- In Maths the target set for 2 levels progress was exceeded by 8% and an increase of 15% on the previous year and 10% above national
- In Maths the targets for level 5 were exceeded by 10% and 25% above national with 23% of children achieving Level 6 an increase of 8% on the previous year attainment.
- In Science both targets were missed by 2% for Level 4(+3% re national) and 7% for Level 5 (+ 15% above national)
- For level 4+ in Reading, writing and maths, targets were met and exceeded national by 7% .
- For level 5+ in Reading, writing and maths, targets were met and exceeded national by 12%.
- Disadvantaged pupils attained (29.4) above all pupils nationally(28.8) and 2.2APS above similar cohort nationally.

## Priorities:

### Outcomes

#### EYFS Targets:

- For 68% of children to attain a GLD **Result : 67%**
- To raise the % of boys attaining a GLD in writing by 2% to 78% **Result :62.5%**
- To raise the % of pupils attaining a GLD in Maths by 3% to 82% **Result :81%**
- To increase the % of children with EAL attaining GLD by 10% to 60% **Result : 61%**

#### Year 1 Target:

- For 92% of pupils to attain the expected standard in the Phonics Screen **Result : 98%**
- To narrow the gap between FSM( 78%) and Non FSM (94%) by 25% in those pupils attaining the expected level in the Phonics screen **Result : FSM : 100% / Non FSM 98%**
- To increase the % of children with SEN support attaining the expected standard by 10% to 50% **Result : 86 % (6/7)**

#### KS1 Targets:

- 89% of pupils attain at least national expectations or above in reading writing, and maths **Result : 64%**
- NARROWING the “ Within school ” GAP for DISADVANTAGED pupils attaining national expectations at KS1 in all core subjects by 10% **Result 55.5%= 8.5% “within school gap”**
- NARROWING the “ Within school ” GAP for SEN Support pupils attaining national expectations at KS1 in writing by 15% **Cohort = 67% / SEN support= 14% (1/7)**

#### KS2 Targets :

- To secure 89% of children attain national expectations or above in reading, writing and maths **Result : 56.5%**
- To secure 37% of children attain above national expectations in reading, writing and maths **Result = 3% (2/61)**
- To increase the % of pupils attaining national expectations or above in writing by 5% (92%) **Result = 85.5%**
- To increase the % of boys attaining national expectations or above in writing by 5% (84%) **Result = 84%**
- To increase the % of children with middle prior attainment in writing who attain above national expectations by 10%(18%) **Result = 0 children with middle prior attainment attained GDS in writing.**
- To increase the % children from ‘Any other white background’ who attain national expectations or above by 10% in reading (77%) **Result 75%**, writing (60%) **Result 75%** and SPAG (77%) **Result 75%**
- To increase the % of DISADVANTAGED pupils making better than expected progress from KS1to KS2 in reading by 10% (T =20%) **Result 40%** and writing by 10%( T=30%) **Result : 60%**
- NARROWING THE “Within school ” GAP for SEN Support pupils attaining national expectations at KS2 in writing by 15% to 43% gap . **Result = 85.5% / SEN Support =55.5% / “ Within school gap =30%**

## 6.Early Years

**OUTSTANDING**

- ☐ In the reception cohort there are 60 children, 40 boys and 20 girls
  - 2 early year’s pupil premium children
  - 4 children with SEND/ECHP
  - 22 children with EAL
  - The children are from 41 different ethnic minorities. The largest ethnic minority group are the children from any other white background (13 children).
- ☐ Early Years Foundation Stage pupils have transferred from 21 different child care settings.

- Generally, **standards on entry** 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.

## ATTAINMENT INFORMATION 2014-15

Reception GLD Data	
	*GLD
2015	71% (65%) LA 70.5% N=61%
2014	61% (65%) LA 61% N=61%
2013	58% LA-44% N =52%

### 6.1 Overall effectiveness:

- There is a rising 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 EYFS team meet weekly to discuss the children's assessments and progress.
- Moderations of the children's work are also carried out with year one and nursery staff to ensure judgements are robust.
- Intervention support for phonics, maths, EAL, speech and social skills are planned to support the children's development and to help narrow the gap.
- Workshops for parents about the curriculum, phonics and maths are carried out to help parents support their child's learning at home.
- All groups make **better than expected** progress relative to their starting points. This includes those with SEND (percentage of better than expected progress)
- 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 with staff. 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.
- **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 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 Governor also carries out monitoring visits throughout the year.
- The EYFS Leader has taken part in the Harrow GLD project and worked closely with a Harrow advisor to ensure we continue to increase the children's GLD scores.
- 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 learning 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 : 81% of children achieved an expected or exceeding judgement in Communication and Language, 80% in Literacy and 75% in Maths.
- 71% of the children achieving 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 learning 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.**
- **Embed and develop the new system for Reception Baseline Assessment.**

### 6.4 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.

- Workshops are run for the parents based on feedback they have given.
- 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 **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 to promoting healthy lifestyles.
- Cooking activities are regularly planned for to support and encourage healthy eating such as making porridge and fruits salads.
- In PSE 85% of children achieved an expected or exceeding judgement for and 93% 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 Oct 15. The school's designated officer and deputy attend relevant training every 2 years.(Dec 14) The school's designated officer delivers whole staff training at the start of each school year to ensure all staff are kept up to date with developments along with updates at monthly briefings.
- **E-safety training for all staff** is provided annually by the ICT leader.

#### Priorities:

- **To attain 96% attendance**
- **To increase the % of attendance for cohort of FSM by 2% to 95%**
- **To increase the % of attendance for cohort of SEN Support by 1% to 95%**
- **To achieve 100% punctuality**
- **Empowering children to be proactive in continuing to develop a safe and secure learning environment**
- **To ensure all safeguarding policies and procedures are outstanding in terms of accountability and application**
- **Continue to ensure behaviour for learning is outstanding.**

## 6.5 Outcomes for pupils

### KEY STRENGTHS:

#### Foundation Stage

- GLD – Target exceeded by 6%- a 10% improvement on the previous year ,a 3 yr improving trend and 5% above national

**Priorities:**

**EYFS Targets:**

- For 68% of children to attain a GLD **Result =67%**
- To raise the % of boys attaining a GLD in writing by 2% to 78% **Result = 62.5%**
- To raise the % of pupils attaining a GLD in Maths by 3% to 82% **Result =81%**
- To increase the % of children with EAL attaining GLD by 10% to 60% **Result =70%**

