**St Clare’s RC Primary School**

 **Self-Evaluation Form**

**September 2018**

**Overview**

 Current Judgements

 Section One: School Context

 Section Two: Evaluation

 Section Three: Improvement priorities

**Current Judgements**

Overall Effectiveness: Good

Pupil Outcomes: Good

Teaching, Learning and Assessment: Good

Leadership and Management: Outstanding

Personal Development, Behaviour and Welfare: Outstanding

**SECTION ONE: CONTEXT**

**Background**

**448 pupils on roll**. Numbers are stable.

**Disadvantaged pupils**: 38% (Manchester 37%).

**Last Y6 group** to sit exams: 50% disadvantaged pupils. 33% of disadvantaged pupils at Y6 also have SEN. Of the 7 SEN pupils, 6 were boys. 50% of boys had summer birthdays. 41% of the cohort were summer birthdays.

**Whole-school SEN:** 13% (2018-19).

**EAL**: 17% (2018-19)

**Other significant factors:** Of the 60 pupils entering reception each year, only 15 have been full time in the school’s nursery, which only has a capacity for 30 pupils each session and is made up of a combination of full and part-time places. PP attainment data (not progress) is sometimes skewed by SEN.

**School context:**

 Urban Adversity 68% (Manchester 54%)

 Financially stretched: 21% (Manchester 21%)

 Comfortable communities: 8.5% (Manchester 13%)

 Affluent Achievers: 1.3% (Manchester 5.3%)

 73% of families in the 10% most deprived category compared to Manchester’s average of 45%.

 6% of pupils are in the top 1% of most deprived compared to Manchester’s average of 5%

Ethnicity: 70% White British.

Religion: 89% Catholic.

**Strengths:**

* Phonics attainment over the last 4 years
* Reading
* Outstanding pupil welfare (See RE Inspection Report)
* Pupils’ spiritual, moral, social and cultural development
* SEN
* Safeguarding systems
* Curriculum
* Attendance of all pupils, particularly disadvantaged pupils
* Before and after-school provision
* Induction of new teachers
* Staff development
* Relationships with families
* Achievement of EAL pupils
* Achievement of full-time nursery pupils in reception
* PP progress
* High-attaining pupils at KS2
* High-attaining pupils at KS1

**Early Years Outcomes**

**GLD** is 65% compared to 71% nationally. GLD has risen from 53% in 2018 to its current level. Almost all pupils who are full-time in the school’s nursery, achieve GLD. 61% of **boys** achieved GLD compared to 71% of girls. 71% of EAL pupils achieved GLD. **Reading** has improved by 9% since 2016 to 70%. **Writing** has improved by 14% and **number** has improved by 8%.

**Reading**. Reading **attainment** is 70% compared with 77% nationally. Reading attainment has improved from 61% in 2016. Of the 18 pupils who did not reach the expected standard, only one pupil was in the school’s nursery full time. Of the 18 pupils, 12 are boys and 6 are girls. Boys make up 60% of the reception cohort for 2017-18. However, all full-time boys from the nursery in the previous year apart from one, reached the expected standard. 9 of the 18 pupils not reaching the expected standard in reading are summer birthdays. 6 of the 7 EAL pupils are expected or above.

Only 7 pupils out of 60 were classed as **PP**. 6 of these pupils were either new to the school or were part-time in the nursery during the previous year. 2 of the 7 pupils met the standard. Of the remaining 5, 3 made better than expected progress so are catching up over time.

20% of the cohort are **exceeding** in reading. This represents 12 pupils. 5 are boys.

Reading **progress** over EYFS is good. 16 of the 18 pupils not reaching the expected standard are making at least expected progress. 10 of these pupils are making better than expected progress and are likely to catch up over time. Taking the cohort as a whole, 66% are making better than expected progress. 33 of the 36 boys are making progress that is good or better. The average progress for all pupils is 4 tracking points compared with the 3 expected. PP progress is also 4, the same as NPP. EAL progress is 4. The progress for SEN is 3.8.

**Writing.** Writing **attainment** is 70% compared with 73% nationally. This is an improvement from 56% in 2016, so the gap with national is closing. All pupils who were full-time in the nursery achieved the expected standard apart from one boy, who has SEN. 6 of the 7 EAL pupils achieved the expected standard or above.

**PP**. 2 of the 7 pupils met the standard. Of the remaining 5, 4 made better than expected progress so are catching up over time.

4 pupils are **exceeding** and 3 of these are boys. 1 SEN pupil is exceeding.

Writing **progress** is good. 56 of the 60 pupils made at least expected progress. 35 made better than expected progress. So pupils who are behind are catching up over time. The progress for all pupils is 3.9. The progress for boys is 4, PP 3.9, EAL 4 and SEN 4.

**Number.** Number attainment is 70% compared with 79% nationally. Number has improved from 62% in 2016. Again, all full-time pupils from the school’s nursery (16 pupils) achieved the expected standard apart from the one pupil who has SEN. 6 of the 7 EAL pupils reached the expected standard.

10% of pupils were **exceeding** and 5 of these are boys.

Number **progress.** 54 pupils out of 60 are making progress that is at least expected. 27 pupils made better than expected progress so are closing the gaps towards the expected standard. The averages for all pupils is 3.5, boys 3.2, PP 3.4, EAL 3.4 and SEN support 3.

**KS1 Pupil Outcomes**

**2017-2018**

Y1 phonics outcomes (81% in 2017) in line with national over an extended period.

Of the 11 pupils who did not achieve the expected standard in phonics 7 were SEND -2 of which had an EHCP (one of which was none verbal). Of the remaining 5 SEND pupils 3 have also had intensive Children's Services involvement during the year. Of the 4 pupils without SEND 1 was EAL new to the country at the beginning of Year 1, the other three were all Summer birthdays. 9 out of the 11 pupils were Summer birthdays, the other 2 being Spring birthdays. 10 of the 11 pupils did not achieve ELG in Reception. Of the 8 disadvantaged pupils not achieving the standard 7 were SEND; 1 was EAL.

Year 2 Pupil Outcomes:

2017-2018 Year 2 cohort: 33 boys (55%) and 27 girls (45%). 48% of pupils have summer birthdays; 42% of pupils from disadvantaged backgrounds, 11 pupils are EAL (18%), 11 pupils are SEN (18%) 2 of which have an EHCP (3%).

Of the 33 boys 14 are PP (42% of boys PP), 9 are SEN (27% of boys are SEN), 4 are EAL (12% of boys EAL) and 15 are Summer born (46% of boys are Summer birthdays).

Reading, Writing and Maths combined (RWM) – 65% which is a 3% improvement on 2017 and above national figures (2017).

Reading 75% – A slight reduction from 2017 and in-line national.

Writing 68% – 7% improvement from 2017 and in-line with national.

Maths 78% - significant improvement (10%) on 2017 and above national.

Improvements to pupils achieving the greater depth standard in all areas.

Reading 5% - improvement from 2017 and above national.

Writing 5% - improvement from 2017 and above national.

Maths 2% - improvement from 2017 and above national.

RWM – 13%, which is above national (2017).

Increase in percentage attainments from EYFS baseline: Maths 13%, Reading 13%, Writing 10%.

3 Year upward trend of pupils achieving the expected standard in writing and maths.

3 Year upward trend of pupils reaching the expected standard in reading, writing and maths combined.

3 Year upward trend of pupils reaching the higher standard in reading, writing and maths combined.

Maths:

13% increase in those who achieved expected from EYFS baseline in maths.

20% increase from GLD in EYFS.

8 pupils who were expected in maths in EYFS converted to Exceeding.

All pupils who were exceeding in reception remained exceeding.

Reading:

13% increase in those who achieved expected from EYFS baseline in reading.

20% increase from GLD in EYFS.

12 pupils who were expected or emerging in reading in EYFS converted to Exceeding.

5 out of the 6 pupils who were exceeding in reception remained exceeding, the one pupil who didn’t was SEN.

Writing:

10% increase in those who achieved expected from EYFS baseline in writing.

10% increase from GLD in EYFS.

8 pupils who were expected in writing in EYFS converted to Exceeding.

All pupils who were exceeding in reception remained exceeding.

Current Year 2 Cohort:

Background factors current Year 2 cohort: 31 boys (52%) and 29 girls (48%). 43% of pupils have summer birthdays; 53% of pupils from disadvantaged backgrounds, 8 pupils are EAL (13%), 10 pupils are SEN (17%) 2 of which have an EHCP (3%).

Of the 31 boys (52%) 18 are PP (58% of boys PP), 8 are SEN (26% of boys are SEN), 6 are EAL (19% of boys EAL) and 17 are Summer born (55% of boys are Summer birthdays).

**KS2 Pupil Outcomes**

**Pupil Context:**

*50% PP.*

*7 pupils had SEN, 6 of whom were boys.*

*41% of cohort are boys and 24% of the boys are SEN*

*41% of the cohort are summer birthdays.*

*50% of boys had summer birthdays.*

Reading, Writing and Maths combined (RWM) – 70% which is a 10% improvement on 2017 and 5% above national figures.

Reading 72% – A slight reduction from 2017 and slightly below national.

Writing 79% – slight improvement from 2017 and in-line with national.

Maths 85% - significant improvement (17%) on 2017 and well above national.

Spelling, Punctuation & Grammar 84% – significant improvement (14%) on 2017 and is above national.

Improvements to pupils achieving the greater depth standard in all areas and above national in each area.

Reading 34% - improvement from 2017 and above national.

Writing 25% - slight improvement to 2017 and above national.

Maths 30% - significant improvement to 2017 and above national.

RWM – 15%, which is 5% above national.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Average Scaled Score | 2018 | National | 2017 | 2016 |
| Grammar, Spelling & Punctuation | 108.1 | 106 | 104.9 | 105 |
| Reading | 104.9 | 105 | 103.9 | 101 |
| Maths | 105.1 | 104 | 103 | 104.9 |

**Progress 2018:**

Reading 0 Writing -0.2 Maths 0.6

Outcomes over time in KS2 are at least Good and in line or above national figures in most areas. Pupils are well-prepared for their next stage of their education.

**Teaching**

Teaching is good overall with some outstanding teaching at Y6, Y2, Y1 and EYFS. Phonics teaching is good and some is outstanding, leading to good progress from a low baseline on entry to nursery and reception.

Maths Rockstars makes effective use of ICT in supporting pupils before and during school with their times tables. This has led to significant improvements in pupils timetable recall. St. Clare’s now has the fastest time-completion within a 30-mile radius.

Feedback on planning has led to improvements in teaching.

Presentation of books is at least good with many examples of outstanding.

KS2 pupils given opportunities to apply their Literacy and Numeracy skills across the curriculum.

Trips that link to topics act as a stimulus, which result in good and outstanding outcomes.

High expectations combined with the good use of assessment in early years, leads to good progress.

Observations show that in most lessons time and resources are used effectively.

An engaging curriculum has resulted in high standards of homework and high numbers of pupils engaging.

Feedback and marking in most classes supports pupils in understanding what to do next, leading to evident progress in almost all books across the school.

Good formative assessment ensures that pupils know what to do to improve their work, leading to good progress.

Learning is good in the wider curriculum through engaging topics and interesting homework. Most topics begin with a ‘hook’/inspiration day to promote pupils’ immersion in their learning.

Good use is made of summative assessment to identify gaps in learning at the end of each term, leading to improved progress in the core subjects.

A well-planned curriculum and effective middle leaders ensure that pupils learn about the risks of social media, the wider internet and lifestyle choices.

The RE curriculum and prayer life of the school ensure that pupils learn about key issues of respect, tolerance and forgiveness as well as the uniqueness of individuals, irrespective of race, colour or creed.

Singing tuition with a teacher linked to the Halle Orchestra, results in 52 pupils, including many boys and pupils with SEN, in learning the disciplines associated with singing to a high standard. The choir won the Manchester Voice Award in 2016. Included were 30 pupils entitled to pupil premium.

Bought-in services such as Samba and African drumming ensure that pupils have the opportunity to learn of the discipline and level of personal resilience needed to perform at a good level. Groups include 50% of pupils with SEN and/or an entitlement to pupil premium funding.

Targeted interventions, before, during and after school are effective in supporting pupils with their learning, particularly in reading.

Accelerated Reader provides teachers and senior staff with an insight into engaged reading time and comprehension levels of each pupil in KS2, often providing a basis for intervention as well as reward. These approaches build on the systematic teaching of phonics in the infant department.

Teachers systematically check and use the information they obtain from Accelerated Reader to improve, challenge and celebrate reading engagement. As a result, reading outcomes over the autumn were good across KS2.

An engaging curriculum leads to good levels of motivation, some outstanding homework and a greater sense of partnership with families. Many opportunities given for parents to engage in days where they accompany their children in their learning in school.

The provision for learning coding beyond the school day supplements the IT curriculum and ensures that 135 pupils a year learn how to code independently of school and see its relevance to everyday life in a rapidly changing world.

High expectations from the vast majority of teachers ensure that pupils take a pride in their work and their books.

The effective teaching of the technical elements of writing supports pupils in evaluating and editing their initial efforts and helps them to see writing as a process.

Bespoke programmes and well-trained staff ensure that pupils with very complex needs have good attendance and achieve as well as they can in a mainstream setting.

Transition approaches such as allowing the receiving teachers to teach their new pupils in the summer term ensure that the relevant year groups are ready for the next phase of their journey.

The structured induction of new teachers ensures that newly-qualified teachers develop quickly to at least a good standard by the end of their first year. Outstanding teachers, recruited as NQTs in the last five years, now mentor and guide others.

The induction of new teachers is outstanding, with 14 out of 15 new teachers achieving a good standard at the end of their first year over a 4-year period.

Parental engagement is improving and parents are regularly invited into school for events such as: musical showcase, WW2 food tasting KS2, Heart dissection in KS2, RWI mornings in EYFS, art exhibition.

**Personal Development, Behaviour and Welfare**

Attendance is consistently close to or above the national average. Current attendance (Nov 2017) is 97% and is on track to be above national. The attendance of disadvantaged pupils is good and is currently above others at 97.2%.

Boys’ attendance has improved over time to be in line with that of girls. Current attendance (Nov 2017) shows a 2% improvement from last year.

The attendance of LAC pupils is 97% and is in line with others.

The attendance of EAL pupils is 97%.

The attendance of white British pupils has improved by 2% based on current data (Nov 2017).

Attendance officer rigorously challenges poor attendance. Attendance officer facilities effective strategies to improve attendance or pupils with persistent absence.

Pupils’ outstanding disposition towards their learning is evidenced by their willingness to attend before and after school tuition groups.

In a survey by NFER (180 responses), 93% of parents said the school provides a safe environment for their child (national comparison of 93%). 92% of parents said they were very satisfied with the school (national comparison of 89%). 92% of parents said their child was happy at school (national comparison of 91%).

Through their involvement in Debate Mate, pupils learn the skills of constructing an argument and learn to listen politely to the views of others.

In the vast majority of lessons, pupils are fully engaged in their learning.

Links with external organisations, a wide range of after-school opportunities and a well-planned curriculum ensure that pupils are fit and active.

Wide range of after-school activities including code-club, ballet, football, athletics give pupils an extensive range of opportunities beyond the curriculum.

A wide range of pupils have regular opportunities to take part competitively in sports activities such as athletics and football. Also pupils are given opportunities to compete in debate competitions against others schools.

Safeguarding systems and communication, combined with a differentiated response to challenging situations, contributes to outstanding welfare and care for pupils (See Welfare section of the RE inspection in 2016).

Several safeguarding leads ensure safeguarding is a priority within school. All CIN and Case conferences attended to ensure the safety and wellbeing of vulnerable pupils is paramount.

The school’s open culture means that feedback is welcome and often leads to improvements in provision for families and children. See RE report 2016.

A regular audit of training and evaluation of individual safeguarding situations ensures that funding deployed effectively in responding to the challenging needs of the school’s context.

Effective links with CARITAS, Halifax Education Service and other commissioned providers ensure families and pupils are supported through therapy sessions, counselling, speedy and effective psychological assessments, in-school health and medical and speech and language advice.

Weeks such as Black African week (October) and Anti-bullying week (Nov) planned. These dedicated weeks improve pupils understanding of the wider culture and help pupils understanding of differences between themselves to help prevent bullying.

A low-cost breakfast club with many free places given to struggling parent or those with poor punctuality. This ensures these pupils have had breakfast and are ready to learn.

Toast given to all pupils to ensure they have had breakfast and are ready for their day.

Behaviour tracked rigorously. As a result, low-level behaviour and repeat offenders quickly picked up. Parents brought in which leads to improved behaviour.

Open door policy. Senior Leaders in school readily available to meet with parents around behaviour, friendship issues, parental concerns. All issues quickly addressed. As a result home-school partnerships are strong and relationships excellent.

New engaging reward token system has improved overall behaviour the winning house enjoy the half-term rewards.

Behaviour policy consistently followed to ensure behaviour is always of a high standard.

Regular uniform draw encourages high expectations of uniform for all pupils.

Low-level disruption across classes is low. Where there are elements, they are addressed quickly. Teacher expectations of behaviour are high.

**Leadership and Management**

In 2 separate surveys in 2016 (91% of 180 respondents) and 2017 (100% of 22 respondents) parents and carers said that the school was well led and managed. The current Parent View for the school year 2017-18 is immensely positive in all areas.

Through contact between leaders at various levels the school is supporting development in another local school, focusing mainly on literacy, maths and assessment as well as approaches to monitoring and providing feedback to support improvements in teaching.

Succession planning for leadership is well embedded with leaders at various levels developing others. This includes focused leadership training on managing difficult situations and people; coaching teams and effective communication. This programme has supported leadership development within a cluster of schools.

Leaders at various levels have worked closely with staff to develop a broad and engaging curriculum that motivates and challenges pupils.

Detailed induction plans ensure that the vast majority of newly qualified teachers well supported and pupils make good progress.

Learning walks, book scrutiny, moderation and lesson observations ensure that teaching issues are identified early so improvements can be made. An example is improved reading provision in the lower part of the school, leading to better outcomes such as progress through the reading scheme.

Teachers given regular opportunities to watch each other teach to improve their practice.

Regular Key Stage staff meetings focus on driving improvements from monitoring and book scrutiny. Literacy Staff Meeting (Nov 2017); Differentation of the wider curriculum staff meeting (December 2017); Maths reasoning and planning for the most able staff meeting (January 18)

The triangulation of evidence (for example, teaching, books and data), ensures that tracking information is accurate and pupils or key groups are identified early if they are falling behind. *See tracking on the reading scheme in EYFS-KS1 and tracking of interventions in Y6.*

A very strong performance management system, refined over time, ensures a coherence between school improvement goals and the objectives set with individual teachers. The regular reviews and informal discussions provide a framework for professional reflection, discourse and development of both teachers and leaders.

Monitoring ensures that disadvantaged pupils are identified for support and interventions improve their attainment, leading to gaps that are generally below national in all key stages.

Talented staff are identified early and developed into middle leadership roles, leading to a greater distribution of leadership of the curriculum as well as very effective succession planning. Outstanding teachers or those with the potential to become outstanding are recognised and training is organised to facilitate this development.

Meetings with teachers each week focus exclusively on the key issues of teaching and learning and ensure that aspects identified during monitoring are improved.

Planned and well-organised moderation supports teachers in their judgements but also conveys a school-wide expectation of attainment at particular points in the year and helps to reduce variation in provision and outcomes between classes over time.

Leadership is strong and clear in making very selective use of initiatives, resources and innovations, making sure that these do not deflect from the school’s central goals and plans. An example is Accelerated Reader, which is seen as one tool amongst many others in securing good standards of comprehension at KS2.

In managing interventions in each department, leaders scrutinise the progress of pupils from an identified baseline to ensure that roles and resources have a measurable impact on learning. Leaders are prepared to halt or alter arrangements quickly if necessary as well as developing those deemed successful.

Leaders ensure an open culture when working with families, ensuring errors are learnt from, and systems or approaches are changed as a consequence. Many examples can be given of where complaints have led to change: arrangements for home visits; electronic communication with parents; transition arrangements for Y3 pupils; and much more.

Leaders work closely with the parents and carers of pupils who have complex needs to ensure improved provision for pupils, including individualised timetables, sensory and social groups. *See case studies on pupils in EYFS and KS1 (2016-17).*

The leadership of phonics development led to the school hosting demonstration lessons for 20 other schools in March 2017, leading to highly positive feedback on the level of expectation of pupils from nursery to Y2.

Regular governor learning walks with a distinct focus ensure that a range of governors are informed about the school and are able to provide challenge and support.

The governing body is strong in the sense that it has a wide range of expertise, meaning that tasks and monitoring are not left to a small group. Governors’ succession planning is a strength that has added to the stability of the school over time. Planning for expenditure, fund-raising and the general management of resources ensure a safe, pleasant environment for pupils in all areas of the school.

The school’s business manager and site manager work closely together with other leaders and governors to ensure effective daily management of the school, leading to a positive and safe learning environment for pupils.

Leaders make judicious links with external partners to ensure the strategic development of the building, ensuring it is fit for purpose. Other well-chosen links provide a wide range of in-school and after-school opportunities for pupils in sports and the arts.

Strong and distributed leadership has driven improvements to the curriculum and an improvement in pupils’ disposition to learning.

**SECTION 3: SCHOOL IMPROVEMENT**

**School Improvement objectives for 2018-19**

* Close the gender gap in attainment at Y2 and Y6
* Improve the attainment of disadvantaged pupils
* Improve teaching and learning in science
* Improve EYFS attainment
* Improve curriculum leadership in the wider curriculum
* Obtain the Artsmark Award