



All Saints CE Primary School Self Evaluation and Learning Improvement Plan



Overall effectiveness **GOOD**

Strengths

- The fundamentals of our work as a church school are based on Christian teachings of forgiveness and love underpinned by values of truth, love, peace, hope and faith. These, together with the principles of British Values are intertwined with and threaded through the curriculum and the whole life of the school. They are the bedrock upon which our work is built.
- Our ethos and curriculum has developed over time to embrace and respond to all aspects of a child's development supporting their unique and individual needs enabling them to grow, learn and flourish.
- Opportunities are provided for pupils to foster and cultivate their personal development helping them to discover and recognise their strengths as well as acknowledging areas where they might need additional support including aspects of their mental/ emotional wellbeing.
- Children are taught how to keep themselves safe.
- School provides high quality pastoral support for pupils, staff and parents.
- Reflective practice ensures that we continue to grow and meet the needs of our school community.

Context

- Number on roll- 238 (2017) and 254 (2018)
- The school has a deprivation indicator of 0.37 and the national average is 0.21. The Ever 6 within school is 32.1% compared to the national average of 23.5%. Deprivation quintile- the school is in the highest 20% (0.4). The percentage of FSM in Year 3 (23%) was lower than all other year groups. There was a larger than average decrease in the percentage of disadvantaged pupils between 2017 and 2018. There were 3 Children Looked After (CLA) in the school.
- The school has a lower than national average percentage of children with EAL (20.9) Number of children EAL (14.7).
- Girls- the school was in the top 20% of all the schools for the proportion of girls (52%). The percentage of girls in year 5 (63%) was higher than all other year groups. The percentage of girls in year 2 (32%) was lower than all other year groups.
- SEND with an EHCP was 2 children (national average was 1.4), SEND support within school is 18.1% and national average is 12.4%
- The largest ethnic groups are: White- British (75.9%), White- any other White background (8.4%), Mixed – White and Black African (2.6%), Asian or Asian British- any other Asian background (3.1%), Black or Black British- African (2.6%). The school has 12 out of 17 possible ethnic groups. The average number of groups for this phase of education is 9.
- Stability- 78.5 % for the school whereas the national average 85.8%
- In 2017/2018, the rate of overall absence was (6.40%) was above the national average for schools with a similar level of deprivation (4.73%). Overall absence was high (in the highest 10% for the latest three years for all pupils. There were no permanent exclusions in 2016/2017. However, there was 1 in 2015/16 and 1 in 2014/15. The national average in each of these years was zero. In 2016/17, there were no fixed term exclusions. The national average rates for schools with a similar level of deprivation was 0.99%. in 2016/17, there were no repeat exclusions. The national rate for schools with a similar level of deprivation was 0.45%. (No amendments to data due to lockdown)

Progress against previous inspection	
Area to improve	Progress
<p>Continue to strengthen the quality of teaching in order to further improve pupils' achievement in reading, writing and mathematics by:</p> <ul style="list-style-type: none"> refining the teaching of Phonics so that all pupils can use their Phonics skills well to read fluently providing more opportunities for pupils to deepen their understanding and use of mathematical skills, solve problems and explain their reasoning making sure pupils' presentation is always of the highest standard and that grammar, punctuation and spelling are used with greater accuracy in pupils' writing <p>Further reduce the number of pupils who are regularly absent from school.</p>	<ul style="list-style-type: none"> Despite variability in the Phonic Screening outcomes (83% 2017, 62% 2018, 72% 2019), reading attainment at the end of Key Stage 1 has improved (67% (2017), 71% (2018), 70% (2019) and the upward trajectory indicates that we are moving closer towards the national average. Of the 9 pupils who retook their Phonics in 2019, following focused intervention during Year 2, 6 pupils (67%) met the required standard. The 3 pupils who did not achieve the required standard have significant special educational needs. Reading continues to strengthen throughout Key Stage 2 so that by year 6, reading outcomes are above the national standard in 2018 and 2019. Internal monitoring demonstrates that pupils are being provided with more opportunities to deepen their mathematical understanding and explain their reasoning. This is also reflected in the upward trend for statutory outcomes at the end of all key stages including EYFS. Internal monitoring and book scrutiny by external moderators and consortium moderators demonstrates that pupils' presentation is of a high standard overall. Presentation has been supported by the school's presentation grading system and Marking Policy. This has been further enhanced by the focus on pupils' personal development, particularly their resilience and pride in their work. Application of GPVS skills is evidenced by the upward trajectory of pupils achieving the expected standard in writing by the end of key stage 1 and key stage 2. The attendance percentage which was 92.9% in 2016/17 has increased to 94.4% for 2018/19. For 2019/20 it is currently at 94.4%. Whole school attendance has increased by 1.1% when compared to the previous year. The most significant change is in the persistent absence group which has seen a decrease of 2%. When attendance is calculated without the persistent absence group, it is 96.8%, an increase of 1.7%. The Gypsy/Roma/Traveller (GRT) group is at 78.67%, an increase of 15.7% on the same period last year. <p>(No amendments to data due to lockdown)</p>
<p>School improvement priorities</p>	<ul style="list-style-type: none"> Quality of education- further develop the curriculum to meet the needs of the children, ensuring that skills are progressive for all non-core subjects and R.E across year groups (Key Stage 1 and Key Stage 2) and that assessments are refined. Improve the quality of teaching of basic skills and raise expectations, especially in Key Stage 1 of spelling, phonics and early times tables and in Key Stage 2 of spellings and times tables. Behaviour and attitudes- continue to improve attendance and reduce rates of persistent absenteeism. Improve punctuality for identified families. Personal development- continue to strengthen children's confidence, resilience and knowledge so that they can keep themselves mentally and physically healthy by building on the work from previous years and support the mental health needs of identified pupils. Leadership and management- developing the role of the middle leaders so that they are equipped to drive the identified aspects of curriculum provision. Ensure that specific governor training is undertaken by less experienced governors so that they have a clear understanding of their strategic responsibilities. Quality of education in Early Years- consolidate and deepen children's knowledge, skills and understanding of phonics, early spelling skills, early reading, writing including communication and language development so that they develop appropriately and are ready for the next stage of their learning and well prepared for their transition into year1.

Quality of education		GOOD
Strengths	<p>Intent:</p> <p>Rich and stimulating learning experiences, inside and outside of school are provided which equip all groups of children, regardless of their background, with opportunities to develop their knowledge, skills and understanding and enable them to access a broad, balanced and memorable curriculum in all subject areas. Our curriculum is ambitious for all groups of children and is coherently planned and sequenced and adapted as required for the needs of particular children.</p>	
	<p>Implementation:</p> <p>1. Quality of teaching and learning</p> <ul style="list-style-type: none"> • Teacher's subject knowledge is robust. • Curriculum design allows knowledge, skills and understanding to be acquired and revisited in a spiral fashion • Teachers and other staff model Standard English in all lessons • Teachers model key concepts by demonstration and the use of subject specific vocabulary • Teachers probe learning and deepen understanding through their use of questioning. • Resources, which include carefully chosen text types, ICT and inspirational places to visit, support cross-curricular learning • Deployment of additional staff is flexible, focused on needs of the pupils and is adaptable. <p>2. Assessment</p> <ul style="list-style-type: none"> • Formative assessment is strong in most subjects and is used daily and consistently to inform next steps. • Termly summative assessment in English and mathematics is used to identify trends and differences for groups. • All assessment is accurate in English and mathematics (moderation evidence). • Skills acquired in English and mathematics are transferred into other subjects. • Marking and regular daily verbal feedback are effective and used well to bring about improvements in work and progress, day to day and over time. <p>3. Pupils with SEN and/or disabilities</p> <ul style="list-style-type: none"> • Differentiation enables children to access the full curriculum by adapting resources, support and appropriate modelling and questioning <p>Appropriate strategies are used such as pre-teach, over-learn, re-learn with all pupils but especially those with SEND.</p>	
	<p>Impact. No IDSR produced for 2020.</p>	

Key Stage 1: Percentage of pupils achieving

		School			Consortium			Warwickshire			National		
		2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Total Eligible Pupils		30	31	30	987	1003	947	6333	6677	6626	-	-	-
Expected Standard and above	Reading	67%	71%	70%	72%	78%	76%	77%	77%	77%	76%	75%	75%
	Writing	47%	55%	63%	63%	71%	70%	70%	71%	71%	68%	70%	69%
	Maths	63%	65%	67%	72%	78%	77%	76%	77%	77%	75%	76%	76%
	Science	67%	71%	73%	85%	85%	84%	84%	85%	84%	83%	83%	82%
	RWM	47%	52%	57%	57%	67%	66%	66%	67%	67%	-	-	-
Working at Greater Depth	Reading	30%	23%	23%	24%	29%	28%	28%	29%	29%	25%	26%	25%
	Writing	17%	10%	10%	12%	13%	15%	17%	18%	17%	16%	16%	15%
	Maths	23%	16%	10%	19%	25%	25%	24%	25%	25%	21%	22%	22%
	RWM	17%	10%	7%	9%	11%	13%	13%	14%	14%	-	-	-

Key Stage 2: Percentage of pupils achieving

		School			Consortium			Warwickshire			National		
		2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Total Eligible Pupils		25	41	28	800	888	876	5886	6061	6409	594346	615003	643512
Expected Standard and above	Reading	56%	78%	75%	70%	74%	73%	73%	78%	74%	72%	76%	73%
	Writing	76%	85%	89%	80%	81%	83%	78%	80%	80%	77%	79%	78%
	Maths	80%	73%	82%	78%	78%	80%	74%	77%	78%	75%	76%	79%
	Science	72%	83%	89%	86%	86%	86%	83%	85%	85%	82%	83%	83%
	GPS	72%	76%	86%	80%	79%	81%	77%	79%	78%	78%	78%	78%
	RWM	56%	71%	71%	61%	65%	66%	62%	67%	65%	62%	65%	65%
Working at Greater Depth / High Standard	Reading	20%	20%	32%	24%	25%	25%	28%	32%	29%	25%	28%	27%
	Writing	28%	24%	14%	19%	21%	22%	20%	22%	22%	18%	20%	20%
	Maths	16%	22%	25%	21%	19%	26%	23%	24%	27%	23%	24%	27%
	GPS	36%	32%	50%	33%	35%	38%	32%	36%	36%	31%	35%	36%
	RWM	4%	7%	7%	9%	8%	11%	10%	11%	11%	9%	10%	11%
Progress	Reading	1.32	2.39	0.88	-1.28	-1.06	-0.49	-0.60	-0.30	-0.07	0.00	0.00	0.00
	Writing	5.38	4.39	1.30	-0.19	-0.28	0.56	-0.50	-0.50	0.01	0.00	0.00	0.00
	Maths	2.73	1.93	0.78	-0.61	-0.88	-0.35	-1.10	-0.80	-0.45	0.00	0.00	0.00
Average Scaled Scores	Reading	102	105	104	104	104	104	105	106	105	104	105	104
	Maths	103	104	105	104	104	105	104	104	105	104	104	105
	GPS	104	106	109	106	106	107	106	107	106	106	106	106

Key Stage 2: Disadvantaged - Percentage of pupils achieving (2019 only)

	School			Consortium			Warwickshire			National (2018)			
	Disadvantaged	Non-disadvantaged	Gap ⁸	Disadvantaged	Non-disadvantaged	Gap ⁸	Disadvantaged	Non-disadvantaged	Gap ⁸	Disadvantaged	Non-disadvantaged	Gap ⁸	
Total Eligible Pupils	11	17	-	233	643	-	1459	4950	-	189996	425007	-	
Expected Standard and above	Reading	73%	76%	-6%	66%	76%	-12%	60%	78%	-19%	65%	81%	-
	Writing	82%	94%	-2%	75%	85%	-9%	66%	84%	-17%	68%	84%	-
	Maths	82%	82%	-1%	70%	83%	-13%	62%	83%	-21%	64%	81%	-
	Science	82%	94%	-6%	80%	88%	-8%	72%	88%	-17%	-	-	-
	GPS	82%	88%	-1%	72%	84%	-10%	63%	83%	-20%	67%	83%	-
	RWM	73%	71%	2%	55%	70%	-15%	47%	71%	-24%	51%	71%	-
Working at Greater Depth / High Standard	Reading	18%	41%	-15%	18%	28%	-15%	16%	33%	-16%	-	-	-
	Writing	9%	18%	-17%	12%	26%	-14%	10%	26%	-15%	-	-	-
	Maths	27%	24%	-4%	15%	30%	-16%	11%	31%	-20%	-	-	-
	GPS	45%	53%	4%	27%	42%	-14%	19%	41%	-22%	-	-	-
	RWM	0%	12%	-14%	5%	14%	-9%	3%	14%	-10%	-	-	-
Progress	Reading	-1.62	2.55	-1.89	-1.32	-0.18	-1.59	-1.22	0.27	-1.49	-0.60	0.30	-
	Writing	-0.67	2.61	-0.96	-0.28	0.86	-0.58	-0.93	0.29	-1.23	-0.40	0.20	-
	Maths	0.41	1.03	0.40	-1.34	0.01	-1.35	-1.98	0.01	-1.98	-0.60	0.30	-

Areas for development	<p>1. Quality of education- further develop the curriculum to meet the needs of the children, ensuring that it is applied with consistency, provides continuity and that skills are progressive for all non-core subjects and R.E across year groups (Key Stage 1 and Key Stage 2) and assessments established and refined.</p> <p>2. Improve the quality of teaching of basic skills and raise expectations, especially in Key Stage 1 of spelling, phonics and early times tables and in Key Stage 2 of spellings and times tables.</p>								
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	Autumn Term Milestones Target 2	Spring Term Milestones	Summer Term Milestones
	<ul style="list-style-type: none"> Following training and the production of the spelling and phonics progression maps, staff have further secured their knowledge, skills and understanding associated with the teaching of spelling. This is evident in observations, pupil discussion and book trawls and learning outcomes. Consortium moderation verify teacher judgements. Following training, staff have further secured their knowledge, skills and understanding associated with the teaching of phonics. This will be evident through observations, pupil discussion and listening to children read. Following training, staff have further secured their knowledge, skills and understanding associated with the teaching of times tables appropriate to their year groups. This is evident in observations, pupil discussion, book trawls and learning outcomes. 	<ul style="list-style-type: none"> Monitoring outcomes conclude that teaching of spelling is enabling children to develop the spelling skills, apply them and are on track to achieve their end of year writing targets. Consortium moderation verify teacher judgements. Monitoring outcomes conclude that teaching of phonics has enabled children to develop reading skills, have met their Spring term targets and are on track to achieve their end of year phonics and reading targets. Monitoring outcomes conclude that teaching of times tables has enabled children to develop times table fluency in recall and application, have met their Spring term target and are on track to achieve their end of year mathematics targets. 	<ul style="list-style-type: none"> The majority of children can accurately spell key stage statutory words and apply spelling rules appropriate to their year group in their writing, compared with their baseline (July 2020). Refer to end of year data collection sheet. Consortium moderation verify teacher judgements. The majority of children can read age appropriate texts, make good progress and achieve their end of year phonic and reading targets, compared with their baseline, including the Year 2 retakes (July 2020). Refer to end of year data collection sheet. The majority of children can fluently recall times tables appropriate to their year group compared with their baseline (July 2020). Refer to end of year data collection sheet. <p>Due to lockdown, many children have missed over five months education and this must be borne in mind.</p>

BEHAVIOUR AND ATTITUDES - GOOD

Strengths

- A calm, orderly and controlled school environment within all areas of school and in all situations has been developed.
- A firm, fair and transparent Behaviour Management Policy is in place and consistently applied.
- Expectations are clear.
- All staff and pupils have high expectations.
- Children are aware that demonstrating a positive attitude to learning contributes to their success.
- Codes of behaviour and rewards are clear to adults, children and parents.
- Pupils have opportunities to discuss and have explained to them why certain behaviour is unacceptable and what the implications might be for themselves others.
- Variety of resources, programmes and strategies are used to promote and support the exploration of feelings and emotions and how these are linked to behaviours.

	<ul style="list-style-type: none"> • Self and peer behaviour regulation is actively promoted. • Unacceptable behaviour is always explained to the child and the reasons why it is so and a restorative conversation is undertaken. • Children appreciate the fair and transparent approach to behaviour management which is applied consistently. • Pupils are encouraged to take responsibility for their behaviour; this often means owning up and telling the truth which children are supported to do, even if they find it difficult. • A restorative conversation is part of the behaviour management strategy. • Curriculum provision (PSHE, SMSC and British Values based upon church school ethos e.g. forgiveness) helps to support good behaviour. • Adjustments are made to our approach in managing behaviour to meet the needs of particular pupils e.g. individual behaviour support plans. • Adults are positive role models. • All adults have positive, supportive and encouraging relationships with pupils. • Adults are sensitive and mindful of pupils' personal circumstances when managing their behaviour. • Care for children is demonstrated by all adults. • Good behaviour management maximises teaching and learning in this school. • Attendance and punctuality are on an upward trajectory. • Parents/carers and pupils are increasingly aware of the strong link between regular attendance, punctuality and successful learning. • Due to lockdown and the staggered approach to returning to school after a long absence together with the anxieties from parents about children returning to school and being absent due to possible Covid 19 will impact the outcomes of attendance and punctuality. 								
Areas for development	<ul style="list-style-type: none"> • Continue to increase the percentage of children who stay green and further reduce the percentage of yellow and red cards. • Continue to increase the percentage attendance of the whole school. • Continue to reduce persistent absence by targeting specific families. • Continue to increase the percentage of children arriving to school on time by targeting the small percentage of families. • Support parents to feel that school is a safe place for children (risk assessment and following national Covid 19 guidelines) and support parents to recognise and manage common childhood illnesses that do not prohibit attendance 								
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	Autumn Term Milestones Target 2 <ul style="list-style-type: none"> • Attendance 94% • Persistent absence 15% 	Spring Term Milestones Target 2 <ul style="list-style-type: none"> • 95% • 14.7% 	Summer Term Milestones Target 2 <ul style="list-style-type: none"> • 96% • 14.5% <p>Due to lockdown, many children have missed over five months education and this must be borne in mind.</p>
	Autumn Term Milestones Target 3 <ul style="list-style-type: none"> • Punctuality 10% 	Spring Term Milestones Target 3 <ul style="list-style-type: none"> • Punctuality 5% 	Summer Term Milestones Target 3 <ul style="list-style-type: none"> • Punctuality 0% <p>Due to lockdown, many children have missed over five months education and this must be borne in mind.</p>

PERSONAL DEVELOPMENT – GOOD

<p>Strengths</p>	<p>The Christian aims of the school based on principles of love, tolerance, respect and forgiveness, together with the principles of British Values, are reflected in and threaded through the curriculum and the whole life of the school.</p> <p>The provision for personal development, has developed to embrace and respond to their unique and individual needs, which cannot be considered in isolation, enabling them to thrive, flourish and learn, so that they develop confidence for each child to achieve as well as can in all areas of their development. Opportunities are provided for pupils foster and cultivate aspects of their personal development helping them to discover and recognise their strengths as well as to acknowledge areas where they might need additional support including aspects of their mental and emotional health and well-being. Children are taught to recognise and are encouraged to make healthy life style choices in what they eat and in keeping themselves physically fit. The school provides high quality pastoral support for all children. All staff care for the children.</p> <p>A comprehensive range of resources, programmes and support are deployed:</p> <ul style="list-style-type: none"> • Families, Friends and Relationships, Protective Behaviours (Keeping Safe) • Coram SCARF programme, • R-Time • Peace Makers, Peer Mediator training, Sycamore counselling, parent support advisor, nurture, support new arrivals' induction strong links with outside agencies • Good to Be Green behaviour policy • School council, E-cadets, Eco- team, house teams, house captains, prefects and head boy and head girl, Singing Playground leaders, gardening club, Peer Mediators • bespoke personal development programmes including one-to-one or group work, responding to recommendations from Early Help, CIN and other professionals • Young Money, transition programmes • Learning for Peace – activities to develop SMSC. • ICON Champions and ICON Ambassadors
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Areas for development	<ul style="list-style-type: none"> Personal development- continue to develop children’s confidence, resilience and knowledge so that they can keep themselves mentally healthy and building on work from previous years, support the mental health needs of pupils in all year groups. 		
Progress to date:	<p>Autumn Term Milestones Target 1</p> <ul style="list-style-type: none"> SDQs or Boxall Profiles completed by the end of the autumn term for all year groups by the class teacher and Pastoral manager. Target percentages are set for a reduction in SDQ score and increase in Boxall score. Pastoral manager and class teachers analyse the SDQs and Boxall Profiles, discuss and analyse results with PSHE Leader and identify the next steps of support. During conversations with above staff pupils in all year groups talk confidently about their learning and how their programme of work/activities are helping them. They can give examples knowledgeably using subject specific language. The outcome of lesson observations undertaken in each bubble demonstrate that teachers have a good understanding of pupils PSHE needs and plans reflect and teaching reflect this. Pupils are able to say how the lessons has helped them to develop an aspect of their personal development. Governor monitoring provides evidence that children are able to talk about the focus of their learning and how it has helped them.(large portfolios, children’s workbooks, photographs etc and focus on the autumn theme) 	<p>Spring Term Milestones Target 1</p> <ul style="list-style-type: none"> Aspects of PSHE development identified as target areas in previous term. All year groups on track to achieve Boxall and SDQ scores. During conversations with above staff, pupils in all years talk confidently about their learning and how their programme of work/activities is helping them. They can give examples knowledgeably using subject specific vocabulary about their personal development and their emotions. <p>Due to lockdown, many children have missed over five months education and this must be borne in mind.</p>	<p>Summer Term Milestones</p> <ul style="list-style-type: none"> SDQs and Boxall Profiles completed by the end of the Summer Term for all year groups by the class teacher and Pastoral Manager. The majority of pupils have made progress in their personal development. The evidence is demonstrated in the reduction in their SDQ scores and increase in their Boxall scores compared to the September score. At least 80% achieve their targets in all year groups These outcomes are shared with their next class teacher as part of their transition programme into their next class. During conversations with PSHE Subject Leader, all pupils talk enthusiastically about their learning in their targeted programme and can give examples confidently and knowledgeably using subject specific language. All year groups can talk with subject leader about their programmes, and say whether they feel more confident, feel better about themselves recognise what they are good at compared to the beginning of the year. Pupils’ comments about themselves (made in September) are re-visited to see if their opinion about themselves is the same.

Strengths

The school continues to improve well under the high quality, very capable leadership of the visionary head teacher and senior leaders.

Leadership and management are focussed on developing the role of middle leaders in driving the identified aspects of curriculum provision. They will ensure that specific governor training is undertaken by less experienced governors so that they have a clear understanding of their strategic responsibilities.

The significant improvements to the quality of teaching and pupils' outcomes, in particular English and mathematics, have been driven by the exceptionally strong and determined leadership team.

Skilfully led, effective Early Years provision, which significantly includes high quality provision for children's personal development and welfare help children to do very well, from very low starting points, when they first start school.

Pupils behave well because that is what is expected of them at all times. A culture of high expectations successfully permeates all aspects of school life.

Leadership and management have invested in training skilling up a large safeguarding team (six designated safeguarding leaders) and have developed a culture of safeguarding ensuring that all adults act in the best interest of the children and 'notice'. A culture of vigilance permeates all aspects of school life so that pupils who need help are referred in a timely manner.

All health and safety checks are undertaken and relevant training is provided.

All statutory policies are in place.

Pupils are well prepared for living in modern Britain through the many activities that form part of a rich and diverse curriculum. The effective promotion of pupils' spiritual, moral, social and cultural education by the school has a very positive impact on their personal development and well-being.

The middle leadership time has been used wisely and enabled middle leaders to drive forward the development of their curriculum area (PSHE, RE, history, geography, science, SMSC). The increased leadership skills of the more experienced and established middle leaders are supporting those who lead less well developed subjects and who are new to the middle leadership role.

Exceptionally well led and effective SEND provision by the recently accredited SENCo has empowered teachers to meet the needs of children with SEND in their class, through channels of communication with a wide range of professionals, parents and carers, supportive and relevant CPD, tracking systems and an overall proactive approach to managing this area in an open, productive and highly organised manner.

The supportive governing body ensures that the school fulfils its statutory duties. They ensure clarity of vision, ethos and strategic direction by holding leaders to account for the educational performance of the school and its pupils, and the performance management of staff.

They oversee the financial performance of the school and ensure that money is well spent, including the Pupil Premium and Sports Funding.

Regular governor monitoring visits and activities across the curriculum, including EYFS enables them to see first-hand the impact of leadership and management across the school.

Leaders, and all staff, successfully engage parents, carers and their community thoughtfully and positively in a way that supports pupils' education.

Leaders take into account the workload and well-being of their staff .e.g. alternate planning and staff meetings, provision of work space for staff and reduction in the number of 'data drops' requested.

Opportunities have been taken and developed to strengthen the quality of the workforce through internal professional development and recruitment.

Leaders are ambitious for all pupils, including those who are most vulnerable and hard to reach.

Areas for development	<ul style="list-style-type: none"> • Governors ensure the strategic direction of the school is reflected in the school aims and mission statement. • Senior leaders hold middle leaders to account in their drive to develop the curriculum so that all subjects are planned for, taught and assessed. 		
Progress to date	Autumn Term Milestones Target 1 <ul style="list-style-type: none"> • Governor monitoring of the curriculum is continued (science and reading focus) • PSHE focused lesson observations are undertaken by the PSHE leader and the head, and confirm that PSHE is sequentially planned and taught and knowledge, skills and understanding builds on prior learning, with an emphasis on subject specific vocabulary being used 	Spring Term Milestones Target 1 <ul style="list-style-type: none"> • Governor monitoring of the curriculum is continued (RE) • School aims and mission statement are reviewed • Parent views are sought on school aims and mission • RE focused lesson observations are undertaken by the RE leader and the head, and confirm that RE is sequentially planned and taught and knowledge, skills and understanding builds on prior learning, with an emphasis on subject specific vocabulary being used 	Summer Term Milestones <ul style="list-style-type: none"> • Governor monitoring of the curriculum is continued (mathematics) • Reviewed school aims and mission statement are shared with children and parents • Mathematics focused lesson observations are undertaken by the mathematics leader and the head, and confirm that mathematics is sequentially planned and taught and knowledge, skills and understanding builds on prior learning, with an emphasis on subject specific vocabulary being used <p>Due to lockdown, many children have missed over five months education and this must be borne in mind.</p>

	Autumn Term Milestones Target 2	Spring Term Milestones	Summer Term Milestones
	<ul style="list-style-type: none"> • Middle leaders have shared their monitoring aims and tasks with members of the SLT • As a result of monitoring, middle leaders are able to identify their next steps for subject development and shared with SLT 	<ul style="list-style-type: none"> • Middle leaders follow up on actions and share the outcomes with SLT • Impacts of middle leaders follow up actions is reflected in pupils workbooks and conversations with SLT 	<ul style="list-style-type: none"> • Middle leaders follow up on actions and share the outcomes with SLT • Impacts of middle leaders follow up actions is reflected in pupils workbooks and conversations with SLT. Art and DT leader new to role and supported by senior leader (FC) <p>Due to lockdown, many children have missed over five months education and this must be borne in mind.</p>

QUALITY OF EDUCATION IN EARLY YEARS – GOOD

Strengths	<p>Intent</p> <p>An adventurous curriculum that motivates children based on the EYFS curriculum designed to give all pupils, particularly the disadvantaged, SEND and 'Rising 3s', the knowledge, skills and understanding, and an enthusiastic curiosity for the world in addition to the essential building blocks which they need to develop and establish, in preparation for the next stage of their learning.</p> <p>Implementation:</p> <p>Quality of teaching and learning</p> <ul style="list-style-type: none"> • Teachers' and Early Years support staffs' subject knowledge of the EYFS curriculum, assessment practice and crucially, how young children learn, is secure / robust and as such enables activities to be skilfully planned which provide children with a range of opportunities to apply their new learning in a variety of different contexts. • The teaching of synthetic phonics underpins every aspect of early reading and writing and is embedded throughout the exciting and creative curriculum. It is arranged in such a way that it is re-visited regularly, giving pupils opportunities to apply their phonic skills thus embedding their learning. . Pupils are given opportunities to hear and read text that is linked to the sounds that they are learning, and are supported to apply it within their independent learning experiences. In addition, parents/carers are kept well-informed about how to support their child's reading and phonic development at home. • The sharing of stories, rhymes, songs and poems underpins the everyday curriculum. • Provision provides opportunities for children to constantly practise, refine and apply their mathematical skills in a broad range of exciting contexts. • Curriculum design allows knowledge, skills and understanding to be acquired and revisited in a spiral fashion • Teachers and other staff model Standard English in all lessons
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- Teachers model subject specific vocabulary and communicate well to check children's understanding.
- Teachers probe learning and deepen understanding through their use of questioning, adapting their teaching as necessary.
- Resources and the environment are selected carefully to inspire and support learning whilst meeting the needs of all pupils.
- From very low starting points, the curriculum and care provided enable all children to make progress in their personal, social, health and emotional needs.

Assessment

From very low starting points children are assessed and a baseline is established from which pupils' progress is measured

- Formative assessment (across all areas of learning) is strong and is used daily and consistently to inform next steps of learning.
- Termly summative assessment in PSED, Communication, Language and Literacy, Reading, Writing, Numbers and Shape is used to identify trends and differences within and between groups.
- All assessment is accurate in PSED, Communication, Language and Literacy, Reading, Writing, Numbers and Shape and Mathematics (moderation evidence).
- Skills acquired in PSED, Communication, Language and Literacy, Reading, Writing, Numbers and Shape are transferred into other subjects.
- Verbal feedback and marking (in reception) are effective and used well to bring about progress.

Pupils with SEN and/or disabilities

- Differentiation enables children to access the imaginative and enticing EYFS curriculum by adapting resources, support and appropriate modelling and questioning.

Impact

No IDSR produced for 2020

EYFSP: Percentage of pupils awarded expected or exceeding grade

	School			Consortium			Warwickshire			National		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Total Eligible Pupils	29	30	30	949	947	935	6605	6525	6456	669919	652400	637410
Good Level of Development (GLD) ⁶	62%	67%	63%	69%	71%	67%	73%	72%	72%	71%	72%	72%

Prime Learning Goals	Communication and Language	79%	67%	77%	82%	81%	80%	83%	82%	82%	82%	82%	82%
	Listening and attention	86%	70%	80%	86%	85%	84%	86%	86%	86%	86%	86%	86%
	Understanding	83%	67%	80%	87%	85%	84%	86%	86%	86%	86%	86%	86%
	Speaking	90%	73%	80%	88%	87%	83%	86%	86%	86%	85%	86%	85%
	Physical Development	100%	73%	83%	88%	86%	85%	88%	87%	88%	87%	87%	87%
	Moving and handling	100%	77%	83%	90%	89%	88%	89%	89%	89%	90%	90%	89%
	Health and self-care	100%	73%	83%	93%	92%	89%	92%	91%	92%	91%	91%	91%
	Personal, Social and Emotional Development	86%	70%	70%	86%	85%	82%	86%	85%	85%	85%	85%	85%
	Self-confidence and self-awareness	86%	73%	77%	92%	89%	88%	90%	89%	89%	89%	89%	88%
	Managing feelings and behaviour	86%	70%	70%	89%	88%	84%	89%	88%	87%	88%	88%	87%
	Making relationships	90%	70%	80%	91%	91%	86%	91%	90%	90%	90%	90%	89%

Specific Learning Goals	Literacy	62%	67%	63%	71%	73%	70%	75%	74%	74%	73%	73%	73%
	Reading	62%	67%	63%	76%	78%	74%	79%	79%	78%	77%	77%	77%
	Writing	62%	67%	63%	71%	74%	71%	75%	75%	74%	73%	74%	74%
	Mathematics	66%	67%	70%	76%	79%	77%	79%	79%	80%	78%	78%	78%
	Numbers	66%	73%	70%	77%	80%	78%	81%	81%	81%	79%	80%	80%
	Shape, space and measures	69%	67%	70%	81%	83%	79%	83%	83%	83%	82%	82%	82%
	Understanding the World	72%	67%	83%	82%	82%	82%	84%	84%	85%	84%	84%	84%
	People and communities	86%	70%	83%	85%	85%	84%	87%	86%	87%	86%	86%	86%
	The world	72%	67%	83%	84%	85%	84%	86%	86%	87%	86%	86%	85%
	Technology	86%	67%	83%	92%	91%	91%	93%	92%	93%	93%	93%	93%
	Expressive Arts and Design	93%	73%	83%	87%	87%	87%	87%	87%	88%	87%	87%	87%
	Exploring media and materials	100%	73%	83%	89%	89%	87%	89%	88%	90%	89%	89%	89%
	Being imaginative	93%	73%	83%	89%	89%	88%	89%	88%	90%	88%	89%	89%

Average Total Assessment Score	31.8	29.2	30.6	33.9	33.9	33.8	34.3	34.2	34.2	34.5	34.6	34.6
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All Pupils	2016			2017			2018			2019		
	School	NA	G A P	School	NA	G A P	School	NA	G A P	School	NA	G A P
Overall GLD	59	69		62	71		67 (69)	72		63		
Communication and Language												
Listening and Attention	69	86	-17	86	86	0	70	86	-16	80		
Understanding	69	86	-17	83	86	-3	67	86	-19	80		
Speaking	69	85	-16	90	85	+5	73	86	-13	80		
Reading	66	77	-11	62	77	-15	67	77	-10	63		
Writing	59	73	-14	62	73	-11	67	74	-7	63		
Mathematics												
Numbers	59	79	-20	66	79	-13	70	80	-10	70		
Shape, space and measures	62	82	-20	69	82	-13	67	82	-15	70		
Personal, Social and Emotional												
Self-confidence and awareness	76	89	-13	86	89	-3	73	89	-16	77		
Managing feelings and behaviour	70	88	-18	86	88	-2	70	88	-18	70		
Making relationships	79	90	-11	90	87	-3	70	90	-20	80		
Understanding the world												
People and communities	69	86	-17	86	86	0	70	86	-16	83		
The world	66	86	-20	72	86	-14	67	86	-19	83		
Technology	76	92	-16	86	93	-7	67	93	-26	83		
Expressive arts and design												
Exploring media and materials	90	89	+1	100	89	+11	73	89	-16	83		
Being imaginative	79	88	-9	97	88	+9	73	89	-16	83		
Physical development												
Moving and handling	79	90	-11	100	90	+10	77	89	-12	83		
Health and self-care	90	92	-2	100	91	+9	73	91	-18	83		

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Disadvantaged (compare to ALL pupils)	2016		2017		2018		2019		
	School	NA	School	NA	School	NA	School	NA	
Overall GLD	50	72	40	57	33	74	50		
Communication and Language									
Listening and Attention	60	88	80	78	+2	50	88	-38	83
Understanding	60	87	60	78	-18	33	87	-54	75
Speaking	70	87	80	77	+3	50	87	-37	75
Reading	60	80	40	63	-23	33	79	-46	50
Writing	50	75	40	59	-19	33	76	-43	50
Mathematics									
Numbers	50	81	40	67	-27	50	82	-32	58
Shapes, space and measures	50	84	40	70	-30	33	84	-51	58
Personal, Social and Emotional									
Self-confidence and awareness	70	90	90			50	90	-40	67
Managing feelings and behaviour	70	89	90	80	+10	50	89	-39	67
Making relationships	70	91	100	83	+17	50	91	-41	83
Understanding the world									
People and communities	60	87	90	77	+13	50	87	-37	83
The world	60	87	50	77	-27	33	87	-54	83
Technology	70	93	70	88	-18	33	94	-61	83
Expressive arts and design									
Exploring media and materials	80	90	100	81	+19	50	90	-40	83
Being imaginative	80	90	100	81	+19	50	90	-40	83
Physical development									
Moving and handling	70	91	100	83	+17	67	91	-24	83

Areas for development	<ul style="list-style-type: none"> Quality of education in Early Years- consolidate and deepen children's knowledge and skills of phonics and early spelling skills, early reading and writing, including communication and language development so that they are ready for the next stage of their learning in year 1. 		
Progress to date	<p>Autumn Term Milestones Target 1</p> <ul style="list-style-type: none"> Following training, staff have further secured their knowledge, skills and understanding associated with the teaching of spelling. This will be evident through observations, pupil discussion and book trawls. Nursery children are baselined for their understanding of age appropriate language. Assessments are undertaken providing a baseline and targets are set for each child in communication and language development. Consortium moderation verify teacher judgements. Following training, staff have further secured their knowledge, skills and understanding associated with the teaching of phonics. This will be evident through observations, pupil discussion and listening to children read. Following training, staff have further secured their knowledge, skills and understanding associated with the teaching of early reading skills appropriate to their year groups. This will be evident through observations, pupil discussion and book trawls. Assessments are undertaken providing a baseline for all children in reading and targets are set. 	<p>Spring Term Milestones Target 1</p> <ul style="list-style-type: none"> Monitoring outcomes conclude that teaching of spelling is enabling children to develop spelling skills and are on track to contribute to their end of year writing targets All baselines are updated and good progress is evident. Assessments are updated in all areas. Consortium moderation verify teacher judgements. Monitoring outcomes conclude that teaching of phonics is enabling children to develop reading skills and are on track to achieve their end of year phonics (phase 4) and reading targets Monitoring outcomes conclude that teaching of early reading skills is enabling children to develop reading fluency and are on track to achieve their end of year reading targets 	<p>Summer Term Milestones</p> <ul style="list-style-type: none"> The majority of children can accurately spell reception statutory words and apply spelling rules appropriate to their year group in their writing, compared with their baseline (July 2019). See attainment target data collection sheet for the end of the year. All baselines are updated in preparation for transfer to next year group/ key stage. Consortium moderation verify teacher judgements. The majority of children can read age appropriate texts and achieve their end of year phonic and reading targets. Baselines are completed ready for Year 1. (July 2020). See attainment target data collection sheet for the end of the year. The majority of children can fluently read age appropriate texts to their year group compared with their baseline (July 2019). See attainment target data collection sheet for the end of the year. <p>Due to lockdown, many children have missed over five months education and this must be borne in mind.</p>