

Short Self-Evaluation Summary Form



St Catherine's C of E School is part of An Daras Academy Trust. Our school is a one form entry primary school in a town setting. The school is popular and has a good reputation with the local community. Children enter the school from a range of nursery settings, including many from our pre-school provision. Pupils' attainment on entry to the school is slightly below age-related on average.

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Overall effectiveness		✓		

The school had an inspection in April 2019 and was judged Good.

Continued good improvement since last inspection can be clearly demonstrated through assurance evidence:

- Leaders have worked effectively to tackle identified weaknesses in teaching, learning and assessment. For example a fall in the progress and attainment in maths across the school over the last two years and a fall in reading progress and attainment due to the school closures of the last two academic years.
- Leaders used the moderation/peer review process available through the Academy Trust to ensure benchmarking of pupil achievement is accurate – particularly within core subjects. This has refined evaluation of gap analysis and understanding of standards required across the school.
- Quality of the maths teaching/learning has been improved through considered use of White Rose planning (addition of Premium Resources to enhance fluency pace and daily reasoning opportunities); training on the use of maths equipment for the children; the incorporation of the RTP planning to ensure gaps are addressed alongside challenging with new learning; extra curriculum time in afternoons to address gaps; use of iPads to promote speed and fluency in times tables through Rockstars in all Junior classes / Y2; after school tables club for Y4 children, additional maths classes after school for yr5 and 6 and the use of a learning tutor for specific targeted pupil groups.
- Comprehensive training programme in maths delivered over the last two/three years, both through the Trust and within the school, for all teaching staff, has been a focussed strategy to improve quality of provision and therefore, in time, should lead to improvements in progress and attainment. The covid pandemic has interrupted the delivery of this strategy and therefore set back the expected improvements that were expected.
- Absence is carefully monitored and a series graded, pro-active responses are in place to address concerns. Whole school absence is less than 4%. Since returning to school in the Spring Term overall attendance has been hugely positive 97% (1.7.21).
- PPG and SEND category absence is reviewed on a regular basis – As at July 21 PPG attendance in-year was 95% and SEND attendance at 95%.
- Feedback to pupils is now more direct and effective as evidenced by internal monitoring – pupil conferencing, lesson observations, learning walks and book scrutiny and externally through a VL whole school progress review, TIO book moderations. This has been delivered through the trust focus on 'Visible Learning' strategies/training, the use of effective curriculum resources (i.e Read Write Inc) and improved in-class daily strategies. The school's VL coach/AHoS has carried out an led teachers' impact cycles focussed on meta-cognition strategies linked to Trust improvement priorities.
- Teachers have focussed on providing effective curriculum challenge so more pupils are achieving expected outcomes – the impact on increasing GDS outcomes has been effected by the Covid-19 Lockdowns.
- Progression in presentation are attained through English non-negotiables – cursive joined handwriting, DUMTUMS, headings and learning intentions. Teachers clearly show the elicitation and end-write to enable clear tracking of pupil progress by the subject leader.
- This year's data indicates an effectiveness in closing gaps caused by lockdowns and highlights where additional time and support is needed in KS1: EYFS GLD: 66% Yr1 phonics: 72% Yr2 Phonics: 90% R: 63% W: 57% M: 63% Yr4 MTC: 61% Yr6 R: 73% W: 70% M: 70%

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Leadership and management		✓		

- Trustees, local governors and school leaders have been effective in improving the quality of teaching and learning across the school because pupil achievement / progress has improved considerably from the Requires Improving of 2014 to the Good award in 2019.
- Leaders maintained a clear focus on providing a good standard of remote education – through a flexible blended learning approach – throughout the pandemic period 2020-21. This can be evidenced by weekly TIO reports, Director and governor feedback and parental questionnaires and feedback.
- Since joining the school, the Executive Head teacher has led a dedicated, committed team successfully by increasing distributed leadership opportunities (Head of School, Assistant Head, English Lead, EYFS Lead) and by drawing on advice and support of the Trust to help drive improvements in key areas of curriculum, learning and assessment practice.

- Development of staff through accredited CPD – HoS CofEPQH Assistant Head -NPQML English lead NPQML EYFS lead NPQML+Apprenticeship - shows commitment to developing a highly skilled, competent management group with clear pathways to future school leadership opportunities.
- The school has been proactive in national initiatives – being part of the group to trial Early Adopters of new EYFS framework and National Baseline with the EYFS Lead being highly involved in creating planning and skill documents to be used across the Trust.
- Stronger links have been created between Nursery and Reception, with Reception Teacher taking on a leadership role to support and help develop the Nursery curriculum in meeting new requirements of EYFS provision. The EYFS Lead has implemented a clear programme of support, training and monitoring to ensure high quality early education and consistency across the EYFS.
- Leaders orchestrate an effective performance management process which informs relevant learning pathways for pupils and promotes a purposeful distributed responsibility approach. Within this process Leaders clearly identify opportunities for future leaders, training needs and succession.
- Long term commitment to high quality CPD opportunities has helped ensure all leaders and staff have opportunities to develop and make positive contributions to the success of the school (recent CPD for example has focussed on reading through Accelerated Reader and RWI training linked to the post-lockdown dip in reading).
- Leaders have demonstrated the ability to positively respond to external feedback both long term and short term as evidenced by identifiable improvements following inspections / consultations and by quickly developing learning/assessment practice in response to trust led monitoring (short term). For example, following TIO moderation work with the English lead identifying areas of weakness, training with staff led to quick noticeable improvements in practice observed during follow-up moderations and monitoring.
- Leaders are committed to ensuring well-being and reducing teacher workload where this is possible; staff surveys over the last two years positively reflect this. There is a strong culture of care and support linked to the school's church ethos and through the practices and budget decisions made by leaders.
- The leaders have created a very strong culture of safeguarding, and the Trust and local governors are rigorous in ensuring statutory requirements are met by ensuring school policies, child protection and health and safety are well implemented.
- Leaders reflect on our bespoke 'capabilities' based curriculum to ensure quality of provision and relevance to the school community.
- Parents/carers speak positively of the school which is evidenced within regular school surveys. Strengths in Spring 2021 identified by parents were how happy their child is at school, how safe they feel, the school's values and ethos. Overall the vast majority of parents are happy with their choice of school – 96% of respondents agreed and 0% said no.
- Leaders have implemented a clear quality assurance monitoring schedule supported by Trust Officers, which is rigorous, evaluative, and supportive to staff.
- Pupils appreciate how leaders' work to foster pupils' spiritual, moral, social and cultural development is effective. This is evidenced through pupil conferencing, collective worship feedback and work from days such as 'Spirituality Day'.
- Leaders model expectations of behaviour/ decision making/ support for pupils as directed by church school vision. This is demonstrably effective with OFSTED/visitors/parents all attesting to the warm, supportive, respectful environment encountered within the school. Evidence from a pre-SIAMs monitoring visit by the Diocese clearly evidences this.
- Leaders provide tailored support for individual staff through PPA support, Trust expertise and Trust subject leaders programme.

Next steps:

- Leaders to continue to undertake a rigorous analysis of the gaps in learning, and then implement measures to quickly close the identified gaps – key risk cohorts identified.
- Further develop the role of subject leaders (both within the school and across the wider trust) and continue to build an effective culture of distributed leadership.
- Build on the good recovery schedule work completed in Summer Term 21 by maintaining rigorous focus on identified gaps in wider curriculum coverage caused by the fragmented learning experienced in 2020/21.

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Quality of education		✓		
<ul style="list-style-type: none"> The quality of teaching, learning and assessment is good with particular strengths in phonic teaching, reading and assessing for gaps and use of analysis to indicate swift implementation of effective planning and intervention. School has made effective use of Trust support and systems alongside own programme of improvement. Specific strengths and weaknesses in teaching and learning and how they are impacting on pupil achievement are accurately identified through school self-evaluation procedures. For example, following Lockdown specific focus on reading teaching led to rapid progress improvements in reading attainment across the school. Yr6 attained 73% in reading sum 21. Success in phonics provision despite the challenges created by school closures- Reception 66% GLD, Y1 phonic assessment 72%, Y2 phonics 90%. Focussed intervention has had positive impact on improved attainment across all classes – supporting the drive for the closure of gaps and achieving higher achievement. Successful remote/blended learning ensured pupils had access to daily learning throughout pandemic lockdowns 2020/21 with vulnerable children placed in Keyworker groups and those struggling with on line learning provided with paper packs and offered phone calls/zooms. All classes offered daily live lessons with their classes. Pupil progress is clearly visible within books and discussions with pupils and beginning to show in improved assessment results. 				

- Leaders have been developing an enhanced curriculum in-line with the school and trust vision that provides pupils with opportunities to gain good knowledge, understanding and skills in a wide range of subjects and extend their learning beyond the classroom through both trips and visits and out of classroom experiences. SLT continue to monitor effectiveness of this provision in order to continue to refine planning and enhance outcomes.
 - History lead/DT lead have produced S Plan planning documents for all classes based on progression of skills rather than activities. These have been successful in significantly improving the quality of teaching and curriculum coverage in history. The RE lead has provided sequences of learning as guidance for use with Understanding Christianity/other faith/themed units. The Creative lead has created similar plans to improve coverage and teaching of DT.
 - Intention to gradually create skills driven S Plans for science, geography and computing.
 - Leaders use the limited pupil premium funding in a focused manner, driven by identified needs in order to improve the outcomes for disadvantaged pupils. New tracking systems are being employed to identify pupils at risk of falling behind and to record and track pupil interventions to monitor impact.
 - Effective assessment/tracking model based on 4 fixed assessment points per year is in place to ensure that knowledge of pupil progress is accurate, and crucially, informs teaching/learning and provides concise information to parents within a timely manner.
 - Planning is increasingly effective in engaging pupils in their learning, and all eligible staff have scheduled PPA in accordance with statutory requirements.
 - Implemented maths mastery approach, White Rose, Ready to Progress plus local Maths Hub support continues to improve the teaching of reasoning.
 - Motivating learning environments which celebrate children's learning and promote Visible Learning principles/learning powers consistently established across the school.
 - Love of reading for pleasure is promoted within all Key Stages, via quality of resources, learning provision, whole school initiatives and the wider learning environment. Accelerated Reader system newly established in KS2 already having visibly positive impact on reading skills, particularly for the struggling readers. Reading books in EYFS/KS1 being renewed with phonically matched sets that work alongside the RWI programme.
 - School focus on Read, Write, Inc (phonics) has fully supported progress improvements in reading and spelling for younger pupils.
 - KS2 TA/HLTAs have shadowed experienced KS1 staff to gain better experience of teaching phonics that can then be applied as necessary in the KS2 classes.
 - Staff trained in phonological awareness and precision teaching have passed on skills to other TAs to ensure more groups can effectively engage with these intervention and widening the impact of limited resources.
- Next steps:**
- Continue to develop effective feedback through the use of 'Visible Learning' strategies, with the use of live marking to provide strong, quality feedback, and improve staff work-life balance.
 - Continue to focus on English as a priority area – further develop writing skills through CPD Babcock training.
 - Develop understanding and teaching/learning of meta-cognition skills in line with Trust expectations.
 - Continue to improve pupil 'capability' skills for all abilities through full embedding of the capabilities curriculum.
 - Develop S Plan provision for other curriculum areas based on skills progression.
 - Ensure provision, challenge and outcomes are consistent and with high expectations across the whole school. From identified, at risk cohorts, implement effective training, support, intervention and monitoring.

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Behaviour and attitudes		✓		
<ul style="list-style-type: none"> Pupils display positive attitudes towards learning along with the correct behaviours for successful learning. This has been evidenced internally through learning walks, pupil conferencing and lesson observations and externally through TIO visits and a pre-SIAMS visit by the Diocese education officer. Intent of the 'Capabilities Curriculum' is to embed positive attitudes and make pupils 'capability mature' (hence a focus on key capability clusters such as Managing Feelings, Relationships and Leadership) across all aspects of school life through a structured learning cycle. This links directly to our school ethos of wanting pupils to grow into adults who positively contribute to society. Pupils' behaviour is good, they feel safe at school and cases of bullying are very rare. Low level disruption is rare. Evidenced by the school behaviour logs and 'My Concern' recording, parent/pupil feedback, last OFSTED report and SIAMS pre-inspection audit. Consistent implementation of the behaviour policy provides a scaffold of support for individual pupils. The behaviour policy is clearly linked to the school's church ethos, linked bible story and related bible verses. All staff model positive behaviour and respectful relationships. Church School ethos of acceptance, respect and forgiveness is actively lived by the whole community every day with integrity and conviction. Again, this has been frequently commented on by external visitors/monitoring in the school. Pupils' take increasing pride in their work and their school, are friendly, courteous and respectful to each other, adults and visitors. Evidenced through daily observable behaviour/interaction and positive feedback from parents and visitors to the school. Further evidence of this is contained within our SIAMS SEF. Quality/resilience of the school's approach to inclusion has allowed pupils differing needs to be successfully accommodated. The progress and attainment of our SEN pupils is good and tracked carefully by the SENDCo who carries out termly monitoring of pupils' provision and progress. 				

- Attendance is broadly in line with national averages over the last 3 years. Any persistence absence is low and normally due to long term medical/emotional issues. Attendance has improved since our 2019 inspection and despite Lockdown now stands at 97%.
 - Temporary exclusions are very rare which evidences the success of the school's culture of positive behaviour. In 2019 there was 1 FTE, in 2020 there was 1 FTE. In 2021 there have been 0 FTEs.
 - Punctuality and preparedness for learning for the vast majority of pupils is good.
 - Safeguarding culture and operational arrangements are good. Fully meet statutory requirements and school practice/risk management ensures pupils' safety and welfare is always prioritised.
- Next steps:**
- Continue to strive for high attendance rates and punctuality for all pupil groups so they are better than national average
 - Fully embed the capabilities cycle into the school daily practice and use the evidence to improve learning provision.
 - Further develop the role of pupil voice by increasing the school Ethos Groups input into whole school decision making.

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Personal development		✓		

- Children's learning supports the cultural, social and personal wisdom capital required to become successful member of society and is promoted through an enriched curriculum offer and after school clubs. This is a key element of our school vision and promoted through the curriculum we provide along with tailored enrichment activities.
 - Pupils are well prepared for life in modern Britain, having a secure understanding of different world religions through a full RE curriculum provision along with a planned approach to learning about our own and others' heritages.
 - Equality of opportunity and diversity are encouraged throughout all aspects of school life. Explicitly taught within the curriculum offer (RE/PSHE/English), carefully planned Collective Worship and actively developed through wider opportunities.
 - Curriculum is providing pupils with as an understanding of the Cornish cultural heritage, including the Cornish language.
 - Opportunities for pupils to take on roles of responsibility have developed through pupil voice Ethos Groups and through wider workings with the local community (E.g. Town Youth Council).
 - Strong provision for children's physical, mental and emotional well-being is in operation across all Key Stages. TIS practitioners deliver whole class well-being activities every half-term from Reception to Y6. TIS practitioners spend time with identified vulnerable children. The school has invested in the services of San external therapeutic counsellor, to work with individuals identified as vulnerable and in need of extra support. We can see the benefit of this investment in the increased confidence of these children and the reduction in incidents of distress observed.
 - Statutory SRE curriculum in place and consulted on with parents. Despite Lockdown this was fully delivered in 2021.
 - Well-established outdoor education programme ensures pupils get regular opportunities to participate in learning which fosters self-esteem, personal growth and collaborative skills. Evidenced by the increasing independence and self-confidence demonstrated by pupils. Measurable improvements in pupils' physical health and activity levels have been recorded through the careful use of the Sports Premium and through activities planned alongside groups such as Sustrans (E.g. Scooter skills, walk to school, Bike-ability, Daily Mile).
- Next steps:**
- Continue to develop planning and delivery of the schools SMSC provision and integration within the 'Capabilities Curriculum' linked to school vision, ethos and whole school spirituality approach.
 - Complete internal review SRE curriculum in light of first full year of implementation and adjust learning provision based on review evidence and feedback from stakeholders.

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Effectiveness of EYFS		✓		

- Experienced EYFS practitioners provide high quality teaching and learning in the Nursery and Reception settings.
- Reception teacher has taken on the role of EYFS leader thus facilitating the sharing of curriculum intentions to ensure all children have the best possible chance to achieve ELGs and GLD. Improvements in the Nursery provision are ongoing as a direct result of this professional relationship.
- St Catherine's was part of the trial for the Early Adopters of new EYFS curriculum which has ensured we can engage fully and with confidence in 21/22. The EYFS Lead has worked alongside other Trust colleagues to produce planning and skills documentation to ensure a coherent, effective delivery of the EYFS curriculum across the Trust schools. This should have a positive impact on the percentage of children achieving GLD through the effective use of gaps analysis and intervention.
- Transition from Nursery to Reception is well planned between both settings and facilitates confidence and well-being in the children. A high percentage of the 2021/22 intake for Reception are from our own Nursery setting and the class has been over-subscribed indicating the confidence that parents locally have in St Catherine's provision.
- From variable starting points, pupils make secure progress from nursery to reception as a result of the curriculum, exciting learning activities and effective transition arrangements.
- EYFS units make very effective use of outdoor provision which impacts positively on GLD achievement.
- Each year most EYFS pupils achieve ELG in maths and literacy.
- EYFS curriculum, outdoor learning, trips and visits (in normal circumstances) provide opportunities to build resilience, cooperation, risk taking, problem solving skills and speaking and listening capabilities.
- Internal and external monitoring demonstrates EYFS pupils exhibit good learning behaviours, curiosity and engagement with a wide range of learning and continuous provision.

- Parental engagement at EYFS age is of high quality and fully supports pupil development through regular assessment and communication scheduling.

Next steps:

- Continue to build on transition from Nursery to Reception using the continuous provision model, develop further to support early phonic/ writing improvements.
- Continue to develop structured provision of phonic/writing/speaking and listening/language skills in nursery setting.
- Further develop the EYFS curriculum to enhance the progression of skills from Nursery to Reception.
- Continue to reduce language gap, particularly for PPG/vulnerable children.

School Improvement Plan so what.....	Summary Priorities from SEF for Sept 21
Leadership and Management	<ul style="list-style-type: none"> Leaders to continue to undertake a rigorous analysis of the gaps in learning, and then implement measures to quickly close the identified gaps – key risk cohorts identified. Further develop the role of subject leaders (both within the school and across the wider trust) and continue to build an effective culture of distributed leadership. Build on the good recovery schedule work completed in Summer Term 21 by maintaining rigorous focus on identified gaps in wider curriculum coverage caused by the fragmented learning experienced in 2020/21.
Quality of Education	<ul style="list-style-type: none"> Continue to develop effective feedback through the use of ‘Visible Learning’ strategies, with the use of live marking to provide strong, quality feedback, and improve staff work-life balance. Continue to focus on English as a priority area – further develop writing skills through CPD Babcock training. Develop understanding and teaching/learning of meta-cognition skills in line with Trust expectations. Continue to improve pupil ‘capability’ skills for all abilities through full embedding of the Capabilities Curriculum. Develop S Plan provision for other curriculum areas based on skills progression. Ensure provision, challenge and outcomes are consistent and with high expectations across the whole school. From identified, at risk cohorts, implement effective training, support, intervention and monitoring.
Behaviour and attitudes	<ul style="list-style-type: none"> Continue to strive for high attendance rates and punctuality for all pupil groups so they are better than national average Fully embed the capabilities cycle into the school daily practice and use the evidence to improve learning provision. Further develop the role of pupil voice by increasing the school Ethos Groups input into whole school decision making.
Personal Development	<ul style="list-style-type: none"> Continue to develop planning and delivery of the schools SMSC provision and integration within the ‘Capabilities Curriculum’ linked to school vision, ethos and whole school spirituality approach. Complete internal review SRE curriculum in light of first full year of implementation and adjust learning provision based on review evidence and feedback from stakeholders.
Effectiveness of EYFS	<ul style="list-style-type: none"> Continue to build on transition from Nursery to Reception using the continuous provision model, develop further to support early phonic/ writing improvements. Continue to develop structured provision of phonic/writing/speaking and listening/language skills in nursery setting. Further develop the EYFS curriculum to enhance the progression of skills from Nursery to Reception. Continue to reduce language gap, particularly for PPG/vulnerable children.

Recommendations

- In the overall effectiveness section consider adding more specific details setting out how the school has addressed the areas for improvement that were identified in the last inspection.
- Add brief statements under L & M section covering the following:
 - how leaders’ work to protect staff from bullying and harassment.
 - Leaders’ vision for providing high-quality education to all pupils.
- Bullet point 11 of Q of E notes that there are 4 fixed assessment points. I would be inclined to reduce this to 3 as this might raise questions about staff workload (see para 213 S5 handbook).
- Add brief statements under Q of E section covering the following:

- how the curriculum design enables pupils with SEND and the most disadvantaged to achieve well over time.
- any strengths in teachers' subject and pedagogical knowledge
- how the curriculum / teaching are designed to enable pupils to retain the knowledge and skills they have acquired.
- Add a brief statement under PD section covering the following:
 - how the school supports the attendance of disadvantaged pupils at extra-curricular clubs and activities.
- Add brief statements under the EYFS section covering the following:
 - the breadth and ambition of the EYFS curriculum
 - focus on developing children's early love of reading (e.g., familiar stories, rhymes and songs appropriate to their age) and language development.
 - quality of EYs environment and resources