

# SCHOOL SELF-EVALUATION SUMMARY SHEET

<b>SCHOOL</b>	St Clare's Catholic Primary	<b>DATE</b>	20-07-21
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SECTIONS		SUMMARY EVALUATION	
<b>1</b>	<b>INTRODUCTION</b>	<p>School context : St Clare's is in an area of social deprivation. Our priest is Father Patrick. The last two Ofsted inspections have judged the school to be GOOD. Staffing is stable. Currently we have an executive Head, a Headteacher two Assistant Heads and three further middle managers. One Assistant Head is new in post and 2 members of SLT are new to the role. There are 311 pupils on roll with 32.5% Catholic. We have 12 classes, 2 in EYFS, 2 in year 5 and 2 in year 6 a mixed year 1-2 and 3-4 class.</p> <p><b>Key strengths and areas for improvement:</b>  <b>Strengths-</b> Phonics, reading, staffing, mastery approach in KS1 and EYFS, behaviour, specialist teaching curriculum. Lead member for the Venn Maths Hub for Tendring.  <b>A new nursery open in September 2021</b>  <b>Areas for improvement:</b> attendance, clear progression in foundation subjects, assessment in science, computing and MFL curriculum. Extended writing in foundation and RE.</p>	
<b>2</b>	<b>AREAS FOR WHOLE SCHOOL DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>• Clear progression in foundation subjects</li> <li>• Extended writing in Foundation subjects and RE</li> <li>• Maths mastery</li> </ul>	
<b>3</b>	<b>PROGRESS MADE BY THE SCHOOL ON AREAS FOR DEVELOPMENT IDENTIFIED IN THE LAST FULL OFSTED INSPECTION</b>	<b>Key Issue</b>	<b>Progress made</b>
		<ul style="list-style-type: none"> <li>• Maths mastery</li> </ul>	<ul style="list-style-type: none"> <li>• This is now firmly established in EYFS and KS1.</li> </ul>
		<ul style="list-style-type: none"> <li>• Extended writing in Foundation subjects</li> </ul>	<ul style="list-style-type: none"> <li>• New approach to the curriculum to facilitate more extended writing. Monitoring every half-term</li> </ul>
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<b>4</b>	<b>QUALITY OF EDUCATION</b> <ul style="list-style-type: none"> <li>• Intent</li> <li>• Implementation</li> <li>• Impact</li> </ul> <p>Curriculum flexibility, curriculum narrowing, Cultural capital, use of assessment info.</p>	<b>Strengths</b>	<b>Areas for Development</b>
		<ul style="list-style-type: none"> <li>• Music- Stave House qualifications.</li> <li>• Music Mark award 2020</li> <li>• Timetabled music lessons</li> <li>• Singing</li> </ul>	<ul style="list-style-type: none"> <li>• New curriculum- focus on what is real/relevant and to remember knowledge.</li> <li>• To establish and develop our Intent/Implementation/Impact using Cornerstones.</li> </ul>
		<ul style="list-style-type: none"> <li>• Food Tech- life skills linked to the curriculum.</li> <li>• Parental involvement cooking with children</li> </ul>	<ul style="list-style-type: none"> <li>• Show clear progression from EYFS to Year 6</li> </ul>
		<ul style="list-style-type: none"> <li>• Reading and phonics</li> </ul>	<ul style="list-style-type: none"> <li>• To introduce and trail a new phonics scheme.</li> </ul>
<b>5</b>	<b>BEHAVIOUR and ATTITUDES</b> Attitudes to learning, behaviour, respect, attendance, High expectations, support for staff, pupils' attendance	<b>Strengths</b>	<b>Areas for Development</b>
		<ul style="list-style-type: none"> <li>• High expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance- ongoing battle with Covid. Aquinas Solutions for support.</li> </ul>
		<ul style="list-style-type: none"> <li>• Good behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• To introduce TPP</li> </ul>
		<ul style="list-style-type: none"> <li>• Respect</li> </ul>	•
<b>6</b>	<b>PERSONAL DEVELOPMENT</b> SMSC, RSE, health and well being, British Values, equality and diversity, preparations for	<b>Strengths</b>	<b>Areas for Development</b>
		<ul style="list-style-type: none"> <li>• SMSC</li> </ul>	<ul style="list-style-type: none"> <li>• British Values- higher focus</li> </ul>
		<ul style="list-style-type: none"> <li>• Health and well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Establish new well-being champion to focus on identified children</li> </ul>

	the next stage.	<ul style="list-style-type: none"> <li>Equality and diversity</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>7</b>	<b>LEADERSHIP/MANAGEMENT</b> Vision and ethos, staff development, staff well-being, teacher workload, impact of staff CPD, Governance (Oversight), Safeguarding.	<b>Strengths</b>	<b>Areas for Development</b>
		<ul style="list-style-type: none"> <li>Vision and ethos</li> </ul>	<ul style="list-style-type: none"> <li>Teacher workload</li> </ul>
		<ul style="list-style-type: none"> <li>Staff well-being</li> </ul>	<ul style="list-style-type: none"> <li>To nurture a new Assistant Head and 2 new members of SLT.</li> </ul>
		<ul style="list-style-type: none"> <li>Governance</li> <li>Safeguarding</li> </ul>	<ul style="list-style-type: none"> <li>To use CPOMS for all safeguarding concerns.</li> </ul>
<b>8</b>	<b>OVERALL EFFECTIVENESS</b>	EYFS: Good  Overall Effectiveness Judgement Good	