

# ST CLARES CATHOLIC PRIMARY SCHOOL SELF-EVALUATION

*With Jesus we learn to love and love to learn.*

## September 2023

SECTIONS	
<b>1</b>	<p><b>INTRODUCTION</b></p> <p><b>School context</b> St Clare's is a one and a half form entry Catholic Primary School in Tendring, Essex. St Clare's is in an area of social and economic deprivation. 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. There are 373 pupils on roll with 28% Catholic. We have 12 classes, 2 in EYFS, 2 in year 5 and 2 in year 6. We have a mixed year 1-2 and 3-4 class.</p> <p>It is:</p> <ul style="list-style-type: none"> <li>• part of a growing MAT (7 primary schools and 3 more schools to join in the future)</li> <li>• part of a highly effective cluster of 10 schools</li> <li>• a part of the Maths Hub programme</li> <li>• a part of the DfE EYFS expert programme delivering support to schools across Essex</li> <li>• Work closely with the local Tendring schools</li> <li>• Part of a Pupil Premium project working with other schools in Tendring</li> </ul> <p><b>The number of children with EHCPs or a Needs Assessment for EHCP in progress is 11. This constitutes 3.5% (compared to the NA 4.3%). The two main areas of need are autism and social, emotional and mental health difficulties (ADHD).</b></p> <p>We have higher than national average (25%) of PPG pupils at <b>41%</b>. Whilst a number of disadvantaged pupils do well there is a significant proportion who do not close the gap. This has been a key priority for the school and will remain so.</p> <p><b>Last year 59% of PPG children achieved ELG</b></p> <p><b>Yr 2 - PPG</b>  <b>Reading 67% achieved at or greater</b>  <b>Writing 53% achieved at or greater</b>  <b>Maths 80% achieved at or greater</b></p> <p><b>Yr 6 - PPG</b>  <b>Reading 87%</b>  <b>Writing 73%    GPS - 80%</b>  <b>Maths 80%</b></p> <p>EAL is higher than National at <b>23% (NA-14%)</b>.</p> <p><b>Key strengths:</b> Phonics, Reading, and RE are all strengths within the school. Our phonics teaching is a significant strength, particularly as children enter the school significantly lower than average on the reception baseline. Historically, over 90% of children have exceeded the phonics screening benchmark. In recent years, we have been involved in the Maths Hub with a specialist working in the school and supporting local schools in Tendring. This has led to our pupils</p>

thriving in Maths and SATS results have reflected that. The school was asked to perform at the Tendring Excellence School Board to showcase Maths at the school.

The setting of the school is in an area of socio-economic deprivation and as such we strive to offer the pupils a rich and broad school experience; this includes offering specialist, P.E, cooking and music lessons taught by specialist teachers. We take part in national and regional choir events and perform an annual joint-school charity event. We are part of the Stave House Music award wherein pupils can achieve nationally recognised awards. Additionally, we have received the gold award for PE in Essex and this has really helped to raise the profile of the subject and make it another strength.

The school follows the 'Trauma Perceptive Practice' approach and offers our children a number of strategies and support both whole school and individually to allow them to thrive regardless of background and need.

Our EYFS phase leader is working as an expert on the DfE Early Years Education Recovery Program where she supports schools in Essex. In our RE OFSTED, we received an outstanding grade for our Catholic education.

In 22-23 our focus for improvement was to address the gaps in learning post lockdown, and in particular support our disadvantaged pupils to close the gap. In most year groups we have closed the gap and PPG results are above national average in most year groups. We have focused year groups to improve attainment to ensure all children reach their full potential.

The foundation curriculum is taught through the cornerstones curriculum and bringing in a new assessment system really helped us to focus on and identify any gaps in the curriculum which we feel have largely been addressed.

**Areas for improvement:** Maths – to improve fluency in all year groups, extended writing in Foundation subjects, Closing the gap between SEND and NON-SEND and PPG and NON-PPG.

**2 AREAS FOR WHOLE SCHOOL DEVELOPMENT**

- To improve writing using consistent spelling teaching and phonics strategies.
- To improve SEND pupil progress in line with non-SEND pupil progress.
- To improve PPG pupil progress in relation to non-PPG pupils.
- To support mental health of pupils through specific strategies and therapeutic approaches.
- To improve fluency of maths within the school through mastery maths approach.

**3 PROGRESS MADE BY THE SCHOOL ON AREAS FOR DEVELOPMENT IDENTIFIED IN THE LAST FULL OFSTED INSPECTION**

Key Issue	Progress made
<ul style="list-style-type: none"> <li>● <b>Maths- reasoning and problem solving</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Consolidate the practical/procedural/mastery approach.</b></li> <li>● <b>Embed new Mastery maths scheme.</b></li> <li>● <b>Continue Mastery CPD with a focus on fluency this year.</b></li> </ul>
<ul style="list-style-type: none"> <li>● <b>Extended writing in Foundation subjects</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Embed the curriculum to facilitate more extended writing. Half termly focus on extended pieces completed in all classes. Monitoring every half-term.</b></li> </ul>

#### 4 QUALITY OF EDUCATION

- ▲ Intent
- ▲ Implementation
- ▲ Impact

Curriculum flexibility, curriculum narrowing, Cultural capital, use of assessment info.

#### Strengths

At St Clare's we strive to provide a broad and ambitious curriculum for our pupils providing rich experiences and opportunities for all. Teachers use the curriculum maestro platform as a basis for the curriculum and interweave bespoke elements to personalise the learning so that the curriculum is coherent and sequential. Knowledge and skills are built upon across the year groups. Each year, children's knowledge is built upon and skills are developed through practice so children are easily able to recall. Additionally, the six core values of the school: Resilience, Respect, Love, Honesty, Inclusion and Compassion are taught explicitly throughout the curriculum and given status through assemblies and award ceremonies.

All teaching is at least good and some is outstanding. Teachers are passionate and seek to ensure children learn well; remembering the content and deepening understanding of concepts over time. Some of our children have complex needs, many are vulnerable and require significant support, which the teachers are aware of and work collaboratively with support adults, the pastoral team and outside agencies to provide the best outcomes for every individual.

Teachers have good subject knowledge and many of our teachers are specialists in a particular areas of the curriculum such as Maths, Music, PE and EYFS. They support colleagues in other schools which in turn helps to improve their own practice e.g. EYFS and Maths Hub work.

Teachers provide timely feedback during and after the lesson. Marking is purposeful and helps the children to move on in their learning. Unnecessary marking is not encouraged; the emphasis is on verbal feedback and live marking so that pupils can act on it immediately.

Pupils enjoy school. They thrive on the challenges offered. They speak confidently about what helps them to learn, how they know they have done well and what they can do even better.

Early reading and the teaching of phonics is highly effective leading to pupils reading widely with fluency and comprehension. Teachers passionately support and encourage pupils to read for enjoyment both in school through regular visits to the library and at home. Throughout the year we run parents' sessions to support the love of reading and to support our parents to understand effective methods to help.

EYFS remains a strength of the school. **70% of** pupils join the school below the expected level but leave EYFS broadly in line with national expectations. This is due to the high quality teaching they receive. Children are happy and score well in PSED.

Children in Y1 consistently achieve highly in Phonics testing due to quality first teaching; the proportion of pupils who meet the expected standard is usually significantly above National and in the highest 20% despite the fact that the children join the school below expected and have not been exposed to good levels of communication and high quality reading experiences.

Children join the school below the expected baseline, this is a trend that is seen across many of the schools in the local area as it is an area of severe deprivation, however as the children progress through the school they leave each phase broadly in line with peers nationally and at the end of Year 6 most pupils leave St Clare's are at least in line with National and are often above.

#### Areas for SDP

- To improve writing using consistent spelling teaching and phonics strategies.**
- To improve SEND pupil progress in line with non-SEND pupil progress.**

**To improve PPG pupil progress in relation to non-PPG pupils.**  
**To support mental health of pupils through specific strategies and therapeutic approaches.**  
**To improve fluency of maths within the school through mastery maths approach.**

**5 BEHAVIOUR and ATTITUDES**

Attitudes to learning, behaviour, respect, attendance  
 High expectations, support for staff, pupils' attendance

**Strengths**

**93.6%** attendance 2022-23 Attendance is an area of constant vigilance, we work with Acquinas and our pastoral team to support families and pupils. We offer a Breakfast club to support families for reluctant attenders which are oversubscribed. Attendance awards are given weekly to the best class attenders and individual awards are given to 100% attendees each half term. Parents are made aware of our attendance goals and achievements through the weekly newsletter. The Headteacher is engaged in a Tendring-wide attendance project with other local primary and secondary schools to improve attendance across the area.

Learning attitudes are good - teachers have extremely high expectations of the children and this is reflected in the learning outcomes of the children.

Attendance at extra-curricular clubs is usually high and we often have a waiting list.

Section 48 Inspection in June 2022 was outstanding and it commented very favourably on behaviour and attitudes.

Good behaviour in and out of class and pupils and parents and visitors always comment on the politeness of pupils and calm atmosphere of the school.

Great respect for peers, parents and staff.

High expectations all round.

Very positive relationships, staff to staff, staff to pupils and pupil to pupil. Bullying is not tolerated and where this is reported it is dealt with swiftly.

Bullying, racial and disruptive incidents are rare but when they occur they are dealt with swiftly and consistently wherein parents are involved in the restorative process which they appreciate.

**Areas for SDP**

Parental engagement post-COVID has decreased in recent years - we are trying to re-engage parents through a number of different ways: education and non-education based.

Continue to support families to ensure attendance continues to improve. One of the initiatives is to organise non-academic based events to encourage families into the school to build relationships due to COVID restrictions.

Initiatives such as "The Two Johns" e-safety day and Anti - Bullying week to remind pupils of the impact of bullies and the difference between bullying and disagreements with a continuous focus ongoing in classes throughout the year.

Focus on school expectations and the Core Values – Uniform, manners, good behaviours – week in September '23 as focus at the start of term.

**6 PERSONAL DEVELOPMENT**

SMSC, RSHE, health and wellbeing, British Values, equality and diversity, preparations for the next stage

**Strengths**

Children are well prepared for their next schools. We support them in building their confidence, resilience and learning attitudes. The pupils at St Clare's develop their social skills, have a strong moral compass and are exposed to a wide range of experiences which make them well-rounded individuals ready to make a positive impact in their next school and beyond. This is most explicitly taught through our six core values within the school - each one is focused on in a half term through assemblies, work in classes and celebration assemblies at the end of each half-term. Pupils choose a value champion for their class who demonstrates the core value.

Sixth joint school concert held at St. Benedict's celebrating the arts across the curriculum. Nov 2020 and 2021 cancelled due to Pandemic.

Alongside the more traditional sporting activities such as football, netball, rugby and cricket, we have a strong culture of inclusion and diversity which we promote through our various extra-curricular sessions/activities from PE enrichment days on a wide variety of sports such as lacrosse, hockey, golf and Quidditch. St Clare's has developed a Girls' football team and attended the local SEND competitions. We have various clubs that allow children to channel their passions away from the sporting arena with Gardening, Choir Culture and Chess club.

Y6 Day held in June 2019 for pupils across the Trust schools on Good Citizenship was a huge success. COVID led to the event being suspended but reinstated June 2022 and was a great success and was attended by all the Y6 pupils in our MAT. Inter-school events are held annually such as football, liturgical dance days, science days and BCCS Christmas Charity event.

Our curriculum extends beyond the academic and provides the children with many opportunities to develop musical, cooking and sporting interests. They have chances to develop leadership skills with Sports leader role, Mini-Vinnies and Laudato Si projects, lunchtime ambassador and school council roles.

British values are explored and revisited and these are explored and taught through alongside St Clare's six core values. We have a well established pastoral team who work with our children and families who have SEMH needs. The team is made up of a family liaison worker, a play therapist and ELSA trained LSA who offers sessions throughout the week to identified children.

#### Areas for SDP

Continue to implement initiative of St Clare's core values across school, these compliment both the spiritual and British values we currently espouse. Deepen the links through the foundation curriculum.

Post-COVID there has been an increase in mental well-being issues amongst parents and pupils. This has led to a significantly higher level of SEMH needs and challenging behaviour, especially in the Year 4 cohort. We are continually working with the services available from Essex County Council, including Educational Psychology and Inclusion Partners who support the school in using most effective behaviour management strategies or finding alternative provision for the children whose needs cannot be met in the mainstream environment. This year we have joined the Essex Wellbeing hub project and are training two of our staff members to be mental health first aiders, we have nominated and trained a mental health champion to coordinate all the strategies that we use at St Clare's, and we continue to provide family liaison and play therapy support for families in our community.

Pupils to take on roles as RE/Mass/Assembly planners which were restricted due to COVID. This has also affected our school council.

Embed the Laudato Si and Mini-Vinnies clubs as part of Eco awareness, responsibility and leadership.

## 7 LEADERSHIP/MANAGEMENT

Vision and ethos, staff development, staff wellbeing, teacher workload, impact of staff CPD, Governance, Safeguarding

### Strengths

Clear vision and ethos set out by the leadership team.

High expectations that every child fulfil their potential.

High quality relationships exist between pupils and staff. Pupils are well-mannered and respectful.

Parents support the school and value its high standards.

Pupils with complex needs are identified quickly and appropriate support is implemented effectively.

SEN, PPG and Sport premium are used well to improve outcomes.

All leaders have a thorough understanding of school performance and they utilise the views of all stakeholders to improve further.

Pupil tracking and progress checks are well established in the school.

Staff have regular access to training through weekly staff meetings, INSET and a National College subscription.

Pupils feel safe. Safeguarding practice at the school is robust. All staff training is regular and timely. Systems for reporting are in place and effective.

#### **Areas for SDP**

The leadership team is being supported by the Executive Head.

To develop less experienced subject leaders to lead subjects effectively.

Keep workload under review.

Continue to implement effective teaching strategies CPD.

Governors new to role to attend training though Brentwood.

### **8 OVERALL EFFECTIVENESS**

#### **NURSERY**

Our transitions are smooth for the children as they move from the nursery to school. There have been many opportunities for facilitating progression and continuity, our nursery staff now use the same phonics, topic and RE curriculum as we do. Relationships with parents are established from the very earliest opportunity which has enabled trusting parental engagement. The EYFS lead works closely with the nursery SENCO so children who have additional needs can be identified early and support programmes established before they enter school.

#### **EYFS:**

Teaching is a strength within Early Years due to the highly effective and experienced team. GLD in 2022 was 70% which is not significantly different from National (65% 2022) despite high numbers of PPG (40%) and the complexity of SEND 13% and low starting points when the children enter the school.

Behaviour is good, children are keen to learn and develop their curiosity. They enjoy being challenged. The children quickly develop confidence and independence.

Communication and Language are areas to work on as the children come in at various developmental stages depending on age and experience at nursery or home. Phonics teaching is a strength and quickly helps the children to develop their reading and writing.

This year we will be developing our outdoor area provision as a key focus, staff will be given CPD to support learning opportunities and experiences.

#### **Overall Effectiveness Judgement**

Teaching and learning is good within the school, relationships are very positive which impact on the progress of the children. Lessons are interesting and creative with high levels of pupil engagement, questioning is highly effective. There is a very positive ethos within the school, behaviour is very good. Pupils are encouraged to take responsibility for relationships and their learning. They are well cared for. Outcomes are consistently good year on year. SMSC is high. Leadership and management is a strength at all levels. There is a highly effective team who leads others in a supportive, yet challenging way in this school.