

## St Joseph's RC Primary– SELF-EVALUATION SUMMARY SHEET 2016 - 2017

Summary Self-Evaluation		
<b>Areas for whole school development</b>	<ul style="list-style-type: none"> <li>• To develop the new subject leaders and middle leadership.</li> <li>• To Improve the quality of Guided Reading across the school.</li> <li>• To continue the improvements and progress made at the end of EYFS, phonics, end of KS1 and KS2.</li> <li>• To develop “greater depth” opportunities in maths.</li> <li>• To embed spelling. Grammar, punctuation and handwriting lessons.</li> <li>• To develop links with Catholic schools for moderation and support.</li> <li>• To develop PE and after school sport and games.</li> </ul>	
<b>Issues/Progress from previous School Improvement Plan</b>	<b>Key Issue</b>	<b>Progress</b>
	<ul style="list-style-type: none"> <li>• Induction of New head teacher.</li> <li>• Develop the role of SLT and subject leaders.</li> <li>• Use of online progress and attainment tracking.</li> <li>• Improve the GLD at end of EYFS.</li> <li>• Improve the percentage of children reaching phonics expected level.</li> <li>• Improve outcomes for PP and disadvantaged children.</li> <li>• Develop consistently good and outstanding teaching across the school</li> </ul>	<ul style="list-style-type: none"> <li>• Permanent head teacher appointed, safer recruitment and level 3 safeguarding completed.</li> <li>• SENDCo attended relevant training and procedures have improved.</li> <li>• GLD now 74% (from 41%)</li> <li>• Phonics 90% (from 61%) Retake 100%.</li> <li>• PP and disadvantage children are identified and interventions in place. (See PP and SEN report)</li> <li>• Teacher in EYFS have had bespoke training and support. New subject leaders are developing and more teaching is now good with some outstanding.</li> <li>• Training and development need identified.</li> </ul>
<b>Outcomes for Children and learners</b>	<b>Strengths</b>	<b>2   Next Steps</b>
	Improvements in GLD, phonics (and retake) KS1 and KS2 attainment from 2016.	New phase leader to monitor EYFS and KS1 to ensure standards continue to improve.
	Most classes made at least 3 points progress (expected progress) in reading, writing and maths	Slow movers to be identified and supported to make at least expected progress.
	Standardised tests show an improvement in attainment at year end.	Children not meeting age expected level to continue to be supported.
	Disadvantaged pupils have been identified and strategies in place to close any gaps and support learning	SENDCo to support teachers in base lining and providing support to disadvantaged to make at least the same progress and attainment as non –disadvantaged.
<b>Quality of teaching, learning and assessment</b>	<b>Strengths</b>	<b>2   Next Steps</b>
	Maths curriculum is progressive and provides opportunities for greater depth teaching. The approach to teaching is consistent across the school.	Develop more opportunities for greater depth and problem solving.
	Assessment is based on teacher and standardised tests which give a secure picture of attainment across the school.	Gaps in learning to be identified and explicit in planning and teaching.
	Support given to teachers in EYFS has lead to more good teaching and secure gap analysis.	New subject leader to monitor for consistently good teaching in EYFS.
<b>Personal development, behaviour and welfare</b>	<b>Strengths</b>	<b>2   Next Steps</b>
	School Council is being developed.	Partnership links to other school councils to share good practise.
	Staff have completed behaviour management training and safeguarding training. There is a consistent approach to behaviour management across the school.	Improve behaviour at lunchtime to reflect that of the classroom. To continue to identify any children in need of extra support.
	Staff have received INSET training and attended relevant courses to develop their practice. One member of staff is completing the CCRS.	Encourage pupil voice in decision making. Encourage parental involvement.
<b>Effectiveness of leadership and</b>	<b>Strengths</b>	<b>2   Areas for Development</b>
	Head teacher and SLT are now embedded and make	Subject leaders to be developed further.

<b>management</b>	a positive impact on teaching and learning.	Governors continue to hold the school to account through further monitoring.
	The school has made rapid and sustained improvements across achievement and behaviour.	
	The school's actions have secured substantial improvement in progress for the majority of pupils. Progress is rising across the curriculum, including in English, Maths, Phonics and Early Learning Goals.	
	A cycle of performance management for both teachers and TAs	
<b>Overall effectiveness</b>	<b>Judgement 2 Good</b>	