

Record of Self-Evaluation – Autumn 2021

‘One family, belonging, believing and learning together’

Caton St Paul's C of E Primary School is a smaller than average sized primary school with six classes. It serves an area in the Lune Valley where the proportion of disadvantaged pupils supported by the pupil premium is below the national average: (7% 2020/21) Almost all the pupils are from White British backgrounds and very few speak English as an additional language. The proportion of pupils who have special educational needs is below average. (10% 2020/21) Attendance is in line with the national average and exclusions are very rare.

| | | | | | | | | |
|---------------------|-------------------------|---------------------|--------|--------|----------------|---------------|---------------------|-----------------------|
| Number on roll: 166 | Inward mobility 2020: 7 | Outward mobility: 4 | CLA: 4 | EAL: 2 | Service chn: 2 | Exclusions: 0 | Racist incidents: 0 | Bullying incidents: 0 |
|---------------------|-------------------------|---------------------|--------|--------|----------------|---------------|---------------------|-----------------------|

| Numbers on Roll | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
|-----------------|------|----|----|----|----|----|----|-------|
| Autumn 2020 | 21 | 19 | 25 | 25 | 23 | 31 | 29 | 173 |
| Spring 2021 | 22 | 19 | 25 | 25 | 24 | 31 | 30 | 176 |
| Summer 2021 | 23 | 17 | 26 | 25 | 24 | 31 | 30 | 176 |
| Autumn 2021 | 19 | 23 | 18 | 26 | 25 | 24 | 31 | 166 |

- Y5: 1 pupil left Summer 2021 relocating to Carlisle
- Y5: 1 pupil joined from IOM summer 2021

| Attendance | Attendance | | | Persistent Absence | | | |
|-------------|--|--------------------------|------|--------------------|--------------|------|---------------|
| | Attendance Target 97% | Disadvantaged Attendance | SEND | Persistent Absence | Whole school | SEND | Disadvantaged |
| 2017/18 | 96.6% | | | | 3.2% | | |
| 2018/19 | | | | | | | |
| 2019/20 | Lockdown/Covid-19 makes attendance impossible to judge | | | | | | |
| Summer 2021 | 97.7% | 96.17% | | | 1.1% | 0% | 0% |
| Autumn 2021 | | | | | | | |

Comments: Difficult to judge attendance due to Covid absences.

| | School | 166 | EYFS | 19 | Y1 | 23 | Y2 | 18 | Y3 | 26 | Y4 | 25 | Y5 | 24 | Y6 | 31 |
|-----------------------|--------|------|--------|----|--------|------|--------|-----|--------|----|--------|-----|--------|------|--------|------|
| | Pupils | % | Pupils | % | Pupils | % | Pupils | % | Pupils | % | Pupils | % | Pupils | % | Pupils | % |
| Disadvantaged pupils: | 11 | 6.6% | 0 | 0 | 0 | 0 | 2 | 11% | 0 | 0 | 3 | 12% | 2 | 8% | 4 | 13% |
| SEND: | | | | | | | | | | | | | | | | |
| EHCP: | 3 | 1.8% | 0 | 0 | 1 | 4.4% | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4.2% | 1 | 3.2% |

| Key issues from 2017 Ofsted Inspection | Issue | Most recent actions taken | Most recent impact | | | | | | | | | |
|--|--|---|---|---------|------|------|-------------|-----|------|------|-----|--|
| | | | Y6 | | Y2 | | Target 2022 | | | | | |
| | | | Year | EXS+ | GDS | Year | EXS+ | GDS | Year | EXS+ | GDS | |
| | 1. Continue the effective work underway to improve the breadth and depth of pupils' writing so that progress and standards in writing improve. | <ul style="list-style-type: none"> • Curriculum enhanced to ensure all subjects are planned effectively, giving extended writing opportunities. • Training provided for Talk1/3/5 and disseminated across all staff. Large SIP budgetary commitment • Non-negotiables implemented in every class. These are on display and children use them for all pieces of writing | 2021 | 73% | 30% | 2021 | 69% | 15% | 6 | | | |
| | | | 2020 | No data | | 2020 | No data | | 2 | | | |
| | | | 2019 | 90% | 20% | 2019 | 68% | 36% | | | | |
| | | | 2018 | 71% | 13% | 2018 | 62% | 24% | | | | |
| | 2. Ensure the proportion of pupils reaching higher standards and working at greater depth by the end of both key stages are at least in line with national averages. | <ul style="list-style-type: none"> • White Rose Hub materials used for breadth and depth of Maths curriculum. • Baseline assessment completed at the start of year and compared with KS1 data. • Termly pupil progress meetings identify progress of all groups, including HA children • Book/work/planning scrutiny half-termly. Actions shared with all staff via staff meeting • Accelerated reader to be purchased to ensure consistency of reading challenge through KS2 • See above for writing actions | 2021 | 27% | 2021 | 30% | 2021 | 23% | 2021 | 23% | | |
| | | | 2020 | n/a | 2020 | n/a | 2020 | n/a | 2020 | n/a | | |
| | | | 2019 | 20% | 2019 | 33% | 2019 | 44% | 2019 | 44% | | |
| | | | 2018 | 13% | 2018 | 17% | 2018 | 21% | 2018 | 38% | | |
| | 3. Explicitly address the protected characteristic of sexual orientation so that pupils are fully prepared for life in modern Britain | <ul style="list-style-type: none"> • RSE policy written in conjunction with Governors, parents and staff. Focus on same-sex relationships as part of a family unit. • More diverse range of books across school | <ul style="list-style-type: none"> • Parental questionnaire? | | | | | | | | | |

| | | |
|--|--|--|
| 4. Parents are given more information about how they can help keep their children safe when using the internet | <ul style="list-style-type: none"> • Online safety is a half-termly feature on the school newsletter. • Online safety is a half-termly thread through computing curriculum. • Online safety evening planned for October 2021 • Children and parents have signed a new parental agreement for online safety | • Discussions with children? Sarah Sanderson |
|--|--|--|

| EYFS Outcomes 2020 - 21 | Prime | | | | | | | | Specific | | | | | | | | |
|-------------------------|--------------------------|---------------|----------|----------------------|--------------------|--|----------------------|----------------------|----------|---------|----------|---------------------|-------------------------|-----------|------------|--------------------------|-------------------|
| | Communication & Language | | | Physical Development | | Personal, Social & Emotional Development | | | Literacy | | Numeracy | | Understanding the World | | | Expressive Arts & Design | |
| | Listening & Attention | Understanding | Speaking | Moving & handling | Health & Self-care | Self-confidence & SA | Managing Feeling & B | Making relationships | Reading | Writing | Numbers | Shape, Space & Meas | People & Comms | The world | Technology | Exploring & u M & M | Being Imaginative |
| CSP Emerging 2021 | 9% | 13% | 13% | 9% | - | - | 4% | - | 22% | 26% | 17% | 26% | - | 9% | - | - | - |
| Expected ELG 2021 | 61% | 57% | 61% | 74% | 70% | 74% | 87% | 91% | 39% | 57% | 70% | 57% | 83% | 57% | 74% | 78% | 78% |
| Exceeding ELG 2021 | 30% | 30% | 26% | 17% | 30% | 26% | 9% | 9% | 39% | 17% | 13% | 17% | 17% | 34% | 26% | 22% | 22% |
| GLD 2021 | 91% | 87% | 87% | 91% | 100% | 100% | 96% | 100% | 78% | 74% | 83% | 74% | 100% | 91% | 100% | 100% | 100% |
| Lancashire ELG 2021 | 78% | 79% | 76% | 81% | 87% | 82% | 80% | 82% | 64% | 59% | 71% | 72% | 78% | 78% | | | |
| CSP GLD 2019 | 85% | 85% | 85% | 92% | 100% | 89% | 81% | 89% | 89% | 77% | 89% | 89% | 89% | 85% | 100% | 92% | 97% |
| Lancashire GLD 2019 | 84% | 84% | 83% | 87% | 90% | 88% | 86% | 88% | 75% | 72% | 77% | 79% | 84% | 84% | 90% | 87% | 87% |
| National 2019 | 86% | 86% | 85% | 89% | 91% | 89% | 87% | 89% | 77% | 74% | 80% | 82% | 86% | 86% | 93% | 89% | 89% |

| | Strengths | Next Steps |
|------|--|--|
| EYFS | <ul style="list-style-type: none"> ✓ Particular strengths in communication and language, physical development, PSED, Understanding the world and expressive arts and design ✓ 74% overall GLD represents good attainment across the cohort. This is sustained from 2019: 77% GLD. ✓ Children make rapid and sustained progress to move into Y1. ✓ Those supported by the pupil premium grant and those with special needs, achieve at least as well as their peers from their starting points and narrowed gaps for all. | <ul style="list-style-type: none"> → Ensure that Literacy and Numeracy outcomes match outcomes in other areas. Work to identify early difficulties and fill gaps quickly → Proportion of boys achieving GLD is considerably lower than girls. (B 9/14 = 64%, G 8/9 = 89%) → Increase the proportion of boys reaching GLD in Literacy and Maths (L = 64%, M = 64%) |

| KS1 Outcomes 2020-21 | RWM Combined | | Reading | | Writing | | Maths | |
|------------------------------|--|-----|--|-----|--|-----|---|-----|
| | E+ | GD | E+ | GD | E+ | GD | E+ | GD |
| CSP Y2 2021 | 69% | 8% | 81% | 23% | 69% | 15% | 92% | 23% |
| KS1 Lancashire 2021 | 51% | 6% | 65% | 16% | 56% | 8% | 65% | 13% |
| Y2 2019 | 68% | 32% | 80% | 44% | 68% | 36% | 84% | 44% |
| Y2 Lancashire 2019 | 63% | 10% | 74% | 22% | 68% | 14% | 74% | 20% |
| Y2 National 2019 | 65% | 11% | 75% | 25% | 70% | 15% | 76% | 22% |
| Disadvantaged CSP | | | | | | | | |
| SEND CSP | - | - | | | | | | |
| Strengths | <ul style="list-style-type: none"> Consistently high EXS combined. Above national and Lancashire. | | <ul style="list-style-type: none"> Consistently high E+ in Reading. KS1 reading books are phonetically decodable and clearly levelled Teaching of phonics is good or better in all groups L&S embedded as a phonics scheme | | <ul style="list-style-type: none"> Consistent writing scores in Y2. Writing now incorporated into other curriculum areas Non-negotiables used by all children | | <ul style="list-style-type: none"> Consistently strong E+ in Maths. Skilled use of Maths curriculum leads to good coverage and challenge Experienced teacher in Y2 understands needs of children | |
| Areas for development | → Combined GDS needs to improve. Has fallen dramatically since 2019. Cohort specific or wider issue? | | → Continue to ensure that children move seamlessly from phonics to word reading. → Ensure a smooth development from reading scheme to free readers: Accelerated reader? | | → Need to improve E+ and GD writing scores. → Develop writing stamina in Y2 → Train Y1 staff to use talk for writing | | → Improve GD %: fluency, reasoning and problem solving for all children | |

| | E+ | GD |
|------------|--|-----|
| GPS | n/a | |
| Science | 87% | - |
| Y1 Phonics | n/a | |
| Y2 Phonics | 100% | n/a |
| | <ul style="list-style-type: none"> | |
| | → | |

| KS2 Outcomes 2020-21 | RWM Combined | | Reading | | | Writing | | Maths | | | GPS | | |
|------------------------------|---|-----------|--|------------|--------------|--|------------|--|------------|--------------|---|------------|--------------|
| | E+ | GD | E+ | GD | ASS | E+ | GD | E+ | GD | ASS | E+ | GD | SS |
| CSP 2021 | 63% | 23% | 87% | 30% | n/a | 73% | 30% | 46% | 27% | n/a | Not assessed | | |
| CSP 2019 | 80% | 7% | 83% | 33% | 106.4 | 90% | 20% | 90% | 20% | 105.8 | 80% | 30% | 105.6 |
| KS2 Lancs 2019 | 64% | 10% | 72% | 24% | 103.8 | 78% | 20% | 78% | 24% | 104.6 | 77% | 32% | 105.8 |
| KS2 National 2019 | 65% | 11% | 73% | 27% | 104.4 | 78% | 20% | 79% | 27% | 105.0 | 78% | 35% | 106.3 |
| Disadvantaged CSP | | | | | | | | | | | | | |
| SEND CSP | | | | | | | | | | | | | |
| Boys CSP | | | | | | | | | | | | | |
| Strengths | <ul style="list-style-type: none"> E+ well above average 2019. GD rose considerably in 2021 | | <ul style="list-style-type: none"> Progress 2019: -0.2 E+ well above average 2019. High level of GDS | | | <ul style="list-style-type: none"> Progress 2019: -0.6 E+ well above average 2019 | | <ul style="list-style-type: none"> Progress 2019: -1.3 E+ well above average 2019 | | | <ul style="list-style-type: none"> E+ in line with national. GD in line with national | | |
| Areas for development | → Improve overall E+ → Continue improvement GD | | → Continue high level of E+ → Continue high level of GD | | | → Improve E+ to in line with national average → Continue to achieve a high level of GD | | → Improve E+ to at least in line with national average → Keep improving GD to be above national average | | | → Achieve above national average for E+ and GD | | |

| | Quality of Education: Good | Behaviour and attitudes: Good | Personal Development, | Leadership & Management: Good | Early Years Foundation Stage: Good |
|-------------------|---|--|---|--|---|
| Current Strengths | <ul style="list-style-type: none"> ✓ Rigorous and regular procedures for checking and developing the quality of teaching, planning and assessment with accountability distributed through other leaders. ✓ Ongoing investment in quality CPD for all staff. Access to sessions delivered by Lancashire advisors. CPD targeted at areas of need: writing in Y1,3,5 and disseminated to other staff members. ✓ Strong team work throughout the school ensures expertise shared and staff support each other to continually develop their practice. Learning support staff included in CPD: TA4 training, Lancashire reading partners, Speech and language leaders, NELI training ✓ Teaching assistants are effectively deployed and make an important contribution to pupils' learning. Learning support targeted at areas of need. Additional hours provided 2021-22 to enable 'pre-teach' of concepts ✓ Pupils are engaged, responsive and work hard, with good support from parents ✓ Pupils are keen to talk about their learning and appreciate adult support and feedback. Pupils understand how they learn and are beginning to understand how to develop their own learning. ✓ Teaching across school is at least good in all areas. ✓ Non-negotiables for writing are clearly embedded across the curriculum ✓ The curriculum in foundation subjects is developing well and is closely tailored to our curriculum rationale, enabling children to learn both the skills and knowledge they need to succeed. ✓ Work has been carried out to carefully sequence the curriculum to ensure no gaps in knowledge ✓ Cultural capital links are clearly stated on all long and medium term planning ✓ Curriculum design has been adapted to meet the needs of the children. Catch-up learning has been incorporated into planning in all subjects. ✓ Work across the curriculum is good quality. Subject leaders are given time to monitor work, planning and teaching in their subject. Curriculum audits show subject leaders have full grasp of their subject across school. ✓ The teaching of reading and mathematics is consistently effective in ensuring pupils generally achieve above national averages by the time they leave KS2. ✓ Remote learning enabled children to generally maintain knowledge and skills in all subjects. <p>Remote learning questionnaire:</p> <ul style="list-style-type: none"> ✓ 95% quality of remote learning good or better ✓ 90% level of work was 'just right' ✓ 95% teaching videos useful to help their child learn ✓ 93% Live welfare sessions were useful | <ul style="list-style-type: none"> ✓ Respectful, courteous relationships are evident throughout the school between pupils and all staff who know them well and act as strong role models. ✓ Early intervention and safeguarding effective – no children currently on CP ✓ Consistent approaches across school: credits, VIPS, zone of regulation ✓ Experience learning mentor offers support for children with a range of difficulties: social, emotional, mental health ✓ No permanent or fixed-term exclusions in last 2 years ✓ Behaviour management focuses on positives and uses restorative practice approach. ✓ Effective links with external partners and agencies: trainee play therapist used to offer alternative approach ✓ No instances of bullying recorded in 2020-21 ✓ Children know how to keep themselves safe online. Online safety message delivered to parents half-termly via newsletter ✓ Attendance is consistently above 97% target ✓ Implementation of learning behavior strategies is starting to have desired affect in classroom | <ul style="list-style-type: none"> ✓ Large range of enrichment clubs encourages children to try new experiences: sport, arts, spiritual and MHWB offered every half-term ✓ Outdoor ed offer for all year groups challenges children develop new skills ✓ Y6 city trip enhances understanding of different cultures ✓ School council regularly debate issues in school and bring about change ✓ Courageous advocacy in school means children know how to make a difference locally and globally ✓ Curriculum in foundation subjects (notably geography/history/PSHE/RE) give children opportunities to consider the views and beliefs of others ✓ Children can talk about life in other countries/cultures and how this differs to their own ✓ Daily kilometre in all classes. Running challenge between classes encourages children to stay healthy. ✓ PE/Games were included weekly in remote learning offer. ✓ Forest schools accreditation means children experience outdoor learning at least once a week ✓ Spiritual wellbeing is an intrinsic part of our work as a Church school. Our Christian vision is embedded in our practice and permeates through school | <ul style="list-style-type: none"> ✓ Experienced and knowledgeable governors who are actively involved in school life. SIP targets are allocated to Governors who work hard to monitor these. ✓ Newly appointed headteacher started Sept 2020 and worked with Governors to successfully lead school through Covid-19 crisis. Experience DHT has successfully led the school before. ✓ Experienced staff bring a wealth of pedagogical knowledge. ✓ Opportunities for middle leaders to develop. All subject leaders have been attended subject-specific training to enable them to lead their subject effectively. ✓ Subject leaders can talk confidently about standards and areas for development in their subjects. They have an overview of planning and have sequenced their curriculum carefully. | <ul style="list-style-type: none"> ✓ Partnership work with Pre-school and other local providers contributes to effective transition and assessment of needs. ✓ Teaching is at least good. Children are assessed early and planning is targeted at areas of need. ✓ New framework has been adopted and adapted to meet the needs of our specific children. Skills specific to our setting are being taught alongside early learning goals. ✓ Dedicated EYFS team, led by experienced EYFS lead, regularly attend training to ensure understanding of new developments. ✓ NELI training provided to 3 staff members. Speech and language training is consistent to continue to development early language skills in EYFS. ✓ Parents actively and regularly involved in children's learning. ✓ Strong teaching of Phonics, Reading and Writing with practice shared across KS1. ✓ Characteristics of effective learning are taught well in EYFS and practice shared across KS1. ✓ Link with Pre-school provides enhancement provision for all children in EYFS – provision targeted at all different abilities with skilled questioning |

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| School Improvement Plan 2021-22 Next Steps | <p>English</p> <p>→ To improve standards of writing in each year group: Talk 1/3/5 training, pupil progress meetings, refine moderation of writing to inform next steps, planning for spag, grammar, vocab, reading and writing opportunities, baseline assessment to identify catch-up</p> <p>→ To ensure good progress in Reading from KS1 to KS2: Purchase KS1/LKS2 reading books, LRP 1:1 Work, guided reading training for learning support staff, whole-class reading to be incorporated into English planning, implement Accelerated Reader in KS2</p> <p>Mathematics</p> <p>→ To ensure good progress in Maths from KS1 to KS2: training delivered to teachers and learning support staff focused on fluency, reasoning, problem solving, develop use of place value resources, build in WRH materials to curriculum planning,</p> <p>→ Utilise websites to aid with recall and fluency practice: TTRS, Mathletics</p> <p>→ Continue to develop pupils' mathematical skills across the curriculum through first hand experiences.</p> <p>Other subjects:</p> <p>→ To ensure the wider curriculum meets the aims of our curriculum rationale, delivering a Caton St Paul's curriculum: complete subject audits and next-steps action planning, develop assessment system for foundation subjects, track 'journey' of KS2 children to ensure full curriculum coverage, subject monitoring half-termly (planning, teaching, book-look, interviews), progression of skills document developed, curriculum intent of individual subjects matches curriculum rationale, audit of curriculum resources</p> <p>→</p> | <p>→ Continue to improve behaviour across the school, enabling children to be part of one family.</p> <p>→ Continue to develop the curriculum and excellent teaching to promote learning behavior</p> <p>→ Aim for 97%+ attendance</p> | <p>→ Embed school's vision into everyday life of school: continue to be courageous advocates (termly issue to tackle with school council), continued drive to improve enrichment opportunities, cultural capital links on all planning, city experience Y6, links to Blackburn school developed</p> | <p>→ To develop leadership capacity to secure improvements in teaching, learning and assessment across the curriculum: ensure subject leaders can lead their subject effectively, skills audit, PE training, upskill all staff through specific training, targeted subject leader time, subject leader planning day, rolling programme audit</p> | <p>→</p> |
|---|---|--|--|---|----------|

| | Attendance | Safeguarding | Remote Learning/Curriculum | School community/Enrichment |
|--------------------|---|--|--|---|
| Strengths | <ul style="list-style-type: none"> Reached 97% target in 2021. Only 2 children deemed persistent absentees and both were due to exceptional circumstances HT consistent when granting authorized absence | <ul style="list-style-type: none"> CPoms recording is clear, concise and substantial. SCR is kept up-to-date and checked termly by safeguarding Gov Training delivered by HT yearly. LCC safeguarding lead booked to deliver training Jan 2022. Safeguarding a consistent item on staff meeting agenda 1 DSL and 3x Deputy DSL: substantial number for a school of this size Online safety permeates through computing curriculum. Online safety evening planned for parents. Online safety message on newsletter/facebook half-termly. Governors trained in safeguarding procedures. Always 1 safer recruitment trained on interview panel | <ul style="list-style-type: none"> 95% of parents judged remote learning to be good or better, 4/5 hours of work delivered each day, covering all areas of the curriculum. Continued to deliver the topics that would have been covered in school. 9 Chromebooks distributed to enable children to access remote learning. Children isolating with Covid are provided with work every day, after first day of absence | <ul style="list-style-type: none"> Excellent communication throughout the pandemic has ensured parents know guidance and school policy at all times Many enrichment clubs offered in the last year: range of focus including sport, arts, MHWB, spiritual Quick analysis of IT need ensured all families had access to hardware needed to access home learning |
| Development | <ul style="list-style-type: none"> Continue to engage children in learning whilst they are isolating at home | <ul style="list-style-type: none"> Ensure all personnel files have correct documents in. | <ul style="list-style-type: none"> Continue to analyse which topics/subjects continue to require catch-up teaching. | <ul style="list-style-type: none"> Continue to embed school's vision in everyday life for |

| | | | | |
|--|--|---|---|-------------------------------------|
| | <ul style="list-style-type: none"> • Ensure clear messages to parents from Governors and HT regarding holidays in term-time. • Ensure work with persistent absentees improves attendance. Work towards no persistent absentees | <ul style="list-style-type: none"> • DBS check everyone who hasn't got a DBS check from the last 10 years. • Develop visitor pamphlet to distribute to visitors ensuring they understand all safeguarding procedures. | <ul style="list-style-type: none"> • Confirm use of tutoring money. Use for Pre-teach in Maths and Reading/writing | children, staff, parents, community |
|--|--|---|---|-------------------------------------|

Abbreviations

CLA: Child Looked After

CPD: Continued Professional Development

CPOMS: Child protection online management system

DBS: Disclosure and barring service

DHT: Deputy Headteacher

DSL: designated safeguarding lead

E+: Expected +

EAL: English as an Additional Language

EHCP: Education Health and Care Plan

ELG: Early Learning Goals

EXS: Expected Standard

EYFS: Early Years Foundation Stage (Reception and Pre-school)

GDS: Greater Depth Standard

GLD: Good Level of Development

HA: Higher Ability

HT: Headteacher

KS: Key stage

LCC: Lancashire County Council

MHWB: Mental Health and Wellbeing

RSE: Relationship and sex education

RWM: Reading, Writing, Maths

SCR: Single central record

SEND: Special Educational Needs and Disabilities