

# Record of Self-Evaluation – Autumn 2022

‘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: ( 6% 2021/22) 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. (11% 2020/21) Attendance is in line with the national average and exclusions are very rare.

Number on roll: 155	Inward mobility 2022: 4	Outward mobility: 10	CLA: 0 CPLA: 3	EAL: 1	Service chn: 2	Exclusions: 0	Racist incidents: 0	Bullying incidents: 0
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Numbers on Roll	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Total
Summer 2021	23	17	26	25	24	31	30	176
Autumn 2021	19	23	18	26	25	24	31	166
Spring 2022	20	26	18	27	25	23	30	169
Summer 2022	20	27	18	25	25	24	30	170
Autumn 2022	20	19	25	18	25	25	23	155

- 30 Y6 children left, 20 EYFS children joined
- 1 x Y1, 3 x Y2, 1 x Y3, 1 x Y4, 1 x Y6 children left: all relocated
- 1 x Y2, 1 x Y3 children joined

Attendance	Attendance			Persistent Absence			
	Attendance Target 97%	Disadvantaged Attendance	SEND	Persistent Absence	Whole school	SEND	Disadvantaged
2017/18	96.6%				3.2%		
2018/19	96.91						
2019/20	Lockdown/Covid-19 makes attendance impossible to judge						
Summer 2021	97.7%	96.17%			1.1%	0%	0%
Summer 2022	94.89%	94.15%	94.67%		7.1%	6% (1/17)	12% (2/17)

Comments: Difficult to judge attendance due to Covid absences: big Covid spikes in Dec/Jan

	School	155	EYFS	20	Y1	19	Y2	25	Y3	18	Y4	25	Y5	25	Y6	23
	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%
Disadvantaged pupils:		6.6%	0	0	0	0	2	8%	2	11	0	0%	3	12%	1	4%
SEND:	11				1	5.2%	3	12%	1	5.6%	0	0	4	16%	2	8.7%
EHCP:	3	1.9%	0	0	0	0	1	25	0	0	0	0	1	4%	1	4.3%

Key issues from 2022 Ofsted Inspection	Issue	Most recent actions taken	Impact
	1. Some staff lack confidence in using their phonics training to support pupils with their reading. This means that some pupils who struggle do not receive appropriate help. Leaders should ensure that staff have the support that they need to deliver the phonics curriculum confidently and effectively.	<ul style="list-style-type: none"> <li>Observations of all phonics teaching planned.</li> <li>Further training sessions planned for support staff.                             <ul style="list-style-type: none"> <li>Red Rose phonics to be implemented in KS1. Training sessions booked for this.</li> <li>Phonics tracking through KS1 – pupil progress meetings to ensure children don't fall behind or can catch up.</li> </ul> </li> <li>SIP target to ensure heightened focus on phonics in KS1.</li> </ul>	
2. In a small number of subjects, leaders have not given enough thought to the key knowledge that they want pupils to learn. Therefore, teachers are not always clear about the most important knowledge that should be taught. This leads to gaps in pupils' knowledge over time. Leaders should make sure that teachers know the important knowledge that pupils should learn.	<ul style="list-style-type: none"> <li>SIP target this year to ensure a progression of smaller steps of knowledge that lead to children acquiring the skills needed to succeed.</li> <li>Curriculum evaluated to ensure knowledge progression is clear across each subject throughout the school.</li> </ul>		

EYFS Outcomes 2021 - 22	Prime								Specific									
	Communication & Language			Physical Development		Personal, Social & Emotional Development			Literacy			Numeracy		Understanding the World			Expressive Arts & Design	
	Listening & Attention	Understanding	Speaking	Gross motor skills	Fine motor skills	Self-regulation	Managing Self	Building Relationships	Comprehension	Word reading	Writing	Numbers	Number patterns	Past and present	People, culture and community	The natural world	Creating with materials	Being imaginative
CSP above 2022	25%		20%	10%	10%				25%	15%	15%	30%	10%	10%	10%	10%	15%	
CSP expected 2022	60%		70%	85%	85%	95%	95%	100%	65%	55%	55%	40%	60%	90%	90%	90%	85%	100%
CSP below 2022	15%		10%	5%	5%	5%	5%	0%	10%	30%	30%	30%	30%					
CSP GLD	85%		90%	95%	95%	100%	100%	100%	90%	70%	70%	70%	70%	90%	90%	90%	100%	100%
Lancashire expected 2022																		
Lancashire below 2022																		
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%			

	Strengths	Next Steps
EYFS	<ul style="list-style-type: none"> <li>✓ Particular strengths in communication and language, physical development, PSED, Understanding the world and expressive arts and design</li> <li>✓ 70% overall GLD represents good attainment across the cohort, from a difficult starting point. This is sustained from 2021: 74% GLD.</li> <li>✓ Children make good progress to move into Y1.</li> </ul>	<ul style="list-style-type: none"> <li>→ Ensure that Literacy and Numeracy outcomes match outcomes in other areas. Work to identify early difficulties and fill gaps quickly</li> <li>→ Proportion of boys achieving GLD is considerably higher than girls. (B 8/10 = 80%, G 6/10 = 60%)</li> <li>→ Increase the proportion of children reaching GLD in Literacy and Maths (currently 70%)</li> <li>→ Ensure sufficient pace in curriculum to enable children to reach aspirational phonics and Maths targets</li> </ul>



KS2 Outcomes 2021-22	RWM Combined		Reading			Writing		Maths			GPS		
	E+	GD	E+	GD	ASS	E+	GD	E+	GD	ASS	E+	GD	SS
CSP 2022	63%	13%	73%*	23%	104	67%	13%	77%	20%	105	60%	23%	103
CSP 2021 (TA)	63%	23%	87%	30%	n/a	73%	30%	73%	27%	n/a	Not assess ed		
CSP 2019	<b>80%</b>	<b>7%</b>	<b>83%</b>	<b>33%</b>	<b>106.4</b>	<b>90%</b>	<b>20%</b>	<b>90%</b>	<b>20%</b>	<b>105.8</b>	<b>80%</b>	<b>30%</b>	<b>105.6</b>
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													
<b>Strengths</b>	<ul style="list-style-type: none"> <li>Combined scores stabilised. GD higher than last SATS year.</li> </ul>		<ul style="list-style-type: none"> <li>Average scale score well above 100.</li> </ul>			<ul style="list-style-type: none"> <li>Scores stayed reasonable in spite of Covid difficulties</li> </ul>		<ul style="list-style-type: none"> <li><b>Progress 2022 0.2</b></li> <li>E+ and GD remain strong</li> </ul>			No strengths		
<b>Areas for development</b>	<ul style="list-style-type: none"> <li>→ Improve overall E+</li> <li>→ Continue improvement GD</li> </ul>		<ul style="list-style-type: none"> <li>→ <b>Progress 2022 -1.8 – improve this.</b></li> <li>→ Improve E+ and GD</li> </ul>			<ul style="list-style-type: none"> <li>→ <b>Progress 2022 – 0.9</b></li> <li>→ Improve E+ and GD</li> <li>→ SIP based on GPS feeding in to writing</li> </ul>		<ul style="list-style-type: none"> <li>→ Improve GD Maths</li> <li>→ 80%+ E+</li> </ul>			<ul style="list-style-type: none"> <li>→ Improve scores in GPS.</li> </ul>		

	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"> <li>✓ Heightened, rigorous and regular procedures for checking and developing the quality of teaching, planning and assessment with accountability distributed through other leaders.</li> <li>✓ Ongoing investment in quality CPD for all staff. Access to sessions delivered by Lancashire advisors. CPD targeted at areas of need: phonics in EYFS/Y1/Y2. Maths across school. Disseminated to other staff.</li> <li>✓ 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: HLTA training, Lancashire reading partners, Red rose phonics, GPS, Maths, Speech and language leaders,</li> <li>✓ Teaching assistants are effectively deployed and make an important contribution to pupils' learning. Learning support targeted at areas of need. Additional hours provided 2022-23 to enable 'pre-teach' of concepts as well as SALT support.</li> <li>✓ Pupils are engaged, responsive and work hard, with good support from parents</li> <li>✓ 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.</li> <li>✓ Teaching across school is mostly good in all areas.</li> <li>✓ Every piece, every time (non-negotiables) for writing are clearly embedded across the curriculum</li> <li>✓ 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.</li> <li>✓ Work has been carried out to carefully sequence the curriculum to ensure no gaps in knowledge</li> <li>✓ Cultural capital links are clearly stated on all long and medium term planning</li> <li>✓ Curriculum design has been adapted to meet the needs of the children. Catch-up learning has been incorporated into planning in all subjects.</li> <li>✓ Work across the curriculum is mostly 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.</li> <li>✓ The teaching of reading and mathematics is generally effective in ensuring pupils generally achieve above national averages by the time they leave KS2.</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ Respectful, courteous relationships are evident throughout the school between pupils and all staff who know them well and act as strong role models.</li> <li>✓ Early intervention and safeguarding effective – no children currently on CP</li> <li>✓ Consistent approaches across school: credits, VIPS, zone of regulation, colour monsters</li> <li>✓ Experienced learning mentor offers support for children with a range of difficulties: social, emotional, mental health</li> <li>✓ No permanent or fixed-term exclusions in last 2 years</li> <li>✓ Behaviour management focuses on positives and uses restorative practice approach.</li> <li>✓ Effective links with external partners and agencies: trainee play therapist used to offer alternative approach</li> <li>✓ No instances of bullying recorded in 2020-21</li> <li>✓ Children know how to keep themselves safe online. Online safety message delivered to parents half-termly via newsletter</li> <li>✓ Attendance is consistently above 97% target</li> <li>✓ Implementation of learning behavior strategies is starting to have desired affect in classroom</li> <li>✓ Close working with behavior specialists to understand how trauma and attachment affect behaviour</li> </ul>	<ul style="list-style-type: none"> <li>✓ Large range of enrichment clubs encourages children to try new experiences: sport, arts, spiritual and MHWB offered every half-term</li> <li>✓ Outdoor ed offer for all year groups challenges children develop new skills</li> <li>✓ Y6 city trip enhances understanding of different cultures</li> <li>✓ School council regularly debate issues in school and bring about change</li> <li>✓ Courageous advocacy in school means children know how to make a difference locally and globally</li> <li>✓ Curriculum in foundation subjects (notably geography/history/PSHE/RE) give children opportunities to consider the views and beliefs of others</li> <li>✓ Children can talk about life in other countries/cultures and how this differs to their own</li> <li>✓ Daily kilometre in all classes. Running challenge between classes encourages children to stay healthy.</li> <li>✓ Sports games gold mark achieved.</li> <li>✓ Forest school's accreditation means children experience outdoor learning at least once a week</li> <li>✓ 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</li> <li>✓ New ethos group drive Christian values across school.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Experienced and knowledgeable governors who are actively involved in school life. SIP targets are allocated to Governors who work hard to monitor these.</li> <li>✓ Newly appointed DHT brings new ideas, academic rigour and models 'classroom and corridor credibility' to other staff.</li> <li>✓ Experienced staff bring a wealth of pedagogical knowledge.</li> <li>✓ Opportunities for middle leaders to develop. All subject leaders have attended subject-specific training to enable them to lead their subject effectively.</li> <li>✓ 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.</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ Partnership work with Pre-school and other local providers contributes to effective transition and assessment of needs.</li> <li>✓ Teaching is at least good. Children are assessed early and planning is targeted at areas of need.</li> <li>✓ 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.</li> <li>✓ Dedicated EYFS team, led by experienced EYFS lead, regularly attend training to ensure understanding of new developments.</li> <li>✓ NELI training provided to 3 staff members. Speech and language training is consistent to continue to development early language skills in EYFS.</li> <li>✓ Parents actively and regularly involved in children's learning.</li> <li>✓ Strong teaching of Phonics, Reading and Writing with practice shared across KS1.</li> <li>✓ Characteristics of effective learning are taught well in EYFS and practice shared across KS1.</li> <li>✓ Link with Pre-school provides enhancement provision for all children in EYFS – provision targeted at all different abilities with skilled questioning</li> </ul>

<b>School Improvement Plan</b> <b>2022-23 Next Steps</b>	<b>English</b> → To improve standards of writing in each year group: See SIP target: writing/assessment → To ensure good progress in Reading from KS1 to KS2: See SIP target: Reading/assessment  <b>Mathematics</b> → To ensure good progress in Maths from KS1 to KS2: See SIP target: Maths/assessment  <b>Other subjects:</b> → To ensure the wider curriculum meets the aims of our curriculum rationale, delivering a Caton St Paul's curriculum: See SIP target: curriculum	→ Continue to improve behaviour across the school, enabling children to be part of one family. → Continue to develop the curriculum and excellent teaching to promote learning behavior → Ensure behavior for learning is strong, underpinned by 'great teaching' principles → Aim for 97%+ attendance	→ <b>Embed school's vision into everyday life of school:</b> 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	→ <b>To develop leadership capacity to secure improvements in teaching, learning and assessment across the curriculum:</b> 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	→ Ensure pace of learning and quality of support, particularly in phonics, enables children to make good progress from their starting points.
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	<b>Attendance</b>	<b>Safeguarding</b>	<b>Curriculum</b>	<b>School community/Enrichment</b>
<b>Strengths</b>	<ul style="list-style-type: none"> <li>Reached 97% target in 2021.</li> <li>Only 2 children deemed persistent absentees and both were due to exceptional circumstances</li> <li>HT consistent when granting authorized absence</li> </ul>	<ul style="list-style-type: none"> <li>CPoms recording is clear, concise and substantial.</li> <li>SCR is kept up-to-date and checked termly by safeguarding Gov</li> <li>Training delivered by HT yearly. LCC safeguarding lead delivered training Jan 2022. LCC Prevent lead training Mar 2022.</li> <li>Safeguarding a consistent item on staff meeting agenda</li> <li>1 DSL and 2x Deputy DSL: substantial number for a school of this size</li> <li>Online safety permeates through computing curriculum. Online safety evening planned for parents. Online safety message on newsletter/facebook half-termly.</li> <li>Governors trained in safeguarding procedures. Always 1 safer recruitment trained on interview panel</li> </ul>	<ul style="list-style-type: none"> <li>Continues to develop, offering a range of knowledge, skills and experiences</li> <li>Strong and consistent subject leadership</li> <li>Training offered to new subject leaders</li> <li>Curriculum has breadth and depth in every subject</li> </ul>	<ul style="list-style-type: none"> <li>Excellent communication throughout the pandemic has ensured parents know guidance and school policy at all times</li> <li>Many enrichment clubs offered in the last year: range of focus including sport, arts, MHWB, spiritual</li> <li>Quick analysis of IT need ensured all families had access to hardware needed to access home learning</li> </ul>
<b>Development</b>	<ul style="list-style-type: none"> <li>Ensure clear messages to parents from Governors and HT regarding holidays in term-time.</li> <li>Ensure work with persistent absentees improves attendance. Work towards no persistent absentees</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all personnel files have correct documents in.</li> <li>DBS check everyone who hasn't got a DBS check from the last 10 years.</li> <li>Develop visitor pamphlet to distribute to visitors ensuring they understand all safeguarding procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure progression of knowledge and skills is fit for purpose and enables children to build on their learning sequentially.</li> <li>Develop assessment opportunities for foundation subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to embed school's vision in everyday life for children, staff, parents, community</li> <li>Ethos group to work to enhance vision across school.</li> <li>SIP target: Vision and Values</li> </ul>

### 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**