

Record of Self-Evaluation – Autumn 2023

‘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: (5% 2022/23) Almost all the pupils are from White British backgrounds and very few speak English as an additional language (2% 2022/23). The proportion of pupils who have special educational needs is below average. (8% 2022/23) Attendance is in line with the national average and exclusions are very rare.

Number on roll: 169	Inward mobility 2022: 9	Outward mobility: 0	CLA: 0 CPLA: 2	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 2022	20	27	18	25	25	24	30	169
Autumn 2022	20	19	25	18	25	25	23	155
Spring 2023	20	18	26	19	25	26	23	157
Summer 2023	21	18	26	22	25	28	23	163
Autumn 2023	25	23	19	26	23	25	28	169

- 25 in Reception -full for first time in 5 years.
- Between Aug 2022 and Sep 2023: 3 children joined in Y1, 1 in Y2, 5 in Y4, 3 in Y6.
- Larger classes in KS2: 34 in each. Full time TA for each class. Will need to be mindful of need and possibility of extra support.

Attendance	Attendance			Persistent Absence			
	Attendance Target 97%	Disadvantaged Attendance	SEND	Persistent Absence	Whole school	SEND	Disadvantaged
2018/19	96.91						
2019/20	Lockdown made attendance monitoring difficult						
2020/21	Lockdown made attendance monitoring difficult						
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)
2022/23	95.8%	95.59%	94.67%		6.67% (11/165)	15.38% (2/13)	0 (0/7)

Comments: Keep close eye on attendance – try to move towards 97% 2023-24. No real difference in SEND and PP absence: SEND persistent?

	School	169	EYFS	25	Y1	23	Y2	19	Y3	26	Y4	23	Y5	25	Y6	28
	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%
Disadvantaged pupils:	9	5.33%	0	0	0	0	1	5%	2	8%	1	4%	0	0	3	11%
SEND:	10	5.92%			0	0	1	5%	3	11.5%	2	9%	1	4%	3	11%
EHCP:	2	1.12%	0	0	0	0	0	0	1	3.8%	0	0	0	0	1	4%
EAL	3	1.78%	0	0	0	0	0	0	1	3.8%	1	4%	1	4%	0	0

	Issue	Most recent actions taken	Impact
Key issues from 2022 Ofsted Inspection	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"> Observations of all phonics teaching planned. Further training sessions planned for support staff. <ul style="list-style-type: none"> Red Rose phonics to be implemented in KS1. Training sessions booked for this. Phonics tracking through KS1 – pupil progress meetings to ensure children don't fall behind or can catch up. SIP target to ensure heightened focus on phonics in KS1. Investment in phonetically decodable books in KS1. 	<ul style="list-style-type: none"> Disappointing phonics results in Y1 and Y2. Ensure all staff are fully trained and confident. Introduce new phonics tracker to ensure heightened knowledge of gaps. Ensure all staff trained in new phonics programme. Phonics observations to assess impact. Heightened monitoring of phonics progress in Y1 and Y2. Monitor children who 'missed' passing the phonics check in Y1. Support through school where needed.
	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"> SIP target this year to ensure a progression of smaller steps of knowledge that lead to children acquiring the skills needed to succeed. Curriculum evaluated to ensure knowledge progression is clear across each subject throughout the school. 	<ul style="list-style-type: none"> Continued progress towards ensuring knowledge is clear in each subject. New curriculum planning document introduced with staff inputting knowledge and vocabulary needed at the end of each year. Staff given time to ensure progression of knowledge and vocabulary in their subject. Understanding of the 3 pathways children could take through KS2 and how this affects coverage. Knowledge is year group specific so can be covered no matter what the pathway.

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 2023	There is no measure for above expected on the new framework																	
CSP expected 2023	90%	95%		100%	85%	95%	95%	100%	95%	80%	75%	90%	85%	95%	95%	100%	100%	100%
CSP not expected 2023	10%	5%		0%	15%	5%	5%	0%	5%	20%	25%	10%	15%	5%	5%	0%	0%	0%
CSP GLD	90%	95%		100%	85%	95%	95%	100%	95%	80%	75%	90%	85%	95%	95%	100%	100%	100%
Lancashire expected 2023																		
Lancashire below 2023																		
CSP Emerging 2022		25%	20%	10%	10%				25%	15%	15%	30%	10%	10%	10%	10%	15%	
Expected ELG 2022		60%	70%	85%	85%	95%	95%	100%	65%	55%	55%	40%	60%	90%	90%	90%	85%	100%
Exceeding ELG 2022		15%	10%	5%	5%	5%	5%	0%	10%	30%	30%	30%	30%					
CSP GLD 2022		85%	90%	95%	95%	100%	100%	100%	90%	70%	70%	70%	70%	90%	90%	90%	100%	100%
Lancashire ELG 2022																		

	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. ✓ Strength in Maths with this cohort – will need stretching in Y1. ✓ Reading comprehension good. Work on word reading in Y1. ✓ 75% overall GLD represents good attainment across the cohort, from a difficult starting point. This is improved from 2022: 70% GLD. ✓ Children make good progress to move into Y1. 	<ul style="list-style-type: none"> → Ensure that writing 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 7/7 = 100%) → Increase the proportion of children reaching GLD in writing (currently 75%) and word reading. → Ensure sufficient pace in curriculum to enable children to reach aspirational phonics and Maths targets. → Introduce phonics tracker in light of disappointing results in Y1.

KS1 Outcomes 2022-23	RWM Combined		Reading		Writing		Maths	
	E+	GD	E+	GD	E+	GD	E+	GD
CSP Y2 2023	54%	4%	65%	23%	65%	4%	77%	8%
CSP Y2 2022	67%		89%	11%	72%	11%	83%	17%
KS1 Lancashire 2022	51%	6%	65%	16%	56%	8%	65%	13%
KS1 National 2022								
Y2 2021	69%	8%	81%	23%	69%	15%	92%	23%
Disadvantaged CSP								
SEND CSP	-	-						
Strengths	<ul style="list-style-type: none"> RWM combined above Lancashire average from 2022. Cohort with many specific and unspecified needs. 		<ul style="list-style-type: none"> High GDS percentage shows there are many higher ability readers in this cohort who are being well taught. Accelerated reader has enabled HA readers to flourish by reading high interest books at their level 		<ul style="list-style-type: none"> Consistent writing scores in Y2. Writing now incorporated into other curriculum areas Non-negotiables used by all children KS1 staff trained to use talk writing. 		<ul style="list-style-type: none"> Consistently strong E+ in Maths. Skilled use of Maths curriculum leads to good coverage and challenge Maths taught well from YR with focus on number understanding and mastery. 	
Areas for development	<p>→ Combined RWM has fallen over the last 3 years – transition in this cohort hasn't helped. 2x GDS children have left, replaced by 1 x EAL and 1x WTS child. However, recognition that this is a difficult cohort and will need support through school to achieve more successfully in Y6.</p>		<p>→ Less % of children reaching standard in KS1 – in line with Lancashire from 2022.</p> <p>→ Will need support with word reading and comprehension in Y3, to ensure continued development.</p> <p>→ Monitor teaching of reading in KS1 to ensure it is appropriate and effective.</p>		<p>→ Need to improve E+ and GD writing scores.</p> <p>→ Develop writing stamina in Y2</p> <p>→ Spelling is an area of concern for this cohort – ensure spelling is taught well in KS2.</p>		<p>→ Improve GD %: fluency, reasoning and problem solving for all children</p> <p>→ Monitor children who didn't meet standard – some of these missed by a distance. Will need to ensure basic number knowledge is solid.</p>	

	E+	GD
Science 2023	81%	n/a
Science 2022		
Y1 Phonics 2023	67%	n/a
Y1 phonics 2022	73%	n/a
Y2 Phonics 2023	50%	n/a
Y2 Phonics 2022	100%	n/a
<p>→ Worrying downward trend in phonics attainment in KS1. Investigate reasons for this in YR and Y1. Introduce phonics tracker in YR and Y1.</p>		

KS2 Outcomes 2022-23	RWM Combined		Reading			Writing		Maths			GPS		
	E+	GD	E+	GD	ASS	E+	GD	E+	GD	ASS	E+	GD	ASS
CSP 2023	70%	9%	87%	30%	106	78%	9%	87%	17%	105	78%	35%	105
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 assessed		
KS2 Lancs 2022													
KS2 National 2022													
Disadvantaged CSP (1)	100%	0%	100%	0%	109	100%	0%	100%	0%	109	100%	100%	112
SEND CSP (2)	0%	0%	50%	0%	96.5%	0%	0%	50%	0%	97	50%	0%	95
Boys CSP (12)	75%	17%	83%	33%	107	83%	17%	83%	33%	106	75%	50%	105
Girls CSP (11)	64%	0%	91%	27%	105	73%	0%	91%	0%	103.5	82%	18%	105
Strengths	<ul style="list-style-type: none"> RWM combined is highest for many years. Shows strong attainment across the board in Y6. 		<ul style="list-style-type: none"> Average scale score well above 100 and shows improvement from last year. Attainment is incredibly high Good level of GD readers. 			<ul style="list-style-type: none"> Improvement in attainment from last 4 years – externally moderated as well. 		<ul style="list-style-type: none"> Strong attainment! Scaled score remains consistent. Girls attainment solid 			<p>Much stronger GPS scores this year: improvements in E+, GD and ASS.</p>		
Areas for development	<p>→ Improve GD RWM combined. This is due to the difficulty for writers to become GD. Moderator told us 'there should be 2/3 in every cohort.'</p>		<p>→ Continue to ensure this level of attainment in the future.</p>			<p>→ Aim for improvement in GD writing, although difficult.</p> <p>→ Continue to feed GPS skills into writing and vice versa.</p>		<p>→ Strive for more girls GD – investigate reasons for girls achieving solid results but not spectacular.</p>			<p>→ Strive for more girls GD standard in GPS.</p>		

	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"> ✓ Heightened, rigorous and regular procedures for checking and developing the quality of teaching, planning and assessment with accountability distributed through other leaders. Extending into phonics assessment in 2023-24. ✓ 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, writing across school. Disseminated to other staff. ✓ 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, writing ✓ Teaching assistants are effectively deployed and make an important contribution to pupils' learning. Learning support targeted at areas of need. Additional hours provided 2023-24 to enable 'pre-teach' of concepts, SALT support and additional support in larger classes. ✓ Pupils are generally engaged, responsive and work hard, with good support from parents. Expectations are generally high in class. ✓ 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 mostly good in all areas. ✓ Every piece, every time (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. Subject leaders design their curriculum knowledge and vocabulary to be sequential and challenging. ✓ Cultural capital links are clearly stated on all long and medium term planning. Curriculum design has Christian values at its core: these are considered when planning each area. ✓ 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. ✓ The teaching of reading and mathematics is generally effective in ensuring pupils generally achieve above national averages by the time they leave KS2. Strong results in KS2 2022-23 	<ul style="list-style-type: none"> ✓ New behavior policy based on being trauma-informed, restorative and using positive reinforcement strategies. Understood and implemented by all staff. ✓ Respectful, courteous relationships are evident throughout the school between pupils and all staff who know them well and act as strong, Christian role models. ✓ Early intervention and safeguarding effective – no children currently on CP ✓ Consistent approaches across school: credits, VIPS, zone of regulation, colour monsters ✓ Experienced learning mentor offers support for children with a range of difficulties: social, emotional, mental health ✓ No permanent or fixed-term exclusions in last 3 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 past 3 years. ✓ Children know how to keep themselves safe online. Online safety message delivered to parents half-termly via newsletter ✓ Attendance is consistently above 95% and we strive for 97% ✓ Implementation of learning behavior strategies is starting to have desired affect in classroom ✓ Close working with behavior mentor to understand how trauma and attachment affect behaviour 	<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. ✓ Sports games gold mark achieved. ✓ Forest school's 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 ✓ Ethos group drive Christian values across school: lead worship, causes, teach RE, support worship tables. ✓ Y6 all assigned responsibilities and take these very seriously. 	<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. ✓ DHT brings ideas, challenge, curriculum development, academic rigour and models 'classroom and corridor credibility' to other staff. ✓ Experienced staff bring a wealth of pedagogical knowledge. ✓ Opportunities for middle leaders to develop. All subject leaders have attended subject-specific training to enable them to lead their subject effectively. NPQSL provided by Diocese has been accessed by senior member of staff. ✓ 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. ✓ SENDCo has completed professional qualification and is now fully qualified to carry out this role. 	<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. ✓ Speech and language difficulties identified early. Work with SALT professional to provide targets for staff to work on with children. ✓ Parents actively and regularly involved in children's learning. ✓ Maths attainment is good and children have solid understanding of number. ✓ 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
School Improvement Plan		→	→	→	→

	Attendance	Safeguarding	Curriculum	School community/Enrichment
Strengths	<ul style="list-style-type: none"> Reached 95.8% in 2022-23; this is an improvement on 2022. 11 children deemed to be persistent absentees: this improved throughout the year due to strong monitoring and communication. HT consistent when granting authorised absence and this is known and understood by parents. 	<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. Safeguarding a consistent item on staff meeting agenda 1 DSL and 2x Deputy DSL: substantial number for a school of this size Online safety permeates through computing curriculum. Online safety message on newsletter/facebook half-termly. DHT meets with online safety Gov representative yearly. Governors trained in safeguarding procedures. Always 1 safer recruitment trained on interview panel Visitor pamphlet developed with all safeguarding info on for visitors and volunteers. 	<ul style="list-style-type: none"> Continues to develop, offering a range of knowledge, skills and experiences Strong and consistent subject leadership Training offered to new subject leaders Curriculum has breadth and depth in every subject New proforma developed for foundation subjects ensuring progression of knowledge, vocabulary and teaching throughout school for each subject. 	<ul style="list-style-type: none"> Many enrichment clubs offered in the last year: range of focus including sport, arts, MHWB, spiritual Y5/6 residential offer children opportunities they wouldn't normally have, developing their cultural and physical wellbeing School community consulted over vision and values, ensuring they have a voice in what drives our school. Close links with St Paul's church continue to be developed for the benefit of our children and families. Ethos group developing ideas for school community: bottle top collection, walk to school, litter pick. Sponsored events for local community: Victoria Institute, St John's Hospice, foodbank.
Development	<ul style="list-style-type: none"> Ensure work with persistent absentees improves attendance. Monitor attendance in EYFS to ensure best possible opportunities for our youngest children. 	<ul style="list-style-type: none"> Ensure all personnel files have correct documents in. DBS check everyone who hasn't got a DBS check from the last 10 years. Update visitor pamphlet with names and photos. HT to renew safer recruitment training. Ensure all DSL training is up-to-date. 	<ul style="list-style-type: none"> Ensure progression of knowledge and skills is fit for purpose and enables children to build on their learning sequentially. Develop assessment opportunities for foundation subjects. 	<ul style="list-style-type: none"> Continue to embed school's vision in everyday life for children, staff, parents, community Ethos group to work to enhance vision across school. Vision and values to continue to be a target on SIP: ensure this is clear, concise and understood by all.

Abbreviations

ASS: Average standardised score
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

NPQSL: National Professional Qualification for Senior Leadership

RSE: Relationship and sex education

RWM: Reading, Writing, Maths combined

SCR: Single central record

SEND: Special Educational Needs and Disabilities