

School Self-Evaluation Form (SEF)

School	St Swithun's Catholic Primary School	Head Teacher	Mrs Jenny Verhiest	Date	January 2025
School context-key features					
<p>St Swithun's is a Catholic primary school in the heart of Southsea. Our mission statement is 'Love one another as I have loved you' and is modelled by the whole school community and demonstrated through our mutual respect and love for each other, God's creation and our drive to do our best in all we do.</p> <p>This is underpinned by our vision; all pupils are happy, resilient and independent learners with a strong motivational drive to fulfil their potential. We believe that every child has the entitlement to an aspirational curriculum which sets high expectations for all. Our programmes of learning provide rich experiences, builds a depth of knowledge and equip pupils with the skills to be lifelong learners.</p> <p>At St Swithun's Catholic Primary School, we model excellence in everything we do. This begins with positive and respectful relationships where every member of our school family is valued. We develop the whole child by giving them the skills to positively contribute to their community. We have a highly skilled and knowledgeable team who collaborate effectively with pupils, parents, governors, diocese, church and other stakeholders to give our pupils the very best start in their learning journey.</p> <p>We believe this can be achieved by working closely with our families who are the first and most important educators of their child. The staff and governors of St Swithun's School, therefore, foster and encourage an open and supportive partnership between home, school and parish so that together we can help each child to develop in a happy, secure, and caring atmosphere.</p> <p>The following information outlines the current context of our school:</p> <ul style="list-style-type: none"> • St Swithun's is a 1.5 form entry Catholic primary school with pupils aged 2-11 years old. The PAN for the main school is 315 (45 per year group). As of September 2024, the school will have 315 pupils in the main school and 34 places for pupils in the pre-school. • The pupils in the main school (from Years 1-6) are organised into three mixed ability classes within each phase Key Stage One(KS1), Lower Key Stage Two (LKS2), Upper Key Stage Two (UKS2) for example 15 Year 1 pupils and 15 Year 2 pupils make up each of the three KS1 classes. Year R have two classes of 22/23 pupils. • Our pre-school can take 10 pupils aged 2-3 year olds and 24 pupils aged between 3-4 years old in each session (or similar combination, adhering to ratios set by the DfE), we currently have 40 pupils in our pre-school attending a range of sessions. • We have waiting lists for each year group from 2yrs to 11yrs. • The percentage of pupil premium pupils is 22%, 22% in main school and 22% pre-school, which is below the national average of 25% in primary schools. • The percentage of pupils who speak English as an additional language is high at 48% (46% in the main school and 66% in pre-school). The national average is 21%. The school community speaks 50 different languages. • The proportion of pupils with Special Education Needs and Disabilities (SEND) is 20%, with 22% in the main school and 3% in pre-school. Looking at SEND excluding Educational Health Care Plans (EHCP)s we have a total of 18%, with 20% in main school (this is above the national average of 14%) and 5% in preschool. Looking at just EHCPs we have a total of 2% overall, 2% in the main school (this is below the national average of 5%) and 0% in pre-school. • The school's attendance figures are strong with the average attendance for 2023/24 at 96%. Attendance in the main school (autumn and spring term 2023/24) showed the school had 7.3% persistent absentees and 0% severely absent, this is well below both the national figures of 19.2% persistently absent and 2.1% severely absent and Portsmouth figures of 20.2% persistently absent and 3% severely absent. As well as showing improvements from the previous year (10.7% persistently absent and 0% severely absent). • The school's leadership structure has changed over recent years with the retirement of our head teacher after 6 years at the school, in 2021. The school had an interim head teacher for just over a year before the deputy head teacher (who was acting head teacher from October 2022) was appointed as permanent head teacher in February 2023. As of September 2024, the Senior Leadership Team (SLT) will consist of the head teacher, two assistant head teachers (one with responsibility for KS1 and curriculum, the other for KS2 and Catholicism), SENDCo, and Yr3/4 lead (and maths lead). • The Chair of Governors is a foundation governor who joined us on the 1st September 2023. All governor positions are now full. • The school is part of the Portsmouth Catholic diocese. We have joined a working partnership MAT, geographically determined, and called the Edith Stein Partnership. 					
Summary Evaluation					
Areas for whole school development 2023-2025	<p>Developing the Catholic life of the school</p> <ul style="list-style-type: none"> • Promoting and enhancing children's spirituality, moral, social and cultural development. • Introduce and implement curriculum changes from the diocese, when received. 				

(See SIP and subject action plans for details)	<ul style="list-style-type: none"> • Implement updated assessment criteria and moderate across phase. • Support staff subject knowledge and questioning. • Develop the Catholic environment. • Introduce Catholic keys and Catholic Social Teaching • Redevelop collective worship, including child-led worship, according to Celebration of the Word document.
	<p>Quality of Education</p> <ul style="list-style-type: none"> • Raise combined attainment and progress for all pupils across all phases so outcomes improve year on year. • Develop the use of monitoring to ensure high quality teaching so that children develop knowledge and skills to achieve best possible outcomes in RWM. • The school’s curriculum intent and implementation are embedded across the school so that work is of a consistently high quality and learning experiences help the children remember what they have been taught so that they learn important aspects, such as historical chronology, more deeply. • The curriculum is effectively sequenced to build upon children prior learning and enable children to widen their knowledge and understanding, starting from EYFS. • Further develop subject leaders' knowledge and expertise to continue developing the school’s curriculum and embed best practice across subjects. • Ensure groups of children who are most vulnerable to not achieving their potential make good progress by focusing on the classroom environment and adapting the curriculum. • Embed the Feedback and Assessment Policy so it moves children’ learning forward in all subjects, provides helpful formative and summative data for teachers and is cognisant of teacher workload. • Ensure assessments for each year are moderated internally with core subjects moderated with other schools in YR, Y2, Y4 and Y6. • Continue to improve curriculum and standards in all subjects – see leaders’ subject action plans. • Digital strategy provides all members of the school community with skills to use a range of technology safely and effectively, so they develop the skills and knowledge for lifelong learning.
	<p>Behaviour and Attitudes</p> <ul style="list-style-type: none"> • Embed relational practice throughout the school to build relationships, improve behaviour and create a strong school community where everyone feels they belong, are safe, cared for and valued. • Enable children to grow leadership within the school, ensuring child voices and opinions are heard in improving both our school and the local community. • Ensure all our children are staying safe online both at home and school. • To continue to improve whole school attendance and punctuality and ensure the number of children at risk of persistent absentees is reduced.
	<p>Personal Development</p> <ul style="list-style-type: none"> • To ensure the mental health of children continues to be a high priority for all and that children know how and where to seek support. • To ensure the mental health of staff continues to be a high priority for all and staff feel able to openly seek support if needed. • Ensure children understand how to be responsible, respectful citizens of the world understanding, respecting and celebrating difference while developing their spiritual, moral, social and cultural development. • To develop British values of democracy, rule of law, individual liberty, respect and tolerance. • To ensure that we offer a range of opportunities to nurture, develop and stretch all children’s talents and interests to broaden their development. • Establish a PSHE curriculum that will support learners’ broader development and implements the relationships and health education of all children.
	<p>Leadership and Management</p> <ul style="list-style-type: none"> • To promote a clear and ambitious vision for the school, which relentlessly focuses on improving the quality of education – through the quality of our curriculum, teaching and learning and outcomes (progress and attainment) and extending collaboration opportunities for leaders at all levels. • To ensure an effective program of support for ECTs is in place and meets their needs allowing them to thrive. • Leaders continue to develop opportunities to engage with children, families and community to make a positive difference. • To ensure governors are robust and rigorous in holding leaders to account for the quality of education and school improvement. • To ensure school continue to build on their strong safeguarding culture.
<p>Early Years</p> <ul style="list-style-type: none"> • Construct an ambitious curriculum that supports the development of each child. 	

	<ul style="list-style-type: none"> To ensure there is a systematic approach to teaching early reading and synthetic phonics. All staff are knowledgeable about the teaching of early mathematics. To ensure the outside area supports children’s development across all areas of the EYFS. To continue to build positive relationship with parents and carers. EY manager and deputy pre-school manager to inform and support staff with sequence of learning.
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Ofsted (September 2019)
Extent to which areas for development identified at the previous Ofsted Inspection, have been addressed

KEY ISSUE	PROGRESS
<ul style="list-style-type: none"> Leaders need to continue their work to improve some parts of the curriculum, such as in geography and history. In these subjects, leaders should develop how learning builds on what pupils already know and understand, so that they learn important aspects, such as historical chronology, more deeply. 	<ul style="list-style-type: none"> Long term plans for a two-year cycle, focusing on knowledge and ensuring a sequential approach are in place. Subject leader time and support from SLT to ensure progression for the subject and subject leadership role. Reviews of prior learning taking place. Knowledge organisers in place. All subject leaders take part in LA leader meetings and support groups.

Section 48 (November 2019)
Extent to which areas for development identified at the previous Section 48 Inspection, have been addressed

KEY ISSUE	PROGRESS
<ul style="list-style-type: none"> Ensure the improvements in teaching and learning in RE are embedded across the school. Develop opportunities for pupils to study and apply the principles of Catholic Social Teaching (CST) throughout the curriculum and life of the school. Embed in upper Key Stage 2 and then extend to all year groups the recent move to pupils planning and leading aspects of their own worship, ensuring expectations are appropriate for the age of the pupils involved. 	<ul style="list-style-type: none"> Several PDM meetings for staff knowledge and curriculum knowledge throughout the year. Regular monitoring of RE with governors and Father Simon. Introduction of Catholic keys to support the teaching of Catholic Social Teaching. Mini Vinnies who plan and lead worship across the school and in assemblies. Staff have received PDMs and monitoring on liturgical prayer.

Quality of Education
Current Judgement – Good

Key Strengths	<ul style="list-style-type: none"> The curriculum is carefully sequenced to ensure that pupils build on prior knowledge and develop secure foundations for future learning (covering Pre-school to Year 6). Our ambitious curriculum is over a two-year period to support mixed age classes. Leaders ensure that pre-school learning is well-integrated with the school’s wider curriculum, laying strong foundations for future academic success. Pre-school benefit from using all the main school resources, with a vast majority of our pre-school pupils are successful in gaining a place in the main school. Teachers demonstrate secure subject knowledge when planning and teaching, to ensure that lessons are pitched appropriately. They use prior learning and use assessment well to check understanding and inform future teaching, ensuring that gaps in knowledge are swiftly addressed. The curriculum overviews share the knowledge and skills for each unit and are available on our website so that parents are informed and can share in their learning. The teaching of early reading is a strength of the school, with pupils gaining the phonics knowledge needed to become confident, fluent readers. RWI has been in place from pre-school since September 2022. Our phonics lead has organised external and internal training; she also monitors, teaches alongside colleagues, coaches, assesses groups, and deploys specialist TAs to fill gaps. Teachers and TAs have become highly skilled in the delivery of this programme. Unusually high movement in year 1 caused our predicted data for year one phonics screening to go from the predicted 85% to 77% in 2024. Our new children, especially those who are new to English, are already benefitting from phonics interventions so they can catch up and keep up as they move into Year 2. (See page 10 and SIP for data). The English Hub reviewed our phonics teaching on 28/11/24 and we were the first school to receive ‘strong’ in all areas of the report (see our website). Reading is prioritised across the school, with pupils developing fluency, comprehension, and a love of literature. Leaders ensure high-quality texts are at the heart of the curriculum. All KS2 classes teach Destination Reader (DR) lessons to enable pupils to have a greater focus on reading, embrace the love of reading, develop further skills of enquiry and comprehension, and enable them to use these skills throughout the curriculum. Our assistant head for curriculum is also an advisor for DR in Portsmouth. All classes also have a class reader too, which is a book the teacher shares with their class.
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	<ul style="list-style-type: none"> • Leaders act swiftly to address any areas of concern, ensuring that the curriculum meets the needs of all pupils and interventions are in place to raise attainment where required. This is having a positive impact on multiplication as our results for the multiplication tables test at 82% (20+), were down from 93% (20+) in 2023; however, it is still above the national average. (See page 10 and SIP for data). • Leaders take great care to ensure that transitions are well-planned, enabling pupils to continue learning effectively without disruption as pupils move from pre-school to year R, year R to year 1/2, then year 1/2 to year 3/4 and year 3/4 to year 5/6. Thorough transition meetings take place with teachers, TAs, SENDCo, and SLT to ensure all relevant information is passed on to the new teacher and TAs. Our pastoral team provides extra transition sessions and social stories for specified pupils from across the school, enabling them to have a settled start to the new year. • All pupils in year 6 have the opportunity to attend transition to secondary schools. We have developed good links with our feeder schools, which help our pupils have a successful start to secondary education. Our pastoral team organises extra transition sessions and social stories for specified pupils from across the school, enabling them to have a settled start in their new school. • Teachers continue to use a range of AfL strategies to ensure lessons are carefully structured to enable all pupils, including those with SEND, to meet ambitious learning objectives; including the effective use of talk partners, I do, you do activities, use of whiteboards, pre-teaching, and conferencing. • Staff are highly effective in establishing a positive climate for learning and have high expectations for pupils' learning and behaviour, as a result, pupils are enthusiastic about their learning and demonstrate excellent behaviour, which supports their ability to engage fully in lessons. • Teachers have secure subject knowledge, which they use to inspire and challenge pupils in their learning. Subject Knowledge has been strengthened as a result of dedicated time coupled with SLT support, clearly focused action plans, CPD, use of LA subject lead groups, PDMs, INSET training, and research time. • Teachers plan together as a phase and support each other both within and across phases to ensure that they have a good knowledge of the subjects and how they will be delivered. This collaborative planning approach ensures that the curriculum is ambitious and coherent, meeting the needs of all pupils. This is supported by SLT and middle leaders where necessary. • The curriculum is ambitious and accessible for all pupils (planning, pre-teaching, AfL, practical resources, etc.), including those with SEND, enabling them to achieve highly and is supported and monitored by the class teacher, 1:1 TAs, SENDCo, and SLT. • Leaders' rigorous monitoring of progress ensures that no pupil is left behind. Pupil progress meetings identify pupils at risk of not achieving their end-of-year expectations in core subjects and combined. This allows teachers and SLT to ensure that a robust intervention system is in place, which is monitored to ensure children catch up and keep up. • Classroom strategies are identified and intervention groups introduced as necessary. Teachers monitor the progress of focus pupils, and this is evaluated regularly via pupil progress meetings. Teachers and SENDCo work together to ensure ILPs (Individual Learning Plans) are as effective as possible via Edukey. • Cultural diversity is celebrated, ensuring that pupils develop a rich understanding of the wider world. Language Ambassadors help raise the profile and celebrate different cultures, languages, and celebrations with events like International Day, six multicultural lessons throughout the year on a certain country delivered by the MFL lead and decided upon by our Language Ambassadors, visitors, competitions, and events. • Specialist teaching in subjects such as music and French ensures that pupils achieve exceptionally well in these areas. Additional opportunities are given to pupils, including additional music lessons, orchestra, choir, and performance opportunities both at school and in the community.
Key Areas to Improve/ to achieve outstanding	<ul style="list-style-type: none"> • Leaders continue to have a clear and ambitious vision for raising combined attainment and progress for all pupils across all phases. The school's approach is founded on a commitment to improving outcomes year on year, with leaders maintaining an uncompromising focus on ensuring all pupils achieve their full potential. This ensures that all pupils, regardless of background or starting point, make substantial and sustained progress in key areas such as reading, writing, and mathematics. • Leaders and teachers use a robust and strategic system of monitoring to ensure ongoing consistently high-quality teaching. Teachers are supported and empowered to develop their practice, ensuring pupils acquire the necessary knowledge and skills to achieve the best possible outcomes in Reading, Writing, and Mathematics (RWM). • The school's curriculum intent and implementation continue to be consistently well-embedded across all phases of the school. As a result, pupils benefit from high-quality work that supports the retention of knowledge and the development of deep understanding. For example, pupils learn important concepts, such as historical chronology, more deeply by making meaningful connections to prior learning. Teachers ensure that learning is sequenced effectively so that pupils can remember and apply what they have learned. • The curriculum is effectively sequenced to build upon pupils' prior knowledge, enabling them to develop a deeper understanding across a broad range of subjects. From the Early Years Foundation Stage (EYFS) onwards, the

	<p>curriculum ensures that pupils acquire and deepen their knowledge step by step. This strong curriculum design leads to pupils making strong progress in a wide range of subjects over time.</p> <ul style="list-style-type: none"> • Subject leaders are highly knowledgeable and have developed significant expertise in their subjects. They continue to refine and strengthen the school’s curriculum, embedding best practice across all subjects. As a result, the curriculum remains dynamic, rigorous, and responsive to the needs of pupils, ensuring pupils develop a thorough understanding of the subjects they study. • Leaders and teachers continue to be dedicated to ensuring that vulnerable groups of pupils make good progress, with a particular focus on adapting the curriculum to meet their needs. By prioritizing the classroom environment and tailoring the curriculum to suit different learning needs, these pupils are well-supported to achieve their potential. This focus ensures that no pupil is left behind and that all pupils, particularly those at risk of underachievement, make sustained progress. • The school’s Feedback and Assessment Policy continue to be rigorously implemented, ensuring that all assessments move pupils’ learning forward. Teachers provide clear, actionable feedback that supports pupils’ progress in every subject. The assessment system is designed to provide helpful formative and summative data for teachers while being mindful of teacher workload. This balance between effective assessment and teacher support enables a strong focus on student outcomes. • Assessment practices continue to be robust and subject-specific. Internal moderation ensures consistency in assessment within the school, while core subjects are also moderated externally with other schools, particularly in Year R, Year 2, Year 4, and Year 6. This ensures that the school’s assessments are reliable and accurate, allowing teachers to make informed decisions about pupils’ progress. • Leaders continue to focus on improving the curriculum and standards in all subjects. Teachers’ subject action plans are evidence-based and result in continuous improvements in subject knowledge, teaching, and outcomes (teachers receive additional time and support to enable this to happen). As a result, the school ensures that all subjects are given the attention and development they need to support pupils’ overall progress and attainment. • The school’s digital strategy is fully integrated into teaching and learning. All members of the school community are equipped with the skills to use a range of technology safely and effectively. This enables pupils to develop the digital literacy and critical thinking skills necessary for lifelong learning. By embedding these skills across the curriculum, the school ensures that pupils are prepared for future challenges in an increasingly digital world.
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<p>Behaviour and Attitudes Current Judgement – Good/Outstanding</p>	
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Key Strengths	<ul style="list-style-type: none"> • The calm and supportive learning environment promotes good behaviour and positive attitudes for all pupils. Pupils demonstrate consistently high levels of respect for others, including adults and their peers, creating a harmonious atmosphere in which all pupils thrive. This has been consistently observed through learning walks, drop-ins, external visitors from the LA, and external professionals. • All staff have high expectations of behaviour, and the positive behaviour policy, which reflects our mission statement, is applied consistently across the school. Pupils are highly motivated and take responsibility for their learning, showing resilience, independence, and a desire to achieve their best. Pupils transferring from other schools settle quickly, adopting the school’s positive behaviours and attitude modelled by all. • Pupils consistently demonstrate pride in their achievements and their school, acting as excellent ambassadors for the school, speaking about their school with pride. Their good behaviour and attitudes are underpinned by their knowledge and living out of the school’s mission statement: ‘Love one another as I have loved you’. • In the playground, pupils play well with each other and appreciate the range of play equipment provided for them to support them in this play. They demonstrate excellent social skills, interacting positively and ensuring that all pupils are included in activities. • The school’s unwavering commitment to pupils’ well-being ensures that they feel safe, supported, and valued, enabling them to flourish both socially and academically and remains a high priority post-Covid. • Pupils show an exceptional willingness to contribute to the life of the school and the wider community, fostering a strong sense of belonging and responsibility. This includes performances, school council, Mini Vinnies, sporting activities, office monitors, librarians, play leaders, prayer leaders, and prefects, etc. • The school’s culture of trust and openness ensures that pupils feel safe and secure, while parents value the strong partnerships they have with the school (and visible presence of school leaders). • The school’s excellent enrichment programme ensures that pupils develop as well-rounded, confident individuals who are well-prepared for future success. Opportunities such as residential visits in KS2, as well as numerous wider-curricular opportunities, equip pupils with skills and attitudes that will support them in the next stage of their education. The value of these experiences in developing respect and understanding of others’ views and ideas is highly valued by the school and parents. There is financial support available for families, so all pupils have the opportunity to fully take part in all that the school offers.
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	<ul style="list-style-type: none"> • Pupils' excellent attendance reflects their enjoyment of school, and leaders take swift action to support families where attendance falls below expectations. • Attendance is strong and at the end of last academic year (12/7/24), was 96% in total, 96% in the main school (above the national average of 93%) and 99.8% in pre-school. January's figures are very similar with 95.5% in total. • Attendance in the main school (autumn and spring term 2023/24) showed the school had 7.3% persistent absentees and 0% severely absent, this is well below both the national figures of 19.2% persistently absent and 2.1% severely absent and Portsmouth figures of 20.2% persistently absent and 3% severely absent. As well as showing improvements at school level from the previous year of 10.7% persistently absent and 0% severely absent. • Leaders' proactive and compassionate approach ensures that barriers to attendance and punctuality are swiftly addressed. The head teacher and family support officer meet weekly to look at punctuality and have offered support and guidance to families which has reduced the number of pupils who arrive late. • Pupils' exemplary behaviour in lessons and around the school supports a highly productive learning environment. • The school's robust anti-bullying policy and its consistent implementation ensure that pupils feel safe and supported, and incidents are extremely rare. Bullying is not tolerated and is immediately investigated and challenged using relational practice. Incidents are recorded and analysed monthly to look for patterns in behaviour so we can proactively support the behaviour of our pupils and offer support and guidance to families if needed. • Leaders' dedication to fostering an inclusive, supportive environment ensures that all pupils' needs are met effectively, resulting in exemplary behaviour and no need for exclusions or suspensions.
Key Areas to Improve/ to achieve outstanding	<ul style="list-style-type: none"> • Leaders continue to embed a culture of relational practice across the school. This approach ensures that relationships between pupils and staff are respectful, positive, and underpinned by mutual trust. As a result, pupils behave consistently well, demonstrating self-regulation and an understanding of the high standards expected of them. This positive environment promotes pupils' well-being and enables them to feel safe, valued, and ready to learn. • Pupils are continually encouraged and supported to develop their involvement and leadership skills. Through structured opportunities for leadership, such as school council roles, peer mentoring, and community projects, pupils take pride in contributing to school improvement and making a positive difference in their local community. This inclusive approach to pupil voice fosters a sense of responsibility and respect, ensuring pupils are confident and motivated to take ownership of their role within the school and beyond. • The school continues to prioritise online safety, ensuring all children understand how to stay safe online both at home and in school. Staff are knowledgeable and proactive in teaching pupils how to recognize risks, stay vigilant, and seek support when necessary. This ensures pupils demonstrate a strong understanding of safe online behaviour and make responsible choices when using technology. • Leaders continue to place a high priority on improving whole-school attendance and punctuality. Effective systems and processes are in place to identify and address issues of persistent absence, with swift and robust interventions provided for pupils and families who need additional support. This approach demonstrates leaders' relentless focus on ensuring all pupils benefit from consistent access to high-quality education. • Attendance initiatives are carefully planned and monitored to ensure they are consistently effective. Leaders work with families (and other agencies) to overcome barriers to attendance, ensuring high expectations for punctuality and attendance are upheld across the school community. • Pupils are eager to attend school, and absence rates continue to be within the lowest 20%. The number of children at risk of becoming persistent absentees is in the lowest 20% of schools due to leaders' determined efforts to foster a culture where good attendance is celebrated and valued.
Personal Development Current Judgement – Good/Outstanding	
Key Strengths	<ul style="list-style-type: none"> • The school's deeply embedded inclusive ethos ensures that all pupils feel valued and respected, fostering an environment where every individual can flourish. • Good relationships between adults and pupils lead to a loving and trusting environment, where all are encouraged to live out the mission statement: 'Love one another, as I have loved you.' This culture of mutual respect and care enables pupils to develop a strong sense of belonging and personal responsibility. • Pupils are excited to take on various roles across the school, including school council, prefects, buddies, play leaders, librarians, and Mini Vinnies. This supports pupils in becoming active citizens in school life and in preparation for their future lives. These opportunities ensure that pupils develop exceptional leadership skills and a sense of civic duty, preparing them for their future roles in society. • Pupils demonstrate an excellent understanding of how to maintain their physical and mental health and are empowered to make informed choices about their well-being. Lessons, workshops and visits further promote children's wellbeing.

	<ul style="list-style-type: none"> The school's commitment to holistic development ensures that pupils have a profound appreciation of cultural diversity, moral responsibility, and spiritual enrichment, through liturgies, masses, RE lessons, Catholic social teaching, and the curriculum. The school's exemplary pastoral care ensures that pupils' emotional and mental well-being is consistently supported, enabling them to thrive. Pastoral support is a strength of the school, offering individual support for identified pupils across the school. We have a qualified ELSA who also oversees pastoral programmes delivered by TAs and two mental health support practitioners. KAPOW is adopted across the school to support the teaching of PSHE and RSE. This well-sequenced curriculum equips pupils with the knowledge, skills, and understanding they need to navigate relationships and personal challenges confidently. Leaders' proactive approach ensures that families feel supported, and pupils' needs are met effectively, creating a culture of partnership and trust. Our SENDCo, deputy pre-school manager, and Family Support Officer are all trained in supporting families with FSP (Family Support Plans). The school's rich extra-curricular programme provides excellent opportunities for personal growth and skill development, ensuring inclusivity for all pupils. Before and after-school clubs allow a wide range of opportunities for pupils to nurture, develop, and stretch their talents and interests beyond the academic. These include art, dance, gym, drama, football, magical maths, and cheerleading. We also offer in-school wraparound care. Funded places for our vulnerable pupils are always available and actively promoted. Pupils develop excellent self-awareness, emotional intelligence, and resilience through a highly effective PSHE curriculum. A huge emphasis remains on well-being, with the profile of PSHE continuing to be raised and taught consistently. The use of KAPOW, supported by the PSHE association, has supported pupils' well-being to ensure that they have a toolkit to support their own well-being and self-regulation. The school's unwavering focus on staff well-being ensures a motivated and highly effective workforce, enabling the best outcomes for pupils. Staff are well supported by the well-being team, who run regular sessions in INSET, PDM, and TA meetings, as well as starting various initiatives like Walking Wednesdays and shout-outs. Regular school well-being surveys show that staff well-being continues to remain very high. Leaders' comprehensive approach to meeting pupils' needs ensures that all pupils feel secure and supported, minimizing the need for escalated responses. The school rarely has the need to use reduced timetables because pupils' needs are well met throughout the school.
Key Areas to Improve/ to achieve outstanding	<ul style="list-style-type: none"> Pupils are continually empowered to take responsibility for their mental health and well-being, demonstrating confidence in seeking help when needed. The school's open and inclusive culture ensures that staff continue to feel valued and supported, promoting a collaborative and thriving working environment. Pupils continue to develop a deep understanding of equality and diversity, preparing them to become responsible, respectful global citizens. The school's values-based education ensures that pupils continue to embody British values, demonstrating these consistently in their actions and attitudes. To ensure that we constantly review and extend the breadth of opportunities provided by the school enables pupils to discover and excel in their individual interests and talents, fostering confidence and self-belief. Ensure the PSHE curriculum remains well-designed ensures that pupils develop the knowledge, skills, and attributes needed to lead healthy, safe, and fulfilling lives.
Leadership and Management Current Judgement – Good	
Key Strengths	<ul style="list-style-type: none"> At the beginning of 2023, our deputy head teacher was successfully appointed as head teacher of the school, and our assistant head took on the role of acting deputy head teacher. Both have been at the school for a number of years and are dedicated and passionate about moving the school forward for pupils, staff, families, and our school community. Their shared vision and commitment to excellence have created a culture of high expectations, collaboration, and consistency, leading to clear and sustained improvement after a period of uncertainty. Going forward in September 2024, our acting deputy will go back to the title of assistant head, as are the Catholic rules. We have also appointed a second Catholic assistant head to lead on Catholicism across the school. Leaders demonstrate a relentless drive to create an inclusive, aspirational culture where staff and pupils excel. Our mission statement, 'Love one another as I have loved you,' is known and understood by all in the school community. It runs across all areas of our school and links in with our nine areas of Catholic Social Teaching. This shared vision permeates every aspect of school life, fostering a strong sense of unity and purpose.

- Safeguarding is given the highest priority, with a proactive approach to identifying and addressing issues swiftly, ensuring the safety and well-being of all pupils. Safeguarding procedures are effective, and all staff receive annual training at the start of the year, training at each INSET day, and regular reviews. Staff have termly questionnaires, and this data is used to inform future training sessions as well as providing individual bespoke training and support. There are also posters and information sheets in the staffroom and toilets, which are regularly updated.
- Due to the increase in safeguarding referrals and support required, additional safeguarding leaders have been trained to support provision, representing different age phases across the school. There are now the lead DSL (the head teacher), Deputy DSL (pastoral support lead), and four DSL officers (assistant head teacher and KS1 lead, deputy manager of pre-school, SENDCo who teaches part time in YrR, and LKS2 lead). This strategic distribution of responsibility ensures safeguarding is robustly monitored across all phases of the school.
- The safeguarding team (listed above) meet weekly to look at vulnerable pupils, and every fourth week they have internal training that includes case studies, local priorities, and feedback from external training. All members of the team receive external safeguarding training. This comprehensive and regular training ensures the safeguarding team is highly skilled and informed, enabling them to address complex cases effectively.
- The school's commitment to staff well-being is evident in the tailored supervision from trained staff that is provided, ensuring those in challenging roles and/or situations feel supported and confident.
- This academic year, we also received a safeguarding monitoring visit from the LA to ensure processes and procedures are highly effective, which they were. The external validation of safeguarding procedures from the Local Authority (LA) in January 2023 highlights the school's unwavering commitment to maintaining a strong safeguarding culture.
- The LA's Compact Audit for Safeguarding Procedures and Protocols, assessed every two years by the LA, showed that our safeguarding procedures are highly effective or effective. The consistent recognition of effective safeguarding underscores the leaders' dedication to keeping pupils safe.
- Arbor is used to electronically record safeguarding concerns, which is highly effective in its rigorous monitoring and ensuring all Designated Safeguarding Leaders/ Officers (DSL/O) are effectively informed of all cases within the school so safeguarding concerns are promptly and systematically dealt with. This data is also used to form the weekly spreadsheet to update all DSL/O in their weekly meeting
- Leaders use data effectively to identify trends and implement preventive measures, demonstrating a proactive approach to managing safeguarding and behaviour. All MASH referrals and information requests from MASH are recorded, alongside LADO, racist behaviour, and bullying incidents. The DSL and DDSL look for trends, ensure effective support is in place, and, where possible, put proactive measures in place.
- Leaders prioritise professional development, ensuring that staff are equipped to provide exceptional teaching and learning. High-quality, tailored CPD both internal (senior leaders and subject leads) and external, ensures that teachers deliver quality-first teaching for their pupils.
- Subject leads are supported with additional release time dedicated to their subject (monitored and supported by SLT), as well as attending subject network meetings within the LA and/or diocese, external courses where available and appropriate, and research time to increase their own pedagogy to enhance the support they can give. This enables subject leaders to develop deep expertise, ensuring the curriculum is ambitious and well-implemented across all areas.
- Leaders use assessment effectively to drive improvements in learning, particularly for disadvantaged pupils, ensuring gaps are closed swiftly. Assessment identify strengths and gaps in learning. The progress of disadvantaged pupils is carefully analysed, and support/interventions are put in place as necessary. These are recorded, monitored, assessed, and altered as necessary.
- Disadvantaged pupils are also supported financially and through signposting to access clubs, music lessons, trips, wraparound care, and holiday clubs. This ensures that all pupils have equitable access to opportunities, enabling them to thrive both academically and personally.
- We have identified the cohorts most affected by Covid (as of September 2024 – Year 3/Year 4/Year 5), demonstrating particular need. These pupils receive additional support targeting the gaps in their learning four afternoons a week by an additional teacher alongside in-school support if needed (2023–2024). This targeted intervention reflects leaders' effective response to addressing the long-term impact of Covid on pupils' learning.
- Bi-weekly calls for school and pre-school with a named LA vulnerable call coordinator ensure that professional dialogues around the most vulnerable pupils and families are regularly discussed, including making links with other cluster schools. This collaborative approach strengthens support networks and ensures timely and effective intervention for vulnerable pupils.
- Leaders are committed to working in partnership with families, fostering strong and productive relationships that benefit pupils' education and well-being.
- Governors are highly skilled and rigorous in holding leaders to account, ensuring continuous school improvement.
- The school's outreach and community engagement reflect its deeply embedded ethos of compassion and service. The school, in its mission to support the wider community, has continued to engage beyond the school gates by

	<p>providing food and/or food bank vouchers for the school community as needed, collections for local food banks, items for those suffering in Ukraine, and by raising money for charitable causes.</p> <ul style="list-style-type: none"> • Senior leaders are reflective in evaluating the impact of improvements using pupil progress meetings to analyse data, identify gaps (individual, group, and class), and put in place effective support that is monitored and reviewed. Monitoring is robust with a whole-school monitoring and evaluation cycle implemented half-terminally. This cycle of reflection and improvement drives high standards across the school. • Read, Write Inc. phonics (RWI) CPD throughout the school year continues internally and with external support from RWI (2023-2024) and cluster support (2024-2025). Leaders ensure that professional development for staff is of exceptionally high quality and is carefully planned to secure consistent and sustained improvements in teaching and learning. This has been verified by The English Hub who reviewed our phonics teaching on 28/11/24 and we were the first school to receive 'strong' in all areas of the report (see our website). • The SENDCo has put a number of new procedures in place to ensure that all pupils and staff are supported. As well as internal and external support, a member of staff has attended the SILSA for S&L course and is now able to assess and deliver Speech and Language programs. • The SENDCo demonstrates a deep understanding of SEND provision, ensuring staff receive high-quality training both internal and external, and are well equipped to meet the needs of all pupils with SEND. • The deputy pre-school manager has completed SENDCo training, enabling SEND provision to begin promptly with appropriate internal and external support. • All ILPs are co-created with families and pupils to ensure that provision reflects their voice and individual needs. Teachers are empowered to take ownership of ILPs and are supported by the SENDCo. • Edukey is used to manage and review support plans effectively, ensuring they are regularly updated and monitored for impact. • The SENDCo also attends regular LA SEND meetings, ensuring that the school's SEND practice is aligned with local and national priorities. • Our family support officer is highly knowledgeable, and the pastoral team is a strength of the school. She works effectively alongside the SENDCo to provide holistic support for pupils and families. She is a trained ELSA (Emotional Literacy Support Assistant) and a deputy DSL, demonstrating high levels of expertise and commitment to supporting vulnerable pupils. She collaborates with TAs to ensure children's pastoral needs are met consistently and effectively. • Our second year ECT is well supported through fortnightly support from her mentor, and there is a well-planned support programme in place, supported by her induction tutor. • Leaders provide exceptionally effective support for ECTs, enabling them to rapidly develop their skills and confidence as teachers. The HISP monitoring report highlights the school's personalised approaches and high-quality provision for ECTs as a strength. • The wellbeing of staff is very well supported and recognised in a wellbeing survey (July 2024), with 86% of staff saying they feel that their wellbeing is viewed as important. • Leaders take proactive and effective steps to promote the well-being of all staff, creating a positive and supportive working environment. The well-being team, working closely with SLT, has introduced impactful initiatives such as wellbeing resources (e.g., food and toiletries), walking Wednesdays, and staff shout-outs. Staff feel valued and appreciated, which contributes to the school's high levels of morale and teamwork. • Pupil premium funding has provided our pupils with bespoke provision, including Speech and Language support, targeted interventions, and subsidised wider opportunities (Please see Pupil Premium Funding Plan). Leaders ensure that pupil premium funding is used highly effectively to provide tailored support for disadvantaged pupils, enabling them to achieve well and access a broad range of opportunities. Two members of SLT are attending training to enhance the provision further, demonstrating a commitment to continuous improvement. • The pupils' attitudes and behaviour, as well as their spiritual, moral, social, and cultural development, are strengths of the school, as evidenced by our last two peer reviews. Leaders ensure that pupils develop exemplary attitudes and values, which are consistently reflected in their behaviour and interactions with others.
Key Areas to Improve/ to achieve outstanding	<ul style="list-style-type: none"> • Leaders to continue to promote a clear and ambitious vision for the school, rooted in high expectations for all pupils and staff. This vision drives improvements in the curriculum, teaching, and learning, ensuring pupils achieve exceptionally well. • To continue to ensure support for ECTs is of the highest quality, ensuring they flourish as professionals and contribute effectively to the school's ongoing success. • Leaders and staff continue to work tirelessly to build strong relationships with families and the local community, ensuring that all pupils receive the support they need to succeed. • Governors sustain their exceptional commitment and expertise, holding leaders to account rigorously and supporting the school's continuous improvement.

- Leaders continue to ensure that safeguarding is deeply embedded in the school’s culture and that all staff are highly vigilant, and pupils feel safe and confident in their environment.

Early Years
Current Judgement – Good

Key Strengths

- At the end of 2024, 84% of pupils in Year R achieved a Good Level of Development (GLD). In Pre-school, 84% of 2-3-year-olds and 80% of 3-4-year-olds were at age-related expectations. This reflects high-quality teaching and a strong focus on ensuring children are well-prepared for the next stage of their education.
- In the 2023-2024 Year R cohort, 56% of pupils are EAL, 9% are pupil premium, and 3 pupils have an EHCP, with an additional EHCP being initiated. The gender split is 53% male and 47% female. Initial assessments identified a targeted group of 29% requiring additional support to secure GLD, in line with the school’s high expectations. Leaders quickly implement well-targeted interventions to address identified gaps in learning, ensuring rapid and sustained progress for all children leading to 84% of children reaching GLD. Interventions began in late September, with all pupils being regularly reviewed at pupil progress meetings, with additional monitoring for SEND and vulnerable pupils.
- In the 2024-2025 Year R cohort, 47% of pupils are EAL, 7% are pupil premium, and 2 pupils have an EHCP, with an additional EHCP being initiated. The gender split is 49% male and 51% female. Initial assessments identified a targeted group of 22% requiring additional support (which started in September) to secure GLD, in line with the school’s high expectations.
- Having the main pre-school on-site ensures a seamless and effective transition into Year R. Pupils are already familiar with key school facilities such as the lunch hall, music room, library, cookery space, and physical development areas. This supports children’s confidence and ensures they feel safe and secure as they move into Reception. Pre-school children also have access to a wide variety of outdoor spaces, including EYFS, KS1, KS2 playgrounds, and a dedicated garden, offering a rich and stimulating learning environment. The school’s high ambition for all pupils ensures that the vast majority of pre-school families (90-95%) apply for a place in the main school.
- Our pre-school pupils are introduced to Read Write Inc. (RWI) from Spring 1. Staff use their high-quality training to deliver consistent and effective phonics teaching. This early introduction ensures rapid progress in the development of children’s early reading skills, laying secure foundations for future learning.
- Visit in April 2024 by the LA highlighted several strengths in both Pre-school and Year R provision. These included the use of active learning opportunities to practice and apply knowledge and skills, warm and nurturing relationships between staff and pupils, and strong connections to children’s prior learning and experiences. This external validation affirms the high-quality provision and leadership in Early Years.
- EYFS staff demonstrate an excellent understanding of their responsibility in supporting children’s early language development. A specialist-trained TA delivers high-quality speech and language programs across the school, supported by experienced nursery practitioners and Year R TA’s. Vocabulary development is prioritized to support children’s social and academic success, ensuring that they are well-prepared for the next stage of their education.
- Our SENDCo works one day a week in Year R and spends time advising and assessing children in Pre-school. The deputy pre-school manager holds SEND EY accreditation and is furthering her knowledge through an NPQ in Early Years. Leaders ensure that staff are highly skilled and knowledgeable in identifying and supporting children with SEND, resulting in effective provision that meets children’s needs.
- Regular newsletters, stay and play sessions, reading sessions and parents’ evenings keep families well-informed about their child’s learning journey. Leaders ensure parents are meaningfully involved in their child’s education through regular and purposeful communication.
- Play-and-stay sessions in Pre-school and reading sessions in Year R strengthen relationships with families. These sessions provide parents with insight into their child’s learning and development. Strong partnerships with parents are a key strength of the school.
- Learning journeys are used effectively to showcase pupils’ progress and demonstrate children’s ownership of their learning. Leaders ensure assessment is accurate, purposeful, and used to inform next steps, enabling children to make sustained progress.
- A key strength of EYFS is the transition process into the main school. Staff work closely with families to ensure children feel safe, secure, and ready to learn. Transition activities include family meetings, pre-school transition meetings, pre-school visits (when requested or needed), several play-and-stay sessions, story sessions, and home visits. These robust arrangements ensure children settle quickly and are well-supported in their learning journey.
- The two Year R classes operate as a single unit, ensuring consistent provision and high expectations across staff. This approach maximizes opportunities for collaboration and extends the range of learning experiences available to children. The high expectations of staff are evident in the ambitious and stimulating environment created for all pupils.

- The outside area has been extensively developed to provide a safe, engaging, and purposeful learning environment. This includes defined areas for bikes and scooters, as well as an outdoor classroom for outdoor learning and interventions. The rich outdoor provision supports children’s physical development and provides opportunities for exploration and creativity across all areas of the curriculum.
- The recent application for funding from the LA was accepted and the extension to the pre-school offering 12 extra spaces was completed ready for September 2024.
- Despite the high level of need in Year R and Pre-school during 2023-2024, outcomes remain strong, with over 80% of children achieving age-related expectations.
- Leaders’ ambition and focus on inclusion ensure all pupils, regardless of their starting points, make sustained progress.

End of School Outcomes for EYFS at ARE 2024			
	Pre-School 2-3yrs	Pre-School 3-4yrs	YrR
Prime Areas	81%	91%	84%
Literacy	81%	91%	84%
Numeracy	81%	91%	86%
All of above	81%	91%	84%

Key Areas to Improve/ to achieve outstanding

- Leaders continue to ensure that their ambitious curriculum that supports the holistic development of every child and highly systematic approach to teaching early reading and synthetic phonics allows all children to make exceptional progress.
- All staff continue to demonstrate deep knowledge and expertise in the teaching of early mathematics, ensuring children develop a secure understanding of key concepts.
- The outside area is used exceptionally well to support children’s development across all areas of learning.
- The EYFS manager and deputy pre-school manager continue to work effectively to inform and support staff with the sequence of learning, ensuring high-quality teaching.

Overall Effectiveness
Current judgement – Good

Key Strengths

Self-evaluation judgements are:

- QE = 2
- PD = 1/2
- B&A = 1/2
- L&M = 2
- EY = 2

We have judged ourselves as at least Good because:

- **Our curriculum is ambitious and well-sequenced:** The curriculum has been carefully developed to provide a strong progression of knowledge and skills from Pre-School to Year 6, ensuring that pupils build on prior knowledge and develop secure foundations for future learning. Leaders have designed a two-year curriculum to support mixed-age classes, which is ambitious and accessible for all pupils. This is evident in the strong integration of pre-school learning into the wider school curriculum, laying strong academic foundations for future success.
- **Teaching and learning is effective:** Teachers demonstrate secure subject knowledge and use a range of formative assessment strategies to inform teaching and address gaps in knowledge swiftly. RWI phonics is delivered effectively, with teachers and TAs highly skilled in its implementation, supporting early reading development. In KS2, DR lessons promote a love of reading and enhance pupils’ reading skills, preparing them for broader curriculum success. Teachers use a variety of teaching methods, including AfL strategies, to ensure all pupils, including those with SEND, can achieve ambitious learning objectives.
- **We provide strong support for vulnerable groups:** The school ensures that vulnerable pupils, including those with SEND or who speak English as an additional language, receive tailored support to make strong progress. Pupil progress meetings, supported by interventions, ensure that no pupil is left behind. Teachers adapt the curriculum effectively to meet the needs of pupils with SEND, supported by SLT and the SENDCo. Additionally, the school’s commitment to diversity and inclusion is evident through initiatives like the Language Ambassadors, promoting cultural awareness and ensuring pupils develop a broad understanding of the world.
- **We have well-managed transitions and high expectations for learning:** The school has established highly effective transition processes, ensuring that pupils move seamlessly between year groups and into secondary school. Transition meetings and tailored support, including social stories, ensure that all pupils are well-prepared for each stage of their education. Teachers also set high expectations for pupil behaviour and learning, which contributes to

a positive climate for learning where pupils engage fully in lessons. As a result, pupils demonstrate excellent attitudes towards learning and make sustained progress (see below).

- **We provide an inclusive ethos and foster strong relationships:** The school has a deeply embedded inclusive ethos, ensuring that all pupils, regardless of background, feel valued, respected, and able to flourish. Strong relationships between adults and pupils create a caring and trusting environment where pupils develop a strong sense of belonging, personal responsibility, and mutual respect, which are key components of personal development.
- **Pupil voice is strong and children shape the school in many ways:** Pupils are provided with a wide range of leadership roles, such as school council members, Year 6 prefects, and play leaders, which help them develop exceptional leadership skills and a sense of civic duty. These opportunities ensure pupils are prepared for their future roles as responsible citizens, fostering a deep sense of purpose and responsibility.
- **Well-being of all is prioritised:** The school offers a comprehensive approach to pupils' well-being, integrating emotional, mental, and physical health into everyday life. Pupils are empowered with the knowledge and skills to maintain their health and safety, through PSHE lessons, external workshops, and a robust pastoral support system that includes mental health practitioners and specialized staff for emotional and academic support.
- **We offer extensive extra-curricular provision:** The school's rich extra-curricular programme, including a wide range of clubs and activities, ensures that pupils have opportunities to nurture and develop talents beyond academics. Additionally, funded places for vulnerable pupils ensure inclusivity, while the focus on well-being, emotional intelligence, and resilience through PSHE and various school-wide initiatives supports pupils' personal growth and self-regulation.
- **Our school has a calm and supportive learning environment:** The school fosters a calm and supportive atmosphere where pupils demonstrate consistently high levels of respect for others. Staff have high expectations for behaviour, which are consistently reinforced through a positive behaviour policy aligned with the school's mission statement. Pupils engage with tasks, collaborate well, and take responsibility for their learning, displaying resilience and independence.
- **Children show pride in their school:** Pupils speak with pride about their school and consistently demonstrate good behaviour. Their actions reflect the school's values of respect and care for one another, with pupils acting as positive role models for others. The school's culture encourages pupils to take pride in their achievements and embrace responsibility, both within school and in the wider community.
- **We promote and demonstrate positive social interactions and inclusivity:** Pupils exhibit excellent social skills and inclusivity in the playground, ensuring that all students are involved in activities. The school places a strong emphasis on social development, fostering positive relationships both in and out of the classroom, which contributes to a harmonious and supportive learning environment.
- **We maintain strong attendance:** The school enjoys high attendance rates (96%), reflecting pupils' enthusiasm for school. Leaders take swift action to address any barriers to attendance or punctuality. There is a low occurrence of low-level disruption due to the school's culture of mutual respect, engaging lessons, and motivated pupils who are eager to learn. Bullying is not tolerated and is proactively addressed, ensuring pupils feel safe and supported at all times.
- **We invest in visionary leadership at all levels:** Under the leadership of a newly appointed headteacher and assistant head, the school has fostered a culture of high expectations, collaboration, and sustained improvement. The leaders are deeply committed to moving the school forward, creating a positive and inclusive environment where pupils, staff, and families thrive. The leadership team also demonstrates a proactive approach to succession planning, with the appointment of a second Catholic assistant head to further strengthen leadership in Catholicism.
- **Effective safeguarding and staff support area priority:** Safeguarding is a top priority, with a robust system in place for identifying, monitoring, and addressing concerns. The school's safeguarding team is well-trained and receives regular external training, ensuring effective support for vulnerable pupils. Leaders also provide tailored supervision for staff, including nursery practitioners and those in challenging roles, ensuring well-being and support for the entire team. The school's safeguarding practices are consistently praised by the Local Authority, highlighting the strength of leadership in this area.
- **We demonstrate a commitment to professional development and high-quality teaching:** Leaders prioritize continuous professional development, ensuring staff receive high-quality training that enhances their teaching and leadership skills. Subject leaders are given dedicated release time, supported with external courses, and encouraged to engage in research to improve pedagogy. The school's effective use of assessment tools, such as Sonar, to monitor pupil progress, particularly for disadvantaged pupils, demonstrates how leadership ensures continuous improvement in learning outcomes.
- **We provide inclusive and holistic support for pupils and families:** Leaders demonstrate a strong commitment to inclusivity, with tailored support for pupils with SEND and those from disadvantaged backgrounds. The SENDCo has implemented new procedures and has significantly improved staff knowledge and confidence in supporting SEND pupils. Additionally, the school works closely with families, providing opportunities for engagement, offering

financial support, and ensuring a high level of pastoral care. Leaders' proactive approach in addressing the impact of Covid on learning further underscores their dedication to pupil success.

- **We consistently achieve strong outcomes in EYFS:** Despite the high level of need in the 2023-2024 cohort, with 56% EAL, 9% pupil premium, and several SEND pupils, 84% of Year R pupils achieved a GLD. Leaders quickly identified gaps and implemented well-targeted interventions, ensuring rapid and sustained progress for all children, especially those needing additional support. The school's high expectations and effective tracking contribute to strong academic outcomes.
- **Children experience seamless transition and high-quality provision:** The on-site pre-school provides a seamless transition into Year R, with children familiar with key school facilities. This ensures that pupils feel safe and secure as they move to Reception, fostering confidence and readiness for the next stage. A recent Local Authority visit affirmed the high-quality provision, noting strengths in active learning, nurturing relationships, and connections to prior learning.
- **We prioritise effective language and SEND support:** Early language development is a key focus, with specialised speech and language support provided by trained staff. The SENDCo, supported by a SEND-accredited deputy pre-school manager, ensures that children with SEND receive high-quality provision, with strong collaboration between staff to meet the needs of all pupils. This ensures an inclusive, tailored approach to support every child's development.
- **We provide an ambitious and holistic EYFS curriculum:** Leaders have developed an ambitious and stimulating curriculum that supports children's academic, social, and emotional growth. The outdoor area is well-developed to encourage physical and creative exploration, while the learning environment in both Pre-school and Year R is designed to foster curiosity and engagement. This holistic approach ensures that all children are well-prepared for the next stage of their education, with a focus on their overall well-being and development.

End of school year outcomes - 2024						
	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Reading	78% ↑ (GD 29%) ↑	89% ↑ (GD 27%) ↑	78% ↑ (GD 17%) ↑	70% ↑ (GD 30%) ↑	80% ↑ (GD 22%) ↑	89% ↑ (GD 33%) -
Maths	76% ↑ (GD 37%) ↑	78% ↑ (GD 20%) ↑	65% ↑ (GD 2%) -	61% ↑ (GD 2%) ↑	71% ↑ (GD 18%) ↑	78% ↓ (GD 30%) ↓
Writing	73% - (GD 17%) ↑	76% ↑ (GD 16%) ↑	65% ↓ (GD 2%) ↓	68% ↑ (GD 18%) ↑	60% ↑ (GD 0%) ↓	80% ↑ (GD 4%) ↑
Combined	68% ↑ (GD 15%) ↑	69% ↑ (GD 13%) ↑	63% ↑ (GD 2%) ↓	55% ↑ (GD 0%) -	53% ↓ (GD 0%) -	67% ↑ (GD 2%) ↑
Science						89% -

Figures show the number of children who have reached ARE (age related expectations) or GD (greater depth). The figure in brackets show the number of children reaching GD. Combined refers to those children who have reached ARE or GD in Maths, Reading and Writing. ↑ Means an upward trend on school's data from last year. ↓ Means a downward trend on school data from last year. - Means the same as last year's school data from last year.

National Tests	2023-2024 School Outcomes	2023-2024 National Outcomes	2023-2024 Portsmouth Outcomes
EYFS	84%	70%	66%
Yr 1 Phonics	77%	80%	76%
Yr 2 Phonics Retakes	71% (7ch)	56%	57%
KS1 SATs Reading	78% (GD 29%)	71% (GD 21%)	72% (GD 19%)
KS1 SATs Maths	76% (GD 37%)	71% (GD 18%)	72% (GD 15%)
KS1 TA Writing	73% (GD 17%)	62% (GD 10%)	63% (GD 6%)
KS1 Combined	68% (GD 15%)	58% (GD 7%)	60% (GD 5%)
MTC 25/25	68% (82% 20+)	60% (77% 20+)	54% (71% 20+)
KS2 SATs Reading	89% (GD 33%)	74% (GD 28%)	67% (GD 22%)
KS2 SATs Maths	78% (GD 30%)	73% (GD 24%)	66% (GD 16%)
KS2 TA Writing	80% (GD 4%)	72% (GD 13%)	63% (GD 3%)
KS2 TA Science	89%	81%	77%
KS2 Combined	67% (GD 2%)	61% (GD 8%)	51% (GD 2%)
KS2 SPAG	91% (GD 52%)	72% (GD 13%)	65% (GD 24%)
Higher than both Portsmouth and National Outcomes		Higher than Portsmouth but not National Outcomes	

More comprehensive data is available on our School Improvement Plan (SIP).

