

2017
2018

SMC Summary SIMP

School Improvement



SUMMARY SIMP 2017-18

SCHOOL CONTEXT	We are a small Catholic Primary School, which is part of the Frassati Catholic Academy Trust. We have the capacity for 210 children, which are made up of 7 classes – EYFS to Year 6. Significant groups include a high percentile rank of ethnic minority children, EAL children and School Action +/Statemented Ch’.			
REVIEW FROM PREVIOUS YEAR	The main development areas for last year were to increase attainment and progress in core subjects by the end of KS1 to above national and local, increase attainment and progress in Mathematics across the school and improve our EYFS provision. We are satisfied that these priorities were addressed with very positive outcomes: KS1 results were above national and local with some areas being significantly above – RWM Expected = 67% (LA 63% Nat 64%) GD = 20% (LA 12% Nat 11%). Mathematics results at the end of KS1 and KS2 were significantly above national and local averages – KS1 Expected = 83% (LA 76% Nat 75%) GD = 30% (LA 22% Nat 21%). KS2 Expected = 93% (LA 71% Nat 75%) GD = 39% (LA 21%) Progress was +2.1. Lastly the % of children achieving GLD for end of EYFS was 85%, which is significantly above national and local data (LA 73% Nat 71%) and a significant increase from previous year of 60%.			
KEY PRIORITIES THIS YEAR	Improve the standards of Reading, including Phonics, across all key stages, particularly at greater depth.	Improve and become more secure in assessment and tracking processes across the school.	Raise the attainment and achievement profile of the year two pupils so that accelerated progress is made.	Develop support networks with MAT Schools to ensure sharing of good practice and consistency across MAT.
SECTION	GRADE	BEST FIT STATEMENT	STRENGTHS	ACTIONS
Overall Effectiveness	2	This is good because the pupil outcomes are above or significantly above national and local data, excluding greater depth in KS2 Reading. Safeguarding is robust and behaviours are good.	Mathematics outcomes across the school and KS1 greater depth.	To effectively work on key priorities with positive outcomes.
Effectiveness Leadership and Management	2	This is good because last year development areas were addressed and significant improvements made – attainment at end of EYFS and teaching and outcomes of Mathematics.	Reacting quickly and effectively to needs of school. Increased leadership capacity.	Develop roles of key stage leaders and leadership capacity and
Quality of Teaching, Learning and Assessment	2	This is good because the pupil outcomes would not be possible unless it was. Observations and triangulation activities also show teaching to be good with some areas being outstanding. Moderations showed assessment judgments to be accurate.	Quality first teaching, thorough and valuable marking for assessment and relationships with children.	Developing the use of a consistent and valuable tracking tool for highlighting areas of underachievement and groups.
Personal Development, Behaviour and Welfare	1	This is outstanding because we are using the NSPCC Audit tool for our safeguarding provision. We have a clear tool for recording behaviour and we have a common approach to developing learning behaviours.	Community aspect of school as judged by Validation, good behaviours for learning and children happy at school.	Increasing the involvement of the Mini-Vinnies in the local parish and training staff in P4C, to embed in class.
Outcomes for Pupils	2	This is good because results at the end of Key Stage 1 are very good, particularly at GD, across all core subjects. Results at the end of Key Stage 2 are very good with only Reading at GD being below national average.	Very good attainment results at the end of Key Stage 1 and 2 and progress for Mathematics was very high.	To raise attainment at end of KS2 in reading at GD. Current Year 2 cohort to make accelerated progress.
Effectiveness of Early Years Provision	1	This is outstanding because the teaching is of a very high standard. There is accelerated progress over the year and the % of children that leave is significantly above national and local data.	Very good attainment results at the end of EYFS and quality teaching and assessment.	For EYFS lead to mentor Schools Direct trainee and develop her leadership skills across the MAT.
Validation of Judgements	RE Validation in March 2016 judged teaching to be good and school community to be outstanding. Summer Term 2017 SIP agreed with our judgements. Joint school triangulation exercise showed our SEF to be accurate. Robust accountability process by governors and Diocese school advisor.			
To become Outstanding...	Increase progress measures from KS1 to KS2 for Reading and Writing. Increase % of children reaching greater depth in Reading by the end of KS2. Close the gap between boys and girls attainment in Reading and Writing. To close the gap for Year 2 class and children make accelerated progress.			