

St Gabriel's CE Primary School Self-Evaluation Summary 2022-2023

Head Teacher: Mrs Linzy Brown | Updated: October 2022



Contextual Information

YEAR	PUPILS (No.)	BOY (%)	GIRL (%)	PP/Ever 6 (%)	SEND (%)	EAL (%)	LAC (%)	Mobility Leavers			Mobility Joiners			Absence			
								Aut	Spr	Summer	Aut	Spr	Summer	??	??	??	
School	198	53%	47%	26%	13%	10	1%										
Reception	28	46	54	11%	14	7	3.6%				1						
Year 1	28	57	43	21	18	7		1			1						
Year 2	31	42	58	26	13	3											
Year 3	23	43	57	35	8	9											
Year 4	30	73	27	33	13	10		1			1						
Year 5	30	47	53	40	17	7											
Year 6	28	61	39	18	21	27	3.6%	1			2						

Previous Inspection: Good (November 2019)

	AREAS FOR IMPROVEMENT (AFI):	IMPACT OF ACTIONS TAKEN TO ADDRESS (AFI):
1.	1. To improve the children's skills in solving more complex mathematical problems.	Maths at KS1 (70%) now higher than LA (64%) and National (68%) Maths at KS2 (77%) now higher than LA (71%) and National (71%)

Supporting Evidence- Including impact of response to COVID-19 pandemic

DOCUMENTS (including historical assessment info summary)	RESPONSE TO COVID DOCUMENTATION
School Data prepared by LA Piramidd Comparative Data prepared by LA	School Led Tutoring spreadsheet

Overall Effectiveness Judgement

1/2/3/4

ASPECTS:	KEY PRIORITY AREAS – From Self Evaluation Conducted in 2022-2023 & for School Impact Plan
Quality of Education:	1. 2
Behaviour and Attitudes	2. 2
+Personal Development	3. 2
Leadership and Management	4. 2
Quality of Early Years Education	5. 2

Quality of Education

1/2/3/4

ASPECTS:		OVERALL, LEADERS JUDGE THE QUALITY OF EDUCATION TO BE GOOD. THIS JUDGEMENT IS BASED ON:			DEVELOPMENT AREAS:
INTENT		INTENT	IMPLEMENTATION	IMPACT	INTENT:
a)	Curriculum - Breadth & ambition for all pupils (inc. SEND & DAP) - securing knowledge & culture capital for success in life.	<ul style="list-style-type: none"> Pupils enjoy a full and engaging curriculum provided by Cornerstones Maestro that is relevant to their age, stage of development and context, this will continue to be evidenced by pupil voice, books and learning environments Cultural capital is threaded throughout our long term curriculum planning and this in turn ensures that our pupils are able to make sense of their learning and the world around them. Typically SEND children achieve well as a result of the high expectations and adaptations that teachers make to their lesson plans across the subjects. Teachers regularly and systematically monitor progress, using detailed tracking and assessment information to deepen learning and set targeted interventions that ensure good pupil outcomes. Pupils are provided with many opportunities to attend extra-curricular clubs and to represent the school on many levels across the curriculum such as Rochdale Spelling Bee, Middleton Inter-school sports Teachers plan a broad, balanced, cross- curricular curriculum. Focused enrichment weeks / activities ensure the curriculum motivates and engages all pupils. (Instrument teaching, educational visits, visitors into school See Supporting Evidence LA Data analysis pack for school Piramidd schools Data pack. 	<ul style="list-style-type: none"> Lead teachers (including a LA accredited moderator, and SLE) work closely with teachers to develop a deep knowledge and understanding of the core subjects taught. All staff have high expectations for pupil outcomes and insist on well-presented work, which motivates and encourages pupils to take pride in their learning. Most teachers plan opportunities within the timetable for pupils to edit and improve their work. They provide incisive feedback and pupils respond to marking regularly. Parents receive regular feedback on their child's progress and are given guidance on how to support them to improve. Teachers are determined that pupils progress well and encourage them to develop excellent attitudes to their learning. This is underpinned by the school's Christian values of respect, love, friendship, forgiveness and courage) Teaching is adapted to meet the needs of individual pupils. Teachers set challenging homework that is a purposeful extension of the learning and embeds key skills. See Supporting Evidence Annual reports Children's books Differentiated planning 	<p><i>(Standards-End of KS Outcomes/In school Outcomes/Explicit end points)</i></p> <ul style="list-style-type: none"> Most pupils are achieving well at the end of key stages. GLD exceeded LA with 62% (LA 60%) % of pupils achieving the Expected Standard in the Phonics Screening Check exceeded LA with 74% (LA 72%) In 2021-2022, % of KS2 pupils achieving EXS+ was above NA in Reading 90%, GPS 87% Maths 77% and inline in Writing 70% In 2021-2022, % of KS2 pupils achieving GDS was significantly above LA GPS 33% and broadly in line in Reading 20% and Maths 17% In 2021-2022, % of KS1 pupils achieving EXS+ was above NA in Maths 70%, and inline in RWM combined 52% See Supporting Evidence School Data Headlines document LA Data analysis pack for school Piramidd schools Data pack. 	<p>Further embed Cornerstones Curriculum Maestro to ensure all staff are providing a full and engaging curriculum for all pupils.</p> <p>Monitor progress of disadvantaged and SEND pupils to ensure best possible outcomes.</p> <p>IMPLEMENTATION:</p> <p>To provide support for ECTs / New teachers within school to ensure consistency of approach</p> <p>Target children for school led tutoring from Year 1 – 6</p> <p>IMPACT:</p> <p>1. KS1 reading and Writing results in line with local and national expectations</p>
b)	Curriculum - Planned & sequenced towards knowledge & skills for future learning & employment.				
c)	Curriculum - Adapted, designed & developed to meet needs of all SEND pupils.				
d)	Broad & balanced curriculum/subjects for all pupils				
	OUTSTANDING - The quality of education provided is exceptional – (this relates to all 3 I's)				
	OUTSTANDING - Intent is strong, known and implemented through firm & common understanding across the school				
IMPLEMENTATION					
e)	Teacher's subject knowledge, feedback, deepening, challenging & supporting learning				
f)	Teaching supporting knowledge development & connections in long term memory				
g)	Impact of teachers'/ leaders' assessment - embedding knowledge, check understanding & informing teaching				
h)	Teaching materials and approaches reflect ambition, sequenced in K & S and support curriculum intent				
i)	Staff's high expectations meet curriculum aims- challenge for all pupils- developing knowledge				
j)	Sequential teaching of reading impact, (inc phonics) - securing fluency, confidence and enjoyment of reading across the full curriculum. At all stages reading attainment assessed and gaps addressed quickly.				
k)	Phonics knowledge & language comprehension, securing foundations for future learning				
l)	Staff strong role models in language and vocabulary development – S&L, reading, writing				
	OUTSTANDING - Implementation consistently strong- embedded securely and consistently				
	OUTSTANDING - Across the whole school, lessons deliver the curriculum INTENT.				
	OUTSTANDING - Over time & consistently, curriculum aims are met- all pupils challenged: gain the knowledge & skills for future learning & employment.				
IMPACT					
m)	Pupils detailed knowledge & skills across the curriculum (as seen in national tests/ results).				
n)	Quality of work across the curriculum of good quality				
o)	Reading - widely & often-age appropriate fluency & comprehension, preparing for next stage Maths-age appropriate application of knowledge, concepts & procedures				
p)	Preparation for the pupils' next stage of education, learning or employment. Inc. best outcomes for SEND				
	OUTSTANDING - Pupils' work across curriculum consistently of high quality				
	OUTSTANDING - Pupils achieve highly, particularly DAP. SEND achieve exceptionally well				

OVERALL QUALITY OF EDUCATION KEY PRIORITIES:

1. Raise attainment and increase the rates the progress in reading, writing and maths through QFT and a mastery curriculum for all learners in EYFS, KS1 and KS2

Behaviour and Attitudes

1/2/3/4

ASPECTS:	OVERALL, LEADERS JUDGE BEHAVIOURS & ATTITUDES TO BE GOOD. THIS JUDGEMENT IS BASED ON:	DEVELOPMENT AREAS:
<p>a) School's consistent high expectations of behaviour, conduct & routines reflected in pupils' manner</p> <p>b) Positive environment & impact of anti-bullying approaches</p> <p>c) Pupils' attitudes, commitment, pride & resilience in learning</p> <p>d) Attendance, punctuality & exclusions - taking into account the pandemic.</p> <p>e) Positive relationships, culture & safety</p> <p>• <i>OUTSTANDING - Behaviour & Attitudes are exceptional</i></p> <p>• <i>OUTSTANDING - Pupils high levels of respect, commonalities identified & celebrated</i></p> <p>• <i>OUTSTANDING - Pupils highly positive attitudes, commitment & resilience. Pupils contribution to the life of the school/ well-being of others</i></p> <p>• <i>OUTSTANDING - Pupils behaviour/ self-control. Actions taken by school to support pupils in challenging circumstances to succeed in education</i></p>	<ul style="list-style-type: none"> • Behaviour in lessons and around the school is excellent and relationships between all stakeholders are very positive. • Pupils enjoy coming to school and have very positive attitudes to their learning. Current attendance is 93.6% which is up on last year's 92.8%. Attendance prior to the pandemic was over 95%. • The school works effectively with outside agencies which offer additional support, alongside dedicated school staff, to ensure high quality pastoral support <i>e.g. well trained safeguarding team to help support children and families, Therapeutic Inclusion Group.</i> • The school has a very robust Positive Behaviour Policy and pupils have a good understanding of what bullying is, including online bullying. • All staff deal effectively with the very rare instances of bullying and the school promotes an open culture which supports pupils to feel safe at all times. • Pupils understand how to keep themselves and others safe supported by the school's Positive Behaviour Policy and PSHE (SCARF) curriculum. • Expectations for behaviour and conduct of children are high, reflecting in very little low-level disruption and minimal lost learning time as a consequence. • Pupils are committed to and take pride in their learning and generally are resilient in the face of change, setbacks and problem solving. This is palpable in the culture of the school and monitoring by senior leaders. • Leaders and staff have created a positive and respectful culture and environment, ensuring children are and feel safe and have a zero tolerance approach to bullying and discrimination in all its forms. • Fixed-term suspensions are used only as a last resort and following graduated response within the Positive Behaviour Policy; a very small minority of children are provided with every opportunity to modify and improve their behaviour with the high expectations for behaviour in our school. There has been 1 permanent exclusion since the previous inspection. • In our most recent Ofsted inspection in November 2019, Ofsted stated that "pupils are well motivated and there is little disruption to learning in classes. The nurturing and inclusive culture of the school enables pupils to succeed." • <i>See Supporting Evidence ???</i> • <i>Behaviour Book</i> • <i>Fixed Term suspension paperwork</i> • <i>Increasing attendance figures following covid</i> 	<ul style="list-style-type: none"> • Improvement in attendance is needed following Covid. Currently 93.6% Prior to covid it was over 95%.

OVERALL BEHAVIOUR & ATTITUDES KEY PRIORITIES:

1. Improvement in overall attendance, working towards a figure of 96%.

Personal Development

1/2/3/4

ASPECTS:	OVERALL, LEADERS JUDGE PERSONAL DEVELOPMENT TO BE GOOD. THIS JUDGEMENT IS BASED ON:	DEVELOPMENT AREAS:	
a) Curriculum beyond academic including SMSC confident, resilient, independent & character development	<ul style="list-style-type: none"> The school's 'vision and values' serves as a framework for learning and describes the capacities everyone needs in order to become successful learners and lays the foundations for everyone's actions and describes the expectations for behaviour in the school and beyond. Character development is embedded and referred to continuously throughout the school. Everyone is encouraged to: Respect everybody and everything; Be Responsible for your thoughts, words and actions; Be Resilient and always try your best; As a result 'Reach for the stars and achieve the 3 R's'. Pupils understand the importance of encouraging others to conduct themselves well and to contribute to the wider life of the school and beyond. There are embedded role models across the school such as School Council Communications Team, Eco Team, Reading Buddies and Playground Pals. Pupils are encouraged and supported to discuss issues in a considered way across the curriculum and during weekly PSHE (SCARF)/circle time sessions; being encouraged to reflect on the school's 3Rs. Pupils are empowered to take on positions of responsibility which they do very confidently <i>e.g. School Council Communications Team, House Captains, Reading Buddies, Eco Team, Playground Pals and sport teams.</i> Pupil's mental and physical well-being is supported across the curriculum through regular access (appropriate to need) to Therapeutic Room sessions Pupils' talents and interests are encouraged and developed throughout the school curriculum and through the opportunity to access a broad and balanced range of extra-curricular clubs <i>e.g. School Choir, Sports clubs (various), Art Club and Lego Club.</i> The religious nature of the school (Outstanding Section 48 outcome in 2017) alongside the range of additional learning opportunities (including extra-curricular) secures our pupils' broader development especially in relation to their spiritual, moral and social development. Through the curriculum pupils develop a good understanding of how to lead healthy lifestyles. The school encourages all pupils to make an active and positive contribution to society. For example Archbishop of York Young Leaders Award, charity fundraising, support for local homeless charity etc. Equality of opportunity and diversity is promoted in all year groups through access to the wider curriculum and a drive to secure the best outcomes for all pupils irrespective of gender, cultural heritage or social background. Opportunities to develop our pupils' personal development through cultural capital experiences across the curriculum <ul style="list-style-type: none"> <i>See Supporting Evidence</i> <i>Headteacher, Teaching Assistant for Therapeutic Inclusion Room and Chair of Governors have all undertaken Mental Health First Aid training.</i> <i>Educational Visit letters and photographs</i> <i>Art Project : at the front of school</i> <i>I sing Pop photographs</i> <i>Photos from Crucial Crew</i> 	1.	
b) Pastoral support - Mental & Physical Wellbeing – development of pupils' talents & interests			
c) Fundamental British Values, diversity and equality of opportunity			
d) Contribution to society as responsible, respectful and active citizens			
e) Well prepared for future success in education & employment (secondary)			
<input type="checkbox"/> OUTSTANDING - Personal development is exceptional.			
<input type="checkbox"/> OUTSTANDING - School goes beyond what's expected in offering access to a rich set of experiences that promote personal development/talents/interests			
<input type="checkbox"/> OUTSTANDING - School provides rich experiences in curriculum & extra-curricular - Coherent planning - strengthened offer			
<input type="checkbox"/> OUTSTANDING - Participation in extra-curricular activities, inc. for DAP so that all benefit from excellent work			
<input type="checkbox"/> OUTSTANDING - Schools approach to 'developing pupils' character' is exemplary & worthy of dissemination			

OVERALL PERSONAL DEVELOPMENT KEY PRIORITIES:

1. Further develop CPD provision for all stakeholders; with particular focus on Resilience - Growth Mindset and enabling staff to identify pupils with Mental Health and well-being issues

Leadership and Management

1/2/3/4

ASPECTS:	OVERALL, LEADERS JUDGE LEADERSHIP & MANAGEMENT TO BE GOOD. THIS JUDGEMENT IS BASED ON:	DEVELOPMENT AREAS:
a) High Expectations, ambition and inclusive education securing strong impact – <i>this vision maintained throughout the pandemic.</i>	<ul style="list-style-type: none"> Leaders have a clear and ambitious vision for providing high-quality, inclusive education to all pupils. This has been developed through strong, shared values, policies and practice. Leaders identified problems with the IPC curriculum and quickly sourced a new more effective curriculum which offers a broad, balanced knowledge rich curriculum to move the school forward. Improvements to 'Staff Development' have ensured that the quality of Teaching and Learning (T&L) across the school is improving. Higher expectations, more rigorous monitoring and accountability have ensured that standards across the school are improving. All staff (including ECTs) are given a range of opportunities to access CPD within school and from external providers <i>e.g. Real Trust, National College, LA, RBSCP etc.</i> This is reviewed regularly with all staff being encouraged to be proactive in their own professional development. Leaders take the wellbeing of the staff seriously. The headteacher, a member of staff who provides pastoral support and Chair of Governors have completed MHFA courses to support both staff and children Key leaders work highly effectively with education psychologist, RANS, The LA, CAHMS, #Thrive, Social Workers and Family Support Workers in order to secure the best outcomes and support for pupils and their families (including SEND and the More Able). Governors are well informed about the school. They use this information to challenge and support senior leaders. The arrangements for safeguarding are highly effective as externally validated by OFSTED. Leaders carry out thorough checks to make sure that staff are suitable for work with children. They make sure that staff and governors keep up to date with their safeguarding training. This means that everyone knows their roles and responsibilities. Staff act swiftly when they have any concerns. They make sure their pupils and families get the support they need. They work well with other agencies when specialist help advice and help are needed. There are trained adults available for pupils to talk to about any worries. Leaders make sure that pupils learn how to keep themselves safe. They also give parents advice and guidance about how to keep their children safe online. <i>See Supporting Evidence</i> Cornerstones Maestro Curriculum Staff training records Single Central Record 	<ul style="list-style-type: none"> Subject leaders, (including newly assigned ones) to be confident leading and monitoring their subject across the whole school Further develop curriculum link governor visits to ensure that all leaders (including governors) have a clear understanding of school priorities and standards.
b) Improving teaching & curriculum through monitoring, coaching and CPD (inc. for NQTs) and ensuring pupils receive their entitlement of P.O.S. <i>including through teacher's expertise in remote education.</i>		
c) Focused & purposeful engagement with pupils, parents, local services, employers & community		
d) Engagement with staff, managing workload <i>including managing staff workloads proactively in response to COVID-19</i> and protecting staff from bullying & harassment		
e) Governors' roles, vision and deployment of duties		
f) Governors ensure school fulfils statutory responsibilities (i.e. Equalities Act, Prevent Strategy, Safeguarding)		
g) Effective culture of Safeguarding – identify/ help/ manage		
□ OUTSTANDING - Leadership and Management are exceptional		
□ OUTSTANDING - High quality CPD over time consistently translates to improved teaching of curriculum- built & developed over time.		
□ OUTSTANDING - Highly effective staff engagement at all levels, issues identified are dealt with appropriately and quickly - particularly around workload.		
□ OUTSTANDING - High levels of support for well-being issues		

OVERALL LEADERSHIP & MANAGEMENT KEY PRIORITIES:

1. Reaffirm the role of the subject leader, following COVID lockdown, in strategic planning and monitoring to secure notable improvements in their subject curriculum, and teaching and learning across all year groups

Quality of Early Years Education

1/2/3/4

ASPECTS:		OVERALL, LEADERS JUDGE EARLY YEARS TO BE GOOD. THIS JUDGEMENT IS BASED ON:		DEVELOPMENT AREAS:	
EY INTENT		INTENT	IMPLEMENTATION	IMPACT	
a)	Curriculum - ambition for all pupils (inc DAP) - securing knowledge, self-belief & culture capital for success in life.	<ul style="list-style-type: none"> (Curriculum design meeting pupils' needs/ adaptation/ planning & sequencing to clear end points) Our Cornerstones Maestro early years curriculum is ambitious, sequenced and progressive and defined through long and medium term planning. This is monitored regularly by SLT and the EYFS lead. Detailed curriculum overviews have been written that correspond with Development Matters descriptors. The curriculum and values are built around the EYFS Framework and consider characteristics of learning such as playing and exploring (encouraging engagement), active learning (motivation) and creating and thinking critically. Synthetic phonics is delivered using structured planning and teaching of the phonemes and digraphs in the order outlined by 'Little Wandle' phonics. Guided reading groups are delivered weekly, supported by weekly phonic homework/practise. All EY staff have high expectations and all staff work closely with the SENDCo, in order to meet the needs of SEND and disadvantaged pupils from their varied starting points. 	<ul style="list-style-type: none"> (Teaching Learning/ Assessment/Planning/ POS- key knowledge & long term memory) Nursery Teacher (SLE) works closely with all adults to develop a deep knowledge and understanding of the EYFS curriculum. All staff have high expectations for pupil outcomes and ensure pupils engage in their learning, are respectful and always try their best. All staff have excellent early years subject knowledge and they use this to plan learning opportunities that are well matched to individual pupil's starting points, consequently, most pupils make at least good progress across EYFS. EYFS practitioners have a detailed understanding of synthetic phonics pedagogy, ensuring correct pronunciation of phonemes and segmentation and blending. Pupils are exposed to high quality texts aligned to curriculum themes and their own interests. Practitioners read to pupils on a daily basis and use story sacks to engage them. Pupils are taught about characters and settings and the structure of stories and encouraged to discuss their understanding of new words. Children in the early years make good progress in mathematics and as a result most pupils reach the expected standard by the end of EYFS. In our early years at St Gabriel's we promote physical and emotional wellbeing well. All staff are very attentive to the needs of all our children – our curriculum teaches children to manage risks, take a positive approach to challenges and encourages them to be active, cooperate well and eat well. 	<ul style="list-style-type: none"> (Standards-End of EY Outcomes/ In school Outcomes/ Explicit end points) High expectations set by adults ensures pupils develop positive relationships with others and make good progress both academically and socially. GLD was above LA this year with school at 62% and LA at 60% Pupils engage regularly with stories, rhymes and songs and develop a good range of vocabulary and understanding. Pupils develop detailed knowledge across the Early Years and develop positive relationships with their peers and adults. Children in the early years with SEND or those who are disadvantaged make good progress throughout the early years. Almost all our children demonstrate positive attitudes to learning, they listen and respond well to adults and each other. 	<p>EY INTENT:</p> <ol style="list-style-type: none"> Ensure key knowledge and skills (Mathematics and literacy, including phonics) are embedded across the curriculum. <p>EY IMPLEMENTATION:</p> <ol style="list-style-type: none"> Monitor learning environments to ensure they underpin and enable highly effective T&L. <p>EY IMPACT:</p> <ol style="list-style-type: none"> % of pupils achieving GLD exceeds School 2022 and NA.
b)	Curriculum- Planned & sequenced towards knowledge foundations for future schooling.				
c)	Systematic and effective teaching of early reading and phonics.				
d)	Academic ambition for all pupils, including for SEND pupils – curriculum design meeting needs				
	OUTSTANDING - The quality of early years education provided is exceptional – (this relates to all 3 f's)				
	OUTSTANDING - Curriculum offers no limits to children's achievements – high ambition shared by all staff				
EY IMPLEMENTATION					
e)	Meaningful learning for all through an ambitious, coherently planned curriculum- sufficient knowledge for future learning.				
f)	Teaching promoting and adapting learning- including assessment for learning.				
g)	Focus on Vocabulary, communication & reading inc. staff expertise in teaching synthetic phonics & reading – providing foundations for future learning.				
h)	Staff expertise in teaching maths - resulting in number understanding, fluency, long-term memory.				
i)	Communication with parents				
j)	Promotion of physical & emotional health and well-being.				
	OUTSTANDING - Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self- control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.				
EY IMPACT					
k)	Most children achieve the Early Learning Goals esp. in maths & literacy & have appropriate personal, physical & social skills				
l)	Developing vocabulary and understanding language across 7 areas of learning - speed, accuracy and enjoyment of reading by end of reception				
m)	Children's positive attitudes to learning – high levels of curiosity, concentration, enjoyment & take pride in their achievements.				
n)	Children well prepared for rest of their schooling				
	OUTSTANDING - Impact of the curriculum on what children know, remember and do is strong. Children's high levels of engagement and concentration. Children do well, particularly DAP. SEND achieve best possible outcomes				

OVERALL QUALITY OF EARLY YEARS EDUCATION KEY PRIORITIES:

1. Ensure key knowledge and skills are embedded across the curriculum.