

## School Self-Evaluation and Priorities for Next Academic Year

As a school we have evaluated the improvements made during this academic year and share them with you in the document below. You can also see the headline improvement priorities for the next academic year.

Key Priority Area	IMPROVEMENTS 2017 - 2018	PRIORITIES FOR 2018 - 2019
<b>MATHS</b>	<ul style="list-style-type: none"> <li>A focus on reasoning means that children are more confident when applying their number skills</li> <li>The mastery project has developed children's thinking skills</li> <li>Teaching children in single years groups to achieve the expected standards has increased progress for children.</li> </ul>	<ul style="list-style-type: none"> <li>To use children's prior attainment more effectively to raise expectations for progress</li> <li>To change the way children receive feedback so that they make faster progress</li> </ul>
<b>LITERACY</b>	<ul style="list-style-type: none"> <li>Children are writing in a wider variety of genres with greater enthusiasm</li> <li>Across the school, children's writing is more fluent and technical and they understand the writing process more clearly</li> <li>The new approach to teaching reading has had a significant impact on outcomes at the end of KS2</li> </ul>	<ul style="list-style-type: none"> <li>To increase opportunities for writing across the curriculum</li> <li>To improve the teaching of spelling</li> <li>To deliver phonics using new materials and techniques</li> </ul>
<b>QUALITY OF TEACHING</b>	<ul style="list-style-type: none"> <li>The learning environment has improved significantly. Washing lines in every classroom scaffold the writing process which supports independent writing</li> <li>Teachers promote equality; they use a range of strategies to ensure children of all abilities and needs are well supported and can access learning</li> </ul>	<ul style="list-style-type: none"> <li>Teachers to use children's prior attainment more effectively to raise expectations for progress</li> <li>To review the strategies for giving effective feedback to children</li> </ul>
<b>BEHAVIOUR and SAFETY</b>	<ul style="list-style-type: none"> <li>Safeguarding practices within the school continue to be developed and evaluated as a strong feature of the school</li> <li>➤ Children receive a well-rounded social, moral, spiritual and cultural education, learning about being safe, healthy and in community with others. Explicit learning opportunities alongside liturgies and the ethos of the school enable pupils to develop strong morals and understanding of others and self.</li> <li>Our attendance figure of 97.1% compares to national figures of 95.4% which shows children enjoy coming to school and attendance is well managed</li> </ul>	<ul style="list-style-type: none"> <li>To review the behavior policy alongside the children to ensure standards of behavior are raised further</li> <li>To participate in a cross-school project on 'metacognition' – to develop children's own understanding of the learning process!</li> </ul>

## 2018 Achievement Information

The key milestones for assessing children and reporting these results publicly are the end of Reception, Year 1 for phonics screening, the end of Year 2 (Key Stage 1 SATs) and the end of Year 6 (Key Stage 2 SATs).

### **End of Foundation Stage**

Children were assessed to be either emerging, expected or exceeding the milestones for the end of Reception.

In 2018 the percentage of children achieving a Good Level of Development was 65%. Although this is slightly below the national average, it is an improvement from 2017.

We recognise that at any stage of a child's education, the progress they make from their individual starting points is of great importance. Whilst the number of children achieving a GLD this year is below national averages, the progress that each individual child has made against their 'On Entry' assessment shows 100% of children have made good or better progress from their starting points.

### **Year 1 Phonics screening test**

	2016 School Data	2017 School Data	2017 School Data
Pass rate	66%	82%	70%

### **Year 2 (KS1) Sats**

#### **Reading**

78% reached expected standard (2017 National 76%)  
27% reached a high standard (2017 National 25%)

#### **Writing**

73% reached expected standard (2017 National 68%)  
18% reached a high standard (2017 National 16%)

#### **Maths**

78% reached expected standard (2017 National 75%)  
18% reached a high standard (2017 National 21%)

We are pleased that KS1 children are working at least in line with national averages. The impact of the Primary Writing Project puts children's attainment slightly above national outcomes for 2017.

## **Key Stage 2 Results**

Assessment is by test for Reading, Grammar, Punctuation and Spelling and Maths. 2016 saw the introduction of new test formats and higher expectations in line with the new curriculum. Writing is assessed by the teachers against the new curriculum.

Neither the 2018 National % for the Higher Standard or the Progress measures have yet been released by the DFE.

### **Reading**

83% reached expected standard (2018 National 75%)

34% reached a high standard (2017 National 25%)

We are delighted with our reading outcomes this year, particularly the high percentage of children working at Greater Depth.

### **Writing**

76% reached expected standard (2018 National 78%)

17% reached a high standard (2017 National 18%)

We are pleased that last years' standards have been maintained and look forward to a greater percentage of children achieving Greater Depth as the improvements to writing continue.

### **Grammar, Punctuation and Spelling**

77% reached expected standard (2018 National 78%)

17% reached a high standard (2017 National 31%)

We are pleased that the children achieved national averages at the expected standard and the focus next year is to increase the % children achieving Greater Depth.

### **Maths**

74% reached expected standard (2018 National 76%)

17% reached a high standard (2017 National 31%)

We are really pleased that the improvements we have made to maths teaching across the school have had such a significant impact this year. The 20% increase in children reaching the expected standard means that we are now working within national averages.

The academic standards of our children are at the heart of what we do at St Nicholas. Whilst we recognise that each cohort of children is different, we use the national benchmarking to plan for improvements to ensure we are delivering the best quality teaching and learning we can.

There has been a real buzz for learning this year! The Primary Writing and Maths Mastery projects have given our teachers lots of opportunities to think differently about learning which in turn has enabled the children to make better progress and achieve well.

A huge well done to the children for continuing to rise to the challenge of learning new concepts and skills. We wish our leavers all the very best for their exciting futures and we look forward to another year of exciting learning in September.

With best wishes,

Angela Folland  
Headteacher