

# **Saints Peter and Paul Catholic Primary**

## **Self-Evaluation Form September 2019**



**‘Educating our children through love, care  
and respect.’**

**Head Teacher – Joanna Mousley  
Deputy Head Teacher – Sheila Murphy  
Chair of Governors – George MacKenzie**

## September 2019

### Overall Effectiveness:

Saints Peter and Paul Catholic Primary School was identified as a good school at its last inspection in June 2015 and continues to be a good school. We are currently revitalising our curriculum approach and are well on the way to implementing a broader and more ambitious curriculum that better addresses the needs of all groups of children, particularly the disadvantaged and SEND groups. Children are now achieving well and are increasingly more fluent readers with a genuine love of reading. By the time they leave Saints Peter and Paul at the end of Year 6 children are full of confidence and self-belief with standards of attainment that are a platform for them to build on to have successful futures. Our overall effectiveness is good because:

- The majority of pupils make good progress from Key Stage 1 to the end of Key Stage 2 and this is reflected in the national assessments in reading, writing and mathematics in Year 6 over the past three years.
- Phonics outcomes are above National, with 88% of children achieving the expected Year 1 standard in 2019 – a three year upwards trend
- The effectiveness of the Early Years is outstanding, evidenced by the progress children make. The EYFS team are skilled in developing the provision as a model of outstanding practise.
- Wellbeing of staff and pupils is a priority.
- Safeguarding is effective. The highly skilled safeguarding team, consisting of the Head, Deputy and the Learning Mentor/attendance lead ensure that safeguarding is effective and individual children's specific needs are addressed sensitively in a timely manner that allows them to overcome the often complex circumstances that they are in.
- Inclusion is at the heart of the school's philosophy. With a much higher than average proportion of pupils having an Education, Health and Care Plan, the inclusive provision ensures that children with significant and complex SEND and disadvantaged children make very good progress from their starting points.
- Pupils behave very well in school in lessons and well at break times. They do so because they respond positively, understand the boundaries that are set and have imbued the values of the school to the extent that they know why they should behave well without prompting.

*'Their behaviour is outstanding; they have an excellent understanding of right and wrong and apply this in their personal relationships. They lead by example and show responsibility for themselves and their actions. (Section 48 inspection – Feb 2017)*

- The curriculum is underpinned by strong spiritual, moral, social and cultural values that prepare our children well for life in 21<sup>st</sup> century Britain. We have reviewed our curriculum offer since our last inspection and we now implement a much more ambitious and challenging curriculum that appeals to both children and teachers. Its purposes are clearly set out in our vision statement and its impact is most obvious in the way that children are more committed to their learning, in the progress they make and the confident, determined young people that they become by the time they are leaving the school.

### Context

#### Vision:

At Saints Peter and Paul we are driven by our core aim of pupils developing into happy, resilient and confident young people who exhibit self-discipline, respect and good manners through our core values of love, care and respect to enable them to become lifelong learners. All pupils experience creative, innovative and stimulating learning environments and we provide many cultural opportunities and memorable experiences.

#### Challenges:

Although starting points are very low, our Early Years curriculum and environment addresses the gaps in early childhood development to ensure all children make good progress. Our school has many pupils living in economically challenging circumstances and who experience daily the pressures of those circumstances. As a result pupils, parents and carers bring the social and emotional pressures to school and look to school to support them. We are very proud to say how successful we are in dealing with those pressures and consequently we place a very high value on the importance of the pastoral care and welfare that we offer. We do this because we firmly

believe that with the quality of pastoral care that we give, ensures that all the pupils fulfil their potential and achieve well so that they have the best possible start to their secondary education. Pupils view school as a 'safe haven'.

**Parental involvement:**

Parents and carers are an integral part of the school and they feel welcomed within school and value the experiences their pupils encounter. The school regularly invites parents and carers in to the school to participate and celebrate in their child's learning and they are proud of their children's achievements. At times, usually in times of crisis, our parents can become very challenging.

**Behaviour:**

Behaviour is very good and effective strategies are in place, we recognise there are a number of pupils with social and emotional issues. Consequently our inclusion team are dedicated to working and supporting families. We are highly successful in supporting pupils and their parents, fostering an increased attendance and punctuality which removes barriers to learning. In addition we have a nurturing approach to ensure that the most vulnerable have the best support.

**Attainment:**

On starting school in Foundation stage, a large majority of pupils' skills and abilities are generally well below age related expectations; most pupils make good or better progress throughout Foundation Stage. Teaching is now tailored to the pupils needs, providing exciting and stimulating activities with a good balance of tasks led by adults or chosen by the pupils themselves. From below average starting points the vast majority of pupils reach standards that are expected by the end of the Foundation Stage. Pupils' achievement consistently improves throughout the school as they engage in an enquiry based curriculum which is supported by high aspirations for all our pupils which aims to ensure the majority of pupils in our school make at least good or better than expected progress by the end of KS2.

**Key areas for improvement**

- Curriculum INTENT / subject leadership
- Maths Mastery attainment and progress
- Continue with new English curriculum
- Attainment in writing
- Attendance / Reducing numbers of PA
- % of GD in all areas

Summary of Judgements	Grade	Date agreed
Quality of education	2	Dec 2019
Behaviour and attitudes	2 (Att.3)	2019
Personal development	2	2019
Leadership and management	2	2019
Overall Effectiveness	2	2019

**Quality of education**

**Overall the quality of education is good because the curriculum is tailored to the individual needs of all pupils, it is taught creatively and with passion and results in pupils achieving well and being successfully prepared for their next stage of education.**

**Statement of Intent:**

We know that for our children to succeed and derive the maximum benefit from school then we have to offer a wide-ranging, engaging, exciting and interesting curriculum. A significant number of children arrive at our school with a poverty of ambition and aspiration and therefore we know we have to challenge and overcome this by adopting a three-pronged approach. First, as leaders, we recognise the importance of an appropriate curriculum that addresses the many gaps in children's basic skill and knowledge, particularly in speech and language skills. Second, we want all of our children to have the entitlement of a full curriculum that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Third, we have to ensure that children achieve well and attain good standards as a result of the curriculum.

We have taken the opportunity to restructure our curriculum by designing coherent and progressive schemes of work that build successfully on previous knowledge and skills to embed greater fluency, depth and independence. We are developing our curriculum that is ambitious and designed to give all pupils, particularly disadvantaged

pupils and including pupils with SEND, the knowledge and experiences they need to succeed in life.

We will provide the fundamental knowledge and skills in Early Years and Key Stage One that ensure pupils are able to read, write and use mathematical knowledge to enable them to access all areas of the curriculum, whilst developing their understanding of the world around them. Reading is a very high priority and we provide quality texts within each classroom and reading areas for children to enjoy reading for pleasure. We work in partnership with parents to develop the core foundations of learning both at home and in school.

### **Implementation**

-Reading

We provide a rigorous and sequential approach in the reading curriculum in order to develop pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed using benchmarking and NFER tests and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read and we engage parents in a variety of ways including; Reception Literacy workshops, phonics workshops and age related reading book sessions at the start of every year. There is a consistent approach to the teaching of reading throughout the school and this is impacting positively on both attainment and progress. Reading is timetabled for guided reading throughout school and Reciprocal reading in KS2. All classes have sessions of ERIC. The teaching of phonics in school is very thorough and heavily focused on the initial phases because of their very limited language skills and is now contributing effectively to rising standards. This is built on in Year 1 and 2 as well as in Key Stage 2 where there is now much greater consistency in the approaches to reading and this has resulted in raising attainment with a higher number of pupils reaching age related expectations .and greater.

Maths

School are following a mastery curriculum and we are working with the Maths Hub 3 to develop this curriculum – we are part of the Teacher Reference Group. We use Maths No problem to deliver our Maths curriculum. We are working to develop fluency through Times Table Rock stars and Mathletics as well as using basic skills tests weekly.

The children have maths lessons every morning using Maths no problem. Staff follow the maths no Problem schemes of work and supplement with lots of reasoning practice and fluency work. KS2 use Times Tables rock stars and the whole school also use Mathletics.

Attainment rose slightly last year – we have predicted bigger gains this coming year both at expected standards and at higher standard/greater depth.

We are working with Maths Hub 3 to develop fluency, reasoning, exploration and vocabulary as well as teaching in a Mixed ability set up within classes.

Teaching (pedagogy):

Teachers at our school have a deepened understanding of the children' needs which enables us to provide a challenging learning environment. We actively seek external expertise with staff accessing high quality and relevant training opportunities to drive their knowledge and the curriculum forward. The strengths of individual staff are recognised by leaders and are used to develop others in particular subject areas. Teachers are becoming more confident of taking children into 'deep' learning and are becoming more able to recognise when children need further or additional teaching. We are developing a culture where risks can be freely taken, resulting in resilient, confident and outgoing individuals. A focus on oracy has also developed children's voice and use of questioning throughout the curriculum. Emphasis is placed on developing vocabulary / communication, reading, writing and mathematics skills. Pupil's understanding is checked systematically to identify misconceptions accurately and provide clear, direct feedback and teachers adapt their teaching as necessary. The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. This is monitored regularly by subject leads and SLT.

Assessment (formative and summative)

- Data is collected and reviewed termly and key skills in reading, writing and maths are tracked to ensure pupils remember the content they have been taught to be able to integrate new knowledge into larger ideas.
- We have a consistent approach to marking and feedback across school in line with school policy.

**Impact**

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. In 2019 in Key Stage 2, progress measures in Reading +1.4, Writing, -1.14, and Maths -0.93 were above national and the progress of our disadvantaged pupils in Reading (+0.8) was in-line with national. Writing (-0.2)

and Maths (-0.6).

- Pupils are ready for the next stage of education. They have the knowledge and skills that they need and Pupils with SEND achieve the best possible outcomes (see case studies).
- Pupils' work across the curriculum is of good quality.
- Pupils read widely and often, with fluency and comprehension appropriate to their age and are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

What we need to do to sustain and further improve the quality of education?

- Greater Depth and higher standard in all subjects as well as closing the gaps in RWM to all individual subjects

#### **Where is the evidence?**

- Audit of curriculum
- Pupil voice
- Staff subject knowledge audit
- Leaders monitoring outcomes

#### **Behaviour and attitudes**

**Overall behaviour and attitudes are a strength of the school because our shared values support the collective strength of our community and pupils benefit from daily pastoral care. Together we strive to achieve excellence through our consistent approach and high expectations.**

#### **Attitudes to learning**

Pupils are highly motivated to learn as a result of the appropriate and interesting curriculum that is on offer. They take pride in their work and the school's positive ethos has instilled the desire of wanting to learn, to overcome difficulties and respond positively when they do not succeed in specific tasks. We celebrate success and efforts. Children have an infectious enthusiasm for the wide range of opportunities they are presented with and this translates into a genuine love of learning, resulting in ambitious and aspirational children. Pupils consistently have highly positive attitudes and commitment to their education. They are persistent in the face of difficulties. When pupils struggle with this, we take intelligent, swift and highly effective action to support them.

#### **Behaviour**

We have a very clear system of rewards and sanctions to promote high expectations of all. School values are clearly displayed and expectations are reinforced through staff acting as positive role models in all areas of school. The impact is that school is a calm and pleasant learning environment where pupils and staff respect each other. The outcome is that teachers can get on with effective teaching and pupils can get on with enjoying their learning and making good progress. Pupils behave very well around the school in break times and at assemblies because they are able to manage their own emotions well and have high expectations of each other's behaviour and how they treat others. This is reflected in the ways in which pupils modify the errant behaviour of other pupils before adult intervention is needed and demonstrates their awareness of the expectations of the school.

#### **Exclusions**

Our highly inclusive nature of the school reflects its faith tradition of loving and caring for every child and therefore the school will always go to great lengths to ensure that children experiencing challenging behaviour remain a member of the school family. Where pupil behaviour is a cause for concern, staff work with parents, learning mentor, SENDCO and external agencies to support the child. The school does all it can to avoid exclusions, making use of lunchtime reflection sessions, 'internal' exclusions (child removed from class for a day/half day) use of alternative provision and other reasonable adjustments before fixed term exclusion is considered, however short-term fixed-term exclusions are used appropriately. Our learning mentor provides nurture sessions, anger management programmes, mental health and wellbeing sessions and drops ins and a loss and bereavement programme (Rainbows) to support children in managing the emotional needs which can lead to poor behavior choices. We also have a very flexible staff who respond creatively in addressing the most challenging of behaviours.

#### **Attendance**

Our attendance lead, SLT, middle leaders and governors are unequivocal in communicating to children and parents that attendance is critical to children benefitting from the excellent quality of education on offer. We have a comprehensive range of approaches to address the problems of the number of children whose attendance is not high. Whilst we do not allow children to take holidays during term time, there are a small number of families who blatantly ignore this, take their children on holiday and are immune to the actions we take. Despite this we will always continue to work with parents to eradicate any instances of problematic attendance. The majority of pupils have high attendance, come on time to school and are punctual to lessons.

#### **Bullying**

The school is resolute in not tolerating any form of bullying and always tackle any such behaviour firmly and fairly. The children and parents know this and therefore are willing and open to share their experiences of any unfair behaviour. As a result bullying incidents are rare but always dealt with effectively. Children feel safe and secure in our school and they have many trusted adults that they can go to if they are worried. Bullying, aggression, discrimination and derogatory language are rare and, when they occur, they are dealt with quickly and effectively.

**What we need to do to sustain and further improve the effectiveness of behaviour and attitudes?**

- Continue to embed the new attendance policy and procedures we started last school year to build on the progress made

**Where is the evidence?**

- Pupil voice
- Attendance data
- Behaviour records
- Vulnerable meetings (SLT / SENDCO / learning mentor / attendance lead)
- Attendance officer Joanne Lowrie

**Personal development**

Overall pupils' personal development is highly effective and supports the successful outcomes that pupils achieve.

**Spiritual, moral, social and cultural development**

Our provision for children's Spiritual, Moral, Social and Cultural development is demonstrated by their positive attitudes towards all members of the school community (positive comments and praise from: visitors, school visit/venues, parents and community groups), fundraising initiatives, parents share success and children's pride by attending celebration assemblies where not only staff, but also children, identify their successes and achievements.

**Character**

Through our curriculum, ethos and positive behaviour management policy pupils believe strongly that they have a voice and their opinions will be listened and responded to. They feel part of our school community and therefore want to make a positive contribution to the life of the school. Through a focus in PSHE lessons on developing self-awareness and interpersonal skills pupils behave with integrity and are increasingly more mature, sensible and supportive to each other. The effective development of character gives pupils the qualities they need to flourish in our society.

**Fundamental British values**

We promote values that we believe all children need to become effective and responsible members of our society. We have provided pupils with opportunities to meet a wide range of different cultures and this has intensified their appreciation of the diversity of modern Britain and made them more sensitive and aware of the need to celebrate differences and shared values. As a result pupils have a good understanding of the need for tolerance and respect. Pupils are well prepared for modern British life; they have a good understanding of democracy, the rule of law, individual liberty, tolerance and respect

**Healthy living**

Our PSHE programme enables pupils to learn about what is needed for good health and well-being. This covers mental health issues and how to keep themselves mentally healthy, physical health and age-appropriate relationship and sex education. We provide further opportunities for pupils to develop confidence, resilience and independence ; listening to their problems and providing practical solutions to these problems and building close links with a range of other agencies including Social Care, Police, CAMHS (Mental Health Team), Sure Start and the Educational Psychologist, resulting in children and their families having the appropriate support at a time when they have major worries and concerns. In addition to our PE curriculum, all pupils are encouraged to be physically active by walking a 'Daily Mile' (which many of them do with their parents at the start of the school day) and through taking part in the broad range of extra-curricular sporting and physical activities on offer <examples>. As a result, pupils are well supported pastorally. They know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.

**Extra-curricular provision**

There is a wide range of rich, quality extra-curricular experiences on offer to our pupils which are inclusive and all

children are welcomed regardless of ability. Clubs have included; Badminton, Chess, Dodgeball, Football, Athletics, Film Club, Spanish, Shakespeare dance and drama and choir. We monitor the take up of these to ensure that all pupils, including those who are disadvantaged, are able to access extra-curricular activities and we provide support, where needed, to enable all pupils to access extra-curricular provision. Our children from Y1 – Y6 have participated in extra-curricular clubs this year accrued points and 78 children graduated with Children’s University for recognition of this commitment. As a result of the wide, rich set of experiences on offer, pupils are able to develop their individual talents and interests and they enter many competitions.

**Citizenship**

Through the combination of our PSHCE curriculum, School Council work, the culture within school results in pupils believing strongly that they have a voice and their opinions will be listened and responded to. As a result pupils become responsible, active citizens who are able to contribute positively to society. Our pupils become responsible, active citizens who are able to contribute positively to society.

**Equality and diversity**

- Through our mission statement children are taught Christian values and respect for one another, there are very strong relationships between staff and pupils. Our pupils are very accepting of others and behave in such a way that they include and accept every member of school.
- Pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.

**Preparation for next stage**

We have a very effective transition programme that enables a smooth transition from one class to the next and one key stage to the next. This includes ‘meet the new teacher’ days, visits to the high school and lots of opportunities for pupils to work with different groups and teachers throughout their school day. Pupils are equipped to make the transition to the next stage successfully.

**What we need to do to sustain and further improve the effectiveness of pupils’ personal development?**

- **Further develop Equality and diversity**

**Where is the evidence?**

- After school clubs registers
- Children’s University graduates
- Photographs

**Leadership and management**

**Overall leadership and management is good because of the experience and relationships we have with our staff and children. Leaders are very experienced in their field and staff look to them for advise**

**Vision, ethos and ethics**

Consistent approach of shared values of Respect, Resilience and Readiness. The governors and senior leaders successfully provide the school with strong and effective leadership based on a clear vision for the future. All are ambitious for the school and they are committed to securing the highest standards and to continuous improvement in all areas of the school’s work. This results in high expectations and the setting of challenging targets at all levels so that outcomes remain high for all pupils, particularly disadvantaged pupils. School leaders have high expectations for behaviour and relationships and have worked together to create and embed a culture where pupils are valued and respected. Clear policies are in place to ensure coherence and consistency and these are regularly monitored to ensure that pupils benefit from effective teaching and consistent expectations throughout the school.

**Staff development**

Our staff development is linked to the School Improvement Plan and sufficient funds are set aside to ensure that needs can be met. Individual members of staff have professional development areas related to improving subject knowledge and the understanding of effective teaching identified through both self-evaluation and the performance management process. During the year, teachers and all staff attend courses by external providers as well as some training and support that is offered on site on an individual needs basis. INSET days are used to bring the whole staff together for training related to whole school curriculum development and priorities identified through self-evaluation. Leaders are increasingly focused on improving teaching and learning and provide focused and personalised professional development for all staff, especially those who are newly qualified or whose teaching was graded at less than good. Over time the practice and subject knowledge of our staff builds and improves.

**Community and parental engagement**

Leaders and teachers engage parents and carers by inviting them into school on a regular basis by organising workshops, stay and play and stay and play sessions, showcasing children’s work, curriculum meetings and open afternoons. Volunteers are actively encouraged into school. Support from parents and carers for the school activities involving their children is good with events and class assemblies well attended. Parents and carers believe that the school provides a safe and enjoyable environment evidence: School survey June 2019). Weekly newsletters home and staff being available and approachable at

different times in the school day allow information to be shared and feedback to be received. There are clear lines of communication in place that ensure that parents and carers are clear about when, where and how it is appropriate to communicate with their child's class teacher and the school and about what is not acceptable. Teachers follow school policies and protocols regarding communication and social media and understand what is and is not appropriate in terms of communication with parents. The quality of education is enhanced by focused and purposeful engagement with parents and the wider community.

#### **Staff workload and well-being**

School leaders recognise that in order to deliver a high-quality education, staff workload and well-being need to be regularly reviewed. Staff feel that leaders are aware of and take account of the main pressures on them. Staff feel protected from bullying and harassment. Marking policy has been reviewed to ensure marking is more efficient and assessment cycles and data collections are meaningful and used

#### **Governance**

The governing body works closely with the headteacher to ensure that the continuous improvement of the school lies at the heart of all we do. The chair meets with the head, at a minimum, on a weekly basis – additional ad hoc meetings with staff/head and the chair and other governors take place as and when required. The positive relationships between governors and school leaders are based on trust, openness and transparency. The governing body systematically monitor the schools' progress towards meeting agreed development targets. Information about what is going well and why, and what is not going well and why, is shared. Governors consistently ask for more information, explanation or clarification. This makes a strong contribution to robust planning for improvement. Governors are well informed and knowledgeable because they are given high-quality, accurate information that is concise and focused on pupil achievement. This information is made accessible by being presented in a wide variety of formats. They are able to take and support difficult decisions in the interests of pupils and to support the head teacher when staff changes are necessary. Governors understand their role and carry it out effectively. They ensure that the school has a clear vision and strategy, that resources are managed effectively and that leaders are held to account for the quality of education.

#### **Safeguarding**

The safety and welfare of learners and everyone else in our school, is given the highest importance by the headteacher, leadership team, governing body and staff. We are always vigilant and quick to respond to ensure that children's safety is paramount. Thorough and effective procedures for identification of pupils who are at risk are in place and all members of the safeguarding team are aware of current concerns via a regular weekly meeting. All members of staff receive appropriate training in safeguarding and they are kept up to date with current information about vulnerable children on a need to know basis. Roles and responsibilities are clear and there are good links with the agencies that support our work in safeguarding including social care, the police and LA. This enables referrals to be made where appropriate and in a timely way. All statutory regulations for checking staff and volunteers are in place and appropriate records are kept. When interviewing, at least one member of the panel is trained in Safer Recruitment. Visitors must sign in and are made aware of the school's commitment to safeguarding. Any visitors are supervised during their visit so that they do not have unsupervised access to children. Our school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing support, or referring them in a timely way to experts; and manage safe recruitment and allegations about adults who may be a risk to pupils.

#### **What we need to do to sustain and further improve the effectiveness of leadership and management?**

- Work with Governors to further develop link Governor roles
- Continue to work and provide CPD for our Subject leads

#### **Where is the evidence?**

- Parental questionnaire
- Training sessions
- Safeguarding training
- Safeguarding records

#### **Quality of Early Years Education**

##### **The overall effectiveness of Early Years Education is Outstanding**

#### **Intent**

At Saints Peter and Paul Catholic Primary school, we want our children to be happy, enjoy school and learning, be settled and feel safe. We want each child to feel that school is their 'home', somewhere they can be themselves and loved; never judged. We see each child as an individual and we want each child to reach their full potential. Our curriculum is designed to provide children with the opportunities and experiences to develop positive behaviours and attitudes to learning and prepare our children to succeed as a learner in life. We take into account the challenging backgrounds that many of our pupils come from and as a result, in Little Saints (2 yr room) and our nursery, we focus heavily on the prime areas of learning.

We want our children to be happy and enjoy Nursery through playing and learning. We want to develop their social skills, encouraging them to develop friendships. We teach children about routines and boundaries and provide a language enriched environment in order to create safe routines where the pupils feel confident and comfortable in order to attain well. We focus on individual needs and begin a more structured timetable for those children who are ready.

When our children are ready and these foundations are embedded we focus on specific areas. We plan for a balance between adult led activities and child initiated play. Careful planning that considers children's abilities and interests helps children's learning to be more purposeful and fun. Each child is encouraged to reach their full potential, through clear and specific next steps, planning and assessment that are ongoing throughout the year and take into account links with parents/carers. Staff have high expectations and the learning environment is of a high standard. Areas are stimulating and well resourced. The environment is designed to allow children to practice skills, consolidate their learning and provide children with challenge.

It is our duty to prepare our children for their future and we aim to nurture respectable, considerate, loving, resilient, sociable, independent and confident critical thinkers who are prepared for their next steps of learning. We also ensure that our children are equipped with the early phonics, reading, writing and maths skills necessary to prepare them for KS1.

### **Implement**

High quality teaching and learning is based on children's needs and interests to provide meaningful learning opportunities across all areas of the curriculum.

All staff are trained, have up to date knowledge and are skilled in the teaching of phonics and early reading. Staff are enthusiastic to their approach to early reading; linking with families and current interests of our children to ensure reading excites and engages all children. To excite and capture children's love for books, staff take a 'Story Box' approach to help stories come alive! Our environments reflect our love for reading and reading opportunities are embedded in all areas of our provision. Staff seek opportunities to read with children whilst on continuous provision. We have daily story time, focusing on a range of genre. In reception, opportunities for guided reading and comprehension are planned for weekly. Each class has a selection of carefully selected books that are read to the children regularly to provide familiarity and to give children a secure knowledge of stories, whilst extending their vocabulary.

Word of the week is focused on in nursery and reception to develop new vocabulary and this is shared with families. We provide opportunities for families to help their child to learn to read through parent leaflets and parent workshops; each class teacher leads these sessions. Each week children are encouraged to select a book to take home to read for pleasure with their family. In reception, when children are ready, the children will also take home a book from our reading scheme, which is linked to their phonic knowledge. Furthermore, keywords are sent home regularly to learn at home and these words are consolidated in class also. Early literacy skills are paramount in our department. We recognise that we need to give children the opportunities to practice early literacy skills which many families so naturally do with their children before they start school. Early literacy skills are taught daily in Reception.

Staff realise the importance of early maths skills and actively seek to provide opportunities for children to practice maths skills in all areas of the classroom, including outdoors. Maths is a high on our agenda; School is part of the Maths Hub 3 and Reception staff are taking part of a 'Reception Mastery' course and are keen to develop children's deeper understanding of maths. Children are given opportunities to practice skills they have learnt in class whilst they are on continuous provision; helping children to practice and consolidate their learning. Challenges are added to our maths areas to give children the opportunity to display their skills and encourage children to reach their full potential. We teach maths daily to embed a deeper understanding and move our children onto the next stage of their learning at a pace that reflects their learning. It is our duty to protect, care and support our children to develop into confident, independent, respectful children, who demonstrate care and concern for each other and develop their social skills and manners towards each other. We are responsible for not only teaching children academically but role modelling and teaching them life skills. We plan time to teach children skills in looking after their health, safety and well-being.

### **Impact**

By the end of Foundation Stage 72.7% of children achieve Early learning Goals for reading. Over 93% leave reception at age appropriate for reading.

Over 80% achieve Early Learning Goals for maths. Over 95% achieve age appropriate for maths. Over 73% achieve Early Learning Goals for writing. Over 93% achieve age appropriate for writing, representing high achievement from low starting points.

### **Where is the evidence?**

- Early Years Data
- Red assessment books

- Environment inside and out