

SEF 2021 – Overview:

Early Years Provision		
Intent	Good	
Implementation	Good	
Impact	Good	
Behaviours and Attitudes	Outstanding	
Personal Development	Good	
Leadership	Good	

Years 1-6		
		The Grade will increase when:
Intent	Good	Our intent is clear across the curriculum and informs our teaching.
Implementation	Good	All children, including those with SEND and the most able are challenged consistently within every lesson.
Impact	Good	Our outcomes consistently match and sometimes outperform 'like schools'.
Behaviours and Attitudes	Good	All children in KS2 experience no incidents of unconscious bias.
Personal Development	Good	Our extra-curricular offer is wide ranging and popular
Leadership	Good	We develop our middle leaders into highly effective strategic subject leaders.

**Our Lady of Lourdes Catholic Primary School
Self-Evaluation – Autumn 2021**

Early Years																									
Curriculum Intent	Curriculum Implementation	Quality of Education	Curriculum Impact	Behaviours and Attitude	Personal Development	Leadership																			
<p>Outstanding: The school meets all the criteria for good in the effectiveness of early years securely and consistently.</p> <ul style="list-style-type: none"> ■ The quality of early years education provided is exceptional. <p>In addition, the following apply:</p> <ul style="list-style-type: none"> ■ The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff. ■ The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes. ■ 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. 				<p>Outstanding: The school meets all the criteria for good in behaviour and attitudes securely and consistently.</p> <ul style="list-style-type: none"> ■ Behaviour and attitudes are exceptional. <p>In addition, the following apply:</p> <ul style="list-style-type: none"> ■ Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. ■ Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the wellbeing of other pupils. ■ Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education. 		<p>Outstanding: The school meets all the criteria for good in personal development securely and consistently.</p> <ul style="list-style-type: none"> ■ Personal development is exceptional. <p>In addition, the following apply:</p> <ul style="list-style-type: none"> ■ The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. ■ There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work. ■ The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer. ■ The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others. 		<p>Outstanding: The school meets all the criteria for good in leadership and management securely and consistently.</p> <ul style="list-style-type: none"> ■ Leadership and management are exceptional. <p>In addition, the following apply:</p> <ul style="list-style-type: none"> ■ Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum. ■ Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. ■ Staff consistently report high levels of support for well-being issues. 																	
<p>Good: Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.</p> <ul style="list-style-type: none"> ■ The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning. ■ There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers. ■ The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception. ■ The school has the same academic ambitions for almost all children. For children with particular 				<p>Good: Children benefit from meaningful learning across the curriculum.</p> <ul style="list-style-type: none"> ■ Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge. ■ Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary. ■ Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary. ■ Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and 		<p>Good: Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.</p> <ul style="list-style-type: none"> ■ Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points. ■ By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals. ■ Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the seven areas of learning. ■ Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements. Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong <p><u>Most Recent Supporting Data (Summer 2021):</u></p> <p>Reception</p> <table border="1"> <thead> <tr> <th></th> <th>Literacy Summer</th> <th colspan="2">Mathematics Summer</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>% >ARE</td> <td>53% (16/30)</td> <td>13% (4/30)</td> <td>27% (8/30)</td> </tr> </tbody> </table>			Literacy Summer	Mathematics Summer			Reading	Writing	Number	% >ARE	53% (16/30)	13% (4/30)	27% (8/30)	<p>Good: The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.</p> <ul style="list-style-type: none"> ■ Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. ■ There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. ■ Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. ■ Pupils have high attendance, come to school on time and are punctual to lessons. When this is not 		<p>Good: The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.</p> <ul style="list-style-type: none"> ■ The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. ■ The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships. ■ The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them. ■ The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those 		<p>Good: Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.</p> <ul style="list-style-type: none"> ■ Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time. ■ Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or offrolling. ■ Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose. ■ Leaders engage with their staff and are aware and take account 	
	Literacy Summer	Mathematics Summer																							
	Reading	Writing	Number																						
% >ARE	53% (16/30)	13% (4/30)	27% (8/30)																						

needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.

understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.

- Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.
- The curriculum and care practices promote and support children's emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children's needs.
- Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.
- Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.

% ≥ARE	83% (25/30)	67% (20/30)	80% (24/30)
% <ARE	17% (5/30)	33% (10/30)	20% (6/30)

the case, the school takes appropriate, swift and effective action.

- Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

with different faiths and beliefs.

- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.

- Leaders protect staff from bullying and harassment.
- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.
- The 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 the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

SDP Area to Ensure Grade Increase:

QE1
To ensure **ALL** teaching, both in school and remotely clearly transforms the life chances of **all** children through the use of research based practice (The Lourdes' Super 6).

QE2
To ensure a broad, balanced, knowledge rich coherent curriculum built on clear intent for each subject with the transparent mapping of skills from R – 6 that is regularly monitored and appraised for effectiveness. The curriculum will be formed around a spine of reading suitable for each class, leading to children who are ready for the challenges of secondary school and are highly literate, confident and discerning readers.

QE3
Aspirational educational targets are used to track students (FFT 20) and form the bedrock of Pupil Progress Meetings and assessments.

SDP Area to Ensure Grade Increase:

BA1
To ensure attendance reaches 97% and levels of punctuality are consistently high, especially in wake of lockdown.

SDP Area to Ensure Grade Increase:

EY1
To embed the new EYFS curriculum so that all children outperform national expectations.

SDP Area to Ensure Grade Increase:

LM1
To develop and strengthen highly effective subject leaders who 'own' their leadership behaviours and become the authority on their area within the school, leading with the example of Christ.

LM2
To ensure that the school is well prepared to run remote learning in the event of lockdown.

Key Stage 1							
Quality of Education			Behaviours and Attitude	Personal Development	Leadership		
Curriculum Intent	Curriculum Implementation	Curriculum Impact					
<p>Outstanding: The school meets all the criteria for a good quality of education securely and consistently.</p> <ul style="list-style-type: none"> ■ The quality of education provided is exceptional. In addition, the following apply. ■ The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent. ■ The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. ■ Pupils' work across the curriculum is consistently of a high quality. ■ Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well. 	<p>Latest External Validated Data Compared to Nat. Av. 2018:</p>	% of pupils achieving expected standard in Reading, Writing and Maths combined	64%		<p>Outstanding: The school meets all the criteria for good in behaviour and attitudes securely and consistently.</p> <ul style="list-style-type: none"> ■ Behaviour and attitudes are exceptional. In addition, the following apply: ■ Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. ■ Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the wellbeing of other pupils. ■ Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education. 	<p>Outstanding: The school meets all the criteria for good in personal development securely and consistently.</p> <ul style="list-style-type: none"> ■ Personal development is exceptional. In addition, the following apply: ■ The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. ■ There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work. ■ The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer. ■ The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others. 	<p>Outstanding: The school meets all the criteria for good in leadership and management securely and consistently.</p> <ul style="list-style-type: none"> ■ Leadership and management are exceptional. In addition, the following apply: ■ Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum. ■ Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. ■ Staff consistently report high levels of support for well-being issues.
		% of pupils achieving expected standard in Reading	86%	75%			
		% of pupils achieving expected standard in Writing	79%	69%			
		% of pupils achieving expected standard in Maths	79%	76%			
		% of pupils achieving greater depth in Reading, Writing and Maths combined	11%				
		% of pupils achieving greater depth in Reading	25%	25%			
		% of pupils achieving greater depth in Writing	11%	15%			
% of pupils achieving greater depth in Maths	29%	22%					
<p>Good: Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in</p>	<p>Good: Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.</p> <ul style="list-style-type: none"> ■ Teachers present subject matter clearly, promoting appropriate 	<p>Good: Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.</p> <ul style="list-style-type: none"> ■ Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. ■ Pupils with SEND achieve the best possible outcomes. ■ Pupils' work across the curriculum is of good quality. ■ Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age. <p><u>Most Recent Internal Data (Summer 2021) :</u></p>		<p>Good: The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated</p>	<p>Good: The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality. ■ The</p>	<p>Good: Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.</p> <ul style="list-style-type: none"> ■ Leaders focus on improving teachers' subject, pedagogical and pedagogical content 	

life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] ■ The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

■ The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] ■ Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] The school's aim is to have the EBacc at the heart of its curriculum, in line

discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. ■ Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. ■ Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. ■ Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. ■ The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. ■ Reading is prioritised to allow pupils to access the full curriculum offer. ■ A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics

Year 1

	Y1 Summer Attainment = ARE %				Numbers of children
	R	W	M	Combined	
All	70	63	89	63	27

* No EYFS data as lockdown = no FFT estimates

Boys	68	58	89	58	19
Girls	75	75	88	75	8
SEND	75	75	75	75	4
NONSEND	70	61	91	61	23
DIS	67	33	100	33	3
NONDIS	71	67	88	67	24
EAL	100	50	100	50	2
GD	30% of class	4% of class	22% of class	0	8 1 6

Year 2

	Y2 Summer Attainment = ARE %				Numbers of children	FFT Estimates %		
	R	W	M	Combined		R	W	M
All	41	68	36	23	24 (FFT=22)	81	76	76
Boys	27	55	27	9	12 (FFT=11)	72	64	70
Girls	55	82	45	36	12 (FFT=11)	89	87	82
SEND	0	0	0	0	4 (FFT=3)	51	43	46
NONSEND	47	79	42	26	20 (FFT=19)	86	81	81

and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines. ■ Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. ■ There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. ■ Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. ■ Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. ■ Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort. ■ Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. ■ The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships. ■ The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them. ■ The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. ■ The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities. ■ Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. ■ The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time. ■ Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or offrolling. ■ Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose. ■ Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. ■ Leaders protect staff from bullying and harassment. ■ Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. ■ Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding. ■ The 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 the support they need, or referring them in a timely way to those who have

with the DfE's ambition,79 and good progress has been made towards this ambition.	<p>knowledge pupils are taught when they are learning to read.</p> <ul style="list-style-type: none"> ■ The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning. ■ Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. 				the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.
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Key Stage 2																																			
Quality of Education			Behaviours and Attitude	Personal Development	Leadership																														
Curriculum Intent	Curriculum Implementation	Curriculum Impact																																	
<p>Outstanding: The school meets all the criteria for a good quality of education securely and consistently.</p> <ul style="list-style-type: none"> ■ The quality of education provided is exceptional. <p>In addition, the following apply.</p> <ul style="list-style-type: none"> ■ The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent. ■ The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. ■ Pupils' work across the curriculum is consistently of a high quality. ■ Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well. 		<p>External Validated Data Compared to Nat. Av. 2018:</p> <table border="0"> <tr> <td>% of pupils achieving expected standard in Reading, Writing and Maths combined</td> <td>66%</td> <td>65%</td> </tr> <tr> <td>% of pupils achieving expected standard in Reading</td> <td>78%</td> <td>73%</td> </tr> <tr> <td>% of pupils achieving expected standard in Maths</td> <td>84%</td> <td>79%</td> </tr> <tr> <td>% of pupils achieving expected standard in Writing</td> <td>81%</td> <td>78%</td> </tr> <tr> <td>% of pupils achieving expected standard in Spelling, Punctuation and Grammar</td> <td>91%</td> <td>78%</td> </tr> <tr> <td>Average progress Reading</td> <td>1.22</td> <td>0</td> </tr> <tr> <td>Average progress Writing</td> <td>0.99</td> <td>0</td> </tr> <tr> <td>Average progress Maths</td> <td>0.44</td> <td>0</td> </tr> <tr> <td>% of pupils achieving greater depth in Reading, Writing and Maths combined</td> <td>9%</td> <td>11%</td> </tr> <tr> <td>% of pupils achieving greater depth in Reading</td> <td>38%</td> <td>27%</td> </tr> </table>	% of pupils achieving expected standard in Reading, Writing and Maths combined	66%	65%	% of pupils achieving expected standard in Reading	78%	73%	% of pupils achieving expected standard in Maths	84%	79%	% of pupils achieving expected standard in Writing	81%	78%	% of pupils achieving expected standard in Spelling, Punctuation and Grammar	91%	78%	Average progress Reading	1.22	0	Average progress Writing	0.99	0	Average progress Maths	0.44	0	% of pupils achieving greater depth in Reading, Writing and Maths combined	9%	11%	% of pupils achieving greater depth in Reading	38%	27%	<p>Outstanding: The school meets all the criteria for good in behaviour and attitudes securely and consistently.</p> <ul style="list-style-type: none"> ■ Behaviour and attitudes are exceptional. <p>In addition, the following apply:</p> <ul style="list-style-type: none"> ■ Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. ■ Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the wellbeing of other pupils. 	<p>Outstanding: The school meets all the criteria for good in personal development securely and consistently.</p> <ul style="list-style-type: none"> ■ Personal development is exceptional. <p>In addition, the following apply:</p> <ul style="list-style-type: none"> ■ The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. ■ There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work. ■ The school provides these rich experiences in a 	<p>Outstanding: The school meets all the criteria for good in leadership and management securely and consistently.</p> <ul style="list-style-type: none"> ■ Leadership and management are exceptional. <p>In addition, the following apply:</p> <ul style="list-style-type: none"> ■ Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum. ■ Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently
% of pupils achieving expected standard in Reading, Writing and Maths combined	66%	65%																																	
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% of pupils achieving greater depth in Maths	13%	27%
% of pupils achieving greater depth in Writing	25%	20%
% of pupils achieving greater depth in Spelling, Punctuation and Grammar	47%	36%
Average Scaled Score Reading	105	104
Average Scaled Score Maths	105	105
Average Scaled Score in Spelling, Punctuation and Grammar	109	106

■ Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
 ■ The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

dealt with appropriately and quickly.
 ■ Staff consistently report high levels of support for well-being issues.

Good:
 Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] ■ The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

Good:
 Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
 ■ Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
 ■ Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
 ■ Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
 ■ Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for

Good:
 Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
 ■ Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
 ■ Pupils' work across the curriculum is of good quality.
 ■ Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Most Recent Internal Data (Summer 2021):

Year 3

	Y3 Summer Attainment = ARE %				Numbers of children
	R	W	M	Combined	
All	58	52	74	45	31
Boys	50	33	83	33	18
Girls	69	77	62	62	13
SEND	50	40	70	40	10
NONSEND	62	57	76	48	21
DIS	60	80	40	40	5
NONDIS	58	46	81	46	26
EAL	0	0	100	0	1
GD	19% of class	13% of class	16% of class	6% of class	6 4 5

Year 4

	Y4 Summer Attainment = ARE %				Numbers of children	FFT Estimates %		
	R	W	M	Combined		R	W	M
All	88	76	84	68	25	88	91	92
Boys	91	82	91	82	11	82	82	89
Girls	86	71	79	57	14	92	97	94
SEND	70	50	80	50	10	80	82	84
NONSEND	100	93	87	80	15	93	97	97
DIS	100	67	100	67	3	93	98	97
NONDIS	86	77	82	68	22	87	90	91
EAL	50	0	50	0	2	52	53	51
GD	75	25	50	25	4 4 4	81	85	87

Good:
 The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.
 ■ Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
 ■ There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
 ■ Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
 ■ Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
 ■ Fixed-term and internal exclusions are used

Good:
 The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality. ■ The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
 ■ The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
 ■ The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
 ■ The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
 ■ The school promotes equality of opportunity and diversity effectively.

Good:
 Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
 ■ Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.
 ■ Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or offrolling.
 ■ Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.
 ■ Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
 ■ Leaders protect staff from bullying and harassment.
 ■ Those responsible for governance understand their role and carry this out effectively.

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 ■ The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing

fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] ■ Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition, 79 and good progress has been made towards this ambition.

staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. ■ The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. ■ Reading is prioritised to allow pupils to access the full curriculum offer. ■ A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed 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. ■ The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning. ■ Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Year 5

	Y5 Summer Attainment = ARE %			Combined	Numbers of children	FFT Estimates %		
	R	W	M			R	W	M
All	89	70	74	63	31 (FFT 27)	83	91	93
Boys	83	50	67	50	15 (FFT 12)	79	86	92
Girls	93	87	80	73	16 (FFT 15)	87	95	93
SEND	86	43	57	43	8 (FFT 7)	82	83	90
NONSEND	90	80	80	70	23 (FFT 20)	90	94	94
DIS	100	33	100	33	4 (FFT 3)	76	81	88
NONDIS	90	75	71	67	27 (FFT 24)	88	92	93
EAL	50	0	50	0	2	66	78	79
GD	67	17	67	0	6 6 6	85	91	83

Year 6

	Y6 Summer Attainment = ARE %			Combined	Numbers of children	Key Stage Progress %		
	R	W	M			R	W	M
All	85	77	69	62	26	80	82	88
Boys	81	63	63	50	16	72	74	84
Girls	90	100	80	80	10	92	96	93
SEND	63	63	38	38	8	66	68	77
NONSEND	94	83	83	72	18	86	88	92
DIS	100	100	50	50	2	82	87	89
NONDIS	83	75	71	63	24	79	82	87
EAL	25	75	0	0	4	60	62	69
GD	67	67	100	67	3 4 3	79	82	78

appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort. ■ Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

As a result, pupils understand, appreciate and respect difference in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities. ■ Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. ■ The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. ■ Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding. ■ The 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 the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

SDP Area to Ensure Grade Increase:

QE1

To ensure **ALL** teaching, both in school and remotely clearly transforms the life chances of **all** children through the use of research based practice (The Lourdes' Super 6).

QE2

To ensure a broad, balanced, knowledge rich coherent curriculum built on clear intent for each subject with the transparent mapping of skills from R – 6 that is regularly monitored and appraised for effectiveness. The curriculum will be formed around a spine of reading suitable for each class, leading to children who are ready for the challenges of secondary school and are highly literate, confident and discerning readers.

QE3

Aspirational educational targets are used to track students (FFT 20) and form the bedrock of Pupil Progress Meetings and assessments.

SDP Area to Ensure Grade Increase:

BA1

To ensure attendance reaches 97% and levels of punctuality are consistently high, especially in wake of lockdown.

BA 2

Unconscious Bias

SDP Area to Ensure Grade Increase:

PD1

To work with external agencies to provide wellbeing, mental health and counselling support to children, staff and parents.

PD2

SDP Area to Ensure Grade Increase:

LM1

To develop and strengthen highly effective subject leaders who 'own' their leadership behaviours and become the authority on their area within the school, leading with the example of

	Training to be undertaken to ensure children with diverse backgrounds and heritage feel included.	To ensure the school's RSHE Curriculum is suitably rolled out and reviewed.	Christ. LM2 To ensure that the school is well prepared to run remote learning in the event of lockdown.
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Current Grading:
2

Summary of Overall Effectiveness and SDP Priorities:

Overall Effectiveness Grading:
<p>Outstanding (1) ■ The quality of education is outstanding. ■ All other key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area sustainably and securely towards outstanding. Typically this will mean meeting each and every one of the good criteria but falling short on the outstanding for that key judgement. ■ Safeguarding is effective.</p> <p>Good (2) ■ The quality of education is at least good. ■ All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards good. ■ Safeguarding is effective.</p> <p>Requires improvement (3) ■ Other than in exceptional circumstances, it is likely that, when the school is judged as requires improvement in any of the key judgements, the school's overall effectiveness will also be requires improvement. ■ Safeguarding is effective. If there are any weaknesses in safeguarding, they are easily rectified and there are no serious failings that leave pupils either being harmed or at risk of harm.</p> <p>Inadequate (4) ■ The judgement on the overall effectiveness will be inadequate when any one of the key judgements is inadequate and/or safeguarding is ineffective</p>