



**St Edmund's Catholic Primary School**  
**School Improvement Summary 2019-20**  
*'Together we learn and grow through worship and celebration'.*

<p><b>SCHOOL CONTEXT</b></p>	<p>St Edmund's Catholic Primary School is an inclusive school, we welcome diversity and as a Christian community we celebrate the uniqueness of each individual. Our mission is to encourage our children to develop their spiritual and academic potential alongside their individual talents. All are made welcome and the worth of every individual is recognised, valued and celebrated in line with our Christian background and our British Values. We nurture qualities of honesty, tolerance, forgiveness, caring and patience.</p> <p>The strong religious foundation of the school and the solid relationships enjoyed with parents, carers and the wider community contribute to the exceptional promotion of pupils' spiritual, moral, social and cultural development. 35% of families are from minority ethnic backgrounds adding to the rich cultural diversity of our school.</p> <p>Our vision is for all our children to be...</p> <ul style="list-style-type: none"> <li>Effective communicators</li> <li>Active Contributors</li> <li>Aspirational Independent Learners</li> <li>Healthy in Mind and Body</li> </ul>		<p style="background-color: #d9ead3; padding: 10px; border: 1px solid #000;">We are ambitious for all children at St Edmunds and want to provide them with ALL the tools they need to reach the next stage in their life journey.</p>																								
<p><b>OUTCOMES FOR PUPILS 2019: ACHIEVEMENTS</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>Early Years Foundation Stage (EYFS)</b> 78% of children achieved a Good Level of Development in the Early Years – 72% nationally.</p> </td> <td style="width: 50%; padding: 5px;"> <p><b>YEAR 1.</b> 92% passed the Phonics Screening. 82% nationally. 10% higher than national picture.</p> </td> </tr> <tr> <td style="padding: 5px;"> <p><b>KEY Stage 1 (KS1)</b></p> <table style="width: 100%; border: none;"> <tr> <td style="border: none;">68% RWM (9% GD)</td> <td style="border: none;">65% national (11% GD)</td> </tr> <tr> <td style="border: none;">80% R (27% GD)</td> <td style="border: none;">75% national (25% GD)</td> </tr> <tr> <td style="border: none;">71% W (15% GD)</td> <td style="border: none;">69% national (15% GD)</td> </tr> <tr> <td style="border: none;">76% M (16% GD)</td> <td style="border: none;">76% national (22% GD)</td> </tr> <tr> <td style="border: none;">86% Sc.</td> <td style="border: none;">82% national</td> </tr> </table> <p>Maths at KS 1 GDS to be a focus</p> </td> <td style="padding: 5px;"> <p><b>Key Stage 2 (KS2)</b></p> <table style="width: 100%; border: none;"> <tr> <td style="border: none;">87% RWM (16% GD)</td> <td style="border: none;">65% national (11% GD)</td> </tr> <tr> <td style="border: none;">93% R (42% GD)</td> <td style="border: none;">73% national (27% GD)</td> </tr> <tr> <td style="border: none;">95% W (27% GD)</td> <td style="border: none;">78% national (20% GD)</td> </tr> <tr> <td style="border: none;">92% M (38% GD)</td> <td style="border: none;">79% national (27% GD)</td> </tr> <tr> <td style="border: none;">94% GPS (63% GD)</td> <td style="border: none;">78% national (36% GD)</td> </tr> </table> <p>Maintain level of attainment</p> </td> </tr> </table>		<p><b>Early Years Foundation Stage (EYFS)</b> 78% of children achieved a Good Level of Development in the Early Years – 72% nationally.</p>	<p><b>YEAR 1.</b> 92% passed the Phonics Screening. 82% nationally. 10% higher than national picture.</p>	<p><b>KEY Stage 1 (KS1)</b></p> <table style="width: 100%; border: none;"> <tr> <td style="border: none;">68% RWM (9% GD)</td> <td style="border: none;">65% national (11% GD)</td> </tr> <tr> <td style="border: none;">80% R (27% GD)</td> <td style="border: none;">75% national (25% GD)</td> </tr> <tr> <td style="border: none;">71% W (15% GD)</td> <td style="border: none;">69% national (15% GD)</td> </tr> <tr> <td style="border: none;">76% M (16% GD)</td> <td style="border: none;">76% national (22% GD)</td> </tr> <tr> <td style="border: none;">86% Sc.</td> <td style="border: none;">82% national</td> </tr> </table> <p>Maths at KS 1 GDS to be a focus</p>	68% RWM (9% GD)	65% national (11% GD)	80% R (27% GD)	75% national (25% GD)	71% W (15% GD)	69% national (15% GD)	76% M (16% GD)	76% national (22% GD)	86% Sc.	82% national	<p><b>Key Stage 2 (KS2)</b></p> <table style="width: 100%; border: none;"> <tr> <td style="border: none;">87% RWM (16% GD)</td> <td style="border: none;">65% national (11% GD)</td> </tr> <tr> <td style="border: none;">93% R (42% GD)</td> <td style="border: none;">73% national (27% GD)</td> </tr> <tr> <td style="border: none;">95% W (27% GD)</td> <td style="border: none;">78% national (20% GD)</td> </tr> <tr> <td style="border: none;">92% M (38% GD)</td> <td style="border: none;">79% national (27% GD)</td> </tr> <tr> <td style="border: none;">94% GPS (63% GD)</td> <td style="border: none;">78% national (36% GD)</td> </tr> </table> <p>Maintain level of attainment</p>	87% RWM (16% GD)	65% national (11% GD)	93% R (42% GD)	73% national (27% GD)	95% W (27% GD)	78% national (20% GD)	92% M (38% GD)	79% national (27% GD)	94% GPS (63% GD)	78% national (36% GD)	<p style="background-color: #d9ead3; padding: 10px; border: 1px solid #000;">Children achieving both at EXS level and GDS is above the National picture. Progress measures are within or above average range.  (2019 Data)</p>
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<p><b>2019 ACHIEVEMENTS CONTD.</b></p>	<p>FOCUS from previous year          Improved writing results at GDS – achieved ✓          Increased computer use and understanding of the digital curriculum – achieved ✓          Children using ‘thinking maps’ as a tool to support independent learning – achieved ✓          RE – St Edmund’s 80<sup>th</sup> celebration – achieved ✓          Re-accredit GOLD Active Sports Mark – achieved ✓</p>	<p>“A school community that inspires, achieves and cares”          (Governor quote 2019)</p>
<p><b>ACTIONS &amp; PROGRESS FROM PREVIOUS INSPECTION (Ofsted February 2017)</b></p>	<p><i>All subject leaders and staff should increase further their expectations of what pupils can do, especially higher-attaining pupils (GD) and disadvantaged pupils with high ability, so that all pupils achieve excellently. Ofsted 2017</i></p> <p>Results for higher attaining pupils show that 100% of this group achieved a Greater Depth Standard in Reading, Writing, and Maths (2019).</p> <p>Results for the disadvantaged higher ability pupils show 100% of this group achieved a Greater Depth Standard also in all subject areas. It should be noted that this pupil group is one child (2019). The remaining disadvantaged pupils all achieved the expected standard. There were 4 pupils (2019).</p> <p>Changes to Subject Leadership mean <u>further training opportunities are being sought</u> to ensure secure subject knowledge and understanding at all levels to ensure high expectations by all staff.</p>	<p>HA children achieving a GDS is above national figures and up from previous two years.          (2019 Data)</p>
<p><b>AREAS FOR WHOLE SCHOOL DEVELOPMENT 2019-20</b></p>	<p><b>Attitudes &amp; Tools for Independent Learning</b> – to introduce - ‘Habits of Mind’ (Phase 2 of Thinking Skills Project) to support children’s learning, independence and confidence.  <b>English</b> – review provision throughout the school to ensure all children and groups of learners have the best possible support in reading.  <b>Maths</b> – to improve GDS outcomes for children at KS1 and to further develop the mastery approach throughout the school  <b>Science</b> – to maintain Primary Skills Quality Mark (PSQM) developing and ensuring excellent science provision throughout each key phase.  <b>Subject leaders</b> – Increase further their expectations of what pupils can do, providing experiences and opportunities to enable ALL pupils to achieve excellently – see above</p>	<p>We work to ensure the best provision for the children in our care.</p>

**KEY:** R=Reading, W=Writing, M=Maths, Sc.=Science, EXS=Expected Standard, GDS/GD=Greater Depth Standard, HA=Higher Ability



<p style="text-align: center;"><b>QUALITY OF EDUCATION</b></p>	<p>The curriculum is based on the National Curriculum. It is designed to build year on year knowledge and skills needed for the next phase in education. It enables children to be independent, motivates learning and develops enthusiasm. As a school we are developing children's 'thinking skills' and are introducing 'habits of mind' to promote children's resilience and independence. <u>We are working to ensure all children develop these skills.</u></p> <p>Teachers have a good subject knowledge and high expectations of the children. <u>New subject leads will be given additional training opportunities to support them.</u></p> <p>Children generally speak confidently and articulate their thinking as a result of focussed teacher questioning. Clear structures to lessons enable children to make expected progress against learning objectives and success criteria. Written feedback identifies next steps which results in children responding to and improving their work.</p>	<p style="text-align: center;">“A well-managed school with a lovely atmosphere of happy learning”.</p> <p style="text-align: center;">(Parent survey quote, 2019)</p>
<p style="text-align: center;"><b>BEHAVIOUR &amp; ATTITUDES</b></p>	<p>The school has high expectations of behaviour and conduct which are understood by all. Staff work to create a positive environment and deal quickly and effectively should instances of bullying or discrimination arise. <u>Where classes present more challenging behaviour, we adapt the curriculum, modify rewards and sanctions to support children or classes to make right choices.</u></p> <p>Children display positive learning behaviours. Children demonstrate and talk with pride about their school. The school ensures children build resilience in an ever more demanding world. Attendance remains above national average and support is given to families in need.</p> <p><u>This year we will start the process of introducing 'Habits of Mind' to our children. 'Habits of Mind', created by Arthur L. Costa and Bena Kallick, are an identified set of sixteen problem solving, life related skills that are important for effective learning throughout their lives.</u></p>	<p style="text-align: center;">“If you have a problem there is always someone to talk to”</p> <p style="text-align: center;">(Y6 Pupil, 2019)</p>
<p style="text-align: center;"><b>EARLY YEARS FOUNDATION STAGE</b></p>	<p>The EYFS team work to ensure children are confident in their learning and show perseverance. The curriculum is well-planned. All children have opportunities to make good choices and solve problems in a rich and varied learning environment.</p> <p>Learning is personalised to children's interests and planned to promote challenge across all areas of learning. We have the same academic ambitions for all children including those with SEND. Children's traditions and cultures are celebrated and shared. We provide firm foundations for future learning. <u>We are working to ensure 'in the moment' planning links clearly to our curriculum intent.</u></p>	<p style="text-align: center;">We provide opportunities for playing and exploring, active learning, creativity and thinking critically.” (EYFS Policy)</p>

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<p><b>PERSONAL DEVELOPMENT</b></p>	<p>The school provides for pupils' broader development ensuring they are responsible, respectful and active citizens. Examples can be seen in the range of pupil groups, extra-curricular clubs and roles:</p> <table border="1" data-bbox="808 336 1464 628"> <tr> <td>Prefects</td> <td>Cooking Club</td> </tr> <tr> <td>School Council</td> <td>Science Club</td> </tr> <tr> <td>Mini Vinnies</td> <td>Young Carers Club</td> </tr> <tr> <td>Young Carers</td> <td>Art Club</td> </tr> <tr> <td>Eco-Warriors</td> <td>Sewing Club</td> </tr> <tr> <td>Buddies</td> <td>Choir</td> </tr> <tr> <td>Young Interpreters</td> <td>Gardening Club</td> </tr> </table> <p>The school participates in many artistic, musical, sporting, cultural and community opportunities as evidenced in school display, concerts and sporting achievements, including: Whole School Sports Day, Borough Sports Science Week, Work Book Day European Day of Languages, International Day, St Georges Day Parade</p> <p>The school will continue to focus on the <u>well being of its pupils and staff</u> and have nominated a "well-being" linked Governor for the 2019/2020 academic year alongside 'Well-being Leads' for both pupil and staff.</p>	Prefects	Cooking Club	School Council	Science Club	Mini Vinnies	Young Carers Club	Young Carers	Art Club	Eco-Warriors	Sewing Club	Buddies	Choir	Young Interpreters	Gardening Club	<p>'Pupils are actively involved in supporting those in need and proactive in responding locally, nationally and globally'.  (Diocesan Inspection 2018)</p>
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<p><b>LEADERSHIP &amp; MANAGEMENT</b></p>	<p>The leadership team, all staff and governors are committed to effect change, drive progress and ensure continuous improvement. The school monitors and evaluates its effectiveness. Leaders ensure Action Plans are focused on pupil progress and in developing teacher's subject knowledge and skills – the school's capacity and ability to improve can be found in the continued maintenance and improved end of phase results. Governors hold the school to account and know its strengths and areas for development. The school's curriculum is well planned and delivered. Children are safe at St Edmund's due to the high priority given to safeguarding by the school.</p>	<p>"...this school is a wonderfully supportive place for its pupils to learn"  (Ofsted, 2017)</p>														

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