



St Edmund's Catholic Primary School
School Improvement Summary for Parents 2020-21
'Together we learn and grow through worship and celebration'.

<p>SCHOOL CONTEXT</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. 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.</p> <p>Our vision is for all our children to be...</p> <ul style="list-style-type: none"> Effective communicators Active Contributors Aspirational Independent Learners Healthy in Mind and Body <p>Throughout the lockdown period we worked to support all our families and are proud to say that returning to school, attendance levels are consistently high. We are currently working to support children's well-being and have adapted the curriculum to allow children opportunities to reflect on and deal with the time they were away from school. This is in addition to employing a range of strategies to support learning and for children to reach age related expectations or above in an environment of challenge and support.</p>	<p>We are ambitious for all children at St Edmund's and want to provide them with ALL the tools they need to reach the next stage in their life journey.</p> <p>...Thank you for making the children feel so welcome back at school...</p>																								
<p>OUTCOMES FOR PUPILS 2019: ACHIEVEMENTS 2020 – NO formal assessments took place. Children will be targeted from baseline tasks to make up any lost learning.</p>	<table border="1"> <tr> <td data-bbox="454 975 1088 1090"> <p>Early Years Foundation Stage (EYFS) 2019 78% of children achieved a Good Level of Development in the Early Years – 72% nationally.</p> </td> <td data-bbox="1088 975 1711 1090"> <p>YEAR 1 2019 92% passed the Phonics Screening. 82% nationally. 10% higher than national picture.</p> </td> </tr> <tr> <td data-bbox="454 1090 1088 1289"> <p>KEY Stage 1 (KS1) 2019</p> <table border="0"> <tr> <td>68% RWM (9% GD)</td> <td>65% national (11% GD)</td> </tr> <tr> <td>80% R (27% GD)</td> <td>75% national (25% GD)</td> </tr> <tr> <td>71% W (15% GD)</td> <td>69% national (15% GD)</td> </tr> <tr> <td>76% M (16% GD)</td> <td>76% national (22% GD)</td> </tr> <tr> <td>86% Sc.</td> <td>82% national</td> </tr> </table> </td> <td data-bbox="1088 1090 1711 1289"> <p>Key Stage 2 (KS2) 2019</p> <table border="0"> <tr> <td>87% RWM (16% GD)</td> <td>65% national (11% GD)</td> </tr> <tr> <td>93% R (42% GD)</td> <td>73% national (27% GD)</td> </tr> <tr> <td>95% W (27% GD)</td> <td>78% national (20% GD)</td> </tr> <tr> <td>92% M (38% GD)</td> <td>79% national (27% GD)</td> </tr> <tr> <td>94% GPS (63% GD)</td> <td>78% national (36% GD)</td> </tr> </table> </td> </tr> </table>	<p>Early Years Foundation Stage (EYFS) 2019 78% of children achieved a Good Level of Development in the Early Years – 72% nationally.</p>	<p>YEAR 1 2019 92% passed the Phonics Screening. 82% nationally. 10% higher than national picture.</p>	<p>KEY Stage 1 (KS1) 2019</p> <table border="0"> <tr> <td>68% RWM (9% GD)</td> <td>65% national (11% GD)</td> </tr> <tr> <td>80% R (27% GD)</td> <td>75% national (25% GD)</td> </tr> <tr> <td>71% W (15% GD)</td> <td>69% national (15% GD)</td> </tr> <tr> <td>76% M (16% GD)</td> <td>76% national (22% GD)</td> </tr> <tr> <td>86% Sc.</td> <td>82% national</td> </tr> </table>	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>Key Stage 2 (KS2) 2019</p> <table border="0"> <tr> <td>87% RWM (16% GD)</td> <td>65% national (11% GD)</td> </tr> <tr> <td>93% R (42% GD)</td> <td>73% national (27% GD)</td> </tr> <tr> <td>95% W (27% GD)</td> <td>78% national (20% GD)</td> </tr> <tr> <td>92% M (38% GD)</td> <td>79% national (27% GD)</td> </tr> <tr> <td>94% GPS (63% GD)</td> <td>78% national (36% GD)</td> </tr> </table>	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>EXS and GDS results are above National picture. We will aim to ensure children reach pre-lock down targets in an atmosphere of challenge and support.</p>
<p>Early Years Foundation Stage (EYFS) 2019 78% of children achieved a Good Level of Development in the Early Years – 72% nationally.</p>	<p>YEAR 1 2019 92% passed the Phonics Screening. 82% nationally. 10% higher than national picture.</p>																									
<p>KEY Stage 1 (KS1) 2019</p> <table border="0"> <tr> <td>68% RWM (9% GD)</td> <td>65% national (11% GD)</td> </tr> <tr> <td>80% R (27% GD)</td> <td>75% national (25% GD)</td> </tr> <tr> <td>71% W (15% GD)</td> <td>69% national (15% GD)</td> </tr> <tr> <td>76% M (16% GD)</td> <td>76% national (22% GD)</td> </tr> <tr> <td>86% Sc.</td> <td>82% national</td> </tr> </table>	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>Key Stage 2 (KS2) 2019</p> <table border="0"> <tr> <td>87% RWM (16% GD)</td> <td>65% national (11% GD)</td> </tr> <tr> <td>93% R (42% GD)</td> <td>73% national (27% GD)</td> </tr> <tr> <td>95% W (27% GD)</td> <td>78% national (20% GD)</td> </tr> <tr> <td>92% M (38% GD)</td> <td>79% national (27% GD)</td> </tr> <tr> <td>94% GPS (63% GD)</td> <td>78% national (36% GD)</td> </tr> </table>	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)					
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																									
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)																									

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



<p>ACTIONS & PROGRESS FROM PREVIOUS INSPECTION (Ofsted February 2017)</p>	<p><i>All subject leaders and staff should increase further their expectations of what pupils can do, especially <u>higher-attaining pupils (GD)</u> and <u>disadvantaged pupils with high ability</u>, so that all pupils achieve excellently. Ofsted 2017</i></p> <p>Results for <u>higher attaining pupils</u> at the end of 2019 show that 100% of this group achieved a Greater Depth Standard in Reading, Writing, and Maths. We have no external data for 2020 but internal data for this pupil group showed that children were on track to achieve well.</p> <p>Results for the <u>disadvantaged higher ability pupils</u> show 100% of this group achieved a Greater Depth Standard also in all subject areas in 2019 but it should be noted that this pupil group for this academic year was one child. The remaining disadvantaged pupils all achieved the expected standard (4 pupils). Predictions for 2020 had the majority of the cohort reaching expected standard or higher with a small proportion continuing to need additional support. Their secondary schools were all alerted to their individual needs so that they will receive the appropriate support going forwards.</p> <p>To increase expectations of what pupils can do, Subject Leaders have reviewed curriculum maps in all areas and plotted them for progress and attainment. Subject Leads will now monitor for impact on children’s learning. This will be in consideration of and mindful of the impact of the lock down period.</p>	<p>HA children achieving a GDS is above national figures and up from previous two years. (2019 Data)</p> <p>A school community that inspires, achieves and cares. (Governor quote 2019)</p>
<p>AREAS FOR WHOLE SCHOOL DEVELOPMENT 2020-21</p>	<p>Recovery Curriculum – Introduce the Zones of Regulation Curriculum to provide children with the tools and strategies to self-regulate and build stamina for learning and resilience following lockdown. Adapt the curriculum offer, with a focus initially on PSHE, and enable children opportunity to revisit any lost learning.</p> <p>Blended Curriculum – to develop an approach to learning that combines online with traditional class-based learning in the event of a partial or full lock down to ensure children have access to the same curriculum content whether at home or in school</p> <p>Attitudes & Tools for Independent Learning – to introduce further - ‘Habits of Mind’ (Phase 2 of Thinking Skills Project) to support children’s learning, independence and confidence which will support the Zones of Regulation Curriculum</p> <p>Subject leaders – Increase further their expectations of what pupils can do, providing experiences and opportunities to enable ALL pupils to achieve excellently. Achievement of Science Primary Skills Quality Mark, International School Award and Games Award will help to ensure pupil opportunities.</p>	<p>We work to ensure the best provision for the children in our care, considering the wide range of needs within the school.</p>

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



<p>QUALITY OF EDUCATION</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' over a two-year period to promote children's resilience and independence.</p> <p>We have adapted the curriculum this year, following the lockdown period and are introducing the Zones of Regulation Curriculum which seeks to support children in identifying their emotions and knowing how to respond to them in different situations.</p> <p>Teachers have good subject knowledge and high expectations of the children. Children generally speak confidently and articulate their thinking as a result of; focussed teacher questioning, visual prompts/tools, clarity of planning and progression. Clear structures to lessons enable children to make expected progress or more against learning objectives and success criteria. Written feedback identifies next steps which results in children responding to and improving their work.</p>	<p>A well-managed school with a lovely atmosphere of happy learning.</p> <p>(Parent survey quote, 2019)</p>
<p>BEHAVIOUR & ATTITUDES</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 if any instances of bullying or discrimination arise. Where classes present more challenging behaviour, we adapt the curriculum, modify rewards and sanctions to support children or classes to make right choices.</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>The 'Habits of Mind' and Zones of Regulation are already showing a positive impact on how children respond to their own and others' behaviours.</p>	<p>If you have a problem there is always someone to talk to. I wish we could have a secondary St Edmund's.</p> <p>(Y6 Pupil, 2019)</p>
<p>EARLY YEARS FOUNDATION STAGE</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. We are working to ensure 'in the moment' planning links clearly to our curriculum intent.</p>	<p>We provide opportunities for playing and exploring, active learning, creativity and thinking critically." (EYFS Policy)</p>

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



<p>PERSONAL DEVELOPMENT</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="568 304 1657 427"> <tr> <td>Prefects</td> <td>Cooking Club</td> <td>Sewing Club</td> <td>Art Club</td> <td>Buddies</td> </tr> <tr> <td>School Council</td> <td>Young Carers Club</td> <td>Choir</td> <td>Young Carers</td> <td>Science Club</td> </tr> <tr> <td>Mini Vinnies</td> <td>Young Interpreters</td> <td>Gardening</td> <td>Eco-Warriors</td> <td>Chess</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>Whilst we have had to curtail some of these experiences because of the Coronavirus, we are looking at ways in which we can safely and successfully re-introduce many of these activities.</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 2020/21 academic year alongside ‘Well-being Leads’ for both pupil and staff.</p>	Prefects	Cooking Club	Sewing Club	Art Club	Buddies	School Council	Young Carers Club	Choir	Young Carers	Science Club	Mini Vinnies	Young Interpreters	Gardening	Eco-Warriors	Chess	<p>‘Pupils are actively involved in supporting those in need and proactive in responding locally, nationally and globally’.</p> <p><i>(Diocesan Inspection 2018)</i></p>
Prefects	Cooking Club	Sewing Club	Art Club	Buddies													
School Council	Young Carers Club	Choir	Young Carers	Science Club													
Mini Vinnies	Young Interpreters	Gardening	Eco-Warriors	Chess													
<p>LEADERSHIP & MANAGEMENT</p>	<p>The leadership team, all staff and governors are committed to effect change, drive progress and ensure continuous improvement.</p> <p>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. Whilst we have no external data for 2020 we will continue to drive standards for 2021.</p> <p>Governors hold the school to account and know its strengths and areas for development. The school’s curriculum is well planned and delivered and adjustments to support children following the lockdown are based on proven research.</p> <p>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”.</p> <p><i>(Ofsted, 2017)</i></p>															

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



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