



# St Peter's Eaton Square C of E primary

## School self-evaluation 2019 – 2020

LAST UPDATED: SEPTEMBER 2019

Number of pupils on roll 304	Pupil premium 36	Service premium 6	SEN EHC plans 7	EAL 56%
Most recent Ofsted: Outstanding 2006 Most recent SIAMS: Outstanding 2018	Current KS1 (Y2) prior attainment Low: 9% Middle: 57% High: 34%		Current KS2 (Y6) prior attainment Low: 11% Middle: 72% High: 17%	
Absence (2018-19) 4.8 % (0.7% unauthorised)	Persistent absence (2018-19) 5% (16/321)		FT permanent staff mobility for 2018/19 Joined 3 Left 1	

### Key priorities

- 1. Quality of education**
  - a. To improve the delivery of an ambitious, well planned, relevant and creative curriculum, encouraging independent, self-motivated and active learners.
  - b. To maintain and improve outcomes for all pupil groups in reading, writing, maths and science.
- 2. Behaviour and attitudes**
  - 2.1 To maintain a happy, caring and safe learning environment where everyone thrives, developing resilience, confidence and independence.
  - 2.2 To encourage full attendance and an excellent punctuality record.
- 3. Personal development**
  - 3.1 To nurture children and guide them to show respect, consideration and responsibility for others and their environment, both within the school and the wider community.
  - 3.2 To encourage and inspire all pupils to achieve their true potential through effective inclusive practice, which includes a wide range of experiences.
- 4. Leadership and management**
  - 4.1 The SLT and governors have a clear and ambitious vision for an effective, efficient and happy school, which involves and benefits pupils, parents and staff.
  - 4.2 The DSLs and governors ensure the school maintains a robust safeguarding culture and procedure.
- 5. Quality of education in early years**
  - 5.1 To focus on providing a high quality, ambitious curriculum so all children have the opportunity to build solid foundations and reach their full potential.
  - 5.2 To focus on improving the outside play learning opportunities and continuous provision.

### Key staffing areas of issue

- Assistant head takes on role of Senco.
- New EYFS teacher.
- 2 NQTs supported and mentored by assistant head.

	<ul style="list-style-type: none"> <li>• Capacity for one trainee PGCE teacher during summer term.</li> <li>• Staff well-being a priority.</li> <li>• Numbers of pupils needing SEN support not matched by funding.</li> </ul>
<b>Budget information</b>	Priorities include; <ul style="list-style-type: none"> <li>• Continued deficit reduction.</li> <li>• Kitchen refurbishment – governors working group. Estimates £30K</li> </ul>
<b>Key performance indicators for the next 3 years</b>	<ul style="list-style-type: none"> <li>• Maintain high performance record across the school.</li> <li>• Improve attendance &amp; punctuality record.</li> <li>• Reduce staff mobility, where possible.</li> <li>• Maintain pupil numbers.</li> <li>• Remove financial deficit entirely.</li> </ul>

**QUALITY OF EDUCATION:** Good

**Intent:**

**Teaching**

- Teaching and learning is monitored through weekly learning walks by SLT ensure quality first teaching and systematic and rigorous lesson observations as part of termly monitoring cycle in English and maths, with all lessons being either good or outstanding. Pupils' written work is similarly scrutinised and moderated. **Evidence** – Monitoring Cycle
- NQTs are mentored and supported by the Assistant head teacher, attend CPD with the LDBS and have regular appraisal reports through the local authority NQT programme. **Evidence** – LDBS NQT CPD programme and WCC NQT Manager program.
- Teachers at St Peter's have high expectations and work hard to drive the achievement forward to ensure all children are able to reach their own potential.
- Support is put in place in a timely manner where expectations fall below our high standards.
- We engage external consultants from the LDBS, Bi-borough and independent school improvement advisors in regular audit and monitoring visits to ensure the school's continued successful progress and development.

**Assessment**

- St Peter's has continued to develop its own model of assessing and tracking children's progress. We will be using the new progress tracking program from FFT Aspire from January 2020, which will utilise our current tests, such as NfER and Salford reading. We believe this will be a sound and robust method of assessing baseline starting points in each year group enabling teachers to make more accurate starting judgements and produce more accurate target setting.
- There is a clear plan and journey of assessment points throughout the year, linked to termly pupil progress meetings, which allows teachers to accurately plan for each child's progress. This enables the school to set accurate individual and group targets, plan appropriate interventions where needed and report accurately to parents on a regular basis.
- Assessment in EYFS. We use Tapestry to record children's work in each Early Learning Goal area and to make formative judgements of progress and development as far as possible.
- EYFS is once again participating in the trial NfER Baseline assessment programme on behalf of the DfE, which will hone the EYFS team skills for its introduction next year

### **Broad and balanced curriculum**

- Our **broad and balanced curriculum** allows children to develop their skills, knowledge and understanding in all areas of the **curriculum** and building on their cultural capital to prepare them for their next steps in life. We take full advantage of the school's locality to ensure relevant learning visits can be made to galleries, museums, city farms, places of worship and other places of interest.
- Subject leaders review the curriculum regularly and check the impact on outcomes for all pupils, they remodel it to help all pupils perform well. They recognise that challenge is for all, not just the ablest pupils, and plan lessons accordingly.
- Subject leaders have risen to the challenges of the assessment reform and there is strong staff development.
- Subject leaders are attuned to research findings, Ofsted survey findings, key messages which can inform how their curriculum area can be developed to improve outcomes and pupils' personal development.

### **Curriculum design and coverage**

- Our curriculum content is ambitious, well planned, sequenced and provides for all children to reach their full potential.
- We focus on providing children with the foundation tools to access & articulate knowledge & understanding for their future learning.
- We embed early reading & synthetic phonics.
- Our curriculum is aspirational & ambitious, particularly for SEND & disadvantaged children.

### **Implementation**

#### **Teaching**

- Teaching methods and the use of a stimulating range of resources support, encourage and engage learners.
- Teaching assistants and other adults are used highly effectively across the school to ensure that all groups of learners, including SEND children, are supported in making the best progress possible. Support interventions are tracked by the Senco and her team.
- Our focus on curriculum enrichment, in all subject areas, enhances the learning experiences for all our children. We make the most of the opportunities presented from our inner London location and forge partnerships, such as through the **Triborough Music Hub violin and Voices programmes, Primary Shakespeare Festival, The Latin Programme** and **Westminster Archives** which can extend our curriculum Teachers' excellent subject knowledge, effective planning and accurate assessment ensures that individual and groups of children achieve excellent progress, often from very different starting points.
- The school won the Primary Shakespeare festival prize in 2018 for the Year 5 cross curricula links, including a video, which was presented at the House of Lords.
- The use of Hamilton Trust planning in Maths and English into long, medium and short term planning, enables teachers to use the formative assessment tool within the Hamilton planning to judge the progress of their class, groups and individuals. This informs them of realistic targets and is taken into account during regular pupil progress meetings, where FFT target setting will be used to good effect. Planning for all learners complements the wide range of teaching styles our teachers use. Consequently, pupils of all levels of ability are challenged and make excellent progress. Assessments are used well to target work on different groups and build on their achievements.
- Teachers and support staff effectively manage pupil behaviour in lessons, around the school and during off site educational visits. Since the introduction of the simple behaviour model, which has been incorporated into the **St Peter's way** there has been a gradual decrease in all levels of unacceptable behaviour, which was very low in any case.
- Teachers use the Hamilton Trust assessment statements to check pupils' understanding systematically either at the six assessment points during the year or as often as they wish. This form of continual assessment enables teachers to plan effective directed and timely support where needed. It also assists pupils to reflect upon their current understanding and on next steps.

- There is clear evidence of effective feedback in books, which is indicative of supportive and positive teacher/pupil dialogue
- Our marking policy at St. Peter's has been developed so that clear feedback to children ensures that they sustain good progress and are aware of their areas of success and next steps for progression in learning and achievement. Over time this develops into a learning conversation between teacher and pupils which underpins progress, self-esteem and resilience but we realise we have more to do in order to ensure this is entirely consistent across the school.
- The school has established the **Home Learning** initiative in conjunction with our focus on growth mind-set theories to develop pupils' independent learning skills.
- Because of our success in providing very good outcomes for our children in spoken language, reading, writing and mathematics our children develop into effective and confident communicators and use these skills as tools across all areas of the curriculum.

#### **Planning, assessment cycle and measuring progress**

- During **Pupil Progress** meetings any children who are not making sufficient progress are identified. SENCo and SLT work with teachers to identify which intervention strategy is likely to bring about the greatest improvement. This is then monitored regularly and rigorously questioned to determine whether expected progress is being made.
- Individual targets in writing and mathematics are set on a regular basis by teachers through assessment and feedback – as children progress individually so targets are achieved and reset on an individual basis.
- Where appropriate IEP targets for children with D/SEN needs are produced with input from pupils and parents as well as teaching staff and other agencies e.g. SaLT
- Teachers are skilled at on-going assessment, including using assessment for learning practices. They constantly assess pupils' understanding in lessons and make use of mini-plenaries to address misconceptions and accelerate progress.
- Phonic assessments and groupings across EYFS and KS1 are set effectively by teachers and the Phonics manager.

**Writing:** There have been consistent progress in pupils' written work and this is attributed to effective whole school initiatives over the past few years. The Literacy lead is also the Phonics manager and takes a lead in reading skills, including the new library.

Writing will continue to be a priority for development and key strategies will include;

- Writing Journals – a writing record each child will keep throughout their time at St Peter's.
- Bespoke grammar, punctuation and spelling KS2 scheme by year group.
- Continued Phonics programme using ReadWrite Inc. programme.
- Close analysis of results by area of writing from in school records.

#### **Reading:**

- We will continue to embed our Guided Reading programmes. Additional GR resources have been purchased and will be rolled out to year groups.
- We will analyse reading data from Analyse School Performance (Raise) and action specific areas for development, such as inference and deduction.
- The school has successfully created a new school library and is further developing its creative use along with a new outside learning space this year.

#### **Mathematics**

- The Mathematics lead is a member of the SLT.
- We analyse areas for development and concentrate additional support for specific year groups where necessary.
- We will continue to develop our interpretation of Shanghai mathematics to fit our curriculum and teaching style.
- We will continue to provide Mathletics as an in-school and home resource for all pupils.

**Impact:** (ASP & WCC School Profile data 2019)

**EYFS GLD** 71% in line with local and national figures.

**YEAR 1 PHONICS** 92% achieved the required standard. This is above local and national figures.

- Boys (95%) performed higher than girls (89%).
- 100% of disadvantaged pupils (3) achieved the required standard.
- 50% of pupils (2) with SEN achieved the required standard.
- 85% of pupils with EAL (20) achieved the required standard.

### **KS1**

**RWM** 73% EXs 20% GDs – well above local & national.

Locally the school's performance is above (maths) or near (reading & writing) the upper quartile.

Reading 80% EXs 36% GDs

Writing 76% EXs 24% GDs

Maths 87% EXs 29% GDs

Science 91% (20% improvement)

- Overall girls' attainment in RWM at EXs (78%) and GDS (22%) was above boys.
- Boys attainment (61%) writing is below reading (77%), maths (92%), science (100%) that of girls (81%).
- Girls attained less well in maths (84%) and science (88%).
- Disadvantaged pupils (5) attainment was below that of others in reading (80%) and writing (40%).
- 50% of pupils with SEN, including those with EHC plans,
- Attainment for the vast majority of pupils with EAL was above national averages in all subjects and at EXs and GDs.

### **KS2**

**RWM** 74% EXs 23% GDs well above national in reading & maths.

Reading 83% EXs 43% GDs

Writing 83% EXs 23% GDs

Maths 86% EXs 49% GDs

Science 83% in line with national.

Over time the school's average attainment in RWM has been well above national figures at EXs 77.17% (63.49%) and GDs 19.57% (9.72%).

**Progress** scores of 3.4 reading, 1.5 writing and 3.1 maths indicates that all pupil groups in KS2 do better than those with similar prior attainment nationally.

- Attainment was above national figures in all groups but;
- Girls (9%) performed significantly below boys (29%) at GDs in writing.
- Disadvantaged pupils also performed below others at GDs in reading (11%) and maths (11%) although making good progress in the latter.
- Pupils in the SEN support group (5) performed less well than others in school.

**BEHAVIOUR AND ATTITUDES: Good**

### **Supporting evidence**

#### **Attendance, punctuality and absence**

- Attendance for 2018/19 (95.8%) was an improvement on the previous year and in line with national figures for 2018.
- Persistent absenteeism reduced in 2018/9 by 0.3% and was below 2018 national figures.

#### **Behaviour**

- We are developing our lunchtime staff to become more proactive and positive in their approach to behaviour and SLT have modelled good practice: this has had a significant impact on reducing disruption to afternoon learning. We have given bespoke training to our lunchtime supervisors and brought them into our Performance Management process so that they feel fully part of the staff and are developing the confidence to direct children's play confidently.
- In order to maintain very good behaviour, all staff members take responsibility for behaviour in school and are trained to deal with behaviour problems in a calm manner.
- We have modelled and established a Positive Behaviour Policy. Positive role models are praised and good behaviour recognised and rewarded. Our Positive Behaviour Strategy is followed by all staff throughout school providing consistency.
- Children have indicated that they understand and appreciate the simplicity of the model.
- Classroom observations indicate that children behave very well and in a manner which is highly conducive to learning. Children are on task and enthusiastic and virtually no learning is lost to disruption. There is an atmosphere of mutual respect between children and adults and this leads to an ethos of calm and trust.
- Although we have a number of children who have significant extra needs and difficulties over the last three years there have been no permanent or fixed-term exclusions.
- We necessary we seek the support and guidance of outside agencies to meet the needs of children with additional emotional and social needs and for those who need additional interventions concerning their behaviour.
- The needs of vulnerable children are assessed and individuals are provided with support and guidance ranging from Inclusion Manager intervention groups, visiting behaviour support workers, IEPs, IBPs, lunchtime clubs for targeted children, visual timetables, booster groups and one to one tuition and support from our Teaching/Learning Assistants.
- The vast majority of children tell us that they feel safe, well supported and cared for in school.
- Our safeguarding work covers anti-bullying, racial bullying and cyber bullying.
- All pupils in school take part in various other safety initiatives from local police and Fire safety officers and Year 6 take part in Junior Citizenship events.
- To further enhance the safety of pupils in any event, the school has regular fire evacuation drills and has developed an emergency evacuation plan.

#### **Bullying and challenging behaviour**

- Any bullying/racist/prejudicial behaviour is recorded. There is a consistent system of procedures to counter any such negative behaviour and model appropriate behaviours in its place.
- The school has access to a range of outside support agencies including; Educational Psychology Service, TBAP, CAMHs, Befriend a Family, TAS & TAF, Bessborough Family Hub.

### **PERSONAL DEVELOPMENT – Good**

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

- The school ethos, values and vision provide a very solid basis for outstanding spiritual, moral, social and cultural development. We strive to prepare our pupils for life in modern 21<sup>st</sup> century Britain.

- We have based our positive behaviour model on Kohlberg's theory of moral development. Pupils have an opportunity to discuss these ideas within PHSCE lessons.
- We encourage and celebrate good citizenship, positive learning and moral development both within class settings and at a weekly Celebration Assembly.
- The whole community participates in a daily act of worship, including a Mass on Friday mornings.
- There is a vibrant and democratically elected Pupil School Council, which discusses school issues raised by each class.
- The school community raises funds for nominated charities across the year, often after guidance from Year 6 pupils who make relevant presentations to the school.
- The school is able to offer a range of after school clubs to support artistic, sporting and other cultural activities.
- The school provides weekly therapeutic support for individual children and families where necessary from the **Anna Freud Schools Outreach Service**.
- NSPCC to deliver child safety and Childline workshops and assemblies.

#### **Attitudes to learning**

- SLT learning walks, lesson observations, work scrutiny, conferences with teachers and parents and pupil surveys all show that our pupils have a positive and active attitude towards their learning.

#### **Online safety**

- A rigorous online policy ensures the safety of the pupils and wider school community.
- Children receive regular reminders and training to help them identify possible online and cyber dangers.
- Staff comply with the school code of conduct regarding internet usage and receive annual training.
- An online safety training session is run for parents each year.
- NSPCC will deliver online safety workshops & assemblies 2018/19.

#### **Prevent duty**

School staff received Prevent guidance and training in 2017/18 and will re-visit the CPD this year.

#### **Views of pupils, parents, staff, governors and others**

- There is an active and elected pupil school council, which meets regularly and discusses issues for school improvement.
- We canvas the views of parents on a range of issues. There is a growing take up of the annual survey.
- The outcomes from pupil and parent surveys are overwhelmingly positive.
- Governors are encouraged to take an active role in school life and are welcome to attend assemblies and lessons.

#### **Working with parents**

We engage with parents/carers in a variety of ways including; workshops, open mornings/evenings, PTA events, surveys and regular newsletters.

### **LEADERSHIP AND MANAGEMENT – Good**

#### **Supporting evidence.**

##### **School development**

- Clear direction for the work and development of the school is set out in the School development plan 2018/19.
- There is a shared commitment to the school's clear vision to create a school where every child achieves his/her potential through a relentless focus on high quality teaching and learning. *The St Peter's Way* has been embedded. Its simple but strong values have created an ethos of mutual respect and

understanding as part both part of child development and community spirit

- There are clear and embedded procedures for evaluating, moderating and monitoring the children's work and progress.
- The school has appointed an external Data protection officer to ensure GDPR compliance.
- The school was moderated by WCC 2017/18 in EYFS, KS1 and KS2. School judgements of pupil progress and attainment were agreed. Additional moderation within the Westminster southern cluster of schools and the school's own internal moderation supports teachers' accurate judgements of pupil progress.
- Governors and SLT take account of the views of pupils, parents and staff in regular surveys. The results of which and actions taken are published on the school website. Responses are generally very supportive of the school and where there are areas for improvement or adjustment the school leaders are quick to respond.

#### **Staff development**

- Staff are encouraged through internal and external CPD, staff meetings and moderation with other schools to reflect on their pedagogy and professional methods. Staff meetings are held in colleague's classrooms in rotation to encourage a safe environment to share ideas and best practice.
- Performance management process is in place for all teachers. Performance management targets are linked to the school priorities.
- Members of the SLT lead in SEND and Maths and deliver excellent staff INSET as well as attending relevant CPD to ensure excellence in Teaching and Learning.
- As part of succession planning the Assistant HTs have attended the LDBS *Preparation for Headship* CPD, *Safer Recruitment* and *Safeguarding* training.
- NQTs are mentored and supported by SLT school tutors. The NQTs attend appropriate LDBS CPD.
- The RE Lead attends regular CPD and RE Network meetings to ensure that the school fulfils its role as a church school.
- The Science Lead has delivered subject content, resourcing and assessment training to all staff, including facilitating CPD from a member of the Roayl Institute in conjunction with pupil and community Science workshops.
- The Computing Lead attends computer CPD and cascades this training to staff. We have established a link with another Outstanding school within Westminster to share expertise and training as part of our development of computing.
- Writing Moderation continues within school and with partnership schools within the southern LDBS cluster group for Years 1 to 6.
- Y2 and 6 teachers attend moderation CPD with WCC.
- The school administrator is enrolled on a School Business Manager course.
- Administration team attend SIMs, FMS (finance) and admin training as appropriate.

#### **Governing Body**

- Governing body committee minutes indicate robust questioning and how they hold the HT and SLT to account for the effective use of resources, in particular pupil premium and sport funding. Impact is published on the school website.
- The governing body have an excellent understanding of the school vision, strengths and weaknesses. They are very capable and competent in their responsibility of holding the Head teacher and SLT accountable for the success of the school. They make regular monitoring visits and ask challenging questions regarding school performance.
- The Governors undertake training to better fulfil their roles.
- Performance Management of the head teacher is rigorously carried out with challenging objectives, interim meetings and thorough involvement of the S&A committee.
- The governors and in particular the Safeguarding governor, ensure that the school meets statutory requirements in relation to Safeguarding.

- Governors have undertaken safer recruitment training. They are involved in the appointment of teachers and all other senior members of staff.
- The premises officer provides a Health and Safety report as a standing item at Finance & Premises committee meetings.
- We gained the Financial Management Standard in Schools and the governors were closely involved with this.
- The committees review progress of the School Improvement Plan and feedback to the full governing body.
- The Head provides termly reports to full governing body and all the sub committees.

### Values

- The school mission statement: “Together, we will realise the potential God has given us.”
- The children and staff developed 6 core Christian Values – Love, Faith, Wisdom, Forgiveness, Hope and Service. These will be celebrated and shared over each half term with real life examples.
- The St Peter’s way creates a school where every child achieves his/her potential through a relentless focus on high quality teaching, learning and pastoral care.
- Past pupils, parents and members of staff often re-visit, contact the school and comment how special their time was at St Peter’s.

### Safeguarding

- Safeguarding records are kept on the new secure CPOMs program, which enables the DSL to monitor actions needed in a systematic way.
- Incorporated in the simple elements of the **St Peter’s way**, the school has re-designed the Positive Behaviour policy and procedures to ensure it is effective and understood by all children and stakeholders.
- Safeguarding audits are conducted.
- Training and school assemblies highlight behaviour expectations, anti-bullying and online safety.
- The school fulfils its responsibilities regarding DBS, Single Central Record, visitor policy & procedures.
- Parents and governors are offered received on-line safety training.
- The outcomes of our safeguarding procedures are seen in our pupils overall outcomes and the feeling of safety expressed by the pupils and their parents. The large majority tell us that they feel safe and well cared.
- Training for staff and governors in Prevent, child protection and safer recruitment has been thorough and is up to date.
- Annual INSET includes Safeguarding and Child Protection training for staff and governors and is provided by the HT/DSL.
- The HT is trained as Designated Safeguarding lead (DSL) Level 4.
- The AHTs have attended Designated Safeguarding Level 4 training as deputy DSLs.
- Staff are fully aware of procedures for referrals for safeguarding – and use these appropriately as and when required.
- We have a fully up to date single central record for DBS. The designated governor with responsibility for Safeguarding makes regular checks with the HT.
- Security of the site is good and access for visitors is well controlled.
- Risk assessments are included for activities in and out of school as appropriate.
- Communication about specific needs and risks is very good and all staff are made aware of, for example, allergy risks for pupils – this also extends to supply and temporary staff.
- Vulnerable pupils are identified to all relevant staff that are aware of the particular needs of that child within the confines of confidentiality.
- Fire, lockdown and evacuation procedures are practised regularly.
- First aid provision (including paediatric first aid) is secure. First Aid training completed on a regular basis by all staff with 12 members of staff being

trained to specifically carry out the first aid role. Epipen training was given to 4 members of staff in 2015.

- We also work closely with other agencies and governors to ensure safeguarding.
- There is a strong focus on Health and Safety – both in school and in risk assessments for the many out of school visits and activities which we undertake.
- The premises manager ensures that building checks and safety inspection records are kept up to date.
- Pupils know where they can turn if troubled and worries are readily shared with staff – classroom circle times help with this on a regular basis.
- Regular refresher work with pupils on online safety throughout year.
- There are good transition arrangements between year groups – children feel secure when they move up to their following teacher and year group.

#### **Working with other schools**

- We moderate KS1 and 2 writing with other schools within the borough.
- The HT is the secretary of the southern LDBS Heads' Cluster group.
- RE and Science moderation is planned to start this year with other schools.

#### **Equality**

The school actively promotes equal opportunity, celebrates diversity and tackles all forms of discrimination.

### **QUALITY OF EDUCATION IN EARLY YEARS - Good**

#### **Supporting evidence**

##### **On entry to Reception data for 2016/17 shows;**

- 20 % of children attended St Peter's Nursery
- 32% of children were summer born
- Between 20-25% of all reception children are judged to be working below age related expectations, particularly so in writing when they start

##### **By the end of EYFS the data for 2016/17 shows;**

- 92% of pupils achieved EYFS Profile Good Level of Development (GLD).
- Reception performance is ranked 1<sup>st</sup> against the other 40 WCC schools.
- 75% of summer born children achieved GLD.
- Progress is at least good and outstanding in many areas.
- Physical development exceeding achievement is below national averages and the school recognises the limitations placed upon it by the limited space available. Actions are planned to ameliorate this (see SDP).
- More children are working at age related expectations than on entry. The majority make more than expected progress.
- A greater proportion of boys achieve higher GLD (95%) compared to girls (89%).
- 91% of children with EAL achieve GLD.
- The EYFS lead and team have established a clear overview of baseline assessment using Tapestry for both the Nursery and Reception so as to demonstrate progress. Work is planned to establish writing journals starting in Nursery next year and Reception this year showing Baseline Spring and Summer examples of pupils independent writing. The EYFS lead tracks progress using a % summary overview of EYFS data R W M to increase the accuracy showing progress.

**OVERALL EFFECTIVENESS – Good**

**Strengths (see details from SDP 2018/19)**

- SIAMs status maintained.
- Pupil outcomes continue to be above and well above national figures, including writing.
- Science outcomes raised in KS1 and 2.
- Group attainment above national figures.
- School assessment improvement actions achieved.
- School library established.
- NQT and teacher training programmes successfully completed.
- Successfully incorporated full time nursery places.

**Areas for development**

- Further improve outcomes for pupil premium and SEND pupils.
- Outside play area, EYFS continuous provision and playground extension project to be completed.
- Further develop our creative curriculum, including a St Peter’s way of teaching.
- Establish a staff wellbeing group and set objectives.
- Further promote healthy school status.
- Building improvements.

**EVIDENCE TO SUPPORT SUMMARY EVALUATION**

Inspection reports	Ofsted 2006 SIAS 2013 SIAMs 2018
Quality of education:	WCC School Profile doc 2019 Monitoring cycle 2019-2020 LDBS NQT CPD Programme 2019/2020 WCC NQT Manager Program External school improvement reports 2018/19

Behaviour and attitudes:	Behaviour log
Personal development:	Celebration assembly collective worship log
Leadership and management:	Governing Board minutes
Quality of education in early years (if applicable):	WCC School Profile doc 2019
Overall effectiveness:	SDP 2018/19