



St Ives Primary and Nursery School Self-Evaluation Summary 21-22

Information		
Context	Age range: 2-11 years Number on roll: 252 in 8 classes: nursery, YR, Y1, Y2, Y3, Y4, Y5, Y6 Disadvantaged: 9% SEND: 9% Responsible Body: Heath Academy Trust, converter academy National Support School with head teacher NLE Designated Teaching School as part of the National Teaching Hub.	
Areas on school development plan	To raise standards, attainment and progress through further embedding mathematical fluency across the school and EYFS. To further promote a love of learning and enjoyment of the arts and culture through a range of opportunities firmly embedded within the curriculum. To further extend learning opportunities and provision throughout EYFS.	
Progress made on previous action points	The school has made significant improvements in making a contribution to community cohesion. The school has taken part in a British council project. This enabled communities to share and visit other cultures. Rights Respecting and broadened the school community's outlook and understanding. There is excellent collaboration between schools and the school plays a pivotal part in the Trust and community.	
Strengths		Next Steps
Curriculum intent	<ul style="list-style-type: none"> We have an accurate baseline that takes full account of every child's starting point when planning our curriculum, teaching and environment for EYFS and throughout the school. The curriculum is firmly embedded. It is progressive and well sequenced and contains the key concepts children need to master in each subject. Reading, writing and mathematics are embedded successfully in to every subject area. Reading is prioritised and intertwined into the curriculum. We have high ambition for all pupils including DA and SEND and skillful teachers adapt their teaching to ensure access for every child. The curriculum is not narrowed in any key stage with every child receiving a full, rich, broad and engaging curriculum. 	To ensure parents and carers can easily access information about the curriculum.
Curriculum implementation	<ul style="list-style-type: none"> The NC is the basis for our curriculum, and it is has been enhanced by carefully planned breadth and engaging experiences. The curriculum has been expertly mapped out by subject leaders and curriculum maps outline the key concepts children need to be fluent in every subject. Teachers are clear about the expectations at the end of the year highlighted as end points on the curriculum maps. Teacher's pedagogy, content pedagogy and content pedagogical knowledge in every subject domain has been enhanced through a comprehensive CPD programme. Every lesson starts with a recap of prior knowledge and how the lesson is going to progress. Misconceptions are picked up and overcome swiftly. Reading and phonics teaching is outstanding with outstanding progress across in every key stage. Evidence in books and from pupil voice show that the knowledge children are learning is embedded. 	To continue to prioritise reading CPD, particularly for new staff.
Curriculum Impact	<ul style="list-style-type: none"> KS2 results have consistently been significantly above national average since becoming a primary school in 2016 in all domains. The number of children attaining the higher standards and greater depth is significantly above average national average. Attainment across the school at EYFS, KS1 and KS2 are significantly above the national average. Progress in reading, writing and maths is outstanding by the time the children complete KS2. 	Continue to ensure expectations and outcomes are high with a team focused on learning.

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	<ul style="list-style-type: none"> • Attainment on Entry is broadly in line with national and children make good progress from these starting points. • Progress in non-core subjects is outstanding. Curriculum maps are firmly embedded and implemented well. • The pupils are very well prepared for life at secondary school because of our excellent transition process and extra care given to disadvantaged and SEND pupils. 	
Personal development, welfare and safety	<ul style="list-style-type: none"> • Personal development is equally valued and celebrated along with academic progress. • This is a high achieving school however not at the detriment of personal development. • Our curriculum aids children in becoming responsible, respectful and active citizens through a wide, rich and varied set of experiences embedded in our carefully planned curriculum • The school is proud of the responsible and respectful young people it is helping to create through a strong programme of PSHE. • Pupils understand the difference between right and wrong and have a good moral compass and global conscience. • SMSC is at the very core of the school and every lesson is planned with SMSC at the heart of this. 	Further develop the wellbeing provision to support children and families.
Behaviour and Attendance	<ul style="list-style-type: none"> • Behaviour is outstanding for the vast majority of pupils and low-level disruption is rare. • Pupils are proud to attend the school. • Learning time is maximised because behaviour is outstanding. • Pupils are productive and work hard in their lessons. They are praised for effort as well as attainment. • Attendance is in line with national averages. • Relationships in the school are exceptional. 	Continue to educate and support families when attendance is less than good.
Leadership and management	<ul style="list-style-type: none"> • Our school has a clear vision for all our learners. It demonstrates an excellent capacity to continue sustained school improvement. • Leaders at all levels including children are focussed and driven in developing and contributing effectively to improvement in the teaching and learning of the curriculum. • Senior leaders have high expectations about every aspect of the schools' work and this strong ethos permeates across the school where staff believe that all pupils are capable of making at least good progress. • The school is not complacent and recognises the need for continued action and progress, driven by an inspirational and strengthening workforce alongside a commitment to a balanced workload. • CPD has been incisive and led to outstanding content and pedagogical content knowledge in every subject. • The governors carry out their statutory duties effectively. They have an accurate understanding of data and challenge senior leaders well. • Safeguarding and child protection is effective and fully compliant. 	We will continue to support other schools through our NSS accreditation to raise standards within local schools and ensure a strong improvement culture in our school.
Early Years	Our provision, from 2 years, led by an experienced Early Years Leader, is highly ambitious for our youngest learners with high levels of engagement and resilience. Our personal knowledge of each child and family mean we are able to carefully tailor our teaching and learning practice to meet the needs of our learners.	To further develop learning opportunities to move children's learning forward.
Overall Effectiveness	<p>There is a clear uncompromising vision and drive to provide high quality learning with rapid rates of progress for all our children. Our team is highly ambitious to maintain high levels of achievement for our learners. Our school values strongly underpin our aim of 'Inspiring bright futures and minds' embedding the moral, spiritual and cultural development of all our children.</p> <p>Through our coherently and sequenced curriculum and in depth knowledge of our families and learners our school meets the different needs of all learners, including disadvantaged and SEND, enabling all of our children to succeed and be prepared for their next step in their educational journey.</p>	

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