



An Daras Multi Academy Trust

St Catherine's C of E school

EYFS SEF

Completed by: by Amy Elson

September 2016

March 2017

<b>St Catherine's C of E school</b>		<b>Review (June 17)</b>
<b>Early Years Foundation Stage - Judgements</b>		
<b>Achievement</b>	<p>Achievement in the EYFS at St Catherine's is good because:</p> <p>Children on average enter the Foundation Stage at St Catherine's at average ability and improve to in line with national expectations.</p> <ul style="list-style-type: none"> <li>The 2016 data showed that 67% of pupils achieved GLD. This is in line with Cornwall at 67% and below National at 69.3%.</li> <li>During the 2015-16 year there were many staff changes with the initial teacher going off sick and being covered by a supply followed by an internal supply. The recently retired year F teacher came back to fill in for a term and then a second temporary teacher was employed for a term. This was very disruptive for the children. Megan has now been employed as a new full time teacher.</li> <li>The 2015-16 cohort has 30 pupils and is a 16 girl/14 boy split with 8 EAL children.</li> <li>7 of the pupils are summer born. 2 of which did not receive GLD, 1 of which was also EAL</li> <li>4 of the pupils are Pupil Premium Children, all of which achieved GLD.</li> <li>Megan Swan is new to St Catherine's but has experience teaching in a foundation class. She has been observed teaching and is graded as good. Megan has worked on the improvements suggested after each observation.</li> <li>Megan and Julia moderate internally with the Key Stage 1 team and across the ADMAT with the other Foundation Stage Teachers and Pre-school setting. Megan has also attended County Moderation Training.</li> <li>Book scrutinise have been carried out by the Senior Leadership Team on the Foundation Stage Learning Journeys and classroom books.</li> <li>Planning is Objective Led with the key groups of children highlighted on the plans to ensure that all adults working in the classroom are aware of the targeted pupils.</li> </ul>	<p><b>Impact of actions to date:</b></p> <p><i>Achievement</i></p> <ul style="list-style-type: none"> <li>✓ <i>Megan is new to the school and this will ensure a more consistent year for the pupils.</i></li> </ul> <p><i>Progress</i></p> <ul style="list-style-type: none"> <li>✓ <i>GLD is in line with Cornwall.</i></li> </ul> <p><b>Further actions:</b></p> <p><i>Achievement</i></p> <ul style="list-style-type: none"> <li>✓ <i>To try and improve GLD to in line with National.</i></li> </ul> <p><i>Progress</i></p> <ul style="list-style-type: none"> <li>✓ <i>Majority of Summer born achieved GLD.</i></li> <li>✓ <i>PPG pupils all received GLD</i></li> </ul>

**2016-17 Data**

**2016-17**  
Based on 30 pupils in the cohort.

2016-2017 on **entry** data (October) showed that on average:

Age related banding on entry	Prime Areas of Learning								Specific Areas of Learning			
	PSED			CL			PD		Literacy		Mathematics	
	SC	MF	MR	LA	U	S	MH	HSC	R	W	N	SSM
16-26m	0%	4%	4%	0%	4%	4%	0%	4%	0%	4%	0%	0%
22-36m	0%	0%	0%	11%	7%	7%	7%	4%	0%	4%	4%	4%
30-50m	43%	57%	68%	71%	75%	64%	61%	18%	68%	61%	29%	50%
40-60m	57%	39%	29%	18%	14%	25%	32%	75%	29%	32%	68%	46%

Since September the class Teacher Miss Swan has been off on long term sick leave. This has been covered by a long term supply and release time by Julia Pollard the experienced Nursery Teacher who has undertaken the assessment. As of March Miss Swan is still off sick.

12 girls /17 boys

2016-2017 **December** data showed that on average:

Age related banding on entry	Prime Areas of Learning								Specific Areas of Learning			
	PSED			CL			PD		Literacy		Mathematics	
	SC	MF	MR	LA	U	S	MH	HSC	R	W	N	SSM
16-26m	0%	3%	3%	0%	0%	3%	0%	3%	0%	0%	0%	0%
22-36m	0%	0%	0%	3%	3%	0%	3%	0%	0%	3%	3%	3%
30-50m	14%	21%	21%	17%	24%	21%	3%	0%	14%	21%	3%	14%
40-60m	86%	76%	76%	79%	72%	76%	93%	97%	86%	76%	93%	83%

PPG on entry data (October) showed that on average:

Age related banding on entry	Prime Areas of Learning								Specific Areas of Learning			
	PSED			CL			PD		Literacy		Mathematics	
	SC	MF	MR	LA	U	S	MH	HSC	R	W	N	SSM
30-50m	100%	0%	100%	50%	0%	0%	50%	0%	0%	0%	0%	0%
40-60m	0%	100%	0%	50%	100%	100%	50%	100%	100%	100%	100%	100%

**PPG**  
2 pupils

**Impact of actions to date:**

- HP (Spring born) very low on entry. Will need intervention to make progress.
- AL (EAL) also low ability will need intervention for Communication and language so she can access the curriculum.

- Cohort has made progress despite the difficulty with staffing. Between 2 and 3 pupils in 30-50 month band with HP still significantly below age related expectations.
- PSED and CL is a priority for the cohort.

- PPG PSED a priority.

PPG December Data showed that on average:

Age related banding on entry	Prime Areas of Learning								Specific Areas of Learning			
	PSED			CL			PD		Literacy		Mathematics	
	SC	MF	MR	LA	U	S	MH	HSC	R	W	N	SSM
30-50m	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
40-60m	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

- PPG all at age related expectations.

**Non-PPG**

Non PPG on entry data (October) showed that on average:

Age related banding on entry	Prime Areas of Learning								Specific Areas of Learning			
	PSED			CL			PD		Literacy		Mathematics	
	SC	MF	MR	LA	U	S	MH	HSC	R	W	N	SSM
16-26m	0%	4%	7%	0%	4%	4%	0%	4%	0%	4%	0%	0%
22-36m	0%	0%	0%	12%	8%	8%	8%	4%	0%	4%	4%	4%
30-50m	54%	62%	65%	69%	73%	69%	62%	19%	73%	65%	31%	54%
40-60m	46%	35%	31%	19%	15%	19%	31%	73%	27%	27%	65%	42%

- Non PPG is lower than PPG.
- HP (Spring born) very low on entry. Will need intervention to make progress.

Non PPG December Data showed that on average:

Age related banding on entry	Prime Areas of Learning								Specific Areas of Learning			
	PSED			CL			PD		Literacy		Mathematics	
	SC	MF	MR	LA	U	S	MH	HSC	R	W	N	SSM
16-26m	0%	4%	4%	0%	0%	4%	0%	4%	0%	0%	0%	0%
22-36m	0%	0%	0%	4%	4%	0%	4%	0%	0%	4%	4%	4%
30-50m	15%	22%	22%	19%	19%	22%	4%	0%	15%	22%	4%	15%
40-60m	85%	74%	74%	78%	70%	74%	93%	96%	85%	74%	93%	81%

- Non PPG making good progress with majority at age related expectations.
- HP still very low ability. Has a case study been written to explain his specific learning needs?

**Girls 12**

Girls on entry data (October) showed that on average:

Age related banding on entry	Prime Areas of Learning								Specific Areas of Learning			
	PSED			CL			PD		Literacy		Mathematics	
	SC	MF	MR	LA	U	S	MH	HSC	R	W	N	SSM
16-26m	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
22-36m	0%	0%	0%	17%	17%	17%	8%	0%	0%	8%	0%	0%
30-50m	67%	58%	75%	58%	66%	50%	59%	25%	67%	59%	33%	42%

40-60m	33%	42%	25%	25%	17%	33%	33%	75%	33%	33%	67%	58%
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**Boys 16**

Boys on entry data (October) showed that on average:

Age related banding on entry	Prime Areas of Learning								Specific Areas of Learning			
	PSED			CL			PD		Literacy		Mathematics	
	SC	MF	MR	LA	U	S	MH	HSC	R	W	N	SSM
16-26m	0%	6%	6%	0%	6%	6%	0%	6%	0%	6%	0%	0%
22-36m	0%	0%	0%	6%	0%	0%	6%	6%	0%	0%	6%	6%
30-50m	56%	56%	63%	81%	81%	75%	63%	13%	69%	63%	25%	25%
40-60m	44%	38%	31%	13%	13%	19%	31%	75%	31%	31%	69%	69%

➤ Girls weaker in communication and language than boys. (AL and KN both EAL)

**Girls 12**

Girls **December** data showed that on average:

Age related banding on entry	Prime Areas of Learning								Specific Areas of Learning			
	PSED			CL			PD		Literacy		Mathematics	
	SC	MF	MR	LA	U	S	MH	HSC	R	W	N	SSM
16-26m	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
22-36m	0%	0%	0%	0%	0%	0%	0%	0%	0%	8%	0%	0%
30-50m	8%	25%	25%	25%	25%	17%	0%	0%	25%	25%	8%	25%
40-60m	92%	75%	75%	75%	75%	83%	100%	100%	75%	75%	92%	75%

- Girls still weaker than boys in Specific areas (de-aggregating HP) 3 pupils (25%) in 30-50m.
- PSED, Communication and Language still below average with 4 boys (24%) and 3 girls (25%) below age related expectations. What is being put in place in the curriculum to target the acquisition of these skills.

**Boys 17**

Boys **December** data showed that on average:

Age related banding on entry	Prime Areas of Learning								Specific Areas of Learning			
	PSED			CL			PD		Literacy		Mathematics	
	SC	MF	MR	LA	U	S	MH	HSC	R	W	N	SSM
16-26m	0%	6%	6%	0%	0%	6%	0%	6%	0%	0%	0%	0%
22-36m	0%	0%	0%	6%	6%	0%	6%	0%	0%	6%	6%	6%
30-50m	18%	18%	18%	12%	24%	24%	6%	0%	6%	18%	0%	6%
40-60m	82%	76%	76%	82%	71%	71%	88%	94%	94%	76%	94%	88%

**2015-16 final data**

Based on 30 pupils in the cohort.

The 2015-16 on **exit** data shows that on average the % of pupils achieving at least the ELG:

Age related banding on entry	Prime Areas of Learning			Specific Areas of Learning	
	PSED	CL	PD	Literacy	Mathematics
Emerging	13%	11%	12%	22%	25%
ELG	86%	79%	70%	65%	72%
Exceeding	1%	10%	18%	13%	3%

Age related banding on entry	Prime Areas of Learning						Specific Areas of Learning					
	PSED			CL			PD		Literacy		Mathematics	
	SCSA	MFB	MR	LA	U	S	PD	HSC	R	W	N	SSM
School	87%	90%	83%	87%	90%	90%	90%	87%	83%	73%	73%	77%
Cornwall	89%	87%	90%	87%	87%	87%	90%	92%	78%	71%	78%	83%
National	87%	86%	87%	84%	84%	82%	89%	90%	74%	67%	74%	79%

**2015-2016 Baseline entry**  
26 pupils in the cohort

2015-2016 on **entry** data (October) showed that on average:

Age related banding on entry	Prime Areas of Learning			Specific Areas of Learning	
	PSED	CL	PD	Literacy	Mathematics
30-50m	48%	72%	10%	62%	40%
40-60m	52%	28%	90%	38%	60%

- This data shows that on average pupils enter St Catherine's at average or just below.

30 pupils in the cohort

**End** of Spring term data showed progress on average:

Age related banding on entry	Prime Areas of Learning			Specific Areas of Learning	
	PSED	CL	PD	Literacy	Mathematics
22-36m	0%	2%	0%	0%	0%
30-50m	6%	7%	3%	3%	3%
40-60m	83%	83%	94%	89%	87%
ELG	11%	8%	3%	8%	10%

**End** of Summer term data showed progress on average:

Age related banding	Prime Areas of Learning			Specific Areas of Learning	
	PSED	CL	PD	Literacy	Mathematics

**Impact of actions to date:**

- ✓ Mathematics weaker area with 25% not achieving ELG for Number or shape.
- ✓ Literacy also weaker. With writing being weaker than reading. Writing 27% not achieving GLD. Reading 17% not achieving GLD.

**Impact of actions to date:**

- ✓ Physical development is strength of the cohort.
- ✓ Literacy appears to be a weakness with more pupils achieving 30-50m.

**Progress**

- ✓ 4 new pupils entered the cohort this term. 1 EAL who has entered in the 22-36m bracket.
- ✓ Progress in Literacy with 19% at 40-60 and 8% achieving ELG mostly in reading.

**Impact of actions to date:**

- Majority of pupils achieved the ELG in all the prime areas and specific areas of learning.

on entry	SC	MF	MR	LA	U	S	MH	HSC	R	W	N	SSM
22-36m	0%	0%	0%	0%	0%	3%	0%	0%	0%	0%	0%	0%
30-50m	3%	3%	3%	0%	3%	0%	0%	0%	3%	0%	3%	0%
40-60m	3%	0%	3%	3%	0%	0%	3%	3%	3%	14%	10%	7%
ELG	55%	79%	83%	62%	48%	79%	55%	52%	59%	66%	55%	86%
Exceeding	38%	17%	10/5	34%	48%	17%	41%	45%	34%	21%	31%	7%

**PPG**  
Based on 4  
pupils

2015-16 **On Entry** (October) data % of PPG compared to non PPG achieving:

Age related banding on entry	Prime Areas of Learning						Specific Areas of Learning			
	PSED		CL		PD		Literacy		Mathematics	
	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG
30-50m	0%	5%	17%	9%	0%	3%	0%	10%	0%	9%
40-60m	100%	95%	83%	91%	100%	97%	100%	90%	100%	91%

2015-16 **End of Spring Term** data % of PPG compared to non PPG achieving:

Age related banding on entry	Prime Areas of Learning						Specific Areas of Learning			
	PSED		CL		PD		Literacy		Mathematics	
	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG
22-36m	0%	0%	0%	3%	0%	0%	0%	0%	0%	0%
30-50m	0%	7%	0%	7%	0%	4%	0%	4%	0%	4%
40-60m	75%	83%	83%	84%	75%	96%	12%	88%	12%	86%
ELG	25%	10%	17%	7%	25%	0%	88%	9%	88%	11%

**5 PPG summer  
term**

2015-16 **End of Summer Term** data % of PPG:

Age related banding on entry	Prime Areas of Learning								Specific Areas of Learning			
	PSED			CL			PD		Literacy		Mathematics	
	SC	MF	MR	LA	U	S	MH	HSC	R	W	N	SSM
ELG	80%	100%	100%	80%	40%	100%	60%	60%	80%	80%	60%	100%
Exceeding	20%	0%	0%	20%	60%	0%	40%	40%	20%	20%	40%	0%

**Non PPG  
summer term**

2015-16 **End of Summer Term** data % of Non PPG:

Age	Prime Areas of Learning								Specific Areas of Learning			
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**Progress:**

- PPG pupils weakest in Communication and Language.

**Impact of actions to date:**

- ✓ All PPG pupils achieved GLD

related banding on entry	PSED			CL			PD		Literacy		Mathematics	
	SC	MF	MR	LA	U	S	MH	HSC	R	W	N	SSM
22-36m	0%	0%	0%	0%	0%	5%	0%	0%	0%	0%	0%	0%
30-50m	5%	5%	5%	0%	5%	0%	0%	0%	5%	0%	5%	0%
40-60m	5%	0%	5%	5%	0%	0%	5%	5%	5%	14%	9%	9%
ELG	45%	73%	77%	55%	45%	73%	55%	45%	50%	64%	55%	82%
Exceeding	45%	23%	14%	41%	50%	23%	41%	50%	41%	23%	32%	9%

**Boys and Girls**  
16 girl/14 boy

2015-16 **On Entry** (October) data % of boys compared to girls achieving:

Age related banding on entry	Prime Areas of Learning						Specific Areas of Learning			
	PSED		CL		PD		Literacy		Mathematics	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
22-36m	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
30-50m	7%	3%	7%	15%	0%	4%	4%	11%	7%	8%
40-60m	93%	97%	93%	85%	100%	96%	96%	89%	93%	92%

2015-16 **End of Spring Term** data % of boys compared to girls achieving:

Age related banding on entry	Prime Areas of Learning						Specific Areas of Learning			
	PSED		CL		PD		Literacy		Mathematics	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
22-36m	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%
30-50m	6%	5%	4%	9%	6%	0%	6%	0%	6%	0%
40-60m	73%	95%	82%	86%	88%	100%	82%	97%	82%	93%
ELG	21%	0%	10%	5%	6%	0%	13%	3%	13%	7%

**Boys – summer**

**Impact of actions to date:**

- Boys weaker in CL and Literacy.

**Impact of actions to date:**



13 pupils

2015-16 **End of Summer Term** data % of boys achieving:

Age related banding on entry	Prime Areas of Learning								Specific Areas of Learning			
	PSED			CL			PD		Literacy		Mathematics	
	SC	MF	MR	LA	U	S	MH	HSC	R	W	N	SSM
40-60m	0%	0%	0%	0%	0%	0%	0%	0%	0%	15%	15%	0%
ELG	62%	85%	100%	77%	46%	92%	69%	62%	62%	62%	54%	100%
Exceeding	38%	15%	0%	23%	54%	8%	31%	38%	38%	23%	31%	0%

✓ Boys slightly weaker than girls in Specific areas of English and Mathematics.

Girls - Summer 16 pupils

2015-16 **End of Summer Term** data % of girls achieving:

Age related banding on entry	Prime Areas of Learning								Specific Areas of Learning			
	PSED			CL			PD		Literacy		Mathematics	
	SC	MF	MR	LA	U	S	MH	HSC	R	W	N	SSM
22-36m	0%	0%	0%	0%	0%	6%	0%	0%	0%	0%	0%	0%
30-50m	6%	6%	6%	0%	6%	0%	0%	0%	6%	0%	6%	0%
40-60m	6%	0%	6%	6%	0%	0%	6%	6%	6%	13%	6%	13%
ELG	50%	75%	69%	50%	50%	69%	44%	44%	56%	69%	56%	75%
Exceeding	38%	19%	19%	44%	44%	25%	50%	50%	31%	19%	31%	13%

✓ One pupil girl EAL very low speaking

**EAL Pupils**

4 EAL pupils started in September.

4 more arrived in the Spring term.

Total EAL 8

2015-2016 **EAL** data (October) showed that on average:

Age related banding on entry	Prime Areas of Learning			Specific Areas of Learning	
	PSED	CL	PD	Literacy	Mathematics
30-50m	75%	92%	0%	50%	50%
40-60m	25%	8%	100%	50%	50%

**End** of Spring term **EAL** data showed progress on average:

**Impact of actions to date:**

- The additional 4 EAL pupils that joined over the first term has had a massive impact on the data.
- One pupil (AN) a girl has very low levels of achievement and will need some specific intervention in September to

pupils 27% of Cohort.	Age related banding on entry	Prime Areas of Learning			Specific Areas of Learning	
		PSED	CL	PD	Literacy	Mathematics
	22-36m	0%	8%	0%	0%	0%
	30-50m	21%	21%	13%	13%	13%
	40-60m	71%	67%	87%	75%	75%
ELG	8%	4%	0%	12%	12%	

**End** of Summer term data showed progress on average:

Age related banding on entry	Prime Areas of Learning			Specific Areas of Learning	
	PSED	CL	PD	Literacy	Mathematics
22-36m	0%	4%	0%	0%	0%
30-50m	21%	4%	0%	6%	6%
40-60m	4%	12%	13%	31%	25%
ELG	50%	55%	62%	31%	50%
Exceeding	25%	25%	25%	31%	19%

Nursery - Judgements		Review																																																																																										
Data taken from I track.	2016 cohort was 23 pupils, <ul style="list-style-type: none"> <li>➤ 2 of which were pupils premium, 1 girl and 1 boy.</li> <li>➤ 9 are girls , 13 are boys</li> </ul>	<ul style="list-style-type: none"> <li>• Vast majority of pupils 30-50m+ which is positive for Foundation stage 2016-17.</li> <li>• PSED weakest area with majority in 30-50m bracket.</li> <li>• HP is very low achieving in the 16-26m bracket for lots of the Prime areas of learning. He is Spring Born. Monitoring or Intervention may need to be put in place for Autumn 2016.</li> </ul>																																																																																										
2016 Cohort 23 pupils	July data shows that																																																																																											
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		<ul style="list-style-type: none"> <li>• Girls are stronger than boys in the prime and specific areas. 1 boy very low ability across the</li> </ul>																																																																																										

on entry	SC	MF	MR	LA	U	S	MH	HSC	R	W	N	SSM
16-26m	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
22-36m	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
30-50m	56%	44%	67%	67%	78%	56%	44%	11%	56%	56%	11%	22%
40-60m	44%	56%	33%	33%	22%	44%	56%	89%	44%	44%	89%	78%

Boys  
(13 pupils)

July data shows that **Boys**

Age related banding on entry	Prime Areas of Learning								Specific Areas of Learning			
	PSED			CL			PD		Literacy		Mathematics	
	SC	MF	MR	LA	U	S	MH	HSC	R	W	N	SSM
16-26m	0%	8%	8%	0%	8%	8%	0%	8%	0%	8%	0%	0%
22-36m	0%	0%	0%	8%	0%	0%	8%	0%	0%	0%	8%	8%
30-50m	62%	54%	62%	85%	85%	77%	62%	8%	77%	69%	15%	54%
40-60m	38%	38%	31%	8%	8%	15%	31%	85%	23%	23%	77%	38%

PPG

July PPG data shows that (2 pupils)

Age related banding on entry	Prime Areas of Learning								Specific Areas of Learning			
	PSED			CL			PD		Literacy		Mathematics	
	SC	MF	MR	LA	U	S	MH	HSC	R	W	N	SSM
22-36m	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
30-50m	100%	0%	100%	100%	100%	0%	50%	0%	0%	0%	0%	0%
40-60m	0%	100%	0%	0%	0%	100%	50%	500%	100%	100%	100%	100%

board.

- PPG pupils are on track to achieve GLD at end of Foundation.

**Quality of Teaching**

The Quality of Teaching in the EYFS at St Catherine's is now good because:

- Megan Swan has been employed as a full time permanent class teacher for the year.
- Amy Elson has been employed to lead EYFS over the academy this will provide help and support to Megan.
- Children are making good progress over the year moving from slightly/significantly below their age related expectations to achieving the ELG.
- Megan works alongside Julia Pollard who is an experienced teacher Early Years Teacher.
- Liz Davy leads the KS1 and EYFS team. She is also a member of the SLT.

**Impact of actions to date:**

- ✓ Megan Swan employed to teach 2016-17

**Further Actions:**

- ✓ Moderation broken down into pre-school and Foundation for Autumn and Spring term joining together again in

	<ul style="list-style-type: none"> <li>• The EYFS team moderate internally, across KS1, externally with the ADMAT and through County moderation.</li> <li>• Book scrutinise are carried out by SLT and key stage. Books are kept well and are well organised.</li> </ul>	<i>Summer 2017.</i>
<b>Behaviour and Safety</b>	<p>The Behaviour and Safety of pupils in the EYFS at St Catherine's is Good because:</p> <ul style="list-style-type: none"> <li>• Pupils have a good attitude to learning and want to learn. They are keen to show what they have learnt and contribute fully to lessons.</li> <li>• Pupils have worked with the class teacher to make the class rules which they follow well.</li> <li>• Pupils are clear on the rules and expectations of the setting both inside and outside.</li> <li>• Pupils develop their independent learning skill through well planned and resourced continuous provision.</li> <li>• Behaviour is consistently good. Pupils work in small groups and independently from a young age and are able to stay at and complete learning tasks with minimal adult intervention.</li> <li>• Pupils show respect for the adults, each other and the toys in the classroom and take care to look after each other.</li> </ul>	
<b>Leadership and Management</b>	<p>Leadership and Management of the EYFS at St Catherine's is Good because:</p> <ul style="list-style-type: none"> <li>• Amy Elson leads the EYFS across the ADMAT and works with the class teacher and SLT to ensure that the EYFS is lead well.</li> <li>• Pupils progress is tracked 12 weekly and this is used to set challenging targets.</li> <li>• Pupils Learning Journals and progress is moderated internally across KS1 and Foundation stage, across the academy with the EYFS teachers across the ADMAT.</li> <li>• Curriculum planning is child led and need driven. Areas of learning are monitored using objective led planning that helps all the adults working in the class to know pupils current levels of attainment and next steps. Planning ensures opportunities for pupils to develop key skills as well as continuous provision which enables pupils to practice, develop, learn and refine these skills in the absence of an adult.</li> <li>• Small group and intervention is carefully monitored and assessed.</li> <li>• Outside agencies are worked with to support pupil's progress.</li> <li>• Data is well analysed and the class teacher and support staff knows each pupils individual targets, strengths and weaknesses.</li> <li>• Planning for progression happens with groups of children targeted and activities well levelled to support progression.</li> <li>• Parents are invited in regularly to share success and discuss future goals through parent consultations. Parents are also invited into the classroom when they drop their children off and can talk to an adult about any immediate issues. Regular open afternoons and assemblies allow parent to share work and talk with teachers.</li> <li>• Safeguarding is robustly managed by staff and the designated child protection officer.</li> </ul>	