

St Aloysius Self Evaluation - September 2017

Early Years' Summary

- The leadership of the early years at St Aloysius is outstanding. Our leaders' knowledge of the progress children are making is exceptional.
- Our Deputy Head and EYFS Leader are able to pinpoint exactly what ability children have when they arrive in the setting and we track their progress very closely as they journey through their time in the early years.
- If children are not making the rapid progress expected of them, they make it their business to find out why and put effective strategies in place to address their individual needs.
- The school's action plan for further improvement identifies exactly what needs to be tackled next and the steps required to be able to do it.
- Safeguarding in the early years is highly effective. All the statutory welfare requirements are met to a high standard. Engagement with parents is extremely strong. Parents regularly tell us they feel proud that their children attend our Nursery and Reception classes. They particularly value working with their children on the regular occasions that they are invited in.

End of Nursery Data

Attainment on leaving nursery	% of children																	
	Prime									Specific								
	CL			PD		PSED				LIT		MATHS		UW			EAD	
	LA	U	S	MH	HSC	SC	MFB	MR	R	W	N	SSM	PC	W	T	EMM	BI	
16-26 months																		
22-36/30-50e/30-50d months	30.2	27.0	30.2	27.0	27.0	34.9	33.3	31.7	33.3	38.1	30.2	31.7	34.9	34.9	30.2	31.7	28.6	
30-50s/40-60e months	61.9	63.5	65.0	71.4	71.4	60.3	63.5	66.7	58.8	54.0	63.5	66.7	61.9	63.5	68.2	66.7	69.8	
40-60d+ months	7.9	9.5	4.8	1.6	1.6	4.8	3.2	1.6	7.9	7.9	6.3	1.6	3.2	1.6	1.6	1.6	1.6	

Nursery Data Headlines 2017

- The vast majority of children enter with skills well below those which are typical for their age. Children's development in the prime areas of learning were particularly low on entry. Significantly these are the areas in which children typically develop first.
- Children make very good progress during their time in nursery, attainment is rising fast and now an increasing number leave nursery at age related expectations.
- Children catch up quickly because of a highly effective early years curriculum which promotes challenge and high expectations.
- Girls performed better than boys but both groups made excellent progress. Boys progress is accelerating fast as a result of excellent teaching.
- Transition into Nursery and into Reception class is outstanding.

End of Reception Data

EYFS Profile (Good Level of Development)								
Year	Cohort (61)	National	South Tyneside	SEN	PP	EAL	Male	Female
2016	73.8	69.3	68.0	16.7	53.8	100.0	67.6	77.8
Year	Cohort (62)	National	South Tyneside	SEN (4)	PP (4)	EAL (3)	Male (31)	Female (31)
2017	77.0	-	-	25.0	50.0	66.6	74.2	80.6

St Aloysius End of Reception Summary 2017						
	Cohort	PP	SEN	EAL	Male	Female
	(62)	(4)	(4)	(3)	(31)	(31)
GLD Achieved	77.0	50.0	25.0	66.6	74.0	80.6
Reading						
Emerging	19.4	50.0	50.0	33.3	25.8	12.9
Expected+	80.6	50.0	50.0	66.6	74.2	87.1
Exceeding	22.6	50.0	-	-	19.4	19.3
Writing						
Emerging	19.4	50.0	50.0	33.3	25.8	12.9
Expected+	80.6	50.0	50.0	66.6	74.2	87.1
Exceeding	22.6	50.0	-	-	19.4	25.8
Number						
Emerging	16.1	50.0	75.0	33.3	12.9	19.3
Expected+	88.7	50.0	25.0	66.6	87.1	80.6
Exceeding	22.6	25.0	25.0	-	25.8	19.3

End of Reception Data Headlines 2017

- Children get a very good start in Nursery and continue to make exceptional progress in Reception, attainment is rising fast. The vast majority of children enter Nursery with skills and knowledge which are typically well below what is expected for their age, and now over three quarters of them leave Reception at age-related expectations.

- 2016/17 initiatives have been highly effective and now most children achieve the age expected standard in areas of the curriculum that previously we obtained lower than average scores (writing and number).
- A highly effective challenge curriculum is well established whereby pupils are making first rate progress throughout Nursery and Reception. Any child who joins the school below what is typical for their age catch up quickly, as a result of effective intervention.
- Boys begin their learning journey with significantly fewer skills than girls, this gap closes and as the children progress through the school there is little difference between the progress made by boys and girls.
- Additional government funding for disadvantaged pupils is spent judiciously. Early interventions were highly effective, addressing specific gaps in learning quickly. Two of our four Pupil Premium children attained well.

We know:

- Children in the early years love attending school and they thrive. Their behaviour in class and at more unstructured times is outstanding. They are eager to learn and want to please. They enjoy learning.
- Teaching is highly effective. Excellent activities are provided to address identified areas for development.
- The early years curriculum provides depth and breadth across all areas of learning. They provide interesting experiences for the children.
- The quality of teaching in Nursery and Reception is outstanding as a result of a vibrant curriculum, strong leadership and excellent transition.
- Accurate assessment drives grade 1 provision. Children are motivated and interested in a broad range of activities. As a result, all staff have very high expectations of the children and learning is well planned.
- Our indoor and outdoor areas are exemplary, exciting and curriculum focused.
- Staff work closely with parents to overcome educational barriers and have very high expectations of all children.
- We have highly skilled, appropriately qualified adults working productively with children. All staff play an equal role in assessing children's progress.

Overall, the quality of the Early Years at St Aloysius is grade 1 and continuing to improve.

Early Years Priorities for 2017/18:

- Further narrow the gap between Pupil Premium/SEN children and other children, achieving a Good Level of Development.
- Narrow the small gap between boys and girls achieving a Good Level of Development.
- Develop the immediate outdoor environment to ensure further learning opportunities.
- Continue to establish clear expectations, roles and responsibilities of all staff to ensure daily planned activities both indoors and outdoors.
- Continue to support children in nursery to 'catch up' quickly, by further establishing a highly effective early intervention programme.