

St. John's Primary School Self-Evaluation Statement 2021



School name	St John's CofE (VA) Primary School	School type	Voluntary Aided
Address	Spring Park Road, Croydon, CR0 5EL	Telephone	020 8654 2260
Email	office@st-johns.croydon.sch.uk	Number on roll	Reception – Year 6: 385
Website	www.st-johns.croydon.sch.uk	Ofsted URN	101788
Headteacher	Mrs M Martin	Chair Of Governors	Mr John R Phillipson
LA	Croydon	Religious character	Church of England – Southwark Diocese (SDBE)
Last inspection	January 2016	Previous grading	Outstanding

Summary Evaluation

Quality of Education is outstanding because....	Behaviour and attitudes are outstanding because.....	Personal development is outstanding because....	Leadership and management is outstanding because....	Quality of early years education
<ul style="list-style-type: none"> ○ Children leave this school well equipped for the next stage of their education. They have high aspirations which enable them to flourish. ○ The curriculum is rich and broad and has been designed to set out the knowledge and skills that children need to gain at each stage. ○ The learning builds on from children's previous learning making it coherent and well sequenced. e.g. Year 3 Stone Age to Iron Age and Year 4 Romans. ○ Contexts for learning now better reflect the diversity of the school and its community with a range of significant individuals and 	<ul style="list-style-type: none"> ○ The School environment is calm and orderly (CALM code). A positive and respectful ethos pervades through the school environment. ○ Clear routines and expectations are established in the 1st week of term with Learning to Learn week which also includes aspects of Keeping Safe. ○ Keeping children safe is a priority for all staff. ○ Attendance is high because the children enjoy their learning and coming to school. The school has employed an EWO to support with any attendance issues. ○ The behaviour policy provides a consistent 	<ul style="list-style-type: none"> ○ Our school vision LOVE, LEARN, FLOURISH guides us in our decision making and our values support the children in becoming responsible, respectful and reflective enabling them to be confident and resilient individuals. ○ The school's strong church ethos underpins our values with teachers and other adults in school expected to be excellent role models. ○ Each half term starts with an e-safety focus in computing so that children know how to keep themselves safe on line and are able to undertake 'risk assessments' when they are using a device at home or in school. 	<ul style="list-style-type: none"> ○ The school vision drives the work of the leadership and management. All children are valued and expected to flourish as are staff. ○ The school has high aspirations for its staff and children. Leadership and management lead by example and model professional standards in all of their work. They are ambitious and hold everyone to account rigorously. Governors are highly skilled, experienced and knowledgeable. ○ Leaders and governors are uncompromising, highly critical and in constant pursuit of excellence and improvement. They are committed to the vision and rigorously implement 	<ul style="list-style-type: none"> ○ The progress made by our EY children has been consistently very strong. ○ Phonics is a priority and children are taught from day 1. It is taught systematically (RWI). The children are read to every day. ○ Half day attendance at the beginning of the year enables the staff to get to know both children and parents really well establishing the routines and good relationships. ○ SEND children are identified early on as relationships with pre-school settings are strong. ○ An early language intervention is in place for those children who need

<p>some new key texts having been introduced.</p> <ul style="list-style-type: none"> ○ Teachers feedback challenges and extends children's learning. It also identifies misconceptions and gaps. ○ Work across the curriculum is consistently of a high standard. ○ Maths mastery is embedded and has enabled children to develop fluency, problem solving and reasoning resulting in improved attainment. ○ Early reading is a priority and taught from day 1 with phonics sessions taught daily and children assessed regularly. ○ Pupil performance data is analysed meticulously, lower attainment and progress is identified and strategies implemented. The impact of this can be seen in the ensuing results and outcomes achieved by these children. 	<p>approach throughout the school and this is revisited on INSET days and in Learning to Learn week.</p> <ul style="list-style-type: none"> ○ Any behaviour issues are dealt with quickly and effectively so that there is no low level disruption to learning. Consequence ladders are in place and shared with the children. ○ Children have positive attitudes to learning and engage fully in their lessons. They strive to work hard and take pride in their work. ○ Teachers quickly build strong relationships with the children and parents creating a 'warm' environment which enables issues to be raised early. ○ Children's emotional wellbeing is monitored and interventions are put in place when necessary with parents' consent. 	<ul style="list-style-type: none"> ○ Parents are signposted to e – safety resources through the newsletter and website. ○ The school has embraced the opportunity to diversify the curriculum with the help of a parent group to ensure that the curriculum is inclusive and reflective of our community and local area. ○ RHSE is age appropriate (follows the Croydon scheme) and develops understanding about healthy relationships. ○ Collective Worship highlights world events and significant individuals particularly courageous advocates which helps to develop character and aspiration. ○ Children are proud of their school and conduct themselves in an appropriate way around the school. 	<p>improvement plans and develop these in accordance with the outcomes of monitoring and evaluation both formal and informal.</p> <ul style="list-style-type: none"> ○ Safeguarding procedures are very effective with children and parents knowing that they are safe in school. ○ CPD is well planned, responsive, in line with curriculum needs and the needs of the staff, children and school e.g. subject leaders lead staff meetings to ensure that the teachers are confident in their subject knowledge and teaching. ○ Our 'in house' coaching programme (GROW) is well embedded and is proven to improve teaching and in turn outcomes for children. 	<p>support with language and communication.</p> <ul style="list-style-type: none"> ○ Helicopter stories are embedded in the first term and support the children with language development and creativity and develops their confidence as story tellers. ○ Stimulating environments engage the children and they quickly develop independence. ○ The curriculum is carefully sequenced so that all children feel invited to learn. ○ Mastery in mathematics is embedded in EY. Number and fluency are key areas of focus. A range of manipulatives are used within the classroom and the outdoor learning area to enable children to explore concepts. ○ Learning is reinforced and built so that key concepts are remembered and applied.
<p>To remain outstanding we need to...</p>				
<ul style="list-style-type: none"> ○ Improve writing across the curriculum as this area has been hugely impacted by COVID ○ Continue to focus on the development of middle/subject leaders. ○ Ensure our high standards and ethos are maintained, as the school continues to grow. 				
<p>Overall Effectiveness</p>				
<ul style="list-style-type: none"> ▪ We know that this is an outstanding school because we judge all areas above to be outstanding. The SMSC development of our children, is promoted by our vision and values and is a key strength of the work of our school. 				

