

St Denys Primary School: Self-Evaluation 2024/25

St Denys Primary is a one form entry 210 pupil primary school with the mission statement 'Creativity, Choice and Challenge – Achievement for All'. We are a highly inclusive learning school, serving a diverse community with a strong 'family ethos' and a culture of value and respect for one another.

Our school community has become increasingly diverse (25 different languages and 37% EAL) with 34% of pupils eligible for Pupil Premium. We have a purposeful 'can do with effort' approach, and parents value our inclusive approach, making us oversubscribed.

The school has undergone leadership changes with a new Headteacher (previously Deputy Head) and Deputy Headteacher taking up positions in September 2024. We have a mixed staff team of 11 teachers and 16 teaching assistants, working collaboratively as part of the REACH Co-operative Trust.



by Billy Davies

School Context and Demographics

Diverse Community

25 different languages spoken with 37% EAL pupils. We've welcomed 4 refugee children and 3 Looked After/Post Looked After Children in recent years.

Pupil Premium

34% of pupils eligible for Pupil Premium funding, with increasing numbers in recent years requiring targeted support.

SEND Profile

31% of pupils have SEND needs, with 16 pupils (8%) having high-level complex needs through EHC plans, well above national average.

Our school is housed in an old Victorian building which has been creatively modernised but where space is at a premium, particularly with the growing number of children with complex needs. The school is oversubscribed and has a very good reputation for inclusion across the City.

Senior Leaders and Governors pay particular attention to the differing nature of cohorts to ensure that provision is matched to need and analysis of outcomes gives a true picture. Ofsted inspected the school in March 2019, judging that the school continues to be good in all areas.

Overall Effectiveness: Good



Parents express high levels of satisfaction with the provision and ethos of the school, with 100% saying they would recommend this school to another parent and on average judging the school as 9.7+ out of 10. Our pupils are very good ambassadors for our school and feedback from visitors is consistently positive.

Quality of Education: Good



Research

Action research model:
research, pilot, refine and
adopt



Teaching

High expectations and in-
depth knowledge of pupils



Curriculum

Bespoke 'St Denys
Captivating Curriculum'



Assessment

Robust tracking and pupil
progress meetings

As a result of focused leadership intervention and on-going targeted professional development, good teaching across the school has been sustained with a high level of consistency. Recent successful examples include the expansion of 'mastering number' from EYFS and KS1 to KS2, developing girls' confidence in maths, and further developing English by a focus on prosody and fluency.

Reading and phonics are well established, with KS2 outcomes in reading consistently rising with 90% of pupils in 2024 achieving the expected standard. The curriculum is sequenced so that learning builds on prior learning towards clear unit and Milestone end points, with key vocabulary identified and taught for all subjects.

Personal Development and Well-Being: Good



Family Ethos

The school is a warm, close-knit community that pupils and staff feel proud to be part of, with high levels of positivity about the caring 'family' ethos.



Learning Powers

The use of 'Learning Powers' (respect, resilience, reciprocity, reflection and resourcefulness) is threaded through everything within the school.



Mental Health

Active involvement in the Mental Health in Schools project has had a positive impact on target children, leading to improved well-being and engagement.



Celebrating Diversity

Difference is respected in all its forms; it is celebrated and adds to the school's ethos of inclusion.

The school's open culture and pro-active curriculum ensures pupils know how to stay safe and feel safe and that their voice is highly valued. Our extended curriculum includes a wide range of clubs, including targeting those most vulnerable, and a termly changing offer of physical activity clubs. Our Passport for Learning sets out a minimum entitlement of 50 experiences our children will have during their time at the school.

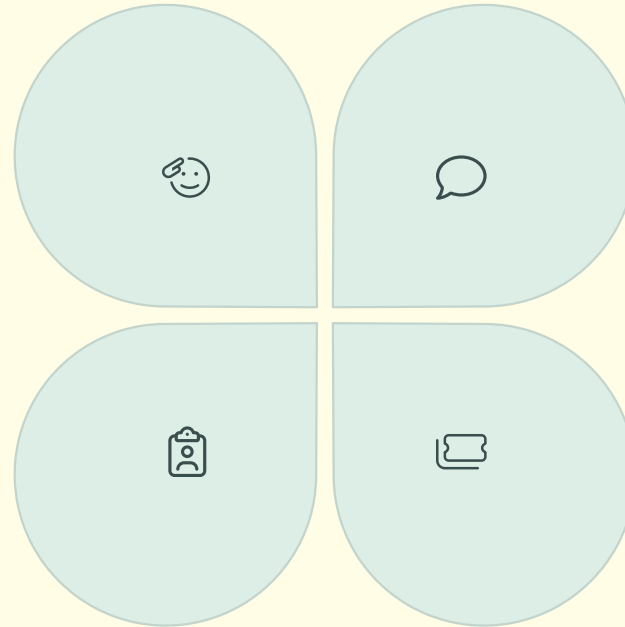
Behaviour and Attendance: Good

Respectful Culture

The school expects and promotes positive relationships and a respectful school culture, reflected in the most important learning power: 'respect'.

Attendance Focus

Attendance and punctuality have a high profile across school with weekly announcements in assembly, termly rewards and regular reporting to parents.



Positive Behaviour

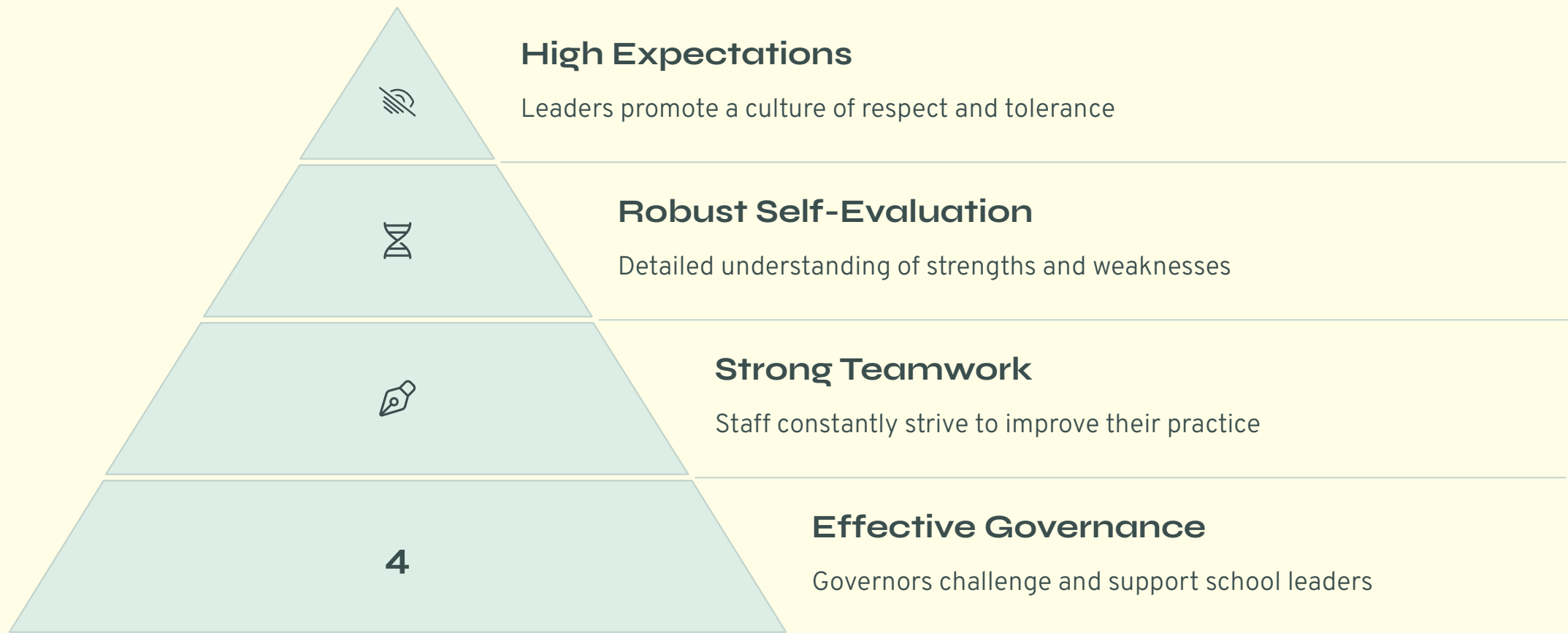
The school has robust and consistently applied approaches to behaviour management, with the vast majority of pupils behaving very well.

Targeted Support

Interventions are in place to support social and behavioural development, including research-based Nurture approaches.

Visitors to school comment that our pupils are confident, articulate, respectful and well-mannered. Well-designed start of the day procedures guarantee that children settle quickly in the morning, creating a calm, purposeful atmosphere. The deployment of the highly skilled teaching assistant team at lunchtimes has improved the quality of provision and experience for children considerably.

Leadership and Management: Good



Leaders ensure the curriculum is broad, rich and astutely planned to meet the particular needs of our pupils. Developments in the curriculum are impacting positively on pupil progress and deeper learning, particularly for SEN and lower attaining pupils. Leaders of all subjects support staff well to ensure there is coherence and consistency in the delivery of the curriculum.

Safeguarding is at the heart of the school's provision and we are fully compliant with statutory regulations. Leaders have created a culture that ensures all stakeholders are vigilant in keeping pupils safe and secure. The school maintains a balance of staff engagement, workload and well-being.

Early Years Foundation Stage: Good

Language Development

Focused work on language development, including 'Talk Boost' intervention

Reading Priority

High priority given to reading with enriched curriculum to instil love of reading

Rigorous Assessment

Analysis of children's needs based on baseline evidence with adapted provision

Seamless Transition

Strong practice leads to seamless transition between Year R and Year 1

Good teaching enables children to make good progress from their lower-than-expected starting points, particularly in the development of their language and personal and social development. Focused work last year supported an increase in EYFSP outcomes despite lower starting points (53 – 62% against a national increase of 2%).

The EYFS curriculum was successfully reviewed last year so that provision was more closely aligned with the rest of the school using the principles of 'Chris Quigley'. A wide range of high-quality literature used as a starting point for topics has had a very positive impact, particularly on language development and collaborative learning.