

# Chapel Allerton Primary School

## Self-Evaluation Form 2023/24



### Mission Statement

Through collective dedication we will develop children who:  
Are creative, imaginative, independent lifelong learners  
Enjoy challenges, anticipate success and achieve the highest possible standards  
Instill pride in the local community through their behavior, attitude and sense of citizenship  
Believe in mutual understanding, trust, tolerance and respect  
Are physically active and have developed the habits which ensure good mental, spiritual and emotional health

### Ambitions for 2021-2025

Equality and Diversity  
Curriculum Quality  
Outdoor Learning and Play  
SEND  
More Able  
Creative Writing  
Teaching, Learning and Behaviour

### Completed by:

N.Sykes (Headteacher), B.Pinder (Deputy Headteacher)

### Agreed by Governing Body:

December 2023

*Nurturing a Lifelong Love of Learning*



### The context of Chapel Allerton Primary school:

- Chapel Allerton is a thriving, forward thinking two-form entry, plus nursery, community school, located in Chapel Allerton in the Northeast of Leeds. Many of the neighbourhoods to the north and east of the school have low levels of deprivation while the areas to the south and west are amongst the most deprived in the country. As a result, most of the deprivation indicators are in the mid-range of the National distribution, but Living Environment deprivation is very high. 15% of children are eligible for Free School Meals (FSM) and 18% attract Pupil Premium (PP) funding. 46% of children are from Black and Minority Ethnic (BME) backgrounds, 17% have English as an Additional Language (EAL), 15% of children have Special Educational Needs (SEN) and 36% of children live in an area classed as being amongst the 10% most deprived in England. The school population experiences 10-15% mobility within each cohort's journey through school.
- Children enter Nursery or Reception with a varying range of experiences, knowledge, and skills. Speech and Language development is a continuing concern. Around half of Nursery pupils progress to full time education in our Reception.
- Chapel Allerton Primary is an active member of the 2gether Cluster, through which local schools pool resources to address the social and pastoral needs of families as well as provide a mechanism for collaboration with assessment, moderation and ECT training. Chapel Allerton Primary is also a member of the Leeds Learning Alliance which is a rapidly developing body representing 70000 learners from all tiers of education.
- During the 2018/19 academic year Chapel Allerton Primary School attained the Primary Science Quality Mark and the Leeds City Council MindMate Friendly award (which recognises the schools work around mental health and wellbeing). Reaccreditation for Mindmate as well as new PSHE validation, via external moderators, was achieved in February 2023. A Leeds City Council Safeguarding audit was passed, with many aspects of exemplary practice noted, in April 2023.
- In 2016 the school helped the local authority address a capacity issue by absorbing a bulge cohort which left the school in the summer of 2023. Nursery numbers do fluctuate with the school operating as a 26 place provision in the autumn term but as a 39 place from January 2024.

### Results and Key Statistics

- The table in Appendix A summarises the schools results for 2019, 2022 and 2023. The Value-Added figures for 2023 were comfortably within the average band for all areas while in 2022 Reading was Above Average.
- There are no significant differences between the performance of girls and boys throughout school.
- Disadvantaged performance, the in-school gaps, and comparisons to National are detailed in Appendix B. The school is ambitious about addressing the multiple influences our Disadvantaged children face and works with energy and intelligence to continually raise standards.
- Attendance at school for the 2021/22 was 95.9% and 95.4% in 22/23. SEND attendance was 95.3%. There were no exclusions.



#### Key to Judgements

- 1 – Outstanding
- 2 – Good
- 3 – Requires Improvement
- 4 - Inadequate

Evidence to substantiate the evaluations made within this document including monitoring, appraisal, supervision and Governing Body minutes are maintained by the school's leadership team.

**Overall effectiveness: the quality and standards of education**

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Chapel Allerton provides an increasingly good standard of education for pupils. Over time, with pandemic mitigation, outcomes data shows that standards of attainment are at least in line with National and progress rates are strong, with the varied needs of the diverse population well met at all phases. The quality of teaching is consistently good, teachers are enabled to be innovative and creative, and this maximises pupil engagement in their learning. Pupils are proud to attend the school and value the mutually supportive ethos with the emphasis upon relationships, responsibility and respect. From a varying range of starting points, children settle quickly and thrive in the Foundation Stage making accelerated progress to above National standards.

Governance and leadership share the ambition for all children to excel. Governors challenge the Headteacher and Senior Leaders with focused and demanding appraisal objectives and high expectations of reporting and evaluation in meetings. In turn, Senior Leaders motivate and develop the teaching team to refine practice while continuing professional development is increasingly personalised.

A bespoke, structured, spiral curriculum enables children to develop tolerance and respect, weaving in opportunities for Spiritual, Moral, Social and Cultural development with the promotion of British Values. Visits, visitors and use of the local community enable children to appreciate, understand and contribute to the diverse society.

Providing the best possible learning and developmental experiences for children with SEND is a source of pride for the staff team and has been a focus of training with raised expectations for everyone. Pupils with SEND make good personal progress.

**Our Strengths are:**

- Consistency and quality of Teaching and Learning built upon Rosenshine's principles
- Broad, balanced curriculum, reflective of our community
- Growth Mindset and Restorative Practice
- Awareness of and support with Teacher workload/staff wellbeing
- Safeguarding and Personal development curriculum
- Outdoor environment

**Moving into 2023-24 our main areas for improvement (AFIs) are informed by our self-evaluation and a wide-reaching stakeholder survey (see reference to our ambitions in the Leadership and Management section). The AFIs mirror the Headteacher Appraisal targets.**

**AFI1:** Continue to finalise/review the curriculum plans, including the assessment processes for each subject area. Ensure that the plans are being implemented and embedded through supporting SLs with time to carry out regular monitoring activities, including classroom observations.

**AFI2:** To check that the school's agreed principles and practice set out in its Teaching and Learning policy and other associated documents are being implemented consistently by all staff. Identify where further training, development and support is needed and put in place.

**AFI3:** To improve outcomes by identifying the provision in place for those children working just below or working towards age related expectations and monitoring their progress carefully and regularly.

**Quality of Education**

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- Through careful selection, training and deployment, the teaching team has complementary skills, experiences and strengths. All teachers have high expectations of all their pupils, be they Disadvantaged, SEND or More Able and are committed to building positive relationships.
- Teachers and pupil-facing staff have a secure understanding of the age group they are working with and have solid, relevant subject knowledge.

- Quality, focused CPD ensures consistency of teaching across school. From this consistent base, teachers are then encouraged to innovate and adapt to meet the individual needs of their class.
- The work of Rosenshine has been studied, meaning an awareness of cognitive load and a structured teaching sequence is in place throughout school. All teachers are responsive and committed to adapting lessons and to offer further support or challenge for pupils. Approaches which enable children to reflect and take responsibility for their own learning are integrated into lessons, meaning feedback is timely and purposeful, with time allowed for improvements to work. Innovative strategies (including regular use of Learning Partners, which generate focused learning conversations) combine with high expectations and judicious use of whole class teaching. The concept of 'sticky knowledge' and the importance of revisiting and recalling prior knowledge is a key feature of our teaching.
- An open-door policy, the use of information meetings, Target Setting, consultation events, Stay and Play sessions, work showcases, and a range of electronic and paper communication engages parents/carers with their child's education. Parents/carers support the school through an active Parent and Staff Association, regular volunteering and specific input using the strengths and talents of our community (such as at our annual Science Careers event).
- Our curriculum includes high quality core skills and knowledge teaching integrated into our broad and balanced, spiral curriculum. The right balance of personal and social skills is blended with core skills to enable children to become economically active members of society who recognise diversity and believe in equality of opportunity. Members of the leadership team were invited by York University in the summer of 2022 to share recent equality and diversity curriculum developments. Music was a focus throughout 2021/22 and in July the LCC consultant noted, '...(children) were very enthusiastic and talked about the music lessons which are regular; their musical instrument lessons, which they enjoyed; and the singing assemblies which they all said had improved singing across school.' During a Deep Dive of History in June, the LCC Consultant commented, 'The medium-term plans are detailed and include a detailed sequence of lessons which makes the plans very clear for staff.' In November 2023, the consultant added, 'It is obvious that the children enjoy their History lessons and that they can remember their learning. History is being taught in an exciting way with some memorable activities.' Having met with a range of leaders in November 2023 the consultant summarized that they had, '...good subject knowledge...(and) enthusiasm for their subject' and that there was, '...evidence of the breadth of the curriculum and that children speak very well about their learning.'
- The teaching of Phonics and Reading is continuously high profile and learners make good progress. Significant investment in the Little Wandle Phonics scheme and training was noted by our LCC consultant in November 2022 who wrote, 'The school has invested well in its phonics programme...(it) is being implemented with fidelity and being carefully monitored and assessed'. The 2023 PSC results of 93% was a school record. Of the overall reading package, the consultant noted, 'The reading curriculum has been mapped out so that it is clear what is to be taught through the texts used.'
- The talented Teaching Assistant team receive focused training to enable them to have the range of skills to enhance learning for all, and to play a significant role in accelerating the progress of Disadvantaged children.
- Significant investment in training and resources has developed strong practice for the wide range of SEND pupils, with all teachers challenged to be 'teachers of SEND'. The school consultant wrote, in October 2023, 'The SENDco...is well respected by staff and has built positive and supportive relationships with parents...the school is inclusive and is determined to do its best to meet the needs of all children.'
- The ability of the teaching team is augmented by the careful selection of external experts, including musicians, Leeds Playhouse drama teachers, and Leeds Rhinos sports coaches. This enables children to benefit from specialist teaching for periods of each year.

- Actions:
- Purposeful, specific monitoring of the continually developing curriculum will reveal the degree of cohesiveness in the diet for pupils and identify areas to improve. This, in turn, will inform the next 'long term' School Development Plan.
- In English, the creation of creative and independent writers who blend grammatical accuracy and flair developed through 2022/23 and continues to be a focus.

### Behaviour and Attitudes

Grade for behaviour

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- Restorative Practice underpins our behaviour management approach, and alongside Growth Mindset, it enables children to become confident, aspirational, reflective and evaluative learners. All staff promote a positive culture through their daily interactions and knowledge of the children.
- High value is placed on attendance and punctuality with careful tracking and procedures in place to address poor attendance or punctuality with engagement of 2gether Cluster services when required. Attendance averages over 95.5% for the last two years and punctuality standards are good.
- Through assemblies and discussion circles in classrooms, rights and responsibilities are explained and aligned to Golden Rules which are consistently reinforced. Children are expected to understand and take responsibility for their feelings and behaviours, their impact on others and work to become self-regulating. Additional support is provided for those who find this a challenge, with parental involvement secured at an early stage. A weekly 'Talk Shop', led by the Pastoral Team, provides older children with the opportunity to raise any matters concerning them, and classroom Talk Boxes provide all children with a means of sharing news or worries.
- Tailored approaches for children with SEND are devised, monitored and adapted.
- The Mindmate/PSHE validator wrote, in February 2023, 'Restorative Practice is well embedded and supports pupils to resolve issues independently...the behaviour of pupils is excellent.'
- The LCC Safeguarding auditor commented, 'The children spoke with all stated they felt safe and enjoy coming to school' and rated the school's curriculum and audit elements relevant to pupils as exemplary.
- Following a day in school for the Writing and History Deep Dives in June 2023, the LCC Consultant wrote, 'The school is calm and purposeful, and the children conduct themselves well around school and in lessons. The strong relationship between the adults and the children means the children are relaxed and know they will be supported.'

#### Actions:

- To further develop children's self-regulation and maintenance of the highest standards of behaviour, particularly at unstructured times.

### Personal Development

Grade for personal development

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- PSHE is delivered through a well-planned, progressive curriculum and parental engagement is supported through targeted communication on matters such as e-safety and RSE. Keeping safe is a regular theme with age-appropriate lessons addressing abuse and extremism, including 'child-on-child' and sexual exploitation, supplemented by specialist providers.
- Our personalised curriculum supports our Ambitions with mental and physical wellbeing consistently promoted. Initiatives such as 'Mindmate Monday' ensure whole school engagement with SEMH matters. The quality of our PSHE provision and Mindmate have been externally recognised with official kitemarks. The PSHE/Mindmate validator praised, in February 2023, 'the whole school approach...staff are fully committed to ensuring the very best support is available', noted that,

‘...pupils have an excellent understanding of the importance of talking about their feelings’ and that, ‘...pupils showed an excellent understanding of healthy relationships and how to stay safe on-line.’

- The themes of community, belonging, and shared responsibility are features of school and the sense of happiness and collective commitment are tangible.
- British Values, the principles of mutual understanding, tolerance and respect are woven through our curriculum. In November 2023 the school consultant assessed that, ‘...(children) have a real understanding of British Values and it is obvious that the school lives out its aims and values around promoting them.’
- A high work ethic and the value of a strong Growth Mindset are consistently promoted.
- Investment and training in pastoral support means the SEMH needs of pupils are more specifically and consistently supported.

**Actions:**

- Greater impact of Pupil Voice on all elements of the school experience.

**Effectiveness of leadership and management**

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- A vision of academic excellence built upon Restorative Practice and Growth Mindset unite Governors and staff and are consistently communicated to parents and pupils. Our ambition is to ‘Nurture a Lifelong Love of Learning’ with every child fulfilling their potential and being thoroughly prepared for the next stage of education.
- Rapidly improving academic achievement was achieved in 2018 and consolidated in 2019, and National standards were frequently surpassed. The pandemic affected raw attainment in 2022, but not progress rates. The standards achieved in 2023 were above National at each phase. School leadership has developed a culture of high expectations and the capacity to adapt to the varied cohort challenges. Teachers are supported to personalise and refine their practice.
- We base our behaviour principles on reinforcing children’s rights and responsibilities through simple, clear Golden Rules and a belief in Restorative Practice. Leadership proactively ensure school is a well-ordered community where consistently excellent behaviour, good manners and respect for all is demonstrated daily. High level behaviour management is shared across the senior leadership team to ensure that behaviour which falls below expectations is swiftly and effectively addressed.
- In February 2023, the school consultant commented, ‘The school is calm and purposeful, and the children conduct themselves well around school and in classrooms.’
- Monitoring, review and evaluation of teaching and learning is systematically organised, and integral to the continuing improvement of the school. Middle and Subject Leaders are engaged in monitoring activities to ensure ownership of actions and developments. In February 2023 the school consultant wrote, ‘The Maths Subject Leader is passionate about her subject and has worked hard over time to ensure that Maths teaching is of high quality and that all staff have had access to training.’
- During May 2021 we created questionnaires and consulted our four key stakeholder groups: children, parents, staff and Governors, about the impact of the key focus areas of the current vision statement. We also included questions about what our stakeholders felt were our future priorities. There was a very positive response to the questionnaires from all stakeholders. We concluded that some of the areas previously identified have been embedded and some have been partially addressed. We also identified further Ambitions for improvement: outdoor learning and the environment, Equality and Diversity, Provision for disadvantaged pupils and those with SEND, Arts provision, Challenge for the more able, Writing and Teaching, Learning and Behaviour. Autumn 2021 saw the launch and initial implementation for each Ambition, with cohesion and clarity of message gaining external verification from LCC Consultant visit in November. A Summer 2022 consultant review commended the impact made with each Ambition.

- Investments in specialist coaches and changes to swimming provision are raising standards, upskilling staff and improving resources/facilities. Governors ensure the PE grant is impacting on standards and leaving a legacy.
- British Values features prominently in a planned and progressive manner for each year group with assemblies, discussions, activities and visitors bringing life and a current perspective to each principle.
- Concise, evaluative monitoring, utilising a range of evidence, helps the leadership team to make accurate judgements. These are shared with governors, who effectively hold leadership to account.
- The leadership team continually challenge themselves to improve and be role models. Managing the staff reductions process in the summer of 2020 resulted in the leadership team being significantly reshaped and the new team has flourished with a current focus on Subject Leader development and impact.
- Retention of staff is good with a rigorous probation and appraisal process, supplemented by opportunities within the cluster, with expert support for Early Careers Teachers. All members of the middle and senior leadership team have earned their progression and are committed to working with colleagues to attain excellence. The balance of challenge and support from leadership with creative use of teams and time-limited promoted positions motivates staff resulting in sharp, continually evolving practice. Professional Development is a priority with the Head teacher gaining the NPQEL, the Deputy Head teacher passing the NPQH and both key SEND leaders attaining the NASENCo award in 2023. The Mindmate/PSHE validator noted, 'Staff wellbeing is a high priority and staff feel cared for and appreciated...staff have a strong connection to the school and each other and work hard.' The validator also praised staff training, 'As a result of effective CPD, staff are confident to teach and lead discussions on a range of sensitive issues'.
- When reviewing the teaching of Music, in February 2023, the school consultant noted, 'The Music Subject Leader's work, alongside the Deputy Headteacher, has transformed the music teaching and provision in the school.'
- Termly Pupil Progress meetings (involving the Headteacher, SENCo, relevant leaders, teachers) hold classroom staff to account for the progress of their children. Ambitious targets ensure pupils are stretched and plans to improve attainment constantly evolve.
- An *open-door* policy, at all levels, and proactive approach to communication is a strength of the school supplemented by an informative website and celebratory Facebook page. Strong working relationships with outside agencies ensure issues of safeguarding, attendance, special needs, social, emotional and mental health matters etc. are positively and speedily addressed.
- The Headteacher has responsibility for promoting the impact of Pupil Premium and the Deputy Headteacher ensures the needs (both academic and pastoral) of Disadvantaged and Looked After children are understood and prioritised by closely working with each teaching team. Regular reviews of data and qualitative evidence are evaluated and reported to governors to assure them of the impact of spend. Enrichment clubs are an innovative example of the school's commitment to holistic child development.
- The leadership team and governors embrace the opportunities provided by the diversity of pupils, parents and staff. Through words, actions and influence within school, all members of the school community are valued and engaged.
- Governors take their core statutory functions seriously and are reflective and challenge themselves. To improve their impact on school development, collective and specific training sessions and development opportunities are undertaken alongside more frequent in-school experience.
- The governors and leadership team embrace the opportunities provided by the diversity of pupils, parents and staff. Through words, actions and influence within the school all members of the school community are valued and engaged. Structured assemblies and invited visitors support consistent messages from the leadership team regarding equality, understanding and respect for all.

- Governors and leaders expect the highest standards of safeguarding and have designed a structure and job descriptions to ensure this. The school's Safeguarding and Welfare Officer, supported by the Business Manager, raises awareness and keeps pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism. Leadership commissioned and passed a City Council Safeguarding audit in April 2023, in which several aspects of governance were rated as exemplary, 'The evidence provided from the nominated Safeguarding governor shows that the governing body is providing challenge and support for the Safeguarding team...the nominated safeguarding governor keeps a detailed action tracker to help to monitor safeguarding during her monitoring visits.' The Governing Body is unwavering in its commitment to the continual delivery of best practice in all areas of safeguarding, including through a refreshed curriculum and by addressing radicalisation, exploitation, and safer recruitment. This creates a culture of collective responsibility.
- Governors worked with staff to devise a 2021-2025 development strategy summarising the vision and ethos of school. They undertake specific monitoring responsibilities and engage in various activities to both direct and support the development of the school. Governors have a strong understanding of the strengths and areas needing improvement at the school.
- Governors engage consultants to provide independent data analysis and support the Headteacher's Appraisal to ensure they have a current and impartial perspective when assessing the school's strengths and areas for development. The Headteacher's appraisal targets directly impact upon the priorities of all school leaders and staff, are monitored within the year and detailed evidence is scrutinised annually.
- The Chairs of the Quality of Teaching, Learning and Assessment (QTLA) and Personal Development, Behaviour and Welfare (PDBW) sub-committees frequently visit school, and work alongside leadership members. The QTLA sub-committee, supported by the Deputy Head, review books, marking & feedback, to understand curriculum development. The PDBW sub-committee monitor safeguarding, attendance and behaviour and regularly meet the Safeguarding Officer. During Sub Committee meetings, probing questions are asked and reporting back mechanisms share relevant strengths and developments with the whole Governing Body. In addition, annual data training for governors provides independent explanation and evaluation of end of phase results.
- Leadership and Management sub-committee are well informed and actively contribute to decision making, setting high expectations of budget and staff management, always seeking best value and balancing a commitment to longer term aspirations with shorter term needs.
- Individual governors who have additional responsibilities for key aspects such as Pupil Premium and Special Educational Need meet regularly with appropriate school leaders.
- In November 2022 the LCC consultant summarized, with regard to reading and writing, '...the SLT have an overview of the changes and developments that are taking place and support the leaders in implementing them... (there have) definitely been changes and improvements made which will continue through the academic year.'
- In June 2023, the LCC external moderators for KS2 writing summarised their visits with, 'A combined strong and accurate knowledge of curriculum expectations...a very positive moderation.' At her Deep Dive, the LCC Consultant commented, 'The curriculum is coherently planned and sequenced.'

#### Actions:

- The Senior Leadership Team need to further utilise Appraisal to structure the progression and development of subject leaders to maximise their impact on raising standards and tightly manage specific targets relevant to each staff members stage of development.
- The Governing Body need to develop their recording mechanisms to prove their impact on school development.

## Outcomes for pupils

Outcomes at the end of Early Years

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Outcomes at the end of Key Stage 1

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Outcomes at the end of Key Stage 2

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- Appendix A summarises the main academic data for Chapel Allerton Primary School for the last three years data is available. Over time, more-able pupil achievement has outstripped National and there is little difference in performance by gender. The relatively large in-school gaps between disadvantaged and non-disadvantaged are created by the very high attainment of non-Disadvantaged pupils whose combined RWM indicator is well above National. In 2022 Value Added progress scores were 'Average' for Writing and Maths and 'Above Average' in Reading. In 2023 70% of children achieved a Combined At Standard pass with Reading, Maths and SPAG results all above 80% for At Standard and Writing at 73% which was a 13% improvement.
- Early Years GLD figures have increased positively from 68 to 77% over the four years to 2019 with a 73% post-pandemic standard in 2022 repeated in 2023 despite lower starting points than pre-pandemic. 60% of the small group of Disadvantaged pupils in 2022 achieved GLD (10% above the National average).
- Phonics performance at Chapel Allerton has been strong over the years; the proportion of children working at the expected standard at the end of Year 1 has been consistently above the National average with 93% passing in 2023, on par with the top 10% of schools.
- In KS1 the 2022 and 2023 combined figures for Chapel Allerton pupils were above National, both At Standard and Greater Depth. Boys performed particularly well, and disadvantaged pupils at Chapel Allerton achieved higher standards than national disadvantaged pupils.

### Action required to improve outcomes for pupils:

Standards at Chapel Allerton were consistently rising due to the quality of provision pre-pandemic. The clear challenge is to minimise the gap between the performance of Disadvantaged and non-Disadvantaged pupils, and to deploy resources judiciously to address the varied gaps created by the pandemic lockdowns.

**Effectiveness of the early years provision**

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- We understand that a high functioning Foundation stage is the bedrock for future development. Through a leadership structure which includes a Deputy Head Teacher and Phase Leader, the quality and consistency of provision has led to outcomes which have risen year-on-year for several years to 2019 (GLD of 77%) with 73% GLD in 2022 and 2023.
- Funding decisions support a healthy pupil-staff ratio. Carefully selected, highly skilled staff are continually developed through quality training delivered by the Phase Leader. Challenging targets are achieved because of practitioners' ability to adapt and meet the individual needs of each cohort, which always have a varying range of abilities.
- Children are happy and safe, and become confident learners who achieve strongly across all 17 aspects of Early Years, despite frequently arriving in school at standards below Age Related Expectations.
- Restorative Practice, Growth Mindset and all core aspects of the Chapel Allerton Primary experience are introduced in the Early Years, resulting in young pupils who can share, cooperate, and respect difference.
- A balance between explicit formal teaching and play based teaching ensures children develop knowledge and skills alongside independence, creative thinking and problem-solving abilities. In November 2023 the school consultant praised, '...the breadth of the curriculum offer' and believed the Floorbooks were, 'delightful...a great resource to help the children remember and reflect'.
- Phonics is taught through our systematic synthetic phonics programme: Little Wandle Letters & Sounds revised. After a November 2022 visit the LLC consultant wrote, 'The phonics leader is a great champion of phonics teaching...younger children said they liked their phonic lessons and could talk about how phonics helps with reading and writing.'
- Relationships with parents are built from home visits, a carefully structured transition programme, quality information meetings and an open-door policy.
- The long-term curriculum plan is adapted and changed to respond to the needs of the cohort. Practitioners pride themselves on knowing individual children and making daily adaptations to meet their needs.
- The development of Speech and Language underpins all work and is supplemented through two Speech and Language assistants who have a caseload of pupils requiring additional support.
- Safeguarding and a nurturing approach create a happy, safe working atmosphere. A carefully planned year-long progression document ensures children are Year 1 ready.

**Action required to improve the effectiveness of the early years provision:**

- Closing the gap between the attainment of Disadvantaged and Non-Disadvantaged children

# Appendix A

## Chapel Allerton Primary School

### Standards and Achievements – Final Results

#### Foundation Stage

	2019		2022		2023	
	CAPS	National	CAPS	National	CAPS	National
GLD	77%	72%	73%	65%	73%	67%
ATP	37.7	34.5	31.3	31.0	14.3%	14.1%

#### Year 1 Phonics

	2019		2021*	2022		2023	
	CAPS	National	CAPS	CAPS	National	CAPS	National
Pass	88%	82 %	75%	85%	76%	93%	79%

\*2021 assessments were made with Year 2 children in November

#### Year 2 – KS1 SATs

	2019				2022				2023			
	CAPS At	CAPS GD	Natio nal At	Natio nal GD	CAPS At	CAPS GD	Natio nal At	Natio nal GD	CAPS At	CAPS GD	Natio nal At	Natio nal GD
RWM	71%	15%	65 %	11%	68%	10%	54%	6%	70%	7%	56%	6%
Reading	79%	27%	75 %	25%	69%	10%	67%	18%	77%	17%	68%	19%
Maths	79%	24 %	76 %	22 %	71%	10%	68%	15%	75%	13%	71%	16%
Writing	75%	20 %	69%	15%	68%	10%	58%	8%	72%	12%	60%	8%

#### Year 6 – KS2 SATs

	2019				2022				2023			
	CAPS At	CAPS GD	Nation al At	Nation al GD	CAPS At	CAPS GD	Nation al At	Nation al GD	CAPS At	CAPS GD	Nation al At	Nation al GD
RWM	74%	19%	65%	11%	60%	9%	59%	7%	70%	9%	59%	8%
Reading	81%	37%	73%	27%	82%	33%	74%	28%	82%	40%	73%	29%
Writing	83%	27%	78%	20%	60%	9%	69%	13%	73%	15%	71%	13%
Maths	81%	37%	79%	27%	66%	26%	71%	22%	81%	25%	73%	24%
SPAG	80%	37%	78%	36%	77%	33%	72%	28%	82%	38%	72%	30%

#### Year 4 Multiplication Tables Check

- Nb. There is no expected standard threshold for the Multiplication Table Checks
- 36% of our pupils scored 100%
- 70% of our pupils scored 80% or more
- We intend to run interventions and seek parental involvement for children who scored less than 80%

## Appendix B 2023 Key Group Data

### Foundation Stage

	% GLD	
	CAPS	National
Girls	74%	74%
Boys	71%	61%
Disadvantaged	50%	52%
Non-Disadvantaged	76%	70%
SEN	0%	20%
Non-SEN	81%	74%
EAL	71%	63%
Non-EAL	73%	69%
BME	65%	66%
WBRI	78%	70%

### Year 1 Phonics

	% PASS	
	CAPS	National
Girls	100%	83%
Boys	86%	76%
Disadvantaged	86%	67%
Non-Disadvantaged	94%	82%
SEN	67%	43%
Non-SEN	98%	86%
EAL	100%	79%
Non-EAL	93%	80%
BME	96%	80%
WBRI	92%	80%

### Key Stage 1 RWM EXP

	% At Standard	
	CAPS	National
Girls	84%	61%
Boys	60%	52%
Disadvantaged	38%	40%
Non-Disadvantaged	75%	61%
SEN	0%	17%
EAL	50%	55%
BME	52%	57%
WBRI	85%	56%

### Key Stage 2 RWM EXP

	% At Standard	
	CAPS	National
Girls	63%	63%
Boys	74%	56%
Disadvantaged	52%	44%
Non-Disadvantaged	75%	66%
SEN	6%	20%
Non-SEN	85%	70%
EAL	67%	61%
Non-EAL	70%	59%
BME	60%	62%
WBRI	82%	59%