Self-Evaluation 2023/24 SUMMARY

The Quality of Education

- The quality of education has improved across the school since January 2024with positive changes evident in various aspects.

- Pupils are increasingly demonstrating a heightened interest in learning, signalling a positive shift in engagement. Simultaneously, there is a growing awareness among both pupils and staff regarding the ongoing school improvement initiatives. At St. Cyprian's, our increasingly ambitious curriculum is uniquely tailored to our pupils and local community, reflecting their cultural heritage. This bespoke approach not only ensures essential knowledge and skills but also provides opportunities for personal growth and cultural capital, enriching the educational experience at St. Cyprian's. Pupils with SEND have the same ambitious curriculum, adapted for their needs. The Greek language is taught as an MFL.

- Teachers are setting higher expectations, aligning their efforts with an evolving curriculum. Each year group now follows a well-structured curriculum map, highlighting the scheme of work and key objectives. While the sequence of learning is becoming clearer, there is room for improvement in ensuring a logical progression that effectively exceeds national average. Ongoing evaluation of the curriculum reflects a commitment to focusing on pupils' outcomes.

- Reading is a whole school focus and the implementation of new assessments, benchmarking and monitoring since September has seen improvements across the school and has included an increased focus on supporting the bottom 20%. We have adopted a synthetic phonics programme which is embedded across EYFS and KS1 with KS2 interventions where necessary. This has been accompanied by comprehensive staff training and new assessment and monitoring which has seen increased progress in reading across EYFS and KS1. A new scheme of work for maths was introduced at the beginning of Autumn term which has increased engagement in lessons. New assessments now take place which enable focused and precise interventions to take place. A new handwriting scheme has also been in place since September which has resulted in higher standards of presentation in books.

- Middle/Subject Leaders are taking proactive steps to provide support. A new middle leadership team is in place, with subject leaders taking ownership of their subjects and further enhancing the curriculum through ongoing CPD and revision of the curriculum. The commitment to expert subject knowledge is emerging, with a recognition that further progress is needed for consistent delivery of lessons. Learning sequences are being developed with clearer outcomes, and the use of both statutory and non-statutory assessments is beginning to show coverage and depth of learning.

- Leaders and teachers recognise the impact of cultural capital within the school. The commitment to enriching the learning experience extends beyond classroom walls, with educational trips, hands-on workshops, and experiential activities. These experiences aim to connect classroom knowledge to the real world, fostering curiosity, and equipping pupils with practical skills and cultural awareness for an ever-evolving society.

- The school is committed to building on these positive developments.

Next Steps

- Staff to have the subject knowledge they need to plan and implement sequences of work that meet the pupils' academic needs.
- Ensure the school's curriculum is coherently planned in all subjects and sequences of work to include important concepts.
- Ensure that curriculum plans in every subject include all the essential knowledge that pupils require to be well prepared for their next stage.
- Ensure that Middle/Subject leaders check the effectiveness of the subject they lead to ensure that pupils build knowledge well and remember more.
- Improve results rapidly in statutory assessments.
- CPD to be further aligned to school needs with a research-based focus.

Behaviour and Attitudes

- In fostering a positive and inclusive school culture, St. Cyprian's is committed to maintaining positive behaviour and attitudes among its students. Our behaviour policy, influenced by the teachings of Christ, serves as a guiding framework for our school community. This policy not only sets clear expectations but also encourages everyone to embody the values outlined in the St. Cyprian's Way, fostering a sense of shared responsibility.

- To reinforce these expectations, we have well-defined routines that help pupils understand these standards, thereby creating a positive learning environment. This emphasis on a structured approach contributes significantly to high levels of attendance and punctuality, as children come to school prepared and eager to engage in the learning process.

- Throughout the school, a culture of respect and courtesy prevails, cultivating a supportive atmosphere where pupils are encouraged to collaborate and build positive relationships. The commitment to inclusivity is evident in the manner in which pupils embrace each other, fostering a sense of belonging and making St. Cyprian's a welcoming community.

- Pupil voice is strong across the school. Curriculum leaders regularly talk to children about their subject areas and children's views are listened to and acted upon. We also have an active and engaged school council who participate in school life and meet on a regular basis to discuss topics of

Next Steps

- Leaders to ensure that all teachers have high expectations of pupils' behaviour and conduct so that pupils show commitment to their learning and study effectively.
- Leaders analyse attendance and punctuality – trends/causes – priorities. From this the identified causes for concerns are addressed ensuring children are present and therefore less learning is missed.
- Surveys have been taken to gain the views of parents, pupil voice, safe at school surveys, safeguarding surveys all ensure that we are responding to the needs of our families and help us to maintain pupil engagement; moreover, improving parents and public perception of the school resulting in increases in pupil numbers.
- Encouraging independence and responsibilities in children.

Self-Evaluation 2023/24 SUMMARY

their choosing. • Year 6 pupils take on roles of responsibility and leadership. They are reading buddies to children in EYFS and KS1 and are helpers at lunch times. They also support children during EYFS Greek lessons. • Children have opportunities to collaborate with others both in school and in the community. They participate in a diverse range of activities, including Croydon and Catholic sporting events, inter-school quizzes, and borough-wide choir concerts, fostering camaraderie and teamwork. Additionally, our commitment to nurturing the Greek ethos is exemplified through visits such as to the local churches, the Greek and Cypriot embassies, visits from Greek and Cypriot cultural groups and meetings with the Archbishop, providing enriching experiences that reinforce cultural connections and values within our educational framework.	
Personal Development	
• Leaders place pupils' personal growth and academic development at the heart of everything they do. Our high emphasis on pupils' physical and emotional well-being ensures pupils' readiness to learn. Our PSHE curriculum, delivered through the *mindful approach of Jigsaw*, instils vital life skills, teaching pupils to prioritise their physical and mental health, fostering healthy relationships. Additionally, we offer a rich and diverse curriculum, complemented by a broad array of extracurricular activities such as rocksteady, cheerleading and reading, providing students with a well-rounded educational experience. From multi-sports to street dance and even the exploration of the Greek language through cooking, we strive to offer diverse opportunities that cater to the varied interests and talents of our pupils. All pupils have the opportunity to go on three residential trips throughout their school life. Educational visits occur every half term across the school. These visits are linked to the curriculum to enhance real life understanding of the learning taking place. This is an important opportunity for them to develop skills and the impact of this is shown through their increased independence and understanding of the world, increasing their cultural capital. • At St. Cyprian's, we focus on helping our pupils grow both personally and academically. We believe in a well-rounded education that values the health and well-being of our pupils, preparing them for effective learning. At the heart of our academic journey is the exploration of the Greek Orthodox faith. Children at St. Cyprian's not only learn about their own faith but also gain insights into other belief systems, promoting a rich cultural and spiritual understanding. • Fostering an inclusive environment is fundamental to our ethos. We recognise and celebrate the diversity within our school community, embracing differences in culture, background, and ability. We educate our pupils about the importance of empathy, kindness, and understanding, ensuring that they not only appreciate diversity but actively contribute to the creation of an inclusive and harmonious community. • As part of our holistic approach to personal development, we equip our pupils with the knowledge and skills to navigate the challenges of the modern world. Our curriculum addresses crucial topics such as online and offline safety, substance misuse, gangs, and radicalization. Through comprehensive education and open dialogue, we empower our pupils to make informed choices.	• We acknowledge the significance of educating our pupils about the responsible use of mobile technology and social media. Our curriculum includes guidance on the potential dangers of inappropriate online behaviour, cyberbullying, and the impact of excessive screen time. Through interactive workshops and discussions, we aim to instill a sense of digital responsibility and ethical conduct. By fostering a culture of mindful technology use, we ensure our pupils understand both the benefits of digital platforms while understanding the potential risks, ensuring their well-being in both virtual and physical spaces. • The local parish and the Archdiocese are integral to our school community, actively contributing to its vibrancy. We warmly welcome regular visits from the parish priest, who conducts liturgies and blessings, fostering spiritual growth among our pupils. Additionally, our pupils participate in meaningful visits to the church on significant saint days, deepening their connection to faith and tradition. • Educational visits and trips are integral components of our curriculum, enriching learning experiences for all pupils. Each half term, every class embarks on a trip linked to their ongoing studies. Moreover, students in years 4, 5, and 6 have the exceptional opportunity to participate in residential trips. Notably, the pinnacle of this experience is the international journey to Cyprus for our year 6 students. **Next Steps** • Continue to develop social and emotional support across the school
Leadership & Management	
• The leadership and management at St Cyprian's have made improvements in cultivating high expectations, recognising that this will significantly contribute to improved outcomes for our pupils. The leadership team is working on establishing rigorous standards, motivating both pupils and staff. In line with this progress, we are actively enhancing professional development opportunities that closely align with the school curriculum, emphasising the continuous improvement needed to keep our teaching staff updated with best practices. • Our primary objective remains focused on establishing and maintaining consistency in teaching and expectations across all levels, ensuring progress for children from their respective starting points. Through enhanced communication, collaborative planning, and shared	• In September, we had a newly appointed chair of governors who meets with the headteacher on a weekly basis, providing an open dialogue. This has enhanced their capacity to provide strategic feedback in order to facilitate informed decision-making. The governors have also been provided with bespoke training to strengthen their expertise of the curriculum and wider school ethos. Additionally, each governor has a link to a specific subject and are invited in to visit the school and see their subject in action. • Staff wellbeing is of high importance at St. Cyprian's. Incentives such as wellbeing days are in place to increase staff morale. All SLT have an open-door policy to provide support and advice when needed. All staff meetings are timetabled in advance and are at the same time every

Self-Evaluation 2023/24 SUMMARY

professional development, we are making strides toward fostering a cohesive teaching environment that guarantees a unified and exciting learning experience for our pupils. Additionally, we are developing the implementation of coaching and team teaching to elevate teaching practices among our dedicated staff.

- The Senior Leadership Team (SLT) is actively addressing workload challenges, striving to create an environment where teachers can concentrate on delivering the best possible learning experiences without undue stress.
- The use of pupil premium is becoming an integral aspect of our leadership strategy. Through the use of National Tutoring Program (NTP) funding, we target the disadvantaged and lowest 20% and provide interventions to improve outcomes. We are committed to ensuring the effective allocation of resources to meet the pastoral, social, and academic needs of all pupils.
- Effectiveness in leadership roles is a priority across all levels within our evolving school structure. Subject / middle leaders are playing increasingly crucial roles in ensuring the school's success by fostering a collaborative and supportive leadership structure. This approach aims to ensure that each leader significantly contributes to the overall success of the school, creating a positive learning environment for both pupils and staff. Middle leaders are also undertaking NPQs to further their skills and enhance their impact on the school. We acknowledge the positive improvements made thus far and remain dedicated to further enhancing our school's journey to success.
-

week, and only when necessary. There is also a weekly TA meeting to recap any important information. Each Key Stage has a committed phase leader to provide support with teaching and learning. There are a number of opportunities for professional development and we recently reviewed our marking policy to try to reduce staff workload.

Next Steps

- Maintain effective monitoring of subjects across school to ensure high quality of education (curriculum) is provided for all pupils, including SEND/ disadvantaged.
- Governors to deepen their understanding of the curriculum, use of disadvantaged funding, SEND and strategic approaches at St. Cyprian's.
- Continue to support staff wellbeing across the school

The Quality of Early Years Education

- We are at the initial stages of enhancing our Early Years Foundation Stage (EYFS) curriculum. Thoughtfully designed to progress from FS1 to FS2, our curriculum is evolving with a focus on developing essential skills and knowledge over the course of the academic year. Employing a thematic approach centered around the child, our planning is becoming more responsive to the specific needs of our pupils.
- Children within our nursery are provided with a strong foundation, where focus is given to the Prime areas of learning. The nursery provides many opportunities to develop children's vocabulary and routines.
- The Characteristics of effective learning are strong throughout the EYFS especially in our nursery where a highly enabling environment allows children to access resources and build their independence and resilience.
- Teachers are working towards ensuring comprehensive coverage of the Early Years curriculum's seven areas, integrating daily synthetic phonics lessons, and targeted sessions in both maths and English throughout the week. During the Autumn term, a concerted effort was made to emphasise the prime areas of learning, fostering a smoother settling-in process for the children. As we progress through the year, the specific areas of learning are gaining prominence, complemented by ongoing monitoring and assessment to guide each child's development. This is also evident through the high expectations surrounding reading. We tailor to the children's needs by assessing them using our whole school benchmarking approach, ensuring any children not meeting age related expectations are supported through keep-up sessions.
- Through the implementation of targeted Read Write Inc phonics sessions starting from the beginning of Reception, our adoption of the Read Write Inc 'Starting Strong' scheme ensures that every child starts their reading journey with confidence and proficiency. Presently, ____% of our Reception cohort meet or exceed the expected standard set by Read Write Inc, underscoring its effectiveness.
- Our Continuous Provision allows children to engage with all seven areas of learning. Teachers and Teaching Assistants are collaboratively monitoring the provision, meeting regularly under the guidance of the phase leader to discuss enhancements and assess how children are accessing different areas within the setting.

- Addressing the Characteristics of Effective Learning, our evolving curriculum is broadening exposure to high-quality texts, introducing literature from diverse cultures and backgrounds. Reading areas, intentionally designed to be inviting and stimulating, aim to instil a genuine love for reading. The systematic teaching of phonics, coupled with the recent implementation of a new home reading scheme, signifies our commitment to improving the number of children reading at the expected level of development
- Staff in the Early Years are demonstrating a growing dedication to understanding the unique needs of each child, showing increased awareness of procedures related to monitoring safeguarding and overall child well-being. This is shown through the implementation of learning behaviours, simultaneously promoting resilience, independence and collaboration.
- Upon entering the Early Years Foundation Stage (EYFS) at St. Cyprian's, approximately % of our children initially fall below age-related expectations. However, our commitment to offering a robust foundation ensures that the majority of these children successfully reach age-related expectations by the time they transition to Reception.
- As children transition from their foundation stage at St. Cyprian's to Year One, a smooth process is implemented to facilitate their seamless integration. Teachers visit their prospective classes, engaging with students in small group settings, while a whole-school transition day offers a comprehensive introduction to the new academic year. Throughout the Autumn term, Year One shapes its environment to mirror that of Reception, ensuring continuity and familiarity for the children. Furthermore, collaborative efforts between Year One and Reception ensure the development of shared learning behaviours, which bridges the gap between these pivotal stages.

Next Steps

- Continue to use data to assess needs of the cohort and inform planning.
- Increase parental engagement by providing workshops and updating them on current learning through weekly blog posts.
- Increase outdoor learning.

Self-Evaluation 2023/24 SUMMARY

Contextual Data

Population Analysis Dated

Count of Year		Gender			
Year	Reg	F	M	(blank)	Grand Total
Year 1	CYPRUS	4	16		20
	SKIATHOS	9	11		20
Year 1 Total		13	27		40
Year 2	CRET	9	9		18
	SANT	8	11		19
Year 2 Total		17	20		37
Year 3	SPETSES	10	9		19
	ZAKYNTHOS	13	8		21
Year 3 Total		23	17		40
Year 4	ITHACA	13	11		24
	Symi	10	14		24
Year 4 Total		23	25		48
Year 5	SAMOS	12	10		22
	YDRA	10	13		23
Year 5 Total		22	23		45
Year 6	KALYMNOS	15	9		24
	TINOS	13	12		25
Year 6 Total		28	21		49
Year N	THASSOS	6	14		20
Year N Total		6	14		20
Year R	CORFU	10	12		22
	RKEFA	13	7		20
Year R Total		23	19		42
(blank)	(blank)				
(blank) Total					
Grand Total		155	166		321

Number of new admissions since 5th September (Year 1 – 6): 23
Leavers since 5th September: 23
Number of suspensions: 3
Number of complaints: 2
Safeguarding: 2 children in special guardianship, 4 children in need & 1 child with prohibited steps order. The safeguarding leads have a weekly meeting to discuss any issues.
EAL: 122
Pupil Premium: 61

Attendance:
Whole school attendance for 21-22 94.9%
Whole school attendance for 22-23 – 93.9%
Current whole school attendance is 95.6%

Number of ECT's: 4
Number of new staff since 1st September 2023: 5 (4 x teacher, 1 x TA)
Number of staff vacancies: 1 (HT)
Number of teachers: 18
Number of support staff: 36
Number of governors: 14
Number of members: 5
Tuition funding 22-23: £4522.50 to be spent on intervention teacher 2 days per week to July.

	National Average DfE Academic year 21 - 22
EHCP	4.3%
SEN Support	13%

EHCP Gender current

Boys	Girls
3	0

Year grp	Sen support	EHCP
N	3	2 await
R	5	1
1	12	1
2	15	1
3	9	0
4	19	1 await
5	9	0
6	7	0

Total number of children on SEN register = 79
Total number of pupils with EHCP = 3
Percentage of whole school = 25%

12/79 = 15% - sen register
67/79 = 85% - monitoring
79/ 319 = 25% - monitoring + sen register

Currently awaiting outcome for 3 EHCPs, 2 for nursery and 1 for a year 4 child
17%. National

Other vulnerable groups

SEN Pupils eligible for Pupil Premium	18
SEN Pupils who are LAC/PLAC	0
SEN Pupils attending wrap around club	13
SEN Pupils attending after school clubs	10

SEN and persistent absences

% of students who met absence threshold	No. of students who met absence threshold	No. of students who met absence threshold & SEN	% of students who met absence threshold & SEN
16.37	56	16	28.57

Gender of pupils on school's SEND register

	Boys
Number on SEN Register	46
Percentage of SEN Register	58%

Areas of need
Some children will have more than one area of need

Area of need	Communication and interaction	Cognition and learning	Social Emotional Mental Health	Sensory Or Physical
Total number	31	46	2	0

Overall more children in school have difficulties with Cognition and Learning followed by Communication and interaction.

Ethnicity

	White British	Black African	Any other mixed	Black Caribbean	Any other white	Any other black	Othe
Total	4	33	7	8	12	6	9

Term of birth

Year grp	Autumn	Spring
Nursery	0	0
Reception	2	2
Year 1	1	4
Year 2	3	4
Year 3	1	4
Year 4	6	4
Year 5	4	2
Year 6	4	2
Total	**21**	**22**

Self-Evaluation 2023/24 SUMMARY

2022-2023	All Pupils GLD		PPG	
ELG 36	School 67% (24)			
Phonics screening check Year 1 total 42	School 64% (27)		44%	
Phonics Year 2 total 26	School 88% (23)		100%	
KS1 Total 45	% EXPECTED STANDARD +	% GREATER DEPTH	% EXPECTED STANDARD +	% GREATER DEPTH
Combined R,W & M	School 42%	School 4%	63%	13%
Reading	School 73%	School 22%	88%	13%
Writing	School 42%	School 4%	50%	13%
Mathematics	School 69%	School 13%	88%	25%
Science	School 53%	School 20%		
KS2 Total 56	% EXPECTED STANDARD +	% GREATER DEPTH	% EXPECTED STANDARD	% GREATER DEPTH
Combined R,W & M	School 48% National 59%	School 4%	38%	0
Reading	School 73% National 73%	School 11%	46%	0
Writing	School 55% National 71%	School 4%	62%	0
Mathematics	School 64% National 73%	School 18%	46%	0
GPS	School 73% National 72%	School 21%	46%	8%
Science	School 93% National 80%	School 93%	0	0
SEN PUPILS All SEN KS1				
	EXS			GD
Combined	0			0
Reading	21%			0
Writing	0			0
Maths	36%			0
Science	14%			0
Phonics SEN Year 2	79%			N/A
Phonics SEN Year 1	67%			N/A
SEN PUPILS All SEN KS2				
	EXS			GD
Combined	42%			0
Reading	50%			0
Writing	33%			0
Maths	38%			0
GPS	42%			0
Science	88%			0

The majority of children who are on the SEN register were born in the Summer Term.

COMBINED READING, WRITING AND MATHEMATICS

Contextual Group Analysis of Age-Related Expectation

Your school's data is displayed in the green rows, your LA's data is displayed in the aqua rows and the Juniper Benchmark comparison is in the purple rows.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cohort	75.0%	67.4%	56.8%	71.7%	73.5%	
	68.0%	63.0%	56.3%	58.6%	57.3%	64.0%
	63.8%	61.4%	57.5%	58.3%	57.3%	66.5%
Boys	66.7%	50.0%	54.5%	62.5%	81.8%	
	64.5%	54.8%	53.4%	54.2%	52.7%	57.8%
	59.2%	57.5%	53.7%	54.2%	53.2%	62.9%
Girls	84.2%	80.0%	59.1%	81.8%	66.7%	
	71.7%	71.3%	59.7%	62.8%	61.8%	70.1%
	68.4%	65.5%	61.4%	62.5%	61.5%	70.2%
Non Disadvantaged	75.0%	67.4%	56.8%	71.7%	73.5%	
	69.3%	65.0%	60.1%	62.3%	60.5%	68.0%
	67.0%	64.8%	61.0%	62.0%	60.9%	70.2%
Pupil Premium	42.9%	71.4%	62.5%	62.5%	84.6%	
	61.8%	52.5%	42.4%	49.0%	42.7%	49.8%
	48.2%	46.2%	42.0%	42.4%	41.7%	52.2%
Non Pupil Premium	81.8%	66.7%	55.6%	73.7%	69.4%	
	69.8%	66.4%	62.0%	62.9%	64.4%	72.0%
	67.1%	65.1%	61.6%	62.9%	61.8%	71.9%
FSM	42.9%	71.4%	57.1%	70.0%	84.6%	
	59.0%	49.8%	41.5%	46.5%	41.4%	49.5%
	47.1%	45.3%	41.1%	41.5%	40.9%	50.9%
Non FSM	81.8%	66.7%	56.8%	72.2%	69.4%	
	71.1%	67.9%	63.5%	64.8%	66.1%	71.6%
	68.5%	66.5%	63.3%	64.6%	63.4%	72.0%
SEN	35.7%	23.1%	22.2%	55.6%	35.3%	
	29.5%	23.6%	26.4%	21.9%	21.5%	24.3%
	25.2%	22.0%	18.4%	18.8%	19.3%	27.3%
Non SEN	96.2%	86.7%	80.8%	82.1%	93.8%	
	73.8%	69.7%	63.5%	66.9%	66.9%	72.3%
	70.3%	69.0%	65.7%	67.0%	66.0%	75.5%
EAL	81.3%	75.0%	60.7%	66.7%	54.5%	
	66.3%	63.6%	57.5%	62.1%	51.1%	62.7%
	60.9%	59.6%	56.4%	57.3%	57.3%	67.3%
Non EAL	70.8%	57.9%	50.0%	75.0%	78.9%	
	69.4%	62.3%	55.4%	56.1%	61.6%	65.2%
	64.7%	62.0%	57.9%	58.7%	57.3%	66.2%

In the table above, the lighter grey denotes any group that has 10 pupils or less.