



ST ALOYSIUS FEDERATION ANNUAL REPORT TO GOVERNORS SPRING TERM 2017

SUMMARY OF SCHOOL ACHIEVEMENTS APRIL 2016 - APRIL 2017

- The federation has gone from strength to strength over the past year. This is because the head teacher, senior leaders, staff and governors have maintained an exceptionally high commitment to secure outstanding improvements in both the infant and junior schools.
- Pupils' spiritual, moral, social and cultural development is promoted outstandingly well. The school's vision and gospel values of love, tolerance and forgiveness pervade all aspects of the school's work. Pupils from Nursery to Year 6 have ample opportunities for reflection as part of their regular involvement in 'Children's Liturgy'.
- Governance is highly effective. Governors work across both schools and they have fully supportive of the head teacher in developing St Aloysius as a federation. The chair of governors shows a high level of commitment and plays a very active part in the life of the school. Governors fully understand the challenges the school faces and are realistic about the steps both schools need to take to improve further.
- The relatively new Early Years leader provides outstanding leadership. The proportion of children who achieve a good level of development is improving steadily over time and outcomes were above average in 2016. Children make rapid progress across Nursery and the Reception year so that they are very well prepared for Year 1.
- As a result of strong leadership by the Deputy Head Teachers and Senior Teacher outstanding teaching has been maintained. Teachers and teaching assistants are very effective. They are excellent role models, know pupils exceptionally well and have very high expectations of what they can achieve.
- 83% of pupils achieved the expected standard in the Year 1 phonics screening in 2016. This was slightly above the national average of 81%. The school was particularly

successful in narrowing the gap in terms of the performance of boys and girls. The disadvantaged pupils did better than others in the school.

- The proportions of pupils who achieved the expected standard in reading, writing and mathematics were above average by the end of Year 2 in 2016. The proportions who achieved greater depth were also above average in all areas. Pupils made outstanding progress from their starting points.
- Attainment was well above average by the end of Year 6 in 2016. The proportions of pupils who achieved the higher standard were above average and particularly high in mathematics. Expectations are very high in mathematics and the work planned challenges all pupils, including the most able. All average progress scores were significantly high.
- Leaders have maintained a strong focus on the development of the curriculum across the federation. The curriculum is well designed to meet the needs of pupils. It is particularly coherent in the way separate subjects are promoted but linked together by exciting themes. 'Topic Timelines' detail pupils' learning each term. Pupils develop their skills, knowledge and understanding through very interesting 'Learning Projects' such as 'Ice Explorers' in Year 1, 'Castles' in Year 2, 'Mexico' in Year 4 and 'Crime and Punishment' in Year 5.
- Pupils behave impeccably. They are very proud of their school, friendly, polite and keen to be successful. Pupils are nurtured and supported so they can engage fully in their learning. Attractive displays reflect pupils' achievements across the curriculum and the school's drive to promote British values. Pupils' sporting achievements are exemplary.
- The school has maintained effective partnership working with parents over the past year. Parents are kept very well informed about the work of the school and how well their children are doing. Parental support for the school is overwhelmingly positive.
- Meticulous arrangements are in place to safeguard children. Safeguarding arrangements are highly effective and they ensure children are safe at all times. This is as a result of a

INSPECTION HISTORY

ST ALOYSIUS INFANT SCHOOL

Date of last inspection: September 2013

Overall Effectiveness: Good

Areas for Improvement

Raise attainment, especially in writing, by:

- ensuring work is sufficiently challenging in all lessons, especially for the most-able pupils
- planning more opportunities for pupils to write to the best of their ability
- allowing pupils time to have more practice in areas identified for development by teachers when marking pupils' work.

Further improve teaching so that it is always at least good and more is outstanding by:

- sustaining an appropriate pace in all lessons to secure the interest and concentration of all pupils but especially the most able
- further develop the skills of all staff, both teachers and support staff, exploiting the school's current expertise to ensure a consistency of approach across the school
- reshaping tasks and refining questions teachers ask to ensure all pupils are engaged and challenged in all parts of lessons, and especially the most able.

Expected date of next inspection: Imminent

The infant school should be upgraded to outstanding in the next inspection.

ST ALOYSIUS JUNIOR SCHOOL

Date of last inspection: September 2016

Overall Effectiveness: Outstanding

Area for Improvement

Ensure that all pupils fully understand how to apply their mathematical skills and understanding when solving problems and in practical situations.

Leaders have worked quickly to address this issue. The proportion of pupils who achieved the higher standard in mathematics was well above average in 2016 and 2017 outcomes are predicted to be very positive.

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

School Self Evaluation: 1

SIA Judgement: 1

Leadership and management are outstanding across the federation.

- The dedicated head teacher, senior leaders and governors work exceptionally well together as a team to secure the best possible outcomes for all pupils. Leaders have an excellent understanding of the strengths and areas for development in the school. As a result, the school's self-evaluation is precise and accurate. Areas for improvement identified at the last inspections in both schools have been being tackled well. The school development plan, which is developed in consultation with leaders at all levels, includes sharp and measurable targets to further improve teaching and outcomes for pupils.
- The head teacher is currently acting as executive head teacher across the St Aloysius Federation and St Michael's RC Primary Newcastle, which was placed in special measures in October 2016. Leaders from St Aloysius are providing sensitive, focused support to help St Michael's swiftly improve. This demonstrates the breadth of experience St Aloysius can bring to schools facing challenging circumstances.
- The leadership of teaching is outstanding. Leaders check the quality of teaching regularly. They are skilled in checking books to evaluate whether teaching strategies are having a positive impact. The federation has a very effective professional development programme in place which is tailored to the needs of all staff. Leaders and governors use appraisal effectively to hold staff to account and to ensure high standards are maintained.
- The school has a very effective and well established system in place to check pupils' progress. The leader of Assessment has a clear understanding of where cohorts and groups are and what needs they need to progress further. Any pupils who are not making the progress they should are identified quickly and appropriate strategies are put in place to help those pupils improve. This is supporting the federation's aim to ensure every child achieves highly.
- The curriculum supports pupils' academic and personal development exceptionally well. The core curriculum centred on English and mathematics is highly effective. Pupils acquire new knowledge and understanding rapidly. More widely, interesting projects

integrate different subjects and enable pupils to make connections in their learning. The curriculum is enriched through the well-planned use of special themes, visits out of school and a good range of after-school clubs. These include residential visits to Berwick, Buttermere and Borrowdale and visits to the local Buddhist Temple, Marsden Beach and the River Tyne.

- The school makes very effective use of the pupil premium funding to improve the achievement of the disadvantaged pupils. The head teacher and senior leadership team have been rigorous in identifying any barriers to achievement for this group of pupils. The 2016-17 Pupil Premium Strategy has been developed and posted on the school's website. In 2016, the disadvantaged pupils made outstanding progress from their starting points across the federation.
- The primary physical education and sports funding is used expertly to ensure that pupils take part in an extensive range of sporting activities and competitions, including athletics, football, cross country, tag rugby, hockey and tennis. Pupils engage sensibly in all sporting activities and strive to do their best. They are very successful when competing against other local schools and are a credit to St Aloysius Federation. Very strong evidence is provided of all groups of pupils participating in competitive sport.
- Governors work determinedly to ensure the best possible experiences for pupils. They are fully involved in the life of the school and offer an excellent level of challenge and support to school leaders. Governors use external reports and performance data skilfully to target their monitoring activities. They make frequent visits to check on the impact of planned actions and make astute recommendations for further improvement.
- Safeguarding and child protection arrangements fully meet requirements. Procedures and systems are highly effective to ensure there is a high level of care for all pupils and especially those who are potentially vulnerable.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

School Self Evaluation: 1

SIA Judgement: 1

- Teaching and learning are outstanding across the federation. All teachers share the same high expectations that all children should achieve highly. Teachers use their excellent subject knowledge skilfully. As a result, pupils quickly acquire knowledge, skills and understanding across subjects. The outstanding progress they make is evident in the high-quality work in pupils' workbooks. Marking and feedback are used very well to extend pupils' learning and move them onto the next step.
- The school provides a positive and supportive environment for learning. This ensures pupils focus on their learning and make good progress. Relationships are strong and this results in pupils behaving well and doing their best to be successful. Pupils enjoy learning together and willingly share their views and ideas. They develop impressive levels of independence and collaboration.
- Teachers plan lessons which build very well on prior learning. They use sharp and direct questioning to assess progress and move learning on. Teachers very confidently adapt

and reshape learning tasks to suit pupils' different starting points and learning requirements.

- Teachers are also planning more opportunities for pupils to learn outdoors. Themes and topics are extended very well within the outdoor learning environment. Outstanding learning was recently observed in Year 2 as pupils developed their literacy skills within their study of 'How does your garden grow?'
- Teaching is outstanding across the Early Years. Staff strike an effective balance, encouraging children's curiosity through play and providing more formal opportunities to develop phonic and early reading and writing skills. In the school's most recent monitoring, children were observed learning happily together as they sorted minibeads into categories. Careful questioning promoted thinking skills and engaged children very well.
- The teaching and promotion of reading skills is very effective. Children in the Early Years develop confidence in phonics and this supports their progress in reading across Key Stage 1. The federation continues to promote the enjoyment of reading as pupils move through Key Stage 2 so by the end of Year 6 pupils are fluent, avid readers.
- The teaching of writing is excellent. Teachers carefully develop pupils' spelling, grammatical and sentence-writing skills. Pupils are then able to apply their skills when writing for extended periods of time across subjects. Expectations for handwriting and presentation are exceptionally high. Consequently, the proportions of pupils who achieved the higher standards in writing were above average by the end of Year 6 in 2016.
- Pupils make outstanding progress in mathematics because of highly effective teaching. Teachers use their own in-depth subject knowledge to challenge all pupils, including the most able. 43% of pupils achieved the higher standard by the end of Year 6 in 2016 due to increased opportunities to work on reasoning and problem-solving activities.
- Teaching assistants are well trained and provide very effective support and intervention. They make a significant contribution to learning. This ensures pupils with additional needs, including the disadvantaged pupils and those who have additional needs, make outstanding progress.

Pupils' personal development, welfare are outstanding across the federation.

- The school provides a very high level of care and support for its pupils. Those pupils who are vulnerable are very well cared for and they know that they are valued. The school arranges counselling support for those children who need specialist help. Pupils can also take reflection time in the school's peaceful Prayer Room.
- The School Council is active. School councillors make an excellent contribution to the life of the school. Recently, they have been involved in the annual Lent fundraising initiative and have raised concerns about safety issues relating to car parking around school.
- The school's work to keep pupils safe and secure is exemplary. High quality support and guidance are provided by staff to ensure pupils learn how to identify risks and manage unsafe situations. E-Safety is given a high priority. Guidance for parents on how to manage internet safety is available on the website.
- Pupils are sure that there is no bullying and if an incident should occur, they are confident the head teacher and the staff would deal with it promptly. Pupils have a very thorough knowledge of the school's anti-bullying policy and respond very well to the school's expectations.
- The school offers a wide range of after-school clubs which give pupils opportunities to learn together, work as part of a team and consolidate key social skills. The school offers breakfast and after-school clubs where children can enjoy healthy breakfasts and snacks as well as socialising with their friends before and after school.
- Pupils make outstanding progress in their spiritual, social, moral and cultural development. The curriculum places a very strong emphasis on relationships and the importance of respecting each other. Pupils have extensive opportunities to learn about other faiths and cultures across year groups.

Behaviour is outstanding across the federation.

- The head teacher supported by the all staff set very clear expectations for behaviour and attitudes to learning. As a result, pupils are polite, courteous and display excellent manners. They are keen to succeed and work very hard in lessons.
- Pupils' conduct and movement around school is exemplary. They move quietly and sensibly between activities. This contributes to an aura of calmness across the two schools.
- Pupils are clear about the school's expectations for behaviour. They are very clear about the school's 'Golden Rules' which are displayed in every classroom. There is a well-established reward system including stickers, stars', 'Reward Postcards' and recognition in 'The Golden Book' while at the same time pupils understand the consequences of poor behaviour.
- In 2016, attendance was above average in both the infant and junior schools and there was good improvement on the previous year. Persistent absenteeism was much lower

than national. Attendance is monitored rigorously and leaders are quick to spot any decline over time for individual pupils.

EFFECTIVENESS OF THE EARLY YEARS

School Self Evaluation: 1

SIA Judgement: 1

The effectiveness of the Early Years is outstanding.

- When children join the Nursery, they have skills which are below, and often significantly lower than what is typical for their age. They make fast progress and achieve very well. As a result, outcomes by the end of Year R are improving over time. 74% of children achieved a good level of development by the end of the Reception year in 2016 which was above the national average.
- Children quickly settle into school because staff provide a very warm, friendly and caring atmosphere in which all children can work and play happily. Teaching in the Early Years is excellent. Staff use their deep understanding of children's skills and interests to plan activities which capture their imagination and hold their attention. Children learn to concentrate on new learning and this contributes to their success as they move through Nursery and Reception.
- The Early Years curriculum is planned skilfully to maximise progress. 'The Secret Garden' is a stunning resource which enables children to study plants and growth, habitats and food processes as well and instigating imaginative play. Learning Journals exemplify children's fast progress across the areas of learning.
- Children's personal development is very well supported by their experiences in Nursery and Reception. They learn to manage their behaviour very well. Actions to ensure children's safety and well-being are rigorous and very effective. Continuous tracking of children's progress means any children who are experiencing difficulties are quickly spotted. Well planned support and intervention helps children catch up quickly.
- Strong leadership has ensured staff understand the strengths and areas for development in the Early Years. Good progress has been made in increasing the involvement of parents in supporting learning over the past year. The 'Reception Class Information Booklets' provide clear guidance for parents on the school's expectations as children move from Nursery into Reception.

OUTCOMES FOR PUPILS IN KEY STAGES 1 AND 2

School Self Evaluation: 1

SIA Judgement: 1

Pupil outcomes are outstanding.

Year 1 Phonics Screen

- Outcomes in the Year 1 phonics screen are improving steadily. Consequently, at the end of Year 1 in 2016, results in the phonics screening check were a little above average. The disadvantaged pupils did particularly well. By the end of Year 2 in 2016, 92% of pupils had passed the screen which was broadly in line with national than national

Key Stage 1

2016 Attainment Outcomes: End of Year 2

	% Expected+ School	% Expected+ National	% Greater Depth School	% Greater Depth National
Reading	85	74	32	24
Writing	77	66	27	13
Mathematics	83	60	33	18

- The proportions of pupils who achieved national expectations was above average in reading, writing and mathematics and on the combined indicator.
- The proportions of pupils working at greater depth was above national in all subjects and on the combined indicator. Children quickly establish their reading skills in the Early Years and progress confidently in Key Stage 1.
- Although the performance of the disadvantaged pupils was in line with national outcomes, it was a little lower than others in the school. However, the disadvantaged pupils made fast progress from their starting points on entry to Year 1.
- Those pupils who had special educational needs made outstanding progress due to the effective and tailored support they received.

Key Stage 2

2016 Attainment

	% Expected School	% Expected National	Scaled Score School	Scaled Score National	% Higher Standard School	% Higher Standard National
Reading	83	66	105.8	102.6	22	19
Writing	90	74			35	15
Mathematics	92	70	107.3	103.0	43	17
EGPS	90	77	105.7	104.0	20	23
RWM	75	53			13	5

2016 Average Progress Scores

Subject	Average Score
Average progress reading	2.1
Average progress writing	2.9
Average progress mathematics	3.3

Outcomes were outstanding in 2016.

- Performance was above the minimum floor standard overall. The proportion who achieved the national standard in reading, writing and mathematics (75%) was above the floor of 65% and national.
- 13% of pupils reached the higher standard on the combined indicator which was above average. The school's focus is currently on increasing the proportion of able disadvantaged pupils who achieve the higher standards.
- All average progress scores were significantly high.
- One of the federation's key achievements last school year was to make sure there was no difference in the attainment of boys and girls by the end of Year 6.
- Pupils who had SEN made outstanding progress due to highly effective support and intervention.

OVERALL EFFECTIVENESS

School Self Evaluation: 1

SIA Judgement: 1

The overall effectiveness of the infant and junior schools is outstanding:

- Leadership and management are highly effective
- Teaching is outstanding across the federation
- The school promotes pupils' spiritual, moral, social and cultural development exceptionally well
- Pupils make rapid progress across year groups
- Safeguarding arrangements are highly effective.

SUMMARY OF LOCAL AUTHORITY SUPPORT

- The SIA supports both schools as a federation.
- Support to the school has continued to be organised through the Local Authority termly review programme. The head teacher makes effective use of the external evaluations to support school self-evaluation.
- The SIA has supported leaders with the review of RAISE.
- The SIA has supported governors with the head teacher's performance management.

LOCAL AUTHORITY CATEGORISATION

SIAs should make a brief statement stating why the school is categorised at a particular level.

St Aloysius Infant School

School Category: 1

St Aloysius Junior School

School Category: 1