

Head Teacher's Report to Governors 6th July 2017

SCHOOL ISSUES

What a great term! It has been a privilege to be the Head Teacher of St Aloysius and I have loved watching our children thrive. There has been so many great things happening since Easter. We are determined that the next time Ofsted call we get a formal judgement of outstanding in the Infant School. The pupils, staff and community deserve it because so many great things are taking place here. Currently, we are grade 1 for Achievement and Teaching, as well as outstanding for Behaviour and for Leadership. Our Early Years is outstanding and so is our Spiritual and Moral Development. In the most recent round of monitoring teaching was consistently outstanding, grade 1. Lessons demonstrated particular strengths with excellent subject knowledge, a vibrancy of the learning and exceptional engagement of the pupils. Our attainment at EYFS and KS1 have remained consistently strong year on year and so judgements for achievement are now consistently outstanding. Our Junior school remains outstanding, it has been throughout the last two years, we are very confident all grades will be grade 1 in 2017/18.

End of year Progress information:

- Exceptionally high expectations and ambition for every pupil
- Teachers' excellent understanding of assessment which ensures pupils very quickly extend their knowledge, skills and understanding across subjects
- The very effective use of questioning to check learning and adapt teaching where necessary
- The high level of challenge which is planned for all pupils which results in high levels of engagement and interest in learning
- Exemplary relationships between pupils and adults which result in very positive attitudes
- Highly effective feedback which enables pupils to swiftly move on to the next step
- Very strong leadership and excellent leadership at all levels
- Early years - successfully moderated to improve the quality of provision to be outstanding
- Safeguarding procedures - exceptional
- Teaching School Status achieved -one of only 750 schools nationally and 200 primary schools

Since my last Head Teacher's Report (in April 2017), there has been much to celebrate including: two highly successful three day residentials for Year 6 (London) where the overwhelming majority of pupils attended. It was a time of much deliberation due to the terrorist attacks that had just taken place in Manchester. After many conversations with our external provider (Explore4all) and South Tyneside Council Educational Visits team we decided to go ahead. The trip went really successfully. We are about to host our annual school Choir Concerts (Y2, Y3/Y4 and Y5/6) - they will be excellent. Earlier this term, sixty children participated in the Local Authority Dance Festivals at the Customs House. We were the best behaved school and our children excelled because of their confidence and the quality of their dance. The sporting side of the school continues to excel with our teams winning virtually all competitions we enter. Recently, we have also won more skipping and basketball shields. Our consistently high sporting achievement is unique and ongoing, our staff deserve huge gratitude for the many achievements which have taken place.

The purpose of this report is to provide you with an overview of the quality of teaching and evaluate our systems. I will also evaluate the effectiveness of the school in providing Catholic Education.

1. The Catholic Life of St Aloysius', Religious Education and Collective Worship.

Over the last term both schools have done a number of things to continue to deliver outstanding experiences for our children regarding RE, the Catholic Life and Collective Worship.

Our Prayer Life

Forty four of our Year 4 children enjoyed their beautiful First Holy Communion celebrations over the last few weeks. Parishioners were very complimentary about the calm, spiritual way our children conducted themselves on the day and during their preparations. It was lovely to mix with parents, grandparents and friends participating in the service.

In feedback following this year's programme it was noted the following views:

- 38 surveys were returned - all with very positive responses about the programme. Suggestions or comments made included:
 - 10 respondents expressed a wish to move between Catechists to enable the children and parents to get to know all adults involved and to share different experiences;
 - 1 respondent indicated that the program was too long;
 - 2 identified that timings had clashed with work commitments and proved difficult;
 - 2 parents suggested that some of the meetings were just children without parents;
 - 1 parent suggested that children should be grouped with friends.

The First Holy Communion Program for 2017/18 was discussed with catechists and school staff, the following comments noted:

- The school delivery of knowledge was said to be excellent and thanks were offered to Ali Holway and Lily Clarke (class teachers) for all of their hard work, First Communion Booklets - first class.
- Suggestions were offered to develop the program moving forward, including:
 - Putting together more focused sessions for parents;
 - Introduction of a 'Mass passport' to encourage the children to feel further involved with the Church, Mass and congregation;
 - Letter to be sent to parents by end of June to invite them to an initial meeting
 - An enrolment Mass to support the commitment towards the overall program;
 - A Welcoming Mass to be held in Church in September 2017.

Alongside this, we have celebrated a number of significant liturgical events in school. We enjoyed a fabulous whole school Mass in June. This Mass involved all classes and had beautiful singing as a whole Federation, we had dancing from our Liturgical dance group. School also participated and coordinated the South Tyneside End of Y6 Mass where all Catholic Primary Schools participated. It was led by the Bishop. School staff from St Aloysius co-ordinated the choir and the Mass itself. Nursery, Reception, Y1 and Y5 have led liturgies over the last few weeks. Y5 and Y4 have led Masses. They were all very beautiful and it is a great way to invite our parents into school.

Religious Education

All classes across the Federation have recently had an audit of teaching of Religious Education. In all classes the quality of teaching was outstanding. Particular strengths include a creative way of teaching the content of RE and exciting activities. Teacher and teaching assistants showed very strong subject knowledge and staff gave high quality marking and feedback to the children. Now we need to ensure that all teaching remains outstanding by developing the way children prepare their own liturgies.

Personal Relationships Education

A few weeks ago all classes in the school participated in personal relationships education. Teachers taught a series of three lessons which are sequential, age appropriate and sensitive to the child's ability/ maturity. The activities and reflections which each class are involved in focus on physical, social, emotional, intellectual and spiritual development. The areas the lessons explored were:

- about the physical development of their bodies as they grow into adults
- that humans reproduce and about the parts of the body and puberty
- about the importance of family life and to respect the views of other people
- about what to do about inappropriate behaviour.

The lessons are in line with our policy, Diocesan and Local Authority guidance. Parents were invited into school to view the resources and lesson plans. A small minority of parents (1) asked to see the lessons. Overall the week was highly successful and children responded with maturity, sensitivity and interest in the lessons.

The Overall Effectiveness of St Aloysius' for Catholic Life, Religious Education and Collective Worship is outstanding in both schools. RE was graded good in the Diocesan Inspection in March 2014, Collective Worship outstanding and Catholic Life also grade 1. We will be expecting to have a RE inspection in both schools sometime in 2018, we would expect it to be outstanding.

2. Safeguarding Children

St Aloysius' staff continue to maintain a close eye on safeguarding issues. Procedures are effective (Ofsted's terminology for safeguarding). This term all staff have received high quality guidance upon current safeguarding themes. There has been a particular emphasis on ensuring the arrangements to safeguard pupils with SEN are particularly strong. All staff are aware that children who have SEN face additional challenges in terms of possible abuse. School policies have been updated to demonstrate that we are aware that signs of abuse can be masked by a pupil's disability and that safeguarding arrangements take into account the needs of individual pupils. We have a number of case studies which show this, these will be shared with you in our meetings.

Our looked after children (LAC) face considerable personal challenges linked to family disruption and early trauma that adversely impact upon their educational progress and attainment. Despite these challenges our children do exceptionally well and it is really pleasing to see strong outcomes of LAC progressing well academically. They do make significant progress personally which is of more importance. Some of our LAC children present significant issues for the school in terms of behaviour challenges, despite this the school's procedures work well and evolve as a result of issues presented. All pupils themselves are very good at looking out for each other and abiding by the school's safety rules. Bullying in any form is extremely rare and pupils tell us they have strong confidence in adults' ability to respond to any concern they may raise. The school uses a computerised system (CPOMS) to track safeguarding issues.

3. Attendance Trends

2015/16 Overall Attendance:	96%
2016/17 Overall Absence:	96.33%
Nursery:	93.8%
Infant School (Reception, Y1 and Y2):	96.38%
Junior School (Y3-Y6):	96.33%
2016/17 Overall Absence Target (both schools):	3.2%

Headline attendance figures in both schools are consistently better than national figures. We now have a prominent section on the school website which shows the weekly and termly attendance. The proportion of pupils who are persistently absent is declining due to the high level of support provided for vulnerable pupils and their families. Persistent absenteeism is average. We have four children classed as persistently absent in the Infant's (R-Y2) and nine in the Juniors. In virtually all cases, it is as a result of holiday absence. Close monitoring of any children/ families causing concerns takes place. Staff make sure that school absences are followed up rigorously. This has resulted in particular individuals and families attending school more and as a result progressing further.

The school has worked hard to address the lower average for our Nursery classes than the rest of the school. It is pulled down by the absence of a tiny minority of children. The school is not concerned about the attendance of these children for safeguarding reasons. We are working with parents to improve it, to get them in good habits for school readiness.

4. Effectiveness of School Systems for Monitoring Teaching

The school has very robust school systems for monitoring teaching. It involves all members of the leadership team. The school has a comprehensive monitoring schedule in place which is updated on a half termly basis and discussed with staff on a regular basis. During lesson observations we also look at books, talk to pupils and use the most recent data. Following any monitoring, swift action is put into place to ensure high quality provision meets pupil need. Monitoring teaching plays a key role in performance management of staff. Appraisal takes place for all staff and is closely linked to pay and the targets which have been set for the individual. This term the focus of observations was Religious Education.

Progress towards actions identified in the previous Head Teacher Report.

Fast progress has been made in addressing all issues identified previously

Key Priority 1: Increase the proportion of teaching which is outstanding by using monitoring rigorously:

- Teaching is of a consistently high quality in all year groups and across all subjects.
- This term, teaching (of RE) has been observed by members of the leadership team in all year groups from Y6 to Nursery. In all observed lessons the quality of teaching was first rate (outstanding in all classes). There was particularly strong teacher modelling, high level questioning and excellent relationships with pupils.
- Pupils made rapid progress in the lessons seen because they were absorbed in a wide range of exciting activities.

- Alongside this, a recent work scrutiny with the leadership team showed that subjects are now taught consistently well because teachers and adults who support them focus on making sure pupils receive exactly the right level of help they need to succeed.
- The teaching of RE subject knowledge was very good. We regularly seek the views of children who said that they gain much from talking with other pupils about what they are doing (peer work) and this has a positive impact on their progress.
- The way in which teachers and other adults work together is impressive.
- Teachers use assessment information consistently well to plan tasks that build on pupils' previous learning. Tracking of pupils' progress is very thorough and moderated skillfully to ensure that it is accurate and based upon evidence. Marking in books clearly shows pupils right through the school what they have done well, and what they need to do next to improve their work. Pupils sometimes respond thoughtfully to teachers' comments however this needs development.
- Teaching is now grade 1 in the Infants, it is grade 1 in the Juniors.
- In Feedback from our Governors Drop in - similar findings were echoed (written by Mike falcus, Foundation Governor)

Governor Monitoring (June 2017)

At the invitation of the Head Teacher four governors spent the morning of June 7th 2017 visiting classes in both schools (MF, LS, DA and Fr DN). YEAR GROUPS VISITED: Early Years – Nursery and both Reception classes; Key Stage One – both Year Two classes, a writing intervention group and Year One; Lower Key Stage Two – both Year Three and Year Four classes; Upper Key Stage Two – Year Five and both Year Six classes.

LESSONS/ACTIVITIES OBSERVED

The majority of activities were English based with an emphasis on writing, although we did witness some very powerful RE/PSHE work in Year Six that will live long in the memory.

Wake-up/Shake up and number formation (Nursery); story work about 'Dear Zoo' (Reception); 'Jungle Writing,' story and writing (Y1); Story writing - editing/improving written composition (Y2 intervention group); Poetry, features of poetry eg simile and alliteration (Y2); 'Dragon' report writing, devising/reading coded text and symbols (Y3); Settings in writing (Y4); Authorial techniques – 'Flashbacks' (Y5); RE/PSHE Pentecost and the Manchester bombings – discussion, prayer writing and media (Y6)

Governors were also shown the Single Central Record (NC). We were re-assured that all workers and visitors to St Aloysius are properly vetted. Finally, pupil books/work was available to governors in every class.

- All children were calm, settled and engaged and enjoying their learning. Pupils were wonderfully behaved and there was a lovely rapport between staff and children. As governors commented, once this ethos and atmosphere is engendered both children and teachers can concentrate on maximising the learning
- The activities seen in the Nursery were an interesting contrast to our last visit (to the Secret Garden – see Sept 2016 Report). It showed teacher directed tasks including number formation with 39 children! But each and every one were highly engaged and eager to please
- Colourful, vivid and informative classroom displays were evident in all areas. Well done to staff and pupils concerned.

- Teacher knowledge and understanding demonstrated e.g. the mini plenary in Year 1 ‘Jungle Writing’ included discussion of technical terms such as ‘phonemes’ which children understood
- Governors commented on the variety of teaching strategies and techniques seen on the day which increased children’s engagement and enjoyment of their learning e.g. the alternate word reading exercise in Y3 and the use of video input in a number of lessons
- The Story Writing seen in Year Two (KF) was just one example of the interventions across the school which assure that children at least reach their expected level of attainment
- Teachers demonstrated not only their thorough knowledge and understanding of the curriculum but ingenuity and creativity in delivering it. For example, Year Five pupils enthusiastically discussed authorial techniques after watching a video clip from Harry Potter. A notable feature was the high level of interaction amongst children, both in groups and with ‘talking partners’
- A range of books/work was available to governors from Year One to Year Six. These included English, Maths, R.E., Writing, Topics, French, Learning Journals and Science. Some of the features commented upon were:
 - The sheer amount of work found in children’s books. The ‘progress’ evident from September to June, e.g. the quality and volume of writing
 - The common marking scheme implemented across the school e.g. positive but constructive comments, relevant praise and encouragement, colour coded highlighting which children readily understand, all work marked up to date. Teachers/staff obviously spend many hours diligently marking children’s work and are to be congratulated
- The visit helped governors to appreciate the outstanding practice reported by both the SLT and the School Improvement Adviser. It was evident across the two schools and illustrated by the final lesson observed in Year Six.
- The tragic recent events in Manchester were used in conjunction with the R.E. topic about the Gifts of the Holy Spirit. Excerpts from the Manchester ‘One Love’ tribute concert were used very sensitively to encourage children to verbalise their feelings and compose quite moving prayers on the subject. It was both emotional and powerful.

FOOTNOTE

Grateful thanks are owed to all staff for the warm welcome given to governors and the openness with which they were prepared to share their practice.

Mike Falcus (Diocesan governor, June 2017)

Key Priority 2: Continue to develop the skills of senior leaders in monitoring and evaluation so teachers can be held more closely to account for pupil progress.

Leaders at all levels are very confident in their leadership roles. They make a very strong contribution to overall leadership. Leadership is outstanding at all levels at St Aloysius. Senior and middle leaders are involved in a wide range of monitoring activities. This high level of involvement means they have a very accurate view of the strengths and areas for development in their subjects.

The leadership team, which operates across both schools, sets a very clear direction for the future development. One of the recent focus areas has been to ensure that all leaders have a secure understanding of developments from Nursery to Y6. Strong leadership by senior leaders within the school has accelerated pupil progress and secured outstanding teaching.

Both deputy head teachers and a senior teacher drive significant school improvement priorities. One of the deputy heads, who leads on special educational needs and the use of the pupil premium, has tightened monitoring procedures even further takes the lead for Special Needs and Pupil Premium and over the last term the procedures have enhanced further. This has impacted on pupil progress. ensuring the progress for these groups of children is very strong.

The other deputy head leads on Early Years and KS1 as well as providing regular and consistent support for teaching and learning across the federation and at St Michael's. Dionne Dunn leads on KS2, Assessment, Maths and School Direct across the Federation. All are outstanding leaders. Other leaders (Anne Marie Whyte and Julie Doughty) lead on significant school improvement items (Early Years and the Every Child Matters Agenda). All are exceptional and have enjoyed a fantastic year.

- Leaders are very aware of how children with identified Special Needs or who are noted to be disadvantaged need to be tracked carefully and leaders are proactive in ensuring that their policies safeguard them.
- They have reviewed the long-term plans, revised the policy and produced an evaluative report for their area of responsibility. This has impacted on whole school developments. Leaders have attended pupil progress meetings and have ensured the profile of the disadvantaged pupils has been raised.
- They have a very sharp focus on improving outcomes for pupils. Through their monitoring, they are setting a very clear direction in their areas of responsibility. The leadership of teaching and the use of additional funding to support learning are the main areas where senior leaders have demonstrated significant impact.
- Leaders at all levels are very confident in their leadership roles. They make a very strong contribution to overall leadership. They have a very accurate view of the strengths and areas for development in their subjects. They will provide reports for evaluation. The reports which will be forwarded to you will be Every Child Matters, Early Years, Teaching And Learning, Inclusion including attendance, SEND, PP and attendance.
- Overall, the leadership team and other leaders across the school have been successful in inspiring the school community to share a strong sense of purpose. The quality of provision is very strong in all year groups as a result of hard work from the staff and a structured approach to monitoring from leaders. Leadership is grade 1.

Key Priority 3

Revisit the action the school is taking to further improve outcomes for boys in reading/writing.

High attainment for all pupils is a main driver for the school. Last school year, there was a slight gap in attainment between boys and girls. Very focused action has been taken to close this small gap, by:

- Redesigning the curriculum so that it involves increased 'risk taking'. The school has given careful consideration to whether the current curriculum is more suited to girls
- Increasing the focus on the enjoyment of reading through events such as the increased range of parental workshops and the new Reading Action Plan. Developing interactive activities.
- Ensuring that appropriate acknowledgement is given to the central importance of talk, to speaking and listening as a means of supporting writing. Leaders have given careful consideration to the opportunities pupils have to write for 'a real purpose' and to develop their writing skills outdoors.
- Further developments have been planned including the school's involvement in the Primary Writing Project and the developing reading initiative.

5. Early Years

- The quality of the early years provision is really strong and improving further rapidly. Children are taught well. Teachers plan interesting, purposeful activities which provide many chances for children to grow in confidence. There have been challenges this year in terms of staffing absence but the quality of provision has never been less than good as a result of highly effective leadership support.
- Pupils who enter the school with low levels of language development quickly learn to communicate and read with confidence. Adults seize every opportunity to develop children's early language skills. They have created a highly stimulating learning environment.

Overall, the leadership team have been successful in inspiring the school community to share a strong sense of purpose. The quality of provision is now really strong in all year groups as a result of hard work and a structured approach to monitoring from leaders. Leadership for EYFS is grade 1.

6. Governance

- The current makeup of the governors has a range of board members with the expertise needed in an increasingly complex education system to hold school leaders to account
- We have a range of highly skilled people who have the educational expertise to help them meet the increased demands of their role
- We have clarity about lines of accountability because roles and responsibilities is an essential part of effective governance. Recruitment and retention is currently not an issue.
- We have upcoming vacancies as a result of some governors either deciding not to renew their term of office, moving to sunnier climes or no longer able to be a governor due to the fact they are now employed by the school.
- Lisa Salkeld will move from being a Parent Governor to a Foundation governor in September 2017. Anne Marie Whyte will be thanked for her work as governors and can no longer be a Foundation Governor because she works for the school (she will still attend governors meetings). David Ash has moved to Italy. Maria Tatters' term of office as a parent governor comes up and she has decided after four years excellent service for our school she does not wish to renew. We thank her for her dedication and loyalty throughout her time with us.
- This leaves us needing one more Foundation governor which Fr Dave Nixon is in the process of sorting out and two new parental governors, we will advertise the positions via the school newsletter in September. The quality of governance at St Aloysius is outstanding.

2017 PREDICTIONS AND TARGETS

PROPORTIONS OF PUPILS EXPECTED TO MEET AND EXCEED NATIONAL EXPECTATIONS

Reception

Achieving a Good Level of Development (Age Expected Standard)

2017: 77%; Disadvantaged: 50% (2016 National Average: 69%, 2016 school average: 73%)

Y1 Phonics

Achieving the expected standard:

2017: 85%; (NA: 81%; 2016 school average: 83%)

End of Year 2

Please note the figure in brackets is the above age expected standard.

	Current attainment Based on Summer Assessments	Disadvantaged attainment 9 children	SEN attainment 8 children		2016 National Averages	2016 School Results	2016 Disadvantaged Results 14 children
Reading	85% (30%)	77% (0)	60% (0)		74% (24%)	60% (3%)	71% (29%)
Writing	78% (28%)	66% (0)	60% (0)		65% (13%)	60% (13%)	71% (21%)
Mathematics	85% (30%)	88% (22%)	80% (12%)		73% (18%)	60% (17%)	79% (29%)

End of Year 6 (GPS stands for Grammar, Punctuation and Spelling)

	Current attainment <i>Summer Teacher Assessment</i>	Disadvantaged attainment 21 children	SEN attainment 8 children	2017 PREDICTION for end of year SATs	2016 National Averages	2016 School Results	2016 Disadvantaged Results 11 children
Reading	90% (31%)	91% (18%)	67% (11%)	90% (31%)	66% (19%)	83% (22%)	64% (0)
Writing	92% (36%)	83% (27%)	78% (0)	92% (36%)	74% (15%)	90% (35%)	82% (9%)
Mathematics	87% (36%)	82% (27%)	67% (11%)	87% (36%)	70% (17%)	92% (43%)	82% (18%)
% achieving R, W, M combined	80% (28%)	73% (14%)	67% (0)	80% (28%)	53% (5%)	75% (13%)	40% (10%)

Progress across year groups

Predictions and targets set across the federation reflect the very high expectations which are set for all pupils. Further improvements are predicted at the end of each key stage in 2017. We are confident the school's predictions will be reached due to outstanding teaching across the school.

- Our attainment at EYFS, Y1 (Phonics) and KS1 show steady improvement and figures to above the national average consistently. KS2 projections show very strong progress, with data consistently well above national average. If these projections are realised (we will know this by early July 2017) the school will have been well above average for four years.
- Progress across the school is exceptional. We are projecting that by 80%+ of pupils in all classes will be at the age expected standard in all year groups (30% above this standard), with all pupils making at least good progress and receiving outstanding quality teaching.

7. Feedback from Parents: We recently conducted parental and pupil feedback questionnaires.

- The school's work to keep pupils safe and secure is outstanding. Parents and pupils appear to be unreservedly confident that the school keeps their children safe. The leadership team have recently analysed the Parental and Pupil Attitudes Survey.
- The outstanding care and support that staff give to pupils to overcome personal difficulties are rooted firmly in the school's values. Pupils know they are part of a caring community.
- School records show that bullying is extremely rare. Pupils are very well informed about the different types of bullying. They say that any incidents of unkindness are not tolerated, and that they are dealt with swiftly and effectively.

8. COMPLAINTS PROCEDURE

We have a robust and well publicised complaints procedure. Very few complaints are made to the school. I deal with many low level niggles due to my regular presence on the school yard at the start and end of most days. A tiny number of complaints are made to the school by parents, when this takes place, they are dealt with in line with our policy and parents feel they are dealt with appropriately. We know this because in our recent survey all respondents (over 250) responded to the question about this to tell us so.

Other school news:

Building Work

We have lots of planned building work taking place over the summer, including painting, re roofing and new IT infrastructure sorted.

Art Projects

Key Stage 2 are in the process finishing a further art project. The children have produced a high quality collage which will be positioned in the hall. We do these projects not only to develop the children's art skills but also to give them a great sense of pride in the physical appearance of their school.

Mrs Gatens

Susan Gatens (our Y5 teacher) will be absent from school for the foreseeable future. Emma Reddington, who this year qualified as a teacher with us through the school direct scheme, will take over the class teacher responsibilities until the end of the academic year. Recently, governors employed Emma for 2017/18. She has been an outstanding trainee, came through a very rigorous application process and will quickly be an outstanding teachers. She will work alongside an experienced teaching assistant.

PTFA Family Festival

The PTFA have a great day planned on 8th July. The PTFA deserve great praise because they have raised over £20,000 which has benefited our school community immeasurably: we have a new path, our Y6 children are all leaving with a lovely gift (a Leavers' Hoodie), a new stage and a minibus. They are currently saving up for their next project, a bike shed for the KS2 yard.

SUMMARY OF ACTIONS TO BE TAKEN		
Action	Who	Timescale
<p>Assessment Redevelop our Maths assessment systems further so that they are in line with new KS1 and KS2 nationally agreed assessment procedures. We will use the new National Curriculum Performance Criteria.</p>	KF/ DD	Start current term and then throughout 2017/18
<p>Disadvantaged Pupils Focus Ensure that we eliminate the gap in performance to any pupil identified as disadvantaged. Guarantee all disadvantaged pupils have access to a vibrant and exciting academic curriculum and wider school experience.</p>	CG	On going
<p>Curriculum Further develop our topics (History/ Geography/ Science) so that high quality English and Maths skills are applied rigorously across all subject areas in all year groups.</p>	KF/ DD	On going
<p>EYFS</p> <ul style="list-style-type: none"> Continue to develop the challenge curriculum so that our children are regularly taught the essentials of learning at the earliest age (early writing/ reading and calculation). Continue to redevelop our outside spaces so that they provide exciting, stimulating and useful spaces for learning 	JD	On going
<p>English Develop the Spelling curriculum so that spelling strategies are taught sequentially, applied across all curriculum areas and monitored rigorously.</p> <p>Participate in the Primary Writing Project to enhance our Writing and Reading curriculum.</p>	KF	Start current term and then throughout 2017/18
<p>Maths Develop our teaching approach to practical maths to develop fluency, understanding and application across all areas. This will support pupils ability to move from the abstract concepts to concrete understanding of all aspects of mathematical curriculum.</p>	DD	Start current term and then throughout 2017/18

Teaching School Status

We have achieved National Teaching School Status. This is very prestigious. The advantages to St Aloysius being a key player in the Teaching School agenda are numerous. It is vital that we place our school at the future of national educational priorities. We now have a fantastic local reputation. It is a source of great pride of mine the exciting journey that we have been on over the last few years. The future is bright for us but is important that we are **outward looking, making a difference to as many children's lives as possible**. The challenge of us is not the support, but the way we develop our systems to cope with the increased demands on us.

Our current outward looking work:

- a. Developing teachers in school through Carmel Teacher Training partnership
Impact - Highest Quality Professional Development opportunities
- b. Head Teacher Advisory Work on behalf of Newcastle LA
Impact - High quality ideas brought back to St Aloysius from grade 1 schools
- c. National Support School Annual Grant
Impact - ability to build a sustainable St Aloysius system
- d. National Leader of Education Advisory Work (St Michael's - rapidly moving to good)
Impact - the ability to support a vulnerable school and children

Teaching schools are strong schools that work with others to provide high-quality training, development and support to new and experienced school staff. To apply, we needed to:

- be judged to be an outstanding school that provided evidence of successful partnerships
- show excellent leadership with a proven track record of school improvement
- have a leadership team with the capacity to lead the core areas of the teaching school role

As a teaching school, we will need to identify, develop and coordinate expertise for the benefit of pupils across a network of schools, resulting in:

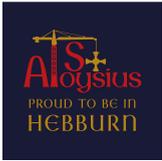
- better results for pupils
- Supporting poorly performing schools
- help to develop more good and outstanding schools
- create self-improving and sustainable system

There are 6 core areas of responsibility for teaching schools.

- 1. School-led initial teacher training
- 2. Continuing professional development
- 3. Supporting other schools
- 4. Identifying and developing leadership potential
- 5. Specialist leaders of education
- 6. Research and development

Funding: Teaching schools currently receive an annual grant known as core funding. It will enable us to build the leadership and administrative capacity to support others. Annual core grant funding decreases each year, which reflects the expectation that Teaching Schools, as they mature, become sustainable. Year 1: £60,000 (+ any income we generate); Year 2: £50,000; Year 3: £40,000. Note: we are anticipating income of approximately £80,000 from St Michael's for our school to school support work in 2017/18.

Exciting times! We will remain focused upon the pupils of St Aloysius and build strong systems so our schools continue to thrive.



I am very proud to be the Head Teacher of an amazing school within a fabulous community. We have a really hard working staff and great pupils. It has been a fabulous year, roll on next year's challenges and successes. But first ... a holiday!

Dates for the diary – all welcome, please contact the office

29th June	9.30am	End of Year Mass for whole Federation (CHURCH)
13th July	9.15am	Y6 Leavers' Mass
14th July	2.15pm	Y2 Leavers' Liturgy
17th July	3.30pm	End of Year Staff and Governors Tea Party
20th July	2.15pm and 5pm	Y6 Leavers' Liturgy
21st July	9.15am	End of Year whole Federation Liturgy
21st July	10.15am	St Aloysius' Variety Show
21st July	12.15(midday)	End of Year Staff lunch (governors welcome)

Nick Conway
18th June 2017