

St Aloysius Self Evaluation - September 2017

Contextual Analysis

St Aloysius Nursery and Infant School and St Aloysius Junior School are part of the St Aloysius Primary Federation. They share the same head teacher and governing body. The current head teacher has been in post since September 2013. Three weeks after appointment both schools had an Ofsted inspection where the Infant school was graded 'Good' and the Junior School was graded 'Requires Improvement.' In September 2015 Ofsted revisited the Junior School and graded the Junior School as 'Outstanding' in all areas. The Infant and Junior schools work in very close partnership and have shared policies, procedures and staffing. Both schools are in a very strong position with rapidly rising standards and first rate teaching in all phases of the federation.

St Aloysius Nursery and Infant School and St Aloysius Junior are average sized schools. The proportion of pupils eligible for pupil premium funding is average. It fluctuates between 35% in some year groups to 21%. We have a lower level of Pupil Premium pupils in the Infants, this is as a result of a small uptake of claimed for Free School Meal in Reception to Year 2. The demographics of the school suggests this figure should be higher. The vast majority of pupils are of White British heritage and there are very few pupils who speak English as an additional language. The proportion of pupils who come from minority ethnic groups is low. Currently the percentage of pupils supported with Special Educational Needs is average. We have a rising number of pupils supported with an Education and Health Care Plan. Some of these pupils have complex social, emotional and behavioural difficulties. They are very well educated at St Aloysius. Stability is high. The school provides a very strong Christian ethos where all pupils are valued and their achievements recognised. This contributes well to outstanding spiritual, moral, social and cultural development.

Children come into the Nursery and Reception classes with skills and knowledge which are well below those expected for their age. A number of children have skills which are significantly low, especially in speech and language, writing and number. They quickly settle into school routines, make excellent progress and become confident learners. They leave the Infant school with broadly average standards, attainment at the end of Reception and KS1 is rising fast and moving quickly to above average. Attainment on entry to the junior school is currently broadly average but rising. Prior to 2013, the junior school's baseline assessment on entry to Year 3 shows it to be lower than that shown in RAISE online but still within the broadly average range. The Year 6 cohort consistently leave St Aloysius Federation with high standards which demonstrate significantly above average attainment and progress.

The governing body was recently reconstituted and reduced in size from 18 to 12. Decision making has now been streamlined, it is robust and the active governing body are supportive of the school. They fulfill their role as a critical friend and regularly challenge the school leaders to deliver the best for the pupils.

Additional Information

The Federation has a leadership team with responsibility for subjects/ aspects across all classes (Nursery-Year 6) for example one leader is responsible for SEN across both schools, TLR holders have responsibility for subjects across the federation e.g. Maths/ English from EYFS to Y6.

Our senior staff teach intervention programmes for our Pupil Premium and Special Educational Needs children; they are non class based and are responsible for the day to day running of the schools. Two of our outstanding middle leaders progressed to Deputy Headships at the end of the academic year 2016, Governors' restructured and appointed internally to replace those who left. The school has a track history of appointing NQT who quickly develop into outstanding practitioners and then move into middle leadership at our schools. Often they train with us through the School Direct scheme. We employed one member of staff in 2017, an NQT who qualified with us. We are a lead school (of ten) in the teaching training programme.

We have a low adult to child ratio with additional class non class based teachers who deliver Maths and English to enable us to set by ability in Y2 and 6 in small ability classes. We have at least two teaching assistants per year group, our teaching support staff are highly skilled and deliver a range of whole class, small group and individual, focused interventions across the range of ability.

In February 2014, governors replaced an experienced teacher who was not demonstrating consistently good teaching performance. They used the capability procedures rigorously. They appointed an outstanding teacher to replace her. As part of a recent staffing restructure, leadership, teaching, teaching assistant positions and admin positions were re-evaluated. The impact is this the school has a staffing structure which is fit for purpose and focused upon the best pupil outcomes in all phases of the Federation.

In 2016 the Federation was awarded National Support School Status and the Head Teacher appointed a National Leader of Education. Following this, the school was awarded National Teaching School status. In November 2016, the Head Teacher was asked to support a school which recently went into Special Measures (St Michael's, Newcastle). As of March 2017 he is acting as executive head teacher across St Michael's and the federation of St Aloysius. The executive head teacher will remain in post in Newcastle until a permanent head teacher is appointed. It is expected the recruitment process will begin early in the autumn term with the end of the support in July 2018. Alongside the head teacher, additional support is provided from St Aloysius by the deputy head teacher who oversees the school to school support programme and Senior Staff. She works very closely with the teaching and learning lead at St Michael's. Due to very effective leadership, the quality of teaching and learning have rapidly improved. The school business manager also provides highly effective administrative support. St Michael's has recently been externally validated as improving to good and St Aloysius is benefiting in terms of professional development and the sharing of systems.

Inspection History

The Infant and Nursery School was last inspected in September 2013 where the overall effectiveness was judged to be good. Areas for improvement were:

Raise attainment especially in writing, by:

- o ensuring work is sufficiently challenging in all lessons, especially for the most-able pupils
- o 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.

Across the Federation there are now greater opportunities to write in English lessons and in other subjects. As well as this time has been built into lessons to allow pupils an opportunity to respond to prompts from teachers marking. The teaching of writing is now outstanding.

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

- o sustaining an appropriate pace in all lessons to secure the interest and concentration of all pupils but especially the most able
- o 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
- o 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.

Teaching is outstanding across the Federation.

The Junior School overall effectiveness was judged to be outstanding. Areas for improvement were:

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

Across the Federation there are now a much stronger use of solving problems within practical situations. Reasoning in Maths is now built into every unit of work and the Maths curriculum allows pupils an opportunity to use real life situations in their Mathematics lessons. The teaching of application in Maths and reasoning is now outstanding.