

## St Aloysius Self Evaluation - September 2017

### Quality of Leadership Analysis

**Leadership in and management of the school is outstanding. It has moved rapidly to this grade.**

- Exceptionally strong and purposeful leadership has rapidly accelerated pupil progress, eradicated less than good teaching so that pupils receive high quality provision and pupils from Nursery to Year 6 receive an outstanding curriculum.
- Outstanding progress has been made in developing the skills of other leaders across the federation over the past three years.
- The school knows itself very well. Self-evaluation is accurate. The school improvement plan identifies the right priorities to move the federation forward.
- We have a culture that enables staff and pupils to excel.
- Leaders use teachers' performance management highly effectively to put in place individual training programmes to support professional development. Staff greatly value this. Teaching assistants are included in this process.
- Teaching assistants receive excellent support and training which help them to provide exceptional support for pupils in lessons and ensure that all pupils make good progress from their starting points.
- Pupils enjoy a wide range of extra-curricular clubs, trips and guest speakers. For example, pupils recently enthused about a opportunity to engage with local Magistrates and find out about the justice system. All pupils learn French from Year 2 upwards and younger pupils enjoy songs and rhymes in French.
- We are uncompromising in their ambition for all pupils and have used the additional funding for pupils from disadvantaged backgrounds highly effectively to provide them with support, guidance and intervention. As a result, disadvantaged pupils make strong progress in English and mathematics.
- The sports funding has been used to encourage all pupils to find a sport which they can take part in and enjoy. The vast majority of pupils at the school participate in a competitive sport in events including football, athletics, hockey, basketball, tag rugby, swimming and tennis. The most able pupils at sport have been well supported and many represent the county. The school's exemplary sports curriculum has led to us to winning a number of prestigious national and regional awards.
- The school annually launches an aspirational campaign. In 2015/16 it was "This St Aloysius pupil can ...", in 2016/17 it is the "St Aloysius Hall of Fame". In 2017/18 the campaign is called "Hall of Fame ..." They are intended to fire children's ambition.
- The development of pupils' spiritual, moral, social and cultural knowledge and understanding is of paramount importance. The recently refurbished prayer room enables the pupils' spiritual and moral development to be outstanding.
- The school regularly seeks the views of parents, the overwhelming majority of parents are extremely positive about the school.
- The local authority has provided highly effective support to the school. They have helped the school to make accurate judgements about the quality of teaching and

provide appropriate additional training when needed. Alongside they carry out regular checks on the quality of teaching as well as data analysis.

### **The governance of the school**

- Governors ensure the federation head teacher's performance is managed rigorously. They are active participants in the four times a year Local Authority Advisor visit.
- Governors provide the headteacher with strong support and challenge.
- They have a clear understanding of how the school use the pupil premium funding. They can talk about the positive impact that it has had on pupil progress.
- Governors bring a wide range of skills and expertise to support the headteacher. They are ambitious for the school and therefore determined to keep up to date with the latest information and training to enable them to fulfil their role well and continually improve the school.
- They have recently completed training in safeguarding and the safe recruitment of staff, and have strengthened their understanding of how to hold school leaders to account for pupils' academic performance. The arrangements for safeguarding are effective. Leaders place pupils' safety as their highest priority.
- The deputy headteacher is tenacious in following up any referrals to external agencies until she is confident that she has done everything in her power to ensure that all pupils in her care are safe and protected.

**Overall, the leadership team and other leaders across the school have been highly successful in inspiring the school community to share a strong sense of purpose. Morale is very high and belief in the school's success runs through all levels of staff. The leadership of the school is outstanding.**

<b>SUMMARY OF MAIN ACTIONS TO BE TAKEN IN 2017/18</b>		
<b>Action</b>	<b>Who</b>	<b>Timescale</b>
<p><b>Assessment</b> Develop our 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><b>Disadvantaged Pupils Focus</b> 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><b>Curriculum</b> 1. 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. 2. Continue to develop themed weeks to enable Art and Design Technology, Geography and PE to be celebrated and taught highly effectively. We will suspend the curriculum for three weeks over the academic year (one per term) and plan highly stimulating activities which plan for progression and challenge pupils to achieve highly in these subjects. 3. Develop ICT curriculum so that pupils become increasingly computer literate and understand full the challenges, dangers and exciting developments of new technologies.</p>	KF/ DD	On going
<p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Develop our outside spaces so that they provide exciting, stimulating and useful spaces for learning (Outside prayer space, quiet area, Secret Wild Garden, EYFS field and yard)</li> </ul>	JD	On going
<p><b>Maths</b> Develop our teaching approach to practical maths to develop fluency, reasoning 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 year
<p><b>English</b> Develop the spelling curriculum so that strategies are taught sequentially, applied across all curriculum areas and monitored rigorously.</p>	KF	Throughout year
<p><b>PE and Sport</b> Further develop our sports curriculum by integrating fifteen minutes of aerobic exercise per day per class into every school day. This will be alongside the timetabled PE and extra curricular activity slots.</p>	AMW	From Sept 2017