

## 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.***

## Overall Effectiveness

**The overall effectiveness of the schools is outstanding in both schools and in all areas. We have improved rapidly as a result of very strong leadership, significantly improved outcomes, first rate teaching and excellent behaviour.**

- St Aloysius Infant and Nursery School is a very strong school. Our Early Years is now outstanding. Teaching is consistently grade 1 and outcomes have moved to outstanding at the end of Early Years and KS1.
- Our Junior school remains outstanding, it has been throughout last year and despite the upcoming challenges of experienced, talented staff leaving us due to career progression, we are very confident all grades will be grade 1 moving forward.

#### **End of year Progress information:**

- Excellent progress is demonstrated in all areas of school life.
- Consistently high standards and achievement for all groups of pupils.
- Consistently high progress measures for all groups identified as disadvantaged.
- All pupils receiving consistently outstanding teaching, it has improved rapidly.
- Exciting curriculum for our pupils and the essential aspects of the learning including grammar, punctuation, spelling and basic rules of number are taught very well.
- Leadership is outstanding with excellent middle leaders driving improvements and ambitious leadership from senior leaders. Forward thinking middle leaders, succession planning is very strong.
- Behaviour - consistently outstanding. The school is a highly cohesive learning community and behaviour inside and outside lessons is excellent. There is a very positive climate of achievement.
- Pupils' spiritual, moral, social and cultural development is outstanding.
- Significantly improved learning environment with exciting developments to further develop our facilities.
- Unique opportunities for our pupils to excel (residential programme for Y4-Y6, musical opportunities from our choirs and dancers, unique sporting success).
- Overall, pupils are very well prepared for the next stage in education.
- The overall effectiveness of St Aloysius is outstanding and has rapidly improved. It is outstanding in all phases of the school.

#### **Early Years' Summary**

- The leadership of the early years at St Aloysius is outstanding. Our leaders' knowledge of the progress children are making is exceptional.

- Our Deputy Head and EYFS Leader are able to pinpoint exactly what ability children have when they arrive in the setting and we track their progress very closely as they journey through their time in the early years.
- If children are not making the rapid progress expected of them, they make it their business to find out why and put effective strategies in place to address their individual needs.
- The school's action plan for further improvement identifies exactly what needs to be tackled next and the steps required to be able to do it.
- Safeguarding in the early years is highly effective. All the statutory welfare requirements are met to a high standard. Engagement with parents is extremely strong. Parents regularly tell us they feel proud that their children attend our Nursery and Reception classes. They particularly value working with their children on the regular occasions that they are invited in.

### End of Nursery Data

Attainment on leaving nursery	% of children																	
	Prime									Specific								
	CL			PD		PSED				LIT		MATHS		UW			EAD	
	LA	U	S	MH	HSC	SC	MFB	MR	R	W	N	SSM	PC	W	T	EMM	BI	
16-26 months																		
22-36/30-50e/30-50d months	30.2	27.0	30.2	27.0	27.0	34.9	33.3	31.7	33.3	38.1	30.2	31.7	34.9	34.9	30.2	31.7	28.6	
30-50s/40-60e months	61.9	63.5	65.0	71.4	71.4	60.3	63.5	66.7	58.8	54.0	63.5	66.7	61.9	63.5	68.2	66.7	69.8	
40-60d+ months	7.9	9.5	4.8	1.6	1.6	4.8	3.2	1.6	7.9	7.9	6.3	1.6	3.2	1.6	1.6	1.6	1.6	

### Nursery Data Headlines 2017

- The vast majority of children enter with skills well below those which are typical for their age. Children's development in the prime areas of learning were particularly low on entry. Significantly these are the areas in which children typically develop first.
- Children make very good progress during their time in nursery, attainment is rising fast and now an increasing number leave nursery at age related expectations.
- Children catch up quickly because of a highly effective early years curriculum which promotes challenge and high expectations.
- Girls performed better than boys but both groups made excellent progress. Boys progress is accelerating fast as a result of excellent teaching.
- Transition into Nursery and into Reception class is outstanding.

### End of Reception Data

**EYFS Profile (Good Level of Development)**

Year	Cohort (61)	National	South Tyneside	SEN	PP	EAL	Male	Female
2016	73.8	69.3	68.0	16.7	53.8	100.0	67.6	77.8
Year	Cohort (62)	National	South Tyneside	SEN (4)	PP (4)	EAL (3)	Male (31)	Female (31)
2017	77.0	-	-	25.0	50.0	66.6	74.2	80.6

St Aloysius End of Reception Summary 2017						
	Cohort	PP	SEN	EAL	Male	Female
	(62)	(4)	(4)	(3)	(31)	(31)
<b>GLD Achieved</b>	77.0	50.0	25.0	66.6	74.0	80.6
<b>Reading</b>						
Emerging	19.4	50.0	50.0	33.3	25.8	12.9
Expected+	80.6	50.0	50.0	66.6	74.2	87.1
Exceeding	22.6	50.0	-	-	19.4	19.3
<b>Writing</b>						
Emerging	19.4	50.0	50.0	33.3	25.8	12.9
Expected+	80.6	50.0	50.0	66.6	74.2	87.1
Exceeding	22.6	50.0	-	-	19.4	25.8
<b>Number</b>						
Emerging	16.1	50.0	75.0	33.3	12.9	19.3
Expected+	88.7	50.0	25.0	66.6	87.1	80.6
Exceeding	22.6	25.0	25.0	-	25.8	19.3

#### End of Reception Data Headlines 2017

- Children get a very good start in Nursery and continue to make exceptional progress in Reception, attainment is rising fast. The vast majority of children enter Nursery with skills and knowledge which are typically well below what is expected for their age, and now over three quarters of them leave Reception at age-related expectations.
- 2016/17 initiatives have been highly effective and now most children achieve the age expected standard in areas of the curriculum that previously we obtained lower than average scores (writing and number).
- A highly effective challenge curriculum is well established whereby pupils are making first rate progress throughout Nursery and Reception. Any child who joins the school below what is typical for their age catch up quickly, as a result of effective intervention.
- Boys begin their learning journey with significantly fewer skills than girls, this gap closes and as the children progress through the school there is little difference between the progress made by boys and girls.

- Additional government funding for disadvantaged pupils is spent judiciously. Early interventions were highly effective, addressing specific gaps in learning quickly. Two of our four Pupil Premium children attained well.

**We know:**

- Children in the early years love attending school and they thrive. Their behaviour in class and at more unstructured times is outstanding. They are eager to learn and want to please. They enjoy learning.
- Teaching is highly effective. Excellent activities are provided to address identified areas for development.
- The early years curriculum provides depth and breadth across all areas of learning. They provide interesting experiences for the children.
- The quality of teaching in Nursery and Reception is outstanding as a result of a vibrant curriculum, strong leadership and excellent transition.
- Accurate assessment drives grade 1 provision. Children are motivated and interested in a broad range of activities. As a result, all staff have very high expectations of the children and learning is well planned.
- Our indoor and outdoor areas are exemplary, exciting and curriculum focused.
- Staff work closely with parents to overcome educational barriers and have very high expectations of all children.
- We have highly skilled, appropriately qualified adults working productively with children. All staff play an equal role in assessing children’s progress.

Overall, the quality of the Early Years at St Aloysius is grade 1 and continuing to improve.

**Early Years Priorities for 2017/18:**

- Further narrow the gap between Pupil Premium/SEN children and other children, achieving a Good Level of Development.
- Narrow the small gap between boys and girls achieving a Good Level of Development.
- Develop the immediate outdoor environment to ensure further learning opportunities.
- Continue to establish clear expectations, roles and responsibilities of all staff to ensure daily planned activities both indoors and outdoors.
- Continue to support children in nursery to ‘catch up’ quickly, by further establishing a highly effective early intervention programme.

**End of KS1 - Headline Figure Analysis**

St Aloysius KS1 Summer 17								
Cohort	National	South	PP	SEN	EAL	Male	Female	

	60	2016	Tyneside 2016	9	5	2	34	26
<b>Reading</b>								
WTS	15.0	26.0	21.7	22.2	40.0	0	14.7	15.4
EXS+	85.0	74.0	78.3	77.8	60.0	100.0	85.3	84.6
GDS	30.0	24.0	28.2	0	0	0	29.4	30.8
<b>Writing</b>								
WTS	22.0	35.0	28.5	33.3	40.0	0	26.5	15.4
EXS+	78.0	65.0	71.5	66.7	60.0	100.0	73.5	84.6
GDS	28.3	13.0	17.2	0	0	0	26.5	30.8
<b>Maths</b>								
WTS	15.0	27.0	23.0	11.1	20.0	50.0	14.7	15.4
EXS+	85.0	73.0	77.0	88.9	80.0	50.0	85.3	84.6
GDS	30.0	18.0	23.5	22.2	0	0	26.5	34.6
<b>Eng/Maths combined</b>								
EXS+	73.3			66.7	60.0	50.0	70.6	76.9
GDS	23.3						20.6	26.9

St Aloysius Y2 Phonics summer 2017						
	Cohort	PP	SEN	EAL	Male	Female
	10	2	2		6	4
Phonics						
Wt	20.00%		100.00%		33.30%	
Wa	80.00%	100.00%			66.70%	100.00%

### Key Stage 1 - Headline Figure Analysis 2017

- Pupils make excellent progress through the school from their different starting points. When compared with pupils nationally and locally, the attainment of Year 2 pupils in 2017 was high in all subjects.
- The overall attainment of Year 2 pupils was above the local averages. It has been rising for the previous four years.
- The data supports the school findings that the vast majority of pupils in KS1 reach above-average standards in the all important Reading, Writing and Maths combined.
- A significant number of pupils are achieving the greater depth standard.
- Disadvantaged children have achieved well and where there is also an additional special educational need, intervention has been effective in closing the gap quickly. A smaller number of the disadvantaged pupils are meeting the Greater Depth Standard than average, is due to some disadvantaged pupils who are low attaining, they made very good progress.
- Male and female pupils perform similarly in Reading and Maths. Data shows that girls do tend to achieve slightly better in writing. All pupils registered as SEN are boys.
- Phonics resit passes reflect effective intervention. Of the 10 children who took the phonics screening, two children (although showing progress from last year) still did not meet the required pass mark. This is due to a specific SEN for both pupils.



## KS1 Attainment

- KS1 attainment is broadly average over time and rising fast. The overall proportions of children reaching the expected standard in the all important combined reading, writing and mathematics is 73% which is a slight rise on 2016 (local and national figures to be confirmed).
- At Reading 85% attained the standard with 30% above the standard; Writing is 78% (at) and 28% (above); Maths is 85% and 30%.
- Figures show a rising trend on the 2016 data, which was the first year of a more challenging curriculum content and expectations.
- Whilst the attainment of the pupils who had special educational needs (5 pupils in Y2 in 2017) was lower than the rest of the class, all achieved well. This is as a result of receiving tailored, high-quality support in class and through additional specialist help when required.
- The most able pupils made excellent progress. Consistently more pupils at St Aloysius achieved the working at greater depth standard than locally.
- The pupils who are eligible for support from the pupil premium funding (9) made excellent progress in all subjects. The majority attained the age expected standard. The pupil premium children pupils who did not attain the age expected standard still made very strong progress, which is tracked and monitored carefully. Too few pupil premium pupils attained the working at greater depth in Reading and Writing.
- Pupil premium pupils achieved well as a result of the targeted support provided by the additional funding. Their needs are identified on an individual basis, and appropriate support is swiftly put into place.
- Girls and boys achieved at a similar level in all subjects with most pupils attaining the age expected standard. Similar levels were reported for children who reached the greater depth standard also.
- Pupils where attainment remains low have been identified for timely and effective interventions in Year 3 to ensure their attainment will improve in KS2.

## Year 1 - Headline Figure Analysis

	St Aloysius Y1 summary 2017					
	Cohort	PP	SEN	EAL	Male	Female
	61	13	11	0	34	27
Reading						
Emerging	16.4	38.5	54.4	-	20.6	11.1

Developing						
Secure	83.6	61.5	45.5	-	79.4	88.9
Mastery	34.4	7.7	-	-	29.4	40.7
<b>Writing (TA)</b>						
Emerging	18.0	38.5	63.6	-	20.6	11.1
Developing						
Secure	82.0	61.5	36.4	-	79.4	88.9
Mastery	27.9	7.7	9.1	-	23.5	33.3
<b>Maths</b>						
Emerging	25.6	38.5	81.8	-	23.5	25.9
Developing						
Secure	75.4	61.5	18.2	-	76.5	74.1
Mastery	31.1	15.4	9.1	-	29.4	33.3

	St Aloysius Y1 Phonics summer 2017					
	Cohort	PP	SEN	EAL	Male	Female
	61	13	11	0	34	27
Working toward	14.80%	38.50%	63.60%		17.70%	11.10%
Working at	85.20%	61.50%	36.40%		82.30%	88.90%

- Pupils in Year 1 show a secure grasp of the principles of reading. Results in the national phonics screening check have been rising and are now consistently above the national standard. Pupils have exceptionally positive attitudes towards reading and are encouraged to read for pleasure every day. They have regular time allocated to shared and individual reading sessions. Pupils' bulging reading journals show that they read extensively.
- Most pupils have attained the age expected standard in Reading, Writing and Maths at the end of Y1. Of our Pupil Premium children (13), six are on track to achieve well at the end of Y2. Additional intervention is planned for Year 2 to accelerate the progress of the other pupils.
- Boys and girls achieve at a similar level in Y1, although there is a gap in reading attainment, with girls outperforming boys.
- With a particularly challenging Special Needs cohort, a large amount of support has been put in place to ensure these pupils catch up quickly by the end of KS1. The school is aware of and working hard to address this gap in achievement.
- There remains a gap between the achievement of Disadvantaged children and other pupils. In many instances this is due to an additional special educational need and interventions have been ongoing throughout the year.

### We know:

- Pupils are hardworking and make outstanding progress in lessons. This is evidenced by work in pupils' books and the school's tracking data for last year. Pupils enjoy coming to school and demonstrate a real love of learning.

- The school is confident that the quality of provision has been consistently outstanding, highly effective measures are in place to ensure pupils are challenged to attain as highly as they can.
- The challenge curriculum is delivered in a way that excites and enthuses our children to always strive to improve.
- The impact of interventions has been extensive and children who started year 1 significantly below age related expectations are making progress. This progress is carefully tracked and monitored regularly.

**Key Stage 1 Priorities for 2017/18:**

- Ensure all pupils are challenged and supported to achieve the age expected standard or better.
- Continue to develop the outstanding curriculum so that all pupils are excited and stretched by the expected work and that a pride in presentation is held paramount.
- Ensure that we eliminate the gap in performance to any pupil identified as disadvantaged, through access to a vibrant and exciting academic curriculum and wider school experience.
- Continue to establish early and timely interventions, which account for the needs of individual children from their starting points.

**Key Stage 2 - Headline Figure Analysis 2017**

- KS2 outcomes for pupils remain exceptionally strong. Since 2013 the attainment for pupils has been well above the national average in reading, writing, grammar, spelling and punctuation (GPS) as well as mathematics. They remain so in 2017.

St Aloysius KS2 National Curriculum SATs summary 2017

	Cohort	St Aloysius Scaled Score Avg 2017	National 2017 unconfirmed	National Scaled Score Avg 2017	St Aloysius 2016	St Aloysius Scaled score Avg 2016	National 2016	National Scaled Score Avg 2016	South Tyneside 2016	PP	SEN	EAL	Male	Female
	61									22	9	1	32	29
Reading														
EXS+	80.2	106	71	104	83	106	66	103	68	65	63	100	71.8	89.6
GDS	33				22		19		18					
Writing (TA)														
EXS+	90.1		76		90		74		81	82	63	100	81.2	100
GDS	36				35		15		26					
GPS														
EXS+	91.8	107	77	106	90	106	72	104	75	91	888	0	87.5	96.5
GDS	28				20		23		21					
Maths														
EXS+	86.8	106	75	104	92	107	70	103	75	82	75	100	84.3	89.6
GDS	26				43		17		17					
RWM combined														
EXS+	67.2		61		75		53		57	50	38	100	56.2	82.7
GDS	16				13		5		7					

EXS+: Working at the age expected standard, GDS: Working at greater depth to the age expected standard  
 Scaled score: each child is given a scaled score. If the child scores 100 they are operating at the expected standard.

- The overall proportions of children reaching the expected standard in the all-important combined reading, writing and mathematics result is 6% higher than the national figure. It is expected to rise further as a result of remarked children's tests with errors in marking (5 children = 8%). The combined score has however dipped (8%) from last year's record high: despite this individually Reading is 9% above national, Writing is 14% above, Grammar, Punctuation and Spelling is 14% and Maths is 12% above.
- The school's results show attainment which is well above the national average in reading, grammar, spelling and punctuation and mathematics individually.
- The percentage of pupils attaining a high score in reading, writing and maths combined is 16% (a rise of 3%). It is greater than this for individual subjects: Reading: 33% (up 11%); Grammar and Punctuation: 28% (up 8%) and Writing 36% (up 1%). Maths at the higher level was 26%.

- The most able pupils are challenged through precise and targeted teaching to make more than expected progress across all year groups in all subjects. Work in books reflects the high aspiration that staff have for their pupils. More children attained the higher score in Reading, GPS and Writing. It did dip in Maths, this was expected. The more able children still made very strong progress.
- There is a small number of children who were within one or two marks from achieving the age expected standard or above. Alongside this, in other cases the child put the correct answer but then crossed it out. We understand this happens in test situations.
- Progress across the school for all groups of pupils remains outstanding. It will be significantly above average in all aspects. Pupils' books demonstrate rapid improvements over time in reading, writing and mathematics.
- From their starting points, pupils who have special educational needs make strong and sustained progress because of the excellent support they receive from staff. SEN pupils achieve well. The scores are lower than the average however their progress is very strong.
- The school's work to close the gaps between disadvantaged pupils and their peers is highly effective. As a result, these pupils perform at least as well as other pupils nationally in all subjects. They do perform lower than their peers in school slightly in Reading. However they perform at a similar level in Writing, Maths and GPS. A significant number of Pupil Premium Pupils are low attaining SEN pupils too. Progress has been very strong for the disadvantaged groups.
- Girls overall, perform better than boys. This is due to a number of low attaining SEN pupils who are also disadvantaged and boys.
- Most pupils in all classes in KS2 are operating at age expected levels with a significant minority of pupils operating at a higher level than the expected for their year group. Virtually all pupils are making expected progress or better. Where they are not, it is as a result of a barrier to learning which the school is working with them to overcome.
- The school ensures that each pupil is an articulate and well-rounded individual and as a result they are ready for their secondary schools.

### 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.**

### Quality of Teaching Analysis

- Teaching has improved rapidly, it is now outstanding in both schools. It is of a consistently high quality in all year groups and across all subjects.
- Over a number of years we have created a culture in which staff are highly motivated, reflective and are provided with a range of opportunities to improve.
- Teachers make very effective use of the school's accurate information about what pupils are able to do to plan imaginative learning activities that challenge and interest. For example, pupils of all abilities in Year 6 mathematics, work together to regularly apply their reasoning skills extremely well.
- Teaching assistants across all classes are highly skilled in their craft. They are well prepared for each lesson because they communicate well with the class teacher about what pupils will be learning. They apply techniques developed in appropriate training to very good effect when supporting pupils.
- Teachers use their excellent subject knowledge and well-developed questioning skills to provide pupils with opportunities to demonstrate their deeper understanding of the topics that they are studying. Staff regularly use astute questioning.
- The skills of English, Reading and Writing, are taught well. Teachers provide many opportunities for pupils to master their techniques when working individually or in small groups.
- Pupils show great resilience when working collaboratively on activities that stretch them. In a recent pupil survey a Year 4 pupil wrote that, 'I like a challenge.'
- Phonics is taught exceptionally well. By using the techniques they have learned in earlier years, older pupils make very good independent use of their understanding of phonics and letter combinations to spell increasingly well.
- Teachers have a very good knowledge of the content and skills that pupils need to understand and develop in subjects other than English and mathematics. For example, due to the high-quality teaching they received, pupils created a recent, unique and skilled art exhibition to celebrate the 'Year of Mercy.'
- Pupils' Standard English communication skills are regularly taught well. Teachers provide pupils with many opportunities to develop their written and verbal

communication. As a consequence, pupils are now articulating more fluently. All classes from Nursery to Year 6 have planned opportunities to perform orally in front of an audience.

- The curriculum is impressive. It supports both the academic and wider development of the pupils. There is an outstanding range of extra-curricular activities, covering sports, the arts, music and pupils' spiritual development. These include football, rugby, dancing, skipping, basketball, singing and residential visits. The knitting together of personal and academic development through the planned curriculum is very strong in both schools.
- As well as this, we are continuing to develop the use of specialist teachers across the curriculum. A successful initiative has been the rapid development of Modern Foreign Languages. Standards in French are excellent and progress through the school is very high.
- Regularly, teaching is observed by the Head teacher alongside members of the leadership team in all year groups from Y6 to Nursery. In all observed lessons the quality of teaching is first rate (at least good in all, outstanding in the vast majority of classes).
- There is particularly strong teacher modelling, high level questioning and excellent relationships between all. Pupils make rapid progress in lessons because they become absorbed in a wide range of exciting activities.
- Alongside this, frequent work scrutiny with the leadership team show that subjects are taught in a consistent way.
- The way in which teachers and other adults work together is impressive. In a recent Reception class lesson, the lesson was a hive of activity as pupils set about their tasks with confidence and enjoyment. All adults supported pupils effectively as they worked in pairs, or on their own. There was a real sense of urgency to complete the task. The inspiring facilities (inside and outside) were very well used.

**Exceptional progress has been made in both schools since their last inspections. Overall the quality of teaching is now outstanding. This enables pupils to prepare well for the move to their next phase of education.**

## **Analysis of Personal development, behaviour and welfare**

### **Personal development, behaviour and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils demonstrate extremely mature attitudes to learning at all times. They understand and can talk fluently about the characteristics of a successful learner.



- They know they should ‘be the best they can be’. In this way, they have developed a strong sense of responsibility for their own learning.
- The strong and secure personal development has a profound impact on the academic progress they make.
- Pupils show high levels of respect and kindness towards each other. They listen politely while others speak, wait their turn patiently and value each other’s point of view.
- The excellent relationships which pervade the federation ensure pupils feel confident for their futures, secure and they achieve very well. Pupils take on responsibilities, including acting as buddies, school councillors and play leaders, very willingly.
- Pupils know how to stay safe and how to live a healthy lifestyle. Their parents tell us that we are outstanding at keeping their children safe. We have a very strong safeguarding curriculum and as a result pupils know how to protect themselves from relevant risk such as abuse, sexual exploitation and extremism, including when using the Internet and Social Media.

**Behaviour**

- The behaviour of pupils is outstanding. Pupils’ behaviour in lessons, while moving around the school and during social times is exemplary. They are unfailingly polite, courteous and cheerful, demonstrating self-discipline and self-control at all times.
- Behaviour is managed consistently across the federation. They have a strong sense of fun and tell us that they thoroughly enjoy school.
- The rewards systems motivate pupils to behave exceptionally well and show excellent attitudes to learning. Inappropriate behaviour is not tolerated and effective sanctions are swiftly put in place.
- Pupils’ attitudes to learning are of an equally high standard across subjects, years and classes and with different staff.
- We have specific examples of significantly improved behaviour impacting upon accelerated progress for individuals as a result of targeted support.
- Pupils’ spiritual, moral, social and cultural development is securely outstanding. Within the school there is a strong sense of spirituality and the mission of the school “to live life to the full” is exemplified.
- The schools has very high expectations of personal conduct and the pupils rise to them.
- Pupils value their education, and attendance is higher than the national average. Staff make sure that school absences are followed up rigorously.

**Overall, personal development, behaviour and welfare is outstanding.**

SUMMARY OF MAIN ACTIONS TO BE TAKEN IN 2017/18		
Action	Who	Timescale
<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></p>	CG	On going

<p>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>		
<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