

Headteacher's Report to Governors, 7th December 2017

The Catholic Life, Religious Education and Collective Worship.

This term myself and the leadership team completed a work and planning scrutiny on all the RE books across the school. In summary we highlighted the high quality in the books in every year group. Particular strengths include a systematic approach to the subject, a creative way of teaching the content of RE; excellent progress since the start of the year and highly effective marking and feedback to the children. Areas to improve include continuing to develop common strategies across all classes including the challenge for the most able.

- Gospel values underpin everything that we do.
- St. Aloysius is a prayerful, reflective community. The quality of liturgies is consistently strong. This term the outstanding liturgies include Y6 and Reception (Welcome to the School Liturgy); Y4 (Bridges in Life) and Y2 (Reconciliation).
- Currently we are organising shoe boxes to send to Eastern Europe. We expect to send approximately 150 shoe boxes.
- This year the Sacramental programme takes place in Year 4 and we have approximately 40 children making the Sacrament of Reconciliation and Eucharist.

Dionne Dunn is in the process of writing the Diocesan Self Evaluation Form to an impending Section 48 inspection (expected from September 2018). The Overall Effectiveness of St Aloysius for Catholic Life, Religious Education and Collective Worship is outstanding. **RE is graded outstanding by leaders, Collective Worship is outstanding and Catholic Life is grade 1.**

Progress information:

Very rapid progress has been made in addressing issues from the last HT report (September 2017)

- **Excellent progress** at St Aloysius in all aspects of school life.
- Consistently **high achievement** for all groups of pupils.
- The groups of pupils identified as disadvantaged achieve very well.
- All pupils receiving consistently **outstanding teaching**.
- **Exciting curriculum** for our pupils.
- Leadership is outstanding with **excellent middle leaders** driving improvements and ambitious leadership from senior leaders.
- The school is a **highly cohesive learning** community.
- There is a **very positive climate** of achievement.
- Pupils' spiritual, moral, social and cultural development is outstanding.
- **Excellent learning environment.**
- **The overall effectiveness of St Aloysius is outstanding and has rapidly improved. It is outstanding in all phases of the school.**

School Issues

- The school has achieved Teaching School Status. This is an excellent achievement for the school. Kathryn Fenwick will lead the Teaching School initiative in school and oversee the school to school support. Dionne Dunn will lead on the Initial Teacher Training aspect and Trish Burn will administer the project.
- Support for St Michael's RC Primary School Newcastle continues to go exceptionally well. The working partnership between the two schools is well established and excellent collaborative working has been embedded over the last year. The impact of leadership is clearly evident in the significant improvement in standards and progress by the end of Year 6. It is anticipated that my role as Executive Head Teacher will continue until August 2019. As a result of restructuring St Aloysius leadership, there has been a very positive impact upon our school with the additional work.
- Recent monitoring of teaching and learning at St Aloysius has confirmed teaching is outstanding across the federation.

Quality of Leadership

- We are unwavering in our determination to achieve the very best for pupils. We have a culture where all staff know pupils and their families very well and use this knowledge to secure the best possible support. We have an aspirational environment for learning, where pupils and staff constantly aim high and are not afraid to make mistakes.
- **We have an excellent leadership team.** Concerted action to address any area identified for improvement has ensured that the pupils currently in school are making exceptional progress across a wide range of subjects.
- **Self-evaluation is comprehensive and accurate.** It is based on detailed analysis of data, scrutiny of work in pupils' books, extra information from subject leaders and survey findings from parents and pupils. Consequently, leaders know what the school does well and what it needs to do to maintain and improve further its excellent standard of education. Leaders' actions have resulted in outstanding provision for all pupils, including those who are eligible for the pupil premium funding and those who have special educational needs and/or disabilities.
- Performance management of staff and leaders is robust and fair. Staff development is given a high priority. As a result, **staff feel extremely well supported and morale is very high.** Teachers are encouraged to try out new ideas and are trusted to use their professionalism to improve their practice.
- Our PE lead has exceptionally strong procedures in place to monitor the impact of the primary sport funding. They ensure that pupils benefit from high-quality physical education sessions and a varied range of additional sporting opportunities.
- **Procedures to monitor the impact of the pupil premium funding are equally robust and focus on the specific barriers to learning and the needs of the individual pupils concerned.** Year group action plans are written to record the specific needs of each pupil and the additional teaching support required to meet these identified needs. This approach ensures that the support for disadvantaged pupils is well targeted and results in outstanding progress from the pupils' starting points.
- The carefully planned curriculum contributes exceptionally well to pupils' outstanding spiritual, moral, social and cultural development and to the promotion of British values. Pupils are given regular opportunities to discuss and debate issues that matter to them. Visits and visitors to school give pupils opportunities to make meaningful links between the curriculum and their own lives.
- A wide variety of extra-curricular clubs and activities enrich the curriculum. Pupils regularly enthuse about the range of clubs, visits and residential that they attend.
- As a result of an excellent SENCo, **provision for pupils who have special educational needs is very effective.** Our Deputy Head with responsibility for this area has a clear picture of pupils' specific needs. She closely tracks their progress and development and ensures that they receive the support that they need. This support is highly effective and contributes to pupils' very strong progress, confirming that the school makes excellent use of the additional funding it receives to support these pupils.

Governance of the school

- **Governance is highly effective.** Governors are very ambitious for the school. They share leaders' determination to secure further improvements. Governors receive high-quality information from all leaders about the work of the school and, in particular, about pupils' achievements. Governors have a good range of skills and experiences. They are a reflective and forward-thinking group who have the pupils' best interests firmly at the centre of their work.
- Governors use the learning from their own training and discussions with school leaders effectively. **They are regular visitors to the school** and have worked hard to raise their profile with members of the school community.

Safeguarding

- **The arrangements for safeguarding are effective.**
- The school has a strong culture of safeguarding because staff are vigilant in ensuring that pupils are safe and well cared for. They receive training on all aspects of safeguarding and child protection. As a result, staff have a clear understanding of the procedures to follow if they are concerned about a pupil's welfare.
- The designated leader for safeguarding keeps meticulous records and ensures that staff follow up any concerns rigorously. The school has established strong and effective partnerships with external agencies and parents.
- Thorough checks of staff, governors and volunteers on appointment to the school ensure that they are suitable people to work with pupils. The school maintains appropriately detailed records of these checks. The school's recruitment procedures are robust and comprehensive.
- Leaders and governors ensure that the school building is well maintained and that the site is safe and secure.

What we know following our recent monitoring.

- **In all year groups, teaching is excellent.** Teachers and teaching assistants display energy and passion for learning. Their infectious attitude creates a positive learning atmosphere for pupils, who consequently thrive under their guidance.
- Teachers and other adults have established excellent relationships with all pupils that set the basis for the positive learning atmosphere. Teachers' explanations of new and challenging concepts are clear. They preempt potential misconceptions skilfully and, where necessary, teaching assistants provide the appropriate additional support to those pupils who need it. In **Year 6** we recently saw all pupils make rapid gains in their learning.
- Teachers' use of assessment is a key characteristic of the outstanding teaching. In every class, staff ensure that pupils' work builds on prior learning. **Year 5** teachers intervene with clarity during lessons, either by providing consolidation for pupils or by providing more challenging work. Teachers' questioning is precise. It encourages pupils to think for themselves and to solve problems. As a result, pupils are deeply involved in the learning process.
- Excellent Infant School teaching enables pupils to make very strong progress in phonics. Teachers ensure that work is carefully matched to pupils' needs. As a result, pupils in **Key Stage 1** confidently use their phonic knowledge to tackle unfamiliar words when they are reading. Reading is promoted well throughout the schools. Consequently, older pupils in **Y3 and Y4** are able to discuss their reading likes and dislikes thoughtfully, identifying favourite authors and books.
- Teaching assistants provide outstanding support for learning, working very well in partnership with teachers. They have a very good understanding of the specific needs of the pupils with whom they are working, particularly those who have special educational needs and/or disabilities or who need extra help to catch up.
- Teaching in the **Early Years** is exceptional. Staff have a very clear understanding of children's needs and plan interesting activities to meet them. For example, work in children's books shows that an exciting range of activities, including those undertaken outside the classroom, gave children many learning opportunities, particularly in writing.
- Staff have established first rate links with parents. This ensures that children experience a smooth transition into the early years provision.

Self Evaluation Judgements

I evaluate our school to be outstanding across both schools, in all key stages. This is a result of very strong outcomes at the end of Reception, Y1 Phonics, Year 2, Year 6 and in current work. Also the quality of Leadership, Teaching and Personal Development including Behaviour is Grade 1.

Next steps

- 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.
- Further develop our topics so that high quality English and Maths skills are applied rigorously
- Participate in the Primary Writing Project to enhance our Writing and Reading curriculum.
- 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.
- Continue to develop the challenge curriculum in the Early Years so that our children are regularly taught the essentials of learning at the earliest age (early writing/ reading and calculation).

2018 PREDICTIONS AND TARGETS			
PROPORTIONS OF PUPILS EXPECTED TO REACH THE NATIONAL STANDARD			
(Above age expected in brackets)			
<u>End of Reception Prediction</u>			
Good Level of Development: 77%			
<u>End of Year 1 Phonic Prediction:</u>			
Phonics score: 84%			
<u>End of Year 2</u>			
	PREDICTIONS <i>Based Y1 summer term assessments</i>	TARGETS	National Average 2017
Reading	<u>82 (28)</u>	<u>85 (30)</u>	<u>76 (25)</u>
Writing	<u>85 (33)</u>	<u>87 (35)</u>	<u>68 (16)</u>
Mathematics	<u>80 (28)</u>	<u>82 (32)</u>	<u>75 (21)</u>
<u>End of Year 6</u>			
	PREDICTIONS <i>Based on end of Year 5 summer term</i>	TARGETS	National Average
Reading	<u>86 (39)</u>	<u>93 (50)</u>	<u>71 (25)</u>
Writing	<u>86 (42)</u>	<u>93 (45)</u>	<u>76 (18)</u>
Grammar, Punctuation & Spelling	<u>86 (42)</u>	<u>93 (45)</u>	<u>77 (31)</u>
Mathematics	<u>88 (39)</u>	<u>93 (42)</u>	<u>75 (17)</u>
% achieving the national standard in reading, writing and mathematics combined	<u>85 (30)</u>	<u>93 (35)</u>	<u>67 (9)</u>
<p>We are predicting a year of further improving standards at the end of EYFS, KS1 and KS2.</p> <ul style="list-style-type: none"> ▪ All staff have supportive but challenging pupil achievement performance management targets. ▪ The targets are based upon the end of Year summer term assessments and are aspirational and achievable. ▪ We are confident of success with the challenging target as a result of the outstanding teaching and excellent work ethic and behaviour of our pupils. ▪ Children classed as disadvantaged are mostly expected to achieve in line with the standards of other pupils, with the exception of a lower scores for KS1 as a result of the PP cohort having significant SEND challenges. Most of these children are also low attaining boys. 			

Progress towards actions identified in the Ofsted/ Overall Effectiveness Review.

The school has made rapid progress in addressing the issues identified as part of the last SIA visit.

Infant School Ofsted Key Priority

Raise attainment, especially in writing, by:

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

The teaching and learning of writing have improved noticeably since Ofsted 2013. **Expectations of writing are very high and tasks are well matched to pupils' ability.** There are many opportunities for pupils to use the topics they are studying or the class text as a basis for extended pieces of writing. The school is involved in the Primary Writing Project and early indications show that the programme will support the raising of expectations across all classes in the school.

SIA Key Priority:

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. Pupils have been observed making rapid progress in English lessons during the autumn term. The quality of their work in English is outstanding. A recent work scrutiny, carried out by the leadership team, showed that all subjects are 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.

SIA Key Priority

Continuing 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.

Recent leadership training:

- Senior Leaders leading on highly effective school to school support at St Michael's
- Two middle leaders participating in the Diocesan Aspiring leaders course
- Middle leader taking part in Women leading in Education course
- Deputy Head receiving training on Teaching Schools and takes part in North East Hub meetings
- SENCo involved in Local Authority Panel for agreeing SEN funding
- Assistant Head now a ITT Professional Tutor which mean she will assess external candidates.

EVALUATION OF THE IMPACT OF LOCAL AUTHORITY AND EXTERNAL SUPPORT

Training and developmental needs for the coming year	Ways of meeting the agreed needs
<p><u>Training and Development Needs</u></p> <p>The leadership team will continue to participate in LA and external training which is relevant to the school's development needs.</p>	<ul style="list-style-type: none"> ▪ Ensure all senior and middle leaders access professional development which is relevant to their individual needs ▪ Provide opportunities for all leaders to participate in monitoring activities as detailed in the school's monitoring plan

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

We have a few school events coming up over the next few weeks. These are wonderful opportunities to come into school and participate with our school community.

School Improvement Partner Visit	24th November	8am	Junior School
Whole School Christmas Lunch	6th December	12pm	Infant School
All Infants			
Nursery Christmas Liturgies (Infant School Hall)	19th December	10.15 am	Mrs McDermott
	21st December	10.15 pm	Mrs Smissen
Reception Class Christmas Liturgies (Infant School Hall)	14th December	9.30 am	Miss Doughty
		2.00 pm	Miss Holway
Y1 Class Christmas Liturgies (Infant School Hall)	15th December	9.30 am	Mrs Guy
		2.00 pm	Mrs Cockburn
Year 2 Group Christmas Liturgies (Infant School Hall)	20th December	9.30 am	Miss Fawcett
		2.00 pm	Mrs James/ Mrs Balfour
Year 5/6 Candlelight Carol Service	20th December	3.30 pm	Church.
Year 3/4 Candlelight Carol Service	21st December	3.30 pm	Church.
End of Year School Christmas Liturgy St Aloysius has Talent	22nd December	9.15am	Junior hall
	22nd December	10.30am	Junior hall

We could not achieve what we do to an outstanding level without the loyal and generous support over the past few years from pupils, parents, staff, governors and our wider community. We are grateful to all and very proud to serve the community of Hebburn and determined to continue improving.

Nick Conway
(written on) November 1st 2017

