



South Tyneside Council

Autumn Term 2017

School Improvement Advisers' Visits to Infant, Junior Primary and Special Schools

Name of school: St Aloysius Federation	Name of SIA: Margaret Armstrong
Date(s) of Visit: December 7 2017	Time: 8.00 a.m. Duration: 4 hours
AGENDA	
<ul style="list-style-type: none">- School's own agenda to include discussion about awards and other achievements- Progress made against actions identified in the last visit- Safeguarding Children- Outcomes in the Early Years- Pupil outcomes in Key Stages 1 and 2- Outcomes Summary- 2018 predictions and targets- Review of support and areas for additional/further support (where appropriate), including the impact of Local Authority support- School categorisation- Summary of actions	
SIA's signature: <i>M. Armstrong</i>	

SCHOOL ISSUES

Members of the senior leadership team, the chair and other representative governors continue to play a full part in the termly Local Authority visits. The federation head teacher's termly reports to governors drive the discussions around the termly agenda. Updates were given with regard to the following areas:

Teaching School Status

There was discussion around leadership arrangements to take the Teaching School forward. KF will lead the initiative across the federation and oversee school-to-school support. DD will lead the Initial Teacher Training programme and TB will administer the project. The federation has the capacity to quickly make a difference through the work of the Teaching School.

Support to St Michael's RC Primary School Newcastle

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. This was confirmed through the most recent monitoring visit to St Michael's which provided evidence of rapid progress in addressing key areas for improvement. It is expected that the executive head teacher arrangements will continue until August 2019.

Monitoring of Teaching and Learning

The exceptional quality of teaching results from leaders' rigorous programme of quality assurance, along with the highly effective professional development offered to teachers and support staff.

Recent monitoring of teaching and learning has confirmed teaching is outstanding across the federation. Strengths in teaching discussed included:

- Exceptionally high expectations and exemplary relationships
- Teacher's very secure understanding of assessment information which ensures they plan challenging lessons with just the right level of difficulty
- Teachers' excellent subject knowledge which they use skilfully to plan lessons that help pupils from different starting points make the best possible progress
- Very effective use of searching questions to extend pupils' knowledge and understanding
- The opportunities which are planned to ensure pupils develop their reading, writing and mathematics skills in other subjects systematically
- The very high level of challenge which is planned for all pupils, including the most able
- Highly effective feedback which ensures pupils quickly move on in their learning.

The Impact of Leadership

- The federation's culture of learning is agreed with staff, pupils and parents. The learning environment across the federation is exemplary
- Self-evaluation is precise and accurate. Leaders at all levels have a secure understanding of the federation's effectiveness. The improvement plans are detailed, tightly focused and informed through systematic self-evaluation
- Procedures to monitor the impact of the pupil premium funding are robust and focus on the specific barriers to learning and the needs of individual pupils. School leaders have used the pupil premium funding very well to improve provision and outcomes for disadvantaged pupils over time
- The government's additional funding for pupils who have SEND is spent very carefully. These pupils make fast progress from their individual starting points because of the bespoke provision for their needs. The progress of pupils who have SEND is tracked very closely to make sure support and intervention are targeted to maximise progress
- In addition, the additional sports funding has been used very well to enhance provision. As a result, pupils across the federation benefit from high-quality physical education lessons and participate in a wide range of additional sporting activities. The Sports Premium Spend Plan 2017-18, which is available on the school's website, outlines the action that will be taken towards the four key indicators. During the visit, a comprehensive update on the school's sporting achievements was given. These included successes in tag rugby, cross country and athletics
- Governance is highly effective. Governors are very ambitious for the future development of the federation and actively welcome challenges themselves. All share the executive head teacher's drive and commitment; they work very closely together to secure the best outcomes for all pupils. Governors use their individual skills and expertise to support and challenge the executive head teacher and senior leaders robustly.

The Impact of Curriculum Leadership

The curriculum is outstanding. It is broad, balanced and relevant. The curriculum is planned expertly to ensure pupils make rapid progress in the basics of reading, writing, comprehension and mathematics. Pupils access a wide range of extra-curricular activities which stimulate their interest in learning and all aspects of school life. Leaders have prioritised the wider curriculum this school year to make sure assessment in all subjects is equally as strong as that in reading, writing and mathematics.

The excellent document 'Building Our Curriculum' was presented and discussed. The following key curriculum principles were outlined:

- High expectations
- Differentiation
- Independent learning and problem-solving
- Challenge and enrichment

Further extension of the English curriculum is a continuous priority for the federation. Involvement in 'The Primary Writing Project' and 'Reading for All' have both impacted positively on outcomes. The 'Small Steps Approach' in mathematics ensures pupils have time to secure their understanding of key concepts while at the same time leaders can identify any gaps in learning. Mastery is promoted very well through the 'concrete>pictorial>abstract' approach.

Special themed events enhance the curriculum exceptionally well. The 'Curriculum Learning Projects' are very well planned to build on pupils' previous learning experiences and interest. The focus on outdoor learning, including learning in 'The Secret Garden' in the Early Years, motivates all children to learn and explore.

The federation's provision to support pupils' emotional wellbeing is exemplary. This aspect of the school's work threads through the curriculum and there are a number of very individualised programmes which support vulnerable pupils very well. These include the 'Rainbows' programme which supports those children facing separation or bereavement, counselling and the use of the special quiet place to promote resilience and positive emotional wellbeing. The 'Aspirations 2017' initiative has proved to be an excellent approach to increasing pupils aims for the future and enabling them to set challenging goals. Pupils wrote to the executive head teacher, outlining their aspirations. The quality of their writing was of a very high quality.

Safeguarding Children

Safeguarding arrangements continue to be highly 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 regular training and updates on all aspects of safeguarding.
- 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.
- Checks on staff new to the school are thorough. The school's recruitment procedures are exemplary.
- Records for pupil at risk are meticulous. They exemplify the wide range of targeted work staff undertake to help tackle any barriers to pupils' learning and attendance, and/or their social and emotional development.

Tour of the Early Years and Key Stage 1

Outstanding learning was seen across the Early Years and Key Stage 1 during a tour of the infant school. Teaching and learning are consistently strong and the high expectations set by all staff were clearly evident. All children demonstrated impeccable behaviour and a high level of engagement in their learning. Excellent phonics teaching was observed during the tour. Pupils' work is very well presented and pupils were observed focusing on their handwriting and presentation. Planned activities were exciting and built very well upon prior learning. In the Early Years, learning areas are very well-resourced; there are excellent opportunities for children to learn independent working skills. The leadership of the Early Years and Key Stage 1 is outstanding.

PROGRESS MADE AGAINST ISSUES IDENTIFIED AT THE LAST VISIT

SIAAs should make a professional judgement about the progress which has been made.

All actions highlighted as part of the summer term visit have been addressed robustly.

Review of 2017 Outcomes

This was the main part of the discussion. Key points are detailed at later points in the report.

Overall Progress

The executive head teacher and senior leaders monitor progress towards any actions detailed in each SIA visit report. As part of the autumn visit there was detailed discussion around the following areas identified as part of the summer term visit:

Raising Attainment in Writing

The focus of discussion was again on the 'The Primary Writing Project'. Expectations of achievement in writing have been raised even further and class texts are being used very effectively as a basis for extended writing.

Continuing to develop the skills of senior and middle 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 fully 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.

A range of high-quality professional development activities have been organised to extend the skills of senior and middle leaders even further. For example, two middle leaders are participating in the 'Diocesan Aspiring Leaders' course while the deputy head teacher, in her role as SENDCO, is a member of the Local Authority Panel which is responsible for agreeing SEN funding arrangements.

ANTI-BULLYING PROCEDURES

The focus this term will be on the effectiveness of the school's procedures for preventing and tackling bullying. Discussion points will include:

Is the school's policy subject to annual review and is it accessible on the school website? Is there a separate policy for cyberbullying? Are pupils and parents aware of the school's policy and expectations in relation to bullying? In the last two years, what training have staff had on preventing bullying, including cyber bullying? How do leaders make sure staff know which pupils are particularly vulnerable to bullying and how the school can proactively support these pupils? How does the school teach pupils about bullying through the curriculum?

The school's systems for preventing and tackling bullying, including cyberbullying, are highly effective.

Key Points

- The Anti-Bullying policy is reviewed annually in discussion with governors. Any amendments are then shared with pupils, staff and parents.
- The school takes part Anti-Bullying week each year. The theme this school year was 'All Different, All Equal' which was geared towards helping pupils celebrate their own uniqueness and that of others. Each year group worked on a different focus including the importance of friends in Year 1, discussing morals based on the video 'For the Birds' in Year 4 and exploring prejudice through the cross-curricular focus on World War 2 in Year 6.
- Pupils are taught how to distinguish between bullying and falling out. Staff act on any concerns pupils raise and all set the same high expectations that no type of bullying or harassment will be tolerated in school.
- Any incidents of potential bullying are recorded and swiftly addressed. Staff have special slips which they fill in to record any concerns about bullying. These are passed to the head teacher and reviewed.
- Pupils were given their voice through the use of the 'Anti-Bullying Questionnaire'. This enabled leaders to survey pupils around key questions such as Have you ever been bullied? Where could bullying behaviour take place? Leaders very swiftly acted on one or two points put forward by pupils.
- Information about E-safety, safeguarding and anti-bullying is available on the website. The school's policy for E Safety sits alongside the Anti-Bullying Policy. The school's expectations are very clear.

MEETING THE SEND AGENDA AND THE SEND STRATEGY 0-25

St Aloysius Federation manages a high proportion of pupils who have complex needs. Excellent progress has been made in addressing the SEND Strategy.

How far has the school progressed in meeting the SEND Code of Practice?

The deputy head teacher, in her role as SENCO, has attended the Local Authority three-day training this term. She is part of a Local Authority working party that is reviewing SEND funding.

What is the staffing structure for SEND, including TAs?

The SENCO leads provision SEN expertly. There are a number of teaching assistants who are trained in the management of a number of disabilities including managing pupils with speech and language difficulties, ASD.

Has the school provided any recent SEND training for staff?

Training is planned to update staff on the new Local Authority SEN Ranges and the implications for the federation.

What has the school done recently to adapt and personalise the curriculum for pupils with SEND?

The curriculum for SEND pupils is exemplary. The use of support and intervention across year groups was discussed in detail during the visit.

Personalised programmes are in place to ensure children's needs are fully met and the right support is put in place.

The progress of pupils who have SEND is tracked rigorously to make sure they make the best possible progress.

Emotional Resilience work is ongoing for individual children.

How effective is transition both within and out of the setting?

The school has very well-established links in place with feeder secondary schools to support transition to Year 7.

OUTCOMES IN THE EARLY YEARS

How does attainment in 2017 compare with previous years and against national? What priorities has the school set from the 2017 outcomes? How well do boys do over time? Where are the gaps in terms of the performance of boys and girls? Is the school closing the gap between disadvantaged children and other children in the school? How successful has the school been in increasing the proportion of children who exceed expectations?

Early Years Summary

Skills on Entry	Below expectations with a significant number of children joining the schools with complex additional needs.
% achieving good level of development	2015: 60.3% 2016: 73.82% 2017: 77.4%
Outcomes	Outstanding: upward trend

Key points and areas for further exploration

- The school has very successfully closed the gaps in attainment between boys and girls. In 2017, 81% of girls achieved GLD in comparison with 74% of boys. Fast progress has been made in improving boys' performance in literacy although this remains an improvement action. Boys did better than girls in mathematics in 2017.
- There were five disadvantaged children in the 2017 cohort. 79% achieved GLD in comparison with 60% of the non-disadvantaged. There were four children with complex SEN in the 2017 cohort. One achieved GLD; two achieved the ELG in some areas but not the actual GLD.
- The school was also successful in maintaining the high proportions of children who exceed expectations. Outcomes were strong across the areas of learning which is linked to the higher level of challenge planned for the most able children as soon as they start school.
- The proportion of children achieving GLD is predicted to increase to 77% which will secure the continued positive trend of improvement.
- Staff are highly skilled in extending children's interests in to learning opportunities. Learning experiences such as 'We are going on a bear hunt!' and observations of the changing seasons in 'The Secret Garden' rapidly increase children's engagement and speed up progress.

SIA Overall Judgement: Outcomes are outstanding.

OUTCOMES IN KEY STAGES 1 AND 2

There should be discussion about outcomes in Years 2 and 6 and trends over time, paying particular attention to key groups, particularly boys/girls and the disadvantaged? If any gaps are widening, what is the school doing about it?

Year 1 Phonics Screen

	% passed	% boys passed	% girls passed	National Average
2015	73	75	71	77
2016	83	82	85	81
2017	85	82	89	81

Key Points

- The school has an effective phonics programme in place.
- Over time, the school had successfully narrowed the gaps between girls and boys. The gaps widened again in 2017 but the fact that the girls performed particularly well should be taken into account.
- There is some variance in outcomes for the disadvantaged children but this is due to the additional needs faced by the disadvantaged children in some cohorts. For example, in 2016 86% of the disadvantaged passed the screen in comparison with 83% of the non-disadvantaged. Whereas, in 2017, 67% of the disadvantaged passed the screen in comparison with 85% of the non-disadvantaged.
- By the end of Year 2, most pupils have passed the phonic screen which demonstrates how they catch up steadily. In 2016, 98% passed by the end of Year 2 which was well above average. 97% passed in 2017. Those pupils who do not pass in Year 1 are very well supported through the Year 2 phonics curriculum.
- The Pupil Premium Strategy, which is available of the school website, details the actions the school will take to improve the oral language skills of the disadvantaged pupils in the Early Years. Staff training will be provided to improve pupils' communication skills to improve outcomes in phonics, reading and writing.

Key Stage 1 Outcomes

2016 Attainment Outcomes

	% Expected+ School	% Expected+ National	% GD School	% GD National
Reading	85	74	32	24
Writing	77	66	27	13
Mathematics	83	73	33	18

2017 Attainment Outcomes

	% Expected+ School	% Expected+ National	% GD School	% GD National
Reading	87	76	30	25
Writing	78	68	28	16
Mathematics	85	75	30	21

The attainment of the 2017 cohort on entry to Year 1 was below average and particularly low in writing and mathematics.

- Over time, the proportions of pupils who have achieved the expected and higher standards in reading, writing and mathematics have been above average. Pupils make strong progress from their starting points.
- In 2016, boys did as well as girls in terms of the proportions working at the expected standard in all areas. Girls did better than boys at greater depth in reading and writing. In 2017, boys' performance was comparable with that of girls overall. Girls did better in writing and at greater depth in mathematics. The 2017 cohort was boy-heavy and included a number of boys who had significant additional needs.
- In terms of the disadvantaged pupils, performance was lower than others in the school although the gaps were narrowing. In 2017, the performance of the disadvantaged pupils was comparable with national averages at the expected standard but none of the disadvantaged children achieved greater depth in reading and writing. This is an area of focus for the school. It should be noted that only nine children were eligible for the pupil premium in 2017 and this group is not highlighted in the Inspection Dashboard.
- The proportion of pupils who achieved the expected standard in science was well above average in 2017.

SIA Overall Judgements: End of Key Stage 1

In 2017, standards were above average and this linked directly to strong performance at greater depth.

Over time, progress is outstanding. Outcomes are outstanding.

Key Stage 2 Outcomes

Key Stage 2 2016 Attainment Outcomes

	% Ex+ Sch	% Ex+ National	Scaled Score School	Scaled Score National	% HS School	% HS National
Reading	83	66	105.8	103	22	19
Writing	90	74			35	15
Maths	92	70	107.3	103	43	17
GPS	90	77	105.7	104	20	22
RWM	75	53			13	5

Key Stage 2 2017 Attainment Outcomes

	% Ex+ Sch	% Ex+ National	Scaled Score School	Scaled Score National	% HS School	% HS National
Reading	80	71	106.0	104.0	34	25
Writing	80	76			34	18
Maths	87	75	105.7	104.0	26	23
GPS	92	77	106.8	104.0	28	31
RWM	69	61			15	9

Average Progress Scores: All Pupils

Subject	2016 Average Score	2017 Average Score
Average progress reading	+2.10	+2.18
Average progress writing	+2.93	+3.82
Average progress mathematics	+3.31	+1.97

Average Progress Scores: Disadvantaged Pupils

Subject	2016 Average Score	2017 Average Score
Average progress reading	1.02	1.28
Average progress writing	2.26	3.94
Average progress mathematics	1.97	2.22

Key Points

- The proportions of pupils who have achieved the expected standard in reading, writing and mathematics were above average in 2016 and 2017. The slight dip in 2017 was predicted due to the challenging issues faced by some pupils. A higher proportion of girls to boys achieved the combined expected standard.
- 15 % of pupils achieved the higher standard in reading, writing and mathematics which was above average and demonstrated slight improvement on the previous year. There was particularly good improvement in reading.
- ▬ The average progress scores for reading was above average in 2016 and average in 2017. In 2017, the lower attainers made strong progress as shown in the average progress score of +8.33. The weakest average progress score was for the higher attainer: -0.08 which was average.
- ▬ The average progress score for writing has been significantly high over the last two years.
- ▬ The average progress score in mathematics was significantly high in 2016 and above average in 2017. The average progress scores for the disadvantaged pupils showed good improvement and was comparable with others in the school. As in reading, the average progress score for the lower attainers in writing was particularly high. Across the school. The use of 'Times Tables Olympics' is bringing a competitive approach to consolidating multiplication tables.
- ▬ The progress made by boys and girls in reading was comparable. Boys' progress was stronger than that of girls in mathematics.
- Six pupils accessed SEN Support in 2017; an additional two pupils had EHCPs. Those who accessed SEN Support made outstanding progress in reading and mathematics from their starting points as shown in the average progress score of +4.91 and +4.20 respectively.

SIA Judgements: End of Key Stage 2

Standards have been above average over time.

Over time, progress is outstanding.

Outcomes are outstanding.

PUPIL OUTCOMES: SUMMARY EVALUATION

Refer to the grade descriptors for outcomes for pupils when finalising the bullet points below.

Pupil outcomes are outstanding because:

Key Points:

- Overall, progress across year groups is consistently good and often outstanding.
- Outcomes in the Early Years are outstanding.
- The disadvantaged pupils and those with special educational needs make fast progress from their starting points
- Outcomes in reading are improving steadily by the end of Year 6 due to increasing proportions of pupils achieving the higher standard. The proportions who achieve the expected standard in the national phonics check are consistently high.
- Average progress scores in reading and writing are at least above average over time.
- There is an increased focus on speeding up the progress of the most able disadvantaged pupils across the school.

2018 PREDICTIONS AND TARGETS

PROPORTIONS OF PUPILS EXPECTED TO REACH THE NATIONAL STANDARD

SIAs will comment on the rigour and ambition in the school's target setting process. They will review 2017 performance to see how the predictions for 2018 would impact on performance.

End of Reception: 77% GLD

End of Year 1 Phonics Screen: 82%

End of Year 2

	PREDICTIONS Expected <i>Based on end of Year 1 summer term 2017 assessments</i>	TARGETS Expected	PREDICTIONS Greater Depth	TARGETS Greater Depth
Reading	82	85	TBC	
Writing	85	87		
Mathematics	80	82		
% achieving the national standard in reading, writing and mathematics combined	TBC			

- Predictions for 2018 show above average standards will be maintained at the end of Year 2.

End of Year 6

	PREDICTIONS Expected <i>Based on end of Year 5 summer term 2017 assessments</i>	TARGETS Expected	PREDICTIONS Higher Standard	TARGETS Higher Standard
Reading	86	93	TBC	
Writing	86	93		
Mathematics	88	93		
Grammar, Punctuation & Spelling	86	93		
% achieving the national standard in reading, writing and mathematics combined	86	93		

Commentary:

- Predictions for 2018 indicate standards will be significantly high with good improvement in reading.

IDENTIFICATION OF SUPPORT NEEDS FOR 2017-18

The SIA will continue to work with the executive head teacher, senior leaders and governors to review the school's performance through the termly agenda.

SCHOOL CATEGORISATION

Schools and SIAs should refer to the Local Authority guidelines for school categorisation and choose from Levels 1, 2a, 2b, 3a, 3b, 4a and 4b.

Both the infant and junior schools are categorised as outstanding.

SUMMARY OF ACTIONS

Action	Responsibility	Timescale
Review 2018 predictions and targets for the end of Years R, 2 and 6. Review the expected impact of action taken to improve outcomes for the most able disadvantaged pupils.	EX HT/SLT/SIA	March 2018