



**South Tyneside Council**

**ST ALOYSIUS FEDERATION  
ANNUAL REPORT TO GOVERNORS  
SPRING TERM 2018**

**SUMMARY OF SCHOOL ACHIEVEMENTS**

- The federation head teacher, working closely with the deputy head teacher, senior leaders and governors has continued to set a very clear direction for the future development of St Aloysius. This ensures leaders and governors have an accurate understanding of the school's strengths and areas for development. Leadership and management systems, including self-evaluation, school improvement planning and progress tracking are highly effective.
- The federation head teacher, who is a National Leader of Education, is currently acting as executive head teacher across St Aloysius and St Michael's RC Primary in Newcastle, which is currently facing significant challenges. Under the leadership of the federation head teacher, St Michael's has rapidly improved. This is due to the very effective support provided by skilled leaders from St Aloysius. It is expected the current leadership arrangements will remain in place for another school year.
- Following the achievement of Teaching School Status, St Aloysius has become the lead school for the Initial Teacher Training network. Leaders at St Aloysius are currently developing a tightly focused professional development programme to support other local schools.
- Pupils' spiritual, moral, social and cultural development is promoted outstandingly well. The school's vision and gospel values of love, tolerance and forgiveness pervade all aspects of the school's work. Pupils have ample opportunities for reflection as part of their regular involvement in 'Children's Liturgy' and other events within the prayer life of the school.
- Consistently outstanding teaching has been maintained across the federation over the past year. Teachers have consistently high expectations of all pupils. Consequently, the vast majority of pupils currently in the school are achieving highly in reading, writing and mathematics.
- Leadership, provision and teaching in the early years are excellent. 77% of children achieved a good level of development (GLD) in 2017 which was above average. There is a steady trend of improvement in outcomes by the end of the Reception year. As a result of incisive leadership and outstanding teaching, children make strong progress and are very well prepared to start Year 1.
- Performance in the Year 1 phonics screen was above average in 2016 and 2017. In 2017, 85% of pupils achieved the expected standard in comparison with 81% of all pupils nationally.
- Standards were above average overall at the end of Year 2 in 2016 and 2017. The proportions of pupils who achieved greater depth were also above average in reading, writing and mathematics in 2016 and 2017. This represents rapid progress for pupils from their starting points.
- The proportions of pupils who achieved the expected standard in reading, writing and mathematics were above average by the end of Year 6 in 2016 and 2017. There was very strong improvement in reading in 2017 with 34% of pupils achieving the higher standard which was above average. Historically, pupils have done very well in the EGPS test.

- The curriculum supports learning well. Pupils thoroughly enjoy the many first-hand experiences which are planned for them. The curriculum provides a strong balance of basic skills work alongside creative opportunities. 'Curriculum Overviews', detailing the curriculum content for each year group, are available on the high-quality school website. Leaders continually adapt and amend the curriculum to take into account the school's priorities. For example, the implementation of the 'Primary Writing Project' has secured the development of shared writing across year groups and placed an even stronger emphasis on handwriting, phonics, spelling and grammar.
- The school makes very effective provision for a significant number of children who have complex needs. Changes to the Local Authority SEND Ranges has implications for the school. The SENCO has attended Local Authority training and information about the changes has been disseminated to staff.
- There is a very calm, purposeful and orderly atmosphere in lessons and around the school. This contributes to excellent spiritual, moral, social and cultural development. Pupils behave very well and demonstrate exemplary attitudes to learning. Pupils' consideration of others, care for each other and pride in their work ensures that their personal development and welfare are outstanding.
- Meticulous arrangements are in place to safeguard children. Safeguarding arrangements are highly effective and they ensure children are safe at all times.
- Governors bring a range of professional skills and expertise to the school. They demonstrate a high level of commitment and play a very active part in the life of the school. Governors challenge and question school leaders well, holding them to account for the quality of teaching, learning and assessment as well as outcomes for pupils.

## **INSPECTION HISTORY**

## **ST ALOYSIUS INFANT SCHOOL**

**Date of last inspection: September 2013**

**Overall Effectiveness: Good**

### **Areas for Improvement**

#### **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.

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

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

Leaders track record of success is evident in the high-quality teaching across the early years and Key Stage 1 and above average outcomes in writing by the end of Year 2.

**Expected date of next inspection: School is in the inspection window**

## **ST ALOYSIUS JUNIOR SCHOOL**

**Date of last inspection: September 2016 Overall Effectiveness: Outstanding**

### **Area for Improvement**

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

**Expected date of next inspection: School is currently exempt**

## EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

School Self Evaluation: 1

SIA Judgement: 1

### **The effectiveness of leadership and management is outstanding.**

- The dedicated head teacher, senior leaders and governors work exceptionally well together as a team to secure the best possible outcomes for all pupils. Leaders have an excellent understanding of the strengths and areas for development in the school. As a result, the school's self-evaluation is precise and accurate. Areas for improvement identified at the last inspections in both schools have been being tackled well. The school development plan, which is developed in consultation with leaders at all levels, includes sharp and measurable targets to further improve teaching and outcomes for pupils.
- The head teacher is currently acting as executive head teacher across the St Aloysius Federation and St Michael's RC Primary Newcastle, which was placed in special measures in October 2016. Leaders from St Aloysius are providing sensitive, focused support to help St Michael's swiftly improve. This demonstrates the breadth of experience St Aloysius can bring to schools facing challenging circumstances.
- The federation head teacher and governors have very successfully implemented a new leadership structure following some staff movement. Leaders have moved into new roles with ease. They work extremely effectively together as a cohesive team. All senior leaders play an active part in termly meeting with the school improvement adviser (SIA) and present updates in their areas of responsibility. The chair of governors and other representative governors also attend termly SIA meetings.
  - Systems to check the quality of teaching are incisive, highly detailed and carefully planned week by week. Leaders and teachers act quickly to address any emerging underperformance, challenging and supporting staff to fulfil their potential. Teachers share responsibility for all pupils in school, sharing most-effective practice and supporting each other. Staff have targets closely linked to the school's improvement priorities and leaders hold them to account for the progress made by pupils in each class. Targets are thoroughly checked to ensure that pupils make speedy progress from their various starting points.
- The school has a very effective system in place to check pupils' progress. Any pupils who are not making the progress they should are identified quickly and appropriate strategies are put in place to help those pupils improve. This is supporting the school's

aim to ensure every child achieves highly. Across the school, leaders check the pupil progress in the foundation subjects through the 'Progression of Skills' summaries. Staff are held fully to account for pupil progress through tightly focused 'Progress Meetings'.

- The curriculum is a strength of the school's work. It is creative and results in all pupils being highly motivated in their learning. The curriculum supports pupils' academic and personal development exceptionally well. The core curriculum centred on English and mathematics is highly effective. Pupils acquire new knowledge and understanding rapidly. More widely, interesting projects integrate different subjects and enable pupils to make connections in their learning. The curriculum is enriched through the well-planned use of special themes, visits out of school and a good range of after-school clubs. These include residential visits to Berwick, Buttermere and Borrowdale and visits to the beach in Year R, Safety Works in Newcastle in Year 2, Bowes in Year 4 and Grinton Lodge, Richmond in Year 5.
- The school's work to promote pupils' spiritual, moral, social and cultural development (SMSC) is exemplary. The school's Christian values outline the school's strong focus on respect, liberty and tolerance of different faiths and beliefs. SMSC is actively promoted across the curriculum and through special events such as 'Buddy Liturgies', 'Youth Sunday' and the 'Secret Garden Liturgy'. The recent 'Spirited Art Day' provided pupils with opportunities to demonstrate their artistic talents.
- The school makes very effective use of the pupil premium funding to improve the achievement of the disadvantaged pupils. The head teacher and senior leadership team have been rigorous in identifying any barriers to achievement for this group of pupils. The 2017-18 Pupil Premium Strategy has been developed and posted on the school's website. In 2017, the disadvantaged pupils made fast progress from their starting points across the school. Some disadvantaged pupils also had significant additional needs. The school's approach to supporting the disadvantaged children is outlined in the school's document 'Building Blocks for Success'.
- The primary school sports funding is used thoughtfully to extend the skills of teachers and to provide a good range of opportunities for pupils to participate in sports activities and tournaments. The school has been particularly successful in competitive sporting events including basketball, tag rugby and cross country. The Sports Funding Strategy 2017-18 is available on the school's website and details the action the school intends to take to broaden pupils' experiences in sport and to help them learn how to live healthy lifestyles.
- Governors are committed to improving the school and to ensuring that all pupils make the best possible progress. Increasingly, they provide a good level of challenge and support which ensures leaders are held fully to account. The chair of governors is very visible in school and brings a wealth of experience to the role. Governors use external reports and performance data skilfully to target their monitoring activities. As link governors, they make frequent visits to check on the impact of planned actions and make astute recommendations for further improvement.
- Safeguarding and child protection arrangements fully meet requirements. Procedures and systems are highly effective to ensure there is a high level of care for all pupils and especially those who are potentially vulnerable.

## QUALITY OF TEACHING, LEARNING AND ASSESSMENT

School Self Evaluation: 1

SIA Judgement: 1

**The quality of teaching, learning and assessment is outstanding. The school's monitoring records evidence outstanding progress across year groups.**

- Teaching is outstanding. Teachers have very high expectations of what pupils can achieve and ensure that the pace of learning and level of challenge enable pupils to concentrate and be fully involved in their learning. The impact of teaching on learning is reflected in the above average proportions of pupils who achieved greater depth at the end of Year 2 and the significantly high progress measures in writing and mathematics at the end of Year 6 in 2016 and 2017.
- Teachers plan interesting lessons which build very well upon prior learning. They ensure that this planning caters well for any pupils who have special educational needs and for those who are most able. Relationships are strong and this results in pupils behaving very well and doing their best to be successful. Pupils enjoy learning together and willingly share their views and ideas. Vibrant displays evidence pupils' achievement across the curriculum.
- The school provides a very positive and supportive environment for learning. This ensures pupils focus on their learning and make good progress. Relationships are strong and this results in pupils behaving very well and doing their best to be successful.
- Teaching is outstanding across the Early Years. Staff strike an effective balance, encouraging children's curiosity through play and providing more formal opportunities to develop phonic and early reading and writing skills. The teaching and promotion of reading skills is very effective. Children in the Early Years develop confidence in phonics and this supports their progress in reading across Key Stage 1. The federation continues to promote the enjoyment of reading as pupils move through Key Stage 2 so by the end of Year 6 pupils are fluent, avid readers.
- The teaching of writing is excellent. Teachers carefully develop pupils' spelling, grammatical and sentence-writing skills. Pupils are then able to apply their skills when writing for extended periods of time across subjects. Expectations for handwriting and presentation are exceptionally high.
- Pupils make outstanding progress in mathematics because of highly effective teaching. Teachers use their own in-depth subject knowledge to challenge all pupils, including the most able. 30% of pupils achieved greater depth by the end of Year 2 in 2017.
  - The head teacher has raised the profile of the disadvantaged pupils with all staff. Teachers are held fully to account for the progress of this key group of pupils. Monitoring is focused on the progress of the most able disadvantaged pupils. Teachers know pupils well and are sensitive to their needs. When gaps emerge, teachers and skilled teaching

assistants help to make a substantial contribution to securing pupils' learning. As a result, disadvantaged pupils or those who have special educational needs and/or disabilities make similarly strong progress to others in school.

- Teaching assistants and teachers work closely together to give clear support and guidance to pupils, including those who access SEN Support. Teaching assistants are well trained and regularly check on pupils' progress in lessons.

**The school's work to promote pupils' personal development and welfare is outstanding.**

- The school provides a high level of care and support for its pupils. Those pupils who are vulnerable are very well cared for and they know that they are valued. A nurturing ethos, based on the Values and Ethos Statement, pervades the school. Pupils make outstanding progress in their spiritual, social, moral and cultural development. The curriculum places a very strong emphasis on relationships and the importance of respecting each other. Pupils have extensive opportunities to learn about other faiths and cultures across year groups.
  - The strong relationships in school and high levels of trust between adults and pupils ensure that pupils' conduct in lessons and around school is exemplary. Pupils are polite, caring, considerate and friendly to each other and to visitors. Playtimes are harmonious occasions when pupils play happily together.
- All staff treat pupils equally and ensure that the school makes everyone feel welcomed and valued. Those pupils who have special educational needs are very well cared for. They participate fully in all that the school has to offer and benefit from high-quality teaching and support which is carefully planned to reduce any barriers to learning and ensure pupils make fast progress and quickly catch up.
- Pupils feel very safe in school and they are fully aware of the different forms of bullying. They feel bullying and name-calling are not tolerated in their school. If minor problems occur, pupils are usually able to quickly solve them between themselves. Adult support is always readily available if needed. Pupils are taught well how to minimise risks and keep themselves safe. They understand the dangers they face in their lives, including the internet. Pupils know how to stay safe in and outside of school because the school uses assemblies, curriculum activities and advice from external specialists to support them. The *Kidsafe* programme supports pupils in learning how to foster healthy relationships.
- Pupils make excellent progress in learning how to live a healthy lifestyle through a curriculum which provided many opportunities for pupils to develop their well-being. They participate fully in the extensive range of enrichment activities which are available. Pupils willingly take responsibility. They act confidently as school councillors, buddies and fund-raisers. The 'Sportsability Squad' have represented the school in boccia, sitting volleyball, new age kurling and goalball.

**The behaviour of pupils is outstanding.**

- Pupils' conduct around school is excellent. Pupils are always polite, show extremely good manners and demonstrate excellent attitudes to learning in lessons. As a result, the school is a calm, orderly and purposeful place to learn.
  - Pupils enjoy their learning, and work conscientiously. They have a clear understanding of which aspects of behaviour help them to learn and which behaviours get in the way. In classrooms, pupils listen to adults attentively, and respond immediately and without fuss to instructions. They collaborate with peers when asked and motivate

themselves to complete tasks and challenges on time. Lessons proceed in a calm and studious atmosphere highly conducive to learning.

- Pupils are fully aware of the school's expectations for behaviour. They respond very well to the key points in the Behaviour Policy. Incidents of inappropriate behaviour are rare, dealt with quickly by the headteacher and her staff and responded to by pupils appropriately. Pupils who need help to manage their behaviour are supported very well so they can access all parts of school life. The 'Rainbows' initiative provides guidance to children who are facing traumas in their lives.
- Attendance is higher than the national average in the infant school and in line in the juniors. The level of persistent absenteeism is lower than the national average in both schools. The school has rigorous systems in place for monitoring the attendance of key groups. Good attendance is rewarded and has a high profile in school. The 'Attendance Overview' is operative on the school's website.



## EFFECTIVENESS OF THE EARLY YEARS

**School Self Evaluation: 1**

**SIA Judgement: 1**

**The effectiveness of the Early Years is outstanding.**

|  |  |
|--|--|
| <b>Skills on Entry</b>                               | Below expectations with a significant number of children joining the school with complex additional needs. |
| <b>% achieving a good level of development (GLD)</b> | 2015: 60%<br>2016: 74%<br>2017: 77%<br>2018 Projection: 78%+   |
| <b>Outcomes</b>                                      | Outstanding: improving trend   |

- When children join the school in the Nursery they have skills which are below, and often significantly below, what is typical for their age. Some children have limited language skills. Outcomes by the end of Year R have been improving steadily over time.
- Careful analysis of assessment information is ensuring that children receive targeted support to maximise progress. Adults help children learn effectively through well-designed activities and adept questioning that encourages children to explore and investigate. The 'Thrive by Five' development outlines the school's commitment to ensure young children get off to a fast start as soon as they start school.
- Children quickly settle in to school because staff provide a warm, friendly and caring atmosphere in which all children can work and play happily. Good progress has been made in improving the indoor and outdoor learning environments and this has increased children's interest in learning.
  - Children behave well because routines are well established and teachers' expectations high. They follow instructions and quickly learn the school's 'Golden Rules'. Progress in personal, social and emotional development is excellent and results from the climate of high expectations promoted by all adults. This accounts for the strengths seen in children's behaviour and in their relationships with adults and each other. They are encouraged to take turns and to consider others, which they do very successfully.
- 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. 60% achieved GLD in comparison with 77% 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. Personalised timetables are in place for children in the early years and Key Stage 1 to maximise progress.

- 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.
- 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.
  - Leadership and management of the early years is outstanding. The early years leader shows vision and has clear plans in place to further extend provision. She has ensured all staff are well trained and understand their roles. There is a very strong team ethic which ensures all children achieve highly.



## OUTCOMES FOR PUPILS IN KEY STAGES 1 AND 2

School Self Evaluation: 1

SIA Judgement: 1

Outcomes are outstanding by the end of Years 2 and 6.

### Key Stage 1

#### 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               |

- The proportions of pupils who have achieved the expected standard in the Year 1 phonics screen has been above average over the past two years.
- 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.

#### Attainment Outcomes: End of Year 2

|         | 2016<br>Expected+<br>School | 2016<br>Expected+<br>National | 2017<br>Expected+<br>School | 2017<br>Expected+<br>National | 2016<br>Greater<br>Depth<br>School | 2016<br>Greater<br>Depth<br>National | 2017<br>Greater<br>Depth<br>School | 2017<br>Greater<br>Depth<br>National |
|---------|-----------------------------|-------------------------------|-----------------------------|-------------------------------|------------------------------------|--------------------------------------|------------------------------------|--------------------------------------|
| Reading | 85                          | 74                            | 87                          | 76                            | 32                                 | 24                                   | 30                                 | 25                                   |
| Writing | 77                          | 65                            | 78                          | 68                            | 27                                 | 13                                   | 28                                 | 16                                   |
| Maths   | 83                          | 73                            | 85                          | 75                            | 33                                 | 18                                   | 30                                 | 21                                   |

- 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. However, the attainment of the 2017 cohort on entry to Year 1, including the disadvantaged pupils, was below average and particularly low in writing and mathematics.
- The proportion of pupils who achieved the expected standard in science was well above average in 2017.

## Key Stage 2

### Attainment Outcomes: End of Year 6

|         | 2016<br>Expected+<br>School | 2016<br>Expected+<br>National | 2017<br>Expected+<br>School | 2017<br>Expected+<br>National | 2016<br>Higher<br>Standard<br>School | 2016<br>Higher<br>Standard<br>National | 2017<br>Higher<br>Standard<br>School | 2017<br>Higher<br>Standard<br>School |
|---------|-----------------------------|-------------------------------|-----------------------------|-------------------------------|--------------------------------------|--|--------------------------------------|--------------------------------------|
| Reading | 83                          | 66                            | 80                          | 71                            | 22                                   | 19                                     | 34                                   | 25                                   |
| Writing | 90                          | 74                            | 80                          | 76                            | 35                                   | 15                                     | 34                                   | 18                                   |
| Maths   | 92                          | 70                            | 75                          | 75                            | 43                                   | 17                                     | 26                                   | 23                                   |
| EGPS    | 90                          | 72                            | 77                          | 77                            | 20                                   | 22                                     | 28                                   | 31                                   |
| R/W/M   | 75                          | 53                            | 61                          | 61                            | 13                                   | 5                                      | 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               |

- 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 attainers: 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.
- The disadvantaged pupils did well in 2017 taking their individual starting points into account. Leaders have a strong commitment to removing any barriers to achievement for the disadvantaged pupils. The school is quick to identify any pupils who may be at risk of falling behind. Teachers make effective provision for these pupils through activities that are well matched to their individual needs and abilities. This includes pupils who have special educational needs and/or disabilities. Where needed, individual support plans are in place, with challenging targets. As a result, the progress made by these pupils is as strong as that of their peers.
- In 2017, 89% of pupils achieved the expected standard in science. 85% of the disadvantaged pupils achieved the standard which was in line with the national average.

## 2018 PREDICTIONS AND TARGETS

### PROPORTIONS OF PUPILS EXPECTED TO MEET AND EXCEED NATIONAL EXPECTATIONS

#### End of Year 2

|             | <u>Prediction</u><br>% predicted to meet national expectations | <u>Target</u><br>% to meet national expectations | <u>Prediction</u><br>% predicted to achieve greater depth | <u>Target</u><br>% to achieve greater depth |
|-------------|--|--|---|---|
| Reading     | 82   | 87   | 31  | 33  |
| Writing     | 85   | 87   | 33  | 35  |
| Mathematics | 80   | 85   | 30  | 33  |

- 2018 projections indicate above average standards will be maintained in 2018.

#### End of Year 6: All Pupils

|   | <u>Prediction</u><br>% predicted to meet national expectations | <u>Target</u><br>% to meet national expectations | <u>Prediction</u><br>% predicted to achieve the higher standard | <u>Target</u><br>% to achieve the higher standard |
|---|--|--|---|---|
| Reading   | 86   | 88   | 41  | 37  |
| Writing   | 86   | 90   | 42  | 44  |
| Mathematics   | 88   | 90   | 39  | 41  |
| EGPS  | 86   | 92   | 42  | 44  |
| % achieving the national standard in reading, writing and mathematics combined. | 79   | 81   | 29  | 31  |

- Predictions and targets show a very positive trend of improvement on both combined indicators. Average progress scores should be significantly high.

## **MAIN ACTIONS FOR THE SCHOOL**

- Maintain a focus on narrowing the gaps and increasing the proportions of disadvantaged pupils who achieve greater depth.

## **SUMMARY OF LOCAL AUTHORITY SUPPORT AND IMPACT**

- The school improvement adviser (SIA) has continued to support the school through the local authority termly visit programme.
- Members of the leadership team outline developments in their areas of responsibility which are then evaluated by the SIA.
- The SIA supported the leadership team with an analysis of the IDSR.
- The SIA supported governors with the head teacher's performance management.

## LOCAL AUTHORITY CATEGORISATION

*SIAs should make a brief statement stating why the school is categorised at a particular level.*

### **St Aloysius Infants**

**LA School Category: 1 (Outstanding)**

#### **Summary**

The infant school was last inspected in September 2013. The recent changes to the Evaluation Schedule (January 2018) mean the school is likely to have a short inspection and be judged to have maintained good with areas of particularly strong practice highlighted. The school is likely to be re-inspected through a full, Section 5 inspection where a judgement of outstanding overall effectiveness may be finalised.

### **St Aloysius Juniors**

**LA Category: 1 (Outstanding)**