

St Aloysius Self Evaluation - September 2018

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 headteacher 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. In March 2018, a short inspection took place on the Infant school. The school maintained good judgement based on the evidence gathered during the inspection, the school demonstrated strong practice and marked improvement in certain areas. This indicated that the school could be improving towards being outstanding - we are firmly of this view. 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.

A significant minority of children come into the Nursery and Reception classes with skills and knowledge which are well below those expected for their age, 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. The Year 6 cohort consistently leave St Aloysius Federation with high standards which demonstrate significantly above average attainment and progress.

We have a robust and the active governing body who 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. 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 two member of staff in 2018, an NQT who qualified with us and an experienced teacher. 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.

Historically, 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 Headteacher appointed a National Leader of Education. Following this, the school was awarded National Teaching School status. 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 headteacher 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 2019. 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 March 2018 where the overall effectiveness was judged to be good. Areas for improvement were:

Leaders and those responsible for governance should ensure that:

- o disadvantaged pupils sustain high rates of progress in order to maximise their attainment at the end of key stage 1.

Disadvantaged attainment remains lower than other pupils as a result of complex special educational needs, however progress remains first rate. This was evidenced by the success of the recent Ofsted Inspection and School Improvement Advisor termly analysis.

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.
- 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.

Nursery Data Headlines 2018

A significant minority 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.

2018/19 Nursery Cohort: What we already know?

School has attended three Early Help Meetings for children who are joining our nursery in September. The meetings have detailed some specific needs of individual children (including one child with cerebral palsy, one child with a diagnosis of ASD and one child with possible significant development delay). Initial meetings for all children suggest a significant minority of pupils are likely to be placed high on our SEN ranges on entry for a range of needs. Building upon the success of the team this year, an early intervention team will support provision for our SEN pupils in the Early Years and KS1.

End of Reception Data

EYFS Profile								
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	PP	EAL	Male	Female
2017	77.0	70.7	72.1	25.0	50.0	66.6	74.2	80.6
Year	Cohort (60)	National	South Tyneside	SEN	PP	EAL	Male	Female
2018	78.3	-	-	33.3	33.3	100	69.7	88.9

End of EYFS Summary	2017 Cohort	2018 Cohort	PP	Male	Female
	(62)	(60)	(6)	(33)	(27)
GLD Achieved	77.0	78.3	33.3	69.7	88.9
Reading					
Expected+	80.6	81.7	50	78.8	88.9
Exceeding	22.6	21.7	-	18.2	26
Writing					
Expected+	80.6	78.3	33.3	72.7	88.9
Exceeding	22.6	25.0	-	15.1	37
Number					
Expected+	88.7	81.6	33.3	75.8	88.9
Exceeding	22.6	23.3	-	21.2	25.9

End of Reception Data Headlines 2018

Children get a very good start in Nursery and continue to make exceptional progress in Reception, attainment is rising fast. A significant minority of children enter Nursery with skills and knowledge which are typically well below what is expected for their age.

- 2018 data shows an increase in the number of pupils achieving a Good Level of Development (GLD) by the end of their Reception year. This is expected to be above both National and South Tyneside averages.
- Careful monitoring ensures that all children make strong progress. School is aware that there remains a gender gap, with boys performing less well and actions are in place to address this.
- A cohort of boys who also has complex needs present their own specific challenges. School has acted quickly to address each unique circumstance effectively.
- The percentage of disadvantaged pupils who attained the age expected standard is much lower than the school average. This is because the cohort of disadvantaged pupils have a range of complex school needs. Despite this, the pupils have made excellent progress and are working with the correct skilled professionals and agencies to maximise their learning.

- A number of Early Help Support Groups are in place to provide a network of support around particularly vulnerable families.
- Additional adult support provides invaluable early intervention support, offering personalised curriculums and targeted next steps. Monitoring reveals that the impact of the additional support is highly effective, ensuring any child working below what is typical for their age does still make strong progress.

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.
- A highly effective challenge curriculum is well established whereby pupils are making first rate progress throughout Nursery and Reception. The school works well with parents and outside agencies to ensure any child who joins the school below what is typical for their age catch up quickly (where possible), as a result of effective intervention.
- 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 2018/19:

- 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.
- Continue to support children in nursery to 'catch up' quickly, by further establishing a highly effective early intervention programme.
- Continue to establish a highly effective early intervention offer
- Develop the immediate outdoor environment to ensure further learning opportunities.

End of KS1 - Headline Figure Analysis

St Aloysius End of KS1 Summer 18										
	Cohort 2018				PP	PP (Not SEN)	SEN	EAL	Male	Female
	60	National 2017	South Tyneside 2017	School 2017	13	7	11	1	34	26
Reading										
BLW	5				15	-	27	0	6	4
WTS	12	17.5	35.7	15.0	31	29	36	0	15	8
EXS+	83	75.5	76.8	85.0	54	86	36	100	79	88
GDS	32	25.2	27.1	30.0	15	14	9	0	24	42
Writing										
BLW	5				15	-	27	0	6	4
WTS	18	24.4	21.9	22.0	38	14	45	0	24	12
EXS+	77	68.2	70.6	78.0	46	71	27	100	71	85
GDS	23	15.6	17.3	28.3	8	14	9	100	12	38
Maths										
BLW	3				15	-	18	0	6	0
WTS	18	18.6	16.3	15.0	31	14	55	0	15	23
EXS+	78	75.1	77.8	85.0	54	86	27	100	79	77
GDS	27	20.3	22.3	30.0	8	14	9	100	21	35
Eng/Maths combined										
EXS+	73.3	63.7	66.4	73.3	38	71	27	100	71	77
GDS	15	10.9	12.7	23.3	8	14	0	0	12	19

Key Stage 1 - Headline Figure Analysis

- 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 2018 was high in all subjects.
- The overall attainment of Year 2 pupils was above average.
- A significant number of pupils are achieving the greater depth standard, consistently above average.
- This is a significant achievement due to the particular needs of the cohort, the high numbers of disadvantaged pupils who are also SEN and the presentation of a number of more complex needs.
- External moderation in KS1 this year confirmed all teacher assessments without challenge. The two moderators commented on
 - the standard of the work and the number of opportunities for children to write at length
 - evidence provided for Reading, Writing and Maths and the use of the framework to reach judgements
 - the effective record keeping of staff for areas such as guided reading
 - the very strong sense of teamwork and collaboration between staff
- The pupils who are eligible for support from the pupil premium funding (11) made excellent progress in all subjects some from their well below starting points. The Year 2 cohort has presented particular challenges with 6 disadvantaged pupils who also have additional special educational needs (2 with very complex needs).
- Intervention for these pupils has been daily and has been effective in ensuring the pupils make excellent progress, with some particular successes. Nevertheless, as a result of the significant challenges, too few disadvantaged pupils were able to close the gap sufficiently to achieve EXS and GDS.
- Disadvantaged pupils without additional SEN attain very well and in most cases there is no gap between them and their peers at the expected level.

- Whilst the attainment of the pupils who had special educational needs (11 pupils in Y2 in 2018) 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.
- Male pupils performed less well in Reading and Writing than female pupils at both expected standard and above. Data shows that boys do tend to achieve slightly better in Maths at the expected standard. Of the 11 pupils registered as SEN, 7 are boys.
- We know there is a difference in attainment and progress for disadvantaged pupils when compared with pupils nationally. The school's assessment information shows this is particularly noticeable in Reception and Year 2 and Year 6, in reading, writing and mathematics. The majority of these pupils have special educational needs (SEN). Pupils consistently achieve as well as they can and are given excellent support. We use pupil premium funding and special educational needs funding effectively to put interventions in place. We carefully track the individual attainment and progress of disadvantaged pupils rigorously.
- Nationally, there has been a steady increase over time in the percentages of pupils with SEN meeting the required standard. School data is in line with national data for SEN pupils passing the phonics screening in Year 1 and above national (63%) for those pupils with SEN passing the screening by the end of Year 2 (72%).
- Pupils where attainment remains low have been identified for timely and effective interventions in Year 3 to ensure their attainment will improve in KS2.

Phonics

Year One Phonics Screening									Year Two %
Year	Cohort (59)	National	South Tyneside	SEN (5)	PP (8)	EAL (3)	Male (32)	Female (27)	By the end of Year 2
2016	83.1	81.0	76.0	60	87.5	100.0	81.8	85.2	100
Year	Cohort (61)	National	South Tyneside	SEN (11)	PP (13)	EAL	Male (34)	Female (27)	By the end of Year 2
2017	85	81.0	-	36.4	61.5	100.0	82.4	88.8	97
Year	Cohort (62)	National	South Tyneside	SEN (7)	PP (7)	EAL(3)	Male (30)	Female (32)	By the end of Year 2
2018	89	-	-	43	86	100	80	97	95

- Pupils in KS2 show a very 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.
- Staff promote positive reading habits very well so that reading becomes a frequent and enjoyable part of school life.
- 2018 results show no difference between the performance of our disadvantaged pupils for Phonics and other children. Three children did not meet the required standard after retesting in Year 2, all are on our SEN with one of the children moving to specialist provision in September and another undergoing assessment for an EHCP. All pupils have made excellent progress since testing in 2017.

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

- 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 have improved on 2017 in all areas. 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 2018.

St Aloysius KS2 National Curriculum SATs summary 2017														
	Cohort	St Aloysius Scaled Score Avg 2018	National 2018 unconfirmed	National Scaled Score Avg 2018	St Aloysius 2017	St Aloysius Scaled score Avg 2017	National 2017	National Scaled Score Avg 2017	South Tyneside 2017 (scaled score)	PP	SEN	EAL	Male	Female
	58				61					14	5	1	26	32
Reading														
EXS+	95	107	75	105	80.2	106	71	104	73 (104)	86	80	100	96	94
GDS	31	113	28		32.7				20	7	20	100	19	41
Writing (TA)														
EXS+	93		76		90.1		76		82	86	80	100	100	88
GDS	36				36				22	14	0	0	23	47
GPS														
EXS+	97	107	78	106	91.8	107	77	106	79 (106)	93	100	100	100	94
GDS	31	113	34		27.8				27	21	0	0	23	34
Maths														
EXS+	97	107	76	104	86.8	106	75	104	79 (105)	93	80	100	100	94
GDS	22	113	24		26.2				22	0	0	100	23	19
RWM combined														
EXS+	91		64		75		61		65	86	60	100	96	88
GDS	9		10		13					0	0	0	8	9

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 **27% higher** than the national average figure of 64%.
- The school's results show attainment which is well above the national average in reading, writing, grammar, spelling and punctuation and mathematics individually. The grammar, punctuation and spelling is expected to rise further after a remark to 98%.
- The percentage of pupils attaining a high score for individual subjects is: Reading: 31% (expected to rise to 33% after a remark); Grammar and Punctuation: 31% (up 3%), Writing 36% (same) and Maths at the higher level was 22% (again expected to rise to 24%). The combined higher level for all children in Reading, Writing and Maths is 9% (down 7%). It is around the national average.

- The most-able pupils are challenged through precise and targeted teaching to make more than expected progress across all year groups and in all subjects. Work in books reflects the high aspiration that the staff have for their pupils. More children attained the higher score in Reading, GPS and Writing. Maths greater depth remains strong. The more-able children 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 age expected standard – resulting in the average scaled score for all subjects being 107 – above national averages.
- 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 and teacher judgements are accurate.
- 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 for all pupils but their progress is very strong.
- The school's work to close the gaps between disadvantaged pupils and their peers is highly effective as the gap in the combined results for disadvantaged pupils achieving age expected at Reading, Writing and Maths has reduced from 17% to 5%. As a result, these pupils perform at least as well as other pupils nationally in all subjects. They do perform slightly lower than their peers in school in Reading and Writing. However, they perform at a similar level in Maths and GPS. Progress has been very strong for the disadvantaged groups and there have been a high number of individual successes seen in specific subjects as a result of the determination of the pupils and staff with some children achieving L1 at the end of KS1 now achieving greater depth standard at the end of KS2,
- Girls overall, perform better than boys. This is due to a number of low attaining SEN pupils who are also disadvantaged and boys.

Key stage 2 assessments in 2018

- 2018 is the third year that we assess the new, more challenging national curriculum which was introduced in 2014. The challenge continues to increase in complexity and demands more from our pupils year on year. New tests and interim frameworks for teacher assessment are available to support teacher judgement and reflect the revised curriculum. Results are no longer reported as levels, and each pupil will now receive their test results as a scaled score, except in writing where levels are teacher assessments based on the standards in the interim framework.
- The thresholds for achieving the age expected standard and above have risen again in 2018. If last years' thresholds had been maintained, we would have had 98% of all pupils achieve at the age expected standard this year.

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.

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.
- 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 2016/17 it was "This St Aloysius pupil can ...", in 2017/18 it is the "St Aloysius Hall of Fame". In 2018/19 the campaign is called "We can ..." 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 and quiet space 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 evaluate 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.

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) are 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 2018/19		
Action	Who	Timescale
<p>Assessment 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 2018/19
<p>Disadvantaged Pupils Focus Ensure that we eliminate the gap in performance to any pupil identified as disadvantaged. Guarantee all disadvantaged pupils have access to a vibrant and exciting academic curriculum and wider school experience.</p>	CG	On going
<p>Curriculum 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.</p>	KF/ DD	On going
<p>EYFS</p> <ul style="list-style-type: none"> 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). 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) 	JD	On going
<p>Maths 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>English Develop the spelling curriculum so that strategies are taught sequentially, applied across all curriculum areas and monitored rigorously.</p>	KF	Throughout year