



ST ALOYSIUS FEDERATION SUMMARY OVERVIEW SEPTEMBER 2017

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.

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

Infant School: Main Characteristics

NoR	Average
FSM	Average
Minority Ethnic	Below average
EAL	Average
SEN Support EHCPs	Low 2015: 1 2016: 2017:
Looked-After	2015: 0 2016: 2017:
Stability	High
SDI	Above average

Junior School: Main Characteristics

NoR	Average
FSM	Above average
Minority Ethnic	Low
EAL	Below average
SEN Support EHCPs	Average 2015: 3 2016: 2017:
Looked-After	2015: 0 2016: 2017:
Stability	High
SDI	Above average

Early Years

Skills on Entry	Below average
% achieving good level of development	2014: 53.3% 2015: 60.3% 2016: 73.8% 2017: 77.4%
Outcomes	<ul style="list-style-type: none">● Outstanding● Good progress made in improving outcomes for boys in 2015. School gap lower than LA gap in 2016.● Good progress made in narrowing the gaps for the disadvantaged children. No difference in the proportion of disadvantaged and non-disadvantaged who achieved GLD.● 5 children accessed SEN Support in 2016; 1 achieved GLD <p>Good progress made in increasing the proportion of children who exceeded expectations in all areas of learning.</p>

ATTAINMENT AND PROGRESS INDICATORS

Year 1 Phonics Screen

	% passed	% boys passed	% girls passed	National Average
2014	78	86	71	74
2015	73	75	71	77
2016	83	82	85	81
2017	85	82	89	

Year 1 Phonics Key Points

- Phonics programme is very effective; continuous trend of improvement.
- No significant trend in the performance of boys and girls; gap widened for boys in 2017
- School successfully narrowed the gaps between the disadvantaged and others in the school in 2015. Disadvantaged children did better in 2016.
- 2015: SEN 1/5 passed; below national. 5 SEN in 2016; 60% passed the screen which is above average
- By the end of Year 2 in 2015, 92% of pupils had passed the screen which is Broadly in line with national. 98% passed by the end of Year 2 in 2016 which is high.

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
RWM	72	69	20	9

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
RWM	73		23	

KEY STAGE 1: KEY POINTS

2016 Outcomes

Pupils made outstanding progress from their starting points in 2016.

- % of pupils who achieved national expectations was above average in reading, writing and mathematics and on the combined indicator.
- % of pupils working at greater depth was above national in all subjects and on the combined indicator.
- **Reading:** Boys did a little better at the expected standard; a higher proportion of girls achieved greater depth. Performance of the disadvantaged was broadly in line with national but slightly lower than others in the school. 4 pupils had SEN; 2 achieved the expected standard.
- **Writing:** Boys did as well as girls at the expected standard; a higher proportion of girls achieved greater depth. Performance of the disadvantaged was broadly in line with national but slightly lower than others in the school. 4 pupils had SEN; 2 achieved the expected standard.
- **Mathematics:** No difference in outcomes for boys and girls. Performance of the disadvantaged was broadly in line with national but slightly lower than others in the school. All SEN pupils met the expected standard.

2017 Headlines

- Above average standards maintained and built upon in 2017.
- Boys did better than girls in reading and mathematics in 2017; gap in writing narrowed.
- Above average % of pupils achieved greater depth in all areas; improving picture; confirms high level of challenge in teaching.

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	+2.3
Average progress writing	+2.93	+3.8
Average progress mathematics	+3.31	+2.0

Average Progress Scores: Disadvantaged Pupils

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

KEY STAGE 2: MAIN POINTS

2016 Outcomes

Outcomes were outstanding in 2016.

- Performance was above the minimum floor standard overall. The % who achieved the national standard in R/W/M (75%) was above the floor of 65% and national. 77% of girls achieved the expected standard in reading, writing and mathematics against 72% of boys.
- 13% of pupils reached the higher standard on the combined indicator; above average.
- All scaled scores above average and likely to be Sig+.
- Average progress scores very positive overall; all Sig+.

Reading: No difference in the performance of boys and girls at the expected standard; a higher proportion of girls achieved the higher standard. Disadvantaged (11 pupils) did not do as well as others in the school; 0% achieved the higher standard. SEN Support (8): 4 achieved the expected standard and 1 achieved greater depth.

Writing: No difference in the performance of boys and girls at the expected standard; a higher proportion of girls achieved the higher standard. Disadvantaged (11 pupils) did not do as well as others in the school; 9% achieved the higher standard. SEN Support (8): 6 achieved the expected standard and 1 achieved greater depth.

Mathematics: No difference in the performance of boys and girls at the expected standard; a higher proportion of boys achieved the higher standard. Disadvantaged (11 pupils) did not do as well as others in the school; 18% achieved the higher standard. SEN: Pupils did well especially at the higher standard.

EGPS: Girls did a little better than boys, especially at the higher standard. Disadvantaged (11 pupils) did not do as well as others in the school; 9% achieved the higher standard. SEN: Pupils did well especially at the higher standard.

2017 Headlines

- Slight dip in performance but standards remain above average.
- Dip in reading impacted on overall outcomes; a number of children missed standards by a very small number of marks.
- Average Progress Scores: All above average, well above in writing

Attendance

Infants

	2016	2017
% PAs 15%	2.50	
% Attendance	96.8	

Juniors

	2016	2017
% PAs 15%	5.40	
% Attendance	96.5	

KEY POINTS FROM INSPECTION DASHBOARD

2016: No weaknesses in either data set

Strengths

- KS1 attainment at the expected standard and at greater depth for all groups was above national
- Proportion who met the expected standard in phonics
- Attendance
- KS2 progress in all subjects; above average in all subjects and for the disadvantaged and those who accessed SEN Support.

SCHOOL CATEGORIES/EXPECTED INSPECTION OUTCOMES

Infants

Current LA Category: 1

Expected Inspection Outcome: 1

Juniors

Current LA Category: 1

Expected Inspection Outcome: 1