

St Aloysius Self Evaluation - September 2019

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. Both schools have been graded 'Outstanding' (Infant School, March 2019; Junior School September 2015), they are in a very strong position with consistently above average standards and first rate teaching in all phases of the hard 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 vast majority of pupils are of White British heritage and there are 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. 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. Historically, they have left the Infant school with broadly average standards, attainment at the end of Reception and KS1 is now rising fast and moving quickly to above average. This is as a result of outstanding teaching. 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 active governing body who are supportive of the school. From September 2019 the school will have a new Chair of Governors, following the retirement of the long standing lead governor. The new chair is an experienced Governor who is actively involved in the school and has been a senior Governor, leading on significant areas, within our team for a number of years. Our Governing Body fulfill their role as a critical friend and regularly challenge the school leaders to deliver the best for the pupils.

Overall Effectiveness

- St Aloysius Infant and Nursery School is an outstanding school.
- Our Junior school remains outstanding.

2019 Progress information:

- Excellent progress is demonstrated in all areas of school life.
- Consistently high standards and achievement for all groups of pupils.
- Overall effectiveness is outstanding; with the quality of education grade 1, as a result of the exciting curriculum for our pupils and the essential aspects of learning including grammar, punctuation, spelling and basic rules of number taught well.
- Leadership and Management is exceptional, we have excellent middle leaders driving improvements and ambitious leadership from senior leaders. Succession planning is very strong, the school has a recent track history of middle leaders progressing to Senior leadership level within our school and external schools. Staff within school are well trained to step up to new responsibilities.
- Behaviour and Attitudes are 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.
- 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.

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. Often they train with us through the School Direct scheme. We employed three members of staff in 2019, three Newly Qualified Teachers. We are a lead school (of ten) in a teaching training programme.

The Federation has been awarded National Support School Status and the Headteacher appointed a National Leader of Education. Following this, the school was awarded National Teaching School status. For the last three years the Head Teacher has been acting as Executive Head for a school which was placed in Special Measures. The school which we supported went on a journey of rapid school improvement, it is now in a very strong position and as a result, from September 2019 a substantive Headteacher has taken over and we will provide consultancy support. As well as this, the school has an active Initial Teacher Training programme, leads Professional Development across the Diocese and Local Authority and provides Teaching and Learning, Leadership and administrative support to a variety of schools across the region.

Inspection History

The Infant and Nursery School was last inspected in March 2019 where the overall effectiveness was judged to be outstanding. Areas for improvement were:

Further enhance the effectiveness of leadership and management, by:

- continuing to diminish any remaining differences in the attendance and attainment of disadvantaged pupils.

Disadvantaged attainment remains lower than other pupils as a result of complex special educational needs, however progress remains first rate. Attendance rates do show a gap between non disadvantaged children, however all attendance is carefully tracked, it has improved for the disadvantaged and strong measures are in place to ensure pupils attend.

The Junior School overall effectiveness was judged to be outstanding in September 2015. 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 outstanding.

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 regular occasions that they are invited in.

Nursery Data Headlines 2019

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.

- Children make very good progress during their time in nursery, attainment is rising fast and now an increasing number leave the 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.

End of Reception

Skills on Entry	<i>A significant number of children join the school with skills below age expectations with a significant number of children joining the schools with complex additional needs.</i>
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EYFS Profile								
Year	Cohort (61)	National	South Tyneside	SEN	PP	EAL	Male	Female
2017	77.4	70.7	72.1	25.0	50.0	66.6	74.2	80.6
Year	Cohort (62)	National	South Tyneside	SEN	PP	EAL	Male	Female
2018	78.3	71.5	72.7	33.3	33.3	100	69.7	88.9
Year	Cohort (62)	National	South Tyneside	SEN (5)	PP (8)	EAL (2)	Male (28)	Female (34)
2019	79.3	-	-	20.0	87.5	100	71.4	85.3

End of EYFS Summary	2018 Cohort	2019 Cohort	PP	Male	Female
	(60)	(62)	(8)	(28)	(34)
GLD Achieved	78.3	79.3	87.5	71.43	85.3
Reading					
Expected+	81.7	80.7	87.5	75.0	85.3
Exceeding	21.7	14.52	12.5	10.7	17.7
Writing					
Expected+	78.3	79.0	87.5	71.4	85.3
Exceeding	25.0	17.7	12.5	10.7	23.5
Number					
Expected+	81.6	82.3	87.5	78.6	85.3
Exceeding	23.3	14.5	0.0	17.9	11.8

End of EYFS analysis

- The percentage achieving the Good Level of Development (GLD) shows a steady trend of improvement: consistently above average.
- Children get a very good start in Nursery and continue to make outstanding progress in Reception. Attainment is above average as a result of exceptional teaching. A significant minority of children enter the Nursery with skills and knowledge which are typically well below what is expected for their age.
- Careful monitoring ensured that all children made very strong progress. School is aware that there remains a gender gap, with boys performing less well. Actions are in place to address this including an exciting curriculum which supports early reading, writing and number. The who do not achieve the GLD have additional needs and their progress is still strong from their lower baseline.
- Those pupils identified as disadvantaged achieve well in EYFS, in 2019 there were eight of them and they all made excellent progress. Additional support provided invaluable early intervention, where appropriate. The pupils worked with skilled professionals and agencies to maximise their learning.
- Special Educational Needs (SEND) attainment is well below that of all pupils. Only a very small number of pupils are registered as SEN in the Reception cohort; those who are, often have very complex needs. Staff are adept at matching provision to the needs of the pupils.
- Monitoring reveals that the impact of the additional support is highly effective, ensuring any child working below what is typical for their age does make strong progress.
- The level of challenge planned for the most able children is clearly evident in the percentage who exceeded expectations: 15% in Reading, 18% in Writing and 15% in Mathematics.
- In 2020, it is projected that most pupils attain the expected standard. Pupils reading, writing and maths skills are well taught which results in most pupils ready for Y1. For those pupils who do not achieve the standard, highly effective intervention is put in place quickly to ensure progress for them is strong.

Actions:

- To continue to improve provision for pupils with SEND by further building upon our highly effective early intervention offer; developing a learning space that provides a base for a 'semi-formal' curriculum
- Further close the gap between boys and girls, achieving GLD.
- Maintain the attainment of disadvantaged pupils to be in line with all pupils, achieving GLD.

Teachers provide highly effective support for pupils with SEND. As a result, these pupils make very good progress' (Ofsted, 2019)

Year 1 Phonics Screen

Year	% passed	% boys	% girls	National Average
2016	83	82	85	81
2017	85	82	89	81
2018	89	80	97	83
2019	87	81	93	-

Year One Phonics Screening								Year Two %
Year	Cohort (59)	National	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	SEN (7)	PP (7)	EAL	Male (30)	Female (32)	By the end of Year 2
2018	89	82.0	43	86	100.0	80	97	95
Year	Cohort (60)	National	SEN (11)	PP (6)	EAL(2)	Male (28)	Female (32)	By the end of Year 2
2019	87	81.9	36	50	100	81	93	97

- Phonics provision remains highly effective and outcomes are consistently above national. Boys and girls perform well (in line with National averages) however girls consistently outperform boys.
- 2019 results show a gap between the performance of our disadvantaged/ SEN pupils and other children. School is aware of this and is working hard to address it. However it is a very small cohort so percentages should be taken with caution. Two children did not meet the required standard after retesting in Year 2, both are on our SEN register and undergoing assessment from external professionals. All pupils have made progress since testing in 2018. The number of pupils who achieve the expected standard by the end of Year 2 is still higher than national averages. School has however recognised that there remains a small minority of pupils who are not meeting the required standard despite intervention. We are investing in whole staff training and development of phonics teaching in school through the 'Sounds, Write' programme, this will further support the continuity of approach and consistency within year groups and across key phases in Early Reading and Spelling..
- Projections for 2020 for Y1 phonics are very strong
- Overall, pupils in KS1 show a very secure grasp of the principles of reading.

Attainment Outcomes: End of Year 2

St Aloysius End of KS1 Summer 19 (%)										
	Cohort	National 2019	South Tyneside 2018	School 2018	PP	PP (Not SEN)	SEN	EAL	Male	Female
	61				10	7	8	3	30	31
Reading										
EXS+	85	75	77.4	83.0	70	86	38	67	80	90
GDS	34	25	27	32.0	40	43	13	0	27	42
Writing										
EXS+	82	69	71.9	77.0	60	72	25	67	77	87
GDS	28	15	18.6	23	30	28	0	0	17	39
Maths										
EXS+	85	76	77.1	78.0	90	100	50	67	87	84
GDS	26	22	23	27.0	20	28	0	0	27	26
Eng/Maths combined										
EXS+	79	65	68.4	73.0	60	71	25	67	77	81
GDS	20	11	13.1	15	20	14	0	0	17	19

	2017 Ex Sch	2017 Ex Nat	2018 Ex Sch	2018 Ex Nat	2019 Ex Sch	2019 Ex Nat	2017 GD Sch	2017 GD Nat	2018 GD Sch	2018 GD Nat	2019 GD Sch	2019 GD Nat
Reading	85	76	83	76	85	75	30	25	32	26	34	25
Writing	78	68	77	70	82	69	28	16	23	16	30	15
Maths	85	75	78	76	85	76	30	21	27	22	26	11
Science		83	92	83	90	65						

End of Year 2 : Attainment Gaps: Gender

	<u>Reading Ex</u>	<u>Reading GD</u>	<u>Writing Ex</u>	<u>Writing GD</u>	<u>Maths Ex</u>	<u>Maths GD</u>
2017						
Girls	85	30	85	30	77	35
Boys	85	30	73	37	85	27
2017 Gap (School)	0	0	+12	-7	-8	+8
2018						
Girls (27)	88	42	85	38	74	35
Boys (35)	80	24	71	12	77	12
2018 Gap (School)	+8	+18	+9	+26	-3	+23
2019						
Girls (27)	93	42	87	39	84	26
Boys (35)	80	27	76	17	87	27
2018 Gap (School)	-13	-15	-11	+22	-3	+1

End of Year 2 : Attainment Gaps: Disadvantaged Pupils

	<u>Reading Ex</u>	<u>Reading GD</u>	<u>Writing Ex</u>	<u>Writing GD</u>	<u>Maths Ex</u>	<u>Maths GD</u>
2017						
All Pupils	85	30	78	28	85	30
Disadvantaged	78	0	67	0	89	22
2017 Gap (School)	-7	-30	-11	-28	+4	-8
2017 Gap (Nat)	+2	-25	-1	-16	+14	+1
2018						
All Pupils (62)	83	32	77	23	78	27
Disadvantaged (13)	54	15	46	8	54	8
2018 Gap (School)	-29	-17	-31	-15	-24	-19
2018 Gap (Nat)	-22	-9	-24	-8	-22	-14
2019						
All Pupils (61)	85	34	82	30	85	26
Disadvantaged (10)	70	30	60	40	90	20
2019 Gap (School)	-15	-4	-22	+10	-15	-6
2018 Gap (Nat)	-5	+5	-9	+25	+14	-2

KS1 Analysis

- Pupils make strong progress across Years 1 and 2 from their different starting points. When compared with pupils nationally and locally, the attainment of Year 2 pupils in 2019 was high in all subjects.
- In addition, the proportion of pupils achieving the greater depth standard are above average. These figures represent outstanding progress for our pupils.
- Books of current pupils and projections for 2020 show this above average trend is expected to continue.
- The pupils who are eligible for support from the pupil premium funding (10) made excellent progress in all subjects, some from their well below starting points. 2019 Year 2 cohort has presented particular challenges with three disadvantaged pupils who also had significant additional special educational needs (2 with very complex needs). 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.
- Girls performed better than boys in English.
- Gaps in attainment close within school, also disadvantaged pupils perform in line with the national averages for all pupils.
- Whilst the attainment of the pupils who have special educational needs (8 pupils in Y2 in 2019) 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.
- Monitoring and tracking has consistently recognised outstanding teaching and learning and progress in Year 2 books.
- Pupils are very well prepared with skills and knowledge as they enter Key Stage Two. Overall the quality of teaching is consistently effective. Teachers plan and pitch work sharply to enable pupils to make very strong progress from their starting points.

Pupils have strong and purposeful attitudes to learning. Teachers have developed an exciting learning environment where pupils thrive in their work and play. (Ofsted, 2019)

End of Year 6 Attainment

	Cohort	PP	PP (Not SEN)	SEN	EAL	BME	LAC	Male	Female
	61	15	12	9	1	1	0	30	31
Reading									
GDS	30	20	25.0	22	100	0	0	30	29
EXS+	77	53	66.6	33	100	0	0	77	77
Writing (TA)									
GDS	34	27	33.3	0	100	0	0	33	35
EXS+	90	80	100	33	100	0	0	97	84
GPS									
GDS	34	20	16.7	11	100	0	0	33	35
EXS+	84	67	83.3	22	100	0	0	87	81
Maths									
GDS	21	13	16.7	11	0	0	0	33	10
EXS+	90	80	91.7	56	100	100	0	93	87
RWM									
GDS	21	13	8.3	0	0	0	0	23	19
EXS+	74	47	58.3	22	100	100	0	77	71
Science (TA)									
EXS+	89	73	91.6	33	100	100	0	97	81

EXS+ Expected Standard GDS Greater Depth Standard

	2017 Exs+ Sch	2017 Exs+ Nat	2018 Exs+ Sch	2018 Exs+ Nat	2019 Exs+ Sch	2019 Exs+ Nat	2017 GDS Sch	2017 GDS Nat	2018 GDS Sch	2018 GDS Nat	2019 GDS Sch	2019 GDS Nat
Reading	80	71	95	75	77	73	34	25	31	28	30	27
Writing	90	76	93	76	90	79	34	18	36	20	34	20
Maths	87	75	97	78	90	79	26	23	22	24	25	26
EGPS	92	77	97	78	84	78	28	31	31	34	34	36
R/W/M	68	61	91	64	74	65	16	9	9	10	8	11
Science	88	82	91	82	89							

KS2 Attainment analysis

- Pupils' attainment at the end of key stage 2 in reading, writing and mathematics has remained consistently above the national average over time and achievement is high. Attainment dipped in Reading and Grammar, Punctuation and Spelling (GPS) in 2019 however the overall remains above average and projections for 2020 are strong.
- Pupils attain highly and make strong progress across the curriculum. Current pupils are making rapid and sustained progress across all year groups and in all subjects.
- The overall proportions reaching the expected standard in the all-important combined reading, writing and mathematics result is 9% higher than the national average
- The school's results show attainment which is above the national average in reading, writing, grammar, spelling and punctuation and mathematics individually. They have dipped from a high in 2018 in Reading and Grammar, Punctuation and Spelling.
- The combined higher level for all children in Reading, Writing and Maths is in line with national averages. Raising this score remains a school improvement priority.
- The average scaled score for all subjects above national averages. There is a number of children who were within one or two marks from achieving the age expected standard or above, this had the impact of the lower scores in 2019.
- Those pupils identified as disadvantaged performed well in all subjects. Attainment is lower in Reading in particular. We have tight monitoring procedures to ensure it is not a teaching and learning issue. The children who did not gain the standard also had identified Special Needs.
- 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.
- We know there is a difference in attainment and progress for disadvantaged pupils when compared with pupils nationally. The school's assessment information identifies both areas of strength and areas to target further. 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. Early intervention has been particularly effective this year and plans are in place to further strengthen this provision next year.
- Engagement of vulnerable families is particularly strong and effective projects have been implemented this term to extend the provision beyond the adult to the adult and child working together.
- This year, boys overall, perform better than girls. This is due to a number of low attaining SEN pupils who are also disadvantaged and girls.
- Across the school, 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 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

Attainment Gaps: Gender

	Reading Exs+	Reading GDS	Writing Ex+	Writing GDS	Maths Exs+	Maths GDS
2017						
Girls (26)	85	15	85	31	85	35
Boys (34)	85	15	74	27	85	27
2017 Gap (School)	0	0	+11	+4	0	+8
2018						
Girls (32)	94	41	88	47	94	47
Boys (26)	96	19	100	23	100	27
2018 Gap (School)	-2	+22	-12	+24	-6	+20
2019						
Girls (31)	77	29	84	36	87	19
Boys (30)	77	30	97	33	93	30
2019 Gap (School)	-2	-1	-13	-3	-6	-11

Attainment Gaps: Disadvantaged Pupils

	Reading Exs+	Reading GDS	Writing Ex+	Writing GDS	Maths Exs+	Maths GDS
2017						
All Pupils (61)	80	33	90	36	87	26
Disadvantaged (22)	64	27	82	27	82	23
2017 Gap (School)	-16	-6	-8	-9	-5	-3
2018						
All Pupils (58)	95	31	93	36	97	22
Disadvantaged (14)	86	14	86	14	93	0
2018 Gap (School)	-9	-17	-6	-22	-4	-22
2019						
All Pupils (61)	77	30	90	34	90	25
Disadvantaged (14)	57	21	85	28	79	14
2019 Gap (School)	-20	-9	-5	-6	-11	-11
2019 Gap (National)	-16	-1	+9	0	+2	+9

Average Progress Scores:

All Pupils	2016 APS	2017 APS	2018 APS	2019 APS
Reading	+2.1	+2.18	+3.8	1.77
Writing	+2.9	+3.82	+5.3	+3.92
Mathematics	+3.3	+1.97	+3.7	1.93

Disadvantaged Pupils	2017 APS	2018 APS	2019 APS
Reading	-1.28	+5	1.21
Writing	+3.94	+6	0.2
Mathematics	+2.2	+4.3	-0.19

Gender	Boys 2017	Girls 2017	Gap	Boys 2018	Girls 2018	Gap	Boys 2019	Girls 2019	Gap
Reading	+2.32	+2.08	+0.24	+3.6	+3.8	-0.2	1.31	2.2	1.31
Writing	+3.81	+5.22	-1.41	+5	+5.3	-0.3	3.97	3.67	0.3
Maths	+2.84	+0.97	+1.87	+2.7	+3.7	-1	3.01	0.92	-2.1

SEN	SEN 2017	Non SEN 2017	Gap	SEN 2018	Non-SEN 2018	Gap	SEN 2019	Non-SEN 2019	Gap
Reading	+4.9	+1.89	-3.01	+11.4	+8.2	-3.2	4.98	1.13	+3.85
Writing	+2.56	+3.96	+1.4	+8.1	+3.1	-5	1.86	4.2	-2.34
Maths	+4.21	+1.67	-2.54	+7.5	+3.7	-3.8	3.55	1.61	+1.95

- Progress across the school for all groups of pupils remains outstanding. Progress was lower in Reading and Maths than previously however, this it was still close to being above average and the progress in books was very strong.
- In recent years, pupils have made above average progress across key stage 2. Data from the last three years shows rates of progress have been high. In 2019, they are slightly lower in Reading and Maths but still show strong progress.
- 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. Pupils who have special educational needs benefit from high-quality support. They make rapid progress from their starting points. They are reaching ever higher standards by the time they leave school.
- The school's work to close the gaps between disadvantaged pupils and their peers is highly effective. Whilst the figures have dipped from a high in 2018 they are still positive. Typical Disadvantaged pupils (ie those without SEND) achieved very well and make rapid progress in school.
- More-able pupils are well served at school. Expert planning helps to stretch them and they are set challenging goals, enabling them to also make impressive progress from their starting points. Despite this, the more able pupils progress is a school improvement priority.

Quality of Education Analysis

- **The quality of education provided at our school is exceptional.**
- Our curriculum intent and implementation are securely embedded and consistently applied across the classes. It is evident from pupils work that staff share a common understanding of the high expectation culture that is part of the school's curriculum intent. Teaching and learning is outstanding in both schools. It is of a consistently high quality in all year groups and across all subjects.

INTENT

- 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.
- Our staff have an excellent knowledge of the subjects they teach. 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 2 and 6 mathematics, work together to regularly apply their reasoning skills extremely well. Staff check pupils understanding systematically, identify misconceptions and provide clear and direct feedback.
- Expectations for pupils' outcomes are high and, consequently, they make excellent progress from their starting points. Leaders provide highly effective training and support for teachers. This provision is also extended to many other schools. Teachers all say that they are proud of the school. They are highly motivated and support each other in improving the way they work with pupils. There is a continuous cycle of school improvement. The curriculum is frequently reviewed to ensure that it has maximum impact on pupils' learning. There are many additional activities to increase pupils' life experiences. Additional funding for sport enables pupils to take part in a variety of activities.
- 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 the techniques developed in appropriate training to very good effect when supporting pupils.

IMPLEMENTATION

- Over our schemes of work, teaching is designed to support pupils to remember long term the content that they have learned and to integrate new knowledge into larger ideas. 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 to deepen knowledge.
- The skills of English, Reading and Writing, are taught well. The curriculum structure provides many opportunities for pupils to master their techniques when working individually or in small groups.

- The work given to pupils overtime is coherently planned and sequenced. Across all parts of our school, series of lessons are implemented to have a large impact upon our pupils progress.
- Pupils show great resilience when working collaboratively on activities that stretch them. Pupils work across the curriculum is of a high quality. Standards in French are excellent and progress through the school is very high. The work given to our pupils is demanding and matches the aims of our curriculum.
- Assessment is well used to help pupils embed and use the knowledge they have learned throughout their work. Teachers check understanding carefully to ensure misconceptions are quickly overcome.
- 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.
- Reading is very high profile, it is prioritised throughout the school so that pupils can access the full curriculum offer. 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 create an environment that focuses on pupils' needs. The teaching materials that we select reflect the ambitious intention so if the work. The materials we use reflect the ambitious intentions of the curriculum.

IMPACT

- Our pupils have detailed knowledge and skills across the curriculum and as a result achieve well. This is reflected in the consistently above average standards from national tests. School data and national comparisons show sustained and continuous improvement. Our pupils are ready for the next stage in education (secondary schools as well as the next key stage through school). Pupils work across the curriculum is of a very high quality.
- Throughout each year group and across the curriculum, including English and Mathematics, pupils make substantial and sustained progress from their starting points. Their skills, knowledge and understanding across a range of subjects is excellent. 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.
- Our Pupils read widely and often with fluency and comprehension appropriate to their age . They regularly are able to apply mathematical concepts and procedures appropriate for their age.

Overall the quality of education is exceptional. This enables pupils to prepare well for the move to their next phase of education.

Behaviour and Attitudes- Behaviour and Attitude is outstanding

- The behaviour and attitudes of our pupils is consistently and securely exceptional. 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. Pupils 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 behave with high levels of respect for others and they have played a highly positive role in creating a school environment where commonality is celebrated and difference is valued and nurtured.
- 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. They are persistent in the face of difficulties. Our pupils make a positive contribution to the wider life of the community. They are very good at actively supporting others.
- Individual pupils are given personalised support / mentoring when there is an identified need. Pupils joining the school mid-year very quickly take up the high standards of behaviour demonstrated by their peers and adults acting as role models. Induction of all new staff includes behaviour management techniques and policy. Interventions are implemented for pupils with challenging behaviour.
- Instances of bullying are extremely rare and dealt with promptly and monitored thereafter. Pupils are taught to recognise forms of bullying and the school climate of trust to minimise incidents of bullying but ensures pupils report incidents quickly. Home-school partnership enables parents to share concerns quickly. Parents, staff and pupils have no well-founded concerns about bullying, aggression or derogatory language. We do this through our aspirational campaigns, which are focused in assemblies and PSHE sessions. Staff promote clear messages about the impact of bullying and prejudiced behaviour on well-being. Staff are quick to tackle the very rare use of derogatory or aggressive language and challenge stereotyping. Relationships between pupils and staff are positive.
- The schools have very high expectations of personal conduct and the pupils rise to them.

Personal development 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.
- Pupils have very good opportunities to keep physically fit in lessons, clubs, at sporting competitions and during break times.
- 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.
- 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.

Overall, personal development and welfare is outstanding.

Leadership and management of the school is outstanding.

- Exceptionally strong and purposeful leadership has rapidly accelerated pupil progress. Pupils from Nursery to Year 6 receive an outstanding curriculum. We have a culture that enables staff and pupils to excel.
- Outstanding progress has been made in developing the skills of other leaders across the federation. The school knows itself very well. Self-evaluation is accurate. The school improvement plan identifies the right priorities to move the federation forward.
- Leaders use professional development effectively to improve teaching. Whole school professional development is of a high quality and impacts very positively upon what happens in the classroom. A range of other coaching and mentoring improves teaching on a one on one basis. Pupil progress is tracked systematically and it is the commitment of the school to constantly improve outcomes for all, including the disadvantaged and those with special educational needs. Leaders and governors have a comprehensive understanding of the quality of education.
- As a result of leaders' engagement with parents and pupils we know that they have a very positive view of the school. They correctly believe that their children are safe and happy at school and feel well informed about how well they are doing in their studies. They feel that behaviour is outstanding and that there is little bullying or harassment, and any concerns they raise are dealt with appropriately.
- To ensure coherence and consistency across key stages, 'Progression of Skills' documents have been produced. These documents highlight the skills which should be taught to ensure pupils systematically extend their knowledge and understanding and ensure that effective teaching and expectations are built throughout the school.
- 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 national and regional awards.
- 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 local authority has provided highly effective support to the school. They have helped the school to make accurate judgements about the quality of education 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 are active participants in the four times a year Local Authority Advisor visit. They 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 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 and the fulfillment of its statutory duties ie. the Equality Act 2010 are effective.
- Governors place pupils' safety as their highest priority. A strong safeguarding culture exists within the school. They ensure all staff are regularly trained to ensure that they are up to date with the latest safeguarding requirements, for example, The Prevent Strategy. Pupils are regularly listened to and feel safe, we work highly effectively with external agencies to support pupils who are at risk of or who are subject to a multi-agency plan.

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 and management of the school is outstanding.

SUMMARY OF ACTIONS TO BE TAKEN		
Action	Who	Timescale
Disadvantaged Pupils Focus Ensure that we close 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.	SLT	Start current term and then throughout 2019/20
Curriculum Develop our curriculum so that it is clearly focused on the INTENT, IMPLEMENTATION AND IMPACT guidance from Ofsted	KF	On going
EYFS <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). 	MB	On going
English Develop our Phonics and Spelling curriculum	English team	On going
Maths Develop our teaching approach to practical maths to develop fluency, understanding and application across all areas. This will support pupils ability to move from the abstract concepts to concrete understanding of all aspects of mathematical curriculum.	Maths team	Start current term and then throughout 2019/20