

St Mary’s Priory Catholic Infant and Junior School Self evaluation Form 2015-2016

Summary Report for stakeholders and strategic partners				Date: September 2015		Headteacher: Florence Collins	
Overall Effectiveness						Grade 2	
The achievement of pupils	2	Quality of teaching	2	Behaviour and safety of pupils	2	Leadership and management	2
<p>The Federation of St Mary's Priory Catholic Infant and Junior Schools with two forms of entry is in the ward of Seven Sisters, South Tottenham, in the borough of Haringey. An area of much poverty, Haringey is in the lowest percentile for deprivation - 138th /155 boroughs nationally.</p> <p>The school caters for children and their families, generally of the Catholic faith within the local area. A substantial amount of building work has been carried out since the schools federated in 2006, to ensure that they work as one, both operationally and in its physical setting. Our schools are oversubscribed and consist of 466 pupils on roll with 52 placements in Nursery.</p> <p>Currently 95% of our pupils are from minority ethnic groups, the largest groups being Polish and African. With 84% of Infant and 92% Junior school pupils' first language not believed to be English, this is well above the national average. We are an extremely diverse population and we believe this rich blend of cultural and racial mix is to be celebrated. We strive to maintain positive and harmonious relations between all groups. SMSC actions are a strength of our federation. One example is the sharing of CPD and our playground facilities with The Islamic Shakhsiyah Foundation School.</p> <p>We have a higher than national percentage of pupils on the Pupil Premium Funding register, with 43% of pupils eligible for Free School Meal (FSM). Our SEN/D stands at 5.9% with 11% of pupils being supported at School Action. The deprivation indicator of our school is, 0.54, which is more than double the national's number.</p> <p>We also strive to embed strong learning values and behaviour with our religious and British culture sitting at the root of educating our pupils. Our school is fully inclusive and opens from 7:45am to 6:00pm. We encourage our children to have a 'Can Do' approach as demonstrated by Carol Dweck's book 'Mindset'. Kidscape Anti Bullying Bronze Award received in September 2015. Healthy Schools' Bronze Award/Silver Award for Sports/Bronze award for Games - Sainsbury's.</p> <p>January 2016 saw a pilot scheme for 'Lifelong Savers' launched. With the support of The Credit Union each child is to learn the value of saving and financial management.</p> <p>Life skills are further supported with The Enabling Enterprise Organisation. Every child has the opportunity to embed enterprise across the curriculum with our termly 'Challenge Days'. Every child learns to play a musical instrument and at least one educational visit takes place each term.</p> <p>In our last Westminster Diocese Section 48 Inspection both schools were judged to be outstanding and in our Ofsted Section 5 Inspection, September 2014, our 'overall effectiveness was judged to be Good in each school with an 'outstanding' Early Years Provision.</p> <p>We have received the 'Gold Star' award from the Lord Mayor of London for outstanding achievement for our most vulnerable children.</p> <p>Our areas of improvements are the basis of our School Development Plan (SDP). In EYFS we have gone from strength to strength. Our expectation is that these pupils will accelerate their learning as they move through the schools with confidence and finally achieving their full potential. Our expectation is that our current Year 6 will achieve above national levels in all areas.</p>							

Strengths:

- We are in the top 100 performing and improving school in England (June 2015)
- Pupils in EYFS make rapid progress with many being at or above levels expected for their age by the end of Reception (Ofsted 2014). The majority of our pupils go on to make better than expected progress overtime, in reading, reading and mathematics.
- Achievement at L5 for the last 3 years has been in line with national and currently (2015) we are above national in reading writing and significantly above in maths.
- Attainment in maths and English for 'High Ability' pupils is good, with 2 children achieving L6 in maths, writing and SPAG.
- FSM pupils and those that are Disadvantaged perform significantly above national average in writing at L4.
- Pupils other than English or believed to be other, perform significantly above national in both reading and writing.
- Focus on sports has seen us receive a bronze award.
- Through Kidscape we have also been awarded the bronze award for our work in Bullying.

To continue being at least good and improve further, our Ofsted 2014, next steps are:

- Raise standard in spelling so that pupils are confident in spelling key words.
- Improve opportunities to extend the length and skills of writing in subjects other than English so that girls perform as well nationally in writing.(2014 RoL)
- Increase the percentage of children achieving above national expectation

Teaching & Learning - is at least 'Good'.**Strengths:**

- Good quality teaching and provision across the Federation. Baseline assessment is carried out on entry into the Nursery, covering PSE, Communication and Language and Physical Development.
- Maths is taught effectively and pupils do well because real life and meaningful situations are used.
- Pupils' work is marked well and they are given designated time to respond and act on the advice provided by teachers. (DIT Designated Improvement Time)
- Attainment at 4B is significantly above LA and national at the end of Year 6 (2015).
- Our more able pupils' achievements are in line with all schools nationally.
- Effectively making a difference to disadvantaged pupils so that achievement gap between them and others has virtually closed or is rapidly closing.

To improve further we need to:

- Consistently challenge the more and most able pupils in Years 1 and 2 so that progress is consistent with EYFS.
- Plan and challenge our children to write at length and in subject areas, other than English.
- Ensure the most able pupils achieve even better through being challenged, with work to deepening their understanding and extending their thinking skills.
- Increase opportunities for pupils to become more independent learners.

Behaviour & safety and Safe Guarding is at least 'Good'

Strengths:

- Pupils are seen to show respect for each other regardless of nationality, race and gender.
- Around the school, in the classrooms and while there are visitors they conduct themselves well and appropriately.
- Rewards are fair, effective and applied to a higher ratio than sanctions.
- An effective SMSC Team that promotes children's personal safety and leads on Prevent Training.

To further improve we need to:

- Increased number of parents and volunteers with DBS checks to support in school and visits.

Leadership & Management is at least 'Good'.

Strengths:

- All staff attends high quality CPD which stems from our School Development Plan (SDP).
- Rigorous appraisal procedures, through yearly Performance Management, in place for all staff
- Strong Headteacher's leadership ensuring that everyone has the highest expectations of all pupils.
- Our Headteacher is a Local Leader of Education who mentor and coach newly appointed headteachers.
- SLT is actively involved in 'School to School' initiatives via Network Learning Communities (NLC).
- The Board of Governors has recently reconstituted (Sept. 2015). They are actively involved in the development of the school and rigorously challenge the SLT to improve.

To further improve we need to:

- Monitor and improve the curriculum so that it provides enough challenge, in Years 3 and 4, particularly for the 'most able'.
- Improve attainment at the end of KS1 in reading and writing.
- We have strategically planned to make the curriculum more relevant to our community. To support this vision, plans have been approved by Board of Governors to build a Creative Arts Room (summer 2016).

**EVIDENCE: EYFS File, RaiseonLine, LA Data, OFSTED Report, Behaviour Policy, Ht. Governors' Report, Monitoring Files, Observations File, LA SIP Reports
Key Stages School Profile**

Progress on key issues raised in previous inspection -2014

INFANTS SCHOOL

Improve the impact of teaching on the pupils' learning and progress:

- Set work that challenges our more able pupils -appointment of a AHT 'Leader of Learning' - September 2015
- Introduced the Learning Intention (LI) labels to save time.
-September 2015, Governors have led workshops to launch School Improvement Plan.

JUNIOR SCHOOL

Accelerate progress in Years 3 and 4 :

- A programme of CPD training for all staff.
 - Redeployment of staff throughout the Federation to further impact on teaching and learning outcomes.
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The school is implementing several 'step changes' since the last inspection. Our school continues to be a good and improving school where we use our knowledge and experience to ensure that we maintain judgements that will be at least 'Good' but moving more towards 'Outstanding'.

The main developments include:

- Strengthen SLT by appointment of Assistant Headteacher, for Leader of Learning & EYFS Leader.
- Improve writing particularly for the 'More Able' in Years 2, 3, 4 and continue to develop teachers' ability to assess writing accurately.
- To increase the level of attainment in writing in both key stages and to accelerate High Ability pupils' achievement.

EVIDENCE: SEN/D Register, Intervention provisions, HT Governors' Reports, School Data, LA Data, On Entry Data, LA SIP reports, SLT meetings,

● The achievement of pupils at the school**Grade****2****Key evidence and examples which support a grade of good or better****EYFS - Progress & Standards**

- Attainment is well below average on entry to the school.
- Pupils at the end of EYFS make 'Outstanding' progress, from a very low starting point.
- Pupils settle into the Nursery quickly and show good attitude to learning that is continued into the Reception class.
- Evidence of improvement in EYFS is shown through the percentage rise in GLD development, due to improvement in quality first teaching and overall provision

By the end of EYFS using the Early Learning Goals, the percentage of pupil achieving expected or better in the individual aspects are more or less in line with LA and national averages when taking into account the area's deprivation and the pupils' low starting point.

- 'Exceeding' their levels - 25% reading, 23% writing and 28% numbers, 27% Shape, space & measures.
- 'Expected or better levels - 75% maths , 72% literacy
- 'Emerging' - 28% Literacy, 24% maths
- GLD 72%, AP 2.43

Progress from starting points

- Progress from starting point for pupils in Y6, KS1 - KS2 APS gain 28.5 (Summer 2015).
- With early identification and the many interventions in place from Nursery and across the Federation, our targets for 2015/2016 are as follows:

TARGET FOR 15/16

Key Stage 1			Key Stage 2			Progress By Key Stage 2		
KS1	Levels	Percentage	KS2	Levels	Percentage	Reading Expected Exceeding		
Reading Expected Exceeding (3+)	2B+ 3+	85% 38%	Reading Expected Exceeding	4B+ 5+	90% 60%	Reading Expected Exceeding	3 LOPS 2 LOPS	97% 40%
Writing Expected Exceeding	2B+ 3+	75% 20%	Writing Expected Exceeding	4B+ 5+	96% 50%	Writing Expected Exceeding	2 LOPS 3 LOPS	97% 45%
Maths Expected Exceeding	2B+ 3+	85% 30%	Maths Expected Exceeding	4B+ 5+	87% 54%	Maths Expected Exceeding	3 LOPS 3 LOPS	96% 40%
			RWN Expected Exceeding	4B+ 5+	90%	RWM Expected Exceeding	2 LOPS 3 LOPS	96% 14%

Pupil Premium Grant

Pupil Premium Grant is being used to accelerate vulnerable groups learning. Therefore the gap between PPG and Non-PPG has narrowed in Y3, Y4, and Y5. In Y1, Y2, and Y6 pupils' attainment have not shown equal improvement, however, provision has been put in place to counteract the current data.

- Small group tuition - Qualified teachers.
- Targeted Wave 1 teaching.
- Writing intervention.
- Booster session for Y6 pupils
- After school booster classes in SPAG and maths
- Parent workshops

Learning mentors/TAs - additional support, small groups and 1:1.
 Enhance reading areas and materials for reading.
 Easter school and summer booster tuition.
 Volunteer Reader provisions.
 Outdoor learning and educational visits

Key evidence and examples which support a grade of good or better

Teaching profile

Teaching profile (%)	Overall					By Key Stage (J)		
	EoPY	Autumn	Spring	Summer	Jul 2016 target	EYFS	KS1	KS2
Outstanding		4			10	1	1	2
Good		10			6		3	7
Requires improvement		Nil			0			
Inadequate		Nil			0			

Climate for, & attitudes to, learning

- The classroom environments are consistently good and displays are interactive to supporting independent learning. All classrooms have working walls and an interactive book corner to encourage and support learning.
- Pupils have been observed to be positive in their attitude to learning. Most of the times they listen well, show motivation and are seen to be on task.
- There is a friendly atmosphere with many enrichment activities taking place during the day and after school. Experiences from trips and outings enhance pupils learning and motivation to work.
- Our displays are changed regularly and help pupils learn about themselves, the country they live in and those countries they originate from. They are vibrant and welcoming.
- We take part in raising money for many charities locally, nationally and internationally.
- Our school capitalise on its proximity to central London's vibrant and rich culture to enhance the pupils' learning experiences.
- We endeavour to explore more rural settings as and when it fits in with our curriculum to give children a wider experience of life.

Questioning

- In the lessons observed questioning skills are effective and teachers use questioning to develop pupils' communication skills and confidence.
- Teachers are working to ensure pupils become confident and fluent in expressing themselves using subject related vocabulary appropriately and in context.
- Teachers model and articulate questioning and answering, giving pupils the opportunity to develop good practice. AFL is an integral part of teaching and learning and our Marking policy confirms this.

Challenge, differentiation & intervention

- Our aim is to challenge and accelerate our more able pupils' learning and support them to exceed their own expectations.
- We continue to regularly monitor plans and their effectiveness in allowing for differentiation in the classroom.
- Teachers differentiate in their planning and teach to this end. Book scrutiny and observations shows evidence of challenge and differentiation.
- We are ensuring that early identification of pupils' needs is made, followed by swift intervention so that they are supported in getting back on track.
- This is our major task because of the high percentage of disadvantage pupils; as a school we are aware of the importance this process has on the life chances of our pupils.
- We have a designated nurture suite providing a safe and stimulating environment for pupils struggling socially and emotionally. This is used by other schools and is celebrated as a centre of excellence.
- We see our school as at the centre of the local community and have strong links with our local Islamic school, Church of England school and community schools.

What do our learners & parents say about the quality of their learning experiences in the school

- From our last Ofsted inspection it was evidenced that our parents were positive about the school.
- From pupils' questionnaires the vast majority of our pupils tells us that they enjoyed school, 98%, are kept healthy 92%, feel safe, 88%, learn a lot, 95%, behaviour is good, 91%, felt care for, 94%, know how well they were doing and how to improve, 89% and that they felt their Headteacher and teachers do a good job, 98%. We celebrate this!
- Parent/Carers questionnaires tells us that parents feel that the school values and attitudes has positive effects on their children, 98%, they are made to feel welcome, 100%, expects high standards of behaviour, 97%, communication is good, 97%, find it easy to talk to the school about their child, 98% and that their child likes school, 98%.
- The curriculum has been revised and sits in line with the new curriculum. Our children are enjoying the curriculum and the experiences and knowledge that come with it.
- Our school newsletter is sent out electronically and monthly to governors, parents and all other stakeholders.

EVIDENCE: LA Data, Headteacher's reports, Pupil Premium Report, School Development Plan, Survey Reports, LA annual report, LA SIP reports, surveys, Observation & Monitoring files

● The behaviour and safety of pupils in the school

Grade

1 Infant/2 Juniors

Absence Data

%	2013	2014	2015
Infant School	4.2	3.9	
Junior School	3.9	3.7	
National	4.3	4.3	

- Attendance is good across the Federation.
- Unauthorised absence shows an improving trend.
- The vast majority of pupils arrive at school on time and ready to learn.
- Assemblies reflect our Catholic Values, religion, cultures and backgrounds of the pupils to raise awareness and to make all feel valued. We teach our pupils, how to make positive contributions to society.
- Racists' incidents are rare and harmonious relationships exist within our community.
- Behaviour is good and it is rigorously tracked and monitored across the school.
- A 'Peer Mediation' programme has been implemented for Year 5 & 6 children.
- Bullying is addressed regularly with pupils being taught about how to keep safe.-Kidscape Bronze Award September 2015
- Children are rewarded for doing their best work, following the school rules, being polite and well mannered. 'Star of the Week' celebrates children's successes from Year 1 to Year 6.

Attitudes to learning

- Transitions through the key stages are managed effectively and we have worked hard to ensure that children move confidently throughout both schools by reorganising and changing the physical landscape of the building.
- The new curriculum is being used and there is consistency and progression across the schools. It is creative and children enjoy the experiences that it allows them. E.g. Enabling the Enterprise Initiative.
- Positives attitudes may be observed in independent, group and class work. Pupils' communicate their ideas and experiences confidently and articulately.
- Behaviour in the classroom and around the school is good and pupils are helpful and polite to their peers and adults as they move around the school. They show respect and appreciation for the school environment.
- Staff and pupils understand the behaviour policy and have worked hard to ensure it is implemented positively.
- Pupils are polite and respectful to all staff, including other adults and visitors in and around the school.

EVIDENCE: Parents' and pupils' feedback, Behaviour Policy, Bullying policy, Ofsted 2013, Health & Safety Policy, whole school curriculum, monitoring file, Anti- Racist policy, Raiseonline, school data. LA data, Fischer Family Trust data, LA school reviews, PPG allocation, School Census2015, SDP, Notes of visits.

Overall Effectiveness	Grade	2
Key evidence and examples which support a grade of good or better		
<p>Quality of Teaching</p> <ul style="list-style-type: none"> The Leadership Team includes the Headteacher, Deputy Headteacher, School Business Manager and two Assistant Headteachers and Phase 2 Leader.. With this structure in place there is high expectation and ambition through an effective working partnership of honesty and trust. There is a sharing of good practices, such as, policy development, regular monitoring, effective Performance Management for all staff, effective whole school and individual staff CPD to improve and raise the quality of teaching and learning.. Leaders and Governors work to ensure all stakeholders share a common vision and focus on the continuing improvement and the raising of standards for all pupils Action is taken to address and support those identified as under-performing in any aspect of school life. Identified underperforming staffs have been put on a support plan that is key to reversing inadequate performance as well as improving practice. Pupil Progress Meetings, books and planning scrutiny is taking place half termly to assess pupils' progress. From this, next steps for improvement for individual pupils and their work are identified. Targeted peer mentoring/coaching is part of Performance Management. Our middle leaders are supported by senior leaders to develop their observations skills in their subject area. Ensure that senior leaders are held to account for improvement in teaching and learning and for actions taken towards whole school priorities. We have high expectations of all staff and their practices and show this through the sharing of examples of good practices across the school, planning with year group colleagues and having a whole school creative curriculum. Through our Headteacher's and senior leaders' work with other schools we share good practice across educational settings and outside agencies to develop and improve educational standards for all our pupils whatever their background and needs. Teaching is judged through PM, classroom environment, behaviour, organisation, observations and how well staff performs in their responsibility area so that it impacts positively on teaching and learning. The quality of teaching is that ...100.% of teaching (Autumn 2015) is judged to be good or better with 29% judged to be outstanding. All staff have worked with colleagues to improve their teaching, they are held accountable for producing a good standard of teaching and are challenged to do so. Using the new Government funding for PE, Staff are trained by professionals in games, gymnastics, dance and athletics for long term sustainability. Our pupils take part in ongoing Intra-school and as many external competitions as possible. Healthy Schools' Bronze Award/Silver Award for Sports/Bronze award for Games - Sainsbury's. 		

Behaviour and Safety

- The Single Central Records are monitored by *Governors* on a termly basis.
- All members of staff have had Child Protection training.
- The Headteacher and AHT/Manager for Inclusion are the named school leaders for Child Protection.
- All Staff are Disclosure and Barring Service (DBS) checked.
- Termly whole school monitoring of Health & Safety takes place with Chair of *Governor*, School Business Manager, Site Manager and Headteacher.
- E safety is in place to ensure children are safe when using the internet and electronic devices.

Achievement

- Progress across the federation is good and pupils achieve in line with national across all areas of the curriculum.
- More able pupils achieve above national. (SATs 2015)
- Pupils' Progress is monitored termly through Pupils Progress Meetings (PPM).
- Pupils' performance is tracked and data is collected and logged to support monitoring and tracking of progress and achievement.
- Children know their targets and work towards achieving them.
- We have high expectations of all our pupils and expect work produced to be neat, well presented and show good quality, in terms of the content.
- We mentor vulnerable pupils so that their achievement is in line with their peers.
- Attainment for SEND and other groups are above national averages.
- Homework is used to challenge, reinforce and support pupils' deeper understanding of a subject. We find that this impacts on pupils' achievement.
- We have a Performance Management (PM) policy in place and all staffs are involved. Through PM the school identify CPD for individuals and whole staff to improve standards and achievements for pupils.
- The PM policy is effective in ensuring that staff take responsibility for their own performance and its impact on pupils' progress. PM is also used to ensure staff get the support and training required to improve or continue to develop their professional skills which in turn impacts on pupils' achievement.

Curriculum including SMSC

- We have implemented the new curriculum and it is tailored to meet our pupils' needs along with our creative themed topics. We teach our children about the country they live in and how to appreciate and have respect for its culture and values through 'Celebrating Britishness'.
- SMSC is a strength within our schools and pupils are given the opportunity to discuss from a moral and social viewpoint behaviour and different traditions and cultures.
- The curriculum is creative and filled with trips and activities that extend the children's experiences and understanding of the area, country and world that they live in. It is complimented by much extended in school and after school activities. Children answer very positively in their SMSC questionnaires that show that they know their school and its routines.
- The curriculum is monitored so that it is effectively administered in terms of time given to each subject area and breadth of cover.
- SMSC is also addressed in PSED, Assemblies, Prayer Time and Circle Time which strengthens the school curriculum. We focus on friendship, morals through stories, bullying, anger, etc.
- We celebrate our families, the birth of new siblings in 'Our Baby Assembly', International Day, all our different cultures, Black History Month, First Holy Communion and all our Holy days.
- Excellent support is given to SEN/D pupils who are able to access all that is central to the school's vision.
- Staffs tackle discrimination effectively and work well with parents and carers to achieve positive benefits to pupils.
- Health and well-being is key to our children's experiences at the school and their views are considered and taken into account through School Council and SMSC work.
- P.E is important to all pupils' physical and emotional development, this is managed so that pupils received the full requirements needed to be healthy in mind and body. [Healthy Schools' Bronze Award/Silver Award for Sports/Bronze award for Games - Sainsbury's.](#)
- We have school Breakfast Club and After School 'Energy Club' and our timetables for these are comprehensive.

Leadership and Management

- Our school structure is effective and works to cascade and balance staff's work, skills and the support for colleagues.
- Our Leadership team has been strengthened and we meet regularly to monitor, implement and set strategies to develop further..
- Yearly School Development Plan and SEF works together to give a full picture of our school and its current and ongoing priorities.
- School Self-Evaluation process includes evaluation surveys of pupils', staffs' and parents' views.
- PM takes place yearly to improve and strengthen skills, knowledge and opportunities through CPD and training
- Stakeholders' views and contributions to school life are referred to and reflected in these documents and they are a whole school involvement.

Governance & finance

- Governors challenge senior leaders to improve and monitor this improvement through regular visits, meetings and own CPD/trainings.
- The Chair of Governors is clear about expectations and ambitions for the school and this is shared with all stakeholders.
- There are a number of committees and sub-committees with the Chair and Finance Committee being effective in managing the Budget with the Headteacher.
- The Pupil Premium Grant has been used on improving progress across the Federation, improving attainment for disadvantaged pupils and visits and trips for added experiences for vulnerable pupils.

Views of parents, carers, staff and other stakeholders

- There is a 'Friends of ST Mary's Priory Schools committee to which all parents have automatic membership.
- Our parents choose our school because of its Catholic ethos and they tell us that they are happy with the school and its management. They feel that their children are well cared for and safe.
- Staff buy into the vision and values of the school and for what it stands. They tell us this in staff meetings, team building exercises and Performance Management.
- The Governing Body acknowledge that we work tirelessly as a body to effect positive changes. They play a big part in ensuring that our school maintains its religious ethos and good standard in education.
- The school is in the process of significant developments that will make positive changes throughout and these have been shared with all stakeholders.
- Our parents share their talents and skills with us and support us by being involved in physical activities, such as, art and murals to enhance the school's buildings and surroundings.

EVIDENCE: Parents' feedback, SCR Data checks, LA Annual Summary, LA Review, LA Core Visit, Behaviour Policy, Financial Monitoring report, School budget, Safeguarding Audit, Policies, school plans, SDP, SMSC Questionnaire.