

ST THERESA'S CATHOLIC PRIMARY SCHOOL SELF EVALUATION

SECTIONS	SUMMARY EVALUATION	
<p>Executive Summary</p> <p>Context The school's context and any significant changes in its circumstances since the last inspection schools may wish to include aids / barriers to learning</p>	<p>The Leadership Team and staff judge St Theresa's to be an outstanding Catholic Primary School. We believe we are outstanding because <i>we are highly effective in delivering outcomes that provide exceptionally well for all our pupils' needs. We ensure all our pupils achieve their own personal best and are very well equipped for the next stage of their education</i></p> <p>The pupils make an excellent start to their education in Reception. The rich and varied experiences enable them to develop an early love of learning. As the pupils continue in the school outstanding teaching inspires and motivates pupils to work hard in all subjects. As a result pupils have a passion for learning and take great pride in their achievements. Achievement is outstanding with pupils making substantial progress throughout the year groups and learn exceptionally well. Pupils with SEND make excellent progress and work with confidence and independence because of the high quality support they receive. Pupils are provided with a rich, relevant and broad curriculum and experience excellent educational experiences. Pupils share a common catholic ethos of love and respect and are supported in a positive climate which helps them to grow in confidence and self-assurance. Pupils feel extremely safe at school and standards of behaviour in all lessons, in the dining hall and on the playground are exemplary. British Values are promoted well including an emerging understanding of democracy through roles in the school council, playground leaders and sports council. As a result the pupils are exceptionally well prepared not only for their move to secondary school but also for life in modern Britain.</p> <p>The Headteacher and effective governing body share a drive and high ambition for the pupils and the school. The equally committed middle leaders, teachers, teaching assistants and non-teaching staff have high aspirations for all the pupils and for themselves. Together at St Theresa's we actively learn more about our craft and roles in a drive for continuous improvement and are committed to our Learning Culture of a Growth Mindset. St Theresa's is part of Challenge Partners and has been in a hub led by Compton School since June 2013. St Theresa's staff provide outreach work and training for schools across boroughs on our Learning Culture and assessment for learning. We have close links with our local community, parents, parishes and surrounding Catholic schools work together to provide support. The St Theresa's leadership team are currently in the later stages of becoming a Multi Academy Trust with 2 other Catholic Primary Schools in Barnet where we already work closely to leverage on each other's strengths.</p> <p><u>Context</u> <u>Staffing</u> We have appointed an interim Deputy Head for one year starting September 2015. We will advertise for a substantive Deputy Head in January 2016. Outgoing Deputy became a Headteacher September 2015 KS2 Leader in post Sept 2015. Middle Leadership Team consist of Acting Deputy, Assistant Headteacher, (also KS1/EYFS Leader) KS2 Leader & Inclusion Leader Two Year 3 classes Sept 2015. (Bulge class 2012) 31 pupils in Year 4. Two pupils through fair access March 2014. 241 pupils currently on roll</p> <p><u>Pupils</u> Our overall value added has been sig+ for the last 5 years. For 2015 it is 101.3 We have high EAL. Numbers are steadily increasing to 36.2% in 2015. National 19.4% 2015 MEG is 70.5% which is well over twice the national at 30.7% 2015 FSM is 10.5% which is below the national at 26% 2015 SEND is 11.8% which is below national at 13.0% 2015 Stability is 90.3% which is higher than national at 85.9 2015 School deprivation is 0.18 which is below the national at 0.24 Attendance is 96.2%</p>	
<p>PROGRESS IN PREVIOUS INSPECTION KEY ISSUES</p>	<p>Key Issue</p> <p><u>Key Issues</u></p> <ul style="list-style-type: none"> Middle leaders do not always check the impact of initiatives on improving pupils' progress in order to make further improvements quickly Teachers' comments and feedback on pupils' work do not consistently identify what pupils should do in order to improve further, including in early years. 	<p>Progress</p> <p><u>Progress Against Issues</u></p> <ul style="list-style-type: none"> Monitoring data closely is a focus for leaders in their leadership time. Leaders will be present in pupil progress meetings. Staff are more experienced in the new assessment programme and are more accurate when assessing progress. Staff INSET held on 15th September showed staff how to be more explicit in green pen questions so that children are clear on what they need to do in order to improve further. The focus of book scrutinies this term is on green pen questions.
<p>AREAS FOR WHOLE</p>	<p>Leadership & Management</p> <ul style="list-style-type: none"> Develop the skill base and knowledge of all leaders, especially the middle leaders, to increase and sustain school improvement. Achievement & Learning Committee to oversee impact of all initiatives on children's progress. 	

<p>SCHOOL DEVELOPMENT</p>	<ul style="list-style-type: none"> • Leaders to appoint a substantive deputy head, embed succession planning and develop future leaders of the school. <p>Behaviour & Safety</p> <ul style="list-style-type: none"> • To maintain the outstanding behaviour and conduct judged by the SLT. • To maintain standards in ensuring safeguarding procedures are robust, rigorous, implemented and embedded. <p>Teaching</p> <ul style="list-style-type: none"> • To ensure teaching is outstanding and never less than good, so that all pupils make sustained progress that leads to outstanding achievement. • For all staff to consistently identify in their green pen questions what children need to do to improve further • For staff to gain a sound understanding of the new National Curriculum and assessment requirements especially at end of KS2. <p>Achievement</p> <ul style="list-style-type: none"> • To develop the learning culture through 21st Century initiatives such as Stephen Heppell's child led learning and shoeless learning environments so that the school's practice consistently reflects the highest aspirations of staff, leaders and all pupils so that they achieve well above expectations, progress rapidly and learn exceptionally well. <p>Early Years Foundation</p> <ul style="list-style-type: none"> • To increase the number of children who exceed age related expectations in all areas through specific next steps feedback.
<p>LEADERSHIP/ MANAGEMENT How well leaders demonstrate ambition for pupils, improve teaching and learning, develop staff, sustain improvement. Accuracy of SSE, appropriate curriculum, governance, e opp, safeguarding, and partnerships (Outstanding)</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Leaders have demonstrated an uncompromising and highly successful drive to strongly improve and maintain the highest levels of achievement in the areas of development outlined in the recent Ofsted inspection report. • Leaders have had a significant effect on whole school improvement by delivering weekly CPD support and monitoring and evaluation. Focussed leadership days carried out by the KS1 leader and the KS2 leader have been successful in improving teaching and learning. This system of leadership and the additional teaching & learning monitoring carried out by the HT and Deputy has eliminated weak teaching and has established a strong learning culture throughout the school. • There is a strong focus on improvement and progression for pupils and staff so that aspirational targets are achieved. Planning is focussed on challenging children so that they progress rapidly. Teachers share their planning with their TA so that they are able to contribute to learning. • Planning is monitored by the KS2 Leaders who feedback to teachers on how they can progress learning further. • The spiritual, moral, social and cultural experiences and opportunities prepare pupils for life in modern Britain. • The Leadership Team maintain strong partnerships with other schools through Challenge Partners, the London Schools of Excellence Fund, the prospective MAT schools and the local partnership alliance group. This enables us to share outstanding practice, externally moderate our practice and achievements and challenge ourselves further. • Governors are well informed about the quality of teaching and learning and have a good understanding of how the school is performing compared with schools nationally and locally; they consistently hold the Headteacher to account using school and national data and know what the school needs to do to improve further. <p>Areas for Development: Develop the skill base of middle leaders so that they reflect and analyse the impact their initiatives have, on improving pupils' progress in order to make further improvements quickly.</p> <ul style="list-style-type: none"> • To understand and follow the new assessment arrangements at the end of KS2 so that pupils make better than expected progress and achieve better than age related expectations in, reading, writing, maths, grammar and RE. • To devise a programme of succession planning for all governors and induct new governors through internal and external training so that they fully understand and develop their role in holding the school to account.
<p>BEHAVIOUR AND SAFETY Including behaviour in lessons & around the school, attendance & punctuality, attitudes towards others, how well protected from</p>	<p>Strengths:</p> <ul style="list-style-type: none"> • Safeguarding systems are robust and rigorous to ensure all pupils are safe and feel safe. • Parents and pupils say they feel safe when asked and questionnaires support this. • Analysis of school behaviour tracker and medical logs show behaviour incidents are low and are dealt with immediately. • The School Council wrote our School Code of Behaviour and our Playground Code of Behaviour. The children have a strong sense of right and wrong and the importance of treating others as they would like to be treated. • Safety including e-safety is of high importance in the curriculum and many initiatives are celebrated

<p>bullying, views of pupils/parents</p> <p>(Outstanding)</p>	<p>throughout the year which contributes to the pupils' understanding and well-being.</p> <ul style="list-style-type: none"> • Pupils demonstrate excellent attitudes to learning and take pride in their work which has had a positive impact on progress. • Our EWO visit every half term and communicates with parents by letters. We also report on attendance every week to parents to remind them of our attendance expectations this has contributed to the attendance of 96.2% • Bullying is dealt with seriously and all complaints are shared with staff so that they are informed and vigilant. Any further incidents are then recorded on school behaviour tracker along with the followed up actions. All reports of bullying and the monitoring carried out is shared with the Governors every term in the HTs report. <p>Entrance to the school is safer with a wider pedestrian gate and path with a new fence separating it from the car park.</p> <p>Areas for Development: Induct all new staff in our rigorous safeguarding procedures</p> <ul style="list-style-type: none"> • Ensure lesson planning demonstrates explicit provision for capitalising on pupils' well developed skills in taking responsibility for their learning behaviours and attitudes. • SLT to analyse the School Behaviour Tracker data half termly and take action to further reduce the numbers of incidents recorded. • To provide children in the upper juniors with Preventative workshops on how to live in 21st Century Britain and be aware of the potential risks of radicalisation, terrorism, slavery and gang culture.
<p>TEACHING</p> <p>Expectations, engagement, motivation, challenge, independence, reading and literacy skills, assessment and next steps in learning.</p> <p>(Outstanding)</p>	<p>Strengths</p> <ul style="list-style-type: none"> • All teaching is at least good with over 60% outstanding across the school. • Staff respond to the high expectations of leaders to strive to develop their craft through professional development courses, lesson studies, peer observations and educational research piloting new teaching materials so that outstanding practice can be achieved and maintained. • Teachers use highly imaginative teaching strategies to engage all learners and encourage them to challenge themselves. As a result pupils are keen to learn independently and try their best. • We have a robust assessment system which is carried out every term by teachers. Their findings are shared and moderated by the SLT who ensure there is accuracy, consistency and progression. • More able children are challenged with higher order thinking activities which contributes to their rapid progress. Our membership of NACE provides us with further strategies opportunities to extend the higher learners which will support our application for the NACE award this year. • We provide a strong and balanced curriculum where children are taught a variety of sports and learn a musical instrument. They participate in dance festivals, music festivals and in numerous sporting events in the year. This has been recognised by the LA in our Participation Award and nationally through our recent GOLD Award for Sports 2015. We have also achieved the Silver Accreditation for our School Travel Plan. <p>Areas For Development: Ensure staff have a sound understanding of the new end of KS2 assessment requirements and expectations.</p> <ul style="list-style-type: none"> • To increase the amount of outstanding teaching through focussed professional development and through the continued use of lesson study. • For green pen questions in marking feedback to specify what a child needs to do next so that learning can be improved further. • To further close the gap between disadvantaged and non-disadvantaged children.
<p>ACHIEVEMENT</p> <p>Attainment, progress and the quality of learning, for individuals, different groups, particularly SEND pupils</p> <p>(Outstanding)</p>	<p>Strengths</p> <ul style="list-style-type: none"> • A high proportion of pupils make outstanding progress and attain extremely well. Data is consistently above national. • Pupils consistently achieve well above the national standards and have improving attainment and outstanding progress in all key stages in Mathematics and English. • Pupils at risk of underachievement are identified quickly with implementation of interventions to counter possible underachievement. • Transition arrangements between Reception and Key Stage 1 ensure progress is consistent. • Overall, groups of pupils, SEN, EAL, ethnic minorities, the disadvantaged, boys, girls and the most able make better than expected progress due to the intervention groups and specific differentiated learning activities that are provided. <p>Areas For development: To ensure the school's practice consistently reflects the highest expectations of staff and leaders and the highest aspirations for the pupils including the most able and those who are disadvantaged.</p>

	<ul style="list-style-type: none"> To ensure the momentum from closing the gap between those who are disadvantaged and those who are non-disadvantaged is maintained this year. For every class and all groups including SEND to consistently make well above expected progress and achieve well above age related expectations in all areas particularly in reading writing and maths.
EYFS (Outstanding)	<p>Strengths</p> <ul style="list-style-type: none"> Teaching in Reception is outstanding. The Reception staff thoroughly understand the needs of the young children. They have the highest expectations for them and are especially skilled in asking the children questions about their learning which helps them to develop their thinking and speaking skills well. The staff establish excellent relationships with parents from the start through rigorous induction procedures. This enables the staff to build an excellent knowledge of children's starting points and move quickly to eliminate gaps in their learning. The learning environment encourages pupils to be independent and activities are provided which engages the pupils' interest and develops a positive learning attitude from the outset. Assessment is thorough and incorporates moderation which is carried out throughout the year internally and externally to ensure its robustness. <p>Areas for Development:</p> <ul style="list-style-type: none"> To increase the percentage of pupils in Foundation Stage who make high rates of progress in relation to their starting points in all areas. To implement the new Early Excellence Assessment baseline programme so that data is consistently accurate. To ensure marking feedback is explicit in what the pupil needs to do next to progress their learning.
OVERALL EFFECTIVENESS Spiritual, Moral, Social and Cultural: (Outstanding)	<p>Spiritual, moral, social and cultural development is a real strength at St Theresa's. As a Catholic school we have a well-planned programme of Collective Worship, our RE curriculum and our PSHE programme, pupils have opportunities to explore fundamental values and celebrate other beliefs. They learn to respect feelings, values and beliefs in themselves and others.</p> <p>Spiritual Through our curriculum and learning culture, pupils develop the knowledge, skills, understanding, qualities and attitudes they need, to foster their own inner lives and non-material wellbeing. They have a strong sense of faith and self and what they bring around the "table". They value each other's unique potential through recognising what is special in everyone. Pupils have a clear understanding of their strengths and weaknesses and use the language of our learning culture to enable them to turn a negative into a positive. Pupils are aware they are on a learning journey and know what they need to do to get there. They self-manage their learning through choosing activities which challenge them. Pupils are curious about themselves and others and are eager to read their feedback on how to improve and deepen their understanding. They research and are fascinated by cultures, religions, faiths and food through project work and trips. Children know they have a place in the world and believe they have an impact on the community around them. They devise their own initiatives and carry them through. They are encouraged to ask life's fundamental questions and discuss them in an open and non-judgemental environment.</p> <p>Moral Pupils at the school have a strong sense of right and wrong. The school council are involved in drawing up the Behaviour Policy and our behaviour codes and appreciate its rationale. Pupils apply these principles to their own lives and have a very keen sense of fairness; for example, pupils are concerned if they feel that the behaviour policy is not being applied consistently or fairly. Pupils have an understanding of justice and can apply this to real life situations. Pupils are given the opportunity to reflect on the consequences of their actions and are encouraged to learn how to forgive and offer forgiveness, focussing on the issue not the person.</p> <p>Social St Theresa's encourages individuals to make an active contribution to the democratic process in the communities we are part of. Pupils are proud of our strong, positive learning culture and environment and are articulate in communicating it to everyone. Pupils are encouraged to support our local community through activities such as singing for the elderly at nursing homes and nearby community centres. We are part of the new "We Act" programme which empowers young people to become active local, national and global citizens. Pupils demonstrate their awareness of their responsibilities as citizens and raise money for charities and local shelters through devising stalls at the school fairs and cake sales after school. As a school, some of the charities we support are NSPCC, CAFOD, Save the Children, Free the Children and the Catholic Society who come to speak to the pupils about the impact they can make globally through their actions.</p> <p>Cultural Our community is a rich source of learning and is continually being drawn upon to support the curriculum. We encourage pupils to bring their cultural heritage into the school for others to enjoy and experience. We are proud to share our cultural differences and our commonality through significant events especially those related to our British history. We research and celebrate heroes and heroines and show our respect for their achievements with the St Theresa's community. We take advantage of living in Britain's capital city through trips and regularly</p>

visit the theatre, the cinema, galleries and museums and wildlife parks to support their learning in the curriculum and broaden their experiences.

Areas for development: Ensure that our broad and balanced curriculum helps pupils to appreciate the faiths and cultures representative of the wider community to prepare them life in 21st Century Britain.

- Ensure SMSC is recorded and shared with parents and the wider community
- Develop pupils ability to lead and take initiative in this area of their learning
- To provide whole school training for all staff on how to make children aware of the dangers and implications of gang culture, radicalisation, extremism and child exploitation so that children are fully equipped to make safe decisions if they find themselves in one of the above situations.