



# Saint Mary's Catholic Primary Academy

## Report to Parents on Progress of the Post OFSTED Action Plan Sept 2018

Key Issues from the OFSTED Inspection Report	What has been achieved?	What is the impact?	What are the next steps?
<p><b>1. To improve the quality of leadership and Management to secure and sustain improvements in the quality of teaching and pupils' outcomes</b></p>	<ul style="list-style-type: none"> <li>• .School Improvement Plan written and reviewed half termly.</li> <li>• Senior Leadership Team (SLT) have met with Maths and English Subject Leaders.</li> <li>• Mrs Boardley and the Pupil Premium Link Governor have met with a consultant for 2/3 Pupil Premium review day. The implementation of the new monitoring and evaluation form has been created for interventions. The monitoring calendar is reviewed to take into account the inclusion of specific progress meetings for Pupil Premium.</li> <li>• An external review of governance has been completed.</li> <li>•</li> <li>• Teaching and Learning Consultant met with English and Maths Subject Leaders. The consultant supported ESL with conducting an effective moderation of writing; with the Maths Subject Leader the consultant supported him with the development of a whole school approach to teaching Maths using White Rose Planning. SLT was given feedback from the T&amp;L consultant.</li> <li>• The new weekly/ half termly planning format now contains a section for discrete planning opportunities for British Values/SMSC</li> </ul>	<p><i>All staff now are fully aware of the expectations in Maths teaching: Fluent in Five; arithmetic Friday tests and consistent planning approach for the new academic year. Governors have an understanding of the provision for SEN, the constraints and strategic plans to support pupils. RE Link Governor knows the strengths and weaknesses in teaching and learning; has an understanding of the attainment of cohorts and how the RE subject Leader is going to support under-performance in RE.</i></p> <p><i>The Pupil Premium lead and Link Governor have developed a good understanding of improvements that need to be made. The intervention form has caused a shift in the culture of provision for Pupil Premium children in that the targets are smarter and in smaller steps</i></p> <p><i>Both MSL and ESL have a strong vision for the development of Maths and Writing in school and led staff confidently through INSET. All staff clear about expectations in new teaching Maths for new school year.</i></p> <p><i>Teachers are taking more opportunities to promote British Values in all curriculum areas</i></p>	<p>Time constraints this term have not yet allowed time to plan a visit to an outstanding school. There are two recently inspected schools.</p> <p>Subject Leaders to receive CPD to develop their confidence further in leading and making whole school impact in their subject areas.</p> <p>Each half term will focus on one of the British Values - promoted through assemblies, lessons and whole school calendar events eg- Parliament Week in Nov 2018</p>



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<p><b>2. To improve the quality of teaching, learning and assessment so that outcomes for all pupils, including disadvantaged pupils improve especially in reading, writing and mathematics</b></p>	<ul style="list-style-type: none"> <li>Class Files are established in each class containing planning, pupil groups and assessment data.</li> <li>Regular book scrutinies taken place</li> <li>Marking is in line with policy</li> <li>The SLT and LA Adviser conducted book scrutiny looking at pitch and expectation in Writing and Maths across the school. Books showed good evidence of pitch and tasks matched to pupils' learning needs in both Writing and Maths in most classes.</li> <li>Moderation with other schools for writing confirmed the school's judgements for both KS1 and 2</li> <li>Lesson observations have been conducted and some drop-ins.</li> </ul> <ul style="list-style-type: none"> <li>End of year teacher assessment analysis were completed in readiness for end of year pupil progress meetings and Summer Review with LA Adviser.</li> </ul> <ul style="list-style-type: none"> <li>The Maths Subject Leader has conducted a review of pedagogy, in consultation with the Teaching and Learning Consultant that has resulted in the removal of 3 tasks in Maths for 2018-9. Staff will be using White Rose planning which will ensure all children access quality reasoning and problem solving activities. Through Maths book scrutiny, differentiation was more evident with lower ability pupils than with the more able.</li> </ul>	<p><i>As a result of the book scrutinies, teachers are clearer about the expectations and standards required of them and their pupils in most classes. They are also aware of areas in which they need to improve their practice. This is clearly evident in most class books. However, differentiation in KS2 was only clear for lower ability pupils.</i></p> <p><i>Through triangulation of observations, data and books, teaching is improving but it is not yet good in all classes. Data analysis does show improvement in teaching because by the end of KS1, 100% of pupils have made expected or better progress in Reading and Writing with 97% in Maths. Maths (76%) is above National ARE for 2017, Reading (72%) is broadly in line national average and below in Writing (55%). There is significant progress from end of Year 1 to end of Year 2 in the number of pupils now at ARE. 86% of Year 1 pupils passed the Phonics Check. 97% of Year 2 pupils have now passed the Check by the end of KS1. Progress of pupils when they leave Saint Mary's has improved significantly this year. Progress scores are: Reading is +1.9, Maths +0.9, Writing -0.6. This means that pupils are making better than expected progress in Reading and Maths.</i></p> <p><i>Class teachers are fully aware of the attainment and progress of their new cohort of pupils for 2018-19. Targeted interventions are planned and will begin in September. These intervention will be reviewed by the Pupil Premium Leader and SLT in October 2018.</i></p> <p><i>Although the three task approach will not be used next academic year, it has given staff a better understanding of challenge for more able pupils but this has not always been explicit. The White Rose planning format will consolidate this and will promote greater opportunities for problem solving and reasoning.</i></p>	<p>More discrete challenge needs to be seen for the most able pupils in lesson activities.</p> <p>Teaching needs to be judged 100% good or better to sustain the improving results.</p> <p>Monitoring and support needs to be conducted more rigorously and regularly to secure improvement.</p> <p>The teaching of writing with reference to spelling standards will be the focus for 2018-9.</p> <p>Arrange a schedule for key staff to visit, report on and act upon high quality practice in other schools who have been judged outstanding within the last 18 months.</p> <p>Teaching and Learning Consultant to confirm dates to work with teachers in Maths.</p> <p>The evaluation of writing across other subjects has begun but time constraints and staffing has affected its completion. To be completed by October 2018.</p> <p>Application of phonics to writing training – CPD for KS1 staff has been postponed to September 2018.</p>
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<p><b>3. To improve pupils' behaviour, personal development and welfare so that the rates of attendance increase and persistent absence reduces, especially for disadvantaged pupils.</b></p>	<ul style="list-style-type: none"> <li>The Attendance Policy was revised and adopted by the Governors in February 2018. The Policy was shared with the school community. The start of day procedure was modified in February 2018 so that classes now line up in the playground with their class teacher.</li> <li>The Late Register is in place. Parents must sign and give a reason for lateness. The register is monitored weekly.</li> <li>The Friday Letter issues weekly attendance rates for each class and the percentage of lateness. The class with the highest weekly attendance receives the trophy for the week.</li> </ul>	<p><i>The school community has a clear understanding of the new Attendance Policy.</i></p> <p><i>Lessons begin promptly and children are more focussed and ready to learn.</i></p> <p><i>With the exception of one child, the Disadvantaged pupils' rate of attendance has increased to 92.6%.</i></p> <p><i>The number of pupils late for school has significantly reduced which is less than 0.8% weekly.</i></p> <p><i>The attendance rate is now 95.7% which is an improvement on previous years but is still just short of the National Average of 96%.</i></p>	<p>Continue the new procedures in place for monitoring attendance rates.</p> <p>Parents of pupils with poor attendance rates will be required to meet with the HT to discuss improvements.</p> <p>Penalty notices will continue to be issued for unauthorised absence or persistent lateness.</p>
<p><b>4. To improve the quality of Education in EYFS</b></p>	<p>There has been good progress in the development of assessment procedures. I track for EYFS is used fully to record and analyse results.</p> <p>EYFS staff visited two schools to research good practice in Outdoor learning and assessment procedures.</p> <p>The EYFS Leader prepared an analytical report on data in Reception which was discussed at the Governors' Teaching and Learning Committee.</p> <p>An interim Pupil Progress meeting was held with the EYFS Leader and the progress and attainment of pupils was discussed in depth.</p> <p>The Reception teacher completed the final assessment records verified by the DHT. An initial data analysis report has been prepared.</p>	<p><i>The children have good control of their learning and are interested, curious and motivated. Practitioners are able to target children more carefully and plan for the next steps more specifically. The I-track Assessment system is now used more effectively to record and analyse data. Children are becoming more confident writers, as they are writing for more purposeful reasons and in more play-based situations, as seen through drop-ins. In the Spring term, the percentage of pupils on track to achieve GLD had declined, but through thorough analysis and the setting of interventions, opportunities for writing and the LA moderation, specific pupils' identified accelerated their progress. The Reception teacher was able to gather more independent written examples for the LA Moderation. The pupil progress meeting held the Reception teacher to account to justify, through a range of evidence, the number of children with a good level of development. The outcome for GLD is 82% which exceeds 2017 National Average for GLD 2017 (71%) and significantly higher than the percentage of pupils achieving GLD in the previous academic year.</i></p>	<p>To purchase an assessment tool to secure assessment procedures and create a more efficient and effective system.</p>



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	<p>An Early Excellence course on Outdoor Learning Provision has been booked for April 2019</p> <p>Early Excellence centre training for Outdoor learning 3rd April 2019 booked.</p> <p>Outdoor learning provision is improving as a result of visit to LLE classroom. Child initiated learning as well as focus group work. Pupils do not have a discreet morning break. This has had a positive impact on the concentration in and sustaining of learning as seen in drop-ins and discussion with EYFS staff. There is evidence of more writing opportunities in the outdoor learning environment Writing outcomes have improved on last year.</p>	<p><i>Outdoor learning provision is improving as a result of visit to LLE classroom. There is a balance of child-initiated learning as well as focus group work. Pupils do not have a discrete morning break; this has had a positive impact on the concentration in and sustaining of learning as seen in drop-ins and discussion with EYFS staff.</i></p> <p><i>The classroom environment has improved since the RE Monitoring visit feedback. Writing opportunities have been created in the areas of learning both in and out.</i></p>	<p><i>The classroom environment now needs to be developed further making it a more literacy language-rich one.</i></p>
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