

# **St Joseph's Catholic Primary School**

## **OFSTED Report Feedback**



**Tuesday 29<sup>th</sup> March 2016**

# Purpose of meeting

1. Help parents to understand how we are going to address issues raised in the OFSTED report.
2. To explain how the Governor's strategic plan will support the school in moving forwards.
3. Share the Diocesan strategy for schools in the Clifton Diocese to work together to form stronger partnerships that will assist in the sharing of good practice, opportunities for procurement and ways to retain and strengthen our distinctive ethos. This could ultimately lead to a MAT partnership.

## Action Plan to address Issues raised during Ofsted Inspection at St Joseph's Catholic Primary School March 2016

### 'Good to Outstanding'

#### LEARNING WITHOUT LIMITS

##### Key Objectives:

- To ensure consistency of 'Outstanding' teaching throughout the school
- To ensure that teachers' planning caters for all pupils' needs
- To fully implement and embed the new assessment system to reflect pupil progress throughout the school

Actions	Persons responsible	Monitoring	Success Criteria
<ul style="list-style-type: none"> <li>• Establish consistency in Teaching across both key stage phases to reflect outstanding practice in all subjects;</li> </ul>	<ul style="list-style-type: none"> <li>• EJ</li> <li>• SM</li> <li>• KM/ GB</li> <li>• Class teachers</li> <li>• LSAs</li> </ul>	<ul style="list-style-type: none"> <li>• lesson observations/ drop-ins</li> <li>• work scrutiny</li> <li>• pupil conferencing</li> <li>• Continued affiliation with National Support School observing outstanding practice</li> <li>• pupil progress meetings</li> <li>• Staff involvement in the OTP (Outstanding Teaching Programme)</li> </ul>	<ul style="list-style-type: none"> <li>• Increased consistency in teaching observed in all areas</li> <li>• Shared best practice across the school</li> <li>• Pupils fully understand what they are learning to ensure rapid progress</li> </ul>
<ul style="list-style-type: none"> <li>• Implementation of simplified Marking and Feedback policy when marking work in all subjects</li> </ul>	<ul style="list-style-type: none"> <li>• EJ</li> <li>• SM</li> <li>• KM/ GB</li> <li>• Class teachers</li> <li>• LSAs</li> </ul>	<ul style="list-style-type: none"> <li>• lesson observations/ drop-ins</li> <li>• pupil conferencing</li> <li>• Simplified system applied when carrying out work scrutiny;</li> <li>• staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Increased consistency in marking and feedback</li> <li>• Increased pupil understanding of how to improve work</li> <li>• Pupils fully understand what they are learning to ensure rapid progress</li> <li>• Pupils take more responsibility in their learning</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure consistency of use of Marking and Feedback policy across both key stage phases</li> </ul>	<ul style="list-style-type: none"> <li>• EJ</li> <li>• SM</li> <li>• KM/ GB</li> <li>• Class teachers</li> <li>• LSAs</li> </ul>	<ul style="list-style-type: none"> <li>• A lesson observations/ drop-ins</li> <li>• pupil conferencing</li> <li>• Simplified system applied when carrying out work scrutiny;</li> <li>• staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils fully understand what they are learning to ensure rapid progress</li> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure that governors and parents fully understand the Marking and Feedback system and its impact on pupil progress</li> </ul>	<ul style="list-style-type: none"> <li>• EJ</li> <li>• SM</li> <li>• KM/ GB</li> </ul>	<ul style="list-style-type: none"> <li>• Governor learning walks</li> <li>• Parent consultations</li> <li>• Parent Information talks</li> <li>• Regular feedback to governors at C and SI Meetings</li> <li>• Parent Questionnaires</li> <li>• Clearer End-of-Year reports to reflect the new assessment system</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Increased familiarity and understanding by both governors and parents</li> <li>• Parents fully understand their children's progress</li> </ul>

<ul style="list-style-type: none"> <li>Ensure effective catch up provision for pupils behind in their reading</li> </ul>	<ul style="list-style-type: none"> <li>EJ</li> <li>SM</li> <li>KM/ GB</li> <li>Class teachers</li> <li>LSAs</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of consistently effective interventions</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of improved attainment which is measured regularly</li> </ul>
<ul style="list-style-type: none"> <li>Ensure consistency in use of the Behaviour policy</li> </ul>	<ul style="list-style-type: none"> <li>EJ</li> <li>SM</li> <li>KM/ GB</li> <li>Class teachers</li> <li>LSAs</li> <li>SMSAs</li> </ul>	<ul style="list-style-type: none"> <li>Regular monitoring of the behaviour Strategy</li> <li>Lesson observations/ drop-ins</li> <li>Lunchtime observations</li> <li>Specific focus on small groups of disadvantaged pupils who are making slower progress than their peers</li> </ul>	<ul style="list-style-type: none"> <li>Clear improvement in pupils' behaviour across the school</li> <li>Evidence of narrowing the gap for specific children</li> <li>Pupils make accelerated progress in their learning through improved behaviour</li> </ul>
<ul style="list-style-type: none"> <li>Raised attainment across both key stage phases as the result of more consistently outstanding teaching</li> </ul>	<ul style="list-style-type: none"> <li>EJ</li> <li>SM</li> <li>KM/ GB</li> <li>Class teachers</li> <li>LSAs</li> </ul>	<ul style="list-style-type: none"> <li>lesson observations/ drop-ins</li> <li>work scrutiny</li> <li>pupil conferencing</li> <li>Continued affiliation with National Support School observing outstanding practice</li> <li>pupil progress meetings</li> <li>Staff involvement in the OTP (Outstanding Teaching Programme)</li> <li>.</li> </ul>	<ul style="list-style-type: none"> <li>Increased consistency in teaching observed in all areas</li> <li>Shared best practice across the school</li> <li>Pupils fully understand what they are learning to ensure rapid progress</li> </ul>
<ul style="list-style-type: none"> <li>Teachers use feedback to inform their planning</li> </ul>	<ul style="list-style-type: none"> <li>EJ</li> <li>SM</li> <li>KM/ GB</li> <li>Class teachers</li> <li>LSAs s</li> </ul>	<ul style="list-style-type: none"> <li>planning scrutiny for all groups of pupils</li> <li>Identification of next steps for learning</li> <li>Use of 'mastery' curriculum for higher attainers</li> <li>Implementation of Precision teaching as necessary</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of 'self-selection'</li> <li>No evidence of ability groups</li> </ul>
<ul style="list-style-type: none"> <li>Implementation of Self-Selection grouping in classes</li> </ul>	<ul style="list-style-type: none"> <li>EJ</li> <li>SM</li> <li>KM/ GB</li> <li>Class teachers</li> <li>LSAs</li> </ul>	<ul style="list-style-type: none"> <li>lesson observation/ drop-ins</li> <li>Implementation through staff CPD</li> <li>Learning Without Limits strategy monitored</li> <li>Planning reflects use of self-selection and LSA deployment</li> </ul>	<ul style="list-style-type: none"> <li>Self-selection fully embedded</li> <li>Pupils feel confident in selecting their level</li> <li>Planning reflects challenge for more able and structure for less able pupils</li> </ul>
<ul style="list-style-type: none"> <li>Effective transition is ensured across all key stages</li> </ul>	<ul style="list-style-type: none"> <li>EJ</li> <li>SM</li> <li>KM/ GB</li> <li>Class teachers</li> <li>LSAs</li> </ul>	<ul style="list-style-type: none"> <li>pupil progress meetings</li> <li>End-of-Year handover meetings</li> <li>Shared best practice (Sandford/Winscombe)</li> <li>Planning scrutiny</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of effective transition</li> <li>Children demonstrate continuity of progress in their learning at the start of the next year group</li> <li>Improved liaison between staff and key stage phases</li> </ul>

<ul style="list-style-type: none"> <li>• Learning Without Limits strategy is fully implemented</li> </ul>	<ul style="list-style-type: none"> <li>• EJ</li> <li>• SM</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Staff CPD Terms 5/6</li> <li>• lesson observation/ drop-ins</li> <li>• Learning Without Limits strategy monitored</li> <li>• Planning reflects growth of mindset in pupils and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are fully aware of the key concepts of LwL</li> <li>• Pupils engage in this new way of learning</li> <li>• Governors and parents appreciate the advantages and impact of LwL</li> </ul>
<ul style="list-style-type: none"> <li>• To continue to address the fall in outcomes at KS1 in Reading and Writing</li> </ul>	<ul style="list-style-type: none"> <li>• EJ</li> <li>• SM</li> <li>• KM/ GB</li> <li>• Class teachers</li> <li>• LSAs</li> </ul>	<ul style="list-style-type: none"> <li>• Work scrutiny</li> <li>• Pupil progress meetings</li> <li>• Regular reading assessment conducted</li> <li>• Support from NLE/ National Support School/ LA</li> </ul>	<ul style="list-style-type: none"> <li>• KS1 outcomes reflect clear improvement accelerated progress in reading noted, particularly by small group of disadvantaged pupils</li> </ul>
<ul style="list-style-type: none"> <li>• To further develop and embed the new assessment system: Classroom Monitor</li> </ul>	<ul style="list-style-type: none"> <li>• EJ</li> <li>• SM</li> <li>• KM/ GB</li> <li>• Class teachers</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Staff CPD</li> <li>• Regular input of data by staff</li> <li>• Lesson observation/ drop-ins</li> <li>• Work scrutiny</li> <li>• Pupil progress meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of use of new system by staff to support them in judging the effectiveness of their teaching and how best to support individual pupils</li> <li>• Increased familiarity and understanding by both governors and parents</li> <li>• Clearer End-of-Year reports to reflect the new assessment system</li> <li>•</li> </ul>

# St Joseph's Catholic Primary School Strategic Plan March 2016

Building on our vision, mission and values

To be recognised as an excellent Catholic school



# St Joseph's Catholic Primary School – Strategic Plan as at March 2016

## Our Vision:

Together we love - Together we hope - Together we learn

## Our Mission:

St Joseph's Catholic Primary School is an inclusive, vibrant, Catholic community where we encourage everyone to share a love of learning and the love of Christ.

Together, we hope to inspire each other to achieve our full potential and to embrace our future with confidence.

## Our Values:

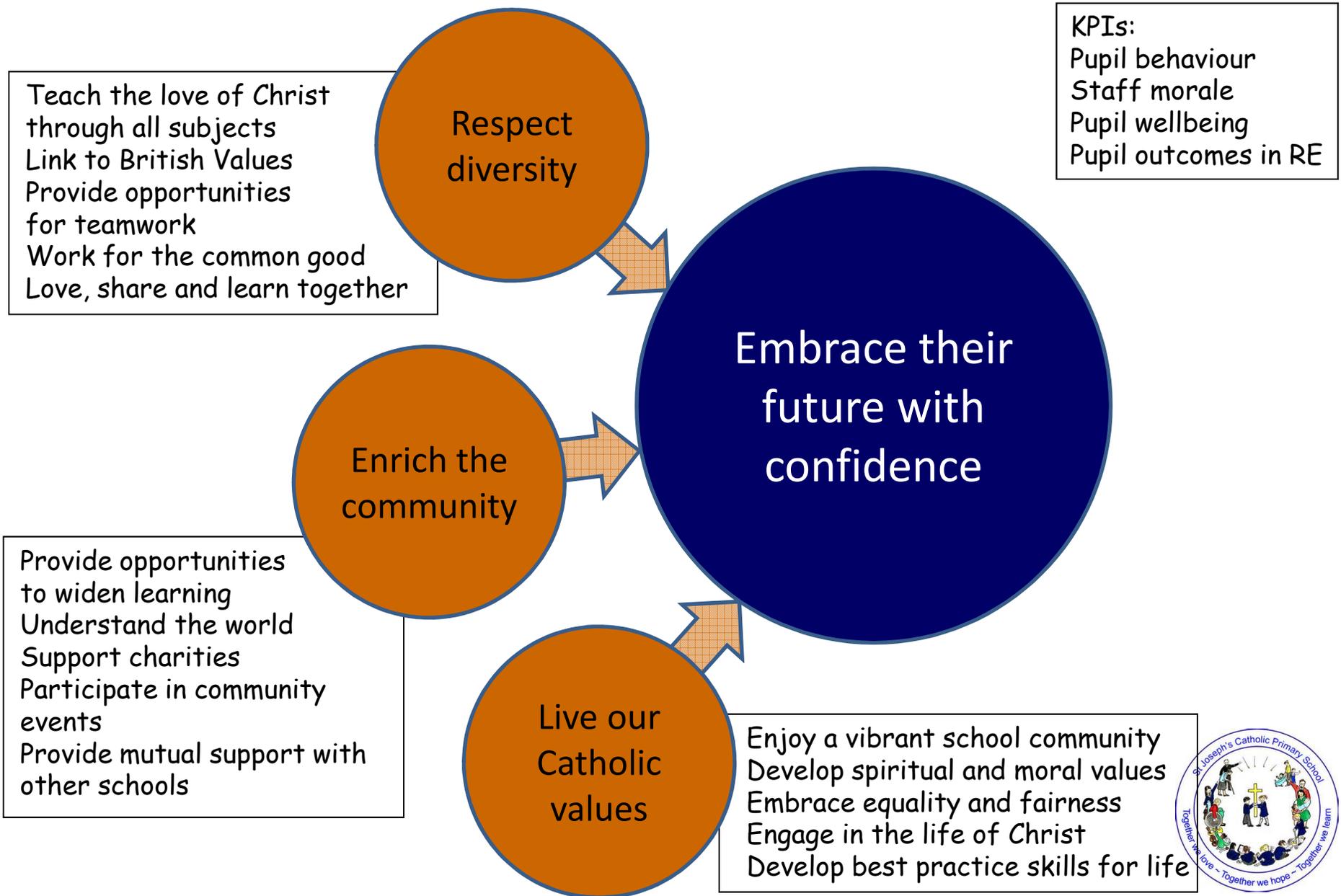
Together at St. Joseph's Catholic Primary School, following the teachings of Jesus, we value:

- Our diversity of talents
- Our respect for each other
- Our many opportunities to learn
- Our relationships with each other
- Our responsibilities



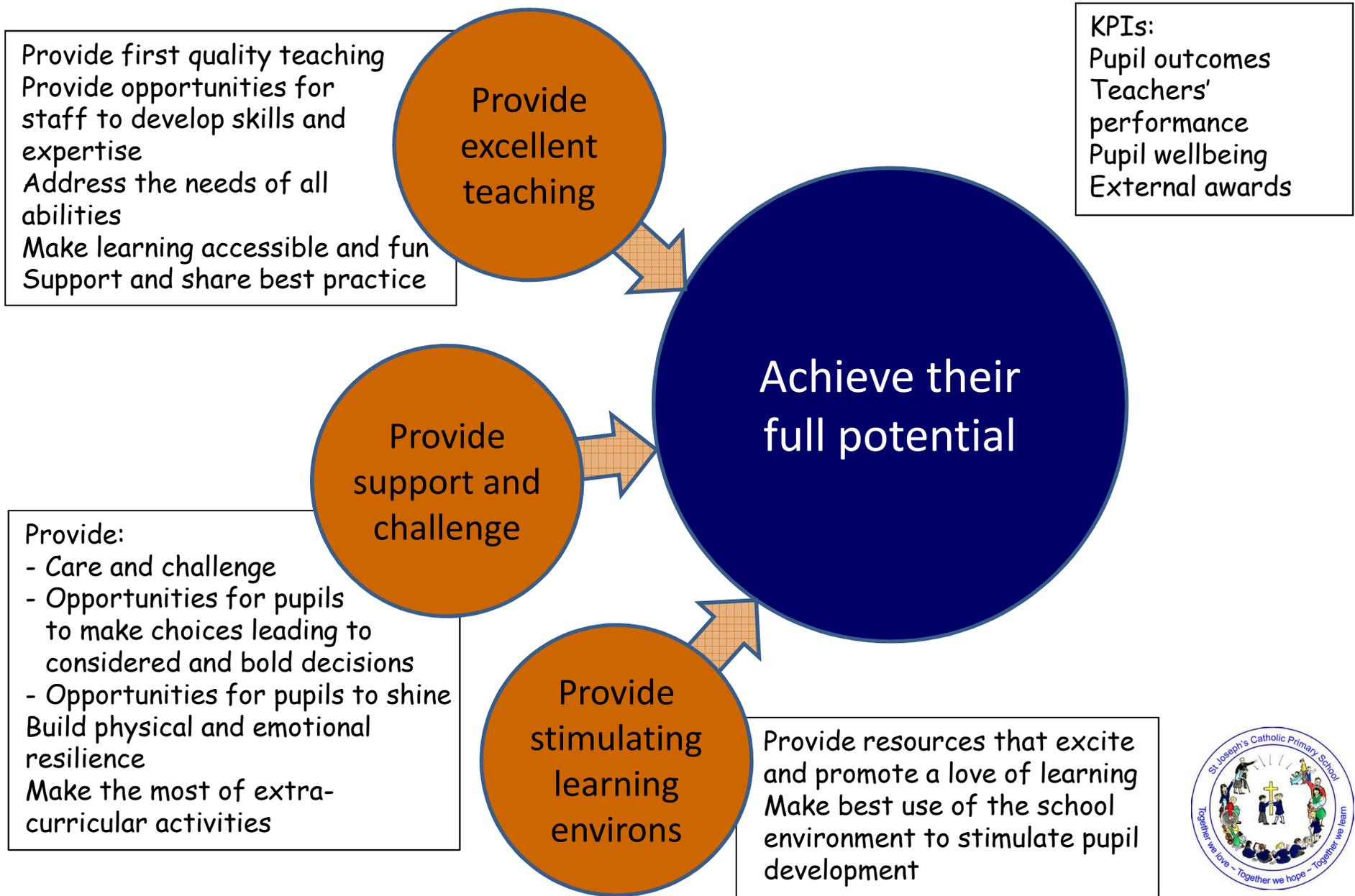
# St Joseph's Catholic Primary School – Strategic Plan as at March 2016

## Strategy focus area: Ethos



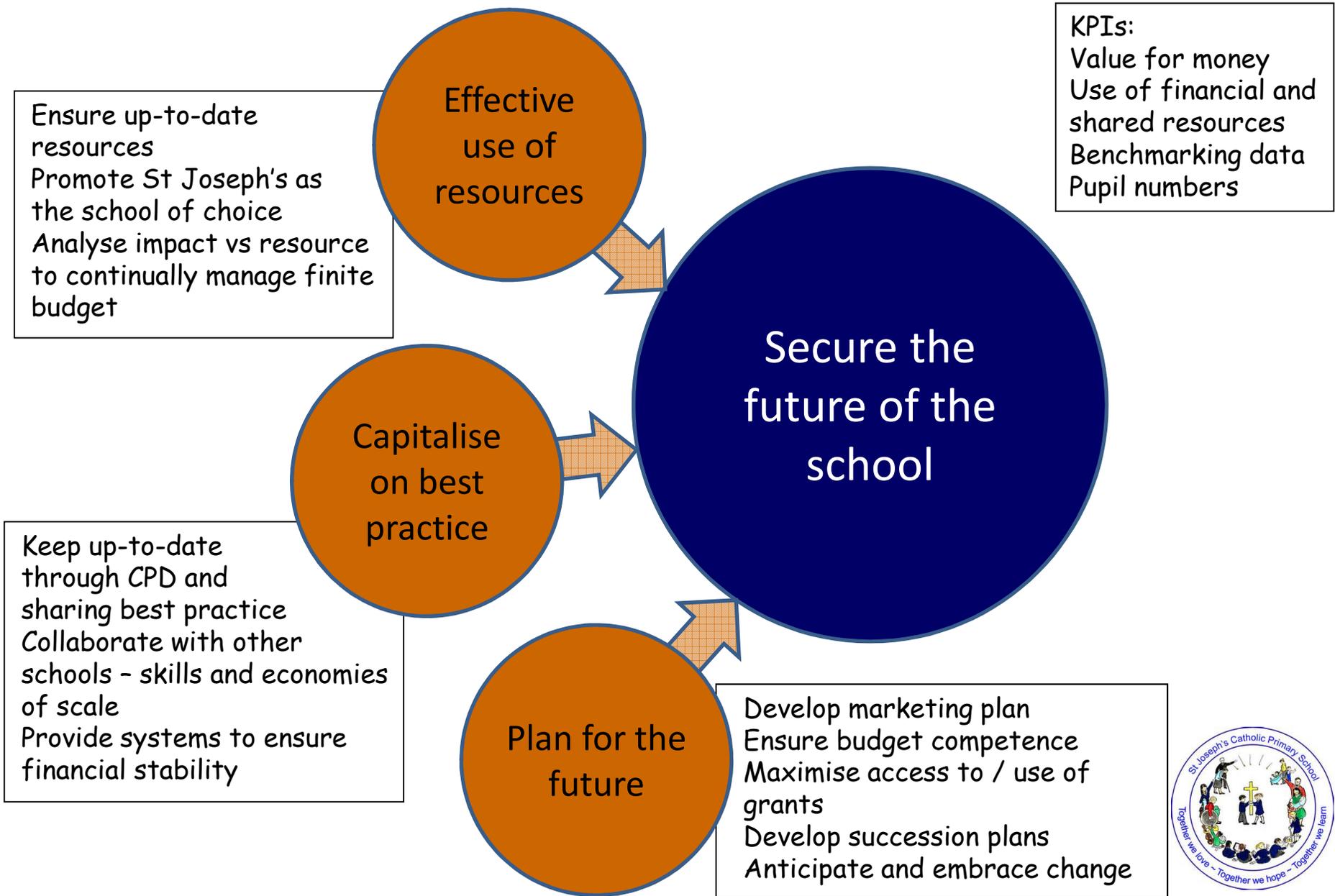
# St Joseph's Catholic Primary School – Strategic Plan as at March 2016

## Strategy focus area: Education



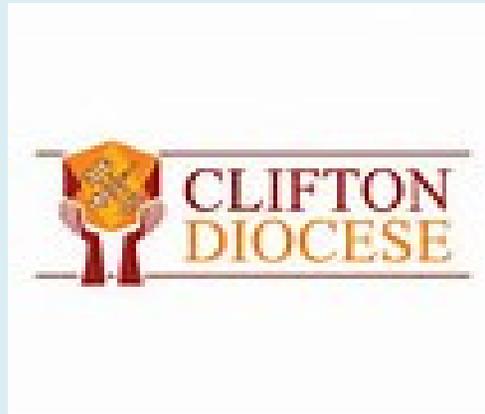
# St Joseph's Catholic Primary School – Strategic Plan as at March 2016

## Strategy focus area: Sustainability





## Developing our Diocesan Strategy:



In the first strategy paper Bishop Declan made clear his desire that however we move forward we have to ensure we have: “***effective working partnerships across the Diocese***” in order to provide “a high quality Catholic education which will fulfil his vision of: ‘**Deepening Prayer, Enabling Communion and Strengthening Mission**’<sup>1</sup>

It was also emphasised in the first paper that to achieve this all schools must:

- work together in partnership and harmony
- create an educational community committed to the common good
- develop the potential of all students, staff and governors
- aspire to outstanding outcomes for all children
- retain and enhance their Catholic identity.

## **The way forward**

- Schools have been placed into 7 Hubs. We have considered all the responses made during the consultation process and believe that the Hubs, as they were presented, offer the most secure long term future for our schools.
- Having all schools as part of a Hub enables us to:
  1. Work together collegiately for the common good;
  2. Strengthen our catholicity
  3. Support schools which are or become vulnerable
  4. The Governments agenda at present appears to be that all schools will become part of a MAT by 2020. The Diocesan strategy, once all necessary documentation has been approved by both the DfE and our trustees, will be to support a phased movement for Hubs becoming MAT's at a time which is appropriate for the Diocese and individual Hubs.

- A new strategy group has been formed, consisting of 2 representatives per Hub. These representatives will consist of one head and one governor from the academy or VA sector. *If the date of the first strategy meeting means that a governor is not initially available a Head can substitute for them at the first meeting.* (Independent schools will be allocated one overall representative on the strategy group). If a Hub has primary and secondary schools, one representative should come from each sector.<sup>1</sup>
- The purpose of the group is to:
  1. Draft and recommend a diocesan memorandum of agreement
  2. Draft and recommend key outcomes for the hubs in the first full year of operation
  3. Monitor the implementation and progress of the strategy in its first year.

Feb 2016	March 2016	April 2016	May 2016	June 2016	July 2016
Hubs in place Hubs decide Strategy Representatives	Strategy group meet for the first time (1 <sup>st</sup> March, AH)  Draft Memorandum and Key Outcomes	Consultation with Hubs	Strategy group meet  Finalise and recommend to CCDEF Memorandum and Key Outcomes	CCDEF meet  Hubs discuss structures	Strategy group meet to discuss Hub structures