



Headteacher's Report to Interim Advisory Board, 28th November 2017

The Catholic Life of St Michael's, Religious Education and Collective Worship.

Over the last term our school have enjoyed a number of opportunities to develop their spiritual sense of Christian purpose and understanding of other world faiths. This term myself and the leadership team completed a work and planning scrutiny on all the RE books. In summary, we highlighted the improving quality in the books was good in every year group. Particular strengths include a more systematic approach to the subject, a creative way of teaching the content of RE; excellent progress since the start of the year and effective marking and feedback to the children. Areas to improve include continuing to develop common strategies across all classes including the challenge for the most able.

- St. Michaels is a prayerful, reflective community. The quality of liturgies is consistently strong. This term the outstanding liturgies include Y6 and Reception (Welcome to the School Liturgy); Y3 (Bridges in Life) and Y5 (Reconciliation) . Currently we are organising shoe boxes to send to Eastern Europe. We expect to send approximately 30 shoe boxes.
- This year the Sacramental programme takes place in Year 4 and we have approximately 5 children making the Sacrament of Reconciliation and Eucharist.
- Fr Shaun (what a miss to our school) led our start of year Mass.

We are in the process of writing the Diocesan Self Evaluation Form to an impending Section 48 inspection (expected from January 2018). The Overall Effectiveness of St Michael's for Catholic Life, Religious Education and Collective Worship is improving. RE is graded good by leaders, Collective Worship is good and Catholic Life is grade 1.

Progress information:

Very rapid progress has been made in addressing issues from the last HT report (September 2017)

- Improving standards at the end of EYFS, Y2 and significantly improved standards in Y6
- Strong projected results of 2018 in all key phases of the school
- Rapidly raised high expectations and ambition for every pupil
- Teaching is good and in some classes outstanding
- Strong relationships between pupils and adults which result in positive attitudes to learning
- Very strong senior leadership and good leadership at all levels
- Significantly improved learning environment
- Attendance figures rising, targeted to be broadly average by end of 2017/18
- Pupils' spiritual, moral, social and cultural development is outstanding.

School Issues

- The Head of School has submitted her resignation (retirement). This will take effect from January 2017. The Teacher and Learning Leader has been asked to act of Head of School with the intention of growing her into the role of Head Teacher over a two year period.
- From January 2018 a new staffing structure will be put in place. I am confident of smooth transition, continuity and stability with internal staff members taking on new responsibilities
- We have recently internally appointed a new member of the leadership team to further drive up standards in English.
- Although the IEB is small, it is growing and board members bring bring a range of appropriate professional skills and experience to the school that enhance their effectiveness and impact. They share our passion and commitment to our pupils. There are highly effective accountability measures to the Academy Trust board and Diocesan Monitoring support group. Board Members receive high-quality information. This term they started to be involved alongside leaders in monitoring activities.
- We now have a fantastic school website and Facebook page. They are regularly updated, celebrate the many exciting things which are taking place and inform people of the school events. It also has useful pages for helping children at home. It is legally compliant, useful and relevant for parents and external browsers.



Leaders' actions since my last report

- The leadership team has very quickly improved the quality of education in the school since the last inspection, this work has continued this term. Working alongside a hard-working but small interim executive board, skilful leadership has brought about improvements to teaching and learning. There is a sense of urgency to provide high-quality opportunities which allow pupils to thrive.
- We have quickly created a skilful and highly effective school team in which morale remains high. The whole-school ethos is one of raising aspiration for all and is underpinned by a dogged determination to eradicate second best. **Outcomes are now good. The effectiveness of Early Years is good and improving further at a fast rate.**
- Improvements in the quality of teaching, learning and assessment are accelerating quickly the rates of progress of current pupils across the school. **The quality of teaching, learning and assessment is good.**
- Teachers routinely establish high expectations. They work collaboratively to address issues that arise. School leaders keep a close eye on the quality of teaching, undertaking monitoring of teachers' planning for lessons and analysing work in pupils' books. We hold discussions with pupils about their learning and also spend time visiting classes to observe teaching and learning. We have established a robust system to track the rates of progress pupils and groups of pupils make in their learning and the standards they achieve. This has allowed us to determine that small variations still exist in the rates of progress made by pupils of different ability across school and take action to address this.
- Pupils respond well to the high expectations of staff and this is seen in their increasingly exemplary attitudes to learning in lessons. Pupils' strong relationships with adults remain a key strength of our highly inclusive school. Pupils develop excellent citizenship skills, being keen to take on responsibilities through roles such as being a member of the school council, a school ambassador, a Reception buddy or a play leader for the younger children. **The quality of personal development, behaviour and welfare are good and improving fast.**
- They take pride in the well-ordered and extremely tidy school environment both inside and outside, benefiting from quality displays in classes and shared areas. **Pupils' behaviour in class and around school is now moving to exemplary.** The overwhelming majority are eager to work hard.
- We are working hard to develop a curriculum that meets the needs of your pupils, and fires their interest through visits to important sites across the region, such as to Newcastle Keep, Walker Sports Activity Zone and the local bridges.
- Middle and senior leaders have been empowered to take full responsibility for the areas they lead. They are fully involved in evaluating strengths and areas for development in teaching, and have an accurate understanding of pupils' progress in learning. Excellent links have been made with the lead school in the Multi Academy Trust. **The quality of leadership is at least good.**
- The school's curriculum ensures that pupils have access to the local history and heritage of the area, and have opportunities to visit areas of special interest. There are many opportunities for pupils to use the topics they are studying or the class text as a basis for extended pieces of writing. The school is involved in the Primary Writing Project and early indications show that the programme will support the raising of expectations across all classes in the school.

Safeguarding is effective.

In her role as designated safeguarding leader, our Head of School has ensured that policies, procedures and records are of high quality and up to date. She has great determination to leave no stone unturned in her duty to keep pupils safe, this is exemplified by her desire to further improve systems through a regular review of procedures and policies. All staff are appropriately trained and have access to well-written policies and guidance. As a result, they have a secure understanding of their individual responsibilities for safeguarding. Pupils are very knowledgeable about bullying and e-safety. Parents who responded to the recent questionnaire, were clear that the school keeps their children very safe. **Safeguarding is effective.**

Overall, I evaluate the overall effectiveness of St Michael's to be good.



**2018 PREDICTIONS AND TARGETS
PROPORTIONS OF PUPILS EXPECTED TO REACH THE NATIONAL STANDARD**

End of Year 2			
	PREDICTIONS <i>Based current attainment</i>	TARGETS	National Average 2017
Reading	<u>77 (17)</u>	<u>77 (28)</u>	<u>76 (25)</u>
Writing	<u>70 (17)</u>	<u>77 (20)</u>	<u>68 (16)</u>
Mathematics	<u>77 (23)</u>	<u>80 (23)</u>	<u>75 (21)</u>
End of Year 6			
	PREDICTIONS	TARGETS	National Average
Reading	<u>77 (27)</u>	<u>83 (30)</u>	<u>71 (25)</u>
Writing	<u>77 (23)</u>	<u>80 (30)</u>	<u>76 (18)</u>
Grammar, Punctuation & Spelling	<u>77 (23)</u>	<u>80 (30)</u>	<u>77 (31)</u>
Mathematics	<u>77 (17)</u>	<u>80 (23)</u>	<u>75 (17)</u>
% achieving the national standard in reading, writing and mathematics combined	<u>77 (17)</u>	<u>80 (20)</u>	<u>67 (9)</u>

The targets are aspirational and we are working hard to ensure they are achievable

- In KS2, individual subjects are projected to dip in Maths, GPS and Writing but the overall combined score is expected to rise
- We are predicting a year of further improving standards at the end of KS1, this is most noteworthy at the higher levels.
- We are confident of success with the challenging target as a result of good teaching, the excellent work ethic and much improved effective interventions.
- PP and BME pupils are predicted to achieve well. Projections show no trend in the pupil achievement of girls or boys.
- Progress is strong over the last year and pupils have accelerated quickly as a result of an aspirational culture. Historic underachievement is been quickly eradicated i.e. current Y4 and Y6.

Next steps

- Restructure the roles and responsibilities of senior leaders during a time of leadership change.
- Maintain a focus on improving the quality of teaching by ensuring that all teachers continue to be set high expectations for all pupils
- Eliminate any gaps in performance for the disadvantaged pupils by ensuring access to a vibrant and exciting curriculum, with a particular focus on eliminating gaps for White, British pupils (girls)
- Ensure the current Y6 pupils receive accelerated learning to boost attainment (necessary as a result of historically weak teaching).
- Further extend the reading curriculum to secure even higher standards
- Extend the practical approach to teaching mathematics to develop fluency, understanding and application
- Continue to improve the attendance and reduce the persistent absence rates



Progress towards actions identified in the Ofsted/ Overall Effectiveness Review.

Key Priority 1: Improve the quality of teaching so that all groups of pupils make at least good progress, especially in mathematics, by:

Teaching and learning have improved noticeably since Ofsted. Teaching seen during the most recent review, internal lesson observations in June and in term 1 of 2017/18 is now consistently good and the impact is evident in the improving outcomes. Due to more effective teaching, the overwhelming majority of pupils make good progress in lessons. This is because, across the school, expectations are much higher and tasks are well matched to pupils' ability. **Teaching is good.**

Key Priority 2: Further improve attendance levels and reduce persistent absence.

Fast progress has been made at addressing historically low attendance and high persistent absenteeism.

- At 95% for last year, attendance remains below average, although there has been an improvement on previous years.
- Absence rates have reduced as a result of new initiatives.
- The figures of Persistent absentees has reduced further in 2017/18.
- Girls and boys attend at a similar rate. Pupils who have been identified as disadvantaged have lower absence rates.
- BME (Black and Minority Ethnic) children have strong attendance rates and is better than the national average.
- Levels of persistent absenteeism (PA) are improving.
- Priority areas for this year include: reducing the absence rates of a core minority of families whose absence rates are lower than average. In virtually every case the areas of concern are pupils who are White, British pupils who have been identified as disadvantaged.
- **Indications in 2017/18 show a further improved trend. We are confident the school absence target of 96% for this year will be achieved as a result of the incentives and sanctions we now have in place.**
- The current attendance rate in term 1 is 96.5%.

	2014/15	2015/16	2016/17	2017/18 Sep t- 10th Nov	2018 Target	2016 National average
% PAs 10%	21.4	19.1	12.3	8.5	8	8.2
% Absence	6.3	5.7	5	3.5	4	4

Key Priority 3: Improve systems for recording pupils' behaviour, including ensuring that the school's documentation for exclusions is in line with national guidance.

All staff share high expectations for pupils' behaviour. Teachers point out the very best examples of good behaviour so pupils are fully aware of the high standards expected. Pupils have a very good understanding of the school's systems for rewarding good behaviour and the consequences of poor behaviour. The small number of pupils who display more challenging behaviour are managed exceptionally well. **Behaviour is now good and moving to outstanding.**

Key Priority 4: Improve outcomes for pupils, including disadvantaged pupils

Those pupils who are eligible for the pupil premium and those who have special educational needs have made good and improving progress in 2016/17 and this term. Children classed as disadvantaged are mostly expected to achieve in line with the standards of other pupils, with the exception of a lower score for KS1 Reading.

A Pupil Premium Strategy is now in place and any gaps in performance have either been eradicated or are quickly narrowing. We have booked the Pupil Premium review for January 2018



EVALUATION OF THE IMPACT OF LOCAL AUTHORITY AND EXTERNAL SUPPORT

Training and developmental needs for the coming year	Ways of meeting the agreed needs
<p><u>Training and Development Needs</u></p> <p>The leadership team will continue to participate in LA and external training which is relevant to the school's development needs.</p>	<ul style="list-style-type: none"> ▪ Ensure all senior and middle leaders access professional development which is relevant to their individual needs ▪ Provide opportunities for all leaders to participate in monitoring activities as detailed in the school's monitoring plan ▪ Check to see that all leaders are being proactive in terms of developing their leadership of their areas of responsibility.

Leaders will provide a summary of their areas for responsibility, as part of the meeting. Reports:

- The quality of teaching, learning and assessment and the current initiatives across the school (Y1-Y6)
- Inclusion including SEN, Disadvantaged and Personal Development, Behaviour and Welfare.
- The Effectiveness of Early Years
- The impact of our latest teaching and learning initiative - the Primary Writing Project.

We could not achieve what we do without the loyal and generous support over the past year from pupils, parents, staff, board members, the Sacred Heart Partnership and our wider community. We are grateful to all and very proud to serve the community of Elswick and determined to continue improving.

Nick Conway
(written on) November 10th 2017

Dates for the diary – all welcome, please contact the office

We have a few school events coming up over the next few weeks. These are wonderful opportunities to come into school and participate with our school community.

Overall Effectiveness Review day	20th Nov	8am	
EYFS Christmas Liturgies	13th Dec	9.30am	
Y1 and Y2 Christmas Liturgies	19th Dec	9.30 am	
		2.00 pm	
Year 3/4/5/6 Candlelight Carol Service	20th Dec	2 pm	Church.



Appendix

EXS Expected standard
GDS Greater Depth standard
EXS+ Expected and Greater depth combined

St Michael's	Y2 Projection Summary 2018 (Percentages)							
	Cohort	PP	SEN	EAL	BME	LAC	Male	Female
	30	10	4	15	18	0	17	13
Reading								
EXS	60	50	25	73	72		59	62
GDS	17	10	0	7	6		18	15
EXS+	77	60	25	80	78	0	76	77
Writing (TA)								
EXS	53	40	25	60	67		53	54
GDS	17	10	0	7	6		12	23
EXS+	70	50	25	67	72	0	65	77
Maths								
EXS	53	40	25	60	61		47	62
GDS	23	20	25	13	11		24	23
EXS+	77	60	50	73	72	0	71	85

St Michael's	Y6 Projection Summary 2018 (Percentages)							
	Cohort	PP	SEN	EAL	BME	LAC	Male	Female
	30	14	7	13	14	1	15	15
Reading								
WTS	23	21	43	23	21	0	27	20
EXS	50	57	57	46	43	100	53	47
GDS	27	21	0	31	36	0	20	33
EXS+	77	79	57	77	79	100	73	80
Writing (TA)								
WTS	23	21	57	23	21	0	27	20
EXS	53	64	43	46	43	100	60	47
GDS	23	14	0	31	36	0	13	33
EXS+	77	79	43	77	79	100	73	80
Maths								
WTS	23	21	71	15	14	0	27	20
EXS	60	64	29	62	57	100	60	60
GDS	17	14	0	23	29	0	13	20
EXS+	77	79	29	85	86	100	73	80