



Executive Headteacher's Report to Governors 26th September 2017

Welcome back! There has been so many good things happening since my last Head Teacher Report. We have analysed the improving 2016/17 data, had an exceptionally successful whole school review, enjoyed some fabulous end of term events and the children have settled into the new academic year very smoothly. As you are aware, we are determined that the next time Ofsted call we get a formal judgement of good or better in the school. The earliest Ofsted will call will be approximately eighteen months from now, this is due to the academy conversion process, which results in an exception for new academies. Currently, I evaluate our school as a borderline grade of 2/3 for Achievement (we are moving to good). We have moved to good for Teaching, Behaviour and for Leadership. Our Early Years remains good, our Spiritual and Moral Development are good and Safeguarding is effective. The recent independent whole day review conducted by Margaret Armstrong and Peter Cutts confirmed these judgements. In the most recent round of monitoring (this week), teaching in all classes was graded good or better. Particular strengths are significantly improved attitudes to learning, the engagement of the pupils and the stimulating activities planned by staff.

School Characteristics 2017

- The school is an average sized primary school, pupils join from a number of nursery settings.
- The proportion of pupils who are eligible for pupil premium funding is well above average.
- The proportion of pupils who access SEN Support is high. Some year groups include a high proportion of pupils who have additional needs, including the 2016/17 Year 6 cohort and current Y3.
- The proportion of pupils with an education, health and care plan is well below that found nationally.
- The proportion of pupils who come from minority ethnic groups, including those who do not have English as their first language, is high.
- Pupil stability in the school is above average.
- The school is situated in an area where the level of social deprivation is high.

School Issues

- The school has converted to an academy under the sponsorship of Sacred Heart Catholic High School Multi-Academy Trust (MAT). Shared policies and procedures are being developed, including those which relate to SEND, IT and attendance. There is already a well-communicated strategic vision in place. The MAT will provide strong school improvement support which will facilitate St Michael's in moving forward.
- The governing body, which was judged to be inadequate in the last inspection, has been disbanded. An interim executive board (IEB) was established during 2016/17. The board includes six governors with external expertise provided by Diocese and the main school in the multi-academy trust. The IEB group has now moved to a Local Governing Body (LGB) of Sacred Heart Multi Academy Trust. It is the aim of the Diocese and Sacred Heart MAT to grow the numbers on the LGB this academic year.
- Staff from St Aloysius Federation continue to provide a high level of support, particularly in supporting teaching and learning.

End of year progress information:

- Improving standards at the end of EYFS, Y2 and significantly improved standards in Y6
- Rapidly raised high expectations and ambition for every pupil
- Teachers' improved understanding of assessment which ensures pupils extend their knowledge, skills and understanding across subjects
- Strong relationships between pupils and adults which result in positive attitudes to learning
- Much improved feedback from learning which enables pupils to move on to their next step
- Very strong senior leadership and good leadership at all levels
- Significantly improved learning environment.
- Safeguarding procedures - effective

The purpose of this report is to provide you with an overview of progress on the end of year Outcomes for 2017/18 and evaluate the progress on the Ofsted identified areas

Outcomes for 2017/18

End of Reception - Headline Figure Analysis

Skills on Entry	Below expectations with a significant number with weak skills in communication and language and personal, social and emotional development.
Historical % achieving good level of development	2014: 28% 2015: 50% 2016: 60%
Outcomes	Good; improving trend Outcomes judged to be good in last inspection.
Additional Information	Teaching was judged to be strong across Nursery and Reception in 2016 inspection.

St Michaels End of Reception Summary 2017						
	Cohort	PP	SEN	EAL	Male	Female
	29	8	7	12	16	13
GLD Achieved	62.0	25.0	14.0	75.0	68.7	53.8
Reading						
Emerging	38.0	75.0	87.5	25.0	31.3	46.2
Expected	62.0	25.0	14.3	75.0	68.7	53.8
Exceeding	10.3	-	-	-	18.7	-
Writing						
Emerging	38.0	75.0	87.5	25.0	31.3	46.2
Expected	62.0	25.0	14.3	75.0	68.7	53.8
Exceeding	-	-	-	-	-	-
Number						
Emerging	31.10	50.0	71.4	16.7	18.8	46.2
Expected	68.9	50.0	28.6	83.3	81.2	53.8
Exceeding	3.4	-	-	8.4	6.2	-

- The effectiveness of the Early Years is good and improving and this is reflected in the increased proportion of children who achieved 'a good level of development' in 2016 and slight improvement in 2017 (please note two children moved out of the area who were age expected just prior to when the data was submitted).
- The overall attainment of Reception pupils is improving.
- The vast majority of children enter with skills and knowledge which are typically well below what is expected for their age and now an increasing number are achieving a GLD by the end of their reception year. This judgement has been moderated.
- In Reading 62% attained the standard with 10% above the standard; Writing is 62% (at) and no child above; Maths is 68.9% and 3%. Data shows EAL children are performing well in relation to their peers, in all areas of reading, writing and maths, with 75% of EAL children achieving a GLD.
- Boys are outperforming girls in reading, writing and maths.
- Not enough pupils are yet evidencing the exceeding judgement.



- The school is developing the challenge curriculum to ensure more children achieve the age expected and the above age expected standard.
- The disadvantaged children and those who have special educational needs make good progress because of the effective support they receive, this is despite a small number who attained the age expected standard. The disadvantaged pupils in the cohort were low attaining and/or were recent admits and had limited English.
- 2016/17 initiatives have shown early signs of being highly effective. They are continuing into 2017/18 and consequently both the number of pupils achieving GLD and those reaching exceeding judgements is expected to rise further this year.

We know:

- Children in the early years enjoy attending school and they thrive because of the exciting and engaging activities planned for them. Their behaviour in class and at more unstructured times is outstanding. They are eager to learn and want to please. They enjoy learning.
- Teaching is highly effective. Excellent activities are provided to address identified areas for development.
- The early years curriculum provides depth and breadth across all areas of learning. They provide interesting experiences for the children.
- The quality of teaching in Reception is good and has potential to move quickly to outstanding as a result of a vibrant curriculum, strong leadership and excellent transition.
- The indoor and outdoor are increasingly well resourced to offer exciting and curriculum focused learning.
- We have highly skilled, appropriately qualified adults working productively with children. All staff play an equal role in assessing children's progress.
- The school is confident that the quality of provision continues to develop its challenge curriculum in order for children to reach exceeding judgements by the end of their Reception year.
- The impact of the work in 2016/17 has resulted in pupils performing well.

EYFS Priorities:

- Ensure all pupils are challenged and supported to achieve the age expected standard, with a significant number achieving better than this.
- Continue to develop the curriculum so that all pupils are excited and stretched by the expected work, including the redevelopment of the outdoor learning space.
- Ensure that we eliminate the gap in performance to any pupil identified as disadvantaged.
- Guarantee all disadvantaged pupils have access to a vibrant and exciting academic curriculum and wider school experience.
- Ensure that the gap in performance between male and female pupils is eliminated.

Key Stage 1

Year 1 - Headline Figure Analysis

Phonics Screen

Year	% passed	% girls passed	% boys passed	National Average
2014	77	79	75	74
2015	43	50	33	77
2016	83	85	81	81
2017	79	75	83	

- Pupils make good progress in their phonics development in Year 1. 79% of pupils are predicted to pass the national screen in 2017 which is broadly average.

St Michaels Y1 Phonics summer 2017						
	Cohort	PP	SEN	EAL	Male	Female
	28	10	5	17	16	12
Phonics						
Working towards	21.40%	40.00%	80.00%	29.40%	25.00%	16.70%
Working at	78.60%	60.00%	20.00%	70.60%	75.00%	83.30%

- The overall attainment of Year 1 pupils is improving as a result of good teaching.
- The vast majority of pupils in Y1 age expected standard in Reading, Writing and Maths.
- At Reading 70% attained the standard with 11% above the standard; Writing is 67% (at) and no child above; Maths is 78% and 11%.
- Pupils in Year 1 show a secure grasp of the principles of reading. Results in the national phonics screening check have been broadly average with the national standard for two years. 79% achieved the standard, in comparison with 81% nationally and locally (in 2016). Current Y1 pupils are expected to produce higher standards.
- Pupils have very positive attitudes towards reading and are encouraged to read for pleasure every day. They have regular time allocated group and individual reading sessions.
- The majority of the Pupil Premium children (10) are on track to achieve well at the end of Y2. Boys and girls achieve at a similar level in Y1 and there is a large gap between the attainment for Special Needs pupils (5) and other pupils. Any pupil below the expected standard will be targeted for rapid acceleration in Y2.

We know:

- Pupils are hardworking and make good progress in lessons. This is evidenced by work in pupils' books and the school's tracking data for last year. More pupils attained the age expected standard in Reading, Writing and Maths (Number) Y1 than at the end of Reception. This shows good progress.
- The school is confident that the quality of provision has moved to solidly good in Y1, effective measures are in place to ensure pupils are challenged to attain as highly as they can.
- Towards the end of the year, the class teacher displayed many outstanding elements in her practice as evidenced through monitoring and evaluation.
- The impact of the work in 2016/17 in Y1 has resulted in pupils performing well and all children achieving their potential on the more challenging curriculum objectives.

End of KS1 - Headline Figure Analysis

St Michaels KS1 summer 17								
14.7.17	Cohort	National 2016	St Michael's 2016	PP 10	SEN 8	EAL 16	Male 11	Female 15
Reading								
WTS								
EXS+	65.4%	74.0%	60.0%	70.0%	50.0%	75.0%	72.7%	60.0%
GDS	15.4%	28.0%	3.0%	10.0%		25.0%	18.2%	13.3%
Writing								
WTS								
EXS+	65.4%	65.0%	60.0%	70.0%	50.0%	75.0%	72.7%	60.0%
GDS	7.7%	13.0%	0.0%	10.0%		12.5%		13.3%
Maths								
WTS								
EXS+	73.0%	73.0%	60.0%	70.0%	50.0%	75.0%	81.8%	66.6%
GDS	23.1%	18.0%	17.0%	10.0%	12.5%	37.5%	18.2%	26.6%
Eng/Maths combined								
EXS+	65.4%			70.0%	50.0%	75.0%	72.7%	60.0%
GDS	3.8%					6.2%		6.6%

- The overall attainment of Year 2 pupils is improving in all subjects. As a result, more children achieve in English and Maths combined than previously.
- Standards have improved from below average to broadly average in Writing and Maths. This represents good progress from a low baseline. Progress accelerated quickly as a result of significantly improved teaching from term 2 of 2016/17 and excellent intervention strategies.
- Attainment in Reading, whilst improving, remains lower than average. Overall, children performing slightly better in Maths than in English.
- There have been steady improvements at the above average standard. However too few children achieve the greater depth standard in Reading and Writing.
- In Reading 65% attained the standard with 15% above the standard; Writing is 65% (at) with 7.7% above; Maths is 73% and 23%. These assessments were externally moderated.
- Pupil Premium children (10) achieved well at the end of Y2. 70% attained the expected standard. This is a as result of careful tracking and good intervention strategies.
- Children who have been identified with English as an Additional Language do consistently well, this is the case in all classes across the school.
- Boys achieve better than girls, this is most marked in Maths, this is not a school trend.

St Michaels Y2 Phonics Re-test summer 2017						
	Cohort	PP	SEN	EAL	Male	Female
	6	1	3	0	2	4
Phonics						
Pass	33.3%	0%	0%	0%	0%	33.3%

- There is a large gap between the attainment for Special Needs pupils (8) and other pupils. Too few pupils passed the phonics screening test when re-tested in Year 2. SEN pupils did make progress in Y2, particularly from term 2. This is because teaching improved to good and intervention in the form of an outstanding teacher for the lower attaining pupils was put in place.

We know:

- Pupils are hardworking and increasingly make good progress in Y2 lessons. This is evidenced by work in pupils' books, external moderation and the school's tracking data for last year.
- A greater focus on the challenge curriculum and to the requirements of the age expected progress saw many pupils make accelerated progress by the end of 2016/17. This demonstrated highly effective teaching which is set to continue from September in 2017/18.
- The school is confident that the quality of provision has moved to good in Y2, highly effective measures are in place to ensure pupils are challenged to attain as highly as they can. Additional teaching support was provided to ensure children working significantly below age expectations could catch up quickly and so that more able pupils could be challenged accordingly.
- The impact of our work in 2016/17 has resulted in pupils performing well and more children achieving their potential.

End of Key Stage 1 Priorities:

- Ensure all pupils are challenged and supported to achieve the age expected standard, with a significant number achieving better than this.
- Continue to develop the good curriculum so that all pupils are excited and stretched by the expected work.
- Guarantee all disadvantaged and SEN pupils have access to a vibrant and exciting academic curriculum and wider school experience.
- Ensure that the gap in performance between male and female pupils is eliminated.



St Michael's Key Stage 2 - Headline Figure Analysis 2017

St Michaels KS2 National Curriculum SATs summary 2017																				
St Michaels 2017			National 2017			Newcastle CC 2017			St Michaels 2016		National 2016		Newcastle CC 2016		PP 2017	SEN 2017	EAL 2017	Male 2017	Female 2017	
Chort 30	Scaled Score Avg 2017	Progress	2017	Scaled Score Avg 2017	Progress	2017	Scaled Score Avg 2017	Progress	Cohort	Scaled Score Avg 2016	2016	Scaled Score Avg 2016	2016	Scaled Score Avg 2016						
															11	5	15	17	13	
Reading																				
EXS+	66.6	102	-0.7	71	104	0.0	71	104	1.1	60	101	66	103	68	103	63.6	40	66.6	69.2	64.7
GDS	16.6									13		19		20		18.1	0	13.3	7.7	23.5
Writing (TA)																				
EXS+	80		1.6	76		0.0	77		1.3	67		74		78		81.8	40	80	84.6	82.3
GDS	23.3									17		15		18		27.2	0	26.6	7.7	35.3
GPS																				
EXS+	86.6	107	3.3	77	106		77	106	2.0	63	104	72	104	73	104	90.9	40	86.6	84.6	88.2
GDS	30									23		23		23		27.2	0	40	30.7	29.4
Maths																				
EXS+	93.3	106	2.4	75	104	0.0	78	105	1.7	53	103	70	103	72	104	90.9	60	100	100	88.2
GDS	30									13		17		19		27.2	0	46.6	23	35.3
RWM combined																				
EXS+	66.6			61			62			47		53		57		63.6	40	66.6	69.2	64.7
GDS	10									7		5		6		18.1	0	6.6	0	17.6

Taken from Primary Schools Performance Tables
www.gov.uk/government/statistics/primary-school-performance-tables-2016
EXS+: Working at the age expected standard, **GDS:** Working at greater depth to the age expected standard
 Scaled score: each child is given a scaled score. If the child scores 100 they are operating at the expected standard. 110 - Good Level of Development

- KS2 outcomes for pupils have improved significantly. They are very positive with 67% of pupils achieving the expected standard in reading, writing and mathematics combined against the provisional national average of 61%. This represents significant improvement on the previous year. 67% of children achieved the expected standard in reading (71% national), 80% in writing (76% national) and 93% in mathematics (75% national). In addition, 87% of pupils achieved the expected standard in the EGPS test (77% national).
- Progress measures are predicted to be very positive for Writing, GPS and Maths. They are lower for Reading.
- Those pupils who are eligible for the pupil premium and those who have special educational needs have made good progress this school year. Support and intervention have been targeted very carefully to maximise progress. As a result, outcomes for the disadvantaged pupils are now in line with others in the school. Pupils who have special educational needs have done well in comparison with similar pupils nationally.

Analysis

- The overall proportions of children reaching the expected standard in the all-important combined reading, writing and mathematics result is **6% higher** than the national figure.
- The school's results show attainment which is above the national average in writing, grammar, spelling and punctuation and (well above in) mathematics individually. It has improved in Reading but it is slightly below average.
- The percentage of pupils attaining a high score in reading, writing and maths combined is 10% (a rise of 3%). It is greater than this for individual subjects: Reading: 17% (up 4%); Writing: 23% (up 6%) and Grammar and Punctuation: 30% (up 7%). Maths at the higher level was 30% (up 17%).
- The most able pupils were challenged through much more precise and targeted teaching to make more than expected progress across all subjects. Work in books reflects the higher aspiration that staff have for their pupils. The more able children made strong progress.
- From their starting points, pupils who have special educational needs make strong and sustained progress because of the excellent support they have received from staff. SEN pupils in Y6 achieved well. The scores are lower than the average however their progress is very strong.
- The school's work to close the gaps between disadvantaged pupils and their peers is now very effective. As a result, these pupils perform at least as well as other pupils nationally in all subjects. A significant number of Pupil Premium Pupils were low attaining SEN pupils too. Progress has been very strong for the disadvantaged groups.

Across the school

- Attainment at EYFS, Y1 (Phonics) and KS1 show steady improvement and figures moving to the national average. It is most marked in Writing and Maths at KS1. Next year we are targeting this to improve faster.
- Current data shows that most pupils in Y1 and Y4 are at age expected currently, with Y2, Y3 and Year 5 lower than this. However in all classes progress has accelerated quickly from term 2 of 2017 and caught up on historical underachievement. This process will need to continue to take place in 2017/18.
- Progress across the school has risen sharply and we are projecting that by 2018 80% of pupils in all classes will be at the age expected standard in all year groups, with all pupils making good progress and receiving good quality teaching.
- Whilst it will be a huge challenge. We are targeting at further raising trend in 2018 - this will move us towards outstanding.

Key stage 2 assessments in 2017

- The 2017 key stage 2 assessments were the second year that we assessed the new, more challenging national curriculum which was introduced in 2014. New tests and interim frameworks for teacher assessment have been introduced to reflect the revised curriculum.
- The thresholds for achieving the age expected standard and above have risen in 2017. In some cases (Reading) it has an unusual five marks increase.
- If last years' thresholds had been maintained we would have had 90%+ at the age expected standard in all subjects with 40%+ above age the expected standard.
- There is a small number of children who were within one or two marks from achieving the age expected standard or above. In some cases a clerical error has taken place and we are seeking to overturn it. Alongside this, in other cases the child put the correct answer but then crossed it out. We understand this happens in test situations.

Overall, we are pleased and proud of our school's results for 2017. This year we are determined to improve in all aspects and key year groups further and faster. See final page for KS2 Priorities.

Inspection History

- Expected date of next inspection: Currently within three years of converting to an academy

Ofsted	Overall Effectiveness Review	Overall Effectiveness Review
Date of last inspection: October 2016 Overall Effectiveness: Inadequate	Date of last inspection: January 2017 Overall Effectiveness: Inadequate	Date of last inspection: June 2017 Overall Effectiveness: Moving to Good

Impact of immediate action taken to address the issues from the last inspection

Since February, swift action has been taken to address the areas for improvement from the last inspection and Overall Effectiveness Review. As a result, the school is demonstrating the necessary capacity to improve and making fast progress in addressing all issues identified previously.

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:

- planning and delivering activities that are well matched to pupils' needs and that ensure that gaps in learning are promptly addressed*
- having higher expectations for pupils' outcomes based around the school's recently established pupil progress tracking information, linked to the national curriculum*
- consistently implementing the school's marking policy*

- Teaching and learning have improved noticeably since Ofsted. Teaching seen during the most recent review, internal lesson observations in June and September is now consistently good and the impact is evident in the improving outcomes. Due to more effective teaching, most pupils make good progress in lessons. This is because, across the school, expectations are much higher and tasks are well matched to pupils' ability.
- This term all teachers have had their Performance review which analyses their performance last academic year and sets targets for 2017/18; alongside this a lesson observation/ work scrutiny has taken place and end of year data has thoroughly analysed and feedback.
- It is anticipated that teaching this year will remain consistently good across the school, there is potential for EYFS to move to outstanding as a result of high expectations and excellent curriculum initiatives (the development of the outdoor curriculum); alongside this teaching in Y1, Y4 and Y6 has the potential to move quickly to grade 1.
- Recent monitoring shows that marking is good. Marking and feedback support learning very well. Teachers recognise pupils' achievements, identify next steps and challenge deeper thinking. Pupils use teachers' comments and feedback to further their learning and extend their understanding.
- Maths progress, particularly in Y6 was very strong on 2017.

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

The school's systems for promoting good attendance and reducing persistent absenteeism and lateness have been reviewed and new incentives have been implemented. More emphasis has been placed on monitoring attendance and trends over time.

- In conjunction with Sacred Heart we have developed enhanced systems for promoting good attendance and reducing persistent absenteeism. Further incentives have been implemented, including the school doors opening earlier on a morning to enable the parents to drop off their children from 8.45. Alongside this we tightened up on the sanctions and support for those who attendance and lateness is a concern. More emphasis has been placed on monitoring attendance and trends over time. However, at 95% for last year, attendance remains below average, although there has been a slight improvement on the previous year.
- Improving attendance is a significant challenge for the school and it will remain a school improvement priority in the next school year. The new attendance officer, who took up his post in May 2017, has very quickly formed strong working relationships with pupils and their families where attendance is low or there is potential persistent absenteeism.
- Where absence has the potential to impact on a pupil's progress, school leaders are quick to intervene and work with parents to find solutions to problems.

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.
- Very occasionally, a minority of pupils become disengaged with learning because the activities they are taking part in do not motivate or interest them enough. This is more to do with the level of challenge offered by the activities than the attitudes of pupils to learning.
- School leaders have a very sharp focus on pupils' well-being, including their mental health. Any changes in pupils' behaviour, however small, are discussed in meetings and very careful consideration is given to the support which is needed. Case studies demonstrate that this approach has enabled several pupils and their families to receive very effective support and guidance at an early stage.

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.
- Support and intervention were targeted very carefully to maximise progress from term 2 of last year. It is more rigorous again. As a result, outcomes for the disadvantaged pupils are now in line with others in the school at Y2 and Y6 as well as an increasing number of classes. Pupils who have special educational needs have done well in comparison with similar pupils nationally.
- The impact of this work can be seen in the rapidly improving standards at the end of each key stage.
- 2017 performance data demonstrates the impact of action taken to improve outcomes for the disadvantaged pupils. Those pupils who are eligible for the pupil premium have performed in line with others in the school overall and outperformed the non-disadvantaged pupils in the EGPS test.



An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

- *A Pupil Premium Strategy is now in place and the actions detailed in it will be followed through and evaluated. Predictions for 2017 show the gaps in attainment between the disadvantaged pupils and others in the school are predicted to narrow. A review of the performance of the disadvantaged across key stages will form part of the SIA visit in the autumn term.*

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

- *Since the last review, the previous governing board was disbanded and an IEB established. The IEB included a small number of highly experienced professionals who have the educational expertise to support the drive to swiftly improve St Michael's. The IEB become a Local Governing Board of Sacred Heart MAT when the school formally joined Sacred Heart Multi-Academy Trust.*

Support from the Local Authority (LA) and external agencies:

- SEN Audit alongside Educational Psychology Service and Sacred Heart SENCo. SH SENCo in regular contact to develop the consistency of approach to Special Needs from N-transition into Y7.
- Safeguarding development alongside Clennell Education Services.
- IT support from Sacred Heart including website development and data management systems.
- Next year the school will use Edupedia for the two planned supported reviews and three school improvement advisors meetings

Safeguarding Children

St Michael's staff continue to maintain a close eye on safeguarding issues. Procedures are effective (Ofsted's terminology for safeguarding). On the first day back all Teachers, Teaching Assistants and Admin had an update meeting on Safeguarding. The update included information on Signs and Symptoms of Early Sexualised Behaviours, Keeping Children Safe from harm and How to Refer Effectively to Outside Agencies.

Pupils themselves are very good at looking out for each other and abiding by the school's safety rules. Bullying in any form is extremely rare and pupils tell us they have strong confidence in adults' ability to respond to any concern they may raise. The school uses a computerised system (CPOMS) to track safeguarding issues.

Other school news:

Mrs Bonham

As many of you are aware one of our fabulous teachers is having a baby. She started her maternity leave at the end of the second week of school, we wish her well.

Fr Shaun Purdy

Fr Shaun Purdy (one of the active members of the LGB) has recently moved from the Cathedral where he supported the school in his role as Chaplain. He has moved to Ashington. During his years with St Michael's he was loyal to our community, hard working and he cared greatly. He will be missed.

And finally...

It is a privilege working here with the staff and pupils to rapidly improve St Michael's. The last year has been transformative in the life of St Michael's - we have a long way to go yet. We have already had challenges in early September but the school feels very stable, calm and happy with a clear plan for fast progress and transition in 2017/18.

SUMMARY OF ACTIONS TO BE TAKEN		
Action	Who	Timescale
<p>Teaching and Learning</p> <p>Improve the quality of teaching, by ensuring that teachers:</p> <ul style="list-style-type: none"> - Ensure all learning is matched to the pupils' needs and that the pace of the lesson supports learning. - Ensure higher expectations of all pupils, with clear relevance to the national curriculum so that pupils develop their pride. - Extend the impact of teacher feedback, during lessons and within books. - Ensure teacher awareness of the whole class during work. - Develop the learning environment within all classrooms to be used as a tool for learning and a celebration of pupil efforts. 	NC, CR, CCh, JC, KF	Start current term and then throughout 2017/18
<p>Make leadership and management more effective by ensuring that:</p> <ul style="list-style-type: none"> - all senior leaders have clear roles, responsibilities and accountabilities which are understood by all - subject leaders play a full part in monitoring all aspects of the subjects for which they have responsibility - plans are implemented to ensure that governors challenge school leaders and hold them to account to rapidly increase improvement. 	NC, CR, CCh, JC, KF	On going from now
<p>Disadvantaged Pupils Focus</p> <p>Ensure that we eliminate the gap in performance to any pupil identified as disadvantaged. Guarantee all disadvantaged pupils have access to a vibrant and exciting academic curriculum and wider school experience.</p>	CR NC KF	On going
<p>Curriculum</p> <p>Develop topic teaching (History/ Geography/ Science) so that high quality English and Maths skills are applied rigorously across all subject areas.</p>	CCh KF	On going
<p>EYFS</p> <ul style="list-style-type: none"> • Develop the challenge curriculum so that our children are regularly taught the essentials of learning at the earliest age (early writing/ reading and calculation). • Develop the outside spaces so that they provide exciting, stimulating and useful spaces for learning 	JC	On going
<p>English:</p> <p>Develop our Reading and Writing curriculum so that we continue to drive high expectations of our pupils in all curriculum year groups.</p>	CR KF	On going
<p>Maths:</p> <ol style="list-style-type: none"> 1. Develop our teaching approach to practical maths to develop fluency, understanding and application across all areas. This will support pupils ability to move from the abstract concepts to concrete understanding of all aspects of mathematical curriculum. 2. Develop the focus on number bonds and times tables across the whole school to drive high expectations of pupils in mental math strategies. 	CCh DD	On going
<p>Behaviour</p> <p>Rapidly improve the expectations of pupil behaviour within lessons and around school so that behaviour moves to good consistently quickly and outstanding soon afterwards</p>	CCh CR	On going