



Our Lady + St Joseph
Catholic Academy

Self- Evaluation February 2019

Context

Our Lady & St Joseph Catholic Academy opened on 1st February 2017 and was formed through the expansion of St. Joseph's Catholic Junior School to include Our Lady of the Angels Catholic Infant School. The school is now a larger than average 3-11 primary school serving a large, diverse catchment area.

The Principal of St. Joseph's Catholic Junior School led the expansion of the junior school and became Principal of Our Lady & St Joseph Catholic Academy. The process led to a significant staff turnover with 14 members of the infant school staff leaving the school between July 2016 and January 2017. The new leadership team was swift to address longstanding underperformance in the infant school and was quickly able to spread the good practice in Key Stage Two to the rest of the school. This led to greatly improved outcomes at Key Stage One in 2017 and 2018.

Our Lady & St Joseph Catholic Academy has a long track record of academic achievement at the end of Key Stage Two. However, 2017 saw an uncharacteristic dip in attainment for all groups which exacerbated an ongoing issue with securing good or better progress, given the inflated levels of attainment historically reported by the infant school on entry to Key Stage Two.

Leaders were swift to address the anomalous dip in outcomes in 2017, ensuring that tightly measured action plans brought about rapid improvements in outcomes for all groups at KS2. The impact of leaders' actions can clearly be seen in headline data for 2018 where significant improvement is evidenced in both the attainment and progress of all groups. Outcomes in 2018 heralded a return to the outstanding performance the school has demonstrated for several years and projected outcomes for 2019 and 2020 indicate that outstanding achievement will be maintained at all key stages.

Structure

Our Lady & St. Joseph has a nursery which can accommodate 39 morning and 39 afternoon pupils. Approximately 60% of the children who attend the Nursery are admitted to the school each year.

Key Stage One is two and half form entry with two classes for each year group plus two mixed aged classes. Key Stage Two is two form entry and all classes are larger than average with 34 or 35 pupils in every class.

Holy Spirit Catholic Multi Academy Company

On 1st March 2015, both the infant and junior school converted to academy status, forming part of the Holy Spirit Catholic MAC. The MAC provides significant support and challenge to all member schools and the network of schools has now formed a highly effective self-improving school system. The Board of Directors recognised the need to build capacity at a leadership level within the MAC and so in January 2018, the Principal of Our Lady & St. Joseph (Sinead Smith, NLE) was promoted to the role of Senior Executive Principal, with responsibility for all MAC schools. She was replaced as Principal at Our Lady & St Joseph by Sara Chapman who was Principal of St Benedict's Catholic Academy, also a member school of the Holy Spirit MAC. The development of leadership capacity has strengthened all schools within the MAC. The Local Academy Committee at Our Lady & St. Joseph also took the decision to increase teaching capacity at the school by recruiting additional teaching staff. This allows the school to carry out its function as a National Support School to the advantage of Our Lady and St. Joseph, rather than to the detriment. Staff have excellent

CPD opportunities as they support schools in need and are enabled to develop as leaders, contributing towards the overall MAC succession plan.

The impact of improved leadership capacity can be noted across all MAC schools in 2018.

% of pupil achieving the expected standards in:	OLSTJ	St Anne's	St Benedict's	St Francis	National
Writing	90%	76%	85%	91%	78%
Maths	96%	75%	85%	93%	76%
SPAG	91%	71%	93%	86%	78%
Reading	93%	71%	81%	76%	75%
Reading, Writing & Maths	88%	60%	74%	70%	64%

Approach

All staff at Our Lady & St Joseph have a firm belief that we can and do improve the life chances of the children we serve. The climate in the school is fast paced and highly motivated and as a result, the children aspire to excellence. Both staff and children regularly contribute to the direction of school improvement and can articulate the school's vision and mission.

Leaders do not make excuses for underperformance - in 2017 this was particularly evident as, whilst we recognise there were specific circumstances which contributed to the dip in outcomes, we took full responsibility and immediately implemented plans and changes to ensure this dip is never repeated. Leaders also worked closely with the secondary school which the vast majority of pupils feed into, to ensure that the curriculum provision for maths and English was closely matched to their needs on entry in 2017 and provided intervention for analysed gaps in learning.

The impact of this no excuses culture saw a significant improvement in outcomes in 2018.

The Effectiveness of Leadership & Management is Outstanding

- ✚ Relationships between staff and pupils are outstanding. Leaders have created a culture in which the pupils' views are highly respected and contribute significantly to school improvement. There are a number of mechanisms which allow pupils to share their views of the school. For instance, elected members of each class form part of the school Learning Council- the members are known as 'Agents of Ambition' and it is their job to gather the views of the class each week on the impact of teaching and learning strategies and provision and this information is fed back to teachers and senior leaders, who then respond to the points raised and inform the children of the changes they will make as a result. Leaders actively work to promote this model of democracy, with a view to educating children about their future role in wider society.
- ✚ Expectations of all those at Our Lady & St. Joseph are incredibly high and this is evidenced in all areas of school life. The school's rigorously implemented behaviour policy encourages all members of the school to ask: 'why be good when I can be outstanding?' This leads to the children having high aspirations and a belief that they can achieve and as a result they push themselves to excel.
- ✚ Leaders work tirelessly to improve outcomes for all children but particularly those who are disadvantaged. All leaders recognise that outcomes for disadvantaged pupils at the end of Key Stage Two in 2017 were not good enough. Leaders were quick to address this issue and make changes to provision for disadvantaged pupils which has resulted in the gap closing further. Internal data tracking shows that there are few gaps across the school between those who are disadvantaged and those who are not and that disadvantaged children in Year Six achieved outcomes at least as good as all pupils nationally in 2018. The changes made include, as an example, provision of 1-1 tutoring with a specialist maths teacher.
- ✚ The Board of Directors of the Holy Spirit MAC and the Local Academy Committee regularly hold leaders to account for standards in school. In addition to adding an extra layer of accountability for school leaders via the Senior Executive Principal, both senior and middle leaders regularly appear before the Board to account for standards in schools. They closely monitor the use of Pupil Premium funding and scrutinise the progress of disadvantaged learners.
- ✚ Leaders regularly seek the views of parents and create many opportunities for parents to be involved in the life of the school and contribute to school improvement. They are always keen to engage with parents and welcome their feedback on decisions that are made. For instance, when recently consulted about changes to home learning, a number of parents requested regular information about what their child will be learning in the coming week and so this change was implemented immediately and further views sought about the effectiveness of the change.
- ✚ Leaders at all level maintain one key aim- to ensure that children at Our Lady & St Joseph are taught by outstanding practitioners. As a result, they provide regular opportunities for staff to develop professionally. Teachers are provided with excellent opportunities to work collaboratively across the MAC and to share their expertise with other practitioners, whilst benefitting from seeing how other practitioners work. As a result, teaching at Our Lady & St Joseph is highly effective.
- ✚ A strength of the school is the willingness and ability staff at all levels demonstrate to reflect on and improve their own practice. There is an energy and pace to teachers' practice which promotes risk taking- leaders are committed to providing innovative and creative opportunities which are unique to the school and teachers and support staff embrace this approach and are always willing to try new approaches. This is evident in the curriculum review which all staff undertook to ensure that the curriculum they are providing is suited to the needs and interests of their class. They consulted with the children and colleagues before finalising curriculum plans for the years. They are then highly skilled at adapting provision regularly to ensure they maximise progress.
- ✚ As a result, the curriculum is very broad and provides lots of exciting opportunities for children to excel. Leaders believe passionately that a broad range of opportunities and access to new experiences enables children to excel in the core subjects, along with developing a deep understanding of how they learn and what they are interested in. Children at Our Lady & St Joseph are encouraged to question, debate and explore. As a result, they are very active in their learning and can articulate well.

- ✚ Leaders at Or Lady & St Joseph believe passionately that children should have a broad view of the world and view others with compassion, understanding and tolerance. As a result, SMSC is at the heart of everything we do. From regularly contributing to the Food Bank to enable children to understand the complexity of poverty to learning about democracy and those who live without democracy- children are taught understanding and true Christian values.
- ✚ Linked directly to this, all members of the school confidently object to discrimination of any kind and so instances of any form of racial, homophobic or any other form of discrimination are very low. In the very rare cases where discrimination occurs, it is discussed as a whole staff and changes are made to the curriculum to further deepen the children's tolerance and understanding. All such instances are dealt with through the school's behaviour policy.
- ✚ Safeguarding is highly effective and all staff and those responsible for leadership commit to a culture of vigilance and care. Staff know every child well and so are very aware of any changes which may raise concern. The school's systems for monitoring, tracking and reporting safeguarding concerns are robust and they work closely with outside agencies to ensure safeguarding provision is always effective in meeting the needs of all children. Staff are regularly well trained and so know how to keep children safe.
- ✚ Whilst there have been no reported cases of radicalisation or extremist behaviour, staff are always aware of the need to monitor and report any behaviours that could give rise to concern. All staff know to report any concerns directly to the police. Through a culture of debate and questioning, pupils have opportunities to share their views, thus increasing the extent to which staff are enabled to spot potentially extreme views.
- ✚ Leaders monitor the quality of teaching and learning several times a week and provide immediate feedback to teachers on how they can improve. As a result, there is a culture of continual improvement and shared accountability in which everyone takes responsibility for any weaknesses in provision.

In order to improve further, leaders must:

- ✚ Continually evaluate the effectiveness of the use of pupil premium funding on outcomes for pupils, particularly in supporting disadvantaged pupils to work at greater depth.
- ✚ Regularly monitor and evaluate the quality of teaching and curriculum provision for pupils at risk of not making expected progress at each key stage.
- ✚ Ensure the curriculum remains broad and balanced, particularly through ensuring as many pupils as possible access the experiences outline in the Holy Spirit Experience.

The Quality of Teaching, Learning & Assessment is Outstanding

- ✚ Teachers know and understand each subject they teach and as a result, they are quick to address misconceptions and use this level of assessment to adapt their future planning. They use questioning effectively and regularly use a 'no hands up' approach to ensure full participation in learning.
- ✚ Lessons are well resourced and teachers use a range of exciting resources and techniques to ensure that lessons are engaging and that all children are on task. Lessons are well paced, enabling pupils' behaviour and attitudes to learning to be outstanding.
- ✚ The curriculum is focussed on a systematic teaching of all key skills and all children are enabled to progress at a rate that is suitable for them, whilst maximising their progress. Use of Read, Write Inc in the Early Years and Year One (where appropriate) enables children to develop a sound foundation for skills in reading and writing and this is followed by systematic phonics teaching throughout all year groups, along with wider provision for teaching spelling, punctuation and grammar. Similarly, Big Maths is used throughout the school to ensure children's arithmetic progresses well and this is complimented by changes that have been made this year to provision for children to learn at greater depth in maths.
- ✚ Interventions are targeted at specific needs and these are regularly monitored and adjusted. This enables children to catch up if they do not understand a specific concept. Pupil progress meetings take place at least every six weeks (or more frequently where necessary) and the effectiveness of intervention for all children is an area for discussion at every meeting.
- ✚ Teachers use assessment during lessons well and are highly skilled at checking children's understanding. They adapt the lesson where necessary and deploy support staff effectively to deliver intervention as close to the point of teaching as possible.
- ✚ The marking policy enables children to be highly active in addressing their next steps in learning and enables them to complete differentiated extension tasks away from the point of teaching which provides excellent opportunities for teachers to assess children's ability to apply their learning. Children use feedback well and this is regularly checked through weekly monitoring and pupil interviews.
- ✚ Home learning enables children to be independent learners and to develop a range of skills. Each week children are provided with home learning opportunities which encourage them to 'talk about' a particular topic which will either relate to prior learning or to a broader life skill such as learning about current affairs- this encourages development of speaking, listening and communication. They are asked to 'read about' a particular topic and to 'write about' one specified area of learning. Children are encouraged to choose their own method for recording their home learning and to be creative. Feedback from parents on home learning is overwhelmingly positive. Each week the children's efforts are awarded either a gold, silver or bronze award and those who gain seven gold awards in a term are rewarded with an end of term activity. Previous rewards have included a trip to the cinema; a visit to the park and a lazer clay pigeon shooting experience. This approach encourages children to see that independent hard work will be recognised and rewarded.
- ✚ English and maths are taught across the curriculum and children know that they are expected to apply their learning from core subjects across the curriculum. Younger children are taught to apply their phonic skills in a range of contexts and as a result these skills develop quickly.
- ✚ All pupils have outstanding attitudes to learning, as a result of teachers knowing every child and what they are capable of and pushing them to do their best. Children enjoy working hard and enjoy being challenged. In lessons, children are enabled to choose the level they will work at and can clearly articulate the reasons for their choice. This approach further enhances each child's contribution to their own learning and the learning of others and ensures that every child has a great sense of pride in their achievements. Expectations at Our Lady & St Joseph are high and children know and enjoy this. They enjoy having their achievements recognised and enjoy regularly beating their personal best in all areas of the curriculum.
- ✚ Children at Our Lady & St Joseph are resilient. They are taught to take risks and to know that failure is an inevitable step on the path to success. They are encouraged to ask questions and to be interested beyond the point of the lesson. The approach to home learning supports the culture of being curious and enjoying learning and we regularly see children who explore new interests further outside school.

- ✚ Most pupils at Our Lady & St Joseph's engage in wider extra-curricular activities and the school promotes exploration of interest through provision of a range of diverse learning opportunities. These include multiple sporting opportunities, along with opportunities to learn about musical theatre, rock climbing, golf, archery etc.
- ✚ Pupils engage in a climate of healthy competition within their learning and they always want to be better. As a result, they make the most of the feedback that is provided to them about how to improve and teachers regularly provide oral feedback at the point of teaching to enable children to improve and progress to extension challenge opportunities.
- ✚ Parents are provided with a range of opportunities to find out how their child is progressing but leaders and teachers ensure that parents are contacted immediately if there is even the slightest concern over progress. At termly parents evenings parents are provided with information about their child's current attainment and progress, along with their attitudes to learning. There are also other opportunities for parents to discuss their child's learning with their child. For instance, during 'Hopes & Dreams' afternoon, the whole family is invited into school to see their child's work and to discuss what they are proud of and what they would like to do to improve, making a clear link between their hard work and them achieving their aspirations for the future. However, perhaps the most important feature of the school's communication with parents about their child's progress, is the accessibility of all teachers at the start and end of the school day. Parents are encouraged to maintain a regular informal dialogue with teachers and this enables a culture of trust.
- ✚ Leaders and teachers plan the curriculum well with a focus on inclusion and understanding diversity. As a result, instances of the use of derogatory language or stereotypes are rare and even the youngest children can articulate an age related understanding of tolerance and acceptance.

In order to improve further, leaders must:

- ✚ Ensure that teachers are constantly reviewing curriculum provision to make sure that levels of challenge are high for all learners but particularly high prior attainers.
- ✚ Support the development of inexperienced teachers to ensure that high quality CPD and mentoring swiftly moves their practice to outstanding
- ✚ Ensure consistent expectations of handwriting in all classes and that key skills are reinforced and applied by all children
- ✚ Closely monitor the effectiveness of the impact of interventions and teaching strategies designed to continue to close the gap for disadvantaged children.
- ✚ Monitor the impact of changes to the maths curriculum to ensure that higher attaining children can confidently apply their learning at greater depth.

Behaviour, Safety & Wellbeing is Outstanding

- ✚ Pupils at Our Lady & St Joseph are proud of the school and proud of their learning- this is regularly revealed through pupil voice and often externally validated by those visiting the school. Children demonstrate excellent attitudes to learning and they work hard to be the best they can be.
- ✚ The curriculum allows children opportunities to consider, debate and reflect. For instance, in Year Six, children learn about politics and consider complex issues such as the moral implications of investing in Trident or the rights of non-British citizens to access the NHS. This learning enabled them to form a well thought out costed manifesto which demonstrated a broad understanding of social needs. This is just one example of many which reflects a curriculum that is designed to ensure children think carefully and support their view with a known evidence base.
- ✚ Through opportunities such as this, pupils are always encouraged to consider how they will contribute to society in later life and how they can develop skills which will enable them to be successful in the next phase of their education. Curriculum opportunities such as 'Enterprise Day', where each class decides upon a business venture and competes to generate the greatest revenue, enable pupils to develop skills above and beyond those that might be expected for their age.
- ✚ School leaders actively work to ensure attendance figures are high, resulting in current attendance of 96.9% with persistent absence for almost all groups which is below the national average. Those responsible for attendance work closely with vulnerable families and the ACE service to intervene quickly and provide relevant support. Case studies are maintained for pupils whose attendance increased through intervention so that school staff learn from successful strategies to support other children at risk of persistent absence.
- ✚ Pupils' behaviour is outstanding and they know and understand the school rules and the consistent expectations of all staff. The behaviour policy is known and understood by the whole school community and is applied consistently and fairly. Children demonstrate excellent self-discipline and low level disruption is very rare.
- ✚ The Pastoral Team works closely with pupils who find maintaining excellent behaviour difficult and they liaise closely with parents, teachers, support staff and leaders to ensure a consistent approach to improving behaviour for vulnerable children. As a result, even those who find good behaviour more challenging behave well and follow the school rules.
- ✚ Instances of bullying are very low but the school works hard to address even perceived bullying firmly and consistently. Children know what to do if they have concerns about bullying and an open door approach with parents means that the vast majority of parents share concerns at the earliest opportunity, enabling the school to address the problem promptly.
- ✚ Our Lady & St Joseph is part of the 'Taking Care' programme which teaches children how to keep themselves safe, to understand abuse and what to do if they feel unsafe. Feedback from pupils and parents suggests that there is a great deal of trust that leaders will act if a child has even the slightest concern about their safety, bullying or friendships. Leaders actively work to ensure their commitment to each child's safety and happiness is clear.
- ✚ Pupils are regularly taught how to keep themselves healthy and are consulted about what the school can do to help them to be healthy. For instance, a pupil survey at the start of the year provided feedback that children were not happy with the quality of school dinners provided by Warwickshire County Council. School leaders took immediate action and liaised with the provider to agree several key changes. The children have been consulted again since the changes were made and they now report dinners have significantly improved.
- ✚ Staff teach children to know how to stay safe online through several planned curriculum opportunities, including Internet Safety Day. Pupil interviews show that children have a good understanding of how to stay safe and what to do if they feel unsafe. They are taught about the legalities of social networking and how to use social networking responsibly.

In order to improve further, leaders must:

- ✚ Further improve behaviour at unstructured times of the day by increasing the range of activities available to children.
- ✚ Reinforce strategies for children to report bullying or any concerns about online activity.
- ✚ Broaden the pupils' knowledge of the world and other cultures by ensuring the environment is rich with culturally diverse information and information about life beyond Britain.

Outcomes from Parent Questionnaire

October 2018

N.B. 300 returns

		Strongly agree	Agree	Disagree	Strongly disagree
1	My child is happy at this school	88%	12%	0%	0%
2	My child feels safe at this school	89%	11%	0.3%	0%
3	My child is making good progress	86%	13%	0.3%	0%
4	My child is well looked after at this school	87%	13%	0%	0%
5	My child is taught well at this school	87%	13%	0%	0%
6	My child receives appropriate home learning for their age	76%	22%	1%	1%
7	This school makes sure its pupils are well behaved	83%	17%	0.3%	0%
8	This school deals effectively with bullying	76%	23%	0.3%	0%
9	This school is well led and managed	88%	12%	0%	0.3%
10	This school responds well to concerns I raise	79%	20%	1%	0%
11	I receive valuable information from the school about my child's progress	82%	17%	1%	0%
12	Would you recommend Our Lady & St Joseph to another family?	Yes 100%		No 0%	

Outcomes from Children's Questionnaire

October 2018

		Strongly Agree	Agree	Disagree	I don't know
	I enjoy school	68%	28%	1%	3%
	My school helps me to be healthy	57%	35%	3%	4%
	I feel safe when I am at school	72%	20%	2%	6%
	I learn a lot in lessons	68%	26%	2%	5%
	Behaviour is good at my school	47%	37%	3%	14%
	Adults in my school care about me	77%	17%	1%	5%
	Adults at school are interested in my views	58%	31%	3%	9%
	I know how well I am doing at school	60%	25%	2%	13%
	Adults explain to me how to improve my work	70%	26%	0.2%	4%
	My school helps me to get ready to move into my next class	74%	20%	2%	4%
	The headteacher and senior staff in my school do a good job	79%	14%	1%	7%

Outcomes for Pupils is Outstanding

- ✚ Internal attainment and progress data demonstrates that all groups of children are making at least expected progress from their individual starting points and many are making above expected progress. Where individual children require additional support, targeted interventions are highly effective at addressing their needs and closing gaps in learning.
- ✚ Outcomes at KS1 improved significantly in 2017 and improved further again in 2018. Outcomes at KS2 also improved significantly in 2018, returning the school's recent historical profile of maintaining outcomes significantly above national outcomes.
- ✚ Pupils are making good progress across the curriculum and the progress of all groups in English and maths is consistently strong. Children are taught to apply their knowledge and understanding away from the point of teaching in a range of subjects and this enables them to progress more quickly.
- ✚ Disadvantaged pupils are making at least as much progress as other groups and effective intervention is enabling the gap to be closed. At KS2 in 2018, the progress of disadvantaged children significantly exceeded that of all other pupils in reading, writing and maths.
- ✚ Pupils enjoy reading and they have lots of opportunities to read a broad range of materials, both in and out of school. Outcomes in the Year One phonics check were in line with national outcomes in 2017 and 2018 increased slightly to 87%. This is as the result of adaptations to the curriculum to meet the needs of each cohort. Pupils' learning progress is recorded in reading journals and provision of reading opportunities is closely monitored by the English leader.
- ✚ Current pupils are making at least good progress from their starting points across a range of subjects, including disadvantaged pupils and those with SEN and many are exceeding expected progress. The progress for pupils with an EHCP in Maths is outstanding with a progress score of +9.93. Progress in reading and writing is also good for pupils with an EHCP with a score of +2.05 in both.
- ✚ Similarly, progress for all other SEND pupils is outstanding. In maths, SEND pupils had a collective progress score of +6.4. In reading, progress is +4.4 and in writing progress for SEND pupils is +1.2.
- ✚ The percentage of pupils achieving greater depth at the end of Key Stage Two rose significantly in 2018, with 44% of pupils achieving greater depth in reading and 33% achieving greater depth in maths. The percentage of pupils attaining greater depth in writing was slightly lower as a result of changes to the framework for assessing writing but it remained 9% above national outcomes for writing at greater depth at 28%.
- ✚ The average scaled score in reading, maths and SPaG was 108 in 2018, which is significantly above the national average.

In order to improve further, leaders must:

- ✚ Continue to improve outcomes for high prior attainers at the end of key stage two, thus increasing the proportion of children attaining greater depth, particularly in maths and writing.
- ✚ Increase progress in writing for pupils with SEND.
- ✚ Increase the proportion of pupils working at greater depth in writing by the end of Key Stage Two, thus increasing the number of children achieving greater depth in reading, writing and maths.
- ✚ Increase the percentage of disadvantaged pupils working at greater depth in reading, writing, maths and SPaG

Targets for 2019

EYFS and Key Stage One

Reception	Target %
GLD	78%
Year 1 Phonics	Target %
Phonics Screening	86%
Year 2	Target %
Achieving the expected standards in Writing	78%
Achieving the expected standards in Maths	80%
Achieving the expected standards in Spelling, Grammar and Punctuation	78%
Achieving the expected standards in Reading	82%

Key Stage Two

Year 6	Target %
Achieving the expected standards in Writing	84%
Achieving the expected standards in Maths	88%
Achieving the expected standards in SPAG	84%
Achieving the expected standards in Reading	86%
Achieving the expected standards in Reading, Writing & Maths	80%
Achieving the higher standards in Writing	32%
Achieving the higher standards in Maths	29%
Achieving the higher standards in Reading	32%
Achieving the higher standards in Reading, Writing & Maths	19%

Effectiveness of Early Years Provision is Outstanding

- ✚ The Early Years leader is driven to improve outcomes for children, many of whom enter the school with very low starting points.
- ✚ The effectiveness of continuous provision is regularly monitored, assessed and adapted to ensure that pupils make accelerated progress. All staff work tirelessly to review their practice and adapt it to the changing needs of the children. As a result, the environment is bright, stimulating and interesting.
- ✚ Safeguarding is effective and staff are regularly trained to spot the signs that a child might be vulnerable to abuse or neglect. They work closely with parents to establish a climate of trust in which they quickly get to know and understand each child and their family. All statutory welfare requirements are met and policies and procedures to protect and safeguard children are rigorously maintained and reviewed.
- ✚ Leaders and staff work closely to engage parents and relationships are very effective in enabling staff to support both parents and children. Staff run workshops to enable parents to support their child's development of key skills and work with the same policy for home learning as the rest of the school.
- ✚ Teaching in the Early Years is very high quality and staff are routinely called upon to support other schools to develop their practice. Teaching and wider provision is firmly rooted in the children's interests and experiences. Their learning is regularly assessed and this information is shared and interrogated at pupil progress meetings which take place at least every six weeks. Leaders ensure this assessment information informs planning and provision.
- ✚ As a result, children are highly motivated and confident. They participate well in learning opportunities and develop high levels of enthusiasm and motivation. They interact well with adults and relationships are excellent and as a result, the children work hard to follow the rules they agree with the adults.
- ✚ Children are encouraged to manage risk and are given some responsibility to enable them to learn self-control and cooperation.
- ✚ All groups of children make excellent progress from their individual starting points and are very well prepared to access KS1 as transition for the majority of children takes place in the summer term of Reception, enabling their progress to accelerate in Year One.

In order to improve further, leaders must:

- ✚ Increase the number of children working above the expected standard in reading, writing and maths at the end of Reception.
- ✚ Increase the percentage of pupils achieving GLD so that outcomes at the end of FS are above national outcomes.
- ✚ Increase the percentage of pupils achieving the expected standard in phonics by the end of Year One.

Overall Effectiveness is Outstanding

- ✚ Our Lady & St. Joseph Catholic Academy is outstanding. The progress and attainment of all groups of pupils is at least in line with national expectations and many groups exceed this expectation.
- ✚ Leaders were quick to address the issues which led to lower outcomes in 2017, showing confidence to take bold steps to ensure that usual high standards are maintained. These changes included changing the leadership structure of the MAC to increase leadership capacity, increasing teaching capacity within the school and reviewing and adapting the curriculum to ensure any areas of weakness are eradicated. The impact of the changes made saw greatly improved outcomes in 2018 both at Key Stage One and Key Stage Two.
- ✚ Children at Our Lady & St Joseph are enabled to thrive, both academically and as people, as a result of highly effective teaching and outstanding leadership.

In order to improve further, the school must....

- ✚ Continue to accelerate the progress of high prior attainers to ensure the percentage of pupils working at greater depth in reading, writing and maths increases further.

- ✚ Continue to maintain outstanding outcomes at the end of each key stage, ensuring that from 2020 (when data on entry to Key Stage Two is known to be reliable), progress for all groups is significantly above progress nationally.
- ✚ Continually evaluate the effectiveness of the use of pupil premium funding on outcomes for pupils, particularly in supporting disadvantaged pupils to work at greater depth.
- ✚ Regularly monitor and evaluate the quality of teaching and curriculum provision for pupils at risk of not making expected progress at each key stage.
- ✚ Ensure the curriculum remains broad and balanced, particularly through ensuring as many pupils as possible access the experiences outline in the Holy Spirit Experience.
- ✚ Ensure that teachers are constantly reviewing curriculum provision to make sure that levels of challenge are high for all learners but particularly high prior attainers.
- ✚ Support the development of inexperienced teachers to ensure that high quality CPD and mentoring swiftly moves their practice to outstanding
- ✚ Ensure consistent expectations of handwriting in all classes and that key skills are reinforced and applied by all children
- ✚ Closely monitor the effectiveness of the impact of interventions and teaching strategies designed to continue to close the gap for disadvantaged children.
- ✚ Monitor the impact of changes to the maths curriculum to ensure that higher attaining children can confidently apply their learning at greater depth.
- ✚ Further improve behaviour at unstructured times of the day by increasing the range of activities available to children.
- ✚ Reinforce strategies for children to report bullying or any concerns about online activity.
- ✚ Broaden the pupils' knowledge of the world and other cultures by ensuring the environment is rich with culturally diverse information and information about life beyond Britain.
- ✚ Continue to improve outcomes for high prior attainers at the end of key stage two, thus increasing the proportion of children attaining greater depth, particularly in maths and writing.
- ✚ Increase progress in writing for pupils with SEND.
- ✚ Increase the proportion of pupils working at greater depth in writing by the end of Key Stage Two, thus increasing the number of children achieving greater depth in reading, writing and maths.
- ✚ Increase the percentage of disadvantaged pupils working at greater depth in reading, writing, maths and SPaG
- ✚ Increase the number of children working above the expected standard in reading, writing and maths at the end of Reception.
- ✚ Increase the percentage of pupils achieving GLD so that outcomes at the end of FS are above national outcomes.
- ✚ Increase the percentage of pupils achieving the expected standard in phonics by the end of Year One.

What the school has done so far so to address the priorities identified:

- ✚ Reviewed the use of pupil premium funding to ensure provision is effective in breaking down barriers to learning for all children. Changes to provision include:
 - 1-1 maths tutoring to ensure gaps in learning for disadvantaged children are closed as close o the point of teaching as possible
 - Introduction of a pastoral team to work closely with families to identify barriers to learning and actively work with a range of agencies to address them
 - Increased capacity, both internally and through the ACE service, to work with families for whom attendance is a barrier to learning
 - Introduced systems to more closely monitor the impact of strategies to accelerate progress of disadvantaged learners, including the way in which their progress is monitored and presented at pupil progress meetings

- Increased the frequency of pupil progress meetings to evaluate the effectiveness of provision for disadvantaged pupils
- ✚ Reviewed and amended the curriculum for every year group with a focus on provision high prior attainers and disadvantaged pupils. All staff have been involved in this review and so have full ownership of the curriculum. They know their children well and know exactly what they need to do in order to improve and how to engage them in their learning.
- ✚ Moved the transition between EYFS and KS1 to summer term in Reception. By moving this transition phase to Reception, more children will be enabled to exceed the expected standard by the end of EYFS.
- ✚ Changes have been made to the way maths is taught, particularly at greater depth. A more challenging programme of Big Maths has been introduced to ensure all children, but particularly those working at greater depth, can apply their learning independently.
- ✚ Published the Holy Spirit Experience and created an audit tool to track the journey of every child, ensuring there is a plan in place for all children to access as many experiences as possible.
- ✚ Created a very thorough induction programme for those new to teaching, either Schools Direct or NQT, to ensure that teachers are supported to learn from the best practitioners.
- ✚ Reviewed the quality of handwriting across the school and identified areas where handwriting is not as strong, enabling the English leader to offer support to bring about rapid improvement.
- ✚ Made significant improvements to the outdoor area, including investment in outdoor gym equipment, an outdoor classroom and an outdoor sound system- this has led to further improvements in behaviour as children are always engaged.
- ✚ Ensured that the learning environment is rich in information about other cultures and alternative lifestyles.
- ✚ Reviewed the provision in the curriculum and across the school to ensure that children are reading for enjoyment and made changes where necessary.