



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR ST CATHERINE'S CATHOLIC PRIMARY SCHOOL

| | |
|--------------------------------|----------------------------------------|
| Name of School: | St Catherine's Catholic Primary School |
| Head teacher/Principal: | Maureen Kelly |
| Hub: | Compton |
| School type: | Voluntary Aided Primary School |
| MAT (if applicable): | N/A |

| | |
|-----------------------------------------|-------------|
| Estimate at this QA Review: | Outstanding |
| Date of this Review: | 6/03/2019 |
| Estimate at last QA Review | Outstanding |
| Date of last QA Review | 05/02/2016 |
| Grade at last Ofsted inspection: | Outstanding |
| Date of last Ofsted inspection: | 30/04/2009 |



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR ST CATHERINE'S CATHOLIC PRIMARY SCHOOL

Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

| | |
|--------------------------------------------------------|-----------------------------|
| School Improvement Strategies | OUTSTANDING |
| Outcomes for Pupils | OUTSTANDING |
| Quality of Teaching, Learning and Assessment | OUTSTANDING |
| Area of Excellence | Pupils' Voice, Accredited |
| Previously accredited valid Areas of Excellence | Growing Leaders, 05/02/2016 |
| Overall Estimate | OUTSTANDING |

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

- St Catherine's is a larger than average primary school serving an area of Barnet that is within the mid-range index of deprivation. Around three-quarters of the pupils are white. The largest ethnic group is White British. There is an above range of other ethnic groups.
- Around 40% of pupils have English as an additional language.
- The proportion of disadvantaged pupils is a little below average, as is the number of pupils with special educational needs and/or disabilities (SEND). Eight pupils have an education, health and care plan (EHCP) which is much higher than average.
- The school is a UNICEF Rights Respecting School and has received the Inclusion Quality Mark, the London STARS award for sustainable, active, responsible and safe travel, and the school games gold award.
- The school's mission is expressed as, 'Loving and Learning together as Jesus taught us.'
- Children in the Nursery, Reception and Year 1 classes have access to bespoke outdoor learning areas adjacent to their classrooms. There is specialist teaching of music and French throughout the school.
- The school runs a breakfast club, an after-school club and a wide range of extra-curricular activities.

2.1 School Improvement Strategies - Progress from previous EBIs

- Leaders have ensured that the self-evaluation form showcases the main strengths of the school's work. They have refined the presentation of assessment information to enable the strong outcomes to be celebrated. Rigorous book scrutiny is being sustained to ensure consistently high standards.

2.2 School Improvement Strategies - What went well

- A strong, inclusive vision permeates every aspect of school life. It is shared by every individual through a clear sense of belonging to this vibrant learning community. The 'loving and learning together' ethos is widely reflected in, for example, the work on global citizenship and diversity. Pupils and staff are clearly proud of their school and demonstrate a commitment to ensuring the best educational experiences for all.

- Leaders at every level have aspirational ambitions for pupils and staff. Their success in realising these ambitions is reflected in pupils' commendable achievement and their strong moral values. Leaders promote a 'seamless, preventative approach' to inclusion, based on early intervention, to ensure the needs of every child are met.
- The curriculum is imaginatively planned to engage, motivate and challenge pupils. The notion of rights and responsibilities is woven into curriculum topics when appropriate so that pupils gain insights into how the school's values apply in different contexts. Pupils benefit from an extensive range of opportunities for sport, art, music and drama, many of which provide memorable moments they are likely to recall well beyond their school days.
- Leaders keep a close eye on pupils' progress. Their forensic analysis of assessment information and regular meetings with class teachers enables gaps in pupils' learning to be identified and successfully addressed. Through lesson observations and the regular scrutiny of pupils' work, leaders gain an accurate picture of the quality of learning and teaching. Effective methods are shared, and support is provided when necessary.
- Teachers are encouraged to let leaders know if they are finding things difficult, and they are sensitively supported should they do so. New staff are quickly integrated and inducted into the strong learning culture. Expectations are made clear and weekly coaching sessions support new staff in meeting them.
- Leaders take a very measured approach to strategic development. They avoid 'jumping on the bandwagon' and evaluate new initiatives carefully, skilfully weaving them in to current practice when appropriate. School development plans are SMART and based on effective self-review, together with external evaluation and the views of parents and pupils.

2.3 School Improvement Strategies - Even better if...

...leaders continued to support staff in sustaining their stamina to help ensure that the high-quality provision is maintained.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- Staff have continued to moderate the assessment of writing using statements from the National Curriculum.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Underpinned by the excellent relationships between staff and pupils, high quality learning and teaching is evident at every turn. The learning environment is excellent. The purposeful atmosphere is palpable. Attractive and stimulating displays celebrate pupils' achievements across a wide range of curriculum areas.
- In the Early Years Foundation Stage (EYFS), teachers and support staff successfully nurture children's natural curiosity. Indoors and outdoors, there is a buzz of purposeful activity. Adults, well aware of how young children learn, intervene and support learning without spoon-feeding. Children take full advantage of the opportunities to initiate their own explorations and find things out for themselves. For example, one boy was eager to explain his recipe for a pizza he made in the mud kitchen!
- Pupils' high levels of engagement are also evident throughout the older classes. They respond extremely positively to the high expectations. One boy remarked, 'I love the challenge, especially in problem solving'. Pupils are proud of their school and take great pride in their work.
- Behaviour management is seamless. Teachers quickly establish routines for gaining the attention of younger pupils, such as the tinkle of a small bell. Older pupils appreciate the fact that teachers treat them as mature individuals and respond accordingly.
- Teachers successfully promote independence and encourage pupils to reflect on their learning. Opportunities for self and peer assessment are plentiful. One pupil remarked, 'we reflect with our learning partner, and it helps us to know what to do to get better when we help someone else.' During a Year 6 lesson, the teacher used a visualiser very effectively to model editing, involving pupils in evaluating a piece of writing using clear success criteria.
- Pupils are confident and ambitious. When set a task he thought he could cope with easily, one pupil approached the teacher and said, 'can I show you I can actually do this?'
- Teachers skilfully use questions to draw out and extend pupils' knowledge and understanding. They adapt the pace of lessons very effectively. Sometimes, expecting immediate responses to quick-fire questions; on other occasions allowing plenty of time for discussion and deeper thinking.

- Teaching assistants (TAs) make a valuable contribution to pupils' learning and achievement. During a Year 5 lesson on fractions, for example, less confident pupils benefited from the TA's astute questioning and modelling, which enabled them to progress at the same rate as their classmates.
- Teachers use a range of effective strategies to assess pupils' work and provide feedback. They skilfully adapt questions 'on the hoof' during lessons as they gauge pupils' understanding. Pupils respond positively to teachers' marking. In answer to the question, 'why is it important to annotate the axes?', a pupil wrote, 'it is important because it helps you calculate other coordinates.'

3.3 Quality of Teaching, Learning and Assessment - Even better if...

...teachers in Key Stage 2 were not over ambitious in relation to the large proportion of pupils assessed as reaching high levels when in Year 2, especially when these assessments were made during the period when changes to the National Curriculum were being phased in.

4. Outcomes for Pupils

- Children in the EYFS quickly develop confidence in interacting with adults and their classmates. Their communication skills move on apace as they rise to the expectation that they will speak in full sentences. Similar progress is evident in mathematics. Most Reception children are already adept at counting to 20 and adding and subtracting single digit numbers.
- The proportion of children reaching a good level of development has been higher than the Barnet and national averages over many years.
- Outcomes at the end of Key Stage 1 are routinely above average. In the 2018 Year 1 phonics check, 92% of pupils met the expected standard; well above the national figure. The proportion of pupils reaching greater depth in Year 2 was higher than the national picture in reading, writing and mathematics. Similar outcomes are predicted this year and evident in pupils' current work. For example, using the correct sentence structure, one Year 2 pupil wrote, 'the great plague spread so quickly because of the fleas on rats.' In mathematics, many Year 1 pupils are already working confidently towards the expectations for Year 2. When exploring multiples, for example, one pupil quickly spotted that '10 can fit into the 2 and the 5 bucket'.

- The results of the Key Stage 2 SATs in 2018 were impressive, with 80% reaching the expected levels in all the reading, writing and mathematics tests against 64% nationally. The proportion demonstrating a high level of attainment in all three tests was above the national measure. Again, similar standards are evident in the current Year 6 classes. The insights pupils gain through analysing texts is clear from their use of sophisticated literary devices in their writing. Among many examples was,
'Throughout the night, the soldiers lay as still as bodies decomposing in graves. However, their insides trembled and quivered as if the battlefield was caught in a typhoon or an earthquake.'
- Attainment in writing at Key Stage 2 is a current priority. Although outcomes have been generally positive, pupils' achievement in writing was not quite as strong as in reading. The unswerving efforts to address this are bearing fruit. Progress in writing during the autumn term closely matched that in reading in each year group.
- Disadvantaged pupils, many of whom have additional needs, make secure progress due to highly effective support. Differences between their attainment and progress and that of other pupils nationally are narrowing.
- Pupils with SEND also benefit from bespoke provision. Although often hard won, these pupils typically make at least the expected progress from their starting points. The school attracts pupils with an EHCP due its reputation for the highly effective support provided for them.

5. Area of Excellence

Children's voice

Accredited

5.1 Why has this area been identified as a strength?

All staff support and encourage open and honest discourse among adults and children. They sustain an ethos where pupils respect the rights of others and understand the importance of diversity and equality. The 'Gold Rights Respecting Award' focuses on learning about rights and learning from rights. Working towards this award enables pupils to make informed decisions and to grow into confident, active and empowered citizens.

5.2 What actions has the school taken to establish expertise in this area?

Several groups have been set up to enable staff to capture pupils' views on a wide range of issues. They have opportunities to voice their opinions, ideas and suggestions and have the autonomy to carry them out. The positive response to pupils' ideas about cycling to school and to the setting up of 'behaviour zones' are examples of the impact of the consultation process.

Pupils respond positively to their responsibilities with creativity and enthusiasm. Pupil surveys indicate that they feel respected and understand the importance of respecting others. During discussions with pupils, it was clear that they understand that 'their rights are everybody's rights'.

The House Captain group consists of Year 6 pupils who have proved that they are responsible leaders who care about people from every background, culture and ability. They are expected to encourage and teach children to make the right choices not only for themselves but for others too.

The Rights Respecting Steering Group communicate to the classes about their rights and how they can exercise them in a positive and productive way. This group have been responsible for Charters in all the classrooms and communal areas. They also share the Unicef article and theme of the month with the whole school.

5.3 What evidence is there of the impact on pupils' outcomes?

Pupils see themselves as global citizens. St Catherine's is part of the Global Learning Platform with Brettenham School. Through this the pupils have increased their awareness and understanding of the wider world- and their place in it. They share their understanding in visits to other local schools who are applying for a Rights Respecting Award. They take an active role in their community and work with others with the ambition to 'create a more equal, fair and sustainable world'. Pupils readily use their own initiative to respond to local or global issues. They organise and lead fundraising events for charities which are local, national and global.

The impact on learning is evident in pupils' day-to-day interactions. The use of talk partners is embedded in the learning culture. Each week the pupils are given a new talk partner with whom to discuss, research and develop their ideas. Together they feedback their learning to the rest of the class. Each talk partner is evaluated weekly, verbally in Key Stage 1 and through written feedback in Key Stage 2.

As evident during lesson observations during the review, pupils are encouraged to be honest but at the same time respectful and tolerant of different personalities and opinions. The quality of the discussions is purposeful. Pupils are willing to answer questions and they share their ideas with confidence. They also frequently adopt the vocabulary and sentence structure modelled by the class teachers and teaching assistants. In turn, this has an impact on the quality of their written work and contributes to the high standards of achievement at the end of Key Stage 1 and Key Stage 2.

Pupils who lack confidence to talk are being given a voice and a place in the class. There is a vibrant learning atmosphere in all classrooms, with mutual respect for the talker and the listener. Using visualisers, pupils articulate what they see as strengths in their work and identify improvements in a safe atmosphere where constructive criticism is appreciated.

Through peer assessment pupils have been coached in providing constructive advice on their peers' learning. Through editing their work after a discussion with their talk partner, pupils improve their writing skills.

Leaders describe a positive impact of discussions resulting from the focus on pupils' rights which permeates the curriculum, particularly through religious and moral education, and through Personal Social and Health Education (PSHE).

Leaders indicate that pupils are keen to address prejudice against particular groups, by suggesting awareness raising campaigns, fundraising and other actions to support vulnerable groups, including FSSA Zambia, HAB: and Water Aid. Fundraising and support for children's charities is common across the school.

5.4 What is the name, job title and email address of the staff lead in this area?

Name: Mary Ainger

Title: Deputy headteacher

Email: mainger@stcatherines.barnetmail.net



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR ST CATHERINE'S CATHOLIC PRIMARY SCHOOL

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

Leaders would like opportunities for senior staff to undertake training as reviewers within the primary context.

Leaders are keen to share their experiences in promoting children's voice with other schools in the partnership.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.