

SCHOOL SELF EVALUATION SUMMARY SHEET

SECTIONS	SUMMARY EVALUATION	
<p>Context The school's context and any significant changes in its circumstances since the last inspection schools may wish to include aids / barriers to learning</p>	<p>St Catherine's Catholic Primary is a popular and expanding school in the London Borough of Barnet and in the Diocese of Westminster. The school serves the catholic community in two parishes, High Barnet and New Barnet, and has an excellent reputation; there are waiting lists for all year groups. Underhill Ward, where the school is located, has been identified by the local authority as the most deprived area in Barnet.</p> <p>The current Year 2 is a 'bulge' year of 90 pupils. Years 1,3,4,5, classes have 60 pupils per year, Year 6 still has 45 as the standard number, but we have organised these into two classes. We are increasingly oversubscribed, last year we had 161 applicants for 60 places.</p> <p>The school has a broadly national percentage of EAL children and above national percentage of pupils from minority ethnic groups (58%). There are an average number of special needs pupils and below average FSM (15%).</p> <p>For the first time in a number of years, there was a relatively high staff turnover in July 2014. We have 6 new teaching staff, one of whom is an NQT. This has given rise to new leadership opportunities for staff.</p> <p>The Senior Leadership Team is very experienced and stable. The school is a National Support School and the headteacher is a NLE and Ofsted inspector, as a result the school is involved in a number of different partnerships and substantial outreach work.</p> <p>The governors of St Catherine's and two other local schools have agreed, following consultation to form a Multi Academy Trust. We expect this to take place in September 2015.</p>	
<p>PROGRESS IN PREVIOUS INSPECTION KEY ISSUES (1)</p>	<p>Key Issue</p> <p>Sustain high-quality provision as the school enters a period of growth and change.</p>	<p>Progress</p> <p>Standards continue to improve. The number of pupils who achieve expected or more than expected levels of progress continues to rise both at the end of KS1 and KS2 and in all year groups.</p>
<p>AREAS FOR WHOLE SCHOOL DEVELOPMENT</p>	<p>Leadership and Management</p> <ul style="list-style-type: none"> Embed new leadership roles to drive forward effective school improvement in the light of national changes to education. <p>Behaviour</p> <ul style="list-style-type: none"> Maintain outstanding behaviours for learning. <p>Teaching</p> <ul style="list-style-type: none"> Ensure staff have a sound understanding of the new curriculum and are assessing pupils' deep knowledge and understanding highly effectively. In light of the SEND Code of Practice and given the recent relatively high staff turnover, ensure teaching is consistently outstanding <p>Achievement</p> <ul style="list-style-type: none"> Ensure that the percentages of children that make above expected progress continues to improve by the end 2014/ 2015 <p>Early Years Foundation Stage</p> <ul style="list-style-type: none"> To ensure high ability pupils make good progress in speaking and communication and phonics in the nursery and speaking and communication and writing in Reception classes. To ensure the new Early Years leader (February 2015) and new class teacher maintain the consistent outstanding judgements <p>Overall Effectiveness</p> <ul style="list-style-type: none"> Ensure that our broad and balanced curriculum helps pupils to appreciate the faiths and cultures representative of the wider community to prepare them for life in 21st Century Britain. 	

<p>LEADERSHIP/ MANAGEMENT (1) How well leaders demonstrate ambition for pupils, improve teaching and learning, develop staff, sustain improvement. Accuracy of SSE, appropriate curriculum, governance, e.opp, safeguarding, and partnerships</p>	<p>Strengths</p> <ul style="list-style-type: none"> Leadership and management outreach work has a significant effect on whole school improvement, by, for example, sharing exemplary practice and delivering CPD opportunities to reflect on and revise current practice. Consistent professionalism, expertise, and positive role modelling from all staff. Relentless focus on improvement means that aspirational learning targets for all pupils are achieved. Governors have a sophisticated understanding of the school's performance, its evolving strengths and weaknesses, and effectively hold the school to account.
	<p>Areas for Development: Embed new leadership roles to drive forward effective school improvement in the light of national changes to education</p>
	<ul style="list-style-type: none"> Ensure induction and monitoring of teaching continue to be robust and effective in the light of the recent staff turnover. Review assessment procedures to measure more effectively pupils' deep knowledge and understanding Ensure leadership and management monitor, evaluate and take action if required, to ensure assessment procedures are consistently adhered to. Ensure that the governing body hold the school to account highly effectively, in the light of national changes, and revisions in the 'Ofsted' inspection handbook.
<p>BEHAVIOUR AND SAFETY(1) Including behaviour in lessons & around the school, attendance & punctuality, attitudes towards others, how well protected from bullying, views of pupils/parents</p>	<p>Strengths:</p> <ul style="list-style-type: none"> Safeguarding – robust and rigorous systems are in place to ensure all pupils are safe. A strong ethos of positive behaviour management results a highly positive climate for learning and similarly positive attitudes to learning across all subject areas. Parents feel that the school is an exceptionally safe place to be, and their children agree. Through pupil programmes, for example, peer mentoring, pupils take action to prevent bullying from occurring.
	<p>Areas for Development: Maintain outstanding behaviours for learning.</p>
	<ul style="list-style-type: none"> Ensure lesson planning demonstrates explicit provision for capitalising on pupils' well developed skills in taking responsibility for their learning behaviours and leading their own learning.
<p>TEACHING (1) Expectations, engagement, motivation, challenge, independence, reading and literacy skills, assessment and next steps in learning.</p>	<p>Strengths</p> <ul style="list-style-type: none"> Teachers constantly explore new ways to bring about outstanding progress through action research. All the teaching is at least good, and the majority is outstanding. Teachers prepare extremely thoroughly and effectively to facilitate outstanding progress through pupils' independent learning. Teachers use highly imaginative teaching strategies, and creative environments to match pupils' needs. Teachers' exhaustive knowledge, with regard to specific subjects, and pupils' interests results in pupils' real commitment to learning.
	<p>Areas For Development: Given the recent relatively high staff turnover, maintain outstanding teaching and learning</p> <p>Ensure staff have a sound understanding of the new curriculum and are assessing pupils' deep knowledge and understanding highly effectively and accurately.</p>

	<ul style="list-style-type: none"> • Focus professional development on maintaining the consistency of good and outstanding teaching. • Ensure Lesson Study identifies methods of assessment that effectively assess pupils' deep knowledge and understanding. • In the light of findings from Lesson Study, and the review carried out by leaders and managers, ensure all staff are confident in making accurate assessments of the new curriculum, in particular focussing on the assessment of deep understanding.
ACHIEVEMENT (1) Attainment, progress and the quality of learning, for individuals, different groups, particularly SEND pupils	Strengths
	<ul style="list-style-type: none"> • High proportion of pupils making outstanding progress and attaining extremely well. • Consistently well above national and improving attainment and outstanding progress in all key stages in mathematics and English. • Early identification of pupils at risk of underachievement, and implementation of successful actions to counter possible underachievement for example. • Transition arrangements between Reception and Key Stage 1 ensure progress is consistent. • Overall, groups of pupils, SEN, EAL, ethnic minorities the disadvantaged, boys, girls and the most able make outstanding progress. • The current Year 2 'bulge' year makes outstanding progress.
	Areas For development: Ensure that all pupils make outstanding progress by the end of the academic year. 2014/15 <ul style="list-style-type: none"> • Ensure different groups identified in each year group are targeted, when data suggests that there is a risk of underperformance, so that any potential gap in performance is avoided. • Further develop reading comprehension so that middle ability disadvantaged pupils exceed expectations
EYFS (1)	Strengths
	<ul style="list-style-type: none"> • Early years leadership has a clear vision for outstanding provision, which is shared with all staff so that the children have the very best start to their school life. • Pupils make outstanding progress in all areas as a result of excellent teaching • Robust and rigorous assessment inform planning • Parents partnerships is exceptionally strong, the school ensures good home school links. • The learning environment provides opportunities for children to develop independent learning skills.
	Areas for Development <ul style="list-style-type: none"> • To ensure high ability pupils make good progress in speaking and communication and phonics in the nursery and speaking and communication and writing in Reception classes. • To ensure the new Early Years leader (February 2015) and new class teacher maintain the consistent outstanding judgements
OVERALL EFFECTIVENESS (1) Spiritual, Moral,	<p>This area is a real strength at St Catherine's. It was judged as outstanding in the last inspection and has continued to go from strength to strength.</p> <p>Through a well planned programme of collective worship, our RE curriculum and our PSHE programme, pupils have opportunities to explore fundamental values and beliefs. They learn to respect feelings, values and beliefs in themselves and others.</p>

Social and Cultural:

Moral

Pupils at the school have a strong sense of right and wrong, the school council are involved in drawing up the behaviour policy and appreciate its rationale. Pupils apply these principles to their own lives and have a very keen sense of fairness, for example, pupils will challenge if they feel that the behaviour policy is not being applied consistently or fairly. Pupils have an understanding of justice and can apply this to real life situations.

Social and Cultural

St Catherine's very much fosters a sense of community with inclusive values. Pupils are encouraged to support our local community (examples : cooking for the elderly, singing in the local shopping centre for charity, etc) Pupils demonstrate independence and enterprise through fund raising activities for local and global charities (examples: CAFOD, our link school in Zambia, the homeless,).

Our local community is a rich source of learning and is continually being drawn upon to support the curriculum. Annually all KS2 visit the Wyllyotts theatre to see a Shakespeare play. Each year group visits a gallery and museums are regularly visited to support the curriculum.

Areas for development

Ensure that our broad and balanced curriculum helps pupils to appreciate the faiths and cultures representative of the wider community to prepare them for life in 21st Century Britain.

- Ensure SMSC is explicit in all planning
- Ensure SMSC is recorded and shared with parents and the wider community
- Develop pupils ability to lead and take initiative in this area of their learning
- Provide CPD for staff to ensure that they have a clear understanding of the meaning of 21st Century Britain and how to teach British values.
- Develop the effectiveness of the pupil voice through the introduction of the class council.

Evidence To Support Self Evaluation

Generic: Web site / Policies/ minutes of meetings/ stakeholders questionnaires/ LA and Challenge Partner reports

LEADERSHIP/ MANAGEMENT

SEF
SIP
Governors Minutes of meetings- [web site](#)
Statutory Policy summary and statutory audit of web site
Appraisal summary
Heads Report to Governors – an example
Challenge Partner Reports
LA Reviews
Parent and pupil questionnaires
Evidence of impact on schools supported
Inclusion Mark Report and Audit
Olympic Legacy Report
Pupil Premium Reports
School Awards- [web site](#)

BEHAVIOUR AND SAFETY

Health & Safety Audit
Safeguarding Audit
Behaviour Manager Reports
Medical records & Medical Log Analysis
Pupil questionnaires
Bullying Questionnaires
Minutes of School Council Meetings
Minutes of Catholic Life Committee meeting
Attendance Data

<p>TEACHING</p>	<p>Typicality of monitoring of teaching and learning - outcomes and targets</p> <p>Summary of other monitoring (book scrutiny/ pupil discussion..)</p> <p>Lesson Study</p> <p>CPD and PDD forms</p> <p>Focus Children forms</p> <p>Case Studies</p>
<p>ACHIEVEMENT</p>	<p>Raise On line</p> <p>LA Profile</p> <p>Year Group transition matrixes</p> <p>Summary of year groups and groups attainment and progress</p> <p>EYFS- attainment and progress of all and groups</p> <p>Target setting for end of KS1 and 2</p> <p>Pupil Progress Report and Action for 2014/ 15</p> <p>Moderation reports- external and between local schools</p> <p>Evidence of intervention</p>
<p>EYFS</p>	<p>Tracking data on Pupil tracker</p> <p>Look at Me</p> <p>Action Plan</p>
<p>Overall Effectiveness</p>	<p>SMSC Grid- web site</p> <p>RE Planning/ data</p>