

SCHOOL SELF EVALUATION SUMMARY SHEET

2015/ 2016

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. The Dollis Valley Estate is being redeveloped and therefore many of our families are being rehoused in other areas of the Borough. This is affecting our stability. The current Year 3 is a 'bulge' year of 90 pupils. 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. There is below national number of pupils receiving SEN support but an above national percentage of children with an SEN statements; There is a below national FSM (15.3%). The national figure is 26.6%. 58%% of our children are from Minority Ethnic Groups (above National 29.7%). Our percentage of girls (47.5%) is lower than national(20th percentile)</p> <p>After 10 years the Headteacher has left St Catherine's and the Assistant Head (SENCo.) has taken up a headship in a local school. A new leadership structure is in place. The Associate Headteacher is now the Interim Headteacher and 2 internal teachers the interim Deputy Headteachers. We have 5 new teaching staff, four of whom are NQT's. This has given rise to new leadership opportunities for staff.</p> <p>The school is retaining it's status as a National Support School for a year allowing the school to continue to be involved in a number of different partnerships and substantial outreach work.</p> <p>The Chair of Governors, after a six year period has stepped down and a new Chair and Vice Chair have been elected. The governors of St Catherine's and two other local schools have agreed, following consultation to form a Multi Academy Trust. A meeting took place with JP Morrison and members of the Diocese at St Theresa's School. The three headteachers were present. After discussion it was agreed to continue this process. New applications forms were presented by the three schools on November 4th 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. • Ensure new Chair of Governors and members of the Governing Body continue to challenge and support the school. <p>Behaviour</p> <ul style="list-style-type: none"> • Maintain outstanding behaviours for learning. <p>Teaching</p> <ul style="list-style-type: none"> • Ensure all staff have a sound understanding of the new curriculum and are assessing pupils' deep knowledge and understanding highly effectively. • In light of the recent relatively high staff turnover, especially with a large number of NQT's ensure teaching is consistently good/ outstanding <p>Achievement</p> <ul style="list-style-type: none"> • Ensure that the percentages of children and groups make accelerated progress and continue to improve by the end 2015/ 2016 <p>Overall Effectiveness</p> <ul style="list-style-type: none"> • Ensure that our broad and balanced curriculum, including Enabling Enterprise and Rights and Responsibilities helps pupils to appreciate the faiths and cultures representative of the wider community to prepare them for life in 21st Century Britain. 	

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

- Strengths**
- 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. Interim Head and Interim Deputies attend Partnership meetings and have since set up Subject Leader Clusters with Partnership schools. Pastoral Lead to speak at Conference on Attendance in January.
 - Some members of SLT are trained Challenge Partnership Reviewers
 - Consistent professionalism, expertise, and positive role modelling from all staff.
 - Middle leaders are given the opportunity to further their professional development through the NPQML and NPQSL.
 - Relentless focus on improvement means that aspirational learning targets for all pupils are achieved.
 - Ensure induction and monitoring of teaching continue to be robust and effective in the light of the recent staff turnover.
 - Governors have a sophisticated understanding of the school's performance, its evolving strengths and weaknesses, and effectively hold the school to account. Learning and Achievement Committee meet half termly and feedback to whole Governing Body.

Areas for Development: Embed new leadership roles to drive forward effective school improvement in the light of national changes to education

- 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.
- Ensure new leadership team and middle leaders are given support to be effective in their roles in maintaining outstanding outcomes.
- 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 new EYFS Reception Leader supports Reception class teachers to maintain consistent good or outstanding judgements

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

- Strengths:**
- A strong ethos of positive behaviour management results a highly positive climate for learning and similarly positive attitudes to learning across all subject areas.
 - St. Catherine's is ranked 9th in the Borough for its attendance figures for 2014/15 and our attendance percentage for last year as of the Spring Census is 96.8%.
 - Safeguarding –Robust and rigorous systems are in place to ensure all pupils are safe. All new staff trained at least to Level 1. All Governors and Staff here since Spring 2015 Level 2 trained. Safety Team all Level 3 trained.
 - The children have a strong pupil voice through School Council, lead learners and House Captains.
 - Parents feel that the school is an exceptionally safe place to be, and their children agree. (Evidenced by KS2 Questionnaires – November 2015). Through pupil programmes, for example, peer mentoring, pupils take action to prevent bullying from occurring. Over 97% of children believe that are not currently

	<p>experiencing bullying at St. Catherine's.</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>Areas for Development: Maintain outstanding behaviours for learning.</p> <ul style="list-style-type: none"> • Ensure the newly appointed leader for safety and behaviour continues to ensure robust and rigorous systems are in place to ensure all pupils are safe. • Ensure our school has a role to play in supporting the community to be resilient and mentally healthy.
<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- Andy Mellor, Pie Corbett, Paul Broadbent, Stephen Heppell • All the teaching is at least good, and the majority is outstanding. (Evidenced by observations October 2015) • 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. • Positive feedback from Year 6 learning environment questionnaire . 90% of pupils said they like their new environment and 77% said it actually makes them more excited to come to school which is great. 82% said they feel more collaborative <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 and the use of LessonBox identifies methods of assessment that effectively assess all pupils' deeper understanding of knowledge, concepts and skills.
<p>ACHIEVEMENT (1) Attainment, progress and the quality of learning, for individuals, different groups, particularly SEND pupils</p>	<p>Strengths July 2015</p> <p>EYFS</p> <ul style="list-style-type: none"> • EYFS 70% of children achieved a Good Level of Development (GLD at end of EYFS) which is significantly above both Barnet and national percentages. We achieved higher than Barnet in all areas particularly in literacy and maths. <p>KS1 2015</p> <ul style="list-style-type: none"> • 95% of our children achieved the expected standard in phonics. This is above national and improving over time. • Year 1 & 2 phonics above national for all groups. <p>KS1 Attainment</p> <ul style="list-style-type: none"> • A significant number of children achieving a L3 in Reading (38 pupils) and L2A+ in Maths (67 pupils). Our APS in all subjects is significantly + and has been maintained over time.

- KS1 APs all Sig+, maintained over time.
- Pupil Premium children make outstanding progress- better than non PP children.

KS2 Attainment

- KS2 Attainment- Maths Level 5+ Sig+ (28 pupils)
- Reading L4B+ Sig+ (40pupils)

KS2 Progress

- VA Maths & Reading Sig+ maintained
- Expected and more than expected progress in Reading and Writing is above national overall (p44&46 ROL)
- Expected and more than expected progress in Maths is above national overall (p48 ROL)
- Pupil Premium are above national for expected and more than expected, in school and national for Reading, Writing and Maths (p45, 47, 49 ROL)

KS2 Attainment gaps

- L4+ gaps between PP and non-PP for Reading, Writing and Maths have closed over time in school and national.
- IN APS terms the gaps for Maths between PP and non-PP, national and in school overtime have been closed.

Areas For Continued development:

Ensure that all pupils make accelerated progress by the end of the academic year. 2015/16

- Ensure the current Year 3 'bulge' year makes accelerated progress
- 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
- Ensure that there are phonics, writing and numeracy interventions for targeted children. Monitor impact at our termly pupil progress meetings.
- Ensure appropriate interventions are used effectively.
- Support staff in year 3 - ensure interventions are taking place regularly and progress monitored.

EYFS

Strengths

(1)

- 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 good/ outstanding 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

- To ensure accelerated progress in prime areas whilst in Nursery so children are ready for phonics, reading and writing in Reception.
- To ensure Reception class teachers maintain consistent good or outstanding opportunities for both child-initiated and adult-guided learning.

OVERALL EFFECTIVENESS (1)

Spiritual, Moral, Social and Cultural:

This area is a real strength at St Catherine's. It was judged as outstanding in the last R.E. inspection and has continued to go from strength to strength.
"The school's overall effectiveness in this area is judged to be outstanding and it would be fair to describe it as exceptional . 10% of curriculum time is being devoted to R.E. in all classes and the school is engaging with many initiatives to foster spiritual, moral and social development as well as teaching higher order thinking skills through philosophy and ethics." (24th April 2015)

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. All teaching staff and SLT have attended Extremism and Radicalisation prevention training.

The R.E. leader has strong Diocesan links and has attended training to become an Associative RE leader and has used this to maintain the outstanding practice at St. Catherine's. She has also contributed resources for the use of both Primary and Secondary schools during the Year of Mercy.

SMSC is recorded and shared with parents and the wider community- newsletter, link on website to Gridmaker. (moved up from areas of development)

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. Through our journey towards Level 1 Rights Respecting Schools award the steering group have drawn up charters having discussed these with the school community- School Charter, Playground charter and Hall Charter.

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,). A relaunch of our partnership with FSSA in Zambia is exciting and one which the children can truly show their strengths.

Our local community is a rich source of learning and is continually being drawn upon to support the curriculum. Annually all KS2 visit the Wylliots theatre to see a Shakespeare play. Each year group visits a gallery and museums are regularly visited to support the curriculum. We regular invite speakers to talk to the children- NSPCC, HAB (Homeless), CAFOD, UNICEF, Amnesty International

Spiritual

RE Planning follows the liturgical year and is creative and innovative in many different ways. All classes attend assembly or have an act of worship every day and prayer is quite clearly integral to the daily life of the school. Pupils also plan and lead a wide variety of liturgies and worship. Pupils are highly articulate on why they are called to help and serve others and are beginning to understand much of the theology that underpins the

Common Good. The children have an understanding and acceptance of self and others faiths and beliefs. Spiritual development, is, therefore, accessible to everyone and should support a continuing quest for a secure individual identity. All areas of the curriculum contribute to pupils' spiritual development.

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 continue to be explicit in all planning
- 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 School Council, Peer Mentors, Steering Group, Lead Learners and House Captains.

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

Pupil Premium Reports

School Awards- web site

RE Inspection Report

ROC- Rights of Recognition (RRSA Rights Respecting School Award)

Healthy Schools Bronze and Silver awards

Games Mark Silver award

School Travel Plan – Gold renewal

BEHAVIOUR AND SAFETY

Health & Safety Audit

Safeguarding Audit

Behaviour Manager Reports

Medical records & Medical Log Analysis

Pupil questionnaires/ Anti-Bullying Questionnaires

Minutes of School Council Meetings

Steering Group Charters

RRS Newsletter

Minutes of Catholic Life Committee meeting

	Attendance Data ICT Audit Pilot Schools Finance Audit (inclusive of Pupil Premium and Safeguarding)
TEACHING	Typicality of monitoring of teaching and learning - outcomes and targets Summary of other monitoring (book scrutiny/ pupil discussion/planning) Lesson Study CPD and PDD forms Focus Children forms Case Studies
ACHIEVEMENT	Raise On line School Profile Year Group transition matrixes Summary of year groups and groups attainment and progress EYFS- attainment and progress of all and groups Target setting for end of KS1 and 2 Pupil Progress Report and Action for 2015/16 Moderation reports- external and between local schools Evidence of intervention
EYFS	Books Tapestry Environment Pupil tracker Action Plan
Overall Effectiveness	SMSC Grid- web site- Analysis termly RE Planning/ data Newsletters CPD