

THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT is good because:

- School leaders translate their high expectations into the challenging targets set for every pupil cohort and the ambitious targets set for teachers, teaching assistants, leaders and managers as part of the school's appraisal processes.
- Senior leaders set the standards and tone for the school by modelling through their example and by checking rigorously and regularly that expectations are consistently met.
- Governing body minutes testify to the high levels of challenge presented by governors in their work to hold the school to account, check on the impact of spending and ensure value for money from key decisions.
- Our curriculum is very effective in ensuring that all children acquire basic skills in literacy and numeracy. Many memorable, rich learning experiences are planned for classroom learning as well as for other settings, such as extra-curricular activities or educational visits.
- School leaders undertake detailed evaluation of the school's effectiveness and use this process to identify the key priorities to include in improvement plans.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT is good because:

- School leaders have worked to ensure that the quality of teaching has continually improved. These improvements are marked in terms of the high level of expectations which adults place on all pupils. The consistency and high effectiveness with which staff assess pupils' work and teach key skills, such as literacy and numeracy, are also strengths.
- When senior leaders observe teaching, they frequently note how well teachers 'hook' pupils at the start of sessions and keep them interested throughout the lesson, the degree of creativity provided in teaching and the effectiveness with which writing skills are taught – the last leading to significant, recent improvement in pupils' standards in writing.
- We have developed skill in 'fluid teaching' which is fully responsive to the different needs of individual or groups of pupils. An illustration of this would be a teacher giving a more able child a challenge at the start of the lesson, rather than sitting through a long explanation from the teacher which the pupil does not need.

PERSONAL DEVELOPMENT, WELFARE AND SAFETY are good because:

- "The standard of learning behaviour is high and this contributes to the good outcomes experienced by the pupils. Pupils' general behaviour in school is recognised to be good or better for almost all pupils and it is reported that pupils' behaviour, when out with the school, is excellent." Local Authority quality assurance report; November 2016
- Very effective work to enable pupils to understand and deal with emotional bullying means that provision for pupils' safeguarding and welfare is now outstanding.
- Pupils' attendance is good overall being greater than the national average in each of the last four years and persistent absence being lower than the national average for 2015.
- We provide a wide range of different therapies, including play therapy and social work intervention. These have enabled us to help pupils improve dramatically in their conduct and attitudes in the small number of cases where their behaviour has been challenging.

PUPIL OUTCOMES are good because:

- Pupils enter the school with starting points below what is typical for their ages and achieve outcomes by the time that they leave which represent good and better progress. They are therefore well equipped to start their high school career.
- Progress for children for the autumn term 2016 was good overall and broadly even across reading, writing and mathematics, based on initial analysis of achievement data.
- Progress for pupils with SEN and for those eligible for the pupil premium was strong.
- Results in the national phonics screening check outcomes in Year 1 improved considerably in 2016 and came in line with the national average.
- We are aware of the need to raise *attainment* to at least national averages at the end of EYFS and Key Stage 1. In summer 2016, we exceeded national averages at the end of Key Stage 2 in writing and in punctuation, spelling and grammar but fell slightly below the national average in mathematics and reading.

OUR CONTEXT

- St Joseph's is a school with a strong Catholic ethos, which nurtures and promotes care and concern for each other.
- The school ethos successfully encourages and supports pupils to be *the best that they can be* so that they can "Live life to the Full" (John 10:10).
- The key values we teach, model and embrace are respect for others, respect for different faiths and cultures, justice and ensuring all members of the school community have a voice.
- The proportions of pupils from minority ethnic groups and the percentage of pupils with English as an additional language are exceptionally high.
- The school is rich in diversity and currently there are 48 languages spoken within school.

THE JOURNEY TO IMPROVEMENT: THE MAIN PRIORITIES FOR 2016-2017

LEADERSHIP AND MANAGEMENT

- Implement the Religious Education action plan and other subject plans for 2016-2017.
- Complete the final stages of development of work of middle leaders in non-core subjects, on pupils' learning particularly the rigour and accuracy of their assessment of the impact of plans and initiatives on pupils' learning.. This is in order for them to be able to rigorously judge standards and quality, so as to precisely plan further developments and improvements in their subjects.
- Key elements within the above are:
 - providing further training for staff who lead teaching in particular subjects
 - setting up a clear model and framework for subject leaders to check on the standards and quality in their subject.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

- Continue to develop the quality and effectiveness of teaching, so that an increasing proportion of teachers typically provides outstanding teaching over time.
- Within the work above, we will focus particularly on
 - sharing best practice in teaching across the staff
 - checking closely on the quality of teaching observed in classrooms and looking closely at pupils' work
 - following up with any action that arises from the above
 - discussing, in pupil progress review meetings with staff all the different forms of evidence of pupil progress, such as test scores, progress tracking information and the extent to which the work in their books shows substantial progress.

PERSONAL DEVELOPMENT, WELFARE AND SAFETY

- Maintain the highest standards in provision and outcomes for behaviour, personal development and pupil welfare.
- Within all our work above, we will pay particular attention to:
 - regular briefing sessions to ensure that new and existing staff remain up-to-date and clear regarding the expectations and ethos we must maintain
 - holding staff promptly to account whenever there is any lapse in standards
 - continuing and expanding the existing therapeutic programmes
 - build on well-established and effective work by continuing the practice of anti-bullying weeks
 - strengthening work on internet safety as part of the overall programme to achieve the e-safety 360 kite mark.

PUPIL OUTCOMES

- Improve the proportion of pupils reaching GLD by July 2017
- Ensure that outcomes in the Y1 phonics national screening test remain at least in line with national averages, including for disadvantaged pupils.
- Drive standards in national tests at the end of KS1 in reading, writing and mathematics up to national averages
- Drive standards in reading at the end of KS2 up to national levels
- Achieve a higher level of consistency in performance for all pupils in all year groups in reading, writing and mathematics, so as to drive up the 'combined subjects' outcomes closer to national values.
- Close all 'gaps' for disadvantaged pupils at all phases/stages, so as to be in line with the performance of all pupils nationally.