

**St Joseph's Catholic Primary School, Devonport**  
**Review Report**  
**18<sup>th</sup> January 2016**

**Background to review**

Following discussion with the Headteacher it was agreed to conduct a one day review in order to support the school's self-evaluation judgements and further understand the school's priorities for further development. An Area Advisor review was conducting approximately one year previously.

**Methodology**

An Area Adviser and a Plymouth CAST Consultant visited the school for one day to evaluate its strengths and areas for development. The team visited lessons, analysed samples of pupils' work and had conversations with pupils, governors and staff. Key documentation evaluated included the school's self-evaluation documentation, the school development plan and assessment records of pupils' progress and attainment.

**Educational Standards (The quality of teaching, learning and assessment)**

A key feature of the quality of teaching, learning and assessment at St Joseph's is the improved level of consistency seen in each classroom. Typically, lessons are well paced with a good level of challenge for each ability group. The children respond well to the challenge and are eager to learn. Questioning and subject knowledge are good and opportunities to extend learning are not missed, but capitalised on so that a deeper level of knowledge and understanding is demonstrated by the children. Children clearly understand what they are required to do in each lesson because routines/expectations are well embedded and the learning intentions are made explicitly clear, within the framework of the 'St Joseph's Way'.

The marking and feedback is consistent in each classroom, a significant improvement since the last review. The children respond well to the marking and they can explain how this helps to move their learning on. Pupils were well aware of the marking system telling the team about 'tickled pink' and 'green for growth'. The children use their targets well and know and understand what they need to do in their next step in learning. Y2-Y6 pupils could tell the team about their target fans, examples of targets and how they will know when they have met them.

The children could speak enthusiastically about their learning. They explained the 'Times Table Travel Initiative' and told the team about their passports and which countries they were 'on'. Some of the older children explained about the Singapore Bar method they had learnt to use to solve problems.

The teaching assistants play a key role in supporting learners, they are skilled in rephrasing questions and ensuring that children understand concepts. The learning environment was well used in each classroom, the working walls were referenced throughout the lessons, effectively contextualising the 'learning journey' for the children.

The provision for EYFS is well organised and structured. There were an excellent range of activities for pupils to allow self-initiated, guided and taught learning. The planning was clear, ensuring all staff knew their role in supporting learning and assessment. The EYFS lead has a sound vision for development and improvement of the setting. Throughout the observed session good levels of independence in pupils were demonstrated with excellent co-operative behaviour of pupils.

#### Leadership and Management (The effectiveness of leadership and management)

Roles and responsibilities are more clearly defined with each staff member aware of their area of responsibility and level of accountability. The new Deputy Head is having a good level of impact and has worked effectively with the Headteacher to accelerate key changes in the school, most notably the 'St Joseph's Way,' the school's 'standard'. The English and Maths leads are well aware of the priorities of the school, in the first term much has been implemented and they are beginning to be able to see and measure the impact, through book and planning scrutinies, discussion in the staffroom and feedback from training.

The SLT, in conjunction with staff and governors have targeted areas for development across the school, supported by detailed and thorough self-evaluation. The Governors are developing their understanding of the school's priorities and could explain the focus on the upcoming Canon 806 R.E inspection and the need to evaluate the recent interventions in writing as this was an area of focus.

The curriculum contributes well to pupils' behaviour, welfare and SMSC. The spiritual life of the school is very strong. Liturgies give the whole school community the chance to focus on the school's Catholic mission from a personal and whole school perspective.

#### Pupil Care (personal development, behaviour and welfare)

Behaviour in and around the school is excellent. The children are polite, well-mannered and conduct themselves very well. All pupils were very enthusiastic about the school, and those who had joined the school later said that this school was better than their previous schools as it was friendlier and had more resources. The pupils spoke enthusiastically about the learning environment particularly the play spaces including the new bigger playground, the field and blackberry bushes. A wide range of extra-curricular activities are enjoyed by the children and bring much to the wider curriculum.

#### Educational standards (Outcomes for pupils)

##### Attainment - Floor standards

Key Stage 2	No of pupils	L4 + in RD, MA, WR		L5 + in RD, MA, WR	
		Sch	Nat	Sch	Nat
2015	16 after 1 girl was discounted from our figures	71 75 after removing the girl	80	24 25 after removing the girl	24
Difference		-9%		=	
Floor standard		65			

## Summary of Progress data – KS2

### Progress - Floor Standards

End of Y6	No of pupils	2 level progress reading	2 level progress writing	2 level progress maths
2015	16	88	88	94
National (2014)		91	93	89
Difference		-3	-5	+5

### Recommendations/Actions

1. The SLT should work closely with the Governing Body to develop their narrative (to be used as an aide memoire) on the progress of the school to date, the priorities for the future and the impact of Governor's monitoring in knowing and understanding the standards across the school. Additionally, the Governors should seek the wider views of other stakeholders through questionnaires etc.
2. Within the new assessment framework it can be challenging to show levels of achievement. The school needs to develop how it can show demonstrable progress and attainment in the children's work. The SLT, middle leaders and class teachers need to be readily able to turn to work within the books and talk confidently about the level of progress that are being made and reference this against age related expectations. The school should consider developing a way of capturing the achievement taking place, so that the narrative of achievement is clear at class, year and subject level.
3. Continue to develop the 'St Joseph's Way' as a standard. This could be much more visual with examples of work that exemplify the 'St Joseph's Way' on display. The examples could be shared with Parents and Governors and form part of the school's continued description of good quality provision at the school.
4. Accelerate the use of handwriting pens at the school. Assess who is ready and ensure they use these pens throughout their written work immediately. While the 'Pen Licence' adds credibility to this strategy it needs to be recognised that writing in blunt pencil is not helping presentation. As part of the handwriting strategy make the chosen font much more visual across the school.
5. Consider how colleague's leadership could be further developed. There is capacity for peer to peer support and this should be considered as a way of securing high quality teaching throughout. Include colleagues in joint monitoring activities, the appraisal process and wider CPD opportunities.
6. Ensure that the Maths, English and R.E leaders get the opportunity to assess the quality of teaching, learning and assessment in each class.