

SCHOOL SELF-EVALUATION REPORT: January 2022

SCHOOL	St. Joseph's Catholic Primary	EXEC. HEAD	Clare Mc Flynn	HEAD OF SCHOOL	Angela Noronha
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SCHOOL CONTEXT
On-going turnover of staff similar to that in many London schools. From September 2021 the school has employed 5 ECTs and already had 4 NQTs+1. A new Assistant Head teacher was appointed in September 2021 and a new leader for EYFS. The Executive head has stepped down from supporting other schools at this time to further support the leadership in developing very new and inexperienced staff.

PREVIOUS INSPECTION		ACTION
March 2009: 1		
Work towards increasing the frequency of outstanding lessons across the school.	<ul style="list-style-type: none"> Given the historical factors this would be irrelevant, but we do have a high proportion of high quality newly appointed staff and it is essential that they deliver outstanding lessons. 	<ul style="list-style-type: none"> Key Priority within our Learning Improvement Plan (2021-22)

POST-COVID RECOVERY CURRICULUM
The school produced a Recovery Curriculum Programme from June 2020 ready for September, driven by identified pupils gaps in learning across the curriculum. The children's mental health, well-being and progress had been significantly disrupted during the first half of 2020. We identified that the common thread that runs through the current lived experiences of our children, is loss – loss of structure, friendships, social interactions, SATs, residential. From loss emanate three significant dynamics that will impact majorly on the mental health of our children. Anxiety, trauma are powerful forces. We created a Recovery Curriculum for the returning pupils and staff, that drew from information and guidance from our own assessments and guidance from the local authority. Our Recovery Programme extended deep into 2021 due to the continuing Covid disruptions to full time schooling for many of our children. First-half of Spring term 2021 -120 pupils (key worker and vulnerable) attending school (weekly average) out of 465 pupils overall, including pre-school Nursery.
2021-22 LIP PRIORITY 1: Establish a strong, robust, Recovery Curriculum for 2021-22 (Post Covid)

OVERALL EFFECTIVENESS	School Judgement 1
<p>Overall, the quality of education is historically outstanding. It currently continues to be very strong as we induct our new members of staff. Although the school's improvement planning indicates that there are further developments required in some of the non-core subjects, these are intended to 'fine-tune' provision. The work provided for the pupils is coherently planned and sequenced and pupils' work across the curriculum is consistently of a high quality. Pupils consistently achieve highly, as demonstrated by the data contained in the school's most recent Primary Inspection Data Summary Report, and our own internal 2020 assessments. Pupils' behaviour and attitudes are outstanding. They behave with consistently high levels of respect for one another and are highly motivated. The school consistently promotes the extensive personal development of pupils through enriching experiences, including wide-ranging extra-curricular activities. Leadership and management are historically exceptional. However, we are currently in a period of transition, with potentially high quality newly appointed middle leaders currently being developed through in-school coaching and mentoring. Leaders ensure that members of staff receive focused and highly effective professional development, and this consistently translates into improvements in teaching and the curriculum. The quality of early year education is outstanding. The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs.</p>	

QUALITY OF EDUCATION: THE CURRICULUM	School Judgement 1
INTENT: Curriculum design, coverage and appropriateness 2021-22 LIP PRIORITY 3 Substantiate our revised wider curriculum	<p>Strengths:</p> <ul style="list-style-type: none"> Overall, the structure of the curriculum as a whole from the EYFS to KS2 is highly effective in Reading, Writing, Maths, Art and Design, IT, PE and RE. We have specialist teachers for Spanish, PE, Art & Design and Computing. There are high expectations for all pupils - with high levels of parental engagement. We have developed a strong curriculum map which promotes a real depth and coverage of non-core subjects and inspires both teachers and pupils – our curriculum map identifies expectations for the progression of skills and knowledge, whilst ensuring that learning is linked to previous learning and is fully consolidated. The development of pupils' understanding of local, national and global concerns as 'courageous advocates'. Enhancement of the curriculum through visits, visitors & extra-curricular continues to be a real strength. We ensure that every year group from Year 2 to Year 6 experiences a West End theatre visit. We promote reading to the highest level through a 'state of the art' school Library and high-quality reading zones and resources in classrooms. Our library systems allow us to digitally identify individual children's reading and author preferences. Our extensive school grounds provide an invaluable and exceptional resource and source for curriculum development, enrichment and research <p>Areas for Development</p> <ul style="list-style-type: none"> Ensure that the valuable gains in digital and remote learning, acquired during Covid are translated through our pedagogy and classroom practice. Ensure that our curriculum model is fully monitored so that our aims and aspirations for learning and learning progression are achieved across the school and Year 6 pupils are ready and equipped for the next stage of their lives.
IMPLEMENTATION: Curriculum delivery Teaching (pedagogy) Assessment (formative)	<p>Strengths:</p> <ul style="list-style-type: none"> The quality of teaching and learning is at least consistently good across the school with many outstanding elements – our ECTs in particular, have excelled in their commitment and desire to develop their practice to a high standard. Teachers are highly skilled in thinking & acting creatively.

& summative) 2021-22 LIP PRIORITY 4 Further development of Science Curriculum.	<ul style="list-style-type: none"> We promote reading as a key priority. Our school library is exceptionally well used by all pupils. Our school grounds and environment are used exceptionally well to enhance the quality of pupils' experiences and skills. We ensure that all of our pupils receive their full entitlement in terms of access and opportunity to our outdoor resources. The use of digital learning and technology is a strength of the school – we are a lead school for computing in Islington. 'Chrome Books' effectively enables pupils' independent research, and the digital environment in the classroom offers pupils virtual experiences across the curriculum. The use of VR headsets to enhance experiences – eg: in supporting writing tasks. Regular, high quality opportunities for pupils to 'showcase' their learning eg: in assemblies. <p>Areas for Development:</p> <ul style="list-style-type: none"> Ensure that teachers have a clear understanding of the key skills required of pupils in each non-core subject & in each year group. Ensure that assessments are based on these skills. NB: THIS IS A WHOLE SCHOOL PRIORITY.
IMPACT: Attainment (national tests and assessments) Progress Reading and Mastery of mathematical concepts Destinations	<p>Strengths:</p> <p>The Primary Inspection Data Summary Report (IDSR) for 2019 shows that:</p> <ul style="list-style-type: none"> KS2 progress in reading & writing was significantly above national in the top quintile (20%) for 2017, 2018 and 2019 for all pupils & high prior attainers. Progress in maths was in the top quintile for at least two years for high prior attainers in 2017 & 2018 Attainment in Maths at KS2 was significantly above national and in the highest 20% of all schools in 2019 The overwhelming majority of pupils in Year 1 meet the phonics expected standard - this has historically been around 98% and in the current year, 2021 was 98% in Year 2. <p>Areas for Development:</p> <ul style="list-style-type: none"> Although no weaknesses were identified in the IDSR, the school: ensure that a higher proportion of disadvantaged pupils attain higher levels in Maths in Key Stages 1 & 2.

BEHAVIOUR & ATTITUDES	School Judgement 1
<p><i>How leaders & staff create a safe, calm, orderly & positive environment & the impact that this has on behaviour & attitudes of pupils</i></p> <p>Including : attitudes to learning, pupils' behaviour, Exclusions, Attendance, (inc. Persistent Absence), Bullying</p>	<p>Strengths:</p> <ul style="list-style-type: none"> Pupils are always excited & motivated to learn – they have exemplary attitudes towards learning & work with diligence, purpose & enthusiasm. Pupil behaviour, inside and outside the classroom is exemplary. Pupil relationships with their peers and all adults are highly positive. All of our children, many from diverse backgrounds, integrate exceptionally well The vast majority of children have returned to school post Covid with a tremendously positive attitude to school and learning, with little evidence of social or emotional issues. Attendance is always consistently at or above national and currently stands at 96.9% <p>Areas for Development</p> <ul style="list-style-type: none"> Address the needs of the small minority of pupils adversely affected by Covid – anxiety issues etc. Compensate for other post Covid concerns such as learning stamina. Continue to proactively address the poor attendance of the minority of our families (PA 8.1%)

PERSONAL DEVELOPMENT	School Judgement 1
<p><i>Evaluation of the quality of provision for pupils' spiritual, moral, social & cultural development – including the range & take-up of extra curricular provision, personal & social education, healthy living & promotion of British values</i></p>	<p>Strengths:</p> <ul style="list-style-type: none"> Pupils demonstrate excellent understanding of concepts such as social justice & the importance of healthy lifestyles. They are acutely aware of issues such as those related to the local environment, & junior citizenship. There are numerous opportunities for pupils to take on leadership roles within the school eg: as digital leaders, chaplains, 'eco-warriors', Environmental leaders, buddies, librarians etc. The school provides a very wide range of out-of-school clubs & sporting activities eg: football, cricket, tag-rugby, swimming & basketball. Pupils have regular opportunities for participation in competitive sports such as the Islington School Football League & opportunities such as swimming galas, sports days etc – we therefore fully promote active lifestyles through our sports curriculum - we have a sports coach. Our pupils are strong advocates for social justice Our Pupil SEF evidences the positivity that our children have towards leadership opportunities within the school – (see above) and have presented this to governors. Our RSE curriculum is well-developed and has a very positive impact on pupil relationships. <p>Areas for Development:</p> <ul style="list-style-type: none"> Continue to ensure that our school values and pupils' personal development needs are fully subsumed into our school curriculum.

LEADERSHIP AND MANAGEMENT	School Judgement 1
<p><i>Evidence of the impact of leaders at all levels in promoting / ensuring clear & ambitious vision, strong shared values, high quality teaching & learning, well-being, safeguarding Effectiveness of governance.</i></p> <p>2021-22 LIP PRIORITY 2 Establish and develop our high</p>	<p>Strengths:</p> <ul style="list-style-type: none"> The Executive Headteacher Head of School, and Assistant Head provide a powerful and ambitious vision for the school are very strongly supported by other leaders. Leaders at all levels have high expectations of their own performance. They always look for further improvement & have a significant impact in sustaining excellent outcomes for the pupils. Governors know the school extremely well. They are highly effective in holding the school to account & in driving on-going improvement. They continue to sustain joint monitoring activities so that governors have a clear picture of school standards. Pupils' needs are known exceptionally well. The school makes extensive use of external consultants to help drive further improvement – eg: External SIP & the LA adviser. Procedures for safeguarding are exemplary. <p>Areas for Development:</p> <ul style="list-style-type: none"> Robustly support the leadership development and skills of our middle leaders, (new to role) so that they are fully

quality newly appointed staff	<p>equipped to monitor and sustain high standards across all subjects.</p> <ul style="list-style-type: none"> Ensure that professional development is regularly informed / enhanced by foci on bespoke topical educational issues raised by members of the staff team. develop a strong culture of mentoring & coaching in order to further enhance the skills of teachers at all levels & to enrich professional development throughout the school. The school makes extensive use of external consultants to help drive further improvement – eg: ‘Herts for Learning’ & External SIP. Procedures for safeguarding are exemplary
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EYFS		School Judgement 1
Aims of the Early Years curriculum are met & are sufficiently challenging. Teaching & evidence of the key characteristics of effective learning,	<p>Strengths:</p> <ul style="list-style-type: none"> High quality provision is successful in engaging all children & in enabling them to develop their own creativity, confidence & skills in communication. The use of ‘Talk for writing’ has significantly contributed to children’s success in developing language & in producing their own stories. The school makes excellent use of technology as an integral part of children’s learning – we are on the Register of Good Practice for Islington. Teamwork among staff is of high quality. Effective feedback & sharing of ideas has ensured consistently high expectations. Provision promotes a secure basis for children to rapidly develop their skills in phonics & has contributed strongly to the school’s high level of performance in the annual Y1 screening. <p>Areas for Development:</p> <ul style="list-style-type: none"> Implementation of the new Early Years Framework (From September 2021), including staff training. Further market the ‘Little Gems’ provision to sustain Nursery numbers. 	

CATHOLIC LIFE OF THE SCHOOL		School Judgement 1
2021-22 LIP PRIORITY CATHOLIC LIFE Substantiate our revised wider curriculum	<p>Strengths:</p> <ul style="list-style-type: none"> Autumn 2019 RE Diocesan Inspection judged the school Outstanding in both Catholic Life and Catholic Education. Pupils display high levels of religious literacy. There are strong links between the school and the Parish. <p>Areas for Development:</p> <ul style="list-style-type: none"> Fully implement the newly introduced scheme of work ‘Come and See’. Work specifically with the RE adviser to fully support new members of staff in developing high quality RE lessons and subject knowledge. Develop ‘Courageous Advocacy’ through the Caritas In action programme. 	

ADDITIONAL EVALUATION

STAKEHOLDER FEEDBACK	
What we do well	What we could improve further
<ul style="list-style-type: none"> At the end of every ‘Governor Morning’ all governors complete an evaluation linked to its theme – these are used to inform planning for the next morning. The school is effective in ensuring regular parent feedback following events. 	<ul style="list-style-type: none"> Establish termly coffee mornings for parents to ‘showcase’ the school’s key priorities.

CATHOLIC LIFE	<ul style="list-style-type: none"> Embed the newly introduced ‘Come and See’ scheme of work to ensure the previous high standards in RE are upheld
LIP PRIORITIES FOR 2021 -2022	<ol style="list-style-type: none"> Establish a strong, robust, Recovery Curriculum for 2022-22 (Post Covid) Establish and Develop our high quality newly appointed staff Substantiate our revised wider curriculum. Further development of Science Curriculum.

ST. JOSEPH’S SCHOOL PERFORMANCE DATA (LAST 3 YEARS)

2019 (Nat. 72%)	2017	2018	2019	(2019 National 82%)			2017	2018	2019	YEAR 4					2020
EYFS (GLD)	85%	85%	88%	YEAR 1 PHONICS			92%	97%	93%	MULTIPLICATION					
Subject (% Nat.)	READING (75%)			WRITING (69%)			MATHS (76%)			RWM (65%)			SCIENCE (83%)		
KS1	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Expected	78%	86%	89%	74%	83%	89%	81%	86%	89%						
GDS	45%	38%	41%	33%	28%	36%	40%	38%	39%						
Subject (% Nat.)	READING (73%)			WRITING (78%)			MATHS (79%)			RWM (65%)			GPS (78%)		
KS2	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Expected	85%	90%	95%	88%	89%	95%	94%	85%	92%	83%	79%	92%	88%	85%	91%
GDS	46%	46%	46%	35%	34%	46%	46%	33%	39%	25%	23%	31%	63%	41%	54%
KS1 – KS2	READING			WRITING			MATHEMATICS			AVERAGE	READING				

PROGRESS	2017	2018	2019	2017	2018	2019	2017	2018	2019	SCALE SCORES	MATHS			
	+2.9	+3.5	+2.9	+2.2	+3.1	+3.2	+3.5	+1.6	+1.1		GPS			