



Our Lady and St Joseph Self-Evaluation 2020 – 2021

‘Shine with love, kindness and respect’

Self-Evaluation Statement

School Name	Our Lady and St Joseph's Catholic Primary	Headteacher	Sean Flood
School Type	Voluntary Aided	Number on Roll	210
Address	Buckingham Road Hackney London N1 4JB	LA	Hackney
Telephone	0207 2547353	Last Inspection	November 2012
Email	admin@oljs.hackney.sch.uk	Overall Grading	Outstanding
Website	www.olsjschool.net	Religious Character	Catholic
DfE. No.	204/3371	RE Grading	Outstanding in all areas
Ofsted URN	100264		

Contextual details

- Our Lady and St Joseph Primary School is a one-form entry school (NOR 210), located in the London Borough of Hackney. It is both a very popular and oversubscribed school. Although pupils come from a wide range of social economic circumstances, many families experience high levels of social and economic disadvantage, requiring the support of the school. In addition, the levels of serious crime in the area are very high. The school deprivation indicator is twice the national average and the proportion of pupils eligible for free school meals is 20%. There are 35 pupils on the Special Educational Needs register and 5 pupils with EHCP plans, mainly SLCN, BSED and ASD. Currently, there are 3 'Looked After' pupils on roll. This is a very multicultural school with more than half its pupils coming from ethnic minority backgrounds. There is a large cohort, one in three, of children whose first language is not English. The majority of these children are not early English acquisition however and are of Black or Black British ethnicity. There are also a large number of Polish and Italian families who have moved into the area in the last few years. The extensive range of languages and cultures are unified by a shared Catholic faith and vision.

Attainment on Entry

- On starting school in the EYFS, Reception Year the majority of pupils' skills and abilities are generally at or slightly below national expectations. The majority of pupils make strong progress throughout the EYFS, where teaching is good or better and tailored to the pupils' needs, providing exciting and stimulating activities with a good balance of tasks led by adults or chosen by the children themselves.

Overall Summary				
Our Curriculum Intent is outstanding	Our Curriculum Implementation is outstanding	Our Curriculum Impact is outstanding	Personal development, welfare and safety are outstanding	Leadership and management are outstanding
<ul style="list-style-type: none"> Despite the pandemic we have continued undeterred to provide our pupils with a curriculum that is relevant and one that takes account of their cultural capital. We know our pupils' needs well and have put greater attention on vocabulary, language and speech to help them leave early years with a good foundation to be successful later in school and life. We have identified the main knowledge and skills we want our pupils to achieve in each subject. Our curriculum is designed to help pupils build their knowledge sequentially as they move through school. We are particularly proud of the progress made by our vulnerable pupils, especially those with SEND and those whose first language is not English. We have worked hard to ensure each year is important and have moved away from a culture of 'boosting' at the end of KS2. 	<ul style="list-style-type: none"> All teaching is good or better, ensuring the vast majority of pupils are motivated and engaged in learning. All staff have adapted their teaching to meet the needs of pupils during the pandemic. In order to accelerate progress, teachers carefully select a range of effective styles to enhance learning. Teachers and other adults create a positive climate for learning in their lessons resulting in pupils being interested and engaged. Our pupils have a keen interest in ethical issues, act in a principled manner and understand the importance of reassessing values in the light of experience. Assessment, which is frequent and accurate, is outstanding because it is well structured and the information it provides is well used. The approach to reading in Key Stage 2 known as 'Destination Reader' supports the creation of a culture of reading for pleasure and purpose. 	<ul style="list-style-type: none"> When taking account of pupils' point of entry into school compared with their standards at the end of Year 6, we are satisfied that progress has been outstanding. Over the past few years, standards in reading, writing and maths are well above the national average at the end of KS2. We have worked hard to ensure that standards in foundation subjects and science match those of English and maths. The progress made by children in early years is very strong with the vast majority ready for the Year 1 curriculum when they leave the foundation stage. At every stage of learning we ensure our pupils are ready for the challenge that awaits them. We successfully ensure that our KS2 pupils are in an excellent position to meet the challenges presented by the KS3 curriculum. 	<ul style="list-style-type: none"> Pupils respect diversity and treat each other with respect. Pupils demonstrate outstanding social skills, get on well together and respond positively to adults. Pandemic permitting, the school provides rich experiences in a coherently planned way for all pupils. 	<ul style="list-style-type: none"> School leaders have shown courage and dedication in leading the school through the pandemic. The headteacher has a clear vision and is relentless in his ambition and drive for whole school improvement. Leaders have worked tirelessly through the pandemic to minimize the impact of the lockdown on SEND and vulnerable pupils. Staff are provided with many opportunities, through CPD, to continually improve their practice. Monitoring arrangements are thorough, and teachers act on the points for improvement which come out of monitoring of their work. The governing body is exceptionally effective in its ability to challenge and support the school, especially during the pandemic. The school uses very effective strategies to ensure high levels of engagement with its parents and carers. Safeguarding measures are extremely effective.
			Behaviour and Attendance are outstanding <ul style="list-style-type: none"> The vast majority of our pupils are a joy to teach and spent time with and live the values of our school. Behaviour, in lessons and around the school, is outstanding with pupils saying they are happy and feel exceptionally safe at school. Procedures to manage behaviour are robust and adhered to consistently by staff. Pupils have a clear understanding of the risks in life beyond school, including through use of the internet. 	
What needs to be done to remain outstanding	What needs to be done to remain outstanding	What needs to be done to remain outstanding	What needs to be done to remain outstanding	What needs to be done to remain outstanding
<ul style="list-style-type: none"> Ensure that the pandemic has not hindered our drive to ensure that all subjects are delivered well and help to improve children's knowledge. 	<ul style="list-style-type: none"> We need to continue to research to see how we can further improve our children's long-term memory. 	<ul style="list-style-type: none"> We need to ensure our children continue to attain high standards across all subjects. 	<ul style="list-style-type: none"> To be able to pick up quickly with our programme of visits and visitors once the pandemic has past. 	<ul style="list-style-type: none"> Develop further a clear understanding of roles and responsibilities of middle leaders to develop the wider curriculum in light of the new EIF of September 2019.

Curriculum Intent

Curriculum Intent is outstanding because:

Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life

- ☐ We know our pupils well. We recognise that we have to give particular attention to our pupils' speech, language, and vocabulary early on and have created successful programmes and activities to focus on these issues in Early Years.
- ☐ During the lockdown period we were particularly concerned that some of our pupils would not be conversing with others as regularly as they had been doing when they were in school. We therefore had to give additional attention to this aspect of their learning when they returned in September.
- ☐ We see the rich diversity of our pupils' heritage as a major strength and ensure that everyone's ethnicity, culture and traditions are respected and celebrated.
- ☐ We have been particularly alert to the needs of our most vulnerable pupils during the pandemic and did as much as we could to ensure their learning was disrupted as little as possible.
- ☐ Ordinarily, the curriculum builds in opportunities for pupils to be provided with regular opportunities to participate in a full range of visits associated with different aspects of their learning. However, this has been put on a temporary hold during the pandemic.

Next steps

- Continue to focus on enhancing our children's cultural capital. This will include continuing to focus on children's language, speech and range of vocabulary.

The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment

- ☐ We have carefully identified the key knowledge and skills pupils need to acquire at the end of each year and for every subject. We have organised this in such a way that knowledge is built on from year to year.
- ☐ The teaching and learning expectations for almost all subjects are extremely well-sequenced and build on the learning from the previous year. All staff have been involved in working out the sequences so that knowledge is built upon year-by-year. In some cases, this may have been identifying the break-down of objectives and in other cases providing feedback on the proposals.
- ☐ Every consideration is given to ensure that learning in English and mathematics is linked to non-core subjects. In this way pupils can see the purpose of learning the basic skills in the first place and understand how it is applied in everyday situations.
- ☐ Discussions with pupils show that the learning they have completed in non-core subjects is valued equally with learning in core subjects.

	Next Steps
	<ul style="list-style-type: none"> ❑ Ensure there is sufficient focus on concepts and skills in relation to the delivery of history, geography and science.
The school has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs	<ul style="list-style-type: none"> ❑ The way the curriculum has been planned takes full account of the national curriculum (where relevant), local context and the interests of the pupils. For each subject, there is a viable sequence which builds on the previous year's learning. For example, within geography the different strands of the subject, such as locational knowledge, have been identified and a progression of key knowledge identified from Year 1 through to year 6. Similarly, in art the development of drawing skills, for example, build on what has happened in the previous year. Subject and/ or phase leaders play an important part in ensuring that the key knowledge within each strand, in each subject, has been identified and built upon the previous year's learning. ❑ The school leadership team and governing body have made sure that pupils who qualify for support through the pupil premium funding are identified and supported well. The school has used the funding to provide additional adult support for these pupils. As a result, gaps in achievement between this group and others continue to narrow, especially in English. ❑ Support staff are involved in delivering daily quality interventions in order to provide support for pupils' learning and are regularly trained increasing their confidence and success in pupils reaching higher levels of attainment and demonstrating accelerated progress.
	Next Steps
	<ul style="list-style-type: none"> ❑ Continue to monitor the impact that our curriculum is having on all groups of children, to include those with SEND, disadvantaged and those whose first language is not English.
Learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary	<ul style="list-style-type: none"> ❑ The school is adamant that pupils in Years 5 and 6 will receive as broad and balanced a curriculum as other pupils in each of the other years. The concept of 'boosting' no longer exists in the school, instead there is a high focus on pupils meeting the national expectations in each year group as they move through the school. Any attempt to narrow the curriculum as pupils get older has been resisted and there is a genuine belief that doing so would be detrimental to pupils' progress in the core as well as the non-core subjects. ❑ The school has ensured that maximum opportunity has been taken to develop pupils' reading, writing and mathematical knowledge though all other non-core subjects, for example, linking subjects through excellent quality literature. Pupils see the purpose of reading as helping them find out information about other subjects as well as for enjoyment. The introduction of a quality text system has helped to give reading the highest possible profile.

Curriculum Implementation	
Curriculum implementation is outstanding because:	
<p>Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise</p>	<ul style="list-style-type: none"> ❑ All teaching is good or better, ensuring the vast majority of pupils are motivated and engaged in learning, with most pupils securing both rapid and secure progress, as a result, pupils develop an excellent range of skills across the curriculum. ❑ CPD is effective in that staff maintain good levels of subject knowledge shown by the at least good quality of teaching. They share good practice freely and coach each other to inspire pupils and build their understanding. ❑ Lesson observation is done by peer mentoring and is seen as a supportive process. The school has high levels of expertise in key areas and there is a team approach to ensuring that good teaching standards are maintained and improved. ❑ Teachers are highly aware that within their classroom there will be pupils with exceptional intelligence. At the same time, there is a very heightened awareness that a gift or talent can be very specific to certain subjects, such as art and physical education. Pupils who show talent in specific subjects are quickly recognised, and every effort is made to challenge their thinking or to enable them to practice specific skills.
	<p>Next Steps</p> <ul style="list-style-type: none"> • Ensure all teachers, including those new to us, are confident in their subject knowledge across all areas. Where needed, appropriate support is given to any member of staff that needs to improve their knowledge in any subject.
<p>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches</p>	<ul style="list-style-type: none"> ❑ Teachers know their pupils very well as individuals with provision for their needs; as a result, pupils approach their work with high levels of confidence and self-esteem, incorporating an ethos of inclusion. ❑ All teaching is good or better, ensuring the vast majority of pupils are motivated and engaged in learning, with most pupils securing both rapid and secure progress, as a result, pupils develop an excellent range of skills across the curriculum. ❑ Planning, based on thorough and accurate assessment, has ensured that expectations remain high. Basic skills are well taught across the curriculum. Learning intentions and learning-based success criteria are used to focus every lesson and staff use conversations with pupils to assess the learning that has taken place. This deepens their insights and helps to improve the quality of teaching and learning. ❑ Children enjoy learning because they are rewarded consistently and develop high self-esteem through their success. They are helped to judge the success of their work and receive

	constructive feedback, through effective plenaries, 'next step' marking and verbal feedback, from their teachers on how they can improve. Children enjoy school as a result.
	Next Steps
	<ul style="list-style-type: none"> • We need to continue to work at ensuring that children that need it are provided with intervention support as rapidly as possible so that the focus is no keeping up not catching up.
Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts	<ul style="list-style-type: none"> ❑ The task of getting pupils to identify what they now know that they didn't know before the learning started is a strong and regular feature in every classroom. Teachers expertly use the familiar term 'sticky knowledge' identified within each subject as an important resource to help them ensure that pupils' learning is excellent. ❑ In order to accelerate progress, teachers carefully select a range of effective styles to enhance learning such as: talking strategies, peer learning partners, effective questioning and impact plenaries - rewarding, recapping and reassuring pupils ensuring lessons and learning are interesting with well-planned activities that capture pupil interest and provide opportunities for collaborative learning. ❑ Pupils approach their work with good levels of independence and enthusiasm across a broad and balanced curriculum.
	Next Steps
	<ul style="list-style-type: none"> ❑ We are aware that we need to do even more to focus on research into children's long-term memory and how they can retain information for a longer period of time.
Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners	<ul style="list-style-type: none"> ❑ Assessment is outstanding because it is well structured and the information it provides is well used. It plays a very strong part in bringing about and recognising improvement, both academically and in personal development. Our expectations are high because pupil tracking and target setting are based on potential, rather than upon prior attainment. ❑ The clearly defined cycle of assessment and review monitors progress during the year and the effectiveness of the teaching provided. ❑ Assessment is frequent and accurate, building on prior knowledge, securely incorporated on a daily basis and annual cycle. As a result of effective summative and formative assessment procedures, teachers and other adults plan well to meet the needs of all pupils. ❑ Effective in-school moderation of teacher assessment ensures consistency of expectations and standards. School use of the 'No More Marking' programme is aiding teachers in assessing writing. This also takes place in our RE programme of work.
	Next Steps

	<ul style="list-style-type: none"> ❑ Since the pandemic, we need to concentrate on finding ways of ensuring the progress made by children is as good as it can be.
Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider’s ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment	<ul style="list-style-type: none"> ❑ Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged. ❑ It is important for the children to enjoy learning, challenge and success, within an environment where they feel safe, confident and happy. As a result, our school is a calm and safe place to be. ❑ The teaching environment is enhanced due to the strong learning culture and our commitment to pupils incorporating the schools’ values and ethos. ❑ The school staff uses encouragement, praise and rewards for all pupils in order to create this success; nurture gifts and talents in every child and reinforce strong pupil identities through the use of positive language and a supportive culture. ❑ Clear procedural boundaries, high expectations that are both academic and behavioural underpin our values. High expectations of staff and pupils together with productive teamwork between staff, pupils and parents results in positive shared expectations. ❑ Our pupils have a keen interest in ethical issues, act in a principled manner and understand the importance of reassessing values in the light of experience.
	Next Steps
	<ul style="list-style-type: none"> ❑ We need to pay even more attention to the emotional environments we create in classrooms and around the school so that children are not in any way adversely affected by the issues associated with the pandemic.
A rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners’ phonics knowledge	<ul style="list-style-type: none"> ❑ The teaching of reading is outstanding at Key Stage 1. Phonic knowledge is taught particularly well in Reception and Key Stage 1, so pupils make outstanding progress. Pupils develop a love of reading because of the many opportunities to read that are provided. ❑ The approach to reading in Key Stage 2 known as ‘Destination Reader’ supports the creation of a culture of reading for pleasure and purpose. It encompasses the key principles of effective reading provision and fully meets the requirements of the National Curriculum by creating deep understanding of texts, developing oracy around reading and increasing children’s breadth of reading. ❑ Teachers are extremely keen that pupils enjoy reading. They are very focused on helping pupils develop a full range of reading skills. With this in mind, pupils are supported to read the lines, read between the lines and read beyond the lines (literal, inferential and evaluative). Pupils are frequently asked to do a small presentation to the class about a book they have recently and why they would recommend it. Linking excellent quality text to the history, geography and science curriculum has helped to broaden pupils’ reading experiences and at the same time increase their enjoyment of reading a wider range of fiction.

Curriculum Impact

Curriculum impact is outstanding because:

Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.

- ☐ Historically, our Year 6 pupils achieve well beyond the national average in reading, writing and mathematics. When taking account of their starting points in early years compared with their achievement at the end of Year 6, we are confident in declaring our children's progress to be excellent.
- ☐ Children in the Early Years Foundation Stage make outstanding progress from starting points that are usually low. They make consistently rapid rates of progress so that by the end of Reception their skill levels are above average.
- ☐ Almost all groups of pupils make excellent progress relative to their individual starting points.
- ☐ Our Pupil Premium pupils historically have very strong outcomes at all key stages. Pupils with special educational needs, pupils from minority ethnic backgrounds, especially Black African and Black Caribbean, and pupils who speak English as an additional language all achieve exceptionally well as a result of the outstanding quality of provision.
- ☐ The approach to reading in Key Stage 2 known as 'Destination Reader' supports the creation of a culture of reading for pleasure and purpose. It encompasses the key principles of effective reading provision and fully meets the requirements of the National Curriculum by creating deep understanding of texts, developing oracy around reading and increasing children's breadth of reading.
- ☐ The school leaders are continually monitoring the curriculum's impact on standards, as a whole, and also on the way the pupils respond to it. During their evaluation of this monitoring they are continually asking if there is anything that could be improved upon. Staff and pupils are intimately involved in this process. Leaders are very keen to get the curriculum as exceptional as possible and seek help, when required, from experts. They also share their intent with other local schools in an effort to gain feedback which they may be able to act upon.

	Next Steps
	<ul style="list-style-type: none"> ❑ We know we need to give continued attention to standards in writing and we are looking at different methods of assessment to see if any will have a long-term impact on standards in writing.
Learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.	<ul style="list-style-type: none"> ❑ The school staff work tirelessly to ensure that pupils leaving Year 6 are as ready as possible to meet the demands of Year 7. The leaders and Year 6 staff have frequent meetings with the heads of Year 7 to discuss how pupils settle and if there is anything else the school can do to help the transition be smoother. The school leaders have researched and talked to other school leaders about best way of making smooth transition for Year 6 to 7 pupils. Year 6 teachers continue to meet with heads of Year 7 and have meetings with a selection of ex pupils to check to see how pupils are settling in their new school. These meetings are invaluable to help Year 6 teachers and primary school leaders learn about what else they can do to support the Year 6 to Year 7 transition. ❑ Staff are fully aware of the next stage of education for their pupils. For example, Year 1 readiness is something that Reception year teachers are very familiar with. There are regular and frequent meetings between EY staff and Key Stage 1 staff to help them gain early information about pupils who are about to start Key Stage 1. These meeting are regarded as essential to ensure that transition is smooth. These meetings include talking about pupils who will, or will not, have met a good level of development. All children are talked about with specific information passed on in as sensitive a way as possible. Parents are made aware of these meetings and value them highly. They also have a chance to contribute during meetings specifically held to hear from them.
	Next Steps
	<ul style="list-style-type: none"> ❑ Continue to ensure that the vast majority of our children leave primary school working at age related for as many subjects as possible, but especially reading, writing and mathematics. Therefore, they will be in an excellent position to fulfil their ambitions as they move through secondary school.

Behaviour and Attitudes

Behaviour and attitudes are outstanding because:

The provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct

- ☐ Behaviour around the school is outstanding. Pupils say they are happy and feel exceptionally safe at school. They act responsibly on the playground where they are well supervised. Their attitudes to learning are exceptional and play a significant part in their outstanding achievement.
- ☐ Pupils are taught to value outstanding behaviour and rewards. Assemblies are used effectively by the school to encourage reflection on moral and spiritual issues. The impact of this is shown in the pupils' respect for diversity and how well they treat one another.
- ☐ Parents are always invited to assemblies once a term and then visit their child's classroom afterwards to see their work. This is currently postponed.
- ☐ The school's behaviour policy works exceptionally well. This is seen in the calm and purposeful manner that the school runs. Pupils know what is expected of them and they rise to the occasion. The routines that are set are adhered to by all pupils. On the rare occasion something untoward happens it is dealt with swiftly and calmly.

Learners attitudes to their education or training are positive. They are committed to their learning, know how to learn/ study effectively and do so, are resilient to setbacks and take pride in their achievements

- ☐ Pupils' behaviour in lessons is exemplary. They respond well to teachers' high expectations and seek opportunities to take responsibility for their own learning, and consequently they achieve exceptionally well.
- ☐ There is little, or no, time lost in lessons due to disruptive behaviour. There is a strong sense of productivity in lessons with pupils being keen to do well and showing pride in their outcomes. Pupils' attitudes to learning are excellent and they are very keen to do well. They show good levels of perseverance when tackling difficult tasks and work well in pairs or in small groups.
- ☐ We are fortunate in having empowered pupils who increasingly take ownership for their own success and support peers effectively. Pupils take a great pride in their own behaviour and have been proactive in developing whole school and classroom behaviours. They know what is acceptable and what is not. Pupils demonstrate their ability to learn independently and are encouraged to ask questions and to support each other through peer assessment.
- ☐ In lessons, pupils are taught the value of periods of calm reflection, often linked carefully to the extremely effective provision for spiritual, moral, social and cultural development. Consequently, pupils' behaviour, attitudes and relationships with one another and adults are outstanding and are a key strength of the school.

Learners have high attendance and are punctual

- ☐ Attendance post pandemic is as high as 99% and the new entry and exit systems ensure compliance with punctuality. Currently 97.5% November 2020.

<p>Relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread</p>	<ul style="list-style-type: none"> ❑ Procedures to manage behaviour are robust and followed consistently by staff; as a result, incidents of unacceptable behaviour, including bullying, are infrequent. Pupils say that when bullying does occur it is dealt with extremely swiftly by the school. Pupils have a clear understanding of the risks in life beyond school, including through use of the internet and when on-line. ❑ The anti-bullying policy, which takes account of all issues raised currently, is fully up-to-date and includes a date for review. Governors know it well. There is a process in place to record all incidents of bullying in whatever form. C-Poms is used by all teaching staff and carefully monitored. There is a clear system set up to report these to the governors. ❑ Pupils are fully involved in aspects related to behaviour management. The school actively seeks their views through questionnaires and school council. There is a high credibility given to what pupils say. Pupils and staff pinpoint examples of where there has been a change to behaviour management as a result of pupils' views.
	<p>Next Steps</p>
	<ul style="list-style-type: none"> ❑ Ensure that attendance is back to normal and high levels maintained post pandemic.

Personal Development

Personal development is outstanding because:

The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents

- ☐ Pupils demonstrate outstanding social skills. They get on well together and respond positively to adults. They work constructively in groups. Pupils are respectful of each other, and help each other, so this contributes to their outstanding learning.
- ☐ In lessons, pupils are taught the value of periods of calm reflection, often linked carefully to the extremely effective provision for spiritual, moral, social and cultural development. Consequently, pupils' behaviour, attitudes and relationships with one another and adults are outstanding and are a key strength of the school.
- ☐ The strong Catholic values and character of the school permeates every aspect of school life and is at the core of our school community. The school mainly serves children from the parish of Kingsland, one of the largest and most diverse in London. Our caring Christian ethos is evident in policy and planning documents and is embedded in the supportive, relational values the school enjoys, resulting in the large majority of our pupils being confident, caring and committed to the ethos of our school. School judged to be outstanding in all areas WDES Section 48 Catholic Education and Catholic Life. June 2018

The curriculum and the provider's wider work support learners to develop character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy

- ☐ The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. There is strong take-up by all pupils, including SEND and DA pupils, of the opportunities provided by the school.
- ☐ The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities – pandemic permitting.
- ☐ The way the school goes about developing personal development is exemplary and is worthy of being shared with others as highlighted in our Section 48 Report, June 2018. We offer experiences such as a Music offer, Riva Artist in residence, multi sports and art and dance clubs.

At each stage of education, the provider prepares learners for future success in their next steps

- ☐ The school is extremely keen to find out as much as possible about pupils' ambitions and aspiration when they are in primary school. Although there is acknowledgement that these ambitions may change, the school still goes out of its way to support pupils to follow their goal. The school uses role models to talk with pupils about their jobs. For example, schools use 'aspiration days' to help pupils understand more about the workplace and type of jobs people do. In so doing they are helping pupils prepare for life beyond school.
- ☐ Early years staff have expertly created meaningful and successful liaison with parents, which include home visits, where appropriate. They have also set up extremely valuable meetings

	<p>with staff in pre-school settings. Parents have been invited to the school during a normal school day to see a normal session in the environment their child is about to become a member of. Additionally, parents are invited to specific meetings where parents can raise issues or ask questions. There is also an excellent link between children about to enter early years and any pre-school establishment they attended. These meetings are vital and a priority for early years staff. Home visits, where appropriate, are also a major source of support for a child about to enter nursery or reception. It is deemed highly important that a teacher sees a child in their own environment.</p>
<p>The school prepares learners for life in modern Britain by:</p> <ul style="list-style-type: none"> • equipping them to be responsible, respectful, active citizens who contribute positively to society; • developing their understanding of fundamental British Values • developing their understanding and appreciation of diversity • celebrating what we have in common and promoting respect for the different protected characteristics as defined by law 	<ul style="list-style-type: none"> ❑ The school has extremely successfully helped pupils to become responsible, respectful and active citizens by providing them with excellent opportunities of understanding how a democracy works. The school has included age-appropriate material in its curriculum on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain in comparison to other forms of government in other countries. The school ensures that pupils are provided with opportunities to demonstrate how democracy works through actively promoting democratic processes, such as an elected school council. In this way it ensures that pupils have a voice. ❑ We are a vibrant multi-cultural community; all living, learning and growing in harmony together fostering a highly valued sense of community. The principles of Equality and Diversity are central to our work as we ensure that every child is equally able to fully develop their abilities and talents. The promotion of community cohesion is excellent, due to long standing established local links. The school is very popular in the community and there are good partnerships with other schools and agencies such as Hackney Education, Diocese of Westminster, West Ham FC, The Ark, WAMHS, the local parish community and SVP. This is demonstrated by the involvement of a good number of pupils in a wide range of charitable community projects. ❑ Most pupils are eager to support others less fortunate than themselves, putting a great deal of effort into fund-raising activities for specific aid projects engaging with the local and wider community.
	<p>Next Steps</p>
	<ul style="list-style-type: none"> ❑ Continue to work on aspects related to British Values, especially on democracy and its importance in our society.

Leadership and Management

Leadership and management are outstanding because:

Leaders have a clear and ambitious vision for providing high-quality inclusive education and training for all. This is realised through strong, shared values, policies and practice

- ☐ The headteacher has a clear vision and is relentless in his ambition and drive for whole school improvement. Together with the leadership team the correct priorities for improvement have been identified and is accurate in its evaluation of the school's effectiveness.
- ☐ There is a very strong ethos amongst the staff that all pupils, irrespective of background, are capable of achieving age-related expectation in all subjects. The only exceptions are pupils with genuine learning difficulties. Staff and pupils know exactly what these expectations are and all work unstintingly towards achieving the highest possible standards. Pupil progress meetings and the school's overall assessment system is a major contributor to helping staff keep track of pupils' progress.
- ☐ The ethos within the school is exceptionally well established with pupils being highly productive in lessons and also demonstrating very high-quality learning skills. Pupils enjoy being at school and staff are really proud to be part of an exceptionally well-run setting. Visitors to the school are able to gain a very strong sense that pupils are very hard-working and that the staff know their pupils extremely well. In addition, visitors are able to recognise the excellent relationship that exists between staff and pupils despite the highest of expectations being put on the learners.

Leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time.

- ☐ Systems for managing the performance of staff are rigorous and skillfully linked to the monitoring of teaching quality and pupils' progress. Teachers act on the points for improvement which come out of monitoring of their work. For example, where areas for improvement are identified, these are tackled within a short time- scale, supported through a planned individual training programme.
- ☐ Leaders have been keen to ensure that staff work in small teams and groups to improve their own practice. There is a strong culture of partnership working. This extends to assessment moderation and to work scrutiny.

Leaders aim to ensure that all learners complete their programmes of study. They provide the support for staff to make this possible and do not allow gaming or off-rolling

- ☐ Senior leaders have created an excellent ethos which recognises that all pupils are capable of attaining the highest standards. Staff have wholeheartedly bought into this ethos and work to this end. All pupils are provided with every opportunity of 'keeping up' with their peers because of the quality of education they receive and also because of the quality of feedback provided to them. Leaders have ensured that all staff know exactly what pupils need to do so that they are successful learners and what the expectations are on a year-by-year basis. This has been extended to include standards in non-core subjects.
- ☐ Pupils from disadvantaged backgrounds are doing exceptionally well. Their progress is as good or even better compared to non-disadvantaged pupils and they attain exceptionally

	<p>high results. Focus on aspects such as vocabulary, general knowledge and social issues helps enormously in this regard. There is excellent attention to developing their basic skills and they are provided with a full range of incentives to do well. However, much of their motivation is intrinsic and they work exceptionally hard. The quality of interventions in the school is excellent, with support being provided as close as possible to the identification of need. As a result, disadvantaged pupils are not falling behind but keeping up with their peers and in some cases performing better than them.</p>
<p>Leaders engage effectively with learners and others in the community, including – where relevant- parents, carers, employers and local services</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The school uses very effective strategies to ensure high levels of engagement with its parents and carers. For example, pre-pandemic, parents and carers were invited to see the work of their children, observe their lessons, and talk to their teachers after assemblies. This happened three times per year in every class. As a result, parents and carers said that they understand the outstanding progress made by pupils in the school. <input type="checkbox"/> There is an effective partnership and supportive links with the church, which enriches the experience of pupils and their families. Almost all of our children come from Christian backgrounds and 97% are from practising Catholic families. The extensive range of languages and cultures are unified by a shared Catholic faith and vision. <input type="checkbox"/> Pupils approach their work with good levels of independence and enthusiasm across a broad and balanced curriculum. Opportunities for personalised learning, well-being of pupils and parents partnering with the school are highly developed. There are many opportunities for engagement available to our parents and members of our community; PA, Parent Workshops, coffee mornings, (computing, mathematics, early reading, healthy eating, internet use and online safety). Class assemblies, services at the local church are very well attended and supported by parents.
<p>Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including workload</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School leaders are extremely aware that teacher workload and burnout is a significant on-going issue that needs addressing at policy level. This has been particularly a focus since the pandemic. Leaders have, therefore, been proactive in finding out about the impact marking, feedback, planning and preparation has on pupils' learning and have made adjustments accordingly. The use of assessment has been adjusted to reflect this. <input type="checkbox"/> They have given considerable deliberation to what helps pupils make maximum progress, but at the same time require staff to work efficiently and effectively. They have taken into account what they may be asking staff to do that has limited or very little impact on pupil progress. Discussions have taken place with all staff to ascertain what it is they currently do that may impact negatively on their stress levels. The leaders consider fully staff workload and what makes minimum or little difference to pupils' progress. Where possible, leaders have responded in a positive way and staff feel highly valued and appreciated. <input type="checkbox"/> School leaders are very aware that, how teachers feel on a daily basis, especially since the start of the pandemic. They know what is likely to affect staff performance and, in turn, the performance of the pupils they teach. Apart from looking at every way they can to reduce

	unnecessary workload, leaders are equally concerned about staff well-being.
Those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education provided.	<ul style="list-style-type: none"> <input type="checkbox"/> We have proactive governors who provide consistent support and challenge in relation to school improvement. <input type="checkbox"/> The governing body is exceptionally effective in its ability to challenge and support the school, especially through its active committees that meet frequently. <input type="checkbox"/> The governing body receives regular evaluations of the school's performance and participates fully in setting school priorities and targets. Consequently, it knows what the school is doing well and where it could do better. <input type="checkbox"/> Governors regularly evaluate and update school policies, especially the effectiveness of the use of additional funding through the pupil premium. They pay close attention to the school's evaluation of teaching and management of staff performance and hold the school to account for any areas of underperformance. <input type="checkbox"/> The governing body ensures that safeguarding arrangements meet statutory requirements and that equality of opportunity is promoted well. Members of the governing body have been well trained by the local authority to fulfil their duties. <input type="checkbox"/> New members of the governing body are quickly inducted so that the high quality of interrogation of the school's work is sustained.
Those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the Prevent strategy and safeguarding, and promoting the welfare of learners	<ul style="list-style-type: none"> <input type="checkbox"/> The Governing Body take great care to ensure that it carries out its statutory duties effectively. All safeguarding and child protection policies and procedures are up-to-date and reviewed regularly by governors. They recognise that this aspect of their role is exceptionally important, and all appropriate checks are meticulously carried out. The governors consistently use national and local data to check on the school's performance. It also makes excellent use of the inspection framework to help recognise areas of strength and weaknesses. The committees set up by the governors provide regular and excellent feedback to the full Governing Body. <input type="checkbox"/> New Chair and vice-chair elected in post October 2020 both experienced governors. <input type="checkbox"/> The Governing Body has been a constant source of reassurance to the school leadership during the pandemic. They fully functioned despite the death of the experienced Chair with Covid-19 in May of this year. New GB constituted October 2020. The headteacher feels well supported in this respect. <input type="checkbox"/> All staff and governors have undertaken Safeguarding and the 'Prevent training'. The evaluation of the impact of this training emphasises that all staff and governors understand the implications and know the part they may have to play in dealing with any issue that might arise. Induction of new staff includes Prevent training.

<p>The provider has a culture of safeguarding that supports effective arrangements to:</p> <ul style="list-style-type: none"> *Identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation *Help learners reduce their risk from harm by securing the support they need, or referring in a timely way those who have the expertise to help *Manage safe recruitment and allegations about adults who may be at risk to learners and vulnerable adults 	<ul style="list-style-type: none"> <input type="checkbox"/> All safeguarding and child protection policies have been updated to include any new legislation in relation to safeguarding and child protection - KCSIE 2020. They are reviewed regularly by governors and a date set for the next review. This aspect of the school's work is carried out meticulously and recognised as a very important aspect of leaders', including governors' work. <input type="checkbox"/> Governors adhere to their safe recruitment policy and follow it carefully before drawing up a short list and appointing new staff. The school follows this rigorous set of procedures before appointing any new member of staff. <input type="checkbox"/> All staff and governors are very clear about the difference between safeguarding and child protection. They have excellent knowledge of how each relates to the school and its pupils. Governors have ensured that their knowledge is very much up to date by attending training, including training related to new initiatives.
	<p>Next Steps</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> Develop further a clear understanding of roles and responsibilities of leaders to develop the wider curriculum in light of the new EIF of September 2019.