



Sacred Heart Catholic Primary

**Celebration Event**

**Wednesday**

**19<sup>th</sup> July 2017**

# OFSTED - July 2016

## **What does the school need to do to improve further?**

- improve the quality of teaching in English by ensuring that: – all teachers have the detailed subject knowledge to be able to set the highest possible expectations for what pupils can achieve – teachers provide an appropriate level of challenge for all pupils, especially the most able – pupils have the opportunity to develop all the skills needed to become successful writers in the next stage of their education.
- strengthen the impact of recent strategies to improve the teaching of pupils who have special educational needs and/or disabilities by: – ensuring that all staff understand their roles in identifying and meeting those pupils' needs.
- improve the progress of children in the early years by ensuring that: – teachers use accurate assessments to inform the planning of activities so that all children make at least good progress from their starting points – all staff working in early years are equally effective in promoting children's learning.

**Review of EYFS by Elaine Joyce**

**External Early Years Consultant**

**Sacred Heart RC Primary School: 22/03/17**

## External review of the Early Years Foundation Stage

“My conclusion, based on what I saw today, is that EYFS and the current progress data fits the OFSTED criteria for good provision.”

- Learning Journey folders are developing a good range of evidence and they contain some strong observations and clear assessments focus on key steps in learning. There is evidence of progress from the start of the academic year.
- Activities are presented with thought and care so they invite children and encourage purposeful play.
- Adult-led group, and whole class, sessions for maths and phonics were well paced and used a good range of strategies to keep children on task and learning. Adults modelled specific vocabulary well.

The quality of teaching and learning in the EYFS and the quality of evidence collected in Learning Journeys has been monitored by senior leaders and governors.

### Results for the end of the EYFS

<b>EYFS</b>	<b>School 2014</b>	<b>School 2015</b>	<b>School 2016</b>	<b>National/ Merton 2016</b>	<b>June 2017</b>
GLD	71%	80%	69%	Merton 71% National 69%	87% (15% exceeding)

# The Teaching of English

The teaching of English has improved because

- Teachers' subject knowledge has been extended through continuing professional development.
- Senior leaders have raised the expectations for the quality and quantity of writing in each year group.
- Governors have monitored the quality and quantity of writing in all year groups.
- A consistent approach to the teaching of guided reading has been developed across the school and monitored by senior leaders and governors.

## Year 1

### Phonics

	School 2015	School 2016	National	Merton	June 2017
All	86%	75%	81%	80%	85%

## Year 2

### Phonics recheck

	School 2016	National	Merton	June 2017
All	93%	91%	92%	94%

## Year 2 – out of 52 pupils

2016 Combined 70% vs Merton 59% and NA 60%

June 2017 Combined at ARE 75%

Reading				Writing				Maths			
School 2016	National 2016	Merton 2016	June 2017	School 2016	National 2016	Merton 2016	June 2017	School 2016	National 2016	Merton 2016	June 2017
84%	74%	74%	81%	74%	65%	64%	75%	89%	73%	73%	83%

## Year 2 Reaching the Higher Standard GDS combined 17%

Reading				Writing				Maths			
School 2016	National 2016	Merton 2016	June 2017	School 2016	National 2016	Merton 2016	June 2017	School 2016	National 2016	Merton 2016	June 2017
33%	24%	27%	37%	21%	13%	16%	19%	19%	18%	20%	29%



## Year 6 – out of 46 pupils

2016 Combined 64% vs National Average 53%

July 2017 Combined 78% Indicative National 61%

Reading				Writing				Maths			
School 2016	Merton 2016	NA indicative	July 2017	School 2016	Merton 2016	NA indicative	July 2017	School 2016	Merton 2016	NA indicative	July 2017
71%	70%	71%	87%	80%	73%	76%	87%	84%	80%	75%	91%

SPAG			
School 2016	Merton 2016	NA indicative	July 2017
80%	78%	77%	93%

## Year 6 Reaching the Higher Standard – based on 110 as GDS (tbc) GDS combined 24%

Reading				Writing				Maths				SPAG
School 2016	National 2016	Merton 2016	July 2017	School 2016	National 2016	Merton 2016	July 2017	School 2016	National 2016	Merton 2016	July 2017	July 2017
23%	19%	22%	43%	30%	15%	16%	30%	19%	18%	20%	50%	57%

**Meeting the needs of Children  
with  
Special Educational Needs**

There have been many improvements in the provision for children with Special Educational Needs.

- There has been a permanent SENDCo in post since January 2017.
- The staff have received specific training to support children both in and out of class.
- The teachers have received support to ensure that I.E.P. targets are appropriate and achievable. (SMART)
- The Local Authority has provided support to the SENDCo and teachers from a dyslexic specialist.
- The SENDCo has worked closely with the Educational Psychology Service to identify and prioritise those children with the highest level of need.

However, we acknowledge that our provision for children with Special Educational Needs has to continue to improve. The school development plan for the 17/18 academic year includes a section detailing how this will be addressed.

These 'milestones' are taken directly from the OFSTED criteria for good and outstanding.

	End of Autumn	End of Spring	End of Summer
Milestones (from Ofsted framework)	In a wide range of subjects, the progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is close to or is improving towards that of other pupils with the same starting points.	For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress is above average across nearly all subject areas.	Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.

The actions to ensure we achieve these milestones are then included in detail.

For example:-

- Observations and feedback to ensure teachers are increasingly more effective in facilitating learning in their lessons for pupils with special educational needs or disadvantaged.
- Teachers to provide additional booster/focus sessions for those children with special educational needs or disadvantaged.
- Underperforming pupils identified for programme of small group support.

There are many other exciting developments included in the School Development Plan.

- The development of an Outdoor Education Curriculum by using a small forest area attached to the Ursuline High School playing fields.
- The inclusion of residential trips for each year group in KS2
- Trips and visits for all year groups included as part of the curriculum entitlement for every child.
- Enhancing our computing curriculum through the skills and knowledge of Miss Simmonds who is joining us from The Ursuline where she was head of computing.
- Improving our provision of homework by providing workshops for parents.
- Embedding our work on Greater Depth and sharing our understanding with parents by publishing this in a booklet.
- Embedding the teaching of R.E. and the delivery of Collective Worship across the school.
- Developing the children's role in the planning and delivery of Masses and Liturgical events.
- Strengthening our link with the Sacred Heart Church through increased visits and support from our Parish priests.