



## St Michael and St John's RC Primary School

### School Improvement Review and Planning

Autumn 2016

*Following the example of Jesus, together we learn, love and respect one another to be the best we can be.*

Dear Parents,

At St Michael & St John's, we aim to provide your child with an excellent, well-rounded education within a supportive Catholic environment. Each year we evaluate our previous performance and develop new school improvement plans to work towards our new goals. I hope that this information will help to keep you informed about how we are currently performing and how we plan to develop further over the next twelve months.

In April this year Salford Diocese judged the school to be 'outstanding' in all 7 areas inspected. In April 2015 OFSTED graded the school as 'good' and recognised the significant improvements that have been made reflecting the hard work of staff, governors and pupils and the support of parents and the parish. In June 2016 SSMJ achieved the Lancashire Behaviour Quality Mark Gold award. One of only a handful of the nearly 500 schools in Lancashire to have this achievement. In July school was awarded Gold for the Sainsbury's PE award recognising the development of PE and extracurricular activities taking place at SSMJ. In September school also achieved the Bronze award for Learning Outside the Classroom.

This year we have undertaken the Primary Science Quality Mark and are undertaking training on Forest Schools.

#### **Assessment at SSMJ**

Each summer, schools review their data made up of test performance and teacher assessment in order to prioritise spending, training and resources for the next year. At SSMJ children are assessed in Early Years the day before they start school and then throughout their first couple of weeks. This information is considered alongside the information from feeder settings/nurseries and targets are then set for how the children should progress through the Early Years Foundation Stage.

Assessments take place regularly throughout the school year in all year groups and targets and next steps are set for children so that teachers can plan accurately to move children's learning forward. Termly pupil progress meetings take place between the Headteacher and class teachers and every child's progress and development is considered.

As for all primary schools, we are measured against national levels at the end of the Foundation stage, Year 1 (in the phonics test), at the end of Year 2 (reading, writing and maths) and the end of Year 6 (reading, writing, maths and GPS -grammar, spelling and punctuation). At St Michael & St

John's children are offered a range of additional interventions, support or challenge programs to ensure they reach their own potential.

### **Review of 2015-16 Performance Data**

Our on-entry Foundation Stage assessments over the last few years show that children start St Michael & St John's at levels broadly in line with national expectations. For 2015-16, children at the end of the Foundation made good or better progress through the EYFS. Our assessments showed that more children at the end of Foundation had reached a 'good level of development'. In 2015/16 80% at SSMJ which is well above both the Lancashire averages of 69% and National average of 69%.

A school improvement priority for last year was to improve phonics teaching so that Year 1 pupils were scoring above the national average in the phonics test which takes place in the summer term. Our phonics results (83% of pupils reaching the expected level) showed significant improvement from the previous year and, were above both Lancashire and National averages (both 81%)

### **% of pupils meeting the expected standard in phonics in Year 1.**

	School	Lancashire	National
2013/14	86	75.8	74
2014/15	73	77	77
2015/ 16	83	81	81

This year, a new national assessment system was introduced for primary schools for measuring attainment at the end of Key Stage 1 and 2. National data to compare our performance with is still limited but our combined score for pupils reaching the expected standard in reading, writing and maths was above national figures.

### **% of pupils reaching expected standard in reading, writing and maths combined at the end of Year 2**

School	60%
Lancashire	60.9%
National	60.3%

### **% of pupils reaching expected standard in reading, writing and maths combined at the end of Year 6**

School	70%
Lancashire	53.5%
National	53%

### **% of pupils at expected standard in reading, writing and maths at the end of Year 6**

	School %	National %
Reading	89	66
Writing	89	74
Maths	70	70
GPS	82	72

As pupils enter St Michael & St John's at around national levels, we aim to be above national levels when they leave as this represents good progress.

Individual subject scores at the end of Key Stage 2 show that Reading, writing and Grammar, Punctuation and spelling (GPS) were above national figures with maths in line.

### **Impact of data on this year's teaching and learning**

For this year, we will be focussing on maths across school and in particular, the skills of applying mathematical knowledge, problem solving and reasoning. To support these developments we have applied and have been accepted as part of a maths hub to develop 'maths mastery' which will include sharing of good practice including with teachers from Shanghai. Although our GPS (grammar, punctuation and spelling) scores were high, we have also identified spelling and handwriting as areas for improvement across the school and have purchased new resources and altered our teaching timetable to facilitate this. Please see the new policies on the school website.

### **Other areas for school review**

At St Michael & St John's we proud to achieve well in many areas: pastoral care and behaviour are 'Outstanding' (Salford Diocese March 2016 and Lancashire Behaviour Quality Mark June 2016). Our parental feedback and pupil questionnaires last year confirmed what we believe are strengths of our school. Previously parents asked for additional clubs and last year we had a different sport club taking place each night, two clubs in some cases across the year groups. 98.6% of children were involved. Extra-curricular provision is high and is very well attended across the school.

At SSMJ we pride ourselves upon our holistic approach to every child's development and learning. We plan regular enrichment activities (such as the recent science week) to promote engagement and enjoyment; our most vulnerable pupils receive individual targeted support and we work closely with our families to promote wellbeing for example through the employment of our Caritas Social Worker. We will continue to ensure that our provision for pupil wellbeing remains high.

Our links with the parish are extremely strong. Father John and Father Kevin ensure that class and school Masses are regularly enjoyed by our children. Shared events and communication ensure that the school and parish work together for our children, families and the parish and these were identified as a strength of our school in the recent RE Inspection.

Behaviour is outstanding (Salford Diocese March 2016 and Lancashire Behaviour Quality Mark June 2016). We are particularly proud of our many groups of pupil leaders including Pupil Chaplains, School Council, Playleaders, Anti Bullying Ambassadors, Sports Councillors Eco Warriors and our Gardeners. Our pupil led fundraisers allowed our children to develop their talents in organisation and teamwork and showed our mission statement in action. Our Pupil Chaplains went from strength to strength last year and alongside our Pupil Chaplains this year a group of Caritas Ambassadors will be commissioned by the Bishop in January.

In 2015/16 we were successful in securing funding through Salford Diocese to further develop our building. This included re-location of the junior boys' toilets, the refurbishment and re-location of the music room, an extension creating the 'Pendle Room' used for intervention groups and meetings with parents and other agencies and the development of an outdoor area for Year1.

This year we begin to work on a whole school approach to further develop children as lifelong learners. We can continually develop our capacity to learn throughout our lives. We are all learners every day of our lives and we will be developing these learning powers through an approach known as BLP (Building Learning Power). This seeks to create classroom cultures that cultivate the habits and attitudes of curious, confident and independent learners. Through this our children will become much more articulate about what independent and successful learning looks like and how it can be achieved. These learning powers will be transferable into everyday life situations too.

Music is another strength at St Michael & St John's. A number of our children play an instrument and share their talents twice a year in our musical concerts where our pupils perform with confidence and share their talents. Our school choir is very active taking part in the Young Voices in Manchester, supporting the Parish and Sacramental program and singing at numerous events, particularly during advent, to raise money for charity.

Last year, St Michael & St John's performed well in sports entering numerous competitions for example gymnastics, high five netball, football and tag rugby. Once again, we hosted the very successful Ribble Valley Cross Country with an increased number of pupils and schools taking part. In terms of achievement, our successful football team represented the Ribble valley during an Accrington Stanley league match. In High Five Netball our school attended regular 'friendlies' at Oakhill with one of our children being invited to play join Ribble Valley Netball Club.

During 2015-16 we introduced a new style of Sports Day with competitive element alongside our traditional team activities. The initial feedback from parents and children has been positive. In addition, we attended many Sports Partnership events including multi-skills. We increased the number of children taking part in events such as inter-school competitions, and extra-curricular activities achieving the Sainsbury' Gold Award.

### **Plans for 2016-17**

Parents will hopefully be aware that at St Michael and St John's staff and governors have very high aspirations for our children. These are some of the ways we aim to continue to improve this year:

- Continue to develop the use of 'Come & See' the new RE program and develop a Nurture/Prayer/Worship area outside.
- Improving the teaching of mathematics with a focus on resilience, reasoning and enquiry
- Continue to develop our teaching and learning in science
- To improve the independence of learners through the implementation of building learning powers.
- To further improve writing, including handwriting and spelling across the school
- To continue to develop our new tracking and assessment systems across the school. We will have a Parent Working Group to consult upon the type and frequency of information parents would find useful.
- Continue to monitor the progress of those children with additional learning needs and put in place specialist provision to ensure that their needs are met. For example, this term our SENCO will be, observing children and offering advice, holding parental drop in sessions and will be training staff on delivering a range of interventions for class teachers and teaching assistants to utilise to provide additional support for those children with specific learning needs.
- Continue to develop the school building. (Subject to funding)
- Development of Forest School Provision.

We are very aware that parental support is a strength of St Michael & St John's. We had 111 responses to the parent questionnaire at Parents' Evening, the outcomes of which were the most positive in the last 3 years. We value our parents' views as these help us to further improve. Many of you give your time very generously through volunteering in school, supporting school events, being part of our PTA committee and our Governing Body. Thank you for all that you bring to St Michael & St John's.

Yours Sincerely,

Mrs Zoe Mabbott    Headteacher

