

# HEADTEACHER'S REPORT

## SPRING 2018

### *Our Mission Statement*

*In our school, we want to celebrate God's gift of life together,  
by inspiring, enhancing and developing tomorrow's talent, today!  
We respect all; aiming to achieve and live our values.  
A place to allow everyone to flourish!*

**ST LEO'S AND SOUTHMEAD  
CATHOLIC PRIMARY SCHOOL  
SERVING THE COMMUNITY**

### OFSTED

- Overall effectiveness
- Effectiveness of leadership and management
- Personal development, behaviour and welfare
- Quality of teaching, learning and assessment
- Outcomes for learners

### SAFEGUARDING CHILDREN

- Preventing children from maltreatment
- Prevent impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care and
- Taking action to enable all children to have the best outcomes

## **1 School Improvement**

- 1.1 As all Governors are aware we have successfully had an Ofsted Inspection (23<sup>rd</sup> – 24<sup>th</sup> January 2018). The Ofsted Report summarises the strengths of the school and the areas to develop. All Governors have been given a copy of the Report and it is also on the School Website. Throughout the two day Inspection the Inspectors were in continuous dialogue with myself and the staff the following is an outline of what they said:-

### **Feedback throughout the Inspection**

#### **POSITIVE FEEDBACK**

#### **Not in order**

- Systems are embedded now; there is a whole school sense of drive.
- There is an atmosphere of – “Drive to maximise learning and progress.”
- You know the areas where you need to improve and are doing something about them.
- Governors know ‘their’ school and are passionate about it.
- Calm, organised atmosphere.
- On the whole the children are well behaved and where there are behaviour issues – swiftly and appropriately dealt with.
- Positive Progress is evidenced in the children’s books.
- A very positive learning atmosphere in all classrooms.
- A clear respect for the environment, well organised, cared for and making excellent use of areas.
- High quality display seen in many classrooms and throughout the school.
- Parental feedback via Parent View, Family Learning, Nursery Workshops and at ‘the gate’ – extremely positive.
- High expectations seen consistently in some lessons.
- On the spot feedback providing support and challenge seen in some lessons.
- Learning prompts of a high standard and being used by the children.
- Supportive learning environment.
- Some excellent effective questioning seen.
- Children were being encouraged to explain their thinking and reasoning and to explain how they knew they had done a calculation wrong.
- Balance of listening, questioning, thinking, doing.
- We have seen a number of strengths of effective practice.
- Well planned lessons seen.
- High expectations seen.
- Pupils on task.
- Pupils listen well to peers.

- Good strategies used to gain attention – well understood by pupils.
- Children meeting Age Related Expectations.
- Pitched at National Curriculum.
- Pupils talk confidently about their learning.
- Work is matched to pupils' needs – S.E.N.
- Children seen writing sentences – well punctuated, spelt correctly – Accurate sentences. Encouraged to add detail, description.
- Effective use of checklists and success criteria seen in some classes.
- Some High Ability children were encouraged to reflect on work via a structure.
- Conduct in lessons – good.
- Relationships between staff and children are positive but expectations are clear.
- Exit Profile supports personal development.
- Pupils enter calmly.
- Pupils arriving late – move quickly.
- In lessons observed the pupils were attentive and listened well.
- Children were seen to have a pride in their work.
- Over enthusiasm was managed well – excited about the lesson.
- Very little time is lost because of behaviour.
- Play time very well managed – good use of Sports Coaches.
- Children listen well.
- A child was coughing – another child patted him on the back – lovely.
- Children visiting book shop – polite and well mannered.
- Children said that there is no bullying.
- Improved progress.
- Positive outlook for 2018 re attainment and progress – affirmed by data, book scrutiny, Learning Journey / Profiles.
- A range of learning prompts and interventions used to accelerate progress including packs to support parents.
- Evidence in some books show children are clearly acquiring knowledge/skills in Maths and English.
- Children were encouraged to read aloud a passage – all abilities including P.P. children, they read confidently and loudly – all children could hear them.
- Children read well with understanding and comprehension. They used phonics correctly to decode. They read widely and read for pleasure. They liked a range of authors with a confident knowledge and opinion – thankfully no child mentioned Harry Potter or Roald Dahl or J. Wilson.
- High ability children were seen engaging with the text really well.
- “Used a tile to blow his nose” – “that’s disgustin!!” – A comment made by a child.
- Positive signs to indicate children are on track re progress and attainment.
- Assessment Yearly Plan and scrutiny ensures regular review and challenge.

- Positive signs re outcomes.
- Early Years – “I had a lovely morning.”
- Very good parental links in N. & R.
- Very high standard Learning Journeys / Profiles in N. & R.
- Clean, organised environments that match children’s interest.
- A team developed – invested by D.H.T. being placed there.
- Children in Reception all have writing and reading books – full of evidence of school raising standards from the start.
- Home visits and transition very good.
- Home link books – excellent.
- Early Years Newsletters – excellent.
- Both classes – wide range of activities to meet the children’s learning needs.
- Wonderful attitudes to absorb the children – the children were engrossed.
- Experienced and enthusiastic staff.
- Both Early Years environments, bright, welcoming.
- Mark making, writing and number displayed.
- Wide variety of activities.
- All safeguarding duties are met.
- Well developed knowledge of sounds and blends.
- Provision outside good.
- Enthusiastic – team.
- Detailed assessment on entry.
- Effective liaison with other providers.
- Opportunities for professional development – Networks, Early Years meeting – application for Masters Degree, L.A., staff meetings.
- Improving G.L.D.
- Action plans and planning are clearly focused on identified needs and match Learning Profiles / Learning Journeys and the children’s books.

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- Many positive things.
  - S.I.P. – Appropriate priorities.
  - Commitment and honesty about areas to improve.
  - Practical actions have been taken.
  - Clear sharp focus.
  - Drive to improve to raise standards.
  - Leadership team balance support, guidance, innovation and challenge.
  - Evidence seen for British Values.
  - Provision is planned to have impact.
  - Safeguarding known by staff and Governors.
  - L.A. and Archdiocese know the school well.

- Honest Head Teacher’s Report balance Celebration and Challenge.
- Governors committed, passionate about school.
- Range of skilled, varied backgrounds.
- Provide challenge and support.
- Are seen regularly in school.
- Very proud of the school.
- Appreciate the hard work of the staff.
- Broad and balanced curriculum
- Curriculum monitored at various levels.
- Sports Premium well used to improve the knowledge, skills of staff to sustain for the future.
- Portfolios a positive celebration of the Foundation Subjects – showing a broad and balanced curriculum.
- Application of expectations for English and Maths seen in other subjects.
- Strategies introduced having a positive impact on outcomes.
- Heightened standards of New Curriculum effectively being monitored.
- Middle leaders have a good, confident understanding of their subjects.
- Many strengths seen both days.
- Strong teaching.
- Evidence of skills are being applied across the curriculum.
- Teachers use a range of provision and support to boost children’s progress and attainment – S.E.N. children are responding positively.
- A range of after school clubs showing staff commitment and drive to enrich the children’s learning.
- Booster clubs and homework clubs – excellent.
- Attendance systems are just beginning to show positive impact – but there is a whole school drive to improve it – whole school ownership.
- Parents state that their children are safe in this school.
- All pupils are making progress and strategies are embedded.
- P.P. children are making progress – Pupil Premium funding is being used effectively.
- Happy parents.
- Staff are determined to not only raise standards but to do everything that they possibly can to accelerate learning, support families and reach out to challenging parents in a pastoral way.

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### **Areas to improve**

1. Strategies to enable teachers to check instant understanding e.g. all children show answers on paper or card or white boards – teachers can then quickly assess who has “got it” who needs support and who is close! (Close the gap).

2. Use every opportunity to question and promote learning e.g. tidy up times.
3. More able – let them have more opportunities – worksheets restrict!!
4. In some books in Foundation subjects e.g. Geography over reliance on sheets and not much evidence of differentiation.
5. If working with a group – Teaching Assistant or Teacher – don't give too much help, can still challenge but it is differentiated challenge.
6. Keep on doing what we are doing for Writing and attendance.
7. Voice Control – don't have to be loud.
8. Promote British Values.
9. S.I.P. - Measurable Success Criteria.

The above areas have now become our priorities. We are currently planning the Professional Development meetings for the summer term and will use this time to discuss and form action plans for each area. We are already having professional dialogue about each one. These priorities will also inform the new Headteacher who will use them as a start and who will make them the core of the next School Improvement Plan. *(Overall effectiveness)*

1.2 Mrs Smith and I have produced a summary of the whole two day Ofsted Experience to present at the next Southern Area Collaborative meeting to assist other schools with the process. The Collaborative principal is about the “Knowsley Child” and we fully support that. We have also shared it with our partner school in Liverpool who have helped us so much. *(Outcomes for Learners)*.

1.3 I am delighted to inform Governors that Mrs Smith and Mrs McGuinness were asked to provide Moderation training to schools in order that schools would be able to have a “moderator lead/champion within their own school.” Initially the workshop was supposed to be half a day for a small cluster of schools. “Word got out!!” It resulted in being a full day of training at the P.F.L. in Speke for 50 schools. Our two teachers are in high demand and we are very lucky to have them. The feedback from all who attended was overwhelmingly positive and a plea for more!! This is fantastic and completely due to the hard work and dedication of Mrs Smith and Mrs McGuinness – I remember appointing them as two very young teachers and now look!!! Wonderful! *(Effectiveness of Leadership and Management)*

I Would also like to inform Governors that because the number of attendees grew so rapidly it meant that the preparation needed to be altered last minute and packs had to be copied and created. The staff immediately responded without warning and all stayed late after school to help. Mr Clarke without notice had to keep the school open late and did so with his usual smile and we all (as always) worked as a team. It sounds silly but I will

keep that special time as a permanent memory because it really is what this school is all about. Thank you to all the staff who helped. (*Overall effectiveness*)

1.4 We continue to provide a broad and balanced curriculum which we enrich with theme weeks, theme days and varied experiences. We also ensure that the exit profile of our children includes a taster of Culture. I am pleased to inform Governors that the following trips have successfully taken place:- (We do not charge for the trips.)

Year 6 - World Museum – Terracotta Army

Year 5 - Walker Art Gallery

Year 4 - Two Cathedrals

(Year 3 trip to Albert Dock and Crosby beach has been postponed due to the weather.)

The children have enjoyed the trips and hopefully will revisit with their families in their own time. (*Personal development, behaviour and welfare*)

1.5 Miss Allen ensures that Music retains a high profile in school. She has organised theme days for the whole school during which the children learn about a specific composer. She has organised an after school Guitar Club which involves liaising with an external teacher and she has arranged for the current Year 4 children to have violin lessons. It has been researched and proven that music has a positive impact on how the brain works and therefore has a positive effect on learning. Thank you Miss Allen for ensuring that Music is delivered in our school in such a varied way. (*Quality of teaching, learning and assessment*)

1.6 Mrs Pimblett is the 'Behaviour Lead' for our school and this is a very important role. Behaviour has been identified as a concern by the Head teachers in Knowsley and as a result of this a 'Behaviour Review Group' has been established! One of their actions has been to ensure that every school has a Behaviour Lead who would attend courses; meetings; complete tasks and lead a positive inclusive approach back at school. Mrs Pimblett has already begun the role; has delivered a staff meeting and has checked our Behaviour Policy. I would like to thank Mrs Pimblett who agreed to take on this addition to her current workload. Her dedication and commitment is much appreciated. (*Personal development, behaviour and welfare*)

1.7 Ofsted Inspections can be a very nervous time for teachers and being observed is always a stressful time. The staff had worked hard and were well

prepared. The timetables had been arranged and everyone on the day was ready. Mrs McIntyre had arrived in school early to set up her lesson. Five minutes before the lesson the Inspectors requested a change which meant that Mrs McIntyre, without hesitation and with a nervous smile changed her lesson to accommodate the Inspectors. A huge well done to her as this was not easy and she managed it brilliantly. *(Overall effectiveness)*

1.8 The Early Years department continues to thrive in every aspect as recognised by Ofsted. Mrs Smith, Mrs Cawley, Miss Ryan, Miss Ashworth and Mrs Sambor are a real team who passionately care about the children. Both environments are exciting and regularly changed to match the children's interests. The progress of the children is clear and Ofsted were very impressed by the children's reading and writing. A huge well done to the staff and thank you for your hard work and dedication. *(Quality of teaching, learning and assessment; Outcomes for learners)*

1.9 The staff continue to give of their time freely to do lunch time/After School Clubs all of which enrich the children's learning. Thank you to those members of staff who organise and deliver such a range of opportunities. *(Overall effectiveness)*

## 2 Reaching out to Parents/Community links

2.1 It seems a long time ago now but I am pleased to let Governors know that each class did a little Christmas Performance for their parents. We changed the seating layout and I received many positive comments about this as more parents were able to see clearly and there was no evidence of people "saving seats". The children as always were fantastic and every child took part. A huge well done to all of the children and thank you to the staff.

2.2 I am delighted to inform Governors that we were very privileged to have Mrs Edge (Artist and Conservationist) in school, who gave freely of her time to speak to the Year 6 children. Mrs Edge was the lead person to ensure that the 'Terracotta Army' exhibition was carefully packaged at China, transported and safely displayed at Liverpool Museum. She did a wonderful power-point to show the children the journey and her involvement. This was a fantastic experience for our children and a wonderful learning opportunity. A very special thank you to Mrs Edge for her invaluable time. *(Quality of teaching, learning and assessment; Outcomes for learners)*

- 2.3 Mrs Pimblett organised Images Art again this year and as always it was wonderful to see the hall transformed into an Art Exhibition. The parents fully supported it as they ordered many packs of Christmas Cards designed by their own children. A lovely celebration of the children's artistic skills. *(Quality of teaching and learning)*
- 2.4 School Book Shop continues to be as popular as ever – the children really enjoy choosing a book to buy and as a result their reading skills are enhanced. Thank you Mrs Parry for your time for all that you do to ensure that the children read for pleasure. *(Personal development, behaviour and welfare; Outcomes for learners)*
- 2.5 As a Partnership School with Hope University, since September we have provided placements for eight students who were all successful. We are about to provide placements for more students who will begin their full time placements at the end of March. Having students brings a new dynamic to the school – we all learn from each other and it also brings additional funding thanks to the hard work of the staff. *(Quality of teaching, learning and assessment)*
- 2.6 Miss J Ryan has organised a link with Everton Football Club and already they have been into school doing exciting activities with the Year 5 children; the latest of which is 'Boxercise' – this focuses upon Resilience; Good Leadership skills and Team Work. The children have really enjoyed it and have learnt a great deal. A very special thank you to Miss J Ryan. *(Personal development, behaviour and welfare)*
- 2.7 World Book Day was a wonderful, national celebration of books and we had a great day in school. The children dressed for the occasion and they looked fantastic.
- 2.8 Mrs Kelly, Mrs Rossiter and Mrs Tomlinson continue to spend time in school every week. We are really grateful to them for giving their time and support so generously – we are very lucky.
- 2.9 Breakfast Club is as popular as ever thanks to Mrs Sambor and Mrs Parker who greet the children with a smile. *(Personal development, behaviour and support)*

### **3 School Environment**

- 3.1 Everyone who visits the school comments positively about the environment – Displays, Organisation, tidiness, cleanliness and how well cared for it is. A special thank you to all the staff but especially the cleaners who at the end of every day arrive with a smile and make the school look fresh and clean for the next day. *(Overall Effectiveness)*
- 3.2 Traditionally spring time is the time to have a “sort”. Now that Ofsted have been we can now sort resources and cupboards. We are using the Twilight Inset to empty cupboards etc. A skip has been ordered and I am sure it will be filled in minutes. Sometimes we can “hoard” in school but that isn’t always a good habit so this will enable us to make sure that the resources we are keeping are clean and fit for purpose. *(Overall Effectiveness; Personal Development, Behaviour and Welfare)*

### **6 Religious Education**

- 6.1 As Governors are aware we have also been inspected for Religious Education and were graded as ‘Outstanding overall’. Again the report celebrates our strengths and areas to improve. At the end of the Inspection the Inspectors gave the following feedback:-

**RELIGIOUS EDUCATION**  
**INSPECTION**  
**JANUARY 2018**

#### **Catholic Life**

##### **Outstanding**

- Lots of lovely things.
- Children actively participate in school.
- The Mission is reviewed and valued.
- Behaviour is exemplary.
- Children know how to resolve conflict.
- They forgive and are forgiven.
- Well established routines.
- Children are serving the community.
- Parish Priest is a regular visitor, very much part and parcel of school life.
- Children are supported personally.
- A very caring school.
- R.S.E. is developing.

#### **Provision**

##### **Outstanding**

- The Mission is being lived out.

- The Environment is full of vibrant displays.
- High quality relationships.
- Some staff are actively involved with the Parish.
- The Mission is modelled to the children.
- Parents agreed with all statements.
- Vibrant website – full of information.
- Regularly seek what the children are thinking.
- Loved the tea bag and confetti given to Reception parents (kept it).
- Lovely pastoral care.
- Breakfast Club and free after school clubs.
- The children in Year 2 said “We are all unique.”
- Children attend Governors’ meetings.
- Governors are proud of Mission and how it has evolved.
- Close bond with Parish Priest.
- Some Governors are catechists – very involved in the Parish.
- Strong Home/School/Parish links.
- Leaders and Governors promote the school and mission – they thank the community which they serve.
- Leaders have a real vision – enthusiastic, creative and respond to initiatives.
- Deeply committed.
- Photographs of Governors in classrooms.
- Targeted planning – detail highlighted.
- R.S.E. Policy and mapping in place – mapping very good.
- Continue to think about different ways to engage parents.

### **Pupils achieve and enjoy their learning**

#### **Good (In between the two – Outstanding and Good)**

- Children are engaged – they want to improve their knowledge and understanding.
- Tracking is great – detailed analysis.
- Developing Target setting.
- Have a go at gathering more evidence.
- Cross moderation is needed.
- Develop target setting for each year group.
- Move away from P. levels.
- Replace level 1 or 2 with a ‘Driver Word’.
- Link data to planning.

#### **Quality of Teaching, Learning and Assessment**

- Some Outstanding
- Huge thank you for picking yourselves up after Ofsted.
- Lots of positives –
- Excellent behaviour
- Caring relationships
- Established routines
- Interventions

- Excellent Teacher Assistant support.
- We saw 'Driver Words'
- We saw Paired, shared, collaborative work.
- We saw Pastoral care.
- We saw lots of praise and affirmation.
- The children's answers were very thoughtful and considered.
- Good use of developing prior learning.
- Skilled use of questioning.
- Planning
  - Good differentiation
  - Driver words used
  - You know where you want to go.
- Lovely portfolios.
- Mixture of different work.
- Year 6 spoke about challenges they were given each week.
- Develop the next steps now – give children time to respond – cyclical process with Driver words in the centre.

### **How well Leaders and Governors Monitor**

#### **Outstanding**

- Everyone is dedicated
- Quality information on the website.
- Mapping Come and See with R.E. C.D.
- Subject Leaders very aware – strong partnership.
- Yearly planner incorporates it all.
- Great Team – working extra hard.
- Keen, excited and creative with what you have got.
- All policies are in place.
- Teachers C.P.D. – Governors need to encourage completion of C.C.R.S. which can now be completed 'on line'.
- Monitoring is in place – everyone has an action.

### **Collective Worship**

#### **Outstanding**

- A lot of work.
- A huge thank you for presenting things well.
- Year 6 enthused by Collective Worship.
- Reverence, communal prayer – lovely.
- Other pupils are being uplifted by Collective Worship.
- Inclusive prayerful community shines out.
- Seamlessly absorbed.
- Deep sense of respect for one another.
- Developing heartfelt responses.
- Keep using
  - John Burland
  - Stepping Stones
  - Expectations on Policy
- Church events – Parish Priest enjoys having the children filling the church.

- Evidence of prayer.
- It has purpose, message and direction.
- Parents, community and parishioners are included.
- Use Ignation Meditation, gratitude lists.

### **Leaders promote, monitor and evaluate**

#### **Outstanding**

- Monitoring and actions for Collective Worship are great.
- Planning, portfolio and yearly planner are promoting Collective Worship in Year 6.
- Let this trickle down now to other year groups – innovative ways.

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Overall judgement                      Outstanding.  
This is an Outstanding school.

6.2        Please may I take this opportunity to thank all staff for their hard work but especially Mrs Smith and Mrs Pimblett who led us through the whole process from finding out when the R.E. Inspection would take place to the actual day? Both members of staff met during a weekend in their own time and made sure that we had the necessary documentation – again going above and beyond the call of duty. *(Effectiveness of leadership and management; Quality of teaching, learning and assessment)*

6.3        The Year 4 children who are due to make their First Holy Communion this year have recently made their First Confession. They are a lovely small group of children with fully supportive parents. A very special thank you to Father Michael and Mrs Snape for preparing the children and congratulations to the children.

6.4        A special thank you to Father Michael who regularly pops into school, always with a smile and encouragement.

### **7        Staffing**

7.1        Mrs Lewin, who was an excellent Teaching Assistant, has now left us to start a new full time job. We all miss Mrs Lewin very much but what was wonderful was that she returned to help us during the Ofsted Inspection, voluntarily. A very special thank you to Mrs Lewin.

7.2        Mrs Morgan has been a Welfare Lady for 23 years and sadly has to leave us on 29<sup>th</sup> March 2018 in order to be a full time carer of her mother. Mrs Morgan has been an excellent Welfare Lady, her attendance is excellent, the children, staff and Parents love her. We will all miss Mrs Morgan but fully understand her decision and wish her well. She has promised to keep in touch and still go on the trips.

- 7.3 Mrs Barton has adapted to her different role and varied timetable. It is lovely to see her back and well.
- 7.4 Please may I take this opportunity to say a special thank you to Mrs Lyon who at a moment's notice helps me in all areas of school life – keep up the excellent work Mrs Lyon.
- 7.5 Mrs Cassidy is currently providing P.P.A. and small group support. Her timetable is reviewed each half term to match priorities and children's need at that time. Thank you Mrs Cassidy for being adaptable. (*Quality of teaching and learning; Outcomes for children*)

## **8 Staff Development/C.P.D.**

- 8.1 We have continued to attend a range of courses; work closely with the Southern Area Collaborative and been active members of the Southern Family Cluster of schools all of which are helping us to develop our skills, awareness and strategies:-
- Looked After Children
  - Headteacher and Deputy Head teachers Conference
  - Administrators Conference
  - Clerk's Conference
  - Leadership and Development
  - Maths
  - Early Years
  - Deputy Head teacher Forum
  - Moderation
  - S.E.N.
  - R.E.

It has certainly been a challenging term and I am delighted that both Inspections have had very positive outcomes. This is a wonderful school and everyone should be proud of it and themselves. Everyone has achieved this together; Governors, Teachers, Teaching Assistants, Parents, Children, Administration staff, Premises Officer, Cleaners, Dinner staff and lunch time Welfare staff – we are one big team as I often say to the children, a big School Family with a big heart. Thank you so much Everyone and well done.

Please may I take this opportunity to thank Mrs Hewitt, she has been so patient typing for me and understanding my writing. Thank you so much to Mrs Clarke who helps and supports me every minute of every day. Thank you Mrs Smith for being a wonderful Deputy Head teacher in every way.

A very, very happy and very proud Headteacher

Jeanette Grundy.