

# St. Alban's Catholic Primary School



School Success Plan  
2016

## 1. Message from the Headteacher

St. Alban's is a vibrant, positive place to learn. The children really do 'Lead the Way' in everything that they do. This is a school we can all be very proud of. Our children enjoy coming to school, are motivated by their successes and become confident, responsible citizens. The children are secure in the knowledge that each of them has been created by God the Father, in His own image; they are loved for what they are and for what they bring to our St. Alban's family.

At St. Alban's, children are provided with an excellent start to their education. Very effective teaching and learning strategies are well embedded and all children learn to work both independently and co-operatively in a fully inclusive learning environment. The St. Alban's family is working coherently together with a clear understanding that we want to provide the best possible education for all the children that attend this school.

St. Alban's achieved a very high standard of performance in the 2015 national key stage 2 tests (published 10/12/15): 100% of our pupils gained 4B or above in reading and maths and level 4 or above in writing, making St. Alban's 1 of only 187 schools in the country to achieve this level of attainment (Letter from the Minister of State Schools, DoE, 14/12/2015). We are in the top 1% of schools nationally (RAISEonline 15/10/2015).

St Alban's Catholic Primary School is the best state-funded primary school in Surrey, according to a comprehensive new guide. St Alban's in East Molesey saw all its pupils gain at least Level 4 in maths, reading and writing, and 55% gain at least a Level 5 across the three subjects. Pupils at the school performed 2.9% better than expected based on past performance. This year's results put St Alban's Catholic Primary School on top as the best school in Surrey, and the ninth best school in England. (getSURREY 15/1/2015)

Our results have improved in terms of the progress and attainment achieved by our disadvantaged pupils since 2011, and we are highly effective in educating our disadvantaged pupils (Letter from Minister of State for Schools, 26/1/2015).

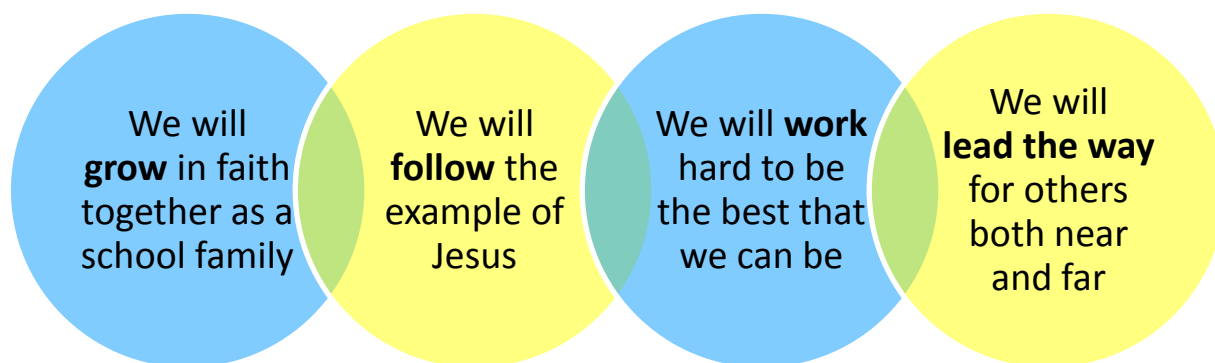
The percentage of pupils on EHCP/Statement is 2% which is higher than the national average (1.4). EHCP and SEN support pupils have achieved above the national average for the past 4 years as a result of intensive targeted support and high quality teaching.

Intervention groups are put in place to support children at risk of not making appropriate progress given their starting points. The results of this programme of support were very positive in terms of the progress that the children made given their starting points. The SEN children performed well compared to national data in 2014 and 2015. Progress Measures Value Added grades show that our SEN support children achieved significantly above national average with a VA score of 104.1 (NA=99.3). SEN with Statement or EHC plan achieved significantly above national average with a VA score of 105.2 (NA=97.9). Both grades were rated **sig+**. Disadvantaged pupils 103.3 (NA 99.8) **sig+**. [RAISEonline Oct 2015. p41].

## 2. Mission Statement

The Mission Statement of St. Alban's places it firmly within the context of the local Catholic community. Everyone who is part of the school community: children, parents, staff, governors and parishioners endeavour to create an inclusive, welcoming, nurturing and secure learning environment in which our young people can develop and grow spiritually, academically, emotionally, physically and socially.

### St. Alban's MISSION STATEMENT



We endeavour to provide a balanced curriculum across the school. We have developed our new curriculum to reflect the revised requirements of the National Curriculum. We believe that education is a holistic process that builds on each and every experience. Providing opportunities for pupils in clubs, visits, trips and extra-curricular activities is evidence of our commitment to this view. The school has developed a close partnership with parishes it serves and has strong links with the local community.

## 3. Data 2015

**Table 1: St. Alban's Key Stage 2 Results (2015)**

The table below shows a summary of the National Curriculum assessment results of pupils in St. Alban's (2015) and nationally (2014) at the end of Key Stage 2, as a percentage of those eligible for assessment

Curriculum Area	Levels	St. Alban's KS2 SATs Results	National KS2 SATs Results
Maths	4+	100%	86%
Maths	5+	83%	42%
Maths	6	24%	9%
Writing	4+	100%	85%
Writing	5+	62%	33%
Writing	6	14%	2%
Punctuation, Grammar & Spelling	4+	100%	77%
Punctuation, Grammar & Spelling	5+	86%	53%
Punctuation, Grammar & Spelling	6	17%	4%
Reading	4+	100%	88%
Reading	5+	86%	49%

- In December 2014, *The Times Newspaper* ranked St. Alban's in the top 2% of schools nationally.
- In December 2015, St. Alban's was ranked in the top 1% nationally & in the top 100 performing schools for progress between KS1 & end of KS2. (Minister of State for Schools, December 2015)

**Table 2: St. Alban's Key Stage 1 Results (2015)**

The table below shows a summary of the National Curriculum assessment results of pupils in St. Alban's (2015) and nationally (2014) at the end of Key Stage 1, as a percentage of those eligible for assessment

Curriculum Area	Levels	St. Alban's KS1 SATs Results	National KS1 SATs Results
Maths	2+	100%	92%
Maths	3+	43%	24%
Reading	2+	100%	89%
Reading	3+	47%	30%
Writing	2+	97%	85%
Writing	3+	37%	16%
Speaking & Listening	2+	100%	90%
Speaking & Listening	3+	53%	24%
Science	2+	100%	90%
Science	3+	57%	22%

**Table 3: Percentage making or exceeding expected progress by the end of Key Stage 2 (2015)**

	Writing	Reading	Maths
St. Alban's	100%	100%	100%

- Results show that children have made outstanding progress by the time they leave the school.
  - St. Alban's results are significantly above national average.

**Table 4: St. Alban's Early Years Foundation Stage Profile (2015)**

	St. Alban's	National Average
Good Level of Development (GLD)	87%	60%

- St. Alban's results are significantly above national average.

**Table 5: St. Alban's Year 1 Phonics Screening Check (2015)**

Y1 Phonics Screening Check 2015		Met the required standard
All Pupils	National	74%
	St. Alban's	93%
Boys	National	70%
	St. Alban's	100%
Girls	National	78%
	St. Alban's	85%

- The table compares the percentages by phonics result for the school in 2015 with NA results for 2014.
  - St. Alban's results are significantly above national average.

**Table 6: St. Alban's Conversion Data - KS1 to KS2**

KS1 to KS2 in Conversion Data - Year 6 (July 2014)				KS1 to KS2 Conversion Data - Year 6 (July 2015)		
Reading	Writing	Maths	Levels of Progress	Reading	Writing	Maths
100%	100%	100%	2 levels +	100%	100%	100%
39%	78%	39%	3 levels +	72%	79%	86%
11%	6%	-	4 levels +	3%	14%	3%

- Results show that children have made excellent progress by the time they leave the school.

## 4. Potential building projects

Potential building projects at St. Alban's\*:

Project	Timeframe
Fixed seating tables for the main hall	January 2016
Flat pack chairs & trolley (to replace orange chairs in hall)	January 2016
Covered walkways	Spring 2016
Repairs to the top playground	Summer 2016
Courtyard (implement School Parliament ideas to make a prayer garden)	Summer 2016
Refurbishment and decorating existing classrooms (KS1)	2016-2017
Possible further playground development	2017-2018

\*Subject to budget

## 5. Development Priorities

### Objective 1: New Mission Statement & further development of the RE, Prayer & Catholic Life of the school

Actions	Examples of Success Criteria/Actions
<ul style="list-style-type: none"> <li>To ensure that progress and attainment in Religious Education (RE) is outstanding across the school.</li> <li>To ensure the school has an accurate Self Evaluation Summary for RE.</li> </ul>	<ul style="list-style-type: none"> <li>Fully embed new Mission Statement (MS) through HT stickers, MS song and displays.</li> <li>It is evident when visitors come into the school that it is a loving and caring environment and the aims of the Mission Statement are obvious.</li> <li>Book looks and observations.</li> <li>S.E.F. has clear, accurate data to support grading.</li> <li>Through continuing dialogue with David Quinn &amp; S. Fiest (Primary RE Advisors of Nottingham + Arundel &amp; Brighton Dioceses), develop a picture of what outstanding attainment and progress in RE looks like.</li> <li>Through discussions with all staff, review quality of provision, outcomes and leadership in RE, Catholic Life and Collective Worship and Prayer Life of the school.</li> </ul>
<ul style="list-style-type: none"> <li>Work with the HT to strengthen the Catholic ethos of the school and to work collaboratively with other Deanery schools.</li> <li>To ensure that all pupils contribute to and benefit from the Catholic Life of the school.</li> <li>To ensure all pupils contribute to and respond prayerfully to the Collective Worship of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Whole staff attendance at Deanery INSET day enhances RE and the Catholic Life of the school (Feb 12, 2016)</li> <li>RE Governor (Fr Marco) acts as critical friend through meetings with RE coordinator (termly) and joint learning walk (Spring Term)</li> <li>There will be lots of evidence of pupils' contributions to our self-evaluation of the impact of the Catholic Life of the school on their development through: capturing pupil voice, using the Respond booklets, through the RE Council.</li> <li>The use of Lectio Divina will be developed for all Come and See scriptures and to look ahead to the Gospel of the following Sunday. Pupil voice will capture the impact of this.</li> <li>In response to RE Council, a Prayer room will be set up in the new building. Prayer club will re-start when new building is complete.</li> <li>Pupils will have a wide range of opportunities to plan and lead collective worship and will be able to talk about this.</li> <li>Pupil voice will show the impact of collective worship and how they are inspired by it.</li> </ul>
<ul style="list-style-type: none"> <li>To ensure that the quality of teaching and assessment in RE is outstanding</li> </ul>	<ul style="list-style-type: none"> <li>As a result of high standards of RE across the school, high quality work in the children's books and on displays and the high level of religious literacy in the pupils' contributions in lessons and around the school, the school is judged as outstanding.</li> <li>Attendance at Primary RE Coordinators' CPD Day on Assessment and Moderation results in further strengthening of assessment and moderation procedures. (March 10, 2016)</li> <li>Through continuing dialogue with David Quinn &amp; S. Fiest (Primary RE Advisors of Nottingham + Arundel &amp; Brighton Dioceses), Steps for Success format is developed to support clear S.C in RE lessons.</li> <li>Books will show that children of other religions have the opportunity to reflect on their learning in the light of their own faith.</li> </ul>

## Objective 2: Quality of teaching, learning & assessment plus effectiveness of Learning Support Assistants

Actions	Examples of Success Criteria/Actions
<ul style="list-style-type: none"> <li>• During monitoring, the teacher is able to demonstrate excellent provision, very high quality of work and rapid progress.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lessons in all subjects but particularly RE, English and Maths are graded 'very good or excellent' across the school; in addition there is a very high level of work in the exercise books. Results and formative assessment show that progress and attainment are excellent.</li> <li>➤ Very good pitch, pace and challenge - as a result test scores over time are excellent.</li> <li>➤ Excellent subject knowledge: Teachers demonstrate deep knowledge and understanding of the subjects they teach, they use questioning highly effectively and demonstrate understanding of the way pupils think of subject content, they identify pupil's common misconceptions and act swiftly to ensure that they are corrected. Teachers embed reading, writing and communication and where appropriate mathematics exceptionally well across the curriculum. Teachers are determined that pupils achieve well and they have consistently high expectations of all pupils' attitudes to learning. As a result, children thrive in lessons and are resilient to failure.</li> <li>➤ High quality success criteria allow all children to self-assess and show very good progress by the end of the lesson.</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure that the children's work is assessed accurately (formative &amp; summative assessment) and that you have enough robust, high quality evidence to support the statements (KPI).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assessment procedures are up to date, accurate and supported by evidence. The teacher will be required to moderate with colleagues and cross-school to ensure that evidence is accurate.</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure that all LSAs have a significant and measurable impact on pupil's progress.</li> </ul>	<ul style="list-style-type: none"> <li>➤ LSAs are aware of pupils starting points and end of year targets. LSAs have a significant impact on children's achievement and they make accelerated progress (they use 'Fix it' groups and pre-teaching).</li> </ul>
<ul style="list-style-type: none"> <li>• To ensure challenging opportunities for pupils to embed English and maths skills across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Suitable tasks are set which allow children to demonstrate mastery and depth, and that English and Maths skills are embedded across the curriculum.</li> </ul>
<ul style="list-style-type: none"> <li>• Moving to 2-form entry in EYFS, ensure quality of provision across both classes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Due to effective, on-going training and mentoring of new staff, pupils make rapid progress from their starting points.</li> <li>➤ Children in Reception settle quickly and feel happy, safe and make excellent progress.</li> </ul>

## Objective 3: Subject Leadership

Actions	Examples of Success Criteria/Actions
<ul style="list-style-type: none"> <li>• Subject Leaders drive school improvement and closely monitor and analyse data.</li> </ul>	<ul style="list-style-type: none"> <li>➤ As a result of your leadership and drive, all Subject Leaders (SLs) have a clear action plan and understanding of where the children are, supported by clear evidence.</li> </ul>

## Objective 4: British Values & Safeguarding

Actions	Examples of Success Criteria/Actions
<p><b>Safeguarding</b></p> <ul style="list-style-type: none"> <li>• Safeguarding is highly robust and effective</li> <li>• Safeguarding lead to attend PREVENT training and information leaflet on PREVENT distributed to parents and available on the school website.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Safeguarding Policy is up to date and displayed on the website.</li> <li>➤ There is an open culture that promotes all aspects of pupil welfare.</li> <li>➤ Pupils have an excellent understanding of how to stay safe online and in the local area.</li> <li>➤ Detailed records are kept and updated of any concerns and other agencies are involved where appropriate.</li> <li>➤ No complacency: staff understand that it could happen here.</li> <li>➤ All staff demonstrate awareness of the latest safeguarding legislation and protocol.</li> <li>➤ Staff and parents have awareness what the PREVENT strategy means for their school.</li> <li>➤ Staff and parents are aware of best practice surrounding E-safety.</li> </ul>
<p><b>British Values</b></p> <ul style="list-style-type: none"> <li>• To contribute to a strong school ethos that promotes British Values.</li> <li>• To ensure that the teaching and learning of British Values (democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs) is an integral part of all that we teach.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Planning will show that each topic and scheme of work has been reviewed to maximise the opportunities to teach British values.</li> <li>➤ Pupils will be able to talk about each of the British Values and give age appropriate examples.</li> <li>➤ Subject leaders – identify opportunities where these values can be taught or demonstrated in the subjects you lead.</li> <li>➤ Highlight the ‘Prevent Agenda’ so that any potential radicalisation is dealt with swiftly.</li> </ul>

## Objective 5: Measure the impact of the primary PE and sport premium on outcomes for pupils

Actions	Examples of Success Criteria/Actions
<ul style="list-style-type: none"> <li>• Gather data on pupils participating in after school and outside of school physical activity.</li> <li>• Implement strategies to increase the uptake of poorly represented pupil groups.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Change for life</i> club has been established. Those children identified as not being involved in any other forms of physical activity.</li> </ul>
<ul style="list-style-type: none"> <li>• Student Play Leaders will organise and facilitate an <i>Everyone active</i> campaign to maximise physical activity in the playground.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Led by a member of staff, student play leaders organise games and activities to encourage physical activity in the playground.</li> <li>➤ Play leaders have established an identity for the campaign and introduced the scheme to the rest of the school.</li> <li>➤ Children identified as being un-active or isolated during playtimes are encouraged to participate.</li> </ul>
<ul style="list-style-type: none"> <li>• Celebrate sporting success both in and out of school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All sporting fixtures are reported during celebration assemblies.</li> <li>➤ Match reports are published in the school newsletter.</li> <li>➤ A <i>wall of fame</i> display is in place to celebrate children’s sporting achievements (e.g. Trophies and medals).</li> </ul>
<ul style="list-style-type: none"> <li>• Teaching of Gymnastics will be outstanding.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All teachers will have taught alongside a trained gymnastics coach.</li> <li>➤ PE Leader will have observed all teachers teaching gymnastics.</li> </ul>



## Objective 6: Maintaining high rates of progress and attainment

Actions	Examples of Success Criteria/Actions
<ul style="list-style-type: none"><li>• Assessment across the school is a real strength and is used on a weekly basis to plan lessons with the correct pitch, pace and challenge.</li><li>• Teachers and LSAs have a very good grasp of all data handling programmes so that interventions can be targeted.</li></ul>	<ul style="list-style-type: none"><li>➤ Teachers and LSAs have a very good grasp of the software packages below and as a result you are able to quickly identify strengths and weaknesses and feedback this to HT and class teachers, which will result in continued high attainment and rapid progress.</li></ul>