

All Saints Catholic Primary School

SCHOOL SELF-EVALUATION 2021





All Saints Catholic Primary School, Anfield, Liverpool.

School Self-Evaluation.

Summer 2021

Section 1: School Context

All Saints is a faith-based community school where a majority of its pupils are baptised Catholics. The school has a variety of pupils from other religions, mainly other Christian religions. It has served the parish of All Saints for over a hundred years, the majority of that time as two separate schools, Infant and Junior. In 2003, the school amalgamated and in 2008 the two schools came together on one school site at Oakfield.

The school has a much higher than average proportion of pupils with severe and complex learning difficulties, due to its status in the city as the host of a resourced provision, now called 'enhanced provision'. The city council currently places 20 pupils at the school spread throughout the year groups. This number is due to increase to 30 (possibly more) in September 2021, in new refurbished, specialist classrooms. The pupils experience very low cognitive ability, and significant developmental delay. Some present an uneven or moderate learning profile with additional needs such as ASD or ADHD.

In addition, the school has a significant number of other pupils with special educational needs, spread throughout the school. Currently, there are 129 pupils on the SEND register, 29% of its pupil roll, much higher than the national average. 32 pupils have educational health care plans, and 99 are receiving some form of additional school support.

13.65% of all pupils come from minority ethnic groups, a figure which is growing to reflect demographic changes in the local area. 4.4% of pupils come from families where the first language is believed not to be English.

Levels of pupil mobility have been high in recent years, but are now slightly lower as the school has become full in most year groups. There is some key evidence showing the impact of inward mobility on progress in 2015, 2016 and 2017 Y6 cohorts, less so in 2018 and 2019.

All Saints was given the responsibility for the governance and management of the Anfield Children's Centre in 2007 and takes these responsibilities very seriously. As a result, the Centre is a thriving hub of activity for children and families (though this has been compromised significantly by the pandemic). The Centre also contains a

49 place Nursery for children between 0-3 years old which is managed by the school but has a separate Ofsted registration.

From September 2021, this provision will change its registration and become part of the school. The baby room will close and there will be a 2-year old provision for 20 pupils, and a 3-year old provision for 30 pupils. It will continue to operate from 8am to 6pm.

The school also has one very significant curriculum partner, the Liverpool Philharmonic. School staff, along with specialists from the Philharmonic, run the '*In Harmony*' scheme that places music at the heart of the school's curriculum. In addition, the school works with a range of other partners to deliver a rich and varied curriculum that is popular with pupils and parents. The curriculum has a global perspective that reflects a desire for its pupils to be involved members of communities, both local and international. This curriculum has been further strengthened ready for the 2021/22 academic year.

All Saints is a strategic partner within the North Liverpool Teaching School Partnership, based at Everton Nursery and Family Centre, currently being subsumed into the Inspire Learning Teaching School Hub. It is one of five primary schools which have managed the work of the Teaching School. It assists in leading the Teaching School's programme for continued professional development. As many as seven of the current teaching staff have gone through the salaried 'school direct' training programme at the Teaching School, a mark of the commitment to training and bringing through our own teachers.

Pupils are drawn from Anfield and surrounding areas of inner-city Liverpool. 41% of pupils are eligible for pupil premium funding. The area around the school has suffered from years of neglect, any development delayed due to uncertainty around the development of the Liverpool FC stadium. Though work is now well underway, the delays have left scars across the area through abandoned housing, depleted stock, an increase in the placement of troubled families, lack of employment opportunities, and continued high levels of crime when compared to other areas of Liverpool. The 'super-output area', in which the school is situated, is ranked 10 out of 32,844 in the government's Indices of Multiple Deprivation (2019) – the most deprived inner-city area in the country. However, many families at the school typically value education, support the school very well and share the school's high aspirations. There is a strong, positive partnership between the school and its community – we would argue that this is a direct result of the school's commitment to its wider community.

Since 2015, the school's headteacher, deputy headteacher, and one senior teacher were asked to take on secondments by the Archdiocese and Local Authority which they completed successfully. All three are back in their substantive posts now. The headteacher left for a sabbatical, granted by the governing body, that took place between September 2017 - February 2018. His absence was covered internally highlighting the school's commitment to succession planning. Working alongside the Local Authority and the Archdiocese, the school's plan to deliver long-term sustainability to its day-care, SEND provision and the Anfield Children's Centre, is

well under way. This highlights the desire of governors for All Saints to be a true community school.

The last school development plan was due to be started in summer 2020, but due to the impact of the pandemic, it has been delayed until this summer. Instead, governors and school leaders operated short-term plans and initiatives to serve our pupils, families and local community throughout this difficult time.

However, despite the challenges, the school has been successful in achieving most of its strategic aims, as detailed in the Interim School Development Plan.



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Strategy Area 1

Community, Parish and Parents.

Challenge?

Does the holistic vision of a community involved in the education of pupils benefit their outcomes and that of the wider community?

The ambition of this strategy area is to knit together the work of the staff (both school and Children's Centre) in order for parents to be both positive and involved partners in the educational journey and formation of the pupils at the school. The aim is to link this work with the wider community organisations so that the right conditions – physical and mental health, diet, attendance, stability, confidence – are there as early as possible for the pupils and their families. Drawing heavily on Catholic principles of service and the common good, we hope to make a positive and sustainable difference not just to the pupils, but their families and the wider community of Anfield.

(Phrases indicated in bold indicate a sub-section for school improvement. There are individual plans attached to each of these).

Evaluative Comments.

- The **Children's Centre** continues to make a good contribution to the early support for families in the area and beyond. The Centre has a high number of case studies and evidence of parenting programmes, adult education, early help activities, specialist courses (e.g. supporting victims of domestic violence) and health promotion activities, all of which have led to greater levels of engagement, awareness and action. Much of this is celebrated at the annual awards' evenings at LFC where, this year 73 parents and families will be attending to receive praise and rewards for their efforts during the year. Since 2018, the work of the Centre has dovetailed almost seamlessly with that of the school, ensuring that children and families are far more 'ready for school' than would otherwise have been the case. The data team has confirmatory evidence.
- Both school and Centre staff are highly experienced and know their community well. They have excellent relationships with the majority of the families that they work with. This is shown by the very high demand for one-off community days, such as the Wild

Wednesday programme during August 2019. The Centre is very well-respected by local authority officials and is often chosen to pilot city-wide initiatives such as the recent 'My Anfield' initiative. This seeks to integrate refugee and migrant communities into what is a traditional 'white-British' community.

- Desk-based work takes up much time, and one area for future improvement lies in increasing the 'face-to-face' nature of the work. This is where the greatest differences can be made the lives of families.
- Initiatives aimed at increasing **Early Help and Intervention** have led to further positive developments since the plan was launched in September 2018. The link between the Health Promotion and Deputy Children's Centre Co-ordinator, and the Early Years lead in school, have led to greater attendance of parents at events, courses and activities. Parents report greater confidence and understanding, and this arguably led to some significant gains for young children this academic year. For example, three parents completed a training package around autism. Their resulting understanding assisted these children to improve beyond recognition when compared to the beginning of the year.
- Whilst numbers have improved, there is still room for greater improvement, a target for the next improvement plan.
- A determined desire to see the **School as Parish** has been targeted to some success. Again, the primary aim is to encourage parents and families to take an active interest in the pastoral and faith development of their child, leading to spiritual and well-being benefits. Monthly family Sunday masses have seen a small but growing number of families attending, this in addition to parents and parishioners attending community choirs and orchestras based in the school (part of the In Harmony Anfield initiative). Parents have also played a leading role in the key celebrations of achievements and milestones e.g. sacramental programme and Leavers' Mass.
- The aim for the future is to increase representation at the monthly masses, and also link the parish more into community initiatives within the 'Learning to Serve' part of the curriculum.
- The Children's Centre largely operates the **Extended School and Holiday Care** aspects of the school offer, seeking to give families high quality care augmented by a range of learning activities and pastoral support. Numbers are high and responses to questionnaires (March 2019) suggest that pupils and parents are highly supportive of the club's work. Staffing is of a good quality with regular staff expertly supported by Children's Centre staff and learning mentors.
- For the future, the aim is to widen the range of activities offered in holiday care, and to increase numbers attending from our wider community.
- Whether based in the Centre or at the school, a conscious effort to develop more **Adult Learning and Parental Support** opportunities has met with some success with a range of case studies showing how courses and training have impacted positively on families with young children.
- Efforts from learning mentors and the Children's Centre Co-Ordinator to work exhaustively with those families with regularly poor **Pupil Attendance** have met with some success, despite the overall %s moving only slightly in the right direction. Once again, there are some very positive case studies which provide compelling evidence of success, and the PA % have reduced as the year has gone on (based on last non-Covid year - 2018/19 year).
- However, we have some way to go to achieve our overall target of 97%, hovering around the 95% mark during the 2018/19 year. This continues to be significant priority

for the school, hence the deployment of the Children's Centre Co-ordinator to this work.

- Our ongoing commitment to **0-3 Nursery Education** is showing incremental improvements. There is a robust business plan, very well administered and monitored. This ensures staffing levels are high. The same staff are more experienced now, there is stability, and CPD for them is consistent and linked to our teaching school at Everton Nursery School. Ofsted's 'good' judgement of the daycare in December 2017 was a very secure 'good' and monitoring last year suggests further improvement since then. This positive picture is backed up by parental feedback and questionnaire responses.
- The **school nursery** is led by a highly experienced and credible teacher. She now operates in a lead teacher role, supporting and modelling good practice for the mixture of school and centre staff who run the nursery space for all 3 year olds on the campus. This is a temporary measure whilst building work is completed, but early signs are that it is not adversely affecting the quality of the provision, though this is in an early stage of development. There is good communication between school and centre to maximise the opportunities for early family development and support. An increase in parent volunteers, often from some of the most vulnerable families, was a notable success in 2018/19.
- Our **RE Curriculum** follows the diocesan scheme and this leads to consistently good RE teaching across the school. However, the last two years have seen a major rise in 'faith in action' work; this is explained in more detail within the curriculum section. We feel that this has raised the 'Catholic life of the school' element of the RE curriculum to an outstanding level.
- The final strand of this strategic area is related to developing parents' and pupils' knowledge and involvement in **RSE (Relationships and Sex Education), Ethics and Social Media**. We recognised the need in the community and felt that this is something our school should be leading on. The RSE curriculum has been altered following diocesan guidance, and this was communicated to parents in a special one-off presentation, as well as through guidance materials. More focus on issues such as body image and self-perception plus the importance of love in relationships was at the centre of this. A project with Year 6 saw us launch an 'avatar' called 'Social Bug' which is used to educate parents about the benefits and dangers of screen time and over-use of phones and social media – both parents and children. Pupils used parents' consultation evenings to deliver their messages.

The school's commitment to its community, and in particular those families with very young children, is determined and is integral to its mission. Whilst there is always more to do, a whole range of case studies and positive feedback suggest that a tenacious but compassionate focus on its community cements good relationships early on, allowing for a widening of opportunity for pupils and families as pupils go through the school.

The work, though led by a strategy group which straddles the school and the Children's Centre, is not limited to a few people. It is pervasive across the school and provides a core starting point for the curriculum.

The focus on our parents and our parish community is crucial in allowing us to mould our pupils into the kind of compassionate, communicative and hard-working pupils, so crucial to their future life chances. It lies at the heart of our school mission.

The school considers this part of its work to be very effective.



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Strategy Area 2

Teaching and Learning: Core methodology, knowledge and skills.

Challenge?

What are the key features of our core teaching and learning expectations? Are they assisting a curriculum where pupils know and remember more?

The aim of this strategic area of development is to ensure consistency and quality in our daily, regular lessons, especially those related to reading, writing and mathematics. From Nursery through to Year 6, we aspire for our staff to deliver a carefully programme of teaching and learning which leads pupils to be interested and fluent readers, expressive and creative writers, and to have a curiosity for the natural world, science, technology and mathematics. At the same time, we want our pupils to communicate well, to show creativity and resilience in their learning, to question and reason thoughtfully and to work well together, showing excellent social skills. In so doing, we will continue to develop talented and committed teachers and learners (indeed these are often interchangeable).

(Phrases indicated in bold indicate a sub-section for school improvement. There are individual plans attached to each of these).

Evaluative Comments.

- Since 2018, we have seen a significant improvement in our **Early Years** provision, particularly in Reception. We are now confident in saying that the teaching and learning in the early years is now good, and is improving fast.
- Whole school Maths and English schemes and strategies are used as early as Reception. There is alignment across both classes; classes are mirrored and staff are deployed across the whole of Reception, not simply to a class. Both Reception classes are following whole-school literacy approaches with correct adaptations for EYFS – e.g. using the ‘fantastics’ in lessons as well as in wider provision.
- The transition between R and Y1 has improved with more evaluation meetings, discussions, visits and shared training. There are regular planning meetings for teachers and support staff in EYFS e.g. questioning techniques, EYFS framework, and phonics.

- Very positive relationships have developed with parents showing lots of engagement, volunteers, support with homework and reading. The new 'Stay and Read' programme is a huge success as is the 'Once upon a Time project with Rowan Garth Care Village Dementia Wards. Children have weekly visits to the home and interact with the residents to promote speaking, confidence and language. They engage in arts, crafts and storytelling accompanied by parents and volunteers.
- Curriculum development (themes, 'talk around mat') is built around clear themes using the Mind Stretchers, Talk Around Mat, theory. A theme is given but children develop their strand of interest to encourage creativity and curiosity. Continuous provision areas more defined – indoor and outdoor areas for provision are defined and children know how to use them. Questions in these areas, in addition to well displayed planning, help staff to know what they should be drawing from their observations and how they should direct their questions. There has been a big update of our outdoor area and its use – there are clear defined areas and a timetable of activities and usage/responsibilities.
- The support to pupils with SEN is outstanding with a range of case studies and parent testimonies to evidence this. In September 2019, we assessed and supported a whole group of children with ASD and speech/language needs, going to great lengths to provide them with a suitable environment to develop, and these children have made leaps and bounds in their progress as a result. This holistic support has continued through the pandemic period.
- Reception assessments were moderated by the local authority in the last year they took place. The judgements were all accurate, and the moderator was impressed with the level of knowledge that the staff had of the children in the cohort.

There has been a positive response to the enhanced teaching of **Reading** strategies across school: Individual reading in Years 1 & 2 is proving far more effective than guided reading until a child has at least a strong level of fluency (Purple book band + beg/mid Year 2). The teaching of reading is at least good across the school.

Action has been taken to ensure children's key reading skills in Year 2 and beyond are being strengthened with a variety of strategies:-

- Higher quality texts for whole class reading for those who are fluent enough to access it;
- VIPERS activities to ensure children are getting daily exposure to all areas of reading skills;
- Reading Plus ensures KS2 children have regular access to texts suiting their individual reading levels and enable staff to track/monitor their fluency and comprehension. This is also enhanced by Reading Wise, an intervention that came through the joint partnership working at the North Liverpool Teaching School Partnership.

- Efforts are being made and strategies put in place to ensure children who are not reading regularly across KS2 classes are being targeted daily.
- Reading Wise is successfully supporting KS1 and KS2 pupils still working below expected standard to support Phonics. It is successful because many catch up with their peers and narrow the gap.
- Phonics teaching is at least good throughout EY and KS1. Teachers and support staff understand the methodology well – there is a very good team approach with children being moved into different groups as and when appropriate.
- CPD sessions for Teaching Assistants ensure higher quality questioning is taking place in short individual reading sessions so that focus is not purely on fluency and decoding.
- Teachers are being encouraged to think about Tier 2 words linked to their termly topics which will also help strengthen their command of language and comprehension.
- Teacher assessments and national tests point to ongoing improvements and also alert us to any weaknesses and areas for improvement.
- There are regular meetings between subject leaders and teachers – lessons were monitored during spring and summer term with shared learning points used to improve methodology.
- Book audits are undertaken each Autumn term to ensure wide range of texts for all abilities available.
- Reading for pleasure – ‘drop everything and read’ sessions. Enjoying reading as a class – shared texts.

The quality of **writing** at the school continues to be good:

- The quality of the teaching of writing continues to increase through explicit teacher modelling strategies adopted from Years 2 – 6. There is widespread and consistent use of visual, stimulating texts using a ‘sentence stacking’ methodology. The same visual prompts and terminology are being used from year group to year group. GPS is therefore taught in context during writing lessons. Evidence in books is showing an improvement through the level of vocabulary and grammatical structures used during independent writing.
- This strategy is deliberately chosen because of its focus on vocabulary development, in context, and with grammar, punctuation and spelling taught alongside composition.
- Teachers in Year 1 and those working with lower ability Year 2 writers during the autumn term found the ‘sentence stacking’ methodology too advanced/fast-paced for children who were still in need of developing oracy and basic language and development/reading skills. For Year 2 children at the expected standard and those in Years 3 – 6 however, pupils are responding well which is evidenced in a range of independent writing pieces.
- From book scrutinies, there is clear evidence of marking schemes being used consistently throughout the school and evidence of editing being carried out by more able writers, encouraging independence and mastery.

The teaching of **mathematics** is consistently good across the school. It is leading to attainment which is good given the children's starting points.

- Teachers using fluid groupings well, as a way to differentiate/support/challenge learners appropriately and react to their needs
- The use of core White Rose Hub planning resources ensures careful progression in fluency, reasoning and problem solving.
- Leaders have noted an improved resilience demonstrated by children when completing more challenging tasks.
- There is more evidence of reasoning using the APE strategy and children talking about their learning using appropriate mathematical vocabulary.
- Consistent whole school maths displays focus of core methodology and are interactive for pupils. They are well used habitually in lessons.
- TT Rockstar assemblies for KS2 show strength, enjoyment and progress in times tables and have supported Year 4 in trial MTC check where results appear to be very good.
- Leaders are quick to provide staff with related continuing professional development throughout the year –e.g. CPS, bar modelling, effective questioning. This has led to positive feedback from staff, including teaching assistants, and more consistency across the school. There is a good partnership with SIL which provides timely CPD based on good research.
- For the second year of our plan, further improvement in the teaching of reasoning and problem-solving is promoted, especially for groups of less-confident girls – data tells us this is a group that performs less well than others.
- Daily 'fluent in five' core skill practice takes place each day and has strengthened the core numeracy and assisted with generally quite high arithmetic scores when leaving KS2.

There is also discrete teaching for all pupils in the subject areas of Science, Music and Modern Foreign Languages.

In **Science**, leaders ensure that a sequenced series of content is organised, ensuring progression of knowledge and skills, though there were some pressures on content delivery in 2019 down to time constraints in KS2. This has intensified since. Where at all possible, teachers give practical opportunities for children to see learning in action e.g. Year 5 making parachutes to test forces of gravity and air resistance. Wherever possible, teachers try skillfully to relate lesson content to environmental learning and community links. Year 3 learn about plants and nature through their links with the L'Arche community, whilst Year 6 have excellent knowledge of the human body, life processes and healthy diet which they then present to patients at the local health centre on a weekly basis.

In **Modern Foreign Languages**, teachers have benefitted from regular CPD sessions which advise certain methodologies, involving singing, drama and games. Lessons are very interactive. Sequencing is clearly shown through plans written by the Liverpool MFL team, one of whom worked at the school for several years. There is a rolling programme of

language exposure and training through an Erasmus Plus project with a partner school in Rouen. This ensures staff are confident in the target language; lessons are not devolved to a third party or business.

In **Music**, a great proportion of the teaching at the school is carried out by members of the In Harmony team. Much of the curricular intent is explained through our All Embrace Curriculum Guide. However, content is carefully planned, and systematically develops children's knowledge and skills. School-based teachers are fully trained in the methodologies and strategies for teaching music in the school, and often either lead, or jointly-lead, lessons alongside the specialist staff. Some of these strategies are used across other lessons, for example the use of singing cues for classroom management.

Summary

It is impossible to be 100% consistent in the strategies and methodologies used in our core teaching across the school, nor is it completely desirable (there has to be some independence of style and character). However, we are confident that teaching quality across the school is almost always good, leading to good and outstanding learning in all areas of the school.

The area we are most looking to develop is that of increased mastery. Sometimes, we are still too activity-driven, and fail to spend enough time exploring deeply a body of knowledge or a particular skill. In short, more quality, less quantity.

However, overall we are confident that this area of our school development work is good.



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School Self-Evaluation.

Strategy Area 3

Our Curriculum

Challenge?

Is the curriculum relevant to the future needs of our pupils?
Do they remember and retain valuable knowledge? Do pupils show the 5 key learning characteristics across the curriculum?
Are children happy, with good dispositions to learning, socialisation and to their community? Are behaviour and attitudes outstanding as a result?

This area of the development plan is related to the 2018 update of our All Encompass/All Embrace curriculum, something which is more bespoke to our school, our community and our context. Whilst still following the National Curriculum, we are seeking to develop provision for all our children that allows clear development of knowledge and skills across a range of areas, aimed at preparing them for their future education and life. It is a curriculum that is set in our community and in which our community is fully involved. This is explained in detail in our 2 curriculum guides – All Encompass and All Embrace - available on our website. There is a very strong link to the work of Strategy Area 2.

(Phrases indicated in bold indicate a sub-section for school improvement. There are individual plans attached to each of these).

*English, Mathematics, Science, Modern Foreign Languages and Music are covered within Strategy Area 2 as they are taught discretely.

Evaluative Comments.

Our **All Encompass Themed Enquiries** have developed from the 'themed curriculum' which had been operating at the school for several years. We have tried to use the sense of place, linked to our global partners, to provide a context for children to learn a sequence of knowledge which helps them become better historians, geographers, designers and artists, around a theme, such as The Americas in Year 5.

- Exercise books show the clear knowledge and skills expected for each year group in these areas. These are shared with pupils and parents at the beginning of each term.

- Staff are confident in their subject knowledge and the expectations. There is ambition for what children are expected to know.
- Knowledge is organised in a clear and coherent sequence. Due to constraints on the time available, there have been times when not all content has been covered in sufficient depth. In these circumstances, teachers use their professional judgement to guide them on where to focus.
- Pupils learn about core British Council themes where appropriate – social justice, conflicts and dilemmas, rights and responsibilities, identity and diversity, power and governance. These ideas act as a ‘golden thread’ through the subject content and are also linked to the texts chosen by the teacher in English lessons.
- At the end of each term, the children will present their learning to an audience – a community partner, a parent group, another class. This helps them to remember some of the knowledge, as well as developing our core learning skills.

Our **All Embrace Curriculum** links much of this learning to a strong focus on personal development, citizenship and community. It is heavily influenced by our faith ethos, by Pope Francis’s call for a ‘culture of encounter’, and through our commitment to our wider community, both near and far. It seeks to develop pupils’ leadership, character, well-being and aspiration for the future. Together with the All Encompass themes, it provides a curriculum for the common good.

- Pupils take part in ‘**Learning to Serve**’ programmes where they work with community groups and organisations each year. Each programme links to their learning within the National Curriculum. For example, the Year 5 pupils become Junior Curators at Stonyhurst College; they develop a deep knowledge of the reformation that is linked to their work on the Tudor period. Most of our ‘Learning to Serve’ programmes have worked extremely well though the Y3 link with L’Arche could be stronger as we go into a new improvement plan.
- All Year 5 and 6 children attend Into University which raises ambitions of future learning and future study. The universal offer is working very well, but making the most of the individualised tuition could be improved – numbers are relatively small.
- Older pupils engage with the community in **Leadership Projects** such as the Health Tuck-Shop and the Fiver Challenge. These are thoroughly enjoyed by the pupils, and teachers are thinking more about where and when children can take on leadership roles within the school and community – it’s ongoing development.
- **Sports and Extra-Curricular Activities.** A good range of clubs and activities are provided before and after school. We are limited somewhat by space and ideally would like more for the younger children. Registers show a greater take up by non-disadvantaged pupils in general, but some targeted work has led to some excellent individual stories e.g. in In Harmony Orchestra.
- A good proportion of children represent the school in a **Sporting Fixtures**, especially in Year 5 and Year 6. Training sessions are focused on leadership and teamwork e.g. pupils taking the warm-up sessions. There can always be more but we are limited by space and resources.
- A wide range of trips are programmed throughout the year to support pupils’ personal development and access to rich learning experiences. This extends to international visits. Pupils have visited friends in Belgium, Spain and France, and were set to travel to China in 2020, just before the pandemic hit. Pupils from Belgium, France, Spain, China and Sierra Leone have visited our school.
- **Pupil Voice** has improved significantly. Our school council was elected following a very rigorous set of elections. Led by a new member of staff, the council were

involved in many more projects than in previous years, and took on more responsibility as a result. The Eco-Emeralds began in response to pupils' initiative and have spoken to a whole room of NGOs and charity leads, sparking a national campaign called Backyard Nature.

- All the above bullet points combine to support our aim of developing **Core Learning Skills/Characteristics** that we have chosen. These skills are at the heart of the kind of pupil we want at All Saints. The first year of this plan has been generally successful.
- Communication is improving thanks to more opportunities for children to present their learning confidently. School continues to believe that good listening is vital for future learning. 'Anfield In Harmony' has been a great vehicle in developing this. Crucially, we feel that the curriculum this year is supporting our pupils gain a wider and more varied vocabulary, a core aim for the school.
- Curiosity is encouraged, particularly through homework projects and open-ended questioning in lessons. We feel that its focus has supported more able pupils well.
- Resilience is another trait that is targeted, particularly through the 'Anfield In Harmony' initiative. Pupils are expected to practise regularly and persevere so as to keep up with their class.
- Independence is generally good throughout the school. A major effort is put in at Nursery, Reception and Year 1 to train the children in how to be ready and prepared for learning, social times and whole-school daily routines.
- Finally, Creativity is encouraged because we do not want to see clones throughout the school. This is knitted through disciplines such as writing, music-making, sport and creative arts. The school timetable reflects this focus.
- In terms of improvement, creativity is possibly the less well-developed. Due to constraints on the timetable, not enough time has been given to some activities so that children can master their craft. The idea of 'less is more' may need to be enacted for creativity to be better linked to high quality work e.g. a mathematical investigation, a pencil portrait, explaining, in French, where you live.
- The **Global Learning** thread to our curriculum has developed very well. Building on the work over several years from our original curricular theme, 'Anfield, Liverpool and the World', we launched our new house system representing our four partner schools (see above) and linking global themes (see above) which we can share with those schools. The project to bring our friends from Sierra Leone to Liverpool in June 2019 led to some high quality personal development for our Year 6 pupils in particular. This is the next development for future planning, to explore the SDGs/British Council values with each other and our international partners. It is one of the areas which gives our school its distinctiveness.
- Our first two years of **Anfield In Harmony** have been a great success culminating in a quite brilliant concert in June 2019. As well as providing a vehicle to develop our core learning characteristics, the initiative means that our pupils have an excellent musical education. It is a key driver for our curriculum, the downside being that it is almost impossible to replicate this in other foundation subjects e.g. computing or art. Another key success of IH is in its inclusive nature – it has had a hugely positive impact on our pupils with severe learning difficulties and those with autism.

We believe that this iteration of our revised curriculum has delivered great success and some memorable learning. The Learning to Serve, Global Learning and Anfield In Harmony initiatives have delivered some excellent outcomes. Our focus for the future is to maintain our work in these areas, but to try and improve some of the classroom learning in some foundation subjects where curriculum time is difficult to find.

The quality of this curriculum is more important than the quantity, so staff will look at this as a way of improving our curriculum offer still further, and these updates will be launched in September 2021.

We are confident that our pupils 'get a good deal' and therefore we feel that the curriculum, and consequent quality of education, is certainly good, with some outstanding features. We are increasingly confident that the curriculum is assisting in providing outstanding personal development for the vast majority of our pupils.



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Strategy Area 4

SEND

Challenge?

Is the curriculum correct for all pupils with SEND, reflecting a level of high ambition? And do our SEND pupils make good or outstanding progress from their starting points?

This strategy group is responsible for managing the provision for children with special educational needs and disabilities, approximately one quarter of the school's intake. One significant part of this is the school's Resourced Provision/Enhanced Provision. As a highly inclusive school, our continuing challenge is to ensure that the progress of those with SEND is not at the expense of the other pupils, and vice versa. Our challenge lies in promoting high ambition for all within a very inclusive environment.

(Phrases indicated in **bold** indicate a sub-section for school improvement. There are individual plans attached to each of these. Questions to form future action planning are in *italics*).

Evaluative Comments.

We feel that the provision for those **SLD/CLD Resourced Pupils** is a significant strength of the school. We know this because they themselves say it, their parents say it and the LA says it – the primary commissioner. We also have assessment data which confirms their progress against the individual targets and plans that are set for them.

Whilst there is strong support for those **Non-RP SEND** pupils, we feel we are not as successful here due to the sheer numbers and the difficulty in providing the best support within the classroom or through appropriate interventions. This, though, is relative, and these pupils typically get a 'good deal' and make good progress.

The school has engaged in more innovative strategies such as **reverse inclusion** to some success. Chiefly through our partnership with St Vincent's School for the Blind, mainstream pupils have the chance to work alongside and learn from pupils with special educational needs and disabilities. The SEND pupils gain from the chance to provide leadership and

develop greater confidence and self-esteem. We have tested this out at times in school but not, as yet, in a regular timetabled way.

The school remains highly effective in providing **early assessment and intervention** based on sound use of assessment information. We have numerous case studies of pupils who are now thriving in our provision because of that early identification, or of pupils who are now in special education due to very effective multi-disciplinary work. We have not allowed difficulties in the LA SEND team to stop us from seeking out the best support for our children, often through EHAT (Early Help Assessment Tool) added to the good relationships we enjoy with EP staff and other local agencies. The school has a very good reputation with local agencies and other providers as a result.

We do not provide a bespoke curriculum for what are sometimes known as **gifted pupils** but our curriculum does provide multiple opportunities for pupils to flourish and extend their learning.

To summarise, this area of our work is central the mission and values of our school. We continue to build on previous successes in managing a sizeable number of children with significant or severe needs. Over recent months, there is no doubt that the pressure on space, staffing and resources is mitigating against our work, but staff have 'gone that extra mile' to make placements work and provide pupils with a good education, one that has ambition but reflects their individual needs. It remains under constant review and currently leads to much juggling of resources and staff.

We need more permanent and more generous arrangements for accommodation and resourcing, but in the meantime will do our very best for these children, several of whom would not be in school were it not for us accepting their admission.

By the most recent calculations, we have 37 pupils whose assessments would indicate that they would be eligible for a special school place. We believe strongly that we are offering these children an education which is similar to the quality they would enjoy in their special school, apart from accommodation and space.

A series of case studies are available to evidence this assertion.



All Saints Catholic Primary School, Anfield, Liverpool.

School Self-Evaluation.

Strategy Area 5

Data Assessment and Reporting.

Challenge?

Are our pupils progressing to the best of their ability? Do they and their parents know how they can improve and develop their talents?

This strategy group is responsible for managing all assessment, reporting and recording systems in the school. It is tasked with reducing bureaucracy as much as possible, allowing teachers to focus on key information from which to improve teaching, learning and outcomes. It is also responsible for making sure that statutory returns are completed each year, from EYFS FS profiles right through to Y6 writing moderations.

(Phrases indicated in **bold** indicate a sub-section for school improvement. There are individual plans attached to each of these. Questions to form future action planning are in *italics*).

Evaluative Comments.

- After a period of turbulence for assessment the last year have seen teachers becoming far more accurate with their **summative assessments**. End of and within year tracking includes the discrete tracking of pupil premium and disadvantaged groups. These are now much closely linked to national standard and the information is collated and passed to middle managers. End of year tests allow for year on year **tracking and analysis** which ensures children's in year progress is measured. *Does this information reach individual teachers and can they use it efficiently?*
- The **online progress/information systems** of Tapestry and Seesaw have both been effectively introduced to all classes and there are many examples of these being used to their full effect. The vast majority of parents are signed up and a plan is in place to target the remaining few in the coming months. *Is the implementation equal throughout the school?*
- With maternity leave and upheaval within the SEN team short term **RAP plans and Interventions** have occurred but not in the strategic way we had intended. *This*

remains a target for next year and PLS (Personalised Literacy Scheme) interventions have begun..

- **Reading Plus, Reading Wise and dyslexia testing.** These have been used extensively across all of KS2 and their use has had an impact up progress (See attachments in whole school data). *This needs continued monitoring to ensure value for money.*
- **Science assessments** and teacher assessments throughout the school have been investigated and are now going to be linked into our new Balance system. *How will this be integrated and how will information be communicated to staff and monitored?* At present the team have overseen the administration of End of Key Stage assessments and floor books which will be passed up from year to year. This will show the depth and breadth of our curriculum and be evidence of how learning builds upon previous knowledge.
- *Team 5 hope have implemented the Balance system over the past 12 months to support teachers with assessment across the curriculum.*



All Saints Catholic Primary School, Anfield, Liverpool.

School Self-Evaluation.

Strategy Area 6

Staff Development, Resources and Learning Environment

Challenge?

Do teachers have the necessary resources, training and time to ensure standards are improving in all areas of the school?
Do good quality accommodation, resources and procedures ensure children's safety?

This strategy group is responsible for managing the development of staff, their workload, the quality of the learning environment and the quality of resources.

(Phrases indicated in **bold** indicate a sub-section for school improvement. There are individual plans attached to each of these.

Evaluative Comments.

Teaching Assistant Management and CPD

Following a review of the school day in summer 2018 the lunchtime arrangements for KS2 were revised and Y5&6 moved on to a split lunch with two half hour breaks to accommodate longer teaching periods in the morning. Consequently the working pattern of lunchtime supervisors was rearranged to allow for this with the lunchtime staff working in 3 teams. This has worked reasonably well but it has been more difficult to cover for absent staff, support for SEN pupils (Learning Lodge and Hub children) and where staff have a dual role supporting in the classroom. What has been more difficult to manage is the high number of pupils on the playground from 12:45 – 1pm when all pupils apart from Reception are on the playgrounds. The issue is more acute in KS2. Work currently underway to develop the quiet area of the playground should alleviate some of the pressure in September. Consideration will also be given to the proportion of available space given over to playing football. The "Quiet Club" provision is popular with pupils and some consideration should be given as to its further development.

Work to develop the "Quiet Playground" outside the hall is on-going and was completed at half-term Autumn 2019. This shared space is now used by KS2 during lunchtime and ACC Nursery at other times. The prayer garden has also been moved.

CPD for teaching assistants has been wide ranging and includes specific training provided by Alder Hey hospital to support pupils with medical needs, First-Aid, Maths and Reading

training in-house from Subject Leaders, Safeguarding, EYS specialist training. Two LSAs have completed degrees this year and one is embarking on teacher training in September.

A particular issue in managing classroom support is the use of High Needs Top-up Funding to provide 1:1 support for named pupil. However, the additional cost to the school budget is not sustainable and school is in negotiation with Liverpool Authority to examine this in more detail.

HR, Recruitment and Retention

Due to the high number of teachers on Maternity Leave, returning from Maternity Leave or about to go on Maternity Leave (7 altogether) there have been temporary recruitments made spanning 2018-19 and now into 2019-20. Additionally, teachers returning are requesting part-time hours which makes time-tabling more difficult as it is important to maintain consistency for pupils.

Two NQTs have been appointed on 1 year contracts for 2019-20. One NQT successfully completed her first year and is staying for her RQT year. One trainee teacher successfully completed her training with the Consortium.

Two salaried trainee teachers have been appointed for 2019-20.

A new Learning Mentor has been appointed (in-house) to replace an existing Mentor who has reverted to her role as LSA. Learning Mentors play an increasingly important role in supporting pupils and vulnerable families and have worked closely with ACC staff to provide life-changing support for one family in particular liaising with housing, health and other professionals to provide a safe, secure environment for the children and to support a vulnerable parent.

A number of staff have been challenged using the Staff Absence Management Procedure regarding their high levels of absence. This continues to be monitored. Two members of Support Staff have been dismissed from their roles following this process.

Deployment of Support Staff for September 2019 has been given careful consideration with some movement planned to build on existing strengths and to further develop skills amongst LSAs.

Changes to cleaners shift pattern to include an additional cleaner in the morning has helped to alleviate some of the issues with maintaining school grounds. Site Manager is being supported in his role by SLT and Compliance H&S consultants.

Accommodation and Improvement Plan

Funding has been secured from Local Authority and Liverpool Archdiocese to provide changes to Nursery and SEN accommodation. Progress in planning applications has been slow and with Tenders coming in well above the estimated costs the program is now being reviewed by the Archdiocese.

This is having a severe impact on the school's ability to deliver the Resourced Provision as had been agreed with the Local Authority. This year the EYS Learning Lodge has proved invaluable in supporting our youngest pupils with severe learning difficulties.

The school is working with ACC to look at alternative ways in which the available space may be used to continue to offer services, Nursery accommodation (single Nursery) and Resourced Provision. Off-site options are also being considered.

Reception outdoor accommodation has seen great improvements this year. Work is on-going to improve the outdoor space at the back of ACC and on the upper playground.

Compliance and Record-keeping

Mrs Turner has made great progress in making record-keeping systems efficient and compliant. SCR is monitored by SLT and reviewed for compliance at least annually when Safeguarding Update training is undertaken in the Autumn Term. A suite of Safeguarding policies are reviewed annually and presented to Governors for ratification. Other non-curriculum policies are reviewed on a biennial cycle.

Ms Bradshaw has made improvements to the school website but there is still work to be done. SLT have been asked to review their area of the website and liaise with Ms Bradshaw. Website compliance will be reviewed in the Autumn term.

Budget Monitoring/ Curriculum Spend

Mr Ralston has worked with SEND team to establish a clearer picture of SEND income and expenditure, particularly the High Needs Top Up Funding. This has been a difficult task due to the nature of the funding process but a clearer picture has been established. This is an on-going issue – Mr Ralston and Mrs Maguire are liaising with Local Authority. Likewise Mr Ralston has worked on the Resourced Provision finances. This too is on-going. He has presented reports to the Governors Finance Committee on a termly basis. Setting a budget has been very difficult this year.

Safeguarding

The safeguarding team (members of SLT, Support staff and Children's Centre) meet regularly to supervise decision making and share information regarding safeguarding. A member of the team has attended all CIN, CP Reviews and Initial CP Conferences. EHATs have been opened, managed by team members. Staff regularly use the "Safeguarding Green Form" to alert the team to Safeguarding concerns. Early intervention and monitoring of vulnerable pupils and families has played a key role in keeping children safe. All staff have just received the annual update training, and resources have been distributed and are available in the staffroom. Safeguarding procedures remain very effective.