

# Our Lady Catholic Primary School

*A Catholic Academy*



April 2019

## Lenten Activities

### Headteacher Mission Statement Awards

- Yr R: Nicholas and Ava
- Yr 1: Mirabel and Lukasz
- Yr 2: Isabella and Poppy
- Yr 3: Megan and Dainton
- Yr 4: Simone and Joey
- Yr 5: Jake, Oliver and Ugonna
- Yr 6: Nikodem and Sarah

Well done to our winners who made an extra special effort to live out our mission statement this half term.



Year R and KS1 Liturgy



Year 3 and 4 Class Mass

### KS2 Easter production 'Good News'



### Year 3 Easter homework



### Recruitment

**In recent weeks we have held interviews for vacant positions from September 2019. We have had much interest and were fortunate to be able to select from a high calibre of candidates. Once contracts have been confirmed details of class placements for next year will be announced.**

**Separately, Mr Leigh Pryde will be our new KS2 leader from September 2019. Congratulations to Mr Pryde.**

Check out our Mental Health Dance on:

[https://m.youtube.com/watch?v=C\\_fqjtxqLew](https://m.youtube.com/watch?v=C_fqjtxqLew)

from 22 Minutes onwards



See below for external reports and parent survey results

*Lenten Prayer*

*Dear God,*

*Thank You that You are loving and forgiving.*

*Help us to love people in the same way as You have loved us.*

*Help us do generous things for others because we love You*

*Amen.*



## External review visits

**As communicated in my last newsletter we have had a number of external visits in recent weeks. From the two visits by the Local Authority, I can report the following:**

### **Leadership and Management**

*The leadership team has brought about rapid improvement since the school was judged as requiring improvement at the end of the last academic year. Leaders have established high expectations which staff are willing to meet. As a result, there is a high level of consistency across key aspects of provision such as classroom layout and display, and marking and feedback to pupils. Since the start of the school year, leaders have demonstrated a relentless focus on improvement. Through systematic monitoring, they have built up a detailed and accurate knowledge of the school's strengths and weaknesses. They have rightly focused on the most important areas first, ensuring that improvements are well-embedded before moving onto the next.*

### **Quality of Teaching**

*The quality of teaching, learning and assessment is now good. This judgement reflects the rapid progress made by teachers in a short time. Classrooms are well-organised, tidy and vibrant, reflecting a pride in meeting high expectations. Classroom displays show that a broad range of subjects are taught. Overall, marking comments are helpful in enabling pupils to improve their work, and pupils are willing to respond routinely to comments. Most pupils could demonstrate in their books how they had responded to marking comments.*

### **Personal Development, Behaviour and Welfare**

*During discussions the pupils were keen to talk about their work and showed high levels of motivation in their schoolwork. There was strong evidence in these discussions that:*

*Pupils have very positive attitudes to learning and enjoy being at school*

*Pupils are very good at listening to each other attentively. They show respect to each other, and show interest in what each other are saying. They wait their turn to speak and do not interrupt each other*

*Pupils believe that the school provides interesting work in a wide range of subjects, such as having to get under tables in order to experience what it was like in the blitz in a history lesson*

*Pupils appreciate that teachers try to make learning fun.*

### **Outcomes for Pupils**

*A sample of 30 pupils were selected at random from across the school. Pupils' work suggests that they are all making good progress over time from their different starting points across a range of subjects, and especially in writing, science and RE. Disadvantaged pupils and those with SEN and/or disabilities are making good progress in line with other pupils. Teachers ensure that they adjust pupils' learning activities where needed to meet their individual needs.*

### **Early Years Foundation Stage**

*Provision in the early years has rapidly improved since the start of the academic year and is now good. There is some very strong practice within the setting. All children are on track to meet the early learning goals in the prime areas, making them well prepared for learning in Year 1. Learning activities are well thought out and promote effective learning. Routines are well-embedded, resulting in a calm, orderly environment where children can operate independently. Learning journals are effective in charting children's progress from their starting points and in setting out next steps. Parents make a full contribution to the record of development of their children in school. Learning journals show that children take part in a wide range of interesting activities over time. Portfolios of evidence show that the environment and activities change regularly in response to children's interest and learning needs.*

**By way of an overall statement our advisor comments:** "I wanted to say what a pleasure it was to visit Our Lady School and to see the rapid improvements you are making. I saw some first rate practice at the visit and it is great to note the high morale of staff and pupils."

**Further, we had a separate Diocesan visit in relation to Religious Education and the report notes the following:** *All of the teaching observed was content-appropriate and provided good challenge through the use of open-ended questioning which was used effectively to facilitate deeper thinking. All teachers had clearly put a great deal of thought into preparing interesting and engaging activities for the pupils, including 'real-life' scenarios based on their everyday lived experience. All of the lessons observed indicated that teachers have sound subject knowledge were keen to engage the children in their learning using a variety of creative approaches including drama/role-play, the use/analysis of video clips, various writing tasks and artwork. A key feature of the strongest lessons was the opportunity for children to reflect upon/consolidate their previous learning in the context of the current lesson. When questioned, pupils were effusive about their RE lessons/learning and understood the importance of transferring their learning into their daily lives as they actively try to live out their faith.*

**Both reviews highlight very well how much progress we have made as a school within the past six months and it's a very pleasing picture; on behalf of everyone in school, I wish to thank you all for your continued support.**

## Results from Diocesan Questionnaire Survey Parent Consultations March 2019

Religious education	Agree strongly	Agree	Disagree	Disagree strongly	Don't Know
1. The school keeps me informed of what is taught in religious education lessons	<b>34%</b>	<b>58%</b>	<b>6%</b>	<b>2%</b>	<b>0%</b>
2. My child is making good progress in religious education	<b>35%</b>	<b>61%</b>	<b>1%</b>	<b>2%</b>	<b>1%</b>
3. There is regular and appropriate homework for my child's age and ability in religious education	<b>30%</b>	<b>64%</b>	<b>4%</b>	<b>1%</b>	<b>1%</b>
4. Religious education is challenging and exciting	<b>27%</b>	<b>64%</b>	<b>7%</b>	<b>1%</b>	<b>1%</b>

The Catholic life of the school	Agree strongly	Agree	Disagree	Disagree strongly	Don't know
5. The school offers a distinctively Catholic education	<b>52%</b>	<b>46%</b>	<b>1%</b>	<b>1%</b>	<b>0%</b>
6. The school provides clear moral teaching	<b>48%</b>	<b>46%</b>	<b>5%</b>	<b>1%</b>	<b>0%</b>
7. The school provides opportunities for spiritual growth and development	<b>39%</b>	<b>57%</b>	<b>3%</b>	<b>1%</b>	<b>0%</b>
8. There are regular sacramental celebrations of Mass and Reconciliation	<b>43%</b>	<b>53%</b>	<b>1%</b>	<b>1%</b>	<b>2%</b>
9. The school ensures that there are opportunities for daily prayer	<b>41%</b>	<b>50%</b>	<b>3%</b>	<b>1%</b>	<b>5%</b>
10. There are opportunities for my child to serve others and support those in need	<b>32%</b>	<b>57%</b>	<b>7%</b>	<b>1%</b>	<b>3%</b>
11. The school actively promotes strong partnership with parents	<b>38%</b>	<b>49%</b>	<b>7%</b>	<b>3%</b>	<b>3%</b>
12. There are strong links between the school and our local parish(es)	<b>46%</b>	<b>45%</b>	<b>4%</b>	<b>1%</b>	<b>4%</b>
13. The school invites parents to attend school assemblies and liturgies.	<b>52%</b>	<b>45%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>

A huge **thank you** to everyone who took the time to fill in a survey. We had 113 responses and all original forms will be shared with the inspectors when we have our Section 48 inspection. Some lovely comments from parents included:

*"A fantastic school with such caring professional staff." Year 5 parent*

*"The school is very good at including parents and children in liturgical celebrations. There's always plenty of notice for working parents." Year 1 parent*

*"I set out to ensure my child had a wholesome, caring and ethical education within our faith –all boxes ticked. Thank you OLS." Year 6 parent*

*"I was very impressed that speakers from other faiths came to speak to the children" Year 4 parent*

*"You provide an excellent all round Catholic education for my child" Year 2 parent*

*"The school never fails to communicate about religious education and the partnership with the parish. My child talks a lot about RE at home." Year R parent*

*"The school are developing a parent prayer group on Wednesdays headed by two parents. A lovely and inviting initiative" Year 3 parent*