

**Quality Mark Accreditation Summary**

<b>School/Setting Name:</b>	The Federation of St. Joseph’s Catholic, Junior, Infant and Nursery School
<b>Member of staff leading accreditation:</b>	Mrs Leonore Fernandes (Headteacher)
<b>Type of Visit:</b>	Renewal Visit
<b>Date of virtual visit:</b>	17 <sup>th</sup> May 2021
<b>Assessor:</b>	Andy Kelly

<b>Development Points</b>	
1.	As a priority, from the start of summer 2, to specifically plan for structured story-time sessions where teachers read from high quality texts each day in order to promote story-telling language and expose children to a wider range of richer vocabulary. (Elements 1,7)
2.	To deliver the oral-based NELI (Nuffield Early Language Intervention) programme Y1, in order to develop expressive language skills, including the use of vocabulary and grammar. At the same time and in addition to daily phonics lessons, to deliver individualised support in phonics where required in order to support pupils’ letter-sound knowledge and spelling. (Elements 6,7)
3.	To provide additional CPD to staff, especially new staff, on ‘Maths No Problem’ to help pupils develop mathematical fluency without resorting to rote learning, enabling them to solve maths problems without having to memorise procedures. In addition, to use online-resources for parents to demonstrate how children learn. (Elements 6,9)
<b>Key Strengths</b>	
1.	Standards at the school are consistently high in reading and mathematics. Progress in both subjects show as Sig+ against national placing the school in the top 20% of all schools in 2019. (Elements 1,2,3)
2.	A school library has been created, centralising classroom collections into the Garden Hall. Pupils will be able to stay in during break-times to read for enjoyment. Pupil-voice is key to selecting new titles for the library ensuring that children’s reading preferences are taken into consideration. The school is also receiving support from the Literacy Trust to ensure book titles reflect diversity and children’s heritage. During my visit, pupils talked about their reading habits, showing that they were keen to challenge themselves and to learn. (Elements 1,8)
3.	Due to the roll-out of IT during the C19 lockdowns, pupils at the school have developed increased IT capability helping to ensure continuity of the curriculum. During Book-Week, pupils could select from a range of live-streaming bedtime stories. (Elements 1,7,8)



**Comments**

The Federation of St. Joseph's Catholic, Junior, Infant and Nursery Schools takes pupils from an area of high deprivation in the borough of Croydon; from low baselines on entry, children make excellent progress in reading and mathematics. Standards across the school are supported and driven by strong moral purpose from leaders at all levels. The culture of the school is instilling in children a belief in themselves a 'can do' attitude, confidence to learn from mistakes and the recognition that they will go on to achieve much more. Monitoring and tracking pupil-progress has recently been improved with the subscription to a new assessment tracker augmented by 4 data-drops per year.

During the C19 lockdowns, senior leaders supported staff development with CPD aimed at increasing the role of IT in remote-learning. Increasing confidence in the use of remote-learning meant that teachers would teach 3 live lessons each day and remain online to support pupils and provide feedback during follow-up tasks. The largest gaps in pupil learning appeared in Y1, because of disruption in Reception in the previous lockdown in March 2020, pupils missed out on key learning. Curriculum recovery plans, particularly in Y1 concentrate on closing gaps but also on keeping the momentum for pupils who continue to make good progress.

The school is continuing the roll-out of 'The Write Stuff' training, embedding scaffolding and modelling of writing across the school, focusing on 3 success criteria each day and ensuring that vocabulary and sentence structure improve. Another writing initiative, 'Time to Write' with clear success criteria, is now being promoted as a home-learning activity.

The use of the online learning platforms and programs will be continued in order to provide a more personalised and challenging approach to home-learning.

The school is particularly well supported by an ambitious Governing Body who have a clear understanding of the school's challenges. Governors and senior leaders are ambitious for their children and are keen to build upon the school's successes.

I would like to thank the staff for their continued hard work and dedication to the Quality Mark model and congratulate the school community on successfully meeting all the criteria of the Primary Quality Mark Award and I look forward to meeting with school leaders at their next review.

