



Pupil voice: from Safeguarding Me programme 2020-2021 (July 2021)

'You need to look after your mental health as much as your physical health.'
'I have learnt to be confident and ask for help if I need it.'
'You never know what is happening to others, so if you see something than tell somebody.'
'Listen carefully and try your best because you never know how much these lessons may help you in the future.'
'I can calm myself down using the breathing methods I learnt.'
'The sessions are really useful in case something happens. It prepares you!'

'I have learnt to protect myself if a bad situation happened.'
'I would recommend the sessions because it teaches people how to gain confidence.'
'I have learnt that I am more capable than I thought and I have to trust myself and do what I think needs to be done. This has helped me to be more confident and worry less.'
'The sessions keep you safe, happy and its fun!'
'Over the weeks I have learnt that I'm brave and should speak to others about my worries.'

Analysis of Pupil Well-being Questionnaire (May 2021) % from responses (number of responses)

Key Stage 1- I am doing well at school (98.7%) School encourages me to treat others fairly (98.8%)
Key stage 2- I feel safe at school (99.1%) School encourages me to treat others fairly (99.1%)
I feel like people notice when I have done something well (95.8%)

The staff are helpful to pupils at school (99%) Children's behaviour at school is good (97.3%)
The staff are helpful to pupils at school (99.31%) Children's behaviour at school is good (98.3%)

Analysis and quotes of Parent Questionnaires to Remote Learning during January Lockdown (234 family responses received) March 2021:

Q. The school provision understands that my child needs a good routine, which works around my work needs too. The pre-recorded teachers' videos allow me to work with my child when I can. (98.3% Agreed)
Q. Q. Work provided builds on the work that they have done that day or the week before (97% Agreed).
Q. My child usually receives feedback that helps them know if they are doing well. (98.7% Agreed).
Q. My child is being guided to know what they should be doing to make their work better via the pre-recorded videos (96.9% Agreed)

- We are happy with all the support and hard work the teachers and assistants are doing for all the children. We really like the YouTube videos and it makes doing the tasks easier. We like the story telling videos. We are happy with the remote learning provision from school- teachers and teaching assistants and all the staff are doing a brilliant job in such challenging times. It is also nice for the kids to talk their teacher.
- Thank you for all you have done to support with remote learning. The provision has improved and developed week by week. We appreciate this time is difficult for schools as well as families. Thank you to xxxx for always being so supportive and providing lovely feedback and the office staff at St Joseph's who are always so helpful and deal with things in such a kind manner when any information is required.
- Thank you for the home-school packs and the YouTube videos that have been sent over each day/ week. The videos have really helped xxxxx understand what he is supposed to do each day. It's also nice to receive the phone call each week to check up on xxxxxx and how he is coping with the work and how he is in himself. We try to do as much of the work as we can, but also allow xxxxx free time to chat with his friends and to get some fresh air. I would like to thank everyone at St Joseph's for everything they have done over the last year. Thank you.

Staff Well-Being Survey carried out during the lockdown of spring 2021- Please see a summary of the results in the table below (23 staff responded)

My current workload is manageable (83% Agreed) my work contributes to the success of the school (96% Agreed) I have confidence that leaders are doing everything they can to keep me safe (100% Agreed)
I am able to maintain a good work-life balance (13% Disagree)

Analysis of Parent Questionnaires (189 family responses received) April 2022: My child is happy at this school (98% agreed) the school has high expectations for my child (91% agreed) this school makes sure its pupils are well behaved (94% agreed) The school lets me know how my child is doing (91% agreed)

Voice from External Agents:

Key priorities from Ofsted 2018

- Ensure that the quality of teaching and learning routinely meets leaders' very high expectations, especially for staff new to the school or year group.

Parent view (as above) indicates that since the previous parent Questionnaire in 2018 85% would recommend the school, but has now increased to 94%.

- Develop additional opportunities to involve parents in their children's learning

Workshops are in place, target cards are issued termly for parents to support at home, staff responses to parental requests is swift and usually proactive in a positive solution.

"As a result of working with the other schools in the multi-academy, there is a growing openness and accountability which encourages the sharing of good practice and supports your drive for high standards." (Ofsted 2018)

"You have a proven track record of developing staff so that their teaching is of the highest standard. This is due to the provision of effective coaching and support." (Ofsted 2018)

"There is an effective culture of safeguarding within the school. Safeguarding arrangements are fit for purpose. Pupils are well cared for at all times. They say that they feel safe and they know that the adults in school are there to look after them." (Ofsted 2018)

"The pupils benefit enormously from the Catholic life of the school. They make an animated contribution to their collective worship, evident in their wholehearted engagement with the rich opportunities for prayer and worship as well as their outstanding behaviour both in and out of lessons... In short a truly open and inclusive school and parish community."

(Section 48 Inspection 2016)

Awarded Local Authority Primary School of the Year 2020-21 - for efforts to increase levels of walking, cycling and other forms of sustainable transport for the journey to school. (Mode shift Stars)



September 2022- September 2024

Actions to be completed by September 2024

PRIORITY 1: Catholic Life, Collective Worship and RE.

- i. Ensure the school is fulfilling the NEW CSI framework expectations
- ii. Introduce school participation in Music at school celebrations to develop a love for singing hymns and increase participation at School / parish events
- iii. to understand more about church icons and artefacts.

PRIORITY 2: Quality of Education

- i. To improve outcomes in reading and a greater Stamina in reading across the school
- ii. Embed high quality feedback and through MAC agreed principles
- iii. To provide quality CPD for Support Staff to enhance their impact with the children

PRIORITY 3: Personal Development, Behaviour and attitudes

- i. Attendance absences reduced
- ii. To develop a consistent approach to capturing pupil voice
- iii. Develop the role of mental health first aiders/ leads for the support of parents and children

PRIORITY 4: Personal Development

- i. Ensure that all staff have the same high expectations of all children in all lessons, ensuring the 'non-negotiable expectations' are exhibited at all times
- ii. Promoting respect and understanding for others through the topics taught.
- iii. Investing in leadership CPD – NPQ opportunities

PRIORITY 5: Leadership and management

- i. Induction of new staff.
- ii. Continue to ensure Governors offer challenge and accountability through their Link Governor role gaining first hand evidence where possible
- iii. Increase opportunities to further develop involvement of parents in the pupils' learning & parental workshops