



St Mary's Catholic Primary School Self-Evaluation Form

Self-Evaluation Summary

Area	Judgement
Quality of Education and Overall Effectiveness	Outstanding
Behaviour, attitudes and Personal Development.	Outstanding
Leadership and Management	Outstanding
Early Years Foundation Stage	Outstanding

School Context

School details

Unique reference number	122040
Local authority	West Northamptonshire
Inspection number	10286995
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	76
Appropriate authority	The governing body
Chair of governing body	Rebecca Iley



Headteacher

Laura Concannon

Website

www.stmarysrc-astonlewalls.co.uk

Date of previous inspection

St. Mary's is a smaller than average Primary school, nestled at the edge of West Northants in the Diocese of Northamptonshire. Currently we have 56 children on roll, split between four classes. Due to differing cohort sizes the classes are arranged as:

Pre School and Reception- Farmers 18

Year 1/2- Fishermen 16

Year 3/4- Carpenters 26

Year 5/6- Shepherds 18

- What percentage of your pupils are disadvantaged? 19.74 %
- What percentage of your pupils have English as an additional language (EAL)? 15.79%
- What percentage of your pupils have special educational needs (SEN) and/or a disability? 19.74%
- What is the ethnic background of your pupils? Mixed but predominantly White/British/ Christian
- Do you have deprivation? If so, how does this compare with national percentages? 19.74% PP above the National Average
- Do you have mobility factors? What proportion of pupils have attended your school continuously? No
- Do you have any other significant factors to share? No
- Does your school have any recognised awards? School Games Mark Gold award. Section 48 Outstanding 2019. Music Award 2024. OFSTED Good Section 5 in 2023.
- What are your school attendance figures (including persistent absence)? 92% 14 persistent absences
- Behaviour – have you had any permanent exclusions? No
- Number of pupils on role: 80 (end of year)



Most Recent Ofsted Inspection

Date	4 th May 2023
Overall Judgement	Good

Improvements since Previous Ofsted

Key Issues

Include the key areas of improvement outlined in your previous Ofsted inspection.

- Systems to check what pupils know and remember are not yet well established. As a consequence, in a few subjects some pupils do not remember long term what they have learned. Leaders should ensure that there is a consistent approach, with consideration for teacher workload, to ensuring teachers check what pupils know and remember over time and make appropriate adaptations to teaching.
- In a few subjects, some subject leaders are not aware of how effectively their subject is being implemented. There are inconsistencies in delivery of these subjects and the curriculum is not always implemented as leaders intend it to be. Senior leaders should ensure that subject leaders check on the implementation and impact of their subject in lessons.

Developments Made and Impact

Describe improvements made since the previous inspection and the impact they have had.

- Introduction of the following: Entrance tickets and knowledge organiser to make links with past learning and golden threads. Exit tickets, Quizzes and end of unit assessments to check understanding and retention. Learning journey books in the classroom.
- Subject Leader book looks, staff meetings led by subject leaders, subject leader lesson observations, moderation of work.
- Shared assessment folder for all subject leaders to access and review.



Curriculum Statement

Mission Statement and Intent

The school vision is the mission statement;

St Mary's ' A place of educational excellence with Christ at its centre'

A quote from Pope Francis:

"Education cannot be neutral. It is either positive or negative; either it enriches or it impoverishes; either it enables a person to grow or it lessens, even corrupts him. The mission of schools is to develop a sense of truth, of what is good and beautiful. And this occurs through a rich path made up of many ingredients. This is why there are so many subjects — because development is the results of different elements that act together and stimulate intelligence, knowledge, the emotions, the body, and so on."

We will achieve this through the curriculum vision and the drivers that we have called...

'Our Golden Threads'

Statement of intent:

The National Curriculum has been redefined to meet the needs of the children that attend St Marys Catholic Primary School. Our school curriculum is a key factor in pupil's enjoyment of school and drives their achievements and success. Throughout our curriculum are our Golden threads that address the gaps in children's knowledge and understanding as a result of the pandemic.

OFSTED Framework definition:

- *leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life*
- *the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment*
- *the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs*
- *learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary*

*These Golden threads are also linked to the schools golden rules which runs through our behavior policy: **Show Respect, Follow instructions straight away and Always do your best.***



Catch up threads: Run through each class curriculum overview and every subject leads vision statement.

We have selected fine concepts with wide breaths.

Resilience—The children will show a capacity to recover quickly, become absorbed in what they do and keep on going in the face of difficulties and challenging circumstances.

Independence—To strive to complete work and challenges independently to the best of the children's ability.

Wellbeing—To recognize positive states of mind and how this can tend to your physical and mental wellbeing.

Curriculum threads:

Culture—To know about the world, to explore different cultures, ideas and customs.

The Arts—To explore the arts using skill or imagination in the creation of aesthetic objects, environments, culture, music or experiences that are shared with others. In doing so, we are contributing to a child's development and well-being.

Initiative—The power or ability to begin or to follow through energetically with a plan.

Possibilities—To have high ambitions for themselves to strive to achieve wishes and dreams.

Oracy—To have high levels of Oracy, to draw on a wide vocabulary to debate. To express yourself clearly, communicate with others and articulate your thoughts so that they make sense to others.

Reflection—To reflect on your learning and make connections with concepts that have already been taught. Talk about learning and recognize how you learn best.



Quality of Education and Overall effectiveness

Judgement

Outstanding

Evidence

Strongest features and their impact on the quality of education and standards being achieved (evidence shown)...

How effective is the use of planning?

Teachers plan for wide differentiation across the spectrum of abilities, booster and Intervention support is planned specifically to groups of children, specific 'next steps' – across the spectrum of abilities (booster) and Intervention (SEN). An increasing 'challenge' ethos is developing in classrooms to the benefit of all abilities and in particular the Higher ability. Detailed planning and procedures for assessing pupils are embedded in the school. Thorough analysis takes place regarding pupil progress. Twinkl/ White Rose/ Come and See/To know you more clearly/ RSHE TEN:TEN/RWINC/ Nelson/ Charanga/ Purple Mash/Hamilton planning all provided.

How well do teachers check understanding and provide feedback to pupils?

Amendments to the marking and presentation Policy have been implemented and it is thoroughly applied in all classes. The quality of feedback has had significant impact on writing progress. Mini reviews/ peer marking/ marking together as a class are a common feature in lessons. Children are more confident in editing work and responding to feedback using the purple pens. Exit tickets are now used in History, Geography, Science, Art and DT, we also use Knowledge organisers and Entrance tickets to make links with past learning. The use of Quizzes and end of unit assessments help to check knowledge retention. These allow for 'pupil voice' and allow subject leaders to evaluate the teaching of their subjects.

How well do teachers demonstrate high expectations, enthuse, engage and motivate pupils so that they learn and make progress?

High expectations are demonstrated by staff and evident in our daily life. We constantly strive to live out our Mission statement:

“ St Mary's ...a place of educational excellence with Christ at the centre.”

Stronger focus on challenge in the classes is evident especially in Math's. Observations and learning walks show children are engaged in learning with distractions are a rarity. Head teacher Awards / Star of the Week/ Golden thread awards/House Points– for exceptional effort and for challenging themselves –are highly prized. New 'Golden threads' award was introduced in September as part of the new curriculum approach.



How well do teachers set challenging tasks?

Included in lessons but needs to be highlighted on planning identifying that it is anticipated and planned for. The Math's scheme "White Rose" allows for higher challenges as mastery runs throughout and class teachers are able to stretch the children. These are to be set as an expectation rather than as an extra. The Multiples marathon sets challenges to individual children's levels across the school and this has resulted in gifted and talented pupils being recognized. The Multiples check result was excellent, the use of laptops and multiplication programmes. 27% of the children who were assessed (3/11pupils) in Year 4 achieved a pass of mark of 25/25 in the Year 4 Multiplication check. The lowest score was 16/25 and the average score for the cohort was 21/25. Two children out of the cohort of 13 were unable to access the test and are therefore not included in the data.

Read Write Inc/ Fresh start enables the school to set the children by ability for Literacy so that all children can be stretched and supported. Next year we will be introducing small literacy groups to teach children at an ability level. Pink for think tasks continue to challenge children further in marked work. The curriculum is being continually developed and we have now moved on to White Rose Science which delivers a mixed aged scheme and includes essential assessment tools. Writing is still a focus, teachers have attended moderation training and in school moderation sessions. The school was also moderated this year. All judgments remained the same. SEND identification of need process enables teachers to identify and support children falling behind quickly.

How well do teachers use their expertise to deepen pupil's knowledge and understanding?

Quality first teaching is a key feature with a significant proportion being outstanding with all children making good progress across the school irrelevant of their starting points. Expertise in subject areas which are deepened with training enable children to make good progress.

How well do teachers assess pupil's progress, provide them with constructive feedback and plan lessons to match their needs?

Termly progress checks (PIRA and PUMA using the Rising Stars data sheet, White rose Maths and Science and TWINKL for the Foundation Subjects) and termly submitting of tracking data (School tracking sheets) leads to children who are falling behind being identified and intervention/s then being put in place to support (see **Intervention timetable and Provision Map**). Pupil Premium children are also tracked by the head teacher using PP Profiles. Marking is thorough providing feedback on achievement and effort in line with our Marking and Presentation Policy. Book looks by parents and staff/ head teacher monitor the quality of feedback.

How well does teaching and other support stretch each individual pupil, including disabled pupils and those with special educational needs?

Intervention timetables in place supporting those at risk of falling behind, the provision map and the intervention timetable is updated termly. SEN children are monitored by staff and guided by the SENDCO. We have invested in many new interventions and updated the training of all staff in the use of these (Numicon, Precision Teaching, SNIP, My Hidden Chimp, Language for thinking, Relax kids, Read Write Inc 1:1, ARC, Lego therapy, Art therapy and Social Stories). New pupil profiles have been created (**Please see SEN Policy**). We are a



mental health lead school and have received training by the NHS support team (Please see Mental Health Policy and Audit).

Is homework set appropriate to age and challenging?

Weekly homework is set across all year groups. The new curriculum Intent/ Implementation/impact plan is included on the website and the school planners; it is fully imbedded, creating a more stimulating approach to the delivery of the curriculum. Children in Early Years are set a variety of tasks including RWINC reading and learning of sounds. KS1 – Spellings, Reading, Phonics, Maths and English (alternating). KS2 – Spellings, Reading, Multiples, Maths and English (alternating). The reading challenge motivates children to read at home and the multiples marathon is a an exciting way of learning times tables. Purple Mash is used to support the learning of times tables and daily practice time is set for Year 4 pupils. The teachers have moved on to setting White Rose Math sheets on alternate weeks to better link with the work we do in school.

Are parents provided with clear timely information on how well their child is progressing?

Termly Interim assessment reports are given to parents in the Autumn and Spring Terms with a full report in the Summer Term. Termly consultation meetings provide parents with the opportunity to discuss progress in detail. We are always available to parents for impromptu discussions if required. Termly book looks are offered to parents and are checked by Subject leads and the head teacher. The Report format and Interim Assessment form created provided parents with more concise information included progress towards SEN targets. The Foundation report considers the Early Years Framework e.g. No exceeding judgement.

Are the children encouraged to be enthusiastic learners resistant to failure?

Staff are extremely positive and supportive to all children. This is a real strength of the school. Individuals in need of extra support are identified and extra guidance given by class teachers and SENDCO. Mental Health and well being of pupils is paramount in learning, we have a new approach to supporting and developing a positive mind (Please see Mental Health Policy).

To raise the teaching standard of reading and the teaching of English.

A whole school teaching approach of reading has been adopted through the use of the Read Write Inc scheme with all teaching staff and support staff being taught its delivery. We recognise that reading opens the door to all learning and the more a child learns the more a child wants to find out. With this in mind we have reviewed our current phonics programme and reading scheme and made the decision to improve it! Our aim for our school is that: 'Every child can read'. The school has also created the 'Weird and wonderful vocab' sheet which is given to the children weekly to widen children's vocabulary and this was then supported by the termly 'Spelling Bee's' which have proven to be very popular with the children. The school continues to promote a love of reading through



the extreme reading challenge, drop everything and read and the library 'drop service' project where a third of the school signed up to the local library service. The school also introduced our very own reading passport challenge that has been a huge success this year! **OFSTED 2023:** Leaders place a high priority on ensuring all pupils learn to read as soon as they start school. Carefully chosen books match the pupils' knowledge of phonics and helps them to read fluently. Staff are swift to spot when pupils fall behind and provide the necessary support to catch up. Leaders provide books to enhance other subjects in the curriculum. Pupils enjoy the dedicated reading time each day. The recent introduction of the 'reading passport' motivates pupils to read frequently. Teachers make sure pupils experience a wide range of books, including poetry.

The school has also introduced termly writing moderation sessions with a focus on KS2 writers. The Subject leader and Year 6 class teacher attended moderation training and the school was moderated in June. No assessed levels needed to be changed and the class teacher has been invited to become a moderator. Stream lined Literacy groups have worked really well this year and the groups for next year have been mapped out. In addition to the three literacy groups and foundation RWINC their will be 3 KS1 RWINC groups and 1 Fresh Start group.

	Literacy Groups 9:00-10:00am			Phonics Groups 11:30am			
Teacher	FC	LC/DM	JC/DM	FC	MTP	EB	SMG
Support Staff	KH	SMG/MTP	DB				
Location	Fishermen	Carpenters	Shepherds	Fishermen	Den	Hall	Hall
Group	1	2	3	Red	Purple	Yellow	Fresh Start

The SEND resources include VERNON and SALFORD assessments and PHAB are used to track SEN pupils closely every term. We have also have a dedicated library of books for children with phonological difficulties such as dyslexia (Barrington Stokes Books). Nelson is being used to improve handwriting and this will continue next year. Writing resources such as writing slats, posture packs, finger stretch, grips, Talk tins and OT interventions have been introduced. Alternative forms of recording are used for pupils with this as an identified aid. Read Write Inc. Fresh Start, daily phonic groups for upper primary school children learning to read will continue as children attending have shown measurable progress. The school SENDCO has purchased Dyslexia screens to use in school and has this year administered three (Please see SEND subject leader report).

RWINC home and school partnership

Children taught in RWI groups will bring home a text which they have learnt to read in school during the RWI sessions. They will also bring home a Book Bag Book. This book builds upon the ideas and many of the words in the Storybook he or she has just read. Explanations of how to use the activities are included in the books.

In addition to these books the children will bring home a class 'book banded' book which they can have changed regularly; however the class teacher will not hear the child read this book as they will be hearing the children read the RWI books in the sessions.

Children who are not grouped to be taught in the RWI groups will have guided reading lessons in class once a week on a Friday using class texts. They will take home a class reading book to enjoy.

Library Loan Bags



Children can also choose to take home a 'Library Loan' bag to enjoy. Details of this are on our school website. The Library loan bags include a number of stories from other cultures and some are some in different languages.

Subject Leader Report: SEND and Mental Health July 2025

SEN Data

This table shows the percentage of children at St. Mary's Catholic Primary School who require SEN support or who have an EHCP. This data is based on having 80 children on roll. The school figures are compared to the National data available at: <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

	St Mary's Catholic Primary School July 2025	National Data June 2025
SEN Support	15%	14.2%
EHCP	1.3%	5.3%

Currently 12 children on SEND Register* 2 additional pending

Standardised Assessments

Pupil	Year Group	Chronological age on assessment date	Autumn 2 2024										PhAB Assessment
			Salford Reading Accuracy			Salford Reading Comprehension			Vernon Spelling				
			Score	Stand Score	Read age	Score	Stand Score	Comp age	Raw Score	Stand Score	Spell age		
C	3	7:9	69	101	7:0	19	104	8:2	12	79	<5:0		
D	3	8:2	73	99	8:1	24	115	9:8	14	81	5:1		
E	4	8:5	95	116	9:7*	29	130+	11:2*	14	80	5:1		
F	4	8:7	113	130+	11:2	34	130+	12:7+	40	117	11:4		



G	4	8:6	74	96	8:2	23	109	9:4	20	88	6;7	
H	4	Abs	Abs	Abs	Abs	Abs	Abs	Abs	Abs	Abs	Abs	
I	5	9:11	108	110	10:5*	33	130+	12:4	21	82	6:10	
J	5	9:5	112	130+	11:1	30	129	11:6	20	83	6:7	
K	6	10:4	87	100	9:0	25	110	9:11	15	70-	5:4	
L	6	-	-	-	-	-	-	-	-	-	-	

Yellow highlight shows children who have joined our school this term (Autumn 2024)* No Previous data

Pupil	Year Group	Chronological age on assessment date	Summer 2 2025										PhAB Assessment
			Salford Reading Accuracy			Salford Reading Comprehension			Vernon Spelling				
			Score	Stand Score	Read age	Score	Stand Score	Comp age	Raw Score	Stand Score	Spell age		
A	3	8:0	95	121	9:7*	23	114	9:4*	30	105	9:0*		
B	3	8:5	70	94	7:11	19	97	8:2	19	88	6:4		
C	3	8:4	81	103	8:8	21	104	8:9	8	70-	<5:0		
D	3	8:9	75	94	8:3	25	113	9:11*	16	80	5:7		
E	4	8:11	111	130+	11:0*	31	130+	11:10*	15	78	5:4		
F	4	-	-	-	-	-	-	-	-	-	-		
G	4	9:1	70	88	7:11	19	92	8:2	18	82	6:1		
H	4	Abs	Abs	Abs	Abs	Abs	Abs	Abs	Abs	Abs	Abs		
I	5	10:11	112	130	11:1*	33	130	12:4*	21	75	6:10		
J	5	9:11	114	130+	11:3+*	34	130+	12:7+*	26	89	8:1		
K	6	11:0	95	86	9:7	30	106	11:6	21	73	6:10		
L	6	-	-	-	-	-	-	-	-	-	-		

Green highlight shows progress made since previous assessment.



Blue highlight shows children who have been added to the SEND that term.

Purple highlight shows children who do not require tracking due to consistently achieving well in these areas.

*These children have reading/ spelling ages above their chronological age

Child F and L have a reading and spelling score well above their chronological age so no longer require tracking.

Children A, E, I and J have a reading age well above their chronological age.

Child A has a spelling age above their chronological age.

An application for an Education, Health and Care Needs Assessment (EHCNA) has been made for child E; as despite large amounts of support and intervention in place the child was making only small steps of progress in writing and spelling. This child has had involvement from a number of outside agencies and has accessed a wide range of intervention and so met the criteria for an EHCNA application. The application for assessment was rejected, however parents (with support from the school) are currently going through mediation with the aim of an EHCP being awarded. The mediation meeting is due to take place in September 2025.

Child I receives targeted SEND Funding (TSF), this enables the child to receive high levels of targeted support and intervention. Due to high levels of additional support in the classroom the child is able to access learning alongside their peers in class.

The tables above show that all children, have made good progress from the Autumn to the Summer Term in Reading Accuracy and Comprehension. Child G has not made progress in reading accuracy; however, this child has an EHCP and progress is monitored through interventions, weekly spelling and reading tasks and teacher assessments. All children apart from one (child I) have made progress in spelling, however previous progress has made in this area.

What has been achieved?

- Transition interventions set up for all year 6 children (Following on from LA training)
- Additional transition day for year 6 child on the SEND register- accompanied by TA (Following on from LA training)
- SEND Ranges recap for all staff at the beginning of the academic year.
- SEND Ranges embedded across the school and staff are using them to inform and enhance quality first teaching in the classroom.
- SEND Ranges- range allocated to children on the SEND Register and recorded on Pupil Profiles
- Drawing and Talking therapy sessions have taken place (following training by SENCO last Year)
- Quality First Teaching tool kits provided by LA 03/02/2025 and given to teaching staff to enhance practice across the school
- SEND identification system in place and being updated by teachers throughout the year
- Summer term transition meetings June 2025- teachers used SEND identification documents as part of their hand over information.
- School is working in partnership with a private Dyslexia assessor



- 4 children assessed by dyslexia assessor this year; 2 children diagnosed
- School is working in partnership with a private Educational Psychologist service - Psychology4Learning-1 X child assessed this year
- Mental Health Policy approved by governors and uploaded onto school website
- Mental Health Information and signposting page on our school website - Updated with MHST info
- Mental Health Support Team (MHST) continue to work with our school
- MHST consultations take place half termly with the Mental Health Lead - Denise Morgan
- MHST whole school audit completed - cycle to start again September 2025
- One MHST referrals made this year - Sign posting and advice given
- One child discussed at MHST consultation - Referral to nursing team recommended
- Referral to nursing team for one child - Successful
- Two TSF continuations applied for - One successful/ One un-successful - reason given was that child lives out of LA area
- Educational Psychology assessments completed for one child
- EHCNA application - Pending
- Pupil Profiles have been used throughout the year and show targets and reviews for all children with SEND.
- Pupil Voice/ One Page profiles have been updated ready for September. These are kept in the class SEN folders for all staff to access.
- Intervention timetable in place to target needs of SEN and other children who have gaps in learning. This is updated half termly and informs the school provision map.
- Provision map detailing support, cost and outcomes is completed by the SENCO each half term and shared with the head teacher and staff.
- Standardised tests are being used across the school for pupils with SEND - Salford Reading and Vernon Spelling termly (See tracking data)
- Results from standardised tests are shared with parents during termly review meetings.
- Children with SEND are taught phonics and reading skills in small groups using Read Write Inc or Fresh Start groups (depending on need and term).
- PhAB (Phonological Awareness Battery) assessments are used to identify areas of need to support pupils e.g., evidence for dyslexia assessments, evidence to support additional time needed for formal tests and examinations (4 assessments completed this academic year)
- 1:1 supporting adults provide excellent support for children with EHCP
- Termly Pupil Profile reviews have taken place for all SEN children. These have been completed by class teachers and/or the SENCO where required.
- Secure worry boxes continue to be used by pupils when needed. A confidential 'worry box' record is kept in school to record any concerns and follow up actions.
- Speech and Language Therapist works with school to offer targeted support fortnightly to one child.



- Specialist Support Service has worked with the school to provide parent consultations and offer advice- One pupil

Training

- Mental Health First Aid training 27th-28th March 2025- completed by SENCO and achieved MHFA status.
- Promoting Staff Wellbeing Tuesday 4th March 2025 at 9.30am (To support change in class/ curriculum this year) X2 TA's
- Promoting Positive Transitions (YR6) Wednesday 26th March at 9.30am (To support pupils' secondary transition/ additional SEND days) X2 TA's
- Emotional Wellbeing Monday 18th November 2024 at 9.30am (To support wellbeing in the Early Years as part of the EYFS curriculum) X1 TA
- Level 3 childcare course started X1 TA
- Ongoing fortnightly review sessions and training given by the speech and language therapist so that the supporting TA can work 1:1 with the child who requires speech and language support
- Termly SALT Training provided for TA working with EHCP child
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Next steps

- Update the school SEND Information Report on the school website- By January 2026
- Continue to use standardised assessments to closely monitor progress for all SEN children
- Continue to use standardised assessments to closely monitor progress for children with specific needs/ concerns
- Update pupil One Page Profiles (Pupil Voice)- Autumn 2025 for new starters
- Update Pupil One Page Profiles (Pupil Voice) for current pupils with SEND- Summer 2026
- Dyslexia assessment to be booked- allocate funding with headteacher
- Educational Psychologist assessments to be booked- allocate funding with headteacher
- Update SEN resource list
- Monitor and observe interventions annually and offer support to TA's where needed

Subject leader report July 2024

Mathematics- John Causebrook

EYFS

9%	91%	83%	100%
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At the end of the academic year, Foundation Stage had 91% of children showing a Good Level of Development and 9% working below. This data is from a cohort of 11 children; 5 boys and 6 girls. The 9% working below is one child who has had significant challenges outside of school which has affected their learning.

Key Stage 2 SATs Results 2024/25

The following table compares the national percentage of children achieving the expected standard in 2023-2024 with the Year 6 results for 2024- 2025.

National average	Year 6 Result
74%	57%

Unfortunately, the current Year 6 cohort's results are below the national average for the academic year 2024-2025; this is also a 16% decrease from the 2023-2024 academic year when the previous Year 6 cohort had 73% of children meeting the expected standard (in line with the national average for that year of 73%). However, there are some extenuating circumstances (outlined in the information below) which have an impact on the result.

Other information:

- Only two of the children started in Reception at St. Mary's
- One child joined in Year 3, two children joined in Year 5 and two children joined at the beginning of Year 6.
- Of the two children who joined in Year 6, one was put on the SEN register after joining (having been taken off by his previous school) and was assessed to be working at beginning of Year 3, the other child was also working below and assessed at working towards Year 5.

Children who did not make the expected standard:

- Child A: joined at the beginning of Year 6 and was immediately put on the SEN register; they were assessed in the autumn term as working at 'Year 3 Beginning'; had significant gaps in knowledge and understanding and was supported in a group of 1 adult: 3 children in class; only completed the Year 5 work as they struggled to access the Year 6 worksheets; was given extra time, a reader and scribe for the Year 6 SATs tests; did not attend the after school revision sessions offered to Year 6 pupils; was recommended to be put forward for dyslexia/other assessments but not referred as paperwork was not complete (paperwork completed by school, but not by parent(s)).
- Child B: joined at the beginning of Year 6; was assessed as working at 'Year 5 Developing' in December; had significant gaps in knowledge and understanding; did not 'engage' in mathematics lessons as they found them challenging, even with support in a small group; achieved a raw score of 21 in the mock SATs in March and achieved a raw score of 25 in the actual SATs in May; only attended the last of the four of the after school revision sessions offered to Year 6 pupils.
- Child C: joined St. Mary's at the beginning of Year 5; had significant social and emotional needs and was put on the SEN register and referred for ADD assessments; in Year 5 had extreme anxiety towards



mathematics and would often become overwhelmed and need to use a 'time-out' card during sessions; in Year 5 only completed approximately one quarter of their mathematics worksheet in lessons; struggled with retaining times tables and number bonds; in Year 6 time out cards rarely used and stayed in for nearly every mathematics session; in Year 6 completed at least three quarters of their worksheet in lessons; very methodical and struggled to work at speed; in all teacher assessments was assessed as working at expected; did not qualify for extra time for SATs despite being on the SEN register for ADD; was noted by staff that they ran out of time and did not finish the SATs Calculation Paper and one Reasoning Paper; missed the expected standard by two marks (re-mark of SATs papers requested by school); attended all of the revision sessions offered by school.

Year 4 multiplication check:

27% of the children who were assessed (3/11pupils) in Year 4 achieved a pass of mark of 25/25 in the Year 4 Multiplication check. The lowest score was 16/25 and the average score for the cohort was 21/25. Two children out of the cohort of 13 were unable to access the test and are therefore not included in the data.

Whole School Mathematics Attainment

The table below shows the percentages of children working at ARE or above in each year group, for each term across the academic year.

Year group:	Percentage of children working at ARE or above by term		
	Autumn	Spring	Summer
Year 1	100%	100%	66.6%
Year 2	100%	87.5%	83%
Year 3	70%	62%	61%
Year 4	85.8%	80.2%	92.4%
Year 5	67%	50%	60%
Year 6	71% (TEACHER ASSESSED)	57% (MOCK SATS) 71% (TEACHER ASSESSED)	57% (MOCK SATS) 71% (TEACHER ASSESSED)

Analysis of Data by Year Group:



Year 1

Attainment maintained over terms 1 and 2 and dropped in Term 3

Information to note:

- Originally started with a cohort of 4 children, with one leaving in the spring term.
- Of the three children only 1 is working below but this is a high percentage due to the number of children in the cohort.

Year 2

Slight drop in attainment over the year.

Information to note:

- Originally, started as a cohort of 8 and is now a cohort of 12.
- One child joined from another school in September.
- Four new children joined in the Summer term.
- Of the two children working below the expected standard, one child has been put forward for an ADHD assessment and only joined the school in September and the other child only joined the school in the summer term.

Year 3

Attainment has maintained in the autumn and spring terms and dropped in the summer term.

Information to note:

- Out of 13 children, 5 are working below the expected standard.
- Five children have joined the class over the course of the Year.
- Of the 5 children working below: one joined the school in September and was assessed at 'Year 2 Working Towards Beginning'; one also joined in September and has been put on the SEN register and is being assessed for ADHD; one child joined in Year 2 and is possibly going to be assessed for dyscalculia and ADD.

Year 4

Attainment dipped in the Spring Term but improved in the Summer Term:

Information to note:

- Of the 13 pupils, one is on long term absence and is not counted in the statistics.
- Only one child is not working at the expected standard.



- Information regarding Child A who is working below the expected standard: only joined the school this academic year; is working significantly below the expected standard; only accesses the work with the support of a 1:1 teaching assistant.

Year 5

Slight drop in attainment between Autumn and Spring terms, but improves again in the Summer term

Information to note:

- Of the ten children, four are working below the expected standard.
- Of the four children working below the expected standard: one joined in the spring term, was assessed as working within Year 4 and is awaiting an assessment for ADD and dyslexia; one is awaiting assessment for ADD; one child left St. Mary's to go to another school and then returned.

What has been achieved?

- New 'Mixed Aged' planning and resources from White Rose Mathematics Scheme is now embedded in teaching and all classes are using the resources correctly and successfully.
- Flashback books are being used to record Key Stage 2 children's responses and answers to 'Flashback activities'.
- New 'Fast Finishers' Extension Activity cards are being used to stretch those children in KS2 who finished their tasks early.
- Two themed mathematics reasoning mornings were organised and delivered by staff to raise the profile of mathematics.
- White Rose unit assessments are being used by staff before and after topic units to assess prior knowledge and understanding, as well as to check understanding at the end of a unit. These are then being used to inform planning, so teachers can adapt the content of the White Rose scheme to meet the needs of the learners.
- New Rising Stars Assessments are being used to class results and identify any gaps in knowledge and understanding and then adapt planning to meet the needs of the children.
- Two 'Book Looks' have been completed to check marking, presentation and teaching of White Rose Mathematics.

Subject Leader Report: English July 2025

Phonics Screening Check

The following table compares the percentages for the school in 2024/2025 with the most recent national results. The children in Year One took the Phonics Screening Check in June 2024.



National 2024	Yr1 School pass rate 2024
80%	75%

Yr2 Pass rate November 2023	Yr2 Pass rate June 2022 (1 pupils retook the test)
89%	100%

There is a current cohort of four children in year 1, all of whom sat the Phonic Screening Check. Three out of four children passed the screen. The child that did not pass the screen only joined us in September 2024 and missed the threshold by four marks. They will continue to undertake phonic sessions alongside English lessons next academic year. As there are only three children in Year 1, each child holds a weight of 33% each.

The above table shows that by June 2025, all Year 2 children met the expected standard for the Phonics Screening Check.

Year 6 SATS Results

The following table compares the percentages for the school in 2024/2025 with the most recent national results. The children in Year Six took their SATS in May 2024.

National 2024*	School Year 6 Reading % Achieved Standard
74%	57%

National 2023*	School Year 6 SPAG % Achieved Standard
72%	71%



*The national results for 2025 will not be released until the Autumn Term.

Reading

This table shows the children achieving ARE or above in reading (%) ARE= Age related expectation/ Expected

Percentage of children at ARE or above for Reading	Autumn Term	Spring Term	Summer Term
Year 1	50%	100%	66%
Year 2	50%	75%	83%
Year 3	67%	85%	70%
Year 4	92%	92%	100%
Year 5	66%	30%	40%
Year 6	58%	71%	

In year 1, the children that have not yet met the expected standard by passing the phonics screen will continue with RWI lessons at the start of year 2, to ensure that they are secure in their reading before moving on. This is in addition to targeted phonics interventions. Fresh Start will be implemented for children in years 4 and 5 that have not yet met the expected standard in writing. This will be reviewed at each assessment period to determine whether children need to continue with this. Mrs Morgan will continue to use Salford and Vernon assessments to track the reading and spelling age of SEND children.

Writing

This table shows the children achieving ARE or above in Writing (%)

Percentage of children at ARE or above for Writing	Autumn Term	Spring Term	Summer Term
Year 1	100%	100%	66%
Year 2	100%	75%	66%
Year 3	47%	47%	54%
Year 4	53%	53%	52%



Year 5	33%	30%	20%
Year 6	58%	43%	57%

The table above clearly demonstrates that writing continues to be a school-wide target. The results show fluctuations in the number of children working at the expected level of writing across the school has improved overall since last year. We have used the summer term assessments and Read Write Inc. assessments to group children across the school for their English lessons to ensure that we are meeting all needs and ensuring continued progression in writing. We will continue with SNIP and RWI interventions for those children that require it, including Fresh Start for KS2 children that are not working at the expected standard. We will implement a writing moderation in the Autumn term to identify any children in Year 6 who require additional support prior to SATS in the summer term.

Year 6 Contextual Analysis

The year 6 cohort is made up of 7 children. Of these, there are 6 boys and 1 girl.

1 pupil that is working below the expected standard joined us at the start of year 5 with very low writing and reading attainment. Although his absences have been high, particularly during year 5, he has made good progress during his time at St Mary's.

2 pupils joined us at the start of year 6. Of these, both joined with very low reading and writing attainment. One pupil has met the expected standard in both SPAG and Reading. Although he did not meet the expected standard in writing, the moderators noted significant progress across this academic year. The other child is on the SEND register and is working significantly below his ARE. He has been given spelling interventions, additional time to complete tasks and exams and a scribe for his SATS. He uses a dictation ipad to complete written work and has additional adult support during lessons. He has continued to make progress during his time at St Mary's.

One pupil that did not meet the expected standard in reading missed it by one mark. The school have appealed the mark in the hope that this will be converted to the expected level. Teacher assessments suggest that he is working at the expected standard.

One pupil was assessed as working at greater depth in writing, which is achieved by only one percent of children nationally. This was corroborated by the writing moderators.

EYFS

In line with the updates as outlined in the EYFS 2021 we have not used data to track the children in early years. Instead we have used the Northamptonshire Cohort Analysis Document to highlight any children who are not on track to meet the expected standards by the end of the year. This document has allowed us to put in place interventions to support those children to close gaps in learning.



The table below shows an increase in children achieving the expected standard in Literacy by the end of the summer term compared with their start point in the Autumn term.

Area of learning	% of children working at the expected level Autumn 2024	% of children working at the expected level Summer 2025
Communication and Language	64%	91%
Literacy- Reading	35%	66%
Literacy- Writing	27%	66%
Physical development (fine motor skills e.g. pencil control and scissor skills).	72%	100%

What has been achieved?

- Continuation of the whole school reading challenge. This has had a positive impact on engagement and enjoyment in reading with children enjoying the cinema trips as a reward. Children are satisfied that the new reward system is fairer and more effective.
- Hamilton Trust account renewed and used as English scheme in KS1 and KS2.
- RWI phonics programme in place and being taught in differentiated groups across the Reception and KS1)
- World Book Day planned and delivered in school. The day included character dress-up, an author visit, and in-class activities.
- Library loan bags continue to be sent home each week in all classes
- Standardised Salford Reading and Vernon spelling continue to be used in school to closely monitor progress for all SEN children and other children where there is a teacher or parent concern.
- RWI assessments and tracking completed Autumn, Spring and Summer terms and children regrouped accordingly.
- Year 6 Writing moderation took place between 2 moderators and SV and JC. The feedback was hugely positive with high praise for the teaching of English in Year 6, particularly the way that extended writing is taught. They made particular note that, even children that weren't quite working at the expected standard, still made significant progress and were able to sustain the genre of writing by including many key features. They agreed with all teacher judgements and rationale.
- Continued our connection with local Author, Judy Wise. She has visited our school to talk to the children about the process of becoming an author during our World Book Day celebrations.



- RWI information was included in the New Parent Information evening (Reception September 2025)
- Drop Everything and Read initiative in school to develop a reading culture and love for reading continued.
- Continued with weekly 'Weird and Wonderful Vocab' word search activity to promote language choices in writing, and looked at ways to make links with other subjects e.g. Science themed during Science Week celebrations.
- Continued with the 'Reading Buddies' initiative in which Year 6 read weekly with Reception and Year 1.
- Phonic Screen information evening held for parents of children undertaking the assessment. Supporting material and information was sent home to continue support out of school.
- A representative from Woodford Halse library visited to launch the summer reading challenge.
- Increased focus on Communication and Language in the Early Years, with key vocabulary progression mapped out for Nursery and Reception.
- Book scrutiny used to moderate work and ensure consistency and progression across the school.
- Stronger links with the local library with SV running rhyme time sessions for parents and tots.

Training

- In-house staff training for updates in subject.
- SV and JC Moderation training

EYFS- Sammie Vale

Assessment- EYFS Profile Judgements July 2025

	Emerg	Emerg %	Exp	Expe %
Reading	4	36%	7	64%
Writing	4	36%	7	64%
Numbers	1	9%	10	91%
Shape, space and measure	1	9%	10	91%
Past and present	0	0%	11	100%
People, culture and communities	0	0%	11	100%
The natural world	0	0%	11	100%
Creating – Materials	0	0%	11	100%
Being Imaginative	0	0	11	100%
Self-regulation	1	9%	10	91%
Managing self	1	9%	10	91%
Build relationships	1	9%	10	91%
Listening, attention and understanding	1	9%	10	91%
Speaking	0	0	11	100%
Gross motor	0	0	11	100%



Fine motor	0	0	11	100%
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Cohort Data Analysis

At the end of the academic year, children are assessed against the Early Learning Goals outlined in the EYFS framework. To achieve a Good Level of Development (GLD), children must meet the expected standard in all three prime areas (Communication and Language, Personal, Social and Emotional Development, and Physical Development), as well as in Literacy and Mathematics.

GLD is not a statutory performance measure, and as stated in the EYFS statutory framework, it is used for information-sharing purposes only.

In this cohort, four children did not meet GLD. Of these:

- Three children achieved the expected standard in all prime areas and in mathematics, but did not meet the expected level in reading and writing.
- One of these children has a diagnosed speech and language delay and is currently receiving targeted intervention through SALT (Speech and Language Therapy).
- Two are summer-born pupils who missed approximately four weeks of school due to a family holiday. This was taken prior to the child reaching the statutory school age of five and therefore not recorded as unauthorised absence.

The data suggests strong outcomes in the prime areas, with children generally well-prepared in terms of communication, self-regulation, and physical development. The small number not achieving GLD can be directly linked to contextual factors impacting early literacy outcomes.

We continue to monitor and support these pupils through carefully planned next steps, with ongoing intervention and transition planning in place as they move into Key Stage 1.

NB: When analysing the baseline data, we had a cohort of 11 children; 5 boys and 6 girls. When completing the end of year data we had a cohort of 11 children made up of 6 boys and 5 girls. This is due to:

- 1 female child left the school (data not reported to LA)
- 1 female child was not at the expected level for assessment and will repeat the reception year next year.
- 1 female and 1 male child joined the school in the final term.

What has been achieved?

- The successful introduction of the preschool. We started the year with one full time and one part time pre-schooler in place, and have finished the year with 4 pre-school children. Of these we have:
 - 1 full time pupil
 - 1 pupil attending 4 full days
 - 1 pupil attending 3 full days and additional ad hoc days
 - 1 pupil attending 1 full day

All of our preschool children are joining us for their reception year. We have 7 children that have registered their interest in joining Aston Angels in the 2025-26 academic year, with a further 2 applications pending.

- New September starters were all offered 2 stay and play sessions and a preschool visit, or home visit for those children that were not in a setting.
- Systematic Phonics programme being taught- Read Write Inc phonics resources and reading books in place
- Floor books set up for the new RE scheme with great success and positive feedback from SLT, governors and the diocese.



- Cohort analysis completed termly to highlight children that are not making expected progress and action plan implemented to support.
- Implemented the New RE Scheme 'To Know You More Clearly' and utilised the Ten:Ten Life to the Full and I Can Pray resources.
- Outdoor and indoor learning environment set up to accommodate all areas of learning, with many updated resources. The continuous provision available and the strong links to literacy and maths in all areas received praise from the Local Authority advisor.
- Transition information gathered from nursery settings before all children start school
- Early Years Policy and additional associated policies updated to reflect the addition of the preschool and is on school website
- Long term curriculum overview completed to show the skills and knowledge that children will cover in each area of learning each term for both nursery and reception. This has received praise from the Local Authority Advisors and has been distributed to other settings for them to use as a strong example of a progressive curriculum.
- An updated vision statement for Early Years called 'Golden Roots, Growing Together' was written to reflect how the EYFS curriculum feeds into our broader school values and Golden Threads.
- We have mapped how the skills taught in EY feed into the National Curriculum and distributed these to subject leads.
- Baseline assessments completed for all children, including those that joined us later in the year.
- NELI assessments completed in the Autumn and Summer term.
- Children taught to use sign to further support language and communication
- Forest School sessions continued to run throughout the year with Mrs Clipson.
- 'Little Angels' stay and play session introduced for parents and tots. We had a positive response with 8 children attending the session. We are looking to continue this in the Autumn Term.
- We have started to implement Continuous Provision Plans.
- SV has continued to interact with the wider community by running sessions in Woodford Halse library and local baby groups.
- Early SEND support implement where the need has arisen, with careful plans implemented to support children using Quality First Teaching and the SEND Ranges documents.
- We supported a trainee teacher in her Early Years Placement, and provided additional phonics support to a trainee teacher in Fishermen Class.
- Local Authority requested that SV support teachers from other settings by inviting them to view our environment. We have so far shared planning with Cropredy and Blisworth, and have had a visiting TA from Cropredy and a teacher from Blisworth that is new to Early Years.
- Successful introduction of Class Dojo to keep parents up-to-date with children's progress and learning, and to send out timely reminders.

Training

- SV completed all NPQEYL training modules. Assessment will take place in October 2025.
- SV completed maths CPD with EY Maths
- EB started Level 3 apprenticeship with Banbury College. Unfortunately, the training was not sufficient for our need. EB is now signed up to complete her Level 3 apprenticeship with Pen Green starting in September 2025.



- SV attended the Early Years Conference in Coventry and attended CPD seminars on Mental Health and Wellbeing, Joy in Early Years and Outdoor Learning.

Impact

SEND Impact on standards

- Children with SEN are all making progress
- SEND students have access to a wide provision of support in all areas of development both personal and academically.
- Wellbeing needs are being met through targeted interventions (See Provision maps)
- Mental health needs are being met through MHST support and referral process
- Professionals are involved to support pupils and class teachers with specific learning needs (SALT/ OT/ EP/ SSS)
- School is accessing West Northants Local Offer by working with the Specialist Support Service
- The Specialist Support Service are working with school to support pupils and their families
- Teachers and TA's have access to resources and intervention materials which meet the needs of pupils in school, including the SEND Ranges and Quality First Teaching packs provided by LA.
- Teachers are involved in setting and reviewing pupil profile targets for SEN pupils in their class.

Setting have accessed TAMHS training and always bring back what is learnt and implement changes where appropriate. (Early Education and Childcare Advisory Service report, June 2025)

SEND students have access to a wide provision of support in all areas of development both personal and academically (SIP Report, March 2023)

- 'Pupils with SEND are well supported. The needs of pupils with SEND are quickly identified. Clear targets ensure these pupils receive the support they need. Pupils speak positively about the support they receive. Leaders are ambitious for pupils with SEND to achieve. Carefully constructed activities enable these pupils to achieve alongside their peers.' (OFSTED report, 2023)

Maths Impact on standards

Impact of 'Flashback Books':

- Children's prior learning from previous year's units or previous weeks/terms is being checked and reinforced by the use of the 'Flashback' challenges at the start of each mathematics lesson.
- Children are 'over-learning' and their memory of concepts and methods is improving as a result.

Impact of mathematics reasoning mornings:

- Feedback from staff is that the children are enjoying and engaged in these mornings and the range of activities which are offered.
- The profile of mathematical reasoning has been raised across the school and with parents at home through the sharing of a report explaining what each class did on the day.



- Children are applying their learning to problems solving and 'real-life' tasks.

Impact of White Rose Mixed Age Mathematics Scheme:

- Year groups are in line with each other and both can access the same lessons and PowerPoints at the same time, rather than teachers having to teach two different lessons with different objectives.
- Both year groups can be taught at the same time using the same PowerPoint.
- Teacher workload is reduced and wellbeing increased.
- Children enjoy being taught together.

Impact of multiplication check preparations:

- Use of laptops and multiplication programmes from Purple Mash ensured that 100% of the Year 4 children received 20 (or more) marks out of a possible 25.
- Children's times table knowledge and fluency has improved.

Impact of White Rose Training:

- Mathematics lead confident that the scheme is being used correctly.
- New areas for improvement identified and put in place for following academic year.

Impact of 'Book Looks':

- Mathematics lead was able to spot any areas of concern or where the scheme was being used inconsistently and this was fed back to teaching staff.
- All children have the same experiences in mathematics in each year group.
- High quality teaching is maintained.

Rising Stars Assessment:

- Teachers' own 'teacher assessments' of children's progress and understanding are reinforced.
- Gaps in children's/cohort's knowledge or areas of weakness can be identified and measures put in place to solve these them.
- Individual pupil weaknesses can be identified.

English Impact on standards

- Children continue to make good progress in early reading and writing
- Gaps in learning are identified and groups are tweaked to address needs
- 1:1 RWI intervention in place ensures that children who are below do not fall further behind.
- English catch-up sessions in place to ensure that all children are able to make progress and not fall further behind.
- World book day celebrated and children shared their love for reading and characters.
- Standardised assessments show that all SEN children are making progress in Reading and Spelling through targeted interventions.
- Development of English scheme to ensure consistency of approach across the school.



- Increased engagement with the reading challenge which focuses on reading for enjoyment. We know that those that read for enjoyment have greater attainment across all subjects.
- High quality output of work at the end of Year 6, with those that join us later in the year making better than expected progress even if they don't meet the expected standard.

Next Steps - Linked to School Improvement Plan

Next steps in SEND

- Update SEND policy to include the SEND Ranges
- Update the school SEND Information Report on the school website- By Sept 2024
- Continue to use standardised assessments to closely monitor progress for all SEN children
- Continue to use standardised assessments to closely monitor progress for children with specific needs/ concerns
- Update pupil One Page Profiles (Pupil Voice)- Autumn 2024 for new starters
- Update Pupil One Page Profiles (Pupil Voice) for current pupils with SEND- Summer 2025
- Dyslexia assessment to be booked (funding allocated for 2 pupils)
- Educational Psychologist assessments to be booked (funding allocated for 2 pupils)
- Update SEN resource list
- Monitor and observe interventions **Twice a year** and offer support to TA's where needed

Next steps in Mathematics

- New staff to be trained on how to use the White Rose Resources and planning.
- Lead a 'Refresher' training session on the White Rose Scheme to support teachers as they transition into new year groups and key stages and ensure that practise is consistent.
- Continue to embed the new White Rose Mixed Age planning across the school.
- Continue to embed the use of White Rose assessments to identify gaps in learning before topics are taught and lessons adapted accordingly to meet the needs identified.
- Embed the new Rising Stars Assessment Tests and ensure that the analysis tool continues to be used to assess children's progress and to identify any gaps in learning.
- Subject leader to complete learning walk during a mathematics lessons across the school to check the consistency of teaching of the White Rose Scheme and whether the 'Consistency in Teaching' document is being followed.
- Check that over learning and methods to calculate answers in Flashbacks are being explained/taught by teachers rather than the children just being given the answers.
- Carry out book scrutiny to:
- ensure that the White Rose Mathematics scheme is being used consistently to teach mathematics across the whole school;



- assess the use of 'next steps' and marking to move children on in their learning;
- ensure that 'White Rose Mastery Materials' (or similar resources) are being used to stretch and challenge the more able.
- Continue analysis of new PUMA tests using Rising Stars Assessment Tool to identify struggling or underachieving children.
- Class teachers/school to plan and deliver one mathematics enrichment session each full term.
- End the use of the mental mathematics tests in classes as the overlearning and revision of topics is now being completed through the 'Flashbacks' at the start of each mathematics lesson.
- Look at using the 'Fluency Bee' resources from White Rose for Key Stage 1 to see if they will improve fluency and number bonds.

Next Steps in English

- Continue to assess and track impact of RWI teaching and learning, including those children that are part of Fresh Start
- Review alternative phonics scheme Supersonic Phonic Friends and feedback to SLT
- Observe RWI and English teaching across the school to ensure continuity of delivery
- Review the effectiveness of the Nelson Handwriting programme.
- Plan a further author visit to inspire and motivate writing across the school
- To continue to embed the reading challenge to promote a love of reading
- Monitor the impact of grouping children for English across the school and identify children that need to move to a different group to support progress
- Writing Challenges



Behaviour, Attitudes and Personal development.

Judgement

Outstanding

Evidence and Impact

OFSTED 2023 Report:

What is it like to attend this school?

St Mary's is a warm and welcoming school. As one parent typically stated: 'It's like a little family.' Leaders ensure the school's 'golden threads; resilience, independence, well-being, culture, the arts, initiative, possibilities, oracy, reflection' weave throughout the curriculum. They are also at the heart of the school's approach to ensuring pupils behave well. Pupils get on with each other. Leaders encourage them to take responsibility for themselves and develop resilience. As one pupil said they can resolve issues themselves if they occur because they are 'mature' for their age.

Leaders are ambitious for all pupils to achieve well, including those pupils with a special educational need and/or disabilities (SEND). Staff work hard to get to know the pupils and support them. Staff and pupils build strong relationships. Pupils know there is someone they can go to if they are worried.

Pupils learn to be respectful and tolerant of difference. Older pupils enjoy the opportunity to help younger pupils. In the 'drop everything and read' session on Monday afternoons, Year 6 pupils relish the chance to read with the younger pupils. Pupils also work well together in class and 'buddy' with each other to develop their understanding.

Pupils behave well. This is because the behaviour policy is consistently applied. Pupils are respectful of each other. They get on well together and play calmly at playtimes. Behaviour in lessons is good. Pupils interact well with each other in class and are polite moving around the school. One pupil typically stated: 'The teachers and the pupils are caring, kind and if we get upset, they help you.'

Pupil's conduct in lessons and around the school

Pupil's conduct in lessons and around school is consistently excellent with low level disruption a rarity and frequently not recorded in lesson observations. In the majority of lessons there is calmness creating a purposeful atmosphere conducive to learning. Pupils in class are engaged and enjoy learning and challenge. Children with behavioral needs are supported by skilled staff and through interventions/aids (resources).



Pupil's attendance and punctuality at school and in lessons

Attendance has consistently been 92% through most of this school year. Persistent absenteeism has been monitored closely by the Head teacher, School Administrator and attendance officer. Termly meetings with the local authority attendance officer help to support the head teacher in monitoring attendance. The attendance Policy has been updated in accordance with the August 2024 update and parents were sent a letter detailing the new procedure for persistent unauthorised absences. The parents are very supportive of the school and lateness by a few families has been reduced through Head teacher intervention.

Pupil's behaviour and attitudes towards others

Pupils show a genuine kindness and care to others. Our strong Christian ethos is firmly embedded in the school and is central to our daily life impacting on pupil attitudes towards others and behaviour. Whilst visitors have been in school pupils have been wonderful ambassadors for the school and are regularly complimented on their conduct.

Service to others is a strength and passion of the school – Have links with Educaid, CAFOD, Helen and Douglas House, Galanos House, Trussel Trust, Mission Together, Socks and Chocs and the British Legion.

Positive celebrations

- Star of the Week*
- Head teacher awards*
- Golden thread awards*
- Sport awards*
- Multiples marathon badges*
- House point certificates*
- Rainbow awards*
- Tokens*
- Gems- Year 5/6 extension*
- Reading certificate*

The Positive Behaviour Policy is still very current. The school rarely has to escalate for behaviours. A gentle reminder will usually suffice. On the occasion that a behaviour is causing concern, parents are informed and are part of the reflection process. The school follows the school behavior policy and incidents are recorded by the head teacher. The Behaviour policy is reviewed annually.



RE Lessons and Values Programme encourage and reinforce a strong sense of what is right and the positive role models children need to be. Ten:Ten RSHE and Liturgy and worship planning supports the social, emotional development of the children and also prepares them for independent living.

Young Leaders in Year 6 are positive role models for the younger children and compassionate acts are common place. These acts are also celebrated at BGN sporting events with certificates being awarded in celebration assemblies for 'Spirit of the games'.

Pupils well-being

'Zones of regulation' used throughout the whole school. This has helped the children in every year group to express themselves. Worry boxes are still being used.

School policies updated to include **wellbeing** support in place at St. Mary's.

Classes to have displays/ resources to support pupils with relaxation sessions/ opportunities to share worries (worry box) and manage their emotions.

Zones of regulation used in classes where there is an initial need and then good practise shared through staff meetings-**wellbeing**.

5 Point Scale resources used for individual children where there is a need. 5 Point Scale resources shared with parents. Resources used to support **wellbeing**.

Children taught to develop **resilience** and keep on going in the face of difficulties and challenging circumstances.

Mental Health update

- Mental Health Support Team (MHST) audit outcome shared with all stakeholders.
- Focus group of pupils working with MHST team
- Pupils referred to MHST for 1:1 or group support
- Mental Health and well-being policy in place
- Training provided for all staff, ensures quick identification and early support

Pupil's respect for other people and adults, including the way pupils treat one another.

'Ten:Ten RSHE' was taught to all pupils from Reception to Year 6 and taught the children to recognize positive relationships. The RSHE approach worked really well and covered a range of issues. The school has now fully imbedded the RSHE programme provided by Ten:Ten 'Life to the Full' which provides online modules for parents. The consultation period was completed in June 2024.



Pupils are proactive about being polite to all adults e.g. holding doors for adults, saying "Good morning.. how are you?" Children are confident when speaking to adults. Pupils show care towards others and a genuine concern for those experiencing sadness. Children are good at showing empathy and provide a strong support base for each other. Head teacher Awards and "Living the Values" recognition are given for this positive behaviour and for exceptional effort. Children are very proactive in recognising the good others do and will frequently share this with others through awarding a leaf. Section 48 and Ofsted.

We also have the 'Golden threads award' which is in line with the new St Mary's Curriculum approach.

How well pupils are protected from bullying

There have been no incidences this year recorded as Bullying. All incidences, safeguarding concerns and bullying reports are recorded on CPOMS.

Next Steps - Linked to School Improvement Plan

- To follow the implementation plan for the new RED scheme 'To know you more clearly'- all classes will be delivered the new scheme
- To deliver weekly Gospel assemblies and class assemblies using the TEN:TEN resources
- To apply for EHCP, assessments and funding for SEND pupils, to purchase the pre-screening resources from Nellie
- To moderate KS2 writing termly
- To continue with the reading challenge
- To expand the pre school provision and continue to develop the outside space through the use of targeted funding
- To review Homework resources and the policy
- To review the behaviour policy
- To continue to run successful weekly forest school sessions and to develop the forest school area



Leadership and Management

Judgement

Outstanding

Evidence and Impact

Strongest features and their impact on the quality of education and standards being achieved (evidence shown)...

OFSETD 2023

Staff state their well-being is a priority for leaders. Leaders ensure that teachers get the time they need to undertake any leadership responsibilities. A clear yearly timetable makes sure that workload does not build unnecessarily.

L & M monitor staff and pupil well-being through regular surveys. Attempts are made to reduce work load stress., Mental health and Well-being policy reviewed whole school MHST audit completed. MHST NHS team working with the whole school and providing training.

L & M demonstrate ambition for pupils and improvements in their achievement

Throughout the school there is a strong focus on continuing to improve further the quality of our provision and emphasis on high standards. There are varied CPD opportunities available supporting both teachers and Support staff; Autism training, well-being, Parallel play, SLT, ARC, Art Therapy, Lego therapy, Language for thinking and Counselling see training log for further details.

The teachers set aspirational end of year targets, regular progress meetings and progress weeks ensures close tracking of progress, new assessment tool used to see progress in Maths and Reading. Children working significantly above the expected levels are identified as G+T and special arrangements are in place.

Strong tradition of music with 25 taking private tuition with NMPAT and two county players.

L & M improve teaching and learning

A whole school calendar outlining the monitoring of teaching and learning to include observations, planning / book scrutiny and progress weeks was established by the Head teacher. This was compiled in line with the detailed School Development Plan to give a coherent system for evaluating progress towards targets.

Performance Management targets are linked to teachers' standards and School Priorities.

All staff use whole school assessment system to show depth and mastery and analysis grids to monitor progress across groups.

Rising stars online analysis tool to be used for the Pira and Puma tests termly.

SENDCO assessments reflect on the interventions and support in the classroom supporting the progress of all pupils through quality first teaching and inclusivity.



L & M support and develop staff

CPD is coordinated by the Head teacher. Induction and continuing support is highly promoted. Training Days have been dedicated to school priorities including, the new OFSTED framework, Music developments, languages, White rose, moderation of writing, Reading (Read write Inc), PE, Catch up and supporting new staff in teaching in a Catholic School. RE / Chaplaincy Leaders have attended cluster training as part of the Diocese. Half termly staff meetings for teaching assistants linked to SDP and priorities for the school. The head teacher has the SENCO qualification and so does the SENDCO, the SENDCO has also completed the DFE funded Mental Health training. The opening of the new Pre-School has led to further training in the Early years with the class teacher completing an NPQ in Early years and the teaching assistant completing the Level 3 training.

How effectively the school is improving and has capacity for sustaining its improvement

The school has a strong, secure capacity for improvement. The Governing Body is committed to ensuring high standards and through further CPD is equipping itself with desired skills to carry out this role. The Governing Body access training through the Diocese, West Northants Council and the NGA. An active School Parliament and Eco Council meet regularly and make a valued contribution to school improvement. Their suggestions are acted upon whenever possible. The school places high emphasis on induction and staff development. The Governors play an active role in challenging the progress of the SDP. The school development plan is evaluated termly with Governors, this becomes a working SEF summary document throughout the year. The latest OFSTED points will continue to be worked on this year.

The accuracy of the school's self- evaluation and the use made of its findings

The SEF is to be updated termly by the Head teacher in conjunction with the school's progress towards targets as outlined in the School Development Plan. This is closely linked to the Monitoring and evaluation cycle. Contents are regularly shared with Governors as part of the Head teacher's report to Governors. These reports are shared on the Learning Platform.

The appropriateness of the curriculum in helping all pupils to achieve well

Opportunities to enhance the curriculum and specific topics are actively sought (Wow's) by staff and keen office staff who are vigilant in securing special offers and the acquisition of transport bursaries. This is a real added strength of our school experience. The curriculum is constantly being shaped and evolves. This is vital as St Mary's is a school with small cohorts and cross key stage teaching is sometimes necessary. Intervention groups 1-1 support is logged/ tracked on a provision map. Children are challenged in every subjects and teachers are aware of the next step through the tracking grids and progression folders.

The impact of the governance on school improvement

The impact of Governance is Excellent. The many new Governors are developing their knowledge through Governor training. They are keen and proactive in their role. The Head teacher and the Chair of Governors have regular scheduled meetings to keep abreast of emerging needs. Although the Governing



body is small the committed team are the critical friends that keep the school moving forward.

How effectively pupils are safeguarded

Safeguarding procedures are robust. The Headteacher is the named Designated Officer for Child Protection and 1 other member of staff has received the DSL training. Files are up to date, with clear procedures for recording and logging incidents. All staff have had Child Protection Training – September 2024 with the Safeguarding leads updating their training in June 2025. All teaching staff and relevant support staff to update First Aid training in September 2025, Head teacher completed Fire Marshall 2024 training. All regular volunteers/visitors to school have DBS Clearance. External gates are locked at 9am. All staff have received a copy of Part 1 KCSIE as part of their training. Productive safeguarding governor visits have taken place. Safeguarding audit with the safeguarding lead Governor taken place in June 2025. Suggested improvements are being addressed. CPOMS is used by all staff. An update to the TALK Straight filtering system enables HT and DDSL to check pupil and staff searches daily.

OFSTED 2023

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training. They identify and report any concerns about pupils who may be at risk of potential harm. Staff share concerns using rigorous systems. These are regularly monitored. Pupils and families receive the support they need. When agencies are slow to respond to pupils' needs leaders tenaciously pursue support. Regular surveys identify the needs of pupils and the community. Leaders direct additional training and support accordingly. Leaders make use of emergency services visits to enhance pupils understanding of how to keep themselves safe. Pupils say they feel safe. They know how to keep themselves safe when learning online.

Next Steps – Linked to School Improvement Plan

Include what you are going to improve further and how this links to the school improvement plan.

- SENDCO to implement action plans in SEND and Mental Health and Well-being.
- RPD of all staff to continue to be reviewed 6 monthly and linked to the SDP to ensure success.
- Subject leaders to make subject observations.
- OFSTED target points to continue to be addressed.
- Safeguarding- continue to update staff through case studies, update all staff policies and staff induction pack. Continue to use CPOMS effectively.
- New school website to make it more accessible to parents and professionals



