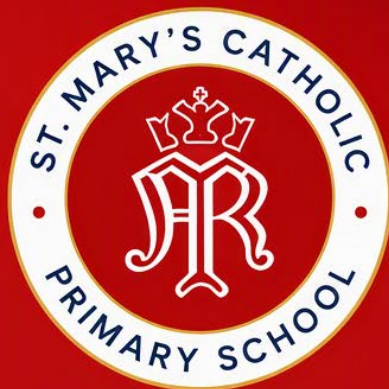




ST. MARY'S CATHOLIC
PRIMARY SCHOOL

Self Evaluation Form

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+
2025–2026



FAITH

Rooted in faith.
Guided by love.



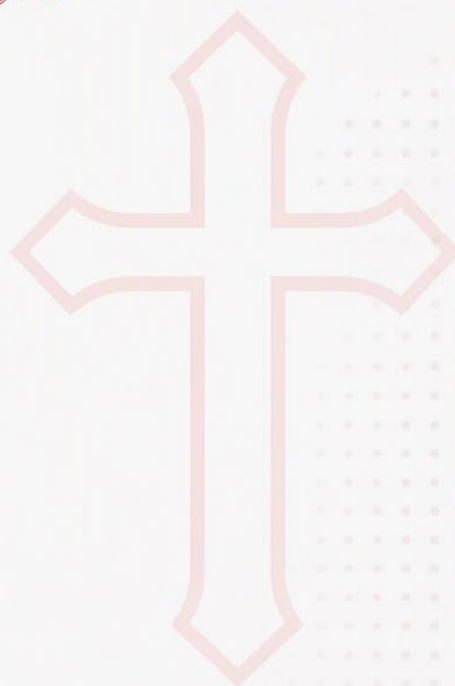
LEARNING

Inspiring curiosity.
Striving for excellence.



COMMUNITY

Growing together.
Working as one family.





School Context

St Mary's is a small Catholic primary school serving a rural community. During the last academic year, pupil numbers increased by 16 pupils (15.2%), largely due to pupils transferring from a local school. This growth has changed the profile of the school significantly and has resulted in increased levels of SEND, pupil mobility and pastoral need.

The school currently has:

- 16.5% Pupil Premium pupils
- 14% EAL pupils
- 11 pupils on the SEND register
- 2 pupils with EHCPs
- A high proportion of pupils joining mid-phase
- A relatively low proportion of Catholic pupils (9 pupils)

Leaders recognise that attainment outcomes have been affected by:

- Increased pupil mobility
- Rising SEND needs
- Small cohort sizes
- Low parental engagement with reading and homework
- Socio-economic deprivation affecting a number of families
- Increased social, emotional and mental health needs

The school's focus is therefore on accelerating progress, closing gaps, improving attendance, promoting wellbeing and securing strong long-term outcomes for all pupils.

Inclusion

Judgement: Strong Standard

Evidence

St Mary's is an inclusive school where pupils feel valued, safe and supported. The Section 48 inspection recognised the school as welcoming to all and identified outstanding pastoral care as a significant strength. Leaders have maintained a strong focus on inclusion despite increased pupil mobility. Pupils joining mid-year receive baseline assessments, targeted support and intervention where required. SEND provision is reviewed regularly through provision maps, pupil profiles, intervention tracking and multi-agency support. Additional staffing has strengthened the school's capacity to support pupils with SEND and those experiencing social and emotional difficulties. Lunchtime clubs now provide structured support for pupils who find unstructured times challenging.

The introduction of My Happy Mind and emotional regulation approaches is set to further strengthen wellbeing support across the school.

Areas for Development

- Continue improving outcomes for the vulnerable and SEND pupils.
- Strengthen parental engagement in home learning.
- Further support pupils joining the school during Key Stage 2.

Curriculum and Teaching

Judgement: Strong Standard



Evidence

The curriculum remains ambitious, broad and rooted in the school's Golden Threads. The 2023 Ofsted inspection recognised leaders' ambitious curriculum design and strong teacher subject knowledge.

The curriculum has been redesigned to strengthen progression and knowledge retention through:

- Entrance Tickets
- Exit Tickets
- Retrieval practice
- Knowledge organisers
- Enhanced curriculum enrichment

Subject leaders have reviewed vision statements and curriculum implementation.

The Religious Education Directory (RED) has now been implemented and assessment systems are being embedded. The school has successfully maintained a broad curriculum despite staffing and pupil profile changes.

A significant focus has been placed on:

- Mathematics reasoning
- Multiplication fluency
- Reading development
- Writing improvement
- Forest School provision
- Cultural experiences

The Section 48 inspection recognised the quality of Catholic life and highlighted successful implementation of diocesan requirements.

Areas for Development

- Further improve writing outcomes across the school.
- Ensure consistency in subject leader monitoring.
- Fully embed RED assessment systems.
- Increase challenge for the most able pupils in Religious Education.

Achievement

Judgement: Expected Standard



Evidence

Achievement remains broadly in line with school expectations when contextual factors are considered.

Leaders can demonstrate that:

- Most pupils make positive progress from their starting points.
- SEND pupils receive targeted intervention and support.
- New pupils are assessed and supported quickly.
- Reading interventions are having a positive impact.

Year 6 outcomes were affected by SEND, prior mobility and historical attainment gaps. Despite this, a number of pupils made accelerated progress from low starting points. Writing remains a school improvement priority. Subject leader reports identify the impact of pupil mobility on cohort outcomes but demonstrate progress over time for many pupils.

Reading continues to improve through:

- RWI
- Reading Buddies
- Reading Challenge
- Daily reading opportunities

Early Years outcomes remain strong with 86% GLD in 2026 despite significant pupil mobility.

Areas for Development

- Improve writing attainment across all year groups.
- Increase phonics outcomes.
- Reduce attainment gaps for SEND and disadvantaged pupils.
- Improve home reading engagement.

Attendance and Behaviour

Judgement: Strong Standard

Evidence

Behaviour is a strength of the school.

Ofsted identified pupils as respectful, resilient and responsible. Relationships between staff and pupils are exceptionally positive.

The school's Golden Rules and Golden Threads underpin behaviour expectations. Pupils demonstrate:

- Positive attitudes to learning
- Respectful relationships
- Strong engagement
- Pride in school

Leaders recognise attendance remains an area requiring continuous improvement due to:

- Family holidays
- Persistent absence
- Medical needs
- New pupil arrivals

Additional pastoral support and family engagement are being used to address attendance concerns.

- Areas for Development
- Improve attendance to be consistently above national averages.
- Reduce persistent absence.
- Review Behaviour Policy in line with increasing levels of need and the addition of Pre-School provision.



Personal Development and Wellbeing

Judgement: Strong Standard

Evidence

Personal Development is a significant strength.

Pupils benefit from a wide range of opportunities including:

- School Parliament
- Eco Council
- Faith Ambassadors
- House Captains
- Sports Leaders
- Sporting competitions
- Residential visits
- Forest School
- Enrichment mornings



ST MARY'S CATHOLIC PRIMARY SCHOOL WELL BEING COUNCIL

The Section 48 inspection highlighted pupils' enthusiasm for leadership opportunities and identified pastoral support as outstanding. The introduction of My Happy Mind will further strengthen wellbeing provision.

Pupils develop:

- Resilience
- Confidence
- Independence
- Leadership
- Respect for diversity
- British Values

Areas for Development

- Extend pupil leadership in prayer and liturgy.
- Embed Catholic Social Teaching more explicitly across school life.
- Introduce 'My Happy Mind' to all classes in school.



Leadership and Governance

Judgement: Strong Standard

Evidence

Leadership capacity has increased significantly.

Developments include:

- Headteacher teaching commitment reduced to one day per week.
- Increased non-contact time for the Senior Teacher.
- Additional teaching staff appointed.
- Specialist Art and Design HLTA appointed.
- Increased support staffing.

Leaders have a clear understanding of the school's strengths and areas for development. Monitoring processes include:

- Book scrutinies
- Learning walks
- Pupil voice
- Data analysis
- Governor monitoring

Governors provide effective support and challenge and maintain close oversight of:

- SEND
- Pupil Premium
- Curriculum
- Safeguarding
- Finance

The school demonstrates an ambitious vision centred on Catholic values and inclusion.

Areas for Development

- Strengthen subject leader accountability further.
- Continue developing curriculum monitoring systems.
- Evaluate the impact of rapid school growth on standards and provision.



Safeguarding

Judgement: Met

Evidence

Safeguarding is effective.

The school has established a strong safeguarding culture supported by:

- Regular safeguarding training
- Prevent training
- Martyn's Law awareness
- Benedict's Law awareness
- Purchase and use of CPOMS
- Safer recruitment procedures
- Multi-agency working
- Robust record keeping

The Section 48 inspection highlighted that pupils feel safe, supported and valued.

Leaders demonstrate a strong understanding of vulnerabilities within the school community and respond effectively to emerging needs.

The school has reviewed lockdown procedures and risk assessments in line with Martyn's Law principles.

Areas for Development

- Continue strengthening support for pupils with SEMH needs.
- Maintain rigorous attendance monitoring as a safeguarding priority.



Early Years

Judgement: Strong Standard

Evidence

Early Years is a strength of the school.

The 2026 cohort achieved:

- 86% Good Level of Development
- 100% expected outcomes in several EYFS areas including Speaking, Fine Motor Skills and Understanding the World.

Leaders have successfully:

- Expanded Pre-School provision.
- Embedded continuous provision approaches.
- Strengthened transition arrangements.
- Developed Forest School opportunities.
- Implemented systematic phonics teaching.

Reception outcomes were achieved despite:

- Significant pupil mobility
- One pupil awaiting ASD assessment
- Reduced timetables and attendance issues for some pupils.

The Section 48 inspection specifically recognised Early Years floor books as a strength.

Areas for Development

- Embed writing opportunities across all areas of provision.
- Improve consistency of phonics delivery through further staff training.
- Develop outdoor continuous provision.
- Strengthen parental workshops for phonics and early mathematics.
- Develop children's participation in prayer and liturgy.
- NELI (Nuffield Early Language Intervention) is a targeted programme used in Reception to develop children's speaking, listening and vocabulary skills through small-group and individual sessions. It helps children build the language foundations needed for success in reading, writing and learning across the curriculum

Sources- See Appendix: Subject leader report Mathematics July 2026, Subject Leader Report SEND July 2026, RE Subject leader report July 2026, English Subject Leader report and EYFS Subject Leader Report.

Judgements

Inclusion: Strong Standard

Curriculum and Teaching: Strong Standard

Achievement: Expected Standard

Attendance and Behaviour: Strong Standard

Personal Development and Wellbeing: Strong Standard

Leadership and Governance: Strong Standard

Safeguarding: Met

Early Years: Strong Standard



Strengths

The school's SEND provision is a significant strength. Although 11 pupils are currently identified on the SEND register and 2 pupils have EHCPs, evidence demonstrates that pupils with SEND are making progress academically and personally. Standardised assessments in reading, spelling and comprehension show measurable gains for almost all pupils receiving SEND support. Several pupils have made substantial improvements in reading and spelling ages over the academic year.

Robust systems are in place including:

- SEND Ranges embedded across the school.
- Individual Pupil Profiles and One Page Profiles.
- Standardised assessments.
- Provision mapping.
- Multi-agency involvement.
- Regular review cycles.

External validation confirms the quality of provision:

"Pupils with SEND are well supported. Clear targets ensure these pupils receive the support they need."
(Ofsted 2023)

"SEN provision across the school is inclusive, well-structured and having a positive impact." (Governor Monitoring Report)

Curriculum and Teaching – Additional Evidence

Mathematics

Mathematics curriculum implementation has significantly strengthened following the embedding of the White Rose Mixed Age Scheme.

Strengths include:

- White Rose embedded across all classes.
- Flashback retrieval activities in every lesson.
- Pre and post unit assessment.
- Rising Stars analysis tools.
- Structured intervention support.
- Strong multiplication check outcomes.

In Year 4:

- 81% achieved 20 marks or above in the Multiplication Check.
- 36% achieved full marks.

Whole-school tracking demonstrates that 91% of pupils are currently on track in mathematics.

Religious Education

The school has successfully implemented the RED curriculum and assessment procedures.

Evidence includes:

- New RE assessment systems.
- Faith Ambassador programme.
- Prayer and Liturgy policy.
- Sacramental preparation programmes.
- Strong enrichment opportunities.

The Section 48 inspection recognised:

- *Strong Catholic Life and Mission.*
- *Outstanding pastoral support.*
- *Positive pupil leadership opportunities.*



Celebrating Successes 2025–26

Despite significant contextual challenges, including a 15.2% increase in pupil numbers, rising SEND needs, increased pupil mobility and a growing number of disadvantaged pupils, St Mary's has continued to provide a caring, ambitious and inclusive education.

<u>Inclusion</u>
- SEND pupils continue to make good progress from their starting points through targeted interventions and effective use of standardised assessments. - Successful EHCP applications and strengthened partnership working with external agencies have improved provision for vulnerable pupils. - The school's pastoral support was recognised as outstanding during the Section 48 inspection. - Increased lunchtime provision and targeted support have improved inclusion and wellbeing for pupils requiring additional support.
<u>Curriculum and Teaching</u>
- Successful implementation of the Religious Education Directory (RED). - White Rose Mathematics is now fully embedded across the school. - Entrance and Exit Tickets are increasingly supporting assessment and curriculum recall. - Forest School provision continues to enhance curriculum enrichment and pupil wellbeing.
<u>Achievement</u>
- Early Years achieved 86% GLD despite multiple in-year admissions and increasing levels of need. - Strong progress in Communication and Language, Reading and Writing in EYFS. 91% of pupils are on track in Mathematics. - Multiplication Check outcomes improved, with 81% of pupils achieving 20 marks or above. - Reading culture has strengthened through Reading Buddies, DEAR sessions and Reading Challenges.
<u>Attendance and Behaviour</u>
- Behaviour remains a strength of the school with positive relationships evident throughout the community. - Pupils demonstrate resilience, responsibility and positive learning attitudes through the school's Golden Threads.
<u>Personal Development and Wellbeing</u>
- Expansion of pupil leadership opportunities including Faith Ambassadors, School Parliament, Eco Council and Sports Leaders. - Mental Health provision continues to grow through MHST involvement, wellbeing champions and therapeutic interventions. - Pupils benefit from a broad range of enrichment opportunities including sport, music, drama, residential and Forest School.
<u>Leadership and Governance</u>
- Increased leadership capacity through staffing restructuring. - Successful appointment of additional teaching and support staff. - Strong governor challenge and support through regular monitoring processes. - NPQEYL qualification successfully completed, strengthening EYFS leadership.
<u>Catholic Life and Mission</u>



- Successful Section 48 inspection with Catholic Life and Mission judged highly effective.
- Introduction of Mini Vinnies and further development of Faith Ambassadors.
- High levels of pupil engagement in worship, charity work and sacramental preparation.

Achievements – Additional Evidence (Subject based)

Mathematics

Overall attainment remains below national figures in some cohorts, but contextual analysis demonstrates the significant impact of:

The Mathematics Subject Leader reports:

- 91% of pupils are on track overall.
- Assessment systems identify gaps quickly.
- Intervention programmes are having positive impact.

SEND

- Multiple in-year admissions.
- Interrupted school journeys.
- Pupils arriving below age-related expectations.
- Evidence suggests progress is stronger than attainment data alone indicates.

Reading and Writing

- English remains the key school improvement priority.
- Leaders can demonstrate:
- Strong progress in Early Years literacy.
- Effective use of RWI and Fresh Start.
- Reading culture strengthened through Reading Challenge and DEAR sessions.
- SEND pupils making gains in reading and spelling through targeted support.

RE

Achievement in Religious Education has improved through:

- RED implementation.
- Greater assessment accuracy.
- Consistent diocesan expectations.

The next priority remains extending greater depth attainment.

- Personal Development and Wellbeing – Revised Narrative
- Possible upgrade within narrative



Personal Development is arguably one of the strongest areas of school life.

Evidence includes:

- Faith Ambassadors.
- Mini Vinnies.
- School Parliament.
- Eco Council.
- Wellbeing Champions.
- Good Samaritan Awards.
- Sports Leaders.
- House Captains.
- Residential experiences.
- Forest School.

The school has developed a comprehensive wellbeing offer including:

- My Happy Mind.
- MHST support.
- Anxiety workshops.
- Sleep workshops.
- Drawing and Talking interventions.
- Worry boxes.
- Emotional Regulation programmes.

The Section 48 inspection highlighted:

"Pastoral support for pupils is outstanding."

Early Years – Strengthened Judgement Narrative

Why Strong Standard

- The Early Years team can demonstrate:
- 86% GLD.
- 100% expected outcomes in several areas of learning.
- Highly successful Preschool provision with strong transition arrangements.
- Effective phonics implementation.
- Forest School provision.

Strong parental engagement initiatives including Little Angels and Stay and Play sessions.

Particularly impressive is that outcomes have been achieved despite:

- Five mid-year admissions.
- Reduced timetable arrangements.
- Attendance challenges.
- Emerging SEND needs.

Overall Effectiveness: Strong Standard

St Mary's Catholic Primary School continues to provide a highly inclusive, nurturing and ambitious education rooted in its Catholic mission. The school's strengths lie in its pastoral care, inclusion, Early Years provision, personal development offer and Catholic Life. Leaders have responded effectively to significant growth in pupil



numbers, increased levels of SEND, higher pupil mobility and changing community needs. While attainment outcomes have been affected by contextual factors, evidence demonstrates that pupils make positive progress from their starting points and benefit from strong support systems. The school is well placed to continue its journey of improvement through strengthened leadership capacity, developing assessment systems and a relentless focus on improving outcomes for all pupils.

Key strengths include:

- Catholic Life and Mission
- Personal Development
- Inclusion
- Safeguarding
- Early Years
- Leadership

School improvement priorities remain:

- Raising attainment in Writing.
- Improving attendance.
- Strengthening parental engagement with reading and homework.
- Improving outcomes for SEND and disadvantaged pupils.
- Embedding Catholic Social Teaching and pupil leadership in prayer and liturgy.
- Fully embedding assessment systems across all curriculum areas.

Priority Targets 2026–27

Inclusion

Target 1	Further strengthen support for SEND, disadvantaged pupils and those joining the school mid-year through early identification, adaptive teaching and targeted intervention.
Target 2	Increase parental engagement in reading, attendance and home learning to improve outcomes for vulnerable groups.
Target 3	Embed My Happy Mind and Therapeutic Thinking approaches to support emotional regulation and inclusion across the school.

Curriculum and Teaching

Target 1	Fully embed the Religious Education Directory, ensuring assessment systems support progress and challenge for all pupils, particularly the more able.
Target 2	Develop consistent assessment practices across all curriculum subjects to strengthen knowledge retention and curriculum progression.
Target 3	Further develop subject leadership through rigorous monitoring of implementation and impact.

Achievement

Target 1	Improve attainment in Writing across all year groups through targeted teaching, moderation and consistent whole-school approaches. Explore
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new schemes for the teaching of writing: Hamilton English and Future Transition to White Rose English.

At present, our school uses the Hamilton English Scheme to support the teaching of English across the primary phase. Hamilton provides a comprehensive and well-structured curriculum that covers all aspects of the National Curriculum for English, including reading, writing, spelling, punctuation and grammar (SPaG), speaking and listening, and vocabulary development. Lessons are built around high-quality texts and engaging topics, allowing pupils to develop their literacy skills within meaningful contexts. Hamilton also provides clear progression between year groups, ensuring that knowledge and skills are systematically revisited and developed over time.

A key strength of the Hamilton approach is its emphasis on literature-rich learning. Pupils experience a range of fiction, non-fiction and poetry genres, while teachers benefit from detailed planning, high-quality resources and assessment opportunities that help reduce workload while maintaining consistency across the school. Hamilton's scheme is fully aligned with the National Curriculum and supports both single-age and mixed-age classes.

Looking ahead, the school intends to transition to White Rose English when the programme is released for schools in 2027/28. This move reflects our commitment to maintaining a coherent curriculum approach across the school. White Rose Education is already the foundation of our teaching in Mathematics and Science, where its mastery-based approach, carefully sequenced learning and high-quality resources have had a positive impact on teaching and learning.

By adopting White Rose English, we aim to create greater consistency in curriculum design, pedagogy and assessment across core subjects. As a recognised White Rose school, we value the organisation's focus on building secure knowledge through small steps, inclusive teaching approaches and clear progression for all learners. The introduction of White Rose English will allow us to align our English provision with the same educational principles already embedded within our mathematics and science curricula.

The transition will be carefully planned throughout 2027/28 to ensure staff receive appropriate training and support. During this period, Hamilton English will continue to provide a strong foundation while leaders evaluate and implement the new White Rose materials. Our priority will remain delivering a high-quality English education that develops confident readers, skilled writers and articulate communicators, while ensuring continuity and progression for every pupil.



St Mary's Catholic Primary School, (Aston-le-Walls) Self-Evaluation Form (SEF) 2026–27

Aligned to the New Ofsted Framework

	Ultimately, becoming a fully integrated White Rose school across English, Mathematics and Science will strengthen curriculum coherence, support teacher effectiveness and provide pupils with a consistent and well-sequenced learning experience throughout their primary education.
Target 2	Increase the proportion of pupils achieving age-related expectations in Reading, Writing and Mathematics from their individual starting points.
Target 3	Further narrow attainment gaps between disadvantaged pupils, SEND pupils and their peers.
Target 4	Improve phonics outcomes through consistent fidelity to the Read Write Inc. programme and increased parental engagement.

Attendance and Behaviour

Target 1	Increase whole-school attendance and reduce persistent absence through strengthened monitoring and family support.
Target 2	Review and relaunch the Behaviour Policy to reflect the needs of the growing school population and new Pre-School provision.
Target 3	Develop pupils' independence, resilience and self-regulation through consistent implementation of the Golden Threads.

Personal Development and Wellbeing

Target 1	Extend opportunities for pupil leadership through Faith Ambassadors, School Parliament and wider pupil voice structures.
Target 2	Make Catholic Social Teaching more explicit throughout the curriculum and wider life of the school.
Target 3	Embed My Happy Mind to strengthen emotional wellbeing, resilience and positive mental health.
Target 4	Increase participation in enrichment opportunities, ensuring equitable access for all pupils.

Leadership and Governance

Target 1	Use increased leadership capacity to strengthen strategic monitoring, curriculum evaluation and school improvement.
Target 2	Monitor the impact of staffing changes and school growth on pupil outcomes, behaviour and wellbeing.
Target 3	Strengthen subject leader accountability through clear monitoring cycles and impact reporting.

Safeguarding

Target 1	Maintain a strong safeguarding culture through regular training, robust systems and effective multi-agency working.
Target 2	Further develop support for pupils with SEMH needs through Therapeutic Thinking, MHST support and targeted interventions.
Target 3	Review lockdown procedures and site security in line with Martyn's Law requirements.



St Mary's Catholic Primary School, (Aston-le-Walls) Self-Evaluation Form (SEF) 2026–27

Aligned to the New Ofsted Framework

Early Years

<i>Target 1</i>	<i>Embed the new Nursery and Reception curriculum, ensuring smooth progression from Pre-School to Key Stage 1.</i>
<i>Target 2</i>	<i>Increase opportunities for writing across continuous provision to improve early literacy outcomes.</i>
<i>Target 3</i>	<i>Further develop outdoor learning and continuous provision opportunities.</i>
<i>Target 4</i>	<i>Strengthen parental engagement through phonics, reading and early mathematics workshops.</i>
<i>Target 5</i>	<i>Develop children's participation in prayer, liturgy and Catholic Social Teaching from the earliest stages of school life.</i>



Appendix- Subject Leader Reports

Subject Leader Report: SEND and Mental Health July 2026

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 **97** 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>

Currently 11 children on SEND Register

	St Mary's Catholic Primary School July 2026	National Data June 2026
SEN Support	9.3%	14.8%
EHCP	2.1%	6%

Standardised Assessments

Pupil	Year Group	Chronological age on assessment	Autumn 2 2025									
			Salford Reading Accuracy			Salford Reading Comprehension			Vernon Spelling			PhAB
			Score	Stand Score	Read age	Score	Stand Score	Comp age	Raw Score	Stand Score	Spell age	
A	1	-	-	-	-	-	-	-	-	-	-	
B												
C	3	7:6	73	107	8:1	22	115	9:1	13	83	<5:0	
D	4	8:10	81	97	8:7	23	106	9:4*	19	85	6:4	
E	4	8:9	91	108	9:3*	24	109	9:8*	12	70	<5:0	
F	4	9:2	91	102	9:3*	25	108	9:11*	20	83	6:7	
G	5	9:5	112	128	11:1*	33	130+	12:4*	17	78	5:10	
H	5		-	-	-	-	-	-	-	-	-	
I	5	9:6	81	90	8:7	18	86	7:11	18	78	6:1	
J												
K	6	10:5	112	118	11:1*	32	128	12:0*	34	101	9:10	

Pupil	Year	Chronological age on	Summer 2 2026			
			Salford Reading Accuracy	Salford Reading Comprehension	Vernon Spelling	PhA



St Mary's Catholic Primary School, (Aston-le-Walls) Self-Evaluation Form (SEF) 2026-27

Aligned to the New Ofsted Framework

			Score	Stand Score	Read age	Score	Stand Score	Comp age	Raw Score	Stand Score	Spell age	
A	1	6:2	27	89	5:1	9	92	5:5	7	83	<5:0	
B	2	-	-	-	-	-	-	-	-	-	-	
C	3	8:1	81	107	8:8	22	110	9:1	24	96	7:7	
D	4	9:5	87	95	9:1	22	96	9:1	26	92	8:1	
E	4	9:5	86	94	9:0	23	99	9:4	16	76	5:7	
F	4	9:9	108	114	10:5	27	109	10:7*	20	80	6:7	
G	5	10:0	114	130+	11:3+*	34	130+	12:7+*	16	70-	5:7	
H	5		-	-	-	-	-	-	-	-	-	
I	5	10:1	72	83	8:1	17	81	7:7	19	76	6:4	
J	5	-	-	-	-	-	-	-	-	-	-	
K	6	11:0	114	105	11:3+*	34	130+	12:7+	34	93	9:10	
L	6	11:2	112	99	11:1	27	93	10:7	27	83	8:4	

Yellow highlight shows children who have joined our school this term with no Previous data

Green highlight shows progress made since previous assessment.

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

Grey Highlight shows children who are no longer on the SEND register due to progress made.

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

Red highlight shows children who were not able to be assessed this term.

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

Child H has a reading and spelling score well above their chronological age so no longer requires tracking.

Children C, F, G and K have a reading age above their chronological age.

The following children have made significant progress in spelling; Child C has made 2 years and 7 months+ progress, Child D has made 19 months progress.

An application for an Education, Health and Care Needs Assessment (EHCNA) was made for child G last year; the application for assessment was rejected, however parents and school went to mediation, following this meeting the LA agreed to issue a plan and the application for the EHCP was successful- September 2025.

The tables above show that all children, have made good progress from the Autumn to the Summer Term in Reading Accuracy, Comprehension and spelling. Child A has not made progress in spelling; however, they are now receiving regular Speech and Language support to support with phoneme pronunciation. Children E, F and L have not made progress in reading comprehension; however, their reading age is close to or above their



chronological age. Child K has not made progress in spelling; however, they have previously made significant progress from their starting point last year.

What has been achieved?

SEND

- Governor Monitoring meeting took place Wednesday 26th November 2026- Report provided to SENCO
- LA SEND Support Teacher audit and school visits 20/11/25- Report provided (Charlie Vickers)
- Transition interventions set up for targeted YR 6 children (Following on from LA TaMHS training)
- 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
- SEND identification system in place and being updated by teachers throughout the year
- Summer term transition meetings July 2026- teachers use SEND identification documents as part of their hand over information.
- School works in partnership with a private Dyslexia assessor- 2 children assessed this year; both children diagnosed
- 'Nessy' screening tool introduced by SENCO this year- 8 children screened; 5 children were then referred on for a full diagnostic assessment (2 completed this year and 3 due Autumn term 2026).
- School continues to work in partnership with a private Educational Psychologist service - Psychology4Learning- 0 X children assessed this year
- EHCNA application-Successful at mediation stage- September 2025
- Pupil Profiles have been used throughout the year and show targets and reviews for all children with SEND.
- Pupil Voice/ One Page profiles updated annually. 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.
- 1:1 supporting adults provide excellent support for children with EHCP, focussing on encouraging independence in the classroom
- Termly Pupil Profile reviews have taken place for all SEN children. These have been completed by class teachers and/or the SENCO where required.
- Local Authority training has taken place this term for teachers and TA's, this was delivered by the school's SEN Support Teacher Charlie Vickers.

Mental Health/ Wellbeing



St Mary's Catholic Primary School, (Aston-le-Walls) Self-Evaluation Form (SEF) 2026–27

Aligned to the New Ofsted Framework

- Drawing and Talking therapy sessions have taken place to support children experiencing trauma or bereavement.
- 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.
- Mental Health Support Team (MHST) continue to work with our school– 2 referrals made this year– both successful
- MHST consultations take place half termly with the Mental Health Lead– Denise Morgan
- MHST KS2 Strength and difficulties questionnaire completed
- MHST pupil workshops 'sleep' delivered March 2026
- MHST parent workshop 'anxiety' delivered March 2026
- Mental Health Awareness weeks have taken place each term. Each week has raised money for Mental Health charities; Young Minds, Place2Be and the Mental Health Foundation, Money has also been raised for school resources.
- Wellbeing champion team has been chosen. Fortnightly meetings have taken place each term (Please see meeting agendas)
- The 'Good Samaritan' award has been introduced to the school and given out during celebration assemblies.
- Targeted Mental Health Support (TaMHS) training has been booked and attended by TA's.

Training

- Promoting Positive Transitions (YR6) Wednesday 25th February (To support pupils' secondary transition/ additional SEND days) X1 TA
- ADHD and Emotional Wellbeing Wednesday 24th June X2 TA's
- Adaptive Teaching training for Teachers and TA's Wednesday 10th June– Delivered by SEN Support Teacher Charlie Vickers (LA).
- ADHD training was due to take place on 17th June with SEN Support Teacher Charlie Vickers (LA)– this was rearranged for the Autumn term due to staff absences.
- Ongoing 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
- Therapeutic Thinking Training completed by DM March 2026

Next steps

- Complete Inclusive mainstream funding form and display on the schools website (LC and DM)
- LC to complete Therapeutic Thinking training Autumn term 2026
- LC and DM to deliver Therapeutic Thinking training to staff Spring 2027
- Update the school SEND Information Report on the school website– By January 2027
- 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 2026 for new starters
- Dyslexia screeners to be purchased throughout the year as needed– allocate funding with headteacher
- Dyslexia assessment to be booked following screens– 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
- Book TA training inline with performance management targets.

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 (Speech and Language/ Occupational Therapy/ Educational Psychologist/ Intervention and Inclusion Service)
- 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.
- All Staff access SEN and Mental Health training throughout the year through LA and TaMHS training.
- Teachers are involved in setting and reviewing pupil profile targets for SEN pupils in their class.

Monitoring and Evaluation

Pastoral support for pupils is outstanding. (Section 48 Catholic inspection, November 2025)

The visit provided strong assurance that SEN provision across the school is inclusive, well structured and most importantly, having a positive impact on the pupils it is designed to support. (Governor report November 2025)

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)

Subject Leader Report: Early Years July 2026

Assessment- EYFS Profile Judgements July 2026

	Eme rg	Eme rg %	Exp	Expe %
Reading	2	17%	10	83%
Writing	2	17%	10	83%
Comprehension	0	0	12	100%



Numbers	2	17%	10	83%
Numerical Patterns	2	17%	10	83%
Past and present	1	8%	11	92%
People, culture and communities	0	0	12	100%
The natural world	0	0	12	100%
Creating – Materials	0	0	12	100%
Being Imaginative	0	0	12	100%
Self-regulation	2	17%	10	83%
Managing self	2	17%	10	83%
Build relationships	2	17%	10	83%
Listening, attention and understanding	1	8%	11	92%
Speaking	0	0	12	100%
Gross motor	0	0	12	100%
Fine motor	0	0	12	100%
GLD	3	24%	9	86%

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, **three children out of 12 did not meet GLD**. Of these:

- One pupil, who joined on a reduced timetable in Autumn Term 2 (full time from January) did not achieve the expected standard in word reading only, and is working only just below the expected standard in this area. They met the expected standard in all other areas.
- One summer born pupil missed approximately 3 weeks of school due to a family holiday and has been consistently late throughout the year, affecting their readiness to learn. The holiday was taken prior to the child reaching the statutory school age of five and therefore not recorded as unauthorised absence.
- One pupil is awaiting an ASD/ADHD assessment as requested by the family. They have only been a pupil at St Mary's since Summer Term 1.
- There has been large intake of Reception pupils in the summer term, which has affected our end of year data.

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 and maths outcomes. We will 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 8 children; 3 boys and 5 girls. When completing the end of year data we had a cohort of 12 children made up of 3 boys and 9 girls. This is due to:

- 1 male child left the school (data not reported to LA)
- 4 females and 1 male child joined the school as in year transfers during the academic year.

What has been achieved?

- Preschool continues to thrive with 11 children currently on role. Of these, all of the children in their preschool year are due to attend Reception at St Mary's in September.
 - 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
 - Successful Section 48 inspection with mention of Farmers Floor Books as a strength.
 - Cohort analysis completed termly to highlight children that are not making expected progress and action plan implemented to support.
 - Outdoor and indoor learning environment set up to accommodate all areas of learning, with many updated resources including the mud kitchen and accessories. The continuous provision available and the strong links to literacy and maths in all areas received praise from the Local Authority advisor (Dec 2025).
 - Transition information gathered from nursery settings before all children start school
 - Early Years Policy and additional associated policies updated
-
- Baseline assessments completed for all children
 - 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 and should look to continue in the new academic year.
 - Continuous Provision Plans implemented for the indoor environment.

Training

- SV passed NPQEYL training
- SV continued maths CPD with EY Maths

Impact on standards

- GLD slightly below national average last academic year 2024-25
- Cohesive planning and a unified long-term curriculum ensured that Nursery and Reception staff had a shared understanding of progression, enabling smoother transitions and greater continuity of learning. This was particularly evidenced this year when we had a strong cohort of reception children that had attended our setting in preschool.
- Children have accessed the learning environment with increasing independence and imaginative and focused play



- A good proportion of children achieved a Good Level of Development (GLD), with progress particularly strong in the Prime Areas, demonstrating the success of a play-based curriculum underpinned by tailored adult interaction.
- A focus on high-quality interactions, storytelling, and vocabulary-rich themes led to noticeable gains in children's speaking and listening. Children with speech delays made measurable progress in confidence, participation, and expressive language.
- Clear enhancements to learning environments, both indoors and outdoors, improved the quality of independent play. Observations and recorded evidence demonstrated rich language use, collaboration, and problem-solving in all areas of the provision.
- Regular updates via Class Dojo, learning leaflets, and open events (e.g. Forest School taster, Rhyme Time) helped families understand how to support their children at home. This contributed to improved attendance and stronger home-school links.

Next steps

- Successfully handover subject leadership to new EYFS lead
- To find effective working practices for job sharing
- All EY teaching staff to be trained on the RWI phonics scheme to ensure fidelity to the scheme
- Embed opportunities for writing across all areas of provision
- Use the Nelson whole-school handwriting scheme with daily practice in Reception and Nursery, where appropriate.
- To further develop the outdoor learning environment, particular investigation bags and the sand area
- To continue looking at ways to market our nursery provision
- Continue to develop continuous provision plans for the outdoor area and associated adult prompts
- Implement a Supervision Cycle with TA.
- Strengthen family understanding of early maths and phonics by running workshops
- Continue to run Little Angels playgroup termly

Subject Leader Report July 2026

Mathematics- John Causebrook

Key Stage 2 SATs Results 2024/25

Mathematics			
% Not on track	% on track	% Boys On Track / +	% Girls On Track / +
9%	91%	83%	100%

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
75%	50%



St Mary's Catholic Primary School, (Aston-le-Walls) Self-Evaluation Form (SEF) 2026–27

Aligned to the New Ofsted Framework

Unfortunately, the current Year 6 cohort's results are below the national average for the academic year 2025–2026 this is also a 7% decrease from the 2024–2025 academic year when the previous Year 6 cohort had 57% of children meeting the expected standard. However, there are some extenuating circumstances (outlined in the information below) which have an impact on the result.

Other information:

- Only five of the children started in Reception at St. Mary's
- Two children left St. Mary's to go to another school and then re-joined at a later date, which affected their progress
- One child with SEN joined part-way through Year 5, who was already working below the expected standard for that year group.
- Two children in the cohort have SEN and have been working below in mathematics throughout their time at St. Mary's.

Children who did not make the expected standard:

- Child A: joined during the Spring Term in Year 5 and was confirmed as having dyslexia in Year 6 and put on the SEN register; they were assessed in the autumn term of Year 5 as 'Year 4 working towards developing'; had significant gaps in knowledge and understanding; was given extra time and a reader for the Year 6 SATs tests.
- Child B: was assessed as working at 'Year 5 working towards beginning' at the end of the 2024–2025 academic year; left St. Mary's for a period of time before returning, which had an impact on her progress; did not attend the Year 6 SATs revision sessions.
- Child C: left St. Mary's for a period of time before returning, which had an impact on his progress; did not attend the Year 6 SATs revision sessions.
- Child D: was assessed as working at 'Year 5 working towards beginning' at the end of the 2024–2025 academic year; did not attend the Year 6 SATs revision sessions.
- Child E: was assessed as working at 'Year 4 developing' at the end of the 2024–2025 academic year; was diagnosed with ADHD and put on medication in the Spring Term of Year 6; had significant gaps in knowledge and understanding; was given extra time and a reader for the Year 6 SATs tests.

Year 4 multiplication check:

Out of the 15 children in Year 4, four children did not sit the multiplication check, as they were working below expectations and unable to access the test. Of the 11 children who did sit the test 36% (four children) achieved full marks out of 25; 81% (nine children) of the 11 children achieved marks between 20 and 25; 19% (two children) achieved marks between 10 and 20 (both children joined the school part-way through the year). The number of children achieving 25/25 is an increase of 9% from the previous year of 27%.

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	60%	50%	60%
Year 2	100%	87.5%	75%
Year 3	80%	84.8%	60%
Year 4	68%	60%	60%
Year 5	67%	57%	40%
Year 6	60%	40% (Teacher assessed) (MOCK SATS 40%)	50% (Teacher Assessed 50%)

Analysis of Data by Year Group:

Year 1

Attainment dropped in Term 2 from 60% to 50%, but went back up to 60% in Term 3.

Information to note:

- Cohort of 10 children.
- 4 out of 10 are working below expectations.
- 1 child working below is on the SEN register.

Year 2

Drop from 100% at expected in Term 1, to 75% expected in Term 3.

Information to note:

- Originally, started as a cohort of 5 and is now a cohort of 8.
- Three children joined from another school mid-way through the year.
- Of the eight children, two are working below expectations.
- One of the children working below expectations is on the SEN register.

Year 3

Attainment has dropped from 80% in the Autumn Term to 60% in the Summer Term

Information to note:

- Of the 13 children, six joined part-way through Year 2 (five of these are working below the expected standard).
- 5 out of the 13 children are working below the expected standard.
- 1 of the children is on the SEN register for dyslexia.



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Aligned to the New Ofsted Framework

- 1 child should have been assessed for the SEN register, as learning difficulties have been identified, but parents decided against this.

Year 4

Attainment maintained at 68% between Terms 1 and 2, but dropped to 60% in Term 3.

Information to note:

- Of the 15 pupils, 6 are working below the expected standard.
- Two pupils joined part-way through the academic year (one is working below the expected standard).
- Two pupils joined part-way through Year 3 (both are working below the expected standard).

Year 5

Drop in attainment from 67% in the Autumn Term to 40% in the Summer Term.

Information to note:

- Of the 15 children, 9 are working below the expected standard.
- Three pupils joined in the Summer Term (all three are working below the expected standard).
- One of the children is working significantly below the expected standard and has an EHCP.
- Two of the other children are on the SEN register and one has an EHCP.
- One child has been identified as having learning difficulties, however, parents did not want them to be assessed.

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'.
- Children in Key Stage 1 complete Flashbacks on copies of the Flashback PowerPoint slides.
- New 'Fast Finishers' Extension Activity cards are being used to stretch those children in KS2 who finished their tasks early.
- 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.
- Teaching Assistants in Years 3/4 have used the White Rose Pre-teach resources successfully to help children who are behind.

Next steps

- 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 monitor the use of the White Rose Mixed Age Version 3 planning across the school.
- Continue to monitor the use of White Rose assessments in all classes to identify gaps in learning before topics are taught and check that lessons adapted accordingly to meet the needs identified.
- Check that the Rising Stars Assessment Tests are being completed and ensure that the analysis tool continues to be used help 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:
 - a) ensure that the White Rose Mathematics scheme is being used consistently to teach mathematics across the whole school;
 - b) assess the use of 'next steps' and marking to move children on in their learning;
 - c) 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.
- Look at using the 'Fluency Bee' resources from White Rose for Key Stage 1 to see if they will improve fluency and number bonds.
- Mathematics programme purchased by school to set homework and engage children in mathematics through online games and competitions.

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.

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 81% of the Year 4 children received 20 (or more) marks out of a possible 25.



St Mary's Catholic Primary School, (Aston-le-Walls) Self-Evaluation Form (SEF) 2026–27

Aligned to the New Ofsted Framework

- 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.

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.

Mathletics:

- The children enjoy the games and competitions.
- More children are engaged with homework and are completing it.
- Children are requesting to go onto Mathletics in afterschool club and during wet play/lunchtimes.

Subject Leader Report: English July 2026

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.

<i>National 2025*</i>	<i>Yr1 School pass rate 2026</i>
81%	60%

<i>National Yr2 Pass rate</i>	<i>Yr2 Pass rate July 2026 (1 pupils retook the test)</i>
89%	50%



There is a current cohort of eleven children in year 1, all of whom sat the Phonic Screening Check. All of the children in the cohort have been at St Mary's for the entire academic year. 6 of the children passed the phonic screening test. 5 children did not meet the expected standard and will continue to undertake phonic sessions alongside English lessons next academic year.

The above table shows that by June 2025, 50% of Year 2 children met the expected standard for the Phonics Screening Check. Only two children in year 2 sat the phonics screen. The child that did not pass only joined the school in the summer term.

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.

<i>National 2025*</i>	<i>School Year 6 Reading % Achieved Standard</i>
75%	60%

<i>National 2025*</i>	<i>School Year 6 SPAG % Achieved Standard</i>
73%	50%

*The national results for 2026 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	70%	60%	30%
Year 2	80%	75%	50%
Year 3	100%	100%	78%
Year 4	83%	54%	60%
Year 5	92%	85%	80%
Year 6	90%	80%	60%

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	40%	40%	30%
Year 2	80%	75%	75%
Year 3	56%	62%	69%
Year 4	60%	60%	54%
Year 5	8%	6%	14%
Year 6	10%	20%	

The table above clearly demonstrates that writing continues to be a school-wide target. The decline in progress from Autumn to Summer term can, in most cases, be attributed to the large influx of children from other settings. All children that have been in the setting for one academic year have continued to make progress over the course of the year, including those that are working below the expected standard.

Children will continue to be grouped for English based on their Summer term assessments 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 10 children. Of these, there are 6 girls and 4 boys. 2 pupils are on the SEND register.

1 pupil that joined us at the end of year 5 on the SEND register and with very low writing and reading attainment, met ARE in both Reading and SPAG SATS. 1 pupil that joined us during year 4 and met ARE. 1 pupil that is working below ARE left St Mary's for 2 academic years before returning in year 5. 1 pupil that did not meet ARE is on the SEND register.

This a number of children in this cohort have been working below ARE throughout their school journey, but have continued to made consistent progress. Where required, children have accessed English interventions such as Fresh Start, Touch Type, Handwriting and SNIP.

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 2026
Communication and Language	88%	92%
Literacy- Reading	45%	75%
Literacy- Writing	33%	83%
Physical development (fine motor skills e.g. pencil control and scissor skills).	55%	100%

Contextual Analysis EYFS

At the start of the academic year, we had a cohort of 8 pupils consisting of 3 boys and 5 girls. One male pupils left the school at the end of the Autumn term, and one female pupil joined the school on a reduced timetable during Autumn 2. There has been a further intake of 3 children (1 boy and 2 girls) in the summer term.

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.
- 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.
- 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.
- 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, and further workshops held on how to support children's phonics learning was well attended (Reception September 2026)
- Drop Everything and Read initiative in school to develop a reading culture and love for reading continued.
- 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.
- Book scrutiny used to moderate work and ensure consistency and progression across the school.



Training

- In-house staff training for updates in subject.
- FC, EB, KH and AC RWI training

Next steps

- Hand over subject leadership to new English Lead for September 2026
- Continue to assess and track impact of RWI teaching and learning, including those children that are part of Fresh Start
- Observe RWI and English teaching across the school to ensure continuity of delivery
- Review the effectiveness of the Nelson Handwriting programme.
- Implement consistent handwriting lessons in Reception
- 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
- Explore new scheme of learning to support new Writing Framework
- Look to sign up to the RWI portal to ensure that resources and materials are up to date.

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.
- 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.



Subject leader report July 2026

RE- Laura Concannon

What has been achieved?

Section 48 Update

What the school does well

- St Mary's is firmly rooted in its community and is welcoming to all.
- Pupils feel valued and safe and this is evident in their relationships with each other and with adults.
- The inside and outside environment clearly reflect the centrality of Catholic life and mission to the school.



- Pastoral support for pupils is outstanding.
- Pupils are enthusiastic about the opportunities they have to lead and support each other.

School reflection:

- Continue to develop practices in assessment in line with new assessment requirements, building up a wealth of evidence
- Sacramental Preparations– FHC
- Continue with RE Enrichment mornings and encourage other staff members to plan and lead these.
- New RED introduced with an implementation plan, resources shared with staff
- New prayer and liturgy policy introduced– New school to home prayer bags created
- Faith Ambassadors leading class prayers and lighting the candle. Children in each class selected to lead prayers and reflection times.
- Ten:Ten RSHE and Daily Prayers delivered
- Buddy system used for Mass times.
- Mini Vinnies group introduced– Assembly and introductory session run by local leader.
- Celebration days/Feast Days marked as a whole school including the May Procession.
- Christmas and Easter services in school
- Advent– Nativity play
- Faith Ambassadors meeting two weekly
- Cafod
- Fundraising for chosen charities

Training

- Nores– Subject lead training
- Early Years– New framework training, delivering RED
- In school training on the assessment tasks and end of year tracking
- Ten:Ten
- New RE inspection Framework training

Next steps

Section 48 update

What the school needs to improve

- Make Catholic social teaching more explicit in the life of the school.
- Improve pupil achievement for the more able through the comprehensive implementation of the new Religious Education Directory and assessment tools.
- Extend the work of Faith Ambassadors to include all pupils in preparing, leading and evaluating prayer and liturgy in the school.

School reflection:

- To continue the implementation plan for the new RE scheme
- To join schools within the trust for celebrations
- To attend partnership Masses
- To continue to prepare children for FHC and Confirmation
- Continue with Pupil voice– meet with faith Ambassadors.



St Mary's Catholic Primary School, (Aston-le-Walls) Self-Evaluation Form (SEF) 2026-27

Aligned to the New Ofsted Framework

- *To continue to provide children with opportunities to achieve greater depth.*

Impact on standards

- *School worked together to develop spiritually at home and in school*
- *Journey in love has raised the children's awareness of what is a positive relationship*
- *RSHE delivered by LC to the Year 6 children*
- *Cross curricular links and celebration/enrichment days have increased excitement and passion for RE*
- *Head Teacher to have an in-depth knowledge of expected RE standards in school*