



St Mary's CE(A)Primary School

Self-Evaluation: summary

September 2016

Person responsible: Gill James/Leadership Team

Date of next review: September 2017

Discussed with governors:

The context of the school:

- St Mary's is a Church aided primary school. It is a popular, larger than average school. Currently there are 507 pupils on roll. There are 13 classes with all classes apart from year 6 and year 2 being full. There is also a Foundation Unit that meets the needs of 120 Nursery Reception children. In 2015-16 a further 30 reception children joined the unit in the September due to an increase in reception age children in the area. None of the additional 30 had had any educational or play experiences. 12 of the thirty are needing nurture group support in Yr. 1. There are therefore three Yr. 1 classes. There are three teachers in Yr. 6.
- The school has undergone major refurbishment in the last five years. The Foundation Stage unit is purpose built and includes a sensory room to meet the needs of autistic early year's pupils. The school now has an additional hall, a new kitchen, an art room, new offices, a meeting room and a Library Bus. The school also has a small farm. Each key stage has its own garden. A further building was built to accommodate the 'bulge' cohort in September 2015.
- Accommodation around the school is mainly private renting. The school is an area of acute deprivation. Our school's deprivation indicator from the last ROL is 0.35 as opposed to the National average of 0.23. Most parents fall into the category of hard pressed. However since the last Ofsted there has been a move for parents applying to join the school in year groups other than Nursery from working parents. This has impacted on the numbers of pupils eligible for pupil premium.
- The area is affected by drug and alcohol issues. There are also incidents of low level crime. In the last three years violence and drugs have resulted in the death of two of our parents.
- There has been a notable increase in the number of Minority ethnic groups over the last four years. This currently stands at 43.4 % which is above the national average of 31.6%. The percentage of children who have a language other than English as their heritage language is currently 33% and again this is above national figures of 20
- 33% of children are in receipt of pupil premium with 25% of families currently claiming FSM's. These figures are just below national. There are families who are entitled to this but choose not to apply.
- Attendance has risen over the last four years and is 1% above national at 96.3%. Persistent absence has reduced to 2.1%, well below national figures of 5.4% this includes a number of children with severe medical needs. It is also affected by extended holidays to Pakistan although these absences have reduced.
- The school has a full time HSLW who monitors attendance and support families and children
- Children entering the Nursery have skills significantly below children in other areas. The average baseline score for calculating is 23 months, writing 24 months and reading 27 months
- The school for many of our children provides a place of stability.
- The areas deprivation is not used as any excuse. The staff have consistently very high expectation and strive to ensure the children have the best and do their best.
- The school is innovative.
 1. The school has had a July start to the academic year for 8 years.
 2. A farm provide the children with animal welfare and pastoral experiences
 3. Maximising use of the outdoors by purchasing a single decker bus and converting this as a KS2 library
 4. Developing a Reading school.
 5. Amalgamating INSET days at May half term enables parents to access cheaper holidays.
- The last inspection was in 2013 when the school was graded as outstanding in all areas
- We were awarded National Support school status in July 2013 and supported several schools to good from RI
- The Head teacher is an NLE
- We were awarded teaching school status as part of the C2C Alliance in July 2014
- In December 2014 we were graded as Outstanding in our SIAMs inspection
- The deputy is an SLE and one of the two AHT's is also an SLE

Teaching and Learning

Grade descriptors for the quality of Teaching, learning and assessment

Outstanding (1)

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress THESE ARE ONGOING. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve. ALWAYS LOOKING TO IMPROVE THIS
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Pupils love the challenge of learning.

Quality of Teaching- suggested grade is 1

Evidence that supports this judgement is based upon: a cyclical lesson observation programme, including internal Phase reviews, scheduled and unscheduled lesson observations by senior leaders, and external audits by an independent SIP; the high performance standards that pupils reach; pupil workbook scrutiny & formal/informal feedback from parents and pupils.

Evidence

- A continuing upward trend over 3+ years in SATs results at KS1 and KS2 and good results in 2016 against the higher expectations
- A teaching and learning consultant is on staff and frequently feeds back her observations to SLT.
- The school's independent SIP quality assured SLT and the HT's judgements.
- An assistant head has recently been awarded Maths Mastery teacher status.
- Two teachers are OTP trainers
- The proportion of good or better teaching is now 98.5% with 11/18 class teachers *capable* of delivering outstanding teaching.
Teaching in foundation stage is Outstanding; in KS1 two teachers are good, two outstanding; in KS2 – year 3 Good, year 4- outstanding, in year 5 one good(NQT) and one outstanding and in year 6 three teachers are outstanding.
- In terms of pupil progress, pupils in KS2 achieved above National figures
- Even with the additional thirty children joining reception 70% of the 90 children achieved GLD.

- However of the original cohort this percentage rises to 81%(school data)
- The additional thirty children skewed the data considerably although attainment across the areas was in line with national except for Space Shape and Measure and in Technology.
- 93% of year 1 passed the Phonic screen test
- Every effort is made to ensure that all pupils conclude KS1 at age related expectations or beyond, and this in turn, reduces pressure on intervention in KS2. 80 % reached expected levels in writing and maths and 85% in reading previously the numbers of children leaving KS1 not on level 2 continued to reduce over the previous three years.
- From a very low baseline children make good to outstanding progress and even with the higher expectation of the new NC, achieved well above National expectations at both KS1 and KS 2.
- In July (1 pupil who arrived at St Mary's in Yr 6 and had no English. Three European children joined Yr 6 in February and March.
- A combined R,W and M was 81% and top in Stoke on Trent
- Average score for Maths was 105.7 against a National figure of 103. Similarly for Reading pupils attained 104.9 against 102 nationally.
- Low attainers in Maths and middle attainers in Reading attained in the top 10% of the country.
- Overall pupils attained in the top 10% of the country in Maths and Writing and Reading were identified as very strong (ROL)
- Disadvantaged children achieve in line with National in reading , writing and maths(with the expectation of a small number who were below National- indicated red)
- SEN pupils attained 102.6 average score in reading and 103.0 in Maths and 104.0 in SPAG.
- All but 1 child was above the 0 confidence interval

Other strengths in teaching and learning

Pupil attitudes, modelled by staff, are exemplary and create a positive & successful climate for learning evidencing how well teachers promote social, moral, spiritual and cultural development.

The very large majority of pupils are making good and sustained progress. Senior leaders and all staff have high expectations of all pupils. There is a rigorous focus on the early acquisition of core skills. Pupil outcomes in core areas testify to our success in these areas. Pupil workbooks evidence the high standards pupils achieve.

Teachers respond to pupil's needs and adjust their teaching in all 'good' lessons observed.

Teachers are observed using the schools Non negotiables. All lessons are videoed and used to encourage teachers to reflect on learning in the lessons. Teacher's development points are used to drive CPD.

A focus on experiential learning & first hand experiences through a rich curriculum offer including the motivational use of IT, drama , cross curricula topics and an emphasis upon the Humanities and PE.

There is a use of OTP techniques through the use of the non-negotiables to ensure high quality lessons – lively, active, creative & engaging learning with good to high levels of pupil participation; transparent expectations set for learners with clear criteria for judging their success; clear modelling and teacher demonstration; creative use of AfL strategies; effective questioning; excellent use of IWBs and other forms of technology. All teaching is based on Ofsted criteria for outstanding via our Non Negotiables

Pupils receive focused support and their targets are appropriate, established through consultation against exemplification and the appropriate NC objectives.

Teaching assistants make a substantial and very positive contribution to the quality of teaching. They form very good relationships with pupils; receive regular

professional development & work very effectively with teachers who make the maximum use of this valuable human resource.

- i. The school employs a Teaching and Learning consultant who is an accredited moderator for the Assessment and Standards agency. She trains moderators and organises moderation across the city. She leads inset in school and partner schools.

- ii. Two teachers are SLE's for Early years and Maths.
- iii. Three teachers are moderators for the LA in Early years, KS1 and KS2.
- iv. Two further teachers have applied to become SLE's in PE and Literacy for the C2C Alliance.
- v. 1 RQT had training in the last academic year and was mentored by our T&L consultant.
- vi. Three teachers are accredited Student mentors- Keele University.
- vii. 2 teachers are OTP accredited trainers
- viii. All NQT's participated in a training programme through the C2C delivered by an Ofsted inspector
- ix. We support school direct and MMU PGCE students. We have employed 6 students in the last three years. All trainee teachers obtain a position after their training.
- x. Parent leaflets are on the web and available around school to advice on the curriculum in the appropriate year group
- xi. A Parent forum take place termly for families whose children have SEN support.

Homework enables children to practice skills learned in lessons and is marked.

Assessment – formative and summative – St Mary's makes rigorous use of data to allow teachers and leaders to monitor progress against aspirational targets, decide upon next steps and focus quality first teaching & interventions accurately. Any pupil not making at least ARE is included in our Closing gap sessions and progress tracked closely each half term. Achievement data forms the basis of effective Closing gaps and over teaching sessions & progress meetings. Feedback to the pupils identifies their next step through the assessment system and marking. Use of data is a strength of our school and pupil achievement is managed on a personal level – we pride ourselves on knowing our pupils very well & ensuring the best possible outcomes for each individual. This has a very positive impact on the quality of teaching.

Areas for development

- To continue to ensure 100% of teaching is consistently good or better
- To ensure 70% of teachers deliver outstanding teaching
- All children begin Yr. 2 competent in the use of phonic skills and knowledge and apply them with good effect
- 85% of children are working within the correct band (Target Tracker) and make 6 steps of progress from starting points. Children make accelerated progress and close gaps
- Authorial reading and writing impacts on attainment
- 30% of year 2 children achieve greater depth
- That the two OTP teachers train all good teachers on the OTP programme
- Mastery Maths is implemented in Yr1 and aspects used across the school
- Teachers visit schools nationwide to research best practice
- Teachers engage in research projects linked to Inquiry based learning and Oracy
- Support leaflets to be developed to for parents and families with children who have special with special need support
- That PP children all make good and better progress.

Personal development, behaviour and welfare

Grade descriptors for personal development, behaviour and welfare

Outstanding (1)

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view. An area to be worked on and in SDP
- They are prepared for the next stage of their education.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites. BOTH ASPECTS ARE CONTINUING TO BE IMPROVED-
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Behaviour and safety of pupils Suggested grade: 1

- Behaviour and Safety is outstanding. We know this from a rigorous programme of monitoring and evaluation systems which encompasses: learning walks, lesson observations, pupil/ parent/staff questionnaires, parent comments, Parent Voice reps, external audits, a recent SIAMs inspection, Health and Safety/ Safeguarding audits, Governor audits, SLT Health and Safety walks, records of bullying incidents, records of racist incidents, records of behavioural incidents, and home school link worker records/questionnaires. Evidence from pupil outcomes and workbooks also evidence our assertion. The school works closely and effectively with a range of organisations including, CAHMS, Social Care, health visitors & the School Nursing team to ensure high quality provision in this area.
- All safeguarding requirements are met; pupils receive high levels of care, guidance and support resulting in outstanding personal development. Parents, carers, staff and pupils are very positive about both behaviour and safety. Neither area has been raised through extensive consultation processes as an area for concern. The role of the extremely effective HSLW is recognised by parents in all consultation processes as having a highly beneficial impact on pupils.
- Pupils show high levels of engagement, collaboration and co-operation in and out of lessons. They have enthusiastic attitudes to learning, enabling lessons to proceed almost always without interruption. Pupils have told us they feel very safe learning together in collaborative contexts there is now a high level of pupil participation in lessons. The very large majority of pupils tell us they feel safe through our 'Pupil Voice' (questionnaires and then followed up by the Learning Mentor. They clearly understand what constitutes unsafe situations and are very aware of how to keep themselves and others safe through teaching and the involvement of organisations such as NSPCC,
- The Go Givers Citizenship Foundation curriculum was introduced in September 15 to extend the children's understanding of 'Britishness' .Visiting speakers from the local police station , Arch, and Barnardo's also talk about community issues. All staff have received 'Prevent training.

- Staff have led workshops for children on e- safety and bullying. Parents are informed via leaflets about safety issues
- The overwhelming majority of pupils' behaviour towards one another, staff and visitors in and out of the classroom is very good, with much that is outstanding. The vast majority of pupils are highly considerate and very supportive of each other.
- The Do Jo strategies and the school's behavioural policy ensure that very few pupils need assistance in making the correct behavioural choices but those that do are well supported to manage their own behaviour by systematic, consistently applied approaches to behaviour management. Occasionally a very small minority of KS2 pupils can engage in unkind behaviour on the playground, but this is swiftly addressed by our excellent & very experienced leaning mentor and the SLT. Physical aggression is extremely uncommon. Pupils are taught to appreciate that mistakes can happen but that it is unacceptable for the same mistake to happen twice – the emphasis is always upon what can be learnt from what went wrong.
- There is a clear behaviour management -system running through the school from Reception to Y6 that applies to the whole school day, including lunchtimes, which is well understood by pupils and consistently used by all staff. Pupils are generally calm, orderly and considerate when moving around school.
- Pupils are aware of different forms of bullying and actively try to prevent it from occurring. Therefore instances of bullying, including cyber-bullying and prejudice- based bullying related to special educational need, sex, race, religion and belief, or disability are extremely rare. An audit by a SIAMs inspector confirm this assertion – autumn term 2014.
- The Home school link worker is available to respond to incidents so that they are resolved quickly and to the satisfaction of all parties. The work of the HSLW is very much appreciated by pupils and parents, who often comment on her positive impact. She is also one of three CP officers in school the Deputy is currently on training to extend the team.
- Attendance is outstanding in all year groups as parents & pupils understand the importance of regular school attendance. The overwhelming majority of pupils are consistently punctual in arriving at school.

Areas for development

- To improve attendance to 97%
- The school will be working in partnership with Prevent and Stoke Safeguarding Board to ensure all safeguarding measures comply with government expectations in regard to Extremism and radicalisation and FGM
- All staff will receive CSE training
- All staff will have a bullet pointed aid memoire of procedures to be followed in regard to concerns over Extremism

Outcomes for children

Grade descriptors for outcomes for pupils

Outstanding (1)

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points.
- The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.
- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults. AN AREA THAT CONTINUES TO BE AN AREA FOR IMPROVEMENT
- Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. DEVELOPING Children in Year 1 achieve highly in the national phonics check.
- For pupils generally, and specifically for disadvantaged pupils and those who have special educational needs, progress is good across nearly all subject areas.
- From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. (KS1 and KS2) The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.
- The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly.
- Pupils are exceptionally well prepared for the next stage of their education

Suggested grade 1

The principle evidence for this judgement is the continual increase in attainment over the last 5 years where % outcomes have increased by 22.2%. There has also been consistently high outcomes achieved by our pupils over a 3 year timescale ('12-15). This is combined with high value added data. Performance data shows that different groups of pupils, including those with SEND, and those who join the school late, make at least progress in line with national and frequently good and better progress. Attainment & achievement by the end of KS2 compares very favourably with other schools, both locally and nationally. This conclusion is further supported by the standards evident in pupils' workbooks, the very high quality of pupil work displayed around the school and the standards observed in lessons.

Data on entry shows that children enter the Early Years Foundation Stage (EYFS) with abilities well below age-related expectations in most areas particularly in PSED prime area, and Speaking and listening. However Children entering the Nursery have skills significantly below children in other areas. The average baseline score for calculating is 23months, writing 28 months and reading 27 months. 10 children have baseline scores at 16months for language

- EYFS 2016 data shows 70% of our pupils achieved a good level of development. Levels of attainment were broadly maintained from the previous year at 71% and were a rising trend on the previous year, which stood at 68%. The percentage of children achieving a GLD was higher than LA data (62%), National data (66%) and also higher than our statistical neighbour (68%) averages.
- Summer Born have significantly lower GLD % than those who are Winter and Spring born (42 %) However the additional 30 children again skewed the data as comparison to 2015 data would show a decline.
- 60% of PP children attained a GLD against 75% of non PP
- A significant number of girls 80% attained a GLD over 56% of boys,

From very low starting points children make rapid and sustained progress throughout their time in EYFS.

- **Phonics Check:**

In 2011/12, 54% of Y1 pupils attained the expected level in the phonics check.. Over the subsequent years this has risen significantly so that now we have **93%** This is well above local schools, the LA and national figures

.By the end of Y2, the vast majority of pupils have reached the expected level - only 2 pupils in yr 2 did not pass the test in Y2 the 89% is well above national of 66%. These children are receiving additional support in this area in year 3

This number is significantly reduced on previous years.

- **End of KS1:** data for 2016 shows us that children attain levels above national average, local data and statistical neighbours. 85% of pupils attained expected levels in reading and 80.1 % attained expected in writing and maths. The higher expectations of the new curriculum focused teachers striving to ensure the VM of children reached expected levels

3 SEN pupils were not targeted to meet NA I of whom transferred to specialist provision.

Progress and attainment at the end of KS1 shows that increasingly our pupils are better prepared for KS2.

Year 6 pupils: children continue to make good and often outstanding progress across KS2. Our children attain levels which are generally above national averages in Maths, Reading. SPAG & Writing. Overall attainment shows a consistently strong trend over recent years, with significant improvements in numbers of pupils meeting ARE. Attainment at the higher levels continues to rise, with all pupils meeting ARE and progress indicators, with the exception of 1 exempt pupil.

Trend data shows attainment above national and local measures for the last three years with the VLM of children leaving KS2 attaining the expected level. Data shows attainment at KS2 as in the top 10% or the top 20%

- 91.5% attained expected levels in Maths
- 91.5% attained expected levels in SPAG
- 80% in writing
- 85% attained expected in reading
- 79% attained expected in R,W and M.
- The average scaled score in Maths was 106; in SPAG 108 and in reading 105 for, which places the school in the top 10-20% nationally.
- Progress scores for writing was 3.0, for writing was 2.2 and maths was 3.7 which again is above the average designated 0
- A Combined R,W and M was 79% and top in Stoke on Trent
- Low attainers in Maths and middle attainers in Reading attained in the top 10% of the country.
- Overall pupils attained in the top 10% of the country in Maths, with Writing and Reading were identified as very strong (ROL)
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Achievement of different groups

EYFS Vulnerable:

- Summer Born have significantly lower GLD % than those who are Winter and Spring born (42 %) However the additional 30 children again skewed data as comparison to 2015 data would show a decline.
- PP 60% of PP children attained a GLD against 75% of non PP
- A significant number of girls 80% attained a GLD over 56% of boys,

KS1 Vulnerable:

- 51% non PP are currently working in Band 2 against 31% of PP in reading
- Non PP and PP children are in line with 31% working in Band 2. However 54% of Non pp are in the same band for Maths against 37% of PP pupils.
- More boys than girls are working in Band 2 for Maths whereas more girls are doing so in reading and writing ie 54% against 19%
- Equally less SEN pupils are working in Band 2

KS2 Vulnerable

Why achievement is not the grade below:

Attainment measures continue to be above national, local & similar school data from EYFS through to the end of KS2 Average scores in KS2 are well above National with Maths in the top 10% and Reading and writing very strong

From very low starting points children make rapid and sustained progress.

Areas for Development

- Ensure PP and summer born are closely tracked and programmes to support and accelerate progress is in place books labelled and children focus for monitoring
- Summer born children in Yr1 to be targeted for additional support.
- English and Maths leads action support for teachers and advice as to strategies and then track progress and ensure teachers are confident to meet needs of all groups
- To action plan to meet needs of more able and especially PP more able to ensure these children are challenged and make accelerated progress

- To identify least able PP children and action plan to ensure they too make accelerated progress and PP monies maximise progress
- To ensure VLM are working within yr group band and meet ARE
- Ensure 95% of pupils join yr 3 competent in using phonic skills and knowledge
- Ensure by June 2016 VLM are working on spelling strategies and have completed Phonics phase 6
- Ensure all children make 6 points against Target tracker in KS1 and year 3 and 4 points from yr 4-6 (the latter to take account of closing gaps against NC over the year)
- Ensure writing is a focus for school improvement including SPAG and use of language
- To provide training for meeting the needs of boys
- To focus on children learning times tables

Grade descriptors for Leadership and Management

Outstanding (1)

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils. TRAINING IN PLACE
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

Quality of leadership and management Suggested grade: 1

- The pupils' attainment in key phases of the school: is higher than national .The leadership team have focused the work of a capable teaching team on securing early attainment & expecting high levels of progress throughout KS2.
- Underachievement for whatever reason will not be tolerated and steps will always as have been

taken to ensure issues are tackled for the benefit of the children. T

- The average scaled score at KS2 was, in Maths was 106; in SPAG 108 and in reading 105 for the 2016 cohort, which places the school in the top 20% nationally.
- The School's leaders are intolerant not only of inadequate teaching & progress but also of 'satisfactory' teaching & progress. This determination to provide good and outstanding teaching and rates of progress is well supported by the Governing Body.
- Teachers brought into the St Mary's teaching team have made swift progress demonstrating the effectiveness of recruitment processes and internal CPD.
- The videoing observation programmes ensures that all teachers are continually refining their practice.
- The effectiveness of the Governing Body is good as it allows the school to draw on their enthusiasm, commitment and developing skills.

- Governors increasingly do not shy away from posing challenging questions to school leaders and set challenging targets for the Head Teacher - which are being met. The full GB scrutinise performance data thoroughly, expecting data rich Head teacher reports, leading to incisive challenge for the SLT.

- Parent representation on the GB ensures that this body are fully focused on ensuring St Mary's is the best school it can be and that Governors have first-hand experience of the provision. Governors have ensured all Safeguarding requirements are met.
- Middle leaders are highly effective in leading their phases and subjects. And are seconded to the LA as moderators for each phase.
- The HT, DHT and both AHT's have supported other schools to develop them from RI to Good
- One AHT's and the DHT are SLE's been seconded for periods of time by the LA
- The SBM is a member of the SLT and has been highly effective in ensuring that the school budget is carefully allocated to ensure the best possible outcomes for our pupils.
- The HT is an accredited NLE and has worked with the LA to support several schools. Each school has moved from RI to Good.
- The school is used as a best practice facility and we have had schools visit from Derbyshire, Staffordshire and Cheshire as well as Stoke. We have improved the pedagogy for individual teachers from inadequate or RI to good and outstanding

In the short term, the forecast for attainment this school year shows continued improvement, sustained into the midterm. Strong self-evaluation and school development planning will maintain the improvement into the longer term. The Governing Body and the Head Teacher have already been looking at a leadership structure that will ensure continued outstanding leadership and management of the school as it moves to academy status

The ambition of the schools leaders to continually improve the curriculum offer for our pupils has also contributed to high levels of academic achievement in areas other than core subjects:

Areas for development

- **To manage effectively the conversion to academy status**
- **To develop outstanding pedagogy to 70-90%+**
- **To develop new middle leaders**
- **To develop the school as a reading school**
- **To research and action improving speaking and listening across the school**
- **To research and action inquiry based learning for the more able**
- **To achieve I-V in Overall effectiveness section**
- **To implement Mastery maths in Year 1**
- **To ensure children have recall of tables**

Grade descriptors for Early Years provision

Outstanding (1)

- The pursuit of excellence by leaders and managers is shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all children over a sustained period.
- Incisive evaluation of the impact of staff's practice leads to rigorous performance management and supervision. Highly focused professional development improves the quality of teaching.
- Safeguarding is effective.
- There are no breaches of statutory welfare requirements.¹
- Children's health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust policies and procedures.
- Leaders use highly successful strategies to engage parents and carers, including those from different groups, in their children's learning in school and at home.
- A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences.
- Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children's needs.
- Assessment is accurate and based on high quality observations. It includes all those involved in the child's learning and development. Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities.
- Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration. They are highly responsive to adults and each other. They do not distract others or become distracted easily themselves.
- Children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.
- Children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result, almost all children, including children who have special educational needs and/or disabilities, disadvantaged children and the most able, are making substantial and sustained progress.
 - Gaps between the attainment of groups of children and all children nationally, including disadvantaged children, have closed or are closing rapidly. Any gaps between areas of learning are closing. ALWAYS LOOKING AT ACCELERATING PROGRESS

Suggested grade 1

Evidence

- Children entering the Nursery have skills significantly below children in other areas. The average baseline score for calculating is 23 months, writing 28 months and reading 27 months. Children therefore make significant progress from a low starting point to end of reception
- The unit is used as exemplar practice for teaching and learning and provision.
- The Foundation Stage manager and deputy is an SLE for Early years
- She is also a moderator for the LA for phonics
- The unit is used by universities and other schools to train staff in early year's provision. All students are employed at the end of their training
- The FS manager has worked across a number of schools to help move RI schools to good
- From a solid foundation of phonic knowledge children in year 1 attain highly in the phonic screen test 93% in 2016

- Lesson observations indicate that teaching is consistently good and more frequently outstanding
- We have a senior EYP who provides speech and language support through Teaching Talking
- We have a bi-lingual assistant to meeting the needs of the Pakistani children.
- We are a designated Communication School
- There is an uncompromising approach to raising attainment and accelerating progress
- EYFS 2016 data shows 70% of our pupils achieved a good level of development despite 30 additional children joined in September 15 with no previous early years' experience.
- **Levels of attainment were broadly maintained from the previous year at 71% and were a rising trend on the previous year, which stood at 68%. The percentage of children achieving a GLD was higher than LA data (62%) and in line with National data (69%) and also higher than our statistical neighbour (68%) averages.**

Overall effectiveness, including the promotion of the pupils 'spiritual ,moral ,social and cultural development

Grade descriptors for overall effectiveness

Outstanding (1)

- The quality of teaching, learning and assessment is outstanding.
- All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.
- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.
- Safeguarding is effective.

Strengths

Suggested grade: 1

- St Mary's Primary School is a highly effective organisation, which is never complacent. The school has significant capacity to sustain what has been achieved and further develop the range and quality of the provision on offer. Senior leaders are relentlessly ambitious and consistently aim for outstanding outcomes in all aspects of the school.
- The quality of the education provided by the school continues to be outstanding, the VLM of pupils achieve high standards and make very good progress from their respective starting points. Spiritual, moral, social and cultural development provided by the school is comprehensive and contributes to the pupil's excellent outcomes and their positive learning behaviours.
- There is clear evidence that the focused early achievement approach employed since the last inspection in 2013 has ensured that standards will continue to rise with the very large majority of children forecast to make at the expected and more than expected progress as recommended by the government.
- Pupil performance data is analysed meticulously, any pupil performing below ARE identified, and targeted provision offered as part of our Quality First Teaching ,over teaching and closing gap systems.. A consistent approach to the delivery of core areas has ensured strengths in reading, writing and mathematics which allow for full engagement with the stimulating wider curriculum offer.
- The school has developed a consistently good teaching team, with many teaching staff capable of delivering outstanding lessons, and we continue to focus on outstanding teaching becoming the norm.
- Relationships for learning, behaviour and safeguarding are all excellent: children are active learners in a safe environment with a consistent and positive ethos. Parents and their children are respected, listened to & have regular opportunities to evaluate provision. Constructive criticism is welcomed and frequently acted upon, with the intention of securing further improvements. As a result, pupils are safe and happy at school and are actively involved in school development.
- As an organisation, we are very keen to develop the quality of provision for all pupils, not just those at St Mary's. To this end the school has worked closely as a strategic partner with several schools. All schools have improved from RI to Good
- We also are part of the C2C alliance and work closely with Keele and MMU ITT to train AT's successfully. All students leaving us are employed. (which has a particular focus on developing all key phases of a teacher's career – *train-teach-lead –learn*) delivering training & support across the city.
- SMSC is outstanding as evidenced in the recent SIAMs inspection

- The GB, leaders and staff are determined to progress further;
 - I. identifying writing for exceeding levels in yr 2 and yr 6 ; improving on GLD's at Reception by 10%
 - II. to ensure VVM children leave yr 1 on phase 6 phonics
 - III. to ensure all PP children have competency in phonic application across the school
 - IV. increasing the proportion of pupils progressing from Yr 2 exceeding and Yr6 exceeding, and
 - V. Improving outcomes for boys as priorities for the current academic year.

The aspiration of the Governing Body and school leaders is for St Mary's to be one of the top 10% state schools nationally in reading writing and Maths at KS2.

Areas for development

Teaching and Learning:

- To raise standard of VLM of teaching to outstanding
- All children leave year 1 competent in the use of phonic skills and knowledge
- 30% of year2 children are exceeding against DfE standards
- That all teachers at good, participate in the OTP programme
- Embed the use of Target tracker as an assessment and tracking tool

Outcomes for Children

- To ensure 85% of children attain EOYE across the school
- To ensure more children attain Greater depth at yr 2 and yr 6
- To ensure the gap between pp and non pp at FS, yr2 and yr6(ROL) **(shows that gaps are closing. (Internal tracking demonstrates gaps are minimal)**

Leadership and Management:

- To manage effectively the conversion to academy status
- To develop outstanding pedagogy to 70%+
- To develop new middle leaders
- To develop the skills of the GB through a programme of training
- To action research speaking and listening(If they cannot speak it they cannot read it)
- To research inquiry based learning for more able

Behaviour and Safety:

- To embed principles of Do Jos across the school
- To raise attendance to 97%
- To ensure at least two governors are at level 3 CP
- To ensure phase leaders are also trained to level 2
- To update staff as to DfE guidance so information is current.