



St Mary the Virgin (SMV) C E Primary School



SUMMARY OF SELF- EVALUATION

September 2023

(UPDATED IN DECEMBER 2023, MARCH 2024 AND JULY 2024)

Summary SEF Judgements

Overall Effectiveness: **Good**

The Quality of Education: **Good**

Leadership & Management: **Good**

Personal Development: **Good**

Behaviour & Attitudes: **Good**

Early Years: **Outstanding**

Key to Colours

Green text:	These criteria are fully met
Turquoise text:	Evidence for statements
Purple Text:	School Development Plan reference
Amber text:	These criteria are partly met
Red text:	These criteria are areas for further development

All judgements are based on robust school self-evaluation [using updated Ofsted September 2023 criteria.](#)

This evaluation is updated regularly. Evidence is collected from a range of sources including lesson observations, book scrutiny, talking to learners, staff and parents and analysis of data.

All staff and Governors contribute to evidence included in the SEF. It is shared with the Local Authority and influences key actions in the short term and priorities for the school development plan.

CONTEXT



In March 2020, the School achieved a 'Good' with outstanding elements Ofsted inspection.

<https://pioneerfederation.co.uk/stmarys/wp-content/uploads/2020/05/10133184-St-Mary-the-Virgin-CofE-Primary-School-114553-Final-PDF.pdf>

The Pioneer Federation consists of 4 Primary schools and has an outward facing approach to school improvement. The Executive Head now splits his time equally between the 4 schools and the 4 schools work very closely & collaboratively in all aspects of school development- e.g. shared subject leadership, combined budget etc. East Hoathly Primary federated with Chiddingly Primary in November 2015. In September 2017 the federation went to a soft partnership with St Mary's CE Primary in Hartfield and Federated in September 2018. In September 2020, the federation went into a soft partnership with Park Mead Primary and they joined the Federation from September 2021.

The Pioneer Federation has an outward facing approach to school improvement and are active members of local school Alliances. We have a very dedicated talented staff team who have impacted greatly and leaders are blossoming in their leadership roles.

After a period of staff stability at SMV (2019- 2023), from September 2023 there are 60% teacher changes and a new Head of School and Senior Teacher. These changes were due to maternity leave and staff seeking to gain experience at other Pioneer Schools.

Mrs Jane Robinson was appointed as the full time Head of School at St Mary's from September 2023. She is a qualified SENCo and was previous an Assistant Principal in a large 'outstanding' Primary School in Sussex. In 2022- 23, there had been a Co-Head of School leadership model in place- previous HoS (pt) and Senior Teacher stepping up.

Teaching & Learning Improvement initiatives have impacted on standards in the school & federation. Over time, outcomes are inline or above NA with some exceptional attainment/progress records e.g. 2023 KS2 Reading outcomes were the strongest in East Sussex (attainment and progress) and in the top 5% of schools nationally. 2022/23- all teaching was good+ and 40% of teaching and learning was outstanding. The expectation would be that the levels of outstanding will rise 80% outstanding in 23/24.

St Mary's and Pioneer Leadership effectively managed 'Covid Lockdowns' and the 'Recovery Curriculum'. See website folders: <https://pioneerfederation.co.uk/stmarys/wp-content/uploads/2020/07/SMV-Recovery-Curriculum-2020.pdf>
<https://pioneerfederation.co.uk/stmarys/category/coronavirus-updates/>

We believe that St Mary's Primary School is at present an '**Good School**' with aspirations to be fully outstanding in the near future.

Executive Headteacher	Mr James Procter	School Development Plans See website folder: https://pioneerfederation.co.uk/stmarys/school-development-plan/
Heads of School	Mrs Jane Robinson	
Chair of Governors	Mr Alan Brundle	
Unique reference number	114553 DfE No: 8453326	
Local authority East Sussex	East Sussex	
Type of Federation/Partnerships	Pioneer Federation of 4 schools and Nursery	
Church School Type	Voluntary Aided - Diocesan (Diocese of Chichester)	
Age range of pupils	4-11	
Gender of pupils	Mixed	
Number of pupils on roll	Number on roll: 81 YR: 11 Y1: 10 Y2: 13 Y3:13 Y4: 15 Y5: 19 Y6: 12	
Number of pupils eligible for pupil premium	PPG –11/81 (13.5% of school pop)	
Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	SEN-23 (28.3%) EHCP=5 (6%)	

Progress made by the school on areas of development identified in the last full Ofsted inspection

Ofsted Areas for Development March 2020	Progress Made
<p>Reading- To ensure pupils develop the necessary language comprehension skills in reading by the end of key stage 1</p> <p>'While pupils generally attain well by the end of key stage 2, the proportion of pupils reaching the expected level of attainment for reading at the end of key stage 1 has been below that seen in other schools nationally for the last three years. Leaders need to ensure that pupils develop these important skills as part of the reading curriculum.'</p>	<p>This area of development has been partially achieved. 22/24- embedded of new reading scheme and consistency of Re EXS KS1 outcomes expected.</p> <ul style="list-style-type: none"> 2021/22- Little Wandle phonics and reading scheme introduced. 2022- KS1 Reading outcomes above NA – see charts below – and progress from starting points was strong. 2023- KS1 GDS above NA. EXS below (-9%) 2023/24- KS1 Reading EXS continues to be a focus to develop consistently strong KS1 EXS outcomes. See SDP 23/24 1.3 <p>23/24- Comment regarding progress made:</p>
<p>Curriculum Development- To raise levels of challenge so that pupils make even greater progress across the breadth of subjects.</p> <p>Implement the new curriculum fully in all classes throughout the school & leaders should continue their work on the curriculum to raise levels of challenge so that pupils make even greater progress across the breadth of subjects so that pupils study the full curriculum; it is not narrowed.</p>	<p>This area of development has been partially achieved.</p> <p>23/24- curriculum developments are expected to ensure full achievement of the development area by July 2024.</p> <ul style="list-style-type: none"> 2022/2023: To continue to develop the Pioneer curriculum to ensure that it is the best it can be for all pupils. Initiatives to include: curriculum cycle updating from staff feedback, staff confidence to articulate curriculum development/sequence, pupil voice further incorporated within termly curriculum maps design, development of pupil knowledge of subject Road Map skill progression across year groups and consideration of subject blocking delivery. Ensure the road maps and all other curriculum documentation shows the explicit links between the early years curriculum and the national curriculum in key stage 1 and 2. See SDP 22/23 1.1 - ACHIEVED 2022/2023: To continue to develop and evolve the Pioneer curriculum to ensure that it is the best it can be for all pupils. 23-24 Initiatives to include: termly Steering Group, redefining of curriculum cycle with key topic overall question, ART INSET and sketch books development, Medium Term Planning by Subject Leaders termly, Subject Unit Progression documents, 'Subject Books' rather than 'Topic Books', End of Unit Quizzes, 'Subject Toolkits' at the beginning of all subject books, 'Reconnect' sessions at the begin of units/lessons, start of unit pre-assessment & defined key vocabulary & Website subject folders. <p>23/24- Comment regarding progress made:</p>

2023 SMV Data Summary –Yr R, 1, 2, 4 & 6

Early Years Foundation Stage	National	ESCC	Pioneer Average	St Mary's
% exp. + Communication & Language	79%	84%	86%	73%

% exp. + Physical Development		85%	88%	94%	93%
% exp. + PSED		83%	88%	89%	93%
% exp. + Literacy		68%	72%	81%	93%
% exp. + Maths		76%	80%	83%	81%
% exp. + Understanding of the World		79%	83%	87%	93%
% exp. + Expressive Arts and Design		84%	88%	94%	100%
GLD Baseline (Sept)				53%	65%
% exp. + Good Level of Development (GLD)		64%	70%	74%	73%
Phonics		National	ESCC	Pioneer Average	St Mary's
Year 1 % working at req. standard (WA)		76%	76%	73%	77%
% WA by end of year 2		81%	89%	85%	87%
Key Stage 1 (Year 2)		National	ESCC	Pioneer Average	St Mary's
Reading	% exp. std	69%	68%	68%	60%
	% Greater D	18%	18%	18%	20%
Writing	% exp. std	61%	59%	65%	60%
	% Greater D	8%	7%	12%	20%
Maths	% exp. std	72%	69%	66%	67%
	% Greater D	15%	14%	14%	13.4%
RW&M Combined	% exp. std	53%	55%	63%	60%
	% Greater D	59%	6%	10%	13%
Key Stage 2 (Year 4)					*see HOS review report 8 in cohort (3 SEND)
Multiplication Test 20+ points/25				76%	63%
Average Score /25				21/25	20
Key Stage 2 (Year 6)		National	ESCC	Pioneer Average	St Mary's
Reading Test	% exp. std	73%	71%	84%	100%
	% Greater D	27%	28%	35%	57%
	Av. Scaled Score	104.8	104.8	107	109.6
Writing TA	% exp. std	71%	69%	87.2%	86%
	% Greater D	13%	9.9%	20%	14%
Maths Test	% exp. std	73%	67%	80%	79%
	% Greater D	22%	17.6%	14%	7.1% (2x109)
	Av. Scaled Score	103.8	103	104.1	104.4
RW&M Combined	% exp. std	59%	56%	71%	79%
GP&S	% exp. std	72%	65%	90%	93%
	% Greater D	28%	21%	21%	28%
	Av. Scaled Score	104	103.1	105.6	106.7
Reading Progress		0	-0.82	+0.8	+4.26
Writing Progress		0	-1.16	+1.4	+0.14
Maths Progress		0	-1.65	-1.3	-0.68

2022 SMV Data Summary –Yr R, 1, 2, 4 & 6

Year 6					
	SAT Outcomes 2022			National 2022	
	WTS	EXS+	GDS	EXS	GDS
Year 6 Reading	26%	73%	13%	74%	18%
Year 6 Writing	20%	80%	7%	69%	13%
Year 6 Maths	13%	86%	7%	71%	22.5%
Year 6 Combined	40%	60%	0%	59%	7.3%
Year 6 GPS	27%	79%	20%	72%	28%

Context: 15 children in Year 6 1 child = 6% SEND = 18% 1 chd with EHCP in the year group

Year 4 MTC

Average score: 20.5 % of chn scoring 18+/25 = 92% SEND = 15.4%

Year 1 and 2					
	Teacher assessment 2022			National 2022	
	WTS	EXS+	GDS	EXS	GDS
Year 2 Reading	26.5%	73.5%	26.7%	65%	16%
Year 2 Writing	33%	66%	6.6%	56%	6.4%
Year 2 Maths	26.4%	73.6%	13.3%	65%	11%
Year 2 Combined	33%	66%	6.6%	55%	6%
	Year 1		Year 2		
Phonics	59.4%		4 retakes: 1 did not pass 93% EXS (of cohort)		93% of cohort

Context:

15 children in Year 1

15 children in Year 2

1 child = 6.6%

1 child = 6.6%

SEND = 26.4%

SEND = 26.4%

1 chn with EHCP in the year group and 1 in progress

EYFS			
	Validated teacher assessment 2022		LA/National 2022
	WTS	ELG+	ELG
Year R Reading	17%	83%	71%
Year R Writing	17%	83%	71%
Year R Maths	9%	91%	79%
Year R GLD	25%	75%	69%

Context: 12 children in Year R 1 child = 8% SEND: 3 children = 24%

Outcomes Key Priorities 23/24: [\(See Outcome SDP section/datawall\)](#)

- **KS2 – Year 6**
Maths GDS to reach NA (22%) (2022 LA 17%, SMV 2022/23= 6.7%/7.3%) See SDP [section 1.5](#)
Combined GDS/High Score to reach NA (7%) 2023. (2023 & 2022= 0%) See SDP [section 1.5](#)
- **KS1 – Year 2**
Reading 'EXS' to increase to at least NA (70%) (2023 60%) See SDP [section 1.3](#)

OVERALL EFFECTIVENESS: GOOD

Outstanding (1)
<ul style="list-style-type: none"> ■ 1.1 - The quality of education is outstanding. SDP 21-24 ■ 1.2- All other key judgements are likely to be outstanding. SDP 21-24 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 sustainably and securely towards outstanding. Typically, this will mean meeting each and every one of the good criteria but falling short on the outstanding for that key judgement. ■ 1.3 - Safeguarding is effective.
Good (2)
<ul style="list-style-type: none"> ■ 2.1- The quality of education is at least good. ■ 2.2 - All other key judgements are likely to be good or outstanding. ■ 2.3- Safeguarding is effective.
Requires improvement (3)

- **3.1-** Other than in exceptional circumstances, it is likely that, when the school is judged as requires improvement in any of the key judgements, the school's overall effectiveness will also be requires improvement.
- **3.2-** Safeguarding is effective.

Overall Effectiveness

EVIDENCE TO SUPPORT THIS JUDGMENT:

Strengths- why we believe that SMV is 'Good' overall

SMV Primary is at present a good school with aspirations to be outstanding in all areas in the future.

- Children leave SMV School as **confident, resilient learners** who make a very good transition to the next stage in their learning.
- The school's vision and values are at the heart of the school ethos and drive all elements of school life. Children, families and staff are fully invested in the 3 school values of **Love, Strength and Faith** and these are evident throughout all elements of school life. **See vision and values on website, LSF certificates, newsletter and policies/displays.**
- We are an outward facing school and enjoy the benefits of effective collaboration.
- SMV and the Pioneer Federation are **fully inclusive schools** and meet the needs of all children. This was particularly documented in the **2018 SIAMS, 2020 Ofsted reports & SIP/DEP Reports 20-23.**
- **Teaching** is consistently good and much is outstanding over time & engages pupils in a new broad, rich and challenging curriculum. If teaching/learning ever requires improvement, rapid developments are actioned to ensure that good T&L is ensured. **See staff effectiveness matrix 2020-23 and curriculum folder.**
- ✓ We have an inspiring, challenging, inclusive & fully broad and balanced **Pioneer Curriculum** which is continuously evolving from feedback via stakeholders/Curriculum Steering Group to ensure that our curriculum offer is the best it can be for all pupils.
- ✓ Our Curriculum enables clarity of purpose and embedding of skills through the '**Curriculum Maps- Intent, Implementation and Impact**' approach and the development of **Road Maps, Medium Term Planning (MTPs) and Subject Skills Progression Documents** – **see curriculum documents/planning, curriculum website blurbs & subject books.**
- ✓ Our curriculum planning ensures strong '**Cultural Capital**' - drawing on local (including Forest School), national and international context to develop pupils' understanding of the world & the development of a wide range of 'Curriculum Enrichment Events'.
- ✓ **SMV March 2020 Ofsted 'Leaders have designed an interesting, varied and ambitious curriculum for all pupils.'**
- ✓ **Staff are able to explain the curriculum and what, how and why it is taught the way it is.** **SIP Reports and Pre-Inspection LA Report, LA Curriculum Review and Deep Dive Reports 2022/23.**
- **Subject leaders can discuss their curriculum area** coherently and explained how it has been developed. They have developed clear curriculum documents to map subject skills and knowledge progression. **See curriculum maps/offer, subject books, curriculum coverage auditing, website 'curriculum and enrichment', SIP Reports and Pre-Inspection LA Report, LA Curriculum Review and Deep Dive Reports 2022/23.**
- Cohorts and groups make **progress** across the school (20-23) and **the majority of end of key stage attainment** is at National or above. **See SDP 23/34 for KS1 Re EXS**
- **Attendance** is in line with national and improving across the school and for different groups. **See appendix charts 20-23.**
- **Safeguarding** is highly effective. **LA safeguarding reviews and reports, SIP reports.**
- Pupil's **spiritual, moral, social and cultural development** is very good and the school takes deliberate and effective action to develop SMSC even further to enrich children's understanding of the world and the people who live in it. **See SIAMS inspection reports 2018, Ofsted 2020 and SIP/DEP reports 2021/22/23 & SIAMS SEF.** We have well-attended whole school and partnership events, educational visits, visitors to the school to enrich the curriculum, and singing, art and drama is embedded to ensure children develop deeper sense of character and appreciation of the awe and wonder of our world. **See Curriculum Folder/newsletters/displays/website for evidence of enriching curriculum termly events.**

Areas for development '23/24'– what we need to work on to move towards 'Outstanding'

- **2022/2023: To continue to develop and evolve the Pioneer curriculum to ensure that it is the best it can be for all pupils.** 23-24 Initiatives to include: termly Steering Group, redefining of curriculum cycle with key topic overall question, ART INSET and sketch books development, Medium Term Planning by Subject Leaders termly, Subject Unit Progression documents, 'Subject Books' rather than 'Topic Books', End of Unit Quizzes, 'Subject Toolkits' at the beginning of all subject books, 'Reconnect' sessions at the begin of units/lessons, start of unit pre-assessment & defined key vocabulary & Website subject folders.

- **KS2 – Year 6**
Maths GDS to reach NA (22%) (2022 LA 17%, SMV 2022/23= 6.7%/7.3%) See SDP [section 1.5](#)
Combined GDS/High Score to reach NA (7%) 2023. (2023 & 2022= 0%) See SDP [section 1.5](#)
- **KS1 – Year 2**
Reading 'EXS' to increase to at least NA (70%) (2023 60%) See SDP [section 1.3](#)

THE QUALITY OF EDUCATION: GOOD

Outstanding (1)

- 1.1** - The school meets **all** the criteria for a good quality of education **securely and consistently**. SDP 20-22-1.3 KS1 READING focus & SDP 22/23 KS2 GDS and progress and Phonics % - See SDP outcome section and SDP section 1
- **1.2**- The quality of education provided is **exceptional**. SDP 20-22, SDP 22/24 Section 1
 - **1.3**- The school's **curriculum** intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent. SDP 21/22 1.5, SDP 22/24 1.1
 - **1.4**- The work given to pupils, over time and across the school, consistently matches the aims of the **curriculum**. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. SDP 21/22 1.5, SDP 22/24 1.1
 - **1.5**- Pupils' work across the **curriculum** is consistently of a high quality. SDP 21/22 1.5, SDP 22/24 1.1
 - **1.6**- Pupils consistently **achieve highly** (SDP 19/20 1.3-1.5), SDP 21-22 OUTCOME SDP KPs , particularly the most disadvantaged. Pupils with SEND achieve exceptionally well. SDP 19/20 1.3 & 2.6, SDP 20-24- OUTCOME section 1.1

Good (2)

Intent

- **2.1** - Leaders adopt or construct a **curriculum** that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] SDP 19/20 1.1 & SDP 18/19 & SDP 20/21 1.5, SDP 22/23 1.1, SDP 22/24 Section 1
- **2.2**- The school's **curriculum** is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] SDP 19/20 1.1& SDP 20/21 1.5, SDP 22/23 1.1, SDP 22/24 Section 1
- **2.3**- The **curriculum** is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] SDP 19/20 1.1& SDP 20/21 1.5, SDP 22/23 1.1, SDP 22/24 Section 1
- **2.4**- Pupils study the full **curriculum**; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition,¹ and good progress has been made towards this ambition. SDP 19/20 1.1& SDP 20/21 1.5, SDP 22/23 Section 1

Implementation

- **2.5**- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. SDP 19/20 2.1 & SDP 20/21 1.5, SDP 22/24 Section 1
- **2.6**- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. SDP 19/20 2.1& SDP 20/21 1.5, SDP 22/24 Section 1
- **2.7**- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. SDP 19/20 2.1 & 2.2, SDP 22/24 Section 1
- **2.8**- Teachers and leaders **use assessment well**, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders **understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils**. SDP 18/19 2.3 & SDP 20/21 1.5, SDP 22/24 Section 1
- **2.9**- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. SDP 19/20 2.1& SDP 20/21 1.5
- **2.10** - The work given to pupils is demanding and matches the aims of the **curriculum** in being coherently planned and sequenced towards cumulatively sufficient knowledge. SDP 19/20 2.1 & SDP 20/21 1.5, SDP 22/24 Section 1
- **2.11**- Reading is prioritised to allow pupils to access the full curriculum offer. SDP 19/20 1.2, SDP 22/24 Section 1

- **2.12-** A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. SDP 19/20 2.1, SDP 20-21- 1.3, SDP 22/24 Section 1
- **2.13-** The sharp focus on ensuring that younger children gain **phonics** knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning. SDP 22/24 1.3 – Little Wandle
- **2.14-** Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. SDP 19/20 1.2 & SDP 20/21 1.5, SDP 22/24 Section 1

Impact

- **2.15-** Pupils develop detailed knowledge and skills across the **curriculum** and, as a result, achieve well. **This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.** SDP 19/20- 1.3-1.5, SDP 22/24 Section 1
- **2.16-** Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. **Pupils with SEND achieve the best possible outcomes.** SDP 19/20 1.3 and 2.6, SDP 22/24 Section 1
- **2.17-** Pupils' work across the **curriculum** is of good quality. SDP 18/19 2.5 & SDP 20/21 1.5, SDP 22/24 Section 1
- **2.18-** Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Requires improvement (3)

- **3.1-** The quality of education provided by the school is not good.

IMPACT (DECEMBER 2023)

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IMPACT (March 2024)

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IMPACT (July 2024)

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BEHAVIOUR AND ATTITUDES: GOOD

Outstanding (1)- **Anti-bullying Award July 2020 & 21**

- **1.1 -** The school meets **all** the criteria for good in behaviour and attitudes **securely and consistently.** SDP 19/20 & 20-23 Section 3
- **1.2-** Behaviour and attitudes are **exceptional.** SDP 19/20 3.1 & 3.4, & 20-24 Section 3

In addition, the following apply:

- **1.3-** Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. SDP 18/19 2.4/ 3.8 & SDP 19/20 3.2 & 4.3 & 20-24 Section 3
- **1.4-** Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils. SDP 19/20 3.1 & 4.1, SDP 21-22-4.2
- **1.5-** Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education. SDP 18/19 4.3 & 19/20 4.3, & 20-24 Section 3

Good (2)

- **2.1-** The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines. SDP 18/19 3.8, & 20-24 Section 3
- **2.2-** Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. SDP 19/20 3.2, & SDP 20-24 Section 3
- **2.3-** There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. **See appendix attendance charts & 20-24 Section 3**
- **2.4-** Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. SDP 17-19 2.5 & SDP 19/20 3.4
- **2.5-** Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. **See appendix attendance charts & 20-24 Section 3**

- 2.6- Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately² as a last resort. See behaviour records
 - 2.7- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe. See Behaviour Logs, pupil/parent voice, SIP reports, SIAMS inspection 2018 and Behaviour Recorded Incidents Folders
- Requires improvement (3)
- 3.1- Behaviour and attitudes in the school are not good.
 - 3.2- Pupils are safe and they feel safe.

IMPACT (DECEMBER 2023)

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IMPACT (March 2024)

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IMPACT (July 2024)

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PERSONAL DEVELOPMENT: GOOD

- Outstanding (1) - Wellbeing Award July 2021**
- 1.1- The school meets all the criteria for good in personal development securely and consistently.
 - 1.2- Personal development is exceptional. SDP 20-24 Section 4
- In addition, the following apply:
- 1.3- The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. SDP 19/20 3.1, 4.1 & 4.2, SDP 20-24 Section 4
 - 1.4- There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work. SDP 20-24 Section 4
 - 1.5- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer. SDP 19/20 4.1, SDP 20-23 Section 4
 - 1.6- The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others. SDP 19/20 4.3, SDP 20-24 Section 4
- Good (2)**
- 2.1- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality. SDP 19/20 4.1, SDP 20-24 Section 4
 - 2.2- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. SDP 18/19 2.6- 'Learning Powers', SDP- 21/22/23- Skills Builder
 - 2.3- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. SDP 19/20 4.2 They have an age-appropriate understanding of healthy relationships.
 - 2.4- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them. SDP 19/20 4.3, SDP 20-24 Section 4
 - 2.5- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect. SDP 19/20 4.4
 - 2.6- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
 - 2.7- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. SDP 19/20 3.2, SDP 20-24 Section 4
 - 2.8- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way. SDP 19/20 3.1, SDP 20-24 Section 4
- Requires improvement (3)
- 3.1- Personal development in the school is not good.

IMPACT (DECEMBER 2023)

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IMPACT (March 2024)

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IMPACT (July 2024)

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LEADERSHIP AND MANAGEMENT: GOOD

Outstanding (1)

- 1.1- The school meets all the criteria for good in leadership and management **securely and consistently**.
- 1.2- Leadership and management are **exceptional** SDP 19-24 Section 2

In addition, the following apply:

- 1.3- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum. SDP 19/20 1.2, 1.2, 2.1 & 2.3, SDP 22/24 section 2
- 1.4- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. SDP 19/20 2.2, SDP 22/24 section 2
- 1.5- Staff consistently report high levels of support for well-being issues. SDP 19/20 2.2, 2020 Ofsted report, SDP 22/23 section 2

Good (2)

- 2.1- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. SDP 18/19 3.8 & SDP 19/20 2.1, SDP 21/22 2.1, SDP 22/24 section 2
- 2.2- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time. SDP 19/20 2.1, 2.3 & 1.1, SDP 21/22 section 1, SDP 22/24 section 2
- 2.3- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling. SDP 19/20 1.1 & 2.3
- 2.4- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive. SDP 19/20 4.1, SDP 22/24 section 2
- 2.5- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. SDP 18/19 3.6 & SDP 19/20 2.2, SDP 22/24 section 2
- 2.6- Leaders protect staff from bullying and harassment. SDP 19/20 2.5, SDP 22/24 section 2
- 2.7- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. SDP 19/20 2.4, SDP 19-22 Section 2, SDP 22/24 section 2
- 2.8- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding. SDP 19/20 2.4 & 2.5
- 2.9- The school has a culture of safeguarding that supports effective arrangements to: **identify** pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; **help** pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and **manage** safe recruitment and allegations about adults who may be a risk to pupils. SDP 19/20 2.5, SDP 19-24 Section 2

Requires improvement (3)

- 3.1- Leadership and management are not good.
- 3.2- Safeguarding is effective.

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EARLY YEARS EDUCATION: Outstanding

Outstanding (1)

- 1.1- The school meets all the criteria for good in the effectiveness of early years **securely and consistently**. SDP 19-24 Section 5
- 1.2- The quality of early years education provided is **exceptional**. SDP 19-24 Section 5

- 1.3- The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff [SDP 19-24 Section 5](#)
- 1.4- The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes. [SDP 19-24 Section 5](#)
- 1.5- Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties. [SDP 20-22 Section 5](#) and 'EYFS Characteristics of Effective Learning', [SDP 22/23 section 5](#)

Good (2)

Intent

- 2.1- Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. [SDP 19-24 Section 5](#)
- 2.2- The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning. [SDP 19/20 5.1 & 1.1, SDP 22/24 section 5](#)
- 2.3- There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers. [SDP 19/20 5.4, SDP 22/24 section 5](#)
- 2.4- The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception. [SDP 19/20 5.4, SDP 22/24 1.3 – Little Wandle](#)
- 2.5- The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs. [SDP 19/20 5.1 & 1.1, SDP 22/24 section 5](#)

Implementation

- 2.6- Children benefit from meaningful learning across the curriculum. [SDP 19/20 5.3, SDP 22/24 section 5](#)
- 2.7- Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge. [SDP 19/20 5.3 & 5.4, SDP 22/24 section 5](#)
- 2.8- Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary. [SDP 19/20 5.3 & 5.4, SDP 22/24 section 5](#)
- 2.9- Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary. [SDP 19/20 5.4, SDP 22/24 section 5](#)
- 2.10- Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children. [SDP 19/20 1.3 & 5.3, SDP 22/24 section 5](#)
- 2.11- Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.
- 2.12- The curriculum and care practices promote and support children's emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children's needs. [SDP 19/20 5.1 & 1.1, SDP 22/24 section 5](#)
- 2.13- Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically. [SDP 19/20 4.2, SDP 22/24 section 5](#)
- 2.14- Staff provide information for parents about their children progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read. [SDP 19/20 5.3, SDP 22/24 section 5](#)

Impact

- 2.15- Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency. [SDP 22/23 section 5](#)
- 2.16- Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points. [SDP 19/20 1.3, SDP 22/24 section 5](#)
- 2.17- By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy. [SDP 19/20 1.3, SDP 22/24 section 5](#)
- 2.18- Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the seven areas of learning. [SDP 19/20 5.4, SDP 22/24 section 5](#)
- 2.19- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements. [SDP 19/20 Section 5](#) and 'EYFS Characteristics of Effective Learning' & [SDP 4.3, SDP 22/24 section 5](#)

- **2.20-** Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong. SDP 19/20 5.3, SDP 22/24 section 5
Requires improvement (3)
- **3.1-** The effectiveness of the early years is not yet good.

2023 SMV Data Summary –EYFS

Early Years Foundation Stage	National	ESCC	Pioneer Average	St Mary's
% exp. + Communication & Language	79%	84%	86%	73%
% exp. + Physical Development	85%	88%	94%	93%
% exp. + PSED	83%	88%	89%	93%
% exp. + Literacy	68%	72%	81%	93%
% exp. + Maths	76%	80%	83%	81%
% exp. + Understanding of the World	79%	83%	87%	93%
% exp. + Expressive Arts and Design	84%	88%	94%	100%
GLD Baseline (Sept)			53%	65%
% exp. + Good Level of Development (GLD)	64%	70%	74%	73%

2022 SMV Data Summary –EYFS

EYFS			
	Validated teacher assessment 2022		LA/National 2022
	WTS	ELG+	ELG
Year R Reading	17%	83%	71%
Year R Writing	17%	83%	71%
Year R Maths	9%	91%	79%
Year R GLD	25%	75%	69%

Context: 12 children in Year R 1 child = 8% SEND: 3 children = 24%

IMPACT (DECEMBER 2023)

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IMPACT (March 2024)

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IMPACT (July 2024)

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Appendix:

Additional Documents of Potential Interest

- Vulnerable Groups**

SEN-24/91 (26.4% of school population) EHCP= 2 (2.2%)

		class no	TOTAL	EHCP	K	B	G
SEN	24	12	R	2	2	2	
		12	1	4	4	4	
%	26.4	15	2	4	2	2	
Nat	14%	15	3	4	4	2	3
EHCP	2.2	9	4	4	2	5	
4/90		14	5	1	1	1	
NAT	3%	14	6	5	5	4	1
		91		24	2	22	

PPG-13/91 (14.3% of school pop)

			TOTAL	B	G
PPG	13	R	1		
		1	1		1
SEND X 3	27%	2	4	3	1
		3	3	2	
Nat FSM	20.80%	4	0		
	Jan-21	5	2		1
		6	2	2	
			13		

St Mary's COHORT ATTENDANCE TARGETS FOR 2021/2022

St Mary's		Attendance figure for previous year (same cohort's attendance figure)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
WHOLE SCHOOL	Whole School Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	93.2%	95.6	95.3	94.2	94.2	94.4	94.1
YEAR 6	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	93.1%	96.3	94.9	95.5	95.8	95.8	95.9
YEAR 5	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	95%	95	95.9	94.0	93.8	93.5	93.6
YEAR 4	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	96.5%	94.4	92.7	95.2	95.0	94.6	94.3
YEAR 3	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	94.5%	95.7	96.5	94.2	94.0	94.9	94.8
YEAR 2	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	93.2%	96.8	96.1	91.6	92.4	92.5	91.7
YEAR 1	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	91.9%	96.3	96.9	94.9	94.5	94.7	94
RECEPTION	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	94.7%	93.8	91.9	94.4	94.7	95.0	94.5

St Mary's Termly Milestones for Attendance and Persistent Absence for all Pupils

	Absence											
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
All Pupils	94	95.6	95	94.8	95.5	94.2	96	94.2	96	94.4	96.5	94.1
Gender												
Male	94	95.6	95	94.5	95.5	93.9	96	94	96	94.2	96.5	93.7
Female	94	95.6	95	95.4	95.5	94.5	96	94.5	96	94.7	96.5	94.6
Free School Meals												
Non-FSM	93	96.0	94	95.6	95	95.1	95	95.1	95	95.0	96.5	94.7
FSM	95	93.1	96	89.3	96	87.9	96	89.1	96	90.2	96.5	90.0
English as a First Language												
Non-EAL	93	65.5	94	94.4	95	93.6	95	94.3	95	94.8	96.5	93.9
EAL	95	100	96	94.3	96	91.1	96	92.6	96	91.6	96.5	92.9
Special Education Needs												
No SEN	94	96.3	95	95.5	95.5	93.8	96	94.3	96	95.0	96.5	94.6
SEN Support	94	94.0	95	92.4	95.5	91.4	96	91.6	96	91.5	96.5	92.8
EHC	94	92.6	95	93.4	95.5	96.8	96	95.8	96	94.1	96.5	94.6

St Mary's	Persistent Absence (PA)											
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
All Pupils	8.0	17.8	8.0	14.4	8.0	16.7	7.5	11.7	7.5	13.5	6.0	13.6
Gender												
Male	8.0	15.4	8.0	13.5	8.0	15.4	7.5	11.8	7.5	13.7	6.0	17.6
Female	8.0	20.5	8.0	15.8	8.0	18.4	7.5	10.8	7.5	13.5	6.0	8.1

Free School Meals												
Non FSM	8.0	16.5	8.0	11.4	8.0	11.7	7.5	13.3	7.5	11.8	6.0	10.7
FSM	8.0	25	8.0	36.4	8.0	46.2	7.5	16.6	7.5	23.1	6.0	30.8
English as a First Language												
Non-EAL	8.0	11.4	8.0	15.9	8.0	17.0	7.5	11.6	7.5	12.6	6.0	13.6
EAL	8.0	0.0	8.0	0.0	8.0	0.0	7.5	0.0	7.5	50	6.0	0.0
Special Education Needs												
No SEN	8.0	18.9	8.0	6.4	8.0	10.6	7.5	13.3	7.5	9.4	6.0	5.0
SEN Support	8.0	84.4	8.0	27.3	8.0	33.3	7.5	33.3	7.5	22.7	6.0	75.0
EHC	8.0	50.0	8.0	50.0	8.0	0.0	7.5	0.0	7.5	33.3	6.0	0.0

St Mary's COHORT ATTENDANCE TARGETS FOR 2020/2021

St Mary's		Attendance figure for previous year (same cohort's attendance figure)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6 (to end wk 4)
WHOLE SCHOOL	Whole School Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual		95.5%	96.8%	96.7	96.8%	97%	96.8%
YEAR 6	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual		97.7%	98.7%	98.6	97.6%	97.9%	98.1%
YEAR 5	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual		98.1%	98.6%	98.4	98.4%	97.9%	97.3%
YEAR 4	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual		96.8%	97.2%	96.9	97.1%	97.3%	97.3%

YEAR 3	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual		97.6%	97.2%	97.3	97%	97.2%	97.3%
YEAR 2	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual		93.4%	96.3%	96.7	97.1%	97.4%	97.1%
YEAR 1	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual		91.9%	95.2%	95.6	96%	96.5%	96.6%
RECEPTION	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual		94.1%	94.9%	94.1	94.7	95.1%	94.5%

St Mary's Termly Milestones for Attendance and Persistent Absence for all Pupils

	Absence											
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
All Pupils	94	95.5	95	96.8	95.5	96.7	96	96.8	96	97	96.5	96.8
Gender												
Male	94	95.3	95	96.7	95.5	96.7	96	97.1	96	97.3	96.5	96.6
Female	94	96.7	95	96.8	95.5	96.8	96	96.4	96	96.6	96.5	96.4
Free School Meals												
Non-FSM	93	95.5	94	94.4	95	97.2	95	97	95	97.4	96.5	97.3
FSM	95	96.3	96	97.0	96	93.6	96	94.5	96	94.4	96.5	93.8
English as a First Language												
Non-EAL	93	95.7	94	96.32	95	96.6	95	95.8	95	96.3	96.5	96.5
EAL	95	100	96	100	96	98.64	96	99	96	98.8	96.5	98.4
Special Education Needs												

No SEN	94	93.8	95	94.4	95.5	94.7	96	95	96	95.8	96.5	95.4
SEN Support	94	93.1	95	94.8	95.5	94.8	96	95	96	94.7	96.5	94.75
EHC	94	100	95	99.5	95.5	99.4	96	99	96	98.9	96.5	99.1

St Mary's	Persistent Absence (PA)											
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
All Pupils	8.0	16.3	8.0	7.6	8.0	7.7	7.5	7.8	7.5	6.3	6.0	4.2
Gender												
Male	8.0	18.5	8.0	5.6	8.0	3.3	7.5	2.2	7.5	2.1	6.0	2.1
Female	8.0	13.2	8.0	10.5	8.0	4.4	7.5	5.6	7.5	4.2	6.0	2.1
Free School Meals												
Non FSM	8.0	17.0	8.0	7.1	8.0	5.5	7.5	2.2	7.5	1	6.0	1.0
FSM	8.0	0	8.0	10	8.0	2.2	7.5	5.6	7.5	5.2	6.0	3.1
English as a First Language												
Non-EAL	8.0	16.7	8.0	7.8	8.0	7.7	7.5	7.8	7.5	6.3	6.0	4.2
EAL	8.0	0	8.0	0	8.0	0	7.5	0	7.5	0	6.0	0
Special Education Needs												
No SEN	8.0	16.5	8.0	6.6	8.0	4.4	7.5	2.2	7.5	3.1	6.0	2.1
SEN Support	8.0	13.3	8.0	12.5	8.0	3.3	7.5	5.6	7.5	3.1	6.0	2.1
EHC	8.0	0	8.0	0	8.0	0	7.5	0	7.5	0	6.0	0

October: high overall PA is due to isolation periods for suspected cases and the instruction for chn to only attend school if in full health. This will likely decrease over the next term. Any chn who have been classified as PA during the September have all made a marked improvement in the last two weeks with communication between identified families good.

December: Overall attendance is now above national average. All areas that were below targets last term have improved this term. PA significantly reduced overall and is now below NA. The increase in FSM is due to one child falling below 90%. This family has had a phonecall meeting. All children who had attendance >90% were sent home attendance figures during parents' consultations (mid-November) and made aware of the impact this is having on the children's education.

July: Overall attendance above NA and PA is significantly below NA. FSM and SEND PA impacted by two children who are both FSM and SEND and in Reception class. ESBAS advice sought and plan in place where HOS/Secretary picks up the children in the morning if needed to ensure they are in school as much as possible. Both chn's attendance hugely improved over last 6 weeks and both families to be met with in early September to ensure that poor attendance does not resume in the new year.

St Mary's COHORT ATTENDANCE TARGETS FOR 2021/2022

St Mary's		Attendance figure for previous year (same cohort's attendance figure)	Term 1 to 12 th October	Term 2	Term 3	Term 4	Term 5	Term 6 (to 24/06/22)
WHOLE SCHOOL	Whole School Target	96.5%	94%	95%	95.5%	96%	96%	96.5% NA 2022= 93%
	Actual	95.9	96.8%	93.1%	92.9%	93%	93.3%	93.2%
YEAR 6	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	97.7	95.4%	91.8%	91.4%	91.7%	92.9%	92.8%
YEAR 5	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	98.4	97.1%	95%	95.5%	95.5%	95.1%	95.0%
YEAR 4	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	97.3	96.9%	87.7%	88.5%	89.8%	90.8%	90.6%
YEAR 3	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	98	97.6%	95.7%	94.3%	94.6%	94.5%	94.4%
YEAR 2	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	94.4	96.2%	93.6%	93.5%	93.2%	93.8%	93.5%
YEAR 1	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	92.9	97.2%	94.6%	93.0%	92.9%	92.2%	92.0%
RECEPTION	Target	96.5%	94%	95%	95.5%	96%	96%	96.5%
	Actual	93.8	98.2%	94%	94.7%	93.7%	94.5%	94.3%

St Mary's Termly Milestones for Attendance and Persistent Absence for all Pupils



	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
All Pupils	94	96.8	95	93.1	95.5	92.9	96	93	96	93.3	96.5	93.2
Gender												
Male	94	96.9	95	93.3	95.5	93.2	96	93.4	96	93.5	96.5	93.3
Female	94	96.7	95	92.7	95.5	92.4	96	92.4	96	93.1	96.5	93.0
Free School Meals												
Non-FSM	93	97.2	94	93.15	95	93.1	95	93.1	95	93.5	96.5	93.6
FSM	95	93.0	96	92.0	96	90.8	96	91.4	96	91.7	96.5	92.5
English as a First Language												
Non-EAL	93	97.2	94	92.5	95	92.6	95	93.4	95	93.0	96.5	93.2
EAL	95	100	96	87.1	96	88.9	96	87.4	96	90.2	96.5	90.8
Special Education Needs												
No SEN	94	97.4	95	93.2	95.5	91.9	96	92.2	96	93.9	96.5	94.0
SEN Support	94	94.7	95	94.1	95.5	90.7	96	91.2	96	91.3	96.5	91.6
EHC	94	97.3	95	100	95.5	97.6	96	96.5	96	96.7	96.5	96.7

June: Huge increase in the number of families choosing to take their children on holiday during term time. All holidays (with one exception to see a family member who is receiving end of life care) have been unauthorised with fines being requested when the holiday goes over 10 sessions. Whilst COVID no longer impacting attendance, 'catching up' from previous terms takes a long time – however, persistence absence is at its lowest since term one. Families of concerns have been regularly met with by SLT and their attendance has improved steadily during the year.

St Mary's	Persistent Absence (PA)											
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
All Pupils	8.0	8.6	8.0	29.0	8.0	29.0	7.5	24.7	7.5	20.2	6.0	18.9
Gender												
Male	8.0	9.3	8.0	23.6	8.0	27.2	7.5	21.8	7.5	18.2	6.0	20.0

Female	8.0	7.7	8.0	36.8	8.0	31.6	7.5	28.9	7.5	23.1	6.0	17.5
Free School Meals												
Non FSM	8.0	7.1	8.0	28.6	8.0	25.0	7.5	25.0	7.5	18.8	6.0	19.0
FSM	8.0	25	8.0	33.3	8.0	44.4	7.5	22.2	7.5	33.3	6.0	18.2
English as a First Language												
Non-EAL	8.0	8.7	8.0	28.3	8.0	28.2	7.5	23.9	7.5	19.6	6.0	18.5
EAL	8.0	0	8.0	100	8.0	100	7.5	100	7.5	50	6.0	33.3
Special Education Needs												
No SEN	8.0	6.8	8.0	28.8	8.0	28.0	7.5	22.1	7.5	16.2	6.0	16.2
SEN Support	8.0	18.9	8.0	37.5	8.0	38.1	7.5	32.0	7.5	36.4	6.0	31.8
EHC	8.0	0	8.0	0	8.0	0	7.5	0	7.5	0	6.0	0