



St Mary's Catholic Primary School 2019 - 2020
Self-Evaluation 2019

Context

St Mary's is a larger than average school (2 form entry with 1 Nursery) with a current roll of 273 inc. Nursery. The school serves an area of high deprivation in West London and is in the bottom 20% (score of 0.50) of schools according to deprivation indicators. The number of pupil premium pupils, FSM6 is also well above the national average at 30%. This indicates that nearly a third of the school's intake of children come from socially deprived backgrounds.

St Mary's also serves a community of a diverse mix of social and ethnic groups with 70 % of the school being from minority ethnic groups. Significant groups are: White British, Other White, Black Caribbean, Black African and any other ethnic backgrounds.

The percentage of pupils for whom English is an additional language is 2 ½ times the national figure at 48 % The main languages spoken are English, Portuguese and Tagalog. EAL is a focus area for the school in EYFS and Year 1 particularly.

Overall Effectiveness (Grade 2)

The overall effectiveness of the school is good. Attainment across the school has been above national averages at the end of each key stage, although test results at the end of KS2 were down in Maths & Reading this year. SLT are working on the issues surrounding that and a new team is in place of the next academic year. The quality of teaching, learning and assessment is good overall with some examples of outstanding.

Pupils' progress is rigorously monitored by leaders and class teachers and appropriate and targeted support is in place for those who are falling behind to make appropriate progress with their reading. The SLT is ambitious with regards to improving the quality of reading across the school. Pupils are well-supported to reach their potential. From low starting points pupils make good or better progress. School has targeted higher attaining pupils esp. for 2018-19. (see SEND DATA). 21 % of pupil population is SEND.

Pupils are positive about school, understand the qualities of good citizenship and British Values, and are well prepared for the next stage of education.

Effectiveness of Leadership and Management (Grade 2)

Leaders set high expectations of pupils and staff, leading by example and maintain positive relationships between leaders, staff and pupils to support the improvement of progress. This includes the Governing Body which has been focussed and strategic with regards monitoring outcomes using school data and first hand observations. Rigorous monitoring systems are embedded and part of the daily life of the school.

Personal Development (Grade 2)

Pupils are safe and feel safe (see pupil questionnaires/conferences) at school and have regular opportunities to learn how to keep themselves safe.

Pupils' spiritual, moral, social and cultural development is strong and the systems in place equip pupils to be thoughtful, ambitious, and responsible members of the school community through the strong and rich provision.

Pupils display positive attitude towards learning.

The school is a calm, orderly place.

Behaviour (Grade 2)

The school has high expectations with regards to the pupils' behaviour, with leaders having a clear and ambitious vision of an inclusive education for all. The school's ethos and values are shared by the whole community and impacts on attitude to learning and behaviour. The pupils are punctual and attendance is good. Children feel safe, secure in the knowledge that issues will be dealt with swiftly and fairly.

Quality of Education (Grade 2)

100% of teaching was recently judged good (see T&L Reviews Summer 2019) with 30% demonstrating consistent outstanding practice. This has been backed up by outcomes in books as well as outcomes in data.

End of Key Stage outcomes for 2016-2018 have improved from previous years with KS2 making significant improvements overtime

Outcomes for Children and Learners (Grade 2)

On-entry data indicates that pupils enter the school below average level, by the end of foundation stage 69% of pupils have reached a Good Level of Development. Pupil progress and attainment in KS1 well exceeds the national average and Mathematics and Reading are particularly strong, with Reading at greater depth exceptional. Our data at the end of KS2 does not reflect the progress the children made. The pupils under performed in the Reading and Mathematics tests and the school has put internal systems in place to address this situation. All groups in the school, including, SEND, are making at least expected progress.

Effectiveness of Early Years (Grade 2)

The children enter the EYs below national expectations. They consistently make good or better progress throughout the EYFS. GLD is broadly in line with national expectations.

P.T.O

Early Years GLD (Good Level of Development)

National	RBKC	St Mary's
72%	70%	69%

Phonics Year 1 (EXS)

National	RBKC	St Mary's
82%	85%	82%

Key Stage 1	National	RBKC	St Mary's
Reading	75%	80%	85%
Writing	69%	75%	77%
Maths	76%	82%	97%

Provisional

KEY STAGE TWO (EXS)

Key Stage 2	National	RBKC	St Mary's
Reading	73%	84%	64%
Writing	79%	85%	87%
SPAG			81%
Maths	79%	87%	68%
R+W+M	65%	77%	53%

Key Priorities for the school in order to reach outstanding:

- Continue to implement a rigorous approach to the teaching of reading in order to foster the love and enjoyment of reading across the school;
- Strengthen the quality of leadership and management through developing and implementing a broad and balanced curriculum that will allow pupils to develop resilience, confidence and independence, both physically and mentally;
- Continue to develop a positive culture of respect, empathy and cooperation where all pupils take pride in their achievements;
- Ensure that the overall level of Attendance is 96% or above;