

Annual Statement of the Governing Body

St Mary's Catholic Primary School



Reviewed: September 2026

Love, Listen and Learn

Mission Statement

St. Mary's school community follows the teachings of Jesus Christ, working together to develop the whole child, in a spiritual, moral, academic, physical, social and emotional way, within a caring and supportive environment.

Ethos

We recognise that there is a challenge in creating an enriching environment for all those involved at every level of school life. We take our lead and inspiration from Christ with regard to the Gospel values: the belief that all human beings are uniquely created and loved by God and worthy of respect. This challenge manifests itself in the way that we treat and value:

- Our relationships with each other and the wider community
- Our respect for one another
- Our welcome to and interest in all those who visit our school
- Discipline inspired by forgiveness, healing and reconciliation
- Our school environment

Through rising to this challenge, we aim to create an awareness of a sense of belonging to and being part of the life of St Mary's.

The Aims of our School

We will endeavour to create a Catholic Ethos in our school, which reflects the Gospel values, through the love, care and respect we show to each other, and to all who come to our school. We will teach the beliefs, traditions and practices of the Catholic Faith.

Through the prayer and worship in school we will try to be a living community of people celebrating their love for God and one another.

We believe the quality of the curriculum, with Religious Education at its core, is of prime importance and will focus on the development of the whole child. We will at all times try to make provision for children with special needs, so that all members of our school community achieve their potential.

We will help the children to develop an awareness of and respect for other religious and cultural backgrounds, as we believe this to be an essential preparation for adult life.

We believe that good communication between governors, staff, parents and children is important for the wellbeing of our school, and we will work in partnership with the wider community especially the home and parish in developing each child's potential.

The Aims for Each Child at St Mary's Catholic Primary School

- ◆ Whilst at St. Mary's School I will learn about being a Christian. I will experience the beliefs, traditions and practices of the Catholic Faith.
- ◆ I will achieve as much as I possibly can in each area of the National Curriculum.
- ◆ I will know how to learn and enjoy learning, and will view work in a positive and conscientious manner.
- ◆ I will co-operate and communicate with others effectively, independently and in a group, and try to win and lose graciously.
- ◆ I will tolerate and respect the religious beliefs, views and values of others, understand the need for good behaviour and moderate my behaviour accordingly. I will respect the belongings and property of others.
- ◆ If I have a problem I know I can find someone who will discuss it with me.
- ◆ I will try to learn from my mistakes and accept there is always room for improvement.
- ◆ I will share a sense of responsibility for my school, parish, local community and the wider environment.

Vision

St. Mary's Catholic Primary School is a well-developed school with many advanced features to its work. The governors, headteacher and all staff of St. Mary's will continue to strive for excellence and are determined to provide the best possible education for all pupils so that their achievement is maximised. The school is self-evaluating and self-improving and has a positive relationship with the Diocese and LA.

Characteristics/Context of the school

St. Mary's Catholic Primary School is bigger than the average sized primary school (357 pupils on roll in February 2024 due to the continued fall in the population of children in the London boroughs). The majority of families are from the local parish and the school aims to create and maintain a Catholic ethos.

A programme of work to further improve the premises was carried out (building 5 new classrooms, a technology room, information communication centre, toilet block, group rooms and roof garden as well as refurbishing a toilet block and converting the ICT room into an additional hall) was completed in autumn 2010. We then worked to develop our playground (completed in spring 2011) and continued to improve the site following this e.g. through replacing the external fence and gates and replacing the flooring in the main hall. Subsequently the upper playground area was resurfaced and the flat roofs to the front of the school and on the Nursery building were replaced. Next the female staff toilets were refurbished and the main hall was extended. Ten years ago one of the heating boilers was replaced and another was replaced last summer. Nine years ago some of the older ceilings and lights were replaced. In addition the flat roof to the kitchen was replaced and some of the fencing around the EYFS rooms was greatly improved. Seven years ago the toilets in the Reception classes were refurbished. Five years ago the ground floor corridor carpet was renewed and four years ago we had an external walkway (canopy) erected along the back of the old building. Three years ago we had energy saving lighting in all parts of the main school building plus in the Reception classrooms. Last year during the summer break the flooring was replaced in all of the classrooms serving Year 2, Year 3 and Year 4 pupils. Currently the main boiler has been completely replaced following 23 years of service. St. Mary's experienced some difficulties recruiting teachers especially over the last 5 years and went through a time of considerable change primarily due to illness and some staff mobility (relocating to areas outside of London) in past years. The school is fully staffed for September 2026.

The percentage of pupils known to be eligible for free school meals (53%) has steadily grown and is above average. The percentage of pupils' first language believed not to be English is high (51% - well above average). More than three quarters (almost 100%) of the pupils are from a minority ethnic background (94.5%), which is much higher than the national average. More than one in three speaks a language other than English, which is over twice the national average in schools. The percentage of pupils identified as having an EHCP (6.4%), is well above average. The school location deprivation indicator is in quintile 4 (more deprived) of all schools. The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

The school experienced a Section 8 Ofsted inspection in November 2023 and received a good report. In June 2026 the school experienced a Section 48 Ofsted inspection and received a grading of outstanding for Collective Worship and for the Catholic Life of the School and a grading of good for Religious Education.

OFSTED Section 5, November 2023 and Section 48, June 2026 – Areas for Development, Self Evaluation and the School Plan

- Action Indicates an action point highlighted by the inspectors

Section 5 (November 2023)

What does the school need to do to improve?

- The school needs to ensure that adults model language effectively across all areas of learning.
- The school needs to ensure that safeguarding records are accurate and that all concerns are brought swiftly to the attention of other agencies where needed.

Key Strengths highlighted in the Section 5 report included:

- the good quality of education which the school has maintained over time
- the eagerness of pupils to come to school because teachers do their best to help them learn
- the calm learning environment across the school
- high expectations for pupils which start in the nursery
- the good conduct of pupils because they have been taught to behave well
- pupils achieve well across a range of subjects
- pupils' work is presented with pride
- warm, caring relationships permeate the school
- pupils feel happy and safe
- the curriculum is ambitious and well-structured in a logical order which means pupils can apply their learning to more complex tasks
- adults have secure subject knowledge and have had good training
- the teaching of new vocabulary is given priority
- children read fluently and without delay and the teaching of reading is consistent
- pupils with special educational needs and /or disabilities are supported effectively so that they can access learning alongside their peers
- pupils behave well in lessons because routines and high expectations are well established
- personal, social, health and economic education is well structured
- pupils are taught about consent in an age-appropriate manner
- pupils are taught the importance of respect and practise democracy
- leaders have high expectations and are ambitious for pupils
- staff are very proud to work at this kind, caring school
- staff value the support they get from leaders to support their well-being and to develop their teaching practice
- safeguarding is a priority in the school.
- staff have received effective training in safeguarding
- pupils have an awareness of staying safe in different ways

Ways of Working to Achieve Priorities

- Differentiated planning for groups and individuals;
- Performance management targets for individual teachers focused on raising standards with a specific focus on diminishing the difference;
- Targeting one to one, catch up and small group support in reading, writing, speaking and listening and mathematics (and reviewing following half-termly analysis of data);
- Class teachers and individual pupils agreeing achievement targets in key areas of learning (assertive mentoring) as well as focusing on attitude, behaviour and general presentation.
- Opportunities for less experienced staff to observe more experienced staff teaching and managing classes as well as being able to share and discuss lesson planning, marking and lesson delivery with senior staff.

Planning includes a focus on different ability groups. Planning is annotated and adapted to suit the needs of individuals and takes account of assessment outcomes. Tracking is evaluated by individual teachers and subject leaders and individuals/groups targeted as appropriate. Marking is to the learning objective (in all subject areas apart from Maths- which is currently be trialled for a more diagnostic approach to marking) with regular challenge questions for individual pupils.

Teachers have attended whole staff training on Reviewing the Curriculum, Outstanding Teaching, Science, Developing Writing, Thinking skills including questioning, Reading and Mathematics (and individual teachers have had targeted training in literacy and numeracy as required) and as a result are increasingly aware of the need to tailor activities to suit the needs of all pupils. Monitoring indicates that the vast majority of teachers are consistent in their approach and delivery and challenge all pupils including the more and less able groups.

Additional teacher and teaching assistant time is focused on individual pupils and groups across the school requiring further support in reading, writing, numeracy and phonics and data indicates these pupils are making progress at their own level in school. More able pupils have also attended workshops outside of school to inspire and challenge them and have responded very positively as a result in school.

The school is part of the Science Ninja research project in association with Kings College with a focus on enquiry and reasoning. From September 2024 the school will continue to be a lead school on this project.

* all of the above continue to be an ongoing focus for the school.

Section 48

What the school needs to improve

- Deepen pupils' understanding of the school's charism and heritage so that they can confidently articulate its distinctive story.
- Develop adaptive teaching and questioning strategies so that all pupils are appropriately supported and challenged to deepen their learning.
- Review the prayer spaces provided to enhance the opportunities for prayer, reflection and spiritual formation across the school community.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement **grade 1**

Pupil outcomes The extent to which pupils contribute to and benefit from the Catholic life and mission of the school **grade 1**

Provision The quality of provision for the Catholic life and mission of the school **grade 1**

Leadership How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school **grade 1**

Pupils are proud of their Catholic school and embrace the many opportunities they have to contribute to and enhance its Catholic life and mission. They understand the school's mission and can articulate how it influences daily life within the community. The diversity of the school is celebrated thoughtfully through prayer, artwork and displays, particularly those honouring Our Lady in a variety of cultural traditions, languages and artistic forms. This reflects the rich range of ethnicities represented within the school community and helps pupils to recognise the universal nature of the Church. While the school's mission is well understood, the history of the school and the contribution of its founders are less evident within the environment and pupils are not yet able to articulate fully the distinctive story of the school's foundation and charism. Pupils feel safe, happy and secure, and speak confidently about the strong relationships that characterise the school community. They demonstrate a deep respect for people of all faiths and none and understand their responsibility to support those in need. Pupils have a secure understanding of Catholic social teaching. Pupils speak enthusiastically about initiatives such as 'One Tree Day' and their links with a local nursing home. They clearly understand that their actions are rooted in scripture and inspired by the Church's call to care for creation and serve others.

Staff are deeply committed to the school's mission and visibly live it out through their daily interactions and service to others. They describe the school as a genuine community where relationships are strong, support is readily offered, and everyone works together with a shared sense of purpose. Staff consistently model the values they seek to instil in pupils. The school provides highly effective support for those most in need, always preserving the dignity of individuals and families. Staff gave numerous examples of practical assistance, including providing Holy Communion clothing, school uniform and essential items, ensuring that no child feels excluded or disadvantaged. Particular care is taken to support families for whom English is an additional language, enabling them to participate fully in the life of the school. The school is an inclusive community where those of other faiths and none are welcomed, respected and supported in living out their own beliefs. Cultural diversity is celebrated and valued. The school benefits from a strong partnership with the parish, and chaplaincy provision flourishes through initiatives such as the Digital Disciples, Faith Leaders and Prayer and Liturgy Team. The school environment reflects its Catholic identity clearly and attractively, celebrates the dignity of every person and makes a significant contribution to pupils' spiritual formation. Provision for relationships, sex and health education is carefully planned and firmly rooted in the teachings of Christ.

Leaders ensure that Christ remains at the heart of every aspect of school life; they are deeply committed to promoting the Catholic life and mission of the school. They work closely with the diocesan adviser and engage fully with diocesan initiatives. A flourishing partnership with the local parish enriches the spiritual life of the community and provides pupils with meaningful opportunities to deepen their faith. Leaders engage well with parents, who are highly supportive of the school's mission. Leaders ensure that resources are carefully targeted towards those most in need. Effective policies, structures and pastoral support demonstrate a strong commitment to the mental, physical and spiritual wellbeing of staff. Catholic social teaching is planned effectively within the religious education curriculum, and leaders have begun to strengthen links across subject areas to support pupils' understanding of a Catholic vision of life and learning. Governors support leaders' ambition for the school's Catholic life and mission. Self-evaluation is accurate, reflective and self-challenging, supported by rigorous monitoring. Well-planned induction and high-quality professional development ensure that all staff, including those new to Catholic education, contribute confidently and effectively to the school's Catholic life and mission.

Religious education

The quality of curriculum religious education

Religious education key judgement **grade 2**

Pupil outcomes How well pupils achieve and enjoy their learning in religious education **grade 2**

Provision The quality of teaching, learning, and assessment in religious education **grade 2**

Leadership How well leaders and governors promote, monitor and evaluate the provision for religious education **grade 2**

Pupils enjoy religious education and speak enthusiastically about their learning. They articulate their understanding with confidence and are developing strong religious education knowledge and skills. Pupils, including those with special educational needs and/or disabilities, make good progress and demonstrate a clear ability to connect their learning to their own lives and experiences. Pupils understand how to improve their learning because teachers

provide clear and effective feedback that supports progress. Pupils value opportunities to work independently, carrying out research, exploring questions and discussing their findings with one another. In upper Key Stage 2 lessons observed, pupils were studying beliefs within a Dharmic faith tradition. They worked collaboratively, drawing on a range of sources to evaluate evidence, deepen understanding and explore key concepts thoughtfully. Pupils' books are of a high quality and reflect the pride they take in their work. They speak confidently about previous learning and use self-assessment effectively to identify what they have achieved and what they need to do to improve further. This contributes to sustained outcomes that are consistently above those achieved in other core subjects over the last three years. Pupils make a strong start in the Early Years, where adults consistently model and reinforce ambitious religious vocabulary. As pupils progress through the school, they develop secure religious literacy and demonstrate strong recall of prior learning. When learning about the conversion of St Paul, pupils confidently incorporated scriptural language such as, 'Why are you persecuting me?' into their role play, demonstrating both understanding and engagement with the religious content.

Teachers demonstrate a strong commitment to religious education and create engaging learning experiences that enable pupils to deepen their understanding of faith and belief. Lessons are thoughtfully planned and often make meaningful links with other areas of the curriculum. For example, in a Key Stage 1 lesson exploring Christian beliefs in Cameroon, pupils developed their understanding through links with geography and an immersive experience enhanced by African music. Pupils with SEND were supported effectively through carefully chosen resources, including African dolls dressed in traditional clothing, enabling them to access the learning successfully. Teachers foster positive learning environments where pupils are encouraged to participate, discuss and reflect. In the strongest lessons observed, teachers demonstrated a clear understanding of pupils' needs and used questioning skilfully to match challenge to ability. To strengthen practice further, greater consistency is needed in ensuring that learning activities are closely aligned to the intended learning objectives. Further refinement of adaptive teaching and questioning strategies would also provide more opportunities for pupils to justify, deepen and extend their responses, enabling them to engage with religious concepts at an even greater depth. The religious education leadership team has been in post since September 2025 and has led the introduction of the Religious Education Directory with commitment and purpose. Leaders have ensured that staff have been well supported throughout this period of change through a carefully planned programme of professional development. They have greatly valued the support and guidance provided by the diocesan adviser. Robust systems for monitoring and evaluation have been established. Leaders analyse the evidence gathered with rigour and use their findings to inform improvements. They have modelled effective practice, supported colleagues in developing their subject knowledge and ensured that pupils' work reflects high expectations. Dedicated time is provided each term for staff to deepen their understanding of the relevant branches of the Directory and a collaborative approach to planning has strengthened consistency across the school. Leaders have accurately identified priorities, including the further development of questioning and adaptive teaching strategies, and have appropriate plans in place to address these areas. Leaders have a clear vision for religious education and have secured significant improvements since the introduction of the Directory. Governors are supportive of the school's work and are developing their understanding of the implementation and impact of the Directory. Leaders are committed to ensuring that the curriculum meets the needs of all learners. While significant improvements have been secured since the introduction of the Directory, greater consistency in teaching and learning has not yet been fully established.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement **grade 1**

Pupil outcomes How well pupils participate in and respond to the school's collective worship **grade 1**

Provision The quality of collective worship provided by the school **grade 1**

Leadership How well leaders and governors promote, monitor and evaluate the provision for collective worship **grade 1**

Pupils participate reverently and enthusiastically in prayer and liturgy. From the Early Years onwards, they are actively involved in preparing prayer spaces, including selecting the appropriate liturgical colours and creating focal points for reflection. They understand that the Bible is the Word of God and recognise its importance as a sacred text containing scripture. Pupils engage wholeheartedly in prayer, worship and singing, demonstrating confidence and respect. Pupils with SEND are supported effectively, ensuring that prayer and liturgy are meaningful and

accessible experiences for all. Prayerful practices such as the Examen are undertaken with maturity and sincerity. Pupils are reflective, attentive and comfortable with silence, using these moments to deepen their relationship with God. They write thoughtful prayers, maintain personal prayer journals and speak confidently about the positive impact prayer has on their lives. Year 6 pupils explain that prayer helps them remain calm, focused and connected to their faith. Pupils understand and value the many forms of prayer within the Catholic tradition and are particularly skilled in spontaneous prayer, meditation and silent reflection. The Digital Disciples speak passionately about their mission to spread the Word of God through social media and the school website. Inspired by St Carlo Acutis, they use digital platforms to share faith-filled messages with the wider community. Pupils reflect thoughtfully on their experiences of prayer and liturgy and articulate clearly how these experiences shape their understanding of themselves, others and the world around them.

Prayer is central to the life of the school. A natural and well-established rhythm of prayer permeates each day, providing pupils with regular opportunities to encounter God through both traditional and contemporary forms of prayer. Scripture is used effectively, enabling pupils to engage deeply with the Word of God and reflect on its relevance to their lives. Staff are inspiring models of exemplary practice and lead prayer with authenticity, confidence and sensitivity. In a highly effective upper Key Stage 2 Lectio Divina observed during the inspection, the teacher skilfully guided pupils through a reflection on the Gospel account of Jesus calling the twelve apostles. Through thoughtful questioning, periods of silence and guided meditation, every pupil participated reverently in a deeply spiritual and meaningful celebration of the word. Staff are highly skilled in supporting pupils to plan and lead well-structured prayer and liturgy. Music, artwork and other creative forms of expression are used effectively to enrich prayerful experiences and foster active participation. Prayer spaces throughout the school are attractive, well-maintained and conducive to reflection and worship. Families are actively included in the prayer life of the school through initiatives such as prayer bags and invitations to participate in events including the stations of the cross. While most classroom prayer spaces are a strength, the development of a dedicated communal prayer area would further enhance opportunities for shared prayer and spiritual formation across the school community. Leaders and governors ensure that prayer and liturgy are given a central place within the life of the school. The policy for prayer and liturgy is carefully considered, regularly reviewed and fit for purpose. The school calendar is planned thoughtfully to ensure that pupils experience the richness of the Church's liturgical year. Opportunities to celebrate the Eucharist are provided at significant points throughout the year. The Sacrament of Reconciliation is offered regularly. Leaders provide effective professional development and formation opportunities for staff. Those who are new to Catholic education or to the school are supported well, ensuring that all staff understand the importance of prayer and liturgy. Leaders prioritise prayer and liturgy when allocating resources and setting budgets. Prayer and liturgy form an integral part of the school's cycle of self-evaluation. Leaders monitor provision carefully and use evaluation effectively to sustain and enhance quality. Parents value the school's commitment to prayer, with one commenting, 'Prayer is an important aspect of St Mary's School and is embedded in the school culture from Nursery to Year 6.'

Introduction to the Annual Statement

The major focus of the governors is to ensure that our pupils progress appropriately in their education. The Governing Body appreciate that for this to happen the pupils must be supported by a well led, enthusiastic, professionally competent and motivated staff all working together within a safe, supportive, stimulating environment. Governors appreciate too the requirements of our children's parents and carers and their need to be satisfied about the overall leadership and management of the school and how it affects safety, learning and enjoyment of their children.

To achieve their objectives governors too must continually evaluate the role they have played within the life of the school, and publish relevant information to all interested parties.

This statement is part of that evaluation and publication process.

Our Governing Body Consists of the following members:

Name of Governor	Category	Interest / Governorships of Other Schools	Positions of Responsibility	Date When Office Expires
Mrs Wendy Allen	Foundation Governor	Not Applicable	Chair of Governors. Performance Management, Standards and Achievement (Chair), Pupil Discipline, Admissions Committee (Chair), Inclusion, Child Protection, NAACE, Member Governor Forum, Planning and Assessment, Well-being. Health and Safety	31/08/2027
Father John Shewring	Foundation Governor	Not Applicable	Religious Education and Catholic Life Link Governor, Resources Committee Member, Standards and Achievement Committee Member, Pupil Discipline Committee Member. Pay Committee.	31/08/2030
Mr Marvin Sarabia	Foundation Governor	Not Applicable	Vice Chair of Governors. Chair of Resources Committee. Leading Parent Partnership Award Link Governor. Literacy and Numeracy Link Governor. Standards and Achievement Committee Member. Music Link Governor. Governor Recruitment Panel Member, Performance Management Governor, Pupil Discipline Committee. Admissions	31/08/2027
Mr Vitalis Tante	Foundation Governor	Not Applicable	Resources Committee	28/02/2029
Mr. Michael Ossei	Local Authority Governor	Not Applicable	Standards and Achievement Committee. Resources Committee. Stakeholder link Governor, GDPR Governor, Training	03/04/2028

			and Development Governor. Pupil Premium and PE Premium.	
Mr Lawrence Okraku	Parent Governor	Not Applicable	Standards and Achievement Committee Member, Resources Committee Member. ICT Link governor.	04/12/2027
Mrs Sheyenne Watson	Parent Governor	Not Applicable	Standards and Achievement Committee Member, Resources Committee Member. Thinking Skills. MFL. Early Years Link Governor.	17/05/2030
Mrs Rosheen Martin	Interim Headteacher	Not Applicable	Resources Committee Member, Standards and Achievement Committee Member, Admissions Committee Member, Governor Recruitment Panel Member	n/a
Mrs Claire Brennan	Staff Governor	Not Applicable	Health and Safety Link Governor, Standards and Achievement, Admissions, Finance Committee Member	08/09/2029

The Governing Body has four core strategic functions which are:

- Ensuring clarity of vision, ethos and strategic direction

Governors are responsible for setting the school's strategic framework, identifying priorities for school improvement and monitoring progress towards these goals.

We are also responsible for setting a school ethos of high expectations of behaviour, progress and attainment of all pupils and of conduct of staff and governors.

- Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff

Governors must provide challenge to the school and hold the headteacher and senior leaders to account for improving the quality of teaching and learning and school performance. We do this through questioning and through regular monitoring and analysis of data on children's performance and progress. Governors hold the headteacher to account for the performance management of teachers (The headteacher's performance management is conducted by governors).

- Overseeing the financial performance of the school and making sure its money is well spent

Governors look at financial statements and ask questions to ensure that the school makes efficient use of its budget and provides best value for money.

Each year the Governing Body considers:

- Standards of attainment and progress of all year groups and groups of children across the school
- Attendance and punctuality
- Staffing

- Finance
- Health and Safety
- Regular review of the School Development Plan and the School's Self Evaluation

Governors are required to publish annually the number of employees whose gross salary exceeded £100,000:

Gross Salary	Number of Employees
£100,000-£110,000	0
£110,000-£120,000	0
£120,000-£130,000	0
£130,000-£140,000	0
£140,000-£150,000	0

During the 2025-26 school year, the Governors focused on a number of key areas including:

- The RE Curriculum and its implementation across the school
- Assessment for all pupils.
- The use of the Pupil Premium allowance and its impact on pupils.
- Ensuring the voices of stakeholders are heard

Governors look at findings from pupil and parental questionnaires and ask questions as needed. Governors endeavour to visit the school to meet directly with staff as part of governor visit days and link governor subject visits.

- Continuing to embed new regulations for supporting children with special educational needs.

The following are some of the ways in which the Governing Body impact on the strategic management of the school:
School Development Plan (SDP)

Governors work co-operatively with the head teacher and senior management in the writing and monitoring the School Development Plan. The School Development Plan sets aims for the school. The current SDP is based on priorities identified from data, school self-evaluation and Ofsted priorities. The SDP is set out with clear aims, the key tasks which will be completed in order to achieve these aims and the success criteria in order to measure outcomes. The SDP is monitored and reviewed termly, with an evaluation overview being presented to governors within the HT report.

Governor visits

The governors are invited to visit the school as part of their monitoring of the School Plan and of specific issues. Guidance in terms of the roles and responsibilities of statutory link governors are provided to relevant governors and regular training is available in order to up skill our team.

Data analysis

Data is made available to governors through termly meetings with verbal and written presentations followed by question and answer sessions with the head teacher and members of the senior management team thus the governors are able to benchmark their data against similar schools, the Local Authority and schools nationally to ensure the schools standards and expectations are high and are able to be closely scrutinised. Particular scrutiny is placed on pupil progress across all ability groups including vulnerable groups and on the effective use of the Pupil Premium.

Policies

Governors review all relevant policies on a programmed basis to ensure that all guidance is current and up to date. Specific attention is paid to ensure that the school complies with the Department of Education mandatory policy list and the Local Authority recommended list.

Financial management

Members of the governing body have been trained in School Finance management. The impact of the governors' role in the school ensures that the budget is managed effectively and improvements are effective and continuous.

Governor expertise – the governors bring a wide variety of expertise to the school and this helps to ensure the school is moving forward.

Governor Meeting Attendance

Governor attendance has been at a good level, with any absences having been fully explained and accepted and approved by the governing body. There are no causes for concern at the level of commitment shown by the majority of the member of the governing body.

Review

The governing body, the head teacher and all members of staff are constantly striving to improve and develop the school. This was recognised by OFSTED in their November 2023 Section 5 and 2026 Section 48 inspection in which the school was graded as outstanding for Catholic Life and Mission and Collective Worship and Good for Religious Education.

General Areas for Development

Summary for 2025 -2026

1. Findings from Monitoring

- Continue to work to ensure that there is no lost learning in lessons for individuals or groups of pupils.
- Continue to increase opportunities for pupils to be actively involved in their own learning.
- Continue to develop questioning.
- Continue to ensure that marking is consistently focused on moving on pupil learning and in doing so moving towards a more diagnostic approach.
- To continue to develop assessment for learning practice in classrooms to ensure that, when engaged in whole class teaching, the pace and delivery of the lesson is appropriate for all learners and that children are enabled to move on with their learning, at an appropriate level and pace.

2. General Areas for Development from Analysis of Assessments

- Continue to increase the numbers of pupils across the school working at the higher stages in Reading, Writing, Mathematics and Science.
- Ensure that individual pupils are making appropriate progress from their starting points.
- Continue to be aware of vulnerable groups and work to narrow gaps in progress between key groups and all pupils.
- Ensure opportunities for pupils to use their knowledge and reasoning to explain what they have learned in reading and science are strengthened.
- Work to ensure the proportion of disadvantaged pupils who are making accelerated progress is increased.

The Governing Body welcomes suggestions, feedback and ideas from parents/carers. Please contact the Chair of Governors c/o the school office (office@stmarys.enfield.sch.uk or 020 88042396)