

# ST MARY'S CATHOLIC PRIMARY SCHOOL

## Annual Statement of the Governing Body

September 2024



### 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 religions 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 well-being of our school, and we will work in partnership with the wider community especially the home and parish in developing each child's potential.

### **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 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.

| <b>Year Group</b>               | <b>N</b> | <b>R</b> | <b>Y1</b> | <b>Y2</b> | <b>Y3</b> | <b>Y4</b> | <b>Y5</b> | <b>Y6</b> | <b>Total</b> |
|---------------------------------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|--------------|
| <b>Number of pupils on roll</b> | 21       | 49       | 46        | 43        | 60        | 45        | 46        | 47        | 357          |

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. Eight years ago one of the heating boilers was replaced and another was replaced last summer. Seven 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. Five years ago the toilets in the Reception classes were refurbished. Three years ago the ground floor corridor carpet was renewed and two years ago we had an external walkway (canopy) erected along the back of the old building. Last year we had energy saving lighting in

all parts of the main school building plus in the Reception classrooms. This year during the summer break the flooring was replaced in all of the classrooms serving Year 2, Year 3 and Year 4 pupils. 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 2024.

The percentage of pupils known to be eligible for free school meals (36%) 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 (4.5%), 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 June 2018 and received a good report. In September 2019 the school experienced a Section 48 Ofsted inspection and received a grading of outstanding for Religious Education and outstanding for the Catholic Life of the School. The school experience a Section 5 Ofsted inspection in November 2023 and received a good report.

#### **OFSTED Section 5, November 2023 and Section 48, September 2019 – 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 with regular challenge questions for individual pupils. The school placed a renewed focus on this from September 2012 with termly book scrutinies including individual feedback for individual teachers as well as staff INSET and response marking in Maths (from September 2012) and English (from January 2013).

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 (Religious Education)**

- The school should continue to develop the role of the RE team.
- The school should develop further the horizons of achieving independent learning in religious education.

### **Section 48 (Catholic Life)**

- The school should develop further opportunities for pupils to write their own prayers and take leading roles in prayer.
- The school should develop further the awareness of specific Gospel values underpinning Catholic Social Teaching.

### **What should the school do to improve further in classroom religious education?**

Teaching and learning in Religious Education were the monitoring focus for autumn 2023. Findings indicate that staff are working hard to successfully enable all pupils to reach their full potential in religious education. The school's inspection of religious education in autumn 2019 supports the school's own self-assessment. From the school's Section 48 Report, September 2019:

#### **Pupil achievement (as well as attainment and progress) in religious education**

#### **Grade 1**

After carefully analysing the needs of their pupils, the school has developed a curriculum and teaching programme that has reached outstanding achievement by the pupils in religious education. From their initial level of knowledge and understanding, the pupils reach beyond the national average in their study of teachings of Jesus and the Catholic faith. Staff are confident in planning and assessment. The school is using the current mode of assessing pupil progress using the Levels of Achievement but propose to change to the system suggested by the diocese of age related standards after the inspection. The majority of teachers are very confident and accurate in using the assessment levels. The curriculum delivers the content of the RECD very

well. The RE programme in use fully delivers this content and the use of the De Bono system in religious education pushes pupils to develop their understanding further. Pupils are encouraged to articulate their learning and with the inspectors often quietly but accurately explained points they were learning. Pupils make very good progress in religious education and are able to relate their learning to other areas of the curriculum. They are proactive in their learning and on completion of a task move on when appropriate to the next level of work. There is a sense of active involvement on the part of the pupils which is balanced by a firm teaching structure which channels but does not inhibit curiosity. Learning skills and habits were well established and pupils moved purposefully from one style of involvement to another e.g. from working in pairs to group discussion.

### **The quality of teaching**

### **Grade 2**

Teaching is mainly good with examples of good and outstanding lessons seen. Pupils make good progress over time. Teachers have high expectations and plan lessons that deepen pupils' religious literacy. Those who are less confident or new to teaching are given 'partner teacher' support. Teachers plan in pairs, deciding on the strands and attainment levels to be focused on. Most teachers have strong subject knowledge in religious education and inspire pupils. Teachers create a positive climate for learning. Pupils display good learning behaviour during lessons. Pupils are provided with detailed oral and written marking and generally know how to improve. Homework contributes well to pupils' learning and pupils say that it helps them to make progress. Some teaching is not matched clearly to the learning needs of all pupils and in some lessons pupils' understanding was not checked effectively to ensure misconceptions were addressed. ICT was confidently and effectively used in lessons, especially video clips illustrating points of learning. Scaffolding was well employed to enable better progress in written tasks. Support staff in general provided conscientious and focussed aid to pupils though some are not ensuring pupils are engaged and challenged. Pupils are accustomed to focus on their work without delay at the beginning of lessons and clearly enjoy working together both in pairs and small groups.

The school will continue to work with the network of schools which are utilising the 'Resource Framework for Religious Education in Catholic Schools in the Diocese of Westminster' through which two units are taught each term. The same unit is taught across the whole school at the same time although at different levels.

Units are cross-referenced at the planning stage with the levels of attainment and age related standards and opportunities set out in the 'Religious Education Curriculum Directory'. For each of the units of the 'Resource Framework for Religious Education in Catholic Schools in the Diocese of Westminster', there are particular aims, clear learning intentions and a selection of learning experiences, and at shared planning meetings, these are transferred onto planning sheets in preparation for teaching. This is helping to strengthen and maintain staff confidence in planning and assessment to ensure all pupils reach their full potential in religious education. The school will move forward with applying the new Curriculum Directory (due to be published in autumn 2022).

There is a 'focus' display for the current RE topic or related to the Liturgical Year in each classroom. There is always an RE focus in the School's foyer and halls.

### **What should the school do to develop further the Catholic life of the school?**

At St. Mary's we have taken the decision to concentrate on particular aspects of Catholic Social Teaching in particular months over the course of the year although we know that we will also focus on specific themes as appropriate.

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The school's final LA (Local Authority) review of the school was on 27<sup>th</sup> January 2023 (23-24 School Year) led by the school's LA School Improvement Adviser for St. Mary's.

Focus of Review: Targeted Learning Walk – Provision, Quality of Writing and Assessment

#### **Progress on previously agreed actions**

Agreed training delivered by BS

Targeted learning walk – phonics and reading took place in the summer term BS

#### **Purpose of this Visit**

Writing is an area for development. The purpose of the Review was to look at the provision, quality of writing and assessment.

#### **Visit report (summary of discussion)**

Feedback at the end of the day was given to the Senior Leadership Team.

Sources of Evidence;

- Book Look
- Discussion with pupils
- Learning Walks
- Conversations with Leaders, HT and DHT

Leaders spoke knowledgeably about the school's approach to writing. There is a clear understanding of what a good writing approach is, and staff have systematically identified steps to ensure this is consistently in place across the school. Staff are very well trained and supported through a continuous programme of professional development and through the creation of clear long- and medium-term plans.

However, it is important that leaders to be able to talk about writing in a cohesive way and keep in mind that the overviews refer to the whole school.



### **School walk and lesson visits**

- Consistency – there is a consistent approach across the school that is understood and delivered by all to planning
- All classes were doing as they should and what was on the plan.
- When speaking to children about their writing, they were able to talk about what they were doing and why, however, some pupils, on occasion talked about the activity, not the learning objective.
- The vast majority of classes had language rich environment. Leaders identified areas to maximise the use of resources and displays to support children writing.
- Nursery and reception pupils were engaged in writing. They wrote books about Gingerbread Man and Sleeping Beauty and were very proud of them.
- Big Write books are used to assess pupils. There are good examples of marking in Big Write books and pupils are encouraged to self-mark and peer mark. There were many examples of up levelling writing, proof reading and redrafting.
- Classrooms are calm and purposeful for learning. Pupils are eager to learn.
- Questioning seen on the day in some classes did not always move pupils on and was sometimes limited to closed questions.
- Learning objectives, on the board and in books were on occasion long and included the context or activity.
- Behaviour for learning was good, however, in some classes pupils were not actively engaged during the first part of the lesson. There were only some hands up and others seemed to relay on their peers to answer questions. This was seen on the day of the visit. Leaders will monitor this further.

### **Book Look**

Pupils are proud of their books and talk enthusiastically about writing in English and across the curriculum.

Presentation was good

Personalised approach was evident in books. Scaffolding and high-quality resources provided support for those that need it.

Coherent planning was evident and systematic teaching too.

There were many opportunities for extended writing and writing across the curriculum.

Books seen on the day showed that assessment is used well by staff and pupils have many opportunities to respond to marking. On occasion marking was not as effective in Y4. Leaders will explore this further.

### **Overview**

Writing and phonics have a high profile in the school. The phonics scheme is helping pupils

learn their sounds more quickly.

Leaders have developed an ambitious and well-sequenced curriculum. Learning builds well on pupils' prior knowledge.

Leaders and staff are proactive and fastidious in their ambition that every child will be able to write confidently, and presentation is also important.

There is a consistency in approach and expectations and this ensures that writing is planned and taught with consistency and rigour. Learning objectives and success criteria are on occasion not clear and focus on activities rather than learning. Marking is effective however leaders will consider reviewing marking policy to ensure that the expectations are clear to all staff.

#### **Agreed actions**

Consider monitoring the application of LOs and establish whether these are clear and decontextualized

Consider reviewing marking Policy

**Related reports attached: No**

**Signed:** Beatrix Simpson

**Date:** 27.01.23

We have been informed by the local authority that the school will continue to have the same School Improvement Adviser in September 2024.

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#### **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.

The Governing Body consist of 12 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.   | 31/08/2026               |
| Mrs Maryknoll Quiachon | 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. | 31/08/2025               |

|                      |                          |                |  |            |
|----------------------|--------------------------|----------------|--|------------|
| Mr Marvin Sarabia    | Foundation Governor      | Not Applicable | Performance Management, Standards and Achievement, Admissions Committee, Resources Committee Member, Art, Design and Technology link Governor. Health and Safety.    | 31/08/2027 |
| Mr Richard Fernandes | Foundation Governor      | Not Applicable | Resources Committee Member, Pupil Discipline, Pay Committee Member, Numeracy and Literacy Link Governor, PSHE Link Governor, Science Link Governor.                  | 31/08/2025 |
| Mr. Mervin Collaco   | Foundation Governor      | Not Applicable | Pay Committee. Humanities. PE Link.  | 31/08/2026 |
| Mr Vitalis Tante     | Foundation Governor      | Not Applicable |  | 28/02/2029 |
| Mr. Michael Ossei    | Local Authority Governor | Not Applicable | Standards and Achievement Committee. Resources Committee. Stakeholder link Governor, GDPR Governor, Training and Development Governor. Pupil Premium and PE Premium. | 03/04/2028 |
| Mrs Amanda Clarke    | Parent Governor          | Not Applicable | Standards and Achievement Committee Member, Resources Committee Member. Thinking Skills. MFL. Early Years Link Governor.   | 29/04/2026 |
| Mr Lawrence Okraku   | Parent Governor          | Not Applicable | Standards and Achievement Committee Member, Resources Committee Member. ICT Link governor.   | 04/12/2027 |

|                   |                |                |  |            |
|-------------------|----------------|----------------|--|------------|
| Ms. Maeve Creed   | Headteacher    | Not Applicable | Resources Committee<br>Member, Standards and Achievement Committee<br>Member, Admissions Committee<br>Member, Governor Recruitment Panel<br>Member | N/A        |
| Mr Patrick Murphy | Staff Governor | Not Applicable | Health and Safety Link Governor,<br>Standards and Achievement ,<br>Admissions, Finance Committee<br>Member   | 31/08/2027 |

*GB Information updated in April 2025 following appointment of new Foundation governor.*

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 | 1                   |
| £120,000-£130,000 | 0                   |
| £130,000-£140,000 | 0                   |
| £140,000-£150,000 | 0                   |

During the 2023-24 school year, the Governors focused on a number of key areas including:

- ◆ The National Curriculum and its resource implications with a key focus on Reading resources.
- ◆ 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, June 2018 Section 8 inspections following which the school was graded as good in all areas and the 2019 Section 48 inspection in which the school was graded as outstanding. The school continues to be successful with ongoing improvement in pupil progress and attainment which reflects a whole school drive to consistently raise standards. This can be seen in the school SAT results available on our website.

## General Areas for Development Summary for 2024 -2025

### 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.

- 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](mailto:office@stmarys.enfield.sch.uk) or 020 88042396)





