

The effectiveness of leadership and management

Good

- St Marys has a culture of high performance which has enabled pupils at the school to excel. Since 2015 led by a newly developed senior leadership team, the outcomes for pupils have improved significantly in KS2.
- The school has achieved Stonewall Champion Status, continues to build on Bronze Games Award, Green Tree Gold Award, Eco Schools Bronze Award and RHS Silver Award
- Rigorous self-evaluation and performance management ensures that any weaknesses are rapidly identified and systems and procedures are then in place to support pupils
- Subject leaders are knowledgeable and produce informed action plans for their subjects linked to the whole school aims.
- St Mary's is part of the South Lakes Rural Partnership and contributes at various levels within the partnership.
- The Governing Body has developed to ensure the school is challenged robustly.
- As a Stonewall Champion prejudice is actively challenged and diversity and inclusion promoted.
- Safeguarding procedures are robust and effective action is taken where needed to ensure all pupils are safe.

The quality of teaching and learning and assessment

Good

- Teachers have high expectations for pupil outcomes and insist on well-presented work which reflects our values of respect and responsibility
- Teachers using formative and summative assessment provide regular feedback opportunities to enable pupils to make good progress
- Home Learning projects, first hand experiences and visits/visitors provide pupils with a rich curriculum experience
- There is an exceptionally high volume of pupils engaged in musical opportunities (31%) of pupils perform at out termly music concerts
- Assessment and regular pupil progress meetings ensure that pupils make progress and teaching responds to the needs of pupils
- Interventions provide support for pupils with identified gaps ensuring that by the end of KS2 pupils are prepared for secondary education
- Homework planners ensure good communication with parents and instils a level of independence this in addition with responsive home learning ensures pupils have a good behaviour for learning
- The use of derogatory language is challenged and children are encouraged to support and encourage one another

Personal development, behaviour and welfare of pupils

Good

- Behaviour for learning is excellent and pupils regularly self-regulate behaviour both within and without school
- Junior pupils take responsibility for being positive role models for infant and EYFS pupils as well as looking after the school environment
- Positive behaviour is outstanding with excellent rewards for good behaviour. Pupils are celebrated through our VIP system and are encouraged to actively look beyond themselves
- Parent view and Governor discussions with parents suggests behaviour is very good and that issues are dealt with swiftly
- Pupil attendance is high including pupils receiving PPG
- A superb partnership with a primary school in Rochdale enables pupils to explore differing cultures and a rural setting within the context of a Church of England Primary School

Outcomes for pupils

Good

- Pupils in Early Years achieve in line with National expectations for Good Levels of Development
- Since 2015 pupils in Year 1 have achieved higher than National Expectations at have achieved higher than national expectations for achieving 100% accuracy
- Whilst KS1 attainment has been lower than national expectations over the past two years, these cohorts make good progress for EYFS starting points and experience higher proportions of pupils on the SEN continuum or with EHCPs. From 2012 – 2015 KS1 attainment in reading, writing and maths exceeded national averages considerably.
- Pupil progress is good from KS1 to KS2 and attainment in Reading, Maths Writing and EGPS is higher than national averages and has shown a rising trend since 2015
- Looked after pupils achieve well

Effectiveness of the Early Years

Good

- Pupils attain broadly in line with national expectations for GLD
- Good baseline assessment and subsequent provision ensures children's needs are planned for. Baseline assessment suggests that pupils typically have lower than national expectations in physical development
- Improved provision including developed outdoor provision ensures children led learning is supported through free flow of continuous provision both indoors and outdoors
- Communication is very good with parents through tapestry and regular newsletters and information sharing ensuring parent/school partnerships are good.

Overall effectiveness

Good

- Teaching and learning is effective and pupils make good progress and attain highly by the end of KS2
- Pupils enjoy a rich and varied curriculum including music, French, as well as the use of new technologies including drones, tablets, laptops, programmable technology
- Visits and visitors enrich the curriculum and as well as a series of targeted special days and weeks eg European Day of Languages, Science Week, Art Day, RE days
- Performances and creative days showcase the many and varied talents of our pupils and build confidence and help raise self-esteem.
- Sporting opportunities within and without school are significant and enable all pupils to engage in a healthy lifestyle.
- Pupils support a wide range of charities and specific causes locally, nationally and globally fulfilling our values in very practical ways.

Trust

Honesty

Perseverance

Respect

Responsibility



Nurturing Creative thinkers