

SEF Summary

St Mary's CE School, Kirkby Lonsdale



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The Quality of Education

Good

- The curriculum ensures that it is challenging and engaging for all pupils including those most able, disadvantaged and pupils with SEND.
- The curriculum is rich and varied as well as progressive, developmental and this is monitored closely focusing on ensuring the intent, implementation and impact is evaluated and monitored by skilled subject leaders.
- School Leaders working closely with the Board of Governors monitor the quality of education systematically to ensure pupils are provided with the best education, building on the rich resources the locality affords.
- There is an excellent and broad curriculum which is underpinned by STEM and Outdoor Learning.
- 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
- Creative home learning is encouraged and celebrated to engage families in supporting the curriculum.
- Training and Staff Development has a positive contribution to the development of children's learning ensuring the curriculum is based on current pedagogical understanding.

Behaviours and Attitudes

Outstanding

- 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
- Relationships between pupils is outstanding with excellent rewards for positive 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
- The use of derogatory language is challenged and children are encouraged to support and encourage one another
- The positive environment contributes to positive outcomes for pupils by the end of Key Stage 2, ensuring a calm, creative and encouraging environment

Personal Development

Good

- There is a clear focus on developing self confidence and building self esteem through our ethos and values.
- Throughout school there is a passion for those with SEND and disadvantaged pupils
- Mental Health and well being is a key priority and there are various structures in place to provide support ensuring children a positive approach to developing physical and mental well being
- Personal development is seen as a priority with a focus on contributing positively as a citizen
- Looked after pupils achieve well and are provided with the support to deal with trauma, adverse childhood experiences
- High expectations of our school community, balanced with resilience and interconnectedness through the experiences provided eg outdoor learning, team building, STEM, creative performance, joint working supports personal development

The effectiveness of leadership and management

Good

- To ensure the school is highly effective, there is a clear vision, underpinned with values that are based on Christian principles, which are reinforced and embedded throughout the life of the school
- St Marys has a culture of high performance which has enabled pupils at the school to excel. Since 2015 led by an experienced senior leadership team, the outcomes for pupils have improved significantly in KS2.
- The school has a clear plan for professional development which ensures the impact of staff training impacts on practice, coaching, local networks, peer reviews, and investment in CPD ensures staff feel they are able to make a difference in the school community
- Rigorous self-evaluation and performance management ensures that any weaknesses are rapidly identified and systems and procedures are then in place to support pupils
- Pupil engagement is maximised through excellent parental engagement and consistent communication
- Staff and Pupil Well Being is a priority, with varied systems and provision in place with a high priority placed on developing emotional intelligence to support each other.
- The Senior Leadership and Middle Management support other schools at various levels, sharing good practice.
- The Governing Body has developed to ensure the school is challenged robustly.
- Safeguarding procedures are robust and effective action is taken where needed to ensure all pupils are safe.
- Strong local networks connect and develop pupils, staff and Governors to ensure an interconnectedness when developing skills and knowledge



Nurturing Creative thinkers