Quality of Education

Judgements on the quality of education by evaluating the extent to which:	St. Mary's
Intent	
Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.	St. Mary's curriculum is constructed to meet the needs of all pupils. Disadvantaged pupils are planned for. Each curriculum subject is designed and tracked from Nursery to Year 6, where key concepts, knowledge and skills are in place to ensure that pupils learn more and remember more. The curriculum has enrichment activities built into it where the children visit external settings or external visitors support the in-school curriculum.
The provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.	The curriculum at St. Mary's has been based on what the children need to know at the end of each year group and stage of their education. History, Geography, Computing, Music, Art and Design, Design and Technology, French and Science have been planned and sequenced through Bishop Chadwick Catholic Education Trust and are sequenced to lead directly into the KS3 curriculum. The pupils can articulate how the lessons that they are being taught links to other areas of the curriculum and their past, present and future learning.
The provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs.	All pupils at St. Mary's have access to the same curriculum; support is given to those pupils that need it. The support ranges from adult support to classroom resources. Some SEND pupils have a personalised curriculum which is ambitious and is designed to ensure full coverage is in place.
Learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary.	The children at St. Mary's have access to a broad and balanced curriculum that is not thinned down. All subject areas have an allocated amount of timing spread across the weeks and terms.

Implementation	
Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.	Teachers at St. Mary's have a clear programme of training in place. This is provided internally, externally and through Bishop Chadwick Catholic Education Trust. Subject leaders are well trained in their fields and ensure that this is disseminated down to other members of staff. Early Career Teachers are partnered up with a senior teacher and are provided in-school training and training from the Appropriate Body.
Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.	The curriculum design with St. Mary's has been implemented and constructed to weave assessment for learning activities in. Progress is measured both quantitatively and qualitatively; misconceptions are addressed quickly and accurately. Short term plan is developed to allow teaching to be adapted through the early identification of difficulties.
Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.	At St. Mary's, we have introduced subject revision clocks in each classroom from Y1 to Y6. KS2 pupils also have the revision clocks in their exercise books. The children have been trained using 'The Five Fingers of Learning' to allow them to link their learning. This has been monitored by the SLT and subject leaders. The school council have reported positive pupil feedback on these new initiatives. Displays in the corridors act as a learning aid to pupils. The Geography display is built up across age groups and areas of the world with Geographical knowledge, and History displays act as a timeline across historical periods but also a school timeline.
Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners.	Assessments are completed daily as part of the formative assessment procedures. Each class has a separate assessment folder, and assessment information is tracked on iTrack. Termly Pupil Progress meetings are completed and support is rapidly put in place. At St. Mary's, assessments are purposeful and ensure that they are beneficial to both staff and pupils.

Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.	The classrooms within St. Mary's have clear development areas on the walls. Y1-Y6 classrooms have working walls for English, Maths and RE. Geography, History and Science revision clocks are drawn on the windows. Teacher workload is consistently reviewed. Working walls are used to support the learning and are taken directly from the daily lessons. Classrooms are well resourced. EYFS classrooms are zoned to capture the key areas the learning.
A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge.	All classrooms in St. Mary's have a designated reading area. The new phonics' scheme 'Soundswrite'; books have been purchased and are interwoven into the early curriculum. St. Mary's have a phonics' lead who works closely with the English lead and KS leads. Some pupils in KS2 are supported with decodable books and additional phonics' lessons where needed. The school holds a reading week where the enjoyment of reading is brought to the forefront of the curriculum.
Impact	
Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.	At St. Mary's, we hold curriculum assemblies where classes are given the opportunity to share their knowledge and skills in subject areas. Parents are also invited in to celebrate the successes. Results in classes are strong and where pockets of attainment are lower than the expected standard, the progress measures are high and are easily identified in tracking systems, pupils' books, people voice and pure data gathering.
Learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.	We host an aspiration event each year, where pupils are prepared for steps into employment. Guest speakers are brought into school along with past pupils. The lowest 20% of all readers in each class get daily intervention, so that all pupils can leave the primary school with the ability to access the reading materials that will support them in the next stage of their education.