

St. Andrew's CE Primary School SEF Part 1 - 2022/23

Sections	Progress Since the Previous Inspection	
Introduction	<p>The school has grown each year for 25 years (250 pupils to approximately 650). Despite such large numbers our school has been recognised as 'an oasis of good behaviour' (OFSTED/LA/Visitors), with only one exclusion and attendance consistently above the National Average. Based on the SEN Register for the Autumn term 2021, 9% of the school are on the SEND register (national average is 15.5%) The percentage of children on the register at SEN Support is 8% and 1% of children with an EHCP. This equates to 46 children who are SEN Support, and 9 children with an EHCP.</p> <p>The staff and governing body are committed to ensuring that outcomes for our pupils are judged at least Good. We want our school to be outstanding and a range of improvements have taken place that have shown an impact on standards. These include: changing times of day to give an increase of teaching time; a flexible timetable to enable more thorough teaching of Foundation Subjects; an intensive programme of monitoring and coaching to ensure the quality of learning is maintained at Good or better; inviting LA and Independent advisory consultants to review our school regularly and the development of school leadership has become an increasing strength since the last inspection. These initiatives led to pupil progress improving rapidly since 2012. Our capacity for improvement has risen significantly. The school now sees it as a non-negotiable to perform with a gold level mentality and be consistently above national averages with all expectations met or exceeded by the end of KS2.</p> <p>With the introduction of the new curriculum and assessment strategies, new challenges have been rigorously embraced and action plans in place. In 2019 our attainment had again risen in KS1 and KS2. The school also saw an increase in the % of children at EXP+ and GD in RWM combined. This went from 67% to 78% to 85%, now 91% (2019) and above the national by 26% and shows that school is rising faster than the national picture with GD rising from 8% (2018) to 26% (2019). We continue to raise our standards and KS1 and KS2 attainment figures are well above the national averages.</p> <p>The school has been recognized as having a strong distributed leadership model since 1998.</p> <p>A recent Governance review (2021) - Exemplary.</p> <p>Remote Learning had a 98% uptake.</p> <p><i>This strong Christian family serves all the children and their families, inspiring high aspirations for all. (SIAMS)</i></p> <p><i>An Outstanding Church School. (SIAMS)</i></p>	
Current areas for whole development	<ul style="list-style-type: none"> <li>Continuing to raise achievement across the school developing children's basic skills in Reading, Writing and Maths.</li> <li>To develop further our 'closing the gap' strategies for all groups.</li> <li>Development of Phonics through the implementation of the Little Wandle Scheme.</li> <li>Continue to imbed the new RSHE curriculum.</li> <li>To be proactive in the development of the school after the Covid Pandemic by reviewing the school provision through External Reviews.</li> <li>The school also sees Mental Health issues as an ongoing developmental priority target as part of our Healthy Bodies agenda, which has been ongoing from September 2019. This is even more so since the Coronavirus Pandemic and lockdown.</li> </ul>	
Progress in previous inspection key areas	<p><b>Key Issue (Dec 18)</b></p> <p>Pupils continue to benefit from opportunities to develop reasoning and problem solving skills in mathematics, so that a higher proportion of pupils reach the higher standard at the end of KS2.</p> <p>Any inconsistencies in the quality of teaching, learning and assessment which remain are removed.</p>	<p><b>Progress</b></p> <p>Impact: KS1 results 2019 Exp+ 88% GD 29%</p> <p>Impact: KS2 results 2019 Exp+ 96% GD 45%</p> <p>Impact: 2019 - This is an increase in the percentage of pupils achieving expected and higher standards.</p> <p>Impact: KS2 Maths Teacher assessments indicated 76% at expected standard and 20% of children attaining greater depth in 2020.</p> <p>Impact: KS2 Maths Teacher assessments indicated 80% at expected standard and 12 % of children attaining greater depth in 2021.</p> <p>Impact: KS2 Maths Teacher assessments February 2022 shows 97.2% of pupils making at least expected progress from KS1 and 35.2% of pupils making more than expected progress.</p> <p>Impact: KS2 Teacher assessments February 2022 - 80% of pupils on track to achieve expected standard and 39% of pupils on track to achieve greater depth.</p> <p>Impact: External review Autumn 2021 (J.M.McGrath)</p> <ul style="list-style-type: none"> <li>Maths: There has been staff training on how to get pupils at the higher level to explain mathematical solutions clearly. There is a very clear vision for mathematics. There is a structured approach to problem solving and the development of reasoning. Pupils work exceptionally well together and enjoy helping others when it is needed. Work matches the national curriculum and books show aspiration for pupils to reach greater depth. They also show developing problem solving. Pupils say they enjoy maths and there is a range of problem solving.</li> </ul> <p>Impact: The continuation of book scrutinies but with more comparison of the Y2/Y3/Y4 together to compare standards. Staff reorganisation and staff development.</p> <p>Impact: External review Autumn 2021 (J.M.McGrath)</p> <ul style="list-style-type: none"> <li>Maths: The maths curriculum is organised with an emphasis on key learning objectives that must be secured before pupils' progress. These are checked frequently by teachers and catch-up used if pupils are struggling. Staff's on-going assessment in maths, of pupils' learning spots errors and misconceptions to strengthen learning. The intended curriculum is followed and prior learning is used well. Pupils are successful with their work. Work matches the national curriculum and books show aspiration for pupils to reach greater depth. They also show developing problem solving. Pupils show exceptional pride in their work. The work of disadvantaged pupils matches that of others. Work is of high quality. Pupils are clear that previous work helps them with current work. Even the youngest pupils can articulate how their knowledge is increasing over time.</li> <li>Reading: Leaders are doing a great job in ensuring consistency in methodology and teaching of Reading across the school. This helps leaders identify the strongest practice and share it. The teaching of reading is very strong. Reading is taught exceptionally well by staff. Leaders are ambitious and keen to make sure</li> </ul>

		<p>teaching and the curriculum is continuously improving to meet the needs of all pupils. In key stage 1, teachers recap previous learning well and help pupils to remember what is being learned. In key stage 2, teachers recap previous learning to prepare pupils well for what is to come. Pupils are given time to answer in-depth and the least able pupils are well supported. Teachers implement the curriculum consistently and this enables joint planning and resource development. Good questioning searches out pupils' understanding and enables teachers to accurately assess, support and additional challenge for pupils. Pupils are reminded regularly of previous learning and tasks are clearly explained by teachers. Teachers adjust their practice according to the responses pupils give. Pupils' written work in books is strong. Overall, pupils are extremely keen to read and there is a high level of enthusiasm for reading.</p>
	<p>The small number of pupils who do not attend school as regularly as they should do are encouraged to improve their attendance.</p>	<p>Impact: Absence 18/19 – 4.1% which is lower than last year of 4.2% and below the NA of 4.2%. Persistent Absence 18/19 – 7.8% which is lower than last year of 10.6% and below the NA of 8.7%.  Impact: Attendance 19/20 - 95.9%  Impact: Attendance Sept 20 - Dec 20 - 95.8%  Impact: Attendance March 21 (after lockdown ended) - 97.4%  Impact: Attendance April/ May 21 (to date) - 96.4%  SASS Pack attendance data - (March 8th - 23rd July) 95.9% which is above LA and inline with National attendance. PA was 13% (64 pupils) which was inline with the LA and below the National PA.</p>