

# St Andrew's School Development Plan – overview 2021-22

Objectives from last Ofsted (2018) SIAMs (2015) objectives (Note: Assessment update- Ofsted will use 2018-19 data for their lines of enquiry)

| Priority 1 :<br>Quality of Education<br><br>"Love to learn"<br>Learning without limits, learning for life.   | Priority 2 :<br>Behaviour and Attitudes<br>"Learn to Love" -Care and respect for ourselves and others.  | Priority 3:<br>Personal Development<br>"Learn to Love" -Care and respect for ourselves and others.   | Priority 4:<br>Leadership and Management.<br>"In God's love each one will shine"<br>St Andrew brought people to meet, to love and to learn from Jesus.   | Priority 5:<br>Ensure the distinctiveness as a Church of England School<br>"In God's love each one will shine"<br>St Andrew brought people to meet, to love and to learn from Jesus.   |
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| <p><b>This Ofsted priority covers: How well we provide for our children (esp disadvantaged)</b><br/> <b>Our Intent:</b> Curriculum leadership – matching of curriculum to children's needs, breadth, flexibility, knowledge, progression, development of "cultural capital" <b>Implementation:</b> how the curriculum is taught and assessed <b>Impact:</b> Good results of all children – including SEND and disadvantaged</p>  | <p><b>This Ofsted priority covers;</b><br/>                     How our school creates a safe, calm, orderly and positive environment, motivation, respect, high attendance, few exclusions</p> | <p><b>This Ofsted priority covers;</b><br/>                     How St Andrew's supports pupils beyond the academic e.g<br/>                     Citizenship, British values, inclusive environment, values, pupil's confidence, Safeguarding, SMSC</p>      | <p><b>This Ofsted priority covers;</b><br/>                     How our leadership, management and Governors ensure that the education has a positive impact on all pupils<br/>                     -high expectations, professional development, engagement of parents, accountability,</p>                     | <p>This priority acknowledges and reflects our role as a Church of England school and all that that entails.</p>   |
| <p><b>Intent and Implementation</b><br/>                     1.1 Writing- to ensure appropriate catch up and achievement of children in writing<br/><br/>                     Linked to OFSTED objective:<br/> <a href="#">2018 Ofsted Next Step</a><br/>                     Ensure existing plans for improving the accuracy of spelling and boys' writing are fully implemented<br/> <a href="#">2018 Ofsted Next Step</a><br/>                     New approaches to develop writing in other areas of the curriculum are built on in order to further improve writing outcomes.<br/>                     1.2 <b>Reading-</b> to ensure appropriate catch up and achievement of children in reading<br/>                     Esp disadvantaged and SEND Children</p> | <p>2.1 Behaviour – to re-establish codes of behaviour as school comes together after Covid enforced bubbles (Playtimes, assemblies, lunchtimes)</p>   | <p>3.1 That children's Spiritual, moral, social and cultural development is developed through the opportunities we provide.<br/>                     (Links to 1.6 above (Wider curriculum) Links to 5.1 and 5.2 below (Spiritual)</p>                       | <p>4.1 Leadership – continued improvement and development of SLT, with a determination to school improvement, especially to improve school progress in KS2</p>   | <p>5.1: To prepare school for revised SIAMs framework and inspection criteria<br/> <a href="#">5.2 2015 SIAMs targets</a> -Enable all pupils to contribute to the evaluation of worship in all its contexts to maximise their engagement and the continuing positive impact of worship throughout the school community</p> |
| <p>1.3 <b>Maths</b> – to ensure appropriate catch up and achievement of children in maths<br/>                     Esp disadvantaged and SEND Children</p>   | <p>2.2 To ensure that GDPR and Health and Safety regulations are fulfilled and led well</p>   | <p>3.2 Well-being<br/>                     Ensure that provision supports the wellbeing of both staff and pupils</p>   | <p>4.2 Management – ensure an effective success plan in changing office administrative role.</p>   | <p><a href="#">5.3 2015 SIAMs targets</a> -Develop the outside area and establish ways in which it is used to enhance pupils' spiritual development</p>  |
| <p>1.4 <b>Wider Curriculum</b> – to ensure that our wider curriculum has necessary breadth and depth for our pupils to make clear, measurable progress</p>   | <p>2.3 Continue to monitor and respond to the proportion of absenteeism. esp of vulnerable children.<br/>                     - Inco/SEND role</p>  | <p>3.3 To further develop our children's understanding of equality – understanding and acceptance of differences of race, religion, etc</p>  | <p>4.3 That new Governors are confident in delivering their duties (3 core responsibilities – clarity of school vision, holding leaders to account for performance and overseeing financial performance of the school)</p>   |    |
| <p>1.5 <b>Impact</b> That our children are making good progress, including SEND and PPG pupils – and that where progress is not being made, rapid intervention is being implemented. (Link to 4.5)<br/><br/> <a href="#">2018 Ofsted Next Step</a><br/>                     Staff consistently implement the existing assessment policy and the stated non-negotiables of presentation in all subjects</p>   | <p>2.4: Expand the roles and responsibilities of children in school</p>   | <p>3.4 To renew understanding of British values</p> <p>3.5 that all stakeholders understand their role in supporting the Safeguarding needs of all.</p> <p>3.6 RSRE<br/><br/>                     To ensure an effective RSRE education for all children</p> | <p>4.4 EYFS – ensure that the setting meets Ofsted Outstanding requirements and new framework.<br/>                     4.5 That SEND champions all the SEND/Disadvantaged children and ensures their progress<br/>                     Oversee effectiveness of school provision for PPG SEND EHCP children</p> |  |

