



ST MARK'S CE PRIMARY SCHOOL
SELF EVALUATION FORM 2024-25

Ofsted self-evaluation form

Summary of previous judgments

Date of previous inspection:	October 10 th -12 th 2022	
Grading		
Overall effectiveness	Requires Improvement	
Details of any support received due to judgement		
✓ TSIO support from SDET (South Downs Education Trust). This included CPD for all staff on Adaptive Teaching and support to set up Accelerated Reader ✓ LA support – accessing training on Power of Reading and enhanced support from SPA (School Partnership Adviser) ✓ Diocesan Support – enhanced support from SEO (School Effectiveness Officer) ✓ Maths Hub intensive support programme		
Current School Self Evaluation	Good	
October 2024		

Key judgements	Grade at last inspection 2022	Current School Self Evaluation September 2024
Quality of education	Requires Improvement	Good
Behaviour and attitudes	Good	Good

Personal development	Good	Good
Leadership and management	Good	Good
Judgement of early years	Requires Improvement	Good

Context and our previous inspection

The context of our school
As a school, St Mark's falls significantly above Local Authority and National statistics in all reported areas. The community that the school serves, as well as being particularly disadvantaged, also has the highest figures for EHCP and SEND support across the Local Authority. Disadvantaged children account for 94 of our 157 children on roll, with 64 of those children living in households where income deprivation may severely impact personal wellbeing and growth, which may limit a child's chances to succeed in education. Across the school, 30.6% of children have English as an additional language- many children join us with limited or no English and some from countries where they have witnessed considerable conflict. These language barriers limit children from accessing a full age- appropriate education, which also impacts social and emotional- being.
Changes since the previous inspection
The school has overhauled and redesigned the curriculum from EYFS to Year 6 to more accurately meet the needs of our children. Subject leaders have created progression documents for foundation subjects. We have revised lesson sequences for English and Maths, and these now offer consistency and focus across the school, providing opportunities for the children to revisit their learning and retain knowledge, as the wider curriculum is now taught in blocks. All staff completed a CPD programme on Adaptive Teaching practices using Claire Grimes workbooks and links to tutorials by Tom Sherrington on Rosenshine's Principles. The school has adopted Power of Reading as core English curriculum.

CPD for all staff with RWInc
DHT overseeing phonics with Phonics lead which has resulted in improved outcomes.
Regular review of progress and groupings
SEND coaching and focused TA intervention timetables
The school is participating in the “Literacy – The Key To Social Equality” project with Durrington Research School

Quality of education

Previous OFSTED grade October 2022	Requires Improvement
School Self Evaluation October 2024	Good
Steps taken to improve	
Using feedback from pupil voice, parents’ views and staff insight, we redesigned the curriculum to meet the specific needs of our community. With a high level of SEND and 20% of children diagnosed with ASC, we recognised the need to provide opportunities to “make learning stick” and for the children to retain knowledge and develop skills. All teaching staff and teaching support staff undertook a programme of “Adaptive Teaching” CPD to develop an understanding to inform and improve their practice. This has led to increased pupil engagement and consistency across the school. SPA, LA monitoring, TSIO and SEO have recognised the improved consistency and children’s ability to make connections School’s own monitoring has evidenced better pupil engagement.	
Intent	
In order to deliver the most appropriate curriculum to our children at St Mark’s, we have identified our curriculum drivers. We reflected, as a school, on what our curriculum needed to offer the children in our local community. The following principles underpin the curriculum we provide for our children and they are woven through every subject across the wider curriculum. OUR PACE CURRICULUM DRIVERS PROGRESS ASPIRATION CHALLENGE ENRICHED VOCABULARY	

At the heart of our curriculum is the belief that every child can achieve their full potential. We value each and every subject within our curriculum and provide opportunities for children to flourish and develop their individual talents. The team at St Mark's are committed to delivering an engaging, knowledge-rich curriculum which meets the needs of the community whilst creating endless opportunities for our children. Underpinning our curriculum are our four Christian values: **Hope** **Energy** **Resilience** and **Optimism**.

Our curriculum is taught in subject blocks to allow the children to immerse themselves in their learning and to build upon their knowledge and understanding.

The curriculum

The curriculum at St Mark's is broad in focus, aiming to ensure that all children are accessing stage-appropriate learning in all subjects.

Our curriculum 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.

The **English** curriculum runs on a whole school cycle and is designed to ensure that children interact with a range of texts. Each half term has a main focus, drawing from rich texts that develop understanding of information texts, poetry texts or narrative fiction.

English lessons are delivered in two lessons a day; through stage-related phonics or guided reading groups each morning and whole class English sessions daily.

The **Maths** curriculum follows NCTEM, which is a mastery program delivered daily. We aim to ensure that all of our children are mathematically literate and able to progress alongside peers through our mastery approach. As well as this, classes across the school take part in weekly Maths Fluency sessions which are designed to develop children's understanding of key mathematical principles and how they relate to one another. Main teaching is supported by Math intervention groups, such as First Class at Number where appropriate.

Foundation subjects run on a whole cycle across each half term. At St Mark's, we teach foundation subjects in blocks each afternoon as we feel that this is the best way to ensure our learners are build on their knowledge and develop their understanding over time. Each subject has been mapped out against National Curriculum aims to ensure clear coverage of all key stage objectives.

Each half term has a whole school topic focus of either Science, Geography or History, allowing our children to delve into their core topic for an extended period of time, thereby engaging more pupils as they are able to build knowledge in small steps. As well as this, children will study blocks of Art, D&T and Music half termly, with ICT and French being taught across the school on a weekly basis.

Every half term begins with two days of **R.E**, which are called Enlightenment days. As a Church school, beginning each half term with RE lessons underpins our key values and ensures that our children begin their learning in from a space of reflection and understanding.

PSHE and **wellbeing** are strengths of our school. Our PSHE curriculum follows Brighton and Hove recommendations, with lessons being planned out across the school for each half term. Every Wednesday morning is Wellbeing Wednesday, with early work in all year groups focusing on a wellbeing activity set out by the PSHE lead. Nurture groups run weekly across the school to support identified groups of children to develop appropriate key skills and emotional regulation, with learning mentors and mental- health workers offering 1:1 sessions to our children that need

The **EYFS** curriculum is based around selected Power of Reading texts, clearly mapped out against each EFYS area of learning. Where appropriate, clear links have been embedded into the EYFS curriculum that links directly to learning undertaken in KS1.

The curriculum at St Mark's is designed to be hands on, offering children a range of ways in which to access their learning, understand key skills and apply their knowledge in a way that is best suited to the individual needs of the learner.

Cultural capital

As a school serving an area of high deprivation, we have been proud to work with a range of outside agencies to enhance the learning of our pupils at St Mark's. We aim to offer exciting trips and experiences without passing on the cost to families, as we know this would exclude a large proportion of our children from taking part.

Through our partnership with **Roedean** School, children from Year 4-6 spend 1 term taking part in Roedean Enrichment. Roedean Enrichment sessions take place once a week on Roedean's grounds, where children undertake a range of lessons that they do not access in primary, such as Russian and Astronomy. Roedean enrichment sessions help our children to understand possible secondary school options and develop new interests, whilst also raising their personal aspiration to achieve in all stages of their schooling.

Our partnership with Roedean also offers our children the chance to meet a range of their students and in the familiar setting of school, through the Roedean Readers program, Language Buddies program, Cultural days and Community Action projects across the year.

St Mark's have an ongoing partnership with **Into University**, who work with our KS2 children on important life skills, such as money management and possible career prospects. By thinking about the future, children are encouraged to be aspirational and think about the practical steps to achieving their goals, whether that be through university or further higher education.

The **Changing Chalk** initiative, now in its third year, is tailored to our KS1 learners and through regular visits to our partner farm, aims to educate children on food production, caring for animals, sustainability and the role of a farmer in the wider community.

Most recently, we have worked with the **Book Trust** to arrange author visits for KS1 and KS2; **Afrori** books to lead an anti-racist book club in Year 6; the **Lions** charitable foundation that have funded whole school trips.

To engage all of our pupils in sport, we run a boys and girls football club and have also worked with **Sussex Cricket** and **Brighton Table Tennis clubs** to facilitate regular lessons for our children across the school.

As a **multi-cultural** school, it is an important part of our school culture to ensure that the curriculum actively seeks to find opportunities to reflect and celebrate notable figures from across the world and celebrate all important religious celebrations with our school community. This is evident in the way that we have mapped out the coverage for topic work; select our authors and books for English; and plan whole school events around Christian, Islamic and Hindu holidays.

To further enrich our pupils' learning experiences and enhance **cultural capital** we have an established partnership with **Roedean** school, which recently saw them win an award for school partnership work.

We have embarked on another valuable partnership with **Brighton College**, which has already provided musical opportunities and drama workshops. The focus for this partnership is drama and the spoken word, to support our school improvement target of developing pupils' **oracy** and speech and language. We will have access to their theatre and drama and music facilities.

Create Music provide heavily subsidised peripatetic tuition for keyboard, violin and guitar as well as providing music therapy for our children as part of our graduated approach to mental health and wellbeing support.

Implementation

To ensure the consistency of our curriculum, teachers plan and deliver **English, Guided Reading, Phonics and Math** sessions using agreed lesson spines.

All lessons start with a '**revisit**' of learning, which allows children to consolidate prior learning in readiness for their daily lesson. English lesson revisits focus on word function or punctuation, whilst Math revisits focus on arithmetic fluency. All lessons end with an 'exit pass' question which aims to consolidate or extend learning as appropriate.

Each lesson includes a **vocabulary** focus which introduces children to the definitions of words that they will be using or hearing during their lessons. Maths vocabulary, where appropriate, is supported by Makaton signing. Stem sentences are used widely across the curriculum to help develop our children's **oracy** and to

help them structure answers to questions in full, grammatically correct sentences. Stem sentences are contextual to the question at hand, with many adapted from Tower Hamlets **Progression in Language** structures.

Maths lessons also include '**misconception**' teaching, which aims to address a common misconception that the class may have encountered. These **reasoning**-based questions ensure that no misconception is left unaddressed. Maths lessons aim to teach a core skill, then deepen this skill through problem solving and reasoning questions. Each lesson worksheet is designed to ensure that all children engage with a range of fluency, problem solving and reasoning, drawing on both pictorial and abstract representation, with manipulatives available for self-selection in all lessons to support understanding.

English lessons are mapped out at the beginning of each term in **comprehension weeks** and **writing weeks** and is followed by key stages 1-2. Writing weeks follow a **grammar, plan, write, edit** cycle to ensure that children are applying taught **GPS** skills in their writing, with clear time being given to plan and edit appropriately for their stage of writing. Writing outcomes are planned each half term, with teachers selecting a range of genres and mapping out key GPS objectives to ensure a range of taught skill and coverage.

At the end of each half term, children complete a '**topic write**'. The topic write aims links directly into the main topic focus of the term and allows the children to apply the knowledge that they have learnt in their topic with the GPS skills that they have learnt during English lessons. **Cross-curricular writing** allows for a range of non-fiction genres to be covered and is an opportunity for our children to look closely at a notable figure from their half-termly topic.

The **structure of our lessons** aim to maintain the high expectations of teaching and learning that we have at our school and has helped to embed our curriculum drivers of Progress, Aspiration, Challenge and Enriched vocabulary.

The teaching of English and Math is supported by detailed medium term planning, lesson planning and teachers notes from **Power of Reading** and **NCTEM** resources.

As well as this, most of our teachers have undertaken CPD opportunity in Maths, Power of Reading and RWI, our phonics program. Where teachers have not had direct training, they are supported in planning and delivery by English and Maths leads, alongside senior leadership.

Foundation topics are mapped out in whole school **progression** documents to ensure clear coverage of National Curriculum aims and are then broken down in detailed lesson plans to ensure small steps of knowledge across a topic block. Activities for each lesson are carefully considered, with a range of outcomes used to engage learners and create conversation around the learning which allows children to use taught vocabulary contextually.

Planning support and SEND support are delivered through 1:1 coaching with Senior leadership and aim to provide practical advice so that all teachers are supported in delivering accessible lessons for all learners in all subjects. Adoption of the peer coaching cycle has further allowed our teachers to reflect honestly on their practise and implement small changes to enhance their lessons.

Developing understanding, not memorising disconnected facts

The way in which our English and Math lessons are structured, based on the principles of **Rosenshine**, ensure that our children are developing fluency in key skills whilst revisiting and recapping key knowledge.

At the beginning of each school year, all year groups take part in **Learning Launchpad** lessons. These lessons span the first two weeks of the year and teach the school values and ethos, positive learning behaviours and **Just Right** regulation. In Maths, teachers check that children are year- group ready by teaching lessons from the previous year's **Planning to Progress** documents. Where classes or individual children show gaps in knowledge, teachers can consolidate these before moving onto year group Maths planning. In English, the whole school follows a '**transition text**', selected from the Power of Reading. During the first two weeks, teachers check children's basic comprehension and sentence structure, which will then inform teaching points for the Autumn term.

In all lessons, **teachers mark effectively** to move children on. In **English** lessons, **children edit their own writing** before teachers mark for spelling, grammar and punctuation. In KS1, children learn proof-reading skills and are encouraged to check the cohesion of their work. In KS2, children are challenged to extend what has been written through meaningful edits to enhance the overall effectiveness of the piece.

In **Maths** lessons, once children have completed the fluency, problem solving and reasoning sections of their work, (designed to develop competency in one skills in a variety of contexts), teachers may move children on through self-selection of an 'awesome 8' reasoning challenge or a reasonable next step. Next steps are marked in books for children to respond to. Where children have acquired misconceptions during a maths lesson, teachers revisit teaching during same day intervention time. This time is used to ensure that no child moves into the next lesson with misunderstanding. Same da intervention time is also used by support staff to pre-teach vocabulary or consolidate prior knowledge where necessary.

Units for History, Science and Geography begin with a **stunning start** in which children consider the questions 'what do you know?' and 'what would you like to know?' At the end of each unit, children are asked to reflect on their learning by considering the questions 'what do you know now?' and 'what would you like to know next?' This line of enquiry is designed to help children think about their learning and evaluate where they may want to consolidate their learning. Children are then encouraged to seek out the answers to the question that they have posed.

At the beginning of each topic unit, children are introduced to **key vocabulary** that will be used over the course of their learning. During their sessions, children have the opportunity to match the definition and the word on their topic front sheets. The front sheets also have a 'Big Question' intended to summarise a key point of teaching for every unit. At the end of each unit, children answer their 'big question' by applying their understanding of what has been learnt. In books, topic work is also given next steps appropriate to the learning in order to move children on.

Over the course of the term, learning is explained and celebrated through curriculum celebration assemblies which allow classes to share their learning with the school, using their books and work to illustrate their learning.

Learning from **Enlightenment** days is revisited during whole class reflection time once a week to extend learning and understanding. Reflection time in class also links into whole school worship conversations, to allow children to continue to explore social and religious perspectives.

Use of assessment

At St Mark's, we summative assess children once a term through **standardised testing in Maths and Reading**. Reading assessment helps to group children into guided reading classes, however, formative teacher assessment is also used to ensure that children who may not test well are not capped by their result.

Each half term, children accessing **RWI** are assessed and regrouped to ensure they are accessing learning at a stage- appropriate level. This **dynamic assessment** ensures that all learners are being regularly challenged and given good opportunity to develop fluency in reading. It also helps to support teachers as they can ensure that coverage is tailored to children's gaps.

Writing is assessed on an on-going basis using **Writing milestone documents** for each child. Teachers set writing outcomes for each writing cycle and assess writing based on evidence presented in independent work in children's books at the end of each cycle. Writing objectives are designed to be revisited over a half term to allow children the chance to practise and embed taught skills across a range of genres and for a range of topics. Whole school moderations and partnership moderations with local schools helps us to quality assure judgements and seek professional advice in moving our children on.

English and Math results, as well as formative teacher assessment, feed into **half-termly pupil progress meetings**, where teachers and senior leaders discuss individual progress of each child, set targets and plan appropriate intervention to consolidate or extend groups of children where appropriate. Pupil progress meetings are also used to identify children who may benefit from **SEND support** or **wellbeing** support and services.

We understand that **standardised testing** is not appropriate for all of our learners and therefore use teacher assessment, underpinned by **milestone documents** and work in books, to ensure accurate assessment of our pupils.

Foundation subjects are assessed each half term using **formative assessment**. In Humanities and Science books, teachers use assessment grids and work in books to assess whether children have met each taught objective.

In **Reception**, children are baselined in the first 6 weeks of school. **Baseline** information is then used to inform teaching for the first half term, with necessary changes being made where appropriate. The first 6 weeks of school is also used to gauge children's emerging needs and map out possible support to ensure a good progression of learning. Teachers in Reception assess children continually over the course of the year against the **EYFS framework** through teacher observation, work in books, small adult- led work and independent work. Teachers use assessment to tailor **continuous provision** and **adult intervention** to meet the needs of the learners.

The learning environment

Expectations for our learning environments are set out in our **Essentials** document. Through our own internal monitoring and also external validation, our learning environments are now of a consistent high standard, and provide the third teacher to celebrate children's learning and provide a resource for children to reference to aid their independent learning in class.

This year, we are focusing on creating irresistible reading corners to further enhance the children's love of reading and promote **reading for pleasure**.

Learning walls are used as a resource to support children's understanding and model strategies as well as highlighting subject specific vocabulary. Pupil voice exercises reveal that the children use the boards effectively to support their learning and understanding.

Topic boards show the class' **learning journey** and are added to as the lessons progress.

Impact

READING

High mobility throughout the school has influenced data trends across the year, particularly where year groups have experienced high levels of **EAL** arrivals. Not all children that arrive into the country are able to access support through EMAS. Support for children developing English language skills has included a dedicated KS2 **phonics group**, language buddies and social skills groups throughout the year to develop oracy as well as reading skill. TA timetables have been effectively mapped to ensure that TA's are released to consolidate reading skills on a 1:1 basis.

TA's who have undertaken reading recovery or inference training have also led targeted guided reading groups in UKS2 across the year, as well as inference groups in the afternoons to support lower attainers. Children selected for targeted intervention have been identified through termly pupil progress meeting as falling below expected progress or presenting with an ongoing, specific need. Teachers are quick to identify children at risk of falling below expected standards due to streamed phonics and guided reading groups and are able to target their teaching to address this.

Vocabulary groups have also been established this year to allow children the space to develop their vocabulary-exploring new words.

This year, St Mark's has taken part on the LA funded Coram Beanstalk Reading initiative, which has allowed for two trained reading volunteers to work in 2 KS2 year groups, targeting children that can decode confidently and read fluently, but struggle to comprehend all aspects of a story. 6 children in each year group were able to access a year of 1:1 tuition, which has helped them to understand in more context what has been read.

This year, all staff across the school undertook phonics training through our provider **Read Write Inc.** As well as this, RWI and the **Springhill English Hub** have worked alongside the phonics lead to embed, monitor and develop the teaching of phonics across the school. Feedback has been given and swiftly acted upon to ensure that teachers are delivering phonics sessions with consistency and competency across the school to ensure the best outcomes for all learners. Two further teachers have been trained in delivering **Power of Reading** lessons to further develop and embed consistency with delivering the English curriculum across the school. This has allowed for teachers to personally develop quality first teaching of literacy, working to promote a breadth of text types, related vocabulary and cross- curricular teaching opportunity.

WRITING

This year, the Deputy Head has supported the teaching and assessment of **Writing** across KS2, with the aim to develop teachers understanding of the writing process and how to use assessment framework to accurately assess independent writing. Through the careful mapping of topic subjects, writing opportunities across the curriculum have been selected to ensure that children are writing for a range of purposes and in a range of genres. **SPA reviews of topic writing have evidenced increased opportunities for children to write across the curriculum, showing that children are able to transfer taught skills from English lessons into extended topic writes.** Teachers are now more able to select appropriate stage-related objectives, taken from the assessment framework, for each piece of taught writing and teach children these skills so that they can be used by most children independently, with increasing accuracy over the year.

This year, to address the inconsistency of **handwriting** across the school, **EYFS** has undertaken daily dough- disco sessions to strengthen hand muscles and have had a dedicated fine motor activity each day during continuous provision. In KS1 and Year 3, children have been supported in developing fine motor skills for writing through Busy Hands interventions, led weekly by TA's.

These children have been identified through teacher observation and conversations arising from pupil progress meetings. We know that many of our children have good writing stamina and great ideas but lack consistency of cursive writing, especially in KS2, to currently meet age- expected outcomes.

The introduction of **Nelson Handwriting** in the Spring term allowed for a more consistent approach to teaching across the school, with sessions focusing on children's ability to form letters with the correct size and orientation before moving into pre-cursive script in KS1 and cursive script in KS2. Lessons are taught systematically in a sequential order to ensure that all children are receiving appropriate instruction. Children are encouraged to use their handwriting skills in all books and are praised for good presentation in all books. For some of our children, the introduction of typing and use of communication in print has removed the barrier for writing in books and has allowed them to show their capability in the subject, This important accommodation has worked particularly well in Year 5 this year and will be implemented more thoroughly throughout the school to support some of our SEND learners, where writing is a barrier,

Through whole school and inter-school moderation, teachers are becoming more confident with using assessment framework to assess independent writing. More CPD, through inter-school moderation, needs to be undertaken to ensure that all teachers have a clear understanding of year group expectation and outcomes. Through partnership with Rudyard Kipling School, we expect inter-school moderations to run in the next academic year, as well as opportunity for teachers to visit RKPS to observe the teaching of Writing in different year groups.

We have identified editing to be an area of improvement in the teaching of Writing at St Mark's, with a particular focus on editing for grammatical accuracy. Although teachers have had CPD opportunity to develop their understanding of GPS, this does not always translate into children's writing and is not always picked up in independent editing. Further work on the teaching of editing as a skill will be undertaken in the next academic year to ensure that all children are proficient in proof- reading and peer- editing to enhance their independent writing.

MATHS

This year, children across all year groups have engaged well with Maths lessons and most children are developing competency at a stage- appropriate level. **CPD** opportunities, provided by the Maths Subject Lead, has ensured that all teachers are using subject specific language, supported by **Makaton** signs, to engage and involve all children with foundational concepts, such as add/more/less/divide etc.

Further CPD sessions focused on tiered questioning and diagnostic questioning to use as a form of assessment within class. Teachers have been guided to create lesson worksheets that include **fluency**, reasoning and problem-solving aspects, as well as challenge questions to target faster graspers and effective questioning through next steps to move learners on. Through CPD opportunity provided by the **Maths Hub**, KS2 teachers have trained in and effectively implemented Maths Fluency sessions 4 times a week, which aim to develop children's contextual knowledge of basic Math skills. This has resulted in increased confidence in Math lessons, with children beginning to relate key areas of Math more effectively during guided practise. These mini- lessons have already been embedded in KS1 as part of regular practise, which means that as children move through the school, they receive core Maths lessons and additional fluency lessons on a weekly basis across KS1 and KS2.

Further CPD opportunity has been secured through the **Maths Hub**, who were impressed with the robust offer at St Mark's and the consistent manner in which the subject is taught across the school. Maths lessons are planned consistently across the school using the same format, with all lessons offering a 'deepen' activity to extend mathematical thinking; this means that all children, regardless of attainment, are exposed to higher order questioning and opportunity to develop age- related skills alongside peers. Math's Hub support for the following academic year will include further TA training, aimed at INA's and class TA's, to develop delivery of 1:1 Maths where appropriate.

Same Day Intervention continues to be an effective means for teachers to address misconceptions that may occur in Maths lessons on the same day. Targeted intervention for small groups has been delivered by trained TA's across key stages, with some phase groups. This year, **SEND Math groups** across KS2 proved to be particularly effective in supporting learners to **develop arithmetic skills**.

There has been limited **parental engagement** with Maths, especially in Year 4, around the multiplication check. For the next academic year, the Maths Subject Lead plans a relaunch of **Times Tables Rock Stars**, as well as more regular parent engagement sessions across the school to help parents feel at ease and equip them with basic skills when supporting Math at home.

Data

See our data report to governors September 2024 (attached) which analyses school performance to inform school improvement.

Self-judgement: GOOD

Through rapid and thorough school improvement, we have overhauled and redesigned the curriculum, to address previous OFSTED key areas.

The school's improved curriculum and its impact on pupils' engagement and standard of work has been recognised by external monitoring from the LA and Diocese

School Self Evaluation

GOOD

Key priorities-see SIP for detailed plans

- ✓ **To ensure access to high quality teaching, we plan to ensure consistent curriculum delivery and embed Adaptive Teaching practices.**

Reading

- ✓ Focus on whole school culture to foster a love of reading and writing - Power of Reading, Guided Reading focus Accelerated Reader, Reading cafes, paired classes
- ✓ Workshops for parents and carers
- ✓ Early Oracy-LA project
- ✓ Vocabulary
- ✓ CPD – supporting EAL learners

Writing

- ✓ Focus on SPAG/HANDWRITING
- ✓ CPD – Power of Reading, SPAG/HANDWRITING, MODERATION OPPORTUNITIES

Maths

- ✓ Mastery approach to teaching mathematics supported by Sussex maths hub
- ✓ CPD – QUESTIONING, GDS, Mastery Magpie

Wider Curriculum

- ✓ Review and redesign whole school assessment procedures, to include focus on pupil progress in all M&D activities.
- ✓ Pupibook study to help QA the curriculum
- ✓ Focus on curriculum development and progression
- ✓ Retention of knowledge-to include CPD on working memory and “sticky learning.”
- ✓ Coaching – SEND and pupil progress
- ✓ Robust impact evaluation-subject leads

Behaviour and attitudes

Previous OFSTED grade October 2022	Good
School Self Evaluation October 2024	Good
Steps taken to improve	
✓ Reviewed the behaviour policy (High Expectations for Learning) attached ✓ Provided CPD on Just Right ✓ Adaptive Teaching CPD focused on ensuring the learning meets pupils' individual needs to eliminate low level disruption ✓ Just Right strategies enable children to self regulate ✓ Clear graduated approach and support systems have led to consistent application of the policy.	
Environment	
Organised classrooms and purposeful working walls demonstrate an ethos of pride and engagement in learning During Learning Launchpad fortnight at the beginning of the school year, clear expectations are set and children are reminded of the school's HERO values, Just Right strategies and each class draws up a class charter. We have a graduated approach to behaviour strategies and SLT meet with classes weekly for ABC meetings (Attendance, Behaviour and CPOMS) to provide rapid response to concerns. Children requiring additional support may have an achievement card, in which they identify a helping hand of adults who will be their team support. Scripts and strategies are shared and clarified with all involved, including the child's family. See example. OFSTED 2022 <i>"Pupils behave very well. The school's 'SHINE' behaviours make it clear what staff expect. All staff consistently model what these behaviours look like, so pupils understand how to comply. 'Shiny Time' on a Friday afternoon is a time for all pupils to celebrate the rewards which come from following the school rules. Pupils indulge in karaoke and sports games with their friends from across the school."</i> Pupils enjoy learning and the school has been successful in fostering a culture in which children realise that they are in school to learn, as evidenced in pupil interviews. The school's safeguarding policy and processes ensures that any incidents of child on child abuse is dealt with swiftly – engaging with families and referring to FDF (Front Door for Families) if required. See CPOMS for examples. Discrimination is not tolerated and dealt with seriously. Consequences are supported and upheld through the school's PSHE policy and bespoke sessions are	

delivered to classes should any discriminatory behaviour occur. See CPOMS for examples.

Expectations

The SPA (School Partnership adviser) from the LA has recognised the positive learning behaviours of the children:

“Positive learning behaviours were observed across the school as pupils took part in their phonics groups and other lessons. The school has worked on developing a ‘Growth Mindset’ ethos and it was clear to see that the children were focussed on their learning.”

Our Behaviour Policy is named **“High Expectations for Learning”**. During **Learning Launchpad**, the school’s **SHINE behaviours** are revisited and the children are reminded of these in assemblies and the language of our behaviour policy is used consistently supported by scripts.

We have a clear Anti Bullying Policy and pupil surveys evidence that pupils feel safe at school, and know what to do, who to go to, if they require support.

CPOMS reports show bullying incidents are rare, but when they occur we take roust and swift action.

We use restorative approaches to work with the children, engaging families if required.

Pupils’ attitudes

Through **Growth Mindset** teaching and the **HERO Values**, children have a positive attitude to their learning.

The Diocesan School Effectiveness Officer recognised the ***“Strong vision, is rooted in Matthew 5:16 “Let your light shine”, understood, celebrated, and reflected in learning behaviours and in pupils’ learning.”*** SEO June 2024

We use Christian Meditation at the start of the afternoons, to reset and focus children. This has led to a decrease in afternoon behaviour incidents. (see CPOMS reports)

In Friday Celebration Worship a **Star of the Week** is selected for demonstrating HERO values. The children predict the language that will be used to describe the stars and they volunteer words like “resilient” “keep on trying.” The children are proud of their progress and this is a focus of book looks and when they share their learning with SLT as a recognition of their positive learning behaviours.

Our **trauma informed approach** ensures that we support children’s resilience through positive reinforcement. We recognise that the majority of our children (**75%**) are known to have been exposed to **ACEs** (adverse childhood experiences) and are vulnerable.

We uphold high expectations through a culture of care and support. We recognise the need to be for the children’s mental health and wellbeing to lead to positive behaviours. We offer a graduated approach of support including CBT work with our

primary mental health worker, play therapy (funded by a grant) to enhance the school's offer of **Nurture Support**.

The school supports children with complex needs through regular **PARMS** Planning and Review Meetings) with the LA SEND services including the EP (Educational Psychologist), BHISS (Brighton and Hove Inclusion Support Service), ASC and mental health services. This ensures a **holistic approach** to improving behaviour and tackling the underlying need-engaging with families every step of the way.

Pupil Voice: *When asked about the best things at St Mark's, the children spoke about how their teachers help them, that the teachers are kind, that they have friends in school, that everyone tries their best with their learning, everyone is really kind and works together. They said that 'learning is really fun' and they constantly learn new things, and gain experiences to prepare them for adult life.*

Learning Walks and **pupil voice** evidence a **positive attitude** to learning. The children articulate what they are learning, rather than just what we are doing. They recognise and articulate the HERO values to support their positive learning behaviours. Our regular ABC meetings are carried out to ensure a clear understanding of pupils' needs and focus on the graduated approach to **SEMH** in line with the school's High Expectations for Learning Policy.

There are clear plans of support in place for those children who require secondary or tertiary intervention.

The provision for SEND is of a high quality with a focus on strengthening quality first through strong partnership with the SENDCO. The use of the Just Right/Self Regulation approach which is being used successfully throughout the school.

The school offers **SEND classrooms** for pupils with complex SEND needs that can lead to **challenging behaviours**. We use of the Ocean and Ray Class to provide **bespoke provision** to create a sense of belonging for the children and to ensure they access a qualified teacher to meet their needs and limit negative impact on the learning of their peers.

The children in Ray and Ocean have individual behavior plans and scripts tailored to their needs.

Attendance and punctuality

The **revised attendance processes** have been shared with families (see posters) and we are upholding FPNs alongside supportive practice eg **ATTEND** framework.

We continue to tackle attendance and lateness, our office team swiftly produce **daily reports** and quickly escalate concerns. We spend time highlighting to parents the importance of regular attendance and punctuality, our approach has been one of **direct contact**, with conversations at pick up and drop off, telephone calls, email contact and when necessary, home visits. We also communicate 'regular attendance' messages via school ping, our weekly parent newsletter, posters and

our website. We continue to take a **consistent approach** to not authorise any holidays, only under exceptional circumstances, authorised by the headteacher.

As in previous years, we have found that a cohort of parents have taken their children out of school on holiday during term time, some often not completing leave of absence forms and advising that their children are ill, this creates unnecessary work for the office team and raises safeguarding concerns, these cases are referred to the LA for a fine. These absences increase in the summer term and continue to hit our attendance statistics hard. This academic year, we have referred 19 cases to the local authority for **FPN**, absences were unauthorised

For those children with under 90% attendance (**persistent absence**) and for persistent lateness, we are pro-actively working with parents to raise awareness of the importance of regular attendance and punctuality. We write to parents every half term, warning them that persistent absence and lateness may result in a referral for a fixed penalty notice (FPN). Our most **vulnerable groups** (PP, EAL, SEN) are placed on support plans, which are reviewed every two weeks. Data on this is held centrally for the reviewing progress. During Summer 2 a total of 48 pupils were placed on this support plan, data on the first review highlighted **41 pupils' attendance percentages had increased**.

We continue to work in partnership with our parents and carers to address any emerging attendance and lateness issues. It is important to note that a change in attendance and lateness patterns might also indicate a home issue and/or safeguarding issue. Our **Attendance Policy**, along with tips to improve lateness is published on our website, our policy outlines our school protocols for addressing lateness, attendance and **children missing in education** (CMIE).

This academic year, our attendance data, notably persistent absences, has also been hugely impacted by **transient families** (children who join mid-year and leave mid-year, often with poor attendance) and those children who need part time tables in place for them to be able to access their education, these are children with high **SEN or SEMH** needs. This year, we have 2 pupils on reduced timetables; we follow the graduated approach to support them back to full time education.

See **attendance report** and **ABC tracker** for further details.

Pupil and teachers' relationships

The relationships between staff and pupils is a real strength of the school. Relationships are strong, positive and respectful.

"The school's strong work on wellbeing and developing positive attitudes to learning has meant that an increasing number of pupils are able to articulate their learning, are focussed on their learning and are becoming secondary ready."
SPA

Parents also recognise the positive and supportive relationships as a strength. In their feedback forms on their child's end of year reports they noted the following:

“Thank you for letting us know about our little son. Your passion for education and commitment to your students have been truly inspiring. N has grown tremendously under your guidance, both academically and personally. Thank you for being such a wonderful teacher.”

“I would like to say thank you for being more than just a teacher. In the beginning, N was so shy and sleepy boy. But now he is speaking more and he has so many friends in class. It’s all because of the teachers. Thank you for taking this much effort. Thank you so much.”

“N joined school late (year 4). She had never studied before and it was very difficult for her. But she is always hard working, active and loved learning, exploring and drawing. Thanks to her teacher and the school for supporting N”

School Self Evaluation	Good
Key priorities-see SIP for detailed plans	
✓ To remove non-academic barriers to attainment, we plan to ensure consistent application of our High Expectations for Learning Policy and improve attendance. ✓ A focus on persistent absentees leads to improved attendance ✓ Consistent application of the Behaviour Policy graduated approach and ✓ Improve attendance. ✓ Forest school and other activities are incorporated in to lunchtime provision to engage pupils in positive activity.	

Personal development

Previous OFSTED grade October 2022	Good
School Self Evaluation October 2024	Good
Steps taken to improve	
✓ The school is applying to be a School of Sanctuary owing to our work supporting refugee families with our ROOTS project. ✓ We have devised a Nurture Programme that is delivered across the school. This was an initiative set up by our PSHE and Mental Health and Well-being lead, as part of their NPQLT course. ✓ We use Picture News to deliver our Collective Worship. Picture News is used at St. Mark's to inspire and engage in real-life learning that children can impact and influence! It gives children opportunities to develop learning further through news stories that inspire them. It allows them to discover talents and interests through the broad coverage. It also includes links to British Values and UNICEF's Rights of the Child each week.	

We continue our longstanding relationship with **Roedean** School to provide meaningful enrichment opportunities for the children and have now started to work with **Brighton College** to offer focused sessions on drama and speech and language.

Both relationships have enabled the children to access a range of **musical** and **sporting** activities.

Developing pupils as responsible, respectful and active citizens

Our School Vision and Values demonstrate how **British Values** underpin the work of the school.

Intentions:

- ✓ To enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- ✓ To enable pupils to distinguish right from wrong and to respect the civil and criminal law of Britain;
- ✓ To encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- ✓ To enable pupils to acquire a broad general knowledge of and respect for public institutions and services in Britain;
- ✓ To further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- ✓ To encourage respect for other people;
- ✓ To encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in Britain.
- ✓ Advice from the DfE is to promote British Values through SMSC although Ofsted will assess it through the curriculum too. Here is a flavour of how the School develops and promotes these fundamental values:

Democracy:

- ✓ Pupil voice is taken seriously at St Mark's, with children being asked their opinions and suggestions about school matters, ranging from the naming of the classes to being involved in community initiatives. Regular meetings of the democratically-selected **Young Governors** from all year groups ensure that pupils are able to make valuable contributions to the development of the School. Our **Shining Lights** are also democratically elected and they lead pupil led worship every week to their own and younger classes, completing the reflection challenge set in Monday's worship.

The Rule of Law:

- ✓ Pupils throughout St Mark's develop their understanding of what is right and what is wrong. Each year, they are involved in developing their own **class charter** and are reminded of what they can expect of/from the School and what the School expects of them in order to maximise their learning.

Through their daily School life and explicitly in PHSE lessons, they develop their understanding of actions, responsibilities and consequences. Visits from/to authorities such as the Police, Fire Service and Lifeguards are regular parts of our calendar and help reinforce this message. (Linked document Behaviour Policy).

Tolerance of those of Different Faiths and Beliefs:

- ✓ This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Learning about a wide range of different religions in RE and PSHE offer these opportunities and also support in discussions around the issue of prejudice. Children have a school **visit** to a different places of worship during their time at St Mark's. We pride ourselves on ensuring that we demonstrate inclusivity in all that we do. We celebrate the diversity of our school through **Language Buddies** project with Roedean, and each class displays a welcome sign in the languages represented in the school. Our **Summer Fair** celebrates the rich cultural background of our school, and parents are invited to share food from around the world. During Ramadan we offer prayer spaces for our Muslim families. **Pupil voice** has evidenced that this is very much appreciated by the children who see it as a sign of our respect for their beliefs.

Mutual Respect:

- ✓ It is an abiding expectation that all members of the School's community demonstrate a respectful attitude at all times. Reception children begin to develop their understanding of others through the planned learning opportunities within the 'prime' areas of 'Understanding the World' and 'Personal, Social and Emotional Development'. Discussions, assemblies, team games in PE and PSHE lessons across the School help to reinforce this message. Our **HERO** values promote mutual respect through team work and collaboration. Bullying is not tolerated and pupils are taught about the different types of bullying, why they might occur and discuss possible strategies for dealing with incidents should they witness any. (Linked document: Behaviour Policy)

Individual Liberty:

- ✓ St Mark's wholeheartedly supports the aims enshrined in the **UNICEF** Rights of the Child ideal (see <http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>) and actively promotes these through engagement with different charities and particular appeals. They are also covered in our weekly Collective Worship through **Picture News**.
- ✓ Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for young pupils to make choices safely through the provision of a safe environment and empowering education. This includes following the **"Feeling Good Feeling Safe"** programme.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely through:

- Online Safety and PSHE lessons
- Choices about their learning challenge and how they record
- Participation in our numerous extended learning clubs and opportunities
- Circle time
- Pupil conferencing
- Collective Worship:

Time is given to sharing and discussing British Values in dedicated assembly slots. Here, we share examples of the British Values in action and support the children in remembering each value and its meaning. (linked document Collective Worship Schedule).

Breadth of the curriculum

The curriculum at St Mark's is broad in focus, aiming to ensure that all children are accessing stage-appropriate learning in all subjects. The curriculum helps to develop pupils as responsible, respectful and active citizens who are able to play their part and contribute positively to society.

Our curriculum 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. Our HERO values underpin all we do, and the children use these with their learning.

Our curriculum extends beyond academic, technical or vocational learning and provides for pupils' broader development, enabling them to enhance and discover their interests and talents. This is encapsulated in our vision **Let Your Light Shine**.

- ✓ We design the curriculum to provide opportunities for challenge.
- ✓ We work with **Into University** to develop aspirations and introduce children to a wide range of career possibilities.
- ✓ We have been successful in securing **bursaries** for our children at **Roedean** and **GDST**.
- ✓ Our **pastoral support** is regularly praised by external agencies, FDFE, EMAS.
- ✓ We work closely with the **school nurse** to support families with routine issues such as hygiene and morning routines to enable their child to access education and improve attendance and punctuality.
- ✓ We have developed **Outreach** events in which **families** come in to work with their children on **PSHE** related activities
- ✓ The whole school engages with **Wellbeing Wednesdays** in which the children complete activities designed to support their emotional health and wellbeing.

Pupils' future

- ✓ We have access to **Roedean's** swimming pool, transport for swimming and swimming teachers- meaning access for all for this crucial life skill and curriculum requirement.
- ✓ We also offer **music lessons**, choir links with Roedean, language buddies and our children have performed on stage at Roedean and also been invited to **attend performances**.
- ✓ We actively pursue funding for events such as residential and have secured **free residential** including transport for Years 5 and 6 at Hindleap Warren.

Our vision "**Let Your light Shine**" is lived every day as we strive for all to flourish and develop their individual potential.

We work with **Into University** who provide workshops and immersive University experiences for KS2 pupils to build to focus on aspirations.

Each year as part of our **transition activities**, we ask the children to think of their hopes and dreams for the future and how we can achieve these.

Online and offline risks

We have a clear **online safety policy** and this is taught through PSHE as well as computing. We recognise the need to educate the families and provide regular updates.

We use **Safer Schools App** for resources and content to offer CPD and outreach events.

Online safety is covered in our annual safeguarding training and we respond immediately to any concerns raised or identified by staff, children or parents.

This is recorded in **CPOMS**.

Relationships education, RSE and health education

The **PSHE curriculum** is a carefully planned, age appropriate, spiral curriculum, based on the Curriculum map and resources provided by B&H PSHE team and is regularly reviewed and updated with any statutory changes as well as adapting our curriculum to support pupils during any global events which may impact pupil wellbeing.

PSHE is organised into three core themes;

- Health & well-being
- Relationships
- Living in the wider world

These core themes are explored through a range of short half termly topics, revisited within each key stage. Most PSHE topics including, Feeling Good Feeling Safe, Relationships, Keeping Healthy & Safe and Global Citizenship, will be taught in every year group. As the pupils revisit these topics with a different focus each year, they are able to build on previous learning, develop their understanding and have further opportunities to practice key skills, for example on resolving arguments or asking for help, in a safe learning environment.

PSHE is taught weekly throughout the school year, and related whole school assemblies are planned to introduce and develop the learning in class. Each topic is carefully planned and delivered in 4-6 lessons over a half term. Key vocabulary is introduced and explored, and much of the learning is through discussion, whole class and group activities.

To ensure our intentions are met:

- The PSHE curriculum areas are carefully mapped out with each year group to ensure maximum support for pupils throughout the year.
- PSHE is a cross curricular theme- embedded not only in our PSHE lessons, but other curriculum subjects and within our core values. Children have opportunities to explore PSHE themes through all teaching and collective worship where social and emotional literacy, as well as mental health and wellbeing is at the forefront of our school ethos.
- Pupil voice is given a platform and explored/discussed in depth.
- Pupils learn life skills which will give them the tools to lead a safe, healthy and positive lifestyle- providing them with the social and emotional literacy tools to navigate through the different stages of their lives.
- Pupils study a robust PSHE curriculum from EYFS to Year 6 (see curriculum map).

Spiritual, moral, social and cultural development

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their **social and cultural traditions** and an appreciation of the diversity and richness of other cultures. **This is a whole school issue.** All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. The integrity and spirituality of pupils from all faith backgrounds will be respected and explored. The **diversity** of spiritual traditions will be recognised, and pupils will be given access to a range of alternative views. **Adults model and**

promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families. The school community will be a place where pupils can find acceptance for themselves as unique individuals.

Practical activities to develop SMSC include:

- Working together in different groupings and situations.
- Encouraging the children to behave appropriately at meal times.
- Taking responsibility e.g. Shining Lights, Young Governors, Playground Buddies, class monitors, door monitors, delivering messages and looking after younger children.
- Encouraging teamwork in PE, games and out of school hours learning.
- Showing appreciation of the performances of other children
- Hearing music from different composers, cultures and genres
- Meeting people from different cultures and countries.
- Participation in a variety of different educational visits.
- Links with the local community made through the encouragement of parental involvement in school life (**international food fair**).
- Participation in live performances.
- Use of Collective Worship themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and national celebrations.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops. **Afrori bookshops**
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians. **Create Music, Brighton College and Roedean**
- Opportunities to make and evaluate food from other countries.
- Opportunities in music to learn songs from different cultures

Diocesan School Effectiveness partner has recognised the children's engagement and retention of knowledge following the introduction of Enlightenment Days and pupil led worship

*"During the discussion, as on previous visits, the children were keen and eager to share their work and talk about their **learning** during RE lessons. **They spoke knowledgeably** about the work they had been doing and what they had learnt. The children are talking more about their 'learning' rather than what they had been 'doing'. The children seemingly enjoy RE lessons. **The children were enthusiastic about what they were learning and particularly liked learning about other religions.** They were happy to share their own ideas and opinions about religions*

and were **thoughtful and respectful of different traditions and practices**. **Generally, the pupils spoken to could recall core learning of the current unit of work and key vocabulary** and are seemingly **growing a deeper depth of knowledge** and sufficient understanding of these terms to use them confidently in discussion.” SEO May 2024

We are proud to be a Church of England School, and we live our Christian ethos, vision and values every day here at St Mark's.

We have a renewed vision and values that is distinctively Christian and recognised and understood by the whole school community.

Our vision is supported by scripture: **‘Let your light shine’** Matthew 5:16

Our Christian values are clearly visible and permeate through everything that we do. It can be easily recalled when reflecting on behaviour incidents-using the language of letting your light shine and not dimming the light of others.

The **RE curriculum** contains units on celebrations, festivals and worship from Christianity, Islam, Hinduism and Judaism. Children are encouraged to take part in periods of reflection at different times throughout the school week. Children are helped to gain an understanding of their feelings and emotions and their likely impact on themselves and others. **Prayer** is used within the day to say thank you and support reflection. Pupils are encouraged to appreciate the awe and wonder of the world around them.

Through **Collective Worship**, including **pupil led worship** and our **Enlightenment Days**, children respond to “big” questions and are able to answer with sensitivity and empathy for others.

Christian Meditation provides children with the opportunity to reset after lunch break and this has led to reduced afternoon behaviour incidents.

Evaluation of moral education

Reward systems and celebration of achievements help children to achieve success. Our behaviour policy supports children to interact and make the right choices. The curriculum, particularly English, Religious Education and Collective Worship help children to explore stories that present moral issues. Our curriculum promotes investigative learning about ethical issues. We encourage children to challenge injustice and display courageous advocacy. We explore moral decisions and use stories and teachings from the Bible to help us understand and reflect on moral issues.

Evaluation of social education

We support a number of charities eg The Brighton Lions, Martletts, NSPCC and The Little Princess Trust, whereby we encourage our children to reflect and think about the ways in which they can help and become '**young advocates**'. Our Collective Worship themes supports character development and we combine RE with learning about national and global issues - such as the riots over the summer 2024, following the **Stockport tragedy**, and in doing so the school community has become more aware of **anti racism**.

Evaluation of cultural education

The Diocesan Schools Effectiveness Officer recognised our children's respect for our different faiths and beliefs and how the school supports this:

*"..pupil voice activity with a group of **Muslim** pupils about **Ramadan** during which some key questions were asked, including What do you like about the support that you have received from St Marks during Ramadan? and 'Have you got any ideas about how we can celebrate the Muslim faith in our school?' The outcomes of the pupil voice questions were shared with the SEO. The responses the pupils made were very encouraging, demonstrating that the **children felt included and listened to**. The children stated that 'we can tell that the **Mrs Fendley really respects all our religions**' and that the 'prayer space' made them 'feel calm, relaxed'. Some children reported that '**it was good to do this in school**'. SEO March 2023*

Previous OFSTED grade October 2022

Good

School Self Evaluation October 2024

Good

We firmly believe that personal development remains a strength of the school. We are proud of the family feel of the school and how everyone ensures that the individual needs of every child are met.

Our staff all act as positive role models and demonstrate our HERO values consistently.

Key priorities-see SIP for detailed plans

To develop Community Connections

RE – to introduce spirituality framework – "Windows, mirrors and doors."

Leadership and management

Previous OFSTED grade October 2022	Good
School Self Evaluation October 2024	Good
Steps taken to improve	
✓ Revised curriculum in place ✓ Curriculum has been redesigned with subject leaders creating progression documents. ✓ Subject leads received coaching sessions with DHT for quality assurance and monitoring ✓ All subject leads reviewed the assessment procedures for their subjects. ✓ All class teachers have had coaching sessions with the SENCO to design teaching and learning strategies for SEND pupils. ✓ Revised lesson sequences offer consistency and focus ✓ Focused programme of CPD on Adaptive Teaching leading to increased consistency of pedagogy across the school	
Leaders' vision for education	
<i>"The school's vision, 'Let Your Light Shine' and its values of Hope Energy Resilience and Optimism, are underpinned by the Christian ethos. The vision strapline is strengthened by the Biblical text: Matthew 5:16 'In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven.' and has three fundamental elements: 1. The Light of the World - Jesus 2. The light of our individual talents - gifts from God 3. The light of learning - guided by God The vision is encapsulated in the school's logo of a Dove as the Biblical sign of peace and hope, with loving hands that nurture the children, to symbolise Jesus's love for us all."</i> Diocesan SEO June 2024 OFSTED 2022 In our previous OFSTED, inspectors recognised: <i>"Significant changes in staff and school leadership, combined with the COVID-19 pandemic, have slowed the school improvement journey. Despite this, leaders, governors, the diocese and the local authority are steadfast in their dedication to improve standards. They have a very clear vision for what they want every pupil to achieve. Leaders and governors use accurate information to clearly identify the school's priorities. They use external expertise to critically review the curriculum and provision in school. From this, they develop clear plans to move the school forward."</i>	

We have moved swiftly to ensure school improvement is rapid. The progress and improvement has been recognised by external officers.

LA SPA: *"All classes were visited and discussions were had around the **progress made since the last Ofsted inspection.**"*

***Positive learning behaviours** were observed across the school as pupils took part in their phonics groups and other lessons. The school has worked on developing a 'Growth Mindset' ethos and it was clear to see that the **children were focussed on their learning...**" 2023*

LA SPA: *"There is **consistency in the teaching** of different writing genres, as **teachers are clearly informed** as to what needs to be included on their medium term plans."* June 2024

Professional development opportunities

Through an effective programme of CPD including Adaptive Teaching has led to increased consistency and improved teacher subject knowledge, as recognised by the SPA.

The Maths curriculum was recognised as strong from a Maths Hub visit.

SPA December 2023: ***"The school continues to push forward with increased consistency seen during monitoring procedures. This includes consistency in the use of slides, class learning environments, the excellent use of additional adults providing focussed interventions and tailored teaching. During a learning walk it was seen that behaviour was good with children on task and enthusiastic about their learning"***.

The SPA recognised the following strengths of the school in his Know Your School Visit December 2023:

"Key strengths in the school and support the school could offer with other schools:

- *Subject development in maths has been good and, when successful, can be used as a model for other settings.*
- *The pastoral aspect of the school is very strong.*
- *Skilset of support staff for SEND provision is strong, along with management of SEND from SENDCo.*
- *Planning and teaching foundation subjects in blocks in order to build on prior learning, with a sharing assembly at the end of a block of work."*

Completion of pupils' studies

The school was involved in a study in to effective teaching of reading, owing to the school's progress scores for disadvantaged pupils being significantly above National (2023)

- ✓ Our school's Reading progress score increased by 6.20 from -2.32 in 2021/22 to +3.88 in 2022/23

- ✓ Our Reading progress score of +3.88 is **3.85 higher than the National cohort**, who have a Reading progress score of +0.03.
- ✓ Our school rose 80 places in the percentile rankings between 2021/22 and 2022/23, from 86 to 6.
- ✓ **69% of disadvantaged pupils achieved EXS in reading 9% higher than LA and national**
- ✓ 19% achieved GDS compared to 17% national/LA
- ✓ **+4.4 progress** for disadvantaged compared with **-0.9 national**

*“The **best way to describe the school is a family**, which was the term repeatedly used by one teaching assistant who has been at the school for 37 years. **‘People stay because they feel valued and safe’**. The primary focus of the headteacher is to **value every child**, regardless of their need and provide security and routine. The school recently had a new library built which was funded by a local Independent school.”*

Jo Tregenza University of Sussex

External visitors praise the calm, focused learning behaviours, thus enabling the children to focus on their studies and know that **“school is for learning.”** Relationships are a strength of the school and it is these trusting relationships that enable the staff as a whole to ensure the children reach their full potential.

Through strong SEND leadership, as recognised by the LA, robust plans in place for children with significant needs. With a significant level of children with EHCPs (10%) and 20% of pupils on the ASC pathway, the school has created a specialist classroom to ensure that the children access QFT with bespoke learning programmes. Whilst this is in its early stages, initial observations are that the majority of the group are now more fully engaged in their learning and **all** have increased output. The provision has also led to the remaining classes being less disrupted. The school continues to work closely with external agencies to ensure the success of the provision.

Data reports highlight that at the end of KS2 **Literacy outcomes for SEND were above national** (67 Reading – national 48) 44 for writing – national 36 and broadly in line for maths. This is the result of carefully planned interventions from skilled staff.

OFSTED OCTOBER 2022

*“**Staff make sure they know their pupils well**. They quickly identify pupils with special educational needs and/or disabilities (SEND). **Leaders design effective support plans** to identify what support pupils need to learn well. **Staff receive training to help them** apply these plans in the classroom. The ‘Ocean Room’ provides a supportive space for pupils with SEND to receive additional help with their learning. Therapies such as sensory circuits help pupils learn to use their bodies. Where needed, carefully developed learning plans make it clear to pupils what they must do to manage their feelings or how to ask for help when they need it.”*

Leaders engaging with pupils

OFSTED OCTOBER 2022

*“Leaders have forged **strong partnerships** with other local schools and organisations to make sure that **all pupils have a wealth of opportunity to develop their skills and talents**. For example, pupils can learn Russian or philosophy or take part in sport training sessions. **Leaders raise pupils’ aspirations** through trips to local universities to help them start planning for an ambitious future. Leaders make sure that every child develops a secure knowledge of how to keep themselves safe, happy and healthy.”*

We have continued to maintain and develop our established relationship with Roedean and our enrichment offer provides the children with opportunities to be taught by their specialist team in Sport and MFL as well as Arts and Science.

The Roedean students continue to be reading partners every Wednesday afternoon and language buddies support children who speak the same mother tongue, in an initiative that is mutually beneficial for the students from both schools.

Brighton College also provide drama and music workshops and have developed the school grounds with murals to reflect the school vision and values. They also volunteer to assist in gardening tasks to maintain the use of the school’s forest school and “Secret Garden”

Both schools have also assisted the school in providing ICT equipment, books and other resources to enable the children to access a full curriculum.

Pupil Feedback

*“No-one else can speak Hungarian, so it makes me feel special. It has helped me with my sounding out. My writing is better.” **Language Buddy***

*“They taught me how to be a librarian and how to help younger children with their reading.” **Librarian***

*“It keeps us fit and it’s fun!” **Sports Leaders.***

Leaders engaging with staff

The headteacher and governors maintain staff wellbeing as a focus on meeting agendas. The school undertook an objective staff wellbeing survey from the Public Health Service and devised an action plan with Union members, governor representatives and SLT.

Staff wellbeing has also been an objective for Headteacher performance management.

Staff report that they feel they feel supported by SLT and there is an open door policy if they have concerns.

There is a weekly “Rock Star” in which staff nominate each other and their names are entered into a hat to be drawn in Friday celebration assembly. The winner receives a £5 Amazon Voucher.

The school invests in a robust Wellbeing package for staff and this is regularly signposted. There is a wellbeing board in the staffroom.

Staff can access professional supervision from the Held in Mind therapist in school.

The staffroom was recently revamped by staff members and SLT. There is a focus on celebrating staff achievements.

The newly designed curriculum has positively impacted on workload, as reported by staff.

Teachers can also take their PPA off site and if they require additional release time, this can be negotiated.

Leaders engaging with parents and the community

The school has launched Outreach events, in which the parent and carers come in to their child's classroom to participate in PSHE activities. These have been very well attended and they have led to the families having a greater understanding of their child's learning.

We have secured funding from **The Brighton Lions** to provide each child in Reception, Year 1 and Year 2 with book bags to support home reading and we celebrate Reading Rock Stars in Friday assembly.

We have appointed a **pastoral manager** who works closely with families providing early help and signposting to the relevant support.

Our **Primary Mental Health** workers offer workshops on supporting children with anxiety, eating problems and sleep hygiene.

We work closely with families to improve attendance through solution focused support to overcome barriers.

We are part of the **East Brighton Trust** network and attend regular meetings, to ensure our children and families access local opportunities eg **Crew Club**.

Parent comments;

"Thank you for letting us know about our little son. Your passion for education and commitment to your students have been truly inspiring. N has grown tremendously under your guidance, both academically and personally. Thank you for being such a wonderful teacher."

"I would like to say thank you for being more than just a teacher. In the beginning, N was so shy and sleepy boy. But now he is speaking more and he has so many friends in class. It's all because of the teachers. Thank you for taking this much effort. Thank you so much."

"N joined school late (year 4). She had never studied before and it was very difficult for her. But she is always hard working, active and loved learning, exploring and drawing. Thanks to her teacher and the school for supporting N"

Protecting staff

With a strong, trusting and positive relationship with staff, they feel confident to come and share any concerns.

We follow the LA policies and procedures on supporting staff overcome any issues and uphold their right to respect and dignity at work.

We share any injuries with the Health and Safety team and follow their guidance to protect staff and keep them safe.

Risk assessments are in place if required and these are reviewed. We also access the Occupational Health service to support staff and inform any recommendations for any adaptations.

Strategic governance

Governors work together strategically as an effective team, guided by the clerk, who like several of the governors is an experienced education professional. Governors attend training run by the Local Authority and the Diocese in order to develop understanding of their role, with all new governors attending induction training . They also receive presentations from the Headteacher and curriculum leaders to ensure they understand how the school's aims and objectives are translated into effective practice to raise standards. This enables their monitoring to be more sharply focused, in addition to supporting their school visits.

At their regular meetings, governors review information and reports provided by the Headteacher and Senior Leaders, and minutes of meetings demonstrate how they ask challenging questions to hold leaders to account. For example, they ask about the data for specific cohorts or subjects, and want to know the impact of school initiatives such as Power of Reading, in order to hold leaders to account. They regularly focus on whether able pupils are achieving the higher standards that should be expected, and what the school is doing to met their needs. Governors receive information well in advance of meetings, so that they arrive prepared with questions, in addition to having identified areas where they can see the school has made progress. For example, governors have followed up the concerns in the previous Ofsted report about phonics. They also ask how school plans reflect its vision and strategy, particularly its ethos as a Church of England school, and have demonstrated their willingness to support the school in making difficult decisions when necessary in order to ensure all partners share school values.

Governors carry out monitoring in accordance with their monitoring plan, which is linked to the School Improvement Plan. This includes looking at pupils' books from across the school in FGB meetings, enabling governors to see progression across the school and also from year to year. Governors support leaders with pupil interviews, enabling them to check that what they are being told in meetings is reflected in practice. For example, the ex-officio governor took part in pupil

interviews about RE. Governors also accompany leaders on learning walks, giving them an overview of how the curriculum is being implemented. For example, one of the Co-Chairs shadowed the music lead carrying out curriculum monitoring, and was able to report back on how subject leadership is developing, which had been an area for improvement identified by Ofsted. In May 2024 Governors took part in a learning walk during the FGB meeting, visiting all KS. The school's learning walk checklist was shared and supported this activity; governors were encouraged to look at how display supported teaching and learning, asking questions about how learning was organised in each class. Governors commented on the consistent use of Just Right to encourage positive attitudes to learning, and how hard work and effort was celebrated in 'hero of the day' displays.

Governors regularly attend strategic meetings with the Local Authority and Diocese, supporting the school and requesting support where appropriate.

Governors work in committees to carry out specific aspects of their role. The work of the Resources committee includes monitoring the school budget and ensuring that the school is reviewing staffing, contracts and purchasing to manage costs in challenging times. Governors from this committee also support the Headteacher in managing building projects in liaison with the Diocese.

Effective governance

Governors have specific roles to enable them to carry out their statutory duties. The safeguarding governor is a former safeguarding lead who attends regular training and visits the school termly to monitor the Single Central Record. They are also involved in the school's safeguarding audit, and ensure that all governors receive appropriate safeguarding training. The SEN governor meets regularly with the SENCo to review how pupils with SEND are being supported. Health and Safety forms a regular item on Resources committee agendas. Governors review all policies in relation to equality.

As a Voluntary Aided school, the governors have specific statutory duties related to admissions. The admissions committee is led by a very experienced governor in this field, and they ensure that all documents are up to date and the priorities in the admissions policy are applied to all applications.

Safeguarding

St Mark's Primary School is a safe place for children, where our responsibilities for safeguarding children are taken seriously. Our policies and agreed practices for child protection, health and safety, behaviour management, attendance and looked

after children all comply with the recommendations for safeguarding children at school.

Staff recruitment policies and practices are rigorous and comply with safe recruitment and selection requirements. Through delivery of our curriculum and Personal, Social and Health Education (PSHE) programme children learn about personal safety and how to keep themselves safe from harm. There is a strong anti-bullying ethos prevalent throughout the school and children are given opportunities to explore their own feelings and emotions and those of others.

St Mark's is a caring school and children are taught how to keep themselves and each other safe from bullying behaviour and how to report it. We have clear guidance to help children use the internet safely and we respond quickly to any online safety concerns. We are aiming to launch the Safer Schools app this term which helps entire school communities to better protect themselves in the digital world, through delivering contemporary and relevant safeguarding information to teachers, pupils, parents and carers.

It is the responsibility of every adult working in our school to ensure that we maintain the highest level of awareness surrounding safe practices and to ensure that any issues are dealt with immediately and appropriately. Our safeguarding statement is on display outside the school office and the school's child protection policy is available on the school website and in staff rooms.

Recruitment & Selection of Staff

The school is working within the Safer Recruitment guidelines, and the selection processes are in line with the guidance. The following procedures for recruitment and selection of staff are strictly adhered to:

- There is at least one member of staff who has been trained in Safer Recruitment
- All adverts and related documentation contain a safeguarding statement
- All person specifications have a safeguarding element
- All job descriptions have a safeguarding responsibility
- Applications are scrutinised for missing information and inconsistencies and concerns are followed up
- Successful candidates' qualifications are verified, and their identity checked
- Reference requests require specific safeguarding information, including the person's suitability to work with children/young people. References are requested from the current/most recent employer. Missing information or vague information is always followed up with the referee. Telephone follow up to written references.

- Enhanced DBS checks have been carried out for staff and volunteers, in line with statutory requirements.

Safeguarding Training

All staff members and volunteers have received safeguarding training; this takes place annually on our inset day in September. For staff members, students and volunteers that join the school after September, training takes place throughout the year. Every member of staff that receives safeguarding training is given the link to **'Keeping Children Safe in Education'** (KCSIE) section 1 (Sep 2024) a link to our Child Protection policy and Staff Handbook, which they sign to commit to read. For September 2024 training, we are considering breaking down the training into shorter sessions taking place over a few weeks.

All new members of staff and volunteers are directed to complete a **PREVENT** online course and **FGM** awareness and provided the links to undertake. We follow up on this to ensure everyone has completed the online training, for example an audit of prevent training took place in 2024.

Safeguarding training is updated every year at the start of term in September INSET, with different focus topics, the key messages remain the same, all staff, volunteers, students and governors understand their role and that safeguarding is everybody's responsibility. All governors have read KCSIE 2024.

A record of safeguarding training is kept in the office and updated on the single central record. Hard copies of KCSIE and our safeguarding and child protection policy are available in the staff room on the 'Safeguarding Noticeboard', in our online **'Safeguarding and Well-Being Library'** on our shared N Drive and in the school office.

The school uses 'Child Protection Online Monitoring System' (**CPOMS**) – a safeguarding and child protection software for schools which provides secure online monitoring of child protection, safeguarding and wider student pastoral welfare for schools that all staff members can use to record concerns and incidents. All permanent staff members are given CPOM sign-on IDs and receive training on how to log incidents. Temporary staff members (inc supply, student and volunteers) are given bright red incident report forms to record any safeguarding concerns. Throughout each year our DSL sends regular emails and updates to staff sharing safeguarding news and offering refresher sessions and ensures all staff are accessing CPOMS.

Governors are invited to school safeguarding training, our Safeguarding Governor and Well-being Governor attended this year. All governors must undertake safeguarding training.

Safeguarding policy, audit and further training

Our safeguarding policy has been updated in line with the new **KCSiE Sept 2024 document** .

Our **Headteacher is a qualified DFE Prevent Trainer**, all staff have completed PREVENT training – certificates are held in the office and all new staff are requested to complete it and are given the link to the training, links to FGM training are given at the same time.

It is an annual requirement to complete the **newly formatted safeguarding audit** – which was submitted in April 2024.

Throughout the year our DSL and office manager regularly review the visitor's signing in protocols and when appropriate, make changes.

The St Mark's safeguarding team continue to attend training and workshops throughout the year and disseminate their learning to staff. Useful updates and information is circulated when necessary, via the staff Bulletin.

Governing Body

The link governor for safeguarding meets termly with the DSL to monitor the SCR and safeguarding procedures (as above). This is then reported to governors at the FGB.

Pupil premium

The school participated in the Durrington Research Project – **From Mitigation to Success** and the Deputy Head and SENCO redesigned the Pupil Premium report following this evidence based approach to providing the best provision for disadvantaged pupils.

The school is also one of sixteen schools in Brighton and Hove to take part in the current project, which aims to **improve outcomes for disadvantaged** children in reading (**Literacy –The Key to Social Equality**)

Our mission is to provide an outstanding education for our children, enabling every child at St Mark's to be the very best they can be. We strive to develop children's aspirations, their self-esteem and their academic achievement in a safe and stimulating learning environment. It is vital that all learning opportunities are of a consistently high quality and therefore we work tirelessly to ensure that children attend school, ready to learn.

Our school ethos and values highlight the inclusion of all children and this underpins everything we do. As a staff team, we have considered research by the Sutton Trust and the Education Endowment Foundation to inform our use of Pupil Premium funding, to strategically support the progress and learning of disadvantaged children. We know there are many different barriers, academic and social & emotional, which provide challenges for disadvantaged children. At St Mark's, we are committed to providing high quality first teaching and learning in all classes and

this is our guiding principle. In addition, some children benefit from individual and small group support and they will be invited to join carefully targeted interventions.

We also recognise that some pupils may be subject to multiple disadvantages, therefore part of our strategy to diminish the difference may include supporting children financially to attend enrichment activities such as school trips and events, holiday clubs etc. Pupil Premium money will also be spent on improving pupils' social and emotional well-being so that children are ready to learn eg. learning

mentor support, nurture groups, individual counselling or free breakfast club sessions. In making such provision at St Mark's, we recognise that not all pupils who receive FSM will be socially disadvantaged and not all pupils who are socially disadvantaged are registered or eligible for FSM.

We recognise that every child is unique and our skilled staff ensure that every child receives a rich learning experience that ensures they reach their full potential.

Our children are at the heart of everything that we do. We strive to nurture their natural curiosity, creativity and enthusiasm for learning-and vow to hold on to those qualities all the way up to Year 6, through our engaging curriculum.

Off-site provision

We have one child on a dual placement at the Central Hub on an assessment place. We work closely with the LA and the Access to Education Team. The headteacher sits on the BAP (Behaviour and Attendance Panel) providing support and contributing to decisions on placements and support for children displaying challenging behaviours across the city.

Communication is maintained with the family and regular updates are received.

SELF EVALUATION

We are confident that our leadership and management remains good.

We have sustained rapid improved and this has been recognised and validated by external advisers.

Previous OFSTED grade October 2022

Good

School Self Evaluation October 2024

Good

Key priorities-see SIP for detailed plans

- ✓ To explore leadership structures and models to secure the future of the school.
- ✓ To develop Community Connections through a working party with local groups to become a local community hub.

✓ To further develop parental engagement with their children's learning.

Self-evaluation summary of judgements

Key judgements	Grade
Quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness	Good

Early years	
Overall effectiveness	Good