



ST MARK'S CE PRIMARY SCHOOL

SELF EVALUATION SUMMARY 2024-25

SEF summary

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.

Overall effectiveness

Grade	1 ☐	2 ☒	3 ☐	4 ☐
Comments				
Since the last OFSTED inspection in October 2022, the school has continued to make rapid improvement. Leaders have effectively utilized the relevant support to ensure that key areas for development have been addressed. External visitors and monitoring have recognized the progress made by the school – highlighting the consistency of teaching and provision across the school. As a result, there is a palpable sense of purpose evident in the school, with children focused on their learning.				

Quality of education

Grade	1 ☐	2 ☒	3 ☐	4 ☐
Comments				
Through rapid and sustained 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. 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.

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.

NEXT STEPS

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

Behaviour and attitudes

Grade	1 ☐	2 ☒	3 ☐	4 ☐
Comments				
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. The SPA (School Partnership adviser) from the LA has recognised the positive learning behaviours of the children: <i>"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."</i>				
NEXT STEPS ✓ 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 ✓ Forest school and other activities are incorporated in to lunchtime provision to engage pupils in positive activity.				

Personal development

Grade	1 ☐	2 ☒	3 ☐	4 ☐
Comments				
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.				
NEXT STEPS ✓ To develop Community Connections ✓ RE – to introduce spirituality framework – “Windows, mirrors and doors.”				

Leadership and management

Grade	1 ☐	2 ☒	3 ☐	4 ☐
Comments				
We have moved swiftly to ensure school improvement is rapid. The progress and improvement has been recognised by external officers. LA SPA: <i>“All classes were visited and discussions were had around the progress made since the last Ofsted inspection.”</i> <i>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</i> LA SPA: <i>“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</i> Through an effective programme of CPD including Adaptive Teaching has led to increased consistency and improved teacher subject knowledge, as recognised by the SPA. 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 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.

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.

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.

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.

NEXT STEPS

- ✓ 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.

Early Years

Grade	1 ☐	2 ☒	3 ☐	4 ☐
Comments				
SPA AND LA ADVISOR REPORT OCTOBER 2024 <i>"It is obvious from the evidence seen today against the Ofsted grade descriptors that provision in EYFS is solidly good."</i>				