



# Self-Evaluation Form

**"Let all you do be done in love" *Aspiration***  
***for all, from all***

**Respect**

**Responsibility**

**Integrity**

Last updated: April 2023

Location	<ul style="list-style-type: none"> <li>The school is close to the centre of Worthing, which is on the coastal strip. It is smaller than average 11-16 newly co-educational school (Sept 2022).</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>A substantive Headteacher has been in post since 1st January 2021 and leadership is stable</li> <li>The Headteacher sits on local safeguarding review panels to ensure improvement in provision from West Sussex Children's Services, and multi-agency collaboration, continues</li> <li>The Headteacher sits on West Sussex Children's Improvement Partnership board to ensure safeguarding and child protection are at the heart of school priorities</li> <li>The Headteacher chairs the locality Head's group to support local collaboration and community cohesion</li> <li>The Headteacher is a secretary of the West Sussex Headteacher's board</li> <li>The Deputy Headteacher sits on the West Sussex DSL executive team</li> <li>The Chair of Governor's is an Ofsted Inspector and works for East Sussex County Council as an Improvement Officer, having retired from a Headship in an 'Outstanding' secondary school in 2021</li> </ul>
Student numbers	<ul style="list-style-type: none"> <li>Decreasing numbers in previous years significantly impacted the school budget</li> <li>Substantial marketing (social media, on site, website renovation) has been undertaken to raise the school's profile and reputation, leading to an increase in allocation numbers from 110 (March 2020) to 165 (March 2021) to 210 (March 2022, 30 above pan) to 185 in March 2023</li> <li>Preference numbers dramatically improved for September 2022; the school is at pan in Year 7 and were approached by the LA to accept additional Year 7 students in September 2022</li> <li>There is now a waiting list of current Year 8, 9 and 10</li> </ul>
Buildings	<ul style="list-style-type: none"> <li>Significant capital works were undertaken in summer 2021 due to funding from the Diocese and LA to support the move to co-educational and enable curriculum delivery</li> <li>Phase 2 of the capital work were completed in March 2023, which continued the investment and commitment in enhancing the facilities for all, and co-educational provision</li> <li>Phase 3 conversations are underway</li> </ul>
Staffing	<ul style="list-style-type: none"> <li>Staff movement in 2022-23 has dramatically decreased on previous years</li> <li>The school is fully staffed, with no current vacancies.</li> <li>CPD is centred around research informed practice and individual staff needs; these are led by overarching strategic foci linked to Rosenshine's principles</li> <li>Subject specific CPD is undertaken fortnightly within faculty meetings, is linked to the whole school CPD focus, and delivered by middle leaders</li> </ul>

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## About our students

Comparison	School data 2021-22	School data 2022-23	Current (Sept '23)	National average (2021)	Summary against 2021 data
Pupils on roll	579	655	683	986 (2021)	Below average
Disadvantaged	21.59%	26.7%	26.7%	26.4% (2022)	Average
EAL	12.26%	12.23%	12.3%	20.2% (2023)	Below average
SEND	39.90%	27.9%	25%	13% (2023)	Sig above average
EHCP	2.59%	2.56%	2.05%	4.3% (2023)	Below average
School attendance figures	91%	90%	94%	94% (05/9/2023)	Average
Suspensions issued	125	76	0		

Partnerships	<ul style="list-style-type: none"> <li>• Funding has been forthcoming from the LA to support the school in accessing external expertise and moderation</li> <li>• LA &amp; Diocese supported in the transition to co-educational with an initial capital programme. Phase 2 is now complete, with phase 3 in discussion.</li> <li>• Support from School Improvement Partners (LA, the Diocese and Sussex Learning Trust) has been used to support the school moving to an overall 'good' or better rating</li> <li>• GLF are the Appropriate Body and Training Provider for the ECT and NPQ programmes</li> <li>• Chichester University are the school's link for ITTs</li> <li>• Captiva Learning link with the school for staff apprenticeships</li> <li>• Roehampton University links with the school for the staff post-graduation studies</li> <li>• Informal partnerships are in place with local schools to provide quality subject specific and pedagogical CPD and sharing of best practice</li> <li>• Sussex University PGCE DT students have their subject knowledge training at STA by their staff.</li> <li>• NACE membership is held</li> <li>• UCL and the Royal Academy of Engineering are undertaking an ongoing action research project in Engineering</li> <li>• The school is part of an EEF peer research project focusing on attendance</li> </ul>
Awards	<ul style="list-style-type: none"> <li>• Carnegie Mental Health award (Bronze)</li> <li>• Supervision Award is underway</li> <li>• Rainbow flag Award</li> <li>• Inclusion Quality Mark is underway</li> </ul>

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<p>Our vision</p>	<p>At St Andrew's, we enable our community to live life wisely, with dignity and faith, experiencing life in all its fullness.</p> <p>Every child is known and nurtured as an individual. We have an aspiration that every child leaves St Andrew's with all opportunities open to them, having encountered varied, broad and rich cultural experiences throughout their time with us.</p> <p>The curriculum is planned around this vision so that our students become:</p> <ul style="list-style-type: none"> <li>• Ambitious, capable learners ready to learn throughout their lives</li> <li>• Enterprising, creative contributors</li> <li>• Healthy, confident, ethically informed citizens</li> <li>• Wise and adaptable individuals</li> </ul> <p>At St Andrew's our core values are centred around the premise that "all you do be done in love" (1 Corinthians 16:14). We embody this through our ambitious, broad and balanced curriculum that aims to empower all to make the best choices for a future of fullness and love. Our Curriculum is designed to ensure each and every child can experience life in all its fullness.</p> <p>The curriculum is written with the needs of our community at St Andrew's at its core, not only by focussing on appropriately ambitious subject specific knowledge, skills and understanding, but by development of the core values that will enable each individual to become healthy, confident, ethically informed citizens. This is reinforced through our entitlement curriculum, which encompasses a growingly extensive extra-curricular programme alongside a broadening range of trips and a culturally rich array of opportunities for all within our annual Enrichment Week, and develops our students' character and leadership.</p> <p>We place special emphasis on respect, responsibility and integrity. We believe that to show respect is to show love, both to ourselves and to those around us. In showing respect we demonstrate compassion, forgiveness and understanding in all that we do. We believe that to be responsible is to be wise, adaptable and accountable, making good decisions and choices for ourselves and those around us. In being responsible we build resilience and a wider understanding of the world around us. We believe that to have integrity is to be honest and trustworthy, holding true to our values at all times. In showing integrity we continually aspire to be the best that we can be in every moment of every day.</p> <p>These values and this ethos are consistently emphasised in classrooms and within the pastoral support students are given, with a focus on 'aspiration for all, from all' in everything that is done, every single day.</p> <p>Our curriculum is implemented through Rosenshine's Principals of Instruction, focusing on Quality First Teaching, adaptation to learning for all and continual reflective practice.</p>
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## Quality of Education

### Impact

P8 has consistently improved for 4 years: from -0.66 in 2017 to -0.03 in 2022, with boys' national average being -0.21 in 2022.

The progress gap between PP and non-PP students is rapidly decreasing. The P8 gap in 2019 was 0.71. 2022 outcomes for disadvantaged students is -0.05, further closing the gap. St Andrew's is the only school in West Sussex with P8 gap of 0.02.

The progress gap between SEND and non-SEND is also rapidly decreasing. The P8 gap in 2019 was 0.7 and have decreased to 0.2 in 2022.

Our latest destination data published by the Department of Education shows 97% of our students stayed in education or employment. West Sussex's average was 94% and national average for that academic year is 94%.

The current IDSR demonstrates deep and profound progress in all areas against the 2019 IDSR.

Progress and attainment have demonstrated rapid, deep and profound progress.

	2019	2022	2023
% 9-4	59.70%	65%	62%
% 9-5	42.10%	45%	40%
% 9-7	12.39%	14%	10%
% E+M 9-4	56.70%	60.50%	61%
PP gap	-0.9	-0.03	
SEND gap	-0.56	-0.2	
EHCP gap	-1.8	0.7	
English (9-4)	63%	70%	68%
Maths (9-4)	67%	70%	70%
Science (9-4)	55%	55%	52%
Humanities (9-4)	41%	60%	47%
Languages (9-4)	21%	86%	24%
Value added – science	-0.31	-0.13	
Value added – Humanities	-0.42	-0.09	
Value added – Languages	-0.86	0.23	

Our on-line offer to students is sophisticated as a result of rapid and continued CPD. Live Teams lessons are now used to ensure students in reflection, or suspension, have access to learning.

All faculties reviewed their curriculum, and recovery curriculums were generated to ensure 'lost learning' did not result in negative progress. This continues to be reviewed and addressed.

The NASEND training has been completed, with the SENDCO achieving a Distinction for the dissertation rooted in research and practice. This ongoing CPD continues to demonstrate significant impact on adaptation to learning being delivered within classrooms. In the summer term 2021, 43% of lessons visited demonstrated planning for all, improving to 66% in Autumn 2021 and further still to 79% in Summer 2023.

Senior Leaders review the use of pupil passports within lessons, using this information to inform the CPD delivered to staff as a whole and within subject specific CPD.

Reading and literacy strategies support our students in improving their reading age and therefore their comprehension. Lexia was implemented Autumn 2021 and weekly intervention is in place for targeted students.

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Exact reading tests provided word recognition standardised scores. Word recognition is a speeded test of the ability to recognise individual real words out of context. It depends on fluent and efficient reading accuracy.

2023 data was collated in July, with updated figures ready for distribution in October 2023.

#### Year 9

- Standardised scores for year 9 compared to their year 7 scores demonstrate improvement by 168 points for all students.
- Standardised scores for year 9 compared to their year 7 scores demonstrate improvement by 82 points for SEND students.

#### Year 7

- In Spring 2022, the standardised score mean average is 104. The age-related mean average is a score of 100.
- The word recognition scores were used to identify the Lexia intervention targeted students and for the reading groups.
- LA funding was awarded to improve the range of texts available to students in the library, which is open throughout all break and lunch times and after school to widen access for all students.

The number of students choosing humanities in Year 9 remains consistently high:

- 2018-19 – Geography: 65, history: 36, both: 13
- 2019-20 – Geography: 57, history: 49, both: 8
- 2020-21 – Geography: 50, history: 64, both: 10
- 2021-22 – Geography: 43, history: 45 – both: 10
- 2022-23 – Geography: 56, history: 50 - both: 19

MFL numbers have steadily improved since 2018, with a significant increase in preferences in Spring 2022 and have stabilised.

- 2018-19 – French: 22, German: 13, Spanish: 26, multiple: 0
- 2019-20 – French: 8, German: 31, Spanish: 13, multiple: 1
- 2020-21 – French: 20, German: 15, Spanish: 9, multiple: 0
- 2021-22 – German: 24, Spanish: 26, multiple 0
- 2022-23 – German: 25, Spanish – 23, multiple: 0

## Intent

We are not an exam factory. We are much more than that. We aim to inspire our young minds to aspire to achieve their best, and explore the world responsibly, building character and provide experiences that develop confidence and full access to their chosen next steps when they leave us.

We know that work on curriculum is never fully finished and needs constant review to ensure it consistently meets the current context of the students. At its heart we want to ensure that all students know more, understand more and remember more - to remove barriers and enable social mobility. Every year is important.

Aspiration has been enhanced by adopting FFT5 to generate student target grades, referenced to as 'Capable of Grades', to ensure that there is aspiration for all, from all.

The school's curriculum is aspirational for all, remaining as broad as possible for as long as possible seen through the three-year Key Stage 3, working towards the removal of social barriers. A three year Key Stage 3 gives all students access to all subjects for the fullest amount of time possible. All students study 6 core GCSEs (English Language, Literature, maths, trilogy science, RE) and have an additional 4 option subjects to enable the broadest curriculum offer to continue into Key Stage 4.

The school's curriculum spans beyond the national curriculum, ensuring it is extremely broad and balanced for all students for as long as possible. This includes STEM lessons for all Key Stage 3 students, in which

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students undertaken projects that use the content learnt in specialist subjects and apply it to 'real world' scenarios.

Additionally, all students study two modern foreign languages in Year 7, allowing students a voice in their educational journey as they enter Year 8.

Students benefitting from additional literacy attend targeted literacy lessons during one of these classes in Year 7, ensuring they still access the full curriculum.

Leadership can articulate the school's intent and how this is implemented within each area of the school. Faculty and subject leaders are also able to explain how their curriculum is sequenced, with clear intents in place for individual subjects. Curriculum journeys are evident in exercise books to support students understanding the learning journey.

We are determined to continually improve the outcomes of SEND students, therefore our SENDCO is a Senior AHT. The SENDCO came into post September 2021, placing SEND as a strategic, whole school priority. The NASEND programme has been completed, with the SENDCO receiving a Distinction for her dissertation, and close working links with the Local Authority are supporting the SENDCO.

We celebrate those students with additional needs by adopting a fully inclusive approach to support students to make excellent progress and enable them full access to the breadth of the full curriculum. Quality First Teaching is employed across the school, with the intent to ensure a fully inclusive classroom that further narrows the gap between SEND students and non. Targeted CPD, both whole school and subject specific, is in place and continues to enable staff to adapt learning to the needs of all students as they grow and change over time. We also provide alternative pathways to support students develop the skills their need, as an individual, whilst not limiting their curriculum offer.

The curriculum places reading and literacy at its core, giving all students access to hinterland, core knowledge and therefore develop schemata that support their narrative learning journey therefore removing barriers to social mobility and improving outcomes for all. Knowledge organisers support the implement of this, and are in place for every unit in every subject, allowing students to use prior knowledge to make more rapid progress. These were created throughout 2022-23 and are now fully embedded in every subject.

Reading is an important part of the curriculum at St Andrew's, and enables students to access and fully engage with the learning and to make progress. Developing a reading culture levels the educational field and supports in removing social barriers by increasing comprehension and overall outcomes.

Whole school reading strategies are used across all faculties. Each subject utilises the strategy that most effectively support students develop reading within their curriculum area and therefore enable a full and broad access the curriculum.

A Reading buddies programme is in place; highly able students support weaker readers in younger years. Students read aloud to their partner, supporting phonic development and comprehension.

This is supported by a tutor time reading programme. Tutors read a set text to their tutor group during morning form times. Centralised resources enable all staff to support their tutees in reading each novel; there are up to 3 per academic year.

Library lessons are in place for all Key Stage 3 English lessons to cultivate a love of reading. Centralised resources ensure that staff have a structured delivery of these sessions, so all students receive a consistent experience.

Where reading, and literacy, is below age-related expectations, there is early and impactful intervention to address gaps and enable all students to full access the curriculum.

All Year 7 undertake assessment to identify their reading age and allow for purposeful intervention, removing barriers to learning. This is undertaken again in Year 9 for all students to ensure the needs for all students are met.

Lexia is used within morning form time for any students that needs additional support and demonstrates impressive impact on children's reading abilities where required.

Identification of students who are significantly below age-related expectations receive targeted phonics interventions.

CPD is based on research, and staff need. Supporting staff in understanding and removing barriers to learning through developing a deeper understanding of pedagogy, curriculum and implementation broadens

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opportunities for all and raises outcomes for disadvantaged. This is mainly structured around Rosenshine's Principle's of Instruction.

Our whole school CPD and staff training to achieve this is based around research undertaken by EEF, NACE and Rosenshine's Principles.

A comprehensive and robust careers programme is in place to support all students to experience a wide range of career opportunities; all students have a wide range of experiences in order to be aspirational for their own futures, with Gatsby Benchmarks being reviewed frequently. This includes a new scholarship programme, launched in January 2022, with a keen focus on disadvantaged students. All Pupil Premium students are visiting Sussex University to raise aspiration and enable an experience of Further Education.

Year 10 work experience supports aspiration for our students and enables a vision for their futures; removing social barriers through raising aspiration and increasing opportunities open to all students. Links with employers continue to grow, and the school's partnership with EBP South is enabling this to develop at pace. 100% of students undergo either in-person or virtual work experience programmes, with 70% undertaking in-person placements.

The school is working towards the governments aspirational EBacc ambition of 75%, although this will not be reached within the government's timeline. Significant work is being undertaken to promote, highlight and strengthen MFL - which has historically been the barrier to EBacc. A decrease of overall EBacc uptake has been seen in the past 3 years; humanities show a high uptake from student options, however the uptake of students continuing with a language remains a barrier to the Ebacc uptake. Work within the MFL department has been taking place to celebrate languages and to establish a higher uptake

Characteristic (gender)						St Andrew's											
All State Funded Schools						2018-2019 (Exams)		2019-2020 (CAGs)		2020-2021 (TAGs)		2021-2022 (Exams)		2022-2023		2023-2024 (Year 11)	
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	SEND	SEND	SEND	SEND	SEND	SEND	SEND	SEND	SEND	SEND	SEND	
Total	40.0%	39.8%	38.7%	38.7%		33.9%	8.7%	50.0%	8.0%	44.0%	17.4%	37.4%	12.5%	28.0%	26.0%	24.0%	
Boys	34.3%	34.1%	33.5%	33.9%			PP		PP		PP		PP		PP		
Girls	45.9%	45.7%	44.1%	43.8%	TBC		25.9%		26.9%		16.7%		25.0%		15.0%	11.0%	

It is the governments ambition to see 75% of pupils studying the Ebacc subject combination at GCSE by 2022, and 90 by 2025.

Cultural capital is evident throughout the curriculum in order to address potential social barriers - the school's entitlement curriculum ensures all students have access to a wide range of culturally enriching opportunities. 5-year plan is in place, and accessible on the school website, to allow all families to forward plan for larger trips. The aspiration is that all students will leave St Andrew's having had a range of culturally rich experiences.

The school has established a graduation system where students graduate each year with bronze, silver, gold or gold star based on a set of criteria to produce well rounded individuals. In 2022, 42% graduated with silver which grew to 51% gaining silver in 2023. In 2022, 11% gained gold, which increased to 31% in 2023.

59% of students attend an extracurricular club which are open to all. A range of trips and enrichment activities happen throughout the year as well as in our Enrichment Week. Students are supported to attend events and trips through PP funds where needed and all trips are kept as cheaply as possible. Many trips throughout the year are kept to free to students by using our minibuses and Sussex University paid for PP students to attend a day at university.

Enrichment enables all students to have experiences beyond the classroom, building cultural capital and broadening life experiences.

## Implementation

Teacher accountability is strong through consistent expectations across leadership at all levels, which is evident in case studies of staff receiving support, as and when required, through a range of mechanisms such as peer coaching, standalone training sessions or longer term actions, and the robust implementation of the appraisal policy.

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The school's curriculum is reviewed annually, both whole school and in faculties, to reflect the local context, being amended where necessary and enabling a clear and effective transition from primary. Transition booklets enable appropriate pitch in delivery on entry, with specific transition SOWs for Year 7 in September to address any areas of need. Primary links are developing to enable HOFs to understand what is taught in Year 6, therefore informing their curriculum – this is still developing.
The curriculum is sequenced to allow interleaving and rapid and sustained progress, seen through individual curriculum maps and Knowledge Organisers for each subject. These are all available on the website for parents, students and the wider community to view.
Leaders deliver weekly, targeted CPD to support staff in further developing T&L strategies and continue to drive improvement of student outcomes. These sessions are chosen by staff based on individual need, linked to the School Development Plan, and are evaluated by staff through BlueSky, and used to inform practice and content of future CPD.
Middle leaders confidence in delivering subject specific CPD within faculty meetings continues to grow through external CPD for them, which is linked to whole school priorities.
Learning walks focus on areas delivered within CPD to measure the impact, and inform future training needs.
Leaders deliver pedagogical CPD to support staff, and department time is allocated to developing this in subject specific contexts and subject specific knowledge. Visits to other schools to observe practice and build subject links/networks continue.
Through the appraisal process, lesson delivery of content and subject knowledge is observed and training needs identified. Good progress and clear learning journeys in books demonstrate the good subject knowledge of staff.
A Teaching and Learning Team has been created, drawing on experience within the staff to support colleagues on an individual and personalised needs basis, building leadership capacity at all levels.
Staff use this support optionally, or through direction as part of the appraisal process.
Quality First Teaching is embedded across the school through weekly CPD and focus within Faculty meetings removing barriers for all students, and observed through learning walks and the appraisal process. Individual support plans are delivered by the Teaching and Learning Team should staff need assistance in specific elements of classroom practice.
Students receive regular feedback, in line with policy, on their work that enables them to make progress in most areas. Leaders are sensitive if teachers struggle, or chose not, to adhere to the policy and intervene with support strategies accordingly.
Each department has targeted AFL strategies in which subject specific assessments are mapped to the curriculum. Feedback is given in line with subject specific assessment plans.
Teachers use a range of methods to assess students learning which is evident through regular work scrutiny by leadership and faculty heads and within the implementation of the appraisal process. Support structures are in place to enable regular assessment for learning within every lesson, which can be evidenced in specific case studies. The Teaching and Learning Team work with individuals.
Assessments check students' understanding and inform middle leaders' termly action plans, which are presented to leadership. Ongoing development and review ensures continual reflection and refinement. This is in line with the whole school assessment calendar.
Student books show a learning journey and evidence of progress.
The NACE award is being undertaken, with the aim to finish within 18 months.
Students respond to feedback on their work in line with subject specific feedback policies, demonstrating progress. In areas where a concern may be highlighted, support structures are in place for staff to enable this is in place for all students. CPD is also in place to develop the depth of feedback to further enhance progress, with faculty time allocated to support consistency within each area of the school.
All students study Religious Studies, for which the curriculum fully meets the statement of entitlement
The curriculum (within RS, PSHE and the tutor programme in particular) enables all student to explore 'big questions' that develop an understanding of their place in the world
All students are offered EBacc, with bespoke curriculum offers wherever individually appropriate

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Alternative provision is used rarely, but when it is, it is used to support bespoke and highly personalised curriculums that enable all students to be fully included within the school and engage with comprehensive education. This is monitored through formal termly reports from the providers alongside more frequent informal communication and visits to the providers.

Policies are explicit in the expectations from all staff; teacher accountability is very rigorous. Should expectations not be consistently evident through the appraisal process, and regular booklooks, steps are taken in line with the appraisal policy to address these inconsistencies and support staff in achieving this through one to one work with a member of the Teaching and Learning Team, or appropriate package of support.

Faculties are developing a rich array of Tier 2 and Tier 3 vocabulary in their subjects, supported by the use of Knowledge Organisers in lessons. Faculties have identified disciplinary literacy strategies to develop students' reading, writing and speaking skills throughout the curriculum. Tutors foster a love of reading by exposing students to a range of fiction and non-fiction texts and further developing students' understanding of root words and key vocabulary. In Key Stage 3, students are further encouraged to become independent, critical readers by practising a range of reciprocal reading skills and by having access to a large choice of texts, genres and literary periods in their library lessons. Intervention programmes are offered to early readers to ensure targeted students develop their reading skills so that all develop as readers and are able to access the curriculum across the school.

A diversity review of the curriculum has been undertaken across all areas. Faculty Development Plans use this to identify areas to further diversify and broaden their curriculum. This is audited annually.

Reading ages are assessed in Year 7, then again in Year 9, to inform teaching and to measure progress and impact of literacy strategies.

Read Write Inc. Fresh Start intervention programme will support students who are well below age-related expectations. The programme uses a proven phonics-based approach. Modules are designed to engage students and there is an emphasis on vocabulary. Age-appropriate Anthologies will help teachers with planning.

#### Event Better If:

- We continue to broaden our curriculum, working to enable students to learn beyond the national curriculum
- We continue to grow a culture of self-improvement through research informed practice
- We precisely and effectively use high quality assessment for learning, including data, to inform strategic, and daily, practice
- We continue to focus on further improving progress and outcomes, paying particular attention to securing continuing upward trends in English, science, MFL and humanities
- We continue to ensure there is no gap for SEND and disadvantaged students
- We continue to implement our policies consistently, ensuring any inconsistencies continue to be identified and challenged
- We continue to increase the percentage of students opting for the EBacc



## Behaviour and Attitudes

Impact statement
Students show pride in themselves and in the school, which is seen in the presentation in the majority of books and that the vast majority of students wear their uniform properly, including a transition to the new uniform.
Regular student voice demonstrates that students feel heard and are proud to be members of the community. 90% of students state that they would recommend the school with 93% stating they enjoy school and 95% stating they feel safe in the school.
Whole school attendance is in line marginally below national average. The national average, as of March 24th 2023, was 90.8%, which compared to St Andrew's at 89.9%, Final school attendance was at 88.8% for the academic year of 2022-23 with national average being 90.6% for all secondary students.
Attendance of students in receipt of SEND support has improved, and continues to improve. The overall attendance has improved from 88.2% in 2017-18 to 89.5% in term 1 of 2021-22. In 2022, the national average for EHCP students was 81%, compared to our EHCP attendance at 88.83%. Attendance for SEND students within the South East as of 13 January 2023 was 85%, St Andrew's was 87.2%. The final attendance figure for student with SEND was 89.9% compared to 85.8% nationally.
Attendance of PP students is improving, with specific strategies in place to place this is a priority. PP attendance was 89.17% in 2019-20, 92.1% in 2020-21 and 84.44% in 2021-22. PP for the South East as of 13 January 2023 was 84.2%, St Andrew's was 83.9%. The final attendance figure for PP students was 82.6% and 82.8% for FSM students the national attendance for students eligible for FSM was 88.6%
Low level behaviour incidents have significantly reduced since 2020-21, the previous behaviour recording and tracking system showed a decrease from 1443 in 2020-21, to 695 in 2021-22. An amended conduct recording system shows a decrease in continuation of poor conduct from 21657 in 2021-22 to 551 in 2022-23.
Low level disruption is not tolerated. Students are shown explicit expectations for conduct in lessons and for tasks. Students are removed from a classroom for the remainder of the lesson after a warning (C1) is given and their conduct continues. A student receiving 2 C2s within a day receive a day of reflection.  Students in reflection work within the reflection base and access all lessons via Teams. Students may also complete a reflection workbook (topic dependent on the reason for the reflection being issued) which is reviewed by the HOY or Inclusion Manager. Actions are taken based on the responses given within the booklet.  All students in reflection, or returning from a suspension, attend a Reflection Group at the end of the school day. During this session, students reflect on the reasons for their consequence and consider strategies to support in stopping a recurrence.
Poor corridor conduct is not tolerated. Clear consequences are in place should students breach expectations. These were explained to students prior to the launch, shared with parents and staff were trained.  There has been a significant decrease in poor conduct within the corridors. This is evidenced through the weekly student voice and termly student survey responses which 81% of students (October 2022) feel that students demonstrate good behaviour around school some or most of the time, increasing to 85% in the February 2023 student survey. This demonstrates a 4% improvement in students feeling behaviour around the school is regularly 'good'.
Incidents and unwanted behaviour from high profile students (repeat offenders, PAs, students on managed moves etc) have significantly decreased over time and the weekly reports shared and discussed at Leadership meetings. These are evident in the individual case studies for each individual, as all are unique and required bespoke support and intervention.  Figures demonstrate that high level incidents are rare, disruption to learning is rare and respect within the community is high.

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The behaviour policy is consistently applied following consistent delivery of 'expectation slides' at the start of the half term, in every classroom. CPD is delivered termly, with fortnightly focuses in place, to consistently reinforce routines and support staff in implementation. This includes scripted conversations, and visible expectation posters in every classroom.

Support is in place for staff should they request, or be identified as needing, it to remove any inconsistencies.

The use of suspensions has been reviewed; alternatives have been sought in line with the school's Christian ethos and desire to avoid Permanent Exclusions wherever possible. Suspensions are still issued when the safety and well-being of the community is placed at risk, or when alternative interventions are not successful; they are not used lightly and a robust reintegration programme is in place to support students returning to school.

The number of 'repeat offenders' in relation to suspensions remains low, in a direct comparison by academic terms in 2021-22 versus 22-23 we have seen a 66% decrease in repeat offenders.

	2021-22 # of exclusions	2022-23 # of Exclusion	% change	2021-22 # of repeat offenders	2022 -23 # of repeat offenders (Sept to April)	% change
Autumn	39	49	+25%	30	14	-46%
Spring	68	27	-60%			
Summer	53	22	-41%			

Overall, suspensions have profoundly decreased, with a 63% decrease between 2021-2022 and 2022-2023. We remain committed to further reducing suspensions, and embedded a therapeutic approach alongside and within our conduct policy.

Exclusion Figures 2022-23 - Copy.xlsx

	2021/2022									2022/23														
	Total			Autumn			Spring			Summer			Total			Autumn			Spring			Summer		
	no of students	no of exclusions	no of days	no of students	no of exclusions	no of days	no of students	no of exclusions	no of days	no of students	no of exclusions	no of days	no of students	no of exclusions	no of days	no of students	no of exclusions	no of days	no of students	no of exclusions	no of days	no of students	no of exclusions	no of days
7	17	25	47.5	6	8	17	5	5	5.5	6	12	25	23	23	31	5	6	5	6	8	9	12	9	17
8	15	22	42	6	9	17	4	7	10.5	5	6	14.5	14	25	65	6	16	45	5	6	17	3	3	3
9	37	53	109	8	13	21.5	14	21	45	15	19	42	13	19	33	7	8	10.5	4	9	15.5	2	2	7
10	27	34	70	5	6	10.5	11	12	30.5	11	16	29	26	19	29	11	12	22	3	3	3	12	4	4
11	16	20	27	3	3	3.5	13	17	23.5	0	0	0	9	9	19.5	7	7	17	1	1	1.5	1	1	1
Total	112	154	295	28	39	69.5	47	62	115	37	53	111	85	95	178	36	49	99.5	19	27	46	30	19	32
M	111	153	295	27	38	69.5	47	62	115	37	53	111	74	95	175	35	48	98.5	21	27	46	18	20	30
F	1	1	0	1	1	0	0	0	0	0	0	0	2	3	3	1	1	1	0	0	0	1	2	2
SEN	50	67	126	11	14	29	20	25	47	19	28	49.5	33	48	99	15	25	63	9	14	25.5	9	9	11
EHCP	3	5	5.5	0	0	0	2	3	3	1	2	2.5	7	8	11	0	0	0	4	5	6	3	3	5
K	47	62	120	11	14	29	18	22	44	18	26	47	26	40	88	15	25	63	5	9	19.5	6	6	5.5
No SEN	62	87	170	17	25	40.5	27	37	68	18	25	61	38	43	72.5	18	20	33.5	10	14	22.5	10	9	17
LAC	1	2	2	0	0	0	1	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EAL	2	2	3	0	0	0	1	1	1	1	1	2	1	1	1	1	1	1	0	0	0	0	0	0
PP	47	69	131	12	19	39	20	25	43.5	15	25	48.5	47	65	110	18	27	54	17	23	35	12	15	21
BME	31	43	90	9	16	34.5	11	13	21	11	14	34.5	5	5	5	5	5	5	0	0	0	0	0	0
Repeat students	30	125	260										13	47	105	6	27	59	6	12	29.5	3	8	16

Students show respect to staff, which is demonstrated in staff voice and student voice. This has also been seen by School Improvement Partners on multiple visits, and commented on by visitors to the school.

Students feel respected by staff which was evident in the school wide student survey. This has been mapped into the annual plan for student voice, which is shared with leadership and governors.

Walk The School is undertaken every lesson of every day, ensuring leadership are visible and supportive of staff, being present to set and maintain the culture of aspiration. Staff voice has stated that this is useful and a support.

Outside agencies are partnered with routinely to support vulnerable students, and those AROE, and with some excellent outcomes. These are evident in individual case studies and student voice. Permanent Exclusions are used sparingly, with alternatives sought wherever possible.

There were 4 issued in 2019-20, 2 in 2020-21, 4 in 2021-22 and, 1 in 2022-23. Repeat behaviours has decreased through intensive and bespoke support.

The school celebrates diversity; discriminatory and/or prejudicial behaviour/language is not tolerated. The school takes swift action to addresses any incidents of prejudice and/or discriminatory language/behaviour that are reported.

38 incidents of discriminatory and/or prejudicial behaviour/language occurred in 2022-23, there was only one student who had a repeat offence. In comparison to 2021-22 where 44 incidents occurred with 7 students committing one or more offences. This shows a decrease in 14% on the previous academic year.

Incidents are logged and a clear strategy is in place, which is shared with students, to support in re-educating young people on their choice of language/conduct. Students are explicitly told that reporting inappropriate language enables the school to educate the individual using such language.

The school's anti-bullying policy was reviewed, and students were explicitly taught the process.

The school is undertaking the Inclusion Quality Mark assessment, with the aim, by summer 2024, to become the first secondary school in the country to achieve this award.

Staff log language or comments made by students that would not reach the above thresholds, but raise concerns, under 'Education Required' on the school MIS. The comment is then shared with parents, and personalised education put into place for the student. Any students with repeat logs have meetings arranged with parents, and more personalised intervention arranged.

81 students received an Education Required contact across a total of 108 logged cases

Year 7 – 35

Year 8 – 22

Year 9 – 25

Year 10 – 10

Year 11 – 14

17 students received one or more Education Required contact. This demonstrates that 84% of those who used language that required education, learnt from their error and did not re-use this language. The remaining 16% have targeted support through the Inclusion team, with more extensive education being undertaken.

The school has purchased the Tootoot app. All students were trained in how to use it. It can also be accessed through the school website.

This allows students to anonymously report a concern; their identity can only be retrieved if an individual's safety is of concern. All students who report receive feedback.

Student voice demonstrates that they know how to use to, and feel able and willing to use it to report conduct that they feel would harm, hurt or upset someone else.

Two student led Advocacy groups have been created. One group is focusing on Diversity; one group is focusing on Courageous Advocacy through environmental changes. The latter group attended the 2022 Eco Conference to represent STA. The Diversity group evolved into a group of students and staff who made an application to represent STA in the Worthing Pride Parade they were the only school successful and marched in the parade on 8<sup>th</sup> July 2023.

The groups allow staff and students to work together to identify ways to advocate for those who may need additional support, or a voice.

Each subject have personalised postcards, designed by the school. Teachers are encouraged to send positive post cards home to students who have demonstrated one of the school values. Also, each subject teacher, Head of Year and the Headteacher sends postcards home each half term to students who have demonstrated one of the school values. This promotes the celebration of positive conduct, and recognises students making positive decisions.

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The Kindness Initiative was launched in June 2022. Staff award students a Kindness Card for any action of kindness witnessed. The cards are collected by tutors at the end of each week, and the number received is recorded.

**2022/23**

AU1: 243

AU2: 574

SP1: 1687

SP2: 1598

SU1: 1671

SU2: 1253

Student voice indicates that students value and appreciate this recognition. Students with the highest number of kindness cards are recognised with a celebratory event: celebration breakfast, film afternoon, astro time.

Parents are informed of the student's recognition, with feedback being positive for recognising Kindness.

**Even Better If:**

- We continue not to tolerate low level disruption
- We continue to implement robust attendance strategies to improve attendance to above national average for all groups
- We continue to build a culture of celebrating diversity and use of respectful language
- We continue to build a culture of celebrating success and recognition
- We embed our growing inclusion team, continuing to grow the range of interventions and support strategies in place for students
- We gain the Inclusion Quality Mark Award
- We gain the Supervision Award
- We gain the final 3 sections of the Rainbow Flag Award



## Personal Development

### Impact statement

A broad entitlement curriculum, with a wide range of clubs offered, ensures all students can access a range of enriching opportunities; a 5-year programme allows for financial planning for families. Attendance is high. The school's offer can be viewed here: <https://www.sta-worthing.com/enrichment-and-extra-curricular>

97% of parents surveyed stated their child can take part in a wide range of clubs and activities. 70% of parents also stated that they felt that the school supports their child's wider personal development well, with the remaining 30% responding 'don't know'. Attendance at clubs is high, and PP and SEND students attend in line with, or more than, their peers.

	Jul-23					
	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Averages
% of students who attended one of more clubs	72	53	58	64	55	60.4
% of PP students who attended one of more clubs	85	55	57	59	45	60.2
% of SEND students who attended one of more clubs	68	56	47	55	34	52
	Yr 7 Boys	Yr 7 Girls	Yr 8 Boys	Yr 8 Girls		
% of students who attended one of more clubs	46	80	57	40		
% of PP students who attended one of more clubs	49	64	56	0		
% of SEND students who attended one of more clubs	45	40	56	33		

98% of students feeling that the school encourages them to respect people from other backgrounds and to treat everyone equally. This is an increase from 91% in October 2022.

The school celebrates diversity; students' education on current events is undertaken and staff training has been delivered through Stonewall and EMTAS. Student voice demonstrates that students feel that diversity is celebrated at St Andrew's, with incidents of discrimination being addressed swiftly and seriously. The school environment visibly celebrates diverse groups, and continues to explore ways to represent the diverse community of the school.

Where individual students used discriminatory or prejudicial language, a clear process is in place to educate the young person on their language. This process is shared with students. Although the aim to educate individuals so that they do not continue to use discriminatory or prejudicial language through a number of interventions and support strategies, ultimately a Permanent Exclusion would be issued should all support and intervention be unsuccessful and the well-being of the wider school community is too negatively impacted.

The school is undertaking the Rainbow Flag initiative, and has already gained the Pastoral Award, Skilled Teacher and Inclusive Curriculum awards. The target is to complete this by summer 2024.

The EDI lead is a Senior Assistant Headteacher and she leads the local EDI group across a group of secondary schools. This supports the school in having a wider community reach and impact within its local community.

The EDI lead has launched our first Diversity Week in June 2023. This resulted in STA working with Oakgrove college (special school) where STA students visited Oakgrove to read a range of diverse short stories to students. The whole school explored a story a day, with each DIN for the 5 lessons being a development of understanding how people in minority groups feel.

SMSC is mapped throughout the curriculum; all subjects explore SMSC and support students develop these essential life skills

Enrichment week places importance on broadening students' cultural capital and widening their exposure to the range of opportunities open to them. It supports well-being and personal growth. All students were given their first choice of activities, with places increased on alternate days to accommodate this. The most popular activities and the ones with the best student voice were the physical activities such as Out of Bounds and Hove Lagoon.

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Bullying is uncommon, and when it does occur it is dealt with quickly, using restorative justice where appropriate. 95% of students state that they feel safe at school and 93% state that they enjoy school. 94% feel that people are kind to each other the majority of the time.
The school takes anti-bullying seriously; it is not paid 'lip-service'. We are a 'telling' school, and this is written into our policy, which is explicitly taught to our students.  During anti-bullying week, all lessons began with a discussion activity around the day's linked scenario. All staff are involved in reinforcing the 'telling' culture.
Disadvantaged students are known to staff and strategies are in place to promote positive discrimination. Students all have a passport, that is written with the student by their Head of Year, that further supports and reinforces the building of positive relationships between staff and students. Staff receive training on how to use Pupil Passports to support students' learning.
The February parent survey demonstrates that 100% of parents felt their child felt safe at the school, while 92% of students say they feel happy at St Andrew's. Student, staff and parent surveys are issued each term, and swift actions are taken should any areas be identified as requiring focus. All outcomes and actions are shared with each stakeholder, to build the culture of transparency and community.
Students know how to keep themselves safe and know how to seek help if they need. 89% of students surveyed stated they knew how to seek help if they received an unwanted contact online; 93% stated they knew how to get help if they felt in danger outside of school.
The safeguarding topics covered with students are appropriate to local context and reviewed in line with current events. Student surveys demonstrate that they know how to keep themselves safe, and know who to ask should they need help from an adult. This was reflected in all external reports undertaking student voice: 100% of students interviewed stated that they have at least one trusted adult in school. The delivery of safeguarding lessons to the students is done within PSHE and computing, and also through tutor time and assemblies. Drop down enrichment days/events are also used to educate students in specific safeguarding elements such as road safety and knife crime. Actions are taken immediately should concerns be raised to ensure students fully understand how to keep themselves safe. Should an incident of peer on peer, or harmful sexual behaviour occur, there is a clear process followed which includes a personalised educational package for the individual concerned to ensure the behaviour is not repeated.
Education for students on understanding and identifying peer on peer and harmful sexual behaviour is explicitly delivered. Assemblies are used to reinforce the PSHE curriculum, which gives students the opportunity to discuss their thoughts, feelings and queries
The PSHE curriculum develops responsibility and respect in the student body, supporting the school's values and British Values
A weekly theme is delivered through the tutor programme and assembly rota, focusing on the school's core values and ethos. This is linked to a bible verse, and enables all students to reflect on their view of the theme through contextually relevant current events. Students are led in discussing scenarios and how to approach each one safely, respectfully and appropriately.
The school has received the Carnegie Award with staff trained to support with mental health and wellbeing concerns. Training is being undertaken to complete the Supervision Award to support staff further.
Pastoral staff are trained to support mental health concerns. Local youth support services also work from our school, enabling swift and regular access to a wide range of support for our whole community.  An Inclusion Manager and additional Inclusion Officer have been appointed to add further capacity to the Pastoral team. These staff have significant training and experience with external agencies and bring expertise to the community.
91% of students state that the school encourages them to look after their emotional and mental health with 79% of students stating that they attend a school activities outside of lessons such as clubs, sports, music and art.
Pastoral staff are trained to support restorative conversations between students and support students in building these skills
RSE is appropriately delivered through PSHE with a Christian perspective clearly explored. This is delivered by the RE department to ensure consistency and expertise. Parent voice has been taken to inform the placement of topics and choice of resources through a parent's forum

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The school runs a robust careers programme that enables all students to achieve all Gatsby Benchmarks and fully prepares them for their next steps. The percentage of students accessing post-16 education is significantly above national average, with 99.3% of the current Year 11 cohort having applied for post-16 courses and 97.4% are in full time education, employment or training as of January 2023.

Our Gatsby Benchmarks are significantly above national average, in all areas:

Benchmark 1: A stable careers programme

National: 27% STA: 100%

Benchmark 2: Learning from career & labour market information

National: 52% STA: 100%

Benchmark 3: Addressing the needs of each pupil

National: 25% STA: 81%

Benchmark 4: Linking curriculum learning to careers

National: 45% STA: 100%

Benchmark 5: Encounters with employers & employees

National: 58% STA: 100%

Benchmark 6: Experiences of workplaces

National: 52% STA: 100%

Benchmark 7: Encounters with further and higher education

National: 30% STA: 85%

Benchmark 8: Personal guidance

National: 61% STA: 100%

The school has a sense of community, supported by the pride in the environment. This is evident in our student voice, and the conduct of the students around the building as seen through external visits from School Improvement Partners.

Religious Education is well resourced, and sequenced to enable students to explore the 'big' questions. RE is a core subject at St Andrew's and the specification choice is made to with careful consideration to the school context and cultural diversity within the cohorts.

Collective worship is offered every day, to all students, including reflection which is accessible to all - those of faith and non. Arrangements are in place to allow students of different faiths to attend formal prayer once a week outside of school as well as daily lunch time prayers to support their spiritual growth and development. Three times a year a 2 week Christian prayer space is run by local clergy where all KS3 students visit to explore faith and understanding of world issues.

Assemblies build community, shared vision and ethos, including clergy assemblies and external speakers

Pastoral support is excellent. This is evident in the conduct of students seen in School Improvement Partner reviews and the student voice surveys showing that 93% of students typically feel able to be themselves at St Andrew's, and 98% of students feeling that the school encourages them to respect people from other backgrounds and to treat everyone equally. This is also clear from the attendance in line with national average, as attendance is the true measure of how happy and safe a student feels in a school.

Student leadership informs the schools strategic journey, holding fortnightly student council meetings; the minutes and actions are shared in form time. Worship leaders meet fortnightly to review the school's morning reflection and Christian themes. Form captains also take the daily in organisational aspects of form time and Sports captains manage the sports clubs and organise teams for sports day and other competitions.

The Senior Team are voted for by staff and students, leading the different student groups.

93% of students therefore state that they feel that the school encourages them to be independent and to take on responsibilities.

For leadership roles in 2023/24 there were over 70 applications for existing and new roles, the senior prefect team has been expanded and the prefect roles have been offered to Year 9 as well as 10 and 11 to offer more students the opportunity to develop their leadership and shape the school.

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Even Better If...

- We continue to increase the number of enrichment activities and opportunities
- We develop further links to prestigious colleges and universities to increase aspirational opportunities for all
- We grow our links to local businesses and the number of in person work experience placements
- We continue to encourage our students, with a particular focus on disadvantaged students, to participate in enrichment activities, aiming for 100% to 'graduate' higher than bronze
- We continue to place mental-health, wellbeing and pastoral care as a priority for staff and students
- We continue to ensure that students receive a broad and varied exposure to diversity, understanding how and why to advocate for others
- We ensure that personal development for staff remains a focus and priority

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## Leadership and Governance

Impact statement
Leadership at all levels can articulate the school's distinctly Christian vision, values and intent which was developed by the Headteacher in consultation with the governors, SLT, staff and student body
Training is given to new governors on the Christian roots of the school vision, and how this is enacted within the daily life of the school
Leaders and governors have high ambitions and aspiration for all, and regular meetings demonstrate consistent and constant challenge to continuously improve and raise standards
Staff accountability is high through the consistent implementation of clear and transparent processes. Staff are held to account following the school motto "aspiration for all, from all".
Governors are able to articulate the schools' progress, identifying areas of strength and where the school is focusing on development. This is seen through robust questioning at Governing Body meetings, and through Governor visits with linked subjects and key areas of the school.
93% of staff feel that the school is well led and managed, with 94% stating they are proud to work at St Andrew's and 93% stating that they enjoy working at this school. 93% of staff feel that leaders and managers are consider of their well-being. 96% of staff feel that leaders do all they can to ensure the school has a motivated, respected and effective teaching staff. 100% of staff feel students are safe at the school. 96% feel that behaviour is managed consistently. 96% of staff also feel that behaviour is at least good at St Andrew's. 96% feel that the school has a culture that encourages calm and orderly conduct and is aspirational for all pupils.
Parental engagement is growing rapidly from 3% of parents responding to the parent survey in July 2022, 7% responding in October 2022, and 17% responding in February 2023.
In April 2023, 83% of parents stated that they would recommend the school.
Middle leaders regularly review their curriculum and can articulate their intent and vision for their subjects and how their curriculum is implemented. Where new leaders are in place, support is in place to enable a smooth transition into their roles. School Improvement Partner visits have evidenced this, and termly presentations to SLT allow for regular and appropriate challenge.
Middle leaders know the areas of strength within their faculty and can articulate actions being taken for further development. Where quality control monitoring identifies a need for more support or training, this is provided quickly with measurable targets for improvements implemented. To further develop leadership capacity across the school, appointments have been made for Heads of Department, and additional TLRs have been implemented, to grow the strength and subject level knowledge. This includes: Science, Maths, RE, Business Studies, History, STEM and literacy lead.
Policies are reviewed regularly and link to the school vision and intent. These are reviewed by governors and School Improvement Partners.
Student voice is planned strategically through senior leadership with a focus on SDP priorities, and any emerging foci. This informs whole school and faculty review and development. Termly whole school student voice in taken, and middle leadership lead on student voice within their faculties. Half termly focus groups meet with SLT, with specific areas of discussion.
Communication between the school and parents is regular; weekly whole school newsletters, weekly year group newsletter and one weekly email containing all generic communications. All letter are accessible via the school website.

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Parent Forums run termly; they are still growing in attendance and developing parental engagement. Regular parental surveys are conducted each term. Parents are given the option to share contact details for the school to contact them to share feedback and actions.

Feedback from the parent forum is shared with all stakeholders and acted on swiftly.

The school's local reputation has risen dramatically in the last year or so due to the demonstrable increase in standards in all aspects of school life. This is evidenced in the significant increase in preferences - 208 (1st, 2nd, 3rd) 2019-20, improved to 291 (1st, 2nd, 3rd) 2020-21, and further improved to 515 (1st, 2nd, 3rd) Nov 2021-22.

Allocation increased as well: 110 in 2020; 165 in 2021; 210 in 2022 (30 above pan); 185 in 2023

Attendance at open evening 2021-22 was also incredibly high, with over 1000 people on site, approximately 600 attended in 2022-23. This compares to less than 100 in 2019.

Admission numbers decreased in 2023-24, following the preference choices immediately after the 2023 Ofsted. Marketing numbers in Autumn 2023-24 indicated a return to growth for 2024-25.

Staff training and development is mission critical to the continued growth of STA. Therefore the weekly CPD programme is planned based on staff self-reviews as well as strategic oversight and monitoring ensuring all staff are given appropriate and personalised CPD. It is flexible to the current needs of staff, and offers different sessions dependent on the individual staff member's need at any given time.

The programme is planned termly, and therefore enables for flexibility to address the changing needs of the community.

CPD continues to grow in the breadth of offer, and offers a range of developmental sessions including NPQs, implementation of policy, engagement with current research and curriculum development. Staff individually evaluate their CPD, and self-review informs the CPD programme based on the needs identified. Personalised programmes are in place through the Teaching and Learning Team. -

Governors undertake training and are able to challenge the leadership of the school appropriately, which is evident in the increasingly targeted questions within meeting minutes.

The Chair of Governors was proactively identified as having the best skills set to continue the improvement in school Governance identified at the last inspection. He ensures governors have a clear oversight of the school through visits, and subsequent reports, that further enhances the governors work with leadership of the school.

Governors monitor the effectiveness of the school through on-site visits which are rapidly increasing in frequency and the strategic use of data within meetings to challenge and support changes within the school. The Chair of Governors is highly experienced in school leadership and has brought significant strength to the governing body. Visit reports have begun to be written and shared with all governors and SLT.

Safeguarding is excellent, and the Local Authority are challenged when action is not taken by them to safeguard children. This is evident in the robust administration of the SCR, training records for staff, CPOMS logs and case studies of the school challenging inadequate responses or actions from WSCC children's services.

A safeguarding audit was commissioned by the school in January 2023, with minimal recommendations made; all of which have since been implemented.

Enhanced Child Protection CPD sessions run throughout the academic year for all staff. These are planned based on need, and are mandatory for all staff.

Staff concerns and comments are listened to and acted on swiftly where appropriate. Staff voice is taken termly and actions taken swiftly.

In partnership with the LA, funding is sought for external expertise to train staff, enhance skill levels and gain external verification. The LA funding is accessed routinely, and enables the school to address specific areas of need swiftly and robustly. This is evident in the visit reports from our School Improvement Partners.

The placement of the SENDCo within the senior leadership places whole school and strategic focus on Quality First Teaching.

Staff well-being is a priority of the school and considered in all aspects. A number of actions have been taken to address workload including, but not limited to: review and amendment to implementation of marking policy; recruitment to increase staffing on site during covid; review of the behaviour policy and consequent training; committing to the DfE well-being charter

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Opportunities to develop middle leaders into senior roles are offered to staff through different routes. Currently 5 middle leaders sit on the Extended Leadership Team.

Even Better If...

- We further improve distributive leadership
- We continue to routinely evaluate the implementation of policies through our School and Faculty Development Plans
- We continue to develop opportunities for professional growth both within the school and beyond and staff aspire to positions of increased responsibility as they embrace the exposure to excellence through the CPD they experience.
- We continue to develop the role of student leadership within school strategy
- We further develop the use of strategic student voice to measure progress and impact

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