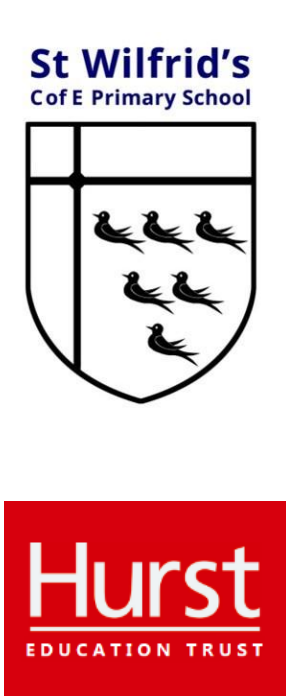


Contextual Information:  
*October 2024*  
NOR: 401  
  
SEN Support: 19.3%  
  
EHCP: 1.5%  
  
Pupil Premium: 14.2%  
  
Attendance: 94.8%  
  
Persistent Absence: 9%  
  
Locality characteristics: Situated in the town of Haywards Heath. The school is within a neighbourhood of high socio-economic profile (School Deprivation Indicator 1)  
  
Financial status: The budget for 2024-25 is balanced



Curriculum Intent

At St Wilfrid's we want all children to 'Shine as a light in the world'.

They need to grow educationally, physically, emotionally and spiritually and the St Wilfrid's curriculum strives to help our children do this successfully.

We want our children to **DISCOVER** their own voice and how they can communicate different ideas across the curriculum and beyond.

We want our children to actively **EXPLORE** a range of challenges, showing motivation and perseverance. a team and also to value our own independence.

We want our children to **CREATE** a range of outcomes across the curriculum, demonstrating their learning in different and exciting ways.



Quality of Education

We are 'Good' because the school's curriculum approach that we introduced in 2019 just before our last inspection has continued to evolve since then and supported the learning approach through Covid. However, as we came out of the Pandemic and normality resumed we needed to adopt a hybrid approach. While some subjects remained in the project learning approach, others needed a different approach, so we started by developing our maths teaching supported by the Power Maths scheme. On joining the trust, we were able to introduce the RWI scheme as we needed to impact our Early Reading Approach. Since then we have looked to develop other subjects and we have targeted different subjects. This leaves history, geography, art and DT as the main driver subjects for our projects throughout the year, falling under the umbrella of a BIG question. The other subjects are taught discretely, and where an overlap occurs they can be added to the project without losing that sequence of learning.

Any areas identified as 'less than good' are swiftly addressed and clear support/guidance provided to ensure rapid progress.

Our approach to early reading is rigorous and sequential. We use the RWI scheme to provide a strong start for all our pupils. Staff delivering RWI are trained and attend regular meetings to review best practice. At all stages, reading attainment is assessed and gaps are addressed quickly using RWI schemes and interventions linked to the Rising Stars resources supporting a child's comprehension skills. Alongside a systematic approach to reading, we focus on developing a love of reading and expose our children to a 'balanced diet' throughout their time at our school.

Our aims for all children are ambitious, based on regular assessment throughout the year and the school has introduced the connecting steps assessment system to identify key steps for SEN children to allow tracking of progress for our vulnerable children.

Children at St Wilfrid's secure good levels of academic achievement either at or above National at key data points. In particular, we are pleased to have achieved above national for phonics in Year 1 in 2024.

Next Steps:

- Maintain the outcomes in writing using the IAACW approach and develop boys writing in Years 2 and 3.
- Maintain GD outcomes in Phase 3 to ensure school remains in top 20% of schools for GD at end of KS2.
- Focus on targeted interventions and support for girls maths in Phase 3.
- Raise the standards in RE to ensure it is in line with other core subjects.
- Ensure slight drop in Reading at expected standard at end of KS2 is rectified.

Behaviour & Attitudes

We are 'Good' because we expect the highest standards of behaviour and conduct both within the school environment and on school visits in order to make the children's experiences of school life enjoyable, safe, secure and rewarding. This ensures that teaching and learning opportunities are maximised– raising the quality of education for all at our school.

The school's Behaviour Policy clearly sets out the expectation for pupils' behaviour as well as supporting staff and other school systems and routines. The behaviour system is integrated with the school values and our children have worked together to develop what these expectations look like.

Pupils conduct themselves well. They uphold the values that our school is integrating into all we do. Visitors are warmly greeted, and pupils are proud to be valued members of our school community.

Next Steps:

- Introduce THRIVE approach to the whole school, trialling elements in Year 2 and Year 4 in the Autumn term before expanding to the whole school.

Personal Development

We are 'Good' because the school places pupils' personal growth and academic development at the heart of everything they do. The focus on performing arts opportunities has started to enhance the children's experience at our school.

Pupils receive a rich and varied curriculum & value the broad range of additional activities available. Leaders make effective use of the additional funding for sport and the school has maintained the platinum school sports award. Leaders carefully monitor how active pupils are, which includes activities for those who can excel in competitive sport.

Throughout the year, children and our school community are encouraged to support local and national charities through various ways to demonstrate their care for the community, locally, nationally and globally.

Next Steps:

- Maintain music teaching opportunities for all children in years 1 to 6 and investigate developing a school orchestra with our school musicians.
- Expand the enrichment opportunities to build on current offer and include competitions.

St Wilfrid's CofE Primary School

Summary SEF, 2024/2025

Leadership & Management

We are 'Good' because the Trust leaders, Governors and SLT have an ambitious vision for our school and this drives the developments taking place. The current school improvement plan priorities are developed collegially with all stakeholders (Staff, Governors, Pupils [Survey]and Parents/Carers [survey]) and the priorities are based on building towards the school and trusts vision for the school. Combined with expert advice from our school improvement partner, the priorities are in line with the vision of the school and policies are also.

St Wilfrid's leadership has continued to develop since the last Ofsted inspection and the clear vision and values of the school seek to demonstrate that 'Together we will be our best'. We seek to ensure everyone is a leader and have worked to develop our subject leadership to ensure all children receive the best for all subjects.

Safeguarding is effective.

The school has a strong safeguarding culture and is up to date in current safeguarding requirements. This is well led by the school's DSL and the systems in place. The recent West Sussex safeguarding audit evaluated the safeguarding at St Wilfrid's as effective.

Next Steps:

- Launch Phases and support 'new' leaders in their roles through the continuation of the support model in place this year.
- Ensure ECTs have effective provision in line with expectations and supported by Ambition Institute.
- Develop subject leadership further to ensure a promotion of high expectations across all subjects.
- Support new RE project lead with the development of this subject at St Wilfrid's
- Further develop IDP proforma to support interventions for children with SEND

Early Years

We are 'Good' because our EYFS curriculum is more responsive to pupil need and results in a wide variety of activities, which stimulate interest, and a well-resourced and highly stimulating environment supports curiosity in all areas of learning.

Children demonstrate independent and safe learning behaviours and are keen to take part because of the clear structures and adult guidance embedded in daily practice. They are able to demonstrate an understanding of right and wrong and learn to manage their own feelings and behaviour because of the skilled intervention of adults. Children with particular need are catered for well and in partnership with their parents/carers.

Strong relationships with parents and carers are established and nurtured to ensure the foundation years start positively with good home/school communication, enabling a caring and inclusive learning environment which is sensitive to the requirements of all the children.

Assessment data shows accurate identification of secured knowledge and next steps supports children in knowing more and remembering more. Children with additional needs are well supported and staff are ambitious for all learners.

Next Steps:

- New Phase leader to develop curriculum offer further to be even more ambitious for all learners.
- Build on IAACW success this year and develop further with support from HET.