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**CONTEXTUAL FACTORS INFLUENCING OUR CURRICULUM**

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| **Specific to St Andrew’s Methodist 2024** |
| * Voluntary controlled Methodist primary school * The number of pupils with SEND is well above national average * 11 pupils have an EHCP * The number of pupils eligible for FSM is above national average * The number of pupils with EAL is below national average * The school is in the top 20% of schools when looking at deprivation indicators (most deprived). * Children enter Nursery well below the expected level and ARE |

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| **Barriers to learning at St Andrew’s Methodist** |
| * Children with SEND and/or an EHCP * Children diagnosed with autistic spectrum condition (ASC) * Poor speech , language and communication skills on entry to nursery * Low baseline on entry to EYFS * Safeguarding issues * Attachment issues * Poverty * Poor emotional health and well being * Pupils and parents with mental health issues * Attendance and punctuality * Being ready to learn i.e. lack of breakfast of sleep * Limited social skills * Limited life experiences |

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| **National factors** |
| * Broad curriculum * Inspection Framework January 2024 * New SIAMS inspection framework 2023 * Reception Baseline September 2021 * Raising standards in reading * Mathematical fluency and competency in number * British values * Personal development including character * Healthy living – mental and physical health * Relationship and Health Education (RHE) requirements 2021 * Safeguarding, including on line safety and use of social media * Cultural capital * Curriculum enhancement and enrichment |

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| **Enhancers of St Andrew’s Methodist** | |
| * Christian vision and values underpinning the curriculum * Behaviour and conduct of the children * Excellent relationships between all members of the school community * Supportive parents who engage in school life * Children enjoy school and feel safe * A strong commitment to equality and diversity * Outstanding staff team who embrace change and improvement * Long record of high standards and achievement * Safeguarding and pastoral support * Governor expertise and support * Senior leaders continuous evaluation of the school * Strong local, national and global community partnerships * Enrichment opportunities, including extra-curricular activities | |
| Barriers to learning | How we overcome barriers to learning |
| **Children with SEND** | * Early identification of need * CPD for SENDCO * Targeted interventions * Investment in specialist support services * CPD for all teachers and support assistants * IEPs written together with parents/carers * Precision teaching |
| **Life experiences**   * Limited general knowledge * Limited knowledge of the wider world * Lack of first hand experiences * Financial constraints * Lack of aspirations | * Library visits * Trips, visits * Visiting speakers eg; Water Aid, Police * Daily Newsround * Use of local facilities-Blackleach Country Park * Real-life experiences * Vocabulary * Every class visits the church every year * Subsidised trips/visitors for all year groups * Planning for cultural capital immersion * Global companion links |
| **Poor speech, language & communication skills**   * Limited vocabulary * Poor grammatical knowledge * Poor listening skills * Limited retelling of familiar stories | * Early identification & support on arrival to nursery * WELLCOM assessment and review. Support in EYFS with speech & language * Parent/carer reading workshops * Discussions with the children * Questioning * Modelling * Debating skills * Displays * Explaining vocabulary * Thesaurus work * World book day * Daily story time * Invest in thesaurus/dictionary for all classes * Encourage public speaking in worship/assemblies * Presenting work/homework to class * TAs trained to deliver ELKLAN programme * Vocabulary across the curriculum to be explicitly planned for. * Spoken grammar ‘non-negotiables’ * Nursery rhymes and traditional stories underpinning the EYFS |
| **Poor social skills**   * Toilet training * Social etiquette * Poor social interaction skills * Conflict & resolution * Parents valuing education. | * Work with health visitors * Temporary part time timetables according to specific needs of child * Modelling correct behaviour and Christian values * Expectations of behaviour in dining hall * Cooperative work * Team work * Family learning workshops and EYFS ‘Stay and Play’ days * Instilling manners - expectations |
| **Lack of basic needs prevents readiness to learn**   * Lack of food * Being tired * Lack of routine & boundaries * Attachment issues | * Fruit for all infants * Morning snack & milk encouraged * Consistency in timetable and routine * Pastoral care (family support worker) * Pyramid Club * Outdoor learning * Free breakfast club during Y6 SATs week * Food bank vouchers * FSM vouchers distributed during holidays |
| **Low baseline on attainment on entry to EYFS** | * Interventions * Phonics groups * EYFS cluster partnership * Tailored teaching and learning * Planned transition across EYFS and KS1 * Learning journeys * Engage parents * WELLCOM |
| **Attitudes to learning** | * Share learning with parents * Planning around children’s interests * Building good relationships with parents * Interesting and fun lessons * Making links between subjects and topics * Cross-curricular teaching * Teaching and retaining relevant knowledge |
| **Complex groups of learners** | * Interventions * Identify needs of children * Pupil progress meetings * Consistent precision teaching * Consistent use of interventions * TAs used more to support interventions for vulnerable groups * Ensure all staff have appropriate training in specific needs * Utilise expertise of other agencies eg PIT |
| **Safeguarding issues** | * CPOMS * Family support worker * DSL and deputy DSL * Safeguarding policies and procedures to follow * Work together with other agencies and parents * Keeping training up to date * Operation Encompass/Harbour projects * Support from social care (The Bridge) * Early Help Practitioners |
| **Poor emotional health and well-being** | * CPOMS * Family support worker * DSL and deputy DSL * Policies and procedures to follow * Specialist support agencies * Good relationships with outside agencies and parents * Pyramid Club * CAMHS |
| **Attendance & punctuality** | * Attendance policy * Family support worker * Attendance team * Education welfare officer * Safeguarding policy |