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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
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| 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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **Attendance & punctuality** | * Attendance policy
* Family support worker
* Attendance team
* Education welfare officer
* Safeguarding policy
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