St Giles Church of English Primary School

DDAT
Derby Diocesan Academy Trust

Vision

Our vision is: *achieving through kindness, compassion and perseverance*.

As a church school, our vision is rooted in Biblical narrative. We worked with the Diocese and our church and chose the following passage: *Let us run the race before us and never give up* (Hebrews 12:1).

Head of School: Bethany Simpson **Head teacher:** Ben O'Connell	**Date: July 2024**

Self-evaluation statement

Grades for Ofsted key areas:

In order to be judged outstanding schools must meet all good criteria 'securely and consistently' and then meet the outstanding criteria on top of that. For a school to be judged outstanding overall it must have outstanding quality of education. In order to be judged good overall schools must have at least a good ***quality of education.***

Key area	Ofsted grade Date:	Key Area	School grade
Overall effectiveness	Full inspection as an academy converter: 12th and 13th June 2024	Overall effectiveness	2
Leadership and management		Leadership and management	2
Quality of teaching, learning and assessment		Quality of education	2
Outcomes for learners			
Behaviour and attitudes		Behaviour and attitudes	2
Personal development		Personal Development	2
Early Years Provision/Sixth form		Early Years Provision	2

Governance arrangements and scheme of delegation

St. Giles CE Primary has a Local Academy Committee (from 1st September 2024), appointed in line with the constitution set out within the Trust's Scheme of Delegation (updated from 1st September 2024). Our school is supported and challenged by an established local body of governors as well as by governors from across the schools who are part of the Matlock and Dales Primary Partnership.

Further details can be found in our Scheme of Delegation which is published on our school website: www.stgilesceprimarymatlock.co.uk/derby-diocesan-academy-trust/

Our school context

- St. Giles CE Primary is a smaller than average school, with 88 children on roll. The number within each year group varies requiring teaching in four, established mixed aged classes.
- Our school is set in an area with little deprivation although our children travel to school from contrasting home circumstances.
- The number of children at St. Giles with SEND and disadvantaged pupils are above average.
- Pupil numbers are stable after several years of higher-than-average mobility and attendance has significantly improved for all groups of children.
- St. Giles joined Derby Diocesan Academy Trust on 1st September 2015. Sustained school improvement had been stymied due to significant changes to the senior leadership and staffing of the school.
- Following the previous inspection (June 2018), St. Giles has had four headteachers (including an agency headteacher during Spring and Summer 2022). The school had been involved with several different collaborations with local schools, sharing Headteachers, which did not provide the planned stability or development, resulting in pupils not attending or achieving as well as they should.
- Since September 2022, St. Giles has formally worked within a partnership of 5 local schools, who are part of Derby Diocesan Academy Trust (*All Saints' CE Infant*; *All Saints' CE Junior, Bakewell CE Infant* and *Darley Churchtown CE Primary*).
- The children, staff and community at St. Giles benefit from experienced leadership (including a non-teaching SENCo and experienced senior leaders for English and Maths). This has provided stability despite several staffing changes (due to adoption leave and serious illness).
- Leaders have identified and prioritised the right issues. The school's latest external attainment (2023), attendance (compared with national) and behaviour records evidence the positive impact of the carefully chosen improvement work.
- Staff have used Ofsted research reviews and worked with colleagues across the partnership to ensure the curriculum is coherently sequenced.
- Staff of all levels benefit from carefully identified and planned training and have clarity about their deployment and the curriculum 'diet' which they consistently implement (including carefully chosen additional support focusing on SEMH and early reading).
- School staff run our own Breakfast Club which provides a safe and supportive welcome for our children. This is funded from Pupil Premium and effectively supports attendance, punctuality and provides targeted support for PSED and language development.
- Equally, we run our own After School Club which provides welcome support for families and children.
- On entry, most children start St Giles with the fundamental skills needed.

What is it like to be a pupil at this school? (200 words max)

All children are warmly welcomed into an inclusive and caring church school. There are strong, positive relations between all adults and children within school, as noted by the children themselves. Children enjoy their time at school, settle quickly and the overwhelming majority willingly engage in their learning. Children feel safe and know what to do if they are concerned. Children continue to report that bullying is rare. They are taught to keep safe and know how to access help. Children benefit from a positive and settled start within Early Years and they access all the best that the National Curriculum affords and more: they also benefit from access to wider musical opportunities, take part in a range of sporting challenges and Forest Schools.

Improvements since the last inspection 12th June 2018

Improve the impact of leadership and management by developing the curriculum further so that pupils have more opportunities to engage in a wider range of learning experiences and thus to build on their knowledge, understanding and skills. Areas to develop include more varied extra-curricular opportunities, pupils' understanding of different cultures, and pupils' familiarity with the foundation subjects.

- ✓ Coherently sequenced curriculum, for all subjects, enables all children to access our full curriculum;
- ✓ Staff have identified the essential knowledge and skills for each subject. This sticky knowledge is used for teaching and assessment across the curriculum.
- ✓ Implemented a coherently sequenced programme of PSHE
- ✓ Planned programme of enrichment (11 before 11) which further supports Pupil Premium;
- ✓ Range of extra-curricular opportunities (funded for those eligible for Pupil Premium).

Improve the quality of teaching and accelerate pupils' progress by ensuring that teaching consistently provides more opportunities for:
– pupils to practise their reasoning skills in mathematics
– pupils to develop their comprehension and inference skills in reading
– boys to make the same rapid progress as girls.

- ✓ We have implemented a carefully chosen maths scheme which supports staff and children to access clearly defined ARE;
- ✓ Discrete, daily teaching, of mathematics from EY through to Year 6;
- ✓ Daily fluency practice for all children;
- ✓ Successful implementation of MathsWhizz, enabling all children to benefit from additional maths fluency practice;
- ✓ Established effective progression in the teaching of times tables;
- ✓ Phonics: strong programme of early reading enables children (from all groups) to read with fluency, enabling development of comprehension skills.
- ✓ Purposeful assessment (in all subjects) is used to ensure all children (regardless of gender or need) make progress from their individual starting points.

Overall effectiveness: the quality and standards of education are good

- St. Giles CE Primary provides a good quality of education for all children.
- St. Giles continues to strengthen as a stable school. Our established leadership team (including a non-class-based SENCO) have significantly strengthened the inclusive offer for all children.
- Leaders at all levels have ensured the curriculum at St. Giles is coherently sequenced and builds upon our own, carefully developed and established Early Years curriculum.
- Early reading remains an area of continual focus for all staff; leaders have embedded a carefully chosen SSP (Little Wandle) which is enabling our children to develop accuracy, fluency and read with expression. This continues to enable more children to achieve. For example: all bar one of our children entering Year 3 in over the past two years having passed their PSC check evidencing the impact of the chosen curriculum, teaching and tutoring. This is a contrast from 25% being at ARE when starting in Year 2 in September 2022.
- Effective use of Pupil Premium and Catch Up has supported attendance and support for phonics, reading and arithmetic fluency. As a result, both attendance and attainment have significantly improved and continue to strengthen.
- High quality SEND training and support from the experienced partnership 'Inclusion Team' (who are based at St. Giles) ensures that appropriate adaptations are in place, so all children attend more, learn more within classrooms and can do more from their individual starting points.
- Well received training, provided by staff within the partnership and by school staff, has enabled greater consistency and effective safeguarding and teaching practice.
- Staff have refined day to day assessment practices, so children benefit from teaching which is adapted to their emergent needs.
- Children, staff and parents benefit from clarity of routines and expectations resulting in increased engagement. 100% of our families attended Parents' Evening in October 2023 and February 2024.
- Weak and ineffective teaching, along with leadership, have been robustly addressed, ensuring that all of our children (including those with SEND) benefit from a good quality of education.
- Safeguarding is effective. Regular, context specific training enables all staff to keep children safe. Regular (half termly) reporting to governors ensures a strong culture of safety across all leaders.

Quality of educational provision is good and continuing to strengthen

Intent

- Leaders have established an ambitious curriculum which coherently builds identified knowledge and skills from EY through to Year 6. All of our children benefit from appropriate adaptations so that all groups attain over time (from their individual starting points).
- All children take part in a broad range of considered opportunities including whole class music tuition (and performance), teacher led Forest Schools, participation in intra school sporting, access to after school sporting clubsa range of residential experiences and our planned programme of cultural capital (11 before 11).
- Our youngest children, in Early Years, benefit from an established and considered curriculum which clearly identifies the foundational knowledge (and vocabulary) which we want all of our children to acquire and use.

- Children with SEND benefit from inclusive learning with appropriate adaptations (both to the environment and to planned provision). This is enabling all children to work together in calmer classrooms. Parents and staff benefit from close contact and support from our SENCO, including the recent SEND and Inclusion Team termly drop in.

Implementation

- Regular training, provided within school, across the partnership and trust, has supported teacher's practice (both knowledge of the subject and courses they teach) noticeably in early reading, phonics and writing.
- Trained staff teach early reading effectively via well-structured phonics and reading practice in Early Years and Years 1 & 2.
- Leaders and teaching staff continue to prioritise reading for those who are less confident and fluent in reading as they access Key Stage 2. Trained staff use sharp, ongoing assessment to support identified children using the Little Wandle programme.
- Ongoing attainment evidences that children in Early Years through to Year 2 are all progressing against clearly understood expectations. Daily pre and post teaching, alongside high-quality tutoring provided by a trained member of staff, has resulted in significant progress and improved attainment from previously low positions.

July 2024	EYFS	Year 1	Year 2
National 2023	76.2% in word reading	79% nationally	89% nationally
ARE in phonics at St. Giles	100% in word reading	91.7% (1 child did not pass PSC)	88.8% (1 child out of the 9 did not pass PSC)
Pupil Premium	100% in word reading (2 children)	100% (2 children)	100% (3 children one of whom is SEND)
SEND	N/A	100% (1 child)	67 % (3 children)

- Teachers read increasingly complex whole rhymes, stories, non-fiction and poems during Daily Reading time to all children, ensuring all are exposed to increasingly complex language, knowledge and texts. Staff at Breakfast Club further support this every day, ensuring our disadvantaged children benefit further from exposure to carefully chosen texts.
- Leaders have planned a rigorous and sequential approach to the reading curriculum which develops and builds upon pupils' fluency, confidence and enjoyment in reading. Reading books used are appropriate and connect closely to the pupil's phonics knowledge.
- Staff have successfully embedded the use of Power Maths across the school to support the discrete teaching of maths. All children benefit from effective teaching, with a clearly defined sequence of learning from Early Years through to Year 6. This is available on our *website*.

- All children take part in daily, discrete maths fluency practice. Teaching staff use agreed understanding of '*key instant recall facts*'. This is having a noticeable impact on children's calculation skills so more children are working within ARE.
- All children from Year 2 upwards taking part in a discrete timetable progression, with weekly challenges and clear understanding of ARE. More children operate within our clear expectations of ARE. Sharp, ongoing assessment is used to provide keep up/ catch up sessions for those children who are not working at ARE.
- Leaders have established 'Principles of Effective Teaching' which further strengthens teaching practice around retrieval, modelling and assessment.
- Teachers understand the importance of identifying misconceptions, against identified 'sticky knowledge', and provide clear, direct feedback. All needs are responded to, and teachers adapt their teaching as necessary.
- Several children attend a carefully chosen AP to support specifically identified areas of needs. Leaders continue to ensure that these two placements are safe and that both children attend as planned. Both children benefit from the sensory and therapeutic provision (as identified in their EHCP) which has resulted in fewer episodes of dysregulation and inclusion within school life (including residentials and after school sporting opportunities). Strong liaison with both families helps strengthen the impact of provision between school, AP and home.

Impact

- Pupils read widely and often, with fluency and comprehension appropriate to their age.
- Pupils now develop detailed knowledge and skills across the curriculum and, as a result, are achieving well. This is reflected in the work pupils produce.
- They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

All children in Year 4 (14)	Boys (6)	Girls (8)	PP (6)	SEND (3)	Full Marks
Average MTC Score NB: Mean average score at St. Giles for 2024: 19.7 2023: 21.8 vs National of 20.2 2022: 17 vs National of 20	20.8	18.9	16. 1 (6 children: 2b & 4g. 3 children have SEND)	10	29% (4 children 2b & 2g) 2023 national = 29%

Even Better….

To reach the next grade (or to continue to be outstanding) we need to:

- Remote education and homework: ensure that a coherent structure to homework is established and implemented so all children benefit from carefully planned opportunities to practise and apply their learning.
- Continue to support staff's pedagogical skills to enable further strengthen them to deliver all areas teaching of our carefully constructed and challenging curriculum of subjects in which staff are not specialised.
- Support the development of subject leaders so they can all monitor and lead, so that all staff are supported in effectively implementing the planned curriculum (see above).

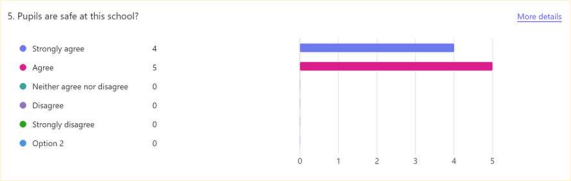
Behaviour and attitudes are good and continuing to strengthen

- Leaders and staff have established and embedded high expectations of pupils' behaviour.
- Staff and leaders have worked together, following well received external training, to embed a shared set of behaviour principles focusing on safety, calmness and adaptations to support all. These principles were shared with all of our community and continue to be taught, modelled and promoted amongst all of our children. Pupil voice survey in November 2024 support this impact on the training.





- Staff survey 2024 reports that all staff agree that the children are safe in school which is an improvement from last year.



- Our well-planned curriculum and effective instructional teaching further supports the children's behaviour within lessons.
- Visits from the Trust (such as this summary from November 2023), report that the:

Summary:

- The school is calm and purposeful.
- The sample of pupils spoke very highly about the behaviour and relationships in the school
- The safeguarding, inclusion and behaviour systems have clearly been strengthen by the Partnership leadership team.

- Our recognise improvements in behaviour in their class (April 23), staff support them, and they feel safe in school (*November 2023*).
- As a result, all our children report that they understand how to behave and benefit from established and understood routines. (*November 2023*).
- Relationships among pupils and staff reflect a positive and respectful culture – All children, from all groups, report their safe (an improvement from the previous year).



- Leaders have implemented consistent rules and provided training which is reflected in staff confidence
- Equally: staff report that they feel safe and supported with behaviour (Behaviour survey January 2023 and governor visit December 2023).
- Several children, with identified additional needs, are proactively supported by trained staff, external agency support, our adapted curriculum and environment. Our high expectations are applied consistently and fairly, resulting in a reduction in dysregulation and increased attendance (*Child case studies available in school from our SENCo and Annual Safeguarding Report 2023 - 2024*).
- Leaders, staff and children have established a positive environment in which bullying is not tolerated. Isolated incidents of bullying (which is often categorised as 'perceived' following investigation) are dealt with quickly, following the appropriate involvement of children, parents and staff. This also applies to the use of any derogatory language.
- Leaders have established the consistent use of an attendance policy, using the last Dfe guidance 'Working together to improve school attendance' and the research from Ofsted. Staff were trained ahead of the August 2024 amendments.
- Children arrive punctually and are well placed to start learning within welcoming and calm classrooms.
- Attendance and punctuality have strengthened significantly with all groups of children and staff benefitting from clear systems and shared expectations.
- Leaders have a clear understanding of the reason behind any daily absence and work with a small number of families to further support attendance.

- All groups of children (including our PP and children with additional need) attend with regularity (as evidenced on compare your own data). Where there is not the case, staff of all levels work with swift and effective action, supporting improved attendance. Whilst overall attendance (as of 28.) sits within decile 4, this reverts to decile 1 when several outliers are taken into consideration.

Attendance	2021 - 2022	2022 – 2023	2023 – 2024 As of 28th June 2024
Overall attendance	91.4%	94.0%	94.9%
Girls	92.22%	94.3	96.5%
Boys	90.27%	93.6	93.5%
FSM	86.78	88.8	89.5%
Non-FSM		96.6	97.2%
SEND	32%	52%	79.9%
PA		13.1%	7.9%

- Isolated, and significantly reduced, use of suspension has enabled children and staff to learn within a safe environment. Effective reintegration plans have supported children to resume regular, full-time education alongside their peers. The number of suspensions continues to diminish significantly.

Even Better….

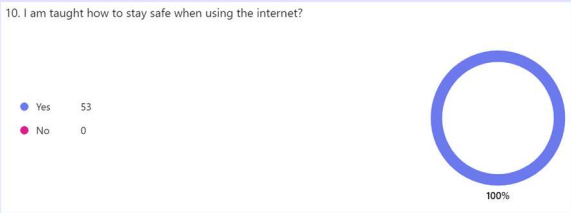
To reach the next grade we need to:

- Attendance: further improve attendance rates for all groups of children so that all children (including PP and SEND) benefit from regular schooling (no less than 96%).
- Develop opportunities so that pupils make a highly positive, tangible contribution to the life of the school and/or the wider community and actively support the well-being of other pupils.

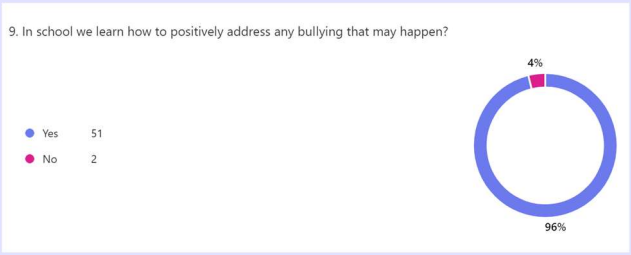
Personal Development is good

- Children benefit from the planned, discrete teaching of PSHE and focused Circle Time. This is helping to further support the children's ability to listen and respond to contrasting views and opinions.

- Children benefit from a well-designed curriculum for RSE which was re-developed following a consultation with parents during the previous academic year (2022 – 2023).
- Our small school provides a range of inclusive opportunities to nurture, develop and stretch talents. Carefully planned experiences (such as residentials), combined with Forest Schools, enables all children to develop self-esteem, confidence and independence. This is evident in improving attitudes to learning and stronger attendance.
- All children in Key Stage 2 are given the opportunity to learn a musical instrument via whole school music tuition.
- An increased range of clubs (both during lunchtime and after school), enables children to participate in a range of sporting and wider opportunities.
- Planned programme of activities during lunch times enables children to be active.
- Children are provided with a range of opportunities to take responsibility and contribute to their peers and school via School Council, Sports Leaders and Collective Worship Team.
- The School Council Team met with the local MP to discuss the school and improvements in school (such as nursery, behaviour, equipment).
- The ECO Team are working towards achieving their ECO school badge. The team of children organised the Derbyshire Dales Recycle and Waste team into school to speak to the whole school about recycling.
- The School Council Team organised a charitable event for Children in Need, as a result the children raised over £300.
- Targeted use of Pupil Premium funding ensures all children benefit from all that the school offers. Targeted Breakfast and ASC provision provides our disadvantage children with further support and opportunities to support attendance, oracy, early reading and SEMH.
- Children benefit from a planned safeguarding curriculum. Our children are taught how to keep safe in and around school through fire safety awareness, water safety and first aid. Planned visits from the police further promote the rule of law. Children report that they feel safe (*November 23*).
- Online safety: children report they know how to stay safe online (November 2023). Staff also model the safe use of the internet every day and work with families so that they better support their children's use of technology outside of school.
- All children, from all groups, report they are taught about online safety and how to keep safe when online (an improvement from the previous year). Pupil voice November 2024:



- High quality and highly effective pastoral support for children and families has supported inclusion and tolerance.
- Daily collective worship enables all pupils to reflect and develop clearly defined values. Children engage positively together. Behaviour logs and reports from children evidence that bullying is rare and children learn and play in a safe school.
- Teachers and leaders ensure that children understand how to positively address any bullying. Pupil voice November 2024, reports that most children know how to address this.



- British Values are taught and discussed during Collective Worship on a weekly basis.
- Children show tolerance and respect, and welcome all. They are provided with opportunities to vote (such as via the School Council).
- Children are taught about religions, and they demonstrate openness and curiosity. We plan to wider our children's horizons through the use of carefully planned opportunities for the children to visit places of worships.
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Even Better….

- Plan and further promote the protective characteristics within school through the use of a weekly dedicated circle time.
- Ensure that the school's extra-curricular offer is taken up by all groups of pupils.

The effectiveness of leadership and management is good.

- All leaders have a shared, ambitious vision to ensure that all pupils are provided with high-quality education. There are strong, shared values, policies and practice in place which ensures all children attend, better behave and learn.
- All children benefit from a clear curriculum which is being effectively taught. Leaders have high ambitions for all pupils, including those who are harder to reach.
- Leaders have acted decisively, based upon an accurate understanding of the school's strengths and areas for development. Poor leadership has been addressed and the mentoring of leaders, both subject and senior, has resulted in a more effective and sustainable model of distributed leadership. The capacity to improve is strong.
- Leaders continues to prioritise the right areas for improvement: this continues to result in sustained improvements in attainment, attendance, behaviour and the delivery of our curriculum.
- Strong systems for strategic planning have been implemented and established. These include tighter, measurable targets, which has enabled governors to challenge and support leaders, and hold them appropriately to account.
- Leaders ensure safeguarding is taught throughout the curriculum and that well trained staff ensure concerns are identified and appropriate help provided. The school continues to provide an effective culture of safeguarding.
- Leaders have focused on improving teachers' subject knowledge and pedagogical content knowledge in order to enhance the teaching of the curriculum. As a result, attainment in early reading and maths has risen, leaving more children well placed for the next stage in learning.

- and the appropriate use of feedback and assessment.
- This has ensured that the practice and subject knowledge of staff continues to be built on and improved over time.
- Pupil Premium
- Effective leaders of inclusion and SEND have ensured that children benefit from appropriate adaptations.
- Well received training enables staff to have a clear understanding on how to support and include all children. This has resulted in improved attendance, behaviour, inclusion and progress (both academic and SEMH).
- Leaders have carefully selected to use AP for several children. Leaders have ensured that appropriate checks are undertaken (and continue to be undertaken) and that there is effective liaison between school and the registered provider. This ensures that our support is complementary and impactful.

Even Better….

To reach the next grade (or to continue to be outstanding) we need to:

- Embed effective senior leadership;
- Ensure governors of the school further understand their strategic role that leaders are held to account for the quality of education.
- Embed the use of a parents' forum to further support involvement and engagement
- Ensure that the school's extra-curricular offer is taken up by all groups of pupils (also linked to PD).

The effectiveness of the early years quality and standards is good.

Provision is in place to ensure all of our children practise foundation knowledge in speaking, reading and writing whilst developing their language, fine and gross motor along with PSED skills.

- High staff to child ratios enables good levels of explicit teaching, direct instruction and appropriate support.
- Staff have used non-statutory guidance and high-quality training to implement an inclusive curriculum. Leaders and staff have developed a bespoke curriculum (which exceeds recently published guidance). This also provides progression in identified key areas of self-regulation and executive function. Recent outcomes evidence that children attain well, with the curriculum providing clarity on fine next steps.
- Our curriculum considers and specific what *all* children will learn. It offers plenty of opportunity for children who are disadvantaged or who speak English as an additional language to learn and practise speaking and listening.
- Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. Carefully chosen resources, including outside, are used to meet the children's needs and promote learning. This enables our children to apply their learning throughout the day.
- Staff and children have excellent relationships. Routines are swiftly established, and all children learn within a calm, safe and settled environment.
- There is a sharp focus on a vocabulary rich environment. Vocabulary remains a high priority and careful links are made between subjects.

- The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.
- Transcription: children can use their phonics to encode and form sentences in all areas of provision.
- Children are held to high expectations with effective and timely interventions given to those children who have been identified who are in danger of falling behind. This is ensuring that the majority of our children are on track to read words and simple sentences accurately by the end of Reception.
- All children are well catered for and supported as staff are knowledgeable about the areas of learning they teach.
- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.
- Excellent communication between children and parents. Effective working links with parents are established from before the children start school. These are further with scheduled and well received meetings to support phonics and reading at home.
- As a result, children are well prepared for Y1 and to access the demands of the National Curriculum. Recent outcomes evidence that children attain well, with the curriculum providing clarity on fine next steps.

Good Level of Development	National 2023	**Last year 2023** (12 children)	**This year 2024** (9 children)
All children	67.2%	67%	78%

Even Better….

To reach the next grade (or to continue to be outstanding) we need to:

- Embed the precise vocabulary for children in Early Years which has recently been set out (using the revised Reading Framework).