

Asterdale Primary on a Page – April 2024

Current OFSTED inspection grade and school self-evaluation

Overall effectiveness – R.I.; Quality of Education – R.I.; Behaviour and Attitudes – Good; Personal Development – Good; Leadership and Management – R.I.; Early Years – Good, Safeguarding - effective

April 2024

NOR – 226 (Gender – Girls = 53%, Boys = 47%)
 FSM6 – 32%; SEND = 23% inc. EHCP – 2%; EAL = 5.1%

School Characteristics – IDSR April 2024

	2021	2022	2023
School number on roll	Close to average 233	Close to average 237	Close to average 229
School % FSM	Above average 34	Above average 31	Above average 30
School % SEND support	Well above average 24	Well above average 24	Well above average 21
School % EHC plan	Above average 2.1	Below average 1.3	Below average 1.3
School % EAL	Close to average 6	Close to average 5	Close to average 6
School % stability	Above average 85	Above average 88	Well above average 88
Pupil base deprivation	Above average	Above average	Above average
School location deprivation	Above average	Above average	Above average

EYFS Outcomes	2019		2022		2023	
	APS	NA	APS	NA	APS	NA
% GLD	79%	72%	79%	65%	64%	67%

Phonics Outcomes	2019		2022		2023	
	APS	NA	APS	NA	APS	NA
Year 1	79%	82%	68%	75%	86%	79%
By end KS1	84%	92%	95%	87%	76%	

KS1 Outcomes	2019		2022		2023	
	APS	NA	APS	NA	APS	NA
%EXS+ Reading	72%	75%	66%	67%	61%	68%
%GDS Reading	28%	25%	14%	18%	11%	
%EXS+ Writing	60%	69%	55%	58%	50%	60%
%GDS Writing	8%	15%	3%	8%	7%	
%EXS+ Maths	72%	76%	72%	68%	61%	70%
%GDS Maths	16%	22%	14%	15%		

Progress KS1 to end KS2	2019	2022	2023
	Reading	+2.1	+0.9
Writing	-3.7	-1.7	+0.5
Maths	+1.1	-2.6	-0.4

SEND
 All teachers are teachers of SEND with aspirations for quality first teaching for all within our inclusive ethos. SEND pupils access whole-class teaching daily so that a broad and balanced curriculum is offered alongside subtle scaffolding and support (e.g. – resource adaptations, additional adult support, specific interventions, small group teaching) 5 x EHCP

Safeguarding Team – 5
 Weekly meetings to discuss and review concerns/cases.
 Strong practice – attendance, family support, signposting external agencies.
 Engagement of new families on entry to school

Sports Funding 2023– 2024 = £ 17,740
 • Providing sports coaches and additional equipment and resources
 • After school sports clubs
 • Staff CPD
 • Sports competitions

Teaching and Learning
 1 form entry - 1 teacher per year group SENCo 1 day release per week.
 Teaching assistants are allocated on a need basis across school.

Things to be proud of:
 • Excellent behaviour, attitudes, and attendance
 • Nurture at the heart of our ethos
 • Strong curriculum leadership journey
 • Rapid school improvement commitment from all stakeholders
 • Excellent parent and community engagement
 • Wider opportunities – range of afterschool clubs
 • Reading at the centre of the curriculum
 • Ongoing timetable of enrichment activities including forest schools
 • Committed hardworking staff

Next steps:
 • Attendance of small minority of children
 • Tracking of accelerated PP progress across KS2 classes particularly
 • Impact of digital devices accessibility – to monitor.
 • Impact of early identification interventions and tuition – to monitor

SIP Key Priorities:

Priorities for the Quality of Education:

1. Continue to monitor the impact of the curriculum in all subject areas.
2. Align each subject area to the curriculum pillars.
3. Embed effective subject monitoring and evaluation.
4. Deepen staff understanding of elements of the toolkit – weekly focus throughout Spring term which supports consistently good teaching.
5. Monitoring shows that SEND adaptations ensure that the curriculum is designed to meet the needs of all learners.
6. Revising assessment methods across school in all subjects which promote long-term memory retention of knowledge.
7. Monitoring the impact of attainment in English. (Writing)
8. Revise further the strategies for the teaching of reading across school.

Priorities for Behaviour and Attitudes:

1. To continue to refine the behaviour reporting culture using CPOMs
2. To expand the reporting process of behaviour to support staff
3. To continue to track and monitor trends of behaviour across school so that so that pupils behave consistently well with positive attitudes to their education
4. Pupils can readily talk about their learning with pride in their achievements

Priorities for Personal Development:

1. Continue to embed the SRE/PSHE scheme across school: Jigsaw
2. Continue to raise pupils’ awareness of different faiths and cultures in order that they can readily communicate their learning
3. To launch the whole school ASTERDALE acrostic to support and develop pupils learning character

Priorities for Leadership and Management:

1. A culture of positive challenge amongst all stakeholders is established throughout the school.
2. Effective performance management processes are in place for all.
3. Establishing a culture of feedback and actioning improvement following monitoring of specific areas
4. Subject leaders further develop their role to become active ambassadors in promoting their subject areas
5. To ensure that subject leaders are further supported in order that workload remains manageable as work priorities continually evolve

Priorities linked to EYFS:

1. Make sustainable improvements to outdoor provision through implementing a collaborative outdoor action plan across EYFS
2. Maintain focus towards SIP targets through distributive leadership model
3. Review LTP including identifying links to KS1 curriculum
4. Outline all core curriculum subjects starting points in EYFS and cascade across school to ensure whole-school curriculum starts at Nursery with clear small-steps progression
5. Upskill support-staff confidence in EYFS curriculum knowledge
6. Embed new EY assessment expectations
7. Continue high positive parent engagement (to further secure NOR)

Pupil Premium 2023 – 2024 £99,000

PP Spending:

- Quality First Teaching – targeted groups for writing
- Tutoring and tuition – Reading fluency, Talk boost, Phonics interventions.
- Library Resourcing, Texts for pupils, digital devices for supporting identified learners to close gaps.
- Inclusion support
- Attendance tracking and monitoring.
- Enrichment activities including forest schools.

Attendance, PA and Exclusion 2023

Attendance = 95.8% Persistent Absenteeism = 7.1% Exclusions = 0

KS2 Outcomes	2019		2022		2023	
	APS	NA	APS	NA	APS	NA
%EXS+ RWM	64%	65%	61%	59%	66%	59%
%GDS RWM	10%	11%	65%	7%	3%	8%
%EXS+ Reading	75%	73%	68%	74%	93%	73%
%GDS Reading	28%	27%	16%	28%	38%	29%
Reading APS	104	104	105	105	107	105
%EXS+ Writing	78%	78%	74%	69%	69%	71%
%GDS Writing	20%	20%	13%	13%	10%	13%
%EXS+ Maths	76%	79%	71%	71%	79%	73%
%GDS Maths	24%	27%	10%	23%	3%	24%
Maths APS	106	105	104	104	103	104
%EXS+ SPAG	78%	78%	81%	72%	79%	72%
%GDS SPAG	34%	36%	26%		28%	
SPAG APS	105	106.3	105	105	105	105

Pupil Premium 2022 - 2023

Outcomes	End KS2 Outcomes (11ch)				KS1 (10ch)			
	Asterdale		NA PP		Asterdale		NA PP	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Reading	91%	18%			30%	0%		
Writing	73%	18%			20%	0%		
Maths	82%	0%			20%	3%		
RWM	43%	0%			50%	0%		

VISION

Together we can...

Build & enrich our school and local community by...

- ✓ Fostering our team bond - the 'spirit of Asterdale'
- ✓ Working in partnership to ensure our learners achieve their best
- ✓ Always being a child-centred school

Nurture the environment and world we live in by...

- ✓ Showing appreciation and care for our school environment
- ✓ Show empathy for all individuals and living things.
- ✓ Preserving the world that we live in
- ✓ Be inclusive in everything we do

Be confident learners by...

- ✓ Being resilient and taking risks in our learning
- ✓ Not settling for 2nd best
- ✓ Working together to achieve our best.
- ✓ Belonging to a community of learners who encourage each other.

Aspire for excellence through...

- ✓ Delivering curriculum excellence through high quality teaching
- ✓ Providing enrichment experiences that broaden our knowledge of the world.
- ✓ Upholding the highest of expectations for learning, teaching, behaviour and attendance.

ETHOS

