



St Alban's School Evaluation
Quality of Education
Behaviour and Attitudes
Personal Development
Leadership and Management
Early Years Provision in School

Context of St Alban's

St Alban's is a one form entry church school, with nursery provision. In January 2025, the school had 249 pupils on role.

The school follows an executive leadership structure. The Executive Headteacher was Headteacher (2021-24) and Head of School (2014-21) prior to taking up the Executive post. The current Head of School has been in post since January 2024.

St Albans CE Primary School was last inspected in January 2020 when it was judged to be a good school under the new inspection framework.

Since October 2014, the school has been part of DSAT (Diocese of Sheffield Academy Trust), when it converted to academy status.

We have very experienced staff, many leaders in school are also leaders with DSAT and the local area.

- [Progress and attainment in 2024 well above national in all key stages](#)- this has been a trend for the last 10 years.
- This year we were the top performing primary school in Rotherham and one of the top performing schools in South Yorkshire.

What is it like to learn and work at St Alban's?

St. Alban's is a happy, welcoming school, where children thrive in a 'family' atmosphere with Christian values at the centre.

We are blessed with a fantastic team that is nurturing and inspirational.



Each individual child is important to us at St. Alban's, and the children are at the heart of everything we do. We want to provide the best learning experiences possible. Whilst we are immensely proud of our school and we are not complacent as we continually look for ways to improve.

In a society which is increasingly showing signs of isolation and disintegration, we value our role as a school in the development of pupils' sense of responsibility, belonging and ownership of their own school and local community.

We hope that the SEF captures the spirit of our school. A school that opens for all of our children, 'Life in all its fullness'.

The School Vision

This is our school vision that threads through every part of school life.

We seek Wisdom

We will encourage you to seek wisdom. Wisdom is knowing what to do with the knowledge and skills that you have acquired. Wisdom is ability to know what is true or right. Part of seeking wisdom is learning how to be disciplined.

We are Courageous

We value courage, we want you to have the confidence and determination to make your own way in life. Courage requires vulnerability – as seen in the legend of St Alban. We will celebrate vulnerability and make our school a safe place for you to flourish. Classrooms are daring!

We Belong

There is an adventure in learning waiting for you. It's a long road ahead but we promise to make sure no path is blocked and no door is closed to you. We recognise no one is perfect; every child belongs at St Alban's. You will learn from your mistakes and we will celebrate these learning opportunities as we move forward together.

We are Aspirational

At St Alban's we encourage children to ask the big questions; Who am I? What do I desire? and How then shall I live? Everyone at St Alban's is expected to serve and develop personal leadership.

Our hope is that our children see life as a mission, not a career.



Each house represents a different value (Sinai- seek wisdom, Carmel- courageous, Jericho- we belong, Jordan- we are aspirational). House leaders model how to live this vision at the beginning of each academic year. Staff question where provision achieves this vision.

Quality of Education

Deliberate curriculum design

Intent

We follow the **National Curriculum** to structure our curriculum offer, as we know that this means our curriculum is ambitious for all pupils.

The wider curriculum is available to all pupils. Our school priority is to ensure that our intended curriculum has an impact on attainment for all pupils, especially the disadvantaged. We judge the success of our curriculum, on the success of our disadvantaged pupils' engagement and attainment. Continuously striving to do better for all pupils, is always a priority for St Alban's and action plans reflect this desire.

We teach each of the wider curriculum subjects discretely.

For each subject, we have thought carefully about how we sequence learning over time and have broken down learning into small steps or building blocks, starting from when children enter primary school until they leave. At each step, we consider what specific knowledge and understanding we want our pupils to **know and remember** at each stage of their learning and in each subject. We know what we want our pupils to know and remember at each of these end points, focusing on what will be most useful to them, and have sequenced lessons over time to reach those end points.

Planning documentation has been developed by subject leaders, who strive to be experts in their subjects, attending regular subject leader hubs (DSAT and LEA) and are active members of subject leader associations.

On the [school website](#), subject leaders have included samples of curriculum documents for each subject, these documents show the intention for each subject.

One of our school values is, 'We Belong,' to help nourish our children's sense of belonging and develop a sense of pride of their school and community. Our curriculum has a strong focus on local people, history and landmarks.



The school has an established intent for English and maths and this has been implemented to a high standard for a substantial number of years. This has been proven through the impact of pupil attainment at the end of each key stage for more than ten years.

English and maths leaders are experienced and highly skilled. The maths leader leads maths for the trust and is a NCETM accredited school development lead.

Implementation

The school invests in quality training for teachers and teaching assistants. This investment has proven to impact on the quality of education our children receive. Children that attend St Alban's perform well above national schools as shown in [headline data](#).

What you will see in the classroom:

- Children are expected to behave as scholars and keep the same subject exercise books as they move through school. Allowing children to refer back to previously learnt knowledge and concepts, which gives them an enormous sense of pride.
- Practitioners teach for misconceptions and know what progress in subjects should look like.
- Staff are experts in scaffolding learning.
- Strategies are in place for pre-teach- no child is left behind.
- We know that when education is right for our most vulnerable children, then it benefits everyone. You will often hear staff saying that 'Essential for some, good for all'. (See [Charter for Vulnerable Pupils](#))



- Staff are knowledgeable about the use of faded scaffolding. This is embedded to ensure that while pupils receive support, this is skilfully withdrawn over time to ensure that every pupil becomes an independent learner.
- Staff give excellent feedback and use recommendations from [EEF research](#).
- Teachers automatically adapt teaching in response to how well children are learning the intended curriculum.
- Generative learning strategies used effectively- think, pair, share, summarising, using notebooks, regular quizzes.
- Spaced retrieval systems in place for all curriculum subjects. For example, maths flashback 4, SPAG retrieval, D&T retrieval, flashcards.
- Teachers teach concepts, as an integral part of the wider curriculum planning documents, for example, mechanisms and structures in D&T.
- Teachers are experts in modelling and guided practice.
- Time is dedicated for independent practice and deliberate practice. Subject leaders, especially in English and Maths support teachers by informing them exactly what children need to practice to accelerate learning.
- Dictated sentences are a fundamental part of implementation. Ensuring that children are writing regularly and improving their vocabulary.
- In maths teachers using incorporate opportunities for intelligent practice.
- Teachers know how to teach the most efficient methods to support all learners, especially vulnerable mathematicians.
- We value oracy and ensure that pupils develop as speakers and listeners both inside and outside of the classroom. Teachers incorporate discussion and debate in lessons to allow them to practise this.

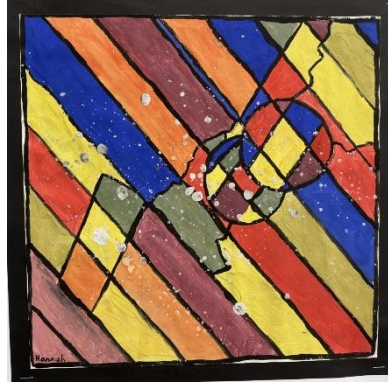
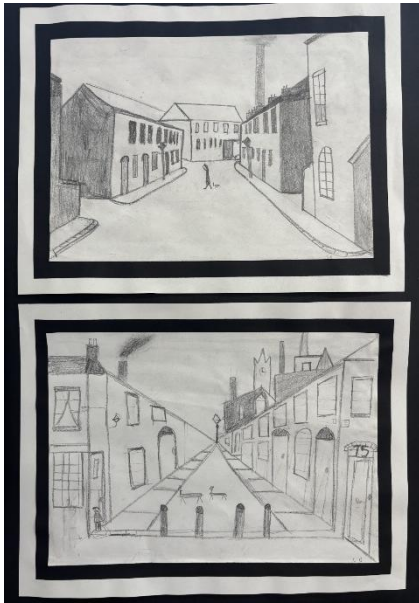
Staff enjoy working at St Alban's as they are well supported. There is a strong learning culture, no practitioner is the finished product and staff strive to do better. Systems are in place to offer immediate support for all teachers, ensuring our children consistently receive an exceptional education.

Exceptional Curriculum Adaptations

- To embed our pupils sense of belonging, year 6 pupils make products for Reception children to keep. Reception children design characters and year 6 children make the toys in textiles ([see here](#)).
- All children learn how to play the recorder - Year 1-6. Children will know how to read music by the end of Year 6. We follow the model music curriculum.
- Children are familiar with genres of music, as it is played in assembly and in the corridors. Teachers have created simple phrases to recognise music genres.
- In response to parent views, all parents are invited to a [parent day](#). When they can spend time in the classroom with the children learning new skills.
- To support all pupils' mental wellbeing, we use a program called [My Happy Mind](#) to help children be self-aware and learn how to regulate their emotions.
- Local history week - celebrated and shared with the local community.
- Geography Fieldwork Month – our geography curriculum aims to instil in our students a love for where they live. This helps children to develop their sense of belonging and responsibility for the locality.



- Our art progression is a main driver in our curriculum. Staff are highly trained and know that skills in art support pupil development of noticing, self-regulation and resilient. Strong outcomes demonstrate a high level of teaching precision and the school is known in the local area for the high standard of work produced by our children.



Children in Year 2 onwards have a good bible knowledge. They use their individual bibles in RE lessons and Collective Worship.

Maths Curriculum Implementation - [See website](#)

At St Alban's, we believe that our maths curriculum needs to ensure that all children know and remember more. Our curriculum is based on mastery principles where pupils acquire a deep, long term, secure and flexible understanding of maths.

Our long-term plan is based on a blocked curriculum to ensure children develop a strong enough understanding of the maths that has been taught so that they are able to move on to more advanced material. Underpinning this is planned spaced retrieval which consists of 'Can I Still?' activities and deliberate practice. Using the Long Term plan will ensure this is not left to chance. 'Can I still?' activities should include the generative activities of brain downloads, multi-choice questions, quizzes, summarizing, mapping, drawing and imagining

English Curriculum Implementation – [See website](#)

Our Approach to Phonics and Early Reading

At St Alban's CE Primary School, we are so passionate about reading that it is at the centre of our curriculum. We understand that in order to access the wonderful curriculum offer we have for our pupils, they need to be able to read fluently. We believe in the importance of developing children's phonics skills as early readers, moving onto comprehension skills when



children are ready. We also understand the importance to develop children's love of books and reading

Leaders Prioritise Reading

The Executive Headteacher and Head of School, along with other leaders, prioritise reading at St Alban's. The Head of School meets regularly with the EYFS and Phonics leads to discuss priorities, training and areas for development. Early reading is a standing item during Senior Leadership Team meetings and all leaders are part of the action plan for improving reading. The Phonics and Early Reading lead visits phonics lessons each week to ensure consistency across school and to coach colleagues to make their exemplary practice even better. The Head of School ensure that the Phonics and Early Reading Lead has time each week to run coaching sessions, observe and monitor the implementation of the phonics scheme, and to analyse data and report to stakeholders. All teachers and teaching assistants receive training for early reading, as every member of staff is a reading teacher at St Alban's.

Promoting a Love of Reading

A love of reading is actively encouraged throughout the school. Passionate staff inspire children by sharing their enthusiasm for books. Teachers read core texts to students daily, using expressive storytelling to engage them and convey excitement about new stories. Book selections are guided by the Centre for Literacy in Primary Education (CLPE) to ensure high-quality, age-appropriate texts. Reading corners and library areas have been designed to foster a love of books, and each year group follows a set list of recommended texts, encouraging children to take books home to enhance vocabulary, fluency, and enjoyment. The school library is run mostly by pupil librarians who publish their own [termly newsletter](#) about the latest book deliveries and there is a recommendation box for pupils to suggest future purchases.

- Teachers also showcase recommended books in classroom reading areas to spark interest. Throughout the school year children can earn Bronze, Silver and Gold reading certificates to celebrate how many times they have read at home. They also have the opportunity to earn a Governor's award and special keepsake leather bookmark at the end of the year through consistently reading at home. House Leaders regularly discuss their favourite books with their peers in assemblies and make recommendations to other children. House Carmel lead reading and [monthly reading assemblies](#). In these assemblies, different year groups share their favourite classroom library books.

Additionally, our custom reading diaries provide parents with phonics sounds, comprehension questions, and strategies to support their child's reading development at home.



Content and Sequence Supports Progress

At St Alban's CE Primary School, all staff are highly trained in delivering the Read, Write, Inc Phonic programme.

Information for parents, relating to the programme, can be found by accessing the following link: <http://www.ruthmiskin.com/en/parents/>

The programme has a strong focus on teaching children to know and remember more. Children are taught daily, in small groups, from Reception upwards. The small groups children are in ensure that all children are taught at their appropriate level, which results in good progress being made. The RWI programme supports the DSAT Teach Simply model:

Review/ Revisit- Previously taught sounds and words are continuously reviewed and revisited at the beginning of every RWI Phonics lesson.

Teach Simply – Children are taught a new sound following the same sequence daily.

Practice Thoroughly- Children have the opportunity to practise reading the sound in words, including multi-syllabic words.

Apply- Children apply reading their new sounds in alien words and in closely matched, phonically decodable books.

Assess- Children are regularly assessed by the Reading Leader. Teachers assess throughout the lesson to check that children understand. 'Spotlight children' (children who are not making as much progress as the rest) are sat in the focus of the teacher, to ensure they don't get left behind.

Although our intention is for children to 'keep up', not 'catch up', if the Phonics and Early Reading Lead identifies that any children are falling behind, plans are immediately put in place to support catch up. If needed, children are also assessed in KS2.

Please see our [phonics policy](#) for the flight path we expect pupils to take, and additional information about our progression.

Pupils Falling Behind Catch Up - Quickly

Through regular and thorough monitoring, the Phonics and Early Reading Lead promptly identifies children who are struggling and collaborates with the class teacher to address their needs. While assessments take place every half term, they can be conducted earlier if deemed necessary. To support these students, the Phonics and Early Reading Lead develops a tailored support plan, which is then shared with teachers and teaching assistants. These plans outline five layers of provision to ensure appropriate interventions are in place.



- The daily phonics lesson is taught robustly.
- The child has 1:1 daily phonics tutoring every afternoon. This is delivered by a trained reading tutor.
- Virtual classroom links (extra phonics lessons) are sent home to parents for extra practice.
- Children are given extra time on an ipad to watch the virtual links in school.
- Teachers have an extra 5 minute phonics lesson in the afternoon.

Phonics Right from the Start

Phonics is taught from the very beginning of Foundation Stage 2. If children are ready, some of the sounds are taught from Spring term in Foundation Stage 1. We believe that a strong start in Reception has a big impact on children's progress and confidence in reading. By the end of the Foundation Stage, we want children to be able to read all of the Set 1 and Set 2 sounds in words. Children are identified from the beginning if they are falling behind.

Phonically Decodable Texts

From Foundation Stage 1, children take library books home to support language acquisition and encourage listening to stories being read aloud. As they begin Read, Write, Inc, they receive sound cards to practise their phonics. Once they confidently recognize sounds, they are provided with virtual links to games that help develop oral blending skills. Following this, children progress to sound blending books. When they enter the Ditty group, they take home a phonically decodable book that is perfectly matched to their reading level. This process continues until they have successfully completed the programme. Alongside their phonics book, children also bring home a library book to encourage parents to read with them and expand their vocabulary. Books are changed weekly, giving children time to practise phonics and build fluency. For those struggling with fluency, additional support is available through extra fluency links for home practice and targeted classroom interventions.

Staff are Early Reading Experts

All staff at St Alban's, from nursery to KS2, have received training in RWI phonics. To stay up to date with any changes, the Phonics and Early Reading Lead attends half-termly training sessions and shares key updates with the staff. All staff have access to the virtual classroom, which offers a wide range of training videos covering different aspects of phonics. The Phonics and Early Reading Lead guides staff to relevant videos and ensures they have time to watch them. Additionally, the the lead conducts monthly training sessions for reading staff. As part of ongoing development, St Alban's also participates in a RWI Development Day, during which an RWI expert observes lessons and provides tailored training.

Parental Involvement

Involving families is a key aspect of our reading culture. International reading studies indicate that children who receive reading support at home are more likely to develop



a love for reading and achieve higher academic success. Our goal is for children to choose to read at home independently. To foster this, we actively engage with families to extend the reading culture established in school. Strategies include:

We offer advice and printable materials on our school website, along with input from individual class teachers on dojo and parent evenings.

We hold regular workshops at school to support parents to listen to their child read, and to support them to understand the phonics scheme.

Pupils designed our whole school racing track to motivate pupils to read regularly at home. Children are rewarded for reading regularly and are racing to achieve the ultimate recognition, the Governors' Award!

Our school target is for children to read at least three times a week.

Parents and teachers communicate regularly in reading diaries. These reading diaries have been especially designed for our school and provide ways in which parents can support reading.

All pupils regularly take home a RWI phonics book that is matched to their ability and a book for pleasure. When children move off the RWI programme, they read books from class libraries and the school library.

Reading for Pleasure

Research shows that reading for pleasure has a positive impact on children's attainment in reading assessments. Children who read for pleasure have enhanced levels of text comprehension, an increased knowledge of grammar and show improvement in their writing. They also have more positive attitudes towards reading than peers. The advantages of reading for pleasure go beyond academic achievement:

'Other benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and even 'a greater insight into human nature'.

Reading for Pleasure: A research overview, National Literacy Trust, 2006

Writing - [link to our ambitious writing curriculum](#)

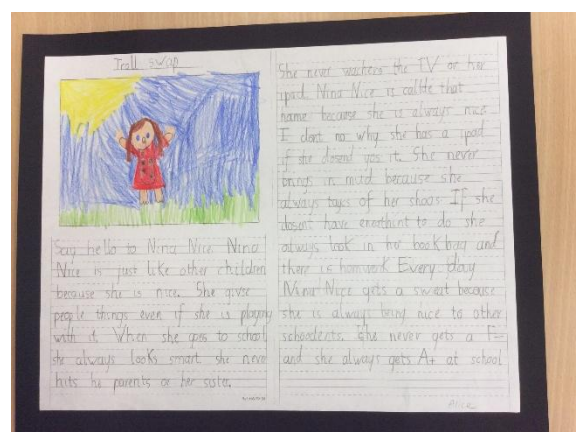
Our intention is that every child will be a writer and our ambitious curriculum has been intentionally designed to achieve this. We teach writing as transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing them down). Fluent transcription skills are a critical focus for Early Years and KS1 with dictated sentences used to apply and practise spelling.



At St. Alban's, we use the Pathways to Writing scheme by The Literacy Company. It is an award-winning programme built around units of work that follow a mastery approach to the teaching of writing.

Alongside key writing skills, Pathways to Write also builds in extensive opportunities to develop and apply vocabulary. Vocabulary boxes are in every unit and give guidance on tiers of vocabulary and of the vocabulary that is developed within the unit. This includes opportunities for application of the word list words for years 3/4 and years 5/6 and common exception words for year 1 and year 2. Pathways to Write aims to develop word depth with children by developing a planned approach to explaining words and meaningful, repeated exposure to them.

Our children love writing and are given opportunities to write at length across the curriculum. Staff focus on ensuring that children don't just write, they are taught to be writers. Lessons are planned to include note taking, dictionary use and editing and proof-reading skills.



Work from our Year 2 children.

Strategy to ensure that the curriculum and provision serves all children, particularly disadvantaged (including pupils with SEND) ([link](#)).

We ensure all pupils have the best access to learning possible, especially our most vulnerable pupils. We make adaptations in a number of ways as part of our quality-first teaching:

- Seating (visibility and access to adults quickly)
- Equipment
- Emotional and physical needs met
- Development of scholarship (especially through the use of note taking and journals/ jotters)
- Support and training for staff where needed to improve behaviour and culture in classrooms
- Effective use of strategies to develop talk about learning. This will include ensuring Think Pair Share strategies are embedded, including careful



consideration of seating (the power of 4 as the preferred model where possible) and the positioning of our most vulnerable pupils (including pupil premium and SEND) alongside pupils with a greater grasp of oracy and vocabulary.

The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. A disadvantaged child that attends St Alban's achieves better compared to national schools and outstanding national schools.

Good for all Essential for Some

We set out for staff in our school how best to support vulnerable pupils through the strategy of adopting what is essential for some (pupils with specific SEND need) but still good for all pupils. This is supported by the [DSAT Charter for Vulnerable Pupils](#). This will include:

- Consistency of approach as children move through school (learning stop signals, literacy prompts).
- Praise for achievement and effort, in recognition that some pupils may have had to work twice as hard as their peers to achieve learning intentions.
- Limiting (and if possible, eliminating) the use of copying from the class board.
- Resources printed for pupil use will be at least text size 12-14.
- Resources printed for pupil use will use fonts with font bottom weighted (arial, fonts with 'sans'). These are less crowded fonts and easier to read.
- Underlining and italics are avoided (makes text appear overcrowded).
- Powerpoints and presentations: Use of single colour backgrounds (Powerpoint), preferably with dark coloured print on light (but not white) background. No red text.
- Worksheets and copied reading materials are not shared (one each), with the exception of phonic books which are taught to be read with one partner pointing as the other reads.
- Cued into learning as appropriate: 'use my name before giving instructions'.

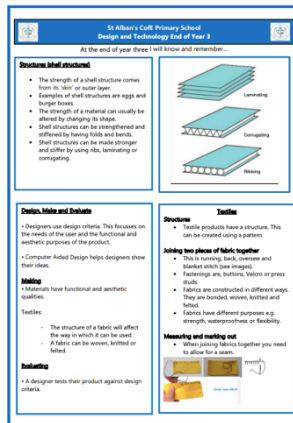
Strategy to ensure children know and remember more (EYFS: know and do)

Subject leaders have refined documentation to ensure assessment criteria has been broken down into the most important component knowledge to be learned for all subjects. Therefore, teachers are sharp in assessing less better.

End of year knowledge documents and quizzes are embedded.



End of year knowledge document



End of year knowledge documents have been shared with all stake holders and are referred too regularly. Subject leaders have created quizzes using their knowledge of the science of memory, to help children key knowledge stick. Teachers give immediate feedback to children.

Subject leaders monitor their subject by quizzing children on key knowledge.

This system of checking pupils' understanding, helps identify misconceptions accurately and provide clear, direct feedback. No child is left behind and all children leave St Alban's with

strong subject knowledge.

Systems are in place to ensure that children are prepared for the next key stage.

How we ensure cultural capital is provided to all children

Children are citizens that contribute positively to our school and community. Our school rules are: Be responsible, Be respectful and Be ready to learn.

All children are taught to be disciplined and to self-regulate. Two phrases you will often hear at St Alban's are, this is the St Alban's Way, we do the right thing when nobody is looking. Children, parents and staff are proud to be part of St Alban's.

Children who attend St Alban's are at an advantage as they are taught good habits from entering school. Pupil expectations and learning habits are established. Pupil expectations can be found in our [behaviour policy](#).

Servant leadership is fundamental part of life at St Alban's. As children get older, they are expected to be role models and take responsibility for younger children in the school community. Vulnerable children are encouraged to take leadership roles. See Behaviours and Attitudes.

We have thought carefully how to teach [British Values](#) in our curriculum and the wider offer.

Our wider school offer:

Leaders ensure that all students, in particular those with SEND and the disadvantaged, are introduced to 'the best that has been thought and said and helping to engender an appreciation of human creativity and achievement through curriculum planning- see attached [wide curriculum](#) offer documentation.

Children that attend St Alban's experience 3 residential:



- Year 4: 1-night stay at Castleton to experience caves, country walks and staying in a youth hostel.
- Year 5: 2-night stay at the Oakes to experience adventurous team building activities.
- Year 6: 2-night stay in London to experience the capital city, a West End production and sights of heritage importance.

Confident leaders

The school has clear evidence of leadership involvement in the quality assurance process. All leaders conduct regular deep dives and know their subjects well.

DSAT conduct regular subject reviews to evaluate the impact of the curriculum. Subject reviews have been graded as outstanding with good elements. Subject leaders act promptly on recommendations and our local school board members meet with subject leaders to check on the progress of recommendations the following term.

- DSAT (governors) conduct regular deep dives with leadership.
- Pupils are often interviewed by governors and the local school board.
- Staff have ample opportunities to observe colleagues to develop their own skills and raise awareness of strong practice. This particularly happens in RWINC. coaching and our maths lead regularly leads lesson studies.
- Strong practice in maths and English throughout school.
- Leaders set up immediate support for teachers teaching outside their main areas of expertise.
- Teachers have excellent subject knowledge.
- To develop subject knowledge and pedagogical understanding all teachers attend DSAT hubs and subject knowledge cpd. Staff meetings and INSET days are subject knowledge development based. DSAT organise regular pedagogical INSET days for all practitioners, looking closely at the teach simply model developed by specialists.

Assessment

The school implements a consistent assessment policy ([link](#)) that has been implemented over time and has the intended impact on attainment.

Teachers and leaders use assessment well. It is used to help pupils embed and use knowledge fluently, to check understanding and inform teaching, and to understand different starting points. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.

Teachers use daily assessments to plan bespoke lessons to ensure that all children keep up. Leaders conduct regular pupil progress meetings to ensure that all children have the correct provision and appropriate plans are put in place. These plans are reviewed and shared with pupils and parents.



Results reflect the quality of education

See DEP data analysis and [headline data](#). Children who are educated at St Alban's achieve significantly better compared to national and other outstanding schools. There is a 10 year trend of high achievement in all subjects, and this is why the school has an excellent reputation within the local community.

Pupils work shows evidence of constant improvement in maths and English and the wider curriculum subjects.

Work scrutiny, lesson visits and assessments show that work in all classes is pitched well and children commented that they feel challenged by using generative strategies.

Children with SEND and who are disadvantaged achieve well because they attend our school- this is reflected in our data.

Behaviour and Attitudes

Pupils behave consistently well

School routines are embedded. Children know exactly how to behave and pupil expectations are shared regularly. Children are taught good habits from the start of their education and these are referred to by all staff as 'The St Alban's Way.'

There is a strong focus on belonging. One of our houses stands for 'we belong'. Differences are accepted and children support each other learn the St Alban's Way. Older children are role models as they are most practiced with the St Alban's Way.

The school has a comprehensive [behaviour policy](#) that is shared with children, parents and staff at the start of each academic year. The school has three key rules:

- Be respectful
- Be responsible
- Be ready to learn.



The rules are displayed throughout school and embedded. At the beginning of each academic year, class teachers create a class charter with their class, unpicking what the school rules look like in that year group- being responsible may look slightly different in year 2, compared to year 6. Class Charters are signed and shared in collective worship in Autumn Term.



The behaviour policy is comprehensive and followed by all staff. We have created a culture where adults are curious not furious, deliberately calm and we see a child in distress not causing distress.

When you walk through our school children are working hard and there is little/no low-level disruption. Children are expected to do the right thing when nobody is looking. Most importantly our children want to behave well.

Parents and carers are proud of our school. We often receive letters from the local community praising our children's behaviour- see Celebrating St Alban's file in the Office.

Pupils play a positive role in school and the wider community

Leadership is a fundamental part of our school life at St Alban's. Leadership roles include:

- House leaders (year 6), children apply for this position.
- House ambassadors (Reception- Year 5), children are elected by their class
- Sports leaders (Y6)
- Librarians (Y1-6) House Carmel manage this
- Reading mentors (KS2 listen to younger children read)
- Playground leaders (KS2 children support in the infant yard)
- Dining room helpers (KS2 children support younger children in the hall, AKA, St Alban's Restaurant)
- Buddy system.
- Children are expected to behave as role models and are proud to attend St. Alban's.

St Alban's [House System](#) was created to help develop a sense of belonging. Children are allocated a house shortly after they join the school and siblings are in the same house to maintain family tradition. The St Alban's Cup is awarded each term to the house with the most points.

House points are awarded for outstanding effort and exceptional quality work- as well as for any child who has shown positive attitudes that go above and beyond the normal high expectation.



House leaders participate in our bespoke leadership program led by teachers from each house. Every half term, the children are set a leadership challenge linked to House Leader Action Plans.

House Carmel: Encourage the love of reading

House Jericho: Help the school to be green

House Jordan: Healthy Minds

House Sinai: Develop school worship (gratitude)

To reinforce our values in every aspect of school life, each house represents a school value. At the beginning of every academic year, house leaders share their house value with the whole school community during collective worship.

House Jordan (Aspirational) House Jericho (Belong) House Sinai (Seek Wisdom), House Carmel (Courageous)

Bullying and harassment and violence are never tolerated

We have child friendly [anti-bullying](#), [safeguarding](#) and [online safety](#) policies that children share with children often. DSAT and local board reviews show that our children know these policies well.

SLT led confidential safeguarding questionnaire with KS2 children in the summer term. Results are analysed with staff and ways forward are actioned. The Local School Board governor also interviews children and shares findings with the school board.

Governance and statutory oversight of safeguarding lies with trustees. The main trustee for safeguarding is Martin Jacques. However, local boards are 'our eyes and ears', the protection of children is the core of this. We invest in training to provide LSBs with more incredible skills in this area. We cannot think of a more critical task for an LSB than bringing together their local community knowledge and knowledge of school practice to ensure that safeguarding is at the core of what we do. The LSB has access to all relevant information, including the audits that DSAT complete centrally. The LSB always asks, "Do the audits reflect how the local community view safeguarding at the school?"

Our curriculum, particularly PSHE has been planned to safeguard children with protected characteristics. However, staff are not complacent, and have the skills to question curriculum content and resources to ensure that the curriculum addresses these characteristics and teaches respect.



Support in place for children still developing self-control so that they can succeed

Behaviour logs are routinely updated on CPOMS. The Head of School and SLT monitor logs and action appropriately.

DSAT have a defined procedure for reintegrating fixed-term excluded pupils.

Pupils have high attendance at St Alban's

To promote good attendance, we have a weekly assembly where the house with the best attendance gets house points. During this assembly we share the importance of attendance.

Our school attendance officer improves attendance and monitors this weekly with the Head of School. This is then reviewed with the Executive Headteacher and DSAT Attendance Lead each half term.

Personal Development

Pupils have access to a wide, rich set of experiences

The Curriculum has been designed so that all children have access to a wide, rich set of experiences. [See long term planning.](#)

Opportunities for pupils to develop their talents and interests are of exceptional quality

Every child, from Nursery to Year 6, has the opportunity to perform in school productions.

The school offers after school clubs for children that develop children's talents and interests. We closely monitor who attends these clubs and actively find out how to improve this offer. The school meets with pupil premium children regularly, to check club attendance at school and beyond. If there is a talent or interest to be pursued, then the school eliminates barriers children may have.

Playtimes are incredibly important to our children. House leaders have worked closely with SLT to develop the playground. This includes creating building areas, trim trails and games tables.

Character and Spiritual Development



The school has a strong focus on character development. All children are allocated a house and taught from EYFS about our school values, we seek wisdom, we belong, we are courageous and we are aspirational. Children can articulate what each value means and why it is important to behave this way in society.

From an early age children are taught about discipline. At St Alban's children are expected to do the right thing when nobody is looking, because it is the right thing to do to for ourselves and others.

As children progress throughout out school, they are seen as more practiced with school ways. You will see older children helping younger children adapt to school norms.

Children are expected to answer questions such as, what can I learn from this? Who am I? How will I chose to live my life?

Each classroom has [a spiritual area](#), where children are expected to ask questions and reflect on their own personal journey.

Prayer is a fundamental part of school life. St Alban's is a church school with children from a mixture of faiths or no faith. All children are invited to pray, as it is seen as an important time for quiet reflection. During examinations, children have commented that praying before tests gives them a sense of calm, whether they believe or not.

What our children say:

St. Albans has helped me grow into my most authentic self, Mrs Gurner has made me feel so good to be a part of this school. It has honestly made me pray, in bad or sticky situations and it has made me grow into a strong and happy boy. Also being a house leader (and watching past assemblies) it has given me the responsibility and confidence I needed.



It's made me more mature and it makes me think of who, what i want to be and who to follow. Also, its made me think longer and harder for my religion because before I said to myself 'well im not really bothered' but now i think 'wait i actually need to think about this' Prayers can make anyone feel protected by the lord, even if you don't really have a religion. Prayers perform a protective circle around you and they remind you that you are special and God loves you. St Albans has done all of that for me. I am in house Sinai and i have been an ambassador and now a house leader i have loved doing all of these jobs and making sure i take care of Sinai and everyone in the amazing house and all the sinais to come.

High-quality pastoral support

All adults are highly trained to support children. The school is quick to make plans and outsource support if needed. Mr Thompson supports children as a learning mentoring role. He meets with the Head of School on a weekly basis to discuss need and set actions.

Children know exactly how to ask for help, whether it by asking a trusted adult or from writing notes in teacher/head teacher box.

Exceptional PSHE Curriculum

Our experienced PSHE lead has created an exceptional PSHE curriculum that is reviewed regularly to meet the needs of our children. The curriculum has been designed using the PSHE Associations recommendations and with the knowledge of our local and school need.

The PSHE lead launched My Happy Mind to support our children and staff's wellbeing. This is a science-backed programme grounded in the latest science and research and is delivered to every child in the school. Our belief is to teach children wellbeing strategies prior to the point of need. Parents have also attended [My Happy Mind](#) workshops and have access to the Parent App.

Healthy relationships and of the protected characteristics

The school teaches healthy relationships and protected characteristics in PSHE lessons and the wider curriculum. Each class has books that explore protected



characteristics. These books are called our wonderful world. Teachers display these books and read them regularly in class.

The Assistant Head Teacher delivers a series of assemblies on protected characteristics throughout the school year.

The SLT have attended termly [national equality training](#). Which has informed the [Equality Policy](#).

Keeping children safe

The school has developed child friendly [safeguarding](#), [e-safety](#) and [anti-bullying](#) policies. The schools priority is to equip children with the knowledge and skills they need to keep safe. The comprehensive RSE curriculum is shared with parents annually.

The school has a strong safeguarding culture, in addition to our KS2 safeguarding questionnaire, we have informal chats with children that could be vulnerable. In these chats, the children identify areas of the school they feel most and least safe. In addition to this, areas in the community that they feel most and least safe. This has helped school plan specific lessons to support children.

Internet safety has been a concern for the school and parents. For this reason, in addition to internet safety lessons in PSHE and computing, the Assistant Head Teacher sends out regular internet safety advice to parents- telling parents exactly how to keep their children safe on the internet. There is also a range wide range of online safety advice available on the [school website](#), the e-safety newsletter and regular parent workshops to support parents are also run by SLT.

British Values

Our school has thought carefully about how British Values are threaded through every part of school life. British values are taught explicitly in collective worship and in PSHE lessons. To ensure that our children truly know how to successfully contribute in the community beyond St Alban's, we have planned real opportunities for them to encounter British Values in action. See the attached [link](#).

Links with local businesses and organisations.

Links with local organisations and businesses have been carefully planned into our curriculum. Getting our children to fall in love with the community where they belong is fundamental to our curriculum intent. Part of this love, is also meeting people in the community that extends their experiences.

- Rotherham Food Bank collect food and talk about their work.
- The whole school visits the Civic Theatre to watch [a production](#).



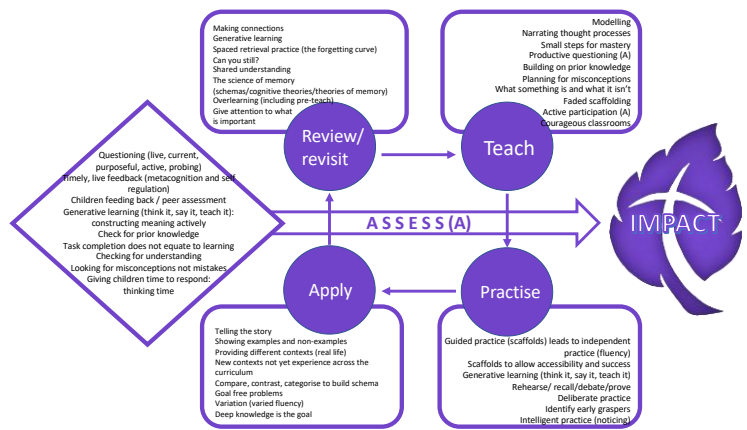
- Our children perform Christmas songs to a local elderly group in the library and Winthrop Gardens.

Leadership and Management

Clear and ambitious vision for providing high quality education

All staff are fluent with the teach simply model of teaching. Staff performance targets are set against the teach simply model and bespoke training, mentoring and coaching is planned to develop all adults who work with children's content knowledge and teaching performance. The Teach Simply Model has been designed using research based on the science of memory. Our teachers are equipped and practiced with effective teaching strategies that help children know and remember more. Teachers and teaching assistants attend annual INSET training led by education experts. Teaching assistants attend staff meetings so that all adults that work with children are highly trained.

The Teach Simply Model of Teaching



Children are at the heart of every decision at St Alban's. We aspire to deliver only the very best education, care and nurture for every child at our school. To do this we know that all adults in school need to be highly trained to deliver excellence in teaching and learning, combined with a drive to develop a culture in our classrooms and staffrooms where children thrive.

St Alban's is committed to strive to overcome barriers to success for vulnerable children, with a focus on three key strategies:



- Changing mindsets and expectations
- Engineering success; mastery for all
- The power of 'I see you'.

Focused and Highly Effective Professional Development

The school priorities highly effective professional development, focussing on teachers' subject pedagogical and pedagogical content knowledge consistently built and developed over time- see [school priorities](#).

Subject leaders are experts in their subject and know the school's position and how to make improvements. Subject leaders agree professional development actions with the Executive Headteacher and Head of School - see subject leader action plans on the school website.

Leaders engage effectively with pupils and others in their community

A fundamental part of leadership is engaging with parents and the community. The school organises regular parent workshops to equip parents with the knowledge and skills needed to support their children at home. The school board has been designed to include key members of the local community, capturing strong links to help our children thrive.

Parents are invited to special assemblies and workshops in the classrooms.

A key part of leadership is centred around pupil interviews. Our children are comfortable talking to adults about the curriculum and school structures and offer insightful ways forward.

Staff well-being

Our school is committed to providing a healthy working environment, improving the quality of working lives for all staff and recognise that staff are our greatest asset.

See DSAT's [Well-being Charter](#).

The school has three Mental Health First Aiders. The staffroom has is designed to reduce cognitive overload for all staff.

Governors hold leaders to account for the quality of education

DSAT's school improvement protocols mean a school has support visits throughout the academic year. The Record of Visit will typically focus on the many positive elements they see, but the purpose is to identify areas where support is required. These ROVs (Record of Visits) provide information that can assist the LSB in asking the right questions at LSB's meetings. At every LSB meeting, the group



ask, "Is this school delivering positive progress for every pupil" asking, "Are relationships with the community and parents supporting this progress?"

The school has a culture of safeguarding

St Alban's has an open and positive culture around safeguarding that puts pupils' interests first. Staff are vigilant, maintaining a strong attitude of 'it could happen here'. All adults are trained well so that they understand their responsibilities and the systems and processes that the school operates and are empowered to 'speak out' where there may be concerns.

The school fosters a culture of safeguarding that actively seeks and listens to the views and experiences of pupils, staff and parents, taking prompt but proportionate action to address any concerns.

To record safeguarding incidents the school uses CPOMS. All staff have been trained to use this system and SLT use data to note patterns and plan ways forward.

School works closely with Rotherham Safeguarding Partnership on Rotherham's key priorities. Ensuring that our curriculum prepares children to live in Rotherham and beyond.

Governors and Local School Board members lead an annual safeguarding audit and scrutinise and monitor the effectiveness of the safeguarding policy.

Early Years

We base our principles on the four aspects of the EYFS:

A Unique Child

- The diversity of individuals and communities are respected and valued. We foster an inclusive practice.
- We understand that our youngest children are vulnerable. Their safety, wellbeing, both physically and mentally comes before anything else. If their wellbeing is in place, they are ready to learn.
- All children develop in individual ways and at different rates. We understand that all areas of development have equal importance and approach our practice holistically.

Positive Relationships

- Establishing trusting relationships with our children and their families helps understand what our children need to do next on their developmental path. It



helps us prepare them for their transition into KS1 and enable them to tackle challenges they may face. We have an 'open door' policy.

- As we build relationships with children it enables us to develop a picture of what they like and what motivates them. This ensures that we can plan and create opportunities which children enjoy and engage in.

Learning and development

- All children are entitled to high quality learning and teaching. This prepares them, not just for their future educational journey at school but for life as well.
- Through play, children learn at their highest level. We ensure that children have extended periods to engage in play with their peers.
- Children's needs are identified early and we work with their interests in mind so that they can progress in all seven areas of learning and development.
- Different aspects of early learning require different approaches. Maths and phonics are taught sequentially where a solid understanding is required before moving on. Other areas of the curriculum are taught more holistically where children have the opportunity to build on knowledge they know.
- As children learn best through physical and mental challenge, we encourage active learning where possible. We provide opportunities for children to play with ideas in different situations, using various resources.

Enabling environments with teaching and support from adults

- Children's happiness and enjoyment is important to us.
- Our environment supports children's learning and development through carefully considered safe spaces which encourages them to explore with confidence.
- We support every child through adult led and adult supported and child - initiated activities. We value each form of teaching with the same importance.
- Where possible we make links with our community and partnerships with individuals and settings. We believe that making a positive contribution to society from a young age will embed values as the children grow.

Characteristics of effective learning

The characteristics of effective learning are the skills needed to help children learn how to learn. We ensure they are woven through our curriculum and plan our environment to meet the needs of all children.

Curriculum intent and pedagogical choices inform how we promote the characteristics of effective learning in our setting.

The EYFS leader has identified the small steps that children will be learning to know remember and do each characteristic of learning. The EYFS team have carefully planned the continuous provision and environment to promote and develop the small steps and specified the role, actions and interactions of all the adults in the setting.



SMALL STEPS THAT CHILDREN WILL BE LEARNING TO KNOW, REMEMBER AND DO	CONTINUOUS PROVISION AND ENVIRONMENT TO PROMOTE AND DEVELOP THE SMALL STEPS	ROLE, ACTIONS AND INTERACTIONS OF THE ADULT
<ul style="list-style-type: none"> Explore their environment and be curious to find out more. Reach for and accept objects. Make choices and explore different resources and materials. Plan and think ahead about how they will explore or play with objects. Show curiosity about objects, events and people. Guide their own thinking and actions by talking to themselves while playing. Make independent choices. Do things independently that they have been previously taught. Bring their own interests and fascinations into early years settings. This helps them to develop their learning. Respond to new experiences that you bring to their attention. Use my senses to explore the world. 	<ul style="list-style-type: none"> Stimulating resources are freely available to children and they can access them when they wish. Resources are allowed to be used in different and creative ways by children. When appropriate guidance on how to engage with a resource or activity is available to pupils. Make sure resources are relevant to pupils' interests and needs. Indoor and outdoor space is flexible, and pupils can adapt it and take things from one area to another if needed/appropriate. Opportunities for role play are available and promoted with high quality resources and guidance. Some areas are calm and orderly to support pupils in concentrating when this is needed. First hand experiences are planned for and are frequent element of children's experiences and activities. Small world resources and activities are varied and made attractive to all pupils. Exploration tables/areas are created and these are used by adults to develop children's ability to explore and investigate. Game type activities and resources are a key feature/element of continuous provision. 	<ul style="list-style-type: none"> Play alongside children and show own interest in learning and identifying new things. Help children to do what they are trying to do without taking over. explain aloud thinking that identifies how to overcome problems. Join in with play that children are undertaking, fitting in with their ideas and actively encouraging those who need it. Model pretending that objects are something else and how to develop stories and activities. Encourage children to try something new. Help children identify risks and dangers. Offer reassurance and reward when children lack confidence to try new things. Pay attention to how individual children are engaging in activities (the challenges they face, their effort, thoughts, approach and enjoyment). Talk about and show examples of how we get better at things by practising them and learning from mistakes, when things go wrong.

Quality adult talk in early years

All adults are highly trained in quality adult talk.

- Commenting, extending, recapping, implicit corrections, imagining, pondering or asking open questions, explaining, posing questions, suggest ideas, modelling your thinking, reminding and making links.

Strong Vocabulary Focus

Planning documentation sets out key vocabulary that children will encounter and be taught. Practitioners are highly skilled with vocabulary instruction.

Self-Regulation

In the Early Years the school has a strong focus on self-regulation and have designed a curriculum and pedagogy to develop self-regulation.

The development of self-regulation is broken down in to small components, planned activities, adult interactions and continuous provision.

What will you see at St Alban's EYFS to support self-regulation development:

- Emotional warmth and security.
- Supporting children to talk about learning.
- Creating a community of learners.
- Providing challenge.
- Giving children a sense of autonomy and feelings of control

From Nursery, children follow My Happy Mind Program, that teaches children at their level, the skills needed to have a healthy mind.

The curriculum is coherently planned and sequenced



Planning documents demonstrate what we want the children in our setting to learn, and the most effective ways we will teach it. Practitioners stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.

How are EYFS included with the rest of school?

The EYFS lead works closely with subject leaders to identify the foundations that need to be in place for our children to be prepared for year one and the national curriculum.

As children grow older and move into the reception year, there is a greater focus on teaching the essential skills and knowledge in the specific areas of learning. A sharper focus on practising in provision linked to shared teaching sessions in YR will further support children to prepare for year 1.

The EYFS lead has broken each early learning goal into the smallest components, with an expectation that every children will achieve them. Assessments quickly identify children not on track to meet early learning goals so that interventions are immediately put into place, ensuring children keep up.

Parents as partners

- Home visits in the summer term.
- [Nursery](#) and [Reception](#) Handbook available on the website and a hard copy given during home visits.
- Comprehensive [website](#) filled with useful information.
- Parent welcome meeting
- Stay and play sessions
- Good attendance to parent workshops based on phonics, early reading, early maths and school priorities.
- Parents contribute to the EYFS profile through sharing milestones using class dojo.
- Teachers post daily updates on class dojo and parents can message teachers direct.
- Parents listen to our children read regularly at home – see home school diaries.
- Good attendance from parents at school events, sports days, performances, church visits and local walks.
- High attendance from parents to termly parent meetings
- High attendance from parents to SEND meetings.
- End of year report sent to all parents, including pre-school.

Safeguarding



- All staff have clear knowledge and understanding of school child protection policies and are instrumental in creating risk assessments.
- Procedures are in place to check potential risks daily.
- There is strong practice in place related to accidents, medications, allergies and special dietary needs.
- All practitioners are Paediatric First Aid Trained.

Exceptional approach to early reading and synthetic phonics

Storytelling and book sharing is a daily priority, inside and outside. The indoor and outdoor environment provides opportunities that encourage early reading skills.

Reading excites and engages children in new ideas, concepts and vocabulary.

There is a [systematic approach to teaching phonics](#) from nursery. All practitioners are highly trained in RWINC and receive weekly practice and coaching sessions, from the phonics lead.

Children's ability to blend, sound knowledge, reading fluency and comprehension is tracked by the phonics lead every 2-6 weeks (children working on ditty and red are tracked more regularly). Then children are placed in a phonic group perfectly pitched at their phonic level. If children are working below the expected level, then they receive daily 1:1 tuition from reading tutors.

Maths

The teaching of maths is part of the daily routine. The school uses White Rose Education resources. Our curriculum develops mathematical skills in a logical, step-by-step way. Focussing on counting, problem solving, patterns and shapes through games and activities. Our children have a positive attitude towards maths and achieve well.

The school is taking part in a mathematics program called [Counting Collections](#). St Alban's is in a strong place (good attainment, experienced practitioners and leaders) to take part in research. The school is not complacent and strives to do better in all aspects of the curriculum.

The environment gives opportunities for children to practice and explore mathematical skills and concepts. Purposeful maths contexts are encouraged, for example signs and labels saying how many children can play in a particular area.

Leadership

The experienced EYFS leader and SLT have effective systems to drive improvement, including monitoring of provision quality and monitoring outcomes for all children.

Leaders often ask the question- Why this? Why now? Striving to maximise pupil progress and enjoyment.



All adults attend annual DSAT EYFS training. This training is led by early years specialists and is an opportunity for practitioners to meet with 18 EYFS settings. The EYFS lead delivers weekly training for the EYFS team, focussing on pedagogy, curriculum, assessments and improvement strategies.

Transition strategies are embedded.