

The background of the slide features a large, pixelated version of the St Andrew's School crest. The crest is a shield divided into four quadrants by a white saltire (X-shape) on a blue background. The quadrants contain a white cross, a white lion passant guardant, a white eagle, and a white ship. The shield is surrounded by a blue border with white decorative elements.

St Andrew's School

An evening with the Headteacher

Our vision

We believe that 'Everyone is different. Everyone is special and Everyone is our neighbour'.

As Jesus taught us to love unconditionally, so we strive to nurture respect for all; to provide a rich and stimulating curriculum that considers the individual; and to care for the intellectual, social and spiritual well-being of our whole school community - encouraging positive engagement with the wider world, as affirmed through our school values and parable of the Good Samaritan.

Jesus said, "Love the Lord your God ..." and, 'Love your neighbour as yourself." Luke 10:27

Our values

Our school values are friendship, forgiveness, trust, justice and hope.



As Jesus taught us to love unconditionally, so we **strive to nurture respect for all**

Behaviour & Relationships
policy & approach

Personal, Social, Health &
Economic (PSHE) policy &
curriculum

Approach to inclusion -
belonging

Relationships & Sex Education
(RSE) policy & curriculum

Festival of faith –
celebration of diversity

...to provide a **rich and stimulating curriculum** that considers the individual...

Subject leadership & teacher specialism

English	Maths
Science	Computing
PSHE	RE
History	Geography
Art	DT
Music	PE

Trips & experiences

Local – Headington
Local – Oxford
Visitors
Residentials

**Experienced class teachers –
adaptive teaching**

Deep learning weeks

...and to care for the intellectual, social and spiritual well-being of our whole school community - encouraging positive engagement with the wider world...

**Home School Link worker /
SENDCo**

Parenting & other courses
Personalised support
Teams Around Family, MASH

Volunteer involvement

Pupil leadership & councils

SASA

International evening &
coffee mornings
Fairs & events

Wrap around care

Breakfast and After School Club
& activities

Staff development



as affirmed through our school values and parable of the Good Samaritan.
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Our values

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Everyone is different.
Everyone is special.
Everyone is our neighbour.

Challenges facing Primary Education:

- Funding / finances
- Growing complexity of pupil needs
- Curriculum & assessment accountability
 - Teacher recruitment & retention
 - Attendance & inequality widening

How St Andrew's is responding:

Challenge	Response
Funding & finances	Current financial position good Use of grants and volunteers Reusable/ sustainable energy
Growing complexity of pupil needs	Part of SDP: learning resources Enhanced pathway High-quality support staff Training staff to meet needs of all pupils
Curriculum & assessment	Part of SDP: Oracy Results strong – above national average Experienced subject leaders Oracy focus across the school – strengthen access and results in all areas of curriculum
Teacher recruitment & retention	Part of SDP: personal development Trainee teacher involvement Growing current staff – teaching and support staff
Attendance & inequality gap widening	Part of SDP: personal development Education is about the whole child Approach to attendance –working with families Small numbers of PP – bespoke approach

How St Andrew's is responding (school development plan):

OBJECTIVES FOR 2025-26	
Achievement gap issues	Pupils with Special Educational Needs and Disabilities (SEND) and those eligible for Pupil Premium funding currently do not attain as highly as their peers. While it is acknowledged that these outcomes are influenced by small cohort sizes, and that overall progress remains positive, the objectives outlined below are specifically designed to address and reduce these identified achievement gaps.
Objective 1 Embedding Effective Oracy Practices	Embedding high-quality oracy practices across teaching and learning through a whole-school approach including: • Providing targeted training for staff in effective oracy strategies to ensure consistency and confidence in delivery. • Establishing oracy both as a discrete skill to be explicitly taught and as a pedagogical approach that supports learning across the curriculum. • Enabling all pupils to develop their spoken language skills in order to secure knowledge, deepen understanding, and demonstrate strong progress across all subject areas.
Objective 2 Effective Use of Learning Support Resources	Maximising the impact of learning support resources through a strategic and inclusive approach through the following: • Deploying staff with specialist expertise in Special Educational Needs and Disabilities (SEND) to build the capacity of all teaching and support staff, ensuring high-quality provision for pupils with SEND in every classroom. • Optimising the use of physical spaces and available resources to support diverse learning needs effectively. • Enhancing the assessment processes for pupils with SEND, alongside improved data recording and analysis, to ensure that the impact of interventions is clearly measured and understood. • Embedding the 'Assess, Plan, Do, Review' cycle as a consistent and collaborative approach, with regular, meaningful engagement between staff and parents/carers to support ongoing progress.
Objective 3 Prioritising Personal Development	Ensuring that personal development remains a consistently prioritised objective for all staff and all pupils. This will be achieved through: • The effective delivery of the new PSHE curriculum, with a particular focus on outward-facing themes such as charity, volunteering, and active citizenship. • Embedding spiritual development across all subjects by addressing identified social, moral, spiritual, and cultural (SMSC) opportunities outlined in medium-term planning. • Continuing to strengthen links to cultural capital, with a focus on careers education and the aspirational development of all pupils. • Supporting all staff in their own continued professional development.

How parents/ carers can respond:

Challenge	Response
Funding & finances	Volunteering time Contributions to projects – pupil leadership led
Growing complexity of pupil needs	Participation in your child's learning Encourage discussion around diversity & inclusion
Curriculum & assessment	Conversations with your child at home – oracy skills Use of topic web to discuss learning
Teacher recruitment & retention	Support with upcoming Oxford Brookes video project
Attendance & inequality gap widening	Support your child to develop positive attendance practices If possible, voluntary contributions for trips

Role of the governor

The Headteacher is responsible for the day-to-day running of the school, but the governors are responsible for governance:

- Strategic direction – setting school vision, policies and priorities (including approving SDP)
- Accountability for educational performance – quality of education, inclusion, curriculum, outcomes, safeguarding, attendance.
- Financial stewardship – overseeing the budget, ensuring money is spent in line with policies and within regulations
- People & compliance – appoint and performance-manage the headteacher, ensure statutory duties are met (safeguarding, SEND, health & safety, GDPR, equality etc.)

The Governing Body is made up of a number of governors including parents, staff and members of the community. All governors serve for a term of four years.