

# Our SEF and School Plan

## We are a Good school!

The quality of teaching, learning and assessment is strong. Groups are carefully tracked and provision put in place for those underachieving. Safeguarding is effective, with 4 members of the SLT being trained DSL's. We are a well led, happy and effective school with a loving 'family' ethos. Our children smile and speak confidently to adults around the school.

We are a welcoming school that has strong links to the community we live in and values everyone. Our strong ethos, PRIDE values and exciting curriculum results in good behaviour and SMSC, which is celebrated through celebration assemblies and learning ladders in the classrooms. We hold daily assemblies that celebrate our achievements, festivals around the world, as well as discussing things that the children are interested in (last pupil voice asked for famous people's birthdays to be celebrated, which we now cover). We have a great outside area allowing for outside learning and extensive sport activities. We are a school with a strong drive to embrace changes to enable improvement.

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## Quality of Education is good!

- Our curriculum is designed to be engaging. We use Cornerstone Curriculum Maestro. Each year group from R to 6 have a balance of KRP (Knowledge Rich Projects) and ILP (Imaginative Learning Projects) which have been supplemented with LTI (Love to Investigate) tasks where necessary to ensure that the breadth of the curriculum is covered. As a school we have also created a range of projects to cover our specific Maths, PSHE, PE and RE Programmes of Study.
- The curriculum has been adapted to meet the needs of pupils with SEND, allowing them to apply their understanding. Opportunities to help SEND pupils achieve are utilised through our bespoke curriculum provision, differentiation and the use of B-Squared to track attainment and progress.
- To further support our Speech and Language, we have a teaching assistant who carries out high quality speech and language interventions with successful outcomes.
- Teachers plan and provide pupils with tasks that challenge and deepen their understanding. AFL is used effectively to ensure children are moved on to more challenging tasks and all children are working at an optimal level of understanding.
- Teachers expect and encourage pupils to work hard and have a positive attitude to learning; this is seen through our PRIDE values as well as our learning ladder in classrooms. Many children achieve personal excellence by reaching the top of the learning ladder.

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## Behaviour and Attitudes is good!

- Learning behaviour is good and is often remarked on by visitors to the school.
- The school has high expectations of pupil's behaviour 90% of pupils agree behaviour is good in lessons. The behaviour policy is followed by staff and low- level disruption is not tolerated. Staff use visual timetables to support children with routines and changes.
- Children have positive attitudes to learning which is seen in pupil surveys. They take PRIDE in their achievements.
- Our children enjoy their learning and are happy in school. Resilience has been a big focus for the school and children are working hard to keep trying and not give up. Our children are very proud of their work and love showing it to adults and their family in our termly 'Book Look'.
- Our parent surveys have been overwhelmingly positive - 90% of parents say their child is happy at our school and 93% believe their child is well looked after (see Parent survey summary).
- Zones of Regulation has been implemented. Displays are found in every classroom. This has helped children share their emotions and discuss strategies to help them manage emotions.

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## Personal Development is good!

- As a whole school (and the nursery who are on site join us) we start the day with Zumba, which is led by the Headteacher and some Year 6 children.
- We offer a variety of after school sports clubs. We hope to extend this to allow other areas of interest to shine. We celebrate children's achievements. We have asked parents and children what clubs they would like.
- The school promotes and celebrates diversity, through our assemblies and RE. Our children appreciate and respect different cultures, communities and religions.
- Mental Health is spoken about openly with the children. Strategies are shared in class and assemblies on how to keep our "super computer" healthy. Children know who they can speak to, we have shared breathing techniques with them and discussed what is healthy for our minds.
- British values are discussed with the children through collective worship, school visits and trips. They are also covered in discrete PSHE and topic lessons.
- Equality is one of our PRIDE awards, we celebrate diversity through collective worship. We celebrate things we have in common through RE and visits.
- As a school we provide children with opportunities to be responsible. Our Year 6 children take responsibility for technology in assemblies, organising the celebration assembly, leading daily Zumba, helping manage lunchtime and running our enterprise project (The Cabin). All our children take responsibility for looking after the younger children. We have Sports Leaders, who help lead PE. Every class have a school councillor who take ideas to the Headteacher and gather ideas from their peers. Last academic year we established Anti-bullying ambassadors.

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## Highlights from our School Plan this year

- To implement a new scheme to support the teaching of phonics to ensure the school is DfE compliant.
- To drive the further development of subject leaders to ensure that our focus areas (Geography, Computing, MFL, PE, Science) are 'Ofsted ready'.
- To implement a new approach to the teaching of spelling with particular focus on closing the gap created by COVID and ensuring explicit spelling lessons are embedded within the timetable.
- To review and adapt our current curriculum to consolidate our broad and balanced curriculum.
- To review and adapt our maths curriculum considering the latest curriculum guidance relating to number knowledge, to ensure extending learning opportunities are available to master content before taking the next step. 'Go slow to go fast'
- To ensure that pupil premium pupils are reaching their potential
- To ensure learners' attitudes to learning is positive reflecting a committed and resilient approach to their learning (pupil voice)
- To ensure lunchtime is enriched to make sure all children are engaged with the outdoor space.

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