

St James' CofE Junior School

STRATEGIC EVALUATION FORM, September 2022



A place where we aspire to excel in knowledge, faith and love.

St James' curriculum is designed to develop our pupils in all areas of learning. Our aim is to raise attainment and improve progress for all pupils. The curriculum is sequenced and progressive, so that learning and key skills are built upon leading to automaticity. The intent of the curriculum is that pupils develop into confident, independent and successful learners. What we teach and how we teach aims to give our children the skills that will enable them to access higher learning and prepare them for the future in the wider world. Our curriculum provides all pupils with relevant, rich, engaging opportunities and experiences that will enhance their learning.

Content
School Context
Curriculum innovations and awards
Quality of Education
Effectiveness of Leadership and Management
Behaviour & Attitudes
Personal Development
Jargon buster

PUPILS

Location: Located in a high density, economically deprived area of East London.

Number of pupils on roll: 217 (2 form entry) (previously a three form entry) and has the capacity for 360 children.

Gender: male 122 56% female 95 44%

Languages: 79% of pupils' first language is not English. (171 children EAL) (Approx. 25 languages and dialects spoken)

Ethnicity: Largest ethnic group is Bangladeshi (30%)

Pupil premium: 39%. (85 children) Details of pupil premium spend are available on the website.

Free School Meals: 44% (95 children) which is above national

SEND: 16% (34 pupils)

Mobility: Year 3 - 6 population - Mid Phase Admissions- 12 pupils Mid Phase Leavers -10 pupils

A high proportion of our mid-phase admissions have no/minimal English language and no previous schooling- this is their first. (we now currently have MPA asylum seekers 5 and refuge 4

Attendance: 96.9%

Local area: The school location and pupil base deprivation indicators is in quintile 4 (more deprived) of all schools.

St James' CofE Junior School is currently operating as a two-form entry school with 217 pupils on roll (previously a three-form entry) and has the capacity for 360 children. In a social context, 44% of pupils are eligible for Free School Meals (FSM), which is above average. The percentage of pupils for whom English is a second language stands at 79%. In a SEND context, the number of pupils with SEND is currently 34. This includes 12 pupils with EHCPs (an additional 1 is currently pending) -35% of our SEND pupils and 6% of the school population.

WORKFORCE

We have a relatively stable staff, with 4 long term supply teachers (due to long term illness and short notice period of resignation)

Opportunities for development:

We talent spot and provide opportunities for development and progression. Currently 3 members of our teaching team have a TLR, with a one off payment to 1 member of staff (one is currently in their first year of subject leadership and is pending appraisal and performance). There is currently one member of staff on UPS and one with management responsibilities. One class teacher was promoted to senior teacher and a SEND support staff (appointed September 2022). Our SENDCo was appointed Assistant Head and moved from being Deputy Designated Safeguarding Lead to the Designated Safeguarding Lead.

Highly trained support staff:

Our Academic Assistants are highly trained effective in supporting different low-level interventions and classroom activities through small groups' and one to one support. A number of our academic assistants provide 1:1 or 1:2 SEND support for pupils with high needs through the delivery of an 'Adapted /Alternative Curriculum'.

Support staff deliver phonics and EAL group interventions, under the guidance of the English lead.

Staff attendance: Staff attendance is very good. There has been one member of staff who is on currently long-term sickness absence, this is due to long-term ill health.

Wellbeing: All members of staff have a personal interview with the Head Teacher and the Safeguarding Lead twice yearly (during appraisals Sept & June) to discuss workload and wellbeing. Any concerns or recommendations are actioned and support put in place by the leadership team as a result of these meetings.

An anonymous survey was completed via Investors in People in March 2022 to ascertain how staff felt about their working environment and wellbeing. Many staff reported that they liked working for St James' as they felt listened to and felt like they had a voice. They reported that they felt it was a caring place to work along with a strong sense of team spirit. Many felt that it was like a second family. One issue (of concern) was raised around the consistency in communication from SLT and improving reward and recognition across the school (although people do feel appreciated for their efforts). This has been addressed, along with ongoing regular consultation and follow up 'drop in' meetings with staff. A current staff survey has been commissioned and data will be analysed and sent to school (Nov.2022).

Area for development

(Ofsted, 2017) Leaders and those responsible for governance should ensure that:

- *the recent dip in reading outcomes is reversed and all pupils achieve to the very best of their capabilities in this subject*
- *the teaching of mathematical reasoning and problem-solving skills is strengthened so that all groups of pupils, including the 'more able', are routinely challenged in their learning*

Progress:

- More rigorous assessment, reporting and pupil progress analysis systems have been put in place so that leaders now more closely track all groups, including the more-able.
- Rigorous training for staff on how to support both L20% and MA pupils
- Rise in percentages of pupils achieving expected standard and greater depth across the school (see subject data below)
- Rise in progress (and attainment) –revise progress measured from starting point (benchmark assessment)

CURRICULUM INNOVATION AND AWARDS

AREA OF FOCUS

CURRICULUM & INNOVATION

EVIDENCE & COMMENTARY

At St James' we are curriculum innovators. Through research and sharing practice with other professionals, we regularly develop and review initiatives aimed to improve standards and pupil outcomes. Our curriculum is regularly evaluated and adapted to meet the needs of the pupils at St James'. Half-termly pupil voice surveys are conducted by subject leaders which also inform leaders about the engagement levels and retention of knowledge linked to specific topics and allow them to make suitable amendments if required.

St James' uses a range of well-known national initiatives such as Read Write Inc.(for the delivery of phonics interventions), TTRockstars (for times tables) and MyMath, which gives children the opportunity to practise taught mathematical concepts. Additionally, Bug Club is used to complement the range of banded books provided for pupils to encourage reading for pleasure at home. Education4Change to give our teachers insights and help with inclusive planning. We are aware that many of our learners come from disadvantaged backgrounds and are committed to providing a curriculum that is challenging and accessible to all. CPD linked to equality and inclusivity has also heightened staff awareness to these issues and ensures that they are mindful when planning lessons and creating resources.

St James' has been part of the East London Maths hub, which is a Department for Education funded programme, led by NCETM. It brings together mathematics education professionals in a collaborative national network of hubs, designed to develop and spread excellent practice, for the benefit of all pupils. It ensures that all pupils, teachers and leaders have access to support, training and innovation that will improve the enjoyment and attainment in mathematics. In addition, 3 of our support staff have received mathematics training from the hub and NCETM in the last academic year which has improved their subject knowledge and confidence when supporting mathematics in the classroom. A further 3 support staff are currently on the programme.

St James' has continued to make the move towards becoming exclusively a 'Google school' and uses Google classrooms to support and enhance the learning of pupils both at home and at school.

AWARD WINNING SCHOOL

At St James' we are committed to providing a broad and balanced curriculum that encourages all to 'aspire to excel in knowledge, faith and love.' Our commitment to providing Quality First Teaching in the core subjects of English and mathematics has been recognised by Tribal and as a result, the Basic Skills Quality Mark was renewed for St James' in March 2021 this can also be seen across our science and foundation subjects. During this process, the school was praised for its consistency in the delivery of English lessons, the availability and use of concrete resources and the inclusion of reasoning elements in maths lessons – which helps to enhance the application of mathematical skills in reasoning. In addition, we have provided our pupils with opportunities to enter national competitions for mathematics and English. As a result of this, a number of our pupils completed the UK Maths Challenge, with one pupil achieving a Bronze award. In addition, our pupils participate annually in Young Writers competitions, and approximately 40 of our pupils have had their written work published by Young Writers. In addition, our pupils use TT Rockstars consistently and regularly, meaning that our school has ranked consistently within the top 10 schools in Newham.

St James' promotes extra-curricular activities and one of our most successful clubs has been Debate Mate. Pupils from St James' compete in these competitions annually and were named Newham Debate Mate champions in 2019. We are very proud of our wide-range of extra-curricular offers, which always have high levels of participation and engagement. We currently offer 16 after school clubs run by external and internal staff

During Covid-19, St James' the school was recognised for its consistent high attendance and has received recognition from Anita Stewart, the then Director of Education for Newham. We are very proud of our awards as they reflect our school vision and we strive to add to this collection.

St James' is committed to continued professional development, supporting both ECTs, and experienced teachers to progress and develop. In the last academic year, one of our ECTs was able to reduce their induction period by a year due to the support she was given which enabled her to demonstrate the relevant skills and evidence against the Teaching Standards.

OUTDOOR LEARNING

At St James' we have a wide range of outdoor learning opportunities. Our Nature Garden has been developed and improved by our school gardening club, making it a valuable teaching resource where children can learn about the environment. St James' is also fortunate enough to have an outside classroom and outdoor open space which can be used for outdoor learning. In addition to this, our school grounds are enhanced by interactive activities such as times table grids, problem solving questions and fraction walls. Staff are encouraged to plan opportunities to use these spaces and activities in order to enhance and embed our curriculum, particularly in subject areas such as Science and mathematics. Our latest addition has been the installation of orienteering equipment, to provide our students with opportunities to develop their teamwork and problem solving skills. In addition, an outside gym area has recently been installed to promote healthy lifestyles and wellbeing.

QUALITY OF EDUCATION

Good

INTENT

- Curriculum design, coverage and appropriate-ness

The curriculum is designed to meet the needs of St James' community. It is broad, balanced and ambitious and ensures there is strong challenge for all groups of pupils. The intent and implementation are clearly embedded through a clear structure and sequence linked with prior knowledge. The curriculum is continually reviewed and developed to ensure that it continues to inspire our children and skills progression is carefully planned for in all subjects. All work given to pupils matches the aims of the curriculum and shows sequence in how

knowledge and skills build for future learning. Pupils' outcomes including disadvantaged pupils and pupils with SEND are progressing (of a good quality), and consistently improving.

Curriculum provision is based on our ethos of innovation and is designed to equip all pupils with the knowledge and skills to become lifelong learners. It is our vision for every pupil to succeed and achieve their full potential by becoming confident learners. Our lessons are sequenced not only to develop the acquisition of knowledge and skills, but are also enjoyable, challenging and accessible to all. It is our aim to provide opportunities for pupils to develop values and transferable life skills, as well as providing them with opportunities to broaden their experiences.

SEND

All pupils with SEND are given the opportunity to access the national curriculum through Quality First Teaching. Pupils who have limited ability to access the National Curriculum due to special educational needs have their curriculum personalised in the form of an 'Adapted/ Alternative Curriculum', which enables them to access aspects of the curriculum. We currently use a 'Mini Resource Teaching Room' to allow specific children to develop fine motor skills and basic skills to help close the gaps in learning.

IMPLEMENTATION

- **Curriculum delivery**
- **Teaching (pedagogy)**
- **Assessment**

A Quality First Teaching approach ensures that lessons are consistently good or outstanding. Leaders monitor planning, teaching and learning weekly to ensure high standards. Methods of monitoring include pupil conferencing, book looks, learning walks (SLT and subject leads) and planning feedback. Year groups work closely to ensure consistency of high expectations across the classes.

Assessment systems are well-established with a particular emphasis on AfL (throughout lessons) and formative assessment so that misconceptions and gaps in knowledge are highlighted and can be addressed immediately and systematically. Teachers adapt their teaching to meet pupils' learning needs and have the highest expectations of all pupils. Teachers use assessment well to ensure confidence and fluency. Pupils build on previous learning, practice and automaticity. Pupils are involved with assessing their own work and identifying next steps. SIMS and SONAR is used to track the progress of small steps of learning (sublevels within each level) and this is used to inform future planning, teaching and target setting.

There are three summative assessment periods each year, followed by Pupil Progress meetings. All groups are tracked and actions are identified to ensure the best possible outcomes for pupils during these meetings. Intervention programmes, planned by senior leaders and subject leaders, are put in place to support pupils who are not making expected progress. Assessment data and outcomes from monitoring are used to inform the School Development Plan and the school's professional development programme. When introducing new curriculum and assessment initiatives staff are consulted and INSETs are held to clarify misconceptions and ensure that there is no unnecessary addition to workload. The school has bought into SONAR to support teachers with assessing the skills taught in science and the foundation subjects. This academic year, refresher courses and training (new staff) will be delivered on how to use SONAR effectively and data will be collected half-termly to track progress in these subject areas.

SEND

Quality First Teaching forms part of the first wave for all SEND pupils; planning for the pupils who do not access the national curriculum at age-appropriate levels is done by the class teacher in consultation with support staff. The delivery of the adapted curriculum forms part of Quality First Teaching. Weekly meetings are held between class teachers and 1:1 support staff to discuss the progress and planning for these pupils. The main elements however, are delivered by trained additional adults, under the guidance of class teachers. This enables teachers to dip in and focus on pupils not accessing the national curriculum regularly, and also discuss and initial their work to ensure quality meets the school's high expectations.

SDP PRIORITIES:

Teaching and Learning across the whole curriculum with specific focus on – wider curriculum

- Mastery and depth of knowledge
- Solid cohesive teaching approaches across all year groups of basic skills
- Teacher subject knowledge especially in the direct teaching of subject specific vocabulary
- Children developing independent enquiry and problem solving across the curriculum
- Children are able to apply reasoning and inference confidently across all curriculum areas

Developing and supporting Leadership at all levels

- Developing subject leaders across the foundation curriculum
- Developing mentor program for Subject leaders
- Ensuring that staff receive high quality CPD

Inclusion

- To continue to address underachievement and extend personalised learning through the development of specific interventions
- Intervention Groups established FOCUS ON LOWEST 20%
- Individual education plans and assessments are completed within 2 weeks of identification
- Training on assessment and Progress for SEND for all staff completed by end of spring term
- Development of pathways and engagement

Well- being and Personal Development

All staff and children develop a core language of mindfulness and consideration of the well-being of others. All staff trained to identify key aspects of mental welfare in all.

- Through mentoring
- Appointment of a Mental health champion
- Access to counselling
- Wellbeing days
- Regular personal development interviews.

SATs Results:

SATs Results 2022

	% at or above expected standard	% higher standard
Reading	59	21
Writing	57	13
Maths	63	18
Combined	48	7

Impact

- Attainment & Progress
- Reading
- Writing
- Maths

Progress Results 2018-2022

	School progress score	Progress description	LA state-funded schools	England state-funded schools
Reading				
2018	-2.2	Below average	1.8	0.0
2019	-2.2	Below average	1.9	0.0
2022	Tbc (59%)	tbc	tbc	0.0
Writing				
2018	0.7	Average	2.1	0.0
2019	0.4	Average	1.9	0.0
2022	Tbc (57%)	tbc	tbc	0.0
Maths				
2018	-1.9	Below average	3.5	0.0
2019	-2.5	Below average	2.7	0.0
2022	tbc (63%)	tbc	tbc	0.0
Expected standard RWM				
2018	61%		76%	64%
2019	59%		76%	65%
2022	48%		tbc	tbc
Higher standard RWM				
2018	5%		13%	10%
2019	7%		16%	11%
2022	7%		tbc	tbc

Internal Progress Data 2018-2022

*Internal data not available for 2019-2020 due to COVID-19 pandemic.

Reading

Academic Year	Year Group	% of pupils at or above age-related expectations			Difference Autumn-Summer (%)
		Autumn	Spring	Summer	
2018-2019	3	33	50	54	21
	4	38	55	54	16
	5	52	53	54	2
	6	52	49	63	9
2020-2021	3	43	48	64	21
	4	38	51	53	15
	5	50	40	44	-6
	6	60	54	54	-6
2021-2022	3	12	71	76	64
	4	29	46	46	17
	5	56	56	72	16
	6	28	43	51	23

Writing

Academic Year	Year Group	% of pupils at or above age-related expectations			Difference Autumn-Summer (%)
		Autumn	Spring	Summer	
2018-2019	3	0	34	27	27
	4	9	13	26	17
	5	0	3	49	49
	6	19	30	80	61
2020-2021	3	17	15	37	20
	4	3	7	27	24
	5	7	26	53	46
	6	37	28	42	5
2021-2022	3	7	29	46	39
	4	17	27	36	19
	5	0	10	27	27
	6	9	49	53	44

Maths

Academic Year	Year Group	% of pupils at or above age-related expectations			Difference Autumn-Summer (%)
		Autumn	Spring	Summer	
2018-2019	3	2	19	32	30
	4	7	25	38	31
	5	2	21	32	30
	6	22	26	50	28
2020-2021	3	0	34	41	41
	4	4	14	42	38
	5	8	45	25	17
	6	0	27	42	42
2021-2022	3	14	78	81	67
	4	36	68	64	28
	5	49	57	62	13
	6	24	45	64	40

AREA OF FOCUS	EVIDENCE & COMMENTARY
VISION & ETHOS	<p>Leadership and management are continually developing. The format of SLT has changed since September 2021 as two co-Headteacher's became one Headteacher. Currently, there are two assistant headteachers and a new deputy Headteacher will be appointed in the spring term. All staff share a clear vision of high expectations across the school. Our SLT provides quality pedagogical support to all teachers so that training is personalised and teaching is good to outstanding. All staff and subject leaders are supported to build knowledge and skills to consistently improve the curriculum. From September 2022, monthly ELT meetings will continue to be held with SLT and all subject leaders will continue to evaluate curriculum design, implementation and impact.</p>
STAFF DEVELOPMENT	<p>Curriculum and subject leadership has started to develop with an eye for potential middle leaders which will help to ensure sustainable leadership at all levels. Effective succession planning ensures the school maintains standards of leadership into the future. Professional development needs are identified through monitoring and linked to the school development plan. CPD delivered is based around the SDP priorities, monitoring and staff feedback along with the need for developing the staff as a whole.</p> <p>ECTs receive mentoring, resulting in rapid progress. In the academic year 2021-2022, one ECT was able to complete the induction period in one year rather than two. Leaders undertake national professional qualifications such as NPQH & NPQSL. Leaders are ambitious in providing high quality education for all pupils. Induction of new staff is rigorous and strong support is available to all pupils. St James' is committed to equality of opportunity, inclusion and the Equality Act, 2010.</p> <p>In addition, 3 senior leaders, 1 senior teacher, and a middle leader have received termly coaching from Trevor Folley to develop leadership strategies and approaches for introducing new initiatives or addressing issues that have been highlighted through monitoring. Regarding mental health the DSL/SENDCo have been booked onto a course to drive the strategic direction of the school's mental health provision.</p>
STAFF WORKLOAD & WELLBEING	<p>Leaders are committed to staff wellbeing and regularly consult on ways to reduce teacher workload. Staff are consulted on new policies and initiatives to take account of workload. Each member of staff is given a wellbeing day each year and staff are encouraged to leave early (3:30pm) on the last Friday of each month. Wellbeing surveys are conducted and analysed throughout the school year.</p> <p>Personal interviews are conducted bi-annually with the HT to gauge staff satisfaction. We have a range of wellbeing strategies, e.g., staff counselling available. This includes Newham Psychology Service. In addition, all staff are allowed to leave at 3.30pm on the last Friday of the month. This was introduced last academic year due to a suggestion made during a personal interview.</p> <p>This is evident from staff attendance figures which have not only remained high but improved last year, this is due to the level of support the senior leadership provides.</p>

GOVERNANCE

The Governing board is robust in holding the school to account. They know the school well and present effective challenges and support to leaders. Governors are well trained and contribute valuable skills to impact on school improvement. Link governors for each curriculum area and safeguarding have termly visits and report to the Headteacher and Chair of Governor – feedback to full governing board meetings.

SAFEGUARDING

Leaders and staff have developed a strong culture of safeguarding. The Safeguarding team and SLT have ensured all staff are vigilant to signs of risk or harm. Pupil mental health and well-being are carefully supported and pupils are aware of the need to keep safe in the wider community. The team reaches out to families and focuses on school readiness, overcoming barriers to learning, and responding to local and national priorities such as mental health, signposting them to appropriate agencies and services. Over the past few academic years, the school has employed a Drama Therapist two days a week to support the mental health of individual pupils. Moving forward for 2022-2023, the school has made the decision to replace the Drama Therapist with a full time Learning Mentor and Family Support Worker. An additional Learning Mentor has been engaged, so that a wider range of pupils can be reached on a more regular basis. The Safeguarding team meets regularly to discuss pupils and take relevant actions. In addition, a CAMHS clinician comes into school every half term to discuss children who require early help regarding emotional wellbeing and further referral to CAMHS or other external agencies when necessary. The clinician supports the school with strategies which could be employed to support pupils and families. In addition, the school has planned visits from an Educational Psychologist who visits specific children identified by the SENDCo and provides the school with a report on their findings.

PARENTAL ENGAGEMENT

We have very high attendance at parent events e.g. Meet The Teacher Evening for each year group, International Evening, class/Christmas assembly and home learning projects assemblies. A coffee morning held for parents' with potential year 3 siblings and our feeder school parents are invited. Year 6 graduations also have a huge turnout. The Family support worker provides a range of parental support including completion of secondary school application forms for disability living allowance as well as housing. We conduct an annual parent survey, in addition to Parentview surveys at events such as Parents Evening and the results feed into the school development plan.

SDP PRIORITIES:

- SLT to devise a termly calendar for progress and standards monitoring. Observations and monitoring are more frequent and effect quicker improvements on pupil outcomes.
- To continue to develop subject leader accountability so that all leaders are unanimous in their ambition for the best for all St James' pupils.
- To develop a more rigorous CPD programme and appraisal process for support staff.
- To develop subject leaders across the foundation curriculum
- To develop a mentoring programme for subject leaders
- Subject specific high-quality CPD devised for staff and support staff based on arising needs of the school
- Develop links with the wider Forest Gate community and the Diocese.

BEHAVIOUR

Behaviour and attitudes are outstanding. Pupils demonstrate high levels of respect for each other. They recognise and celebrate differences. Behaviour is positive in classrooms and playgrounds. Pupils uphold the school's core values of care, consideration, courtesy and cooperation. Pupils play an active part in the life of the school through school council members, Head girl and Head boy, school prefects, etc. All staff have consistently high expectations of behaviour and low level disruption is immediately addressed. Behaviours for learning are always positive and pupils show strong resilience in their learning. Relationships between staff, pupils and parents are very positive. Pupils feel safe and well looked after in school.

Our behaviour policy focuses on connection with children and understands the causes of unacceptable behaviour. Children have a sense of responsibility and fairness, and bring issues of concern to the attention of staff.

Our 'time out' system, which is a consequence for consistent low-level disruption or unsociable behaviour, has proved very successful at reducing incidents with a reduction of children using the 'time out' table. Our monitoring shows that classroom disruption is extremely rare. Exclusions are rare. We have had no permanent exclusions.

ANTI-BULLYING

Incidents of bullying, including cyber bullying incidents and peer-on-peer abuse are rare but when they occur, they are dealt with swiftly and effectively. The potential dangers of bullying and use of social media are regularly addressed in class, assemblies, parents' meetings and newsletters. Racist incidents are rare and are dealt with swiftly and followed up with lessons focusing on equality and tolerance. Sexual harassment is monitored rigorously and potential incidents dealt with promptly, with clear follow up ensured.

ATTENDANCE

Children's attendance is well above the Newham and National average consistently. Our in house attendance officer robustly and successfully tackle persistent absence. Our attendance rate is 96.9%. Our persistent absence rate is continuously monitored and followed up.

FAMILY SUPPORT

St James supports families in many ways. Our learning mentor, family support worker and Designated Safeguarding lead work with external agencies to ensure vital crisis support for parents, so that pupils living in difficult circumstances do not have their schooling interrupted. The impact is that St James' has one of the highest attendance rates in the local authority. The school has employed a family support worker and an additional learning mentor for September 2022.

ATTITUDES TO LEARNING

Pupil satisfaction is high, resulting in 96.9% attendance as children want to come to school and not miss out on memorable experiences we continually provide. Pupil conferencing gives children a voice and children are fully involved in the decision-making processes within the school (e.g. school council, prefects across upper school) to ensure that children are happy and enjoying learning.

PRIORITIES:

- Develop strategies for key pupils to support emotional wellbeing using, effectively using our learning mentors and family support workers.
- Keep training up to date with all staff for consistency of approach.
- Ensure the 4Cs are consistently embedded into school life.

PERSONAL DEVELOPMENT

Good

St James & BRITISH VALUES

The school goes above and beyond the expected to enable all pupils to have access to unique and meaningful experiences that would be unavailable to them outside of school and make St James an exciting place to learn. All disadvantaged pupils have priority in after school clubs. Speech and language therapists, sports coaches, first aiders all support personal development, character and wellbeing. Character education is embedded through teaching our 4 core values (care courtesy consideration and cooperation) which permeate school life. Pupils are confident in understanding the St James values and are taught about these in assemblies, PSHE and other areas of the curriculum. They are praised and encouraged to demonstrate these values in their approach to school life.

Pupils develop resilience in a rich learning environment that promotes strong spiritual, moral and social cohesion. Leaders offer strong pastoral support and pupils are highly knowledgeable about physical and mental health well-being. Pupils are aware of age-appropriate relationships, they respect differences and understand fundamental British values.

Pupils have a global perspective and are well prepared for life in modern Britain.

HEALTHY LIVING INCLUDING SEMH

SEMH is very well provided through assemblies, lessons and school events. As a result, pupils are kind and caring and understand how to regulate their emotions. Staff have all received CPD on how to support pupils with social and behavioural difficulties. We have a sensory room, which we use to help pupils regulate their emotions. Healthy lifestyles are promoted e.g. choice of school menu as well as PE, well-being and PSHE lessons. The newly installed school playground gym also provides extra opportunities for pupils to develop healthy lifestyles.

PSHE & SMSC

Our school vision is 'to aspire to excel in knowledge, faith and love.' This vision is built into curriculum planning and delivery, whole school homework projects and educational visits. Pupils demonstrate care and concern for issues locally and globally e.g. homelessness in our community, sustainability issues such as overfishing and the impact of single use plastic on the environment.

CAREERS GUIDANCE

Pupils are taught to be ambitious through values education. We showcase their talents to enable them to develop confidence, oral presentation skills and good work ethic. We educate the children about multiple intelligences so they can identify their strengths e.g. logic, language and creative thinkers. Teachers make the curriculum relevant by linking to real world opportunities whenever possible – this is aimed at motivating pupils to work towards potential career goals from an early age.

The school regularly takes part in 'The Brilliant Club' where more able pupils have the opportunity to visit universities, participate in lectures and tutorials as well as writing a graded essay.

EQUALITY & DIVERSITY

This is a strength. The diversity of the school community is reflected in staffing and pupils that come from various countries and ethnicities. Racist incidents are very rare. Different cultures are celebrated e.g. we have cultural evenings and celebrate international events. The children feel valued as their cultures are represented in everything from the school menu to our uniform.

PRIORITIES:

- To develop the support given to new mid-phase admissions (particularly those with little English or no previous schooling) so that they can settle into learning and wider school life quickly.
- Continue to add additional after school activities to engage hard to reach pupils.
- To further develop 'Cultural Capital' within the school
- All staff and pupils develop a core language of mindfulness and consideration of the well-being of others.
- All staff trained to identify key aspects of mental welfare in all.

JARGON BUSTER

ARE	Age Related Expectation
CPD	Continuing Professional Development
CPSHE	Citizenship and Personal Social and Health Education
EYFS	Early Years Foundation Stage
GLD	Good Level of Development
KS2	Key Stage 2
ECT	Early Careers Teacher
RSHE	Relationships, Social, Health and Economic Education
RMW	Reading, Maths, Writing
RWI	Read Write Inc
SDP	School Development Plan
SEMH	Social, Emotional & Mental Health
SEND	Special Educational Needs & Disability
SLT	Strategic Leadership Team
RHE	Relationship & Health Education

EXS Expected standard

GDS Greater depth