

Sebright Primary School School Improvement Newsletter



Autumn Term

What's this all about?

We will be sending out a School Improvement Newsletter each term. We will be sharing our School Priorities with our community and explaining what we are and will be doing to meet these targets. We will also be asking for your help and support for meeting some of these targets.

Here is the first School Improvement Newsletter of this Academic Year (2024 - 2025).

School Development Priority Targets

As an outstanding school we are always looking at ways to improve our offer to ensure that all children leave us at the end of Year 6 confident lifelong learners. We want to give our children a range of different experiences both in and out of school so that they are able to continue to be successful as they grow and develop into adults. Therefore, we have asked our children, parents and staff what they think our strengths are and what we need to improve. We have used this research alongside the Senior Leadership Team's, Curriculum Teams' and School Improvement Partner's assessments and set five targets to develop our offer so that we continue to be an outstanding school.

- ◆ **Sustain the consistency in teaching and learning across the school**
- ◆ **Further develop our understanding of links between different areas of maths.**
- ◆ **Sustain the consistency of the mechanics of writing**
- ◆ **Children show exemplary behaviour across the school.**
- ◆ **Ensure our school is Eco-friendly and reduces its carbon footprint,**
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*My child Loves going to school
and I trust the school...*

*Most teachers are excellent
but some need more training.*



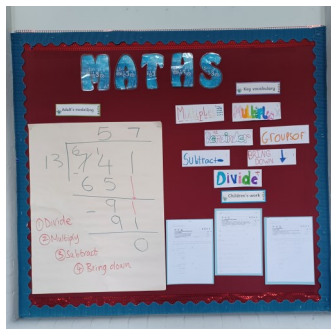
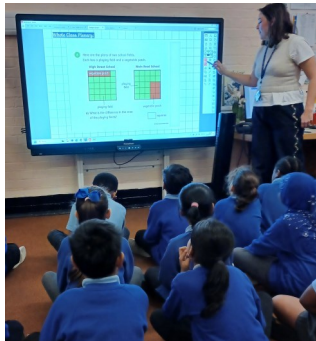
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Secure consistency in teaching and learning across the school

We firmly believe that every child has access to equitable and inclusive teaching and learning across the whole school. To ensure that all teachers and support staff have the maximum impact on children's outcomes we will be:

- ◇ Y2 – Y6 teacher have modelling books for writing, literacy and maths; EYFS & Year 1 teachers to model during group work
- ◇ Subject leads will monitor children's outcomes termly
- ◇ SLT will visit all classes in the morning
- ◇ Learning walks by SLT and SEND Teams to monitor teaching and learning across the school
- ◇ Y1 dictation books
- ◇ Timely intervention put in place for inconsistent teaching practice.
- ◇ Time allocated for each teacher to access both specialist teacher and SaLT.
- ◇ CPD adapted to meet all teachers and support staff experience and phase working in.
- ◇ Lowest 20% initiative continues to diminish the number of children not at expected.



Further develop our understanding of the links between different areas of maths.

So that children can demonstrate their knowledge, skills and understanding in maths we believe that they should make links between their learning. This enables them to show mastery of the subject. To achieve this we will:

- ⇒ Involvement in local North East Maths Hub with the National Centre for Excellence in the Teaching of Mathematics.
- ⇒ Regular monitoring including pupil voice and timely feedback to teachers
- ⇒ CPD and gallery lessons to improve teacher subject knowledge
- ⇒ Increased involvement, team planning and team teaching between teachers
- ⇒ Targeted intervention for specific SEND pupils using number sense programme



Sustain the consistency of the mechanics of writing

We will continue to provide the children with a systematic approach to handwriting, presentation, spelling and grammar across the school. All teachers will demonstrate how to sit correctly and form letters, how to present work and how to use grammar correctly. All classes will:

- * Teachers will use visualisers and modelling books in all relevant lessons.
- * Handwriting is timetabled across the whole school and monitored by subject lead.
- * Drawing Club introduced for all children in Reception and Y1 intervention groups by the Summer Term.
- * Consistent approach across the school to pencil grip and posture when writing.
- * Handwriting learning walks to monitor outcomes for children.

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Children show exemplary behaviour across the school.

As an inclusive school we expect all our children to achieve their best at all times. So that we can do this, children need to be feel that they belong at Sebright so that they are ready to learn. We want our children to show fantastic manners and respect their community. To achieve this we will:

- CPD with all staff members across the school year
- Revise 'Sebright Standards' with weekly SLT led assemblies
- Behaviour foci mapped out across the year for all children and staff
- Implementation of revised reward system—Terrific Tickets, Team Points playtime, etc
- Follow Education Endowment Foundation's Behavior implementation Plan
- Ensuring every child has a strong sense of belonging, curriculum teams, school council, etc

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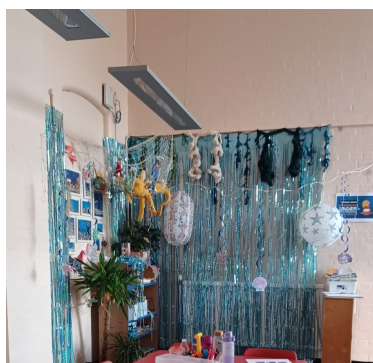
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Ensure that our school is eco-friendly and reduces its carbon footprint.

The environment affects us all and how we take care of it continues to increase in importance. It is essential that we educate ourselves and our community at Sebright in how to take care of the environment. Therefore, we will:

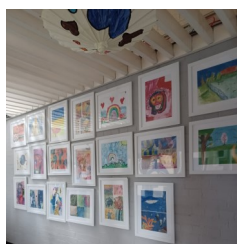
- Develop the Green School Project with Year 5 and develop links with UCL Climate Action Unit developing Climate Ambassadors.
- The Sustainability Team to lead on audits of the school with regular assemblies and promoting awareness.
- Install a living hedge along Dove Row to combat pollution and screen children from people walking along Dove Row.
- Increase awareness of recycling, reuse, upcycling and food waste.
- Growing our own fruit and vegetables.



Site Premises &

Learning Environments

Mr Kimpton, Gavin our gardener, Ms Corpe, the teachers, Pastoral Care lead and support staff have been working very hard to improve the learning environments and premises this term. Here are some pictures to show you what we have been up to at Sebright.



Thank you for reading— Ms Corpe and Senior Leadership Team



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Outstanding
Provider