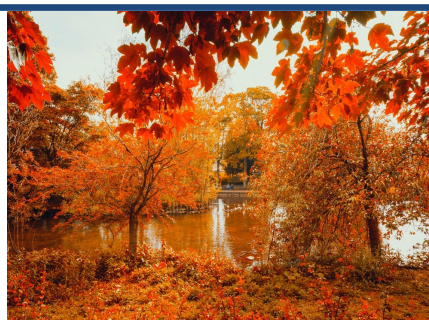


Sebright Primary School School Improvement Newsletter



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 (2025 - 2026).

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', School Improvement Partner's & OFSTED assessments and set five targets to develop our offer so that we continue to be an outstanding school.

- ♦ **To ensure the consistency of teaching and learning (focus on challenge for all)**
- ♦ **To implement whole school speech and language strategies**
- ♦ **To further develop the whole school writing journey**
- ♦ **To enhance Foundation Subjects, including Science, assessments**
- ♦ **To strengthen the culture of belonging.**

**My child is happy
at Sebright.**

**I like the school
because teachers are just amazing.**

**Children's behaviour
is excellent.
I have seen the
outdoor spaces improve.**



Blossom Federation



To ensure the consistency of teaching and learning (focus on challenge for all)

We firmly believe that every child should feel challenged in all lessons to achieve their best. We will be changing the way we assess teaching and learning across the school by:

- * Amending our cycle of observations and support for teaching and learning across the school.
- * Ensuring a more structured way of collecting children's views and opinions about their learning.
- * Monitoring planning for challenge across all subjects, including extensions for all pupils.
- * Teachers and learning support assistants challenge children to extend their knowledge, understanding and skills in every lesson.

To ensure that these happen we will be delivering professional development to our staff so that they are able to deliver quality first teaching all of the time.



To implement whole school speech and language strategies

We have opened our Additional Resource Provision (ARP), The Meadow, this year. This provision is for children with developmental language delay (DLD) and is open for any child with an EHCP with the primary need being DLD. At Sebright, we are committed to developing inclusive classrooms that can support children with many different needs. As part of this work we will be implementing good quality language development in all our classes. So that we can expand all children's vocabulary to enable them to progress in maths, reading, writing, science and foundation subjects. We will be:

- ⇒ Providing CPD for all our staff to enable them to incorporate high quality speech and language techniques in the classrooms.
- ⇒ Build on our use of Colourful Semantics by introducing Shape Coding and Word Aware in our classrooms.
- ⇒ We will identify any children who have specific speech and language needs and provide specialist support.
- ⇒ Children will be encouraged to express themselves and contribute to class discussions.

To support these changes we will work closely with our Speech and Language Therapists.



To further develop the whole school writing journey

We will continue to develop and map out our writing journey across the school. Building on the language development in the early years. To ensure that our children enjoy writing we will be:

- ◇ Providing high quality CPD for staff to ensure that writing is engaging and all staff have high expectations of the children.
- ◇ Develop and extend the use of Story Dough (Nursery) and Drawing Club (Reception & Year 1).
- ◇ Choose interesting topics and books to base the writing on.
- ◇ Ensure that grammar and spelling is taught effectively in Year 2 - Year 6.
- ◇ Children will have the opportunity to publish their work in a book that will go with them across the school.

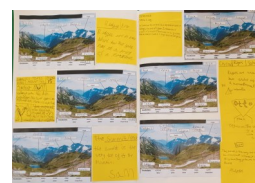
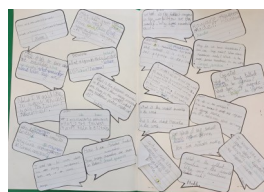
What OFSTED says about our school.

"Leaders at all levels, including governors, contribute greatly to the school's success. They work collaboratively to identify priorities for school improvement. The governing body challenges and supports leaders in equal measure, and this supports continual improvement in all aspects of the school's work."

"From the moment they enter early years to the moment they leave the school in Year 6, pupils achieve very well. This includes disadvantaged pupils and those with special educational needs and/or

"The school's focus on personal development is second to none. There is a vast range of enrichment

"Pupils' behaviour is exemplary. Their attitudes to learning are consistently positive, with a great sense of awe and wonder filling the school. Pupils get on well and play happily together."



To enhance Foundation Subjects, including Science, assessments

So that we can make sure that children remember their learning and build on the knowledge, skills and understanding they gain we will be: To achieve this we will:

- * Developing our subject leaders understanding of assessment in history, geography, religious education and science.
- * End of unit assessments are introduced across Key Stage 1 and Key Stage 2.
- * Evaluate the assessment process each half term to see if any additions or changes need to be made.



To strengthen the culture of belonging.

We want every child to feel safe and supported at Sebright. We have a very diverse community speaking many different home languages. A high number of children have joined the school due to the closure of another local school and many have joined due to moving into the area. We want all our children and families to feel that they belong at Sebright so that they feel safe and will engage in education. To achieve this we will:

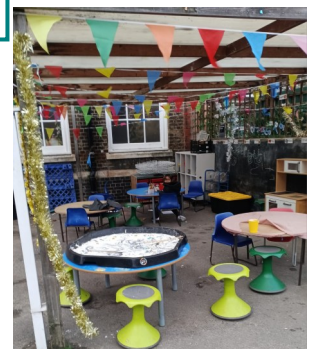
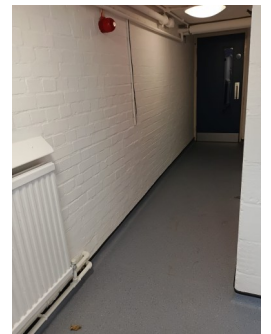
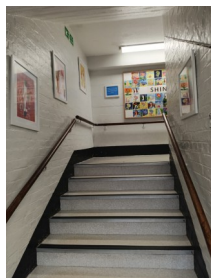
- ♦ Embed pupil teams relating to subjects as well as Mental Health, Ambassadors, Peer Mediators and School Council. These teams will meet at least once a half term.
- ♦ Improving Pupil Voice by speaking to children about their learning during our monitoring cycle.
- ♦ Develop events across the school year that represent our communities.
- ♦ Every child has a job/role of responsibility in their class.
- ♦ Introducing and running the Belonging Project to include 'It Takes a Village' event, cultural food sharing, **Friends of Sebright events**, World Book Week tasks and other events throughout the year.

As well as these we will ensure that our curriculum reflects the diversity of our community.



Site Premises & Learning Environments

Mr Kimpton, Gavin our gardener, Mr Power, the teachers, Ms Bird our Pastoral Care lead, a member of the Friends of Sebright group 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