

Thomas Johnson Lower School

Our vision, *Dream-Discover-Flourish*, embodies our aspiration for every pupil

Priority 1:

"The school's curriculum needs to be better sequenced and coherent in all subjects." Leaders need to ensure that curriculum plans for all subjects are mapped out, providing training for teachers about what pupils should know and when they should teach it. Leaders should check that pupils are learning more, remembering more and building on their prior learning in all subjects as they progress through the school."

How we are addressing this priority

Quality of Education

- **Completely redesigned 2-year curriculum.** Developed by our teachers to build learning links systematically from EYFS through to Year 4, so that pupils are learning more and remembering more (*see website "curriculum" & guide for parents for full details*)
- **Implementation of Reading Framework initiatives.** Little Wandle Nov 2021; completely revised reading scheme throughout school; enhanced approach to storytimes and poetry (*see lesson obs, books, displays*)
- **School Led tutoring** - HLTA daily interventions for children who most need additional support as a result of Covid; daily readers; streamed phonics groups; keep up sessions. "Intervention is our ambition" (*see monitoring tools*)
- **Mind maps at the start and end of units** provide opportunities for teachers to use "pre-teaching" moments to inform the subsequent teaching unit. Visual maps at the start and end of units enable pupils to see their own learning, previous misconceptions and depth of progress. (*see examples*)
- **Key training opportunities** for all staff inc. delivery of Little Wandle and White Rose programmes. (*see training records*)
- **Remote Education** - google classroom delivering the full range of subjects during lockdown: recorded lessons, live lessons for intervention groups, home-reader weekly changes; facebook weekly challenges; weekly storytime sessions; "timetables" to support parents managing home learning throughout the day. All pupils accessed same high quality, age appropriate, learning whether in school or at home.

Priority 2: “Leaders need to raise expectations of behaviour in all situations, including around the school, so that pupils take responsibility for themselves and are ready to learn.” All staff need to adhere to the school’s expectations and policies on behaviour so they are routinely met and effectively used.”

How we are addressing this priority

Behaviour and attitudes

Behaviour for Learning - positive mental health and emotional well-being underpin our vision for every child

- **Feelings Matter** - highly trained LSAs deliver 6-weekly projects across the school to specifically teach children how to identify, name and manage their behaviours (both positive and negative) (see *SDQs*)
- **Feelings Flowers** - in our KS1 and 2 classes. These enable children to signal to an adult that they are feeling worried, sad or angry. This means that learning is not disrupted by anxiety. (see *classrooms & pupil surveys*)
- **Revised behaviour policy** - including a strong commitment to anti-bullying and a clear action plan for pupils to follow. Our support extends beyond the victim, and reaches out to the perpetrator and witness. (see *policy, SHEU and school council surveys*)
- **Advice and support for parents** - our Senior Leaders and Teachers make time to hear parent and carer concerns about worrying behaviours at home, and we provide a listening service, advice and support, as well as signposting to professional services. (see *surveys*)

Personal Development

- **Dream - Discover - Flourish** - Our vision is aimed at encouraging children to believe in themselves. It is only when we “dream” of achieving something that it can become a possibility. This means that promoting self-esteem is vital to our pupils. Through our **Values-based approach** we provide a shared vocabulary which helps promote responsible, resilient pupils (see surveys)
- **RSE/PSHE** - We focus on high-quality discussion of challenging themes (e.g. FGM). Our scheme of work offers talk-rich opportunities, with excellent coverage to meet the needs of our children and reflecting SHEU survey findings. (see *SOW*)
- **Feelings Matter** - recognises that **all** pupils need to be equipped to recognise and manage a wide range of emotions.(see *SDQs*)
- Opportunities to keep **physically healthy** - through healthy lunch boxes, bikeability training, and use of Premier Sport specialists.
- **Enjoyment and fascination** - use of our outdoor area and surrounding countryside (e.g. *Greensand Ridge nature walk, Forest of Marston Vale Activity day, Tree planting, Living Eggs*)

Priority 3: “Leaders need to ensure that their monitoring of the curriculum is rigorous and effective,” so they know what is being taught and how effectively throughout the school.”

How we are
addressing this
priority



Dream-Discover-Flourish

Leadership and Management

- Since inspection, an increased number of opportunities have been **provided** for subject leaders to monitor their subject being taught across all year groups (EYFS - Yr 4) (*see Subject Leader files*)
- **Cultural capital** - Leaders recognise the need to provide opportunities which ensure pupils personal experiences are relevant to their learning and that no child is placed at a disadvantage (*e.g. toy museum, farm in school and Faith tour*) as well as in-school activities which immerse the pupils in their topic (*e.g. WWII school day, Bollywood workshop, French/Indian food tasting*)
- **High ambitions for inclusion** - SENDAT monitoring for Spring 2022 noted that SEND children were consistently offered the highest level of opportunities within the classroom. (*see report*)
- **CPD** - training for all teaching and support staff across the curriculum (*see training*).
- Leaders committed to **collaborative development** with local cluster schools.
- **Engaging parents and carers** - We use weekly parent updates, and Class DoJo posts, so that parents and carers know what is being taught and can see the range of opportunities and experiences on offer for their child. We are encouraging them back into school when possible (*e.g. toy museum visitor, Easter bonnet parade, Bollywood workshop*)

*97% of parents and carers
would recommend our school to another parent (March 2022)*