

OUR EDUCATION BRIEF

All about the curriculum, and teaching & learning at our schools



Two schools with one vision –

'To have fun, do our very best, and look after everyone in a caring, [Christian](#), community'.
Siddington, as a church school, focuses on caring for everyone. This is taught by Jesus through the parable of The Good Samaritan (Luke 10). By caring for everyone in our community, everyone is then enabled to have fun and to do their very best.'

In both schools children and staff will use our values of Respect, Compassion, Courage, Truthfulness, Forgiveness and Thankfulness to show how we put our vision into action.

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WHAT WE BELIEVE IN

1.1 CONTEXT

Kemble Primary School and Siddington C of E Primary School are two small village schools which are situated 3 miles apart. They are 3 miles and 1 mile away from Cirencester, a market town. Both villages have a range of households, but Siddington does have a larger number of social houses, and there is a traveller site 2 miles away.

In 2015 the two schools officially federated after 2 years of working closely. The schools share a head teacher and governing body. In April 2018 we joined together with a local secondary school to form 'The Corinium Education Trust'.

Both schools have exceptionally beautiful grounds and have close links with their churches and communities.

1.2 OUR VISION, VALUES & AIMS

Two schools with one vision – 'To have fun, do our very best, and look after everyone in a caring, **Christian**, community'.

Siddington, as a church school, focuses on caring for everyone. This is taught by Jesus through the parable of The Good Samaritan (Luke 10). By caring for everyone in our community, everyone is then enabled to have fun and to do their very best.'

In both schools children and staff will use our values of Respect, Compassion, Courage, Truthfulness, Forgiveness and Thankfulness to show how we put our vision into action.

We offer a challenging, balanced curriculum, and a caring, nurturing environment, so each child grows in confidence, creativity and ability to be their very best.

Through our teaching we aim to encourage good learning behaviours – we do this through our gem owls:

- Diamond – for being responsible
- Sapphire – for keeping focus
- Emerald – being courageous with our learning
- Topaz – collaborating in a big group
- Amethyst – learning with a partner
- Ruby – supporting others in learning

We aim for every child in our schools to have fun and do their very best with us, to be prepared for their next stage of education and to be an effective member of society beyond education.

SCHOOL DEVELOPMENT

2.1 SCHOOL DEVELOPMENT PLAN

Please see our current SDP to see our current priorities

We work towards the SIAMs inspection criteria to ensure that Siddington as a church school, is distinctively Christian in all that it does. We use prior Ofsted and SIAMs inspections and analysis of data from EYFS, Year 1 Phonics, KS1 and KS2 to inform our priorities.

2.2 – STRATEGIC PLAN

We have 4 classes in each school and each school is rated ‘Good’ by Ofsted. Our attainment is above national average at Kemble and progress is higher than national average at Siddington. We want both schools to have modern adapted facilities, the latest technology, with strong community links, with an environment that helps pupils to understand & respect nature. We want all our children to leave primary school with above national results in all areas and taken part in a range of extra curriculum activities and experiences.

SCHOOL ORGANISATION & STAFFING

3.1 – THE SCHOOL YEAR

Please see the events calendars for each school on the website.

3.2 – THE SCHOOL DAY

	Kemble	Siddington
Breakfast Club:	7:30	8:00
Bell rings to start the day	8:45	8:55
First lesson	8:55	9:00
Mid-morning break	10:15	10:30
Second Lesson	10:30	10:45
Lunch break	12:00	12:15
Afternoon lessons	1:00	1:15
The school day ends	3:00	3:15
Extension clubs	3:00 – 4:00	3:15 – 4:15
After school club	3:00 – 5:30	3:15 – 5:45

We provide an informal breakfast and after school club, extending the school day so that working parents can be reassured that their children are looked after and have opportunities for play, homework, sport and games with friends. There is often a qualified teacher on the school site and the clubs are looked after by suitably qualified staff and parents who have a passion for children.

3.3 – ATTENDANCE

We encourage children to come to school and see that learning is fun and for life, not just for school by teaching skills that will help them in the future. We record class attendance data in our school newsletters, with frequent reminders to parents about the importance of school attendance. Our school target per year is over 95%.

3.4 – STAFFING & GOVERNANCE

STAFF: ‘Everyone matters and together we are more’

Mrs Dougill is the executive head teacher of both schools. Mrs Armstrong is the head of school at Kemble. She works 5 days per week, teaches 3 days and has 2 release days for her senior leadership duties. Mrs Hamlett is the head of school at Siddington. She works 4.5 days a week, teaches for 3 days and has 1.5 days a week for her senior leadership duties. Both can cover in the absence of Mrs Dougill, when she is away from site or when she is in the other school.

KEMBLE	Teachers	TPs
Oak Class - Reception	Mrs Armstrong Mrs Morrogh-Ryan	Mrs S Savage
Beech Class – Years 1 & 2	Miss S Hedley-Dunmore	Mrs M Perkins Mrs C Dowling
Horse Chestnut – Years 3 & 4	Mrs J Rogers Mrs S Greening	Mrs C Loveridge
Chestnut – Years 5 & 6	Mrs E Parmiter Miss P Young	Mr A Peacock

SIDDINGTON	Teachers	TPs
Robins Class – Reception	Mrs James	Mrs S Smith
Kingfishers Class – Years 1 & 2	Miss Gregory	Mrs Roxburgh
Eagles Class – Years 3 & 4	Mrs S Hamlett Mrs F Dawson	New Sept 18
Owls Class – Years 5 & 6	Ms K Wyatt	Mrs M McCutcheon Mrs N Florence

Chair of Governors	Mr I Smith
Vice Chair	Mrs J Lloyd
Ex-officio & Foundation	Mrs J McKenzie (Vicar) Mrs C Dougill (Head teacher)
Local Authority	Mrs T Munro-Warwick Mrs L Elstow Mrs M England
Parent Governors	Mrs M England
Co-opted	New
Associate Governors	Mrs J Simmonds
Clerk	Mrs A Merrett – FGB & Standards & Performance clerk

3.5 TRAINING & DEVELOPMENT

Our NQTs are given a mentor as soon as they start and are put onto the 'bought in' county package of regular meetings and training sessions. In their second year the mentor will continue with support and suggest training or development needs, and this includes visiting other schools within the cluster group to see good & outstanding practice. From Year 3, staff are encouraged to keep developing and learning by watching each other and receiving and giving feedback on classroom practice improvements, we also send staff on training depending upon school development needs. All staff receive regular training on first aid, safeguarding and medical needs when we have children with specific needs. Staff at Siddington are offered Gloucestershire Diocese training courses so that they know the difference and importance of teaching in a Church school. Governors have a regular training and development sessions. We know that within school we have a wealth of expertise and sometimes we use this rather than sending teachers on courses outside of school.

WHAT WE OFFER

4.1 - CURRICULUM: 'A curriculum for life, not just for school'

We follow the National Curriculum (2014), but we use Focus Education, Challenge Curriculum. which provides a breakdown of the Knowledge, Skills & Understanding expected to be covered in each Foundation Subject (History, Geography, Creative arts, Performing arts, Language & PE) For French we use a mix of resources. We follow the 'Wokingham Scheme' for Computing, and 'Christianity Project' and the Glos. scheme for our RE teaching, using Understanding Christianity as a resource. 'Challenge Curriculum' provides pre and post learning challenges and the majority of our teaching starts with questions. We use the White Rose maths & Kangaroo maths which enables mastery.

We have 'non-negotiables' which gives structure to teachers, giving them the basics of what children are expected to know in Reading, Writing & Maths at the end of each year group. We share these with parents at the first parent's evening.

4.2 – PRINCIPLES UNDERPINNING THE CURRICULUM

We want our children leaving our schools with a secure knowledge of mathematics and English (spelling, punctuation, grammar, reading and writing) so that they can progress at their learning in all subjects at a good rate, at secondary school, college, university and in their future jobs. Our children come from a mixture of backgrounds in a largely rural area with limited diversity. Our curriculum is structured, through topics to help them to see beyond what they already know and encourage curiosity, a love of learning and knowing right from wrong which will secure an acceptance of differences. With our forest school areas – we encourage outdoor learning too.

4.3 – CURRICULUM PROVISION

We organise our curriculum firstly by class – EYFS teaching & curriculum in the first class of school and then the classes are arranged by Key Stage 1 and then lower and upper Key Stage 2 (at Siddington School while class sizes are smaller these may be mixed). These link nicely to the National Curriculum teaching stages.

The curriculum focuses on building good basic skills in English and Maths, and most lessons are taught in the mornings with topic, science and creative subjects being taught in the afternoons.

We are aware that many of our children do not have experience of the wider world so we try to give them a flavour of cultures around the world in lessons as well as teaching French and when we can provide the teacher – Spanish or German.

4.4 – TRANSITION TO SECONDARY SCHOOL

We aim for there to be a smooth transition from primary to secondary education, especially for our more vulnerable learners. Due to close cluster work, children will have attended local schools on trips, events and sporting fixtures. Towards the move time, parents and children visit the schools and then children have a series of open days at the schools. This is also the case for children moving on to independent or grammar schools. The tutors from the schools and the school special educational needs teachers meet to discuss each child with our Year 6 teachers, and the tutors also meet with the children one to one to form a good relationship and get to know them.

Children leaving us with additional needs may have special visits to get to know the school layout and a series of visits can prepare them for moving classes and this opportunity also allows the new teachers to get to know individual needs well before the start date.

Our children go to a range of secondary settings; grammar schools, independent schools and two local secondary schools, one of whom we will link with as part of the Corinium Education Trust.

4.5 – THE QUALITY OF TEACHING & LEARNING

When we recruit we look for teachers that have an outstanding record of achievement, either as a student or as a teacher. We employ teachers who think outside the box and make lessons engaging and fun, as well as constantly thinking of how they can move progress on.

The head teacher and members of the senior leadership team, observes teachers on a regular basis to ensure there is a consistency of high teaching standards. A good lesson is expected at all times and teachers are encouraged to strive for outstanding teaching which will lead to better than expected progress for children.

There is a constant drive to improve standards, and all staff meetings and teacher development days focus on improvement. Carefully planned CPD (Continuous Professional Development) ensures that teachers continue to learn and that expertise is shared with all staff.

We value our teaching partners(TPs) and ensure they have opportunities for training and development so that they can move pupil progress on.

Governors check that standards are high by checking data. Teaching standards are also reported to them on a regular basis.

4.6 – ASSESSMENT & MONITORING & REPORTING

We use a range of assessment models to gather data so that we can monitor teaching, change planning and make sure children progress at the expected or better than expected levels. Please see our assessment timetable for further information.

Report 1 – October

- PSL skills table (add progress to date and effort to date) – inside left
- Data from NGRT, V, PIRA, PUMA, GAPS - inside right
- Whether children predicted to achieve end of year expectations in R, W & M – inside right
- Targets / how parents can help – back page (can include websites)

Report 2 – March

- PSL skills table (as above)
- Data (as above)
- Whether children predicted to achieve end of year expectations in R, W & M – inside right
- Targets / how parents can help – back page (can include websites)

Report 3 – June / July

- Full report of all subjects
- EYFS (GLOD) Phonics check, KS1 SATS & KS2 SATS results

RE – Christianity Project assessments at the end of each unit.

We put our results onto an electronic tracking system in each school so that we can monitor progress children make 6 weekly – the tracker system uses the terms for progress – emerging, developing, expected and exceeding. 'Behind' the words there are carefully graduated points system.

4.7 – STANDARDS TO BE ACHIEVED

We aim for all children in school to achieve the recognised level for school leavers at primary school. We also aim for as many children as possible each year achieving higher than that and for all children in school to have good progress or better. We aim for our pupil premium children to achieve better than expected and for children who have special educational needs to achieve as highly as they possibly can with support and by removing the barriers to their learning as much as we can.

4.8 - EXTENSION & ENHANCEMENT

- ✓ **We have 10 things agreed by children, staff & parents that we want all children to experience before they leave school – an exciting list!**
- ✓ Because we live in the countryside we expect all children to know about the area in which they live so each child engages in outdoor studies via our Forest School or gardening programmes
- ✓ Citizenship is important, we expect each child to learn about themselves and their place in society, how Britain 'works' as a democratic nation, how there are many different cultures in modern Britain and how it is important to respect others and their way of life. We also teach children to have their own views and to respect the views of others even if we do not agree with them – eg via parliament & politics & religion. Each child in Key Stage 2 will have the opportunity to work through our Citizenship Award Scheme.
- ✓ Our children come from an area which has limited diversity so we plan topics and PHSCE so that children can learn about different cultures and communities in England and around the world
- ✓ Each year we arrange special days such as African dance & drumming, brass workshops, wildlife photography so that children can try new things and this in turn will encourage children to take up new hobbies or think about what they might take up as a career
- ✓ Trying out new activities through trial clubs and visitors is important too. Each term children will have an opportunity to try either music, dance or drama, or experience theatre or film. They can try a range of different sporting activities such as hockey, athletics or archery. We also buy in to cluster school sport development so children who have talents can perform to a higher standard. We aim to offer a wide range of sports and music experiences across a year.
- ✓ Visiting places of interest is a way we feel that will engage children and keep them excited about a topic. It will also widen knowledge or learn about an area 'deeper' than just being classroom based. The use of IT is also important for bringing some aspects of learning to the classroom, such as Skyping across the world or using news reports from different countries.
- ✓ Our annual residential trip to the New Forest offers children an amazing range of experiences
- ✓ We have a pet rabbit at Siddington and a school dog Pixie at Kemble – these help children learn how to care for others, but also serves as a calming environment – Pixie hears children read too! The pets also help to settle our children with Autism.
- ✓ All children at our schools learn swimming up to 25m and water confidence and we try to offer Bikeability lessons annually when instructors are available.

4.9 – THE COMPUTING & IT VISION & PROVISION

In the ever changing world of information technologies it is important that children have experience of as many devices and methods of working so that they can access the information they want,

manipulate data and use IT to enable easier working and for pleasure. We aim to provide hard wired computers, laptops, notepads and surfaces to enable children to select and use the right tool for their needs whilst working at school. Children use IT to support their learning as a tool and they are also taught discrete computing and IT lessons. We teach internet safety from Reception class and in every year group so that children are aware of the dangers as soon as they are old enough to understand.

4.10 – ABLE, GIFTED & TALENTED PROVISION

Please read our High Achievers policy. We aim to identify children with talents or those who are academically more able or gifted as soon as possible. We actively encourage parents to tell us their views when children start school so that we can support and enhance their experiences. Teachers plan lessons to encourage progress and with children who are more able, teachers plan activities and questions to deepen their understanding and knowledge. There may be occasions when a child carries out a special project or topic to take them 'beyond' normal class experiences.

For children with specific talents, for example musical or sporting, we try to provide them opportunities to share their talents or encourage them to develop them further with special enhancement activities, either in school or elsewhere.

4.11 – SUPPORTING PUPILS WITH SPECIAL NEEDS AND / OR DISABILITIES

Please read our local offer on the school website.

4.12 – PUPIL PREMIUM PROVISION

Every child is different and we take this into consideration when deciding how to spend pupil premium funds. We aim for children who receive pupil premium funding to make better than expected progress from their starting point. In the past we have used funds for booster classes using experienced teachers, purchasing an iPad, music lessons, counselling and paying for a dyslexia assessment and specialist advice. We work with parents in making decisions about what is best for the children.

WORKING WITH OTHERS

5.1 – PARENTS

These are the ways in which we keep a close relationship & work with parents:

- ✓ All staff on the playground from 8:30 (Kemble) / 8:45 (Siddington) and at the end of the day
- ✓ Head teacher parent / head chat times each month with tea & home-made cakes! Head teacher seeks views from parents before changes
- ✓ Parents are encouraged to see staff or the head teacher or deputy / SENCO as soon as there is a concern
- ✓ fortnightly newsletters with any updates in between electronically or paper
- ✓ Regular website blogs
- ✓ Parent / pupil / staff written policies together, with procedures
- ✓ Parent / teacher meetings about progress
- ✓ Parent / teacher consultation evenings
- ✓ Parent information evenings when there are changes to the curriculum or education
- ✓ Parents invited in for weekly assemblies / worship, church festivals and class assemblies / worship

- ✓ Close working with PTA at Siddington & KPG at Kemble
- ✓ Parent representation on governing body

5.2 – THE CHURCH, LOCAL COMMUNITY & CLUSTER SCHOOL WORK

- ✓ Please see our SIAMs SEF and evidence file for all the evidence of church, local community and national / international links
- ✓ Weekly Open the Book sessions in each school
- ✓ Key church festivals celebrated with members of the public & church taking part
- ✓ Church & Local Community representatives on governing body
- ✓ Head teacher member of parish council at Kemble
- ✓ Citizenship awards so pupils can work towards community needs
- ✓ Parish magazine links monthly
- ✓ Head & staff meet with cluster schools & staff regularly
- ✓ Joint cluster school events (sporting, clubs, quizzes, CPD)
- ✓ Close transition between schools