

# **Broad Oak Primary School**

## **From vision to outcomes**

### **Our vision**

Broad Oak Primary School delivers the very best educational experience with a dynamic and motivating curriculum to excite all minds. All of our teaching and learning is under-pinned by our core values.

### **Our core values:**

#### **Attitude**

How we think and how we let our thoughts influence our emotions and actions

#### **Behaviour & Friendship**

Being 100% responsible for the actions we take and cultivating caring and supportive personal relationships.

#### **Courage**

Our ability to do what is right even when faced with fears.

#### **Determination**

A personal commitment to focus on completing tasks and working towards our goals.

#### **Enthusiasm**

Approaching experiences with energy and enthusiasm.

#### **Resilience**

The ability to keep trying and recover successfully when things get difficult.

To achieve our vision we support our children to:

- Become global citizens equipped with the knowledge and skills for a rapidly changing world, understanding the inter-dependence of individuals, groups and nations.
- Question and argue rationally and to apply themselves to tasks.
- Appreciate the aspirations and achievement of people throughout the ages.
- Acquire reasoned attitudes, values and beliefs including a respect for and understanding of other people's religious and moral values.
- Demonstrate responsibility, develop negotiating skills and exercise judgement.
- Experience the school as a caring, supportive learning environment where there is equal opportunity regardless of gender, race, culture, disability or social standing.

- Enjoy the learning process and to take advantage of the educational opportunities the school offers; to have a love of learning, feel passionate and have ownership of the outcomes.
- Think creatively and be interested in new and different things.
- To understand and know how to promote and look after their own physical health and social and emotional well-being.

## **Our vision in action**

At Broad Oak we ensure that the intent expressed in our vision moves beyond strategic statements and becomes central to the operation of the school community. The tools available to us are our underlying core values, our curriculum and an underlying and compassionate view of the ways that children can achieve their best

## **Our compassion**

Today's society exerts many stresses and pressures that can impact the mental health and wellbeing of staff and pupils. At Broad Oak we balance the need for academic success with developing the knowledge and skills needed for children to be resilient and thrive. Our curriculum acknowledges the social and emotional aspects of topics covered alongside specific teaching to increase mental health literacy and provide pupils with tools to help them cope with challenges. We have an active programme of mental health support for both pupils and staff to provide assistance when additional help is needed. We also maintain an excellent SEND provision which makes a real difference to children facing a broad range of challenges, enabling them to develop our core values alongside academic progress.

## **Monitoring our curriculum**

Delivery is monitored to ensure that all our children receive their entitlement to the best education possible. This involves a sequence of activities based throughout the teaching process to enable regular monitoring of success during the full course a child's time at Broad Oak. From this monitoring we can be assured that:

1. The curriculum intent meets all the requirements of the National Curriculum and is reflective of Broad Oak's context;
2. The curriculum delivery (implementation) is in accord with the vision, thus delivering that intent effectively;
3. The intended outcomes set out in the intent are achieved and have had a positive impact on our pupils' progress in all spheres of their development

Further to this, feedback loops must be in place to provide appropriate support and challenge to pupils in a timely manner. This is best summarised in the form of the following flow table.

## Delivery of our aims and vision

Area of work	Areas to monitor	Purpose of governor monitoring	Opportunities for governor involvement via SIG activities and meetings	Opportunities for feedback
schemes of work	subject specific schemes of work	ensure curriculum coverage	<ul style="list-style-type: none"> <li>• meetings with subject leaders</li> <li>• inspecting curriculum coverage maps</li> <li>• book trawls and pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>• feedback to Headteacher in SIG meetings</li> <li>• attendance of subject leaders at SIG meetings</li> </ul>
whole school support	areas of input that support the curriculum delivery	to ensure a consistent picture across all aspects of delivery	Observation of: <ul style="list-style-type: none"> <li>• reading materials available</li> <li>• extra activities for children</li> <li>• other school arranged activities (e.g. assemblies)</li> <li>• use of core values</li> </ul>	as above - feedback via the SIG
impact monitoring	interpreting in-year and final outcome data	to reflect on curriculum oversight and quality of teaching and learning	The use of the following methods to gauge the experience of our children: <ul style="list-style-type: none"> <li>• learning walks</li> <li>• book trawls</li> <li>• pupil “interviews”</li> <li>• data interpretation</li> </ul> particular emphasis to be placed on the effect of special input for particular groups: <ul style="list-style-type: none"> <li>• pupil premium</li> <li>• vulnerable pupils</li> <li>• EFL/EAL pupils</li> <li>• ethnic minority pupils</li> <li>• any other pertinent pupil</li> </ul>	To inform discussions between governors and staff at SIG meetings. It is to be hoped that both groups will reach similar conclusions on the majority of factors but it is on the areas of no clear consensus where productive discussions can be had. It is from here that the feedback to staff can be evaluated and implemented in a way that best fits with our aim and vision