

## Curriculum

**Pupils make informed choices to help keep themselves safe and healthy re healthy eating, fitness and emotional wellbeing.** We have Healthy Schools Status, are an active part of the School Sport Partnership in Sheffield/Points Sports Network, have the Sport England Active Mark and use the National Curriculum and Sheffield Scheme of Work for PSHE and RSHE to teach about all aspects of personal development incl. keeping themselves safe and healthy, emotionally and physically.

We have developed a broad and balanced curriculum (that follows the National Curriculum and EYFS Framework 2021) which provides all children with a wealth of opportunities and educational experiences, incl. '100+ Experiences at Halfway Nursery Infant School' and Super Starter and Fantastic Finishes. **Although visits out of school were affected by the Covid-19 pandemic, with essential visitors only in school for safety, we have now returned to using Super Starters/ Fantastic Finishes to inspire learning, to nurture, and to develop and stretch pupils' skills and interests through our curriculum e.g. Artist Study Day, Mobile Farm visit, Aspirations Day, Community Dig Day, Halfway Horticultural Event, theatre/pantomime, School Council events, Rother Valley, local sporting events etc.**

Our creative, skills based approach to secure learner engagement was acknowledged by Ofsted in March 2019 – **"Creative elements run throughout each topic, through which pupils receive memorable learning experiences. Pupils are fully engaged in their learning through 'super starters' and 'fantastic finishes'. This is when a creative or motivational event is planned to engage pupils in a topic. For example, inspectors saw that pupils were captivated when they walked into their classroom to see that a dinosaur had been in and broken a window."**

Ofsted also stated, **"Leaders think carefully about how the curriculum meets the needs of the pupils in the school. They have a clear curriculum vision that focuses on how the school's curriculum will contribute to developing pupil characteristics for example being responsible citizens, being aspirational and forward-thinking, as well as being reflective and resilient learners."**

Personal development and welfare is actively promoted and underpin all we do to ensure that children are safe, happy, well prepared to respect others and able to contribute to wider society and life in Britain, with particular efforts to address the WBRI nature of school. Ofsted stated -

**"The school works hard to ensure that pupils have a deep understanding about well-being and mental health. It has termly well-being days, where pupils take part in activities such as yoga and well-being activities, and has assemblies led by professionals such as a doctor to find out about how to keep your body healthy"**

**"Excellent arrangements for supporting vulnerable pupils ensure that they thrive and flourish in school. Pupils say that they feel safe in school and know whom to ask for help", "Staff are highly skilled in providing pupils with a warm and caring environment that greatly supports their personal development and mental well-being" and "The high-quality pastoral work, alongside well-trained teaching assistants, ensures that disadvantaged pupils are making similar rates of progress to other pupils at the school. The gap in attainment is closing in all year groups"**

**"The rich and varied curriculum fosters pupils' spiritual, moral, social and cultural development throughout. Pupils learn about other cultures and study different religions. The breadth of the curriculum ensures that pupils are very well prepared for life in modern Britain. Pupils know about British values and can discuss what they are and how they reflect school life. One pupil said: 'They're the rule of law and democracy. We know what democracy is as it means having a choice. We have a choice when we vote for the prizes we want as a class."**

**"The school's work to promote pupils' personal development and welfare is outstanding." "The inclusion team, led by the headteacher, provides exceptional care and support to pupils, staff and parents. The team is integral to the work of the whole school, putting pupils' welfare at the heart of everything it does. Regular discussions with pupils find out if pupils feel safe and secure. Pupils know that there are people at the school whom they can trust and are actively encouraged to think of a member of staff whom they would go to if they had a concern or worry"**

In addition to the curriculum in school, our children have access to an extensive range of extra-curricular activities that include opportunities to develop skills and widen their experiences. For example, we have offered clubs in - karate, music, choir, gardening, Forest Schools, football, multi-skills, Science and Technology incl. Lego Club, dance clubs e.g. Disney Song and Dance,

Disadvantaged children are also encouraged to access these activities. For example, we use Pupil Premium Funding to fund a weekly enrichment club each half term for each Pupil Premium child to remove barriers to learning and provide curriculum enrichment for our more vulnerable children. 57% of Pupil Premium children took up a fully funded place to experience a series of additional enrichment activities in 2021-22, led by a specialist e.g. dance coach, sports coach etc.



## Personal development

### This area is currently judged as outstanding

**Personal development is exceptional. The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences.**

**There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work. The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.**

**The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.**

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality
- The curriculum and the school's effective wider work support pupils to be confident, resilient, independent and develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

The school has a strong **safeguarding culture** and our leadership team ensure that all safeguarding arrangements are fit for purpose. Regular **health and safety** inspections and Safeguarding visits by our governors etc. have brought about changes e.g. updating security fencing, implementing Medical Tracker to report medical/first aid incidents to parents/carers **electronically, addressing poor working conditions in the office block** etc. Staff are also trained to deal with any safeguarding concerns promptly and log these e.g. fully trained on CP, FGM, Prevent, CSE, KCSIE 2021 guidance. Staff last received 3 yearly Safeguarding Training in October 2022 (led by Sheffield Children's Safeguarding Partnership).

All records are up to date, are thorough and are stored securely. We hold a detailed and up to date Single Central Record and complete an annual safeguarding audit. Staff and other adults in school receive regular safeguarding training, and risk assessments are also in place to ensure safety for our premises/activities/trips etc.

**Safeguarding** procedures are robust and children understand how to keep themselves safe from the risk of harm and healthy relationships incl. abuse, sexual exploitation, extremism and on social media through our PSHE curriculum. Visits/visitors also enhance our curriculum e.g. from fire safety team (Autumn 2021), NSPCC 'Speak out. Stay safe' assemblies/workshops, PANT's materials etc. Online Safety is an ongoing priority and governor focus visits have previously evidenced pupils' understanding of the strategies of how to stay safe online.

Safeguarding arrangements remained robust during the Covid-19 pandemic and associated school closures, and we continued to encourage vulnerable children to attend school. We continued to work alongside other agencies to support these families throughout the pandemic, with additional measures in place to monitor and support our families, such as

- Weekly Family Bulletin to keep them informed and signpost them to help and advice available in Sheffield e.g. mental health and wellbeing, financial support
- Regular welfare calls home
- Paper based learning packs delivered to remove barriers to learning for those with no device/not engaging with online remote learning
- Laptops for loan (secured through Sheffield's Laptops for Kids campaign)
- Doorstep welfare visits conducted by SLT incl. delivering food parcels
- Food vouchers/hampers for children eligible for income based FSM
- Foodbank referrals made for families facing financial hardship
- Close multi-agency working between schools and MAST/Social Care e.g. contacting Social Care should a vulnerable child not attend

**"The strong safeguarding culture in the school is reflected well in pupils' understanding of how to keep themselves safe. Safety is taught well in the curriculum and through assemblies" and, "Pupils talk knowledgeably, but in an age-appropriate way, about different risks when using the internet. They know how to keep themselves safe in situations such as crossing roads and walking to school" and "All staff ensure that all pupils are kept safe through knowing all pupils. They identify any additional needs the pupils may have and do their best to ensure that any vulnerability does not have a detrimental effect on learning and life in school" – Ofsted March 2019**

**Diversity** is celebrated within school and no form of discrimination is tolerated. This approach underpins our ethos and helps to create the harmonious atmosphere throughout school where children are encouraged to be thoughtful, caring, respectful and active citizens e.g. through community projects such as contributing to S20 Food Bank's toy appeal in Dec 2021, distributing hampers to families in need at Christmas, charity events such as Children in Need, litter picking in the community and sending cards to elderly residents at Rose Cottage Care Home. Children are taught to value each other's similarities and differences and how to relate to and show respect to others e.g. through whole school concepts which raise awareness, understanding and respect towards others e.g. 'Community and Culture; Let's Celebrate!'

**"Records show that bullying or racist name-calling is very rare. Pupils spoken to said that they know about different types of bullying, but that 'it doesn't happen here.' Another pupil said: 'If someone came from a different country, then we would learn about where they are from. We are lucky here; we have friends from lots of different countries.'" Ofsted March 2019**

**"Parents and carers are extremely happy with the school. They highly value and appreciate the quality of care and support their children receive" and "A sense of teamwork permeates the school. Pupils, parents, staff and governors are a united team and are proud of their school. Parents who spoke to inspectors, and those who completed Ofsted's online survey, Parent View, were unanimous in their positive views of the school. One parent said, 'The whole school is a friendly and nurturing environment and I couldn't wish for a better start for the children than here.'" Ofsted March 2019**

### Priorities for 2021-22

- Embed the Relationships Education and Health Education Curriculum
- Full curriculum offer, whilst maintaining focus on PSHE and Physical Development to help support both physical and mental wellbeing and healthy and active lifestyles incl. reinstating extra-curricular/after school clubs.

Caring, sharing, learning for life!