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| STEETON PRIMARY SCHOOL SELF EVALUATION 2022-2023  PERSONAL DEVELOPMENT: GOOD  Updated: Tuesday 13th June 2023 | |
| Strengths | Our programme of Personal Development has been designed to address the needs of Steeton pupils.  These include:   * Limited life experiences * Lack of cultural capital * Low aspiration and awareness of opportunities   We consider it a priority to do all possible to ensure that pupils leave Steeton with a rich store of experiences and the strength of character, knowledge and skills to succeed in secondary school and beyond.  We offer a strong programme of fully integrated curriculum learning and extracurricular activities, carefully planned over the course of a child’s time at Steeton to address these needs, including through:   * our fully embedded FOREST[[1]](#footnote-2) values; * a broadly-based Learning for Life Curriculum that makes use of art and DT to develop resilience, independence and pride in producing work of the highest standard; * PSHRE learning that supports the development of healthy lifestyles, including healthy eating, physical exercise, healthy relationships; British values; a clear understanding of how our democracy works and how it compares with other forms of rule; opportunities to learn about, celebrate and discuss the differences and similarities between different faiths and cultures; * wide-ranging Pupil Offer[[2]](#footnote-3) that provides every child with a programme of events that form part of schools integrated curriculum offer. * a Forest School that enables pupils to develop a range of practical skills, as well as the skills to manage their own activities and risk in a safe and supervised environment; * A wealth of diverse, relevant and age-appropriate literature, both for the school reading scheme and in each class as class libraries, to ensure that all children can access reading to broaden and widen their knowledge and perceptions of the world.   We support the health and wellbeing of our pupils through the work of our highly skilled Inclusion and Welfare Officer (IWO) and SEND team.   * The IWO & SENCO has established SEND groups to develop the expertise of all staff in working with pupils with different SEND, SEMH and communication needs, * and we have supplemented the usual safeguarding and welfare systems with easy, low-key ways for children to ask for help. An example is the mental health check in and ‘Mood Monsters’, which allows children to indicate – anonymously to their peers if they wish – how they are feeling so that staff can follow up. Children are presented with self-soothing strategies to help them to regulate their emotions. This system has proved effective in providing early notice of safeguarding and other issues that might otherwise not have surfaced until later. |
| Areas for development | * The Pupil Passport – to provide a record for pupils, and evidence of impact for the school, of the range of development activities they have participated in both at school and externally. * Embed system which were in their infancy, then disrupted due to the Covid 19 pandemic. * Ensure that pupil aspirations and future careers feature highly within school ‘Learning for Life’ curriculum. |
| Next steps | SDP for 2022-23 to include:   * integration of Schools White Paper initiatives into our programme of Personal Development activities and learning * action to secure the long-term future of after-school clubs in light of their high priority, the annual loss that they make and the school’s budget position * development of the Pupil Passport for implementation from September 2022 as a record for pupils, and evidence for the school, of the enrichment, development and community support/charitable activities undertaken both through school and externally * holding a Careers Fair   Whole-school re-launch of FOREST values:   * Planning – Summer 2 2022 term * Re-launch 2022-23 * Opening of the full Pupil Offer (eg trips, visits, community work, external visitors to school) as remaining restrictions in partner organisations are lifted following Covid and they become comfortable re-engaging with school. * Relaunch programme external speakers to discuss their career and personal experiences. * Develop the programme of after-school clubs to include more non-sporting activities: eg chess, quizzes, crafts etc and explore opportunities for related competitions/tournaments. * Expand the opportunities for pupils in all year groups to engage in discussions/debate of ideas and views with each other, staff, pupils from other schools, external speakers etc.   Gather evidence *via* the Link Governor (Personal Development) group of the impact of our Pupil Development work, including:   * Further Learning Walks; governors * Evidence of: * SMSC across the curriculum * The curriculum impacting on their personal development: * Extracurricular clubs impacting on their personal development: * Equality and diversity across the curriculum * Resilient mental health * Healthy eating/lifestyles learning * Supporting the next stage in education. * Healthy relationships learning   + British Values learning in school * support provided for pupils with SME issues? * SEND/Safeguarding support? * a report on the number of behavioural incidents over time that have an element of discrimination against a protected characteristic. |

1. FOREST – Friendship, Opportunity, Resilience, Empathy, Self awareness, Teamwork [↑](#footnote-ref-2)
2. School also has a Pupil Offer, which sets out what each child could expect from the school as part of an integrated curriculum offer. This is proving highly positive in terms of providing wider life experience for pupils and enabling them to improve their communication and other skills. [↑](#footnote-ref-3)