



Welcome to Chennestone Primary School

Chennestone is a popular primary school for pupils aged 4 – 11, centrally situated in the village of Sunbury on Thames.

Aspirations - Successful Learners, Confident Individuals, Responsible Citizens

- Confident, enthusiastic and aspirational learners with highly positive attitudes to learning
- A relevant and imaginative curriculum to enthuse, inspire and enable achievement.
- Children who enjoy learning and who feel safe, valued, involved and empowered.
- Responsible citizens making a positive contribution to a Rights Respecting and Sustainable community

Contextual information

- Community Primary School
- A mixed catchment area
- NOR = 360 pupils
 - 1 form entry Year R and KS1,
 - 2 form entry at KS2
- PAN: EYFS and KS1 = 30, KS2 = 70 - 2 classes per year
- 40 pupils join in Year 3 mainly from Beauclerc due to new feeder status
- The school federated with Beauclerc Infant and Nursery School in April 2011
- The schools operate as one team. Leadership and expertise are shared
- Federation has increased capacity and strengthened the school community
- Independent Nursery on site
- Breakfast & After School Club
- Attainment is generally above national average
- Mainly experienced staff with on average one NQT each year
- High number of Teaching Assistant to support SEN needs
- Awards: Rights Respecting School Award, Wellbeing Award, ArtsMark and the Green Flag Award
- Pupil participation and active involvement in the school is high
- We are a Rights Respecting school
- Partnerships and community involvement enhance outcomes



An Introduction to Chennestone School Ethos, Policy and Practice

Learning is designed to

- Develop children as successful learners, confident individuals, responsible citizens
- Involve children in active learning and thinking
- Engage and inspire through a rich and relevant curriculum
- Foster creativity, curiosity and excitement in learning
- Promote collaboration and teamwork
- Promote 'can-do' attitudes, confidence and a willingness to experiment
- Provide first hand and practical experiences
- Create time for sustained, in-depth study and independence
- Develop evaluation and reflection skills
- Enable varied and creative outcomes with high quality presentational skills
- Ensure challenge for all
- Create positive home learning experiences that are a valuable use of time
- Provide varied opportunities for showcasing and valuing learning
- Reflect the ethos and values of a Rights Respecting School

We aspire to create a positive environment for learning where children achieve; feel included and valued; feel happy and secure; where they experience and develop high self-worth and confidence in their own abilities.

Feedback on learning

- Quality feedback takes place during the lesson, supports learning, informs teaching, enables teachers to adapt learning during sessions and communicates information to enable children to improve
- Time for reflection, evaluation, feedback, improvement and application is planned into sessions
- Feedback uses success criteria and focuses on clarifying and extending learning. It encourages children to be reflective
- It is not expected that the varied outcomes or written work will be 'marked' by the teacher. It will be more usual for teachers to give verbal feedback in the lesson, individually or as a group / class, to directly impact on learning and that children will use 'Collaborative Improvement'

Collaborative Improvement is a key feature of feedback on learning in the classroom.

Collaborative Improvement

- Involves children in identifying improvements
- Provides good opportunities to make and apply improvements
- Develops the skills of editing and drafting
- Supports children to recognise
 - What they are doing well and
 - How to improve
- Creates reflective, self-aware and independent learners and writers
- Raises children's achievement in writing

Teachers and Teaching Assistants model and use Collaborative Improvement techniques with the whole class or groups of children of all ages, stages and abilities. Collaborative Improvement is supported by Learning Partner agreements and an age appropriate set of success criteria. Strategies embedded from Early Years or Key Stage 1 enable the children to become increasingly confident and independent in a wide range of outcomes.

We create an effective learning environment through, for example

- The active engagement of pupils in learning
- Collaborative and pupil led learning
- Learning about how we learn
- Regular, planned pupil voice opportunities
- Use of restorative approaches and corrective language
- Learning strategies such as Assessment for Learning and Talk for Learning
- A focus on intrinsic incentives for rewards and sanctions which build self-worth and a 'growth mindset'
- An appropriate physical and emotional environment
- Consistent application of strategies for learning and inclusion

Children are expected to take responsibility for their own behaviour and realise the impact on others. We aim to develop confident, self-disciplined, enthusiastic and self-motivated, independent learners.

Successful Learners, Confident Individuals, Responsible Citizens



What does Assessment look like at Chennestone

- Assessment at Beauclerc and Chennestone is intrinsic to learning
- Assessment takes place in the lesson and involves the children
- Assessment enables the learning to be responsive to children's needs
- Assessment enables the teacher to
 - adapt and refine,
 - explore misconceptions
 - increase the pace and pitch of learning
 - give feedback in the lesson
- Assessment and feedback enables the children to understand how to improve
- Assessment promotes pupil well-being and positive, can do attitudes to learning

Assessment features of the children's learning experience

- Collaborative Improvement
- Effective questioning
- Higher order thinking
- Reflection questions and time
- Oral, discursive and responsive feedback
- Use of success criteria
- Identification of success
- Identification of ways to improve
- Modelling improvement
- Time to respond to feedback
- Tasks to assess and evaluate learning
- Learning partners
- Learning collaboratively
- Dialogue
- Opportunities to 'Do and Review'
- Appropriate pitch and challenge
- Happens throughout the session
- 'No hands up' to promote engagement and dialogue
- Pupil whiteboards to promote 'can-do' attitudes, confidence and a willingness to experiment
- Visualisation techniques and equipment, eg Singapore Bar Model, Numicon, number fans,
- Visualisers
- iPads used to capture learning
- Mediated support
- Formative assessments

Benefits of Assessment techniques at Chennestone

- Allows the teacher to reshape and adapt the learning throughout the session
- Responds to children's needs
- Actively involves the children
- Enables misconceptions to be addressed and used as valuable learning points
- Increases the
 - pace and rate of learning
 - quality and quantity of outcomes
- Creates 'Can do attitudes'. Children will have a go, explore ideas and solutions – experiment
- Makes learning conditions safe to try out things and take risks
- Encourages
 - children to learn collaboratively
 - articulate their learning and develop quality dialogue
 - use of the language of learning
- Promotes
 - high levels of engagement throughout the session
 - excellent learning behaviours and attitudes to learning
- Promotes and builds resourcefulness, independence and resilience
- Provides immediate feedback so pupils can adjust their learning and apply improvements
- Enables achievement
- Promotes staff and pupil well-being and enthusiasm



Pupils feel safe and happy'

The children say they feel safe and secure.
They are kind and considerate to each other.
They respect each other's views and differences and learn together well.
They have good opportunities to talk and share their thoughts and ideas.
They have a wide range of people who can help them.
They have a good knowledge of how to keep safe.

Learning in the classroom is designed to support and challenge all children
Each class has the skilful support of well-trained Teaching Assistants

Our Pastoral Team supports the child and the family through a range of provisions including additional learning support, specific intervention programmes, social skills groups, speech and language expertise, emotional literacy support, practical help, parenting courses and access to outside agencies.

We promote positive behaviour through:

- Building positive relationships
- Enabling achievement and success
- Developing a values based, 'Rights Respecting', 'Sustainable School' ethos
- Establishing a culture and a learning environment, which fosters emotional well-being
- Creating a sense of connectedness, belonging and pride
- Promoting collaboration and co-operation
- Enabling children to take an active part in decision making and learning
- Involving children in pupil voice opportunities and activities such as peer mentoring
- Supporting pupils through, for example, restorative approaches and interventions
- Providing quality play experiences
- Organising and using resources eg. Quiet Time and TA led playground activities
- A PHSCE curriculum, Rights Respecting activities, assemblies, class discussion times
- Clear, consistent Behaviour, Anti-Bullying and Equalities policies and practices and awareness raising activities

Experiences and Opportunities

Children flourish and develop through a wide range of additional experiences and opportunities including:

- Being part of a Rights Respecting and Sustainable School
- Contributing to the Pupil Parliament, the Green Team and citizenship activities
- Training to be a peer mentor; taking on positions of responsibility e.g. school prefect
- Belonging to a choir, learning to play an instrument or taking part in the performing arts
- Being an active member of a club such as Needlework, Chess, French, Spanish, Art, Forest Schools
- Participating in the many Sports Clubs and competitive events
- Representing the school in competitions, events and challenges
- Enjoying visits to the locality, theatres, museums, historic places, parks and gardens
- Making the most of residential trips in Year 3 and Year 6
- Belonging to and taking pride in their school
- Participating in additional whole school events such as the Glow Run, Colour Run, Arts Carnival

Facilities and services

- Breakfast Sports Club, from 7:45 am and an Afterschool Club, from 3 – 6 pm
- Extensive grounds comprising of two playgrounds, sandpits, art, dance and drama areas, quiet spaces with shade, a pond garden, a Forest School Garden, an allotment, a large playing field with a meadow and mile track, a reading retreat in the playground and an exclusive outdoor learning area for the Reception Class
- A large hall, a purpose built gym and additional spaces for group work
- Excellent ICT facilities, sport and enrichment activities
- Fulltime teaching assistants to support learning in each class
- Specialist teaching and coaching for PE
- French taught in all year groups
- Fulltime Welfare Assistant with enhanced First Aid training
- Active Parent Teacher Association with a full programme of events

Successful Learners, Confident Individuals, Responsible Citizens



Leadership and Management

The successful federation of Beauclerc and Chennestone Schools has enabled improved achievement, sustainability of leadership, flexibility of staffing, shared practice and support and a broad base of expertise.

The school has a good capacity for improvement through:

- a strong ethos, and high expectations
- a leadership focus on enhancing learning
- a stable and enthusiastic staff
- an evaluation cycle, from which clear priorities and improvement plans develop*
- an SLT and 3 Improvement Teams* to drive initiatives
- SLT links with year groups
- rigorous appraisal process
- cohesion between: SIP, PM and CPD
- engagement and empowerment of staff in leadership opportunities
- tracking and analysis of achievement
- a reflective and open culture of continual improvement
- positive partnerships with, for example, parents including vulnerable families,
- effective governance

School Improvement Teams

- **Three School Improvement Teams*** (SIT) drive initiatives related to school development priorities. (SIP)
- The School Improvement Teams operate across both schools
- All teachers belong to a SIT and have leadership responsibilities within that team. (*replaces role as a Curriculum Co-ordinator*)
- School Improvement Teams are led by a TLR / SLT staff member
- Each team has an aspect that they develop to enable our school aspirations for

'Successful Learners, Confident Individuals, Responsible Citizens'

- **SIT 1: Learning development:** Consistent challenge and high expectations for achievement
 - **SIT 2: Curriculum development:** Developing an ambitious, progressive and cohesive curriculum
 - **SIT 3: Citizenship development:** Responsible citizens who make a positive contribution to school and the community
- **The School Improvement Plan** describes the key annual initiatives for continuous development and improvement for each of the three SIP / SIT areas. They are linked to Appraisal, Coaching and other CPD activities
 - There are additional and short term SLT Action Plans and overview Leadership activities

Core Values and Principles for Learning and Teaching

Ensure every child succeeds:

Provide an inclusive education within a culture of support and high expectations; make every child feel valued and secure, raise aspirations and achievement; involve parents.

Build upon what learners already know:

Structure and pace teaching so that pupils know what is to be learnt and how, set clear learning goals, make each learning experience count.

Make learning vivid and real:

Develop understanding through enquiry, creativity, use of new technologies, and thinking skills; make learning relevant and purposeful.

Make learning an enjoyable and challenging experience:

Stimulate learning through ensuring teaching techniques and strategies respond to the needs of pupils, make creative use of a range of learning opportunities appropriate to the material to be learned.

Enrich the learning experience:

Create an effective environment for learning, infuse learning skills across a broad curriculum, use a variety of learning experiences and the environment, foster curiosity, creativity and imagination.

Design assessment for learning:

Make children active partners in their learning, share learning objectives, use success criteria, encourage reflection and evaluation and give feedback which enables children to understand how to improve and develop their learning.

Develop learning skills and personal qualities:

Develop confidence, self-discipline and an understanding of the learning process; create effective, enthusiastic and independent learners.