

# WRAYSBURY PRIMARY SCHOOL SCHOOL IMPROVEMENT UPDATE SPRING 2025



As we are now in the Spring term and 6 months through this school year we wanted to share with you the progress we have made towards our Ofsted actions. Every school is required to have a school improvement plan and ours is based on the Ofsted actions from 2 years ago as well as areas for improvement from our own self evaluation.

## **Behaviour:**

*Leaders have not ensured that the school's behaviour policy is consistently applied across the whole school. As a result, staff do not feel supported and confident enough in managing behaviour, and incidents are not resolved satisfactorily. Leaders need to ensure that all staff have the knowledge and confidence to address any poor behaviour as leaders intend.*

We have continued to build on the excellent Behaviour and SEND review we achieved from the local authority last summer (June 2024). In the report they recognised the clear policies and procedures we had introduced and that staff were applying them consistently.

**“Senior Leaders have driven tangible changes in behavioural management and support. The systems and processes have shifted towards a much more relational model and have used relentless routines and consistency to ensure staff feel confident and empowered. The children feel safe knowing that staff are in control. This has been achieved through structure and a consistent approach to behaviour and engagement. Consequences are applied where appropriate and there is more ownership of behaviour for the staff. Consistent timetabling, visual timetables, behaviour ladders and “Team Stop” has led to a calm atmosphere where children know what is expected of them and what is intended next.**

Our own internal monitoring this school year has shown that all staff are aware of the Behaviour Policy and are following it consistently. In November we had training on how to meet the needs of children who have experienced trauma in their lives and who therefore may have Social, Emotional and Mental Health needs resulting in dysregulation at times. We are working hard to implement strategies to help and support our children as part of our Attachment Aware Schools Award.

No Limits to Learning!

Ready  
Respectful  
Safe

### **In the Autumn term we:**

- **Ensured consistency was in place for our pupils by inducting all new staff and pupils into “The Wraysbury Way” and at the same time reminding our existing staff and pupils of our rules and routines. This was through our daily assemblies and also as part of their autumn term PSHE lessons**
- **Supported children to feel safe by reviewing our Internet Safety rules around behaviour on line and sharing these with our pupils and parents as well as reminding our parents and carers of our school policies around the use of social media**
- **We gave the children access to safeguarding professionals by joining the NSPCC Stay Safe. Speak Out campaign**
- **We improved pupil voice by using our Pupil Leadership Team to engender a sense of responsibility and to involve them in leadership tasks in school. This resonates with our value of “Being Proud”**
- **Like other Schools we have been working hard to implement the Government’s new policy on attendance “Working Together to Improve School Attendance” We are delighted that our robust systems of monitoring have improved our attendance so that our persistent absence rate fell below national average this autumn!**

The impact of all of this work is that we have had amazing feedback from parents and members of the community at our events; The Harvest Festival at the Church, The Christmas Tree Festival, The KS2 Carol Concert. In addition visitors into school such as other Heads and staff from other schools and our National Leader of Education have remarked on the outstanding Behaviour. The impact has also been seen with our children voicing how much calmer and conducive to learning their environment is.

Do read the June 24 report from RBWM on our Behaviour and SEND

<https://www.wraysburyprimary.co.uk/website/ofsted/347783>

### **Curriculum:**

*To ensure that the curriculum sequencing is secure across all subjects and that pupils join up their knowledge from previous learning*

In our work on the curriculum last year, we reviewed the coverage of the curriculum and adapted our planning to ensure that it supported previous and future learning for the children. We were very much looking at our long term curriculum coverage and overviews to make sure that there was the appropriate progression between year groups. This year we have focused on our medium and weekly planning of the learning, our classroom learning environments, the children's books and our marking and assessment.

Over the summer holidays we completely redesigned and revamped our classrooms. Ensuring that they were more conducive to learning. In our classrooms now you will see that all our display boards are uniform - the same backing and borders, they contain information of where the unit of work sits within the the whole Primary curriculum, there are learning walls for the core subjects to reiterate learning.

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In the Autumn term we focused on the implementation of the curriculum:

- Reviewing our curriculum overviews to ensure that they were knowledge based and more detailed
- Reviewing our medium term plans to make sure that they were clear in the intent for the unit of work, the learning for each week, the vocabulary to be taught, the success criteria, the sticky knowledge and the learning experiences (the stunning starts, marvellous middles, fabulous finishes). This means that it would bring the learning alive for the children
- Ensuring that there were Knowledge Organisers in place to reference the learning and that they were consistent throughout the school
- Designing a title page for each unit of work with the learning for each week making it clearer for the children to plot their learning.

**The Victorians**  
Year 5 - Autumn 2

**Historical knowledge** A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 2006

By the end of the unit, I will be able to:

- To describe the life and experiences of Queen Victoria
- To explain what the industrial revolution was and how it affected the population of Britain
- To name some of the greatest Victorian inventions and explain how they were used
- To describe some of the diseases and medical improvements made during the Victorian era
- To describe the life of a child in Victorian Britain
- To explain how attitudes have changed dramatically since Victorian Britain

**My Geography Learning Journey**

Reception	Our school environment	The local area	World travel
Year 1	Seasons/Fishes: Walking in a woodland	Moo Baa Cluck	Locating continents: Beside the seaside
Year 2	The UK	The World-Life in the freezer	Locating Kenya-We are going on a lion hunt
Year 3	Locating Egypt: Swords and Sandals	Wind Weathers	Under the canopy: Rainforests
Year 4	Locating Italy: Swords and Sandals	May the force be with you	Local field study: Wetology-wanders
Year 5	Darwin's route	Our Changing World	

**My History Learning Journey**

History units I have studied

Reception	Guy Fawkes	My Family tree	Kings and Queens
Year 1	Toy in the post-Rags to Riches	Moon landing and space-To infinity and beyond	The Seaside-Sea holidays past and present
Year 2	Transport-Wheels and wings	The Great Fire of London	
Year 3		Ancient Egypt-Funky Pharaohs	
Year 4	Romans-Swords and Sandals		Saxons to Vikings-Scandinavian Scandinavia
Year 5	Stone Age to Iron Age	The Victorians	Ancient Greece-A history field study of Wootton Bassett
Year 6	WW2-Battle of Britain		The Mayans

BC means before the birth of Jesus - AD means after the birth of Jesus

0 Jesus is born

Timeline markers: 400 million years ago, 200,000 years ago, 10 million years ago, 4500 BC - 332 BC, 800 BC - 146 BC, 600 BC - 476 AD, 600 BC - 500 AD, 410 - 526, 750 - 1060, 1066, 1485 - 1603, 1666, 1837 - 1901, 1914 - 1918, 1939 - 1945, 2024

In the Spring term we have:

- Created a Learning Journey for each subject to help the children understand how the unit they are learning fits within the whole subject area. For example where the Great Fire of London fits within a historical timeline. This is then used as an implicit part of our teaching
- Developed our PowerPoints for our teaching to ensure that they are consistent across the school and include an explanation for every lesson of what the pupils are learning (WALT) and what they should be able to do by the end of the lesson (the success criteria)
- Sequenced the learning for the children and used the Knowledge Organisers as part of the teaching for each lesson to help sequence and embed the learning
- Undertaken retrieval activities as part of the Start of the Day Activities (SODA) and within the main lessons.

This has meant that the children are embedding their knowledge and that they have a clear sequence to their learning with many tools and processes to draw upon for help.

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## **SEND:**

*Leaders have not ensured that staff understand how to adapt activities for pupils with SEND. As a result, some pupils do not have the support that they need to access the curriculum effectively.*

Last year we ensured that there was a full understanding within the school of the culture of SEND and equipped staff with a huge amount of knowledge of how to support children with SEND. Along with the training we designed and implemented the processes and procedures to support the pupils.

This year we have continued with the training and support for staff on how to support our children with SEND needs but we have also been working hard to support our parents and Carers. We have:

- **Started our Attachment Aware Schools award during the Autumn term and carried it on into the Spring. Along with this we became part of the Partnership for Inclusion of Neurodiversity in schools (PINS project). We have been working with parents as part of this to try and improve our support for neurodivergent children and their families**
- **We have also been working as a quad with 3 other schools on our Whole Education SEND project. This has involved really drilling down into the improvement plan for SEND and working with others to ensure that our school has ideas and resources to move forward with SEND in an ever changing landscape.**
- **Ensured Interventions are all in place for children by upskilling the staff in a variety of techniques and strategies specific to children who may need a different approach.**
- **IEPs have been redesigned and parents are now invited in to talk about the support for their child outside of the normal parents' evening so that there is more time to show the support in place and discuss next steps.**
- **Our Inclusive learning room - Dragonflies is up and running and has been offering bespoke learning to those children who need some teaching outside of the normal classroom. The children then return to the class for the afternoon, along with this we have also set up 2 sensory rooms.**
- **Finally we have been running coffee mornings/afternoons for parents and carers to discuss SEND issues and supportive parents and carers. Those parents who have attended have found it incredibly useful and we are hoping to attract more parents as we go along and as word spreads.**

**The impact of this is that all parents with SEND children should now have a better understanding of what is in place for their child and that children will be receiving high quality input from staff.**

Of course there are far more areas that we have been working on over the last 2 years and indeed this year. We look forward to sharing some of our other areas over the next few weeks and months.

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