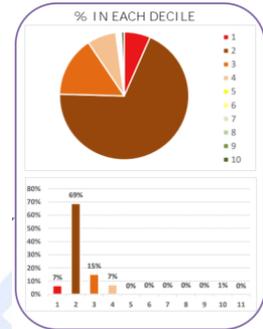


Corporation Road Community Primary School

Curriculum Intent, Implementation and Impact 2019 - 2020

Context

- Corporation Road is an average sized primary school on the outskirts of Darlington town centre. It serves very low-income families, with high levels of EAL - with many families being first generation English speakers, including refugees. Based in a Victorian building, with no green spaces, our staff are acutely aware of the unique challenges our families face and are committed to, and very successful at, improving the life chances of every child who attends.
- Currently on roll – 288
 - EAL – 175 (62%) (Nursery 70%, Reception 82%)
 - Pupil premium – 145 (50%)
 - SEN – 34 (12%)
- The number of families claiming pupil premium has declined - for example 63% of children were eligible for PP in 2017, reducing to 50% in January 2019. In real terms the funding has reduced by £10,000
- IDACI: 76% of children live in deciles 1 and 2 (the top 20% of deprivation) IDACI: the key deprivation indicators for our catchment area are income, health and employment



Intent

The aim at Corporation Road Community Primary School is to provide opportunities for children to develop as independent, confident, successful learners with high aspirations, who know how to make a positive contribution to their community and the wider society. School has a clear focus on developing children's moral, spiritual, social and cultural understanding. The ethos of the school is 'all the children all the time' with a focus on a curriculum which provides children with opportunities to 'Challenge, Learn, Engage, Inspire and have Fun'. Corporation Road Community Primary School will ensure its children are prepared for life in Modern Britain by providing opportunities to access a curriculum, which is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life. The curriculum will be underpinned by the early development of children's ability to learn English, develop good speaking and listening skills and develop a love of reading. Children at Corporation Road Community Primary School will be provided with opportunities to develop their skills as writers. This tool will enable our children to be given a voice to make their thoughts, ideas, expertise and aspirations known.

Corporation Road Community Primary School is a school where the mental health and wellbeing of all is a foundation principle. This is evident from the recently awarded WAS (Wellbeing Award For Schools) The leadership Team are determined to address any barriers for any stakeholders. Because of this, the whole school community feels highly valued. Parents feel that staff are very approachable and the school is welcoming. With parents commenting that '...it (the school) is like one big extended family where everyone feels safe'. With pupils saying they are very proud of their school.

All aspects of learning and the development of new skills are underpinned by providing children with an environment, which is a 'safe place to succeed and fail'. An environment, which cultivates the development of children's confidence and self-esteem in their own abilities. School provides all children with a peaceful and supportive environment where they learn to respect themselves and others. Children are encouraged to follow their own interests and be themselves, whilst building respectful relationships and friendships, most importantly recognising that people are good at different things.

School provides children with opportunities to develop new skills through a variety of different contexts, using a coherent and progressive framework. This framework will enable children to develop a rich and deep language, vocabulary and subject knowledge, exploring the breadth and depth of the National Curriculum. Children are encouraged to understand the purpose of their learning and see its relevance to their past, present and future. Through these experiences and learning opportunities, children experience the challenge and enjoyment of their learning.

Children know that the school is at the heart of their community and that they can make a positive contribution to both school and the community they live in. The children at Corporation Road Community Primary School are given opportunities to explore ways of becoming active citizens and take part in a range of democratic activities across the curriculum. Children are given a voice

to express their opinions on a range of different topics and issues and be heard when they discuss what they like and dislike about their learning.

Implementation

The mental health and well-being of every child forms the basis of the school curriculum. Daily circle time sessions, non-verbal ways to communicate in class, school councils, Head Boy and Head Girl hustings, playground support, a friendship bench, the collection of pupil voice across the curriculum, are high on the agenda of school. This together with a well-planned and resourced SMSC curriculum and the early implementation of the Sex and Relationship curriculum ensures this core aspect is explicitly addressed and celebrated throughout school. The success of this is evident and recognised nationally by the very recent successful Well-Being Award for Schools being achieved by the school.

Leaders at all levels are committed to providing children with teachers who have good subject knowledge, who can present subject matter clearly and which is built on a progressive framework. Children study a rich curriculum designed to prepare them for lifelong learning and to ensure that they have the knowledge and confidence to follow the academic, technical or vocational path they choose. The curriculum at Corporation Road Community Primary School aims to be ambitious, includes learners at all levels and covers a full range of subjects. Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review of the curriculum. The English curriculum is built on the key skills of speaking, listening and the application of phonics. Children explore key classic texts across the curriculum including Shakespeare, Dickens, poetry including 'The Highwayman' and The Lady of Shallot and Greek and Roman myths and legends. Maths has a key focus on fluency and reasoning and more importantly the use of manipulatives and images across school. Science has a focus on STEM, using diagrams and models to support learning and giving children opportunities for hands on experiences

Physical education has a high profile in school and pupils from Reception age are taught a range of sporting activities from the expertise of coaches at Martin Gray Academy. Traditional sports such as football and netball are complimented by cricket, table tennis, running, and weekly swimming sessions. Giving physical activity a high profile has engaged many pupils including children on the SEND register and both boys and girls across school. To further support children's physical activity and well-being, learners have access to a wide variety of clubs, during Breakfast Club, after school hours and lunchtimes.

The curriculum excites, promotes and sustains children's interests and enables and fosters children's natural curiosity. Children are encouraged to take part in problem solving activities whilst developing their creativity and communication. School tries to provide children with on- and off-site topic related activities. School has developed a curriculum built on children developing the key skills of English and maths and an 'Awe and Wonder' Friday every week across school. This gives children the opportunity to fully immerse themselves in a curricular subject. Children are encouraged to learn outdoors and school has a regular 'Gardening Club'. Parents are encouraged to take part in children's learning and experiences are invited into school to share their children's learning. School is developing partnerships and links with external providers such as Teesside University, The Bowes Museum, The Railway Museum, the local churches and Mosque to extend children's opportunities for learning.

Impact

From the minute you step into the building, the rise in aspirations and expectations and the care and love provided for the pupils is palpable; through the flowers, calm music and relaxing aromas to the attention to detail in displays. Significant alterations have also been made to the internal and external learning environments to support improvements in teaching and learning and better outcomes for all children. The school is committed to high standards in all areas of the curriculum and all staff in school have very high expectations of both the children and themselves. The school sees itself as being at the heart of the community, adopting the moral values and ethics of the cultures and diverse backgrounds of our families. In January 2019 the school was awarded 'The Well Being Award for Schools.

Corporation Road Community Primary School is totally committed to the academic achievement, safety and health and well-being of every single child in school. Corporation Road places a huge emphasis on creating an environment where children and staff feel happy, safe and secure and want to come to school. This is exemplified by our persistently high attendance rates, compared to similar schools. School is on a very steep trajectory towards all children exhibiting exemplary social behaviour and behaviours for learning. Parents and the wider community are very positive about the school. In a recent parental questionnaire in February 2019 parents and carers commented:

- I am very pleased with my second choice as my child is coming on lovely and enjoys school
- We are very pleased with our child's education at Corporation Road – thank you
- Extremely pleased and have applied for my younger son to Corporation Road this coming September. My son has achieved what he should be and has enjoyed coming to school. Staff very friendly/approachable and professional. I would highly recommend the school to others.

- Very happy with my second-choice school
- I'm very pleased with what they have learned so far. I understand they find it difficult because English is not their first language. They will get there hopefully with wonderful support of their teachers
- My child gets all the support and help he needs
- She's learned manners and understand what is wrong and right. She loves school because she loves her teacher and can approach her any time. It's close to home and my old school

The children in school have taken part in a number of festivals and sporting events and lunchtime sports activities with the coaches from Martin Gray Academy. The result of this has been that school has seen some real successes with a number of teams and individuals attending festivals and competitions to build confidence and showcase their skills.

Outcomes

- Outcomes have been rapidly improving at the end of each key stage for the last three years. Pupils' progress is good and at the end of KS2, and in 2017, it was outstanding.

Early Years

- Children enter the school with skills, knowledge and understanding that is below what is typical for a three-year-old. These children have had very little opportunity to develop and experience these skills prior to starting our Nursery and Reception. Coupled with this, many have little, or no English, and some are refugees. A small proportion of children have speech and language and communication difficulties. Some children are not potty-trained and suffer from attachment disorder, as school is often the first place they have been to outside of the family home.
- Children make good or better progress across the Early Years Foundation Stage and the number of children achieving a Good Level of Development is almost in line with national, and improving year on year

Key Stage One

- The outcomes at the expected level at the end of Key Stage 1 showed a significant improvement compared to the previous years rising from 54% in 2016 to 80% in 2018 in reading, 48% to 74% in writing, and from 58% to 83% in maths.
- In Key Stage 1 the figures show that those children working at greater depth have increased since 2016 rising from: 16% to 26% in reading, writing shows an improvement from 6% to 11%, and in maths from 8% to 11%.

Standards (2018 NA)	Attainment		
	2016 Inspec tion	2017	2018
GLD (71%)	55	64	69
PHONICS (82%)	69	77	63
KS1 EXS R75 / W70 / M76	54/48/58	79/69/67	80/74/83
KS1 GDS R26 / W16 / M23	16/6/8	21/19/17	26/11/11
KS2 EXS R75 / W78 / M76	61/69/78	66/94/91	66/90/76
KS2 GDS R25 / W16 / M23	19/8/34	20/17/34	14/21/28
KS2 RWM EXS 61 / GDS9	61/19	66/6	62/3

Prog. KS1 to KS2	School Progress		
	2016	2017	2018
Reading	+2.2	+4.4	+1.7
Writing	+1.9	+7.3	+5.6
Maths	+4.1	+7.6	+4.0

Scaled Scores	2016		2017		2018	
	National	School	National	School	National	School
Reading	103	101	104	103	105	102
GPS	104	102	106	105	106	104
Maths	103	104	104	107	104	104