

SECTION 3: PERSONAL DEVELOPMENT = (1) Outstanding

Descriptor

Outstanding (1)

- The school meets all the criteria for good in personal development securely and consistently.
- Personal development is exceptional.

In addition, the following apply:

- 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. Opportunities for pupils to develop their talents and interests are of exceptional quality.
- 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.

Evidence and Reference Base: Behaviour Tracker/Behaviour Analysis/ Attendance Analysis/Single Central Record and Monitoring/RRSA/Peer mediators/ Job Centre/ Lesson observations/SIP questionnaires/ Case Studies.

Summary Statement

At Thomas Buxton Primary we have an open culture which promotes all aspects of pupils' personal development and ensures their wellbeing. School values and robust safeguarding practices ensure that children feel safe at all times and that they know how to keep themselves and others safe. Children are empowered to make any concerns known to staff and the ethos of trust which pervades the school ensures that action is taken to resolve concerns appropriately. Pupils and parents are supported to use the internet safely and responsibly. Through the computing lessons, they are made aware of the dangers of the internet. Pupil voice consultation indicates that children have an appropriate awareness of how to keep themselves safe in real life and online.

The promotion of good health and wellbeing are priorities within our school and local communities. Work to develop healthy eating, fitness and mental health form a key part of our school improvement plan over time. The PHSE and RHE curriculum ensures that children have an age appropriate understanding of healthy relationships and know how to stay safe from abuse. Effective safeguarding practice and outstanding pastoral care ensure that vulnerable children and families are protected and supported well.

Social, Moral, Spiritual and Cultural Development

Children at Thomas Buxton Primary School are thoughtful and active citizens, within the school community and increasingly in the wider community. We are a Rights Respecting School and have achieved the Gold Award over two assessments. Children are able to articulate their rights and are aware when these rights are not being upheld. They are able to help resolve conflict and mediate problems independently using the understanding and language of rights.

We take part in a range of projects which offer our pupils insight and awareness of life in other places and helps them to deepen their understanding of the world and how they can contribute positively. It develops our pupils as active citizens who work towards social justice. Daily reflection takes place in every class which encourages children to reflect on moral issues. Weekly whole school reflection also takes place and follows PHSE themes. The teaching of Religious Education, Philosophy for Children and PHSE ensures that children have a consistent, high quality insight into SMSC issues.

Experiences across the curriculum

We provide for pupils' broader development by providing a rich menu of enrichment activities (e.g. Buzz Weeks and Days, Themed Weeks, Trips and Visitors). P4C strategies are used throughout the curriculum to facilitate deeper discussion of concepts and ideas across the week and the term. The UNICEF Charter Articles are embedded throughout school life. Weekly Discussion Circle Assemblies are focused on broader SMSC development. RE Trips are planned to help children learn about spiritual perspectives. Circle Times are deployed to support pupils in developing emotional resilience. School Ambassadors support mutual respect and help to build self-confidence. The School (Pupil) Job Centre empowers pupils to actively participate in school life.

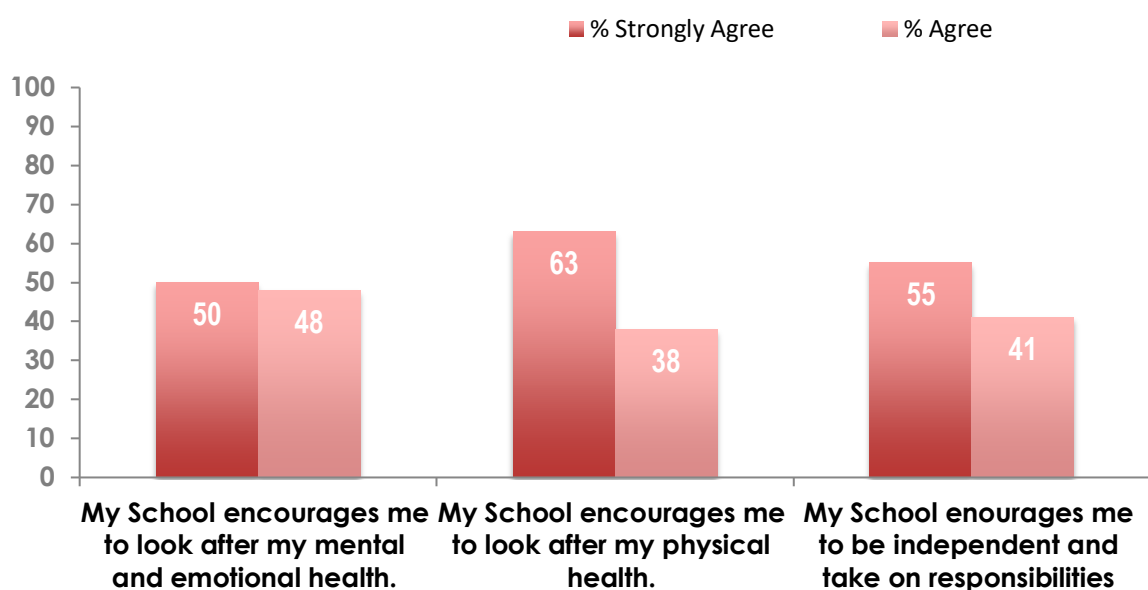
Enrichment days and activities are carefully mapped across the curriculum. Pupils complete Enrichment Passport activities in school and with parents to continue learning at home.

Character education

Character development is promoted through the use of the LORIC programme (Leadership/Organisation/Resilience/Initiative) and is developed through careful curriculum mapping as well as through the enrichment offer

Pupil voice

The school has developed effective pupil voice engagement in a range of ways. There are a number of active bodies which the children can join to contribute to the life of the school, including the School Council, and Eco-Ambassadors and pupil surveys. The Rights Respecting School Articles empower pupils to share their views openly and appropriately.



Pupil mental health and physical well-being

We have a clear focus on promoting healthy living across the school. Tower Hamlets has some of the poorest health statistics for children's health, particularly around obesity and dental health. As a school we offer a range of before, during and after school physical activity sessions for children some of which have been; weekly running club, martial arts, cycling, football and yoga clubs. We also offer parent and carer workshops throughout the year to develop awareness and offer practical ideas for healthy living at home such as; awareness of obesity figures, how to develop a balanced diet and parent and child exercise at home. There are effective links with the School Health Team (School Nurse) with a committed senior support staff member leading this aspect of the school.

Health and wellbeing is also integrated into the curriculum through Science as well as PSHE teaching and learning. We hold termly assemblies on health and mental wellbeing some of which have been based around; Super Salads, Dementia, Active Travel and Wellbeing weeks. Through our Professional Development Weekly Meetings we have also looked at where cross curricular links could be made between Science, PSHE, PE and Outdoor Learning. We also offer a 'Fun with Food' experience for our reluctant eaters as well as children who have unhealthy eating habits. The children are able to touch, taste and talk about the food during the lunchtime and are also involved in preparing some items. It is designed to encourage children to make the right choices in a 'safe' and relaxed environment.

Pupils are helped to develop a range of different skills to support their mental health, including resilience to challenges, language skills to express their feelings and conflict resolution skills. Children have a large number of trusted adults around them who they know they can talk to and get support from; they do turn to these adults in times of need. Whenever necessary, we seek the support of outside agencies, including CAMHS, Early Help and Children's Social Care. We are now an established school within the Tower Hamlets

Education Welfare Service (THEWS). Physical and mental health is promoted through: a wide-range of sports-based trips; the KS1 and KS2 Sports Day at Mile End Stadium; the School Ambassadors promoting the well-being of the school community; Staff training delivered on supporting pupils experiencing bereavement through well planned PSHE sessions and a range of rich literature covering a range of topics for each class. The Designated Mental Health Lead coordinates training and provision along with the Inclusion Manager to ensure that where support is requested by children, families or staff that appropriate signposting or intervention is deployed.

- ✓ Wellbeing slots timetabled for each class to give pupils time to express their worries and concerns.
- ✓ A Child in Time Art Therapy sessions offered to pupils who have been identified by within year groups as requiring 1:1 support.
- ✓ Playground equipment is available for all pupils. Pupils are more active at playtimes. They are joining in team sports and have a wider variety of games to play.
- ✓ The school has been effective in providing breakfast club with sports provision

British Values and Citizenship

British values are promoted through: curriculum content, choice of texts, school elections, where pupils are able to democratically vote for a class representative to sit on the school council; the School Ambassadors provide representation for their fellow pupils in wider school life; they promote the rights of their fellow pupils; respect for the law as evidenced through class charters and the following of a behaviour policy; the use of a suggestion box for pupils to express their views and concerns.

Equality and diversity are promoted through: phase and whole school assemblies which cover a wide range of cultural and religious perspectives from around the world; an RE curriculum which encompasses a diverse range of religious and non-religious beliefs; all pupils being invited to represent their fellow pupils, and the school as a whole, irrespective of their religion, race or gender at local or national events; themed days which celebrate a range of cultures and religions e.g. Book Week 2022 – the theme was to explore themes and experiences of immigration.

Pupils are encouraged to be responsible, respectful, active citizens who contribute positively to society through: community activities which promote community cohesion; community events) which involve pupils in local life; School Job Centre which allow pupils to contribute to the wider school.

Online Safety

Concerns about children's online safety have risen significantly since the pandemic. The school has been effective in addressing incidents directly as they occur but in also tackling the issue through the taught curriculum. (RSE/PHSE/P4C). Serious incidents are dealt with in line with the school's Safeguarding and Behaviour Policies. We have embedded understanding of online safety within the computing curriculum, and have extended our digital resilience curriculum to keep pupils safe from the dangers of radicalisation and extremism.

Equality and PHSE

The School has recently undertaken an Equalities Review with Equaliteach, working with staff, parents and pupils. The resultant action plan seeks to build on the existing work in the school, enhancing the curriculum and resourcing and draw on the strength of the wider community to better support and develop our BAME pupils and staff.

Transition for EYFS pupils into the school is carefully planned to give children confidence so they feel safe and happy as they start to attend their full provision. All transition points within the school are carefully planned for both in teaching and personal development to ensure that children are ready for the next stage in their schooling as they transition from EYFS to KS1 and from KS1 to KS2. Each transition point include communication to parents to support them with understanding the changes that will take place.

The majority of our pupils transfer directly to local secondary schools. This gives the unique opportunity for a smooth transition and exceptional preparedness. An annual Y6/Y7 picnic gives children opportunity to share experiences and support transition for current pupils.

Relationship, health and sex education

Consultation in 2021 to update the Relationships, Health and Sex Education Policy was successful in ensuring that children are taught a curriculum which is respectful of the rich diversity of experience in our school community. The curriculum is supported by with the wider work on Rights Respecting Schools, P4C and LORIC Character Education.

Future Aspirations and Destinations

From the earliest stages of their school life, children are exposed to a range of different career opportunities with the aim of building high aspirations from a young age. When teaching subject specific skills, our pupils are asked to think like scientists, historians etc to develop an early understanding of some of the roles that these subject disciplines can lead into. Our Enrichment Offer gives children the opportunity to learn about a range of different careers in a fun and engaging way. Through this work, children are able to make links between the learning they do and the future opportunities they can have.