



At Newlands, our aim is to develop pupils into well-rounded, active citizens, with a variety of skills and attitudes which can be recognised and celebrated. These attributes will aim to enable pupils to fulfil their potential at school, promoting good physical and mental wellbeing as well as developing aspirations and positive social behaviours for the future. Clear leadership cascades a strong vision for character and personal education throughout the school and ensures this is at the forefront of all we do.

Issue to consider	Current situation	Next steps
1.What kind of school are we? • How clearly do we articulate the kind of education we aspire to provide? • How do we ensure that all members of the school community (e.g. staff, pupils, parents/carers, governing body) understand and share our aims? • How effectively do we create a sense of pride, belonging and identity in our school?	The junior school caters for children between 7 and 11 years old. It serves a deprived area of Nottinghamshire with 47.79% Pupil Premium children. Although always high, this has risen since COVID. In 2017 Newlands introduced the motto “We Are Proud” which is central to all aspects of its work. The motto arose from an evident overwhelming lack of self-belief and confidence in our children. Many often preferred to not try rather than fail. Our mission is to develop children with active and creative minds who have the courage to act on their beliefs showing grit and determination. We aim to develop well-rounded, confident and responsible individuals who aspire to be the very best and who are prepared for future challenges whilst displaying a compassion and tolerance for others. We recognise that personal development goes hand in hand with academic success and aim to form well-educated, rounded citizens who are able to confidently take their place in the world. A set of core values are introduced weekly. These centre around four areas – Pride, Respect, Responsibility and Kindness and there are certificates at celebration assemblies to celebrate good choices. Originally, the values were chosen after consultation with staff, parents/carers and children. We asked “What sort of person do you want to be/want your child to be?” From the responses we were able to select the values/virtues we wish our pupils to display on a daily basis in school as well as helping them to become responsible, considerate and active citizens who are able to be actively involved in public life as adults. Last year we selected the 4 key values which we feel are a priority for our pupils and these will incorporate other areas e.g. within respect we can cover the protected characteristics, diversity, difference. This has had a significant impact on positive attitudes to learning and behaviour throughout the school. Although the pupils may be focusing on specific values each half term all of the others are also recognised, referred to and promoted daily. New parents who wish their children to join the school notice the high expectations from staff and children and the courteous, respectful attitudes which are displayed. Children feel a sense of belonging to the school and we often refer to as ourselves as a “school family”.	Continue to involve all stakeholders in our aims, visions and values through the website, newsletters, assemblies, questionnaires and feedback so everyone feels part of a community we can be proud of and identify with. Plan a yearly programme of values under the 4 headings and embed the core principles identified as a priority this year.
2.What are our expectations of behaviour towards each other? • Are we clear on the importance of discipline and good behaviour in school life? How do we promote this understanding? • How well do we promote consideration and respect towards others (pupils and	Newlands Junior School subscribes to the ethos of high expectations for exemplary behaviour. Staff are consistent in implementing the behaviour policy and systems. Consistency of behaviour management is achieved through regular training, positive relationships, positive reinforcement and direct feedback. Simple behaviour systems, set out in the schools’ behaviour policies, are also key and outline the expectations of the school, the rewards for meeting expectations and the consequences for not doing so. This creates a calm atmosphere during lesson time and after breaks. This approach reinforces the school’s core values which are consistently displayed. For pupils displaying challenging behaviour, strategies are in place. Consistent CPD ensures staff are in a positive position to support children who have experienced trauma and attachment or may have a diagnosis of ASD/ADHD. Initiatives are regularly introduced e.g. a pupil and family support lead and a mental health and wellbeing lead, a growing hope group, Forest schools, outdoor learning, mindfulness time, the use of music, Each Amazing Breath (relaxation breathing techniques), 5 point scales and pastoral nurture support. These strategies help to set the standards for behaviour which permeates the classrooms and school environment. Respect underpins all we endeavour to achieve and will help to prepare children for healthy	Continue to look at developing provision for SEN children/those with trauma and attachment/behaviour issues to ensure all children feel supported and valued within the educational setting and are consistently following the school values and ethos in order to be exemplary pupils and become responsible citizens for the future.

<i>adults), good manners and courtesy?</i> <i>• How well do we promote a range of positive character traits among pupils?</i>	adult relationships. At Newlands we endeavour to develop “character” by giving children confidence in themselves and socially with others. We provide opportunities for individual thought and creativity as well as giving children the tools to communicate with others, making points and listening to others with courtesy and good manners. We aim for children to be able to create long term relationships which will support the ability to maintain family and work connections in later life. Academic outcomes can be seen through the percentage of pupils achieving the expected standards at the end of KS2. Parents and the local community can see this improvement and unsurprisingly the school has increased in popularity. The PAN has been raised from 45 to 60.	Continue to adapt planning to promote active learning developing a wide range of positive learning behaviours and character traits e.g. curiosity, problem-solving and motivation which will help children become independent thinkers and learners. Continue to embed outdoor learning opportunities embedding resourcefulness, reflection, resilience.
3.How do our curriculum and teaching develop resilience and confidence? <i>• Is our curriculum ambitious for our pupils? Does it teach knowledge and cultural capital which will open doors and give them confidence in wider society?</i> <i>• Is our curriculum logically organised and sequenced, including within subjects, and taught using effective pedagogy, so pupils gain a strong sense of progress and grow in confidence?</i>	In 2017 Newlands introduced learning powers to the children. We believed one of our barriers to learning was the children’s attitudes and this was holding back progress both academically and on a personal level. It is very important that children understand they are learners and that they have a role to play as a learner. Our intention is to continue to challenge children to try new things confidently and push themselves further. We therefore believe that children should be taught how to learn and that there are certain skills they can develop which will mean they are more effective and successful lifelong learners. The key focus of our character education was resilience and the ability to overcome failure. Children will now tell us they like work which challenges them as they know they have learnt something new. The development of self-belief and more persistence has led to better academic outcomes and has taught children how to cope when things are tough. This will impact on pupil well-being in life as children have the character to overcome life’s challenges. The powers were initially introduced on a weekly basis in assemblies and classes and annually to the new year 3 children. There are displays in every classroom and children are made aware of the learning powers they may be using in each lesson/activity. Confidence and grit has increased radically and the majority of children no longer fear having a go which has impacted on academic attainment as well as personal development. Children are also made to see the link between effort and achievement and how perseverance and learning from setbacks will help goals to be achieved. These are skills which will prepare children for a successful and fulfilled life. Newlands began to redesign their curriculum originally in 2019 ensuring a wide range of skills and knowledge/vocabulary is taught. An emphasis has been placed on famous people, places and events which has widened children’s awareness of their environment and offered inspiration for future choices in life. Children are given to opportunity to participate in a wide range of visits and events e.g. young voices and sporting competitions. The citizenship curriculum has been reviewed to develop further character building opportunities. Each year has a group of charities they support and also undertake voluntary work within the local community. The curriculum at Newlands places a strong emphasis on physical and mental health. Several initiatives have been introduced in order to increase physical activity e.g. Skip2Bfit, the daily mile and 30 active minutes. Sport and physical activity are a positive way to embed many positive characteristics e.g. motivation, perseverance, self-control, overcoming setbacks and preparing to lose. Children can also incorporate healthy activities into their adult life, ensuring fit, active, healthy adults. Mental health and well-being is addressed within the curriculum and through theme days e.g. Time to Talk and Hello Yellow. Children are taught the benefits of recognising, accepting and addressing a wide range of emotions and feelings. Newlands aims to support pupils to become well-adjusted young adults ready to take their place in the world. As the curriculum is designed in a spiral manner children are given the opportunity to continually build on prior learning. Children	Continue to embed the curriculum developing the children’s life opportunities, developing cultural capital and character. Continue to introduce and embed strategies in order to ensure pupils develop coping strategies and resilience for positive mental health and wellbeing (wellbeing award). Ensure our curriculum supports personal development and character education by teaching desired messages to students and encouraging them to reflect upon, develop and demonstrate character traits. Ensure all staff are modelling desired traits and being approachable and engaging to encourage students to be open with them and take on board their advice.

	are able to feel a sense of progress and achievement thus growing in confidence and motivation.	
4. How good is our cocurricular provision? - Does it cover a wide range across artistic, creative, performance, sporting, debating, challenge, team and individual etc. so all pupils can both discover new interests and develop existing ones? - Do we make use of or promote local, national or international programmes or organisations? (e.g. uniformed organisations, Duke of Edinburgh, National Citizen Service) - Is provision of high quality and does it challenge pupils and build expertise? Is participation sustained over time? - Are there ample opportunities for pupils to compete, perform etc., and is success acknowledged and celebrated	All subjects are given equal status within the curriculum and planning is generic across all subjects. A wide range of musicians, artists, sportspeople, inventors etc. are studied in all year groups and visits/visitors are planned for each topic making learning real and inspiring. There are no barriers to trips and events which are subsidised as part of the curriculum and all children have equal access. The curriculum is planned to work as a spiral building on prior learning and knowledge. A wide range of extra-curricular activities are provided free of charge. All pupils have equal access and participation is monitored, particularly focusing on the attendance of the least advantaged pupils who may not have access to clubs out of school. Coaches and professionals are utilised to deliver high quality provision which can help children to discover new interests and participate in activities they would otherwise never experience e.g. tennis, golf, squash, archery, musical theatre, body combat. Sporting and performing successes out of school are also recognised as pupils are encouraged to share medals, badges, certificates in assemblies A wide variety of theme days/weeks are incorporated into the curriculum and cover a wide range of subjects e.g. e-safety, art, culture. Events and competitions are organised throughout the year which give children the opportunity to perform, compete and be creative e.g. science competitions, creative egg activities at Easter, book in a jar for World book Day, carol singing at a care home, talent show. Achievements are recognised in a variety of ways, but children are also encouraged to strive for excellence for self-satisfaction and a sense of pride as well extrinsic rewards. Certificates are presented in weekly celebration assemblies for attitudes to learning, citizenship, physical activity, reading and attendance. There are also termly superstar and attendance awards. Children earn Do-Jos on a daily basis which they can exchange for a treat e.g. 200 Do-Jos bring a teddy to school. The children, led by the school council led the introduction of the system and therefore, feel ownership. The governors are involved in the reward for attendance, setting a whole school annual target and reward. Attendance is currently at 95.6% (slightly above national) as children and families strengthening their positive attitude to learning. The enriching curriculum and caring, nurturing environment do provide a stimulating, safe place for children who enjoy coming to school and are often sad when it is the holidays.	Continue to provide a diverse range of extra-curricular activities and monitor to ensure specific target children and groups attend. Continue to support families where attendance is below expected levels. Refer to Family support for families who do not engage.
5. How well do we promote the value of volunteering and service to others? - Are age-appropriate expectations of volunteering and service to others clearly established? - Are opportunities varied, meaningful, high-quality and sustained over time? - Do volunteering and service opportunities contribute to breaking down social barriers? Are they effective in making pupils	Newlands is a non-selective school, which aims to develop its students into young adults who take responsibility for themselves, value others, and be the best that they can be. This involves incorporating opportunities for students to volunteer and see the value of this to their own personal development and that of others. The citizenship curriculum develops character building opportunities. Each year has a group of charities they support and also undertake voluntary work within the local community. Within school, pupils take on a variety of roles e.g. sports leaders, school council members, reading ambassadors, kindness mentors, listening to Y3 readers, lunchtime helpers, digital leaders, litter pickers, roles within the classroom. Pupils are encouraged to make a difference to others and are given the chance to prepare themselves for the opportunities, responsibilities and experiences in later life. Year 3 pupils carry out transition activities for new starters both at Newlands and John T Rice Infants. The school council plan and instigate new initiatives e.g. healthy snacks where they monitor the fruit and veg intake of each class and provide rewards. Pupils also take part in numerous charity events throughout the year e.g. race for life, sponsored events for school Fund, Save the Children Christmas jumper day, the Children's Society - Christingle. Here pupils develop positive character traits e.g. care, generosity, courtesy and respect.	Continue to develop and embed volunteering opportunities within the local community. Look into other volunteering opportunities. 50 ideas for child volunteers https://www.signupgenius.com/nonprofit/kid-friendly-volunteering.cfm Embed fundraising opportunities. Each class carry out fundraising for different charities.

<i>civic-minded and ready to contribute to society?</i>	During Y5 pupils have the opportunity to be a member of the sports crew. Training is delivered at West Notts. College, where children learn to plan, organise and deliver a wide range of sporting activities and events at lunchtimes. Equipment and games are provided daily and competitions are organised e.g. the fastest person in school, the longest jumper. Prizes are given in assemblies led by the crew.	Look at ways older children could volunteer to teach the younger children in lessons.
6. How do we ensure that all our pupils benefit equally from what we offer? • <i>Do we understand and reduce barriers to participation (e.g. cost, timing, location, logistics, confidence, parental support etc.)?</i> • <i>Do we enable young people from all backgrounds to feel as if they belong and are valued?</i> • <i>Is our provision, including our co-curricular provision, appropriately tailored both to suit and to challenge the pupils we serve</i>	By ensuring that staff know our children and their families well, we aim to ensure everyone is able to benefit equally from what we have to offer. Despite Newlands serving a deprived catchment area this is never used as an excuse for underachievement or non-participation. We foster the belief our children/families should have equal opportunities to schools in more affluent areas where parents are often able to provide enrichment activities out of school. Staff greet families at the gate each morning and pupils/parents consistently feedback on the friendly staff who show support, encouragement and generosity. Through a range of whole school events e.g. multicultural week, diversity week, aspirations week we are able to include and value our minority families. Parents are invited in to share their experiences and educate the children so they are able to understand and celebrate differences in a positive manner in school and in the community as children today and adults in later life. Numerous events are also organised to help inclusivity across families. Grandparent's craft session and reading sessions, a father's day lunch and a mother's day afternoon tea were received positively and well attended. People from all backgrounds feel they belong and are valued and appreciated. After school and breakfast clubs are all provided free of charge so there are no barriers to participation. The school office will ring parents/carers if permission slips are not returned so no-one misses out. Registers for clubs are analysed in order to track the number of PP children attending or reluctant girls in sports clubs. Children are taught about equality and prejudice in lessons e.g. citizenship as well as the changes in attitudes through history. Pupils are aware of the protected characteristics and through this they learn to value everyone as individuals and that everyone at Newlands is equal and unique. Through our strong anti-bullying ethos and learning e.g. e-safety week we aim to eradicate stereotypical bias and ensure everyone feels included. Newlands aims to provide enriching opportunities and develop cultural capital in order to capture children's interest and love of learning as well as inspire and motivate pupils by exposing them to the best that has been seen, said and done. Funds from the budget are set aside to support visits and visitors to school so these can be incorporated into each topic, making learning meaningful and fun. Parents are not asked for contributions for activities where specific equipment is needed e.g. cooking as this is seen as an integral part of the curriculum. All year 6 pupils are encouraged to attend the residential visit which is subsidised by NCC for PP pupils. We also have a very proactive PTA who fund raise by regularly organising extra-curricular/community events to support "extras" e.g. whole school visit to the gh6bpantomime or extra ipads, books etc. to support learning.	Continue to monitor minority groups e.g. SEN, PP, Gender, social care etc. Through pupil voice ensure all children feel included and have their needs met. Continue to engage parents, particularly hard to reach, and involve them in their child's education and the life of the school so children value their education and feel supported. Staff development – inclusion and developing highly visible, planned, reflective and specific approaches to character education.