

CURRICULUM STATEMENT for Highbury Primary School

Context of our school:

Highbury is an over-subscribed two-form entry school with 406 pupils on roll in the main school and 104 pupils in the Nursery. Pupils are organised into 16 classes in the main school with four nursery classes - two for three- year olds and two for six months to two year olds. The vast majority of pupils who attend the Nursery, transition into school.

The school is part of the Cosham ward. The deprivation indicator is 0.2, however 47% of families receive working tax credit and there are a significant number of one parent families. The school has an above average social housing need – which is six times the expected norm. Pupils come from predominantly White British Ethnic heritage. There are now sixteen different first languages spoken in addition to English.

- 35% of children are on the Ever Six list and 3% of pupils are eligible for services premium.
- 22% of the children have SEND – the majority with speech, language and communication or specific learning difficulty.
- Pupils speaking EAL or with SEND, or in receipt of pupil premium, or are vulnerable amount to approximately 60% of the school population.
- Turbulence is high 1 in 10 pupils either joined or left after their reception year.

We believe the purpose of education in our school is:

Highbury Primary School provides opportunities for children to develop as independent confident learners with high aspirations who know how to make a positive contribution to their community and the wider society. The educational experience is underpinned by the School's mission statement:

To be an inclusive, safe and caring community where each member is equally valued and nurtured

To achieve academic excellence by ensuring each pupil has opportunities to develop their potential

To work together as a team with parents and carers within the community to promote rights, respect and responsibility for the benefit of all

There is a strong focus on developing children's moral, spiritual, social and cultural understanding through the core values of:

Respect Faith Determination Forgiveness Love and Friendship Peace

Our curriculum achieves this through:

At Highbury the immersive curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers. Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities through Creative themed weeks and Highbury University afternoons to engage in learning experiences including child-led enquiry. Children are also offered a wide range of extra-curricular activities with a full range of after school clubs. We believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We believe children from all backgrounds should have the same opportunities and therefore provide a rich and varied curriculum with practical experiences within our curriculum, for example daily PE, Forest and Beach school, all juniors learn to play a musical instrument taught by a specialist music teacher. Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year.

A well-educated child in our community will:

- Have developed a strong sense of identity within the school and belonging to the community
- Have the confidence and skills to make decisions
- Have aspirations to achieve with a growth mind set
- Have the skills to self-evaluate, make connections and become lifelong learners
- Be able to keep themselves safe
- Be able to transfer to secondary school as an independent learner
- Continue to contribute to the wider society and be a responsible citizen who is tolerant and respectful of others' values and beliefs