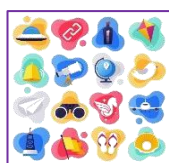
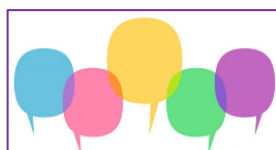


'Everyone matters, everyone succeeds, every moment counts' is the vision that drives education at St Dennis Primary Academy. This is further developed through our core values of **aspiration**, **courage**, **achievement**, **teamwork**, **responsibility** and **friendship** along with our curriculum drivers of **real-life experiences**, **oracy**, **environment & community** and **wellbeing**.



Real-life experiences



Oracy



Environment and Community



Wellbeing

These values and drivers intend to ensure that every child, irrespective of their starting point, achieves at the very highest standards, develops life-long skills such as independence, confidence, resilience along with the virtues of empathy, kindness and respect.

We seek to adhere to these values and drivers in all aspects of school life, and the intent of our curriculum was developed with all stakeholders to represent what we value: that we are passionate about ensuring our curriculum is designed to broaden horizons by providing a wealth of opportunities to engage and motivate our children, so that by the time they leave, they have the greatest number of choices and options open to them.

St Dennis Primary Academy is a place where children acquire the character virtues that lead to success in school and life beyond. Essential to this is our understanding of what constitutes Character Education.

Character Education can be defined as the active development of character strengths or virtues. The practice of Character Education is based on the view that these strengths are not merely given but can be developed through instruction and practice.

At St Dennis Primary Academy, children are directly taught about character strengths and virtues and are given opportunities to practise them. They are also exposed to the concepts and language of character throughout their experience of school. This is delivered through the ethos of the school, by adults in school acting as role models, by empowering children to be role models and recognising them publicly and by engineering activities that emphasise character development.

There are four core dimensions to character and a complete Character Education seeks to develop pupils along all four dimensions.

The ability to remain motivated by long-term goals, to see a link between effort in the present and pay-off in the longer-term, overcoming and persevering through, and learning from, setbacks when encountered.

The learning and habituation of positive moral attributes, sometimes known as 'virtues', and including, for example, courage, honesty, generosity, integrity, humility and a sense of justice, alongside others.

The acquisition of social confidence and the ability to make points or arguments clearly and constructively, listen attentively to the views of others, behave with courtesy and good manners and speak persuasively to an audience.

An appreciation of the importance of long-term commitments which frame the successful and fulfilled life, for example to spouse, partner, role or vocation, the local community, to faith or world view. This helps individuals to put down deep roots and gives stability and longevity to lifetime endeavours.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/904333/Character_Education_Framework_Guidance.pdf

The Six Benchmarks of Character Education set out by the Department for Education has been used to identify what opportunities St Dennis Primary Academy provides for Character Education and to help identify ways to develop this further.

Benchmark	Provision	Next steps
<p>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?</p>	<ul style="list-style-type: none"> ✓ 30% of pupils are in receipt of the Pupil Premium Grant ✓ 37% of children are in receipt of Free School Meals ✓ IMD – 69% of pupils live in most deprived LSOAs in England (comparison to 27% of pupils in Cornwall) ✓ IDACI – 67% of pupils live in most deprived LSOAs in England (comparison to 25% of pupils in Cornwall) ✓ Vision and values were written in consultation with children, parents, staff and governors. ✓ Vision – Everyone matters, everyone succeeds, every moment counts. ✓ Values – aspiration, courage, achievement, responsibility, friendship and teamwork ✓ Curriculum drivers (real-life experiences, oracy, environment & community and wellbeing) are embedded and underpin planning and school ethos. ✓ Curriculum communicated through website and this clearly shows our vision for education at St Dennis. Format is accessible for parents e.g. roadmaps and knowledge organisers etc. These are also in satchel post on the first day every half term. ✓ School newsletters, class newsletters, social media, knowledge organisers are used to ensure the community is informed of learning during the week, achievements and what is happening in the coming weeks. ✓ 'Meet the Teacher' meetings happen at the beginning of every year with follow-up sessions based on key events e.g. Reception Starting Read Write Inc, Year 1 Phonics Screening Check, Year 4 Multiplication Tables Check, Year 2 and 6 Assessments etc. ✓ Feedback from parents and carers is regularly sought, acted upon and communicated with the community. ✓ SLT visible on the gate every day, are approachable and know families well. 	<ul style="list-style-type: none"> ✓ Subject leaders to further develop subject newsletters to showcase curriculum in action. ✓ Further parental engagement in events. ✓ Engagement with Family Hub and Family Learning.

- ✓ 'Stunning Starts' in place to launch topics, with 'Fabulous Finishes' which involve parents and carers.
- ✓ 'Coffee and Cake' meetings in place which focus on areas of need – parents and carers consulted on what information they would like to learn more about to support their children.
- ✓ Values are displayed in the hall as a central place and in every classroom.
- ✓ 'Star of the Week' is given every week for a specific value to ensure children are taught key attributes and actions of values so they can actively demonstrate these.
- ✓ Children are rewarded with values stickers.
- ✓ Activities are planned to allow children to shine in different ways.
- ✓ Ambassadors take responsibility in their leadership roles following training.
- ✓ 'Book Bingo' in place to encourage reading of complex texts that are beyond a lexical level (Lemov) and librarian to encourage pupils to explore a wider range of texts.
- ✓ Reading Nooks in place around the school, each one with a focus on a core value to encourage reading a range of high-level texts.
- ✓ School Council in place and an active Eco Council has achieved bronze and silver Eco Schools status.
- ✓ Assemblies have a core theme based on a value e.g., respect, kindness, compassion, patience, love etc.
- ✓ PSHE lessons and other special days and weeks link to assembly themes or national / world events e.g., Black History Month, Martin Luther King Day, Anti-bullying Week, Safer Internet Day to encourage a sense of identity and community.
- ✓ Presentation posters in place.
- ✓ Volunteer 'Reading Squad' of parents and carers.

	<ul style="list-style-type: none"> ✓ 'Juicy Mistakes' are celebrated! This supports resilience and the development of a growth mindset. ✓ Emotional Literacy Curriculum in place to increase pupils' knowledge and strategies. ✓ Aspiration Day planned for all pupils to explore careers and be exposed to wider opportunities. 	
<p>What are our expectations of behaviour towards each other?</p> <p>Are we clear on the importance of discipline and good behaviour in school life?</p> <p>How do we promote this understanding? How well do we promote consideration and respect towards others (pupils and adults), good manners and courtesy?</p> <p>How well do we promote a range of positive character traits among pupils?</p>	<ul style="list-style-type: none"> ✓ Clear behaviour policy in place which is understood by all. We revisit the policy with staff regularly to ensure consistency in approach. ✓ Embedded Trauma Informed Schools approach with trained practitioners. All staff have received whole school training, with further regular updates. ✓ Relationship Policy in place which advocates positive pupil-staff relationships. ✓ All classrooms have Golden Time chart and Recognition Board and own class based reward charts to ensure positive reinforcement. ✓ Star Awards every week based on a core value. ✓ Restorative repair work during Golden Time for those children who have struggled during the week. ✓ Boxall profiles completed for children and subsequent class and Individual Support Plans in place to support these. ✓ Lining up tokens in playground. ✓ Zones of Regulation displays in every class with strategies shared to enable movement to 'Green Zone'. These include language that is common across the school. ✓ Consistent use of silent signals across the school. 	<ul style="list-style-type: none"> ✓ Further develop the mentor system within the school.

	<ul style="list-style-type: none"> ✓ Positive reinforcement at transition times and naming desired behaviours e.g. 'Thank you for walking smartly.' ✓ Staff have positive relationships with each other and act as role models. ✓ Weekly safeguarding meetings with all the safeguarding team to review behaviour incidents and identify actions moving forward. ✓ Regular reviews to identify behaviour trends and respond with initiatives e.g. lining up tokens. ✓ Values underpin all practice in the school, including the curriculum and rewards. ✓ Assemblies have a core theme based on a value e.g., respect, kindness, compassion, patience, love etc and include time for reflection to see how these can be put into action in our daily lives/ 	
<p>How well do our curriculum and teaching develop resilience and confidence?</p> <p>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? 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?</p>	<ul style="list-style-type: none"> ✓ Drivers in place which underpin our curriculum. These were decided in consultation with the community and based on the needs of our children and the locality. Drivers are real-life experiences, oracy, environment & community and wellbeing. ✓ Real-life experiences is a curriculum driver and we aim to help our children to appreciate and be interested in the wider world around them and to inspire 'awe and wonder'. We want children to be curious and be provided with magical moments that open doors to worlds that children don't even know exist. The aim is that children are excited, engaged and continue to be curious. ✓ Environment and Community - We want our children to have a sense of pride in their local area and understand that the world is beyond their immediate doorstep. Our curriculum aims to develop a sense that their home and the wider world is a wonderful place to live now, and in the future. Our curriculum provides opportunities to experience the richness of the world's diversity and show how they can care about its management and sustainability. Also, that working collaboratively helps this to happen. 	<ul style="list-style-type: none"> ✓ Links to be made by subject leaders with experts to request and encourage visits and visitors to develop aspiration.

- ✓ Wellbeing - Children being physically and mentally healthy so they have the strength to be successful and happy, is a key element in our curriculum intent. We aim to ensure that children have the knowledge, understanding, skills and confidence to make healthy decisions and choices in the future, as throughout their lives our children may face difficult challenges.
- ✓ Ambitious curriculum for all pupils regardless of any protected characteristic.
- ✓ Enrichment mapped in different areas that include: outdoor education, special whole school days and weeks, visits, visitors, assemblies, sport, creative, STEM, volunteering, homework and behaviour rewards.
- ✓ Individual Pupil Premium Passports in place alongside Pupil Premium strategy to ensure provision for these children is high priority.
- ✓ Individual Support Plans in place for pupils with additional needs which include child friendly visual prompts to ensure targets are clearly understood by children.
- ✓ Full curriculum in place which builds on prior learning and opportunities for development of Cultural Capital e.g. visits, visitors, special themed days and weeks, assemblies.
- ✓ Careful consideration given to the sequencing of the curriculum which is regularly reviewed as a result of monitoring and feedback.
- ✓ Pedagogy varies according to subject, objective and age of children. Continuous professional development in this is a school priority.
- ✓ Healthy behaviours are promoted through an extensive PSHE curriculum which aims for children to be able to make informed choices.
- ✓ Self-efficacy, hope, gratitude and connectedness are all factors that underpin wellbeing. These themes are explored through planned units of learning.

	<ul style="list-style-type: none"> ✓ Team building days at the beginning of the year focus on the values e.g. having high aspiration, showing courage, taking responsibility for themselves and others, working as a team, building friendships and achieving. ✓ We actively encourage competitive sport and celebrate success. ✓ Special days and events are in place to enable children to shine in many ways and to identify their talents. ✓ Anti-bullying week encourages resilience. ✓ Involvement in the NSPCC's PANTS and Natterhub initiatives encourage children to be confident and help to keep them safe. 	
<p>How good is our co-curriculum? 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 etc.) Is provision of high quality and does it challenge pupils and build expertise?</p>	<ul style="list-style-type: none"> ✓ Oracy is a curriculum driver – Being articulate, engaging with others positively and to learn through spoken language is a key intent of our curriculum. We aim to develop the physical skills of oracy, along with vocabulary and grammar. In turn we also aim to ensure that oracy develops thinking skills, so children can express their feelings, their knowledge and explain their understanding. It is also an aim to develop key social skills, including the ability to work co-operatively through active listening and showing respect and tolerance of each other's opinions. We use the Tower Hamlets Progression in Language Structures document to support children with sentences stems for different situations e.g., agreeing and disagreeing, debating, evaluating, explaining etc. Oracy outcomes are also planned for e.g., Year 4 had a debate as to whether dragons are real as part of their 'Fabulous Finish'. ✓ Sports competitions are attended with all children from clubs having opportunity to compete. ✓ Alternative sports are delivered as workshops to encourage participation e.g. fencing, street surfing, rocket ball, archery etc. ✓ Sports clubs are signposted to by Sports HLTA and PE Lead. 	<ul style="list-style-type: none"> ✓ Further intra-school competitions during PE lessons to be planned for to give all children the opportunity to experience competition. ✓ Creation of passports using mapped enrichment for children to complete over their journey through St Dennis Primary Academy. These are to be in place for September 2023.

<p>Is participation sustained over time? Are there ample opportunities for pupils to compete, perform etc., and is success acknowledged and celebrated?</p>	<ul style="list-style-type: none"> ✓ Art competitions entered including the Young Artist Summer Show and the Kingfisher Project. ✓ School Council in place and they meet weekly. ✓ Eco Council are very active and have carried out a beach clean in conjunction with Surfers Against Sewage which helped the school to achieve bronze and silver Eco Schools status. ✓ Vast array of clubs that are well attended – 15 clubs including brass band, animation, technology, reading, brass band, library etc. 71% of all pupils, 71% of SEN and 64% of pupils in receipt of Pupil Premium Grant engaged across the 2024-25 academic year. ✓ All children in Year 4 are learning to play a brass instrument through whole class weekly lessons. Subsequently, children have attended the St Dennis Brass band out of school. ✓ Children are involved in performances at different times including their Fabulous Finishes, nativities, Year 6 leaver's play, singing carols and Year 6 children delivering readings at St Denys Church, Dazzle Days ✓ Drama workshops for all children across the school based on classic texts e.g., The Night Before Christmas drama workshops. ✓ Theatre visits planned for example, West End show of Wicked during London residential. ✓ Festival of Music and Speech participated in annually. ✓ Visitors planned for linked to charities that support learning in curriculum areas or events e.g., Shelterbox in Y6 during learning about earthquakes, the Foodbank for Harvest 	<ul style="list-style-type: none"> ✓ Develop celebration of achievements outside of school through assemblies and displays. ✓ Further encouragement of engagement in clubs and further consultation with those not involved to plan experiences they would be motivated to be involved in.
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- ✓ Choir and band clubs led by external provider to ensure high quality provision and encourage participation out of school.
- ✓ Rocksteady Music workshop as a taster session so all children can experience what it is like to be in a rock band. Some children continuing lessons in school and three bands have been created this year.
- ✓ Dazzle Days aim for children to showcase talents and look for children to shine in different ways.
- ✓ G7 involvement – children from the school interviewed about what they feel the leaders should be discussing. Interviewed by BBC local Radio.
- ✓ Children from St Dennis were within 100 children across the UK who had their thoughts and hopes for the environment projected onto BBC Scotland during COP26 following involvement with Radio project.
- ✓ World book days
- ✓ First Access Music involvement has enabled whole class tuition e.g., ukulele, guitar, African drumming
- ✓ Goblin car project to enable Year 6 to work as a whole class using core values to build and race a car.
- ✓ 'Book Bingo' in place to encourage reading of complex texts that are beyond a lexical level (Lemov) and 'Branching Out Trees' in library to encourage wider range of texts.
- ✓ Reading Nooks in place around the school, each one with a focus on a core value to encourage reading a range of high-level texts.
- ✓ Visits are linked to curriculum learning and real-life experiences are a driver for the curriculum. These link to inspiring aspiration.
- ✓ Involvement in local poetry project where outside provider writes poetry with children, who then perform them on stage at a festival.

	<ul style="list-style-type: none"> ✓ Dedicated 'achievement' email address for outside of school achievements which are then shared on the newsletter. 	
<p>How well do we promote the value of volunteering and service to others?</p> <p>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 civic-minded and ready to contribute to society?</p>	<ul style="list-style-type: none"> ✓ Environment and Community - We want our children to have a sense of pride in their local area and understand that the world is beyond their immediate doorstep. Our curriculum aims to develop a sense that their home and the wider world is a wonderful place to live now, and in the future. Our curriculum provides opportunities to experience the richness of the world's diversity and show how they can care about its management and sustainability. Also, that working collaboratively helps this to happen. ✓ Children participate in national and local fundraising e.g., Comic Relief, Odd Socks Day, Children in Need Day – Pudsey came to visit and the school shared initiatives within the school around mental health with BBC local radio. ✓ Projects carried out by children in the local environment e.g., beach clean in conjunction with Surfers Against Sewage, local litter picks, tree planting in the school grounds in conjunction with the Woodland Trust. ✓ Roles in classrooms to develop responsibility. ✓ Leadership roles with training – Stay Safe Mentors, Playground Leaders, Ambassadors etc. ✓ Y6 volunteering in locality to help planting. 	<ul style="list-style-type: none"> ✓ Volunteering – explore local links and opportunities to provide sustainable links for children to have meaningful volunteering experiences. ✓ Plans for an Aspiration Day in 2025-26 academic year, with a display to show career opportunities.

	<ul style="list-style-type: none"> ✓ Engagement with local services through the curriculum and assemblies to develop positive relationships e.g., Fire Service, Tri-Services Officer, Mini Police Programme etc 	
<p>How do we ensure that all our pupils benefit equally from what we offer?</p> <p>Do we understand and reduce barriers to participation (e.g. cost, timing, location, logistics, confidence, parental support etc.)? Do we enable young people from all backgrounds to feel as if they belong and are valued? Is our provision, including our cocurricular provision, appropriately tailored both to suit and to challenge the pupils we serve?</p>	<ul style="list-style-type: none"> ✓ Pupil Premium Strategy in place with additional daily actions that all staff adhere to. Alongside this are individual Pupil Premium Passports and termly conferencing to ensure pupil voice is heard and acted upon. ✓ Parental engagement is valued and encouraged e.g., workshops, Coffee and Cake, Fabulous Finishes etc ✓ Pupils in receipt of PPG and pupils with SEND are prioritised for clubs and leaders actively encourage engagement. ✓ Residential and school visits heavily subsidised or funded for any family who need support. ✓ TIS approach prioritises relationships, so all children have trusted adults and feel they are valued and heard. ✓ Zones of Regulation displays enable children to share emotions and know they will be supported. ✓ Individual Support Plans and Individual Education Plans ensure provision is personalised to ensure all children achieve. 	<ul style="list-style-type: none"> ✓ Review of extracurricular clubs to ensure tailored opportunities for identified groups.