



2024 – 2025 SEF

School context

Westmorland Primary School is a school at the heart of the community. Over lockdown, with the support given, the hashtag #teamwestmorland was created by parents, carers and stakeholders. Everyone connected to the school strives to be "A Westmorland Warrior".

Westmorland Primary School is a 2.5 form entry school. Currently we have 448 children on roll from Reception to year 6, and 42 in the Nursery. The school is larger than most primary schools. We have 29 teachers, 18 support staff, 1 qualified Speech and Language therapist and 1 full time SALT TA.

A large pastoral team of 4 Designated Safeguarding officers, 1 senior safeguarding lead, 1 safeguarding and attendance officer and 2 emotional wellbeing officers support the families in the many procedures and daily school life.

Brinnington has a mixed social-economic population and is one of the most deprived areas in Stockport. The proportion of children who are disadvantaged is well above average, with 62% of school aged children in receipt of Pupil Premium Funding, (significantly higher than the national average of 17%).

We have a higher proportion of PLAC and CLA children than other school's locally and this number fluctuates on a weekly basis, such is the level of need.

Most pupils are of white British heritage, with a growing number of EAL children joining the school, currently 32 different languages are spoken in school. On entry those children attain lower than their non-EAL peers as they are at the early stages of bi-lingual language fluency. The EAL gap closes the longer the children are in school, and this is evidenced in results for children who have started in Nursery below age related expectations and ended their primary school journey in line with their peers.

The proportion of children with recognised SEND (EHCP, diagnosis, SEND support) is growing in number, and currently sits just above the national average (13% compared to 12% national average).

Recent curriculum accreditations include: The ACSEED Emotional Health and Wellbeing award, GOLD school games award, Silver EYFS Toothsafe Award, Bronze UNICEF Rights Respecting Award, Silver participation in PE, Sport and Physical Activity, Accreditation of the MyHappyMind programme, Certificate for Music Mark, National Online Safety accreditation. We have achieved all of these through ensuring a truly balanced and broad curriculum offer which is progressive in knowledge, skills and vocabulary.

From September 2022, school is establishing a 'Nurture room' with 18 specified children with a fluid timetable, where specific targets can be taught and learned in a specified space that is tailored in order to successfully deliver a bespoke curriculum.

Baseline assessments for subject

Nursery:

Nursery Baseline 2024



Whole cohort 42	C and L	Physical	PSED	Literacy	Maths	UTW	EAD
ARE	6	9	15	6	6	2	2
Below ARE	12	9	6	12	15	7	7
Significantly below ARE	24	24	21	24	21	33	33

Reception:

Reception Baseline 2024							
40	C and L	Physical	PSED	Literacy	Maths	UTW	EAD
ARE	22	26	25	13	20	13	19
Below ARE	9	11	7	11	14	14	14
Significantly below ARE	9	3	8	16	6	13	7

School vision

Memorable learning

Reading

MORE

Oracy skills (talking)

Experiences (REAL)

At Westmorland

Think MORE; be a Westmorland Warrior!

At Westmorland Primary School, teaching is more than the National Curriculum. Our children come to a school where they, and the community, are the forefront of everything we do: where they learn what behaviours are needed to succeed in life, how to regulate their emotions and love to learn.

We have created a bespoke curriculum designed to help every child achieve to the best of their ability. Our curriculum is designed to promote enquiry, exploration and knowledge from each child's starting point.

We have broken down the National Curriculum objectives into smaller skills to ensure children have a breadth of learning and gain a full understanding of their subjects. Children are taught subjects discreetly, which are carefully interconnected, to make links between learning and to enable children to gain a deeper understanding of a specific theme.



Children are encouraged to be active, discuss their thoughts and put across their point of view, and are guided to review and revisit their learning to ensure their skills and knowledge are enhanced. Children thrive on learning and using new vocabulary daily and they are empowered to communicate and collaborate – oracy is at the heart of everything we do. Every child needs to articulate themselves to the highest level before being able to set themselves a pathway to academic success.

At Westmorland Primary School, we set high expectations for each child in each lesson and encourage them to be intrinsically motivated enough to set themselves goals and work to a standard they can be proud of.

Our curriculum is designed to immerse children in first hand experiences to allow them to apply their learning to different contexts and situations. Children use the learning environments in school to become their own character, a friend, a talker, a learner, and most importantly, learn how to be the best child they can be.

All whilst building a foundation of skills, knowledge and characteristics to flourish in later life, and succeed in their hopes and dreams.

At Westmorland Primary School, our children are given more and can dream more.

Subject curriculum INTENT



EYFS at Westmorland Primary School

The EYFS framework that we follow at Westmorland Primary School sets out the requirement for learning and development within the EYFS and focuses on prime and specific areas.

These are broken down into seven areas of the EYFS Curriculum:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

At Westmorland Primary School we are committed to developing all children by giving MORE. Our curriculum is based around Memorable Learning, Oracy, Reading and Experiences.

When planning, teachers are skilled at sequencing children's learning using smaller steps. We have created a bespoke curriculum with very small, SMART targets for all children to develop our recovery curriculum.

Our topics and curriculum are built for our cohort of children. We have a deep understanding of 'typical strengths and areas for development with past baseline assessments' and are fully committed to meeting every child's needs through a personalised package of provision.

Children engage in a variety of activities, in a number of ways to ensure that they develop holistically and display the characteristics of learning:

- Playing and exploring – engagement
- Active learning – motivation
- Creating and thinking critically – thinking



We know that our children enter EYFS with limited experiences due to living in high deprivation. Our aim for EYFS is to ensure children are enveloped in a language rich environment, where they can explore and play safely, given many opportunities to use different resources than they would at home and gain more experiences through visits/visitors to school.

Our school environment is a safe, highly staffed area where children can express themselves, develop a culture of friendship and work collaboratively, independently and with members of staff.

Our INTENT is to ensure that all children develop to their potential, and leave EYFS 'school ready'. This is in terms of enjoyment, motivation and eagerness to learn. Academic skills run alongside this, but all children develop at different rates and at Westmorland we aim to ensure that all children are given early intervention to match every need.

We aim ensure that children build up self-regulation skills, where they learn to control their emotions and thoughts and take control of their learning through metacognitive skills – to ensure that they can be in control of their learning and set themselves goals, drive their ambition forward and become a motivated learner.

Subject curriculum IMPLEMENTATION

At Westmorland Primary School, implementation of the EYFS curriculum is done in a variety of ways.

Alongside this, underpinning everything we do for the MORE INTENT, is to ensure children are safe.

Children only learn effectively when they are safe, healthy, in a secure and stimulating environment and have the confidence to explore, make mistakes and grow. We follow all safeguarding requirements to ensure that children are safe and staff are fully trained and have continuous professional development, keeping up to date with new guidance.

The EYFS team plan a variety of activities to engage all children, at their level, with ambitious next steps. Children learn through playing and exploring, being active and thinking critically and creatively – and utilise all the space in our purpose built EYFS area – both indoors and out.

Our highly trained and skilled professionals work hard to engage children in a unique mixture of whole class sessions, group work, one to one interventions and work, adult directed and child initiated play and guided activities that meet the needs of each child as an individual. Obviously each cohort of children are different and at Westmorland, we are skilled at adapting our practice for children, and following their interests.

We follow the Rocket Phonic programme throughout the EYFS, alongside Makaton signs and symbols to develop children's understanding of words, letters and gestures. Every child engages in daily phonics, reading and writing sessions to underpin and consolidate teaching and learning, and all children have access to a range of interventions to aid their development where appropriate, such as language link, phonological awareness, colourful semantics, phonics and SALT groups.

In order to develop our children's handwriting, the EYFS staff are trained in our bespoke Occupational Health scheme called Happy Hands. This is designed to run alongside high quality first teaching to develop strength, control and accuracy when handling tools, forming letters and writing at length. The Nelson handwriting scheme is used alongside this, from Reception upwards, with Nursery developing pre skills.

At Westmorland, we pride ourselves on implementing our MORE INTENT, and ensuring children have opportunities to experience visits, visitors and real life experiences they may not have done before. We immerse them with as many opportunities as we can to develop metacognition and understanding.



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We follow the Letter and Sounds phonic programme throughout the EYFS, alongside Makaton signs and symbols to develop children's understanding of words, letters and gestures. Every child engages in daily phonics, reading and writing sessions to underpin and consolidate teaching and learning, and all children have access to a range of interventions to aid their development where appropriate, such as language link, phonological awareness, colourful semantics, phonics and SALT groups.

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Subject curriculum IMPACT

The EYFS provision at Westmorland has shown impact through increasing results each year for the Good Level of Development.

Through the implementation of a progressive curriculum, children are showing that they are gaining a broader understanding of early skills and are becoming independent learners when applying these skills. At Westmorland Primary School, we aim to nurture children to reach their potential and be vocal and develop their vocabulary and understanding. Children are given the opportunity to talk through their actions, discuss things with their peers and work through their understanding. The impact of this development can be seen through being immersed in our noisy EYFS and watching the children communicate -alongside all the evidence from SALT interventions.

Through implementing memorable learning skills, children are becoming more in tune with how they learn and are happily engaged in the carefully planned activities accessible to them. They want to learn, show that they are safe and happy and on transition each year to Year 1, impress other teachers in the school with their abilities. Reading is a whole school focus, and is no exception within the EYFS. Children are excited by whole class stories where they can develop their understanding of story language and comprehension. Word reading and phonic skills that are taught daily are evident through children's knowledge by the time they leave Reception.

The IMPACT of what we desire to achieve at Westmorland is evident throughout children's abilities, confidence and progress. The EYFS area is a wonderful place to be, and our children, parents and staff are advocates of their own successes.



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EYFS:

GLD 2024 = 50% (27/54)

- Literacy was the lowest area at 50%
- **Literacy, maths and Communication and Language are the 3 areas that are the lowest and 3 areas that are a barrier to achieving a higher GLD**
- 14 children entered the Reception year having been to a different nursery setting (10) or no setting at all (4).
- **19/58 children (33%) of these children were significantly below age related expectations on entry.**
- 12/54 (22%) of the children who finished in our Reception class have EAL. 5/11 children (42%) with EASL in Reception achieved the GLD.

Need to work on:

The number of ELG's achieved this year has risen from last year

The number of prime ELG's has risen from last year – it's the strongest figure in 3 years. We are 12% higher than last year, the national figure has not risen in the same way.

There was a gender gap of children achieving the GLD. 18/31 = 58% girls, 8/23 = 34.8% boys. More than double the amount of girls achieved than boys – the split between boys and girls in the cohort was 8 more girls than boys – 31 and 23

EAL children are achieving higher than national for Communication and Language

This year we have worked on developing phonics throughout home learning in Reception which we will embed in September 2024 with parents again

Developments within the subject

- The SENCO is working closely with the EY consultants from the Local Authority to ensure early identification of children's needs and to ensure school liaise with professionals in order to get the correct support in the quickest timeframe.



- Early identification of need for EYFS children and early intervention is a priority on the school development plan
- The classes this year in Reception are lower in number than in previous years. This means more personalised learning for all children
- All nursery children who have started at school in September have been offered a free 30 hours, so they are in school full time. This is a new initiative in order to help children become school ready when they enter reception. School have a January intake of children – so it is dependent upon this number as to whether the children can continue full time after Christmas.

Strengths of the subject at Westmorland Primary School

- School employ a band 6 Qualified Speech and Language Therapist for 3 days a week, and a Speech and Language Assistant who works at school for 4.5 days a week. School also have an NHS offer of 27 days from the Speech and Language Therapist who would usually work with children in clinic, who will work with children from Reception upwards.
- All children are screened on arrival for SALT through NELI and Wellcomm and then intervention groups and 1:1 sessions are timetabled weekly to help children develop their SALT skills, which has a positive effect upon the other subjects
- School employ more staff than the child/staff ratio so that all children's learning can be enhanced through a more personalised approach
- Children make accelerated progress from their starting points and all staff are highly trained in effective timing of interventions, delivering specialised interventions and recognising each child's needs
- The EYFS team work impeccably together – with shared PPA, a team ethos and high work ethic – all for the good of our children

Training

September 2024

- Fred's teaching reading seminar – 1st September Jen Sherstone
- Vocabulary acquisition training – all staff – INSET 3rd September
- National College Safeguarding certificate PREVENT– all staff 4th September
- National College Safeguarding certificate KCSIE– all staff 4th September
- National College Safeguarding certificate ONLINE SAFETY – all staff 4th September
- Identifying and helping children with selective mutism on Mable academy LG 2/10/24
- NASEN award ceremony – LG – 4 October 2024
- Developing Mathematical confidence in the Early Years- Lydia Riley- 27.08.24
- Designing Play based learning- Lydia Riley- 02.09.24

October

- Talking Mats Training- Nat Bresnahan 1/10/24
- Identifying and helping children with selective mutism on Mable academy – Liz Garner 2/10/24
- ELSA Supervision – Hannah Walker and Emily Day – 03.10.24
- Coaching as an educational lead (EYFS mathematics) – Lydia Riley- 05.10.24
- 15/10/24 – Certificate in Fundamental British Values – National Online College - Karla George
- 27/10/24- Developing mathematical confidence in the Early Years-Lydia Riley
- 27/10/24- Developing mathematical thinking-shape, space and measure-Lydia Riley

November

- 6.11.24- Responding to dysregulation and managing behaviours in Early Years-Lydia Riley
- 6/11/24 Equality, diversity and inclusion – National College – Liz Garner
- 7/11/24 Annual review working party – Liz Garner
- 8.11.24- Gross Motor Skills ELG: Assessing Progress-Lydia Riley
- 11.11.24- Understanding and supporting autistic children in Early Years- Lydia Riley
- 13.11.24- ELSA Certificate and CPD in Externalising Technique Seminar – Hannah W and Emily Day
- 14/11/24 Supporting children in school who stammer – Liz Garner



- 18/11/24 Certificate in Preventing Sexual Harassment in the workplace for Leaders – National Online college – Karla George
- 18.11.24 – EYFS Maths and loose parts- Lydia Riley

Enrichment

- ✓ Readers On A Rampage (ROAR) – every week parents are invited in to learn how to share a book with their child, ask different types of questions and extend and consolidate their child's learning of fluency, decoding, segmenting and blending, inference and comprehension
- ✓ Coffee morning with all reception teachers to ensure that parents meet teachers and staff and ask questions
- ✓ 1:1 teacher/parent meetings held before children start reception to ensure that parents are fully engaged in their child's learning
- ✓ Visitors booked every half term to enhance children's learning in each subject
- ✓ A wide range of activities are given every week including visual, auditory and kinaesthetic to ensure that all children have a broad and balanced curriculum delivered in as many ways as possible, to have fun!
- ✓ All Reception children are offered to take part in sports class after school throughout the school year, free of charge
- ✓ Qualified sports coaches work with children every lunchtime
- ✓ A qualified sports coach delivers a physical curriculum that is cross curricular with the rest of the foundation stage curriculum, bespoke to Westmorland
- ✓ Our qualified SAL therapist holds meetings on listening and attention, use of dummies/bottles/speech sounds, and provides parent and child sessions to those who need it within school
- ✓ Makaton sessions are offered to families to consolidate their child's learning at home
- ✓ Occupational therapy training is offered on the school website for all families
- ✓ Nursery stay and play sessions for all families are delivered 3 x yearly
- ✓ Class assemblies
- ✓ Christmas productions
- ✓ Home activities

Subject Action Plan for 2024

To raise attainment of children through early intervention for Speech and Language and other agencies

AUTUMN

- Screen all children through SALT professionals
- NELI groups set weekly in PPA time delivered by SALT professional
- EYFS specific training offered to HLTA's and TA's every Friday afternoon
- SENCO meet with staff to determine lists
- Reception Baseline to be completed within the first 6 weeks to inform assessments
- Occupational therapists visit fortnightly – nursery and Reception children identified for each visit and a report written
- Educational Psychologist to be funded through school funds for ANY EYFS child who has been identified
- EY SEND consultants visits booked in to observe children and write reports
- Parents meetings booked in for October/November in order for all staff to be able to speak with parents and explain children's abilities/levels/developmental ability

SPRING

- Moderation with another school to be organised to compare pace and achievements within the subjects
- Data to be analysed and interventions set
- Staff meeting training to be set
- Pupil progress meeting set with teachers to discuss progress and barriers to learning in phonics and any changes that need to be made



Westmorland Primary School SEF for Early Years Foundation Stage (EYFS)



- Staff to engage in external training about early literacy where appropriate
- GLD predictions analysed and interventions set accordingly

SUMMER

- GLD data analysed
- Moderation in house and externally
- EYFS moderation through the LA