

Pannal Primary School – Vision & Values

What do we mean when we say “Pannal-Shaped”?

- Noun: ‘Pannal-Shape’- The unique characteristic of Pannal Primary School
- Verb: To ‘Pannal-shape’ an idea is to discuss it and ensure it suits our context and contributes to our vision. To ‘Pannal-shape’ a person is to encourage and nurture determination and perseverance; foster self-belief; develop a growth mindset; open minds to possibilities and promote recognition of life’s opportunities.
- Adjective: The ‘Pannal-shaped’ child or adult is self-aware and mindful; works collaboratively; respects others; is interested in the wider world and is not afraid to fail.
- Adverb: Staff who work in a ‘Pannal-shaped’ way are trusting professional companions who have high expectations; value collaborative autonomy; share collective responsibility.

Staff and Children who work in a 'Pannal-shaped' way show determination and perseverance; strive to do their best; work collaboratively; value each others' strengths; appreciate others' achievements and believe everyone can.

What is special about Pannal Primary School?

What is different?	What is the impact?
Our aim to be ' Pannal-Shaped ' underpins all aspects of school life and defines our ethos, aims, vision and our curriculum. (See Pannal-Shaped curriculum below).	Being Pannal-Shaped defines our way of being; it influences our decisions and is shared, owned and understood by pupils, staff and parents. Our distinctive curriculum offer is defined by our Pannal-Shaped principles.
We converted to Academy status & have been a member of the Yorkshire Causeway Schools Trust (YCST) since July 2016.	Close knit group of supportive schools and colleagues (1 secondary, 8 primary) formed from 20+ years of collaboration. Wider opportunities for CPD and pupils to interact. Economies of scale for resources. Opportunities for shared staffing expertise, advice and support.
Our commitment to the Arts Dimension: Art, Dance, Drama and Music. Every pupil receiving specialist music class teaching, over 100 music tuition lessons each week, thriving choirs and band. 3 pianists on teaching staff.	Strong ethos of Arts across whole school with many high-quality events. Arts subjects are highly valued and strongly promoted. Individual staff expertise used to provide quality learning opportunities and effective role models. Performance standards are high.
Our commitment to the Environment Dimension: Forest Schools, outdoor learning, wind turbine, conservation activities, John Muir Award Bronze Award. Residential experiences in years 4, 5 & 6.	Whole school commitment to Learning Outdoors for all year groups. Dedicated outdoor learning environment for all children in Reception, year 1 and year 2. Adjacent woodland enables Forest Schools Curriculum taught by 3 accredited teachers. Strong ethos of shared collective responsibility, conservation and appreciation of the environment.
Our commitment to the Active Dimension: PE and Sport, healthy lifestyles. Dedicated full time PE specialist teacher. Real PE curriculum.	Coordinated high quality skills progression across the school. Olympic Values celebrated in every classroom and linked to rewards. Behaviour is exemplary. Obesity levels are very low.
Our commitment to Well-Being across the school: JustB trained counsellor, Music Therapy, Play Therapy, Pastoral support ATA, ELSA & Thrive trained TAs, Socially Speaking groups, School funded Parent Support Advisor, Full time School Health worker, Reading Therapy dog. Reading for pleasure & enhanced provision via a strong link with our local independent bookshop.	Wellbeing of all members of school community is highly valued. Wide range of strategies employed to ensure profile of well-being remains paramount. Parent Support Advisor to promote parenting skills is tangible and very successful. School Health worker on site enhances provision for children with complex medical needs & allergies.
We are proud to be an Inclusive school with a large proportion of children with additional needs (children with an EHCP receiving 1-1 support higher than national average). TA's have significant expertise, especially in Autism.	We all benefit from the challenges and rewards of being a truly inclusive school. SENCO is experienced (ex HT) and coordinates support across the school. Dedicated 1-1 ATA coordinates EHCP staff and children. Children with additional needs make very good progress.
We have an inclusive & democratic "Forum Families" approach to Pupil Voice. Every child in y1-6 is in a "Forum Family"; a mixed age group that interact like a traditional School Council	Pupils appreciate inclusive approach. Views are listened to and collated and feedback given. Pupils work together in these mixed age groups to discuss aspects of school life & make recommendations for improvements.

<p>We take data protection & privacy very seriously. All school communications are via email, secure comms or password protected galleries. Our website does not carry day to day news, event dates, achievements or messages. No social media engagement.</p>	<p>Parents can be reassured that information about their children is not being shared online on any social media platforms. Information is kept in-house and restricted to the current parent body. Privacy is highly valued.</p>
<p>We have “In-house” teaching and pastoral supervision. All lunch cover is provided by TA’s assigned to specific classes/year groups. All teaching cover is provided by school employed staff, no agency cover used.</p>	<p>Only staff with an in-depth knowledge of the children are teaching and supporting them; raising quality of pastoral care and bespoke support.</p>
<p>Our learning environment has benefited from £2.4M investment in the last 5 years including a purpose built 60 place Early Years building. We have a coherent rationale for providing biophilic learning environments.</p>	<p>All classrooms are accessible and have direct access to the outdoors. We have dedicated outdoor learning environments for Rec, y1 & y2. Biophilic principles of natural décor and uncluttered learning spaces reduce stimulus, promote calmness and are conducive to enhancing well-being.</p>
<p>We have a stable staffing profile with very low turnover & high retention; High levels of teaching expertise. Very few recruitment issues.</p>	<p>High levels of expertise and commitment. All staff committed to continuing professional development; keen to learn and embrace change. Newer staff have been appointed thoughtfully to further enrich our skills and talents and provide challenge and new ideas.</p>

A Pannal-shaped Curriculum

“A collection of learning materials is no more a curriculum than a pile of bricks is a house. What our students need are carefully organised, sequential, structured introductions to school subjects” (Dylan Wiliam)

Why we have a knowledge-rich curriculum

A school’s curriculum is the content that is taught, structured thoughtfully into a narrative. Although the national curriculum specifies some knowledge that the children need to acquire, schools need to plan sequences in detail so that there is a coherent, consistent accumulation of the knowledge that a child needs to flourish in the future.

The agreed core content is taught, practised and revisited so that the learning is durable. The new knowledge can then be transferred to different contexts and used in critical thinking.

The planned sequence of learning in the curriculum allows for clarity in definitions and terminology. Through carefully planning links between units of work can ensure that children revisit a concept in different contexts so that the understanding becomes richer. ***“e.g. the source of a river in geography, a source of evidence in history, a source for a newspaper story in English, a source of light in science”.*** (Clare Sealey)

How did we decide what to include in Pannal’s curriculum

A subject should essentially be a story, with each new learning sequence inextricably connected to the last, and indeed, to several other parts of the journey. The story would be continuously referenced when every new piece of content was added, ... a process that would significantly aid their memories as the links would effectively and continuously and unconsciously build a strong schema. (Paul Moss)

Decisions on coverage begin with a close reading of the national curriculum requirements, including concepts, knowledge, vocabulary and skills.

The facts that have been learned need to be applied in context in order to demonstrate understanding. The implication of this is that we can view children’s progress in two parts: recall of key facts, and the application of the facts in a higher-order task (e.g., a written explanation). Improving children’s knowledge allows them to develop skills which can be applied to complex tasks.

How do we monitor the development of the curriculum

Year teams plan the teaching sequence for a unit of work, informed by documentation provided by the subject leaders.

Subject leaders have developed statements of the ‘intent’ for their subjects.

The curriculum content is overseen by subject leaders.

How do we monitor progress in the children’s learning

“By progress, we mean pupils knowing more and remembering more. Has a child really gained the knowledge to understand the key concepts and ideas?” (OFSTED)

We track progress through teacher judgement, supplemented by frequent informal testing and occasional formal tests.

In Maths, English and Science we have selected key knowledge statements and use these to track whether children are working at the appropriate level for their age. This also enables us to look at where a child has or has not made progress time.

In most subjects, knowledge organisers summarise key vocabulary (with agreed definitions), facts, and concepts. These clarify what has to be taught and are used as the basis of quizzes so that teachers can check the knowledge has been embedded. Content is revisited in subsequent year groups to help with retention.