

**Seymour Primary School Key Features**

We are delighted to welcome you to Seymour Primary School and hope that you find this information useful.

**Our School and Community**

**“When we first started school we were a group of individuals and as the years have gone on we have built a family of friends and worked together as a team.”** Kylie

* We are proud to be a TKAT School: the Kemnal Academy Trust promotes a true sense of collegiality, a culture of school to school support and provides access to high quality CPD.
* Within this organisation, we work closely with a smaller group of Crawley TKAT schools through joint CPD and network groups for Headteachers, Deputy Headteachers, and leaders of EYFS, English, Maths and SEN.
* We are a 3 form entry, larger than average primary school with a school based Nursery.
* We serve a culturally, socially and economically diverse community
* There is a high level of demand for multi-agency support.
* 39 languages are spoken across the school.
* The school currently has 52% of pupils learning English as additional language, with an increasing % of pupils admitted at an early stage of English acquisition.
* 29% of our pupils are entitled to Pupil Premium funding, which is higher than the national average. However, this figure is unlikely to accurately reflect the true levels of income deprivation as many of the families recently arriving to the area from outside the EU are not entitled to access financial support and so are not included in this figure.

**Our Catchment Area**

* Out of 364 wards nationwide, Crawley is ranked 16th for the lowest degree of social mobility. Therefore our key aims are to foster aspiration in our children and set them up to be securely secondary ready in order for them to broaden their horizons as they move through life.
* The area has a mix of owner occupier, private rental and social housing and falls in to the lowest decile in the Housing Domain for England which measures rates of household overcrowding, homelessness, and affordability.
* in Broadfield of household overcrowding, homelessness, and housing affordability.n. e in modern Britain.sing. d economicay diThe Indices of Deprivation identifies Broadfield as falling within the lowest 20% of wards in England for "Income Deprivation Affecting Children" consequently Free School Meal (FSM) entitlement is above the national average.
* The Indices of Deprivation identifies Broadfield as falling within the lowest 20% of wards in England with regard to Education, Skills & Training and census data indicates that 9.8% of adults in Broadfield have received higher education compared with 19.8% nationally.



**Vision & Ethos**

**“The Seymour school logo sums up our school: it represents community, support and respect.”** Gwenaelle

* The school has 4 core values, (Aspiration, Resilience, Respect and Responsibility) which underpin and direct the work of the school. These carefully selected values were chosen to develop the character traits necessary for Seymour pupils to contribute to society and enjoy successful and fulfilling lives.
* There is a moral purpose in our drive for high academic expectations and continuous improvement.
* The school has high aspirations for all regardless of individual circumstances.
* There is a relentless focus on improving the quality of teaching and learning through the implementation of effective models of pedagogy, responsive to the needs of children.
* There is a strong inclusive ethos and a shared commitment to the development of the whole child.

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**Our Pupils and Parents**

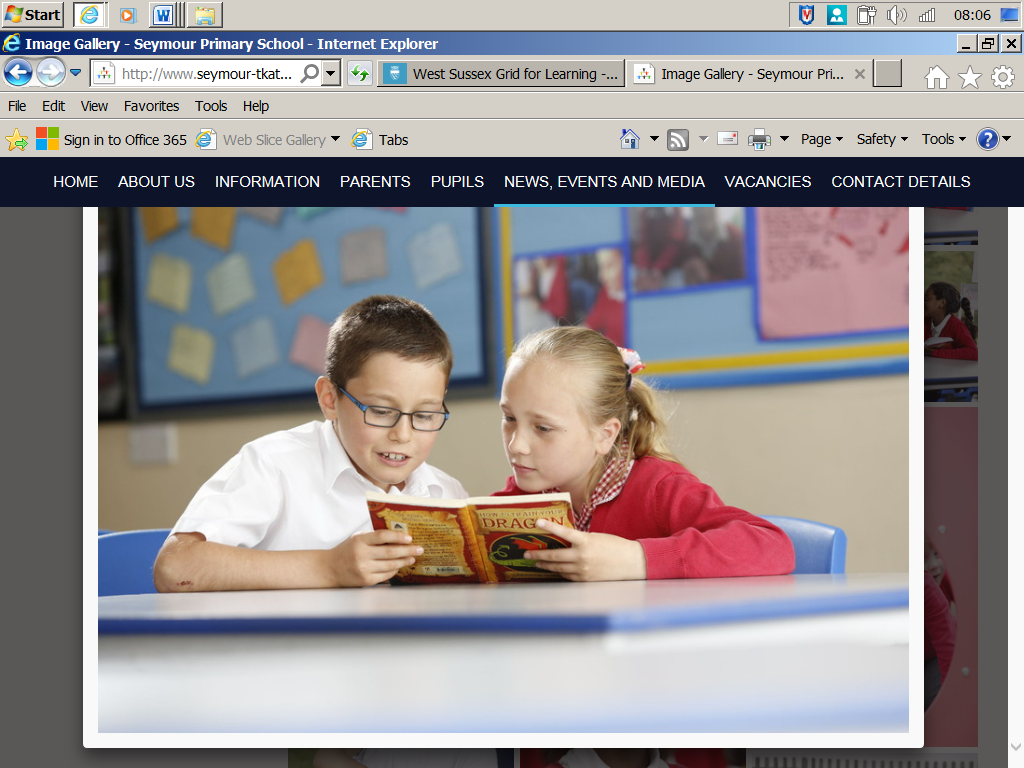
**“We have moved here from Mauritius. First of all I could not speak English but now I can and I have taught my mum.”** Marie

* The school takes an active and leading role in supporting pupils and families overcome challenges that can impact on academic achievement and well-being.
* The school and Ofsted recognise that pupils benefit from the diversity of languages and cultures they share, and consequently the cohesive community that has been created.
* Ofsted recognises that parents and pupils feel the school provides a safe and caring environment; the school nurtures pupils well giving struggling pupils extra support and help.
* Not all Seymour parents have experienced positive relationships with education or those seen to be in authority, within their own upbringing. This can present a barrier and staff work hard to rebuild and establish relationships that will benefit their children.
* There are opportunities for pupils to take on pupil leadership roles within the school such as: School Councillors, Play Leaders, Interpreters, House Captains. Pupils appreciate these roles and take their responsibilities seriously. They are confident that they help to make the school a better place.
* Pupils value that school celebrates their achievements and good behaviour.



**Our Curriculum**

**“Seymour is a lovely school where nobody gets left out. Our lessons are challenging but fun.”** Laiqah



* The curriculum and wider opportunities are responsive to the diverse backgrounds and needs of the pupils and aim to prepare them effectively for life in modern Britain.
* It equips them with the skills to help them overcome the barriers created by social disadvantage.
* There is a strong focus on the personal development and well-being of the pupil as well as the acquisition of core skills.
* EYFS and Years 1 and 2 have an annual curriculum cycle, whereas Years 3 & 4 and 5 & 6 have a bi-annual curriculum cycle.

**Our Staff**

**“Seymour is a helpful school not only for children but adults too. If you are struggling there are teachers here to help you.”** Asad

**School Leadership:**

* The Senior Leadership Team comprises of a Headteacher, Deputy Headteacher and 3 Assistant Headteachers (one with lead responsibility for Inclusion and Safeguarding).
* The Leadership Team structure extends to include 4 Phase Leaders each with responsibility for EYFS, KS1, Lower KS2 and Upper KS2.
* The school's governing body reflects the diversity of the local community and the school benefits from the commitment and support they provide.

**Wider Staff**

* There are 22 classes across the school including the Nursery.
* The class teaching team work in Phase Teams (EYFS, Key Stage 1, Lower KS2, Upper KS2) to share expertise, maximise resources and ensure greater consistency and progression.
* Each Phase currently undertake PPA together on a fortnightly basis. This opportunity for collaboration is greatly valued by the staff.
* In addition to Phase Teams, teachers also work as part of cross-phase Curriculum Teams enabling subject related school development priorities to be driven across the school.
* There is also an Inclusion Team led by one of the Assistant Heads. The team includes 2 multi-lingual assistants, an Inclusion Support teacher, and 2 Inclusion Support assistants.
* There is a Read Write Inc Manager who coordinates phonics provision across the school.



**Our Strengths**

* Being part of both the wider TKAT organisation and a smaller local group of TKAT academy schools, provides opportunities for support, challenge and opportunities for school and personal development.
* The dedication and commitment of staff to improving the life chances of every pupil.
* The positive and open relationships between stakeholders which engender trust and mutual respect.
* The positive attitudes of pupils to school and their learning.
* The shared pride pupils and staff have in the school.
* The behaviour of pupils is good and is well managed through positive behaviour management approaches.
* Pastoral provision and strong behaviour management resulting in the inclusion of children with high levels of social, emotional and mental health difficulties.
* Whilst attainment can be variable, historically and currently, the school makes progress that exceeds the national average.
* Teachers at all points in their careers are positive about the training, coaching and support they have received and understand how to use this to improve their teaching.
* Teachers know their groups well and support their personal development and welfare using that knowledge. As a result pupils have positive attitudes to school and their learning.

**Our Challenges**

* Above average pupil mobility and high levels of beginner bi-lingual children can impact negatively on attainment data in EYFS and Key Stage 1.
* A significant proportion of parents within the school community are not well enough equipped (for a variety of reasons) to support their child’s education.
* Attainment on entry to EYFS is well below the expected standard.
* To broaden horizons and raise expectations against a backdrop of aspirational poverty.
* Attendance remains below the national average, despite the persistent efforts of the school.
* The on-going successful inclusion of vulnerable children with high levels of social, emotional and mental health difficulties in a financially challenging climate.





**The qualities our children want in a Headteacher:**

“Consistently caring - a Headteacher who is willing to speak to someone to show that they care.”

“Talented – a Headteacher who can do many sports & activities that can impress (juggling, throwing, catching)”

“Encouraging – an inspiration.”

“Funny – someone who has a sense of humour and can make people laugh.”

“Kind – someone who is kind to teachers and children.”

“Confident – so when they tell a story in assembly they are confident.”

“Fair – if someone has done something wrong do not be super mean.”

“Understanding – if someone is upset because he/she thinks their parents are breaking up the Headteacher can be understanding.”

“Professional – a person that acts appropriately depending on where they are and what they are doing.”

“Someone who does not show negative emotions.”

“Considerate – there is no point having a teacher or Headteacher who won’t listen or help.”

