



Curriculum Impact

Our curriculum enables children to learn to read at a high standard. We know this because at both Key Stage 1 and Key Stage 2 the percentage of children who meet the expected standard is above national and has been for the last 3 years. Our early reading and phonics teaching has had a significant impact on our Phonics Screening scores which have been on an upward trend and been above national for the last two years. Our reading progress scores from Key Stage 1 to Key Stage 2 have been well above average for the last 4 years (and above +5 for 3 of those years) and in the top 5% of schools nationally for the last two years. Because of this, our English Leader has been asked to work with Tameside to develop reading across the local authority.

For progress in writing between Key Stage 1 and Key Stage 2, our progress has remained above +2 for the last 3 years and for progress in maths it has been above +4 for the last two years.

Our work with our partner high school through the Mossley and Carrbrook Schools' Partnership, ensures that our curriculum supports children to be ready for the next phase of their education when they leave us. For example, we have collaboratively planned a transition unit in English in Year 6 which is taught in the final half term, work completed in the books the children will use at high school and used to ensure that children continue to build on the standards they achieved with us.

As part of the MCSP, subject leaders and class teachers work collaboratively school to school to support good practice and challenge teachers and leaders to continue to develop. For example, high ability Year 6 children attend weekly maths lesson at the high school instead of their normal maths lesson. In computing, the high school IT teacher taught demonstration Micro:bit lessons with Year 5 and 6 and then trained class teachers so that they could continue to teach the use of the hardware.

We also collaborate to ensure that our children become well rounded members of the local community. For example, they have the opportunity to complete the blue and bronze JASS awards with us. When they move on to high school they then have the opportunity to complete silver and gold JASS awards before this feeding into the Duke of Edinburgh Award Scheme. The overall purpose of the partnership is to ensure a seamless education for the children of our town from the ages of 3 to 16.

Our curriculum ensures that regardless of need, children who require SEN provision are included in all aspects of class life. Provision is delivered within the whole class environment to enable all children to access the entire curriculum. We have a high number of children with EHCPs who due to skilled adaptations are able to remain in mainstream provision whilst receiving an individualised curriculum which meets their needs.

We have recently achieved the AcSeed accreditation which is a quality assurance mark which is presented to schools that make a substantial effort to support the emotional health and wellbeing of students and staff. We worked hard on developing our provision and have supported children to understand the 5 ways to wellbeing. We are now continuing to improve this provision as we have appointed a member of staff who used to work for Tameside and Glossop MIND.

As a school, we place a high priority on children having the building blocks of being respectful and responsible citizens when they leave, ready to take their place in the world. We have high expectations of

children's behaviour and in particular, their behaviour towards others. The children know that we value politeness and consideration highly. Children right from early in their school careers will hold doors open for others, help others who need it and show tolerance and respect.

Our co-curriculum covers all sorts of aspects and interests. There are sporting opportunities including clubs and competitions. We also offer opportunity for children to make music through joining choir and learning the recorder. Other clubs develop interests more deeply such as debating, science, book club and code club. There is also an eco-group which was started by a group of pupils and has become a key part of educating the school community in how to make more environmentally friendly choices. Other opportunities are offered and available to all children in order to support social mobility and take place within the school day such as JASS award, the Robinwood residential, Brass instrument lessons, piano lessons, cello lessons and violin lessons. We use some of our pupil premium funding to ensure that pupil premium children are not disadvantaged and have equal opportunity to participate in clubs and follow their interests. Over the Autumn and Spring terms, 70% of our non-pupil premium children participated in an after school club whereas 80% of our pupil premium children participated.

Children leave Livingstone with a sense of pride in their own achievements, a sense of belonging to a tightly knit school community and a clear and developing sense of their own identity. This is evident in the number of former students who repeatedly come back to visit teachers and staff who have had a profound impact on shaping them as individuals. We are confident that we have done our best to provide them with the skills to succeed academically and also be resilient, determined learners who are able to manage their own emotional wellbeing. We believe they leave ready for the next stage of their education. We regularly receive comments from former parents as children leave high school commenting on the contribution they believe Livingstone had on their child and the young adult they have become.