



Curriculum Statement:

Impact

Curriculum Impact

Reading is a strength of the school. We know this because at KS2 we are above national for EXS+ and have been for the last 5 years of official data. At KS1 it has been above or in line with national for 4 years before the KS1 SATs were dropped. Our reading progress scores have been well above average for the last 5 official years until 2024 when there were no progress measures (and above +5 for 3 of those years) and in the top 5% of schools nationally for two of these years. Reading is also a priority in the EYFS with a focus on phonics. Children in Reception and Year 1 read books which are closely matched to the phonemes and graphemes they have been taught. Our phonics screening results have been above national since 2018 (although due to the cohort we were in line in 2024). We have launched a reading for pleasure initiative which has been well received by children. This has encouraged them to read more widely and sample texts by different authors and different genres which they wouldn't normally have done.

Our progress in maths is also strong. In three of the last four years it has been positive, with two of these years being above +4 (years leading up to 2024 when there were no progress measures).

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.

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.

The school prides itself on being an inclusive environment and supporting children who have additional needs. 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. For our children with EHCPs, we have experienced staff who make skilled adaptations enabling them to remain in mainstream provision whilst receiving an individualised curriculum which meets their needs. We ensure the curriculum meets the needs of pupils with SEND by:

Termly progress reviews for all children with SEND

Working in collaboration with other agencies is a strength and we have a strong reputation for inclusion across the LA.

EHCP pupils have a personalised curriculum.

All members of staff are committed to inclusion and constantly make adaptations to provision within the school day to meet children's needs such as visual timetables; independent workstations; use of PECs and Makaton; social communication groups; collaborative learning strategies; clear signage and routines. Children are taught to sign songs using Makaton and do so as part of assemblies and productions.

We have very experienced and skilled staff who work 1:1 with individuals with EHCPs.

Staff and governors believe that inclusion is a strength of the school and that it brings a wider dimension to the development of all children as they move into society in general.

Parents of children with additional needs are very much partners in the development and progress of their child.

Our co-curriculum covers a range of aspects and interests. These include debating, science, recorder, sewing, history, lego and multisports. 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 and piano lessons.

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 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. This is shown from the number of previous pupils who win prizes for achievement and progress once they move onto high school. We regularly receive comments from former parents commenting on the contribution they believe Livingstone had on their child and the young adult they have become.