

WALKWOOD CHURCH OF ENGLAND MIDDLE SCHOOL

ADDING VALUE AND VALUES TO CHILDREN'S LEARNING

At Walkwood Church of England Middle School our purpose continues to be for pupils to

- develop a deep desire to learn, engaging with the roots of the learning process;
- cultivate values that will shape their living both within and without the school;
- experience awe and wonder, and consider both spiritual and human dimensions.

Borrowing an adage from St. Irenaeus: "The glory of God is a human being fully alive!"



We have not engaged in exceptional projects to deliver results, but rather, have sought to do the common things exceptionally well. We want pupils to Love to Learn; Learn to Live; Live to Love.

Firstly, individual pupils achieve their very best, and make a valuable contribution to the Walkwood community. Secondly, we are preparing them for an adult life in a changing world and, as such, we seek to equip our children for the future. Thirdly, we are a Church of England school which is fully inclusive and where, in pupils' lives beyond our school, they carefully consider the experiences, people and spirituality that they encounter.

The ethos of the school empowers pupils and staff to be able to engage fully in the learning process. As well as delivering subject matter that is clearly considered and appropriate, pupils are encouraged to be 'learning superheroes' by cultivating six skills for scholarship. These are complemented by our 'Fruits of Faith' – shared values for living in an interactive and mutually supportive community, symbolised within the school's emblem.



'I gave you this work: to go and produce fruit, fruit that will last' (John 15:16).

We know that some of our pupils find learning a challenging process, and others may struggle with certain topics, subjects, or at particular times of their schooling. To enable all pupils to make progress, the ROC (Record of Concern) pupils, for whom class intervention has yet to move them on, will receive tailored support which gets them 'back on track'. The same notions apply for pupils' pastoral needs, as would be expected in a school that espouses to be a loving community. The ethos and aspects of SMSC are outstanding as they are subtly and yet explicitly woven into the fabric of school life.



We have been particularly concerned to ‘close the gap’, and ensure that pupils from specific groups were able to access the school’s provision. Teaching assistants are well used in lessons so that obstacles are overcome at the point of need, and they work in partnership with teachers. This has resulted in our recent inspection noting that: “All groups of students, including the disabled, those who have special educational needs, disadvantaged students and the most able, make good progress and achieve well”.



Our school strives to reach attainment at the end of KS2, and we have found the move to ‘progress without levels’ a challenging one, but we are working with other schools to bring forth workable arrangements. At the end of Year 8, Ofsted noted that most pupils “reached standards usually expected at the end of Year 9”.

The challenge of ensuring that standards within the school have been accurately and regularly monitored has led to developing a system that considers ‘teaching over time’. The process is based on professional dialogue and allowing best practice to be shared, honed further by an increased focus on continuing professional development. CPD also supports our work to ensure that best practice is pooled, including in marking, so that pupils are able to receive feedback that they can respond to.



The provision of sport and other enrichment activities allows holistic education of the child, alongside the facilities that middle schools can provide. Indeed, an additional two years of specialist teaching has advantages, but so has the crafting of care and encouragement where, in the middle years, children can still be children. Those at Walkwood are a joy.

Walkwood Church of England Middle School does not work magic, but it blends different aspects of education, and inspires progress and passion for learning in an inclusive environment. We shall not be perfect, and shall never be complacent, but we aim to be wholly outstanding.

