



Selattyn
CE Primary School

ANNUAL REPORT 2025/26

Our Vision & Values



Living life in
all its fullness

John 10:10

Our Vision

As a loving community, our vision is to nurture each individual in our care, giving them the skills, resilience and hope to succeed and flourish, both academically and spiritually, in God's ever changing world.

Excellence

Excellence: striving always for mastery and personal success

Integrity

Integrity: consistently acting with honesty, compassion and respect

Empathy

Empathy: embracing and supporting the uniqueness of every individual

Creativity

Creativity: inspiring and challenging through invention, experimentation and exploration

Equality

Equality: ensuring fair opportunity for all

Reflections

It has been a truly rewarding year at Selattyn Primary School, filled with moments of joy, pride, and a strong sense of community. Our school continues to be a place where children flourish, staff thrive, and families come together in meaningful ways.

We have continued to grow, welcoming new pupils and staff who have enriched our school with their skills, talents, and enthusiasm, strengthening our inclusive and supportive environment.

This year, our children have shone in leadership and performance, whether through One Voice activities, the School Council, or their confident contributions within the Worship Committee. These opportunities reflect the confidence, character, and values we nurture every day.

Our community events revolve around close links with the Parish Church to the Christmas Fair. These events have further strengthened the bonds that make Selattyn so special.

As we look ahead, we do so with gratitude for all we have achieved and excitement for what lies ahead. Selattyn remains a place where every child is known, valued, and encouraged to live life in all its fullness.



Ross Shepherd

Headteacher

School Priorities (SDP) 2025 - 2026



Living life in
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John 10:10

Our School Development Priorities 2025 - 2026

As a loving community, our vision is to nurture each individual in our care, giving them the skills, resilience and hope to succeed and flourish, both academically and spiritually, in God's ever changing world.

People First	Anytime, Anywhere Learning	Belonging	Working Today to Protect Tomorrow
All staff understand their part within the Trust. All staff will take responsibility for their own wellbeing and make pro-active contributions towards the SDP.	All staff understand the strategies of Teach Like A Champion (TLAC) They understand the literacy principles, so every teacher is a teacher of literacy. STEPLAB is used as a platform to embed a culture of instructional coaching.	All staff will understand the Learning for Life framework and use effectively to raise outcomes for all children and young people. The Belonging principles are implemented and understood.	Investigate ability to provide nursery provision. Marketing is effective and numbers are rising. All staff understand their part within the Trust. All staff will take responsibility for their own wellbeing and make pro-active contributions towards the SDP.
IMPACT	IMPACT	IMPACT	IMPACT
- Class Drop ins show consistency in the use of agreed teaching strategies - Professional development is more targeted and responsive to individual needs - Staff feel supported in their professional growth.	- Pupils use subject-specific vocabulary more confidently in speech and writing - Teachers apply consistent oracy strategies across the curriculum - A common approach for observing and supporting colleagues	- All staff feel a greater connection with the Trust - Staff are developing strategies from the 'Learning for Life' document through training - Staff have received training on the Belonging Principles	- Plans being put in place to open a nursery in due course - The school has a greater social media presence. - Stakeholders have a greater role to play in the SDP priorities and staff are responsible for their wellbeing.

Belonging

The school is working hard to make sure every child feels like they belong, is supported in their learning, and has the opportunity to succeed.

- All staff have been given guidance on the Learning for Life framework, which helps improve outcomes for all children.
- Staff are learning how to make sure every pupil is seen, heard, and encouraged.
- Systems are being put in place so children's progress is regularly reviewed and supported.
- Staff are working closely with specialists to improve support for children with additional needs and the SENCO has engaged closely with outside agencies
- Reviews and meetings are held regularly to check progress and plan next steps.
- Staff have received training on how to track and support pupils more effectively.
- The school is improving how it stores and uses information to support children.

Building a Strong Sense of Belonging

All staff have been trained on the school's Belonging Principles.

- A dedicated lead for wellbeing is in place.
 - These principles are now being used in classrooms to shape teaching and relationships.
- There is clear evidence from observations and surveys that children are:
- Feeling more included
 - Taking part more in lessons
 - Experiencing a positive classroom environment

The school will continue embedding these approaches in everyday teaching. Further staff training is planned to strengthen this work. Regular reviews will ensure all pupils continue to make progress and feel part of the school community.



People First

This year, we have focused on ensuring that all staff understand their important role within the Trust and how this supports your children's learning and wellbeing.

- All staff have successfully completed their induction into the Trust.
- Mandatory training, including safeguarding and first aid, has been completed to ensure all children are safe and well supported.
- Staff have engaged in professional learning through networks, training sessions, and visits to other schools within the Trust.
- Teachers have attended Trust-wide events and conferences to share best practice and continue improving teaching and learning.

This collaborative approach ensures that staff are well-prepared, confident, and able to provide the best possible education for every child.

We are proud to share that staff feedback highlights a positive and supportive working environment.

- Staff surveys show that colleagues feel valued and supported in their roles.
- A dedicated wellbeing lead is available to support staff with mental health and wellbeing.
- Open communication and teamwork have helped build a culture where everyone feels included and respected.
- A happy and supported staff team has a direct positive impact on the experiences of our learners.

All staff have taken an active role in their own professional development, ensuring continuous improvement across the school.

- Performance development plans (PDPs) have been completed for all staff and linked to whole-school priorities.
- Staff have taken part in regular reviews, sharing successes and identifying next steps.
- Teaching assistants and teachers have accessed targeted training and development opportunities, including visits to other schools within the Trust.
- Staff have worked collaboratively, sharing ideas and learning to improve outcomes for children.

This ongoing development ensures that teaching remains high quality and responsive to pupils' needs.



Anywhere, Anytime Learning



This year, we are proud to highlight the continued success of anytime, anywhere learning across our school community. This flexible approach to education has helped our pupils stay motivated, independent, and confident in their learning—both in school and beyond.

Consistent Access to Learning

Pupils have been able to log in safely to school platforms from home, ensuring they never miss an opportunity to learn with software such as Bug Club Reading and Time Tables Rockstars, even when outside the classroom.

Improved Confidence and Independence

Children are becoming more confident using technology to research, complete tasks, and reflect on their work independently.

Strong Home–School Partnership

Parents have been able to see and support their child's learning more easily, creating a positive connection between home and school.

The children have benefitted as they:

- Learn at their own pace by revisiting lessons anytime
- Develop important digital skills for the future
- Build responsibility for their own learning
- Stay engaged and motivated through a variety of activities

We continue to place a strong emphasis on online safety and wellbeing. Pupils are taught how to use technology responsibly, and all platforms are carefully managed to provide a secure learning environment.

Next year, we aim to further enhance our anytime, anywhere learning by:

- Introducing new interactive tools and resources
- Continuing to support families with guidance and advice and how they can further support learning at home

Anytime, anywhere learning has become a valuable part of school life. It supports flexibility, independence, and enthusiasm for learning, helping all pupils to thrive. We are grateful for the ongoing support from parents in making this approach so successful.



Working Today to Protect Tomorrow

This year has been a positive and successful one for our school. Pupils have worked hard, shown enthusiasm for learning, and made good progress across the curriculum.

Learning and achievement

Children have developed key skills in reading, writing and maths.

Many pupils are becoming more confident learners and are able to work independently. Teachers have focused on making lessons engaging and supportive so all children can succeed.

Behaviour and Wellbeing

Behaviour across the school has been very good, with children showing respect for each other and adults.

We continue to support pupils' emotional wellbeing through a caring and inclusive environment.



Support For Pupils

Attendance has been very good, helping pupils make the most of their learning

Additional support has been provided for children who need extra help.

Staff work closely with families to ensure every child feels supported and valued.

We offer a range of activities to help children develop confidence and social skills.

Enrichment and Activities

Pupils have taken part in numerous trips, clubs, stay away trips, sporting events and special events which enhance their learning.

These activities help children build teamwork, creativity, and wider life experiences.

Next year we hope to focus on:

- We will continue to improve teaching and learning across all subjects.
- A key focus will be supporting all pupils to reach their full potential.
- We will strengthen communication with parents and carers.

We would like to thank parents and carers for their continued support. Working together helps ensure the best outcomes for all children.

STAFF DEVELOPMENT



Supporting Staff Wellbeing

Supporting Staff Wellbeing is paramount to ensuring Selattyn Primary School continues to be successful for all involved.

It has been encouraging to see the proactive approach taken to foster a positive working environment by all staff. Initiatives such as wellbeing check-ins, access to support resources, and opportunities for professional development demonstrate that staff are not only valued but actively supported in maintaining a healthy work-life balance. This emphasis on wellbeing undoubtedly contributes to staff feeling motivated, respected, and equipped to provide the highest standard of care and education.

There is a culture of openness and collaboration, where staff voice is genuinely heard and acted upon. This strengthens trust and helps create a cohesive team atmosphere, which is essential for both staff satisfaction and student success.

Parents can feel confident that their children are supported by staff who are not only highly capable, but also well cared for and empowered in their roles.

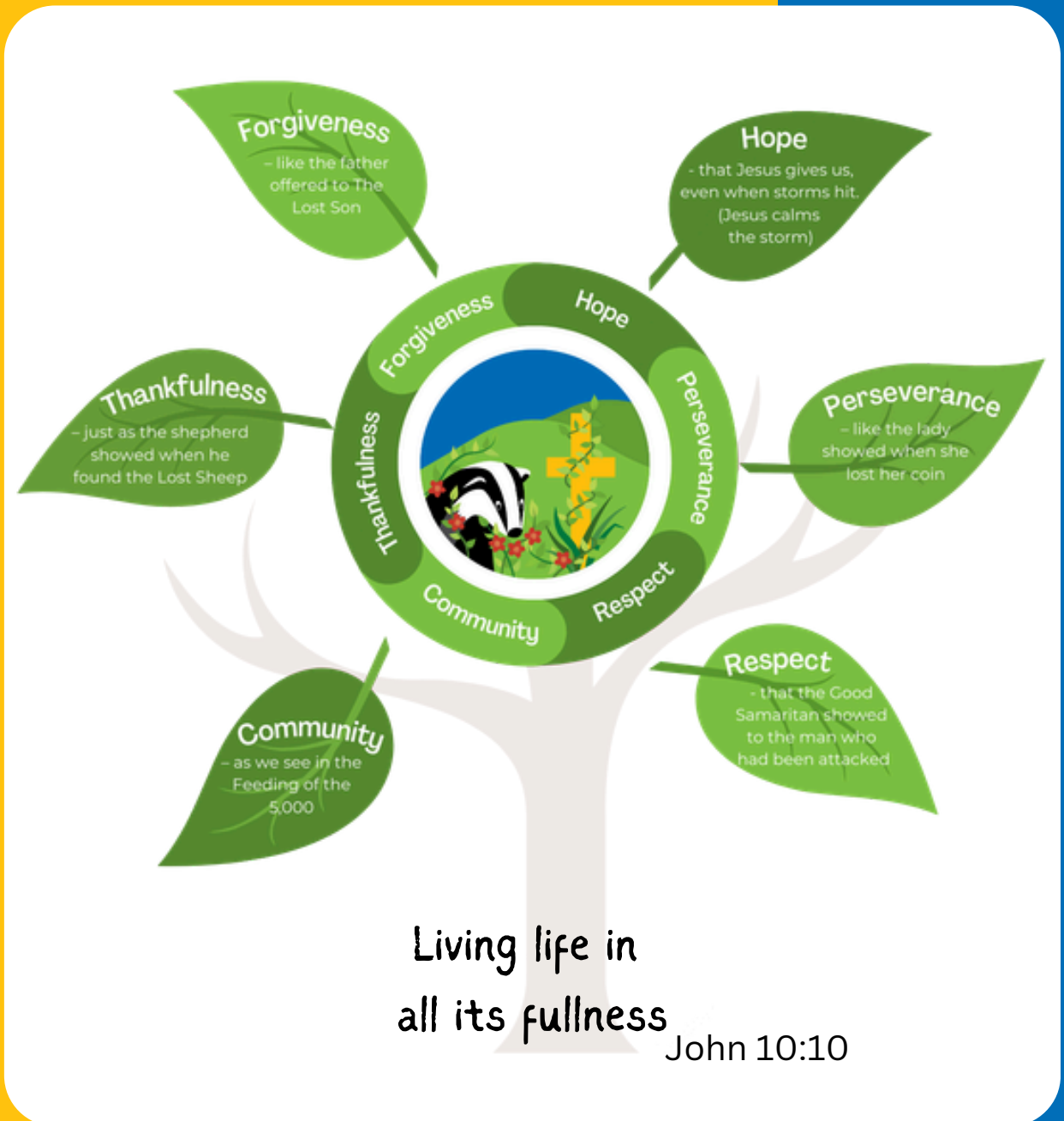


Professional Development and Growth

Professional development has remained a cornerstone of our school improvement. This year, we embedded Teach Like a Champion (TLAC) techniques and used StepLab to support consistent, high-quality teaching across the school. TLAC techniques have helped to sharpen classroom routines, improve questioning and boost pupil engagement. StepLab has provided a structured platform for staff to reflect on their practice, set goals and receive targeted feedback for improvement. The impact has been clear: lessons are more purposeful and behaviour for learning is exemplary. We are proud of the culture of continuous improvement that has developed and look forward to building on this momentum next year. We also welcomed new and talented teachers to our Selattyn Family. They have brought fresh energy and expertise to classrooms, supporting both academic progress and pupil wellbeing.

Christian Distinctiveness

Christian distinctiveness at Selattyn is reflected in the way our values, actions and community life are shaped by the teachings of Jesus. We actively promote love, respect, forgiveness and compassion in all that we do. Our school encourages every member of the community to grow in character, support one another and make positive choices, creating a welcoming and caring environment for all. Our proactive Worship Committee plays a key role in promoting this aspect of school life, leading by example and supporting the spiritual development of everyone within our community.



Governing Body



At Selattyn Primary School, our vision “Living life in all its fullness—continues to guide our commitment to creating a school where every child thrives academically, socially and spiritually. This year, the Local Governing Body (LGB) has continued to work in strong partnership with school leaders, supporting high-quality education within a nurturing, inclusive environment, while maintaining a clear focus on staff well-being.

Our governors bring a wide range of skills and expertise and work closely with the headteacher to provide strategic direction and ensure the very best outcomes for our school community. Governors have supported the review and development of the curriculum and work closely with staff ensuring all children receive rich and high-quality learning experiences during our time with us.

Subject link visits have strengthened governors’ understanding of teaching and learning across the school, enabling them to celebrate successes and support ongoing improvements. Their engagement also plays an important role in maintaining the strong ethos and values that underpin school life.

Governors remain actively involved in the life of the school—supporting events, engaging with pupils, and building strong connections with families and the wider community.

Looking ahead, the Governing Body remains fully committed to fostering a school where all pupils and staff can flourish, supported by effective leadership, open communication and a shared dedication to our vision.



Governor Experiences

It is a real privilege to be a governor at Selattyn Primary. What makes our school so special is the strong sense of community, with parents, staff, and families working together to create a caring and supportive environment where every child can flourish. And that includes being given the space and invitation for spiritual growth as we explore our amazing world. Over the past year, we have used the 'windows, mirrors, doors and candle' words to reflect on some big questions. I have loved seeing our children grow in confidence, develop new skills, and embrace opportunities to learn and explore together.

Rev Steve Nicholson



During my short time as Governor I have witnessed the changes in the experiences and opportunities offered to pupils and staff which have improved an already successful school. Through learning walks, attendance at events and informal visits to the school I have been made to feel welcomed and valued and have been encouraged to ask questions about the management and teaching and learning. The transition to become part of the Trust was conducted in an open and collaborative way and the school has not lost any of its unique features such as its strong Christian ethos where we are guided by the vicar, a fellow governor.

Learning walks have enabled governors to see policies agreed at meetings put into action through talking to staff pupils and looking at work. This has been particular useful as a number of new school schemes of work have been introduced. Staff have presented the data and experiences of their curriculum area to the Governors so I have a full picture of learning and teaching across the subjects and the age ranges.

Positive behaviours and relationships have been a feature of the school from when I started and these were very much in evidence on a recent joint learning walk. Steve Garthwaite and I visited each class and saw pupils engaged in their learning, being respectful to each other's ideas and showing confidence by talking about their learning and school experience. Staff view these visits and interactions as supportive and I find them very informative. The administrative team support Governors and they are always willing to answer my questions and deal with technical queries. The Headteacher and staff put the pupils first and the pupils and community are fortunate to have such hardworking staff. I am enjoying my role as Governor and being part of the Governing body where we are truly considered to be the critical friend of the school

Joy Roberts - Governor

School Priorities (SDP) 2026-2027



Selattyn C.E. Primary School

Our School Development Priorities 2026 – 2027

As a loving community, our vision is to nurture each individual in our care, giving them the skills, resilience and hope to succeed and flourish, both academically and spiritually, in God's ever changing world.

Anytime, Anywhere Learning	Belonging	Working Today to Protect Tomorrow	Our People
Outcomes are meeting the national standard or above with more children achieving greater depth because; The curriculum is relevant, ambitious and embedded into school life All children buy-in and are motivated, engaged and positive about their future	We want every child and family to feel valued, safe, and part of our community. We are working to strengthen relationships, celebrate diversity, improve pupil voice, and ensure that all pupils feel confident, included, and respected.	To further investigate and plan for the introduction of a nursery setting. To work with Trust Executive Board to look at ways of further developing the reality of opening a nursery	All staff know their part within the trust and understand the part they are needed to play.
All Children are ready for their next phase of their learning Every pupil is known, understood and supported to identify and achieve personal goals that ensure they are well prepared for their next phase.	To receive training and further embed the 'Everyone Matters principles'	Further marketing of the school takes place with the aim of increasing pupil numbers and developing the good name of the school in the surrounding area	All staff will take responsibility for their own wellbeing and make pro-active contributions towards the aims of the SDP.
SEND The school implements a consistent, reform-aligned SEND approach through lead by the SENCO and high-quality inclusive practice.	To implement the Inclusive Attendance approach achieving Bronze Accreditation and embedding a culture of belonging and collective responsibility.	All staff have the opportunity to attend training for their own professional development. Staff share good practice in order to upskill one another.	



#togetherwegrow

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