



North Curry C of E Primary School: Church School SEF and Improvement Plan: Sept 2025 – July 2026

Who are we, what are we doing here and how then shall we live and learn together?

- North Curry C of E Primary School is a smaller than average primary school with around 124 school aged pupils on roll, serving a rural village area on the edge of Taunton.
- The school currently runs five classes due to the widely fluctuating numbers of children per cohort (we have some small and some very large cohorts).
- We are very proud to have a nursery on site with around 18 children from six months to four years olds.
- The school serves an area with lower than average deprivation and is within the lowest deprivation indicator (quintile 2: least deprived). A low proportion (5%) of children are eligible for Free School Meals. The vast majority of our children are White British (96%). 0.7% of pupils come from minority groups which are traveller of Irish heritage, Romany or Gypsy. The number of children who do not speak English as their first language is also well below the national average at 2%. The number of pupils with Special Educational Needs and Disabilities is also below the national average. SEND support is 7% compared with 13% nationally and we currently have one child who receives High Needs Funding/has an EHCP. Staffing is very stable with very few changes over the past few years.
- The current Headteacher has been in post since September 2017 and is supported by a strong, well established Senior Leadership team consisting of one Senior Teacher, the SENDCo and Local Governing Body.
- The school invests heavily in the local community in line with the community development plan. We also have a long-established parental involvement and work very closely with the church of St Peter and St Paul and the local Baptist and Methodist ministers.
- The school was inspected by Ofsted in January 2025 and achieved Good in all areas. The school also had a very positive 'Good' SIAMS report in March 2023.
- The school made the move to academise and joined the Richard Huish Trust in May 2018. This has brought many advantages including more collaborative ways of working with the other schools in the Trust and more control over admissions and finance so that we can provide education for the village of North Curry and surrounding areas. The school has retained its own local governing board. This move has also helped to ensure the correct level of challenge and support is provided within the governance of the school as it continues to improve and sustain its very good reputation in the local area.

Our overarching vision is TEAM: Together Everyone Achieves More through loving learning, loving one another and loving life itself. This is underpinned by AGAPE – the Christian value of love for one another shown in the story of the Good Samaritan (Luke 10: 25-37) 'Thou shalt love thy neighbour as thyself' (Matthew 22: 37-39). Children live out this vision and value everyday when following our Golden Rules. These are: Work hard and always do your best! Be kind, considerate and respectful! and Be happy, safe and have fun!

IQ1: How does the school's theologically rooted Christian vision enable pupils and adults to flourish?

- The Headteacher has a strong set of Christian values related to the school vision which are shared effectively so that it is clear what the school is about and what it is trying to achieve
- The school lives and breathes its vision
- The school is at the heart of the village community. The school has excellent connections with the Church, PCC, PC and other local village groups. The TEAM vision, underpinned by the parable of the Good Samaritan, ensures that both the school and the local community are working together, helping each other so that the children can flourish and achieve the best outcomes both socially and academically
- The well-being of the whole school community is a priority as school leaders understand that it is this which makes for a successful school. The school demonstrates exemplary practice in this area by undertaking termly well being surgeries and well being times
- Our staff go above and beyond to ensure all children flourish, particularly the most vulnerable learners. Since 2017 there have been very few fixed term or no permanent exclusions. This shows the inclusive nature of the school and that we do everything we can to meet the needs of the vulnerable learners who struggle at school. This is particularly the case with children with SEMH. We have been praised by the local PRU, CAMHS and Behaviour Support Advisors for the care and dedication we have given to children who exhibited particularly extreme behaviour towards staff and children alike
- Behaviour in the school is exemplary because it is underpinned by a clear Christian vision and core values which children follow as Golden Rules. They genuinely care for one another and respect each other's differences. The graduated behaviour pyramid ensures that positive behaviour is rewarded and that there are clear sanctions for negative behaviour. Every child is given a fresh start which also helps them to realise their worth
- Specific and regular support is given to the more vulnerable families to ensure that they have access to both learning and social and emotional materials through our ELSA
- There is a shared definition of Spirituality which is understood by the whole school community and is intrinsically linked to the school's vision, values and golden rules

Objectives	Action/s	Personnel	Resources/ Cost	Timescale	Success Criteria	Monitoring	Outcome/Evaluation
<ul style="list-style-type: none"> • To further develop support for our most vulnerable learners 	See SEND Priority 1 on QIP	JL/AB	£500	Ongoing throughout the year	Children with SEND progress well across the curriculum	Termly in line with QIP reviews	Autumn:
							Spring:
	New ELSA to be trained	HM/CF	£760	By beginning of Nov 2025	Children with SEMH are able to flourish	Intervention data	Summer:
	Senior Mental Health Lead to	JL/HM	£872		Staff continue to flourish	Staff surveys show high	Autumn:
							Spring:

<ul style="list-style-type: none"> To ensure that staff well being is given the highest priority 	further develop support					levels of satisfaction and support	Summer:
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IQ2: How does the curriculum reflect the school's theologically rooted Christian vision?

At North Curry School we have designed our creative curriculum with pupils' learning at the heart, around our school vision of loving learning, each other and life itself. We recognise that an enriching curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals within our community. We intend for it to be empowering enabling pupils to develop their interpersonal skills, creativity and independence. We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem. We recognise that all pupils should be challenged; learning from failures, and celebrating successes through our Growth Mindset, Zones of Regulation and Mindfulness approach.

Core learning: Our staff value the different ways in which pupils learn and plan lessons to account for these differences, this includes the use of themed Enrichment Days and Weeks. We deliver a topic-based curriculum which encourages teachers to make cross-curricular links wherever possible within their lessons. This allows pupils to draw upon knowledge from different subjects and understand how each topic plays a part in everyday life.

Teachers use a wide range of resources to teach core content. By using different techniques, we intend on keeping pupils engaged with learning and accommodate pupils who learn differently to their peers.

The school carries out a range of interventions to support individuals or small groups in the areas of cognition and learning, social and emotional, communication and interaction and physical and sensory needs as required.

Extra-curricular activities: Although we are a small school, we provide a wide variety of extra-curricular activities for pupils that further enhance their learning experience. The activities range from after-school clubs, inviting visitors in to the school, instrumental and singing lessons and educational trips and experiences.

Some of the extra-curricular activities currently available: netball, nature detectives, football, creativity, country dancing, tag ruby, mindfulness, bell ringing and multi-skills.

Involving parents, pupils and the local community in the curriculum

Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it. We send pupils, staff, governors and parents questionnaires on an annual basis. These questionnaires enquire about enjoyment of learning, behaviour, safeguarding, communication and attainment. Each class has a parent representative who attends a monthly Parent Forum meeting with the Head teacher and a member of the Local Governing Body.

We engage with the wider community by ensuring there are opportunities for pupils to participate in community projects, e.g. North Curry writers award, Church displays, allotment, school cups. This shows pupils the value of belonging to a wider community.

Our enriching curriculum has been designed for a range of learners, providing equal opportunities for all – by doing this, pupils will benefit in the following ways:

- Learning how to lead safe, healthy and fulfilling lives
- Understanding that failure is part of the road to success
- Being rewarded for effort, progress and success
- Being supported with their next stages in education and feeling prepared for life after school
- Becoming responsible individuals who contribute to community living and the environment
- Achieving to the best of their ability
- Acquiring a wealth of knowledge and experience
- Becoming critical thinkers
- Learning how to cooperate with their peers and respect one another inside and outside the classroom

The British Values are clearly embedded in both our curriculum, vision, values and golden rules and are linked to our PSHE curriculum and our Church School values.

Objectives	Action/s	Personnel	Resources/ Cost	Timescale	Success Criteria	Monitoring	Outcome/Evaluation
		HM/CF	£500				Autumn:

<ul style="list-style-type: none"> To provide all children with a well-designed, ambitious mixed age curriculum in Science 	See SEND Priority 2 on QIP			Ongoing throughout the year	Standards in Science rise	Termly in line with QIP reviews	Spring: Summer:
<ul style="list-style-type: none"> To ensure the curriculum represents the diversity of modern Britain 	Begin to incorporate 'No Outsiders: We Belong Here' lesson plans to teach diversity and equality	HM	£20 plus additional cost of books	One fortnightly lesson with additional assemblies linked to CW programme	There will be an active culture of justice and responsibility throughout the curriculum	Pupil voice	Autumn: Spring: Summer:

IQ3: How is daily collective worship enabling pupils and adults to flourish spiritually?

- The Headteacher leads by example, demonstrating passion and exemplary practice in the leadership of Collective Worship
- Collective Worship is central to the life of the school and is underpinned by our Christian vision and values. It is valued by the whole school community as a time to worship God, consider spiritual and moral issues and explore their own beliefs
- The Churches of North Curry continue to support the school, delivering acts of Collective Worship
- The Worship Warriors regularly lead worship
- Themes for Collective Worship are based around the Christian values and key dates within the Christian calendar

Objectives	Action/s	Personnel	Resources/ cost	Timescale	Success Criteria	Monitoring	Outcome/Evaluation
<ul style="list-style-type: none"> To create spiritual space for children to lead prayer so that it is more 	Children to lead prayer in class at least once a day and in every	HM/all staff/all children	No cost	Every week throughout the school year	Prayer will become central to the life of the school providing children with a	Pupil voice	Autumn: Spring: Summer:

central to the life of the school	Collective Worship				spiritual space for reflection		
<ul style="list-style-type: none"> To further enhance the nature of Collective Worship 	Termly worship led by Bishop Michael Monthly collective worship in the Church Worship Warriors to lead worship based on themes of equality and diversity				Children will experience a wider range of acts of Collective Worship which will contribute to their spiritual flourishing	Collective Worship monitoring/ comments book	Autumn:
							Spring:
							Summer:

IQ4: How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?

- The school lives out our TEAM vision helping each other so we can be the best we can be
- The Christian value of AGAPE, through the story of the Good Samaritan and 'Love thy neighbour as thyself', promotes the whole school community loving one another and life itself
- This is lived out in our golden rules of be kind, considerate and respectful, be happy, safe and have fun
- The well-being of the whole school community is a priority as school leaders understand that it is this which makes for a successful school. The school demonstrates exemplary practice in this area
- Behaviour in the school is exemplary because it is underpinned by the clear Christian vision and core values which children follow as Golden Rules. They genuinely care for one another and respect each other's differences. The graduated behaviour pyramid ensures that positive behaviour is rewarded and that there are clear sanctions for negative behaviour. Every child is given a fresh start which helps them to realise their worth
- Staff well being is given the highest priority with termly well being surgeries, well being Wednesday treats, social events, informal drop in surgeries with Senior Mental Health Lead and designated well being time
- Specific and regular support is given to the more vulnerable families to ensure that they have access to both learning and social and emotional materials through our ELSA

Objectives	Action/s	Personnel	Resources/	Timescale	Success Criteria	Monitoring	Outcome/Evaluation
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			Cost				
<ul style="list-style-type: none"> To develop current behaviour policy to include a more consistent relational approach 	Revised Behaviour policy incorporating shared language and a stepped approach	HM/AG	No cost	Ongoing throughout the year	Behaviour will be managed more consistently. There will be fewer incidents of Step 3 behaviour.	HT to monitor behaviour logs termly	Autumn:
							Spring:
							Summer:
<ul style="list-style-type: none"> To develop a shared and standardised approach to preventing and responding to bullying 	Revised Anti-Bullying policy incorporating shared language and steps to manage reports of bullying	HM/AG	No cost	Ongoing throughout the year	Cases of bullying will be dealt with more consistency	HT to monitor bullying logs	Autumn:
							Spring:
							Summer:

<p>IQ5: How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?</p> <ul style="list-style-type: none"> Children genuinely want to help others and have supported charities locally, nationally and globally. Children are passionate about giving others the same chances, hope and aspiration that they have at school and have previously helped disadvantaged people in Bridgwater and Taunton through the Food Banks and sending a child to school in Uganda The School Council members: Rights Responders/Eco Warriors/ Well Being Champions and the worship Warriors, undertake social action projects throughout the year The School has achieved its Bronze Anti Bullying Award for its work preventing bullying and the Rights Respecting Silver Award. Children are aware of their rights and responsibilities and stand up for what they believe to be important 							
Objectives	Action/s	Personnel	Resources/ cost	Timescale	Success Criteria	Monitoring	Outcome/Evaluation
<ul style="list-style-type: none"> To work towards achieving the 	School Council to extend the current	HM	No cost	Ongoing through school	Children will be empowered to be advocates of	Pupil voice	Autumn:
							Spring:
							Summer:

Rights Respecting Gold Award	community based project Provide opportunities for children take action and advocate for children's rights, both within their community and on a global scale by raising awareness and participating in initiatives			council meetings	justice and responsibility		
<ul style="list-style-type: none"> To develop the No outsiders programme through the curriculum and Collective Worship 	Worship Warriors to lead worship based on themes of equality and diversity Begin to incorporate 'No Outsiders: We Belong Here' lesson plans to teach diversity and equality	HM/WWs	£20 plus additional book costs	Fortnightly lessons and acts of collective worship	There will be an active culture of justice and responsibility throughout the school	Pupil voice Collective Worship comments book	Autumn: Spring: Summer:

IQ6: Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)?

- The Headteacher leads by example, demonstrating passion and exemplary practice in the leadership of RE

<ul style="list-style-type: none"> The school's Christian vision and values and the Church of England's Vision for Education underpin the school's approach to Religious Education thus enhancing the respectful and positive ethos Our scheme of work for RE allows for teaching about Christianity and other world religions including Hinduism, Judaism and Humanism and their underpinning beliefs and concepts, building children's religious and theological literacy The skills, knowledge, open-minded and open-ended enquiry ethos, and the opportunities for children to enhance their own spirituality, are embedded throughout 							
Objectives	Action/s	Personnel	Resources/ cost	Timescale	Success Criteria	Monitoring	Outcome/Evaluation
<ul style="list-style-type: none"> To develop a worldviews approach to teaching RE 	Shared INSET and staff training	HM	No cost	Autumn term	Staff will understand the worldviews approach and begin to incorporate it into their RWE lessons	HT to monitor planning, pupil voice and children's work	Autumn:
							Spring:
							Summer:
<ul style="list-style-type: none"> To begin to implement the new locally agreed syllabus for RE 	Staff training on LAS and development of medium term plans	HM/all staff	No cost	Ongoing throughout the year	Staff will be using the new locally agreed syllabus to teach RE	HT to monitor planning, pupil voice and children's work	Autumn:
							Spring:
							Summer: