

Our Vision and Values



Igniting Minds; Shaping Futures

Through high expectations, we endeavour to instil in our learners a positive attitude that feeds a passion for life-long learning, a respect for self, others, diversity and the environment. We will deliver an inclusive curriculum that inspires, nurtures and develops the talents of all our learners. By establishing a welcoming, safe and innovative community, that empowers learners to think and work creatively and collaboratively, Windmill L.E.A.D. Academy will support children to become successful, honest citizens, who are curious to learn and adapt in an ever-changing world.

We want children to develop resilience and independence in all academic and social domains that can be transferred to the wider world in a respectful way. Windmill learners will be leaders of their own learning; kind, ambitious and confident builders of their futures. They will be critical thinkers who are reflective, which will enable them to have the courage to live independently and enrich their lives and the lives of others around them.

Our core values underpin our vision and everything we do at Windmill L.E.A.D. Academy. They help guide us to lead more meaningful lives through the choices we make and influence our attitudes and behaviours. Furthermore, we want these values to be the key characteristics of our learners.



Our Context

Windmill L.E.A.D. Academy is a larger than average, two-form entry, primary school for children aged 3 to 11 years (Nursery to Year 6), with around 459 pupils on role at any one time. The school is located in a suburb of Nottingham City, serving a catchment where social deprivation is high and economic wellbeing is low: Nottingham ranks in the top 10 of the most deprived out of the 317 districts in England and 4th most deprived out of the 11 'core cities'.

Pupils attending Windmill have an IDACI deprivation score of 1.85, this means that 92% of our pupils are in the poorest 2% of society and 36% are in the poorest 1%. The IMD score is even lower at 1.71, this means that 90.55% of our pupils are in the poorest 2% of society and 52.8% are in the poorest 1%. There is also a significantly high crime rate in the area with drug related issues and anti-social crimes. The mobility of pupils throughout the school is high (stability is only 76%) and is well above the national average and in the lowest quintile for stability. The school has a higher than average number of Pupil Premium children (40%).

Therefore, although education is generally valued by families in the community, aspirations and knowledge of career opportunities are low. Knowledge and understanding of how to live a healthy lifestyle is also poor and the link between economic wellbeing and health concerns is evident through the high number of cases of obesity and poor dental hygiene.

The suburb the school is located within is urban and heavily populated. Therefore, the school has limited outdoor grounds: only a small playground (relative to the amount of children), surrounded by houses. There is no school field or 'greenery'.

There is a rich cultural heritage within the school as many pupils themselves come from different countries and cultures or have families who do. 85% of pupils are from an ethnic minority group – this percentage is three times higher than the national average.

There are 40 different languages spoken within the school and 59% of pupils have English as an Additional Language. Both of these statistics are well above the national average. The rich diversity of different languages spoken has its benefits as pupils tend to learn languages quickly. However, it also means that students' starting points when they enter the school are well below average – there is a considerable vocabulary gap when comparing the school context to one in which children are exposed to English at home.

The children's cultural capital is an interesting dichotomy. On one hand, because the children live and are educated in such a vibrant and diverse suburb, and because many of them have lived in other countries, their understanding of their own culture and religion is good. However, because of poor economic wellbeing, many children do not often travel further than the local area and often do not mix between different ethnic minority groups, so understanding of each other's cultural background can be fed largely by stereotypes. Therefore pupil's cultural capital, beyond their own every day experience, is limited.

The decisions the school makes regarding the curriculum are based upon the context of the school.

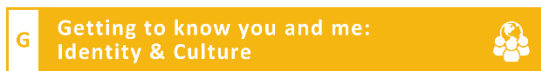
Our Curriculum Rationale

At Windmill, we celebrate the richness and diversity of our context, whilst recognising and embracing the challenges it poses. We understand that the curriculum we offer has the ability to change our pupils' life chances and those of the wider community. Therefore, we have ensured that our curriculum is personalised, relevant and ambitious.

Woven into our curriculum are our Global Citizenship threads. These threads both mitigate against gaps pupils may start school with (such as knowing of how to live a healthy lifestyle and aspirations for their future) and reflect our community's rich cultural heritage (for example, through the inclusion of Getting to know you and me: Identity and Culture) thereby providing a curriculum that is relevant and personal to our children.



Our rationale for choosing these thread are as follows:



There is a rich cultural heritage across the local community in Sneinton, so it is important that the school's curriculum and environment reflects this even down to the names of our classes. Whilst children have a deep understanding of their own cultural traditions and are proud to share these on our International Days, they are not always exposed to a tolerance and understanding of different cultures in the local community. Therefore it is imperative that school is the place where they learn the British Value of 'Tolerance of different beliefs and cultures' fostering respect and celebrating each other's cultural traditions.



As already mentioned, our community is amongst some of the poorest in the country and health is a significant issue within the local community. Typically dental health and physical health are worse than average within Nottingham City and within the city, furthermore our catchment is one of the very poorest within Nottingham City. Deprivation analysis shows that the health and disability index is very low - with a score of 1.79. Therefore, our science and PSHE curriculum is essential in order to to develop children's understanding of how to keep their body and mind healthy reinforced through visits from health professionals. The school also has its own mental health worker two days a week to work with children and families. A full-time PE teacher leads a range of before and after school sports clubs and competitions to educate our children about the importance of exercise. We have a long standing commitment to taking our children to the local Forest School, where they can experience getting outside as well as residentials and visits to the countryside.



As we prepare children for an ever changing complex world, we are very aware that the world they will be working in will be very different to what it is today and that technology is changing at a fast pace. So as a school, we have a rolling programme of providing every child in Key Stage Two with an iPad to support digitally enhancing the classroom as well as having our own immersive room. Consequently children are exposed to technology in a range of contexts and are able to understand and have increased autonomy over their learning using technology.

B Be Safe!



Deprivation analysis shows that crime in the local community is very high with an index score of 3.57. Violent crime and drug use are high in the area and our safeguarding records show that domestic violence is one of the highest categories. Therefore our curriculum not only needs to educate our pupils about being safe on line, stranger danger but also about equipping them with the skills to deal with peer pressure around taking drugs and the GREAT project enables pupils to explore and understand healthy relationships.

A Aspirations



The school community is above the national average for mobility, some of this is due to temporary private and authority housing, but also Sneinton is one of the most affordable areas of the city due to there being a lack of desirability to live in the area. Consequently families moving into the area from abroad, most recently from India, with high aspirations for their children leave the area as they progress and become more established or move for employment. So for Windmill, developing children's awareness of careers and giving them experience of leadership and a similar context to the work place such as our Job Shop, where they can develop their financial literacy skills, is crucial because many children do not have this in their home contexts.



L Let's look after the planet: Sustainability



We live in the inner city where there is very little open spaces and countryside for children to explore, therefore it is even more important for us to ensure that our curriculum highlights the importance of looking after the environment and the impact of climate change. The school has its own Eco Council, all children visit Forest School, the science curriculum and termly topics such as Earth Matters, Changing World and Extreme Earth all enable children to explore climate change and the impact on human life.

The Seven Survival Skills for 21st Century Learners (Tony Wagner)

To develop children's life skills and prepare them for work in a world that is likely to be different to the one we know, we practise and integrate the Seven Survival Skills for 21st Century Learners (Tony Wagner) into our curriculum delivery. These are:



The decisions the school makes regarding the allocation of curriculum hours are based upon the context of the school. Given the challenges faced by our pupils due to social deprivation and their lower than average starting points, we acknowledge the importance of English and mathematics as foundational skills that empower individuals to navigate the modern world effectively. We recognise how proficiency of these skills is the key to leveraging social change. We acknowledge that reading is the vehicle that allows access to the wider curriculum and understand that research shows reading is more beneficial to a child's future than having university-educated parents. Therefore, we prioritise these subjects by allocating a high proportion of curriculum hours to ensure our pupils receive a strong foundation in these subjects.

However, we firmly believe that a well-rounded education goes beyond English and mathematics alone. To nurture the holistic development of our pupils, we also provide a broad and balanced curriculum that encompasses a wide range of subjects and experiences.

Further strategic crafting has been undertaken to ensure our curriculum best meets the needs of the pupils accessing it. Organised thematically, the curriculum facilitates an immersive learning journey that aligns with national curriculum objectives. To ensure progressive knowledge acquisition in small, manageable steps, we have meticulously mapped out our knowledge components, of which the retrieval of them is spaced appropriately. These knowledge components build to a 'Mastery Day' each term where children can apply their application of knowledge, skills and understanding acquired over the term's sequence of learning into a fictional yet real-to-life, problem-solving context. Mastery Days give meaning to the learning that has come before and help embed understanding by demanding children to complete composite tasks.

Beyond the academic focus, we place a strong emphasis on enhancing children's cultural capital through diverse enrichment opportunities. Regular off-site trips, virtual meetings with authors and historical figures, and interactions with career role models contribute to a well-rounded educational experience. Additionally, we prioritise inclusivity by inviting visitors from various ethnic backgrounds, who reflect the diversity of our student body.

Recognising the significance of oracy in bridging language gaps, we have integrated it into every lesson. This proactive approach aims to address the linguistic challenges that most children may face upon entering the school.

Fostering leadership and ambassadorial roles among the students is another integral aspect of our curriculum. Through these opportunities, children not only develop essential leadership skills but also

contribute to the overall school community. In alignment with our broader goals, the school is actively working towards a Social Impact award, instilling in our students a deep understanding of the positive influence they can exert on their surroundings.

In summary, our curriculum design is thoughtfully structured to address the challenges faced by our students. Through thematic organisation, cultural enrichment, oracy integration, practical application, and leadership opportunities, we aim to provide a holistic and supportive educational environment, which helps pupils to celebrate their backgrounds and overcome.