

Personal Development Evidence

Headline script:

As a result of the exceptional pastoral support available to vulnerable pupils with complex needs, over time their outcomes and attendance improves significantly from their starting points. The school continues to engage with the most vulnerable far after they have left the school, through participating in ongoing multi-agency support which enhances their long-term life chances.	Evidence: • Vulnerable pupils case studies; • Progress and attendance data for the most vulnerable pupils over time. • Bespoke disadvantaged support spreadsheet.
The school's exceptional commitment to developing resilience, both through the formal curriculum, the extensive extra-curricular opportunities and through numerous student leadership roles, results in pupils being exceptionally well prepared for life beyond Blackhorse. Ex-pupils and their parents frequently cite the school's ethos in accounting for their child's success as a young adult.	Evidence: • wall of Champions (& testimonials from ex-pupils) • Pupil leadership: Mission Master Minutes (& campaigns: Mental health, attendance etc), Maths Champions, Reading Rangers etc. • % of club uptake (esp Disc Pupils), • Case studies BE, AM, RMc
As a result of the school's specialism in SL&C, children demonstrate an exceptional understanding of how other children's needs may differ to their own, especially in relation to neurodiversity. As a result, children with specific barriers feel valued and understood by their peers, making excellent progress over time.	Evidence: Autism Awareness Week, Attainment Data, Case Studies.

Evidence against statements:

A coherent and appropriate programme of personal development extends across the taught curriculum and wider opportunities and experiences. It makes a positive difference to pupils and enables them to develop spiritually, morally, socially and culturally.	Extensive Opportunities for community connection e.g. volunteers- parents, community & ex-pupils; regular connections with church and parent visitors – see visits and visitors plan. Leadership opportunities - Reading Rangers, Mission Masters (& Disadvantaged Deputy MM), prefects, Maths masters (Y6), Sports Leaders (Spring/ Summer Y6), Playpod Leaders, Reading rangers: See video - https://blackhorse-ps.primarysite.media/media/how-to-become-a-reading-ranger Mission Masters Attendance campaign video - https://blackhorse-ps.primarysite.media/media/mission-masters-attendance-video Case studies – pastoral team
The personal development programme includes a suitable and well taught RHE/RSHE programme, which develops pupils' knowledge.	Jigsaw - Curriculum section of the drive. Every statutory objective is taught in which lessons when. - J:\0. Curriculum Areas\PSHE\0. JIGSAW\Subject Leadership
Pupils develop their understanding of, and respect for, protected characteristics, fundamental British values and cultural diversity in modern Britain.	London visit – democracy and curriculum. 'Proud families' day. Assembly planner – found on the website Stairwell quizzes looking at different cultures. Text choice across the curriculum offer a diverse range.

Pupils have a range of suitable opportunities that broaden their experiences and enable them to develop their talents and interests in areas such as the arts, music and sport.	See extra-curricular club offer Enrichment Life-skills curriculum in RB and for targeted children in mainstream who are not accessing the national curriculum - see plans and outcomes. MM 2025 video - https://blackhorse-ps.primarysite.media/media/mission-masters-2025-summary-video
Effective pastoral support meets pupils' needs. They are confident in accessing it when they need it	Vulnerable pupils meetings and register, which is updated every month. Pastoral provision map Pastoral team See case studies
The personal development programme is an entitlement for every pupil. Leaders track participation. They take steps to ensure that pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, for example young carers, can participate appropriately. Reasonable adjustments or adaptations are made for them.	Disadvantaged children and their opportunities are tracked throughout the school. Clubs analysis – deliberate targeting of Disadvantaged (See Excel spreadsheet. Priority for clubs and wider opportunities are given to disadvantaged children. Deputy mission masters are specifically chosen, rather than voted for.
Pupils develop secure and detailed knowledge across the personal, social, health and economic education, relationships and (where relevant) sex education programme and citizenship curriculum.	Governor monitoring – (E-safety governor monitoring). Project evolve and assembly linked. Pupil conferencing around this. E-safety incidents reducing on Cpoms. E-Safety review notes Oct 25 Attendance MM video - https://blackhorse-ps.primarysite.media/media/mission-masters-attendance-video
Pupils are confident, resilient and independent. They are reflective, behave with integrity and cooperate consistently well with others. They are very well prepared for life beyond school.	Strong pastoral support allows vulnerable children to thrive. Transition with pastoral team happens throughout T6 with vulnerable children. Email checked in during T1 – parents replied. See governor transition monitoring report, incl. pupil voice.

	Transitions across the school allows for older children to go back into previous year & share experiences. Mission masters have produced videos supporting transition. Following the children into secondary - Alumni board. Case studies AM, RMc, BE. Ex-pupil Volunteer (role-models) at track team and Musical Theatre. IF, R Mc & AW case studies for impact of clubs/ belonging on behaviour over time (incl. into KS3). Connection boxes – pastoral team
Leaders and staff have a deep understanding of all their pupils and are systematic in anticipating and identifying which individuals or groups might need additional pastoral support. What is provided is highly effective.	Spreadsheet showing individualised support: Individual Academic/ pastoral support (incl. additional opps for securing foundational knowledge), staff advocate (champion), shifting the dial, club attendance, opps to represent school, interests outside of school etc. Pastoral team Attendance improvement See case studies LM, EC, JJ, LR.
The programme of personal development is extensive and carefully tailored to the school's context and pupils' aspirations. Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face barriers to their learning and/or well-being, participate and benefit fully.	Individual consideration for disadvantaged children's access to extra-curricular clubs. Leadership roles for Dis pupils fosters belonging (dep MM, Reading Rangers). AM and RMc case study. Email from secondary JDC videos of children talking about clubs etc.
Evidence of the impact of the personal development programme is clear on the outcomes and experiences of pupils, including the groups of pupils listed above.	Pupils make strong progress from their starting points: Data pictogram BE case study

Exceptionally high standards of personal development and well-being have been sustained. Pupils feel well supported, develop consistently detailed knowledge and skills, make a strong positive contribution to the school's inclusive culture and are exceptionally well prepared for their next steps and for life beyond school.	See above. Exceptional pastoral support: Vulnerable pupils case studies. See above. Exceptional student leadership roles: See mission Master minutes & videos.
Leaders' actions have a transformational impact on the personal development and well-being of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing. These pupils are now able to thrive in school and beyond the school.	Exceptional long-term pastoral support has significant impact on the most vulnerable pupils Case Studies of pupils over 10 year period post leaving. Exceptional bespoke consideration for disadvantaged pupils: See spreadsheet
There are no significant areas for improvement that leaders have not already prioritised.	Well-being pupil leadership group: new for T2 2025-26