



Headteacher's Coffee Morning

Thursday 13th October 2022





RED PANDA!

INTRODUCTION: A Red Panda is a body and distinct than ever's Red Panda. Everyone knows its bear-like and bushy tail. However, now more Pandas are at risk of becoming extinct.

APPEARANCE: A Red Panda is very distinctive; its russet tail is easily recognizable. They have webbed, black feet, similar to a dog, and dark fur on their belly and limbs. Despite its cute, small size, a Red Panda has claws. These are perfect for climbing tall trees.

DIET: Unlike the classic bear, a Red Panda is an omnivore. They mostly eat bamboo and leaves, but they are also very unlikely to be seen eating insects, bird eggs, fruit, and even small mammals. Did you know that one Red Panda can eat 20,000 bamboo leaves a day?

HABITAT: Red Pandas are particularly lazy creatures. They spend most of their time in the tall trees of China, Nepal, and Bhutan. In the mountains, they enjoy the rainy forests which like trees.

OFFSPRING: When a Red Panda is born, it's called a cub. Like many mammals, they keep their eyes closed until 2-3 weeks. They then stay with their mothers, being nursed, until they can fend for themselves.

HOW PEOPLE ARE HELPING: Unfortunately, the number of Red Pandas in the wild is reducing. This is due to them being exchanged as illegal pet trade, poachers' hunting them for their fur and, most importantly, their forest homes being cut down. This is why Red Pandas need your help. Here are a few things that you can do to show your support. You may donate and purchase or work against the Red Panda trade. Red Pandas from becoming extinct.



Underpinning our actions and behaviours...



It starts with us

This year...

Four areas of focus



Relationships	Achievement
Curriculum	Leadership

Aim 1:

A culture of mutual respect between all members of the school community means that pupils' behaviour and personal development is excellent.

Expectations

School values

The small things

Attendance

Peer relationships

Aim 2:

High expectations for every child mean that 90% of children are on track by the time they leave the school.

The bottom 20%

Stretch and expectations

Disadvantaged gap

Inclusive representation

SEND targets

Aim 3:

**The school curriculum is designed coherently,
with knowledge explicitly sequenced in all
subjects.**

Project curriculum

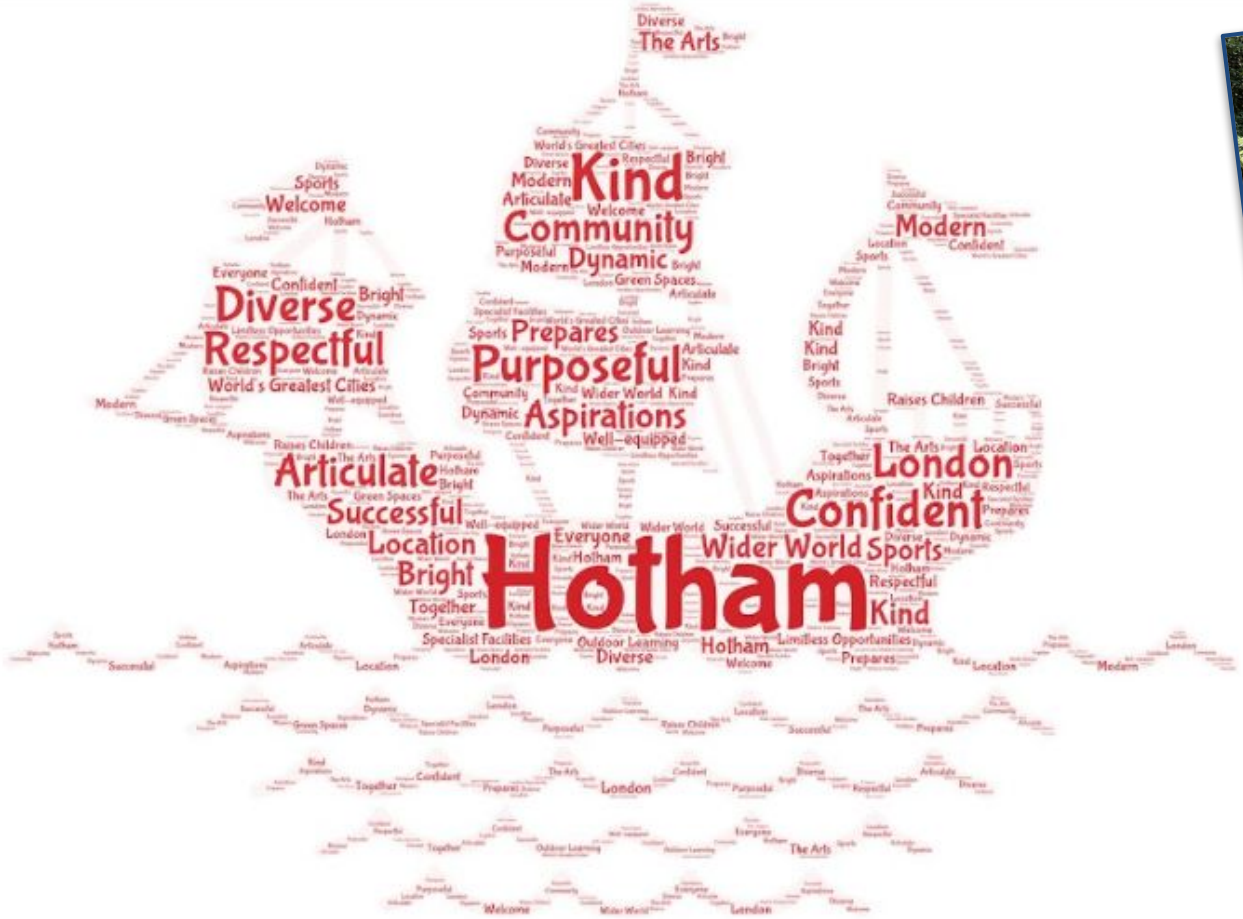
Curriculum from
EYFS-Y6

Maths

Core texts

Phonics

Leadership



Aim 4:

**Capacity for leadership is grown at all levels,
through training, support and development.**

Teaching and
learning

Subject leadership

Support staff

Succession
planning

Governors