



Pupil Leadership

WAT Aspire Curriculum - our curriculum develops students' aspirations so that they strive to be the best that they can be.

In all subjects we carefully plan the subject knowledge, skills and vocabulary, coupled with specific Aspire learner skills and character virtues, so that our students have the tools to be successful in learning and in life. This document sets out the key principles in this subject area.



Intent

At Goldsmith Primary Academy, we believe that pupil leadership is central to school life. Every child has the right to feel that they belong, achieve, and thrive, and leadership opportunities are key to making this a reality. Through our inclusive Junior Leadership model, all pupils develop confidence, ownership, and a strong sense of civic duty. By taking on meaningful roles and responsibilities, children learn that their actions can make a difference – in school, in their community, and in their future. When our pupils leave us in Year 6, they do so as competent, confident citizens, equipped with the leadership skills and character virtues needed to contribute positively to society.

Subject knowledge, skills and vocabulary

Leadership development begins the moment pupils join our school:

EYFS: Children are introduced to leadership qualities from the start. Our early years practitioners act as role models, guiding children to collaborate, communicate, and show responsibility. In Reception, Lead Learners are introduced to help children understand and practise leadership in age-appropriate ways.

Key Stage 1: From Year 1 onwards, every pupil applies for and undertakes a school job role that matches their developing skills and interests. These early experiences promote independence, responsibility, and pride.

Key Stage 2: Pupils take on more defined leadership positions, including roles within the School Senate, Sports Squad, Eco Committee, Digital Leaders, and Playground Leaders. Each role builds teamwork, communication, and the ASPIRE character virtues – respect, responsibility, resilience, compassion, creativity, and collaboration.

Through these experiences, leadership is not reserved for the few – it is a right and a responsibility for all.



Impact

Pupil voice:

Year 1 -" I like to show other children how showing your values is important at school and at home as well. My role makes me feel happy because I can see other children showing their value of being responsible and I know that is because of me" - Lexi

Year 2 - "I am looking forward to making a difference to my school and running clubs and activities. I will show my values and be a good role model by showing my peers their star values and how to follow the GPA way"- Kai

Year 3 -I am looking forward to changing the school. I like showing others how they can be respectful and creative in their work and outside of school."- Ernie

Year 4 - "I really love my job because it teaches me to be self independent when I am older. It has made me more confident and helped me prepare for what may come later on in life." - Jenson

"This job is just like a real life job. I have to follow ALL of the Aspire Values to make sure I am a good citizen. I will take what I have learnt from my job role and the Aspire Values to high school and adulthood with me." - Eilayah

"I am a really good role model to my peers. Being a part of the school senate helps me alot as it gives me responsibilities which I have been organised in to complete."- Husna

Year 5 - "I can now communicate clearly which will help me during interviews to be successful in job applications which will give me a good life." - Sam

"Delivering assemblies has really built my confidence. I love my job because helping others is what I am really good at. It makes me feel good about myself when I help others." - Caven

Year 6 - "I like my job in school because it teaches us how to act in the real world!"- Chelsie

"It helps us be extra responsible and very respectful to all our teachers and friends." - Harry

"It teaches us how to be a fair leader. It gives us the qualities we need to lead a successful life." Mehnaz and Yetunde.

"I serve as a great example for my classmates, and having responsibilities that I've planned to complete helps me." - Bella

Pupil voice and feedback show that our children value their leadership roles and the trust placed in them. They describe feeling respected, responsible, and proud to contribute to the success of their school. Pupils develop real-life skills – communication, teamwork, organisation, and confidence – that prepare them for the next stage of education and life beyond Goldsmith.



Leadership at Goldsmith is not symbolic; it is embedded, empowering, and transformative. Every child understands that their voice matters, their role is valued, and that by leading with integrity, they help the whole school community Dream. Rise. ASPIRE.

Assessment

Pupil leadership at Goldsmith Primary Academy is assessed through reflection, observation, and evidence of impact. Staff and pupils evaluate how effectively leadership roles promote the ASPIRE virtues – respect, responsibility, resilience, compassion, creativity, and collaboration – and contribute to school improvement.

Leaders reflect on their personal growth, the influence of their actions, and their ability to work collaboratively and make a difference. Progression is tracked as pupils move through school, with achievements recognised and celebrated in assemblies and newsletters.

Assessment focuses on growth, reflection, and contribution, ensuring every child leaves Goldsmith able to articulate their strengths as leaders who belong, achieve, and thrive.

How are we inclusive?

At Goldsmith Primary Academy, leadership is inclusive by design. We anticipate and remove barriers so that all children, regardless of background, ability, or need, can access and benefit from pupil leadership opportunities. Every voice is heard, every contribution counts, and every child belongs.

